

OSDE-SES

SPECIAL EDUCATION UPDATES

For Parent and Teachers

Agenda

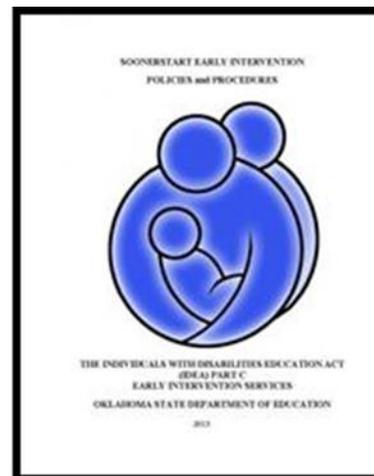
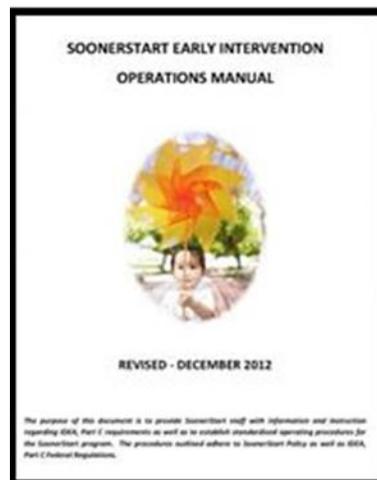
- ❑ Updates for Part C
- ❑ Updates for Part B
- ❑ Improving Access for Students with Disabilities
 - ❑ Standards
 - ❑ Assessments
 - ❑ Learning Supports
 - ❑ Co-Teaching
 - ❑ Universal Design for Learning
 - ❑ Accommodations

Part C: SoonerStart



SOONERSTART

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



Part C: SoonerStart

Making the Referral

<u>County of Residence</u>		<u>County of Residence</u>		<u>County of Residence</u>	
Adair	(918) 458-6577	Grant	(580) 233-0650	Noble	(405) 624-0726
Alfalfa	(580) 233-0650	Greer	(580) 482-7367	Nowata	(918) 334-3005
Atoka	(580) 924-6562	Harmon	(580) 482-7367	Okfuskee	(918) 835-8691
Beaver	(580) 338-8544	Harper	(580) 256-5028	Oklahoma	(405) 271-9477
Beckham	(580) 323-2100	Haskell	(918) 756-1883	Okmulgee	(918) 756-1883
Blaine	(580) 323-2100	Hughes	(405) 273-2157	Osage	(918) 335-3005
Bryan	(580) 924-6562	Jackson	(580) 482-7367	Ottawa	(918) 341-3166
Caddo	(580) 585-6610	Jefferson	(580) 223-9705	Pawnee	(405) 624-0726
Canadian	(405) 262-0042	Johnston	(405) 332-2011	Payne	(405) 624-0726
Carter	(580) 223-9705	Kay	(405) 624-0726	Pittsburg	(918) 423-1267
Cherokee	(918) 458-6577	Kingfisher	(405) 282-3485	Pontotoc	(580) 332-2011
Choctaw	(580) 286-6628	Kiowa	(580) 482-7367	Pottawatomie	(405) 273-2157

<http://ok.gov/sde/soonerstart-0>

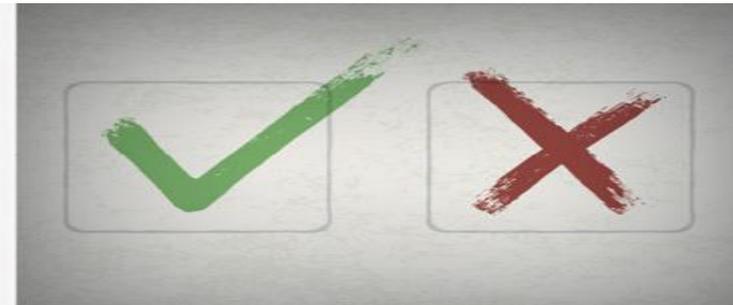
Part C: SoonerStart

- ❑ What is new within the SoonerStart program?
 - ❑ Service Design Review
 - ❑ Updating of all forms and public awareness documents
 - ❑ Redesign of SoonerStart professional development
 - ❑ Family Survey in partnership with the Oklahoma Parent Center
 - ❑ Routine Based Intervention training for all Staff
 - ❑ Promote additional family participation

Part B: Compliance, Data, and Finance

COMPLIANCE

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



DATA & REPORTING PART B

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



FINANCES

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



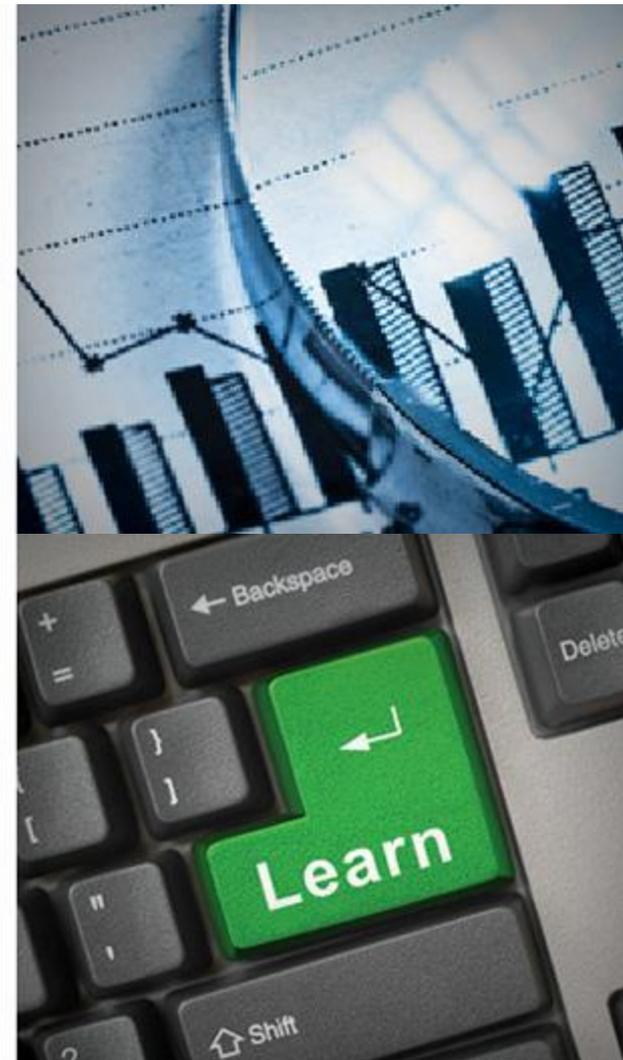
Part B: Assessment and Instruction

ASSESSMENT

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES

EDUCATIONAL SUPPORTS

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



Our Focus:

- ❑ **Re-Organization and Reaching Out**
- ❑ **Technical Assistance**
- ❑ **Inclusion/Co-teaching**
- ❑ **Universal Design for Learning**

Policies

- ❑ Federal regulations and the **four areas** where Oklahoma has chosen to go above and beyond the federal regulations.
 - 1) 45 school day timeline for initial evaluations;
 - 2) secondary transition services in effect not later than the beginning of the ninth grade year or by age 16, whichever occurs first;
 - 3) an IEP for move-in students must be in place within 10 school days; and
 - 4) caseload/class-size requirements.

These were approved by the Oklahoma State Board of Education on June 12th 2013.

Policies

❑ Class Size

Full Day Self-Contained	Maximum of ten students per classroom	These classrooms are designed predominantly for the support of students with significant, moderate, or multiple disabilities. Multiple courses are taught to the same students for the majority of the day. For example, students who are served inside the general education classroom for less than 40% of the day.
Direct Support/Resource	Grades K-4: Maximum of ten students per classroom Grades 5-12: Maximum of fifteen students per classroom	These classrooms are designed to provide a higher level of support than what is provided in the regular classroom. Students receive direct support services for specific subjects. They are also available for students seeking extra help to complement regular classroom instruction.

Handbook

- ❑ **Guidance**
- ❑ **A Living Document**
- ❑ **Online @**

www.ok.gov/special-education

Providing Access



“Providing students with disabilities with the tools necessary for success in the classroom and to show their knowledge and skills in a regular assessment format means that they are truly included in the world of education.”

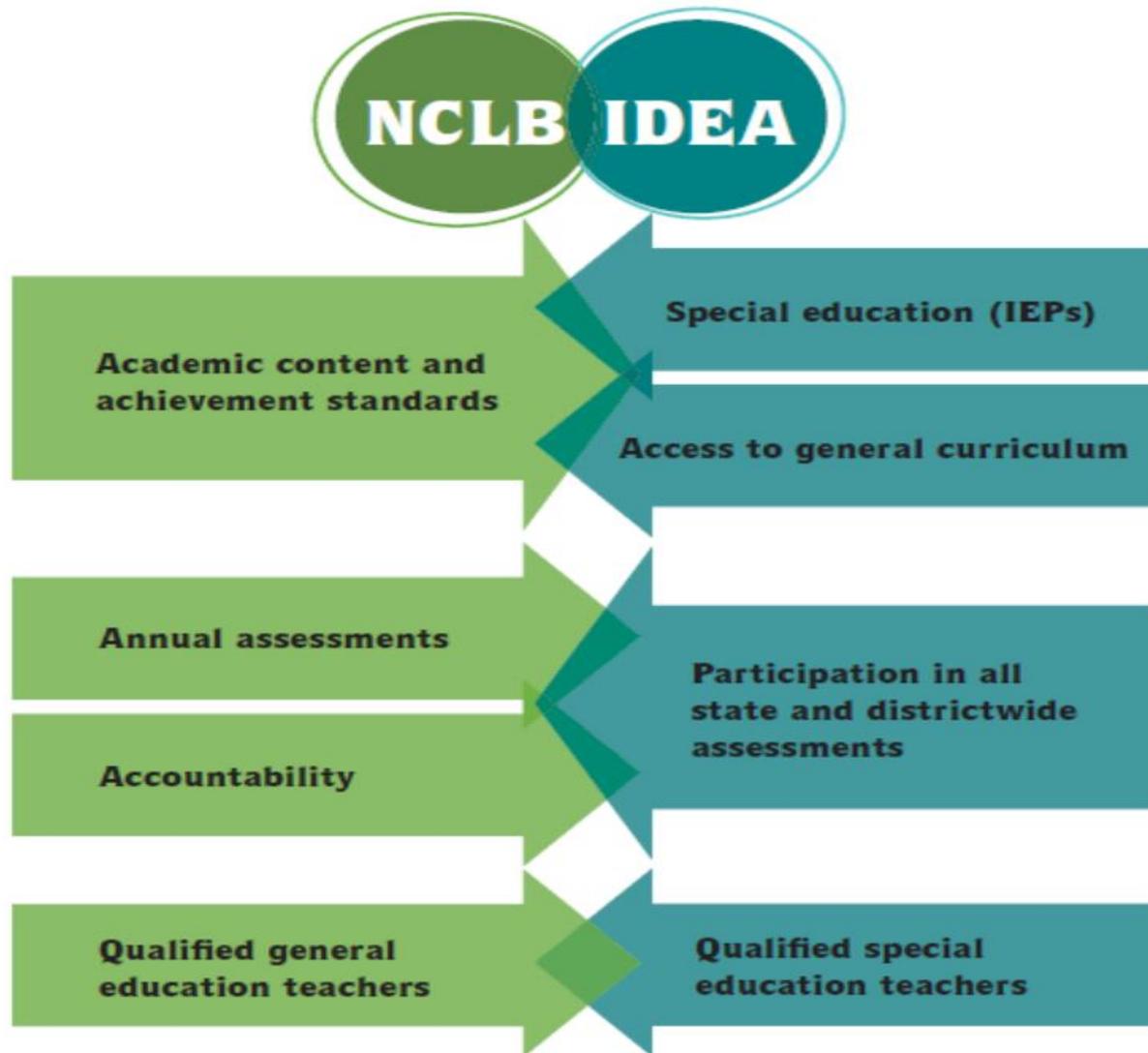
NICHY (2007). Assessment and Accommodations.
Evidence for Education. 2(1), p. 10

Legislative Intent of IDEA

Education of children with disabilities can be made more effective by:

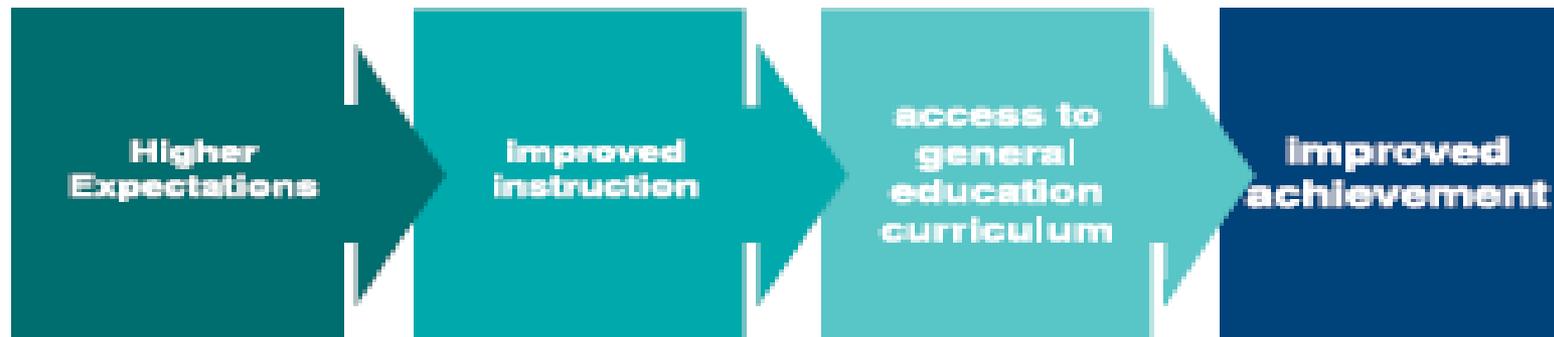
- ❑ **Having high expectations** for students with disabilities;
- ❑ **Ensuring their access** to the general education curriculum in the regular classroom... to meet developmental goals;
- ❑ **Supporting**, to the maximum extent possible, their efforts to meet the challenging expectations that have been established for all children; and
- ❑ **Preparing them** to lead productive and independent adult lives to the maximum extent possible.

NCLB and IDEA

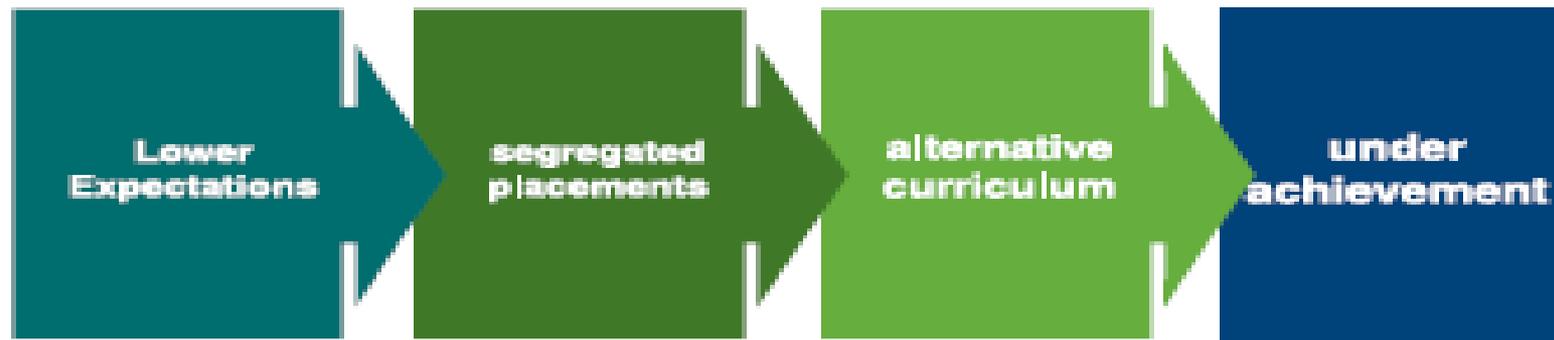


PROVIDING ACCESS

Providing Access



VS.



5 Key Elements

That schools must address to support the achievement of students receiving special education services:

- ❑ **Ownership**
- ❑ **High Expectations**
- ❑ **Intervention Systems**
- ❑ **Inclusion/Collaborative Teaching**
- ❑ **Organization/Professional Development**

5 Key Elements

❑ **Ownership:**

understanding among staff that students receiving special education services are the responsibility of all

❑ **High Expectations:**

understanding by administrators, faculty, and students that all students will be challenged and expected to perform to the best of their ability

❑ **Intervention Systems:**

policies, procedures, and protocols to ensure that struggling learners meet academic and/or behavioral expectations as measured by improved performance

5 Key Elements

❑ **Inclusion/Collaborative Teaching:**

teaching methodologies which include students with disabilities in the general education classroom and give them access to both content and special education expertise

❑ **Organizational/Professional Development:**

successful programs for all struggling learners depend on the alignment of and access to standards based curriculum, instruction, and assessment and data-driven professional development to support teachers in achieving goals

McNulty and Gloeckler (2011). Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services. International Center for Leadership in Education, Rexford, NY.

Standards

- ❑ Instruction should focus on the **Oklahoma Academic Standards**.
- ❑ Placement decisions should focus on the **least restrictive environment** that affords a student access to the Oklahoma Academic Standards.
- ❑ Instructional and Assessment Accommodations should focus on **providing appropriate access that does not decrease learning expectations**.

Standards

☐ Access to the general education curriculum

- ☐ How do we keep the standards rigorous, yet accessible?
- ☐ When do you accommodate? (**MORE**)
- ☐ When do you modify? (*less*)

UDL!

☐ IEPs aligned to academic standards

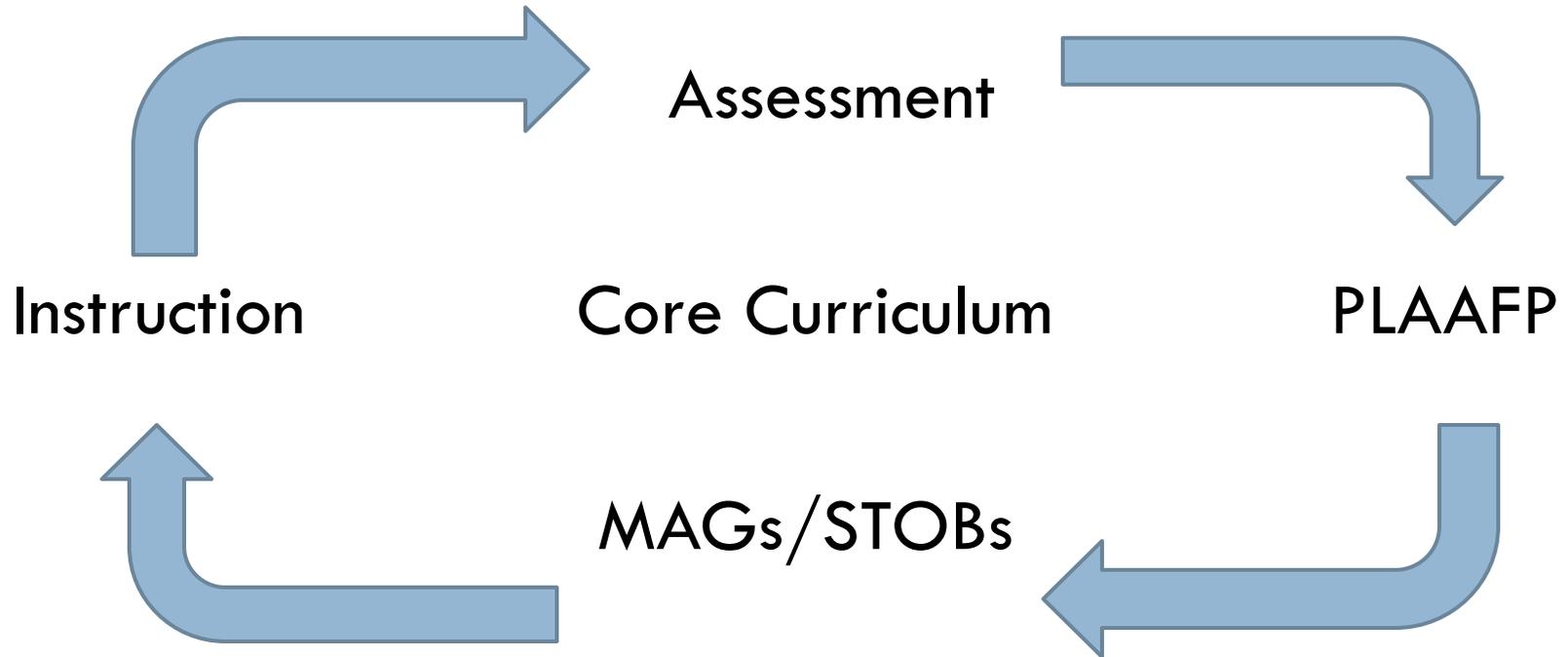
- ☐ What does alignment to academic standards mean?
- ☐ How do you **collaborate** with general education colleagues to write and implement IEPs?
- ☐ What about students with moderate to severe disabilities?

DLM!

Implications

- ❑ Instructional supports for learning based on the principles of **Universal Design for Learning (UDL)**
- ❑ Instructional **accommodations**
- ❑ **Assistive technology devices**

IEPs Promoting Alignment



Assessment

- ❑ The No Child Left Behind Act of 2001 (NCLB) **prohibits schools from excluding students with disabilities** from the educational accountability system.
- ❑ Excluding students with disabilities from testing is also a **violation** of the Individuals with Disabilities Education Act (IDEA).



Assessment

- ❑ States are **required to provide accommodations and alternate assessments** as needed, to ensure that students with disabilities fully participate.
- ❑ These assessment requirements were put into place as a way to determine if the school is **adequately educating every student** in core academic areas.

OMAAP

- ❑ The Oklahoma Modified Alternate Assessment Program (OMAAP) is an alternate assessment based on modified academic achievement of the standards.
- ❑ **All first time test takers** in a subject area must now participate in the **OCCT** or **OAAP** for **grades 3-8** and **EOI**.
- ❑ From **2013-2016**: Any secondary student who participated in the **OMAAP** during the **2012-2013** school year or earlier and was unsuccessful has the option to retake the **OMAAP (for EOI only)** in the same subject area in order to apply a **modified proficiency score** for ACE graduation requirements.

OMAAP

Why are teachers and administrators concerned about the discontinuation of the OMAAP?

- ❑ There will be no middle ground between the OMAAP and the OCCT.
- ❑ Students who previously took the OMAAP may struggle to pass the OCCT.
- ❑ Repercussions due to ACE legislation.
- ❑ TLE

OMAAP

- ❑ Why discontinue?
- ❑ States that develop this 'modified' assessment' will likely develop 'modified curriculum' to go with it and will limit the intensity of their instruction and interventions to accelerate learning for students working below grade level.
 - ❑ National Center for Learning Disabilities

OMAAP

- Our gravest worry is that students with learning disabilities, who may need some extra time to work on grade level and benefit from intensive, research-based instruction and support services, will be assigned to the new assessment and over time, **will effectively be taken off track from receiving a regular high school diploma.**
 - National Center for Learning Disabilities

OMAAP

- ❑ In essence, the new regulation provides states the opportunity to test certain students receiving special education **differently than their peers** — a tempting offer for states looking to find ways to avoid teaching and testing all children equally.
 - ❑ National Center for Learning Disabilities

OMAAP Participation 2011-2012

	3 rd	4 th	5 th
Math	6.4	7.8	8.2
Reading	7.8	9.2	9.4

English II
10.5

Student Needs

General

Organization,
keeping track of
work

Memorization

Clarification

Finishing assignments

Limiting distractions

Reading

Reading speed

Drawing inferences

Comprehension on long
passages

Awareness of narrative
or expository text
structures

Identifying the main
idea

Math

Fast and accurate
retrieval of basic
math facts

Understanding and
applying
mathematical
procedures

Solving problems
with multi-step
solutions

Teacher Needs

- ❑ Teaching students organization and study skills
- ❑ Improving student's problem-solving skills
- ❑ Increasing student's persistence on tasks
- ❑ Strategies for teaching comprehension of narrative text

Achieving Classroom Excellence (ACE)

Must show mastery in:

- ❑ Algebra I
- ❑ English II

Plus, must show mastery in 2 of the following 5:

- ❑ Algebra II
- ❑ Geometry
- ❑ English III
- ❑ Biology
- ❑ U.S. History

Alternative Routes to a Diploma

- ❑ **Modified Proficiency Score**
- ❑ **Alternative Tests**
- ❑ **End of Course Projects**

Modified Proficiency Score

Modified Proficiency Score Worksheet (for Students with IEPs Only)

Student Name:		
ID#:		
Teacher of Record:		
Y	N	Did the student score limited knowledge or unsatisfactory on the EOI?
Y	N	Did the student participate in offered remediation after receiving an unsatisfactory score on the EOI? <i>(Participation is REQUIRED for students with IEPs to be considered for a modified proficiency score.)</i>
Y	N	<p>Did the student demonstrate progress on the EOI OPI score on a subsequent test?</p> <ul style="list-style-type: none"> The IEP team must examine all relevant data to determine if the student has demonstrated mastery of the required subject area. Subject: _____ 1st OPI score _____ Retake OPI score _____ The student has demonstrated an increase in the score on the same type of assessment. (OCCT : increase in OPI Score; OMAAP : increase in OPI Score; OAAP : increase in raw score) If a general assessment was taken in the first administration then the general assessment would need to be administered again to be able to identify an increase in the score. A third administration would be required if two different types of assessments were utilized.
The IEP team cannot issue a modified proficient score unless the following criteria have been met by the student. Criteria include:		
Y	N	Does the student have a passing grade in the EOI course that was assessed?
Y	N	Does the student meet the district's attendance policy?
Y	N	Does the student's IEP team recommend the student for graduation?
If the answers to all the above questions are YES, the student may have a score of P(Proficient) marked in his/her Infinite Campus Assessment Record for the Equivalent EOI Test.		
<i>Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established within the student's IEP and denoted on the student's ACE Demonstration of Mastery Cumulative Record.</i>		
Signature of IEP Team Members:		Date:

End-of-Course Projects

- **Four projects for Algebra I**
- **One project for Algebra II**
- **One project for Geometry**
- **One project for Biology I**

- **Four projects for U.S. History**
- **One project with many options for English II**
- **14 projects for English III**

❑ **Categories A, B, and C**

❑ <http://ok.gov/sde/sites/ok.gov.sde/files/Additional%20ACE%20EOC%20Projects.pdf> (Memo Regarding Category Options)

❑ These projects may not be used in lieu of End-of-Instruction (EOI) exams.

General Assessment

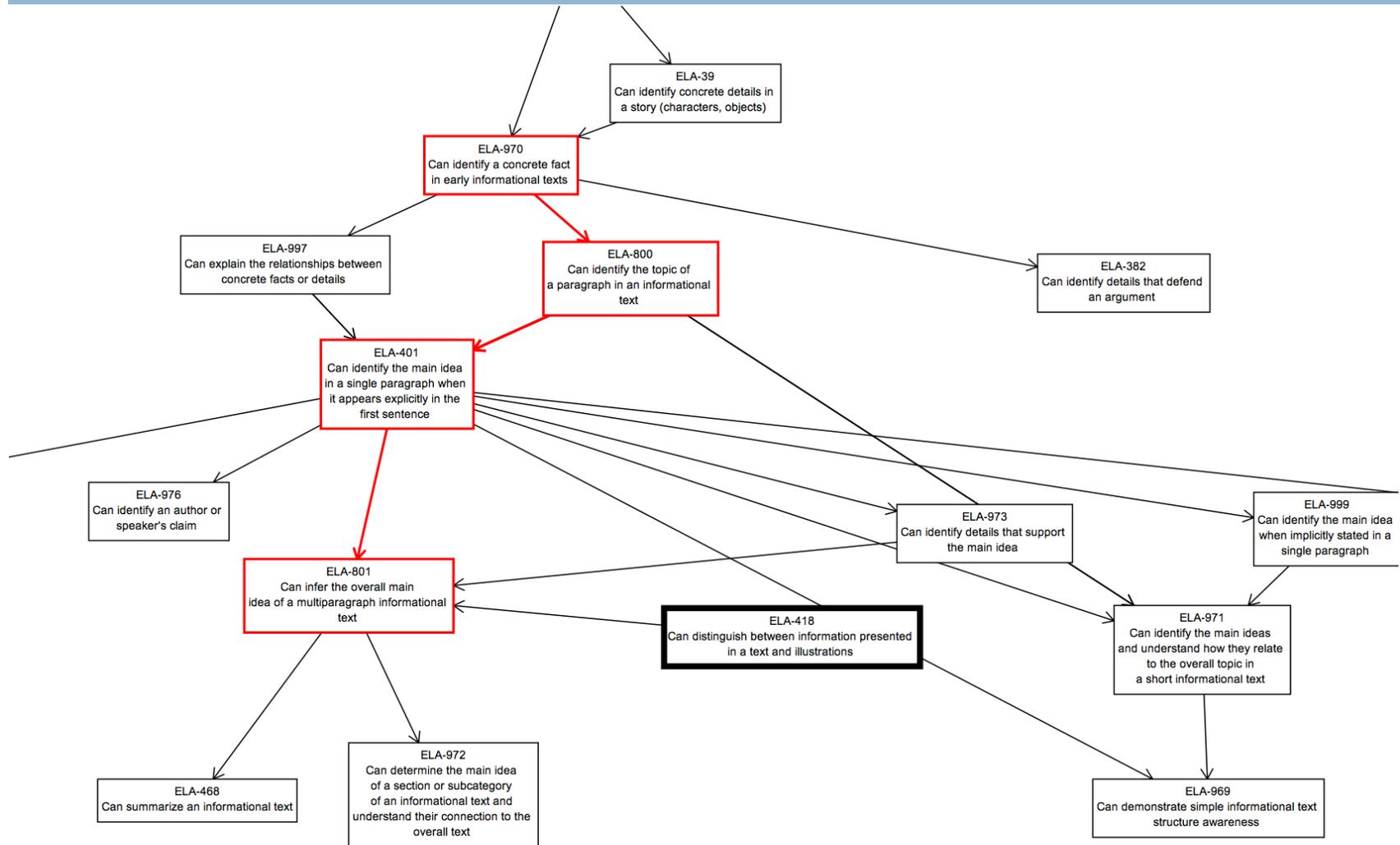
To ensure successful participation we must:

- ❑ Understand the needs of students with disabilities,
- ❑ Select appropriate accommodations that improve access,
- ❑ Utilize formative assessments,
- ❑ Support educators in the classroom,
- ❑ Make better use of technology in assessments.

Dynamic Learning Maps (DLM)

- ❑ DLM lets students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot.
- ❑ DLM are designed to map a student's learning throughout the year.
- ❑ DLM uses items and tasks that are embedded in day-to-day instruction.

Dynamic Learning Maps



Common Core Essential Elements

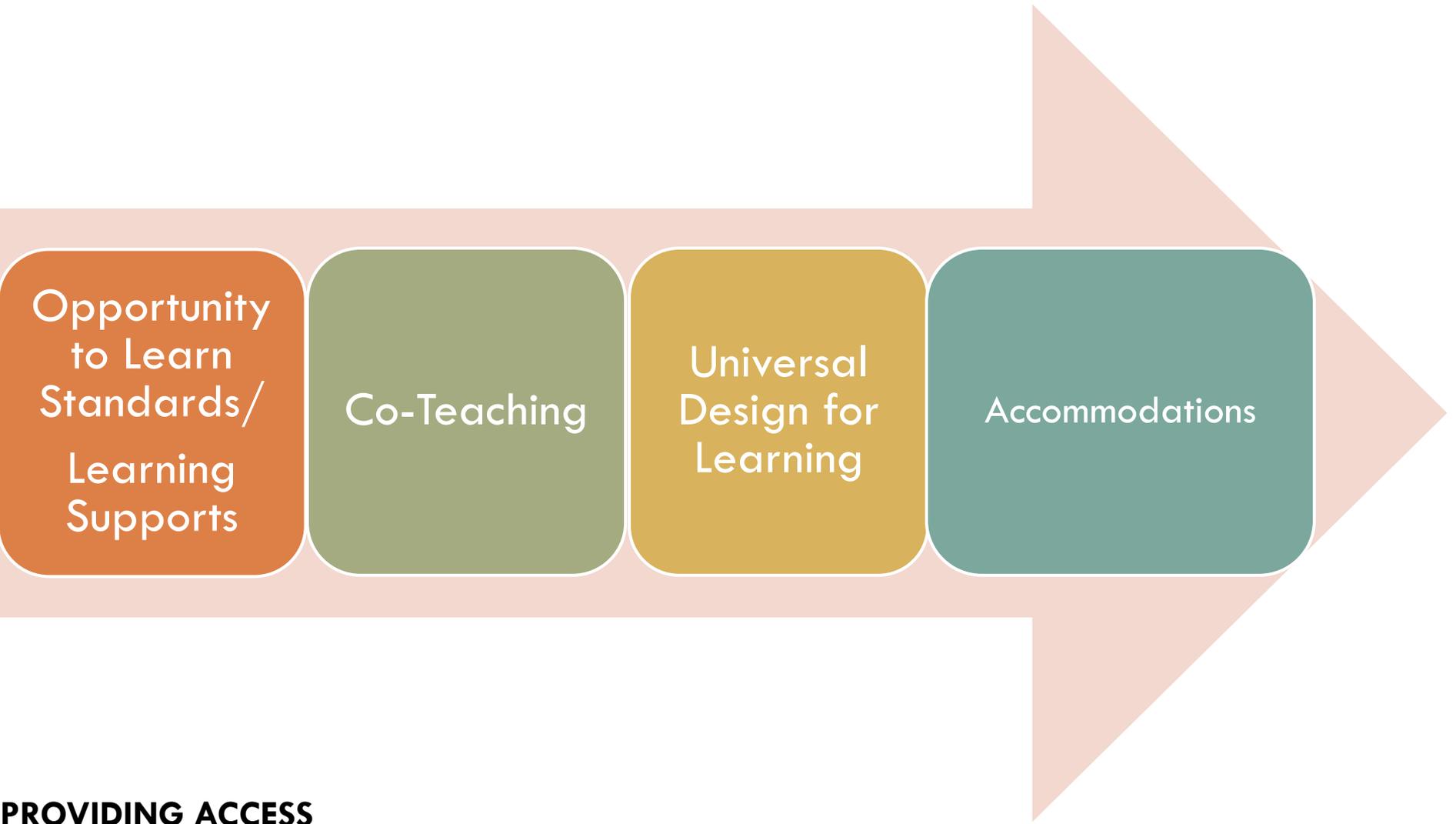
- ❑ Specific statements of the content and skills that are **linked** to the Common Core State Standards grade level specific expectations for students with significant cognitive disabilities.
- ❑ They provide a **bridge** for students with significant cognitive disabilities to achieve grade differentiated expectations.

For example...

- **Common Core State Standard:**
 - *W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*

- **Essential Element:**
 - *Write to convey ideas and information clearly.*
 - a. Select a topic and related visual/tactual/multimedia information.*

What Promotes Access?



Opportunity
to Learn
Standards/
Learning
Supports

Co-Teaching

Universal
Design for
Learning

Accommodations

Learning Supports

- ❑ Resources, strategies, and practices that provide physical, social, emotional, and intellectual supports
- ❑ Intended to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching.



Learning Supports Framework

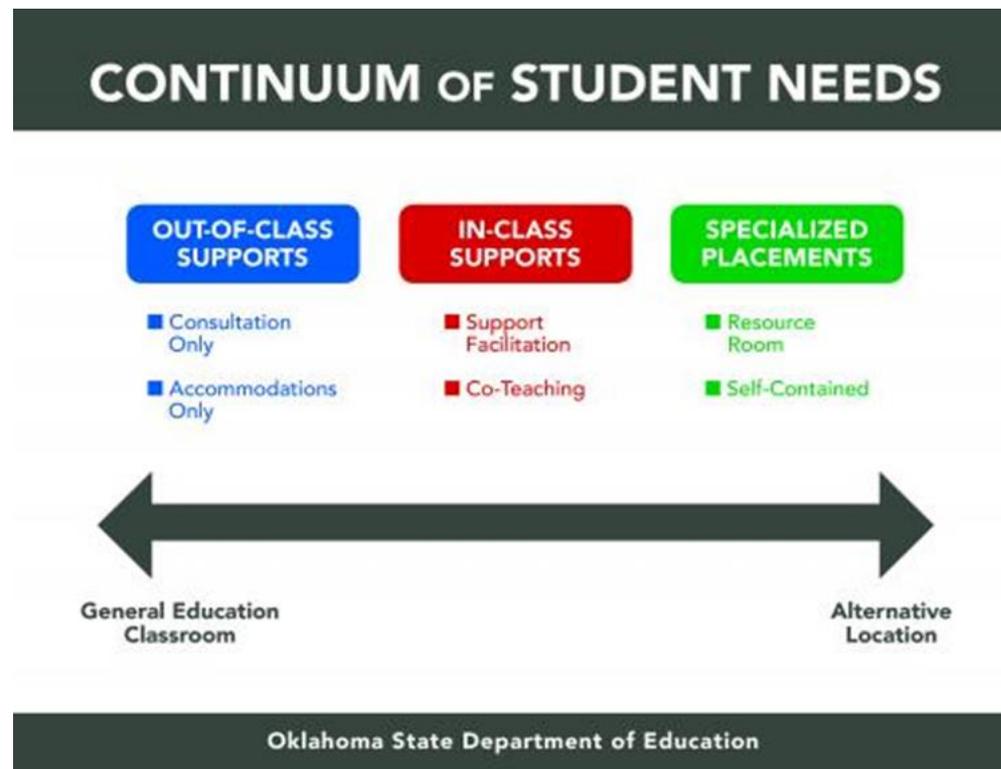
- ❑ Enhancing regular classroom strategies to enable learning
- ❑ Supporting transitions
- ❑ Increasing home and school connections
- ❑ Responding to, and where feasible, preventing crises
- ❑ Increasing community involvement and support
- ❑ Facilitating student and family access to effective services and special assistance as needed.

Opportunity to Learn (OTL)

Opportunity to learn refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. It includes the provision of curricula, learning materials, facilities, teachers, and instructional experiences that enable students to achieve high standards. This term also relates to the *absence of barriers that prevent learning*.

Co-Teaching

Students with IEPs receive some or all of their specialized instruction and related services in the context of the general education classroom.



Co-Teaching Clarification:

- ❑ It is **NOT** a general education classroom with one “real” teacher and one who serves as “the help” or “an extra set of hands.”
- ❑ It is **NOT** a pullout special education program that has been relocated to the corner of a general education classroom.
- ❑ Two or more professionals with **equivalent licensure** are co-teachers:
 - ❑ One general educator
 - ❑ One special educator or specialist
 - ❑ Paraprofessionals are **NOT** considered a co-teacher

Universal Design for Learning (UDL)

“Consider the needs of the broadest possible range of users from the beginning”



Architect, Ron Mace

<http://www.cast.org> CAST©
2003

UDL Origin and Definitions



❑ Drawbacks of Retrofitting

- Each retrofit solves only one local problem
- Retrofitting can be costly
- Many retrofits are UGLY!

<http://www.cast.org> CAST©
2003

Universal Design for Learning (UDL)

- ❑ Not one size fits all.
- ❑ Designed from the beginning, not added on later.
- ❑ Increases access opportunities for everyone
 - ❑ Ramps
 - ❑ Curb Cuts
 - ❑ Electric Doors
 - ❑ Captions on Television
 - ❑ Easy Grip Tools



<http://www.cast.org> CAST©
2003

New Assumptions

- ❑ Students with disabilities fall along multiple continua
- ❑ Typical classes are highly diverse
- ❑ Teacher adjustments benefit all learners
- ❑ Curriculum needs fixing, not the students
- ❑ Curriculum materials must be flexible, varied, and diverse
- ❑ General Education and Special Education teachers plan curriculum

UDL and the Learning Brain



All learners are unique and
universal does not mean
“one size fits all”.

Three Primary Brain Networks

Universal Design for Learning

Recognition Networks



The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks



The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks



The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

UDL Principles

Provide Multiple Means of Representation

- Options for Perception
- Options for Language/Symbols
- Options for Comprehension

Provide Multiple Means of Action and Expression

- Options for Physical Action
- Options for Expressive Skills/Fluency
- Options for Executive Functions

Provide Multiple Means of Engagement

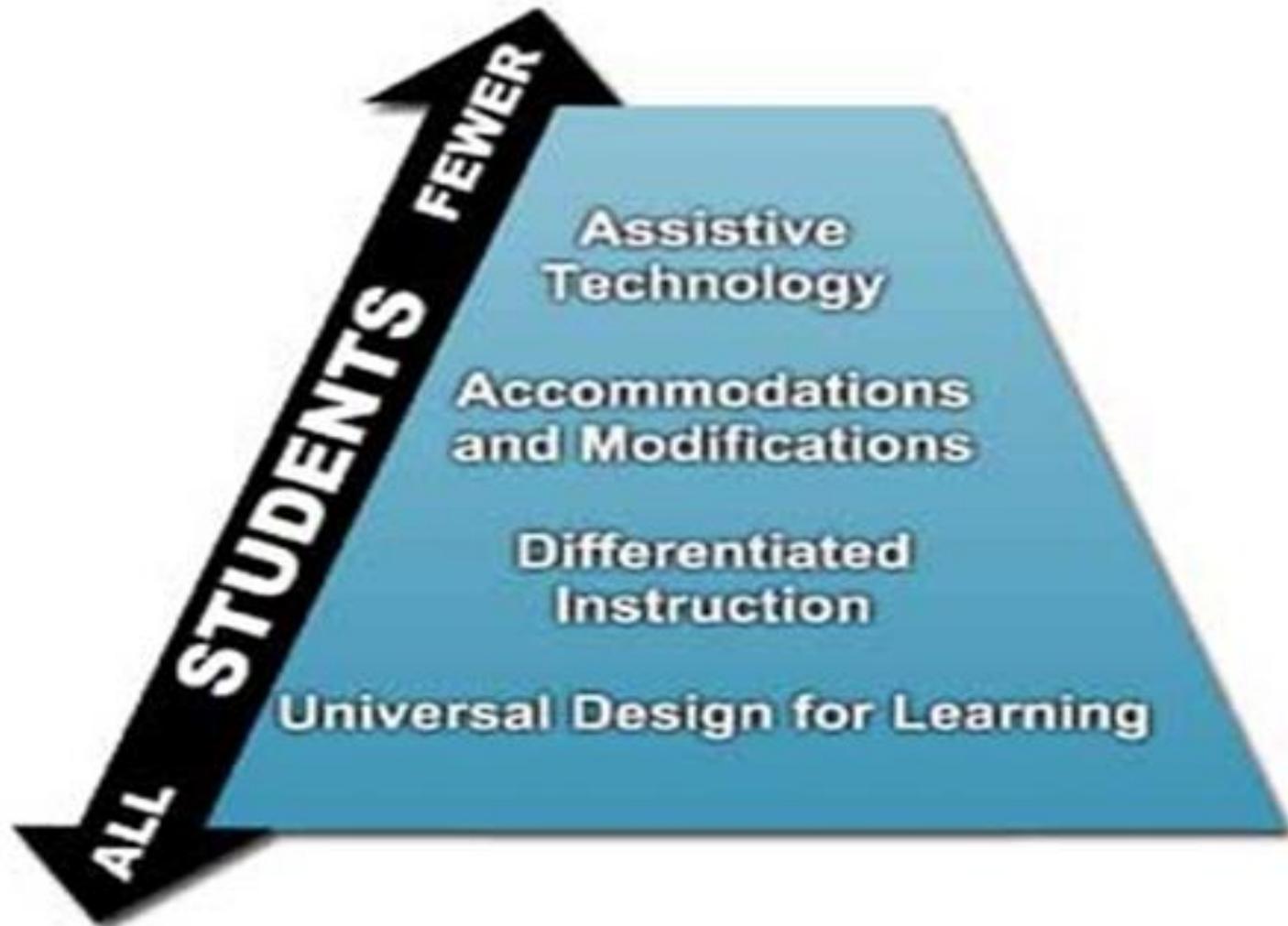
- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation

Universal Design for Learning (UDL)



<http://www.cast.org> CAST©
2003

Universal Design for Learning (UDL)



Accommodation vs. Modification

Accommodation:

- ❑ Enhances access and progress.
- ❑ Changes do not alter the validity, reliability, or security of the test or curriculum.



Modification: Substantive changes in an assessment or academic curriculum that **change** the rigor or expectation.

Accommodations

Generally grouped into the following categories:

- ❑ **Presentation** (e.g., repeat directions, read aloud, large print, braille, etc.)
- ❑ **Response** (e.g., mark answers in book, scribe records response, point, etc.)
- ❑ **Setting** (e.g., study carrel, special lighting, separate room, etc.)
- ❑ **Timing/Scheduling** (e.g., extended time, frequent breaks, etc.)

Choosing Accommodations

- 1) Expect students with disabilities to achieve grade-level academic content standards.
- 2) Make decisions about assessment accommodations based on a student's academic and behavioral needs.
- 3) Don't use accommodations that students don't need.
- 4) Administer accommodations during instruction and assessment.
- 5) Evaluate, improve, and in some cases remove accommodations when appropriate.

Web Resources

□ Standards

- A. <http://www.achievethecore.org/>
- B. <http://www.corestandards.org/>

□ Assessment

- A. <http://dynamiclearningmaps.org/>

□ Co-Teaching

- A. <http://nichcy.org/schoolage/effective-practices/coteaching>
- B. <http://www.nea.org/tools/6-steps-to-successful-co-teaching.html>

□ UDL

- A. <http://www.cast.org/>
- B. <http://www.udlcenter.org/>

□ Accommodations

- A. <http://www.cehd.umn.edu/nceo/topicareas/accommodations/accomtopic.htm>
- B. <http://www.cehd.umn.edu/NCEO/onlinepubs/NCLD/Accommodations.pdf>

Parent Resources

- <http://www.nclld.org/images/stories/Publications/AdvocacyBriefs/IDEA2004ParentGuide/idea2004parentguide.pdf> (IDEA Parent Guide)
- <http://pta.org/parents/content.cfm?ItemNumber=2583> (Student Success)
- http://educationnorthwest.org/webfm_send/1106 (Common Core and Parents)
- <http://osepideasthatwork.org/parentkit/> (Parent Resources for Assessment and Instruction)
- <http://nichcy.org/> (National Dissemination Center for Children with Disabilities)

OSDE-SES Resources

- <http://ok.gov/sde/special-education> (Home)
- <http://ok.gov/sde/parent-and-family-resource-page> (Parent/Family Resources)
- <http://ok.gov/sde/assessment> (Assessment)
- <http://ok.gov/sde/educational-supports> (Instruction)
- <http://ok.gov/sde/universal-design> (UDL)
- <http://ok.gov/sde/least-restrictive-environment> (LRE and Co-Teaching)
- <http://ok.gov/sde/newsupdates> (News)
- <http://ok.gov/sde/node/4410> (Events)



Oklahoma Parents Center

Statewide Parent Training and Information

Advocating for Children with Disabilities to Build a Better Future



SoonerStart Families – Birth to 3 years old

[Click for Family Survey](#)



School Families – Ages 3 through 21

[Click for Parent Survey](#)



[Haga clic aquí para la encuesta disponible en español](#)

www.oklahomaparentscenter.org