



Building Capacity, Developing High-Quality IEPs

Part 4: Using Data to Propose Service Hours and Setting

Participant Workbook

3) How could we ameliorate these issues without abandoning inclusion as an instructional model?

What could LEA or state leaders do differently?

What could school leaders do differently?

What could teachers do differently in the classroom?

Activity 2: Effective Practices of Inclusion Self-Assessment

Work in school teams (if applicable) to assess your school’s present practices. Be rigorous in your assessment and look for growth areas that you have the power to impact through modeling best practice, through IEP development, or through advocacy for school-wide improvement plans.

Responding to Student Data	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

What is the current system for using student data to design the continuum of special education services available to meet the needs of all individual learners (the master schedule and staffing plan) each year?

Who participates in collecting, analyzing, and applying student data to inform special education programming in your school?

Do students’ data-driven IEPs drive scheduling and staffing or does scheduling and staffing drive student IEPs?

Improving IEP Quality	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

What is the current system for training staff on expectations for IEP development in your LEA?

Who participates in reviewing and providing feedback on draft IEPs?

What supports are in place for case managers who struggle to meet expectations for IEP quality or fail to adhere to schoolwide protocols for IEP development or implementation?

Inclusive Staffing and Scheduling	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

What is the current system for staffing and scheduling to ensure that a flexible continuum of supports is in place?

Who participates in developing the master schedule? Are SWDs scheduled before everyone else or are their schedules adjusted to adhere to their IEPs after the master schedule is complete?

Is the master schedule developed to meet the needs of all learners or are IEPs developed to conform to the master schedule?

Are all teachers expected and prepared to serve all students?

Family Engagement	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

What is the current system for engaging families throughout the year?

Who participates in developing the family engagement plan? Are families leaders in this work? Are families and teachers of SWDs engaged in the process?

Is the family engagement plan designed to engage all families?

UDL-based Approach to Instruction	How well do we do this?			Do we have evidence of this practice?			Should this be a priority?			Will we develop a plan?
	☆	☆	☆	☆	☆	☆	☆	☆	☆	<input type="checkbox"/>

Are all staff in the building trained to design and deliver instruction that ensures that all learners are able to access and engage in rigorous, standards-aligned curriculum?

Do general and special educators plan instruction and analyze assessment data together?

Are teachers evaluated based on their implementation of best practices of universal design and high-leverage practices for students with disabilities?

Cultivating a Culture of Inclusion	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Does leadership communicate a commitment to inclusion to staff, students, and the broader community?

Is collaboration the norm – for staff and for students?

Is inclusion understood is a social justice issue, one that is worth struggling to achieve?

Activity 3: Identifying and Addressing External Barriers Self-Assessment

Work in school teams (if applicable) to assess how you currently identify and address external barriers to student achievement. Be rigorous in your assessment and look for barriers that you have the power to impact through modeling best practice, through IEP development, or through advocacy for school-wide improvement plans.

Instructional Design and Delivery	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Are instruction and assessment for all learners designed to remove barriers?

Are all teachers trained in and observed for the HLPs for students with disabilities?

Do all teachers plan, deliver, and assess the efficacy of specialized instruction toward students’ IEP goals?

Classroom Management	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Are classroom environments organized and predictable?

Are teachers trained on and observed for the implementation of best practices in classroom management?

Are classroom climates culturally-responsive and inclusive of all learners? Is the school overall?

Language Acquisition	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Are teachers promoting growth in academic language by aligning instruction to the WIDA English language proficiency standards?

Do all teachers serving the student work together to plan lessons address both IEP and language development goals?

Are dually-identified students provided with linguistic scaffolds to support them in successfully engaging in grade level academic instruction?

Responding to Trauma	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Are staff members trained on potential triggers for student who have experienced trauma? Do they work proactively to minimize them?

Do classroom routines and procedures empower students? Are students involved in their development?

Do staff members acknowledge and demonstrate care and compassion for all students?

Attendance	How well do we do this?	Do we have evidence of this practice?	Should this be a priority?	Will we develop a plan?
	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	<input type="checkbox"/>

Is there an attendance intervention process in place? Is everyone trained on the process? Is it implemented with fidelity?

Do staff members document attendance issues, as well as interventions and their impact?

How (and how quickly) do staff members get families involved in the attendance intervention process?

Activity 4: Create a Plan for Action

Part 1: Focus on ONE Effective Practice of Inclusion

Area of Focus: <input type="checkbox"/> Responding to Student Data <input type="checkbox"/> IEP Quality <input type="checkbox"/> Staffing and Scheduling <input type="checkbox"/> Family Engagement <input type="checkbox"/> UDL-based Instruction <input type="checkbox"/> Inclusive Culture			
Goal:			
Improvement Strategy: <input type="checkbox"/> Develop systems and protocols <input type="checkbox"/> Training and PD <input type="checkbox"/> Learn more about present practice <input type="checkbox"/> Other _____			
TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES
<i>What will you produce or create?</i>	<i>How will it impact outcomes for SWDs in your school?</i>	<i>How will you measure the impact of your plan?</i>	<i>Where will you get this data?</i>
Who should be involved?			
What additional resources are needed?			
What training or technical assistance is needed?			

Part 2: Focus on Addressing ONE External Barrier

Area of Focus: <input type="checkbox"/> Instruction <input type="checkbox"/> Classroom Management <input type="checkbox"/> Language Acquisition <input type="checkbox"/> Trauma <input type="checkbox"/> Attendance			
Goal:			
Improvement Strategy: <input type="checkbox"/> Develop systems and protocols <input type="checkbox"/> Training and PD <input type="checkbox"/> Learn more about present practice <input type="checkbox"/> Other _____			
TASKS		PERSON	COMPLETION DATE
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	INDICATORS	DATA SOURCES
<i>What will you produce or create?</i>	<i>How will it impact outcomes for SWDs in your school?</i>	<i>How will you measure the impact of your plan?</i>	<i>Where will you get this data?</i>
Who should be involved?			
What additional resources are needed?			
What training or technical assistance is needed?			



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Part 4: Using Data to Propose Service Hours and Setting

Implementation Resources



Sample IEP Rubric

Section 1: Description of Present Levels of Academic Achievement and Functional Performance (PLAAFP)				
Criteria	Unsatisfactory	Developing	Proficient	Exemplary
1.A. The PLAAFP statements are based upon current data obtained using technically sound, grade-level, general education-aligned assessments for all relevant areas of academic and functional performance.	<p>All relevant areas of academic and functional performance are not addressed, <i>and/or</i></p> <p>Assessments used are not technically sound, grade- and age-appropriate, and aligned to general education standards, <i>and/or</i></p> <p>An inadequate number of assessments are used</p>	<p>Assessments used are technically sound, grade- and age-appropriate, and aligned to general education standards</p> <p>A limited number and/or type of assessments are used, <i>or</i></p> <p>Limited comparison of the student's PLAAFP to general education standards is evident</p>	<p>For all relevant areas of academic and functional performance:</p> <p>Assessments used are technically sound, grade- and age-appropriate, and aligned to general education standards</p> <p>An adequate number and/or type of assessments are used</p>	<p>Assessments used are sound and reliable <i>and</i> provide continuous monitoring information</p> <p>There is evidence of triangulation of data</p> <p>Extensive evidence of comparative analysis is present</p>
<i>Score for Section 1.A.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
1.B. The PLAAFP statements describe how the student's strengths and needs relate to his or her ability to access and progress in the general education curriculum for all relevant areas of academic and functional performance.	<p>Strengths/needs statements are missing or vague</p> <p>There is no description of the relationship between the student's strengths and the general education curriculum</p>	<p>The PLAAFP is missing a statement of the student's strengths in one or more areas of academic or functional performance, <i>or</i></p> <p>The description of the student's strengths/needs are not explicitly aligned to the general education curriculum</p>	<p>For all relevant areas of academic and functional performance, assessment data is analyzed to:</p> <ul style="list-style-type: none"> compare the student's PLAAFP to general education standards identify the student's specific strengths and needs <p>The student's strengths/needs are explicitly connected to access points in the general education curriculum</p>	<p>Strengths statements for all relevant areas of academic and functional performance are explicitly supported by relevant data</p> <p>Each statement explicitly connects the student's strengths/needs to access points <i>and</i> strategies for progressing in the general education curriculum</p>
<i>Score for Section 1.B.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Section 1: Description of Present Levels of Academic Achievement and Functional Performance (PLAAFP) (continued)

Criteria	Unsatisfactory	Developing	Proficient	Exemplary
1.C. Each PLAAFP statement contains an explicit description of how manifestations of the student's disability impact that student's ability to access and progress in the general education curriculum.	<p>The impact statement is missing or vague</p> <p>The impact statement lists the disability itself as a barrier to accessing and progressing in the general education curriculum</p>	<p>The impact statement describes manifestations of the student's disability</p> <p>The impact statement lacks supporting data <i>and/or</i> a clear description of how those manifestations impact that student's ability to access and progress in the general education curriculum</p>	<p>Impact statements are included for all relevant areas of academic and functional performance</p> <p>Each impact statement explicitly connects manifestations of the disability to barriers to accessing/progressing in the general education curriculum</p>	<p>Impact statements for all relevant areas of academic and functional performance are explicitly supported by relevant data</p> <p>Each statement explicitly connects manifestations of the disability to barriers to <i>and</i> strategies for progressing in the general education curriculum</p>
<i>Score for Section 1.C.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
1.D. Each PLAAFP statement contains meaningful input or evidence of solicitation of meaningful input from the student's parent or guardian, the student, the general education teacher, and other relevant members of the IEP team.	<p>Input from parents or guardians, the student, the general education teacher, or other relevant members of the IEP team, such as related service providers, is missing, <i>and/or</i></p> <p>No evidence exists of solicitation of input from the above listed members of the IEP team</p>	<p>Each PLAAFP statement includes input from the parents or guardians, the student, the general education teacher, or other relevant members of the IEP team.</p> <p>Limited or no evidence exists of the solicitation of specific input regarding the student's strengths and needs, and/or potential barriers to accessing/progressing in the general education curriculum</p>	<p>At least one PLAAFP statement includes input from the parents or guardians, the student, the general education teacher, or other relevant members of the IEP team, including input regarding:</p> <ul style="list-style-type: none"> the student's overall strengths the student's overall needs overall potential barriers to accessing/progressing in the general education curriculum the efficacy of current accommodations and supports 	<p>The PLAAFP statement for each area of concern includes <i>domain-specific</i> input from the parents or guardians, the student, the general education teacher, or other relevant members of the IEP team, including input regarding:</p> <ul style="list-style-type: none"> the student's strengths in the given area of concern the student's needs in the given area of concern potential barriers to accessing/progressing in the general education curriculum in the given area of concern the efficacy of current
<i>Score for Section 1.D.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Section 2: Proposed IEP Goals and Objectives

Criteria	Unsatisfactory	Developing	Proficient	Exemplary
2.A. The IEP goals and/or objectives are appropriately ambitious and were determined based on high-quality data that describes the individual child's present circumstances, including input offered by the parent, the student, and the child's general education teachers and related service providers.	<p>For one or more areas of concern:</p> <p>Goals are not challenging or are unrelated to assessment data in the PLAAFP or the assessment data is insufficient</p> <p>There is no evidence of input from parents, students, relevant related service providers, and/or general education teachers</p> <p>No plan to monitor and/or report progress is apparent in the goals or objectives.</p>	<p>For one or more areas of concern:</p> <ul style="list-style-type: none"> - the goals are not challenging - an insufficient number or variety of assessments are used - there is evidence that the goal is NOT based on the individual child's present circumstances - input from one or more of the following is missing: parent, student, relevant related service providers, or general education teachers - the plan to monitor and report progress is unclear 	<p>For all areas of concern, evidence exists:</p> <ul style="list-style-type: none"> - that the goals are appropriately ambitious and based on high-quality, sufficient assessment data - that the goals were determined based on the individual child's circumstances - that the goals were developed in consideration of input offered by all members of the IEP team - of a plan to meaningfully monitor and report progress 	<p>For all areas of concern, extensive evidence exists:</p> <ul style="list-style-type: none"> - Of the triangulation of high-quality, sufficient assessment data - Appropriately ambitious goals were determined based on the individual child's circumstances - all members of the IEP team played a meaningful role in the IEP development process - Objectives are used to support progress monitoring and responsive adjustments to instruction and supports.
<i>Score for Section 2.A.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
2.B. The IEP goals and/or objectives are SMART (specific, measurable, aligned to grade-level curriculum standards, realistic, and time-bound) and include accommodations designed to support attainment of the IEP goal.	<p><49% of IEP goals:</p> <ul style="list-style-type: none"> - define what and how the student will learn - contains appropriate criteria for assessing mastery of the goal - are aligned to grade-level general education standards or age-appropriate expectations - include accommodations 	<p>50 – 79% of IEP goals:</p> <ul style="list-style-type: none"> - defines what and how the student will learn - contains appropriate criteria for assessing mastery of the goal - is aligned to grade-level general education standards or age-appropriate expectations - includes accommodations 	<p>80-99% of IEP goals:</p> <ul style="list-style-type: none"> - define what and how the student will learn - contain appropriate criteria for assessing mastery of the goal - are aligned to grade-level general education standards or age-appropriate expectations - include accommodations 	<p>All IEP goals:</p> <ul style="list-style-type: none"> - define what and how the student will learn - contain appropriate criteria for assessing mastery of the goal - are aligned to grade-level general education standards or age-appropriate expectations - include accommodations
<i>Score for Section 2.B.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Section 3: Proposed Accommodations, Modifications, and Supports				
Criteria	Unsatisfactory	Developing	Proficient	Exemplary
3.A. The proposed accommodations, modifications, and/or specialized supports described in the IEP are designed to maximize the student's ability to make progress appropriate in light of the student's individual circumstances.	For one or more areas of concern, there is limited or no evidence that the proposed accommodations, modifications, and specialized supports are designed to address specific needs and potential barriers described in the PLAAFP statements, <i>or</i> the relationship between the student's needs and the proposed supports is unclear	For all areas of concern, evidence exists that the proposed accommodations, modifications, and specialized supports are designed to address specific needs and potential barriers described in the PLAAFP statements	For all areas of concern, evidence exists that the proposed accommodations, modifications, and specialized supports: <ul style="list-style-type: none"> are designed to address specific needs and potential barriers described in the PLAAFP statements, <i>and</i> are designed to leverage specific strengths described in the PLAAFP statements 	All proposed accommodations, modifications, and specialized supports are explicitly aligned with the student's strengths and the needs and potential barriers described in the PLAAFP statements and explicitly supported by current, relevant, and high-quality data from multiple sources
<i>Score for Section 3.A.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
3.B. The IEP provides specific details on how, when, how frequently, and in what contexts the accommodations, modifications, and specialized supports will be used, including if and by what means the student's ability to independently use the support will be increased over time.	<p>Information regarding how, when, how frequently, and in what contexts the accommodations, modifications, and specialized supports will be used is missing or vague</p> <p>The question of gradual reduction of scaffolding and/or increase in student independence relating to the use of accommodations and supports is not addressed in the IEP.</p>	For each accommodation, modification, and/or specialized support, the IEP describes when, how, how frequently, and in what educational setting or settings it will be used	For each accommodation, modification, and/or specialized support the IEP describes: <ul style="list-style-type: none"> when, how, how frequently, and in what educational setting or settings it will be used, <i>and</i> whether and by what means the student's ability to independently use the support will be increased over time 	For each accommodation, modification, and/or specialized support the IEP describes: <ul style="list-style-type: none"> when, how, how frequently, and in what educational setting or settings it will be used, <i>and</i> whether and by what means the student's ability to independently use the support will be increased over time a plan for collecting and responding to data regarding the efficacy of the proposed supports
<i>Score for Section 3.B.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Section 4: Proposed Special Education Service Hours and Settings				
Criteria	Unsatisfactory	Developing	Proficient	Exemplary
4.A. The special education service hours and settings are designed to maximize the student's access to and progress in the general education curriculum.	<p>No evidence exists that the team considered educating the student in the general education setting, <i>and/or</i></p> <p>No evidence exists that the proposed special education service hours and settings were designed to support the student's access to and progress in the general education curriculum</p>	<p>No evidence exists that the IEP team's consideration of educating the student in the general education setting was informed by data, <i>and/or</i></p> <p>Limited evidence exists that the proposed special education service hours and settings were designed to support the student's access to and progress in the general education curriculum</p>	There is evidence that a data-driven consideration of educating the student in the general education setting was conducted by the IEP team <i>and</i> that the proposed special education service hours and settings were designed to support the student's access to and progress in the general education curriculum	For all academic and functional areas of concern, there is evidence that a data-driven consideration of educating the student in the general education setting was conducted by the IEP team <i>and</i> that service hours delivered in both general education and special education setting are designed to support the student's access to and progress in the general education curriculum
<i>Score for Section 4.A.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
4.B. Where applicable, decisions to deliver special education service hours outside of the general education setting are supported with evidence that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	<p>No evidence exists that efforts to educate the student in regular classes with the use of supplementary aids have been implemented with fidelity, <i>and/or</i></p> <p>No evidence exists that, given appropriate implementation of supplementary aids and services cannot be achieved, education in the general education setting cannot be achieved satisfactorily</p>	<p>Limited evidence exists that efforts to educate the student in regular classes with the use of supplementary aids have been implemented with fidelity, <i>or</i></p> <p>Limited evidence exists that, given appropriate implementation of supplementary aids and services cannot be achieved, education in the general education setting cannot be achieved satisfactorily</p>	Decisions to deliver special education service hours outside of the general education setting are supported with evidence that efforts to educate the student in regular classes with the use of supplementary aids have been implemented with fidelity and services cannot be achieved satisfactorily	For each relevant academic and functional area of concern, decisions to deliver special education service hours outside of the general education setting are supported with evidence that efforts to educate the student in regular classes with the use of supplementary aids have been implemented with fidelity and services cannot be achieved satisfactorily
<i>Score for Section 4.B.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Section 4: Proposed Special Education Service Hours and Settings (continued)				
Criteria	Unsatisfactory	Developing	Proficient	Exemplary
4.C. Evidence exists in the IEP that a continuum of placements was available to the student and that a range of service hours and settings was considered by the IEP team.	No evidence exists that a continuum of placements was available to the student and that a range of service hours and settings was considered by the IEP team	Evidence exists in the IEP that a continuum of placements was available to the student or that a range of service hours and settings was considered by the IEP team	Evidence exists in the IEP that a continuum of placements was available to the student and that data was used by the IEP team to consider a range of service hours and setting	For each academic and functional area of concern, evidence exists that a flexible continuum of placements was available to the student and data was used to identify a specific range of service hours and settings for consideration by all members of IEP team
<i>Score for Section 4.C.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3
4.D. Evidence exists in the IEP that the student's service hours and settings and/or placement were determined in consultation with the parent(s), adult students, and/or educational rights holder.	Input from the parent(s), adult students, and/or educational rights holder regarding the student's service hours and settings and/or placement is missing <i>and/or</i> No evidence exists of solicitation of input regarding the student's service hours and settings and/or placement from the above listed parties	Evidence of input from the parent(s), adult students, and/or educational rights holder is limited to input on a single placement option and/or is solicited during, not prior to, the IEP meeting Limited or no evidence exists of the solicitation of specific input regarding a range of options for the student's service hours and settings and/or placement	Evidence exists in the IEP that the student's service hours and settings and/or placement were determined in consultation with the parent(s), adult students, and/or educational rights holder and that the parent had an opportunity to offer feedback on a range of placement options prior to the IEP meeting	Evidence exists in the IEP that the student's service hours and settings and/or placement were determined in consultation with the parent(s), adult students, and/or educational rights holder and that the parent had an opportunity to offer feedback on a range of placement options prior to the IEP meeting, including specific input regarding supplementary aides and services that would support the student's access to the general education setting and progress within the general education curriculum
<i>Score for Section 4.D.</i>	<input type="checkbox"/> Majority of criteria = 0	<input type="checkbox"/> Majority of criteria = 1	<input type="checkbox"/> Majority of criteria = 2	<input type="checkbox"/> Majority of criteria = 3

Provide multiple means of Engagement

Affective Networks
The “WHY” of Learning



Provide multiple means of Representation

Recognition Networks
The “WHAT” of Learning



Provide multiple means of Action & Expression

Strategic Networks
The “HOW” of Learning



[graphic organizer]. Wakefield, MA: Author.

Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for Self-Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

High Leverage Practices in Special Education (HLPs)

What are HLPs?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession.”

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research based and known to foster student engagement and learning.
- Broadly applicable and usable in any content area or approach to teaching.
- Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Council for Exceptional Children 2900

Crystal Drive, Suite 100

Arlington, VA 22202 – 3557

(P) (703) 620 - 3660; (Toll free) (866) 915 - 5000; (TTY) (866) 915 - 5000; (F) (703) 264 – 9494

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Quality Programs for English Learners: A School Readiness Reflection Tool

The following is an excerpt from the *Quality Programs for English Learners School Readiness Reflection Tool*. The purpose of the tool is to provide local education agencies (LEAs) and schools with insight into current strengths and gaps in program support services for English learners (ELs) in their school setting. It is recommended that school-based leadership, EL program coordinators, and other relevant school-based staff work together to complete the self-assessment. This tool is to be used by LEAs/schools for informational and planning purposes only.

Directions: Read each indicator below. Rate the school's readiness in each focus area by using the rating system outlined for each indicator (3- Yes, 2 – In Progress, 1 – No). Once complete, fill out the summary chart at the end of the tool by adding totals for each area and summarize results.

14. ELs with Disabilities					
Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Evidence to Support Rating
The school has written procedures on how to identify ELs with possible disabilities.					
The school conducts sound evaluations to identify potential disabilities taking into consideration factors related to second language acquisition.					
Evaluations are conducted by qualified personnel.					
Assessments are provided and administered in child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer. ³					
Parents are informed of identification, evaluation, and eligibility for special education services in a language they can understand.					
Specialists in second language acquisition and/or bilingual special education specialists are invited to participate in IEP meetings.					
Parents are invited to participate in IEP meetings.					
An interpreter is offered to parents for IEP and other related meetings to ensure parents' understanding of all procedures.					
The school provides services that address both English language acquisition needs and special needs identified in the IEP.					
The school collects and keeps data related to number of ELs with disabilities and individualized progress on both English acquisition and academic achievement.					



Effective Practices of Inclusion

Sample Observation Tool

This informal observation tool can be used to identify strengths and needs and design targeted supports to promote effective inclusive practices in classroom settings.

Look for ...	Teachers:	Students:	Classrooms:
High Expectations for All	<input type="checkbox"/> Design and deliver standards-aligned lessons that are challenging and accessible to all learners <input type="checkbox"/> Support metacognition, self-regulation, and persistence	<input type="checkbox"/> Persevere given challenging content <input type="checkbox"/> Demonstrate self-regulation strategies <input type="checkbox"/> Make connections to the content	<input type="checkbox"/> Feature clear displays of academic objectives and classroom routines <input type="checkbox"/> Promote connections between content and students' interests
Rich and Productive Conversations	<input type="checkbox"/> Establish a reciprocal dialogue regarding academic objectives and behavioral expectations with all students	<input type="checkbox"/> Ask questions to advance their understanding	<input type="checkbox"/> Include all learners in open and rigorous academic and social – emotional discourse
Respectful Relationships	<input type="checkbox"/> Model positive behavior expectations by treating all students with respect <input type="checkbox"/> Use a strengths-based approach to identify ways for all to contribute	<input type="checkbox"/> Treat peers and adults with respect <input type="checkbox"/> Provide peers with meaningful positive and constructive feedback	<input type="checkbox"/> Feature clear displays of behavioral expectations <input type="checkbox"/> Showcase the successes of all learners
An Asset-based Approach to Difference	<input type="checkbox"/> Are culturally responsive <input type="checkbox"/> Model and expect collaboration across difference	<input type="checkbox"/> Use a strengths-based approach to working with peers across differences of ability or mastery <input type="checkbox"/> Demonstrate mastery using multiple means of expressions	<input type="checkbox"/> Support a range of learning activities <input type="checkbox"/> Provide access to resources and tools to scaffold instruction <input type="checkbox"/> Allow all learners and staff to easily access all learning spaces
Data in Action	<input type="checkbox"/> Conduct frequent checks of student understanding <input type="checkbox"/> Uses student assessment data to inform instructional practice <input type="checkbox"/> Work with students to develop community goals	<input type="checkbox"/> Set individual goals <input type="checkbox"/> Monitor and reflect upon their progress <input type="checkbox"/> Adjust their learning behavior based on feedback from peers and adults	<input type="checkbox"/> Support the use of a variety of approaches to informal assessment <input type="checkbox"/> Include displays of progress toward community goals
Collaboration	<input type="checkbox"/> Teach and model strategies that promote supportive collaboration among peers	<input type="checkbox"/> Collaborate effectively with peers of all backgrounds and abilities	<input type="checkbox"/> Are designed to accommodate partner and group work