**Delivering on Equity: Special Education for EVERY Educator**

**Facilitator:** SSLs

**Date and Time:** ATT (early August)

**Topic:** Special Education R & Rs for Every Teacher

**Total Time:** 90 minutes

**Intended Audience:** All teachers

**Pre-Work Estimated Time:**  NA

**Pre-Work Instructions:** NA

**Supporting/Table Facilitators:** NA

**Videos Used:**  Torrie Dunlap TedX Talk

https://www.youtube.com/watch?v=UJ7QaCFbizo

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| **Aims:** | | |
| Teachers will be able to:   * Reflect on when they have and have not applied a set of inclusive special services mindsets. * Articulate the difference between tactical and authentic special education compliance as it plays out in their roles, and name the impact on scholars. * Explain their role in special services – from intervention to referral to implementation – at your school. | | |
| **Session Description/Connection to PD Arc/Priorities**  *This session is meant to explain the role of EVERY educator in delivering on the promise of an excellent education to EVERY scholar. We will teach key mindsets about special education, including the difference between equality and equity, and we will discuss the difference between tactical compliance and authentic compliance, explicitly naming the impact of the latter on scholars. Finally, we will dive into special services at our school, and the role of every teacher in that process.* | | |
| **Key Points**   * **KP #1:** We believe strongly in a set of mindsets that ensure “special education” is not a code for “separate education.” Those mindsets are: * Fair is not always equal. Equality (where everyone is treated the same) is not the same as equity (where everyone gets the right supports at the right time in order to succeed.) * All educators are special educators. * All children can learn and succeed at high levels. * We align our actions to these mindsets in order to support all students to achieve at high levels. * **KP #2:** The difference between tactical and authentic compliance is the difference between delivery on equity and not doing so. * **KP #3:** At our school, we all have clear roles and responsibilities in the special education process, including: * Response to intervention * Referral for evaluation * Input into the IEP * Implementing the IEP | **Potential Misunderstandings**   * It is the job of the special educator/learning specialist to teach and support scholars with disabilities.   *(Every teacher is responsible for teaching every scholar in the classroom.)*   * If we are legally compliant, then we’re doing our duty by kids.   *(Legal compliance is the necessary, but not sufficient, to delivery on equity for all scholars. We are compelled to go beyond the basics of the law.)*   * Special education acronyms are confusing to new staff members.   *(Ensure that all acronyms are stated in full multiple times and encourage a setting where teachers feel comfortable asking when confused!)* | |
| **AGENDA AT A GLANCE**   * **Hook:** “Isn’t it a Pity? The REAL Problem with Special Needs” Video (12 minutes) * **Opening & Framing:** Session Aims and Agenda (3 minutes) * **AA & KP #1:** Shifting our Mental Model (10 minutes) * **Application #1:** Special Services Mindsets in Action(10 minutes) * **AA & KP #2:** Tactical vs. Authentic Compliance (22 minutes) * **Model & KP #3:** Special Services at \_\_\_\_ School (23 minutes) * **Closing**: Show What You Know! (5 minutes) | | |
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| ***Materials*** | | ***Assessment & Follow-up*** |
| *I will need:*   * PPT and clicker * Session plan * Video cued online * Speakers   *Participants will Need:*   * Guided Notes Tool (includes two supplements: “Special Services Mindsets in Action” and “Tactical vs. Authentic Compliance”) * Parking lot or question catcher to record questions | | **Follow-up by Principals & Deans (dates):**   * NA |
| **Grouping/Physical Space Notes**   * Teachers should be randomly mixed at tables, including general educators, special educators/learning specialists, deans, Enrichment teachers, etc. * Also take into account people’s years at AF/teaching and get a good mix at each table. | | **Additional Instructions/Notes for Facilitator**   * You’ll need a place for people to record questions. See the “Model and KP #3” section for suggestions. * Key notes: Blue highlight = more facilitation information is coming at ALT in June * Key notes: Yellow highlight = a place to customize this PD for your school and context |

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| **Mins.**  **&**  **PPT Slide #s** | **Session Activity** |
| 12  (Slides  1 – 3) | **Hook:** “Isn’t it a Pity? The REAL Problem with Special Needs” Video   1. *Set up/frame the video*  * Welcome people to the session Delivering on Equity: Special Education for EVERY Educator. * Explain that we’re going to start by watching a video clip and direct teachers to page 2 of their guided notes packet. * Instruct teachers to jot notes on the questions as they watch Torrie Dunlap, who is the CEO of Kids Included Together— a non-profit that teaches inclusive practices to people and organizations that serve kids—talk about shifting our mental model.  1. *Watch the video*  * https://www.youtube.com/watch?v=UJ7QaCFbizo * 3:37 – 9:35 (~6 minutes)  1. *Discuss the video*  * Give people 4 minutes to discuss the guided notes questions at tables: * What assumptions are we making when we employ the medical model of disability? What is the impact on kids? * How or when have you seen the environment be a disabling factor for a student or child you care about? What did this look like? * As people discuss, circulate to listen in and collect 1 – 2 insightful or impactful responses * Call teachers back together for group discussion for 2 minutes * Open the discussion by calling on a participant you noted during circulation |
| 3  (Slide 4) | **Opening & Framing:** Session Aims and Agenda   1. *Share the Aims & Agenda*  * Review session aims and agenda for the time together  1. *Frame this session*  * “The hoped for outcome of our time today is for every educator in the room to be able to articulate what *true* equity and authentic compliance mean for our scholars with special needs, including IEPs, 504s and BIPs. You will also learn the “what” of your role in the special education process at AF.” |
| 8  (Slides  5 – 10) | **AA & KP #1:** Shifting our Mental Model   1. *Frame the mindsets*  * “Before we dive into the nitty-gritty of special services and your role in them, let’s zoom out to talk about how we *think* about special education. Just as Torrie Dunlap explained in her Ted Talk, our mental models about special education will inevitably impact the way we work with, think about and talk to, children with disabilities. At AF, we want our mental models to be inclusive and asset-based, so special education is NOT a code for separate. To that end, we have three key mindsets that drive our actions.”  1. *Share the mindsets/key points*  * Review each of the three key mindsets and their corresponding graphics with your staff. * Fair is not always equal. – Additional framing: Some kids need more: more time, more individualization, more patience, or more attention. Equality (where everyone is treated the same) is not the same as equity (where everyone gets the right supports at the right time in order to succeed.) Fair is not always equal means that we give each child what they need – we don’t give them the same thing. * Every teacher is a special educator. – Additional framing: It is the job of every person in this room to support every scholar in his/her class. If you are unsuccessful with a scholar, it doesn’t mean that you always will be, but that you haven’t learned how to reach that child *yet*. * Growth mindset: All students can learn and achieve at high levels. – Additional framing: Growth mindset is the idea that every kid can “get smart” with the right supports in place. It means the brain is a muscle that grows all the time, if a student cannot do something, it’s because s/he hasn’t learned how to do it *yet.* Growth mindset is how we speak about and THINK about our students, families, and ourselves. * **Customization:** Think of one teacher at your school who has embodied each mindset with a concrete action. Share how he/she has embodied the mindset in his/her actions last year by clearly naming the mindset, the action(s) the teacher took and the impact of those actions. *You will do this for all three mindsets*. If you are new to the school, reach out to special educators and/or your Principal to get AF-specific examples. You can either share the teacher’s stories, or you have the option of asking them to speak about them. Hold each to no more than a 2 minute share. * **Example #1: Fair is not always equal.** Mycah H. is an Enrichment teacher at Achievement First Providence. He embodies “fair is not always equal” in his practice. Last year, Mycah had a scholar in his third grade drama class who was really struggling behaviorally. Mycah knew that this scholar had a diagnosis of anxiety, a 504 plan and a Tier II culture plan. He also knew that even with following all of the supports listed in the scholar’s documents, he continued to tantrum each day when he came into drama. Mycah realized that this friend needed more support and, as a result, he created a daily journal ritual. Each night, Mycah would write the child a note, explaining what exactly he was going to be doing in drama each day and also praising small moments of success from the previous day. Then, at the beginning of class, he’d let the scholar spend 5 minutes reading the journal and writing a quick response. Mycah encouraged him to write what he felt anxious about or his plan for having a great class. This ritual helped alleviate some of the scholar’s anxiety and behavioral concerns, and also formed a real bond between the two. This wasn’t an equal support – Mycah didn’t have time to journal to all 90+ kids he saw every day – but it was a fair one because it’s what this child needed to succeed. * **Example #2:** **Every teacher is a special educator.** Gelissa S. is a 2nd grade general education literature teacher at AF Providence. She embodies “Every teacher is a special educator” in her CTT classroom. Gelissa does not have a background in special education, but she is incredibly passionate about ensuring all scholars succeed at high levels. When her class began annotating in literature, she knew she had several scholars – one who has a visual impairment, one with dyslexia, and several who struggle with multi-step directions – who would have a hard time. Some of these scholars had IEPs and some did not, but it didn’t matter to Gelissa. She reached out to the Dean of SS at her school to ask for creative ways to support, maintaining that it was not an option for them NOT to learn to annotate. She engaged with all kinds of additional supports and time – from computer overlay software, to laminated “annotate with excellence cards” for students’ desks, to creating an after school tutoring group to support 100% of her scholars. Last year, her CTT lit class out-performed the others at PVD and also those in the rest of the network. * **Example #3:** **All scholars can learn and achieve at high levels.** Priscilla C. is a behavior specialist who believes in her heart that all scholars can achieve at incredibly high levels. Priscilla has a nephew with very severe special needs who, her aunt was told, would never be able to communicate. But Priscilla and her aunt’s family refused to believe this to be true and the entire family would spend hours with him, practicing non-verbal communication. Priscilla brings that dedication to the most struggling scholars—both behaviorally and academically—at AF Providence. Priscilla takes an active interest in the scholars who have the most restrictive settings on their IEPs. She has helped create behavior plans, mobility 504s and rigorous academic goals for kids who have disabilities ranging from non-communicative autism to cerebral palsy. Not only that, but she actively champions their successes with regular communication to school team and family members. She was even able to get one scholar to transition from a very restrictive alternative placement to a partial day plan at AFPMA. |
| 12  (Slides 11 & 12) | **Application #1:**  Special Services Mindsets in Action   1. *Set up the activity*  * Direct staff to the Special Services Mindsets in Action one pager (see supplement) * Review the three mindsets on the page, pointing out that there are additional examples of these mindsets in action underneath each.  1. *Engage in the activity*  * Participants will have about 4 minutes to independently reflect (for each mindset): * Think of a specific example of when you have personally embodied this mindset. What action did you take? What was the impact of that action? * When have you struggled to embody this mindset? Give an example. * Stress that this is independent and private work time – no one will be asked to share their reflections and the activity will be more meaningful if people are authentically reflecting.  1. *Set up turn and talk*  * Give clear directions about the next step. (Note: More information and the criteria for success for clear directions/activity set-up is coming at ALT!) * Teachers talk at their tables for about 4 minutes regarding additional concrete ways to embody each of the mindsets: they can share their own examples, times they have seen other teachers bring mindsets to life, non-examples (to facilitate brainstorming around examples), or ideas they came up with while reflecting. * The outcome here is for teachers to add additional examples to each “mindset in action” category (there are blank spaces to do this.)  1. *Engage in turn and talk*  * During this time, circulate to collect 1 – 3 solid examples of ways teachers have/could embody this mindset. Listen for examples that meet the following criteria.   + Teacher names action.   + Teacher names why that is example of embodying the mindset.   + Teacher actions are examples of actions we would want to see others’ replicate (e.g. not a specific example that was very contextual).  1. *Share whole group*  * Call everyone back together. Open the conversation by having someone share a strong example of mindset #1 in action (use the data you collected while circulating!) * Optional action: Have a helper chart people’s share-outs. * Take a few more examples of each mindset in action for about 4 minutes. Use BPQs (back pocket questions). (Note: More information about BPQs is coming at ALT!) * Why would that action be important? * How does that action show that a teacher believes x mindset? * Is that a replicable action in other contexts? * Tell the group that you are going to keep these mindsets front and center for all special services PD this year. |
| 22  (Slides  13 – 16) | **AA and KP #2**: Tactical vs. Authentic Compliance   1. *Frame activity*  * “Now that we have discussed the mindsets we need to embody to do special services well, let’s dive into what that looks like. Special education compliance is the set of safeguards that are put in place to ensure that schools serve students with disabilities. Procedural Safeguards are legal provisions that are designed to proactively plan for a student’s individual needs and then ensure a student’s needs are being met through collaborative decision making.” * “At their essence, quality special services are fundamentally proactive. When **reactive**, often a school has waited way too long to intervene. For example, it is the law to hold a meeting—a manifestation determination review— to look more closely at a scholar’s needs after 10 days of suspension…but by the time you suspend a scholar 10 different times and hold that MDR because you realize you may be breaking the law, you have already failed that child in some way and have most likely damaged the relationship with the family. To serve that child the right way – to achieve *authentic* compliance –you have to have the structures and systems that enable a **proactive** approach.” * Make this concrete for staff by showing them the guardrails metaphor. If the procedural safeguards are like guardrails that prevent the education of some scholars from careening off the road, then all the proactive measures implemented by a school that really gets the *authentic* piece of compliance are like anti-lock brakes, power steering, crash warning devices, etc. – all devices which prevent you from ever hitting the guardrails in the first place .  1. *Set up work time*  * Teachers work in partners to review the various roles of general educators in the special education process. * Each role has examples of tactical compliance (i.e: tactical compliance for providing accommodations and modifications is writing them into lesson plans) vs. authentic compliance (i.e: writing into lesson plan, regularly collecting data on their efficacy, asking for support from special educator/SSL if you need it, then trying something new if it isn’t working.) * Teachers name what the implications are for tactical compliance vs. authentic compliance on both students and their families.  1. *Work time*  * Teachers work in pairs for about 12 minutes on this activity. * Have a data tracking tool and use it to circulate while teachers work in pairs. (Note: More information about this tracking tool and its use is coming at ALT!)  1. *Share out*  * Call staff back together to discuss their thinking and work. * Open with a broad question: “Let’s dive in to the first role on your sheet, which is attending special education meetings. What is the implication of the authentic compliance teacher’s actions on students and on families?” * Continue discussion using BPQs as necessary: * Why is that important? * What does that mean for the scholar’s success at school?   Work through all 4 examples of authentic compliance in different teacher roles. If time is tight, deeply dive into 2 examples. |
| 23  (Slides 17 – 26) | **Model and KP #3: Special Education at \_\_\_\_\_\_ School**   1. *Frame purpose of this portion of PD*  * “We just talked about tactical versus authentic compliance by looking at our responsibilities and discussing what it would look like to implement those authentically while embodying our key mindsets. Now we are going to pivot to get super practical and answer the question: What does authentic compliance look like at our school?” * Explain that the next part of this PD will be a lot of information downloading from you with a chance for teachers to synthesize together. * **Customization:** Teachers will definitely have questions and taking a lot of them now will slow you down. Name for teachers that you have a lot to get through so you won’t be taking questions now, then create a way for staff to share questions with you, either via a parking lot poster (ensure that they write their names on their questions so you can respond later) or a question catcher in their guided notes.  1. *Share out information chronologically*  * **Customization:** This entire section is school-specific. Use your Special Services Playbook and your Director of Special Services to fill in slides 18 to 20, 22 – 23 and 25 – 26 with information that is relevant to your school. While you are reviewing special services at your school, staff should be filling in page 7 of their guided notes, which include blank spaces for them to jot down important information that they want to remember. An optional additional step for you is to take this page of the guided notes and create cloze notes with information from *your* slides. For example, if you write that teachers have 10 days to submit current levels of performance to you after you ask them, you might write, in the cloze notes, “After I receive a request for present levels of performance from my SSL, I know I have \_\_\_\_ days to submit them to \_\_\_\_.”) * Explain how RTI looks at your school—including reading, math and behavior RTI!—and the general educator’s role in this process. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * Explain how to make a referral for special education, and what to do if a parent asks for a referral. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * *PAUSE:* Facilitate a stop and jot, then partner turn and talk: “What is the connection between the RTI process and the referral process?” * Explain the teacher’s role in the IEP process, including filling out input forms and attending meetings. Note, this is a 20,000 feet overview, not an in-depth look at any system. You just need to give teachers the basics. * *PAUSE:* Facilitate a table turn and talk: “What is my role in the IEP process as a \_\_\_\_ teacher/dean/behavior specialist?” * Explain that the final role of the general educator in the special education process is actually implementing an IEP, 504 plan, and/or BIP that comes out of the process – more information on that topic will be coming at our “Understanding and Using IEPs-at-a-Glance” PD later this week, and in our “Accommodations and Modifications” one in the fall. |
| 5  (Slide 27) | **Closing: Show What You Know!**   1. *Thank teachers*  * Thank all staff for engaging with the first special services PD of a year. * **Customization:** Shout out any teachers who really embodied special services mindsets, showed particular enthusiasm for the content, etc.  1. *Quick quiz*  * Have teachers complete their “Quick Quiz” (true or false, make false statement true) on the final page of their packet, and turn it in as an exit ticket. |