

SPECIAL EDUCATION STRATEGIC PLANNING TEAM
Reflections /Take-Aways

TOPIC: Special Education Program Model - Part 2

1	<p>State Plan Performance (SPPI):</p> <ul style="list-style-type: none"> ● Standards set by the state seem high. ● California is way off ● Where does the data come from? ● There are issues with the data collection system (graduation rate, drop-out rate, inclusion, Calpads, SEIS) ● State is moving to a more integrated data collection system ● Data has only really been systematically collected for about 10 years (across the state) ● How the district does on the indicators, determines level of oversight by the state ● Student placement in LRE is significantly under the target
2	<p>Professional Reading: Fewer, Clearer, Higher State Standards:</p> <ul style="list-style-type: none"> ● Professional collaboration between special ed and general ed., Inclusion, high expectations and professional and parental development are the key benefits to successful scholastic environment ● High expectations for all students, the assumption of achievement is key to success ● Intervention systems are critical to serving all students, meeting needs quickly, keep them included in general ed. and potentially preventing the assessment finding of eligibility for sped. ● A primary focus of school teams is to find instructional solutions to learners' challenges. ● Ownership, high expectations, intervention systems, inclusion/collaborative teaching, organization/professional development to meet the needs of all students to achieve Common Core State Standards ● Greater expectation for all students cause all scores to rise ● Sped is gen ed first - with support ● Need to provide collaborative training with sped and gen ed teachers ● Most students with unique needs have average/above average abilities and should be able to make progress on CCSS ● Have high expectations with the appropriate support - scaffolds ● High expectations (without anxiety) benefit all ● Well developed intervention focused on providing a need to a student, not pre-referral is ideal ● Collaborative teaching (gen ed = curriculum expert plus Sped residence teacher (delivery specialist) = ideal ● Universal ● Ownership and advocacy of all students lead by site administration ● Schedule around your most at risk students ● Effective practices: co-teaching, whole school and district ownership of students, standards/expectations must be kept high, must provide professional development ● Access to Common Core Standards

	<ul style="list-style-type: none">● Measurement is flawed and cannot be standardized● Culture comes first!● Strategic planning and systems work when a culture of ownership and shared responsibility is in place. This is primarily the responsibility of the administrators.● Should not be so test focused● Administration needs more support/training for ownership● We need data and professional development● Protocols, procedures, policies to support students not succeeding - we need more● Time and comprehensive and systematic training is needed
3	<p>Service Delivery Models:</p> <p>To be covered in Session 5 (September 28).</p>