

#LATEACHERLEADERS



SUMMIT 2022

MAKING A COMEBACK!



**Reimagine, Renew and Recommit
to High Quality Special Education in Louisiana**

Meet the Presenters



Meredith Jordan
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Objectives

- Reflect on current practices to support students with mild/moderate disabilities
- Increase understanding of and engage with instructional best practices
- Forward-thinking for the upcoming school year

Vision for Success

Vision

All students can achieve high expectations regardless of their background, family income or zip code.

Mission

Ensure every Louisiana student is on track to a college degree or a professional career.

Belief Statements

Louisiana Believes...



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright

Goals and Priorities

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

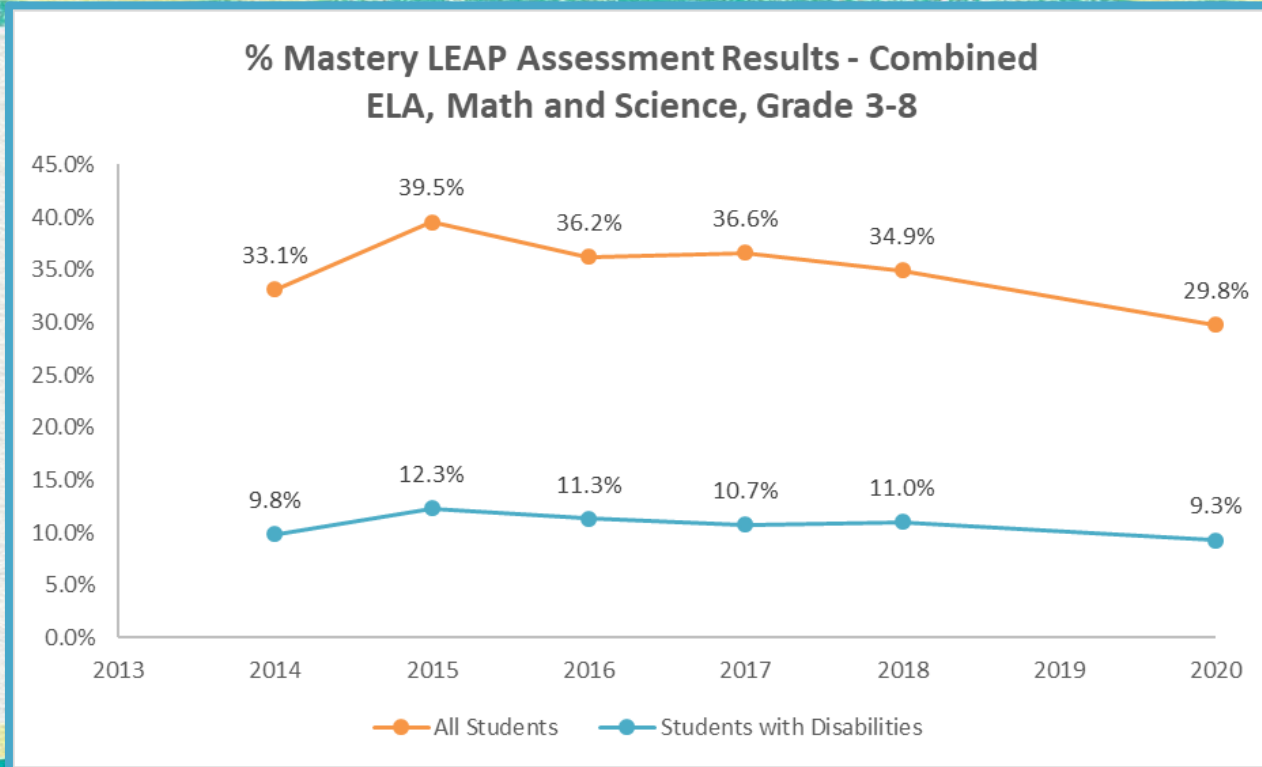
Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

Our Why

We are servant leaders who support
ALL stakeholders
to ensure
ALL students
have what they need to **SUCCEED.**

What Does Louisiana Data Say?



Welcome Work: Reflection

Write down on a sticky note the strategies your school system/school is using to increase achievement for students with mild/moderate disabilities.



Best Practices

Six Shifts to Improve Special Education and Other Interventions

A COMMONSENSE APPROACH
FOR SCHOOL LEADERS



NATHAN LEVENSON

Three Best Practices



FOCUS
ON CORE
INSTRUCTION



EXTRA
TIME TO
LEARN



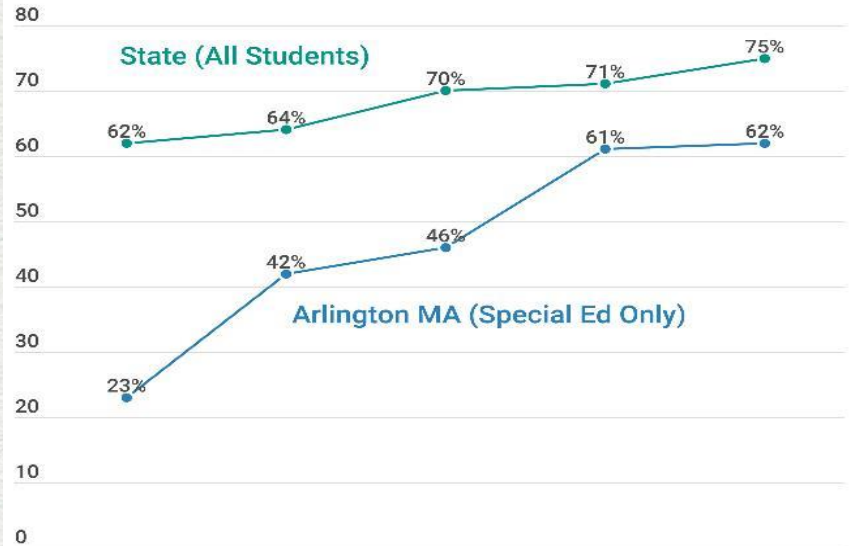
CONTENT
STRONG
TEACHERS

The Gains Can Be Dramatic

67%

reduction in achievement gap

High school ELA Advanced + Proficient

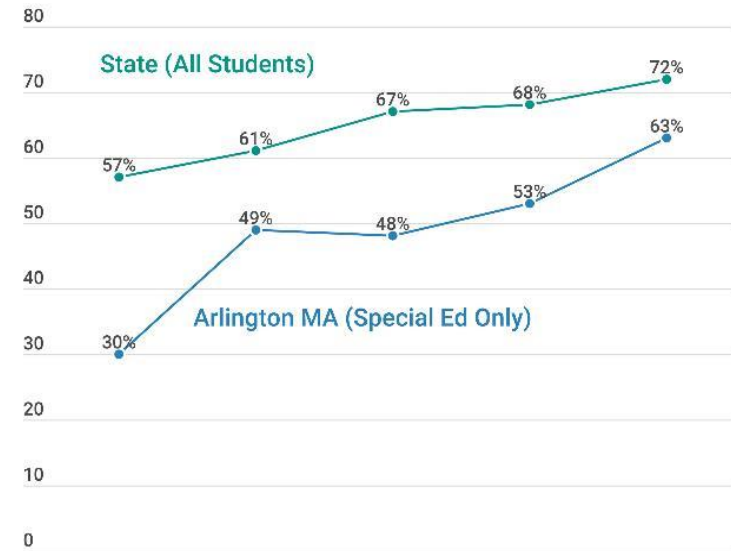


The Gains Can Be Dramatic

66%

reduction in achievement gap

High School Math Advanced + Proficient

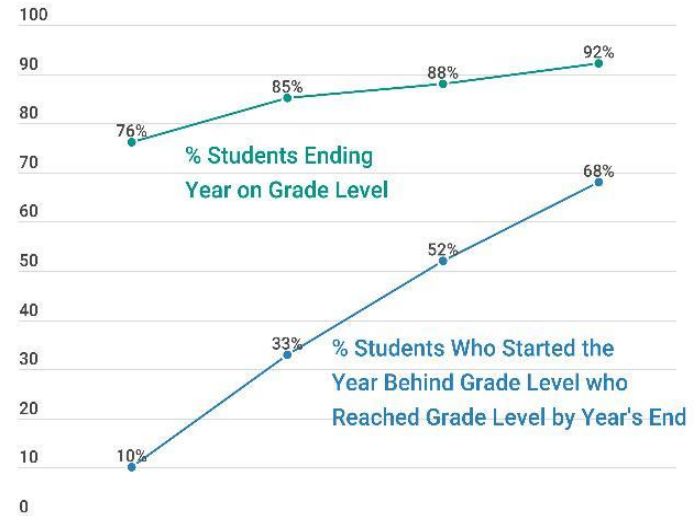


The Gains Can Be Dramatic

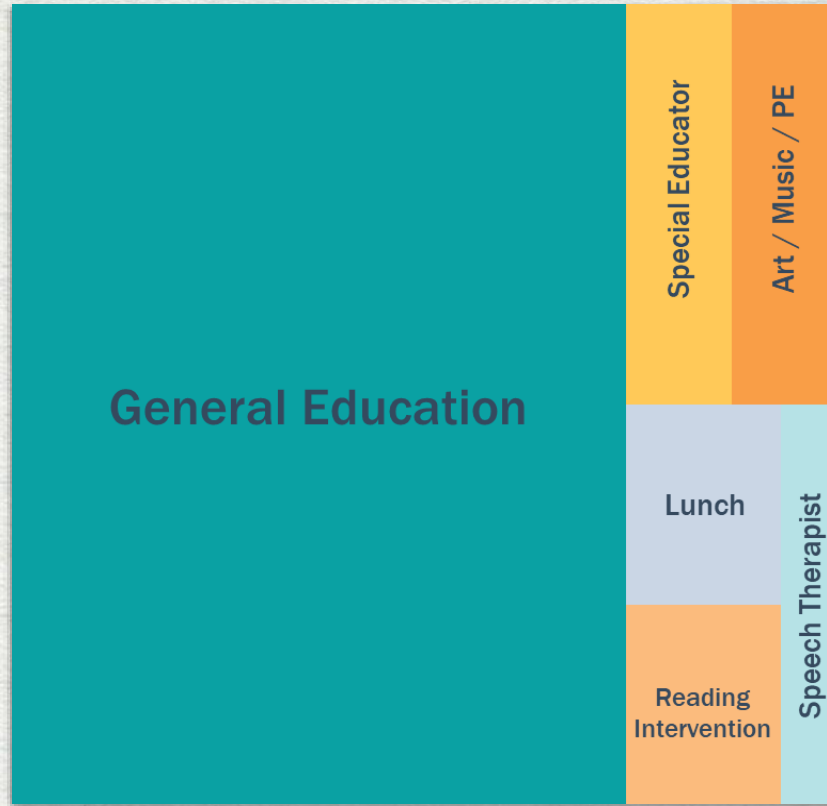
65%

reduction in struggling readers

K-5 Reading Achievement in Arlington, MA



Inclusive Core Instruction Matters Most!



Elementary Level Students Who Struggle Often Get Less Core Instruction

TYPICAL STUDENT

READING

MATH

LUNCH AND RECESS

ART

SCIENCE

STUDENT WITH SPECIAL NEEDS

READING

SPEECH THERAPY

MATH

SPECIAL ED READING

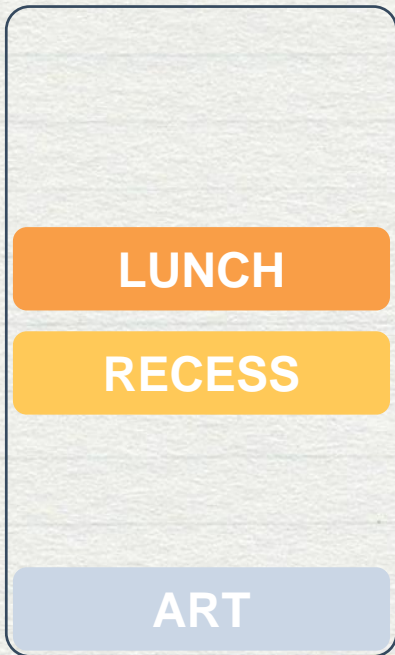
LUNCH AND RECESS

ART

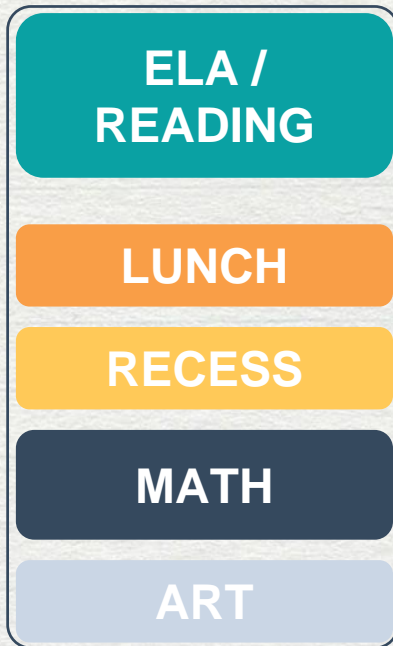
SCIENCE

The Level Of Detail In Elementary Schedules Is Increasing

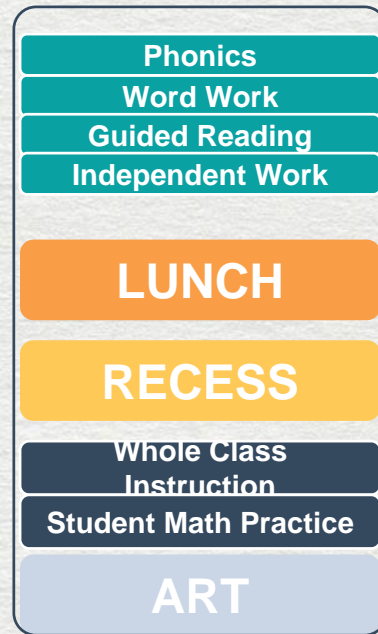
HISTORIC



CURRENT



EVOLVING



Most Students With Disabilities Need Extra Time To Learn



Effective Intervention Requires Dedicated Time

**BEST PRACTICE
ELEMENTARY
SCHEDULE**

READING

MATH

INTERVENTION

LUNCH AND RECESS

ART

SCIENCE

**CONNECTED TO
THE CORE CONTENT**

**PRE-TEACH
AND RE-TEACH
CURRENT MATERIAL**

**FILL IN MISSING
FOUNDATIONAL SKILLS
AND CORRECT PAST
MISUNDERSTANDINGS**

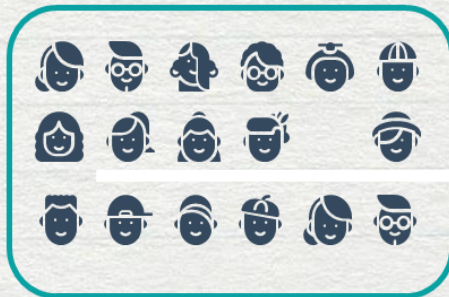
Grouping by Area of Need Makes Intervention Easier for Staff and More Impactful for Students

ACROSS FOUR CLASSROOMS,
FIVE STUDENTS ARE STRUGGLING WITH PHONICS



Grouping by Area of Need Makes Intervention Easier for Staff and More Impactful for Students

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FIVE STUDENTS ARE STRUGGLING WITH PHONICS



INTERVENTIONISTS SHOULD GROUP
ALL FIVE STUDENTS WITH
COMMON NEEDS

Which Group Would You Want For Your Child?

SMALL GROUP



Marissa struggles in
comprehension



John struggles
in **phonics**



Jose struggles in
fluency

OR

SLIGHTLY BIGGER "SMALL GROUP"



John struggles in
phonics



Katie struggles
in **phonics**



Rachel struggles
in **phonics**



Aliyah struggles in
phonics



Jordan struggles in
phonics

At the Secondary Level Too Few Struggling Students Get Extra Time to Learn

NON-STRUGGLING STUDENT SCHEDULE

MATH

ENGLISH

ELECTIVE

SOCIAL STUDIES

SCIENCE

SPANISH

STRUGGLING MATH STUDENT

MATH

ENGLISH

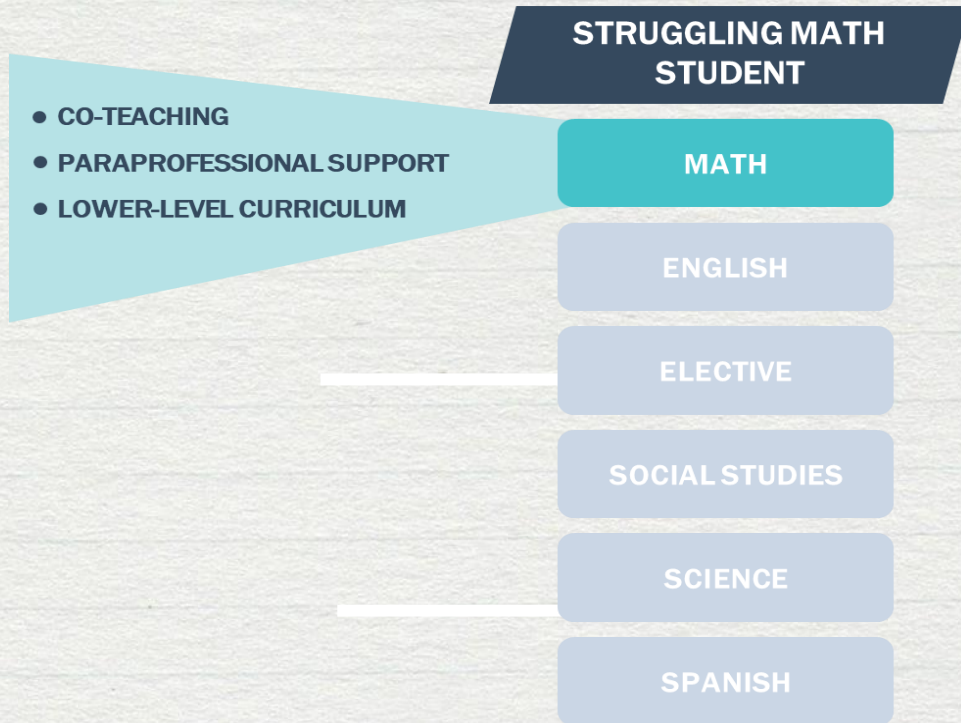
ELECTIVE

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At the Secondary Level Too Few Struggling Students Get Extra Time to Learn



**NON-STRUGGLING
STUDENT SCHEDULE**

MATH

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SPANISH

**STRUGGLING MATH
STUDENT**

MATH

ENGLISH

ELECTIVE

SOCIAL STUDIES

SCIENCE

SPANISH

**BEST PRACTICE
STUDENT**

MATH

ENGLISH

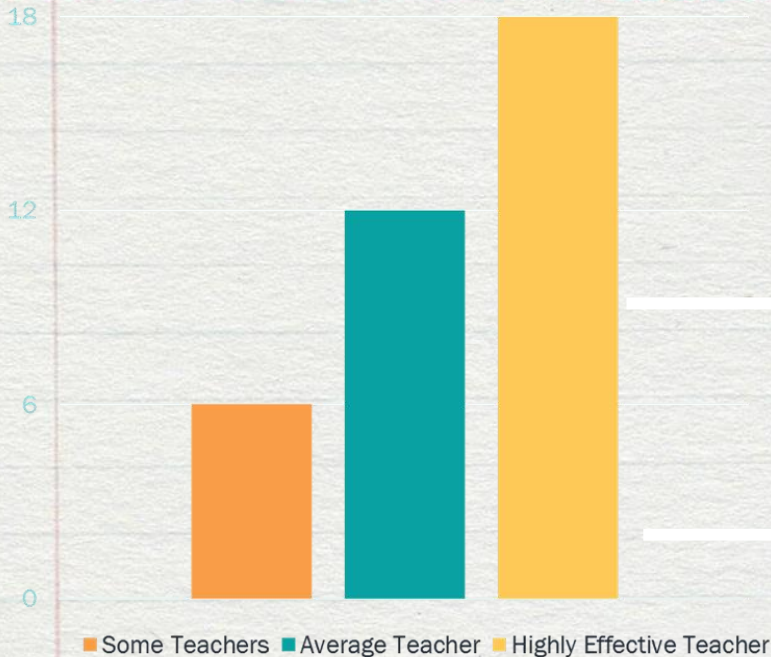
ELECTIVE

SOCIAL STUDIES

SCIENCE

**EXTRA MATH
SUPPORT**

Who Provides The Instruction Is Paramount



Research is clear, the effectiveness of the teacher is the single largest driver of student achievement (beyond social economic status)

Content Strong Teachers are Much More Effective in Accelerating Learning

1. Have formal training in the content they teach
2. Have a love and aptitude for the subject matter
3. Can see a wrong answer and infer the error
4. Can teach a concept three or more ways

IEPs Can Support the Use of Best Practices

FOCUS ON CORE INSTRUCTION

STATE NO PULL-OUT DURING
READING AND MATH

EVERY MINUTE OF SPECIAL
EDUCATION IS A LOST MINUTE OF
GENERAL EDUCATION

EXTRA TIME TO LEARN

SUBJECT SPECIFIC DEDICATED
TIME FOR DIRECT INSTRUCTION

WHO IS THE GROUP MATTERS
MORE THAN THE SIZE OF THE
GROUP

CONTENT STRONG TEACHERS

GEN ED STAFF OR SPECIALIZED
SPECIAL EDUCATORS AS
PROVIDERS

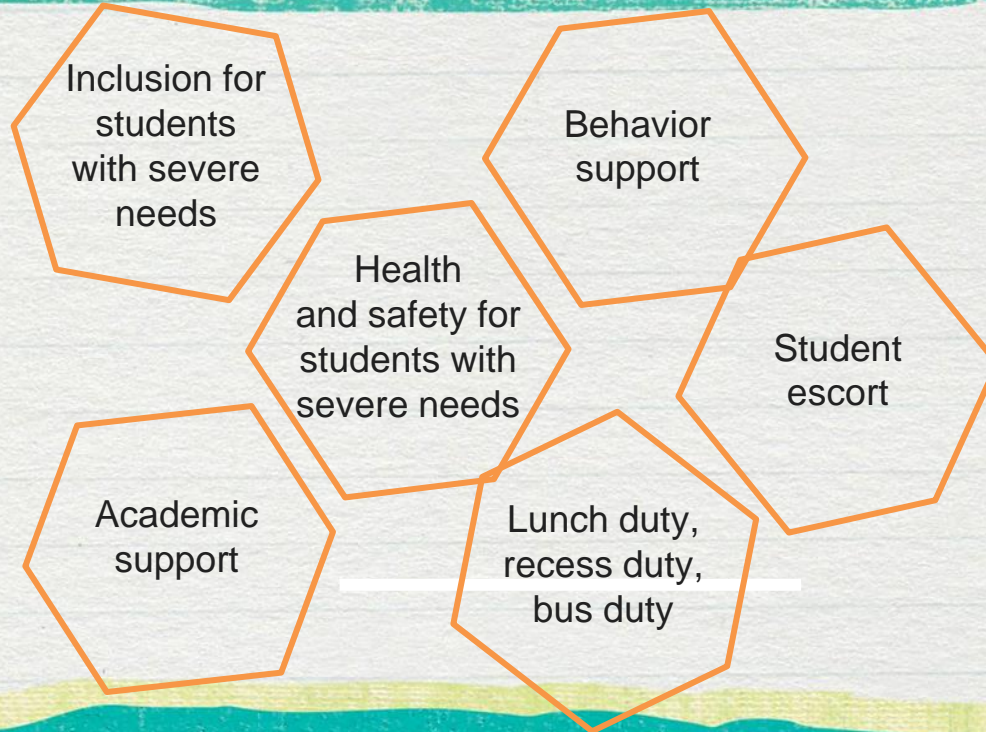
NO ONE CAN BE AN EXPERT
IN EVERYTHING

DON'T
HATE
ME!



Louisiana Believes

Common Paraprofessional Responsibilities:



Best Provided by Content Experts

Best Practice Paraprofessional Responsibilities

Academic
support

Inclusion for
students
with severe
needs

Health
and safety for
students with
severe needs

Behavior
support

Lunch duty,
recess duty,
bus duty

Student
escort

Push in, Para Support and Co-teaching Don't Provide Students Extra Time to Learn



Self-Assessment

- Elementary Reading Best Practices Self-Assessment
- Secondary Mathematics Acceleration Self-Assessment

To Do: Choose one self-assessment and take the next 5 minutes to complete.

Call to Action

1. Bring back the self-assessments (elementary and high school) to your school system leadership team and ensure team members take those self-assessments and discuss implications for the school system.
2. Incorporate clear strategy for implementing best practices for students who struggle, including students with disabilities, within larger district strategic plan.
3. Stay tuned for LDOE guidance update for students with disabilities!

Questions?

Resources

[Staffing and Scheduling Guidance](#)

Accelerate [landing page](#)

Accelerate and Rtl Q&A (COMING)

Accelerate for Diverse Learners webinar [June 23 2 p.m.](#)

[Guidance for Leading Inclusive Special Education Programs](#)

[Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)

Thank You for Attending!