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To: Governor John Kitzhaber, Chair
Oregon Education Investment Board

From: Kate Brown, Secretary of State

Date: August 1, 2011

I am pleased to release this report from the Design Lab for Special Education. I sponsored this design work as part of my responsibility to help improve state government.

The SOS Audits Division does performance audits to independently evaluate how well programs are achieving their objectives. Performance audit reports include recommendations for improvements in current programs or systems. However, in some cases we need to consider not only improvements in current systems, but also innovative options that can transform systems.

We chose special education as our first Design Lab topic aimed at creating breakthrough ideas for the future of that system. We contracted with the Public Strategies Group to organize and carry out the Lab.

I am pleased to now release the work of the Design Lab. Over seventy stakeholders met to identify outcomes they wanted from the special education system. These goals were provided to the Design team, a group of twelve people who met to craft potential proposals to transform the system. Following the Design Lab, the stakeholders were given the opportunity to provide input and commentary about the ideas it produced. This report offers the ideas from the designers with changes made based on the feedback of stakeholders.

I believe that the most effective way to use these ideas is to make sure they are part of the conversation and deliberations of the new Education Investment Board that is constructing an education continuum from birth through college. I will be requesting an opportunity to present the ideas in this report to the Education Investment Board as soon as possible.

As this report indicates, the special education community has an extremely valuable contribution to make to the work of the new Education Investment Board. Thanks so much for your consideration. I look forward to working with you.

# Report from Special Education Design Lab: May 2011

Sponsored by Oregon Secretary of State Kate Brown

Facilitated by the Public Strategies Group

# The Challenge!

"It's easier not to take big risks, so we end up tweaking and optimizing when we should be seeking breakthrough ideas."

- Jeremy Gutsche, *Exploiting Chaos*

# What is a Design Lab?

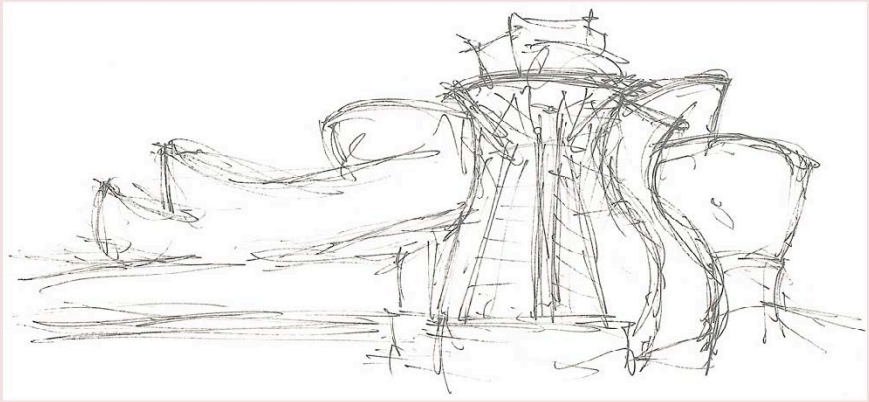
**Planning**

- Comprehensive
- Make good decisions
- Efficient use of time
- "*Current state*" push
- Get all the details right

**Designing**

- Breakthroughs – ideas
- Ask great questions
- Thought experiments
- "*Future state*" pull
- Get the strategy right

## Design = Closer to this…



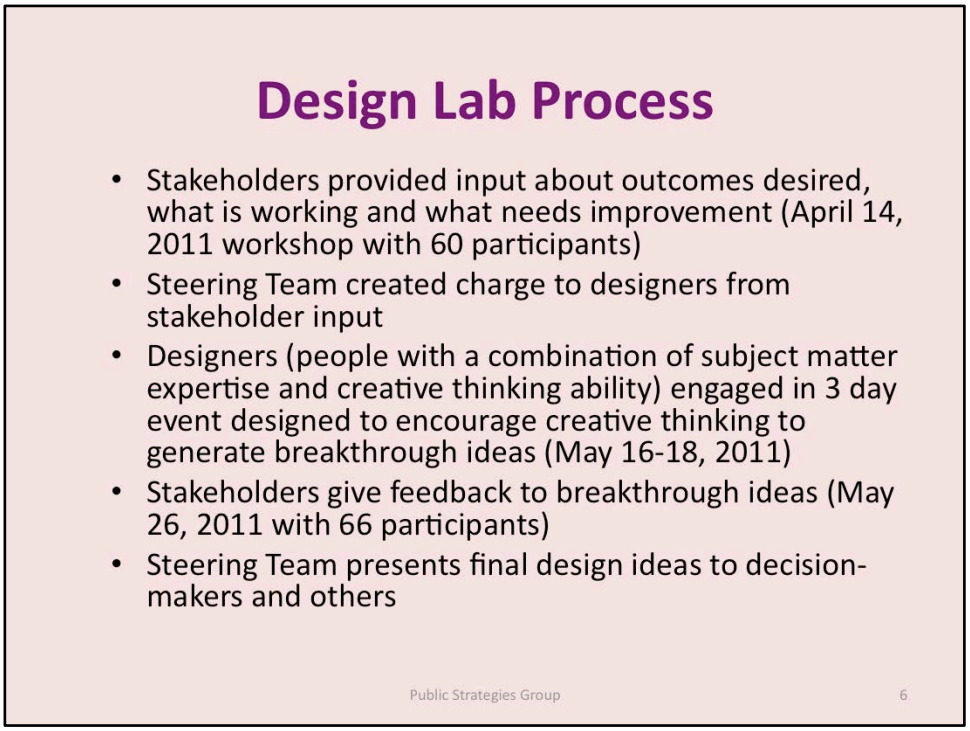
Public Strategies Group 4

- **A design is purposefully cast at a high level conceptually. It looks and feels closer to an architect's first rendering.**
- **The ideas generated in the Design Lab are meant to stimulate thought and action for new approaches.**

## than this….

Public Strategies Group 5

• **Only after accepting this design and improving it, are the more detailed construction, engineering and decorating drawings produced to help make it a reality. If the ideas from the Design Lab are adopted careful planning and stakeholder engagement will be required.**




**• Full summaries of the April 14, 2011 Stakeholder Input Workshop and the May 26 Stakeholder Feedback Workshop are available.**

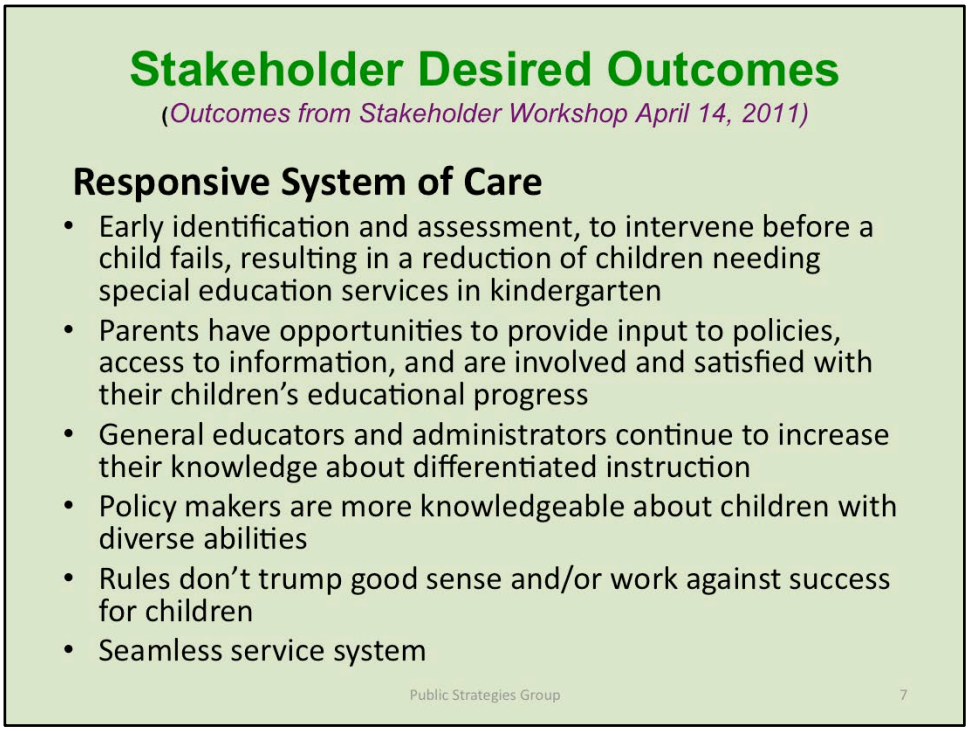
**• At the April 14 Stakeholder Input Workshop participants were asked:**

- **What outcomes for special needs children from birth to high school graduation would you like the Oregon system of special education to achieve?**
- **How will you know or measure whether these outcomes are being attained?**
- **What is working in Oregon's special education system that should be preserved and built upon?**
- **What is not working well and should be changed?**

**• At the May 26 Stakeholder Feedback Workshop participants were asked to brainstorm for each of the seven ideas:**

- **What are the positives of this idea and why?**
- **What are the negatives of this idea and why?**
- **What questions do you feel will need to be answered about this idea in order to move it forward?**

**• The Design Lab was conducted May 16-18, 2011. The designers were brought together to assist PSG to identify breakthrough ideas. The final report is a work product of PSG not the designers as a group. Therefore designers did not have to reach consensus about the ideas generated. However, the designers were enthusiastic about the ideas although not all agreed with every design idea.**




**• Sixty people attended the April 14 Stakeholder Input Workshop from a wide variety of stakeholder groups.**

**• The Design Lab participants organized the desired outcomes into the categories of Responsive System of Care, Outcome Driven System, and Sufficient Educator Capacity.**

## Stakeholder Desired Outcomes

*(Outcomes from Stakeholder Workshop April 14, 2011)*

**Outcome Driven System**

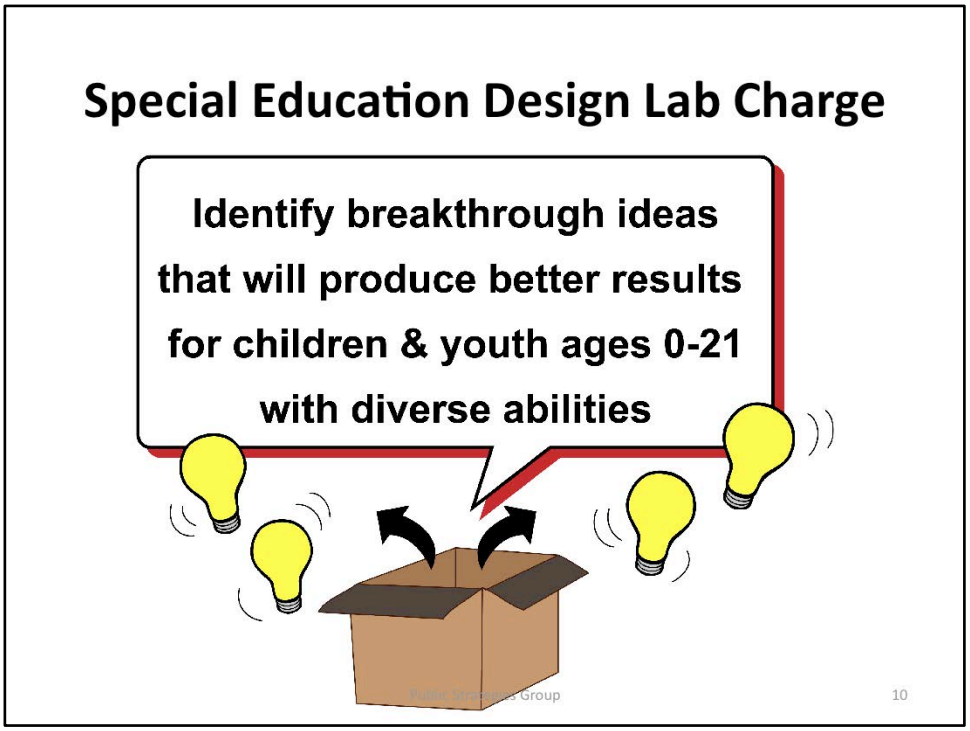
- Resources (money, skills, focus, time) are focused on results for children not on funding specific programs
- Data collection and analysis is streamlined and timely
- Administrative structures support student outcomes
- Positive outcomes for children

# Stakeholder Desired Outcomes

*(Outcomes from Stakeholder Workshop April 14, 2011)*

**Sufficient Educator Capacity**

- Teacher capacity is increased to meet needs
- More teachers are attracted to working in special education
- Educators have increased satisfaction and reduced stress




**• During initial discussions among the Design Lab participants the term "children with diverse abilities" in the original charge was substituted for "children with disabilities".**

# Aha!

## Special Education Can Lead the Way to the New P-20 Education System

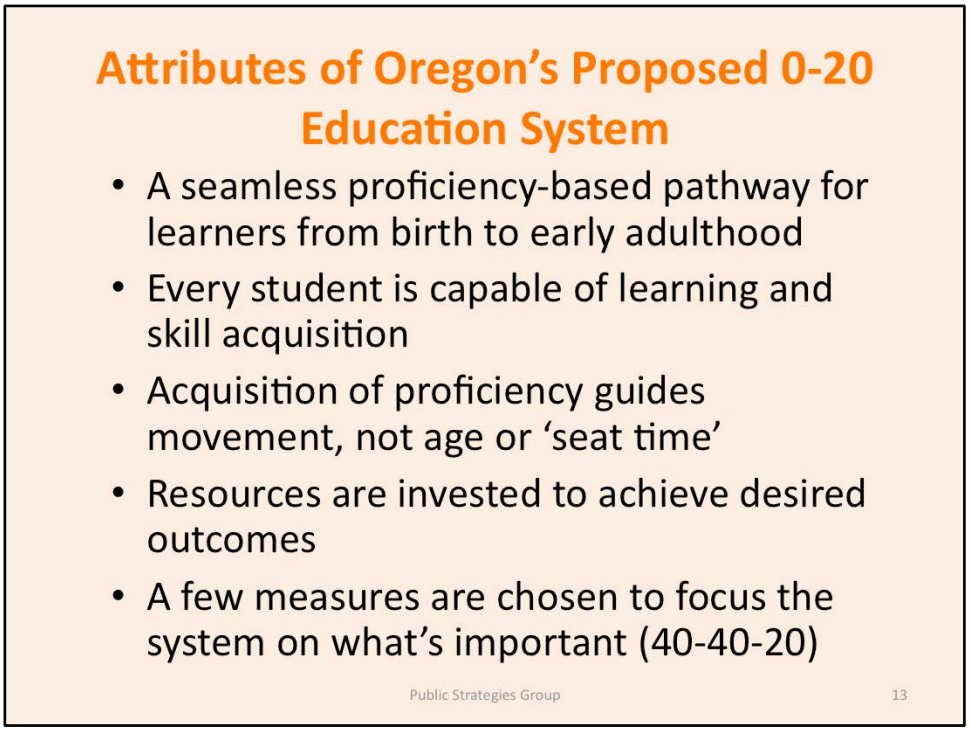
## The Shift

- There is <u>one</u> education system that creatively meets the needs of every learner regardless of their abilities
  - All children are "special"
  - All learners have different challenges and abilities that shape how they will learn best
- Special Education parents, children, teachers, and administrators have valuable experience and knowledge to contribute to the shift

Public Strategies Group 12

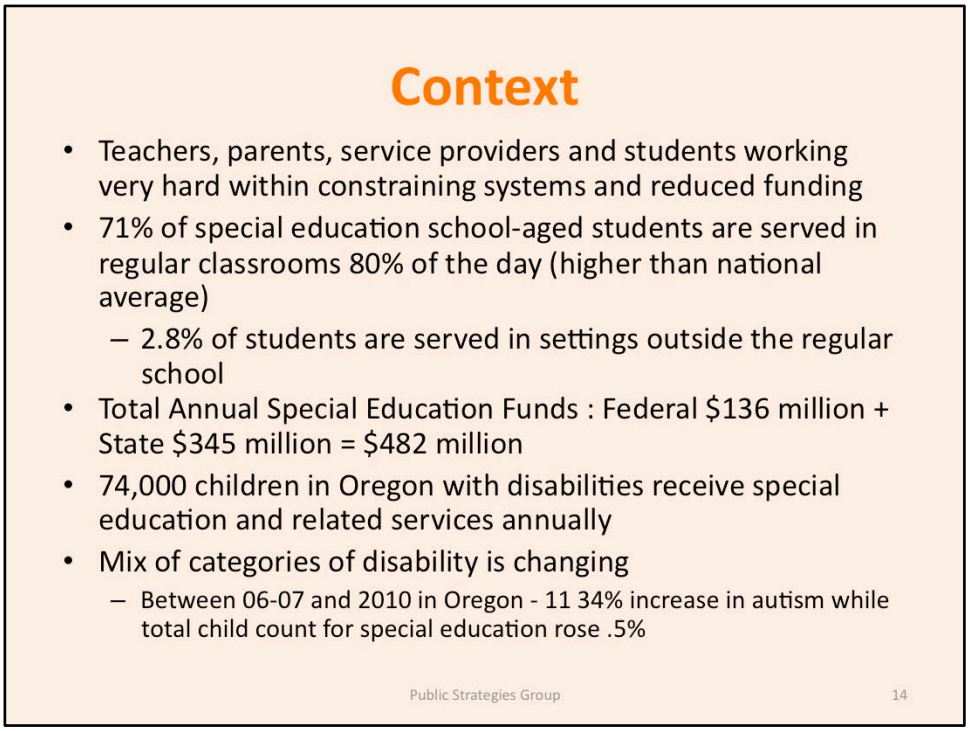
**• Special Education law (PL 94-142) was passed in 1975 as a civil rights issue --- students with disabilities now had the right to be included in the public education system. The basic premise was that <u>every</u> child should have a "free, appropriate public education".**

***• "…America needs to approach special education with greater creativity and flexibility in the future than it has shown in the past. Instead of engaging in polarizing discussions around whether to mainstream students versus serve them in pull-out settings—or around the disproportionate identification of students by race—let's focus on how to differentiate learning for all students. In other words, how can we make education "special" for every one of our students, reserving unique services for the small percentage of severely disabled children who need them? Surely the advent of new tools, service providers, and customized technology packages can help on this front. Special education, like general education, needs a makeover for the twenty-first century. Its service models, instructional strategies, funding, identification methods, disability definitions, IEP protocols, and so on, no longer serve the needs of truly disabled youngsters. But we can't get there until we peel back the layers of financial and operational opacity that currently shroud the field and hinder our efforts to make it more transparent, efficient, and effective in the future."*** **<u>Shifting Trends in Special Education</u>, Skull and Winkler, Fordham Institute, pg. 16**




**• The Education Investment Team appointed by Governor Kitzhaber is identifying outcomes and a budget process for a grade 0-20 system based on achieving 40 percent of Oregon adults with a bachelor's degree or higher, another 40 percent with at least an associate's degree or technical credential, and the remaining 20 percent with a high school diploma that represents a high level of academic and work readiness skill.**

**• *"We need to create an integrated, efficient, and accountable education system that connects early childhood services, the K-12 system, and post-secondary education programs and bases investments on student performance, encouraging schools to adopt proven strategies to educate Oregon's kids. We call it zero-to-20 to cover the time a child is born through age 20. (the Education Investment Board will create) an efficient, accountable, and integrated zero-to-20 funding and governance system for public education, from early childhood services through post-secondary education and training."* Governor John Kitzhaber**




**• The percentage of children served in regular classrooms varies by type of difference/ disability so the challenge is to increase percentage in regular classrooms across all categories.**

***• "Special education is a field in flux. After decades of steady increases, the population of students with disabilities***
***peaked in 2004-05 with 6.72 million youngsters, comprising 13.8 percent of the nation's student population.***
***The following year marked the first time since the enactment of the Individuals with Disabilities Education Act***
***(IDEA) that special-education participation numbers declined—and they have continued to do so, falling to 6.48***
***million students by 2009-10, or 13.1 percent of all students nationwide."***

***• "The population of students identified as having "specific learning disabilities," the most prevalent of all disability types, declined considerably throughout the decade, falling from 2.86 million to 2.43 million students, or from 6.1 to 4.9 percent of all students nationwide."***

**• Other shrinking disability categories included mental retardation, which dropped from 624,000 to 463,000 students, or from 1.3 to 0.9 percent of all pupils, and emotional disturbances, which fell from 480,000 to 407,000 students, or from 1.0 to 0.8 percent.**

***• "Autism and "other health impairment" (OHI) populations increased dramatically. The number of autistic students quadrupled from 93,000 to 378,000, while OHI numbers more than doubled from 303,000 to 689,000. Even so, autistic and OHI populations constituted only 0.8 and 1.4 percent, respectively, of all students in 2009-10."***

**Shifting Trends in Special Education, Skull and Winkler, Fordham Institute, May 2011, pg. 1.**

**• Note: The number of OR students qualifying under IDEA has averaged 12.9% of total enrollment over the last 5 years although there was substantial change in percentages within disability categories.**

## What Special Education Can Contribute

- Experience with parent engagement
  - Improve on the IEP process to make it more interactive, collaborative, culturally sensitive, and real time to serve as a tool for parents to help manage their child's learning experience and to collaborate with educators
- Experience with using technology
  - Expand experience with using adaptive technologies to use new technologies and gaming theories throughout the education system for planning, communications, learning, compliance, etc.
- Experience with diverse learning environments and methods
  - Identify what is learned in a system that provides support and diverse learning opportunities in and outside the walls of schools
- Experience with evidence based practice for early intervention
  - Expand to all students successful evidence-based practices used in the special education system that provide early assessment and support to enhance the possibility of learning success



**• The Special Education community can lead the way by:**

**• Improving on features of the current special education system that will be the attributes of the new 0-20 system**

**• Changing features of the current special education system that will also have to be changed for the entire education system**

**• Important to learn from history of children with special needs not being well served by the general education system.**

## Caveat and Warning!

- The ideas that follow may seem "crazy" or politically impossible --- even uncomfortable. They are meant to stimulate discussion and offer new approaches. They are not fully developed.
- These ideas were generated through the Design Lab process but are not explicitly endorsed by the designers or the Secretary of State. PSG is responsible for the ideas.
- If policy makers want to pursue any of these ideas stakeholder engagement and careful planning will be required.
- **Yes, the "devil is in the details"!**

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# Key Ideas from the Design Lab

1. There is no separate special education system. There is one system of education that meets the diverse needs of students with different abilities.
2. Every student, not just special education students, are assessed at age 0 or when needed, are provided appropriate early intervention and have ongoing progress monitoring.
3. Every student has an individualized plan for learning and parents, students and teachers work collaboratively to achieve it.
4. New technologies are used throughout including tracking learning plans so that parents and children can track progress in real time and gaming theories and mechanics are incorporated to motivate action and learning.
5. Parents, teachers and students have as much choice as possible in the services secured to meet learners' individual needs.
6. Teachers facilitate learning in diverse ways, in many settings inside and outside the school walls, with many partners.
7. Cost of red tape in the current special education system is reduced with a target of freeing up 20% of time or money for learning.

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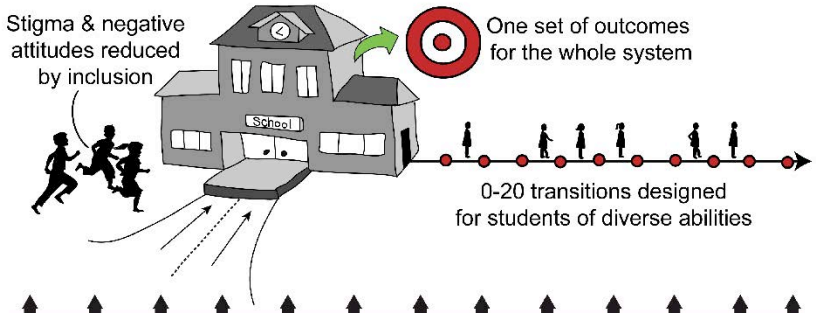
# 1. There is No Separate Special Education System



Education & funding silos are integrated, aligned around outcomes

Resources are allocated based on learner outcomes

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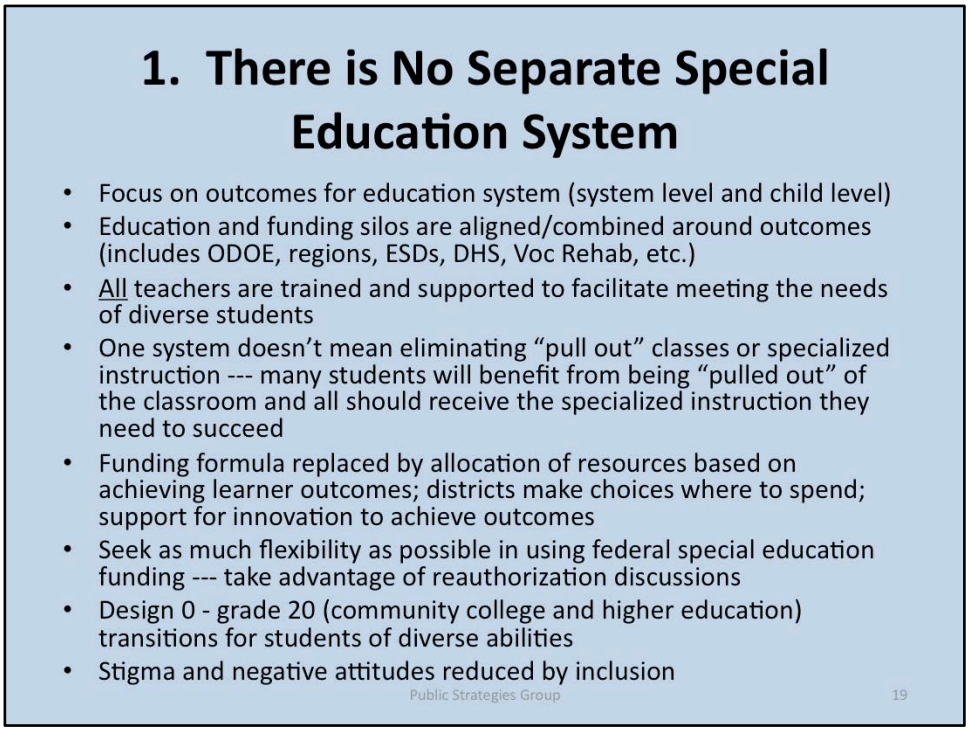
All teachers are trained & supported to work with diverse students




**• Note findings and recommendations in "*The New Era: Revitalizing Special Education for Children and Their Families*", the President's Commission on Excellence in Special Education, July 2002:**

- **Key findings related to effective instruction, prevention and intervention, sharing responsibilities between special and general education, misidentification of children, and highly qualified teachers, evidence based practices**
- **Major recommendations of: 1) Focus on results --- not on process, 2) Embrace a model of prevention not a model of failure, and 3) Consider children with disabilities as general education children first.**

**• Current "special education" children are general education children who get specialized services.**

**• The 0-20 transformation will require that the current organization for governance and oversight of education be reconsidered and redesigned to align with the new approach. For instance currently:**

- **Early childhood: Some in ODE, some in DHS, some in other organizations**
- **Age 0-21: Some in ODE, some in Voc-Rehab**
- **In ODE: Special education separated from general education in the Office of Education Improvement and Innovation and Office of Student Learning and Partnerships (also covers all early childhood programs and other programs)**

**• The role of regions, ESDs, districts, and private providers will need to be examined to conform to an outcome based system rich in data.**

- **A new budget process for allocating resources based on outcomes is being designed and should include a best practice logic model for producing the desired outcomes.**

**• Need a center for innovation and best practices.**

**• With one education system incorporating "special education" students will need to consider the way graduates are counted including how to account for "modified" diplomas and students that take more than 4 years to graduate.**

**• Stakeholders see benefit to all students in schools that are using peer tutoring.**

**• " …there are three strategies for boosting achievement among mild to moderate special needs kids that are both effective and cost-effective: relentlessly focusing on reading, shifting responsibility to general education, and maximizing student time with content expert teachers." *Something Has Got to Change: Rethinking Special Education*, Future of American Education Project, 2011, pg. 5.**

## 1. First Steps: There is No Separate Special Education System

- Advocate with the Education Investment Board to create a vision for one education system that includes all students and adopts appropriate measures for a full continuum of diverse learners
- Identify how to use special education federal funds as flexibly as possible
- Start designing an education structure to support achieving outcomes including merging general education and special education in ODOE

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**May 26, 2011 STAKEHOLDER FEEDBACK TO: THERE IS NO SEPARATE SPECIAL EDUCATION SYSTEM**

**Positives**

**•Good idea on paper (but a huge cultural shift!)**
**•Could reduce stigma for children and youth with diverse abilities.**
**•Would encourage and support cross-discipline collaboration among education professionals.**

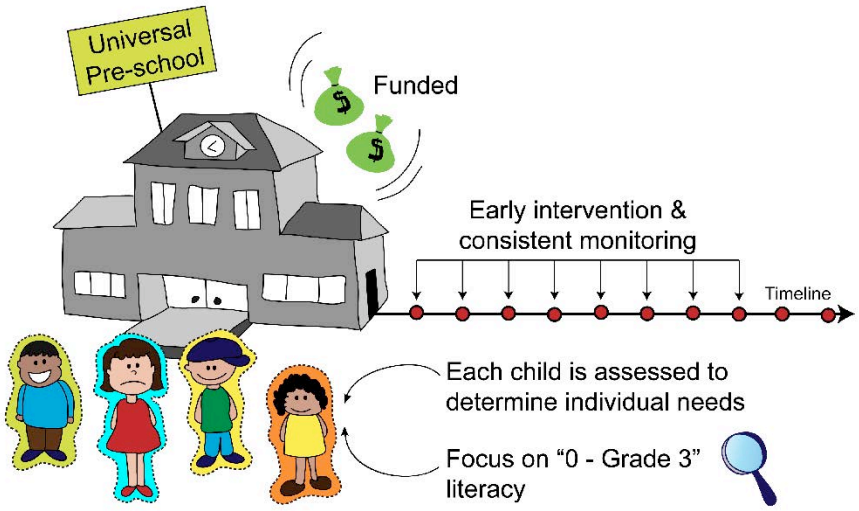
**Concerns**

**•Resources could be taken away from those children and youth with special needs.**
**•Need to pay careful attention to defining "outcomes."**
**•Adequate teacher training resources will be essential.**
**•Remember that having "one education system" doesn't mean all classes should include children with a wide range of abilities and needs.**

**Questions**

**•What happens to the gains achieved (for special needs children and their families) through IDEA?**
**•What will be the roles of general and special education teachers? How can individual teachers be given roles commensurate with their skills and talents?**

# 2. Every Student is Assessed Early and Monitored Often



## 2. Every Student is Assessed Early and Monitored Often

- We have learned from Special Education that the earlier the identification of specialized needs the better – and the most cost-effective
- Define *"early"* as when a specialized need is *first* identified, at birth or age 13, with ongoing progress monitoring to adjust interventions as needed
  - Includes academic performance, behavior and home life
  - Use strength based assessments
- Focus on age 3- Grade 3 literacy (reading and writing) as gateway to learning: many students who end up in special education are there because they haven't learned to read
- Fund universal pre-school starting age 3



**• Oregon started its Response to Intervention (www.oregonrti.org) program in 2005 and it now includes 39 districts. The model covers PreK-12 and includes reading, writing, math and behavior. ODE contracts with Tigard-Tualatin School District for training and technical assistance to districts. Core features of RtI:**

- **High-quality, research-based classroom instruction**
- **Monitoring classroom performance**
- **Universal screening**
- **Continuous progress monitoring**
- **Research-based interventions with progress monitoring during interventions**
- **Fidelity measures**

**• For more information about implementation of RtI in northwest states see Models of Response to Intervention in the Northwest Region States, Regional Educational Laboratory, September 2009**

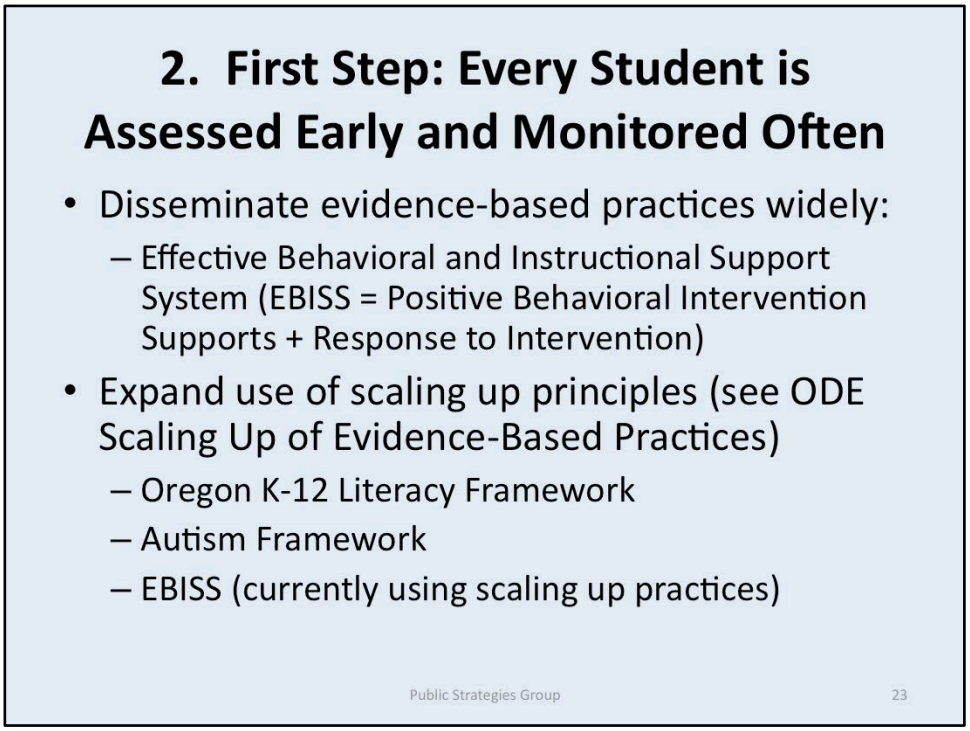
**• Early intervention leads to better adult health (see Enhanced Early Childhood Education Pays Long-term Dividends in Better Health, Columbia University School of Public Health)**

**• 35% of students who received early intervention services were not considered to have a disability five years after intervention (see National Early Intervention Longitudinal Study, US Department of Education).**

**• Need non-traditional assessment methodologies calibrated to individual children's developmental levels and goals and that provide real-time information for students, parents and teachers. Assessment should be strength based and built into the the learning process both for the providers and for students and their parents.**

**• An Autism Spectrum Disorder (ASD) Framework is just being piloted by volunteer districts doing self assessment of needs.**

**• Preschool Literacy framework is used to frequently assess in the EI/ECSE system. Stakeholders see an increasing number of community referrals to EI/ECSE and a more seamless system as a strength to build on.**




**May 26, 2011 STAKEHOLDER FEEDBACK: EVERY STUDENT IS ASSESSED EARLY AND MONITORED OFTEN**

**Positives**

- **Evidence backs the effectiveness of early assessment and intervention.**
- **There are already successful models of this idea in place in Oregon (e.g., EBISS, EI/ECSE).**

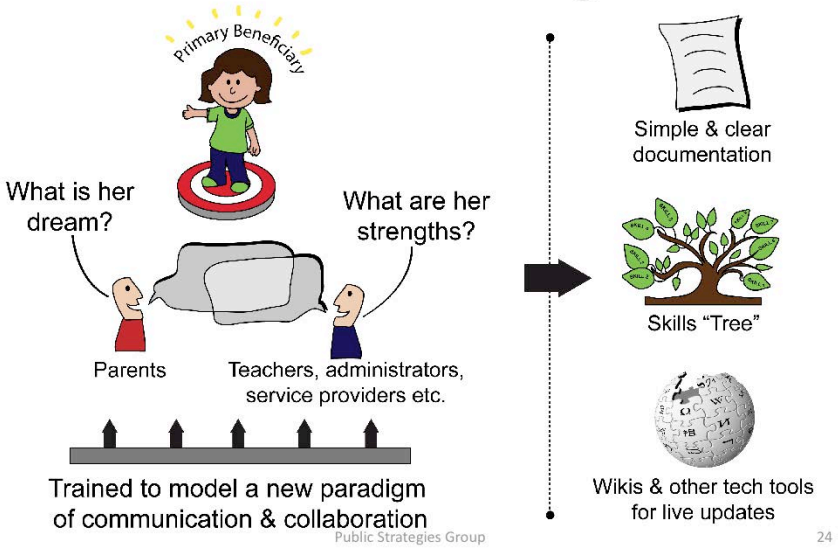
**Concerns**

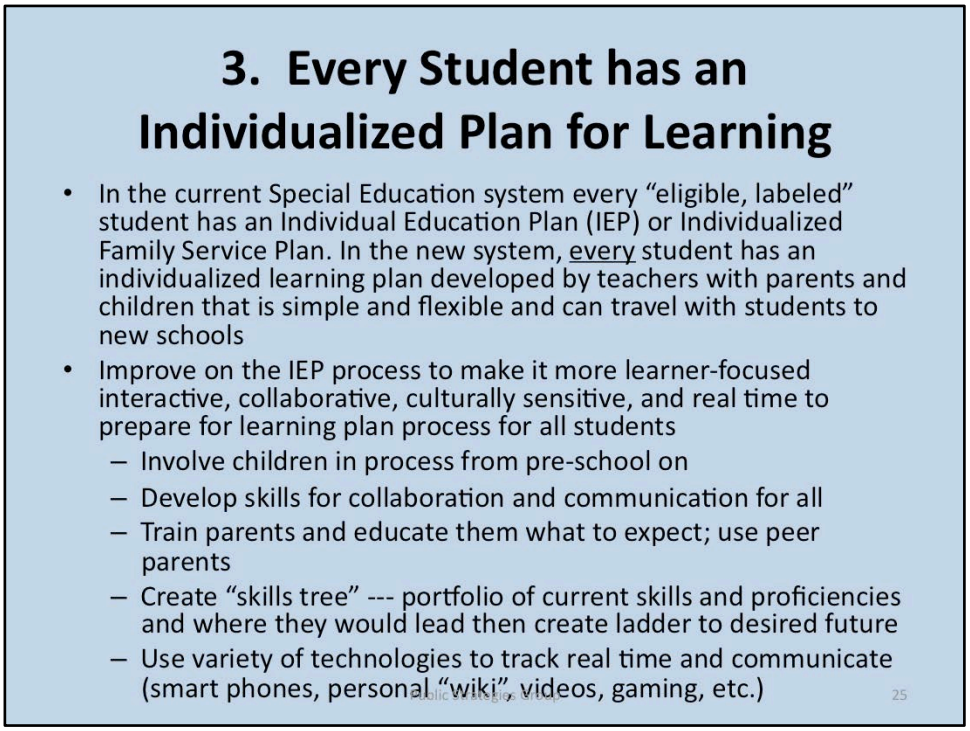
- **Too much focus on <u>early</u> assessment and intervention could mean less resources for older children and youth.**
- **Ongoing evaluation of the appropriateness, quality and utility of child and youth assessments is challenging (and essential).**

**Questions**

- **Why focus on literacy rather than a broader range of skills/abilities?**
- **How will accountability for student progress be spread beyond classroom teachers to include schools, districts, parents and communities?**
- **How will individual progress monitoring and response be influenced by schools' and districts' need to demonstrate overall Adequate Yearly Progress (under NCLB)?**

# 3. Every Student has an Individualized Plan for Learning






**• The IEP has the potential to be the most creative part of the system. But in the new system teachers will not be burdened by the old cumbersome IEP process and tools will be used to make it more efficient and effective. IEP process has to change:**

- **Simpler with time spent on value added aspects; fewer "requirements" unique to Oregon; for those that remain, make it easy through technology**
- **Student is present from early on -- primary role of plan facilitator is to understand what the child wants; children are asked "What's your dream? and What do you want?" See Project Success from Minneapolis and St. Paul public schools where they have now reached 10,000 students – covering every middle school student. www.projectsuccess.org**
- **Assessment occurs whenever a student enters the 0-20 system, whether at birth, age 5, 8, or 17**
- **Everyone starts from building on abilities/strengths not from disabilities**
- **FAPE and IDEA principles remain**
- **Partnership between parents and teachers, not viewed as adversaries. Fear of lawsuits is key cause of poor or no communication between parents and teachers. Build on Oregon's successful mediation model when things go awry, not the courts.**

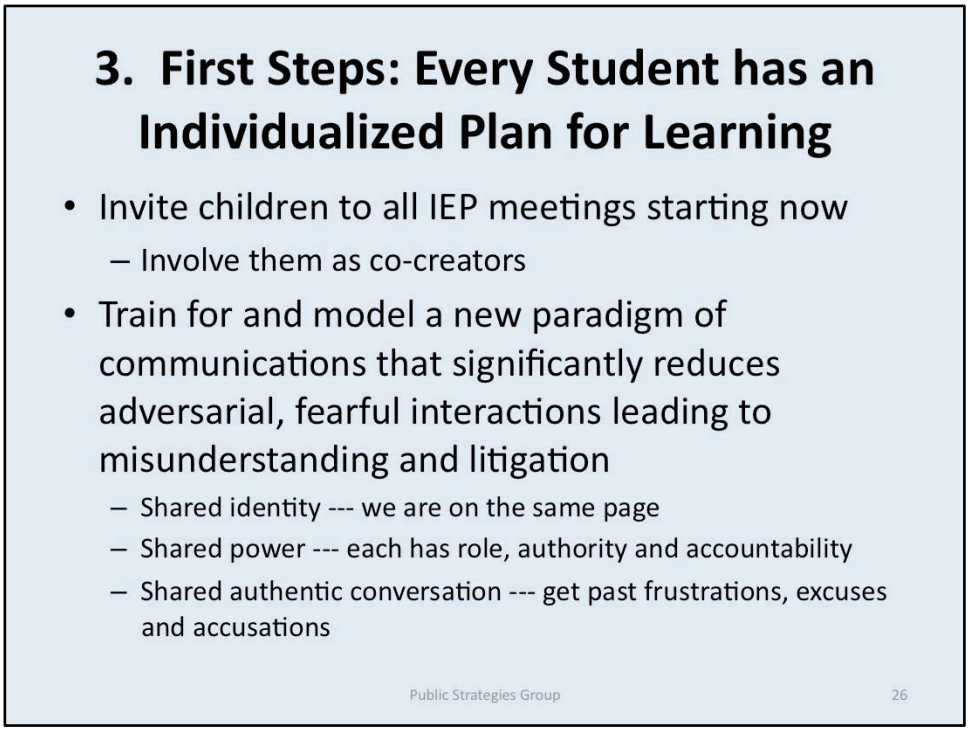
**• Research shows that progress monitoring (assessment of academic progress weekly or monthly) increases students' success. See What Is Scientifically-Based Research on Progress Monitoring?, Fuchs and Fuchs, National Center on Student Progress Monitoring.**

**• Michigan requires as part of its high school graduation requirements an Educational Development Plan (EDP) to be completed no later than eighth grade for ALL students. Note: Redmond School District is working toward a similar goal.**

**• Use "scaling up" principles as model to move forward building on ODE's State Implementation and Scaling Up of Evidence-Based Practices. Note: Oregon is one of three states who are being assisted by the federal Office of Special Education Programs to build scaling up capacity. Stakeholders see this as a strength to build on.**

**• Individual learning plans should not be "high stakes" --- not be the basis for litigation or ranking of schools but should be focused on student learning.**

**• In North Carolina the legislature is considering a bill to require a personal learning plan that provides an ongoing record of a student's interests, strengths, needs, learning styles, and progress. It would be created by, and is the responsibility of, the student to update in grade six through high school graduation. HB 855, General Assembly of North Carolina.**




**May 26, 2011 STAKEHOLDER FEEDBACK: EVERY STUDENT HAS AN INDIVIDUAL LEARNING PLAN**

**Positives**

- **Increase parent's and child's involvement in education process.**
- **Provide teachers with framework for communicating collaboratively with parents and children about needs and progress.**
- **Encourages flexible, customized education and frequent progress monitoring for all.**
- **Incentive for schools and districts to expand program continuum to meet wider range of needs.**
- **"Skill tree" could help children and youth pursue individualized education and career/work goals.**
- **Eliminates IEP stigma.**

**Concerns**

- **Current IEP form and process is cumbersome, inefficient, time-consuming – would need to modify both considerably.**
- **Need to be sure that ILP and "learning tree" is strength-focused and <u>needs</u>-based (options considered should not be limited to available resources), and responsive to <u>changing</u> needs and abilities.**
- **Engaging parents and building relationships with them is ongoing challenge – children whose parents cannot or will not become involved may be at a considerable disadvantage.**

**Questions**

- **How will Oregon satisfy (or be able to modify) federal IDEA requirements related to the IEP process?**
- **Where will the additional classroom and other resources necessary to support individualized instruction for all come from?**

# 4. New Technologies and Gaming Techniques Are Used

**POD: The Personal Outcome Device!**

Child-specific profile & dashboard

Milestones, progress, reminders, feedback

Avatars, badges, celebration

Recommendation engine: paths & resources

# 4. New Technologies and Gaming Techniques Are Used

- Use new technologies and social media throughout the 0-20 system
  - Be careful not to replace personal contact with technology inappropriately or to replace needed support
  - Make technology easily available to all regardless of geography, income
- Fully explore "gamification" opportunities for motivation to learn, compliance activities, training, parent engagement, etc.
- Every child has a Personal Outcome Device (POD) that shows in real time:
  - Child-specific dashboard (incorporates experience, interests, preferences, opportunities to guide learning plan)
  - Shows progress on proficiencies, milestones, gives feedback and reminders
  - Uses gaming theories, avatars, badges and celebration artifacts to motivate
  - Links to "recommendation engine" that shows potential pathways and career option then recommends tools, resources, occupations, people to contact that might be helpful (Amazon recommends several books not one)



**• Important to be cognizant of not replacing personal contact with technology, focusing on evidence based practices using technology not shiny new toys, and equity in access to technology (See One Economy, www.one-economy.com, for an organization working on access for low income people to technology)**
**• Social media sites with closed networks can be used to broadcast successes in achieving learning goals and can indicate when students are checking into specific sites which might encourage other students to check into the same sites.**
**• Gamification makes technology more engaging and encourages desired behaviors by taking advantage of humans' psychological predisposition to engage in gaming and play for intrinsic motivation. Examples of using game mechanics:**
  **• Khan Academy is an example. www.khanacademy.org**
  **• Nike has sensors in shoes to tell you how many steps you take**
**• Note that gamification theories don't have to just be incorporated into technology. Intrinsic motivators can be incorporated in a variety of ways into the education system for motivation to learn, parent engagement, etc.**
**• Resources for applying technology:**
  **• CASTLE (Iowa State University) is the nation's only center dedicated to the technology needs of school administrators. See www.schooltechleadership.org**
  **• Code for America www.codeforamerica.org develops software for education applications and others**
**• Technology can assist with real time monitoring of learning for students, teachers and parents.**
**• Use capital funds for technology to do more than provide a computer – apply them to developing solutions.**
**• Lee Sheldon, a teacher of game design at Indiana Universitπy, bases his entire teaching philosophy on the online game, World of Warcraft. He has overhauled the grading system and gives "experience points" instead of grades and "quests" instead of exams. Sheldon has seen an increase in motivation since implementing the new system.**

**May 26, 2011 STAKEHOLDER FEEDBACK: NEW TECHNOLOGIES AND GAMING TECHIQUES ARE USED**

**Positives**

- **Individualized technologies can allow children and youth to make educational progress at their own pace.**
- **Using gaming techniques builds on what many children and youth enjoy and are skilled at to help them learn new information and skills.**
- **Enables education to become more 24/7, to move outside of traditional classrooms.**
- **Provides greater access to multiple sources of information for all students and their families.**
- **Schools can make technology more available to all children, youth and parents (reduce "digital divide", level playing field across socioeconomic groups).**

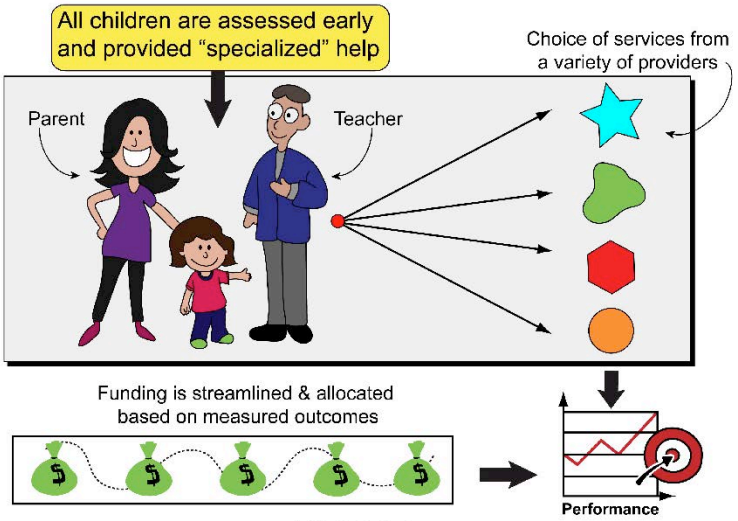
**Concerns**

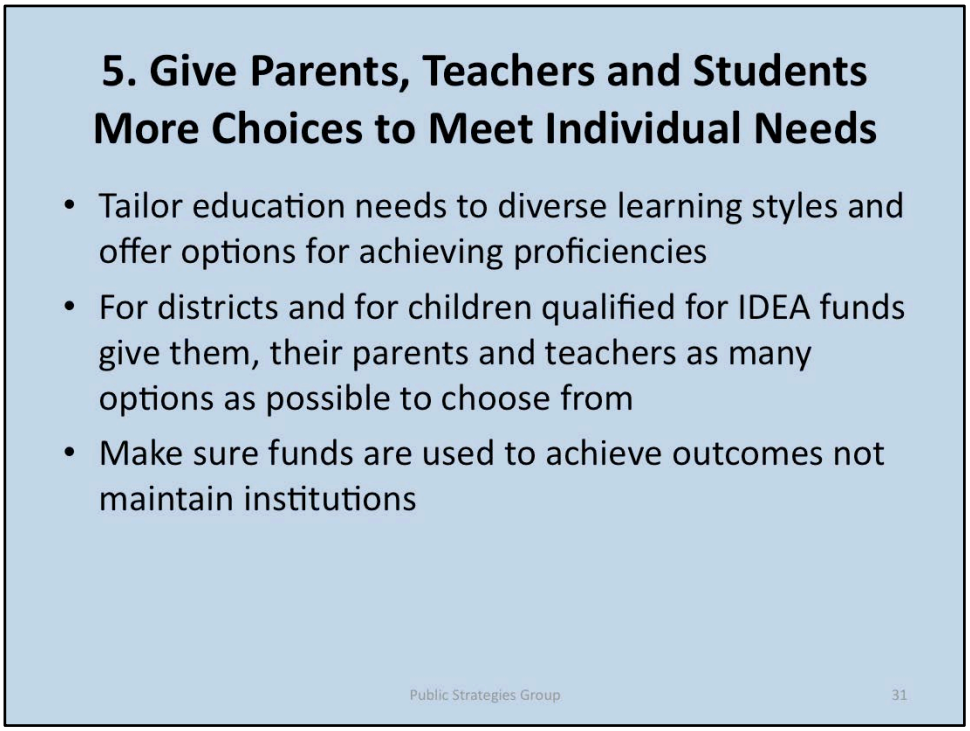
- **District IT offices are obstacles to innovation because of their focus on archiving and analyzing individual and school assessment information at the expense of supporting technologies for instructional purposes.**
- **The optimal uses and likely impacts of technology are not yet fully "evidence-based" – need more quality program evaluations and broad-based research.**
- **Need to plan for continuous updating of hardware, software and its uses.**
- **Greater use of gaming techniques might foster addictive behaviors and/or have negative impact on social skills for some children and youth.**

**Questions**

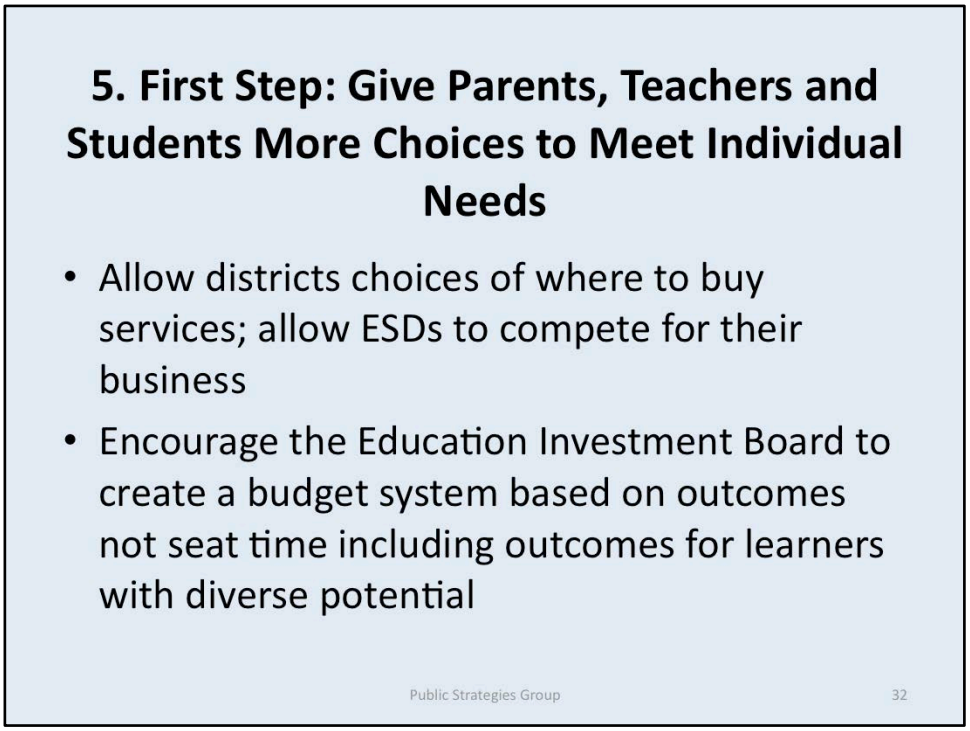
- **How will the education system have input into the content and quality of "apps" developed by the private sector?**
- **How can we provide teachers with tools and knowledge they require to develop customized interactive e-learning tools for their classes?**
- **How will schools ensure access to technology for all children and youth regardless of their economic means or family status?**

# 5. Give Parents, Teachers and Students More Choices to Meet Individual Needs






**• Streamline and braid funding from multiple "pots" and allocate based on outcomes. In the future K-12 funding will not be allocated by formula so the 2x funding for special education students will no longer be relevant. All children are assessed and provided "specialized" help. For some this will be less than 2x as for an "average" student; sometimes more. There will be an incentive to address issues early to avoid high costs and to have more money available for more children.**
**• Find opportunities to align and increase the impact of funds -- for example connect "child care" and "early education" funds for kids with disabilities and those living in poverty to promote school readiness. Another might be to align Title 1, Special Ed, and any school improvement funds the state has to drive improved achievement and, in turn, lower Special Ed referrals.**
**• For analysis and recommendations regarding data collection and funding issues in the OR Special Ed system see Special Education Funding in Oregon: An Assessment of Current Practice with Preliminary Recommendations, Parrish and Harr, American Institutes for Research, 2007.**
**• Use experience with Individual Development Accounts as model. See www.ida.neighborhoodpartnerships.org**
**• The role of regions, ESDs, districts, private providers will need to be examined to conform to an outcome based system rich in data. Allocation of resources based on outcomes will change the relationship of districts and service providers including ESDs. Districts will have choice about buying from ESDs based on district's beliefs about where the best outcomes can be procured. ESDs may merge for efficiency, specialize to show distinct value or wither because not perceived as providing value.**




**May 26, 2011 STAKEHOLDER FEEDBACK: 15% OF EDUCATION MONEY GOES TO INDIVIDUAL LEARNING ACCOUNTS (changed to ALLOCATE EDUCATION MONEY TO INDIVIDUAL LEARNING ACCOUNTS)**

**Positives**

- **Could allow children and parents more voice in choosing how to meet their identified needs and build on their strengths.**
- **When individual students' allocations are aggregated, could enhance availability of program areas that schools and districts do not currently prioritize, e.g. music and other arts and out-of-classroom learning.**
- **Would work best if all decisions about these funds are made by a team (ILP) that includes teachers, parents and students (not just by parents or students).**

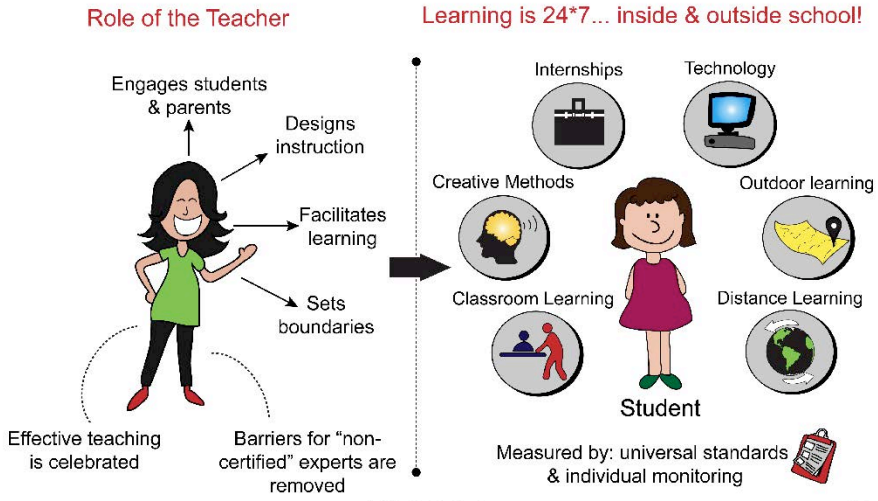
**Concerns**

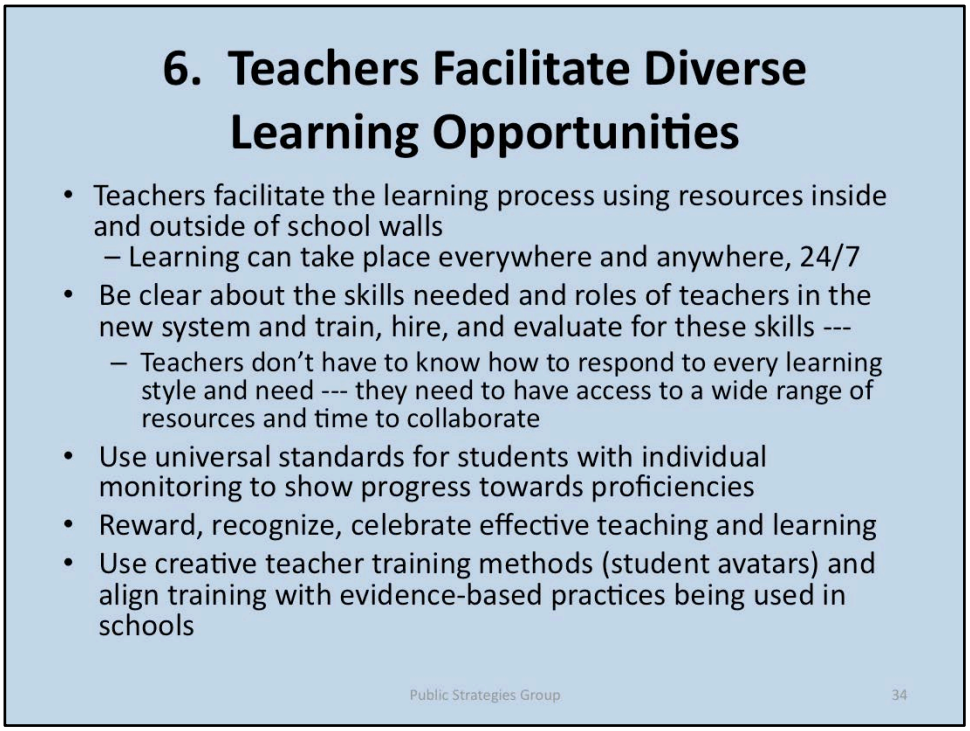
- **This feels like another step toward privatizing public education.**
- **Could decrease funding levels for programs needed by children and youth with diverse abilities.**
- **Allowing districts to decide amounts allocated would foster inequities across districts.**
- **Children with more expensive needs will have a smaller proportion of their needs met through ILA funding if it is the same across individuals; however, funding according to need levels may encourage "gaming" the system.**
- **Those less able to find or advocate for resources (e.g., children from poverty, English-as-second language speakers, children with special needs) will find it more difficult to get their needs met with these ILA funds.**

**Questions**

- **Which decision-makers will determine how much goes into ILAs, using what criteria?**
- **How can equity and quality of services purchased/funded via ILAs be assured?**
- **Are there other, better ways to empower children, youth and their families to make good choices and to encourage innovation by education professionals?**

# 6. Teachers Facilitate Diverse Learning Opportunities






**• Stakeholders see good, high quality teachers who care as strengths to build on.**
**• For all children focus is on progress – not just class time; children move at their own pace as they achieve proficiencies. See HB 2220 (passed by both Houses) requiring assessments *"to show whether student meets or exceeds academic content standards…and to show student's progress toward becoming proficient in continuum of knowledge and skills."*, A-Engrossed HB 2220 Summary**
**• Special education teachers know how to instruct across a wide range of learning abilities, styles and responses. This expertise can be built on for the new integrated system.**
**• Attract and retain the best teachers --- teachers who set conditions for learning and adapt and respond to needs as they emerge and design adaptive learning opportunities for children inside and outside the school walls. Provide alternative paths to the classroom (e.g. currently an expert can teach at the college level, but not in high school).**
**• See School of One as example of using differentiated instruction for unique student needs and learning styles. Students have "playlists" for instruction. See www.schoolofone.org.**
**• Research through the National Writing Project (www.nwp.org) found 5 patterns of engagement that seem to support student learning most effectively:**

- **Connection - The teacher supports the students to connect their learning and ideas across subject areas, in their own lives and experiences, in each others' stories, and across texts**
- **Mediation - The teacher helps to build the foundations for further learning for the student to continuously move toward new learning (scaffolding)**
- **Empathy - Teacher and student engage with each other in ways that reflect empathy and understanding of the struggle, joy, etc. in learning**
- **Authentic Tasks and Audiences - Assignments and performances are created by the student to accomplish real work or to share with a real audience**
- **Inquiry - Student and teacher stand in inquiry to see and adapt to the patterns that emerge around them**

**May 26, 2011 STAKEHOLDER FEEDBACK: TEACHERS FACILITATE DIVERSE LEARNING OPPORTUNITIES**

**Positives**

- **Encouraging teachers to be facilitators rather than managers reflects the fact that education involves many partners and should be a collaborative enterprise.**
- **This paradigm shift would be best supported in learning organizations that encourage team teaching and lifelong teacher learning.**
- **Rewarding creativity and risk-taking can result in better outcomes for all children and youth and enhance teacher recruitment and retention.**
- **Teachers who are less flexible or creative will be more likely to leave the profession.**

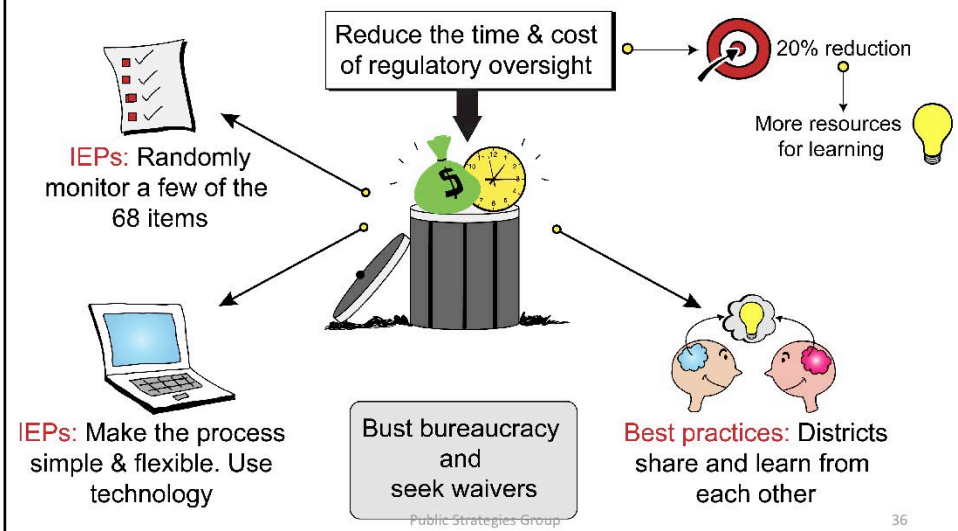
**Concerns**

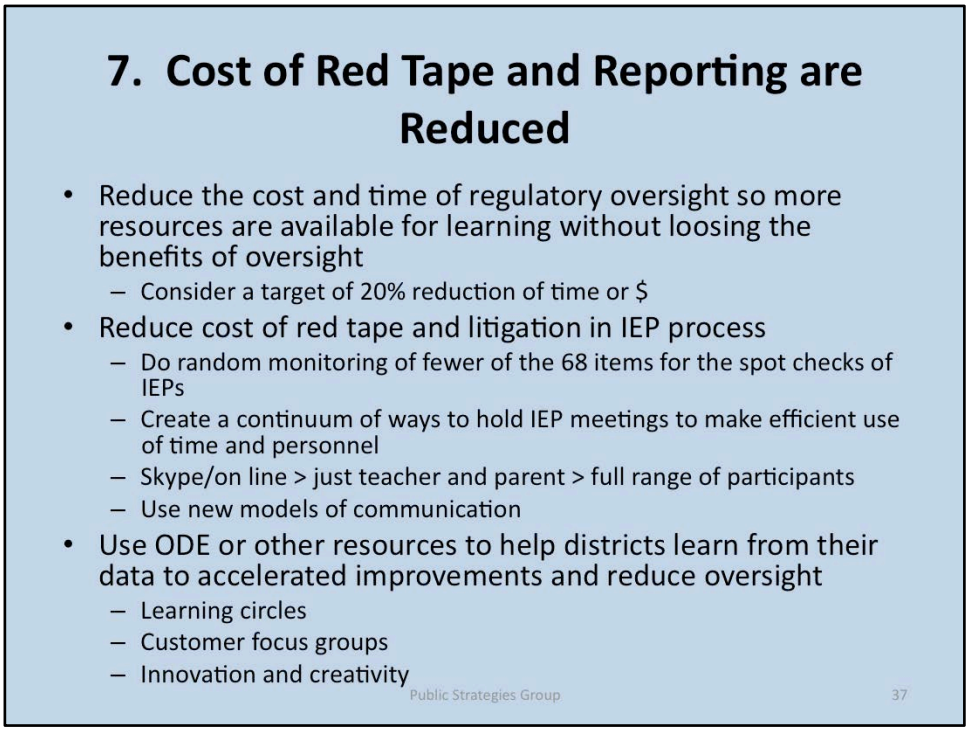
- **Individual teachers could be overwhelmed by the number and variety of partners with whom they would have to interact on behalf of each child.**
- **Current teacher training programs do not prepare teachers (especially in general education) to assume a team facilitator role.**
- **Use of non-certified people in educational settings can diminish the value placed on teachers' specialized training and education.**
- **This facilitative, team approach may work better for older rather than younger children.**

**Questions**

- **How will current teachers be supported in becoming facilitators of teaching teams?**
- **How will the quality and positive outcomes of education be maintained as more people and groups become part of the provider team?**
- **What would/should it mean for districts, schools or teachers to "partner" with tech companies?**

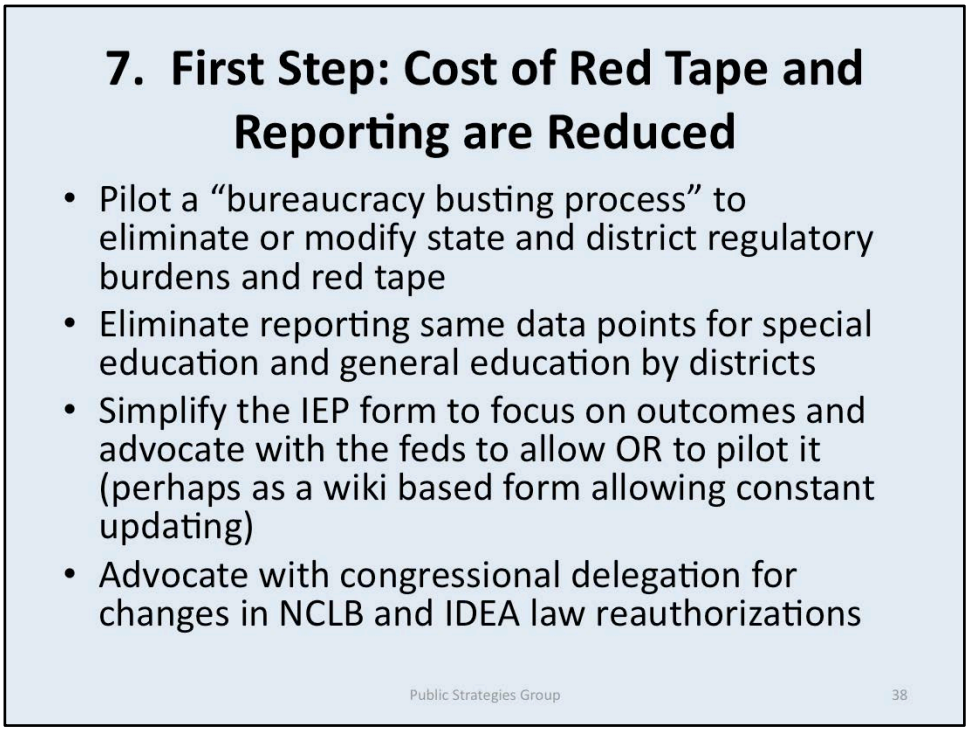
# 7. Cost of Red Tape and Reporting are Reduced






**• Special education laws and regulations are extensive and restrictive. A key is to be creative within this framework to allow as much flexibility as possible while also considering possible federal waivers and/or advocacy at the national level to change non-value added laws and regulations.**
**• For recommendations and an assessment of the fiscal and operational efficiency of special education in Oregon see *Study of Early Intervention and Early* Childhood Special Education and Regional Low Incidence Programs, Parrish, Helsel and Harr, American Institutes for Research, 2007.**
**• Federal reporting requires indicating what state reporting is required that goes beyond federal requirements.**
**• Examples of issues:**
- **Feds require using a specific survey firm for parent satisfaction. They do a poor sampling and are expensive.**
- **There are 68 items with186 fields to fill in on the current OR IEP form.**
- **To reduce resources for IEP meetings school administrators could give teachers authority to represent them in IEP meetings with a pre-determined amount they are authorized to commit to for services.**
- **Asking teachers to do paperwork that could be done by para-professionals**

**• Build on Oregon School Improvement Facilitators.**
**• Stakeholders see Oregon's mediation system as a strength to build on.**
**• In its application for IDEA funds ODE must outline where the state standards exceed the national standards. Legislative action has generated additional required standards.**
**• The reauthorization of NCLB and IDEA gives an opportunity to consider how IDEA fits and to reduce duplicated or unnecessary paperwork.**




**May 26, 2011 STAKEHOLDER FEEDBACK: REDUCE THE COST OF RED TAPE AND REPORTING**

**Positives**

- **The current OR state (ODE) reporting system is strong; it is a model for other states), and can be built on to further reduce duplicative data collection and entry.**
- **Having more time to focus on serving children and families (by spending less on unnecessary paperwork) will enhance outcomes and reduce teacher burnout.**

**Concerns**

- **In reducing IEP paperwork, it is essential that the integrity of individual protections (confidentiality, rights) for both students and providers remain intact.**
- **It will be important to revisit the purposes behind the paperwork to be sure that important information is still collected and reported in ways that promote accountability.**
- **It is essential to ensure that the strengths and needs of children and youth are appropriately and thoroughly assessed.**
- **Some types of paperwork reduction could shut parents out of education system evaluation processes.**

**Questions**

- **How can federal accountability requirements be met while also reducing the time taken up by paperwork?**
- **How can both excellent accountability (though data collection and reporting systems) <u>and</u> a wide range of great services to children and families best be provided?**
- **How can we ensure that parent input will inform the evaluation of programs and processes as well as the assessment of their own children's progress?**
- **How will we assess and document that students with special needs are receiving the "free and appropriate education" to which they are entitled under federal law (IDEA)?**

**Your Designers thank you for this unique opportunity!**

# The Challenge Now!

*It must be remembered that there is nothing more difficult to plan, more doubtful of success nor more dangerous to manage than the creation of a new system---For the initiator has the enmity of all who would profit by the preservation of the old institution and merely lukewarm defenders in those who would gain by the new ones.* - Machiavelli (The Prince), 1513