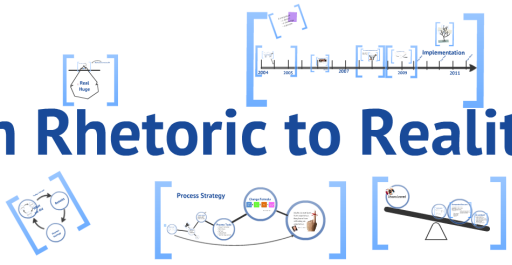
From Rhetoric to Reality



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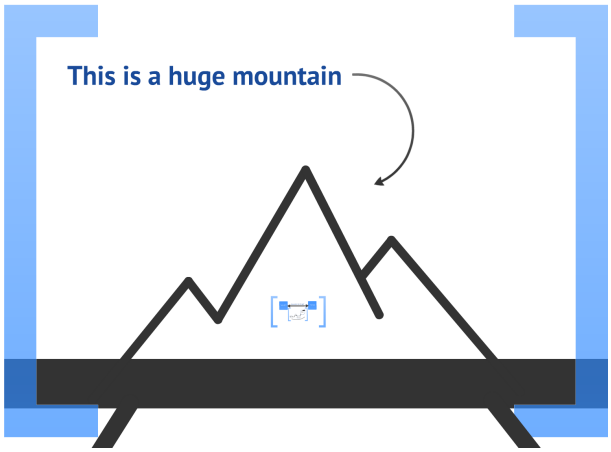

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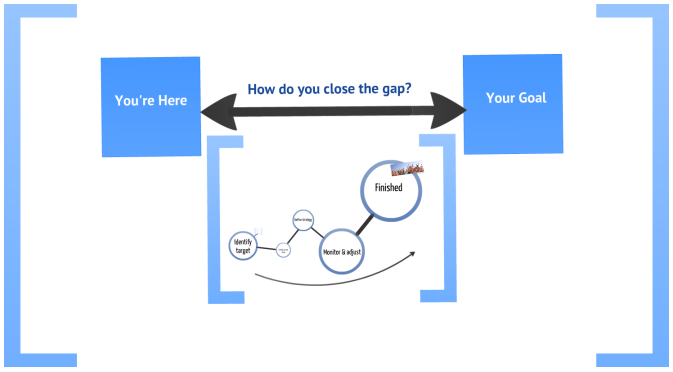

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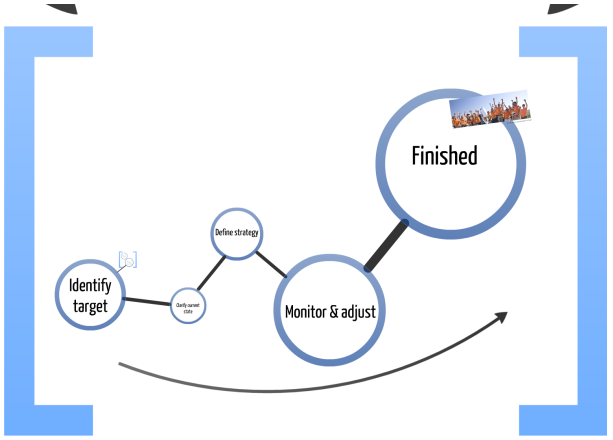

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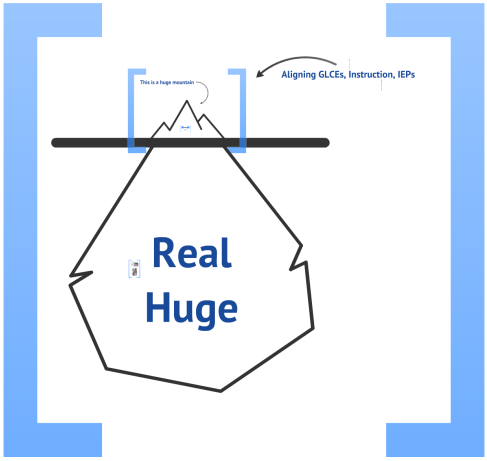
Is there shared agreement that the problem needs solving?

What support is there for the problem as you've identified it?

5



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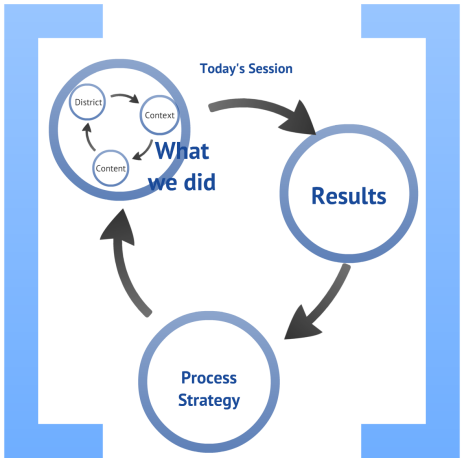

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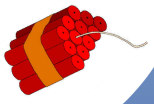
A story about
- a district
- a challenge
- a process

8

- no shared vision
- disparity between schools
- lack of skills/training
- lack of communication
- not enough time
- distrust



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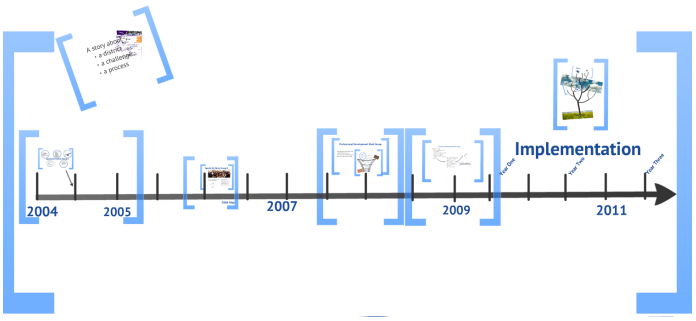
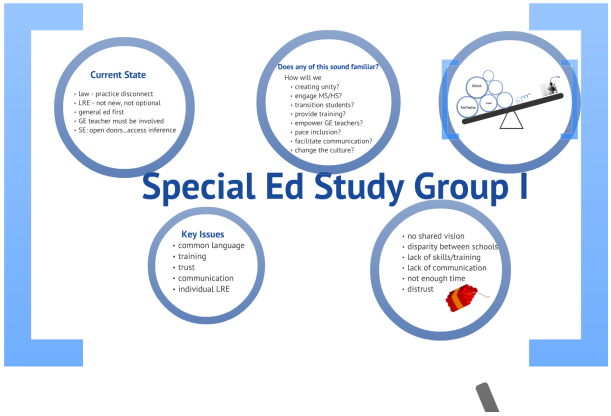
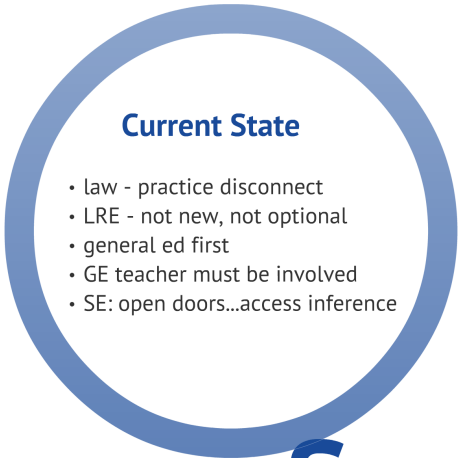

2004
2005
2007
2009
2011
Implementation

10


Current State
• law - practice disconnect
• LRE - not new, not optional
• general ed first
• GE teacher must be involved
• SE: open doors...access inference
Does any of this sound familiar?
How will we
• creating unity?
• engage MS/HS?
• transition students?
• provide training?
• empower GE teachers?
• pace inclusion?
• facilitate communication?
• change the culture?
Special Ed Study Group I
Key Issues
• common language
• training
• trust
• communication
• individual LRE
• no shared vision
• disparity between schools
• lack of skills/training
• lack of communication
• not enough time
• distrust

11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12

Key Issues

- common language
- training
- trust
- communication
- individual LRE

13

Does any of this sound familiar?

How will we

- creating unity?
- engage MS/HS?
- transition students?
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- empower GE teachers?
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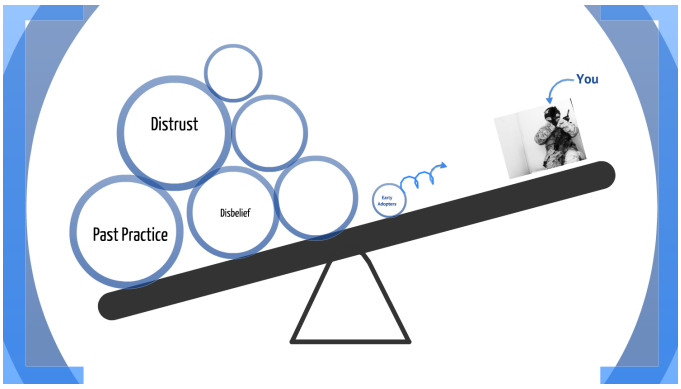

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Special Ed Study Group II

- Intent: Shared understanding of need for change
- Content: Legal requirements of IDEA
- Process: Five meeting facilitated dialogue

Recommendations

- Focus = prevention, not remediation
- Adopt PBS model
- Family friendly tools to participate
- Engage students in decision making
- Transition results focused
- PD for high student achievement
- Effective communication to all
- Monitor progress on recommendations

16

Professional Development Work Group

Identify essential learning to support SE teachers in having content knowledge to close the achievement gap

17

Articulated Design Principles

- Series of sustained trainings
- Engage SE & GE
- Begin with SE on GLCEs & FPS Maps
- Basic format = reflection - new learning - immediate application
- Train across one academic year
- Small cadre of trainers for consistency

18

Shared Agreement Teacher Outcomes

- Align curriculum, instruction, assessment & GLCEs
- Enhance partnerships between GE & SE teachers
- Use common, consistent process to collaborate around teaching & learning

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Shared Agreement Student Outcomes

- Achieve 80/80
- Increase MEAP achievement
- Increase performance on common assessments
- Improve performance on classroom assessments

20

Shared Agreement Training Design

- 4-5 Sessions
- Getting acquainted with GlCEs/Maps
- Curriculum Collaboration process
- Review work/impact

21

Shared Agreement Roll Out Design

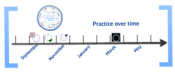
- Phased implementation
- Systematic marketing
- Application process

22

Curriculum Collaboration Work Group

Design PD package
- Common language GLCEs - FPS big ideas
- Framework to discuss SwD & needs around big ideas
- Framework to discuss assessment, accommodations, grading

- Day 1: Getting Acquainted with GLCEs/ FPS Maps
- Day 2: Curriculum Collaboration
- Day 3: Reviewing our work
- Day 4: Reviewing our learning
- Day 5: Celebration!



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Day One: GLCEs/FPS Maps

Focus: Content Knowledge
Time: 6 hrs
Audience: SE
Intent: Common Language
Content:
- Why this, why now
- How to access/read GLCEs, HSCEs
- How to find/read/review FPS Maps

Process:
- Webquest
- Compare/discuss
- Identify essential/power standards

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Day Two:
Curriculum Collaboration

Focus: Sustaining curriculum conversations
Time: 6 hrs
Audience: SE teachers
Intent: Target 1 teacher or 1 content area
Content:
- Curriculum conversation process/form
- IEP-at-a-glance
- Rubric: Choosing 'best case' to start

Process:
- Model Process
- Review active IEPs
- Scenarios & rehearsals
- Grade level specific
- Jigsaw article

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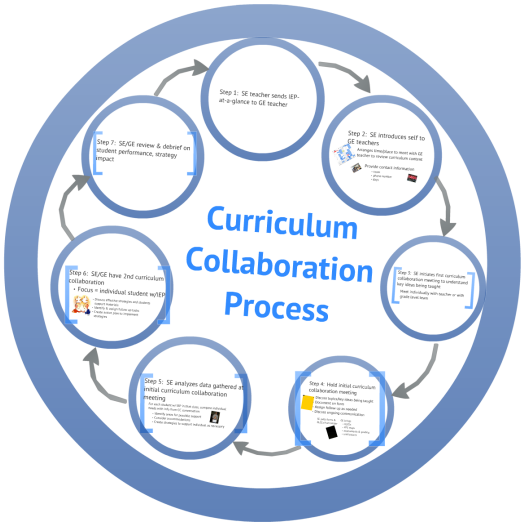

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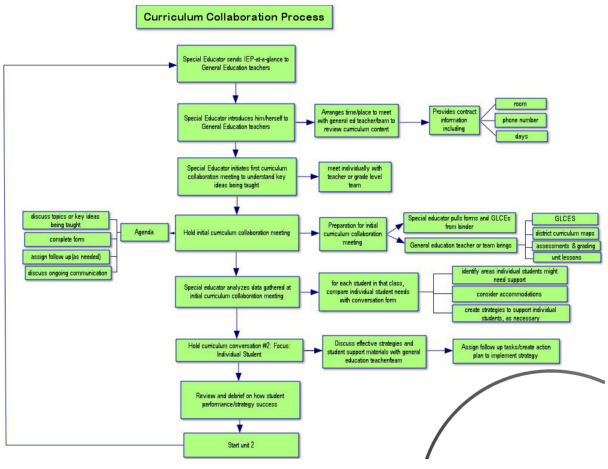

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Step 1: SE teacher sends IEP-at-a-glance to GE teacher

f on

28

Step 2: SE introduces self to GE teachers

Arranges time/place to meet with GE teacher to review curriculum content

Provide contact information

- room
- phone number
- days

29

Step 3: SE initiates first curriculum collaboration meeting to understand key ideas being taught

Meet individually with teacher or with grade level team

30

The Curriculum Collaboration Form

UNIT: _____ DURATION: _____ TRIMESTER: _____

Essential Learning	GLCE's	Comments

Supplemental Concepts:

DISCUSSION TOPICS

1. Assessment:
   - Teacher Made (describe/attach) Projected Date(s): _____
   - District Common Assessment (which one) Projected Date(s): _____
   - Project (describe/attach) Projected Date(s): _____
   - Alternate Assessment for Sp. Ed. Students?
2. Learning Tools/Classroom Materials:
3. Grading Policies:
4. Ongoing Communication Methods: (email, weekly meetings, etc.)

Planned Communic Strategy

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Step 4: Hold initial curriculum collaboration meeting

- Discuss topics/key ideas being taught
- Document on form
- Assign follow up as needed
- Discuss ongoing communication

SE pulls forms & GLCEs from binder

GE brings
- GLCEs
- FPS maps
- assessments & grading
- unit lessons

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Step 5: SE analyzes data gathered at initial curriculum collaboration meeting

For each student w/ IEP in that class, compare individual needs with info from CC conversation

- Identify areas for possible support
- Consider accommodations
- Create strategies to support individual as necessary

33

Step 6: SE/GE have 2nd curriculum collaboration

- Focus = individual student w/IEP

- Discuss effective strategies and students support materials
- Identify & assign follow up tasks
- Create action plan to implement strategies

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Step 7: SE/GE review & debrief on student performance, strategy impact

35

Day Three: Review

Focus: Data - Data - Data
Time: 2 hrs
Audience: SE teachers
Intent: Refine process, action plan next steps
Content:
- Review of process results to date
- Reflection on learning & experiences
- Planning for next unit & next steps

Process:
- Computer lab hands on activity
- Sharing systems
- Navigating Pearson information

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Our Learning

Focus: Shared learning
Time: 2 hrs
Audience: SE & GE teachers
Intent: Refine results
Content:
- Review lessons learned from experiences
- Review student results
- Identify next steps

Process:
- Structured dialogue between GE & SE on
- role expectations
- critical information
- changes to make

We Are The Best At What We Do...

37

Implementation

Year One

Year Two

38

Systematic Marketing

Marketing to principals
- review intent/focus of package
- build awareness of need
- solicit buy in

Marketing to other FPS audiences
Prototype web-based materials

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Scale Up Strategy

Scale up: 3 -5 years
Teacher focus:

- Elementary = 1 content area per year
- Middle = 1 content area per year
- HS = 1 content area/subject per trimester

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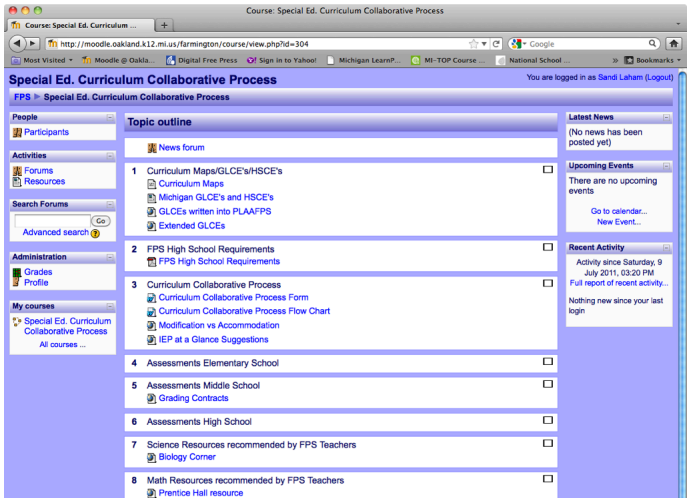

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Sustainability

- Engage FPS coaches in process
- Assure ongoing principal support
- Incorporate into new teacher orientation/mentoring

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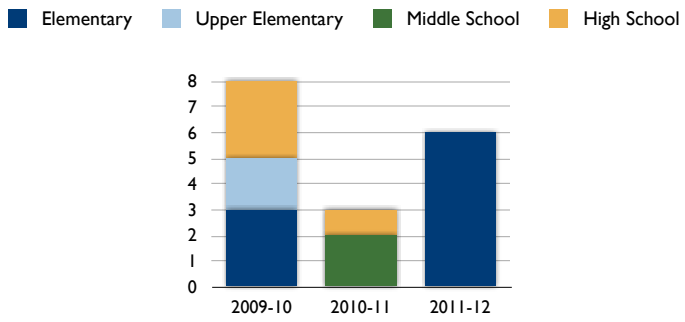
School Impact



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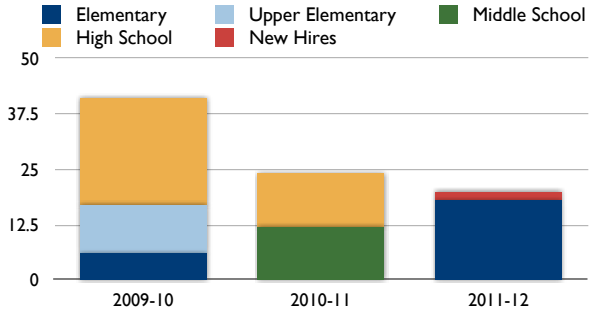
SE Impact over time



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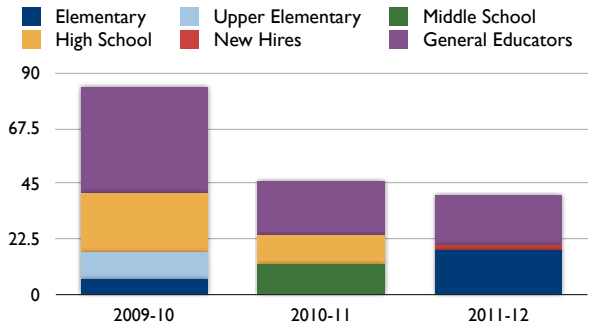
Teacher Impact over



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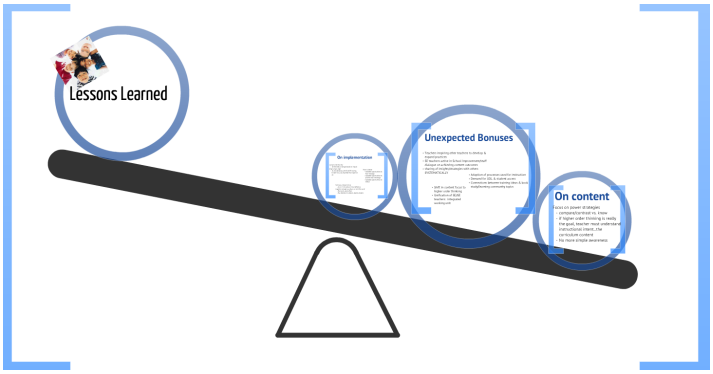

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On implementation

Liaisons not that key
- be flexible & change based on impact

Align, align, align
- by coordinating with PLAAFP trainng, Excent Tera, we amplifed the impact on SE

More is better
- repeated opportunities to hear message
- repeated opportunities to practice new knowlege
- repeated opportunities to reflect

Talk less, interact more
10-15 'mini-lecture' most effective
Logistics can get you down...or sink the work
Plan early, plan often
Pay attention to details, details, details

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On content

Focus on power strategies
- compare/contrast vs. know
- if higher order thinking is really the goal, teacher must understand instructional intent...the curriculum content
- No more simple awareness

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Unexpected Bonuses

- Teachers inspiring other teachers to develop & expand practices
- SE teachers active in School Improvement/staff dialogue on achieving content outcomes
- sharing of insights/strategies with others SYSTEMATICALLY
- Adoption of processes used for instruction
- Demand for UDL & student access
- Connections between training ideas & book study/learning community topics
- Shift in content focus to higher order thinking
- Unification of SE/GE teachers: integrated working unit

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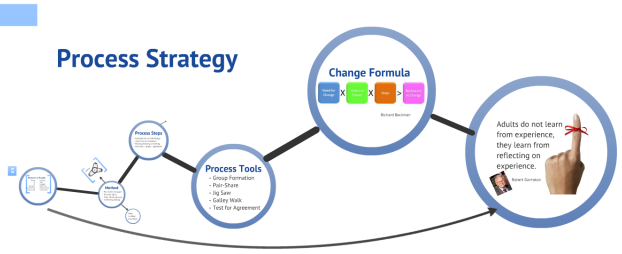
Process Strategy



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Change Formula

Richard Beckman

51

Adults do not learn from experience, they learn from reflecting on experience.

Robert Garmston

52

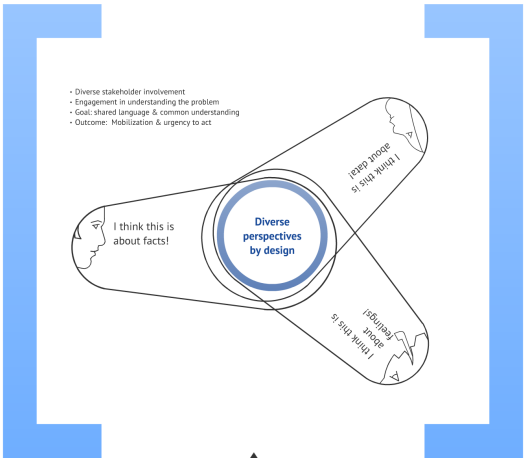
Method

- Facilitated dialogue
- Focused topics
- Time limited process
- 5 meeting strategy

53

What
So What
Now What

54



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Process Steps

- Confirmation of Task/Charge
- Identification of barriers
- Sharing meaning of learning
- Individual - group - agreement

56

Process Tools

- Group Formation
- Pair-Share
- Jig Saw
- Galley Walk
- Test for Agreement

57

Rhetoric vs. Reality

Telling	Learning
To	With
At	Engaged
Top Down	Bottom Up
Control/force	Empowerment
Impact: 10%	Critical Mass

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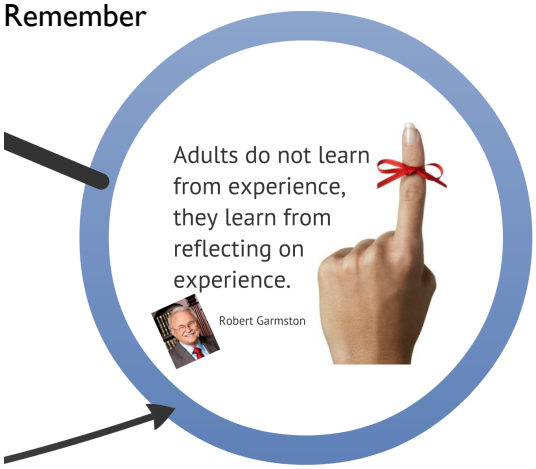
Remember



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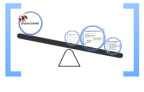

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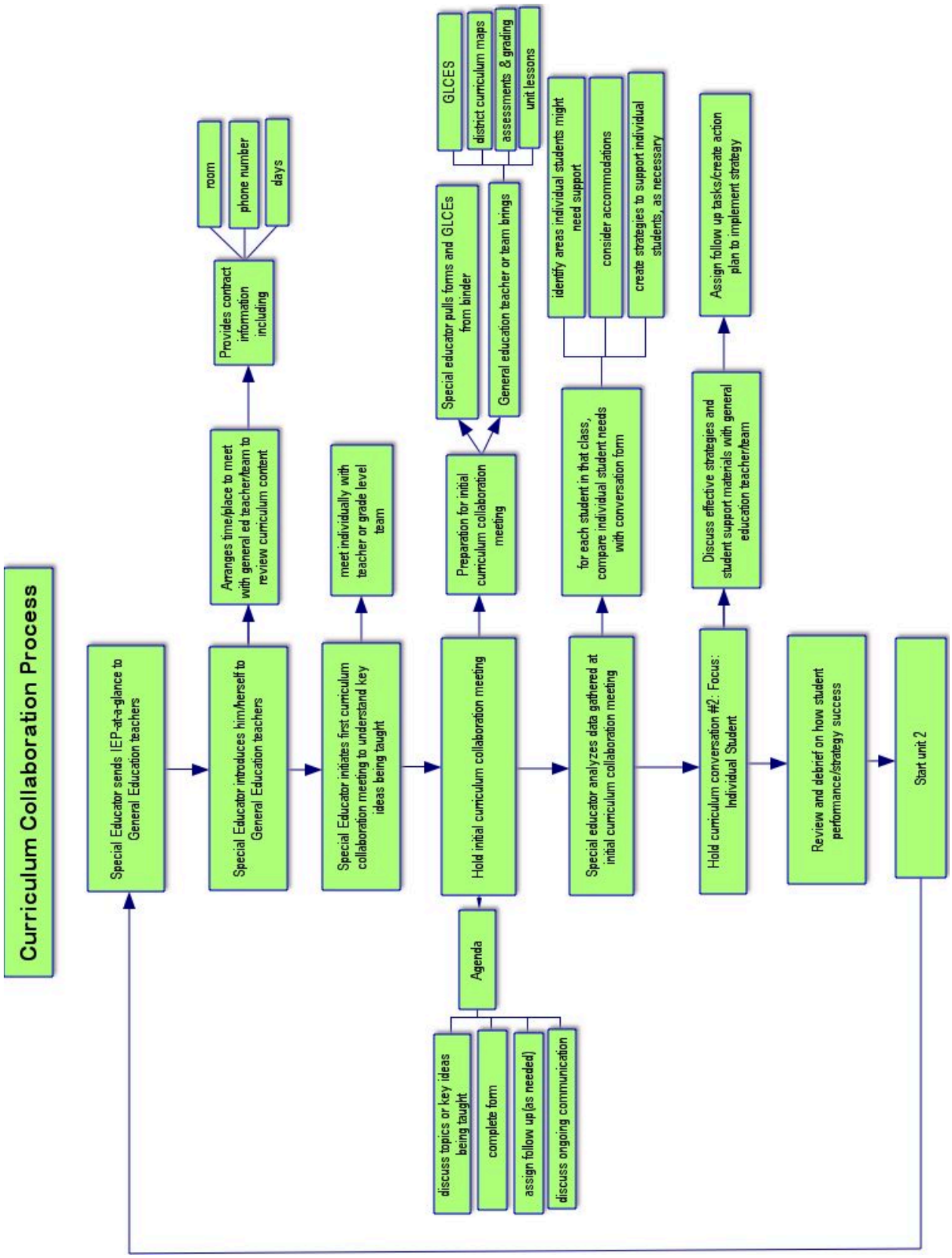
The Curriculum Collaboration Process



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Name: Date:
Highest Level Reached:

Level 1	Level 2	Level 3	Level 4
__ + __ = __	___ - ___ = ___	___ ___ + ___ = ___	____ + # = ____ # - ____ = _____
Level 5	**Level 6**	**Level 7**	**Level 8**
(#) List all facts	$$$$	Count by 2,3,4,5	▸ 100 + ▸ 100 -
Level 9	**Level 10**	**Level 11**	**Level 12**
____ + ## = ##	## - ____ ____ = ##	Carry __ __ __ + __ __ __ =	Borrow __ __ __ - __ __ __ =
Level 13	**Level 14**	**Level 15**	**Level 16**
1 x > 5x	Add like fractions < 1	Place value up to 1,000,000	extramath.com add

Developed by Anna Rado

Name: Date:
Highest Level Reached:

Level 17	Level 18	Level 19	Level 20
extramath.com subtract	count by 6, 7,8, 9	inverse math facts (example: 3 x 8 = 24 24 divided by 8 = 3)	# x ___=##
Level 21	**Level 22**	**Level 23**	**Level 24**
## divided ___=4	extramath.com multiplication	(1 + 20) x 3= 1 x 3 + 20 x 3 = 3 + 60 = 63	extramath.com division
Level 25	**Level 26**	**Level 27**	**Level 28**
Tenths/Hundredths = decimals, fractions, %	1/8 + x = 5/8 or 3/4 - y = 1/2		
Level 29	**Level 30**	**Level 31**	**Level 32**

Developed by Anna Rado

Five Meeting Process
Work Group Design

Sandra L. Laham, Ph.D.
sllaham@ameritech.net

The five meeting process is a method using a small (12-15 members) diverse ad hoc and/or work groups to address an issue or topic. The group is given a specific charge or task and focusing questions to support exploration of the issue or topic. They are asked to analyze an issue or topic, identify barriers/opportunities and make recommendations. The work of the group is completed in five half-day facilitated meetings.

General Process

The process is built around three key questions: *what* is the specific issue, *so what* does that specific issue mean and *now what* do we do to take action based on our exploration of the issue. Specific focusing questions built on this base are outlined in this document. These questions assume that each meeting will be no less than two hours in length.

The quality of the discussions will be influenced by the information people have about the issue. It is suggested that materials be gathered and distributed to all group members to help them prepare for the dialogues. Where data exists on an issue, that data should be complied and distributed for use in the dialogue.

Prior to the first meeting, distribute written information about the task of the work group and the key questions they are being asking to address. Include logistic specifics: where and where all meetings will be, what to do if one cannot attend a meeting.

At the first meeting, information regarding the topic is presented and reviewed. Confirm the intent, focus and outcomes of the meetings. Establish what each member brings and hopes to take from the meetings. Identify information needs and key questions the group has with regard to the topic. Distribute materials as appropriate.

At the second meeting, information relevant to the topic is presented and reviewed. This information may include articles on the issue or topic, existing data on the topic, guest speakers who can describe the topic/issue. Make sure that information presented is processed by the group to established shared understanding of meaning and implications to the issue being studied.

Local information regarding the topic or issue provides the group with a broad perspective on the issue as it impacts things locally. It can best be handled using oral testimony from individuals not serving on the ad hoc/ work group. If this strategy is used, add a session to the total number of meetings. Local testimony is best placed as a second or third meeting topic.

General Session Design

Meeting One - Three: FOCUS = What

1. What is a (issue being studied)? Why is this an important issue now?

2. What is the general practice with regard to the issue being studied? What is the practice history within your district?

3. What are the barriers that must be overcome in addressing this issue? What are the boosters or opportunities exist that will help us in addressing this issue?

4. What else do we need to know to address this issue? How will that information help us in addressing the issue? Where can we secure that information? Who will take responsibility for getting the information and presenting it to our group?

Meeting Three - Four: FOCUS = So what

1. What differences do we see between this issue and its practices in contrast to general practice within district?

2. What similarities do we see between this issue and its practices in contrast to general practice within district?

3. What do we need to address to close the gap between general practice within our district and what we need to do to address this issue? Why it closing the gap important?

Meeting Four-Five: FOCUS = Now what

1. Given what we need to address, what do we need to do to close this gap? For whom (who are the stakeholders)? For what (what are the specific needs of each stakeholder group)?

2. What are the desired outcomes in closing the gap? What would be different in (location, group or situation) if the gap were narrowed? How would we know it was different?

3. What process might we use to narrow the gap? How would that process engage the key stakeholders in this work? How would their involvement make a difference for (the target population)?

Basic Design – Facilitated Work Group

Meeting	Time	Topic
1	90 – 120 minutes	➢ Formation of group ➢ Orientation to task ➢ Review of scope/intent ➢ Establish context for task ➢ Identify material/information needs(in addition to planned materials) ➢ Confirm/establish shared understanding of outcome
2	Full day	➢ Morning: presentation of information from outside resource, i.e., local testimony, presentation from content expert ➢ Afternoon: processing of content presented, establish shared understand of information as received ➢ Dialogue: information as received to task at hand
3	Half day	➢ Implications of information given study questions, knowledge of needs
4	Half day	➢ Refinement of implications ➢ Development of preliminary recommendations and rationale for those recommendations
5	Half day	➢ Finalization of findings ➢ Finalization of recommendations ➢ Finalization of rationale for recommendations ➢ Review of draft final report

PROCESS DISCUSSION IDEAS

The general rule

"One process at a time, one content at a time."

Bob Garmston

A. Go visual. Post content topic with highlighted key facts
   1. Prior to processing, make sure you have shared understanding of the content as stated
   2. Chart additional key ideas as necessary

B. Use the 50/50 rule to plan time
   1. 50 % of time in small group discussion/generation of ideas/preparing findings for reporting out
   2. 50% of time to present findings/discuss meaning/draw conclusion as group of the whole

C. In whole group discussion, assure that all members 'understand' content to be discussed and have had time to review the specific issue

D. If content is new to the group(or a large portion of it), make sure content is processed/discussed/made meaningful by group members prior to asking for ideas/opinions

E. If content is controversial, look at content from perspective of different stakeholder "voices" to generate range of issues relative to content prior to sorting or organizing the ideas
   1. generate list of stakeholder groups(by perspective typically)
   2. have members generate ideas for and against content from different perspectives
   3. sort ideas into themes or patterns
   4. discuss implications or meaning

F. Use the Power Jig Saw to check for understanding and generate ideas
   1. allows all members to give input into issue
   2. generates 'thoughts' or 'ideas' of the group
   3. see attachment for process details
   4. use the card sort as an alternative
      a. individually generate ideas & list one idea per card
      b. pair-share to review and clarify idea
      c. in small group, sort ideas into 'groups'
      d. label sorted groups
      e. if time, organize sorted groups
      f. report out in round robin fashion and post labels
      g. dialogue as group of the whole on result

About the Presenters

Sandra L. Laham, Ph.D. is an educational consultant, facilitator and process coach specializing in collaborative change methods. She has a strong background in learning and instructional design with extensive background in online teaching and learning. Sandi focuses her practice on change processes and capacity building in individuals, groups and school systems. She developed and systematized the five meeting process currently in use at Farmington. Sandi has served as process coach to the Michigan Special Education Advisory Committee the past ten years and teaches online for Oakland University. Prior to founding Laham Learning, she worked for Macomb Intermediate School District as a behavioral consultant. You can reach Sandi at sllaham@ameritech.net or at 248-652-8802.

Valerie Mierzwa is the Director of Special Education at Farmington Public Schools. She served as Special Education Supervisor for Farmington Public Schools, district and building level teacher consultant and teacher working with students with intellectual disabilities and emotinal disabilities. Val is an adjunct professor at Madonna University. Val currently serves as chair of the Special Education Administrators of Oakland County. You can reach Val at Valerie.mierzwa@farmington.k12.mi.us.

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David Workman is the president of the Farmington Education Association. David has participated in the Special Education Study Committees and is a strong supporter of the collaborative process approach used in addressing issues facing the district. Prior to his election as president, David was a teacher at Beechview Elementary School in Farmington. You can reach David at presfea@aol.com.

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