1
00:00:00,640 --> 00:00:04,800
- Hi, I'm Moises Buhain
with the El Dorado SELPAs.

2
00:00:04,800 --> 00:00:06,480
Welcome to our web module series

3
00:00:06,480 --> 00:00:09,310
on improving performance of
students with disabilities

4
00:00:09,310 --> 00:00:13,110
section two, support for
students with disabilities.

5
00:00:13,110 --> 00:00:15,764
This web module will include
a closer look into models

6
00:00:15,764 --> 00:00:19,982
and processes intended to
help charter schools plan

7
00:00:19,982 --> 00:00:22,610
and implement instructional programs

8
00:00:22,610 --> 00:00:24,650
that improve academic performance

9
00:00:24,650 --> 00:00:27,880
and address identified gaps
in learning for all students.

10
00:00:27,880 --> 00:00:31,083
I have lots of information
to share, so let's jump in.

11
00:00:31,970 --> 00:00:33,227
The "Improving Performance

12
00:00:33,227 --> 00:00:35,540
"of Students with Disabilities Handbook"

13
00:00:35,540 --> 00:00:36,810

was created in partnership

14
00:00:36,810 --> 00:00:38,962
by El Dorado County Office of Education

15
00:00:38,962 --> 00:00:42,030
and Sacramento County Office of Education

16
00:00:42,030 --> 00:00:44,080
for publication by The California County

17
00:00:44,080 --> 00:00:47,770
Superintendents Educational
Services Association,

18
00:00:47,770 --> 00:00:49,920
also known as CCSSESA.

19
00:00:49,920 --> 00:00:52,540
The handbook provides
resources and guidance

20
00:00:52,540 --> 00:00:53,903
for leadership teams,

21
00:00:53,903 --> 00:00:56,340
supporting charter school
staff to understand

22
00:00:56,340 --> 00:00:58,480
the California School Dashboard,

23
00:00:58,480 --> 00:01:01,120
and use the data
presented on the dashboard

24
00:01:01,120 --> 00:01:03,418
as an entry point to make
adjustments to programs

25
00:01:03,418 --> 00:01:06,890
and services for students
with disabilities

26

00:01:06,890 --> 00:01:08,853
within an improvement process.

27
00:01:10,730 --> 00:01:11,927
The "Improving Performance

28
00:01:11,927 --> 00:01:13,860
"of Students with Disabilities Handbook"

29
00:01:13,860 --> 00:01:15,950
is divided into four sections.

30
00:01:15,950 --> 00:01:19,076
Section one, California's
accountability system.

31
00:01:19,076 --> 00:01:22,890
Section two, support for
students with disabilities.

32
00:01:22,890 --> 00:01:27,266
Section three, improvement,
and section four, toolkit.

33
00:01:27,266 --> 00:01:29,620
A downloadable copy of the handbook

34
00:01:29,620 --> 00:01:32,283
is attached to this module for reference.

35
00:01:34,256 --> 00:01:36,680
The guidance in the "Improving Performance

36
00:01:36,680 --> 00:01:38,493
of Students with Disabilities Handbook"

37
00:01:38,493 --> 00:01:40,742
was based on six guiding principles taken

38
00:01:40,742 --> 00:01:43,235
from known effective program elements

39
00:01:43,235 --> 00:01:45,570
necessary for students with disabilities

40
00:01:45,570 --> 00:01:49,810
and a recent 2015
statewide task force report

41
00:01:49,810 --> 00:01:51,607
on special education named

42
00:01:51,607 --> 00:01:55,296
"One System: Reforming Education
to Serve All Students."

43
00:01:55,296 --> 00:01:57,410
The task force report can be found

44
00:01:57,410 --> 00:02:00,520
on the San Mateo County
Office of Education website

45
00:02:00,520 --> 00:02:02,240
at www.smcoe.org.

46
00:02:09,930 --> 00:02:11,660
The six guiding principles are,

47
00:02:11,660 --> 00:02:13,607
number one, general education

48
00:02:13,607 --> 00:02:15,646
and special education
work together seamlessly

49
00:02:15,646 --> 00:02:18,400
as one coherent system.

50
00:02:18,400 --> 00:02:21,140
Number two, educational
programs are organized

51
00:02:21,140 --> 00:02:24,599
within the context of a
Multi-Tiered System of Supports,

52
00:02:24,599 --> 00:02:27,520

MTSS, framework to ensure academic

53
00:02:27,520 --> 00:02:30,893
and behavioral supports are
provided for all students.

54
00:02:32,530 --> 00:02:34,690
Number three, instructional programs

55
00:02:34,690 --> 00:02:36,910
incorporate high-quality,
standards-aligned,

56
00:02:36,910 --> 00:02:38,600
Evidence-Based Practices,

57
00:02:38,600 --> 00:02:40,170
and the use of principles

58
00:02:40,170 --> 00:02:43,200
of Universal Design for Learning, UDL.

59
00:02:43,200 --> 00:02:45,778
Number four, data systems are integrated

60
00:02:45,778 --> 00:02:48,423
to combine relevant information from state

61
00:02:48,423 --> 00:02:49,687
and local assessments,

62
00:02:49,687 --> 00:02:52,769
including formative and summative data,

63
00:02:52,769 --> 00:02:54,582
universal screening measures,

64
00:02:54,582 --> 00:02:58,533
and anecdotal observations
from parents and teachers.

65
00:03:00,380 --> 00:03:03,730
Number five, site-based
teams monitor progress,

66
00:03:03,730 --> 00:03:06,839
identify interventions, and
adapt instructional practices

67
00:03:06,839 --> 00:03:09,810
and behavioral supports to promote success

68
00:03:09,810 --> 00:03:13,810
for all students using
evidence-based systems of inquiry.

69
00:03:13,810 --> 00:03:16,730
And number six, programs are culturally

70
00:03:16,730 --> 00:03:19,240
and linguistically responsive.

71
00:03:19,240 --> 00:03:20,950
The ideas from these principles

72
00:03:20,950 --> 00:03:22,920
form the foundation of the handbook,

73
00:03:22,920 --> 00:03:23,943
which will be further explored

74
00:03:23,943 --> 00:03:26,283
through this web module series.

75
00:03:27,960 --> 00:03:30,420
Four separate web
modules have been created

76
00:03:30,420 --> 00:03:32,767
to assist charter schools in
gaining a deeper understanding

77
00:03:32,767 --> 00:03:35,927
of the contents within
the "Improving Performance

78
00:03:35,927 --> 00:03:38,370
"of Students with Disabilities Handbook."

79
00:03:38,370 --> 00:03:41,083
The four web modules are, module one,

80
00:03:41,083 --> 00:03:44,160
California's accountability system.

81
00:03:44,160 --> 00:03:47,940
Module two, support for
students with disabilities.

82
00:03:47,940 --> 00:03:52,295
Module three, improvement
process part one, prepare.

83
00:03:52,295 --> 00:03:56,236
And module four, improvement
process part two,

84
00:03:56,236 --> 00:03:59,223
launch, reflect, and adjust.

85
00:04:01,120 --> 00:04:03,400
Let's take a closer
look at web module two,

86
00:04:03,400 --> 00:04:06,859
support for students with disabilities.

87
00:04:06,859 --> 00:04:09,270
This web module follows module one,

88
00:04:09,270 --> 00:04:12,770
which reviewed how California's
accountability system

89
00:04:12,770 --> 00:04:15,890
provides a reporting
system intended to promote

90
00:04:15,890 --> 00:04:18,760
equity for all students
and highlight disparities

91

00:04:18,760 --> 00:04:20,600
among student groups.

92
00:04:20,600 --> 00:04:22,880
Module two dives deeper into models

93
00:04:22,880 --> 00:04:25,730
and processes intended
to help charter schools

94
00:04:25,730 --> 00:04:28,230
plan and implement instructional programs

95
00:04:28,230 --> 00:04:30,350
that improve academic performance

96
00:04:30,350 --> 00:04:33,587
and address identified gaps
in learning for all students.

97
00:04:33,587 --> 00:04:36,530
More specifically, this module will review

98
00:04:36,530 --> 00:04:37,913
the following topics.

99
00:04:39,500 --> 00:04:40,700
Background information

100
00:04:40,700 --> 00:04:43,940
about students with
disabilities in California,.

101
00:04:43,940 --> 00:04:45,790
A closer look at the emphasis

102
00:04:45,790 --> 00:04:48,637
on creating one system for all students.

103
00:04:48,637 --> 00:04:50,847
And aligning support for
students with disabilities

104
00:04:50,847 --> 00:04:54,540

through an overview of
Multi-Tiered System of Supports,

105
00:04:54,540 --> 00:04:58,450
MTSS, Universal Design for Learning, UDL,

106
00:04:58,450 --> 00:05:01,453
and Evidence-Based Practices, EBPs.

107
00:05:03,410 --> 00:05:06,338
California's Special
Education Task-Force Report,

108
00:05:06,338 --> 00:05:10,480
"One System: Reforming Education
to Serve All Students,"

109
00:05:10,480 --> 00:05:13,910
March 2015, underscores the significance

110
00:05:13,910 --> 00:05:17,490
of the establishment of one
coherent system of education.

111
00:05:17,490 --> 00:05:19,965
In a coherent system of
education, all children

112
00:05:19,965 --> 00:05:23,125
are considered general
education students first.

113
00:05:23,125 --> 00:05:24,125
All educators,

114
00:05:24,125 --> 00:05:27,400
regardless of which students
they are assigned to serve,

115
00:05:27,400 --> 00:05:29,550
have a collective responsibility to see

116
00:05:29,550 --> 00:05:32,180
that all children receive the education

117
00:05:32,180 --> 00:05:35,370
and the supports they need
to maximize their development

118
00:05:35,370 --> 00:05:38,610
and potential so that they
can participate meaningfully

119
00:05:38,610 --> 00:05:40,993
in the nation's economy and democracy.

120
00:05:42,333 --> 00:05:47,333
Ideally, educators begin to
foster an inclusive mindset

121
00:05:47,750 --> 00:05:50,960
from the beginning of children's
schooling experiences.

122
00:05:50,960 --> 00:05:54,375
Charter schools and
Individualized Education Program,

123
00:05:54,375 --> 00:05:56,933
or IEP, teams also work together

124
00:05:56,933 --> 00:05:59,853
to create a system in which all children,

125
00:05:59,853 --> 00:06:02,600
including students with disabilities,

126
00:06:02,600 --> 00:06:06,380
are provided with access
and equal opportunities

127
00:06:06,380 --> 00:06:09,724
in the Least Restrictive Environment, LRE.

128
00:06:09,724 --> 00:06:11,937
This is especially important

129
00:06:11,937 --> 00:06:13,580
as children transition into

130
00:06:13,580 --> 00:06:17,673
some of their first schooling
experiences as preschoolers.

131
00:06:19,750 --> 00:06:21,440
In order to ensure that all children

132
00:06:21,440 --> 00:06:23,270
receive the education and supports

133
00:06:23,270 --> 00:06:26,395
they need to maximize their
development and potential,

134
00:06:26,395 --> 00:06:30,000
all educators must discern the differences

135
00:06:30,000 --> 00:06:32,840
between equality and equity

136
00:06:32,840 --> 00:06:34,920
and recognize that different students

137
00:06:34,920 --> 00:06:37,400
may need different types of supports.

138
00:06:37,400 --> 00:06:39,324
Providing the same
supports to all students

139
00:06:39,324 --> 00:06:42,780
does not meet the needs
of individual students.

140
00:06:42,780 --> 00:06:44,470
It is essential to acknowledge

141
00:06:44,470 --> 00:06:48,150
that different students may
need different types of supports

142
00:06:48,150 --> 00:06:50,323
to fully access their educational program.

143
00:06:52,300 --> 00:06:54,645
Students enrolled in
special education programs

144
00:06:54,645 --> 00:06:59,645
represent approximately 11%
of California's kindergarten

145
00:06:59,690 --> 00:07:02,290
through 12th grade student population.

146
00:07:02,290 --> 00:07:03,930
Special education services

147
00:07:03,930 --> 00:07:05,895
provide individualized programs

148
00:07:05,895 --> 00:07:08,620
designed to meet students' unique needs

149
00:07:08,620 --> 00:07:10,339
within a variety of settings.

150
00:07:10,339 --> 00:07:13,330
If it's in their families,
preschoolers, students,

151
00:07:13,330 --> 00:07:15,440
and young adults receive services

152
00:07:15,440 --> 00:07:17,683
within the least restrictive environment.

153
00:07:19,930 --> 00:07:23,010
Students who qualify for
special eduction are designated

154
00:07:23,010 --> 00:07:26,312
through a primary
disability category in IDEA.

155
00:07:26,312 --> 00:07:29,840
The table on this slide

displays information released

156
00:07:29,840 --> 00:07:32,622
by the California Department
of Education, CDE,

157
00:07:32,622 --> 00:07:37,310
showing the 2017 special
education case nest data

158
00:07:37,310 --> 00:07:39,240
that notes the number and percentage

159
00:07:39,240 --> 00:07:42,310
of students with disabilities
in each category.

160
00:07:42,310 --> 00:07:45,860
Each category of disability
encompasses a wide range

161
00:07:45,860 --> 00:07:48,370
of student need, and as a result,

162
00:07:48,370 --> 00:07:51,830
students may require mild
to significant supports.

163
00:07:51,830 --> 00:07:53,900
Section two of the handbook begins

164
00:07:53,900 --> 00:07:55,630
by addressing background information

165
00:07:55,630 --> 00:07:58,639
about California's
students with disabilities

166
00:07:58,639 --> 00:08:00,850
and shows how they are included

167
00:08:00,850 --> 00:08:04,310
in the unduplicated student
groups in the Local Control

168
00:08:04,310 --> 00:08:06,990
and Accountability Plan, LCAP.

169
00:08:06,990 --> 00:08:08,253
Let's take a closer look.

170
00:08:09,850 --> 00:08:13,060
The Local Control Funding Formula, LCFF,

171
00:08:13,060 --> 00:08:16,170
is hallmark legislation
that fundamentally changed

172
00:08:16,170 --> 00:08:20,510
how all local education agencies
in the state are funded,

173
00:08:20,510 --> 00:08:22,420
how they are measured for results,

174
00:08:22,420 --> 00:08:24,770
and the services and supports they receive

175
00:08:24,770 --> 00:08:26,150
to allow all students

176
00:08:26,150 --> 00:08:28,660
to succeed to their greatest potential.

177
00:08:28,660 --> 00:08:33,520
Enacted in 2013, LEAs including
charter schools receive

178
00:08:33,520 --> 00:08:36,690
additional funding based on the LCFF

179
00:08:36,690 --> 00:08:40,350
to support students identified
as English learners,

180
00:08:40,350 --> 00:08:41,640
students that meet income

181

00:08:41,640 --> 00:08:43,900
or categorical eligibility requirements

182
00:08:43,900 --> 00:08:46,000
for free or reduced-price meals

183
00:08:46,000 --> 00:08:48,180
under the national school lunch program,

184
00:08:48,180 --> 00:08:50,410
and students who are foster youth.

185
00:08:50,410 --> 00:08:53,483
These student groups are
also termed unduplicated.

186
00:08:55,490 --> 00:08:58,881
A Local Control and
Accountability Plan, or LCAP,

187
00:08:58,881 --> 00:09:02,630
describes actions and services
provided to all students

188
00:09:02,630 --> 00:09:04,565
with a focus on improving the outcomes

189
00:09:04,565 --> 00:09:07,490
of unduplicated students.

190
00:09:07,490 --> 00:09:10,690
Charter schools are
required to develop an LCAP.

191
00:09:10,690 --> 00:09:13,330
The LCAP describes how
charter schools intend

192
00:09:13,330 --> 00:09:16,100
to meet annual goals for all pupils

193
00:09:16,100 --> 00:09:18,450
with specific activities to address state

194

00:09:18,450 --> 00:09:20,350
and local priorities.

195
00:09:20,350 --> 00:09:25,020
In 2016-17, a majority of
students with disabilities

196
00:09:25,020 --> 00:09:26,349
were also represented

197
00:09:26,349 --> 00:09:29,710
in at least one unduplicated student group

198
00:09:29,710 --> 00:09:31,343
that is part of the LCAP.

199
00:09:33,630 --> 00:09:35,542
Let's review the
representation of students

200
00:09:35,542 --> 00:09:39,690
with disabilities within an
unduplicated student count.

201
00:09:39,690 --> 00:09:41,987
13% of low-income students

202
00:09:41,987 --> 00:09:45,883
have an Individualized
Education Plan, IEP.

203
00:09:47,550 --> 00:09:50,883
17% of English learners have IEPs.

204
00:09:52,460 --> 00:09:56,373
And 27% of foster youth also have IEPs.

205
00:09:58,130 --> 00:10:00,534
The California Department
of Education's definition

206
00:10:00,534 --> 00:10:04,880
of a Multi-Tiered System
of Supports, or MTSS,

207
00:10:04,880 --> 00:10:08,750
provides a basis for understanding
how California educators

208
00:10:08,750 --> 00:10:12,230
can work together to ensure
equitable access and opportunity

209
00:10:12,230 --> 00:10:15,910
for all students to achieve the
common core state standards.

210
00:10:15,910 --> 00:10:17,750
This extends to how educators

211
00:10:17,750 --> 00:10:20,210
support students with disabilities.

212
00:10:20,210 --> 00:10:23,940
MTSS includes Response to
Instruction and Intervention,

213
00:10:23,940 --> 00:10:26,640
RtI squared, as well
as additional distinct

214
00:10:26,640 --> 00:10:29,323
philosophies and concepts.

215
00:10:30,860 --> 00:10:33,280
Whether addressing academics, behavior,

216
00:10:33,280 --> 00:10:35,210
or social-emotional learning,

217
00:10:35,210 --> 00:10:37,860
it is important to
consider what is being done

218
00:10:37,860 --> 00:10:40,660
to support high-quality first instruction.

219
00:10:40,660 --> 00:10:44,610
What systematic processes

are in place to identify need

220
00:10:44,610 --> 00:10:46,960
and layer additional
support for some students

221
00:10:46,960 --> 00:10:50,010
who need targeted supports in these areas?

222
00:10:50,010 --> 00:10:52,491
Additionally, what is in
place to identify needs

223
00:10:52,491 --> 00:10:56,320
and layer further supports
for those students

224
00:10:56,320 --> 00:10:59,650
that benefit from intensive,
individualized academic,

225
00:10:59,650 --> 00:11:02,563
behavioral, or social-emotional supports?

226
00:11:03,760 --> 00:11:06,470
The green tier at the
bottom of the pyramid shows

227
00:11:06,470 --> 00:11:09,100
that all students need the general program

228
00:11:09,100 --> 00:11:11,900
and school wide supports
that are available.

229
00:11:11,900 --> 00:11:15,210
Some students benefit from
targeted additional supports

230
00:11:15,210 --> 00:11:18,460
as is shown by the yellow tier
in the middle of the pyramid.

231
00:11:18,460 --> 00:11:20,468
About five through 15% of the students

232
00:11:20,468 --> 00:11:24,600
may need these supports at any given time.

233
00:11:24,600 --> 00:11:29,030
A few students will need
intensive, individualized supports,

234
00:11:29,030 --> 00:11:31,669
about one through seven
percent of the students.

235
00:11:31,669 --> 00:11:35,161
This is shown in the red section
at the top of the pyramid.

236
00:11:35,161 --> 00:11:38,530
Taken together, these layers are known

237
00:11:38,530 --> 00:11:41,783
as the Multi-Tiered System of Supports.

238
00:11:43,955 --> 00:11:45,320
Let's review some key elements

239
00:11:45,320 --> 00:11:48,150
of a high-quality Multi-Tiered
System of Supports

240
00:11:48,150 --> 00:11:50,010
found within the handbook.

241
00:11:50,010 --> 00:11:53,030
System wide alignment of
resources and initiatives

242
00:11:53,030 --> 00:11:55,956
and systematic processes
for identifying resources

243
00:11:55,956 --> 00:11:59,770
and who may benefit from
universal, targeted,

244

00:11:59,770 --> 00:12:01,830
and intensive supports.

245
00:12:01,830 --> 00:12:04,800
District, site, and
grade-level participation

246
00:12:04,800 --> 00:12:07,093
in alignment of resources and programs.

247
00:12:08,040 --> 00:12:11,330
Support for all students including gifted

248
00:12:11,330 --> 00:12:12,980
and high achievers.

249
00:12:12,980 --> 00:12:15,072
Use of Universal Design for Learning, UDL,

250
00:12:15,072 --> 00:12:17,570
proactive lesson planning framework,

251
00:12:17,570 --> 00:12:19,890
which will be discussed in greater detail

252
00:12:19,890 --> 00:12:21,610
later in this presentation.

253
00:12:21,610 --> 00:12:24,890
And a focus on sustainable interventions

254
00:12:24,890 --> 00:12:26,394
that reflect best practice

255
00:12:26,394 --> 00:12:29,163
aligned to common core state standards.

256
00:12:30,660 --> 00:12:33,410
A critical element of MTSS is a use

257
00:12:33,410 --> 00:12:36,850
of Universal Design for
Learning, or UDL principles,

258
00:12:36,850 --> 00:12:38,350
for curriculum development

259
00:12:38,350 --> 00:12:40,090
and instruction to provide students

260
00:12:40,090 --> 00:12:42,840
with equitable access to education.

261
00:12:42,840 --> 00:12:45,140
UDL principles optimize instruction

262
00:12:45,140 --> 00:12:48,490
and supports for all students
in a general education setting

263
00:12:48,490 --> 00:12:51,130
and ensure full access
to the general curriculum

264
00:12:51,130 --> 00:12:54,920
regardless of disability,
English language proficiency,

265
00:12:54,920 --> 00:12:58,543
income level, race, or
academic performance.

266
00:13:00,160 --> 00:13:02,680
UDL is an Evidence-Based Practice

267
00:13:02,680 --> 00:13:05,660
that takes into account
the multitude of needs

268
00:13:05,660 --> 00:13:07,640
of all learners in the classroom,

269
00:13:07,640 --> 00:13:11,430
and proactively assists
educators in addressing the why,

270
00:13:11,430 --> 00:13:14,710
what, and how of learning

in their classrooms.

271
00:13:14,710 --> 00:13:17,400
UDL is a set of principles
for curriculum development

272
00:13:17,400 --> 00:13:22,230
that give all individuals
equal opportunities to learn.

273
00:13:22,230 --> 00:13:25,850
UDL provides a blueprint for
creating instructional goals,

274
00:13:25,850 --> 00:13:29,825
methods, materials, and
assessments that work for everyone.

275
00:13:29,825 --> 00:13:32,550
Not a single, one-size-fits-all solution,

276
00:13:32,550 --> 00:13:34,210
but rather flexible approaches

277
00:13:34,210 --> 00:13:38,143
that can be customized and
adjusted for individual needs.

278
00:13:39,400 --> 00:13:43,390
UDL is necessary because
each student brings a variety

279
00:13:43,390 --> 00:13:46,144
of skills, needs, and
interests to learning.

280
00:13:46,144 --> 00:13:49,150
Neural science reveals
that these differences

281
00:13:49,150 --> 00:13:53,460
are as varied and unique
as our DNA or fingerprints.

282
00:13:53,460 --> 00:13:57,230

The three primary brain networks
are shown on this slide.

283
00:13:57,230 --> 00:14:00,020
The arrows below the images
of the networks remind us

284
00:14:00,020 --> 00:14:02,430
of the considerations
educators must address

285
00:14:02,430 --> 00:14:04,793
when planning effective lessons.

286
00:14:06,146 --> 00:14:09,597
UDL allows students to
maximize their development

287
00:14:09,597 --> 00:14:11,790
and potential, no matter their learning

288
00:14:11,790 --> 00:14:14,070
or other individual needs.

289
00:14:14,070 --> 00:14:17,360
The use of UDL principles
for curriculum development

290
00:14:17,360 --> 00:14:19,090
and instruction provides students

291
00:14:19,090 --> 00:14:22,160
with equitable access to education.

292
00:14:22,160 --> 00:14:24,816
UDL principles are intended
to optimize instruction

293
00:14:24,816 --> 00:14:27,560
and supports for all students

294
00:14:27,560 --> 00:14:29,630
in a general education setting,

295

00:14:29,630 --> 00:14:32,900
and ensure full access
to the general curriculum

296
00:14:32,900 --> 00:14:36,630
regardless of disability,
English language proficiency,

297
00:14:36,630 --> 00:14:40,730
income level, race, or
academic performance.

298
00:14:40,730 --> 00:14:43,740
UDL provides teachers with a data-driven,

299
00:14:43,740 --> 00:14:45,562
research-based blueprint

300
00:14:45,562 --> 00:14:48,653
for meeting the full
range of student needs.

301
00:14:49,740 --> 00:14:52,915
These principles also include
differentiated instruction

302
00:14:52,915 --> 00:14:55,716
that matches individual student needs

303
00:14:55,716 --> 00:14:58,410
with appropriate instructional strategies

304
00:14:58,410 --> 00:15:00,450
in classroom settings.

305
00:15:00,450 --> 00:15:04,410
UDL offers students explicit
and rigorous instruction

306
00:15:04,410 --> 00:15:06,392
that is both culturally responsive

307
00:15:06,392 --> 00:15:09,120
and linguistically appropriate.

308
00:15:09,120 --> 00:15:10,480
Instruction and interventions

309
00:15:10,480 --> 00:15:13,030
that build upon a student's
cultural knowledge,

310
00:15:13,030 --> 00:15:16,171
home language, background,
and experiences,

311
00:15:16,171 --> 00:15:20,370
as well as their linguistic
proficiency in both English

312
00:15:20,370 --> 00:15:23,780
and their native language
are essential to UDL.

313
00:15:23,780 --> 00:15:26,790
Approaching instruction
with these considerations

314
00:15:26,790 --> 00:15:30,228
helps teachers to determine
how a student learns best,

315
00:15:30,228 --> 00:15:35,228
identify preferred settings and
optimal teaching conditions,

316
00:15:35,260 --> 00:15:37,680
and ensure all students have access to

317
00:15:37,680 --> 00:15:39,610
and are learning from rigorous,

318
00:15:39,610 --> 00:15:42,463
engaging general education curriculum.

319
00:15:44,000 --> 00:15:46,745
Evidence-based Practices, or EBPs,

320
00:15:46,745 --> 00:15:49,294

are an important component of MTSS.

321
00:15:49,294 --> 00:15:51,870
The concept of
Evidence-based Practice began

322
00:15:51,870 --> 00:15:54,200
in the medical field in the 1970s

323
00:15:54,200 --> 00:15:56,360
and was adopted by the field of education

324
00:15:56,360 --> 00:15:58,741
with the Federal No Child Left Behind Act,

325
00:15:58,741 --> 00:16:02,029
where the term
scientifically-based research

326
00:16:02,029 --> 00:16:04,023
was repeatedly mentioned.

327
00:16:05,440 --> 00:16:07,940
The benefits of implementing EBPs

328
00:16:07,940 --> 00:16:11,187
include an increased likelihood
of positive outcomes,

329
00:16:11,187 --> 00:16:15,120
less time and resources devoted
to ineffective programs,

330
00:16:15,120 --> 00:16:17,400
and an increase in sustainability

331
00:16:17,400 --> 00:16:21,320
because data supports the
efficacy of these practices.

332
00:16:21,320 --> 00:16:23,514
Evidence-Based Practices
or programs have research

333

00:16:23,514 --> 00:16:26,840
to show that they are
effective at producing results

334
00:16:26,840 --> 00:16:30,060
and improving outcomes when implemented.

335
00:16:30,060 --> 00:16:31,670
The kind of evidence described

336
00:16:31,670 --> 00:16:33,970
in the Every Student Succeeds Act

337
00:16:33,970 --> 00:16:35,520
has generally been produced

338
00:16:35,520 --> 00:16:38,410
through formal studies and research.

339
00:16:38,410 --> 00:16:41,915
Regulatory guidance using
evidence to strengthen education

340
00:16:41,915 --> 00:16:44,026
through the US Department of Education

341
00:16:44,026 --> 00:16:47,763
cites four tiers of evidence as follows.

342
00:16:48,731 --> 00:16:51,750
Tier one, strong evidence

343
00:16:51,750 --> 00:16:55,280
supported by one or more
well-designed and well-implemented

344
00:16:55,280 --> 00:16:58,730
randomized control experimental studies.

345
00:16:58,730 --> 00:17:01,410
Tier two, moderate evidence

346
00:17:01,410 --> 00:17:03,410
supported by one or more well-designed

347
00:17:03,410 --> 00:17:07,033
and well-implemented
quasi-experimental studies.

348
00:17:08,700 --> 00:17:10,906
Tier three, promising evidence

349
00:17:10,906 --> 00:17:13,370
supported by one or more well-designed

350
00:17:13,370 --> 00:17:16,135
and well-implemented correlational studies

351
00:17:16,135 --> 00:17:19,810
with statistical controls
for selection bias.

352
00:17:19,810 --> 00:17:22,962
And tier four, demonstrates a rationale.

353
00:17:22,962 --> 00:17:26,291
Practices that have a
well-defined logic model

354
00:17:26,291 --> 00:17:30,060
or theory of action, are
supported by research,

355
00:17:30,060 --> 00:17:34,030
and have some effort underway
by a state, district,

356
00:17:34,030 --> 00:17:36,180
or outside research organization

357
00:17:36,180 --> 00:17:38,023
to determine their effectiveness.

358
00:17:39,770 --> 00:17:42,580
Understanding the four
tiers of rigorous evidence

359
00:17:42,580 --> 00:17:46,090

can increase the impact
of educational investments

360
00:17:46,090 --> 00:17:48,759
by ensuring that interventions
being implemented

361
00:17:48,759 --> 00:17:50,750
have proven to be effective

362
00:17:50,750 --> 00:17:52,860
in leading to desired outcomes,

363
00:17:52,860 --> 00:17:55,053
namely improving student achievement.

364
00:17:56,520 --> 00:17:58,710
Section four of the
handbook has several tools

365
00:17:58,710 --> 00:18:00,240
that charter schools can consider

366
00:18:00,240 --> 00:18:02,250
in evaluating the implementation

367
00:18:02,250 --> 00:18:04,360
of Evidence-Based Practices.

368
00:18:04,360 --> 00:18:08,220
One such tool is the EBP comparison sheet.

369
00:18:08,220 --> 00:18:10,850
This tool is a matrix to compare programs

370
00:18:10,850 --> 00:18:13,610
and practices using a variety of factors,

371
00:18:13,610 --> 00:18:15,960
including target student population,

372
00:18:15,960 --> 00:18:19,927
resources required for
implementation, and time required.

373
00:18:19,927 --> 00:18:23,140
The hexagon tools
provides teams a structure

374
00:18:23,140 --> 00:18:25,880
for discussions around six components,

375
00:18:25,880 --> 00:18:30,880
capacity, fit, need, evidence,
usability, and support.

376
00:18:32,145 --> 00:18:34,092
We encourage you to pause this module

377
00:18:34,092 --> 00:18:36,899
and download each of these
tools for your review

378
00:18:36,899 --> 00:18:38,450
and use in planning

379
00:18:38,450 --> 00:18:40,763
and implementing Evidence-Based Practices.

380
00:18:42,460 --> 00:18:45,290
In this module, we reviewed
background information

381
00:18:45,290 --> 00:18:47,890
about students with
disabilities in California.

382
00:18:47,890 --> 00:18:50,160
We took a closer look at the emphasis

383
00:18:50,160 --> 00:18:53,040
on creating one system for all students.

384
00:18:53,040 --> 00:18:55,520
And we discussed aligning
supports for students

385
00:18:55,520 --> 00:18:57,453

with disabilities through an overview

386
00:18:57,453 --> 00:19:01,320
of Multi-Tiered System of Supports, MTSS,

387
00:19:01,320 --> 00:19:03,404
Universal Design for Learning, UDL,

388
00:19:03,404 --> 00:19:06,893
and Evidence-based Practice, EBPs.

389
00:19:08,436 --> 00:19:11,420
The next module in our
series, module three,

390
00:19:11,420 --> 00:19:12,926
supports charter school teams

391
00:19:12,926 --> 00:19:15,700
in preparing for an improvement process.

392
00:19:15,700 --> 00:19:17,390
Thank you for viewing this web module

393
00:19:17,390 --> 00:19:19,345
on supports for students
with disabilities.

394
00:19:19,345 --> 00:19:21,860
I hope that you found
the information useful.

395
00:19:21,860 --> 00:19:23,940
Should you need further information

396
00:19:23,940 --> 00:19:26,420
on improving performance of
students with disabilities,

397
00:19:26,420 --> 00:19:29,563
please refer to the additional
web modules in this series.