

## **Program Standard 20: Teaching Special Populations**

*Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.*

### **Program and Implementation Plan**

Standard 20 requires that induction programs build on the knowledge, skills and abilities acquired during professional preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. This standard addresses important content regarding teaching special populations.

The Sacramento BTSA Consortium Professional Teacher Induction Program provides multiple opportunities for the participating teacher to demonstrate his or her ability to teach under the weekly guidance of a personal coach (support provider). The participating teacher and support provider meet together an average of two (2) hours a week for 29 of the 36 school weeks each year for two years. Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the *California Standards for the Teaching Profession (CSTP)* through use of state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers (CFASST)*. The elements of Standard 20 are met as the participating teacher completes each CFASST event or as the participating teacher describes how and to what degree he or she meets those elements that are exceptionally individual and personal.

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standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers* (CFASST). The elements of Standard 20 are met as the participating teacher completes each CFASST event and/or as the participating teacher describes how and to what degree he or she meets those elements individually and personally in the Comment Box

Additional training is now available for support providers who work with participating teachers assigned to work with special education teachers. During the 2001-2002 academic year several BTSA Programs piloted revised *California Formative Assessment and Support System for Teachers* (CFASST) materials designed especially to work with Special Education Teachers. These materials have become available for purchase in September 2002. State Training will begin in October 2002. The Sacramento BTSA Consortium Professional Teacher Induction Program sent an order for 20 new Special Education CFASST curriculum boxes on August 23, 2002. We are eager to be better able to support our special education participating teachers.

Sponsoring districts and our Institutes of Higher Education (IHEs) assist the Sacramento BTSA Consortium Professional Teacher Induction Program in identifying community resources and expert personnel who provide support for the participating teacher to grow in his or her professional ability to support students with diverse needs to learn optimally, specifically students with disabilities, students who are at risk, and students who are gifted and talented. Personnel trained in these three fields provide classes at our Hot Topics and S<sup>3</sup>superstrategies.sat (professional development Saturdays), at district seminars and workshops. The Sacramento County Office of Education provides additional services listed in their Professional Development Catalog in these three arenas that are available to participating teachers and support providers.

### **Comment Box**

For the Induction Program Standards 15-20, the participating teacher will explain and site evidence in the MyBTSA web site Comment Box specifically how he/she has extended, implemented and applied the knowledge identified by the element learned in his/her Teacher Preparation Program. We have listed in the MyBTSA database for each element of the Induction Program Standards 15-20 possible sources of evidence for the participating teacher and the support provider to consider. Essential training is being developed for support providers regarding this section of the program requirements and the documentation on the database. Support providers must be fully knowledgeable regarding these new program standards and their elements in order to guide the conversations and focus of the participating teacher as they progress through the twelve (12) *California Formative Assessment and Support System for Teachers* (CFASST) events. The support provider will verify on MyBTSA that the participating teacher has successfully met each element once the participating teacher has completed the Comment Box.

*See Evidence #2 at the end of Standard 20: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 20.*

20(a) *Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 1 and 7 (Class, School, District and Community Profiles) Dates for district instruction/training, attendance of IEP meetings. Dates of meetings with special education teachers. Parent Conferences. Weekly Conversations with support providers, reflective writing. Professional readings. Case Study. Attendance at Student Study Team Meetings. Student Referrals. Hot Topics, S<sup>3</sup>superstrategies.sat, district seminars and workshops. Comment Box.

20(b) *Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 1 and 7 (Class, School, District and Community Profile), CFASST Inquiries 2 (Establishing an Environment for Student Learning). Observations (Profiles of Practice), Weekly support provider Meetings, reflective writings. Case Study. Comment Box.

20(c) *Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Identification of strategies; results of implementation. CFASST Events 3 and 5 (Profiles of Practice Observations). Comment Box.

20(d) *Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Names of resource people, equipment, materials, strategies, technologies, and supplies used. Results of use. Comment Box.

20(e) *Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Names of resource people. Dates and Purpose of Meetings, Comment Box.

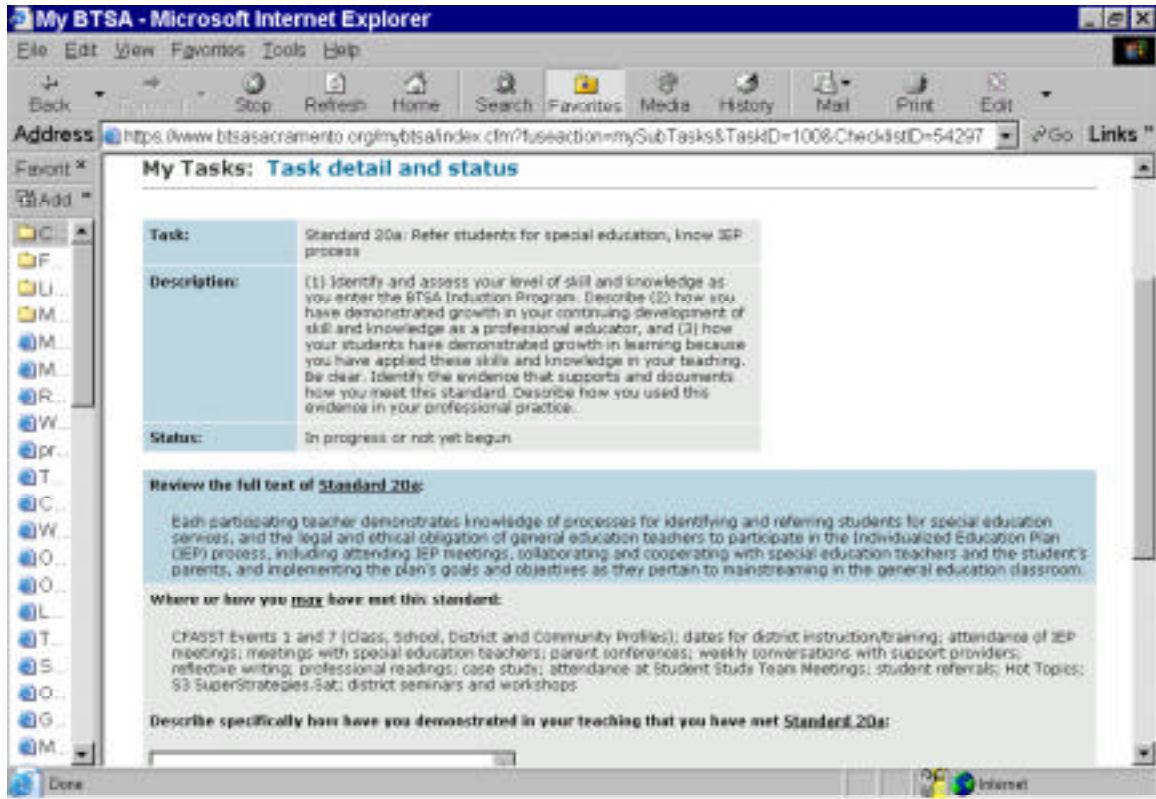
20(f) *Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 1 and 7 (Class, School, District and Community Profiles), CFASST Events 3 and 5 (Profiles of Practice Observations), CFASST Inquiries 4 (Assessing Learning Experiences ), 9 (Designing a Lesson Series), 11 (Assessing Student Learning Over Time), the collected student work and its assessment from 2 students. Comment Box.

**What evidence will be collected to show that each teacher fulfills each element of this standard?**

Supportive evidence is collected in the CFASST Portfolio Box. Completion of the element is tracked as on MyBTSA and verified by the support provider.



**Review the full text of Standard 20a:**

Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.

Where or how you may have met this standard:

CFASST Events 1 and 7 (Class, School, District and Community Profiles); dates for district instruction/training; attendance of IEP meetings; meetings with special education teachers; parent conferences; weekly conversations with support providers; reflective writing; professional readings; case study; attendance at Student Study Team Meetings; student referrals; Hot Topics; S3 SuperStrategies.Sat; district seminars and workshops

Describe specifically how have you demonstrated in your teaching that you have met Standard 20a:

**Is completion of a CFASST event, or a participating teacher explanation of how he or she has met the element, the only criteria for determining whether or not an element is met?**

The participating teacher will find that many of the elements may be met as a part of the CFASST process. The participating teacher is not limited to CFASST Events. The participating teacher may meet the element in a number of ways. For example, element a of standard to offers these suggestions:

**Where or how you may have met this standard:**

CFASST Events 1 and 7 (Class, School, District and Community Profiles); dates for district instruction/training; attendance of IEP meetings; meetings with special education teachers; parent conferences; weekly conversations with support providers; reflective writing; professional readings; case study; attendance at Student Study Team Meetings; student referrals; Hot Topics; S3 SuperStrategies.Sat; district seminars and workshops

The participating teacher will keep hard evidence to support the explanation they write into MyBTSA in their CFASST Portfolio Box. This evidence may be part of what the participating teacher brings to the Professional Credential Induction Committee to demonstrate successful completion of the Induction Program.

**Who decides whether the evidence provided is correct or appropriate?**

The support provider verifies that the evidence presented by the participating teacher meets the criteria for each element on MyBTSA.

The description of each element describes the criteria that the support provider will use to determine if they can validate the participating teachers statement that the element has been met. Each elements asks the participating teacher to:

- (1) identify and assess your level of skill and knowledge
- (2) describe how you have demonstrated growth
- (3) describe how your students have demonstrated growth
- (4) be clear and
- (5) identify the evidence that supports their statements.

For example:

**My Tasks: Track your BTSA tasks and accomplishments**

Print task list: [Current school year](#)

Complete Pending Approval In Progress or Not Yet Begun

| Select a task or task group to check or update the status of a task      | When * | Status |
|--|--------|--------|
| <b>Standard 20: Teaching Special Populations</b>                         | -      | i      |
| Standard 20a: Refer students for special education, know IEP process     | -      | i      |
| Standard 20b: Student growth using positive behavioral strategies        | -      | i      |
| Standard 20c: Integrate students with disabilities into social fabric    | -      | i      |
| Standard 20d: Resources for students with special needs                  | -      | i      |
| Standard 20e: Transition students to least restrictive environment       | -      | i      |
| Standard 20f: Strength-based activities for disabled and gifted students | -      | i      |

\* Not necessarily a firm deadline, but a target timeframe for completing the task. When a numeric month appears in this column, it refers to the **program month**, with "1st month" being the month you entered the BTSA program for the current year (e.g., if you started in August, "1st month" would indicate August, "2nd month" would indicate September, etc.).

[Previous Task Screen](#)

### **Standard 20: Teaching Special Populations**

- ▶ [Standard 20a: Refer students for special education, know IEP process](#)
- ▶ [Standard 20b: Student growth using positive behavioral strategies](#)
- ▶ [Standard 20c: Integrate students with disabilities into social fabric](#)
- ▶ [Standard 20d: Resources for students with special needs](#)
- ▶ [Standard 20e: Transition students to least restrictive environment](#)
- ▶ [Standard 20f: Strength-based activities for disabled and gifted students](#)

|                     |  |
|---------------------|--|
| <b>Task:</b>        | Standard 20a: Refer students for special education, know IEP process   |
| <b>Description:</b> | (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice. |
| <b>Status:</b>      | In progress or not yet begun   |

**Review the full text of Standard 20a:**

Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.

Where or how you may have met this standard:

CFASST Events 1 and 7 (Class, School, District and Community Profiles); dates for district instruction/training; attendance of IEP meetings; meetings with special education teachers; parent conferences; weekly conversations with support providers; reflective writing; professional readings; case study; attendance at Student Study Team Meetings; student referrals; Hot Topics; S3 SuperStrategies.Sat; district seminars and workshops

Describe specifically how have you demonstrated in your teaching that you have met Standard 20a:

**Please clarify how each element is addressed by the CFASST events.**

Each participating teacher will attend training sessions that are presented by his or her district's Special Education Department. These training sessions are designed to inform each participating teacher of the:

- Statutory provisions of the Individuals with Disabilities Education Act (IDEA),
- Statutory and local provisions relating to the education of students, who are gifted and talented,
- District's processes for identifying and referring students for special education services, and
- Legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process.

Opportunities for each participating teacher to demonstrate his/her ability to create a positive, inclusive climate for all students is built in to BTSA and *CFASST*. Each participating teacher will demonstrate recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented within the *CFASST* process. The Sacramento BTSA Consortium Professional Teacher Induction Program requires that during the course of the 2-year program each participating teacher selects 2 focus students per year which must include one English Learner student (if there is one in the class) or one student who has an Individualized Education Plan (IEP). The second student will be one that provides a learning challenge to the participating teacher, such as one who is designated as gifted and talented. For each Profile of Practice each participating teacher designs an instruction plan that includes specific accommodations, interventions, acceleration, or enrichment, to meet the learning needs of the two focus students.

Each participating teacher demonstrates collaboration with caregivers, special education teachers, and support persons of the special education student through the Individualized Education Plan (IEP) process.

Each participating teacher will demonstrate his/her knowledge of student growth and development by utilizing the process for developing a plan to support a student with a behavior challenge. Each participating teacher will document his/her use of positive behavioral support strategies. Additional evidence of the participating teacher's implementation of positive behavior support strategies are recorded on *CFASST* forms, such as reflection forms and the classroom observation form on which SPs record observed evidence in the following elements of *CSTP* Standard 2:

Add *CFASST* classroom observation documentation:

- *CSTP* 2.2 Establishing a climate that promotes fairness and respect
- *CSTP* 2.3 Promoting social development and group responsibility
- *CSTP* 2.4 Establishing and maintaining standards for student behavior

- CSTP 2.5 Planning and implementing class procedures and routines that support student learning.

Each participating teacher's use of positive behavior support is revisited through collaborative reflection with his or her support provider, and the participating teacher's practice is documented on the Description of Practice.

Opportunities for each participating teacher to demonstrate his/her knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom are built into BTSA. BTSA components include:

- The 5 Towards Equity Principles with inclusion and community building strategies,
- The *CFASST* Instruction Plan write-up, located in *CFASST* Events 3 & 5 Profile of Practice, and Event 9 Designing a Standards-based Lesson Series, assists participating teachers in determining and reflecting on the effectiveness of grouping strategies.
- The Profile of Practice in which the support provider scripts evidence during a classroom observation, (*CFASST* Event 3 & 5)
- Description of Practice (DOP) for standard 2 of the *California Standards for the Teaching Profession* (CSTP), particularly the following elements of standard 2
  - 2.1 Creating a physical environment that engages all students
  - 2.2 Establishing a climate that promotes fairness and respect
  - 2.3 Promoting social development and group responsibility

With the guidance and the evidence that the support provider collects, the participating teacher determines the placement of his/her practice for each of the elements of Standard 2 using the descriptors, and together they plan the participating teacher's next steps for professional growth.

Participating teachers identify and keep a record of resource contact people in *CFASST* Event 1 the Class, School, District, Community Profile. Participating teachers demonstrate the use of resources within the school and local community for assessing and educating students with individual needs in the formal Instruction Plan of the Profile of Practice and in the Descriptions of Practice (DOP)-CSTP 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.

Each participating teacher demonstrates collaboration with caregivers, special education teachers, and support persons of the special education student through the Individualized Education Plan (IEP) process. The IEP process includes student study team meetings and team meetings to facilitate the transition of the special education student to the least restrictive environment, whether it is to the next grade or school. Some High School participating teachers will be involved in the Individual Transition Plan (ITP) process, which is in place for the transition of the special education students to post-school employment.

During the Individualized Education Plan (IEP) process, each participating teacher demonstrates recognition and assessment of the strengths and current levels of functioning of students with disabilities. The student's strengths are discussed and

recorded at the student study team meetings and IEP meetings. The students social and academic needs as well as how to plan instructional and/or social activities to further develop these strengths are determined and recorded at the student study team meetings and IEP meetings.

Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented within the *CFASST* process. The Sacramento BTSA Consortium Professional Teacher Induction Program requires that during the course of the 2-year program each participating teacher selects 2 focus students per year which must include one English Learner student (if there is one in the class) or one student who has an Individualized Education Plan (IEP). The second student will be one that provides a learning challenge to the participating teacher, such as one who is designated as gifted and talented. During each Profile of Practice, each participating teacher designs an instruction plan that includes specific accommodations, interventions acceleration or enrichment, to meet the learning needs of the two focus students. Following the lesson, each participating teacher, reflects and records the effectiveness of the accommodations or interventions.

**An overview of the bill to provide a broad understanding of some of the changes in  
IDEA '97**

**OVERVIEW**

**The Progress**

The Individuals with Disabilities Education Act (IDEA) has a long history. Prior to its implementation in 1975, approximately 1 million children with disabilities were shut out of schools and hundreds of thousands more were denied appropriate services. Since then, the legislation changed the lives of these children. Many are learning and achieving at levels previously thought impossible. As a result, they are graduating from high school, going to college and entering the workforce as productive citizens in unprecedented numbers.

Ninety percent of children with developmental disabilities were previously housed in state institutions. Today, they are no longer in those settings. As compared to their predecessors, three times the number of young people with disabilities are enrolled in colleges or universities, and twice as many of today's 20 year olds with disabilities are working.

**Unfulfilled Promises**

While this is significant progress, we can and must do better. The status of children with disabilities still falls short of our expectations for them.

- Twice as many children with disabilities drop out of school.
- Drop outs do not return to school, have difficulty finding jobs and often end up in the criminal justice system.
- Girls who drop out often become young unwed mothers—at a much higher rate than their non-disabled peers.
- Many children with disabilities are excluded from the curriculum and assessments used with their non-disabled classmates, limiting their possibilities of performing to higher standards of performance.

**Strategies for Success**

The new IDEA legislation is an attempt to remedy these and other problems that contribute to the barriers children with disabilities face.

IDEA will make these changes by:

- Raising expectations for children with disabilities;
- Increasing parental involvement in the education of their children;
- Ensuring that regular education teachers are involved in planning and assessing children's progress;
- Including children with disabilities in assessments, performance goals, and reports to the public;

- Supporting quality professional development for all personnel who are involved in educating children with disabilities.

### **IDEA Accomplishments**

Over the past four decades, special education research has provided practical answers to questions about how best to educate infants, toddlers, children, and youth with disabilities. These accomplishments have translated into benefits for all our citizens.

- Over 1 million children, many of whom would have been placed in separate schools and institutions 25 years ago, are being educated in neighborhood schools, saving an average of \$10,000 per child per year.
- Nine percent more children with disabilities graduated from high school between 1984 and 1992.
- Youth served under IDEA are employed twice as often as their predecessors, older American with similar disabilities who were not served under the law.
- Nearly half of all adults with disabilities have successfully completed course-work in colleges and universities.
- Although less than 1% of the annual expenditures to educate children with disabilities is spent on research and development to improve practice, these dollars have had exponential results. They support programs that allow children with disabilities to become independent learners and self-supporting adults.

New knowledge has resulted in technologies that have enriched all our lives. For example, the Kurtzweil Machine, originally developed for taking written text and translating it into Braille and speech was the forerunner of the fax machine. Captioning, an aid for the deaf, has become a boon for older Americans with poor hearing and for those who are learning to read and speak English.

*Evidence #2 of Standard 20: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 20 ( this is the original CFASST – we have not had an opportunity to review the Special Education CFASST for alignment.)*

**Program Standard 20: Teaching Special Populations**

|  | <b>Identify and refer students for special education services</b><br>(a) | <b>Knowledge of student growth and development behavior support</b><br>(b) | <b>Strategies to integrate all students</b><br>(c) | <b>Resources to support special students</b><br>(d) |
|--|--|--|--|---|
|--|--|--|--|---|

|                 |             |             |             |             |
|-----------------|-------------|-------------|-------------|-------------|
| <b>Event 1</b>  | CSDC        | CSDC        | CSDC        | CSDC        |
| <b>Event 2</b>  | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 3</b>  | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 4</b>  | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 5</b>  | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 6</b>  |             |             |             |             |
| <b>Event 7</b>  | CSDC        | CSDC        | CSDC        | CSDC        |
| <b>Event 8</b>  | Framework   | Framework   | Framework   | Framework   |
| <b>Event 9</b>  | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 10</b> | Reflection  | Reflection  | Reflection  | Reflection  |
| <b>Event 11</b> | Lesson Plan | Lesson Plan | Lesson Plan | Lesson Plan |
| <b>Event 12</b> |             |             |             |             |

**Program Standard 20: Teaching Special Populations**

|                 | <b>Collaborates with all parties involved with students (e)</b> | <b>Recognition and assessment of student strengths (f)</b> | <b>Reflects and monitors the results of using technology in instruction/student assessment (g)</b> |
|-----------------|---|--|--|
| <b>Event 1</b>  | CSDC  | CSDC   | CSDC   |
| <b>Event 2</b>  | Lesson Plan   | Observation  | Reflection   |
| <b>Event 3</b>  | Lesson Plan   | Observation  | Reflection   |
| <b>Event 4</b>  | Lesson Plan   | Observation  | Reflection   |
| <b>Event 5</b>  | Lesson Plan   | Observation  | Reflection   |
| <b>Event 6</b>  |   |  |  |
| <b>Event 7</b>  | CSDC  | CSDC   | Reflection   |
| <b>Event 8</b>  | Framework   | Framework  | Reflection   |
| <b>Event 9</b>  | Lesson Plan   | Lesson Plan  | Reflection   |
| <b>Event 10</b> | Reflection  | Reflection   | Reflection   |
| <b>Event 11</b> | Lesson Plan   | Lesson Plan  | Reflection   |
| <b>Event 12</b> |   |  | Reflection   |