

Improving Special Education Services (ISES)
June 4, 2007
Workgroup Recommendations

Workgroup #1

Strategic Plan for Recruitment, Preparation, and Retention of Special Education Professionals

Recommendations:

E-survey for assessing "Teaching & Learning Conditions"

Plus

Develop Working Conditions Standards

- Include both general education and special education
- Research existing state surveys
- Study CA Leadership Sites that are "working" in terms of teacher retention and the areas of collaboration, professional development, school climate, administrative support, and working conditions
- Need to Define Collaboration ...
 - Details, Details ... To Be Developed

Workgroup # 2

Indicator 9: Disproportionality Overall Indicator 10: Disproportionality Disability

Recommendations:

For All:

1.
 - Utilize available research to make placement decisions
 - Research-based administrative training
 - Increase awareness of SE needs and processes for GE
2. Recommend BTSA (Beginning Teacher Support and Assessment) \$ includes SE info and practitioners
 - Fed budget and other \$
3. SE should not be responsible for SST (Student Study Team) and is not end result of SST
 - Partnership/Collaboration of GE an SE
 - Outline function of SST
 - Awareness of cultural issues
 - Thoroughness of pre-referral intervention

For State:

1. Reconcile County Office of Education impact on CASEMIS (California Special Education Management Information System) data
 - District of Service vs. District of residence
2. How do we label students as disabled?
 - Reading delay vs. reading disorder
 - Processing disorder vs. access to instruction
3. Consider a second look at identified districts to explain disproportionality
 - May indicate different strategies based on unique district demographics
4. Dialogue with CTC (Commission on Teacher Credentialing) at Administrator Credentialing and teacher credentialing criteria

For District:

1. Ensure all sources of valid information are considered - and taken into consideration;
 - Eligibility
2. Dialogues with CTA (California Teachers Association)
 - Placement of teachers - veteran and new / intern
3. Policy decision-making
 - Higher qualified / more experienced teachers with students with higher needs

For SELPA:

1. Training
 - Assessment - either for eligibility and for state assessments in terms of what it means to SPP (Specialized Secondary Programs)
 - Regarding appropriate evaluation, inclusion, and early intervening
2. Early Intervention
 - RtI
 - Instructional: behavioral needs
3. Paradigm shift
 - Early intervening \$ vs. categorical spending (Title 1, EL, SE)

For State/Others/Feds:

1. Strategy for development for teachers/service providers for EL students
 - What to do at their level of language acquisition?
2. Make training available on website
 - Example: EL vs SE
 - PowerPoint, etc.
 - With relative speed!!
3. Reduce/Eliminate disproportionality through ensuring LRE by making disproportionality data a significant factor to GE administration and SE gatekeepers
 - Make data relevant to instructional leader, SE and EL
 - Include SST training in BTSA induction
 - Make data on implementation/use of RBI available on web

ADD instructional and behavioral to workgroup

Workgroup #3

Indicator 5: Least Restrictive Environment (LRE)

Recommendations:

Define a statewide policy to improve outcomes for all students within LRE.

Policy:

1. Statewide policy in alignment of accountability with decision-making -
i.e. achievement disproportionality
2. Administrator - competencies in credentials and professional development

Pre-Service:

1. Develop collaborative teacher credential program standards.
 - Merged credential program
 - Blended credential program
 - Maintain low-incidence credential/competencies

In-Service:

1. Theory models (on going, long-term, outcome based)
 - Implementation/demonstration
 - Sites
2. Coaching - TA for best practices
3. NASDE (National Association of State Directors of Special Education) -
deaf or hard of hearing standards
 - Guidelines/standards

Other Recommendations:

1. Link LRE to student improvement indicators - look at it as a systemic indicator
2. Use term "deaf or hard of hearing" instead of "hearing impaired"
3. GE teacher prep not aligned to intent to facilitate implementation
4. Change NCATE (National Council for Accreditation of Teacher Education) -
standards
5. Job analysis - expectations of teachers GE-SE

Workgroup #4

Indicator 6: Pre-School LRE

Indicator 7: Pre-School Assessment

Indicator 12: Part C to Part B Transition

Recommendations:

***Over Arching Concern**

Preschool LRE will fall off the radar screen because it looks like we are exceeding the targets.

Recommendations for Improvement Activities

1. Filter data with new questions to get more informative information
 - Look at both areas with increasing and decreasing percentage to better understand the need
 - Be able to describe the conditions under which we would target concerns
 - Describe the conditions that contribute to target percentages
2. What interventions support conditions for improving LRE? How is this measured to document?
 - Documenting improvement must rely on a set of measures to describe improvement on indicators
 - Executive summary, what does data tell us about pre-school LRE
 - How will we know when California has in place models for LRE that impact benchmark elements -> LRE

Old Recommendation:

1. Key word "integration: of PS indicators into - Program Standards for AARP

For Preschool (and all)

LRE is more than the presence of children with disabilities in early childhood programs. It is the full, active participation in the curriculum and activities with appropriate supports, accommodations, and modifications as needed.

Workgroup #5

Indicator 13: Secondary Transition

Indicator 14: Post-School

Recommendations:

#1 (Transition)

Accept RSA (Rehabilitation Services Administration)/OSEP (Office of Special Education Programs) definition of competitive employment by adding fields to CASEMIS. (California Special Education Management Information System)

#2 (Transition)

Additional fields should be added to CASEMIS, to include:

1. Number of hours/week

Part time: 0-10 hrs, a-b
 10-20 hrs, c-d
Full time: 21-30 hrs, e-f
 31-40 hrs, g-h

2. Wage

Below minimum: a-b
 c-d
Minimum & above
 e-f
 g-h

3. Time period/frame

Example:

Worked in the last week
Worked in the last month
Worked in the last 6 months
Worked in the last year

#3 (Transition)

Do data collection based on definition and data points and evaluate data to refine definition.

Consider:

- Fluctuating wages
- Types of earnings
- Finding consistency (e.g. from 30 days ago)

Workgroup #6:

Indicator 8: Parent Involvement

Recommendations:

- Believe NCSEAM (National Center for Special Education Accountability Monitoring) survey (first 25 questions) is one of the better, is doable
- Discussed options to collect data
 - Use technique used by MH - independent group (peer driven) collect data 2 weeks in fall, 2 weeks in spring
 - Send out self-review / VR (Verification Reviews) compliance survey in fall. Send out NCSEAM survey in spring with summary of findings from fall.
- Sample would be self-review / VR and big districts
- Parent groups need to be involved
 - Letter from parent group attached to survey, survey could be returned to parent group
- Clearly spell out responsibility of districts and parent groups
 - Reciprocity of information
- Could use blank field - to individualize questions / district
- Make available on scantron
- Add to demographics page
- Explore state CAC
 - To increase family involvement district to district
- Look both at research-based practices and “practice-base” evidence