NO MORE SQUARE PEGS IN ROUND HOLES
Data Driven Tools That Work


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Time and Learning
A new introduction to the 1994 report by the National Education Commission on Time and Learning – “Prisoners of Time”

“In the original report, the commission argued that while standards must be held constant, time can vary. It would seem logical that as higher aspirations are held for all children, we would be willing to battle traditional structures and practices. Students’ lives have changed. They live in a digital world. They use the Internet, cell phones and other digital devices to access information and to accelerate communication. For them, time is a resource, not a barrier. We call not only for more learning time, but for all time to be used in new and better ways.”

Milton Goldberg & Christopher T. Cross
October 2005
http://www.ecs.org/clearinghouse/64/52/6452.pdf

Problems with an ill-crafted or no master school schedule:

Δ inconsistent

Δ fragmentation

Δ difficulty

Δ lack

Δ mismatch

Δ mismatch
Inclusion/Scheduling
Make an Impact on Campus Master Schedule/Class Placement

Workshop Goal: To provide tools that will help develop a master school schedule that considers all factors to serve ALL students, even those with special needs, efficiently and effectively.

ESSENTIAL QUESTIONS for campus administrators in charge of creating the master school schedule
- To what extent do our policies, priorities, and actions reflect our educational beliefs?
- How might we work smarter and more efficiently?
- How can school schedule and class placement impact teaching and learning?
- Which students, teachers or subjects should have priority when developing a master schedule?

Guiding Questions from a Special Education Director to a Campus Administrator
- Do you know the count/percentage of your students by grade level in each instructional setting?
- Do you know the names of the sped teachers and paraprofessionals who are supporting resource and/or inclusive practices by subject and by grade?
- Do you know the numbers of students taking each state assessment by grade level and subject?
- Have you matched identified student support needs to instructional support and aligned statewide assessment?
- Have you allocated teacher support based on individual student need while still utilizing a continuum of supports?
Task 1: Are You Ready for Inclusion?

What:
Survey of individual campus perceptions in regards to its readiness for inclusion.

Why:
• To allow school personnel to consider the many facets of inclusive practices
• To offer suggestions for areas of improvement
• To set a baseline by which to measure future success

Guiding Questions:
• How does the result of this survey compare to where we thought we would be?
• How does the result of this survey compare to where we think we should be?
• In what area/s are we highest/lowest? Could these be included in an improvement plan?
• How would other stakeholders (teachers, parents, students) rank us on this survey?
• Could this survey be administered and discussed with other stakeholders?
Are You Ready for Inclusion?
A List of Things to Consider:
It is likely that your school will continue to move toward including more students and staff members in the future. Below are a number of items that are critical for responsible inclusion to occur. How do you and your school measure up? Rank your campus/district with 0-5. Use 0 = “not at all” to 5 = “mastery”.

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____Our school has a mission statement that expresses the belief that the professionals and other staff strive to meet the needs of ALL learners.

____A plan for creating an inclusive school addresses the needs of ALL students, not just the needs of students with identified disabilities.

____The school staff and teachers had opportunities to discuss their concerns about inclusion and steps have been taken to address these concerns.

____Planning for inclusion involved representation from all stakeholders involved: teachers, staff, students, parents, and other community members.

____Needed resources (human, curriculum and others) have been identified and accessed.

____Staff members have clarified the expectations for students with disabilities who will be integrated into classrooms?

____Staff have participated in ongoing professional development on inclusion.

____Shared planning time has been arranged for co-teaching partners.

____A pilot program has been implemented prior to full implementation.

____An evaluation plan has been designed to identify the effectiveness?

____Steps have been taken to ensure that ALL teachers will be rewarded for experimentation and innovation, even if efforts are sometimes not as successful as planned.

____Dates have been set for both starting and on-going discussions about the effectiveness.

____ALL teachers, even those who may not participate at first in teaching students who are integrated into classroom programs, clearly understand that inclusion can only exist as a school wide belief system.

____Students without disabilities have opportunities to learn about ALL types of diversity, including individuals with disabilities.

____Teachers and other staff members clearly identify benchmarks so that there are attainable goals to celebrate after 3 months, 6 months, 1 year, two years, three years, etc.

75 TOTAL
Task 2: PEIMS LRE Instructional Setting

What:
Survey of current number of students by instructional setting and grade level.

Why:
- To compare the number of minutes students on this campus receive special education instruction to the statewide average
- To determine the greatest instructional setting needs

Guiding Questions:
- Are our LRE considerations based on administrative convenience or student need?
- What practices currently in place may impact LRE decisions either positively or negatively?
- Are the numbers what we expected?
- Do we need to take corrective action?
## TASK #2: PEIMS LRE Instructional Setting

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<tr>
<th>Grade Level</th>
<th>Mainstream (40)</th>
<th>Resource &lt; 21% (41)</th>
<th>Resource = &gt; 21% &amp; &lt; 50% (42)</th>
<th>Self-Contained &gt; 50% (43, 44)</th>
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<td>62968</td>
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Insert number of students for each category by grade level. Grade level percentages calculated on total number entered. (Enter 0 if none.)

Total percentages are based on the total of all numbers entered.

**State data was collected from the 2011 school year via TEA’s SPEARS system and was calculated using only the sums from the listed instructional settings.**
**State data was collected from the 2011 school year via TEA's SPEARS system and was calculated using only the sums from the listed instructional settings.**
Task 3: School Staffing Matrix

What:
Survey of personnel in regards to their instructional placement setting.

Why:
- To identify current assignments for special education staff – teachers and paraprofessionals
- To identify any “black holes” in which we are lacking services at a particular grade level or subject area

Guiding Questions:
- Are we using our staff in the most efficient ways possible?
- Do the strengths and/or certifications of our staff match with their current assignments?
- Are there grade levels or subject areas that need addressing?
- Are there grade levels or subject areas that are heavily supported?
### TASK #3 HS Special Education Teacher Staffing Matrix

Enter staff name, position and teaching responsibilities by grade level. The "black holes" indicate absence of staffing.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SPED Teacher or Para Professional (T/PP)</th>
<th>Resource (R), Inclusion (I) or Resource and Inclusion (R/I)</th>
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<th>Resource (R), Inclusion (I) or Resource and Inclusion (R/I)</th>
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Task 4: Assessment by Count

What:
Survey of number of students taking each level of the state assessment.

Why:
• To track by grade level how many SE identified students are taking TAKS, TAKS-A, TAKS-M and TAKS-Alt
• To begin to understand how state assessment decisions impact placement, scheduling, and instruction

Guiding Questions:
• What is the distribution of assessment choice?
• How does assessment choice align with current teacher instructional setting support? For example, if I have a higher number of students taking TAKS-M in 8th grade math, who is currently supporting that subject area?
• What impact does this information have on
  o services provided to students (i.e., accommodations, curriculum),
  o scheduling and
  o utilization of staff?
• Do we need to take corrective action?
### TASK #4 Elementary Assessment by Count

Enter the number of Special Ed. students taking each test. When complete click on the tabs at the bottom to view as a graph.

**Campus:**

**Date:**

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<th>Math</th>
<th>Science</th>
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Task 5: Analysis of Performance of Students with Disabilities

What:
Survey of individual student needs with testing assignments to determine instructional groupings.

Why:
- To better align student needs with appropriate services and staffing
- To use staff in the most efficient ways possible
- To discover gaps or a surplus in terms of support

Guiding Questions:
- Can different students be “nested” to provide a more balanced classroom? (i.e., 2 LOWS + 2 MEDIUMS + 1 HIGHS in a single classroom as opposed to 5 HIGHS in a single classroom, 5 MEDIUMS in one and 5 LOWS in another.)
- Can we match the needs of the student with the most appropriate staff we have available?
- Do services match assessment needs?
### TASK #5 Elementary Analysis of Performance of Students with Disabilities

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<th>Reading</th>
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<th>5th Gr. Science</th>
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**Notes:**
- The table above is an example of how data related to the performance of students with disabilities can be organized for analysis.
- Each row can represent a different student, with columns indicating various types of assessments, instructional support, and other relevant data.
- The columns show different subjects (Math, Reading, etc.) and the number of minutes spent on each subject.
- The table can be used to track the performance and progress of students, identify areas needing improvement, and plan instructional strategies.

**Image:**
- The image shows a section of the table, indicating a detailed record-keeping approach for educational assessments and support.
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**Subject:**

**Assessment/Instructional Support**

- **Assessment**
- **Continuum of Services of Support**
- **Support**

**Class Assignments**

- **Class Grouping**
- **Coverage (T, PP)**
- **Staff (initials)**

**Region XIII Education Service Center**
THE WIZARD’S CHECKLIST

After you have completed your Master School Schedule, review the Essential Questions in regards to this schedule:

✔ To what extent do our policies, priorities, and actions reflect our educational beliefs?
✔ How might we work smarter and more efficiently?
✔ How can school schedule and class placement impact teaching and learning?
✔ Which students, teachers or subjects should have priority when developing a master schedule?

Additional criteria to consider (in no particular order).

✔ Are all staff members used in the most effective & efficient way possible?
✔ Does this schedule allow special education and general education teachers time to collaborate?
✔ Does this schedule allow teaching partners (teachers or paraprofessionals) to teach together as much as possible?
✔ Are all students being served by the most appropriate staff? (curriculum that has to be modified should be done by a certified teacher)
✔ Is there a negative impact on any stakeholder?
✔ Does this schedule allow for heterogeneously balanced classrooms?
✔ Are any classes (content or elective) “stacked” with students who have academic or behavioral concerns whether they are special ed or general ed?

✔ Can any changes be made to improve on this schedule?
Step by Step Scheduling

What is it?
Our goal is to provide district/campus leadership teams with the skills and data to create a master school schedule developed around individual student needs. This will allow district/campus leadership to promote a consistent method to schedule student needs along a continuum of services and supports. This training will not create a master school schedule nor will it dictate staffing requirements. Instead, it will give campus decision makers pertinent information in a concise format to better focus on special education needs and services while building the master school schedule. Our desire is to help schools use their most limited resource, special education staff, in the most effective and efficient ways possible.

Who should attend?
Creating a master school schedule that serves the needs of all students is a difficult and time consuming job. We recommend the following 4 people from each campus attend this training:

Principal or Assistant Principal
General Education Teacher
Special Education Teacher
One other person familiar with scheduling needs

These people need to be familiar with the overall workings and resources of the campus. At least one person needs to be comfortable working with spreadsheets (enter formulas, sort, filter, etc). Add a 5th person to the group if necessary. At least one person should be familiar with the needs of the special education students and/or able to read IEPs.

What should we bring?
Each campus will need to have at least one laptop per campus. They do not have to have access to the internet but it may be advantageous.

The following information is optional but the more information that a campus has with them, the more use they will get out of the training.

1. List of special education teachers and paraprofessionals supporting students receiving special education services with the grades and content areas they cover.

2. *The number of students in each LRE setting by grade level: number of students coded as 40, 41, 42, 43, and 44.

3. *The number of special education students by grade level taking each state assessment – STAAR, STAAR Modified and STAAR Alternate.

4. *A list of special education students with state assessments and services proposed for the next school year.

If you are interested in more information on this training please contact

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