The Balancing Act: Scaffolding Instruction to Meet the Demands of CCSS While Individualizing Education for Students with Disabilities

Albuquerque Public Schools
Special Education Department
Executive Director Dr. Anne Tafoya
Demographics and Facts for APS

- 28\textsuperscript{th} largest district in the US
- Size 1,230 sq. miles
- 139 district schools
- 89 elementary
- 27 middle schools
- 13 high schools
- 10 alternative schools
- And 55 charter schools
- 89,500 students not including charter schools
- 6,500 teachers
- 56\% free and reduced lunch
- 17\% ELL
- 15\% special ed.

56.5\% Hispanic, 32\% Caucasian, 5\% Native, 4\% Black, and 2.5\% Asian
Special Education By the Numbers

- 3 Year Olds - 365
- 4 Year Olds - 523
- Autism - 646
- Developmental Delayed - 619
- Emotionally Disturbed - 654
- Hearing Impaired - 127
- Intellectually Disabled - 547
- Medically Disabled – 229
- Other Health Impaired – 845
- Other Impairment – 95
- Speech Language – 1,904
- Specific Learning Disability – 6,379
- Traumatic Brain Injury – 55
- Visually Impaired - 54

Total # Students with Disabilities – 13,042
How Do We Close the Gap?

Success

Parents
- Build Goals with Educators
- Support School/Child

Teacher
- Deliver Appropriate Instruction/IEP Goals/Access to Common Core Standards
- Hold High Expectations

Principal
- Visit the Classroom Often
- Provide Support
Special Education Reading and Math Learning Disabilities Unit

• The unit was created in 2000 in order to explore curriculum that would meet the needs of the students with learning disabilities in the area of reading (most common reason students are referred to sp. ed.)

• Currently the dept. has an instructional manager, a secretary, and six reading and four math liaisons for the entire district

• Unit role – train, support, trouble shoot reading and math related issues, especially litigation, gather data on how we are doing towards improving student outcomes, and coach teachers in district supported programs for Tier III (Special Education)
Special Education Language Arts

Multisensory Structured Instruction
- Systematic, Cumulative, Synthetic, and Analytic
- Direct Instruction and Diagnostic Teaching
- Structure of written English and spelling rules based on syllable types
- Simultaneous, Multisensory, Comprehensive and Inclusive
  Visual, Auditory, Kinesthetic and Tactical (VAKT)

Common Core Standards
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level of Text Complexity

Closing the Achievement Gap
Special Education Math Instruction

Multisensory Structured Instruction

- Systematic, Cumulative Instruction
- Direct Instruction and Progress Monitoring at Skill and Ability Level
- Structure of basic mathematical skills are scaffolded
- Dual Topic Approach, Multisensory, Comprehensive
  Visual, Auditory, Kinesthetic and Tactical (VAKT)

Common Core Standards

- Number and Operations
- Operations and Algebraic Thinking
- Measurement and Data
- Geometry

Closing the Achievement Gap
Why not simply deliver the general education curriculum?
Circuitry Within the Brain for Reading Acquisition

Broca’s area
Inferior frontal gyrus (articulation)

Parieto-temporal (word analysis, meaning processor) novice readers

Occipito-temporal (word form, letter identification) skilled readers

Shawitz, 2003
Multisensory Instruction

Research indicates when students “say, hear and do”, they retain 90% of the information.

The less experienced teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward
American Author
Direct Teaching of Skills
Hands-on Activities Hitting Essential Mathematical Concepts

Island Activities/Work Stations (Small Group)

Students work on the activities in groups and rotate from Island to Island throughout the unit.

**Graphic Organizers**

- **B**: Build a picture
- **O**: What is the operation
- **N**: Write the numbers
- **E**: Explain answer in words
- **=**: Word Problem Solution
Using Instruction that follows *United States Department of Education* and the *Institute of Education Sciences* Recommendations
Look for:
Teachers and students manipulating materials in a meaningful manner.
Students are involved in their own data collection through charting growth and progress.
Multisensory Instruction for Reading

Building reading skills with direct instruction in the five pillars of successful reading recognized by the NRP.

- Phonemic Awareness
- S.P.I.R.E.
  - Decoding
  - Encoding
  - Practice
- Sounds Sensible
- Wilson
  - Just Words
- Phonics
- Fluency
- Vocabulary
- Comprehension

Successful Reading
District Supported Reading and Writing Programs Addressing Skills Deficits

K-1
- Sounds Sensible

2-12
- S.P.I.R.E.
- Wilson Reading System

K-12
- PCI Reading (Autism specific and ISP district classrooms)
Access to ELA CCSS

- **Elementary School**: Books to Remember: Flyleaf Publishing, Multisensory Grammar Basic
- **Middle School**: Making Connections Intervention for Comprehension, Writing and Word Study, Multisensory Grammar Advanced
- **High School**: Writing Intervention Kit and Mastering Close Reading, Multisensory Grammar Advanced

Guided Highlighted Reading provides access to grade level curriculum
District Supported Mathematics Programs
Accessing Math CCSS

K-1
• Voyages
2-5
• Math U See
6-8
• Transmath
• Inside Algebra
• Geometry

Addressing Skills Deficits
• Hands on Equations
• Fact, Fluency, and More
Train and Coach Teachers in Reading and Math Instruction 2012-2013

- Trained special education preschool teachers in Tools of the Mind and LETRS for Early Childhood
- Trained special education elementary school teachers in Voyages, Math U See, Sounds Sensible, SPIRE, Wilson, and PCI Reading
- Trained special education secondary teachers in Just Words, SPIRE, MCI, Guided Highlighted Reading, Transmath, Inside Algebra, Geometry, Writing Intervention Kit and Mastering Close Reading
- Trained all technology teachers in Word Q and Bookshare to support access to curricula
Number of Teachers Receiving PD
August-October 2012

Special Education Teachers Pre K-12 receiving PD and coaching
• Reading- 398 teachers
• Math- 162 teachers

General Education teachers and Instructional Coaches K-2 receiving PD
• Reading- 128

Total= 688
Coaching

- Classroom observations
- Provide feedback in written form
- Demonstrate lesson in entirety or specific parts of lesson as needed
- Student pre/post data and progress monitoring data
- Provide technical support
Group Instructional Time Elementary

- Students grouped by ability
- Group size should be limited to five or less
- Students in close proximity to teacher and materials
- Ideally literacy instruction should be uninterrupted 90 minutes, however some special ed. instructional time may be different depending on IEP goals and classroom situations (i.e. lessons may need to split into parts - S.P.I.R.E./Wilson lessons take 45-60 minutes, 15-30 minutes for Flyleaf, MSG, etc.)
Group Instruction Secondary

• S.P.I.R.E and Wilson
  – Grouped by level/step
  – groups of 8 or less
• MCI groups of 15 or less
  – Aqua 6th grade
  – Gold 7th grade
  – Crimson 8th grade
• Writing Intervention Kit groups of 15 or less
Walk-Through Form “Six at a Glance”

Look for:
• Students grouped appropriately
• Small group reading & adequate time
• Teacher binder
• Student notebook & data
• Direct, explicit instruction
• Students engaged & interacting with teacher
Key to Success

“Professional development is key to establishing and maintaining high levels of fidelity. The more knowledge and expertise that teachers have about the interventions they are using, the greater likelihood that the intervention will have a positive impact on students.” (Torgesen, 2007)

- Providing our teachers with programs that are researched based and supporting them with ongoing coaching has increased their ability to meet the needs of their students with learning disabilities
- Holding teachers accountable for providing data on student growth has proven to be valuable in ensuring teachers deliver instruction as it was intended
### Comparison SBA Scores

#### SUMMARY OF 2012 NMSBA READING TEST SCORES - GRADES 3/4/5

<table>
<thead>
<tr>
<th></th>
<th>Total 3/4/5 Students</th>
<th>% of Total All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Steps (BS)</strong></td>
<td>3659</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Near Proficient (NP)</strong></td>
<td>6452</td>
<td>30%</td>
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<tr>
<td><strong>Proficient (P)</strong></td>
<td>9528</td>
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<tr>
<td><strong>Advanced (A)</strong></td>
<td>1822</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Students with no score</strong></td>
<td>68</td>
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#### SUB GROUP ANALYSIS

<table>
<thead>
<tr>
<th></th>
<th>Gen Ed * without Disability(ies)</th>
<th>% of Total General Ed</th>
<th>Students with Disability(ies)</th>
<th>% of Total Students with Disability(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Steps (BS)</strong></td>
<td>1828</td>
<td>10%</td>
<td>1831</td>
<td>57%</td>
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<td><strong>Near Proficient (NP)</strong></td>
<td>5507</td>
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<td><strong>Proficient (P)</strong></td>
<td>9143</td>
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<td><strong>Advanced (A)</strong></td>
<td>1788</td>
<td>10%</td>
<td>34</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Students with no score</strong></td>
<td>50</td>
<td></td>
<td>18</td>
<td></td>
</tr>
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#### GIFTED

<table>
<thead>
<tr>
<th></th>
<th>Total 3/4/5 Students</th>
<th>Identified Gifted</th>
<th>% of Total Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Steps (BS)</strong></td>
<td>3659</td>
<td>19</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Near Proficient (NP)</strong></td>
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<td>119</td>
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</tr>
<tr>
<td><strong>Proficient (P)</strong></td>
<td>9528</td>
<td>1314</td>
<td>57%</td>
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<tr>
<td><strong>Advanced (A)</strong></td>
<td>1822</td>
<td>832</td>
<td>36%</td>
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<tr>
<td><strong>Students with no score</strong></td>
<td>68</td>
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#### SUMMARY OF 2012 NMSBA MATH TEST SCORES - GRADES 3/4/5

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<td>34%</td>
</tr>
<tr>
<td><strong>Proficient (P)</strong></td>
<td>8099</td>
<td>38%</td>
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<tr>
<td><strong>Advanced (A)</strong></td>
<td>2051</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Students with no score</strong></td>
<td>59</td>
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<td>1696</td>
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<td>1036</td>
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<td><strong>Proficient (P)</strong></td>
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<td>2%</td>
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<td><strong>Students with no score</strong></td>
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<td></td>
<td>17</td>
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<tr>
<td><strong>Beginning Steps (BS)</strong></td>
<td>3988</td>
<td>9</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Near Proficient (NP)</strong></td>
<td>7332</td>
<td>125</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Proficient (P)</strong></td>
<td>8099</td>
<td>1122</td>
<td>49%</td>
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Comments from teachers

I really hope the district sticks with this instruction. It really works for students and because of its systematic approach it sticks with them. They learn to read.

My students now have more confidence and are starting to generalize.

I value the training and support greatly. It’s the best curriculum I have ever been trained in and have had a pleasure teaching. It is critical for our students with learning disabilities.

My students’ DBA scores are improving with this instruction.

I finally have something that makes a difference to my students. They realize they are not stupid and now volunteer to read. Their self-esteem has changed completely; they now have confidence.

My students now have more confidence and are starting to generalize.
New Mexico Legislation has spearheaded change in teacher practice and implementation of reading curriculum
HB230: Dyslexia Law

Referral to Special Ed.

- Student referred to SAT if demonstrating characteristics of dyslexia
- SAT prescribes appropriate research-based intervention to match skill deficit for those with characteristics of dyslexia with progress monitoring

Returns to General Ed.

Diagnostician
- Dyslexia Profile
  - New format to determine if a student meets criteria to qualify SLD with characteristics of dyslexia

Special Ed.
- IEP goals established to remediate deficit
  - Qualified for Special Ed.

General Ed.
- Dyslexia Checklist
  - Student referred to SAT if demonstrating characteristics of dyslexia

• Student receives appropriate intervention to remediate deficit(s) in the area of reading to work towards closing achievement gap
Supporting the Law

- Fundations K-2
- Meets CCSS Foundational Skills
- Prevention Model
- 85 of 89 elementary schools trained
- Sustainability model
- Provides approximately 15,000 students per year knowledge of the structure of the English language
HJM16: Study Reading Curricula in Teacher Education Programs

#1 • Examine the curricula and assigned text materials of all required reading courses in programs that prepare teachers for state licensure

#2 • Determine if those courses meet the statutory requirement that they be based on current scientifically based research; and

#3 • Report the results of its study to LESC in the 2010 interim, with findings and recommendations
HB74: Science of Teaching Reading Requirement

Beginning January 2013 Elementary Teacher Candidates will be required to pass an assessment of their knowledge of the Science of Teaching Reading for licensure.

Connecticut     Virginia     Massachusetts
California
Oklahoma
New Mexico
Challenges for Meeting the Demands of CCSS

- Addressing both CCSS and skill deficit needs
- Expectations of special educators
- Funding
- Managing instructional time
- Finding the most beneficial use of Paraprofessionals
- Master scheduling
- Related service delivery
Thank You!

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Mona Corcoran-Sherrell sherrell@aps.edu          505 855-9905
Resources Reading and Writing Curricula

Books to Remember, Laura Appleton Smith, Flyleaf Publishing
Fundations, Barbara Wilson, Wilson Language Training
Guided Highlighted Reading, Elaine M. Weber, Barbara A. Nelson, Cynthia Lynn Schofield, Maupin House
Just Words, Barbara Wilson, Wilson Language Training
LETRS for Early Childhood Educators, Lucy Hart Paulson and Louisa Moats, Cambium Learning
Group/Sopris
Making Connections Intervention, EPS School Specialty
Mastering Close Reading: 99 Practice Passages on Motif, Subject and Theme, Kara Mopps, Caitlin Joyner, Maupin House
PCI, Jill Haney, PCI
Sounds Sensible, Sheila Clark-Edmands, EPS School Specialty
Specialized Program Individualizing Reading Excellence, Sheila Clark -Edmands, EPS /School Specialty
Tools of the Mind: The Vygotskian Approach to Early Childhood Education, Elena Bodrova and Deborah J. Leong
Wilson Reading System, Barbara Wilson, Wilson Language Training
Writing Intervention Kit, Nancy Dean, Maupin House Includes:
Listen to This Developing an Ear for Expository, Marcia S. Freeman;
Caught’ Ya Grammar with a Giggle, Jane Bell Kiester,; Crafting Expository Papers, Susan Koehler;
Crafting Opinion and Persuasive Papers, Tim Clifford; Crafting Comparison Papers, Marcia S. Freeman;
Discovering Voice, Nancy Dean
Resources Math Curricula

- **Voyages: Research Based Mathematics**, Al Soriano and Jack Beers, Metropolitan Teaching and Learning Company/ School District of Hillsborough County; Cambium/Voyager

- **Math-U-See**, Steve Demme, Mastery Education Services.

- **TransMath**, John Woodward and Mary Stroh, Cambium Learning Group/Sopris West Educational Services

- **Inside Algebra**, Larry Bradsby, Cambium Learning Group/Voyager


- **Fact, Fluency and More!**, John Woodward, Sopris West Educational Services