The ABCs of the First 90 Days: A Session for New Special Education Leaders

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Christy Nash, Wichita Falls ISD
I am a new Director of Special Education.
I have been in my position for less than 3 years.
I came to the position from another special education assignment in my district.
I came to this position from another administrative assignment in my district.
I came to this position from another district.

Participants will:
1. Examine three questions to assess their knowledge relative to each topic.
2. Explore three options and actions and activities that can respond to the needs identified for each topic.
3. Review a bank of tools and strategies to assist in implementing actions and activities that will provide solutions and results....
That will ultimately and positively impact the children we serve!!!

Learning Knows No Bounds

Framing Our Work

ACCOUNTABILITY FOR STUDENT OUTCOMES

Knowledge
Actions
Tools

BUILDING RELATIONSHIPS

COMPLIANCE TO EXCELLENCE

Accountability and Student Outcomes: Assessing Our Knowledge

① Where is my district relative to state and regional comparisons in the area of performance for students with disabilities?
② What are the factors that are impacting closing the achievement gap in my district?
③ How knowledgeable are the stakeholders (principals, teachers, central administrators, parents) about the variables that address closing the achievement gap, and to what extent are they addressing them?
Well if no one is willing to take responsibility for it we'll blame it on our new Special Education Director!
The range in achievement on the STAAR for all subjects was 65%-81% across the state.

The range in achievement on the STAAR for students with disabilities was 26%-47%.

The range in achievement gap between all students and students with disabilities was 31-40 percentage points.

<table>
<thead>
<tr>
<th>Region</th>
<th>All Students</th>
<th>SWD</th>
<th>Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>73%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>72%</td>
<td>41%</td>
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</tr>
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<td>3</td>
<td>73%</td>
<td>37%</td>
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<tr>
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<td>77%</td>
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<td>5</td>
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<td>76%</td>
<td>44%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: Texas Education Agency

All Subjects
Reading
Mathematics

Table Buzzzz
With your colleagues at your table...
Address this question:
1. What are the factors that are impacting closing the achievement gap for students with disabilities in my district?
2. Sort your answers by the following categories:
   - Excellence in Teaching
   - Supportive Relationships and Learning Environments
   - Instructional Leadership for the Common Good
Collect performance data including the gaps in achievement by district and school and analyze the data to pinpoint areas of strengths and areas of concern by campus and by district.

Work with departmental and campus leadership in determining the knowledge vs. doing practices on the variables that will narrow the achievement gap.

Provide professional development, coaching and campus support that will address these factors.

STRATEGIES FOR ADDRESSING ACHIEVEMENT DISPARITIES:
KNOWING-DOING INSTRUMENT

1. Collect performance data including the gaps in achievement by district and school and analyze the data to pinpoint areas of strengths and areas of concern by campus and by district.
2. Work with departmental and campus leadership in determining the knowledge vs. doing practices on the variables that will narrow the achievement gap.
3. Provide professional development, coaching and campus support that will address these factors.

1. Feel a strong sense of shared ownership for all students.
2. Posses a high degree of content knowledge in core subject areas/my assigned subjects; and provide intensive and targeted professional development for teachers needing more in depth content knowledge.
3. Maximize academic learning time (ALT), periodically measure percent of ALT by class/grade and challenge myself to set goals for increasing ALT.
4. Pre-K assess prior to instruction to pinpoint starting points and student interest.
5. Substitute accelerated strategies for ineffective remediation approaches that slow student progress.
6. Appropriately use instructional accommodations/scaffolds for any student who would benefit from their use. Instructional accommodations are faded when the student is able to complete the task/apply the concept without support.
7. Feel I am skilled in implementing differentiated instruction strategies that bring learning within the reach of diverse learners.
8. Feel I am skilled in student engagement techniques. Students are actively involved in learning and do not remove themselves from the learning process due to boredom or detachment.
9. Confidently use and alternate flexible grouping strategies.
10. Create a positive learning environment with clear expectations, positive behavioral supports and effective responses to inappropriate student behavior.
11. Understand and use progress monitoring strategies to track student progress and adjust instruction of the basis of these data for greater instructional focus and success for students.
### STRATEGIES FOR ADDRESSING ACHIEVEMENT DISPARITIES:
#### KNOWING-DOING INSTRUMENT

<table>
<thead>
<tr>
<th>Accountability &amp; Student Outcomes: Reviewing Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have no knowledge of this practice</td>
</tr>
<tr>
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</tr>
<tr>
<td>3. Implementation with problems</td>
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### 23 VARIABLES FOR CLOSING THE ACHIEVEMENT GAP
#### PRINCIPAL GUIDE

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For Component 2:

-优先级水平: 低
-行动所需?: 不实施

For Component 3:

-优先级水平: 高
-行动所需?: 需要改进
The one-to-one mentoring is provided by assigning a peer mentor or buddy as a routine practice. Student and parent participation in transition activities, such as school visits, specialized orientation, and instruction, is essential. All records (IEP, 504, RtI, BIP, interventions, progress monitoring, data, health) are transferred in a timely manner.

The principal works with each planning team to set appropriate meeting leading and participation rules as priorities for action. It is understood that the effective use of personnel and student achievement depends on expected norms for behavior and to maintain them over time. The faculty has received training in ways to use planning time effectively and efficiently and planning meetings are monitored regularly to assure this continuity.

Each coaching cycle uses a type of “Learning Agreement” that specifies gains in measurable terms. Instructional coaches embrace the philosophy and practice of “coaching he.

Instructional coaches follow an established cycle for their work, starting with discussions to build trust and eventually accomplishing for the principal, this is one of the top three

Curriculum is the curriculum framework for students in specialized classrooms. They provide instruction in the general education classroom. A specialized support teacher meets high standards that do not address multiple subjects or subject levels at the same time. The paraeducator’s responsibilities are determined on the basis of student needs and are not based on a specific class, teacher, or program. Paraeducator schedules are determined on the basis of student needs and are not assigned on the basis of a faculty member. Paraeducators are part of the classroom, teacher, or program.

Classroom support teachers do not address multiple subjects or grade levels at the same time. They arrive in the general education classroom when necessary. Student groups are varied frequently so no one teacher is consistently responsible for a particular group of students. The one-to-one mentoring is provided by assigning a peer mentor or buddy as a routine practice. Student and parent participation in transition activities, such as school visits, specialized orientation and instruction, is essential. All records (IEP, 504, RtI, BIP, interventions, progress monitoring, data, health) are transferred in a timely manner.

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Strategies for Addressing Achievement Disparities:
Shared Ownership
Sample Activity

Accountability & Student Outcomes: Reviewing Resources

Building Relationships: Assessing Our Knowledge

1. What is the organizational structure in my district and where does my position fit into this structure?
2. Who are the critical people I need to build relationships with relative to special education services?
3. What is the status of parent and family participation and satisfaction relative to special education services?
Your chart may look something like this...

Or it could seem like this...

Or perhaps it feels like this...
Your Superintendent may feel like this...

I think it’s time to reign in our new Special Education Director!

Building Relationships: Exploring Our Options & Actions

1. Formally meet with key central leadership staff (Human Resources, Business, Transportation, Facilities etc.) to ensure that protocols are known and properly followed.
2. Meet early on with each principal to proactively plan for campus support.
3. Build an effective and efficient team that will share a common vision and support the departmental efforts on behalf of students with disabilities.
Building Relationships: Reviewing Resources

Part I: Information Gathering

Question 1: What does the ____________________________ department want/need from special education leaders?

Question 2: What do special education leaders want/need from the ______________________________ department?

Part II: Analysis

1. What are the similarities?
2. What are the differences?

Part III: Conclusions/Actions

Therefore we will support one another by:

School Principal Conference Format

1. What are your priorities for your campus for the next year or two?
2. In what ways can the special education department assist you in meeting these goals?
3. What are your perceptions of current services for students with disabilities at your school (strengths and areas of concern)?

For Special Education Department Use:

1. What are your department’s priorities specific to the school?
2. Review metrics for the campus. Be prepared to list 2-3 priorities from your department’s perspective.
3. How can we work together to affect change?
4. What’s the schedule we should set for future meetings?

Preferred Date(s)

Time(s)

Location(s)
### STRATEGIES FOR ADDRESSING RELATIONSHIP BUILDING

#### HIGH PERFORMING TEAM RATING

**Building Relationships:**

- Reviewing Resources

**High Performing Team Rating**

<table>
<thead>
<tr>
<th>Individual Contributions</th>
<th>Team Accomplishments</th>
<th>Various Ideas and Approaches</th>
<th>Various Roles and Functions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Team Assessment Matrix**

<table>
<thead>
<tr>
<th>Score</th>
<th>Morale</th>
<th>Appreciation</th>
<th>Recognition and Empowerment</th>
<th>Optimal Productivity</th>
<th>Flexibility</th>
<th>Communication</th>
<th>Teamwork</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
<td>21</td>
<td>17</td>
<td>9</td>
<td>10</td>
<td>6</td>
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<td>14</td>
<td>14</td>
<td>7</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

**EVIDENCE**

1. Individual's feel good about their membership on the team.
2. Members listen actively to each other.
3. Decision making is effective.
4. Goals are clear, challenging and relevant to purpose.
5. Strategies for achieving goals are clear.
6. Policies and practices support team objectives.
7. Policies and practices support team objectives.
8. Mutual respect and willingness to help each other is evident.
9. Team contributions are valued and recognized by the organization.
10. Members express themselves openly and honestly.
11. Members feel a personal and collective sense of power.
12. Group members feel respected.
13. Team accomplishments are recognized by members.
14. Various ideas and approaches are explored.
15. Individual roles are clear.
16. Members are adaptable to changing demands.
17. Members have access to necessary skills and resources.
18. Teamwork is valued and recognized by the organization.
19. Team members feel a personal and collective sense of power.
20. Individual's feel good about their membership on the team.
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Team Responsibility??

1. What is the current compliance status of our district relative to students with disabilities and how do we compare with others?
2. What are the Quality Standards for Special Education Services that will promote both excellences and compliance?
3. What are the positive and negative factors impacting compliance for services for students with disabilities?
TEA Prison??

“I’VE BEEN HERE SO LONG I DON’T REMEMBER WHAT I DID, BUT IT HAD SOMETHING TO DO WITH NON-COMPLIANCE.”

CHART: 5-Year Comparison 2010, 2015

DATA COMPARISON GRID: Addressing Compliance

DATA COMPARISON GRID: PMAK KEY INDICATORS
### EIGHT Quality Standards for Special Education Services

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality services for students with disabilities with a full array of options that are equitably distributed.</td>
<td></td>
</tr>
<tr>
<td>2. High Quality instruction for all learners that reflects effective classroom management, research-based instructional strategies, high expectations and improved student outcomes relative to the state curriculum standards.</td>
<td></td>
</tr>
<tr>
<td>3. A philosophy of shared ownership, acceptance, shared responsibility and accountability for all learners including students with disabilities.</td>
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</tr>
<tr>
<td>4. Valued parent relationships with high levels of involvement satisfaction and a strong sense of mutual respect and value.</td>
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</tr>
<tr>
<td>5. Full compliance with the local, state, and federal requirements relative to referral, identification, and the provision of services for students with disabilities and all stakeholders are informed, knowledgeable and understand the processes, procedures and practices.</td>
<td></td>
</tr>
<tr>
<td>6. Human and capital resources are utilized in an efficient, effective, and appropriate manner to promote responsible staffing and responsible financial management.</td>
<td></td>
</tr>
<tr>
<td>7. A high degree of collaboration between general and special educators at the central and campus level that promotes trusting relationships and student-centered decision making.</td>
<td></td>
</tr>
<tr>
<td>8. Successful inclusion of students with disabilities is a valued and recognized practice supported through professional development, student-centered decisions, staffing and scheduling to support full array of services in the least restrictive environment.</td>
<td></td>
</tr>
</tbody>
</table>
Compliance to Excellence: Exploring Our Options & Actions

1. Review the PBMAS data relative to special education compliance and compare with region, state and comparison districts. Look at trends and improvements over a 5-year period.
2. Use the Quality Standards Checklist to determine what data, evidence and activities could be used to address compliance factors.
3. Develop a plan of action based on priorities identified.

Compliance to Excellence: Reviewing Resources

Compliance to Excellence: Quality Standards for Special Education Services

TCASE July 2016
4. GOAL/STANDARD: for students who are promote the sharing of relative to students with disabilities. The district school system department integrated into. To what extent is the included in instructional accountability for serving district and partners in the IEP process parents consider school community? decisions regarding their disabilities are included in teachers, school leaders provided to their the quality of services disabilities satisfied with the provision of services for students with disabilities and all stakeholders are informed, accountable results? schools in achieving measures to support with disabilities and district address that may arise regarding issues and other conflicts. To what extent does the Monitoring and Performance Based of students with disabilities? District has a proactive plan of monitoring visits procedures, records systems management electronic compliance guidelines, conflict Operating of inquiries, records systems of formal records of written information brochures, and faculty surveys. Teachers participate in data coaching relative to key compliance issues. District issues of compliance at the campus and address target discrepancies. Targets when compare implementing the required can describe the accommodations needed maintain consistency process for clarifying information to. Parents reach in over 95% of IEP are partners in the IEP indicate partnership. 90% of attendance. greater agreement standard. 90% or more of parents support this services for their child. A 90% or more of parents know the services for their child. A 90% or more of parents know the services for their child. A 90% or more of parents know the services for their child. A 90% or more of parents know the services for their child. A
STRATEGIES FOR ADDRESSING RELATIONSHIP BUILDING

QUALITY STANDARDS FOR SPECIAL EDUCATION SERVICES

8 Pages

Compliance to Excellence
Reviewing Resources

EVALUATION Q’S

Based on a survey, interviews, and data collected from PBMAS interviews and surveys, data was analyzed and compared with recruitment practices, needs of students and not be specified. Turnover data is being collected and analyzed.

Teacher/paraprofessional stipend analysis, staff categorization (6100, 6200, etc.)

Budget analysis by area districts. Salaries are paid in a timely manner. Experience is within state guidelines. Student ratio and monitoring.

Students with disabilities, student participation in decision making.

Special education teachers are valued and respected district educators feel students. District general and delivery for students instruction and planning collaborate regarding their day.

Inclusion settings, that promote acceptance and greater access to the general curriculum. Instructional strategies such as multi-level instruction, use of technology, flexible and cooperative approaches followed at all campuses.

Regular meetings with the enrolled grade level. Written assignments to a grade level/home assistant.

90% of classrooms. Technology, flexible and cooperative structures.

90% of educators indicate they are provided to the student in their enrolled grade level. Written assignments to a grade level/home assistant.

90% of educators indicate they are provided to the student in their enrolled grade level. Written assignments to a grade level/home assistant.

90% or more of faculty indicate that they are considered faculty members of special education teachers are valued and respected. 90% or more of faculty agree that participants in the IEP/BIP planning were centered in decisions, 90% or more of faculty agree that staff are skilled in implementing that promote responsible staffing and responsible financial management.

Human and Capital resources are utilized in an efficient effective, and appropriate manner to promote responsible staffing and responsible financial management.

To what extent is there development in professional educators participate to what extent do valued and respected district educators feel students? District general and delivery for students instruction and planning collaborate regarding their day.

Environment (LRE)?

Regarding placement in student roster, observation of interviews, and interviews and surveys regarding making process.

Professional development is considered faculty members of special education teachers are valued and respected. 90% or more of faculty indicate that they are considered faculty members of special education teachers are valued and respected. 90% or more of faculty agree that participants in the IEP/BIP planning were centered in decisions, 90% or more of faculty agree that staff are skilled in implementing that promote inclusion.

To what extent does the district staff understand the challenges and make the changes necessary to ensure that the student’s needs are met?

To what extent does the district staff understand the challenges and make the changes necessary to ensure that the student’s needs are met?

Eligibility criteria are clear and specific.

Compliance to Excellence
Reviewing Resources

1. District staff can clearly articulate the eligibility criteria for students with disabilities that must be met to receive services. That will result in an equitable distribution of services.

2. Special education students receive an equitable distribution of services.

3. Special education students are monitored and considered in the school daily schedule or are active in the school.

4. Special education teachers are provided with a list of students with disabilities.

5. Special education teachers are provided with a list of and training on students with disabilities.

6. GOAL/STANDARD:

Recruit and retain practices in place to allocate resources based on a need. Human and Capital resources are utilized in an efficient effective, and appropriate manner to promote responsible staffing and responsible financial management.
## STRATEGIES FOR ADDRESSING RELATIONSHIP BUILDING

### SAMPLE PARENT SURVEY

Dear Parent:

We thank you for participating in your child’s IEP meeting. We believe that this process should be a collaborative effort between parents and educators. Please assist us in improving the IEP process by checking your rating of each statement and provide suggestions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact from the school about the meeting was friendly.</td>
<td></td>
</tr>
<tr>
<td>I understood the kind of meeting it would be.</td>
<td></td>
</tr>
<tr>
<td>I was given the information I needed to prepare for the meeting and was told what information I needed to bring to the meeting.</td>
<td></td>
</tr>
<tr>
<td>I looked forward to attending the meeting.</td>
<td></td>
</tr>
<tr>
<td>I was offered the option of choosing a convenient meeting time and date.</td>
<td></td>
</tr>
<tr>
<td>I had the opportunity to speak to someone prior to the meeting (if requested).</td>
<td></td>
</tr>
<tr>
<td>I was a welcome member of the IEP team.</td>
<td></td>
</tr>
<tr>
<td>I was encouraged to share my views and opinions with the other IEP team members.</td>
<td></td>
</tr>
<tr>
<td>The team considered my child's strengths.</td>
<td></td>
</tr>
<tr>
<td>I felt comfortable expressing my opinions and the team members listened to my suggestions and opinions.</td>
<td></td>
</tr>
<tr>
<td>Educational terms were defined and explained to me when needed.</td>
<td></td>
</tr>
<tr>
<td>I understand the annual goals that have been written for my child.</td>
<td></td>
</tr>
<tr>
<td>I understand how my child's progress will be measured and reported to me.</td>
<td></td>
</tr>
<tr>
<td>How do you believe the IEP we developed for my child will be successful?</td>
<td></td>
</tr>
<tr>
<td>I was provided a copy of the IEP document.</td>
<td></td>
</tr>
<tr>
<td>I was able to schedule any follow-up meetings with staff (if requested).</td>
<td></td>
</tr>
<tr>
<td>I am aware of who I may contact should I have any questions about the IEP or concerns about its implementation.</td>
<td></td>
</tr>
<tr>
<td>I believe that I am a partner with the school in the IEP process.</td>
<td></td>
</tr>
<tr>
<td>I am looking forward to the next conference with the school.</td>
<td></td>
</tr>
<tr>
<td>I understand how I can assist my child at home in addressing his/her IEP goals.</td>
<td></td>
</tr>
</tbody>
</table>

### How can the school improve our communications with you?

### How can we improve our IEP meetings?

### Other Comments:


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### Thank you for attending!

#### ACCOUNTABILITY FOR STUDENT OUTCOMES

- Knowledge
- Actions
- Tools

#### BUILDING RELATIONSHIPS

#### COMPLIANCE TO EXCELLENCE
The ABC’s of the First 90 Days

A Session for New Special Education Directors

Michele McKinley, Director of Special Education
Connally Independent School District

Virginia Copeland, Vice President
Stetson and Associates, Inc.

Access tools online: http://tinyurl.com/hdwtrxt
Session Objectives

Participants will:

- Examine three questions to assess their knowledge relative to each topic.
- Explore three options and actions and activities that can respond to the needs identified for each topic.
- Review a bank of tools and strategies to assist in implementing actions and activities that will provide solutions and results.

Framing Our Work

Accountability and Student Outcomes

Assessing Our Knowledge

1. Where is my district relative to state and regional comparisons in the area of performance for students with disabilities?
2. What are the factors that are impacting closing the achievement gap in my district?
3. How knowledgeable are the stakeholders (principals, teachers, central administrators, parents) about the variables that address closing the achievement gap, and to what extent are they addressing them?

Table Buzzzzz

With your colleagues at your table, address this question:

1. What are the factors that are impacting closing the achievement gap for students with disabilities in my district?

2. Sort your answers by the following categories:
   - Excellence in Teaching
   - Supportive Relationships and Learning Environments
   - Instructional Leadership for the Common Good

Accountability and Student Outcomes

Exploring Our Options and Actions

1. Collect performance data including the gaps in achievement by district and school and analyze the data to pinpoint areas of strengths and areas of concern by campus and by district.
2. Work with departmental and campus leadership in determining the knowledge vs. doing practices on the variables that will narrow the achievement gap.
3. Provide professional development, coaching and campus support that will address these factors.
STRATEGIES FOR ADDRESSING ACHIEVEMENT DISPARITIES

Descriptor of Quality Practice
High yield, more immediate impact strategies are highlighted

<table>
<thead>
<tr>
<th>Knowing</th>
<th>Doing</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Highly knowledgeable</td>
<td>4: Knowledgeable</td>
<td>3: Building knowledge &amp; confidence</td>
</tr>
</tbody>
</table>

As an educator in my school, I...

1. Feel a strong sense of shared ownership for all students.
2. Possess a high degree of content knowledge in core subject areas/my assigned subjects; and provide intensive and targeted professional development for teachers needing more in-depth content knowledge.
3. Maximize academic learning time (ALT), periodically measure percent of ALT by class/grade and challenge myself to set goals for increasing ALT.
4. Pre-assess prior to instruction to pinpoint starting points and student interest.
5. Substitute accelerated strategies for ineffective remediation approaches that slow student progress.
6. Appropriately use instructional accommodations/scaffolds for any student who would benefit from their use. Instructional accommodations are faded when the student is able to complete the task/apply the concept without support.
7. Feel I am skilled in implementing differentiated instruction strategies that bring learning within the reach of diverse learners.
8. Feel I am skilled in student engagement techniques. Students are actively involved in learning and do not remove themselves from the learning process due to boredom or detachment.
9. Confidently use and alternate flexible grouping strategies.
10. Create a positive learning environment with clear expectations, positive behavioral supports and effective responses to inappropriate student behavior.
11. Understand and use progress monitoring strategies to track student progress and adjust instruction of the basis of these data for greater instructional focus and success for students.

TOTAL SCORES FOR COMPONENT 1

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### STRATEGIES FOR ADDRESSING ACHIEVEMENT DISPARITIES

#### Descriptor of Quality Practice

*High yield, more immediate impact strategies are highlighted*

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<td>4 Building knowledge &amp; confidence</td>
<td>3 Have minimal knowledge</td>
</tr>
<tr>
<td>2 Have no knowledge of this practice</td>
<td>5 Fully implemented &amp; successful</td>
<td>4 Progress toward implement.</td>
</tr>
<tr>
<td>3 Implementation w/problems</td>
<td>2 Initial implementation</td>
<td>1 Not implemented</td>
</tr>
</tbody>
</table>

**As an educator in my school, I...**

12. Believe the supports provided to students with disabilities match IEP decisions, and this match is reviewed on a regular basis.

13. Hold high expectations for every student.

14. Feel I am culturally proficient and are skilled in building authentic relationships with all students.


16. Effectively use in-class supports to increase success for all students. The benefits of two educators in the same classroom are fully realized.

17. Believe instruction provided in settings outside of the general education classroom meets high standards, provides instructional rigor, and is reviewed frequently. Time spent in these settings does not impede future progress for students or limit future opportunities.

18. Increase effective use of paraeducators through role clarity, appropriate levels of teacher supervision, and training in providing effective instructional and behavioral supports. Their assistance should enhance student success, learning, and appropriate behaviors in the classroom.

### TOTAL SCORES FOR COMPONENT 2
STRATEGIES FOR ADDRESSING ACHIEVEMENT DISPARITIES

Descriptor of Quality Practice

*High yield, more immediate impact strategies are highlighted*

As an educator in my school, I...

<table>
<thead>
<tr>
<th>Knowing</th>
<th>Doing</th>
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</tr>
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<tbody>
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<td>1 Not Implemented</td>
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<td></td>
</tr>
</tbody>
</table>

19. Believe principals and other instructional leaders employ coaching cycles and techniques and use consistent protocols.

20. Believe principals and other instructional leaders choose Coaching Heavy versus Coaching Light. (J. Knight*)

21. Create and protect teacher planning time (common time and protected planning time).

22. Work collaboratively across all levels to minimize loss of student momentum and progress as a result of poor transitional planning and widely varying service delivery models from level to level.

TOTAL SCORES FOR COMPONENT 3

*Reference: Jim Knight, Coaching: Approaches and Perspectives, Jim Knight, ED., Corwin Press, 2009
Activity: The Word Wall and The Rock: Download Now!

Building Relationships
Assessing Our Knowledge

1. What is the organizational structure in my district and where does my position fit into this structure?
2. Who are the critical people I need to build relationships with relative to special education services?
3. What is the status of parent and family participation and satisfaction relative to special education services?

Building Relationships
Exploring Our Options and Actions

1. Formally meet with key central leadership staff (Human Resources, Business, Transportation, Facilities etc.) to ensure that protocols are known and properly followed.
2. Meet early on with each principal to proactively plan for campus support.
3. Build an effective and efficient team that will share a common vision and support the departmental efforts on behalf of students with disabilities.

Tools & Forms: Download Now!
Building Effective Relationships with District and Campus Leaders

Part I: Information Gathering

Question 1: What does the ____________________________ department want/need from special education leaders?

Question 2: What do special education leaders want/need from the ______________________________ department?

Part II: Analysis

1. What are the similarities?

2. What are the differences?

Part III: Conclusions/Actions

Therefore we will support one another by:

►

►

►

►
Compliance to Excellence

Assessing Our Knowledge

1. What is the current compliance status of our district relative to students with disabilities and how do we compare with others?
2. What are the Quality Standards for Special Education Services that will promote both excellences and compliance?
3. What are the positive and negative factors impacting compliance for services for students with disabilities?

Eight Quality Standards for Special Education Services

1. Quality services for students with disabilities with a full array of options that are equitably distributed.
2. High Quality instruction for all learners that reflects effective classroom management, research-based instructional strategies, high expectations and improved student outcomes relative to the state curriculum standards.
3. A philosophy of shared ownership, acceptance, shared responsibility and accountability for all learners including students with disabilities.
4. Valued parent relationships with high levels of involvement satisfaction and a strong sense of mutual respect and value.
5. Full compliance with the local, state and federal requirements relative to referral, identification, and the provision of services for students with disabilities and all stakeholders are informed, knowledgeable and understand the processes, procedures and practices.
6. Human and capital resources are utilized in an efficient, effective, and appropriate manner to promote responsible staffing and responsible financial management.
7. A high degree of collaboration between general and special educators at the central and campus level that promotes trusting relationships and student-centered decision making.
8. Successful Inclusion of students with disabilities is a valued and recognized practice supported through professional development, student-centered decisions, staffing and scheduling to support full array of services in the least restrictive environment.

Compliance to Excellence

Exploring Our Options and Actions

1. Review the PBMAS data relative to special education compliance and compare with region, state and comparison districts. Look at trends and improvements over a 5-year period.
2. Use the Quality Standards Checklist to determine what data, evidence and activities could be used to address compliance factors.
3. Develop a plan of action based on priorities identified.
2. GOAL/STANDARD:

High quality instruction for all learners that reflects effective classroom management, research-based instructional strategies, high expectations and improved student outcomes relative to the state curriculum standards.

<table>
<thead>
<tr>
<th>EVALUATION Q’S</th>
<th>DATA/TOOLS</th>
<th>EVIDENCE OF SUCCESS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do classroom practices meet quality standards for classroom management, lesson design, instructional delivery and high learner expectations?</td>
<td>Observation protocols, lesson planning templates, curriculum guides and pacing calendars. Benchmarks, and Formal Assessment Results</td>
<td>Schools and 95% of classrooms implement PBIS systems. Lessons are aligned with curriculum standards; multiple activity-based strategies are regularly implemented. Achievement measures meet or exceed state standards.</td>
<td>1. Provide formal professional development on the quality standards and expectations. Provide job embedded PD on the various strategies and practices expected. Provide ongoing follow-up and coaching to teachers to promote change in practice.</td>
</tr>
<tr>
<td>To what extent do students with disabilities receive instructional accommodations, curricular modifications, behavior interventions and supplemental aides and services when needed?</td>
<td>Observation protocols, lesson planning templates, survey/ interview responses, and folders of IEP Accommodations pages</td>
<td>Evidence is viewed in 95% of classrooms. Teacher can describe provide evidence of the accommodations/modifications regularly implemented.</td>
<td>2. Provide annual specific training to all staff relative to accommodations and modifications. Periodically monitor implementation and provide feedback.</td>
</tr>
<tr>
<td>Does the district’s RtI process encourage sound instruction in the curriculum standards and offer a system of tiered supports and intervention that promote student progress and achievement?</td>
<td>RtI guidelines, survey responses, observation protocols, lists of interventions</td>
<td>Tier I instruction is based on a curriculum with exceptional strategies. RtI guidelines reflect multi-tiered systems of support. 95% of faculty indicates knowledge and understanding of RtI process. Schedules reflect targeted interventions for Tier II and III instruction. Progress monitoring data is reviewed periodically.</td>
<td>3. Provide training and support in progress monitoring that includes, multiple means of assessment, goal setting, data collection and using data to inform instruction.</td>
</tr>
<tr>
<td>To what extent are students with disabilities achieving mastery of the curriculum standards?</td>
<td>Progress monitoring summaries, benchmark summaries, STAAR results, IEP goal mastery results</td>
<td>Achievement data indicates students with disabilities are meeting the state targets for STAAR, STAAR Accommodated. Achievement data indicated improvement from previous year.</td>
<td>4. Survey faculty to determine intervention needs, use survey and observation and student performance data to inform the development of professional development. Monitor and provide feedback and training to teachers relative to quality instructional strategies and practices.</td>
</tr>
<tr>
<td>To what extent do teachers feel skilled in delivering instructional strategies and interventions to students with disabilities?</td>
<td>Survey results, PD evaluation results/comments, interviews with teachers</td>
<td>Over 95% of faculty indicates they feel skilled. Classroom observations in 90% of classes viewed differentiated strategies.</td>
<td>5. Establish formal technical assistance and support for faculty relative to instructional delivery.</td>
</tr>
<tr>
<td>To what extent are instructional faculty provided professional development, coaching and support to ensure quality instructional delivery?</td>
<td>Lists of PD provided, description of coaching/support cycle, and description of job-embedded PD activities</td>
<td>Over 90% of faculty feels supported through coaching. Over 90% of faculty indicates satisfaction with level of PD. PD schedules reveal training on a variety of topics regarding strategies and practices for teaching students with disabilities. There is a high level of attendance for PD. Job-embedded PD is implemented at each school.</td>
<td></td>
</tr>
</tbody>
</table>