Supporting Students with Disabilities through Personalized Learning

Helping Students Become College and Career Ready

January 8, 2018
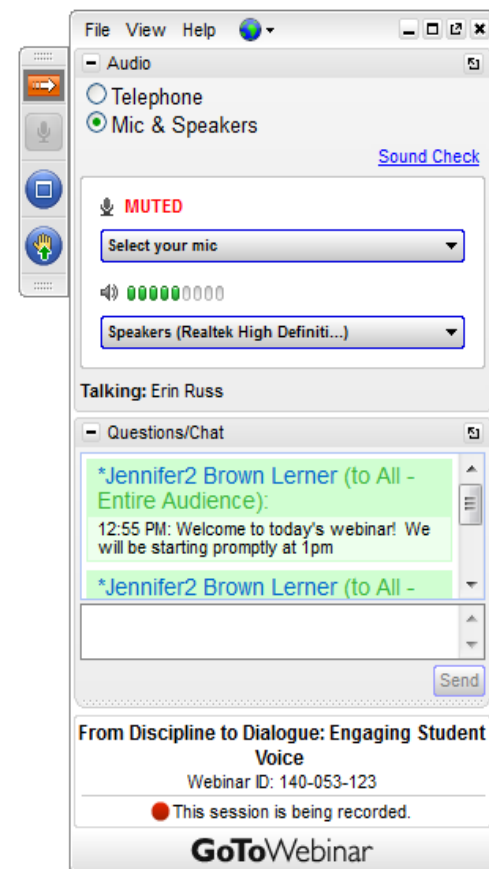
Webinar Technical Support

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- A recording of the webinar and other resources will be available at www.aypf.org and www.ccrscenter.org

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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**

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- Center on Enhancing Early Learning Outcomes
- Center on Standards and Assessments Implementation
- Center on Great Teachers and Leaders
- Center on Innovations in Learning
- Center on School Turnaround
- Center on Building State Capacity and Productivity
- Center on College and Career Readiness and Success

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COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research ∎

Skills Needed for Student Success
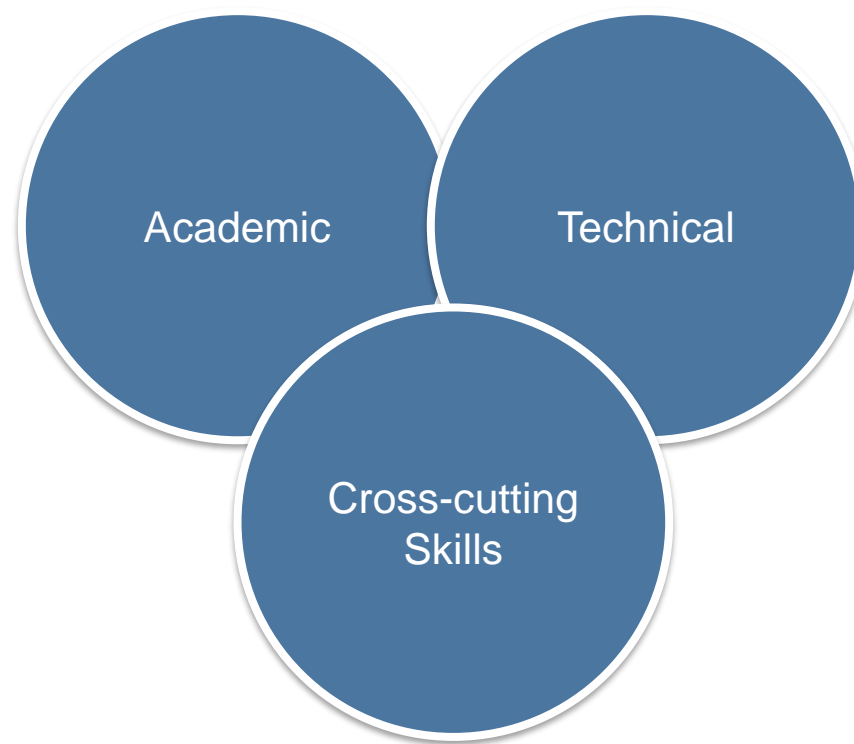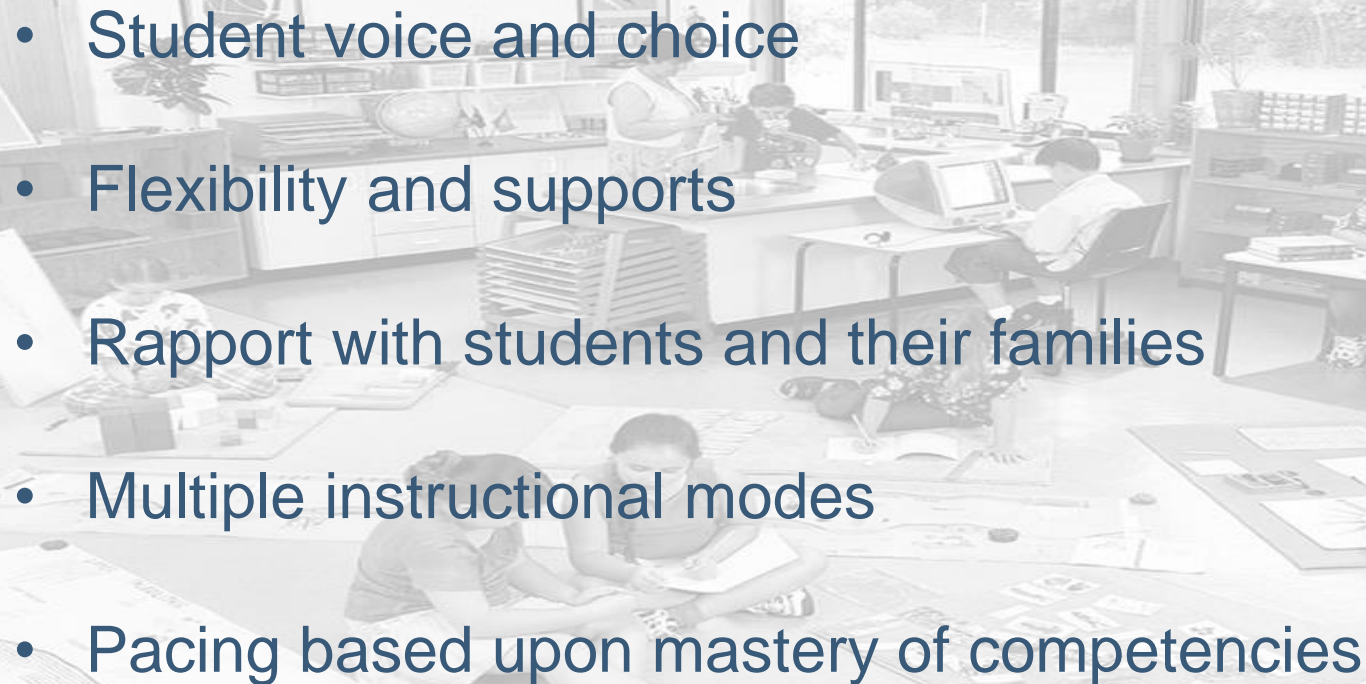
College & Career Readiness
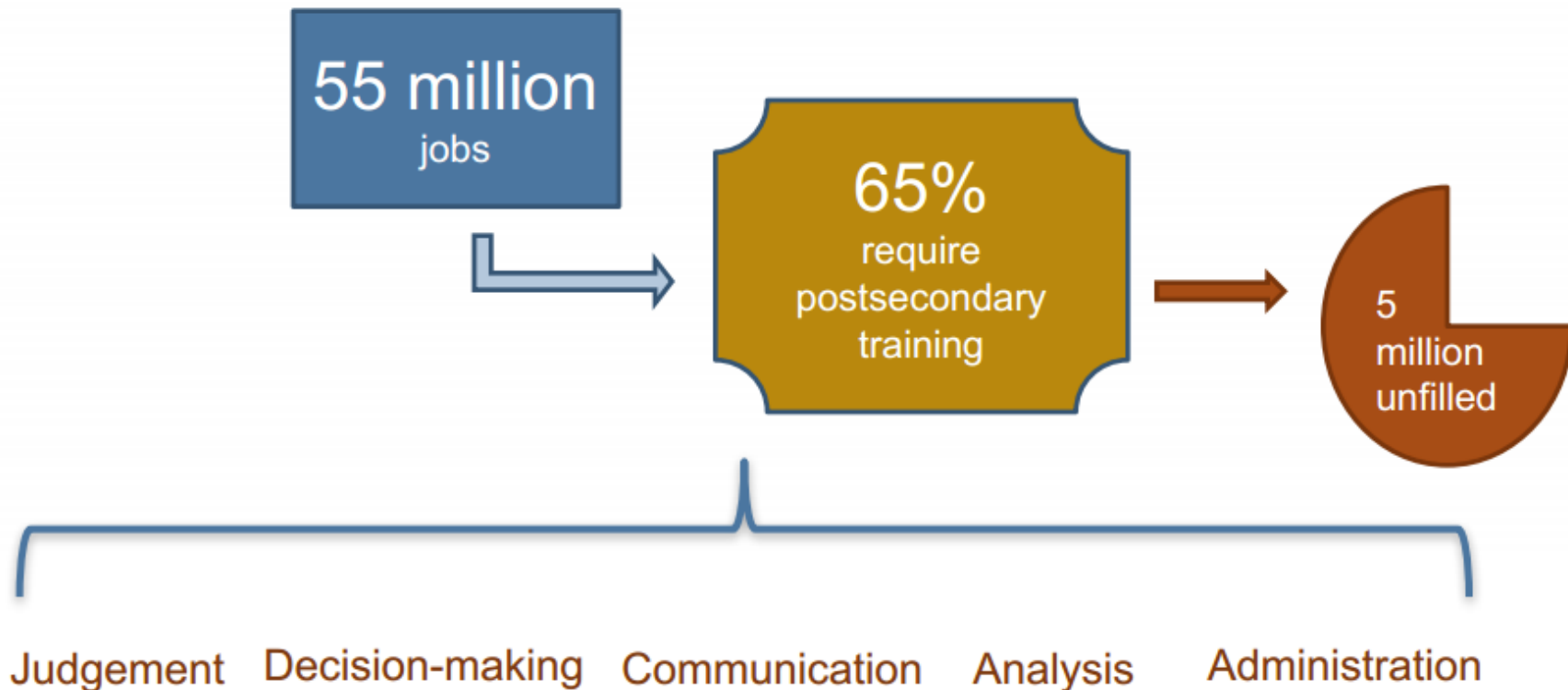
Key Elements of Personalized Learning

- 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

IDEAs that Work
U.S. Office of Special Education Programs

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

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

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
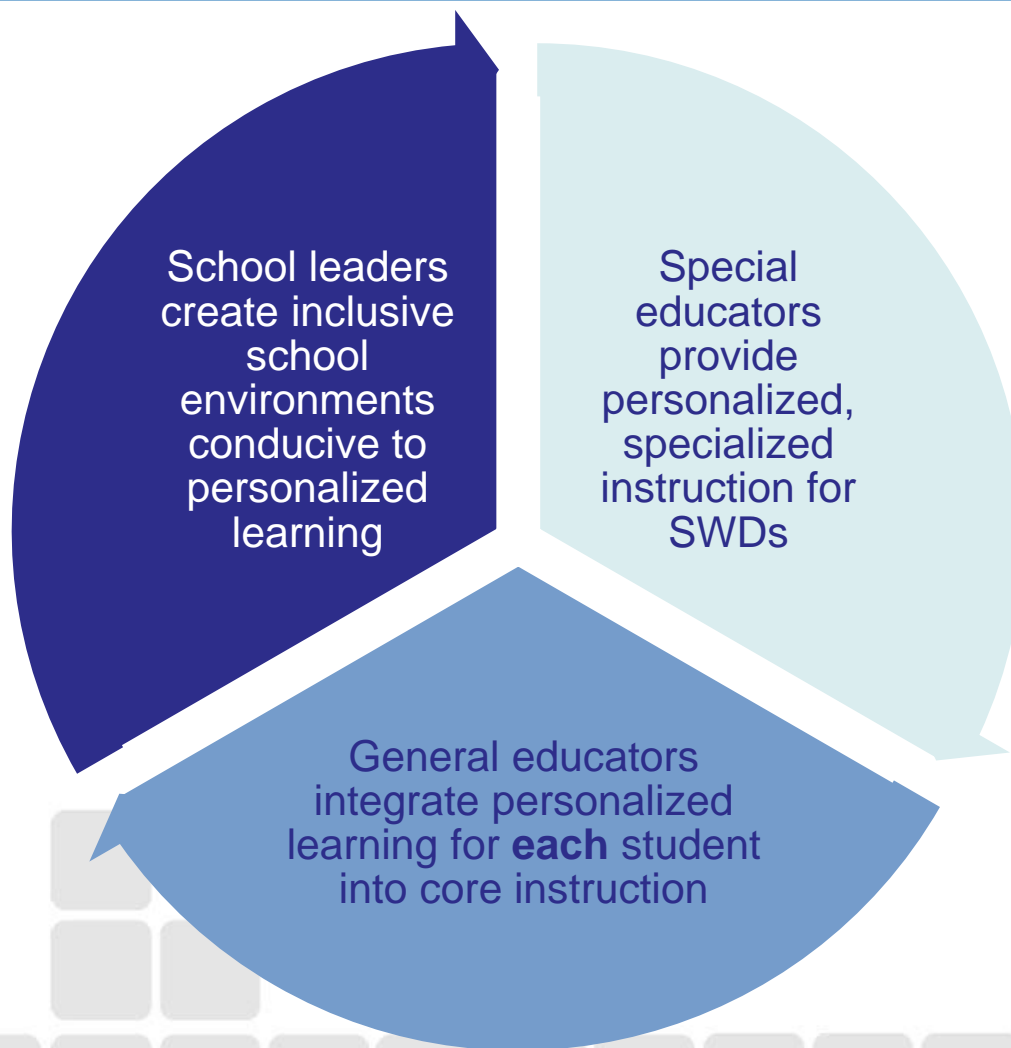
Aligning Instruction for SWDs

◇ 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

Innovation Configuration

Evidence-Based Reading Instruction for Grades K-5

Holly B. Lane
University of Florida

October 2014
CEEDAR Document No. IC-12

ceedar.org
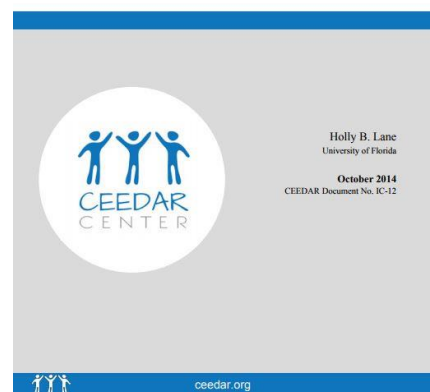
Creating Practice Opportunities

✧ 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

Learning to Teach
Practice-Based Preparation in Teacher Education

Special Issues Brief

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

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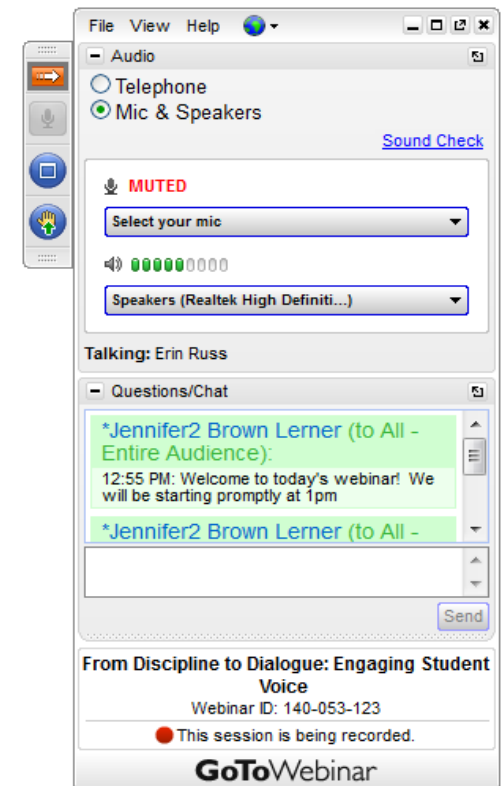# Shifts in Professional Learning Systems of Support

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
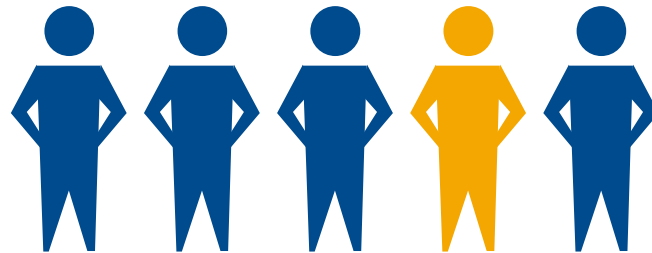
Audience Q&A

To submit live questions, please use the "Questions" box

#PersonalizedLearning for **#CCRS**

NCLD's Mission

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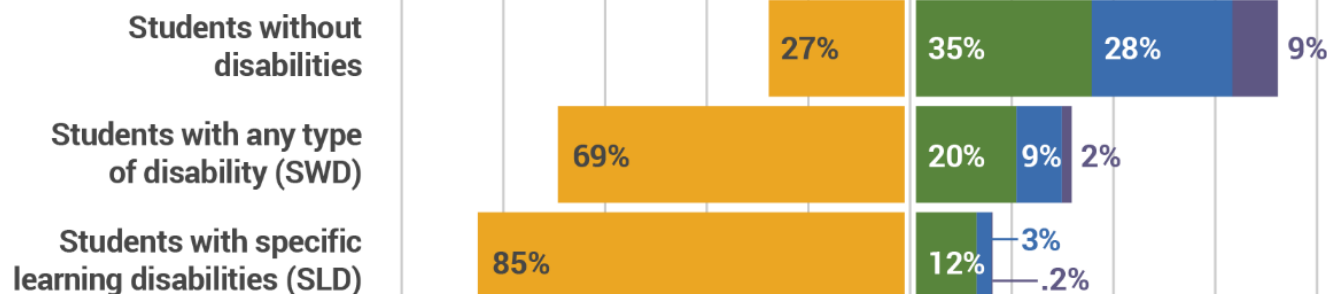**1 in 5 children and adults**
who struggle with learning and
attention issues.

Achievement Gap

Reading Scores on the 2013 NAEP

● Below Basic ● Basic ● Proficient ● Advanced

4th Grade
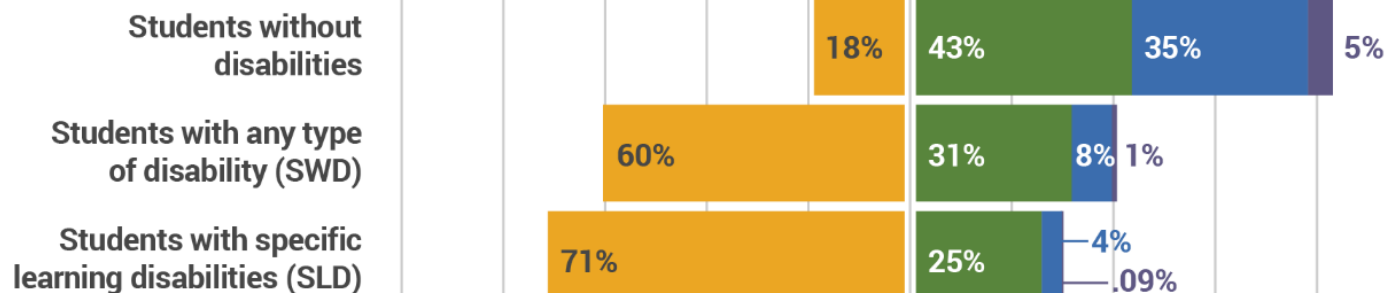
Students without disabilities
27% | 35% | 28% | 9%

Students with any type of disability (SWD)
69% | 20% | 9% | 2%

Students with specific learning disabilities (SLD)
85% | 12% | 3% | .2%

8th Grade

Students without disabilities
18% | 43% | 35% | 5%

Students with any type of disability (SWD)
60% | 31% | 8% | 1%

Students with specific learning disabilities (SLD)
71% | 25% | 4% | .09%

Barriers to Success

1/3 of students with LD or OHD have to repeat a grade, which increases the risk of dropping out
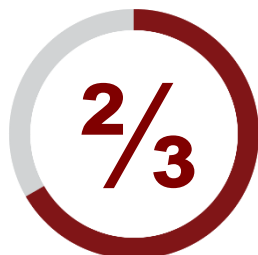
2/3 of disciplinary removals in special education involve students with LD or OHI

1/2 of young adults with LD or OHI have been involved with the justice system

What we've done in the last year

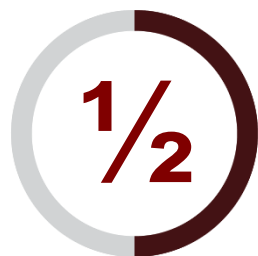|	2015	2016	2017	Grant ends November 2017
January 2015	August 2015	May 2016	February 2017	August 2017

Phase I:	**Phase II:**	**Phase III:**	**Phase IV:**
Lit Review, Parent Survey, Site Visits, and Expert Interviews	National Convening, Development and Dissemination of Recommendations	Deep Dive in NH, CO, and NC and General Recs	National Self-Advocacy Convening and Recommendations

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.
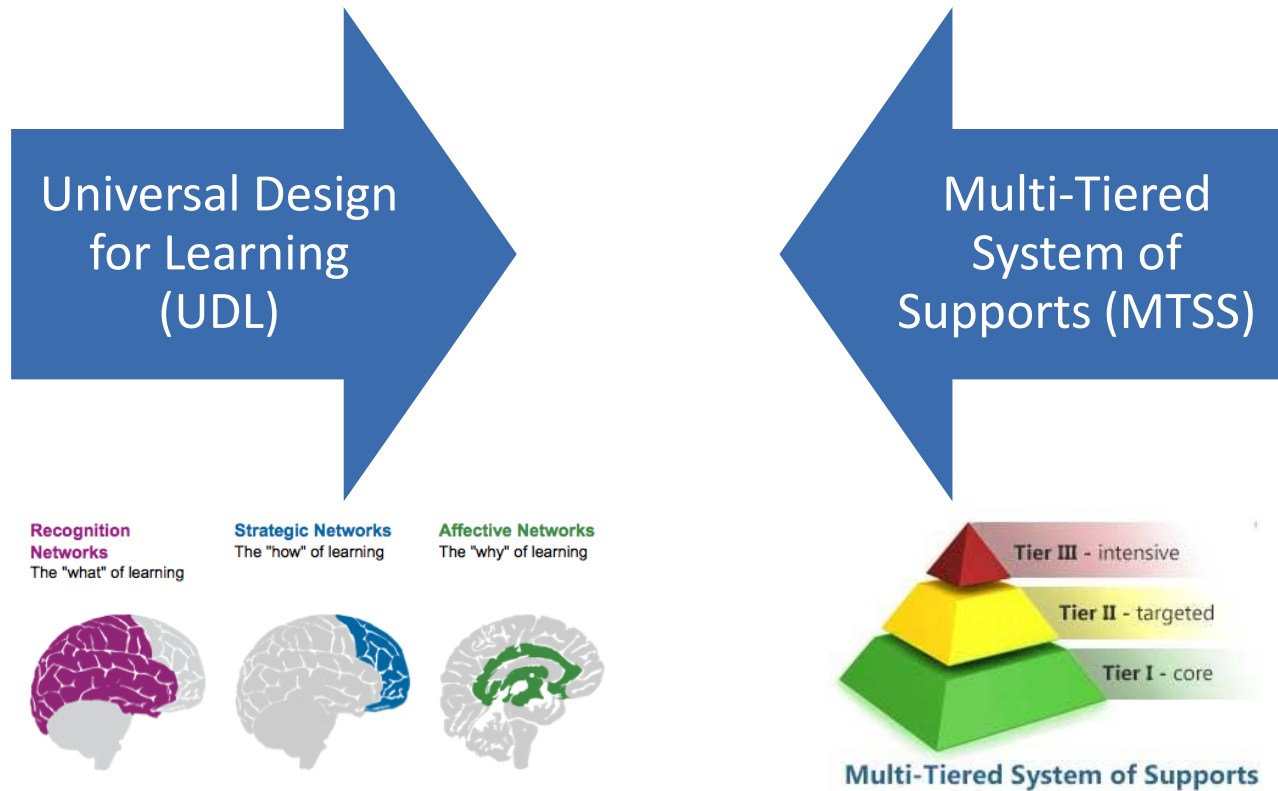
Self-Determination

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

Cognitive Domain

- Goal setting
- Decision-making and problem solving
- Navigating resources and educational opportunities

Intrapersonal Domain

- Self-awareness and self-assessment
- Confidence
- Self-regulation
- Cognitive reappraisal and growth mindset

Interpersonal Domain

- Capacity to initiate, establish, and maintain relationships
- Communicating learning preferences, interests, and needs
- Leadership and followership

To maximize the benefit, PL must align with other frameworks:

Universal Design for Learning (UDL)

Multi-Tiered System of Supports (MTSS)

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning

Affective Networks
The "why" of learning

Tier III - intensive
Tier II - targeted
Tier I - core

Multi-Tiered System of Supports

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
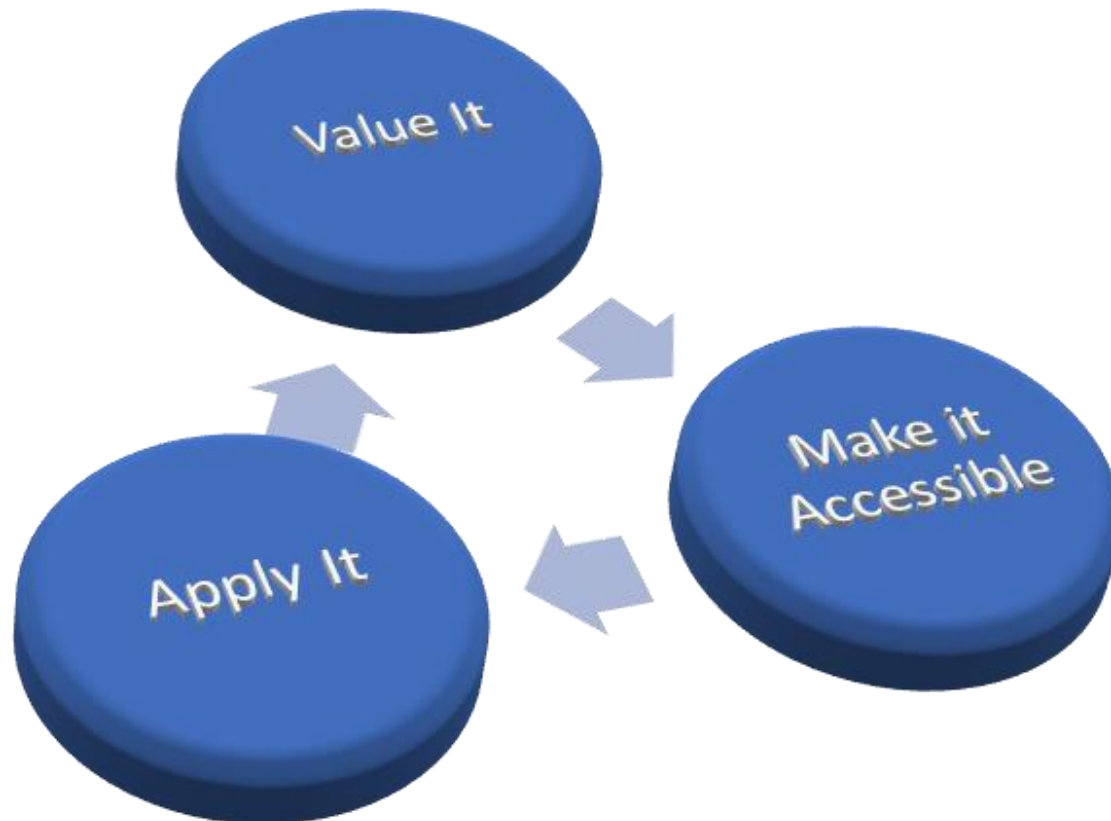
Benefits and Challenges: Two Sides of the Same Coin

Benefit to Personalized Learning	Challenge That Must Be Overcome
Student Voice and Engagement	Educator Capacity
Strengths-Based Approach/Reduced Stigma	Adult Mindsets
Systemic Targeted Supports	Limitations in Existing Support Systems
Multiple Ways to Access content	Access, Accommodations and Inclusion
Key Skills Like Self-Advocacy	Maintaining Strong Accountability System

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

www.ncld.org/personalized-learning

Secure | https://www.ncld.org/personalized-learning

Personalized Learning & Students with Disabilities

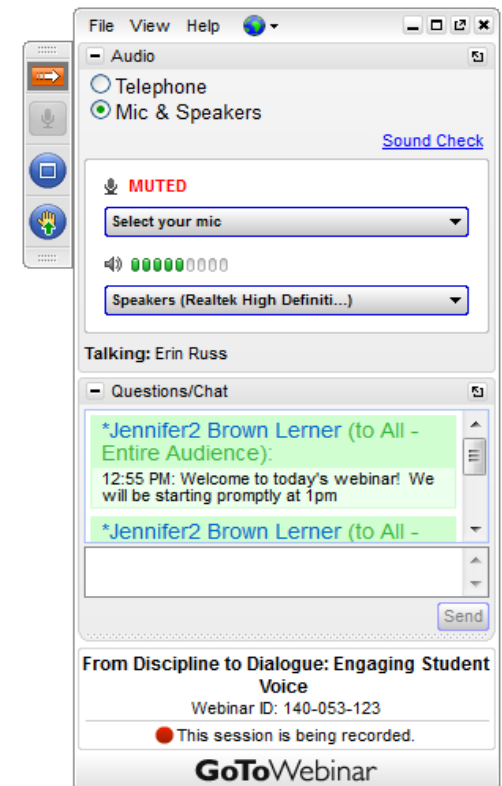| National Landscape | State Landscape | More Resources | |

Personalized Learning and Students with Disabilities
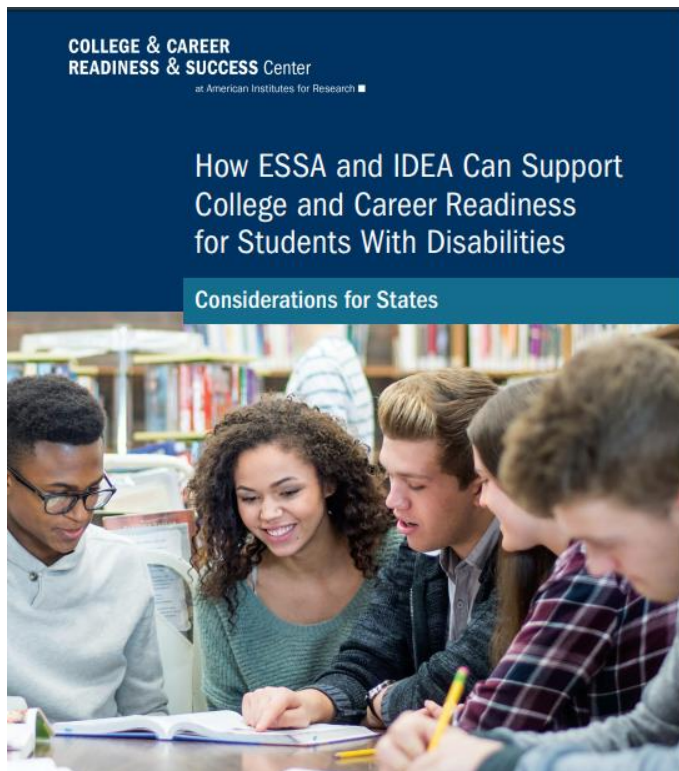
Educators, parents, and others have struggled for

Audience Q&A

To submit live questions, please use the "Questions" box

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CCRS Center Ask the Team Brief

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research ■

How ESSA and IDEA Can Support
College and Career Readiness
for Students With Disabilities

Considerations for States

- **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

Key Federal Legislation

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
- College/ Career Advising & Transition Planning
- Career Pathways
- Dual/ Concurrent Enrollment
- Personalized & Competency-Based Learning

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
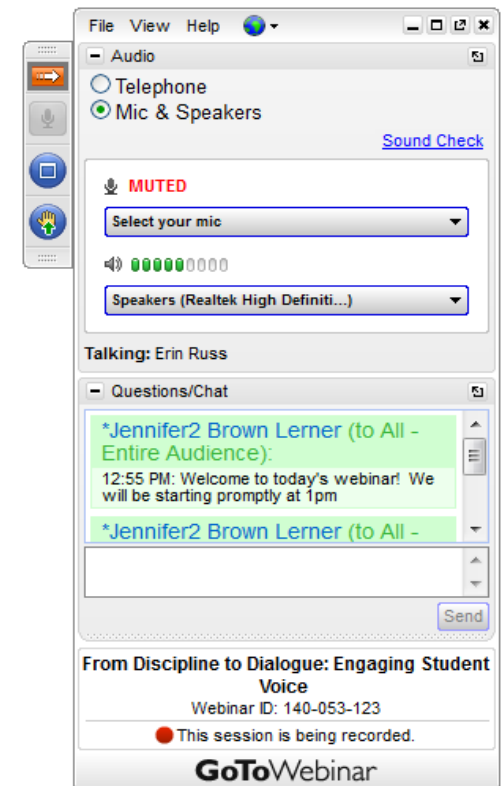- IEP is a personalized approach to learning

Aligning ESSA & IDEA to Support Students with Disabilities

ESSA →

Supporting CCR for Students with Disabilities

← IDEA

- 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

Audience Q&A

To submit live questions, please use the "Questions" box

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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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- **Ace Parsi**, NCLD, aparsi@ncld.org

- **Dr. George Batsche**, University of South Florida, Batsche@usf.edu

- **Jenna Tomasello**, AYPF, jtomasello@aypf.org

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