Virginia Department of Education Special Education Instructional Resources

VAISEF 2014
Spring Conference
Virginia Beach, Virginia

Presenter: Teresa S. Lee, Ed.D.

Virginia Department of Education

Special Education Instructional Services

The Office of Special Education Instructional Services provides overall leadership and technical assistance to programs for children and youth with high-incidence disabilities: emotional disabilities, learning disabilities, other health impairments including attention deficit disorder and speech-language impairments. Additionally, leadership is provided in the areas of early childhood, adolescent literacy, secondary transition and special education for youth incarcerated in local and regional jails. This Office manages the state's Training and Technical Assistance Center system (TTAC) and provides professional development for special education leaders.

Virginia Department of Education

For information, programs and services offered by this office, see:

- IEPs & Instructional Services
- Specific Disabilities

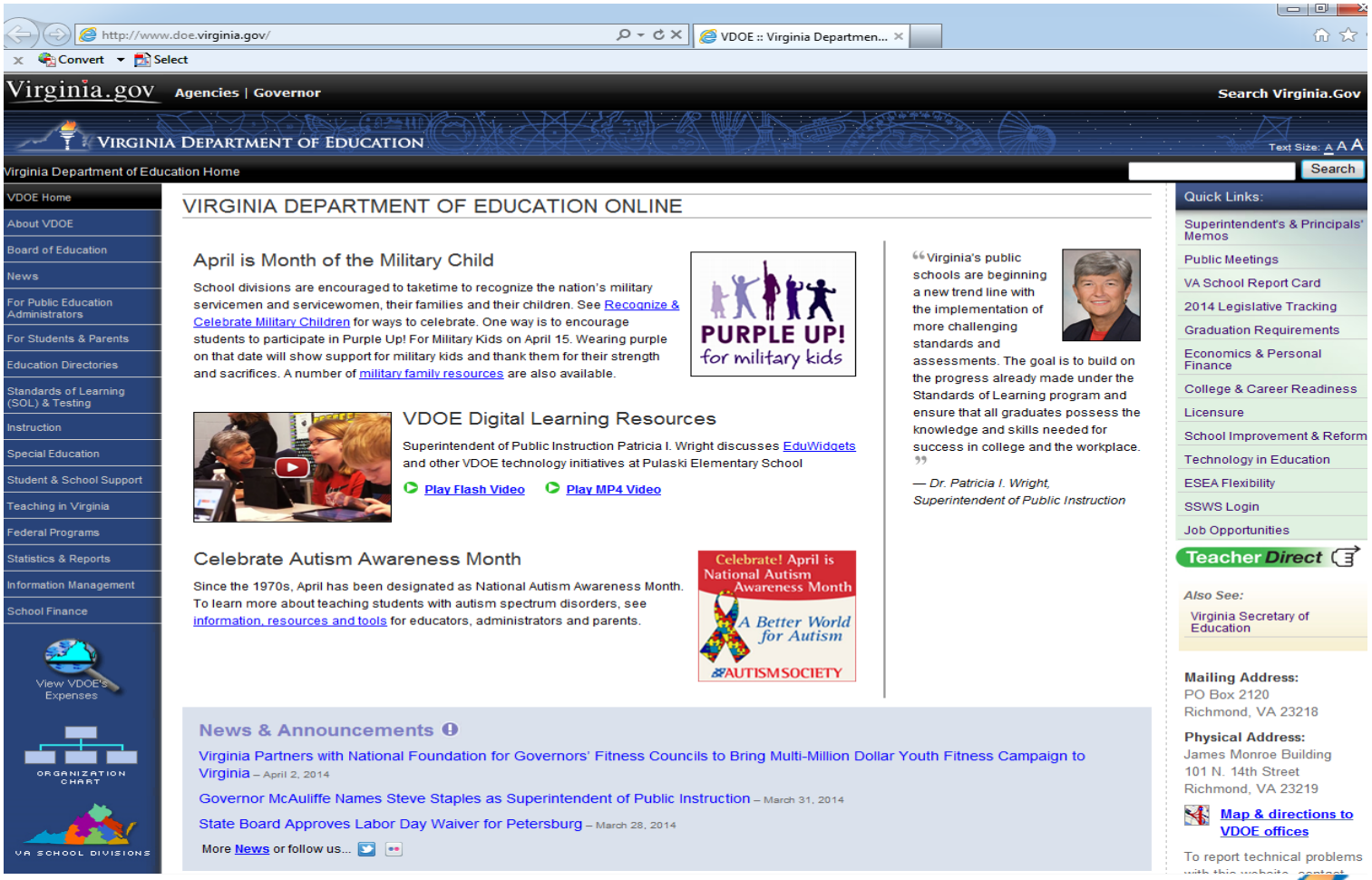
Virginia Department of Education

Leadership

The Virginia Department of Education (VDOE) provides free resources that all teachers should have available to them.

Information about the access and use of these state resources, in addition to the local resources should be shared.

Using the VDOE website- Homepage



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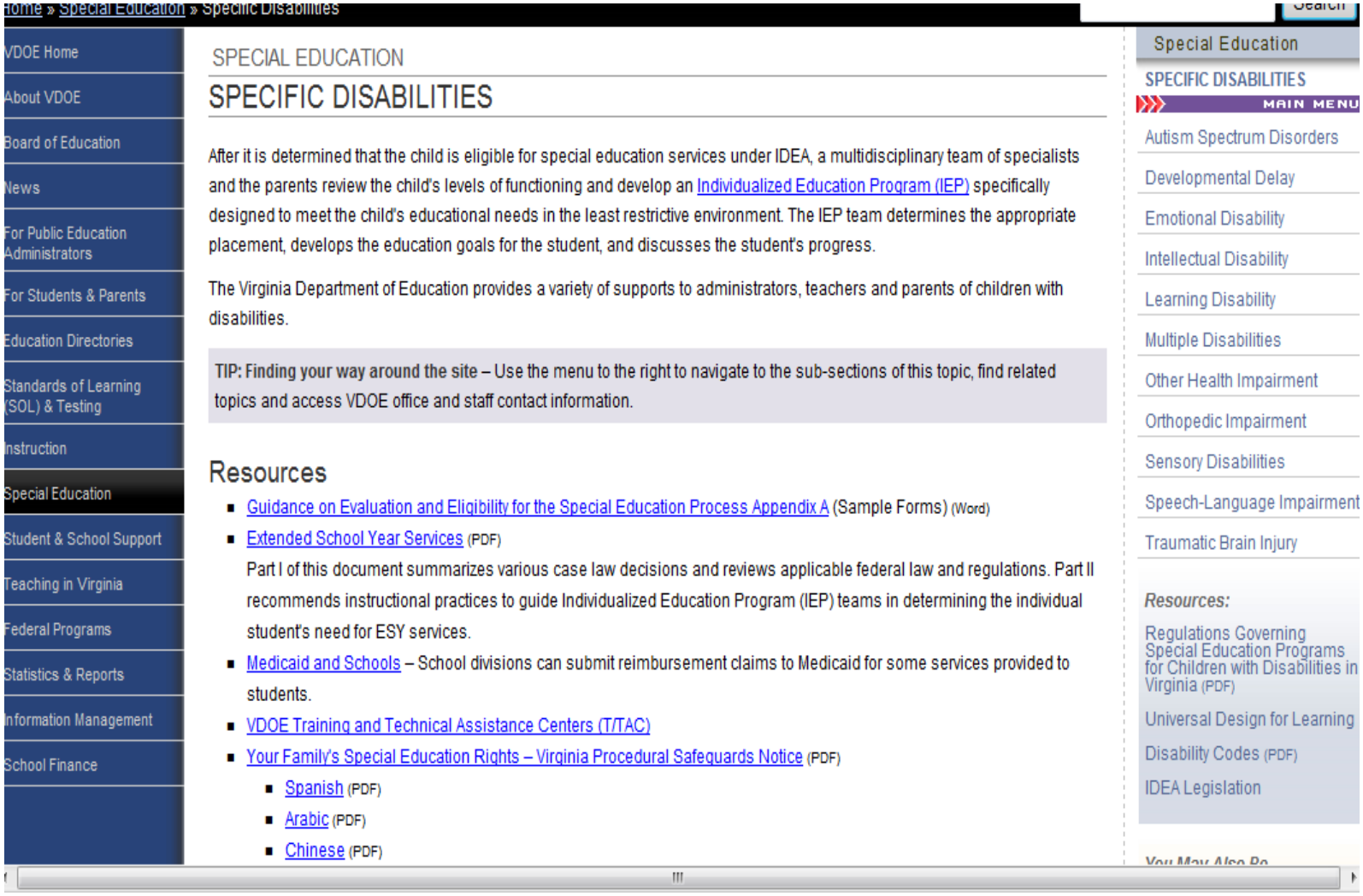
Special Education Pages



Instruction: Reading & Mathematics Achievement Goals

By 2017 students with disabilities, grades 3-7 & high school, will reach the "All Students" proficiency objective.

2014 Starting Points:

- Reading: 36 point performance gap
- Mathematics: 24 point performance gap

Virginia Department of Education

Closing the Reading & Writing Achievement Gap

Reading Goal: 48 points in 6 years

Reading Annual Measurable Objectives						
Accountability Year	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Assessment Year	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
All Students	85	66 **new test baseline**	69	72	75	78
Proficiency Gap Group 1	76	52	59	65	72	
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71	
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72	
Students with Disabilities	59	30	42	54	66	78
LEP Students	76	44	52	61	69	
Economically Disadvantaged Students	76	52	59	65	72	
White Students	90	74	75	76	77	
Asian Students	92	80	Continuous Progress			

2014 Starting point gap = 36 points

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Reading & Writing Instruction

All special education teachers should know how to find and use the resources that support the implementation of the English Standards of Learning (SOL). These resources are available at VDOE's Web site. There is a narrated version explaining how to find and use these resources on VDOE's *TeacherDirect* Web site.

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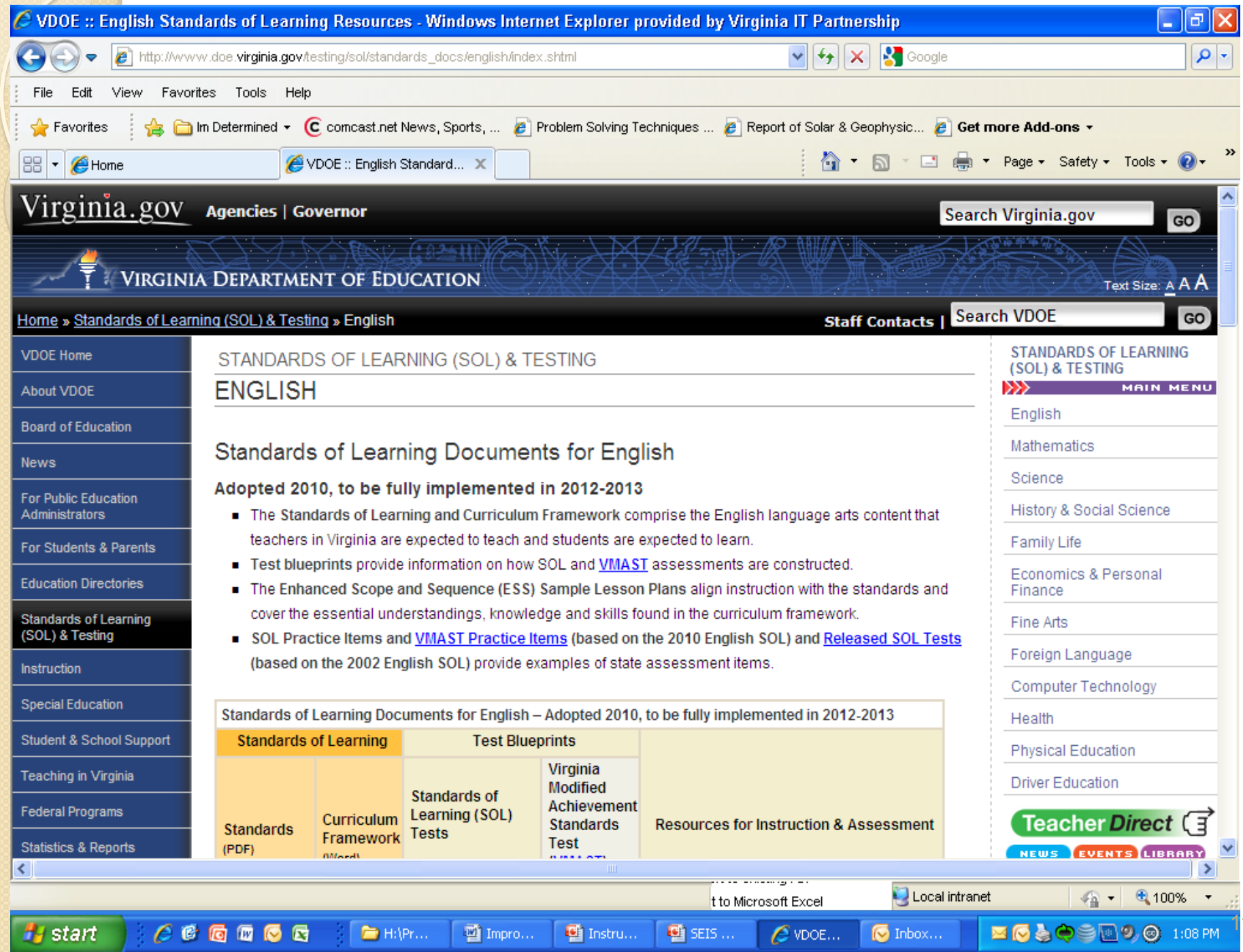
Instructional Resources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STANDARDS OF LEARNING (SOL) & TESTING
ENGLISH
Standards of Learning Documents for English
Adopted 2010, to be fully implemented in 2012-2013
The Standards of Learning and Curriculum Framework comprise the English language arts content that teachers in Virginia are expected to teach and students are expected to learn.
Test blueprints provide information on how SOL and VMAST assessments are constructed.
The Enhanced Scope and Sequence (ESS) Sample Lesson Plans align instruction with the standards and cover the essential understandings, knowledge and skills found in the curriculum framework.
SOL Practice Items and VMAST Practice Items (based on the 2010 English SOL) and Released SOL Tests (based on the 2002 English SOL) provide examples of state assessment items.
Standards of Learning Documents for English – Adopted 2010, to be fully implemented in 2012-2013
Standards of Learning
Test Blueprints
Standards (PDF)
Curriculum Framework
Standards of Learning (SOL) Tests
Virginia Modified Achievement Standards Test
Resources for Instruction & Assessment
STANDARDS OF LEARNING (SOL) & TESTING
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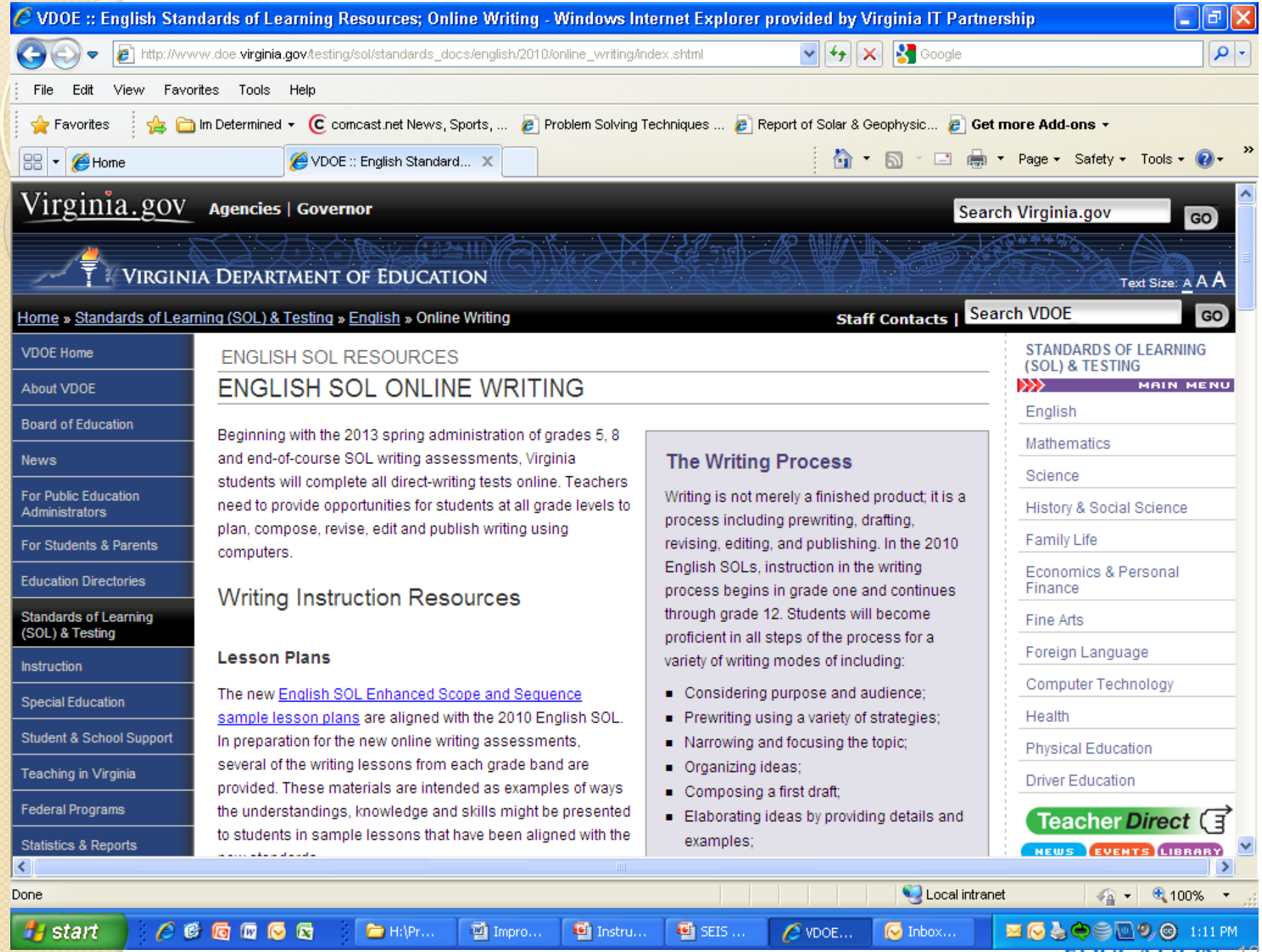
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ENGLISH SOL RESOURCES
ENGLISH SOL ONLINE WRITING
Beginning with the 2013 spring administration of grades 5, 8 and end-of-course SOL writing assessments, Virginia students will complete all direct-writing tests online. Teachers need to provide opportunities for students at all grade levels to plan, compose, revise, edit and publish writing using computers.
Writing Instruction Resources
Lesson Plans
The new English SOL Enhanced Scope and Sequence sample lesson plans are aligned with the 2010 English SOL. In preparation for the new online writing assessments, several of the writing lessons from each grade band are provided. These materials are intended as examples of ways the understandings, knowledge and skills might be presented to students in sample lessons that have been aligned with the
The Writing Process
Writing is not merely a finished product; it is a process including prewriting, drafting, revising, editing, and publishing. In the 2010 English SOLs, instruction in the writing process begins in grade one and continues through grade 12. Students will become proficient in all steps of the process for a variety of writing modes of including:
Considering purpose and audience;
Prewriting using a variety of strategies;
Narrowing and focusing the topic;
Organizing ideas;
Composing a first draft;
Elaborating ideas by providing details and examples;
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Reading & Writing Interventions

- Use explicit, systematic instruction
- Be creative in the scheduling of staff and students
- Find the time for the specialized instruction
- Use research-based strategies- Recommendations include:
  - Writing- University of Kansas Writing strategies
  - Reading- Multi-sensory approach to reading remediation

These approaches can be taught in any classroom regular or special, elementary or secondary level with age and grade appropriate grade level content. They are aligned with SOL.

- Consider assistive technology-digital text, alternate formats, speech to text and text to speech, etc.
- Inclusion does not replace or override specialized instruction - must address areas of need in the IEP, including frequency, duration and instructional setting.

Reading Priorities: What to Look For

Adapted from the English VDOE School Improvement presentation

Elementary English

- Integration of all strands of English (Reading and Writing should only be separated when necessary)
- Research and media literacy should be done on an ongoing and regular basis beginning at fourth grade
- Use of Paired Passages (fiction/ nonfiction)
- Emphasis of nonfiction reading strategies
- Text-dependent questions
- Vocabulary study (text-based, phoneme-based, morpheme-based)
- Focus on building 21st century skills
- Thinking-Enhanced-Items (TEI)
- Use of VDOE SOL Resources
- Project-based learning incorporates all strands of English SOL

Secondary English

- Integration of all strands of English- Reading and Writing should NOT be separated
- Research- should be done on an ongoing and regular basis
- Use of Paired Passages (fiction/ nonfiction)
- Emphasis of nonfiction reading strategies
- Text- dependent questions
- Text-based vocabulary study
- Research components
- Incorporation of media literacy
- Focus on building 21st century skills
- Thinking-Enhanced-Items (TEI)
- Use of VDOE SOL Resources
- Project-based learning incorporates all strands of English SOL

Closing the Mathematics Achievement Gap

Math Goal: 40 points in 6 years

Mathematics Annual Measurable Objectives						
Accountability Year	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Assessment Year	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
All Students	61	64	66	68	70	73
Proficiency Gap Group 1	47	52	57	63	68	
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67	
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69	
Students with Disabilities	33	41	49	57	65	73
LEP Students	39	46	53	59	66	
Economically Disadvantaged Students	47	52	57	63	68	
White Students	68	69	70	71	72	
Asian Students	82					

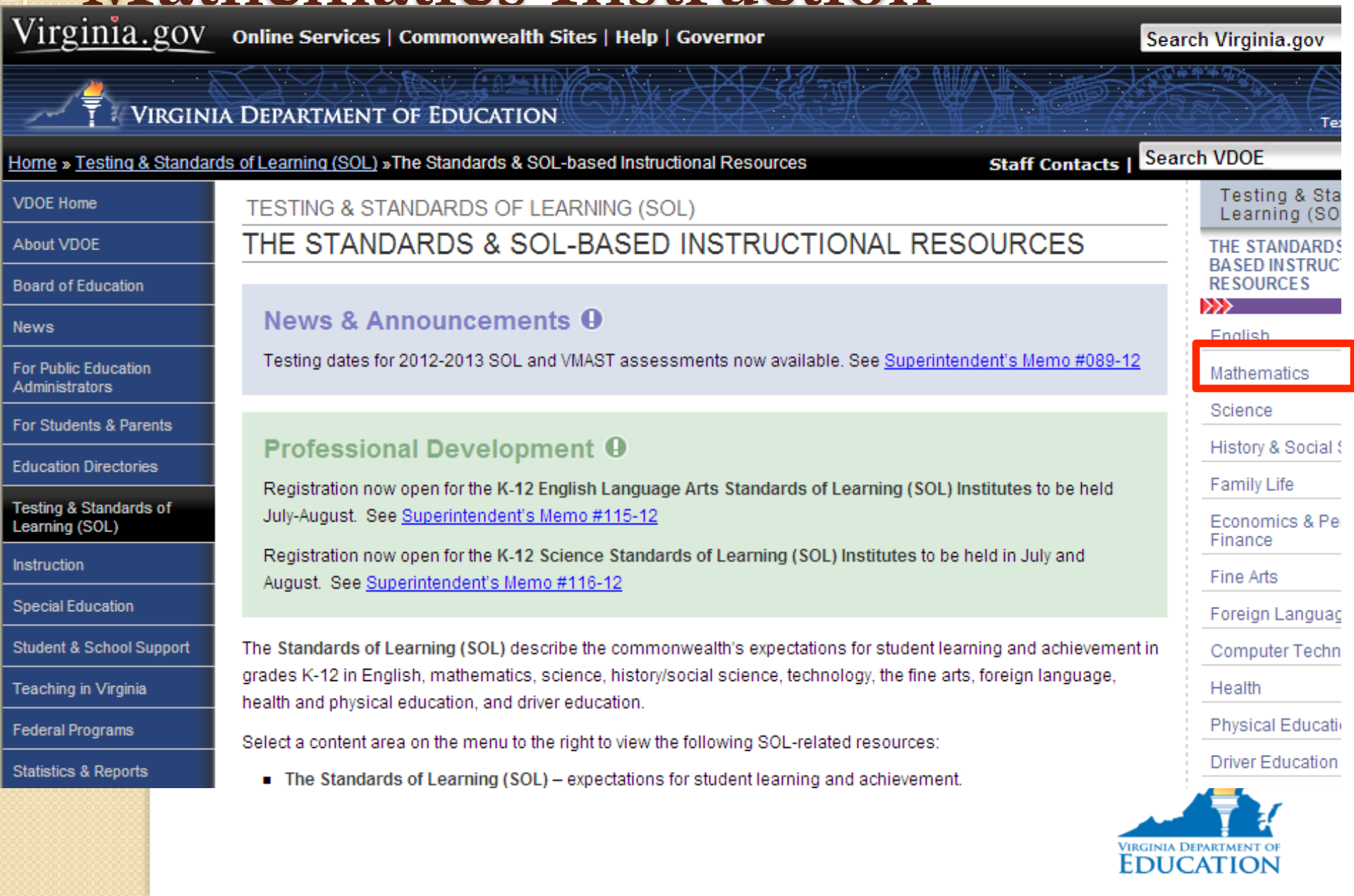
2014 Starting point gap = 24 points

Virginia Department of Education

Mathematics Instruction

All special education teachers should know how to find and use the resources that support the implementation of the mathematics Standards of Learning (SOL). These resources are available at VDOE's Web site. There is a narrated version explaining how to find and use these resources on VDOE's *TeacherDirect* Web site.

Mathematics Instruction



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INSTRUCTION

MATHEMATICS

News & Announcements

Virginia teachers receive Presidential Awards for Excellence in Mathematics and Science Teaching. See News Release, June 11, 2012.

Registration now open for the Heritage High School Engineering & Technology Magnet STEM Teacher Job Fair (PDF) to be held June 13.

Answers to frequently asked questions, practice items, videos and other resources on the 2009 Mathematics SOL and assessments now available. See What Parents & Students Should Know About the New Virginia Mathematics Standards of Learning

The Mathematics Standards of Learning identify essential academic content at each grade level for sequential learning. The content of the mathematics standards supports the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections and using mathematical representations to model and interpret practical situations.

STANDARDS OF LEARNING

Mathematics K-12

Includes:

- Curriculum Frameworks
- Enhanced Scope & Sequence
- Sample Lesson Plans
- Test Blueprints
- Released Tests
- Practice Items

Professional Development Resources – Mathematics Standards of Learning (SOL) Institutes

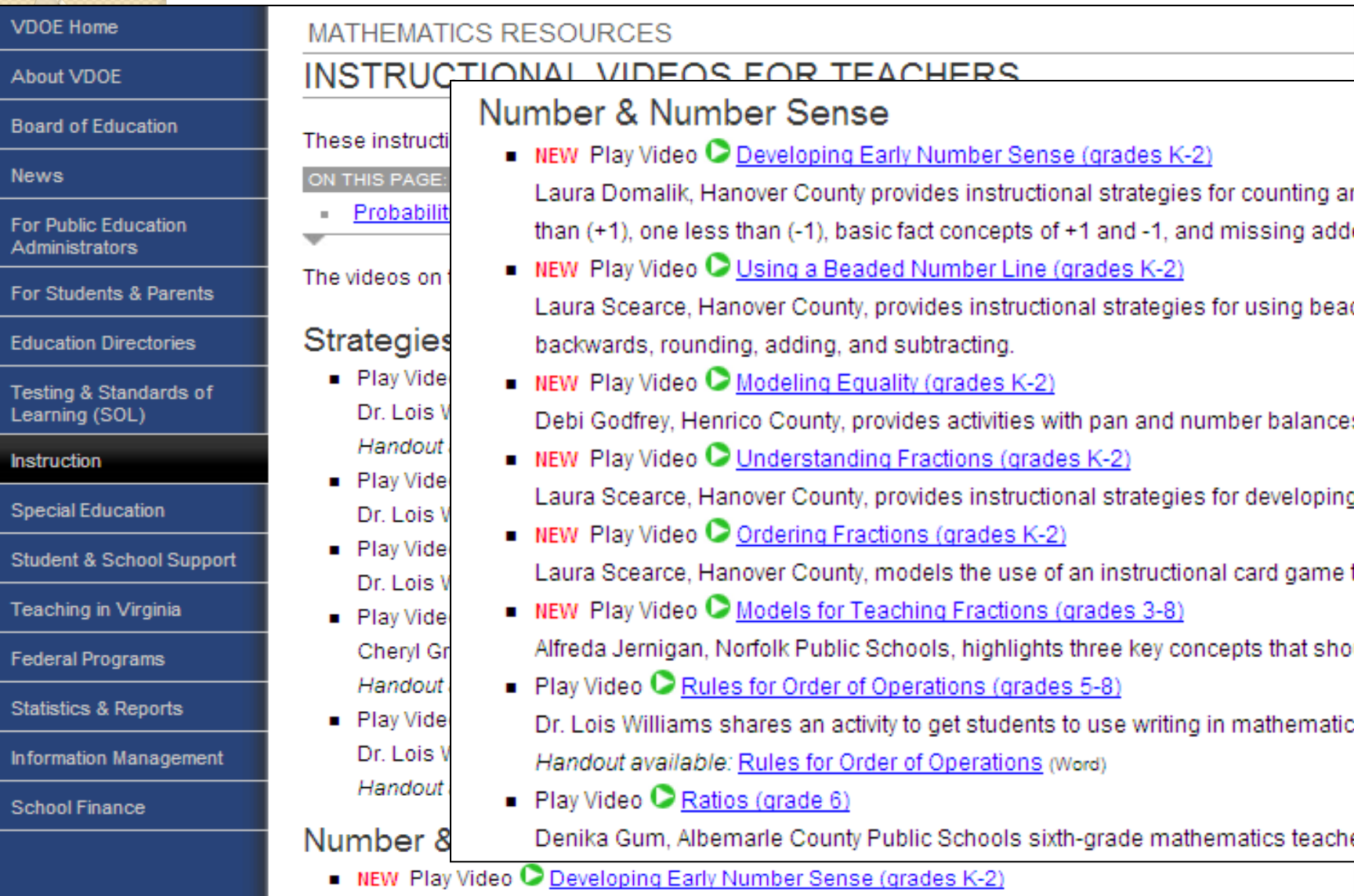
VDOE has provided targeted professional development in a "train-the-trainer" format through Mathematics Standards of Learning Institutes in 2009, 2010, and 2011. The 2011 Mathematics SOL Institutes continue to support implementation of the 2009 Mathematics Standards of Learning, framed by the five goals for students becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

- Mathematics Standards of Learning (SOL) Institutes

Mathematics Instructional Resources

In addition to the standards, curriculum frameworks, enhanced scope and sequence lesson plans, test blueprints and released tests, other instructional resources include:

Mathematics Instructional Videos



Mathematics Vocabulary Word Wall Cards

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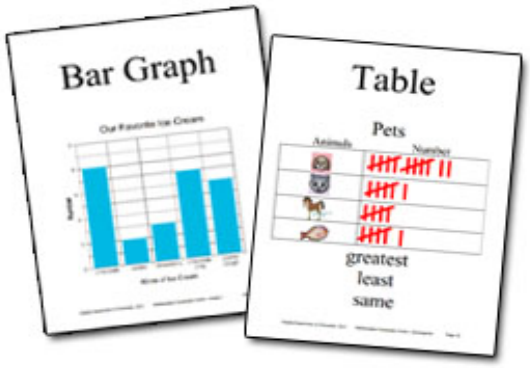
MATHEMATICS

MATHEMATICS VOCABULARY WORD WALL CARDS

Mathematics vocabulary word wall cards provide a display of mathematics content words and associated visual cues to assist in vocabulary development. The cards should be used as an instructional tool for teachers and then as a reference for all students, particularly English learners and students with disabilities.

Suggested uses as a formative instructional tool:



- Integrate the use of cards into daily instruction and then post on the classroom wall for student reference.
- Include an "active" vocabulary card section containing cards that are currently being used as an instructional tool.
- Highlight key words or portions of pictures.
- Add notation, words, or pictures that connect to instructional discussions or formal definitions.
- Group multiple cards when teaching units that include multiple vocabulary words.
- Reformat cards to create a personal set on a ring that can be used for student reference.

Vocabulary word wall cards may be modified to address the instructional needs of teachers and students.

- Kindergarten (PDF) | (Word)
- Grade 1 (PDF) | (Word)
- Grade 2 (PDF) | (Word)
- Grade 3 (PDF) | (Word)
- Grade 4 (PDF) | (Word)
- Grade 5 (PDF) | (Word)
- NEW! Grades 6-8 (PDF) | (Word)

Mathematics Interventions

- Teach students using explicit instruction on a regular basis.
- Teach students using multiple instructional examples.
- Have students verbalize decisions and solutions to a math problem.
- Teach students to visually represent the information in the math problem.
- Teach students to solve problems using multiple/heuristic strategies.
- Provide ongoing formative assessment data and feedback to teachers.
- Provide peer-assisted instruction to students.

ASOL Instructional Resources

T/TAC Online - - VA Assessments - Windows Internet Explorer provided by Virginia IT Partnership

http://www.ttaconline.org/staff/assessment/vaap.asp

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T/TAC Online
A Community linking people and resources to help children and youth with disabilities

T/TAC Online - VA Assessments

Instructional Resources

- Curriculum Based Assessment
- Understanding ASOL
- Teaching Process

Virginia Alternate Assessment Program

Welcome to the VAAP section of the VA Assessments.

Background

Students who participate in the Virginia Alternate Assessment Program (VAAP) represent a very diverse group of learners. While these students share some common learning challenges, each has unique skills, preferences, and experiences that he/she brings to the learning environment. As a field, we recognize the importance of educational teams making deliberate and thoughtful decisions about whether a student meets the participation guidelines for the VAAP and, if so, how each student will receive instruction in a way that provides access to and progress in the general education curriculum.

IEP teams are charged with developing a comprehensive program that addresses the full range of learning needs of this group of students that prepares them for generalization of skills to a variety of post-school environments. These responsibilities require team members to plan and deliver instruction using proven, research-based techniques that result in positive student outcomes.

Section Features

You will find multiple instructional resources and will be able to search by ASOL number to find corresponding SOL Enhanced Scope and Sequence (ESS+) lesson plans.

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http://www.ttaconline.org/staff/assessment/vaap_res_teach.asp

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Instructional Resources

Curriculum Based Assessment

Understanding ASOL

Teaching Process

ASOL/VAAP Instructional Resources

Teaching Process

Resource Document	Download	Description
Planning Forms		
1. Blended Curriculum at a Glance		The Blended Curriculum at a Glance is a matrix that is designed to help a teacher list all a student's instructional priorities for the year and then determine across curricular areas where they might be taught.
2. Blended Curriculum Planning Form		The Blended Curriculum Planning Form is designed to help a teacher plan activities that infuse both functional and academic skills that are priorities for a student. The form helps a teacher think about how to take functional routines and infuse the teaching of academic concepts. Planning for instructional and material adaptations can also be explored.
3. Task Analysis Activity Planning Form		The Task Analysis Activity Planning Form is another version of the Blended Curriculum Planning Form that allows a teacher to break down the steps of a specific activity into individual steps.
4. Literacy Rich Classroom Checklist		The Literacy Rich Classroom Checklist is a tool to assist a teacher in helping to structure their classroom environment to foster literacy exposure.
5. Literacy Ecological Inventory		The Literacy Ecological Inventory is a planning tool to assist in

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Graduation for College & Career Ready: Diploma Options

All special education teachers should know how to find and use the resources that support and help students and families plan for graduation and postsecondary education, training, and employment.

VDOE :: Special Education Transition Services for Students with Disabilities - Windows Internet Explorer provided by Virginia I

http://www.doe.virginia.gov/special_ed/transition_svcs/index.shtml

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SPECIAL EDUCATION

TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

News & Announcements

A webinar, entitled Standard Diploma Credit Accommodations for Students with Disabilities, has been added to the list of resources explaining alternatives for these students in meeting the requirements for a Standard Diploma, when the Modified Standard Diploma is no longer an option. Direct questions about credit accommodations to spedinstruction@doe.virginia.gov.

VDOE's Transition Services website provides support, information and resources designed to improve the outcomes of students with disabilities in transition from middle / secondary education to postsecondary education and employment.

The key to successful transition is careful planning. Students must be actively involved in the planning process.

- Fast Facts: Secondary Transition: Why it is important to plan early (PDF)

What do you want to do with your life? Don't make a decision without the facts.

MY NEXT MOVE

Visit My Next Move and map out your next move!

Special Education

TRANSITION SERVICES

MAIN MENU

- Transition Resources
- Organizations
- College Planning Resources
- School-to-Work Resources
- Employment
- Rehabilitation Services
- Vocational & Career Assessment

You May Also Be Interested In:

- Special Education Data Collection
- Graduation Requirements
- Credit Accommodations

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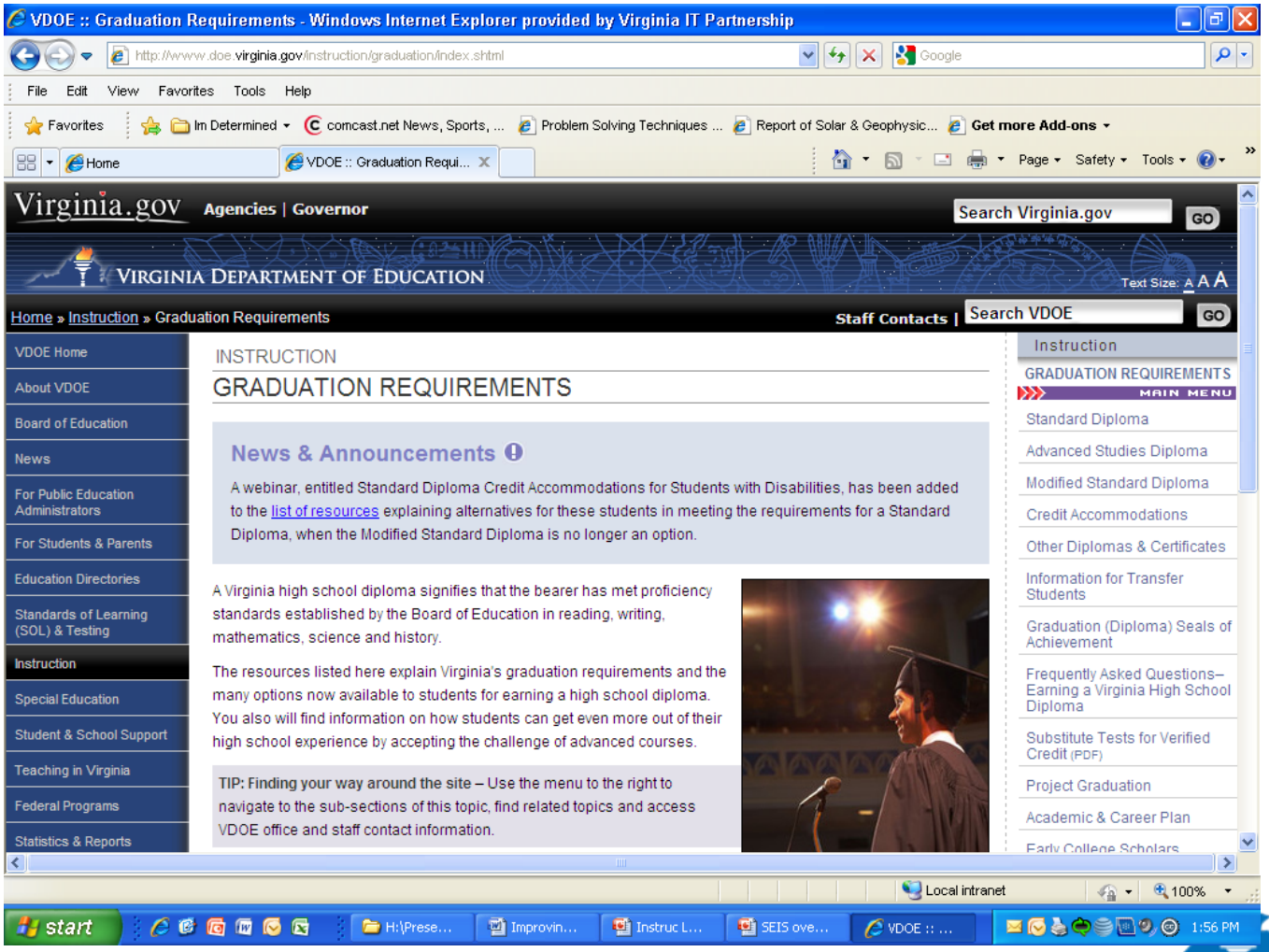
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GRADUATION REQUIREMENTS
News & Announcements
A webinar, entitled Standard Diploma Credit Accommodations for Students with Disabilities, has been added to the list of resources explaining alternatives for these students in meeting the requirements for a Standard Diploma, when the Modified Standard Diploma is no longer an option.
A Virginia high school diploma signifies that the bearer has met proficiency standards established by the Board of Education in reading, writing, mathematics, science and history.
The resources listed here explain Virginia's graduation requirements and the many options now available to students for earning a high school diploma. You also will find information on how students can get even more out of their high school experience by accepting the challenge of advanced courses.
TIP: Finding your way around the site – Use the menu to the right to navigate to the sub-sections of this topic, find related topics and access VDOE office and staff contact information.
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Virginia Tiered System of Supports

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http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/index.shtml

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INSTRUCTION

VIRGINIA TIERED SYSTEM OF SUPPORTS (VTSS)

The Virginia Tiered System of Supports (VTSS) is a framework and philosophy that provides resources and support to help every student to be successful in academics and behavior. It begins with systemic change at the division, school and classroom level that utilizes evidence-based, system-wide practices to provide a quick response to academic and behavioral needs. These practices include frequent progress-monitoring that enable educators to make sound, data-based instructional decisions for students.

The following initiatives fall under the VTSS umbrella:

- Response to Intervention (RTI)
- Positive Behavior Interventions and Supports (PBIS)
- Content Literacy Continuum (CLC)

The VTSS guide (PDF) provides information to support division leaders in implementing VTSS division-wide research-based best practices and evidence from expert educators. This information will support division leadership teams as they assemble the structures necessary at all levels.

Instruction

VIRGINIA TIERED SYSTEM OF SUPPORTS

MAIN MENU

- Response to Intervention
- Positive Behavior Interventions and Supports
- Content Literacy Continuum
- Cohort School Divisions
- Pilot School Divisions
- Training Sessions
- Resources

You May Also Be Interested In:

- Standards of Learning
- Federal Programs
- School Improvement & Reform

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Special Ed. Instructional Services Staff and Contact Information

Abrams, Dr. Patricia C.	Director	804-225-2707
Council, Wanda	Spec.-Deaf/HI, Blind/VI & Deaf-Blind	804-371-4059
Ireland, Marie	Spec.-Speech-Language Impairment, Eligibility	804-786-9775
Mondak, Phyllis	Specialist - Early Childhood	804-225-2675
Harrison, Ellen	Specialist - Emotional Disabilities	804-225-2709
Johnson, Deborah	Specialist - Intellectual Disabilities	804-371-2725
Lee, Dr. Teresa	Specialist-Learning Disabilities, Atten. Disorders	804-371-8283
Johnson, Dorothy	Support Staff	804-225-2066
Smydra, Erin	Spec.-Autism/Intellectual Dis./ Assistive Techn.	804-371-7421