New Special Education Director Call

Office of Enhancing Student Opportunities

October 14, 2021

Today's Agenda

- Welcome/Introductions

- Creating Culturally Competent and Culturally Responsive Pre-Referral, Referral, and Evaluation Systems

Land Acknowledgement

I'd like to acknowledge the many tribes and bands who call Oregon their ancestral territory and honor the ongoing relationship between the land, plants, animals and people indigenous to this place we now call <insert city/region>. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.

Oregon Department of Education
Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

OESO Support

- Brad Lenhardt
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- Your County Contact

- OESO Staff

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Creating Culturally Competent and Culturally Responsive Pre-Referral, Referral, and Evaluation Systems

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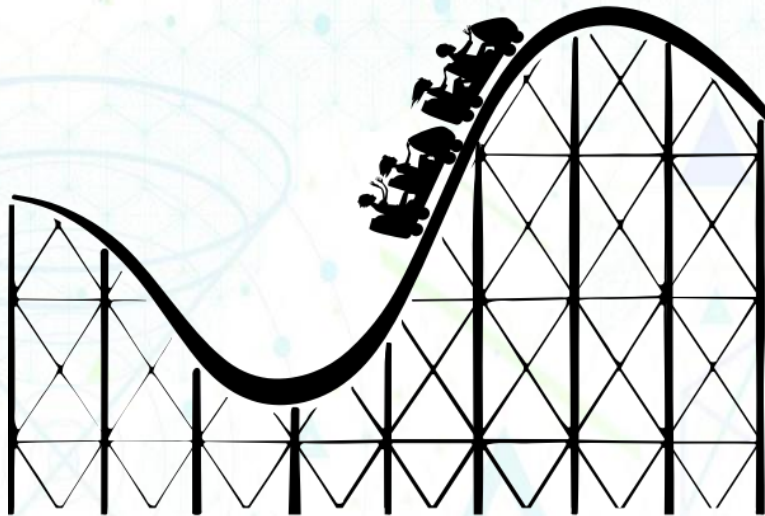*Oregon achieves . . . together!*

- Melissa Williams

- Jennifer Eklund-Smith

Before We Begin...

Ellen Moir (1999)

- Anticipation
- Survival
- Disillusionment
- Rejuvenation
- Reflection
- Anticipation

- Develop a better understanding of culturally responsive practices

- Increase knowledge of special education specific data

- Understand how bias impacts understanding of data

- Begin to reflect on important questions about your systems

Take a Moment and Reflect

Where is your district in this graphic?

560,907 Students
(Enrollment was 582,661 in 2019-20) More than 200 languages spoken

197 Districts
1,124 Schools
133 Charter Schools
19 Education Service Districts

31,983 Teachers

Staff of Color
- 11.4% of Teachers
- 12.3% of Administrators
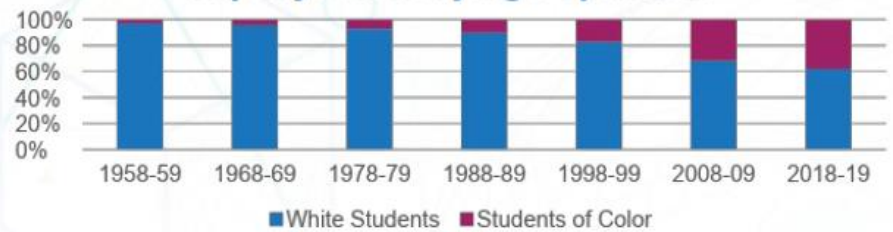- 16.4% of Counselors
- 21.1% of Educational Assistants

- Economically Disadvantaged: 52.7%
- Ever English Learners: 18.0%
- Homeless: 3.6%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 12%
- Students with Disabilities: 14.2%

Pie chart legend: White 60%, Hispanic 24%, Multi-Racial 7%, Asian 4%, AA/Black 2%, AI/AN 1%, NH/PI 1%
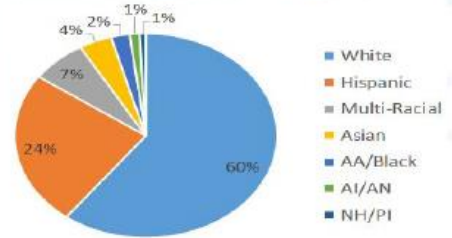
Rapidly Diversifying Population
Bar chart years: 1958-59, 1968-69, 1978-79, 1988-89, 1998-99, 2008-09, 2018-19
Legend: White Students, Students of Color

18

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- Do you believe all students can learn to high levels?

- How do the norms, beliefs, and behaviors of your culture of origin influence how you navigate the world?

- How might this be similar/different from the students and families you serve?

Culturally Competent and Culturally Responsive

"Culturally competent" means the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

"Culturally responsive" means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

Culturally Responsive Teaching

"In reality, culturally responsive teaching is less about using racial pride as a motivator and more about mimicking students' cultural learning styles and tools. These are the strategies their moms, dads, grandmas, and other community folks use to teach them life skills and basic concepts long before they come to school and during out-of-school time." – Zaretta Hammond

https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/

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As you listen to Ontario's story, think about some of the key moves that they made to build cultural competence and/or create more culturally responsive systems.
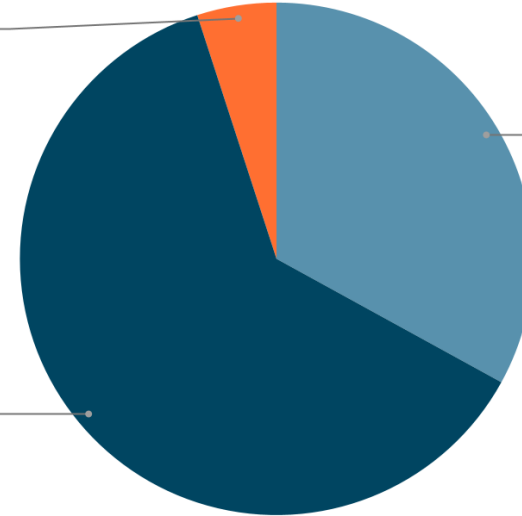
Total Students: 2,400+

Elementaries: 5
Middle Schools: 1
High Schools: 1
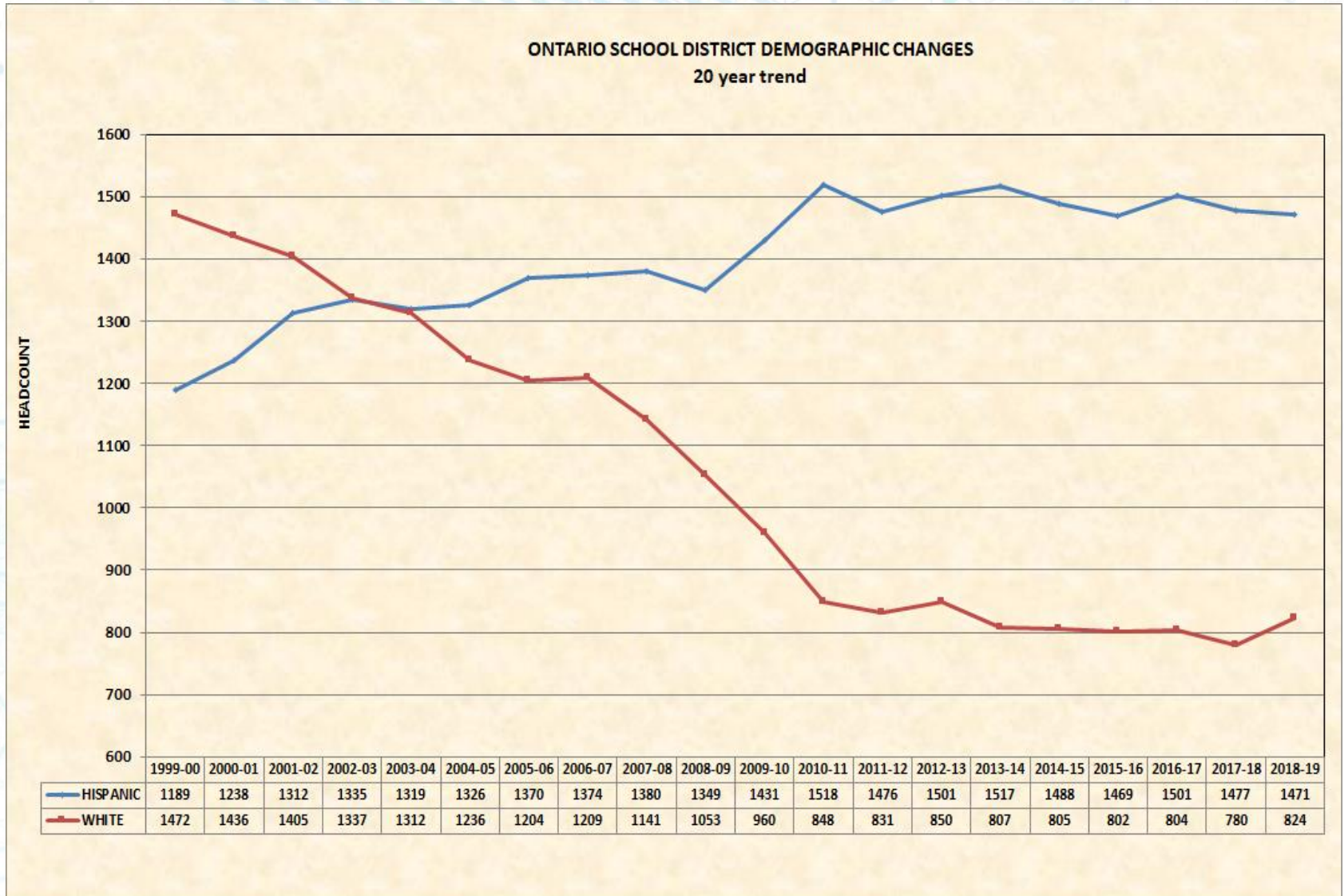Alternative Programs: 3

Demographics

Other
5.0%

White
33.0%

Hispanic
62.0%

Migrant – 26%
Students Living in Poverty – >95%
Homeless - 10%
Refugee - 1.59% (38 students)

Demographic History
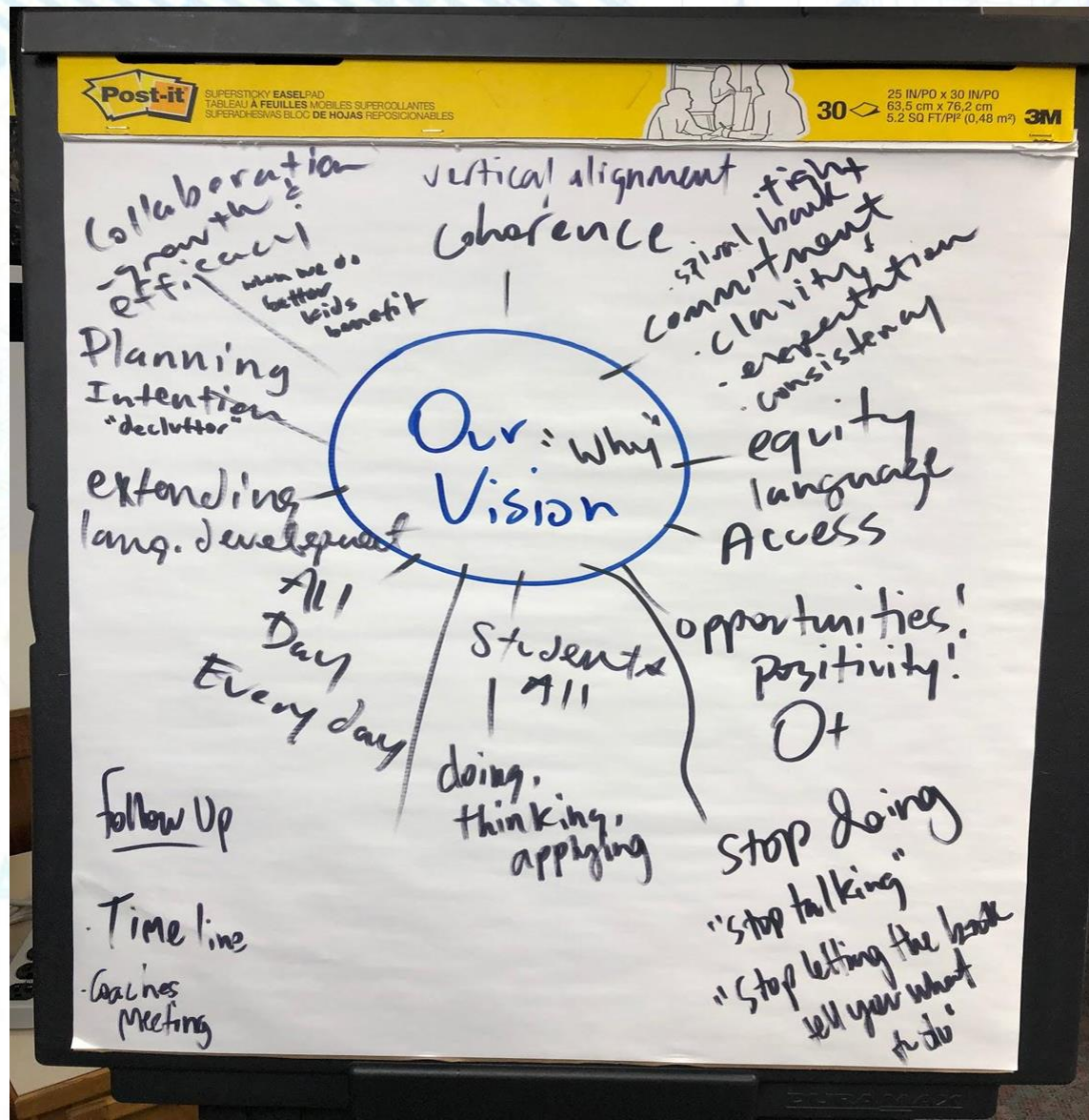
ONTARIO SCHOOL DISTRICT DEMOGRAPHIC CHANGES
20 year trend

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
HISPANIC	1189	1238	1312	1335	1319	1326	1370	1374	1380	1349	1431	1518	1476	1501	1517	1488	1469	1501	1477	1471
WHITE	1472	1436	1405	1337	1312	1236	1204	1209	1141	1053	960	848	831	850	807	805	802	804	780	824

Graduation Rate

2018

Graduation by Student Group

- **Hispanic/Latino: 93.8%**
- **Migrant Grad Rate: 100%**
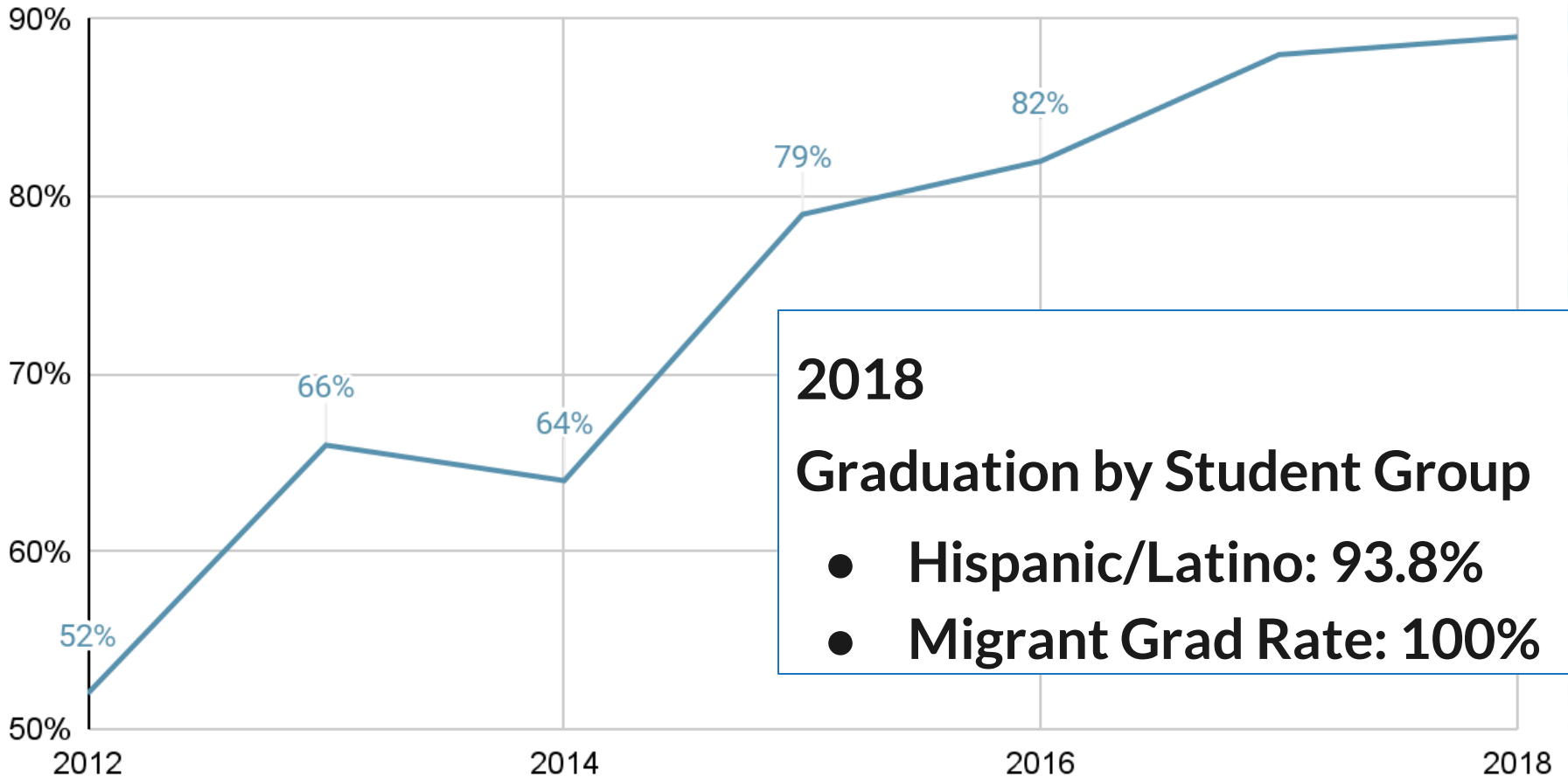
Did you hear the why in Ontario's story?

- Know your personal why

- Work to create a shared why

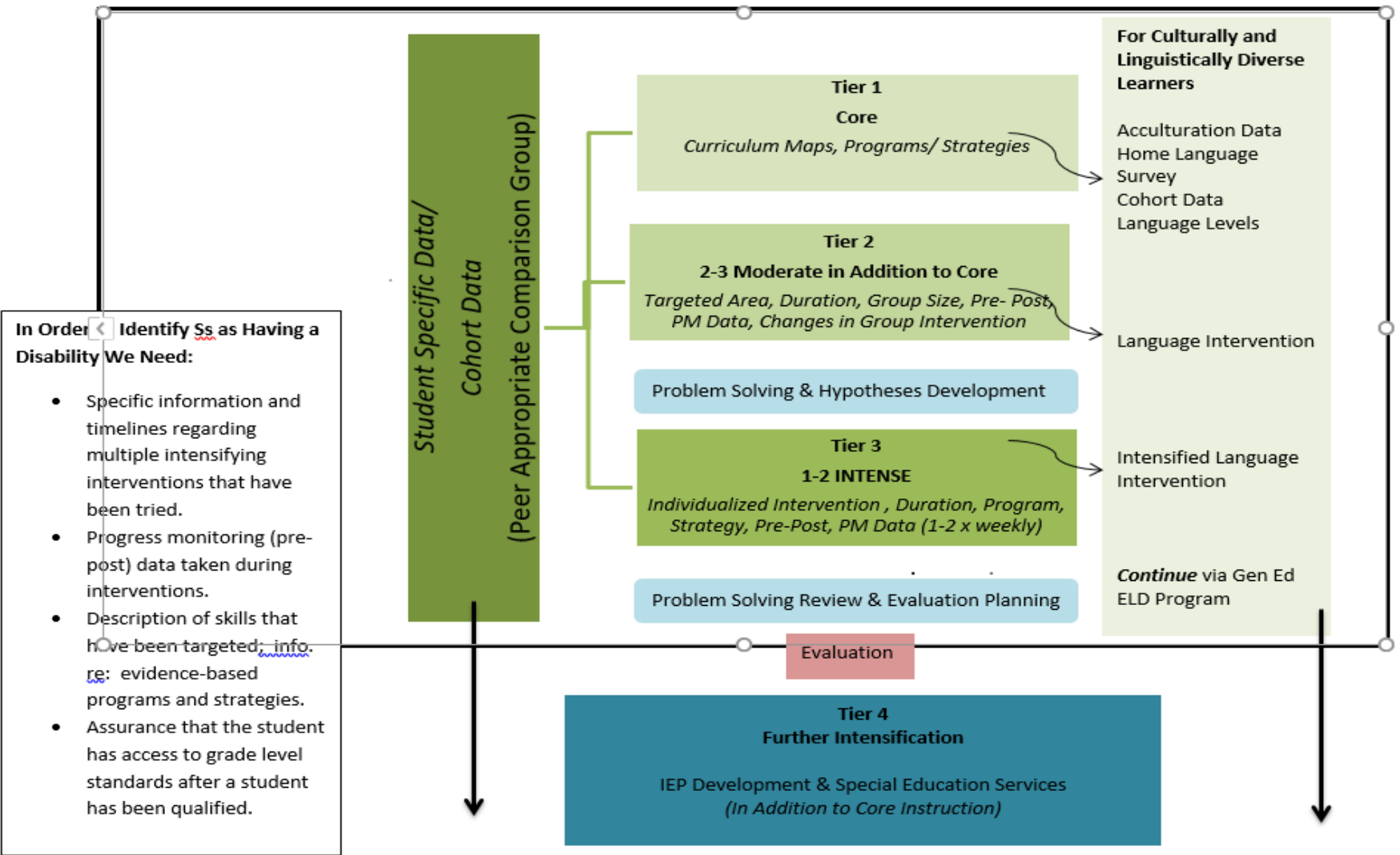- Make sure everyone on your team can tell the why

Purpose of Pre-Referral Processes

- Provides a forum for teachers and other team members—including parents—to discuss how to meet students' needs
- Empowers general education teachers with a variety of strategies to better serve diverse learners
- Prevents the overrepresentation of students from a particular group (e.g., emergent bilinguals, students at risk due to poor teaching) in special education
- Improves communication between parents and the school by involving families in the process (e.g., parents offer information, participate in intervention development, become members of the team)

he IRIS Center. (2008). *The pre-referral process: Procedures for supporting students with academic and behavioral concerns*. Retrieved from https://iris.peabody.vanderbilt.edu/module/preref/
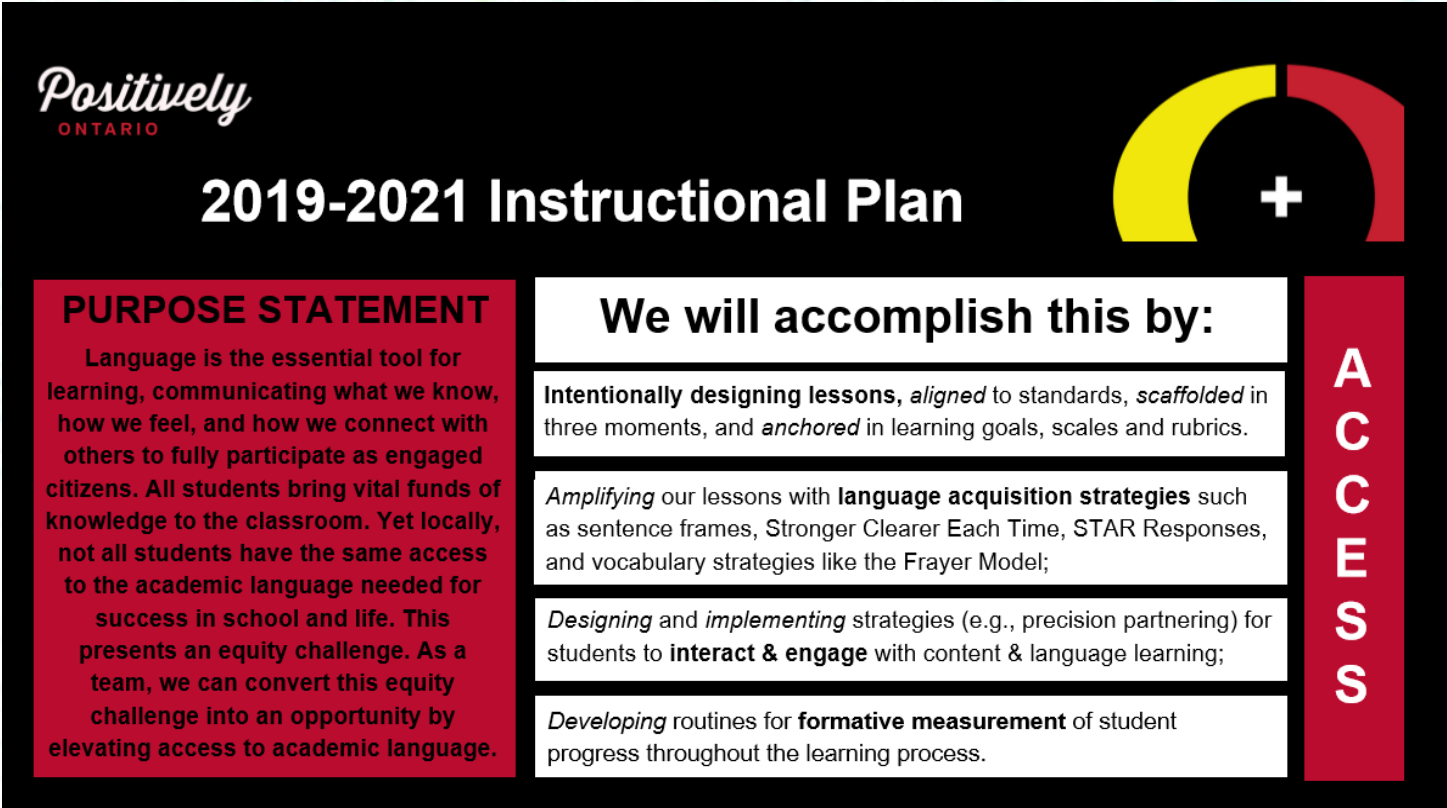
Purpose of Referral/Evaluation Processes

- Determine if a student is a student experiencing disability and if the student needs special education and related services
- Explore all areas of need to better understand student's present level of performance
- Provides additional information to support the development of an IEP if the student is found eligible
- Provides additional information to support the adaptation of instruction whether or not a student is eligible
- Furthers communication between parents and the school by involving families in the process (e.g., parents offer information, participate in intervention development, become members of the team)

OSD RTI Referral Process Re-Defined for Culturally and Linguistically Diverse Learners

In Order to Identify Ss as Having a Disability We Need:

- Specific information and timelines regarding multiple intensifying interventions that have been tried.
- Progress monitoring (pre-post) data taken during interventions.
- Description of skills that have been targeted; info. re: evidence-based programs and strategies.
- Assurance that the student has access to grade level standards after a student has been qualified.

Student Specific Data/ Cohort Data (Peer Appropriate Comparison Group)

Tier 1
Core
Curriculum Maps, Programs/ Strategies

Tier 2
2-3 Moderate in Addition to Core
Targeted Area, Duration, Group Size, Pre- Post, PM Data, Changes in Group Intervention

Problem Solving & Hypotheses Development

Tier 3
1-2 INTENSE
Individualized Intervention , Duration, Program, Strategy, Pre-Post, PM Data (1-2 x weekly)

Problem Solving Review & Evaluation Planning

Evaluation

Tier 4
Further Intensification

IEP Development & Special Education Services
(In Addition to Core Instruction)

For Culturally and Linguistically Diverse Learners

Acculturation Data
Home Language Survey
Cohort Data
Language Levels

Language Intervention

Intensified Language Intervention

Continue via Gen Ed ELD Program

Changing Pre-Referral Instruction and Systems

Ontario SD 2019-2021 Instructional Plan Video

Instructional Coaching is Key

Ontario School District Instructional Coaching Plan

"Instructional coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms."

~ Jim Knight

Purpose of Instructional Coaching

The coach, in conjunction with administration, is responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Coaches support the instructional development of all teachers. Coaches have a working knowledge of the Marzano Framework, OSD's MTSS, and the 2019-2021 Instructional Plan and how all interact together. They build strong relationships with teachers, administrators, and other coaches. They work collaboratively together. The role of the coach is to improve student achievement by building teacher capacity and understanding of instructional practices as related to the OSD's framework for instruction.
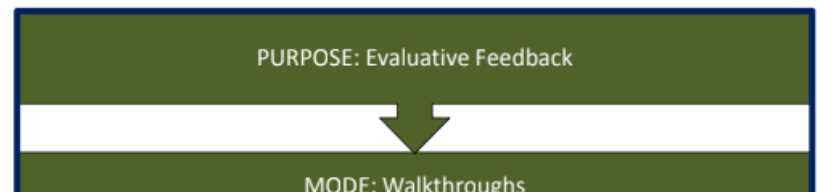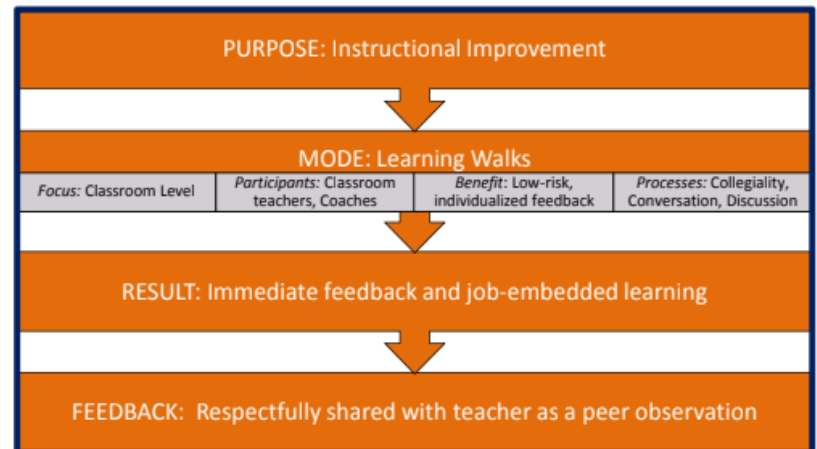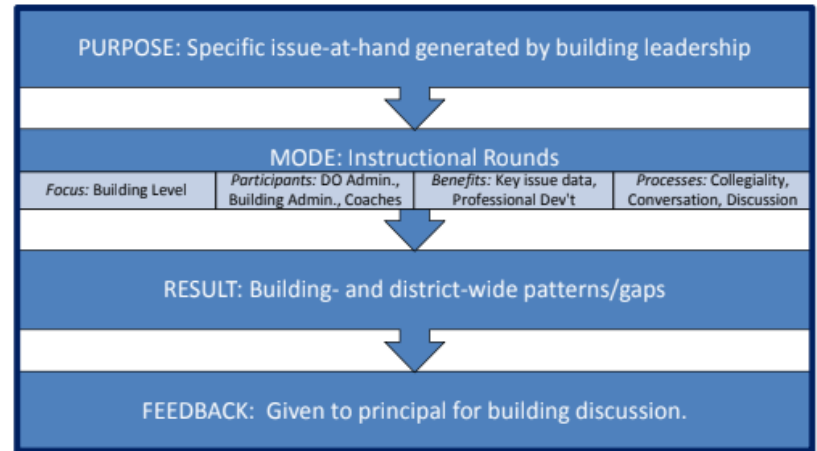
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Check Yourself

OSD Observation Definitions

MODE 1 – *Instructional Rounds* represent a periodic, in-depth format for building-wide observations, and have a two-fold purpose: 1) candid but non-evaluative feedback for building leadership regarding a specific issue of practice, and 2) professional development for educational leadership oriented toward the development of a common language of instruction.

MODE 2 – *Learning Walks* are building-level routines of peer observations designed to embed instructional improvement within the immediate context of teaching. The broad routine of learning walks is characterized by: 1) low-risk (non-evaluative) feedback, 2) relatively frequent enactment, and 3) a wide range of structures and purposes that reflect adaptability toward staff needs.

MODE 3 – *Walkthroughs* are quarterly classroom events conducted for the purpose of providing evaluative feedback regarding *deliberate practice* elements and district Design

PURPOSE: Specific issue-at-hand generated by building leadership

MODE: Instructional Rounds

Focus: Building Level	Participants: DO Admin., Building Admin., Coaches	Benefits: Key issue data, Professional Dev't	Processes: Collegiality, Conversation, Discussion

RESULT: Building- and district-wide patterns/gaps

FEEDBACK: Given to principal for building discussion.

PURPOSE: Instructional Improvement

MODE: Learning Walks

Focus: Classroom Level	Participants: Classroom teachers, Coaches	Benefit: Low-risk, individualized feedback	Processes: Collegiality, Conversation, Discussion

RESULT: Immediate feedback and job-embedded learning

FEEDBACK: Respectfully shared with teacher as a peer observation

PURPOSE: Evaluative Feedback

MODE: Walkthroughs

Building Pre-Referral Systems

"Every system is perfectly designed to get the results it gets" – Paul Batalden or Donald Berwick*

What results is your system getting?
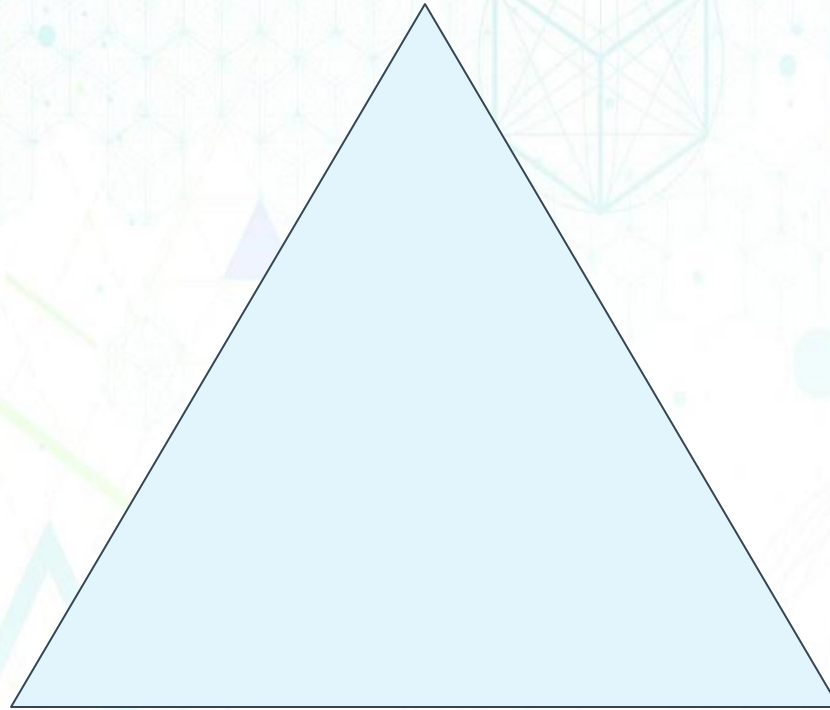
* Attribution disputed

Continuous Improvement Process
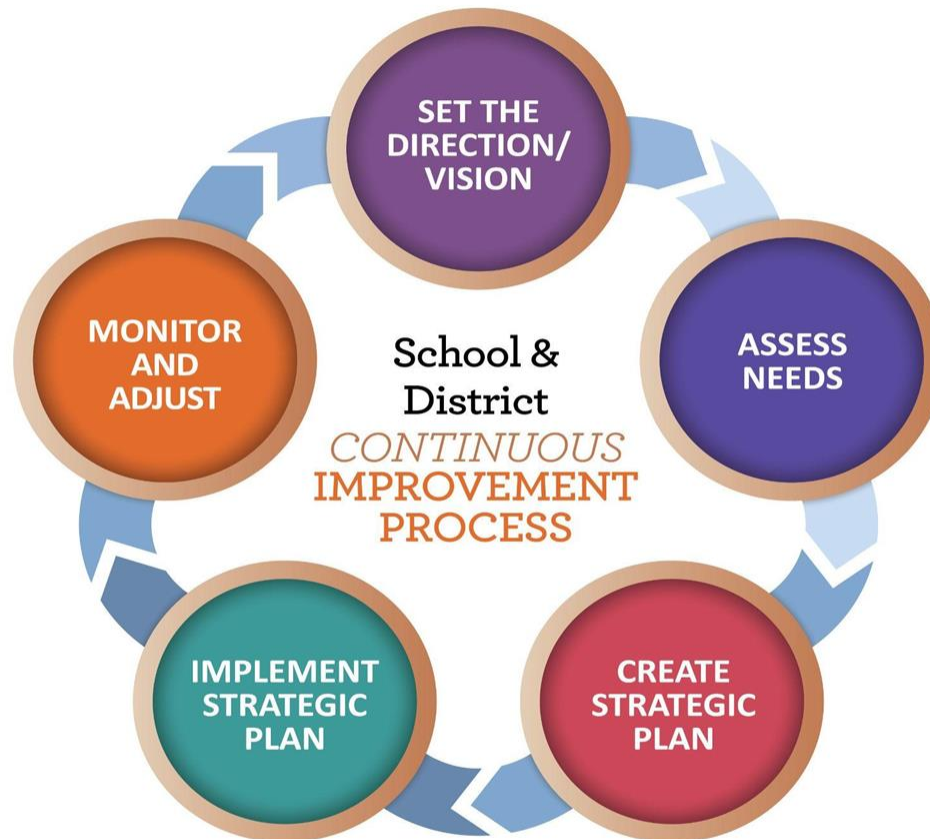
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Outcomes

Systems Health

Perception

Special Education Specific Data - Systems Health

Indicator	Description
INDICATOR #4b SUSPENSION/ EXPULSION	Indicator 4b looks at incidents of discipline in excess of 10 days among students with disabilities across different races/ethnicities.
INDICATOR #9 DISPROPORTIONATE REPRESENTATION	Indicator 9 compares the races/ethnicities of students with disabilities to the races/ethnicities of students without disabilities in a school district.
INDICATOR #10 DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES	Indicator 10 looks at different disability categories in a school district. Within each category, Indicator 10 will then compare the races/ethnicities of students.

Resource - Understanding Bias in Context

Implicit bias refers to unconscious attitudes or stereotypes held about people based on identity characteristics (race, gender, sexual orientation, income, religion) (Greenwald & Banaji, 1995).

Wisconsin's Culturally Responsive Problem Solving Guide for Teams

Which Ones Are Deficit-Based Thinking?

1. The student is seeking attention because they are not getting it at home.
2. The relationship between the teacher and student is negative.
3. The student is really spoiled and doesn't know what "no" means.
4. The student is not engaged.
5. The content is too difficult for the student to understand.

Why Data?

"If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves."

C.G. Jung

GoodTherapy.org

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What Can You Do Right Now?

CHANGE IS A PROCESS. TAKE IT ONE DAY, AND ONE STEP, AT A TIME.

www.guardyourhealth.com/smallsteps   #smallsteps

"If I had one hour to save the world, I would spend fifty-five minutes defining the problem and only five minutes finding the solution. "
– Albert Einstein

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- Ask questions

- Know your people

- Seek to uncover strengths

- Inventory your systems

- Listen to the voices you may not want to hear

- Go slow to go fast

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- Who is benefitting from our system?
- Who is being marginalized by our system?
- Who plays a role in making key decisions?
- Who is impacted by this key decision? Are they represented by the decision making team?

Questions to Ask About Data

- Is the data valid and reliable for all students?

- Are we using the data for the intended purpose?

- How might culture impact the data?

- How are we infusing practices to eliminate as much bias as possible?

- What else might we need to know?

- Does every individual have access to teams that can help them think through instructional challenges?

- What data do instructional staff/teams have access to?

- Have staff been trained to understand how culture might impact the data and the practices they should use?

- How are teams looking at and adjusting first best instruction based on data?

- How are teams talking about students? Is it strengths-based?

Assessing Pre-Referral Systems Process/System Focus

- What is our pre-referral process?

- Is it documented?

- What tools are being used to monitor student progress? How do they consider student culture?

- What evidence do we have that the family was engaged in the process once a concern came forward?

- Are rates of students accessing additional supports similar across disaggregated categories?

Assessing Referral Processes

- Does everyone know the process of making a referral?

- Is the process documented?

- How is the impact of culture part of the process?

- How are we involving families as part of the process?

- Are rates of referral similar across disaggregated categories? Schools? Teachers?

- Does first best instruction continue during referral?

- How are we layering supports for students?

Assessing Evaluation Systems

- Did the team assess in all potential disability categories?
- What assessments are we using? Have they been analyzed for bias?

- How are we engaging families throughout the evaluation process?

- Are rates of eligibility similar across disaggregated categories? Schools? Grades?

- Does first best instruction continue during evaluation?

Assessing Post-Evaluation Systems Eligible Students

- Does the IEP address cultural differences?

- How are we engaging with families around progress and IEP development?

- Are rates of progress similar across disaggregated categories? Schools? Teachers?

- Does first best instruction continue after evaluation?

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What is one strength in your current system?

What is one thing that you plan to learn more about after you leave the webinar today?