

Beyond Discipline!

- ◉ What Secondary-level Administrators need to know about harnessing the power of Special Education to improve instruction and achievement for all students

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What does research tell us about what effective schools do?

- Leadership that expects, supports and focuses on student learning
- Safe and orderly school environment that reinforces positive student behavior
- Each student has access to guaranteed, rigorous, standards based, core curriculum
- Each student has access to high quality instruction
- Collaborative problem solving focused around student data

How does this relate to how we best meet the needs of our special education students?

SpEd 101

Specific Learning Disability	Communication	Autism Spectrum Disorder	Other Health Impairment
Emotional Disturbance	Traumatic Brain Injury	Hearing Impaired	Vision Impaired
Deaf/Blind	Intellectual Disability	Orthopedic Impairment	SPECIAL EDUCATION!

SpEd Eligibility

- The student must meet the criteria for the specific disability being considered
 - AND
- There must be an adverse impact on the student's education
 - AND
- The student must require Specially Designed Instruction

SDI... What it is

- It's what makes instruction 'unique' in order to meet the needs of the student
 - Curriculum
 - Methodology
 - Qualified Staff
 - Delivery of Instruction

What SDI Isn't...

- A special ed. teacher teaching a general ed. math or English class
- A gen. ed. teacher teaching a class with only sped students in it
- A student who has a 1:1 Educational Assistant
- Providing accommodations and modifications in a class
- Getting help on assignments in a study hall or resource room
- A behavior plan

How do we provide SDI in a Secondary Setting?

- Moving away from self-contained special education classes taught by SpEd teachers...
- ... towards special education and general ed. classes taught by both teachers (resulting in access to core curriculum taught by HQ content area teachers.)
- SDI is implemented in all classrooms whether or not the sped teacher is present
- Promoting rigorous coursework for students on IEPs
 - IEP goals tied to outcomes based in CCSS

Team Teaching is... "an interactive process in which individuals with diverse areas of expertise address mutually defined goals through the use of creative problem solving."
(Friend and Cook 2008)



Team Teaching is....

- Course planned by General Education Teacher with assistance from Special Education Teacher
- Generate Lesson Plans together: weave in SDI, accommodations, ideas to scaffold lesson, to lead learner to a high level of rigor
- Assessments: built together and drive "next teacher moves"
- Grading: Shared by both to see what was mastered and/or need to be retaught or reassessed
- SDI: imbedded and often done in the moment due to student feedback as lesson is progressing, interjected in real time, while teaching is occurring
- Collegiality "us" vs "them" mentality is absent - all students benefit from quality instruction

Team Teaching is not...

- Pulling a group of students with disabilities to the back of the general ed. classroom
- General education teacher plans all of the lessons and the special education teacher says, "so, what are we doing today and what would you like me to do?"
- When teachers get frustrated with one another and tells the rest of the faculty, and sometimes the class, that this "stuff" just can't be done
- Special Education teachers acting in an EA role
- Sending students to the Resource Room without a specific purpose

Special Education Delivery Model

- Special Education Teachers team teach in core content areas - focus on *Math, Writing and Reading...
 - ✧ Math*
 - ✧ Language Arts*
 - ✧ Social Studies
 - ✧ Science
- What Does "Team Teaching" Look like?:
 - Each special education teacher teaches with a content area teacher in a regular ed. classroom
 - Special education teacher becomes a collaborative member of a content area department: Math, Language Arts, Social Studies, Science
 - The line between regular education students and IEP students fades - all students benefit

Special Education Delivery Model

- General ed. staff supported and trained to serve IEP students
 - Regular Education teachers are accountable for core curriculum, high impact instruction and assessment, knowing, developing and meeting IEP goals, following accommodations, offering constructive feedback at IEP meetings by attending and engaging, partnering with special education teachers to ensure the success of each student
 - Adherence to the needs of IEP students is not an option, it is a moral, ethical and legal responsibility

The Role of the Regular Ed Teacher in Serving Special Education Students...

- Mind Set - Believing that EVERY student can learn and the adults are key to supporting them to achieve!
- How do we get there....?
- Educate teachers about the student's disability and needs for success (sped extravaganzas!)
- Training - support in developing the skills to help their struggling learners...coaching by sped teachers - consultation and collaboration
- General and Special Education Teachers works together to write IEP goals aligned with the core curriculum, and the plan to meet the goals - it's a partnership!
- Time to collaborate - consult - plan - grade together!
- Clearly define the role of the Resource Room

Tools for Training and Monitoring

- Defining the Core Curriculum using Power Standards
- Can a SpEd student fail a gen. ed. class?
- Commonly asked questions about IEP meetings
- Q and A for SDI
- Effective IEP meeting checklist
- Special Education Performance Evaluation Rubric

How do we get results?

Relentless focus on improving instruction so we can improve learning....

- " *Teaching causes learning.*"
- "If we continually develop the instructional expertise of our teachers, then teaching will be strengthened and all students will learn in deeper and more meaningful ways."
- "Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill and student engagement."

~Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning

by: Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel

Systematic Approach

Our work is about rethinking how we serve all students in the classroom!

Every student benefits from high quality instruction and curriculum - but the ones who need it most, benefit the most!

The Challenge is.....

- ◉ How do we close the knowing and doing gap?
- ◉ We know what strategies foster student learning...
- ◉ Now we must incorporate what we know into what we do....every lesson, and expect the best from each of our students and from ourselves!!
- ◉ If you wait for 100% buy-in, you will never begin....and the students are the ones who lose out...

What is the formula.....?

Access to Core Curriculum

+

High expectations from the adults for
student learning and behavior

+

High instructional skill and integrated
SDI

=

Student success

Thank you!

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