Serving Students with Disabilities: What Superintendents and Principals Need to Know

Sponsored by the Leadership for Educational Achievement Foundation, Inc.
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THE COUNCIL and LEAF
Commitment

- To be the premier organization offering comprehensive professional development to ensure the success of educational leaders and the students they serve . . . . LEAF Mission

- To promote the interest of education and children in N.Y. State . . . . NYSCOSS Mission

- To support superintendents in raising achievement for all students and closing the achievement gap . . . . NYSCOSS Goal
Laws and Regulations

- **Education Law Section 3012-c**
  Annual Professional Performance Review of Classroom teachers and Building Principals

- **Section 100.2 (o)** of Commissioner’s Regulations

- **New Subpart 30-2** to the Rules of the Board of Regents Relating to APPR of Building Principals
CR 100.2(o): Training and Certification of Lead Evaluators

The governing body of each school district and BOCES shall insure that evaluators have appropriate training before conducting an evaluation . . . (and) . . .

“. . . shall also insure that any lead evaluator has been certified by such governing body as a qualified lead evaluator before conducting and/or completing a principal's evaluation.”
Point of Clarification:

*Districts are not required or obligated to contract with one of the approved "Principal Practice Rubric" vendors and/or providers to conduct training for their lead principal evaluators.*
What is the substance of the training?

§ 30-2.9 specifies training on all of the following:

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals)
Substance of the training (continued)

6. Application and use of any State-approved locally developed measures of student achievement you intend to use

7. Use of the Statewide Instructional Reporting System

8. The scoring methodology used by the department and/or your district

9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities

(d) Ensuring inter-rater reliability
Training Program Considerations

- Research-based
- Multi-dimensional (workshops, webinars, readings, simulations, case studies, guided skills practice, conferences, etc.)
- Build above into your culture
- Seat time vs. Ongoing log of time spent
- Outside consultants
- In-house/regional expertise
- Action-research knowledge
Options for Training Lead Evaluators

- Participate in National, State or locally sponsored workshops/webinars
- Collaborate regionally through BOCES
- Contract with consultants/experts to provide training (rubric or non-rubric vendors)
- Design your own in-house training programs
- Develop a blended model
Common Challenges…

- “general education teachers’ lack of knowledge about appropriate accommodations and modifications for students with disabilities;

- the need for professional development for general education and special education teachers to learn strategies for meeting the needs of students with disabilities in their classrooms;

- low expectations for students with disabilities;

- special education teachers lack of knowledge about general education curriculum; and

- the time needed for co-planning and meaningful collaboration between general and special education personnel across levels”

The Access Center, 2008
Agenda

I. Special education programs and services and role of the school principal

II. Specially-designed instruction

III. Data considerations

IV. Resources for further information
Disability Classification

- Autism
- Deafness
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness
Individuals with Disabilities Education Act (IDEA)

- **Procedural Requirements**
  - Parental participation
  - Parental consent
  - Written notices and progress reports to ensure parents are informed
  - Due process

- **Free Appropriate Public Education**
  - IEP reasonably calculated to provide benefit to the student
  - Special education programs and services
  - Access, participation and progress in the general education curriculum

- **Least Restrictive Environment**
Principal’s Responsibilities

- Child find and referrals for special education evaluation
  - Principal’s role
  - School wide systems

- CSE Process
  - Roles / responsibilities / professional development

- Continuum of special education programs / services

- Instructional groups / scheduling

- Purchasing of instructional materials in alternative formats / assistive technology

- Testing accommodations

- Instructional supervision

- Procedural protections for students with disabilities subject to disciplinary action

- Communication and rights of Parents
What is Special Education?

Special Education Programs and Services

and

Specially Designed Instruction
Special Education Services and Programs

- Consultant teacher (CT)
  - Direct and/or indirect
- Related services
- Resource room program (RR)
- Integrated co-teaching services (ICT)
- Special class
- Adapted physical education
- Special transportation

* NYC only – waiver to provide Special Education Teacher Services (SETS) - combination of resource room and CT
Specially Designed Instruction
NYS Regulation: Section 200.1(vv)

Adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum, so that he or she can meet the education standards that apply to all students.
Access/participation/progress in the general education curriculum

Content

Materials

Environment

How it is taught

How learning is measured
Specially-Designed Instruction
Key Principal Competencies

- Recognize effective specially-designed instruction

- Distinguish if instruction is being matched to individual student needs

- Provide leadership and instructional feedback to teachers of students with disabilities
Key Questions

- What’s “special” about special education?

- Specifically, how is specially designed instruction different than good, effective instruction for all students?
An Analogy….

Differentiated Instruction
Differentiated Instruction

- Educational philosophy
- Maximizing learning for all students
- Deliberate decisions based on student data
- Multiple access points to:
  - acquire content
  - process & construct ideas
  - demonstrate learning
An Analogy....

Universal Design for Learning

Differentiated Instruction
Universal Design for Learning

- Flexible curriculum framework
- Maximizes learning for all students
- Deliberate decisions based on student data
- Based on learning pathways in brain
  - Recognition
  - Strategic
  - Affective
An Analogy….

Differentiated Instruction

Universal Design for Learning

Scaffolding
Scaffolding

- Instructional support to promote learning of new concepts & skills
- Deliberately planned based on student data
  - Lesson Planning
  - During Instruction
- Scaled back as student mastery increases
- Flexibly changes from lesson to lesson
  - Groups of students
  - Individual students
An Analogy….

Specially Designed Instruction

Universal Design for Learning

Differentiated Instruction

Scaffolding
Specially Designed Instruction

- Individualized
- Based upon assessed needs of student
- Documented in the Individualized Education Program (IEP)
- Combination of specific instructional supports & supplemental supports
- Functions to:
  - Compensate
  - Remediate
  - Overcome
An Analogy….

Specially Designed Instruction

Universal Design for Learning

Differentiated Instruction

Scaffolding
Explicit Instruction

- Most effective teaching methodology to promote learning of students with disabilities:
  - Classroom routines
  - Behavioral expectations
  - Academic content & skills
  - Learning strategies
Elements of Explicit Instruction
Archer & Hughes, 2011, Explicit Instruction: Effective & Efficient Teaching

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills & strategies into smaller units
- Design organized & focused lessons
- Begin lessons with a clear statement of the lesson’s goals & your expectations
- Review prior skills & knowledge before beginning the lesson
- Provide step-by-step demonstrations
- Use clear & concise language
Explicit Instruction (cont’d)

- Provide an adequate range of examples and non-examples
- Provide guided and supported feedback
- Require frequent response
- Monitor student performance closely
- Provide immediate affirmative & corrective feedback
- Deliver the lesson at a brisk pace
- Help students organize knowledge
- Provide distributed & cumulative practice
A Comparison: Strategies...Two Perspectives

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Learning Strategies</th>
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<tr>
<td>Teacher-Centered</td>
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<tr>
<td>Used to effectively</td>
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<td>structure the flow of the</td>
<td>integrate, store, retrieve</td>
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<td>lesson</td>
<td>skills &amp; information</td>
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<td>cognition &amp; self-regulation</td>
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<tr>
<td>Management of</td>
<td></td>
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<tr>
<td>student response</td>
<td>Application &amp;</td>
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<td></td>
<td>generalization to novel</td>
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<td></td>
<td>situations</td>
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</tbody>
</table>
Examples...

- **Teaching Strategies**
  - Processing & Wait-Time
  - Think-Pair-Share
  - Visual & Verbal Prompting/ Cuing
    - “If you can hear the sound of my voice, clap once…”

- **Learning Strategies**
  - Mnemonics
    - R-A-F-T
  - Graphic Organizers
    - Two Column Note-Taking
Specially Designed Instruction

Classroom Actions & Student Growth

Intentional & Purposeful Planning Aligned to Address Student Needs
What are some indicators that a lesson is purposefully designed to meet the needs of students with disabilities?
Intentional & Purposeful Planning

1. Focus on Critical Content

2. Overt Strategy and Skill Development
   - Explicit Instruction of Learning Strategies
   - Direct Instruction of Targeted Skills

3. Student Practice

4. Lesson Closure
Evidence in the Classroom: Focus on Critical Content

- Teacher has students with disabilities working on content aligned with the content of the work of their grade level peers.

- Teacher explicitly teaches required vocabulary.

- The objective of the lesson is written on the board and referenced by teacher.
Intentional & Purposeful Planning

1. Focus on Critical Content

2. Overt Strategy and Skill Development
   - Explicit Instruction of Learning Strategies
   - Direct Instruction of Targeted Skills

3. Student Practice

4. Lesson Closure
Evidence in the Classroom: Explicit Instruction of Learning Strategies

- Teacher provides purpose for strategies being taught, including “what, why, how and when”.

- Teacher leads student with disabilities through step-by-step practice.

- Teacher uses both verbal and visual aids to teach the strategy.
Evidence in the Classroom: Direct Instruction of Targeted Skills

- Teachers are explicitly teaching the necessary skills and strategies.
- Teachers are re-teaching to support student mastery.
- Teachers are providing accommodations, assistive technology, and/or supplemental supports in order to provide access & participation in instruction.
Intentional & Purposeful Planning

1. Focus on Critical Content

2. Overt Strategy and Skill Development
   - Explicit Instruction of Learning Strategies
   - Direct Instruction of Targeted Skills

3. Student Practice

4. Lesson Closure
Evidence in the Classroom: Student Practice

- Teacher’s instruction ensures multiple opportunities for participation by students with disabilities, e.g., choral responding, thumbs-up, white board response.

- Teacher initially uses high level of prompting/cues with students with disabilities and gradually decrease based upon accuracy of responses.

- Teacher ensures that students with disabilities are grouped appropriately to practice during the lesson (individual, pairs, small group, whole group).
Intentional & Purposeful Planning

1. Focus on Critical Content

2. Overt Strategy and Skill Development
   - Explicit Instruction of Learning Strategies
   - Direct Instruction of Targeted Skills

3. Student Practice

4. Lesson Closure
Evidence in the Classroom: Lesson Closure

- The objective of the work is restated by teacher either verbally or visually.

- Teacher conducts a short formative assessment of students’ with disabilities level of understanding; (e.g. exit cards, collects independent work, self-check or peer check of work).

- Teacher explicitly connects prior and upcoming lessons.
Specially Designed Instruction

Classroom Actions & Student Growth

Intentional & Purposeful Planning Aligned to Address Student Needs
What are some indicators that instruction is delivered to meet the needs of students with disabilities?
Classroom Actions & Student Growth

1. Checking for Understanding
2. Pacing
3. Processing Time
4. Specific & Timely Feedback
Evidence in the Classroom: Checks for Understanding

- Teacher checks that students with disabilities understand the objective accurately.
- Teacher elicits alternatives from students with disabilities when response is incorrect.
- Teacher gives immediate feedback with error correction to students with disabilities.
Classroom Actions & Student Growth

1. Checking for Understanding
2. Pacing
3. Processing Time
4. Specific & Timely Feedback
Evidence in the Classroom: Pacing

- Teacher presents the content in chunks/segments.

- Teacher’s instruction ensures multiple opportunities for participation by students with disabilities, (e.g. choral responding, thumbs-up, white board responses).

- Teacher re-teaches if students’ responses are inaccurate.
Classroom Actions & Student Growth

1. Checking for Understanding
2. Pacing
3. Processing Time
4. Specific & Timely Feedback
Evidence in the Classroom: Processing Time

- Teacher ensures that students with disabilities are engage in structured activities designed to allow to processing; (e.g., I-time, think-pair-share, numbered heads, elbow partners, think-jot).

- The teacher uses wait time to enable student with disabilities to process responses to questions/directions.

- Teacher pauses frequently to enable students with disabilities to respond and ask questions.
Classroom Actions & Student Growth

1. Checking for Understanding
2. Pacing
3. Processing Time
4. Specific & Timely Feedback
Evidence in the Classroom: Specific & Timely Feedback

- Teacher checks on progress of students with disabilities throughout the lesson.

- Teacher gives immediate & specific feedback for reinforcement or error correction to students with disabilities.

- Teacher acknowledges student demonstrations of appropriate behavior at least four times more frequently than inappropriate behavior.
Data Considerations
Key Principal Competencies

- Recognize important levels and data points related to students with disabilities

- Distinguish between building wide needs and needs aligned with specific student groups like students with disabilities

- Provide leadership and instructional feedback to teachers of students with disabilities
Key Questions

- How do results on key data points for students with disabilities compare to those of their general education peers?

- What data indicates that what is happening instructionally for students with disabilities is effective?
3 Levels of Data

- **School Level**
  - Big picture

- **Student Sub-group Level**
  - Programs / Services

- **Instructional Level**
  - Specially Designed Instruction
School Level Data

- Big Picture
- Compare students with disabilities data to general education students data
- Identify Needs
Some School Level Data Points

- Proficiency on Assessments
  - NYS assessments
  - Interim assessments
  - District assessments

- Discipline data

- Attendance

- Credits earned

- Content area class grades

- Graduation rates

- Drop-out rates
## Office Discipline Referral Data

<table>
<thead>
<tr>
<th>Grade</th>
<th># general education students with referrals</th>
<th># students with disabilities with referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>59/163 (36%)</td>
<td>15/27 (56%)</td>
</tr>
<tr>
<td>7</td>
<td>56/180 (31%)</td>
<td>13/23 (57%)</td>
</tr>
<tr>
<td>8</td>
<td>93/175 (53%)</td>
<td>24/31 (77%)</td>
</tr>
<tr>
<td>Total</td>
<td>208/518 (40%)</td>
<td>52/81 (64%)</td>
</tr>
</tbody>
</table>
3 Levels of Data

- School Level
  - Big Picture
  - Data Comparisons

- Student Sub-group Level
  - Programs / Services

- Instructional Level
  - Specially Designed Instruction
Student Sub-group Level Data

- Programs and Services
Student Sub-group Level Data

Priority Needs / Informed Decisions

- Continuum / LRE
- Classification and Student Needs
- Staff Considerations
## Classification and Continuum of Services

<table>
<thead>
<tr>
<th>Disability</th>
<th># students</th>
<th>Consultant Teacher</th>
<th>Resource Room</th>
<th>Special Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>48</td>
<td>11/48</td>
<td>20/48</td>
<td>13/48</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>17/81</td>
<td>24/81</td>
<td>21/81</td>
</tr>
</tbody>
</table>
Student Sub-group Level

- Staffing Considerations
  - Collaboration

- Professional Development and School Priorities

- Specially Designed Instruction
3 Levels of Data

- **School Level**
  - Big Picture
  - Data Comparisons

- **Sub-group Level**
  - Programs /Services
  - Classification, Continuum, Staff

- **Instructional Level**
  - Specially Designed Instruction
Instructional Level Data

- Specially Designed Instruction
## Instructional Data

<table>
<thead>
<tr>
<th>Specially Designed Classroom Instruction</th>
<th># Yes Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Students with Disabilities have Access to the Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>a. Students with disabilities are working on content aligned with the content of their grade level peers.</td>
<td>8/8</td>
</tr>
<tr>
<td><strong>2. Direct Instruction of Targeted Skills</strong></td>
<td></td>
</tr>
<tr>
<td>• For students with disabilities whose reading, writing and/or math skills are not at grade level:</td>
<td></td>
</tr>
<tr>
<td>a. Staff are explicitly teaching and/or re-teaching necessary reading, writing and/or math skills.</td>
<td>6/8</td>
</tr>
<tr>
<td>b. Staff are explicitly teaching and/or re-teaching necessary reading, writing and/or math strategies; e.g. mnemonic aides, self-questioning, self-monitoring, think-aloud.</td>
<td>2/8</td>
</tr>
<tr>
<td>c. Student has immediate access to text in alternative format(s); e.g., audio, digital, Braille, large print.</td>
<td>6/8</td>
</tr>
</tbody>
</table>
### Instructional Data

#### 1. Active Teaching

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Teacher explicitly teaches required vocabulary.</td>
<td>0 / 8</td>
</tr>
<tr>
<td>b.</td>
<td>Teacher uses verbal explanation and visual prompts to explain content or strategy.</td>
<td>4 / 8</td>
</tr>
<tr>
<td>c.</td>
<td>Teacher models the strategy in sequential steps.</td>
<td>6 / 8</td>
</tr>
<tr>
<td>d.</td>
<td>Teacher’s instruction ensures high levels of participation by students with disabilities, e.g., choral responding, question/answer, thumbs-up, white board response.</td>
<td>8 / 8</td>
</tr>
<tr>
<td>e.</td>
<td>Students with disabilities engage in structured activities designed to allow to processing; e.g., I-time, think-pair-share, numbered heads, elbow partners, think-jot.</td>
<td>2 / 8</td>
</tr>
</tbody>
</table>
3 Levels of Data

School Level
- Big Picture
- Data Comparisons

Sub-group Level
- Programs /Services
- Classification, Continuum, Staff

Instructional Level
- Specially Designed Instruction
- Look Fors
Resources for Technical Assistance
Regional Special Education Technical Assistance Support Centers (RSE-TASC)

- Regional Coordinators
- Special Education School Improvement
- Behavior
- Bilingual Special Education
- Transition
- Special Education Trainers
- Nondistrict program Specialists
RSE-TASC Regions

1. Long Island
2. Lower Hudson Valley
3. Mid-Hudson
4. Capital District/North Country
5. Central
6. Mid-State
7. Mid-South
8. Mid-West
9. West
10. New York City

Supported by research-based tools and high quality professional development

- Research-based Quality Indicator Review and Resource Guides

- Literacy
- Behavior
- Specially designed instructional practices
Coming soon through RSE-TASC Regional Trainers

PRINCIPAL’S ACADEMY FOR SPECIAL EDUCATION
Resources

- IDEA

- Individualized Education Program (IEP)

- Guide to Quality Individualized Education Program Development and Implementation

- Continuum of Special Education Services

- Accessible Instructional Materials

- Discipline of Students with Disabilities
  http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C6%2C
Resources, continued

- **Response to Intervention**
  - [http://www.nysrti.org](http://www.nysrti.org)

- **Positive Behavioral Interventions and Supports**
  - RSE-TASC Behavior Specialists
    - [http://nyspbis.org/](http://nyspbis.org/)

- **S³TAIR Project**
  - [http://www.s3tairproject.org/showcase](http://www.s3tairproject.org/showcase)
Thank You!

A taped version of this webinar will be available for you to share with your administrative team.