Supporting Students with Disabilities through Personalized Learning

Helping Students Become College and Career Ready

January 8, 2018
Webinar Technical Support

- GoToWebinar Technical Assistance: 1-800-263-6317
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#PersonalizedLearning for #CCRS
3-Part Webinar Series

- Webinar 1: Making Sense of Personalized Learning: What It Looks Like in Practice and How it Helps Students Become College and Career Ready
  
  *September 19, 2017. Recording available online.*

- Webinar 2: Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success
  
  *October 23, 2017. Recording available online.*

- Webinar 3: Supporting Students with Disabilities through Personalized Learning
Today’s Presenters

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COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research
Skills Needed for Student Success

- Academic
- Technical
- Cross-cutting Skills
College & Career Readiness

55 million jobs

65% require postsecondary training

5 million unfilled

Judgement  Decision-making  Communication  Analysis  Administration

Center on Education and Workforce, 2014
Key Elements of Personalized Learning

- Student voice and choice
- Flexibility and supports
- Rapport with students and their families
- Multiple instructional modes
- Pacing based upon mastery of competencies
Outcomes Associated with Personalized Learning

- Improved Student College and Career Readiness
  - Student behavior
  - Retention and remediation rates
  - Student engagement in coursework and postsecondary planning
  - Student growth, achievement, and course completion
  - Employability skill development
  - Graduation, certification, and postsecondary credit accumulation rates
  - Employment rates and economic growth
Technical Assistance Perspective

- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
- CEEDAR’s mission is to ensure that teachers and leaders are effectively prepared to serve SWDs

Shifts in how we prepare teachers and leaders

Shifts in professional learning systems of support
CEEDAR Center

✧ Funded by the U.S. Department of Education Office of Special Education Programs

✧ Currently works with teams consisting of state education agency (SEA), local education agency (LEA), and educator preparation program (EPP) representatives in 20 states

✧ Recently awarded a second five-year cooperative agreement to begin January 1, 2018
Shifts in Preparation

- School leaders create inclusive school environments conducive to personalized learning.
- Special educators provide personalized, specialized instruction for SWDs.
- General educators integrate personalized learning for each student into core instruction.
Aligning Instruction for SWDs

✧ Evidence-based practices = WHAT
  ✧ Innovation Configurations
  ✧ Course Enhancement Modules

✧ Personalized learning = HOW
  ✧ Aligns with instructional frameworks such as Universal Design for Learning (UDL) and Multi-Tier Systems of Supports (MTSS) that benefit all students, including SWDs
Creating Practice Opportunities

✧ Educator candidates are more likely to be successful when their preparation experiences are connected to classroom practice.

✧ Practice-based opportunities must be structured to reinforce personalized learning for each student:
  ✧ Focus
  ✧ Duration
  ✧ Coherence
Shifts in Professional Learning Systems of Support
State Technical Assistance Efforts

- Sustaining and scaling reform across educator preparation programs
- Refining program approval and licensure policies
- Alignment of existing initiatives connected to personalized learning, including integration of initiatives into State Systemic Improvement Plans (SSIP) and ESSA state plans
To submit live questions, please use the “Questions” box
NCLD’s Mission

To improve the lives of the 1 in 5 children and adults who struggle with learning and attention issues.
# Achievement Gap

## Reading Scores on the 2013 NAEP

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students without disabilities</th>
<th>Students with any type of disability (SWD)</th>
<th>Students with specific learning disabilities (SLD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below Basic</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>12%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: National Assessment of Educational Progress (NAEP) for 2013.

The NAEP category of students with disabilities (SWD) includes students with IEPs and 504 plans.
Barriers to Success

1/3 of students with LD or OHD have to repeat a grade, which increases the risk of dropping out.

2/3 of disciplinary removals in special education involve students with LD or OHI.

1/2 of young adults with LD or OHI have been involved with the justice system.
What we’ve done in the last year

**Phase I:**
- Lit Review,
- Parent Survey,
- Site Visits,
- and Expert Interviews

**Phase II:**
- National Convening,
- Development and Dissemination of Recommendations

**Phase III:**
- Deep Dive in NH, CO, and NC and General Recs

**Phase IV:**
- National Self-Advocacy Convening and Recommendations

Timeline:
- **2015**
  - January 2015
  - August 2015

- **2016**
  - May 2016

- **2017**
  - February 2017
  - August 2017
  - Grant ends November 2017

- **2015**
  - August 2015
  - August 2015
PL as a driver of self-advocacy and self-determination

Self-advocacy skills

When students self-advocate they apply skills to understand their rights, needs, and interests and communicate that understanding to decision-makers on behalf of themselves and their group.

Self-Determination

When students effectively self-advocate and apply other skills like problem solving, they are said to be self-determined or able to act in service of freely chosen goals—they make things happen in their own lives.
## Personalized Learning Self-Advocacy/Determination Essential Skills

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Intrapersonal Domain</th>
<th>Interpersonal Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal setting</td>
<td>• Self-awareness and self-assessment</td>
<td>• Capacity to initiate, establish, and maintain</td>
</tr>
<tr>
<td>• Decision-making and problem solving</td>
<td>• Confidence</td>
<td>relationships</td>
</tr>
<tr>
<td>• Navigating resources and educational opportunities</td>
<td>• Self-regulation</td>
<td>• Communicating learning preferences, interests, and needs</td>
</tr>
<tr>
<td></td>
<td>• Cognitive reappraisal and growth mindset</td>
<td>• Leadership and followership</td>
</tr>
</tbody>
</table>
To maximize the benefit, PL must align with other frameworks:

Universal Design for Learning (UDL)  
Multi-Tiered System of Supports (MTSS)
Moving From Theory to Practice

• OSER’s November 16, 2015 Memo…
  – Ensuring that all children, including children with disabilities, are held to *rigorous* academic standards and high expectations…
  – …we write to clarify that an individualized education program (IEP) …*must be aligned* with the State’s academic content standards *for the grade in which the child is enrolled*
  – Low expectations can lead to children with disabilities *receiving less challenging instruction* that reflects below grade-level content standards

• Lesson Study (*Specially Designed Instruction*) guided by UDL Principles/Supported by PL
  – Principle I: Provide *Multiple Means of Representation* (the “what” of learning)
  – Principle II: Provide *Multiple Means of Action and Expression* (the “how” of learning)
  – Principle III: Provide *Multiple Means of Engagement* (the “why” of learning, *self-determination*)
PL Self-Advocacy/Determination Recommendations
## Benefits and Challenges: Two Sides of the Same Coin

<table>
<thead>
<tr>
<th>Benefit to Personalized Learning</th>
<th>Challenge That Must Be Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Voice and Engagement</td>
<td>Educator Capacity</td>
</tr>
<tr>
<td>Strengths-Based Approach/Reduced Stigma</td>
<td>Adult Mindsets</td>
</tr>
<tr>
<td>Systemic Targeted Supports</td>
<td>Limitations in Existing Support Systems</td>
</tr>
<tr>
<td>Multiple Ways to Access content</td>
<td>Access, Accommodations and Inclusion</td>
</tr>
<tr>
<td>Key Skills Like Self-Advocacy</td>
<td>Maintaining Strong Accountability System</td>
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</table>
Personalized learning systems should include students with disabilities now. Avoid Retrofitting!!
Recommendations

1. Ensure vision for PL is inclusive at the front end.
2. Back vision with resources around accommodations and supports for SWDs to fully participate in PL.
3. Train general and special educators to implement PL inclusively.
4. Add access and rigor through comprehensive accountability and support systems.
5. Set up mechanisms for learning on needs of SWDs in funded pilot programs.
6. Communicate with and engage families throughout.
Key Strategy Case Study: Project-Based Learning

EXPERIENCES IN PRACTICE:
THE UCCS B.A. IN INCLUSIVE ELEMENTARY EDUCATION

EXPERIENCES IN PRACTICE:
The Role of Project-Based Learning at Warren New Tech High School

NEW HAMPSHIRE’S PACE ASSESSMENTS:
Transforming Assessments and Learning From the Ground Up
Personalized Learning and Students with Disabilities

Educators, parents, and others have struggled for
To submit live questions, please use the “Questions” box

#PersonalizedLearning for #CCRS
CCRS Center Ask the Team Brief

- **Data** on secondary and postsecondary education participation and employment outcomes
- **CCR strategies** to support postsecondary education and career opportunities
- Provisions under **ESSA** and **IDEA** that support CCR
- Examples of **effective practices**
- **Guidance** for state leaders
Every Student Succeeds Act (ESSA)

- Replaced NCLB
- Purpose: “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”
- Grants states flexibility over design of their accountability systems

Individuals with Disabilities Education Act (IDEA)

- Mandates FAPE in the LRE for students with disabilities ages 3-21
- Requires accommodation of special education services as specified by an IEP
- RDA initiative revised IDEA’s accountability system and requires states to develop a SSIP
Strategies to Support College & Career Readiness for Students with Disabilities

Strategies to Support CCR

- High Expectations & Access to General Curriculum
- Personalized & Competency-Based Learning
- College/Career Advising & Transition Planning
- Dual/Concurrent Enrollment
- Career Pathways

COLLEGE & CAREER READINESS & SUCCESS Center
American Youth Policy Forum
Why Personalized & Competency-Based Learning?

- Tailored instruction to the interests, needs, and skills of the student
- Engaging and student-directed learning
- Learning anywhere, any place, and at any pace
- Varied assessment methods, including portfolios, performances, and presentations
- IEP is a personalized approach to learning
Aligning ESSA & IDEA to Support Students with Disabilities

- Programming and accountability
  - Innovative assessment
  - CTE, college/career counseling, and dual/concurrent enrollment
  - Educator professional development

- SSIP for RDA
  - Universal Design for Learning
  - Access to educational services beyond age 18
  - Transition planning
To submit live questions, please use the “Questions” box.
Resources Available

- American Youth Policy Forum (AYPF):
  - www.aypf.org

- College and Career Readiness and Success Center (CCRS Center):
  - www.ccrscenter.org

- National Center for Learning Disabilities (NCLD):
  - www.ncld.org/personalized-learning

- Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center):
  - ceedar.education.ufl.edu
Contact Today’s Presenters

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Thank You

- Please fill out the survey upon exiting the webinar

- Materials and video will be posted online at www.aypf.org and www.ccrscenter.org