

A diverse group of nine young adults, including men and women of various ethnicities, are standing behind a large white banner. They are all smiling and pointing towards the camera. The banner contains the text "Increasing the Achievement of Students with Disabilities (and other students who struggle)".

Increasing the Achievement of Students with Disabilities (and other students who struggle)

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A Little about Me

- Around disability my entire life
- Until recently, all of my professional jobs have been related to special education.
 - Teacher for students with orthopedic impairments
 - Georgia Department of Education
 - Assistant Director for Special Education
 - Executive Director for Special Services
 - Assistant Superintendent for Student Services
 - Director for Interventions

I have told you a little about me...

- Tell me a little about you

- Special Education Teachers
- General Education Teachers
- Special Education Director – local district
- Other Special Education Administrator – local district
- School Leader
- Regional Service Agency Personnel
- State Department Personnel
- Other?

A little more about you...

- Expert in content area?
 - ▣ Reading or ELA
 - ▣ Mathematics
 - ▣ Science
 - ▣ Social Studies
 - ▣ Other (Arts, Technical Education, etc.)
- Expert in Pedagogy (Instructional Practices)?
 - ▣ Reading or ELA
 - ▣ Mathematics
 - ▣ Science
 - ▣ Social Studies
 - ▣ Other (Arts, Technical Education, etc.)

For all that you do...

Thank You!

**In your handout, you have
Scratch Paper.
You will use it today for several
activities to jot your ideas.**

Our first activity...

Pop Quiz

(Partner Discussion – 2 or 3 people)

The Superintendent has called you to his/her office.

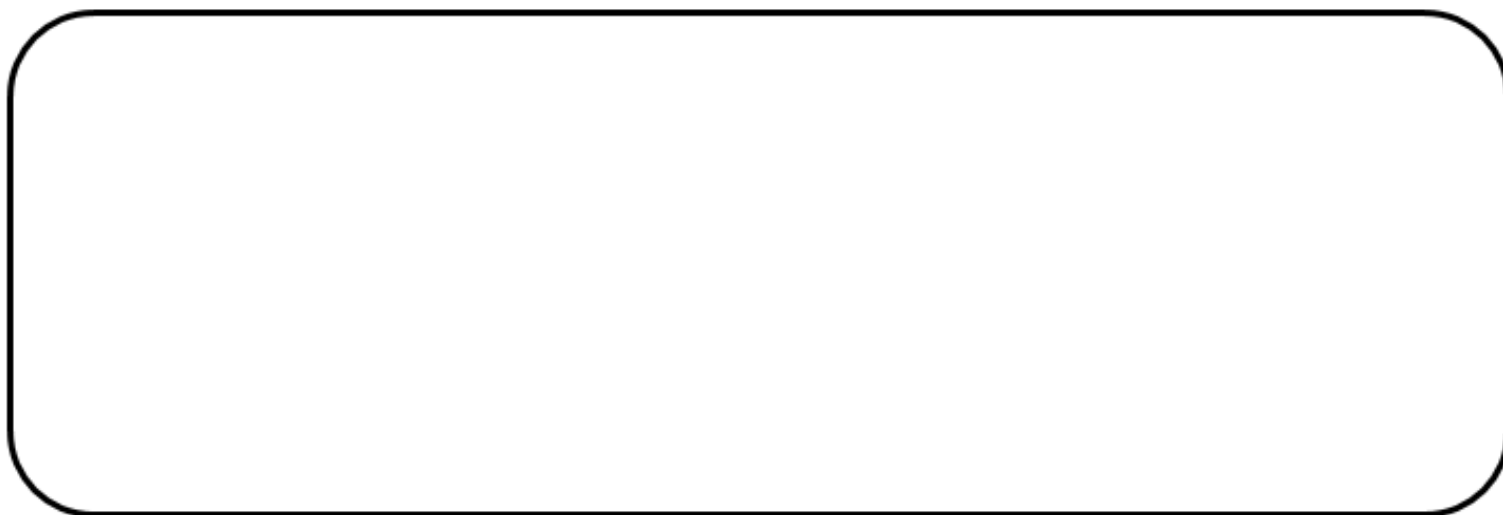
“We have to radically improve the achievement/learning of our students with disabilities in our school/our district. What should we do?”

What would you say?
(7 minutes)

Table Activity: Write your answer below.

The Superintendent has called you to his/her office.

“We have to radically improve the achievement/learning of our students with disabilities in our school/our district. What should we do?”

A large, empty rounded rectangular box with a black border, intended for the student to write their answer to the question above.

Debrief

At the end of the day, that is
THE
question...

**At the risk of sounding
arrogant...**

I Know the
Answer

Provide

The good news...

We, as educators, control 100% of that.

Some students need less than GREAT instruction (even though they deserve it)

A few students can even do fairly well with “OK” instruction

- Approximately 3-5% of children teach themselves to read.
- They break the “code.”

Many students in the following groups require GREAT instruction

- ❑ Students with disabilities
- ❑ Students who are designated as Economically Disadvantaged
- ❑ Students with Limited English Proficiency
- ❑ Students who struggle, but do not qualify for a “label.”

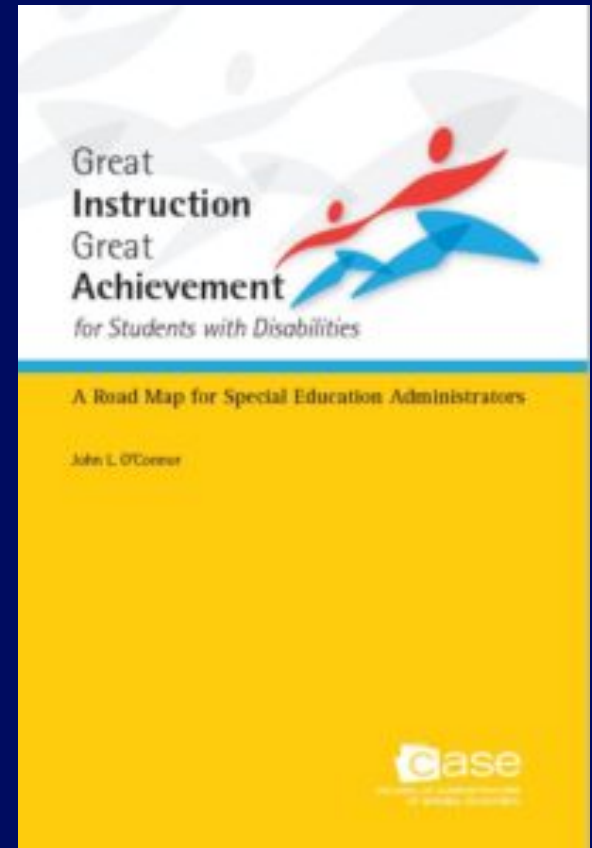
Objectives for Today

- ❑ Develop common understanding of GREAT instruction
- ❑ Determine priority elements of specially-designed instruction
- ❑ Develop a Road Map for increasing the achievement of students with disabilities in your school/district.
- ❑ Define steps to “make it happen” in your district

Handouts

- Scratch Paper – your developing thoughts
- Visual Organizer – O'Connor's Road Map

Great Instruction Great Achievement for Students with Disabilities: A Road Map for Special Education Administrators



Disclaimers about book

- ❑ I don't make any money off of the book
- ❑ Contributed the manuscript to CASE (but kept the intellectual property rights)
- ❑ Mailed it to each of their members in January of 2017
- ❑ National CASE: Council for Administrators of Special Education (national organization) – Outstanding Organization
- ❑ Even though the book is targeted toward Special Education Administrators, the first half is beneficial for every educator

Please...

- Share your expertise with each other
- I want you to talk/complete activities more than I do
- Feel free to be selective

GREAT Instruction

What classes are we talking
about for students with
disabilities?

Did you know...

- That approximately 62% of students with disabilities across the U.S. spend at least 80% of their school day in general education classes? (increase from 48.2 in 2002)
- That an additional 20% of students with disabilities spend at least 40% of their school day in general education classes?

U.S. Department of Education. (2014). *35th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

**Therefore, if we are going to
increase the achievement of
students with disabilities, we
have to impact **ALL**
classrooms.**

**(General ed classes with one teacher, co-teaching
classes, and pull-out special education classes)**

In fact, it could be argued...

**That if you want to move the needle
on student achievement for SWDs,
then you MUST focus on general
education classes**

**(not at the exclusion of pull out
classes)**

What is GREAT instruction?

- Work in pairs or triads
- 5 minutes – Write your answers on your Scratch Paper
- You only get 6 bullets

Partner Activity

What is great instruction? (You only get 6 bullets. Write your answer below.)

1.

4.

2.

5.

3.

6.

Debrief

GREAT Instruction includes:

□ What piece is missing?

The missing piece

Magic

How do you like this
acronym?
GREAT instruction is:

G
R
E
A
T

r

Increasing the Achievement of Students with Disabilities
and other students who struggle

Provide GREAT Instruction

Every day in every class for every child

**G
R
E
A
T**



Research-based

1.

2.

You have a Visual Organizer

□ Fill out the acronym for GREAT Instruction

■ G

■ R r

■ E

■ A

■ T

Note

- GREAT Instruction also applies to non-academic instruction
 - Behavior
 - Communication
 - Self-Advocacy
 - Student Agency
 - Collaboration
 - Etc.

Important Message!!!

- Teachers are critically important
 - Ultimately providing instruction for our students
 - Biggest impact on those students
- But, they are not completely responsible
- As administrators/coaches, etc., we have the obligation to create the environment and context where teachers can successfully provide GREAT instruction

GREAT instruction is:

Guided by the performance standards

Rigorous with **r**esearch-based practices (two parts)

Engaging and exciting

Assessed continuously to guide instruction

Tailored (differentiated) in flexible groups

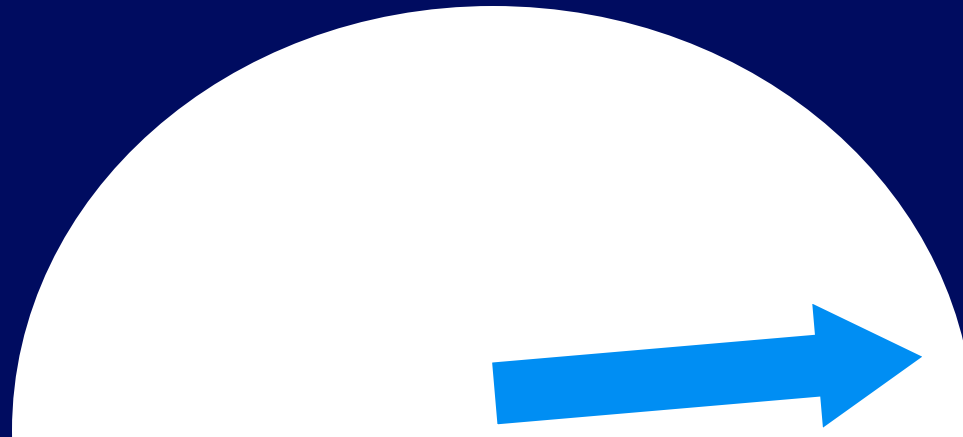
All of these components
are intertwined

What's so special about “Great Instruction?”

Average Instruction

Weak
Instruction

Great
Instruction



Gauge of Instruction

**Our students with disabilities
(and other students who
struggle)**

**are more susceptible to average
or weak instruction than other
students**

In your school...

If you asked every teacher what constitutes
GREAT instruction, how many answers
would you get?

If the answer is.....

- You would have as many answers as there are teachers
- Does that seem like an efficient way to move instruction in the same direction?

Or...

- Could there be some consistency in the answer, but it would be surface-level
 - Standard posted on the board
 - Three-part lesson
 - With some buzz words that have lost some meaning

Pair/Triad Activity: (6 minutes)

Pick one letter out of GREAT instruction.

Write 4 bullets that describe what that should look like in your school.

At your table, make sure the different pairs are working on different letters.

In a minute, you will all share your descriptions of your element of GREAT Instruction

My example...

My Big Ideas about Tailored in Flexible Groups

- ❑ Tailoring (or differentiating instruction) cannot be done effectively in large group instruction
- ❑ Therefore, small group instruction should occur routinely in all classes and grades (K-12th)
- ❑ Small group instruction allows for providing different practice turns based on student need along with differentiated feedback on students' attempts.
- ❑ Anytime there are two adults in the classroom, both should routinely lead small group instruction at the same time. There can also be student independent groups.
- ❑ Kindergarten and 1st grade teachers are typically the best at tailoring instruction in small groups

Partner Activity

Each pair at the table should choose one of the elements of GREAT instruction below. Write 4-5 bullets that describe what that element should "look like" in classrooms. If you walk in a classroom, how would you know that the element is being implemented?

Guided by the performance standards.

Rigorous

Research-based instructional practices



**Now, each pair can share your
four bullets for your component
of GREAT instruction
(5 Minutes)**

Debrief

- There are lots of ideas and concepts under each of the elements of GREAT Instruction
- If our ultimate goal is implementing improved practices across the district or school, then the leaders and teachers must build consensus on the most powerful indicators that they want to see in each classroom

Under which letter would the following fall?

- ☐ Using pacing charts
- ☐ Students passionately taking a stand on a political science topic
- ☐ Adults deeply understanding the rigor of the standard
- ☐ Students deeply understanding the standard
- ☐ Implementing benchmarks and using those to plan the next two weeks of instruction
- ☐ Using questioning techniques that facilitate students' deep thinking
- ☐ Purposely instructing students in heterogenous, small groups so they can learn from each other

**Even though the title of this
workshop is *Increasing the
Achievement of Students with
Disabilities...***

**Everything we discuss will also
increase the achievement of
many, many other students**

I Double Dog Dare You...

- At your next meeting/training, ask the participants, “What is the most powerful thing that we should do for students with disabilities?”

Answer: Provide 7 hours a day of powerful, outstanding instruction. (GREAT Instruction)

Research-based Practices

□ Two parts

- First part: Effective research-based Tier 1 (universal) instruction in all classes
- Second part for SWDs: Specially-designed instruction



Research-based Practices

1.

2.

In that space, write...

- Powerful Tier 1 (Universal) Instruction
- Effective Specially Designed Instruction

Let's talk about Tier 1 Research-based Instruction (Also known as Universal or Core instruction)

**I have received this call dozens
& dozens of time in my career.
(As you probably have)**

**“My son is a 4th grader and he isn’t
reading as well as his 2nd grade sister.
I want/don’t want him in special
education. Can you help me get/get
out of special education services?”**

Partner Discussion

- How would you respond to this parent?

This is how I respond...

Activity

1. Independently read “Effective Foundational Reading Instruction”
2. On your paper, mark at least 5 big “take-aways”
3. Share your big ideas with your neighbors

5 Domains of Reading

- Vocabulary/Language
- Phonological Awareness
- Phonics
- Oral Reading Fluency
- Reading Comprehension

Federal and State Requirement – Special Education Eligibility

A child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA)

**Adult who had trouble with
college Spanish...**

**Sometimes, educators aren't
aware of their own
misunderstandings.**

Partner Discussion: How would you respond if a teacher said this...

- “On the kindergarten Intervention Identification Checklist, the students are supposed to break words into syllables, but I am giving them words they aren’t reading yet.”
- “I have a group of 4th graders who are struggling with reading comprehension. Can you look at their oral reading record?” When I reviewed one student’s file, he didn’t read the following words correctly: disregard, ambition, stellar, questioning...”

Table Discussion

- Are there teachers and administrators in your school/district who can lead that conversation?
- Who should be able to lead that conversation?
 - General Education Teachers?
 - Special Education Teachers?
 - Principals and Assistant Principals?
 - Central Office Leaders?
 - Special Education Leaders?
- Why would O'Connor spend so much time discussing reading development with this parent rather than discussing special education eligibility?

Here's the rub...

**I know that if I don't have a teacher
who deeply understands reading
instruction, then this child will not
learn to read sufficiently**

Major Thoughts about Reading Instruction

- ❑ The phone discussion reflects Tier 1 instruction.
- ❑ Interventions or specially designed instruction, no matter how powerful, can never make up for ineffective Tier 1 instruction.
- ❑ That applies to all content areas, not just reading.
- ❑ General and special education personnel must have a deep understanding of core reading instruction.

**Let's talk about older students
who may have difficulties with
reading**

Discussion Activity: A few months ago, I observed a Middle School Reading Connections (Elective) class...

- ❑ The students were chosen to participate in this class because they had weaknesses in reading.
- ❑ There were roughly 18 students in the classroom.
- ❑ They were all completing a sheet that asked them to break a list of words into syllables.
- ❑ On your scratch paper, review the work of 3 students.
- ❑ At a quick glance, I realized that all 18 students had similar answers.
- ❑ Discussion: What does the student work tell you?
- ❑ How does the work impact the next steps of instruction for the students?
- ❑ Why is this important?

following words correctly: disregard, ambition, signal, questioning...

Discussion Activity: A few months ago, I observed a Middle School Reading Connections (Elective) class...

The students were chosen to participate in this class because they had weaknesses in reading. There were roughly 18 students in the classroom. They were completing an activity that asked them to break a list of words into syllables. The work for 3 of the students is below. At a quick glance, I realized that all 18 students had similar answers. At your table, discuss:

- ☐ What does the student work tell you?
- ☐ How does the work impact the next steps of instruction for the students?
- ☐ Why is this important?

Debrief

**Common, although not universal,
weakness for some 4th through
high school students who have
trouble with reading –**

**Decoding words with multiple
syllables (multi-syllabic words)**

Knowing that many students hit a barrier when they start to learn to decode multi-syllabic words...

Is this a Tier 1 issue or a special education issue?

Who should know that a common barrier for some students is learning to decode multi-syllabic words?

- General Education Teachers?**
- Special Education Teachers?**
- School-based Leaders and Administrators?**
- Central Office Leaders?**
- Special Education Leaders?**

Let's broaden our discussion:

Literacy across the Curriculum

Literacy across the Curriculum

Table Discussion

- ❑ Hallmark of Common Core
- ❑ Literacy Standards in Social Studies, Science and Technical Subjects (in essence ALL subjects) starting for 6th through 12th grade.
- ❑ Huge emphasis on Informational Text in all grades
- ❑ Table Discussion:
 - Why are literacy standards so important?
 - Why have different literacy standards by content area starting in 6th grade? Why not 10th or 4th?
 - Why focus on Informational Text?

Debrief

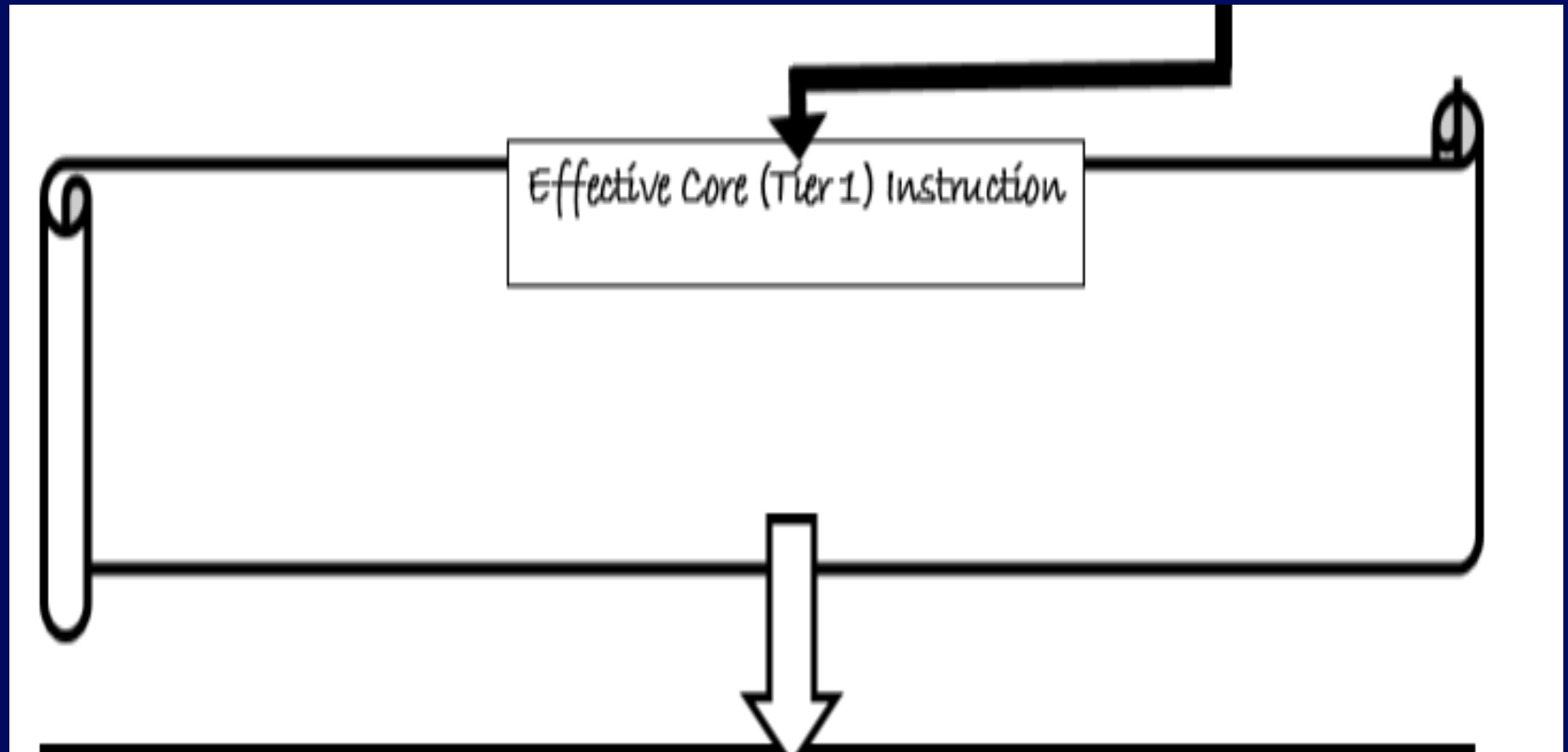
If a student is truly literate in Biology, or U.S. History, or Geometry...

□ He/she can:

- Read and truly understand the content
- Write about the content effectively
- Listen to discussions about the content and understand them
- Discuss the content

Then he/she is truly competent in that content area.

In your school/district have the non-ELA teachers participated in deep and ongoing training re: literacy in their content area?



In that section, write:

- Effective instruction in the 5 domains of reading
- Powerful literacy instruction across the curriculum

Now, let's discuss Tier 1 Math Instruction

Let's Discuss Tier 1 Math Instruction

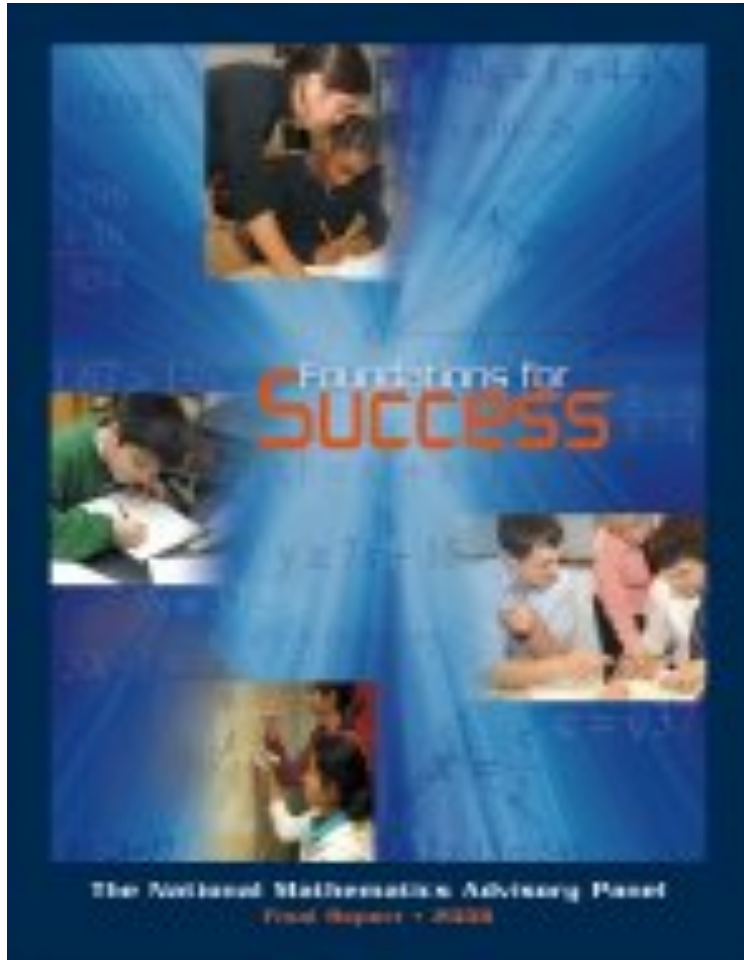
- In your packet, there is a quick quiz about effective math instruction. Complete that quiz. You can work in pairs or as a table.

Math quiz: You can work with a partner or as a table.

- What specific math skill is a common weakness across the U.S.?
- Should math instruction focus on conceptual understanding, problem solving or computational fluency?
- Should mathematics instruction be student-centered or teacher-directed?
- (T/F) Brain research has shown that there are truly “math people” and “non-math people” and someone who does not have the physiological makeup to be a “math person” will be limited in his/her math achievement.
- (T/F) Using “real world problems” during math instruction results in increases in all math domains.

Have you ever heard of the National Mathematics Advisory Panel?

- President Bush authorized a math panel of experts to complete a comprehensive review of research and best practices to make recommendations to increase math achievement across the U.S.
- They developed 45 recommendations (published in 2008) on a wide variety of topics:
 - Teacher Preparation Programs, pre-school math activities, curriculum, assessment, instructional practices



**Can be downloaded
for free online.**

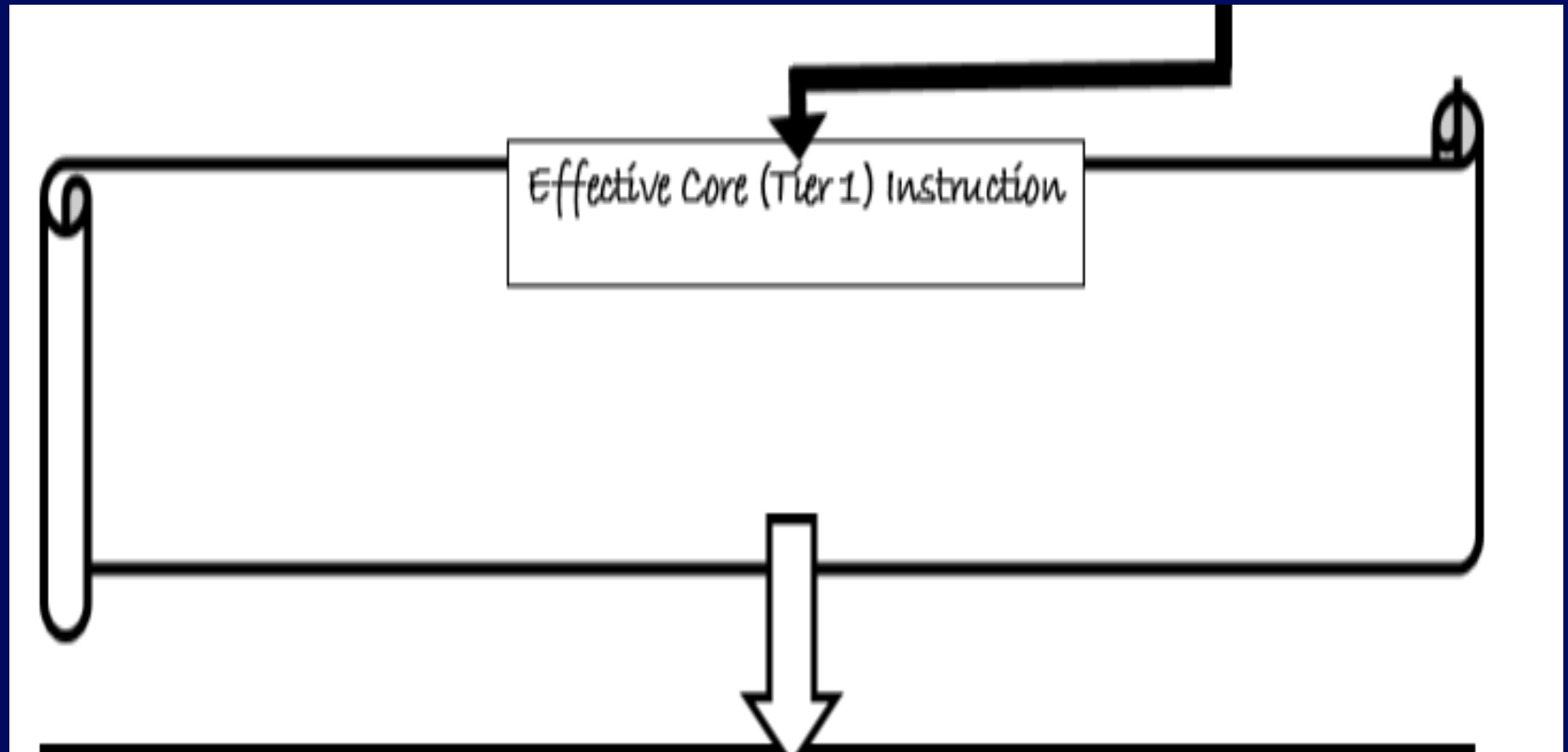
**Search for National
Mathematics Advisory
Panel Report**

Read the excerpts from the NMAP to determine if the answers to your quiz are accurate. You can work in pairs or triads.

You must cite textual evidence.

Debrief

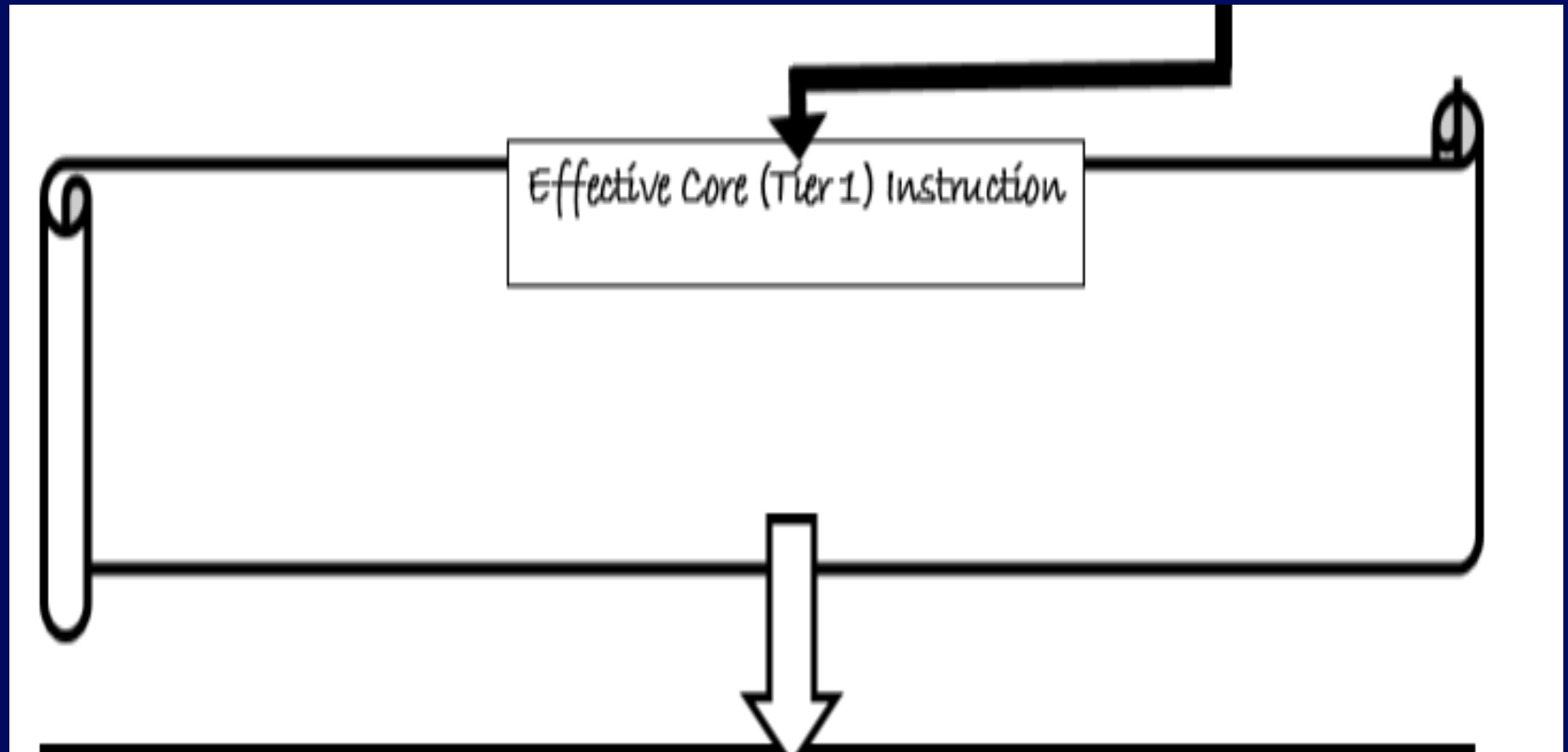
- ❑ What specific math skill is seen as a common weakness across the U.S.?
- ❑ Should math instruction focus on conceptual understanding, problem solving or computational fluency?
- ❑ Should mathematics instruction be student-centered or teacher-directed?
- ❑ (T/F) Brain research has shown that there are truly “math people” and “non-math people” and someone who does not have the physiological makeup to be a “math person” will be limited in their math achievement.
- ❑ Using “real world problems” during math instruction results in increases in all math domains.



In that space, write...

- Implement recommendations from:
 - the National Mathematics Advisory Panel

Two other seminal works regarding effective Tier 1 instruction



Understand and implement recommendations from:

- *Visible Learning for Teachers* by John Hattie
- *Classroom Instruction that Works 2nd Edition* by Dean, Hubble, Pitler and Stone (1st Edition from Dr. Marzano)

Open Question

Today's training is supposed to be about increasing the achievement of students with disabilities.

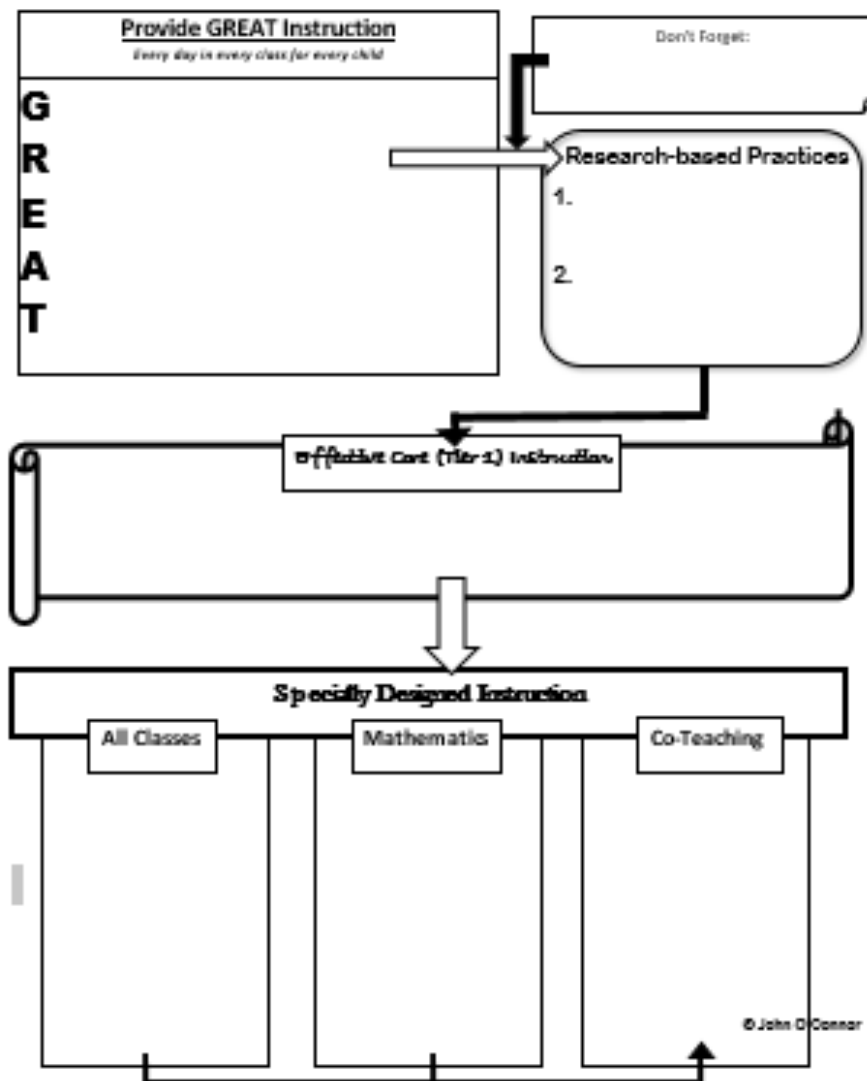
Why did O'Connor spend so much time on Tier 1 instruction?

Debrief

- Roughly 62% of students with disabilities spend at least 80% of their school day in general education settings.
- Another 20% spend at least 40% of their school day in general education settings.
- If we don't impact Tier 1 instruction, we will not increase the achievement of students with disabilities.

**Neither incredible specially
designed instruction nor
fantastic interventions can ever
make up for ineffective Tier 1
instruction**

Increasing the Achievement of Students with Disabilities
and other students who struggle



Let's turn our attention to Specially Designed Instruction

In fact, since 1975 (Education for All Handicapped Children Act) Special Education has been defined as

**Specially Designed
Instruction**

Table Discussion (5 Minutes)

What is specially
designed
instruction?

Table Discussion: What is Specially Designed Instruction?

Debrief

Did your answer sound something like...

- ❑ Designed to meet the unique needs of the student with a disability
- ❑ Enables the child to meet grade-level standards
- ❑ Includes adapting content, methodology, or delivery of instruction
- ❑ Based on the child's IEP
- ❑ Research-based

**Those things are legally true,
but....**

Table Activity (10 Minutes) – Reviewing your Caseload

- ❑ Caseload for Interrelated – cross eligibility - (General Curriculum) Special Education Teacher
- ❑ In the far right column, list two specific instructional practices that come to mind (as the teacher) that meets the needs of each student OR two informed questions regarding the student.
- ❑ Note: You don't have all of the necessary information. What are your first, immediate thoughts when you see the youngster's disability information?
- ❑ Note 2: If in your state, some of these students would not be taught by the teacher described above, please mark through them and move to the next student

Partner Activity – Caseload for Interrelated (General Curriculum) Special Education Teacher.

In the two right columns, list two specific instructional practices or questions that come to mind based on the information for each student. Note: You don't have all of the necessary information. What are your first, immediate thoughts when you see the student's information.



Student's Initials	Disability Information	Two Instructional Practices or Immediate Questions you have re: each Student	
M.A.	Other Health Impairment, Tourette Syndrome, Obsessive Compulsive Disorder, Specific Learning Disability in Math, Attention Deficit Disorder		
R.A.	Other Health Impairment, Attention Deficit Disorder		
W.A.	Specific Learning Disability in Reading, Other Health Impairment, Attention Deficit Hyperactivity Disorder		
B.B.	Traumatic Brain Injury (8 months post), Specific Learning Disability in Mathematics before injury		
L.B.	Mild Intellectual Disability		
R.B.	Emotional/Behavioral Disorder, Oppositional Defiant Disorder		
C.C.	Asperger's Syndrome		
C.M.	Mild Intellectual Disability, Emotional/Behavioral Disorder, Bipolar Diagnosis		
L.D.	Other Health Impairment, Obsessive Compulsive Disorder, Anxiety Disorder		
M.D.	Autism Spectrum Disorder		
R.G.	Other Health Impairment, Seizure Disorder, Specific		

Debrief

- Was that activity difficult?
- If so, why?

Debrief

- ❑ Let's pretend that you could complete that with great accuracy.
- ❑ Would implementation be difficult?
- ❑ If so, why?
- ❑ Remember that specially designed instruction should be implemented in pull out special education classes as well as co-teaching classes per each student's IEP

My Thoughts

- It is unrealistic to....
- Even if that were possible, it would be almost ***impossible*** to implement in both pull out and co-teaching classes.

**Just telling special education
teachers to “provide specially
designed instruction” is
insufficient**

We have to get more specific!

If we want our teachers to implement (and our administrators to lead) specially designed instruction consistently for all of our students...

We have to clearly define it and provide more support

We have enough experience.

There is significant research.

Can we make a list of instructional practices that are needed by a large majority of students with disabilities (those not taking the alternate assessment)?

Table Activity (8 minutes)

Make a list of the specific instructional practices that are needed by the greatest number of SWDs.

If these things were implemented with great fidelity for all students with disabilities, in all classes, then you would see great gains.

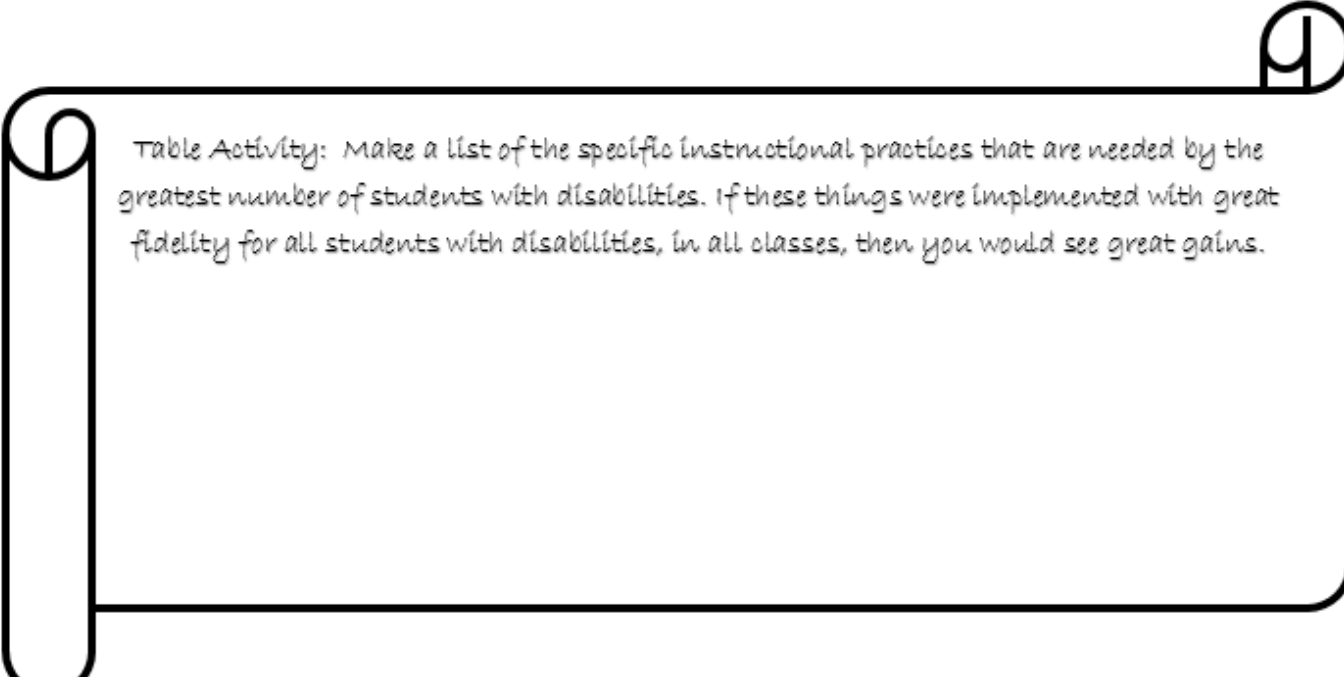


Table Activity: Make a list of the specific instructional practices that are needed by the greatest number of students with disabilities. If these things were implemented with great fidelity for all students with disabilities, in all classes, then you would see great gains.

Debrief

My short list that apply to all subjects

- ☐ Drastically increase student practice turns and feedback
- ☐ Provide highly organized and sequential explicit instruction with modelling, guided practice with feedback and independent practice
- ☐ Implement explicit and embedded vocabulary instruction
- ☐ Implement fill-the-gap interventions
- ☐ Incorporate metacognitive instruction
- ☐ Implement effective behavioral systems

I am not saying...

- ❑ That this list is an absolute
- ❑ Your list may be different
- ❑ But, we need to be able to set a foundation for “specially designed instruction” in our districts
- ❑ Sits on top of effective Tier 1 instruction
- ❑ Sets the foundation for specially designed instruction

If 10 different parents asked 10 different special education teachers, “What specially designed instruction will you provide for my child?,” what answers would they get?

What if they answered (and were very well trained)...

“We make sure that we:...

- ❑ Drastically increase student practice turns and feedback
- ❑ Provide highly organized and sequential explicit instruction with modelling, guided practice with feedback and independent practice
- ❑ Implement explicit and embedded vocabulary instruction
- ❑ Implement fill-the-gap interventions
- ❑ Incorporate metacognitive instruction
- ❑ Implement effective behavioral systems

And then on top of that...

Let's dig a little further...

In my opinion, all learning comes down to 2 things. People only learn how to do something if they have these two things...

- It doesn't matter if you are a beginning learner or an advanced learner in a skill/area**
- It doesn't matter what you are learning**

- | | |
|---|---|
| <ul style="list-style-type: none">• Ballroom dance• Balance equations• Read• Write a paragraph• Read an X-Ray• Collaborate with classmates | <ul style="list-style-type: none">• Bake cookies• Throw a spiral• Speak Mandarin• Read informational text• Use the Periodic Table• Compare two texts |
|---|---|

Table Discussion

What are those two things?

Debrief

- All people only get better at *something* if we practice doing that *something*
- But, practice alone is insufficient
- All people need feedback on their efforts/attempts/practice turns

Partner Discussion:

- Do you agree with the statements above?
- Why or why not?
- Can you think of any exceptions? (O'Connor can think of one.)

Open Question

In our schools, which students need more Practice Turns and Feedback to master the same skills?

- ☐ Gifted students?
- ☐ Typically developing/average students?
- ☐ Struggling students?
- ☐ Students with Disabilities?

In our schools, which students typically get the fewest Practice Turns and Feedback?

- ☐ Gifted students?
- ☐ Typically developing/average students?
- ☐ Struggling students?
- ☐ Students with Disabilities?

WHY?

Debrief

Do we all agree that students with disabilities (and other students who struggle) need much more practice and feedback than other students to learn the same skill?

Then should “increase practice turns and feedback” be a critical component of specially designed instruction?

Let's role play

- You are middle school students in my math class
- We are going to review homework in two different ways
 - See your completed homework.
 - Now, I am the teacher.

Role playing – you are my students

- Reviewing math homework – Option 1.
- “Students, please take out your math homework from last night.” Let’s look at problem #5.

Sarah has been saving her money. She received several birthday presents. Aunt Patricia gave her \$17. Uncle James gave her \$22 while her Grandfather gave her \$15. She spent \$11.72 for music on iTunes. Now she wants to buy a bracelet that costs \$26.18 which includes tax. Does she have enough money? If not, how much more does she have to earn? If she does, how much money will she have left over?

17.00	54.00	42.28
22.00	<u>-11.72</u>	<u>-26.18</u>
<u>+15.00</u>	\$42.28	\$16.10
\$54.00		

Yes. She has enough money to buy the bracelet.
She will have \$16.10 left over.

**Other than the student called on,
what was everyone else doing?**

Reviewing Homework Option #2 – You are still my students

“Students, last night I worked on the math homework. I completed #7 below. I’m not sure if I arrived at the correct answer. Can you please review my work and let me know if it is correct. If not, please write one sentence explaining what I did wrong. You can work in groups of three.”

Jose and Jill are responsible for buying Pop Tarts for this weekend’s camping trip. There are 14 people going. The group will arrive Friday night and drive back Sunday night. They are only buying Pop Tarts for breakfast. Each person will need two Pop Tarts for each breakfast. They have already bought 2 boxes of Pop Tarts. Each box has 10 Pop Tarts. Do they need to buy more Pop Tarts? If so, how many? If not, how many will they have left over?

$$\begin{array}{r} 14 \\ \times 2 \\ \hline 28 \end{array}$$

Pop Tarts
are needed

$$\begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array}$$

Pop Tarts have already
been purchased

$$\begin{array}{r} 28 \\ -20 \\ \hline 8 \end{array}$$

Pop Tarts
are needed.

Open Questions

- We “reviewed homework” two different ways – a common activity in our classrooms.
- Which way was better? Why?

**Let's try another activity that
increases student Practice Turns
and Feedback**

Vocabulary Activity

For this activity, work in pairs

Person A: Can look at the next slide

Person B: Cannot look at the next slide

Person A: Give clues for all of the words below. You can use sentences and gestures, but you cannot say the word/phrase.

- ☐ Senator
- ☐ vote
- ☐ law
- ☐ Constitution
- ☐ bill
- ☐ District
- ☐ Governor

- ☐ Peacock
- ☐ Supreme Court
- ☐ Republicans
- ☐ Democrats
- ☐ Washington D.C.
- ☐ Electoral College
- ☐ Majority
- ☐ Broccoli

Debrief

- Were there high rates of Practice Turns and Feedback in that activity?
- Who received feedback?
 - Person A?
 - Person B?
- Is this an effective way to practice using vocabulary?
- Would it be effective in Biology, U.S. History, 3rd Grade Reading class?

**When I go in any class to
observe, the first thing I look for
is...**

Read *Increasing Student Practice Turns and Feedback*

**Let's talk about highly
sequenced, organized, explicit
instruction.....**

Constructivism vs. Explicit, Systematic Instruction

Constructivism

- Provide resources, guided questions, etc.
 - Promotes students “constructing” their own knowledge
 - Other related terms: student-centered, inquiry-based, teaching as the “guide on the side” etc.
- Explicit, Systematic Instruction
 - Highly sequenced activities
 - Modelling with explanations
 - Student attempts with support (guided practice)
 - Promoting student questions and thinking aloud
 - Fade toward student independent practice

Which is good? Which is bad?

- It is not that simple.
- All children can benefit from some of each
- Constructivism
 - Beneficial if a student (adult or child) has:
 - Lots of background knowledge
 - The ability to draw ACCURATE conclusions

**How many of you have a pilot's
license?**

**When you take your personal
child to dance lessons,
karate lessons, football
practice, etc.....**

All students need explicit, highly organized, explicit instruction for some things...

Students with disabilities and other students who struggle need it routinely and regularly in their deficit areas (perhaps most of the time)

We are not going to have time to go through all of the specific instructional practices on my list...

- ☐ Drastically increase student practice turns and feedback
- ☐ Provide highly organized and sequential explicit instruction with modelling, guided practice with feedback and independent practice
- ☐ Implement explicit and embedded vocabulary instruction
- ☐ Implement fill-the-gap interventions
- ☐ Incorporate metacognitive instruction
- ☐ Implement effective behavioral systems

**Are there any questions
about any one of these?**

**For different students you may
dial it up or dial it down**

**Good for a large percentage of
students...not just students with
disabilities**

**Your list doesn't have to match
my list...but you need a list**

What would happen if those practices were implemented with great fidelity in every class in your district?

**Are there other benefits to
approaching the work this way?**

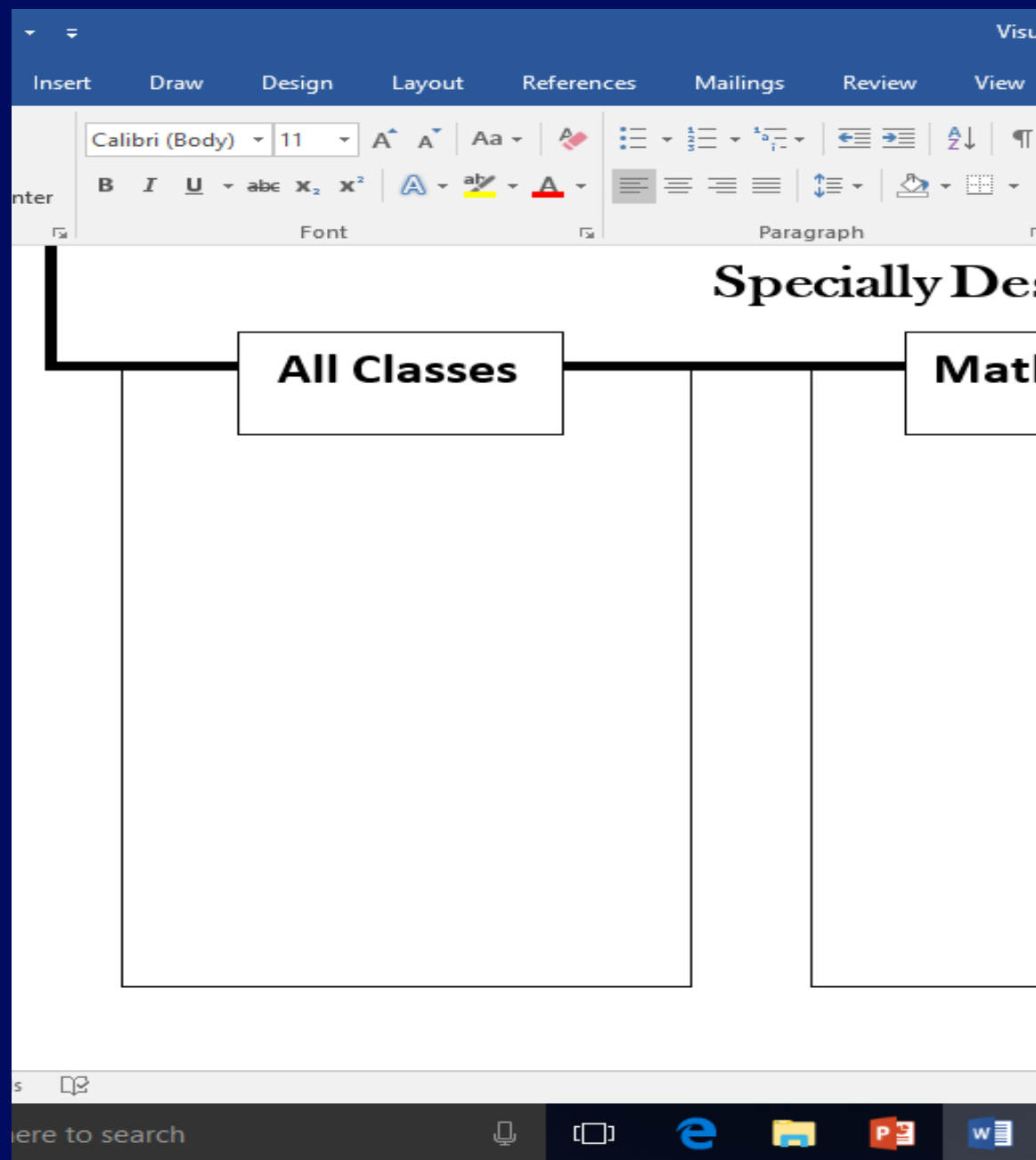
Benefits

- Gets us closer to widespread and consistent implementation
- The other option – expecting way too much from our special education and general education teachers
 - In medicine, we have different specialties.
- Impacts not only SWDs, but other students who struggle (and many other students)

Professional Dialogue with a Colleague

The opposite approach...

“Not sure how to implement in a class with 28 students. Good luck with that.”



In that space, write...

- ❑ Drastically increase student practice turns and feedback
- ❑ Provide highly organized and sequential explicit instruction with modelling, guided practice with feedback and independent practice
- ❑ Implement explicit and embedded vocabulary instruction
- ❑ Implement fill-the-gap interventions
- ❑ Incorporate metacognitive instruction
- ❑ Implement effective behavioral systems

Let's talk about Mathematics and Specially Designed Instruction

National Math Advisory Panel Partner Discussion (8 minutes)

- Please read the section on struggling students
 - SWDs and other low achieving students
- Discuss with a peer:
 - What are your reactions?
 - What are the themes?
 - Any surprises?

**NATIONAL MATH ADVISORY PANEL – SECTION RE: STUDENTS WITH LEARNING
DISABILITIES IN MATHEMATICS AND OTHER LOW ACHIEVING MATH STUDENTS
PARTNER DISCUSSION
(10 MINUTES)**

Please read the section on struggling students - SWDs and other low achieving students Discuss with a peer:

- What are your reactions?
- What are the themes?
- Any surprises?

Source: National Mathematics Advisory Panel. Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S. Department of Education: Washington, DC, 2008.

Teaching Low-Achieving Students and Students with Learning Disabilities

The Panel conducted a review of 26 high-quality studies, mostly using randomized control designs. These studies provide a great deal of guidance concerning some defining features of effective instructional approaches for students with learning disabilities (LD) as well as low-achieving (LA) students. The review indicated that explicit methods of instruction are effective with LD and LA students.

Some key findings:

Debrief

Open Questions

Did it surprise you that they grouped students with disabilities with “low achieving” math students?

Why do you think they did that?

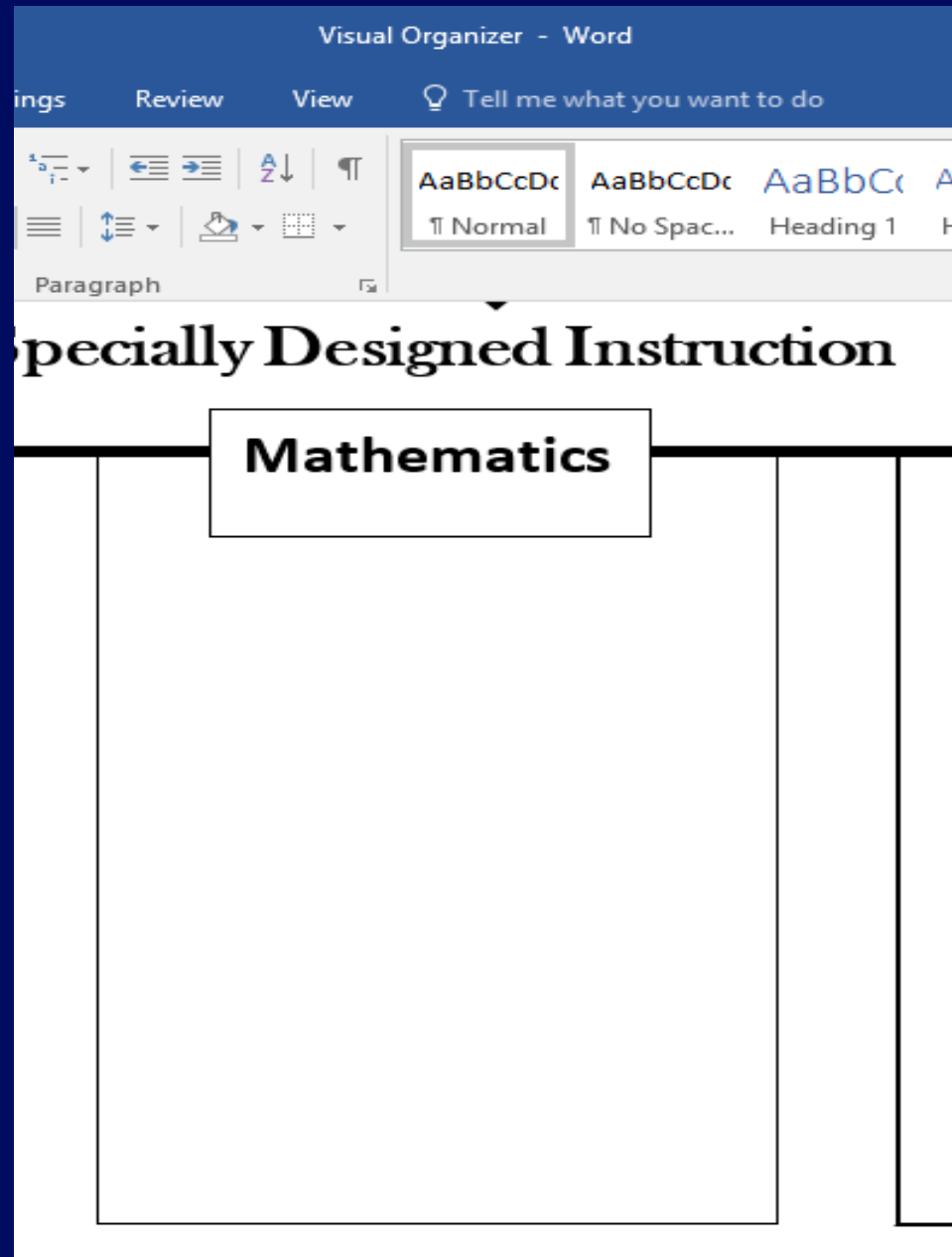
National Math Advisory Panel

- **Highly organized** Explicit instruction
 - Teacher explains and demonstrates
 - Students ask questions and receive feedback during their attempts
 - Students think aloud
 - Careful sequencing of problems through instructional materials to highlight critical features

Open Question

What percentage of students in the typical mathematical classroom could be considered “low achieving math students?”

Explicit instruction with students who have mathematical difficulties has shown consistently positive effects on performance with word problems and computation. Results are consistent for students with learning disabilities, as well as other students who perform in the lowest third of a typical class. By the term *explicit instruction*, the Panel means that teachers provide clear models for solving a problem type using an array of examples, that students receive extensive practice in use of newly learned strategies and skills, that students are provided with opportunities to think aloud (i.e., talk through the decisions they make and the steps they take), and that students are provided with extensive feedback.



In that space, write:

Provide explicit systematic, highly organized instruction

- **Teachers provide clear models and modelling**
- **Students receive extensive practice and feedback during those attempts**
- **Teachers model thinking aloud**
- **Students think aloud and ask lots of questions**

**The Mathematics Guidance for
Students with Disabilities is
limited, but consistent**

**Including sources that have been
published since the National
Mathematics Advisory Panel's
Report**

My disclaimers about mathematics and SWDs – My editorial

- In special education, we have not gotten it right yet
 - Lack content knowledge, rigor, etc.
- Current trend in mathematics (in some circles)
 - Almost an exclusive approach – constructivism
 - Don't provide models, practice, timed assessment

Current state of math instruction

- Pendulum is swinging wildly
- Someone reminiscent of whole language vs. phonics approach to reading
- We need balance
 - High expectations in which we do allow students some struggle time, thinking aloud and complexity
 - Focus on problem solving, computational fluency, and concept understanding. All are important.
 - Effective explicit instruction

Let's look at co-teaching

- ❑ <https://www.youtube.com/watch?v=OfLfonOeKnM>
- ❑ <https://www.youtube.com/watch?v=8PaTT-boUh0>
- ❑ <https://www.youtube.com/watch?v=h7rA1oRt1bE>
- ❑ <https://www.youtube.com/watch?v=hkjEnMfCZOw>
- ❑ Watch the students
 - Partner Discussion: What benefit are they getting from having 2 teachers in the room?

Debrief

How are students benefitting from the second teacher?

- They are not.
- We are paying for 2 teachers to do the job that 1 teacher can do!

Co-Teaching Open Questions

- Who is co-teaching for?
- Should the co-teaching environment be **DRASTICALLY** different for the students than a class taught by only one teacher?
 - If yes, how should it be different?

What should we see in a co-teaching class?

- ❑ Small group instruction
- ❑ High rates of (student) practice turns and feedback
- ❑ The list of Specially Designed Instructional Practices

Let's discuss co-teaching

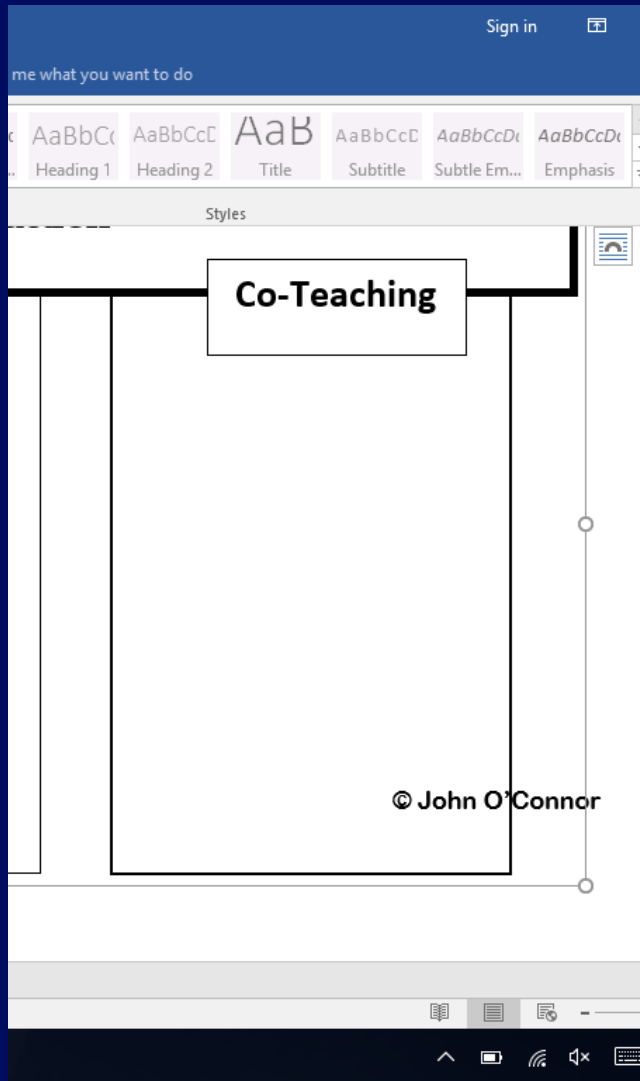


What happens in small group instruction?

- Students participate in more practice turns and a higher frequency of TAILORED feedback
- The list of specially designed instructional practices
- See how it all fits together!!!

When we write co-teaching in a student's IEP...

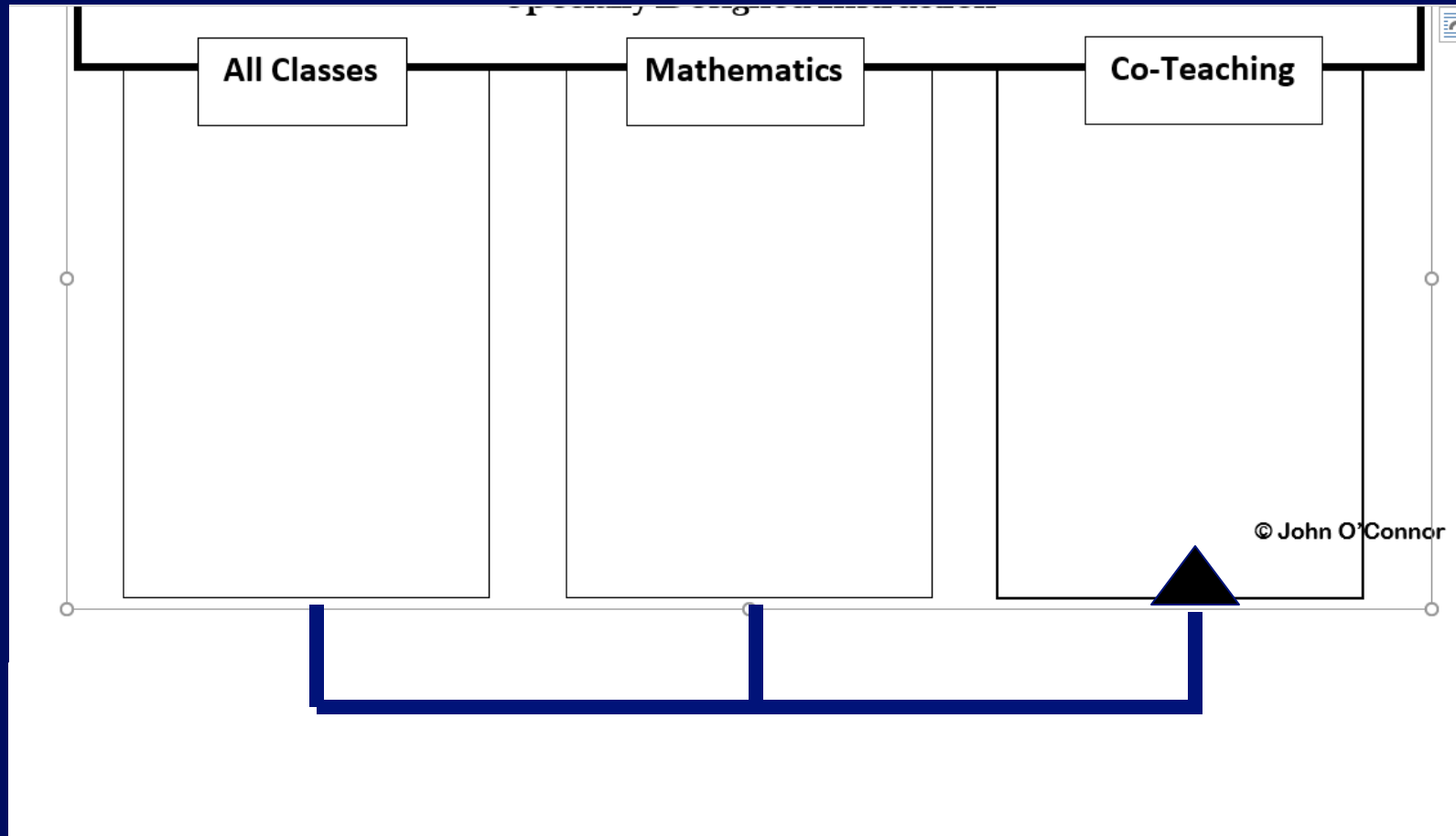
We are obligated to provide specially designed instruction in that class



In that space write...

- **Both teachers lead small group instruction. There can also be student independent groups.**
- **Implement specially designed instruction from the left**

See this line...



Co-Teaching - Logistics

- **Conduct wide-spread co-teaching observations**
 - **You'll be surprised how often you will only see 1 teacher in the classroom**
 - **Being a substitute**
 - **Running errands**
 - **Working on a “committee”**
 - **Big problem!!!**

Co-Teaching - Logistics

- When developing the master schedule
 - Place students with disabilities on the schedule first
 - Place co-teachers on the schedule next
 - Place common planning time

Co-Teaching - Logistics

- Understand the funding formula
- Give special education teachers as few “preps” and co-teaching partners as possible
- Keep co-teaching teams paired for multiple years

**You may have noticed that we
left a box blank at the top of the
page**

Let's discuss attendance

The GDOE conducted a study on attendance. They reviewed data from the seniors from across Georgia. Then they went backed and looked at attendance/absence patterns during students 9th grade year.

What are your guesses?

What are your guesses?

(Based on GDOE Study)

In Georgia, of those students who were absent 0 days during their 9th grade year, what percentage graduated with a “general education diploma” after 4 years in high school? (This reflects ALL students, not just students with disabilities.)

76.32%

What are your guesses?

In Georgia, of those students who were absent **1-5** days during their 9th grade year, what percentage graduated with a “general education diploma” after 4 years in high school?

74.94%

What are your guesses?

In Georgia, of those students who were absent 6-10 days during their 9th grade year, what percentage graduated with a “general education diploma” after 4 years in high school?

64.04%

What are your guesses?

In Georgia, of those students who were absent 11-14 days during their 9th grade year, what percentage graduated with a “general education diploma” after 4 years in high school?

50.98%

What are your guesses?

In Georgia, of those students who were absent **15 or more** days during their 9th grade year, what percentage graduated with a “general education diploma” after 4 years in high school?

26.2%

Do you see a face?

Absences in 9th Grade/Graduation Rate 4 Years Later

□ 0 absences	□ 76.32%
□ 1-5 absences	□ 74.94%
□ 6-10 absences	□ 64.04%
□ 11-14 absences	□ 50.98%
□ 15 or more	□ 26.2%

Similar findings for 8th Grade Year

□ 0 absences	□ 78.73%
□ 1-5 absences	□ 74.69%
□ 6-10 absences	□ 64.66%
□ 11-14 absences	□ 52.33%
□ 15 or more	□ 30.89%

The GDOE repeated the study a few years later with similar results. (9th grade absences)

□ 0 absences	□ 80.52%
□ 1-5 absences	□ 82.24%
□ 6-10 absences	□ 72.68%
□ 11-14 absences	□ 61.27%
□ 15 or more	□ 30.73%

**The study included all absences:
excused, unexcused and out-of-
school suspensions**

**Similar studies and findings have
been conducted in a number of
states**

Partner Discussion (4 Minutes)

- ☐ What are your reactions to these data?
- ☐ What does this tell us about the impact of absences on student achievement?
- ☐ This study included “all students.” What do you think the impact of absences is on students with disabilities or other students who struggle?

My Thoughts

- Just a few days of absences in a year can impact learning.
- All absences, including excused, unexcused and OSS, equal missed learning.
 - Even though it didn't include ISS, is it much better?
- Students with disabilities and other students who struggle are probably more susceptible to the impact of absences than other students.

Be careful about using Average Daily Attendance Rate

- If my school has a 95% Average Daily Attendance Rate, that is an “A.” Right?
- Not so fast...
 - On average, every student in the school is missing 1 out of every 20 days...once a month.
 - 9 absences throughout the school year.

Let's turn our attention to one type of absence: Out-of-School Suspensions

Two-Minute Partner Discussion

What is the purpose of
suspensions?

Debrief

□ Two Purposes

- The “real” purpose if folks are being honest...
- The purpose of any consequence should be...

If the purpose of any consequence is to reduce negative behavior and increase positive behavior...

- Are suspensions working?
 - Are students suspended for skipping school?
 - What about skipping class or being tardy?
 - Are some students on the suspension loop?
 - Does that suggest that suspensions are reducing negative behavior?

If suspensions reduced negative behavior, then the school who had the highest rate of suspensions this year would have the lowest rate next year.

Does that happen?

**As Dr. Phil would say,
“How’s that working for
you?”**

When we suspend a student...

For 1, 3, 5, 8 days in a school year, do we truly consider the impact of the “absences” – or lost instructional time?

When a student is suspended, how easy is it to get to “15 or more” absences in a year?

Suspension Disproportionality

Across the country, our African American students (and some other minority groups) are at a much higher risk of being suspended than students from other racial/ethnic groups.

We must correct this.

Disclaimer

- ❑ I'm not making light of student misbehavior
- ❑ Keeping students and schools safe is a serious responsibility
- ❑ I am talking about those student behaviors which are bothersome, but not dangerous

**If we wanted to address
suspensions in our district...**

**Should we focus on our
schools that have the highest
suspension rate?**

Even though the “fix” is not about only responding after negative behaviors occur, that is the first question. “What should I do when a student misbehaves if suspensions don’t work?”

who struggle

Don't Forget:

In that box, write...

- ❑ Implement school-wide initiatives and specific student interventions re: attendance
- ❑ Consider all absences: excused, unexcused and out-of-school suspensions
- ❑ Implement positive behavioral systems and alternatives to suspensions

It is not just attendance...

Attendance plus Attachment

We have finished the Road Map

The Superintendent has called you to his/her office.

“We have to radically improve the achievement/learning of our students with disabilities in our school/our district. What should we do?”

What would you say?

**How do we make
all of this
happen?**

Scratch Paper

How do we Make it Happen?

- ❑ What is your title (if you don't know each other)
- ❑ Who is in your chain of command – who you directly supervise or who your team supervises?
- ❑ Is your work completely embedded into the work of the Curriculum/ Instruction Department (whatever you call it)?
- ❑ Do you supervise Principals and Assistant Principals? If not, what impact do you have on their work?
- ❑ Do you have a point person at each school? What impact do you have on them? (Dept. Chairs, Lead Teacher for Special Education, etc.)
- ❑ Do you or your team directly supervise special education or general education teachers? If not, what impact do you have on their practices?

Debrief

Open Question:
Are the answers to those
questions different if you
consider...

Compliance &
Daily
Operations

vs. Instruction

Does your position look something like this?

- Special Education Administrator (and perhaps many other hats in a small district)
 - Supervise some special education leaders and some itinerant personnel who work directly with students (i.e., psychologists, physical therapists, occupational therapists, SLPs, etc.)
 - You do not directly supervise most special education teachers
 - You do not directly supervise general education teachers
 - You do not supervise Principals or Assistant Principals
 - You don't lead Tier 1 instructional initiatives

Yet...

You are somewhat responsible for the achievement of students with disabilities

Which includes virtually every classroom in the school district

As a special education leader, does your work look like this?

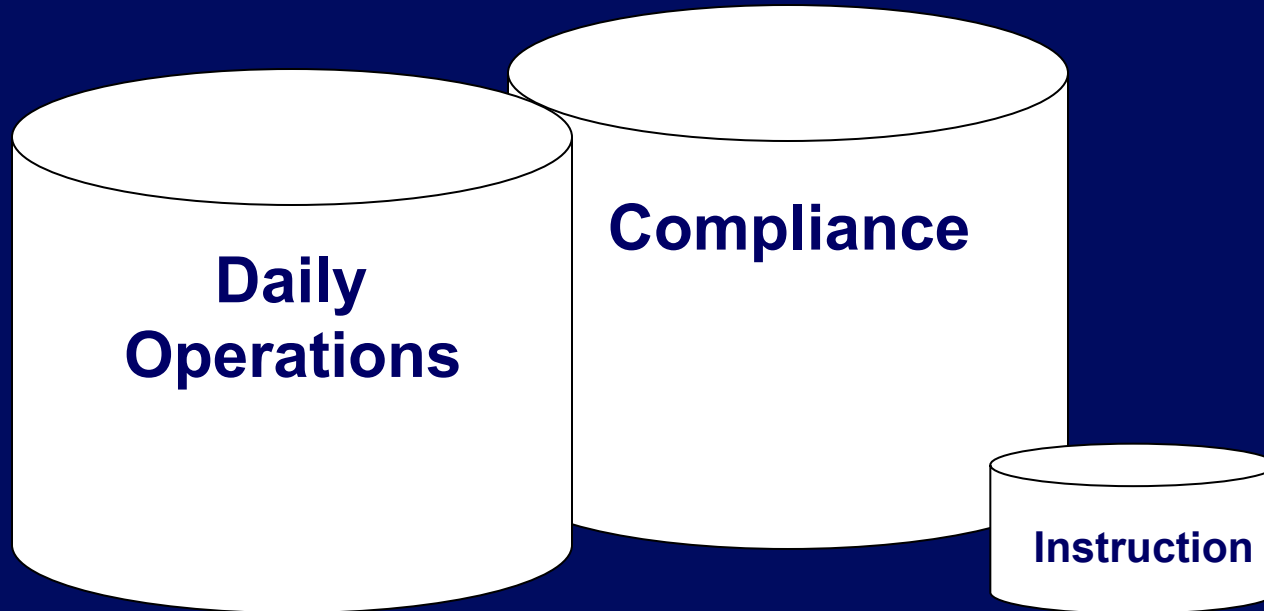


Table Discussion

- With all of those caveats (from your position as a special education leader)
 - Limited supervision of personnel who:
 - Lead the Curriculum & Instruction at the district level
 - Lead schools (Principals and Assistant Principals)
 - Teach our students – general and special education personnel
- Write 3 Steps that you can do to facilitate both layers of GREAT instruction.
 - Effective Tier 1 instruction
 - Strong specially designed instruction

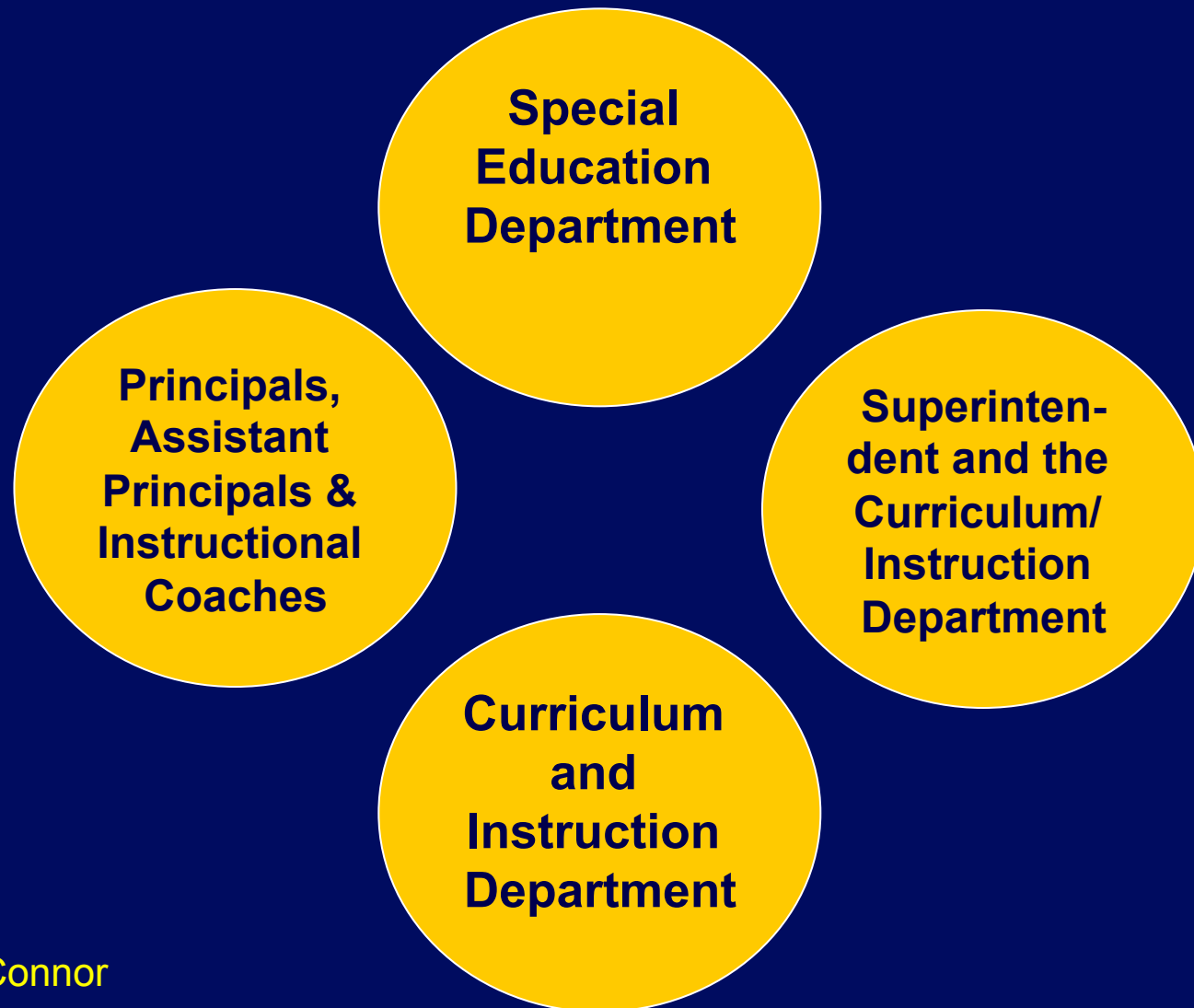
Debrief

As the Special Education Director, you have to impact the practices of 4 groups of people



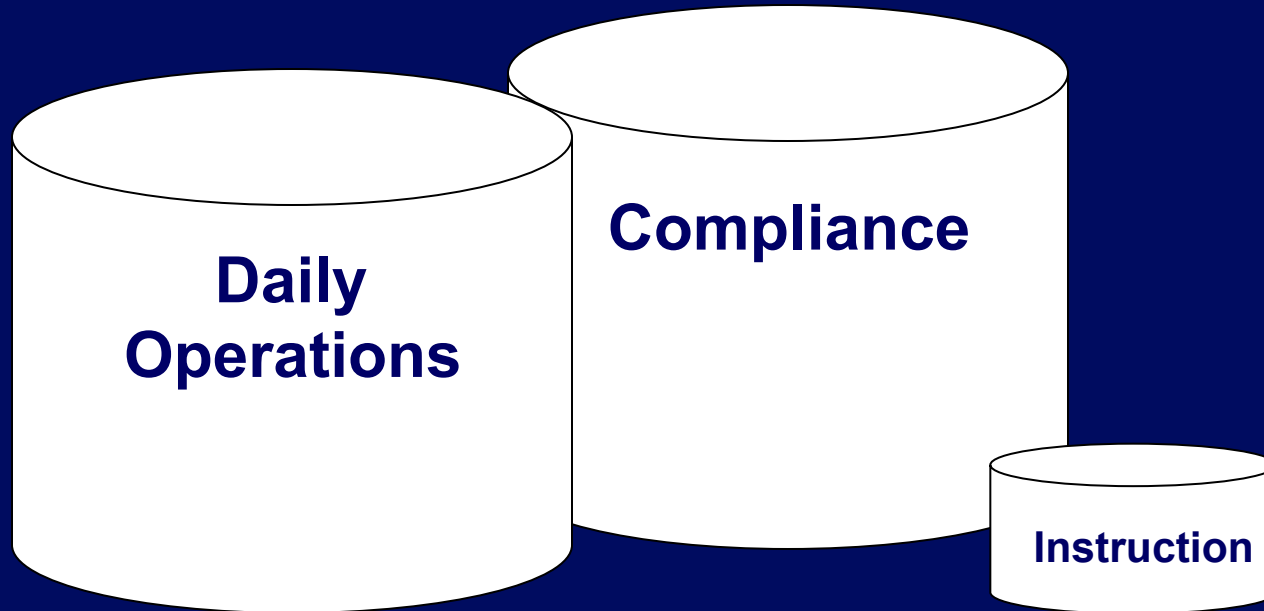
Yourself and the rest of the Special Education Department

As the Special Education Director, you have to impact the practices of 4 groups of people



Alter our own Focus (Special Education Departments)

As a special education leader, does your work look like this?



Triple Dog Dare You:

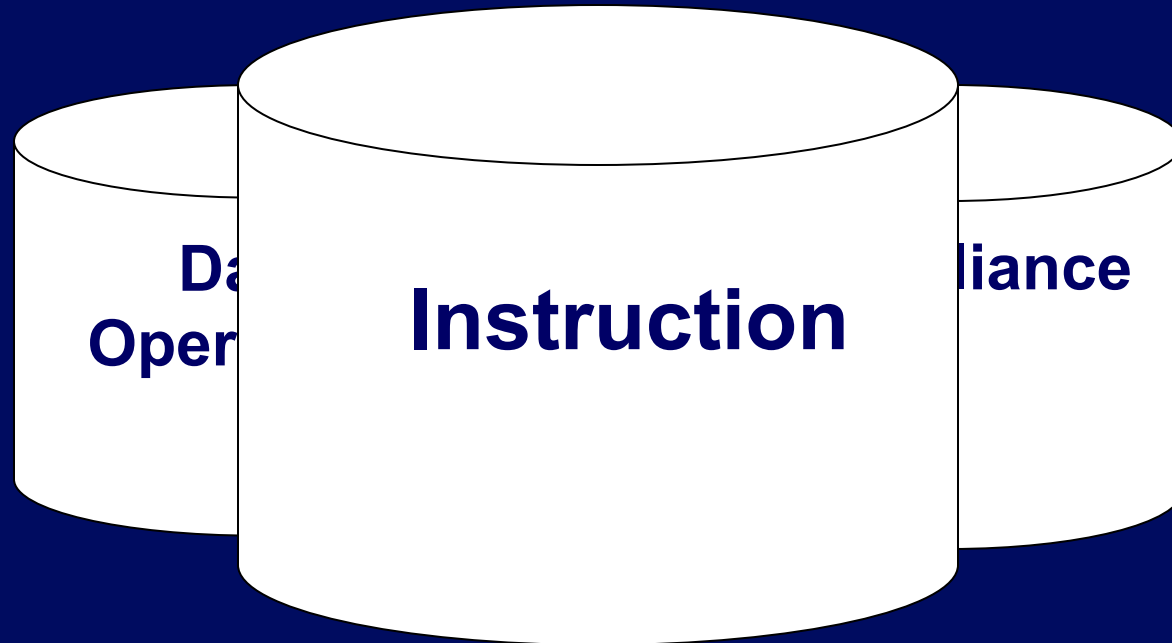
Send an email to all Principals, Assistant Principals and Teachers

“What is the #1 focus for our district’s Special Education Department?”

**If we don't stress the ultimate
importance of instruction for our
students with disabilities, who
will?**

Nobody will.

We have to alter our focus



Getting into sensitive conversations

Our goal IS to:

- Drastically increase the achievement of students with disabilities (and other students who struggle)

by

- Providing GREAT instruction in every class, every day for every student

**By focusing almost solely on
Compliance and Daily Operations,
we send a powerful and
unfortunate message**

Partner Discussion: Do you agree with this statement?

***Compliance protects adults.
Effective instruction protects
students.***

**I have interviewed literally
hundreds of applicants for
special education leadership
positions...**

I can usually find expertise in...

Sensitive Questions...

- Nobody needs to answer
 - Do you have deep knowledge of instruction and pedagogy for students with disabilities (Tier 1 + specially designed instruction)?
 - Do you feel more comfortable with compliance and daily operations?
 - Do members of the special education central office leadership team have great expertise in Tier 1 + specially designed instruction?
 - (I am not asking if you/they were a good teacher—that is a different question.)

It is ok if your answer is “no,” as long as...

- ❑ You own it.
- ❑ You are willing to make some changes.
- ❑ You are willing to lead your team and your schools/Principals/Teachers in a new direction.

Table Discussion

(10 Minute Discussion)

- If you were to shift the Special Education Department to becoming focused on Instruction most of the time with great influence on the other three groups of people:
 - What would that look like?
 - How would your team have to grow?
 - What activities could get you there?
 - What barriers/push back could you expect?

Debrief

You have to prepare your team

- The first half of this book

Benefits of Focusing on Instruction

- Obvious – student learning
- Reduce parent frustrations
 - 80% of parents...

We are drowning in paperwork, compliance and daily operations

- **Cascading Effect**
 - **Federal**
 - **State Departments of Education**
 - **Local Districts**
 - **School Board Attorneys**
- **National Conference**

Here's the Rub

**Nobody is going to fix it for
us**

If we spend all of our time fighting fires,
we will spend all of our time fighting
fires.

**Let me tell you about a
friend of mine...**