High Expectations for Access, Outcomes & Collaboration:

Providing a Continuum of Services for English Learners with Disabilities

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Members of the OSPI EL-Special Education Work Group

ESD 112 ELL Un-Conference | March 27, 2021

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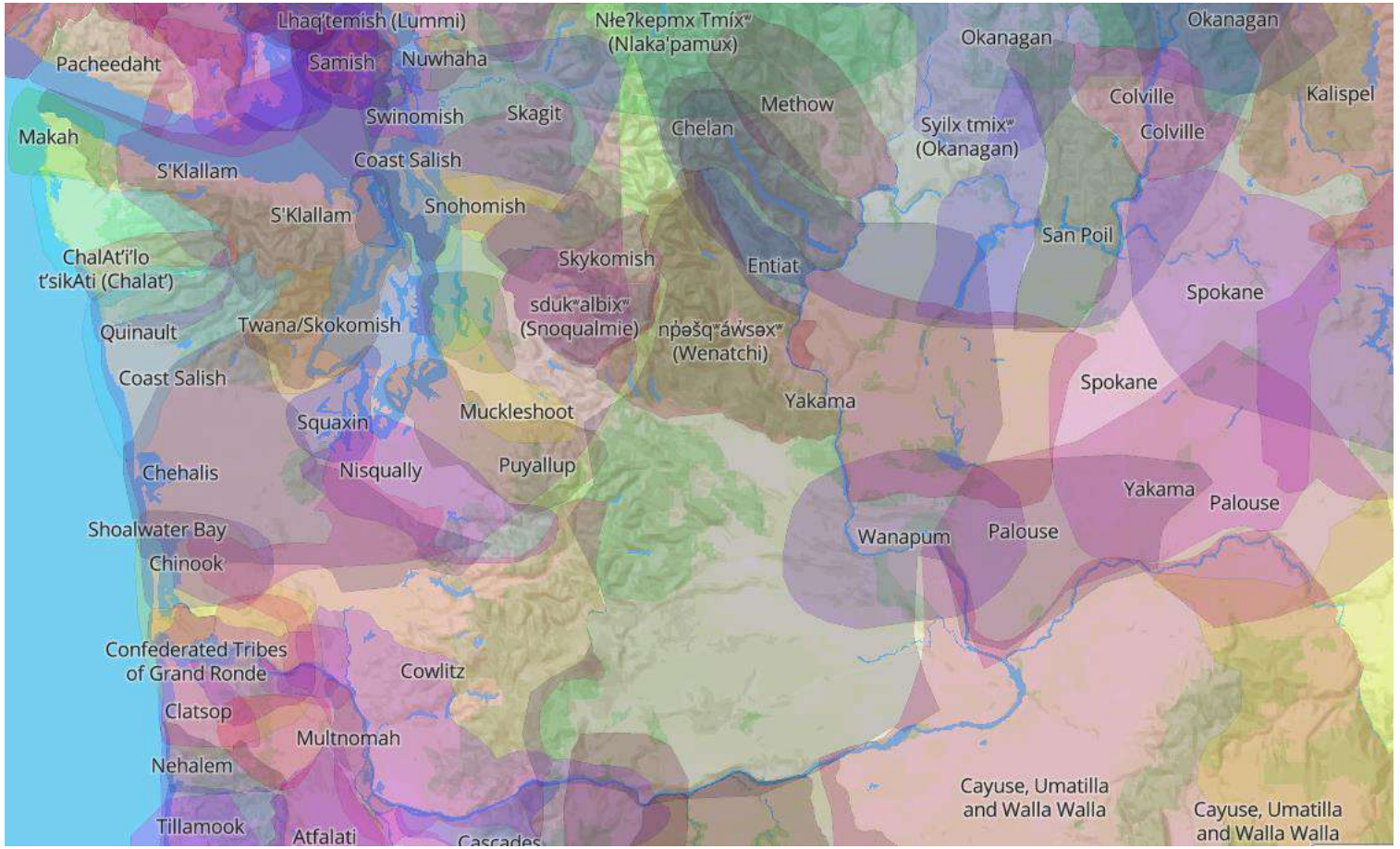
Native Land Acknowledgement

Olympia is in the ancestral and traditional lands of the Squaxin Island people. Their native language is a southern dialect of Lushootseed.

Check out the Squaxin Island Museum, Library & Research Center.



Native Lands, Languages & Treaties Map | https://native-land.ca/

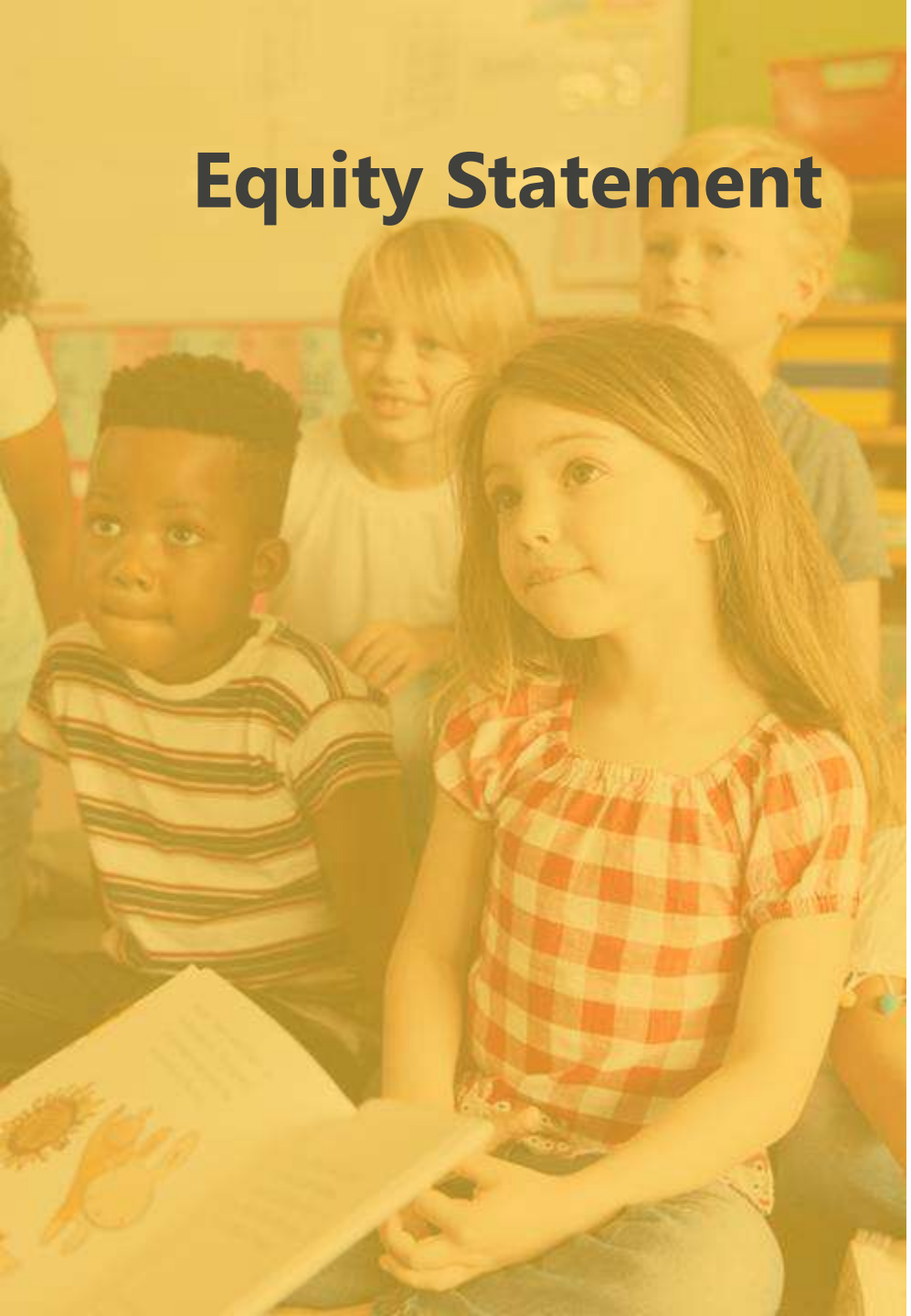
Cultural Acknowledgement

We acknowledge the pain and trauma resulting from these past few months and over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. We are committed to centering our work to dismantle structural racism.

We offer a moment of silence and honor the space for people from communities of color to speak first, if inclined to do so. We encourage people to use the chat box, if needed.

Please email timmie.foster@k12.wa.us if resources are needed.



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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OSPI Priorities:
Improving Outcomes for Students with Disabilities

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction

Today's Discussion

- Supporting ELs with Disabilities
  - Promoting Special Education & EL Collaboration
  - System Barriers and Supports
  - Instructional Strategies
  - Resources & Links
- 3-2-1 Activity
- Q & A

Data

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Eligibility

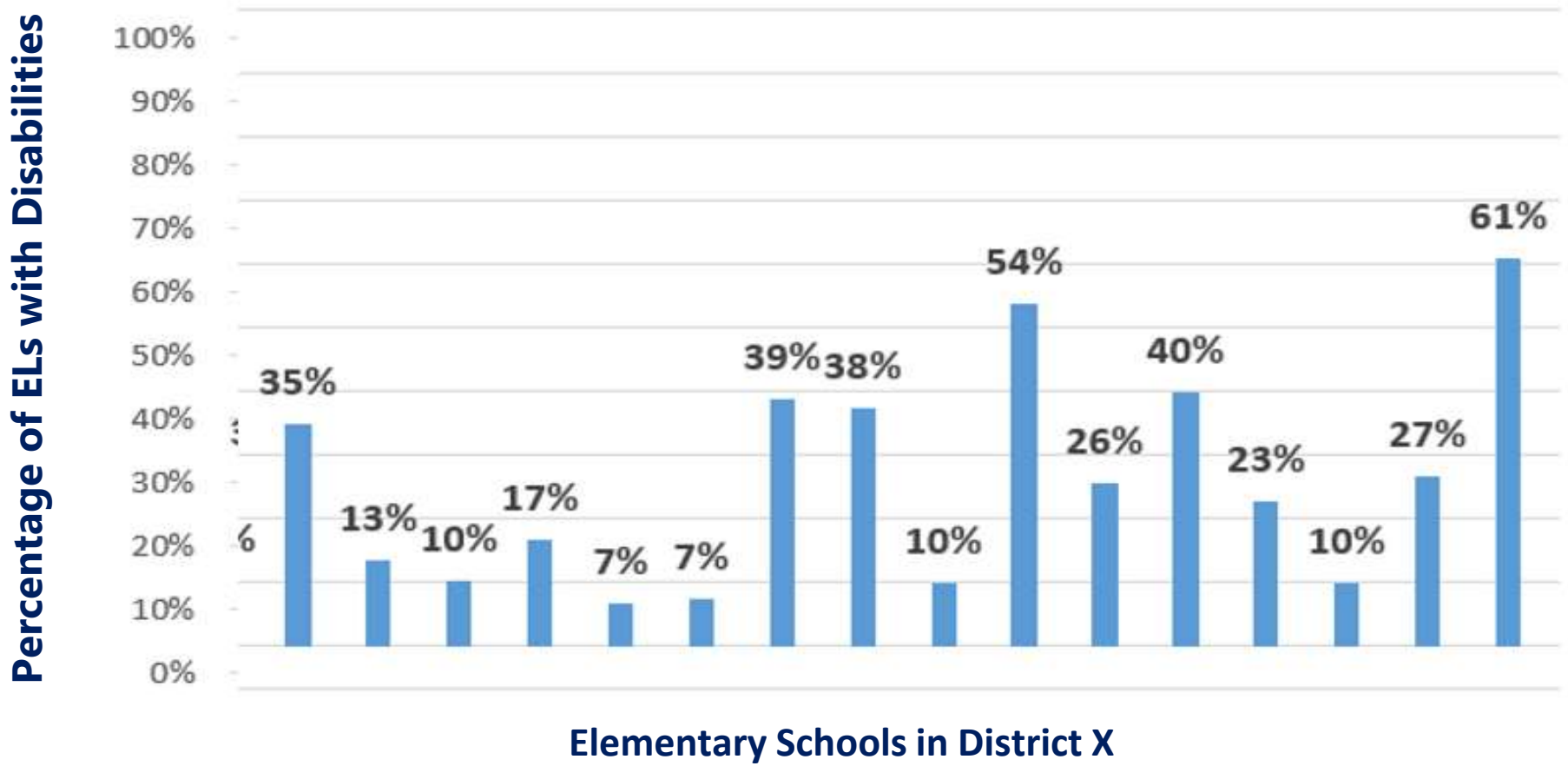
Disproportionality

Accountability

Graduation

Graduation Pathways

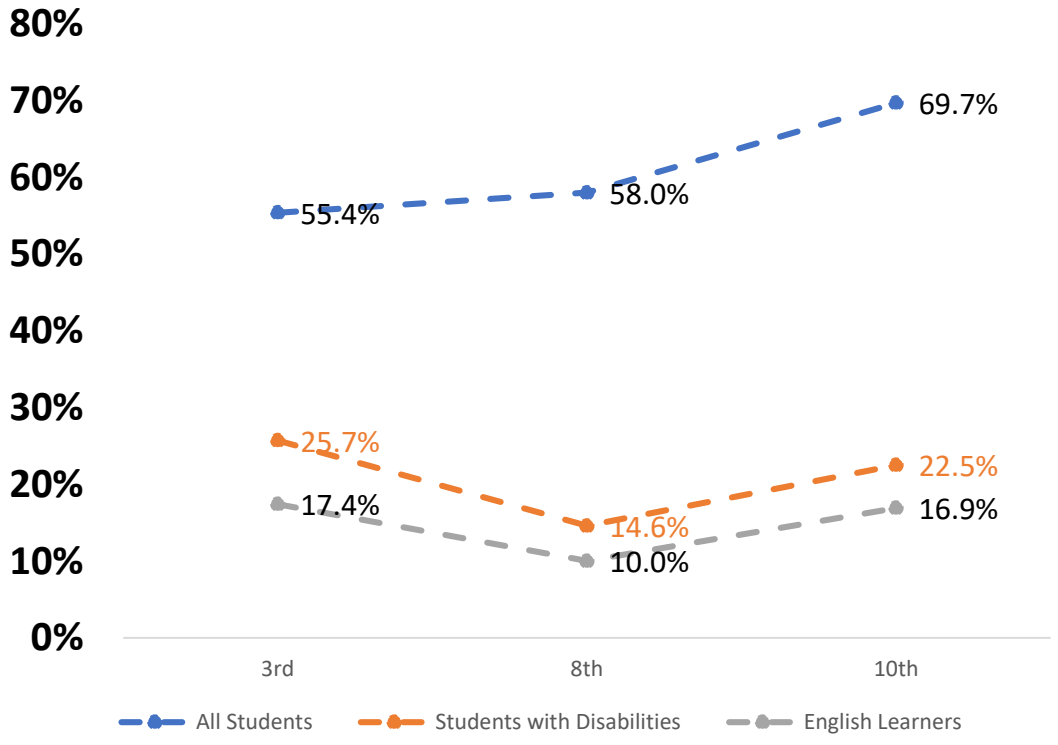
Percentage of ELs with Disabilities per School: A Snapshot of Elementary Schools in a WA District



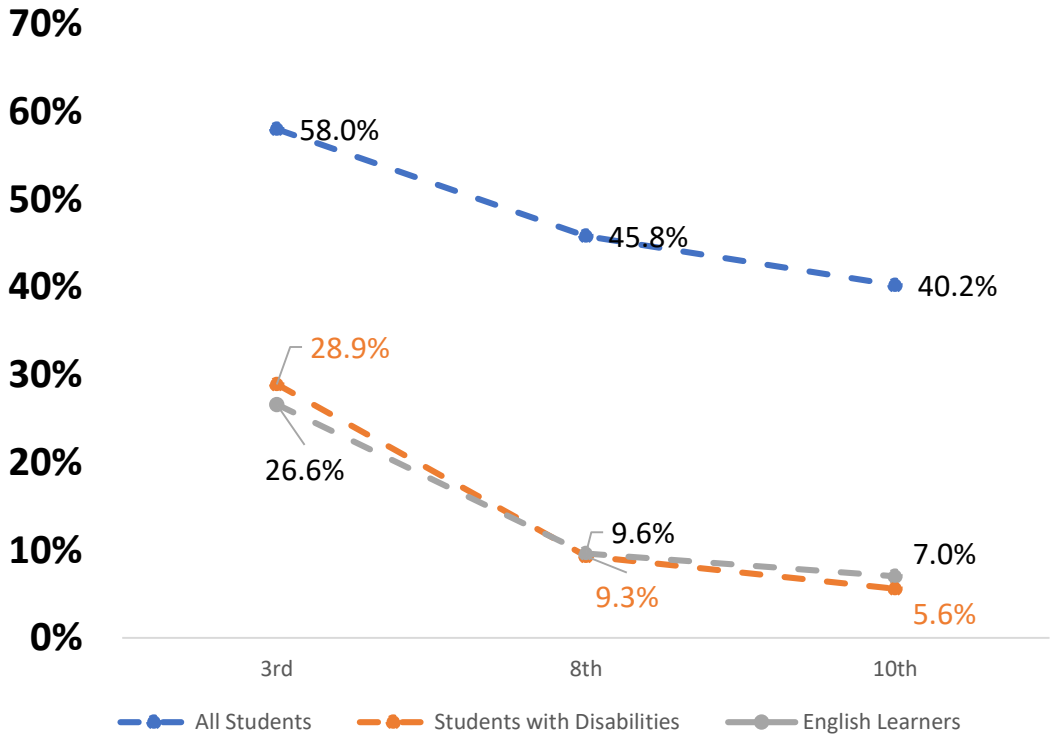
Source: All Rights Reserved by Steve Gill

Assessment & Accountability

2018-19 English Language Arts

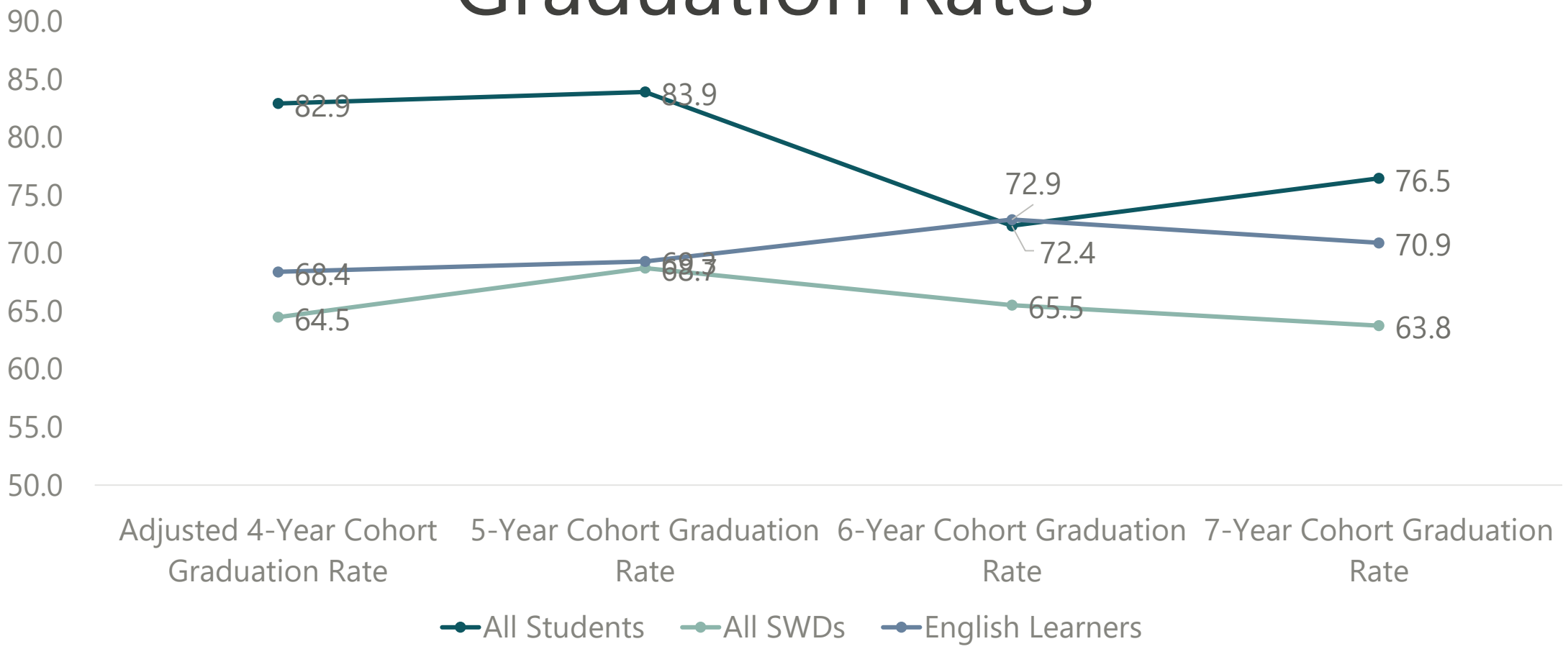


2018-19 Math



Source: Office of Superintendent of Public Instruction. (2020). *Special Education Federal Child Count.*

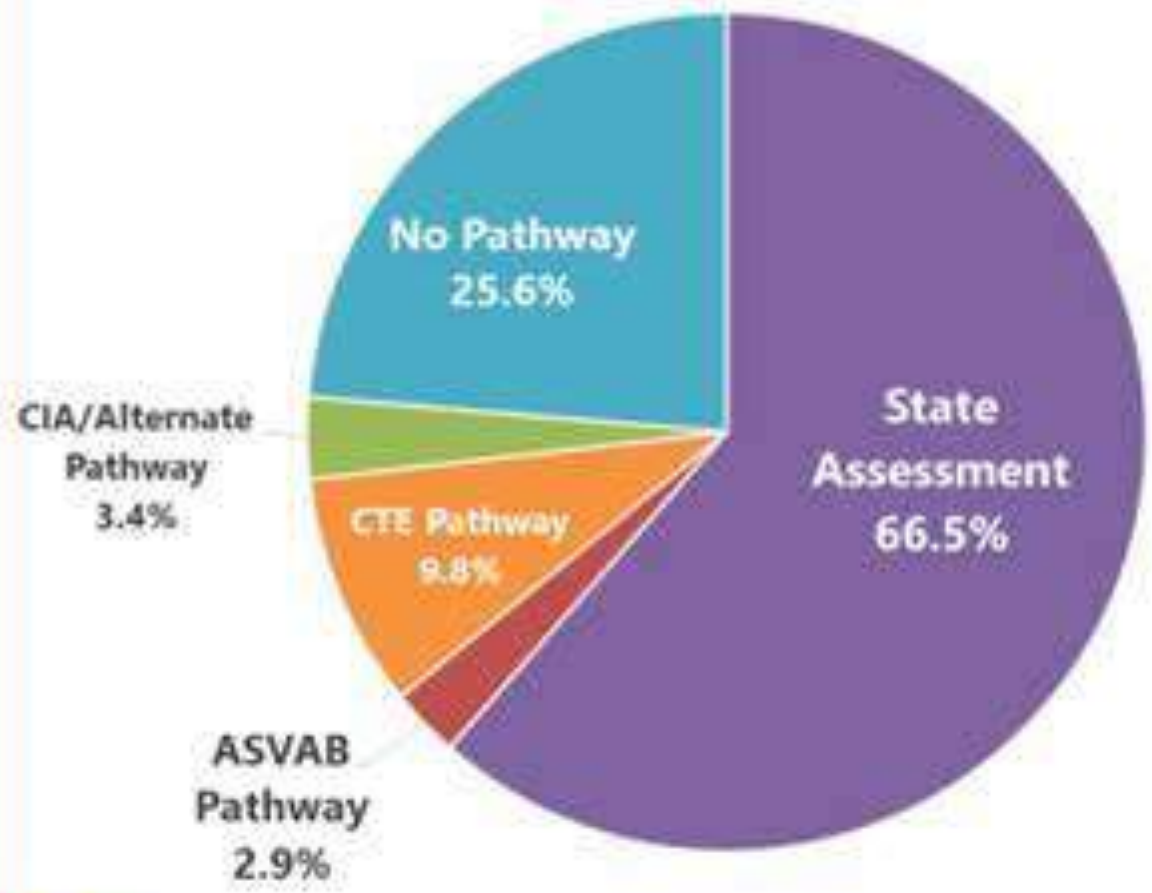
2019-20 4-, 5-, 6- and 7-Year Graduation Rates



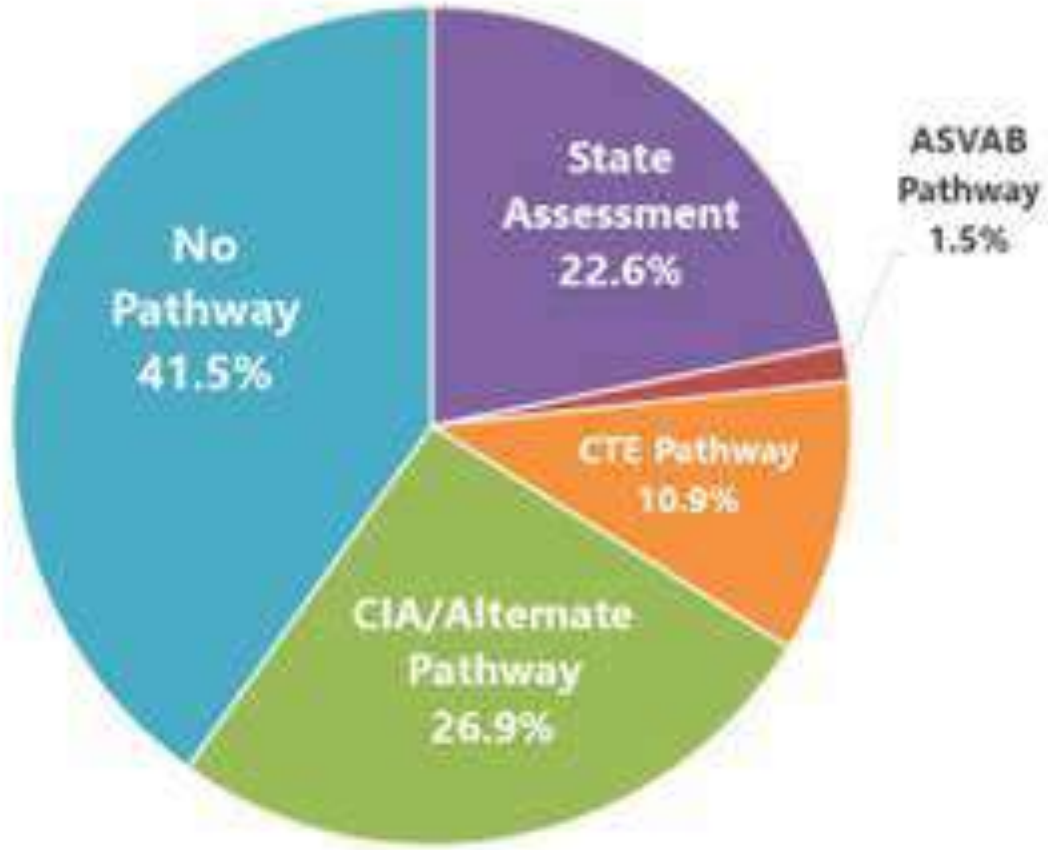
Office of Superintendent of Public Instruction. *2019-20 Adjusted Cohort Graduation Data Set*

Class of 2020 Graduation Pathways

All Students



Students with Disabilities



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Source: Graduation Pathways Dashboard, retrieved January 19, 2021.

Class of 2020 Graduation Pathways, Disaggregated

	State Assessment Pathway	Military Assessment Pathway	Career & Technical Education (CTE) Pathway	Alternate Pathway	No Pathway
All Students	66.5%	2.9%	9.8%	3.4%	25.6%
Students with Disabilities	22.6%	1.5%	10.9%	26.9%	41.5%
English Learners	31.3%	1.4%	8.9%	4.9%	57.4%

Source: Graduation Pathways Dashboard, retrieved January 19, 2021.

The Equity Imperative

Barriers to equity for students with disabilities:

- Low expectations
- Lack of access and opportunity to core instruction from content experts
- School schedules contribute to removals from core instruction in general education
- Teacher and ESA shortages
- Staffing models that encourage segregation
- Disproportionate identification & discipline
- Training needs for school staff & educators who support them

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How can we remove or reduce these barriers?

What are EL/SWD Best Practices?

- **Universal Design for Learning (UDL)**
- Master Scheduling to support inclusion
- **Differentiated instruction**
- Students engaged in core content
- **Multitiered Systems of Support (MTSS)**
- Student engagement
- **Positive Behavior Interventions & Support (PBIS)**
- **Coteaching and co-planning**
- Inclusive IEPs
- Flexible service delivery
- Leadership development
- Blended learning
- Family/community partnerships
- Embedded academic instruction in general education
- **Use of assistive technology (AT)**
- **Social emotional learning (SEL)**
- **Culturally responsive pedagogy**
- Visible learning
- **Data literacy and data analysis protocols**
- Teacher collaboration
- Inclusive extracurricular activities
- PLCs that include inclusive viewpoints
- Embedded nonacademic instruction in general education
- Inclusive vision and mission
- Teaching self determination
- Person-centered/Strengths based planning

What More Can We Do?

- Foster collaboration between general & special education and community partners!

- Build a Multi-Tiered System of Supports (MTSS)
  - Framework of tiered interventions & supports
  - Data-informed (culturally-responsive!) pre-referral interventions

- Mindset matters!
  - Student need (academic, social/emotional, etc.) ≠ disability
  - All students are capable of achieving with the right supports
  - Addressing structural inequality must be part of the discussion

Accessing EL-Special Education Data

Title III Data Dashboard in EDS Tableau Secure Data Portal: https://tableau.ospi.k12.wa.us/#/views/TitleIIIRequiredReporting_1/Dashboard?:iid=1

Need access?

- Contact your District Security Administrator: https://eds.ospi.k12.wa.us/securitymanagerlist.aspx
- Request the user role of Tableau Secure Data Portal Student Interactor for the Title III Data Dashboard.

Analyzing EL-Special Education Data

- What are the percentages of students with disabilities and English learners in your district or building?
  - What types of trend data do you notice over several years?
- What percentage of English learners in your system have IEPs?
  - How does that compare with the percentage of ELs in the larger student population?
- What is the percentage of ELs with IEPs, by disability category?
  - How does that compare with the overall special education data by disability category?

For Supporting ELs with Disabilities

Resources for Identifying and Serving ELs with Disabilities

- Infogram with links to resources for identifying and serving English learners with disabilities (US Department of Education, 2019).
- Online professional learning modules / toolkit about second language acquisition and effective instruction for English learners (National Academies Press, 2017).
- Infographic on Identifying English Learners with Disabilities

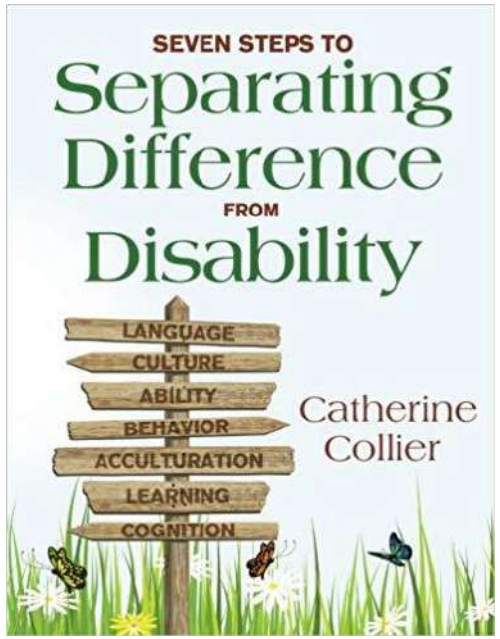
Resources for Identifying and Serving ELs with Disabilities

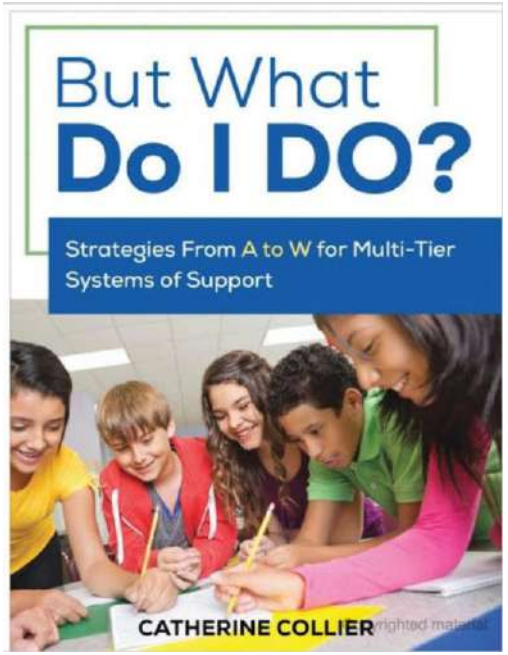
OSPI webpage: Disproportionality Self-Study Overview and Resources

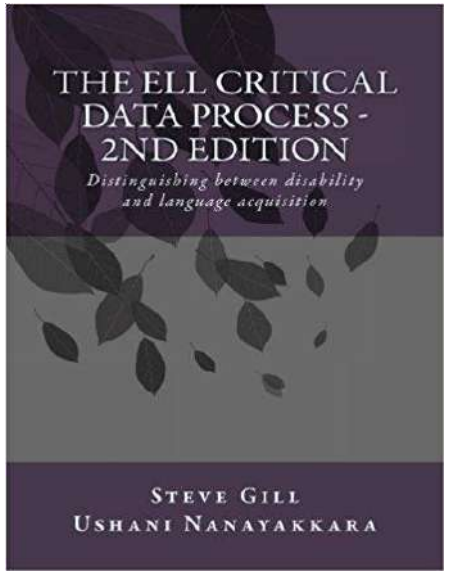
OSPI webpage: Providing a Continuum of Support for English Learners

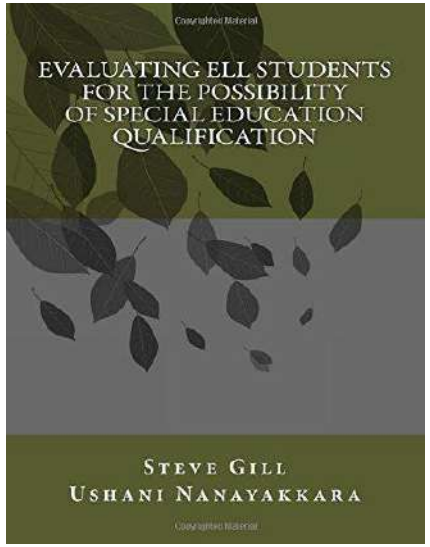
- Resources for Reframing the Issues of EL and Special Education
- MTSS & Pre-Referral Tools – by Dr. Catherine Collier

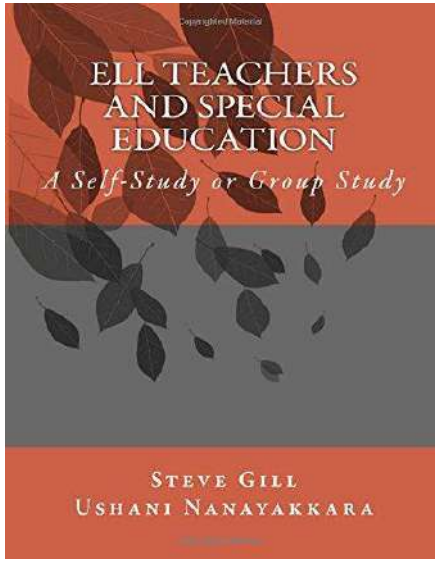
Resources for the Pre-Referral Process







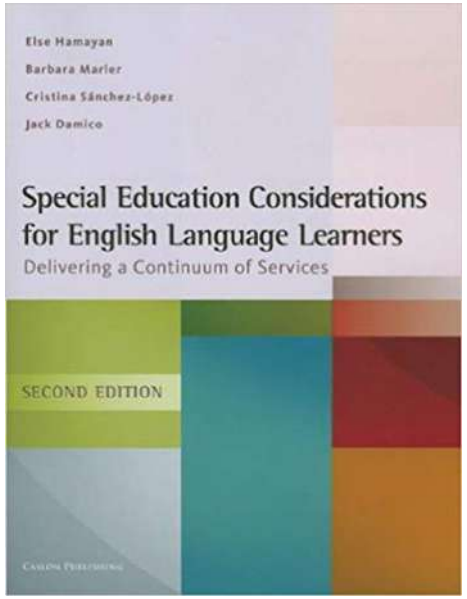




Click on book cover to access link.

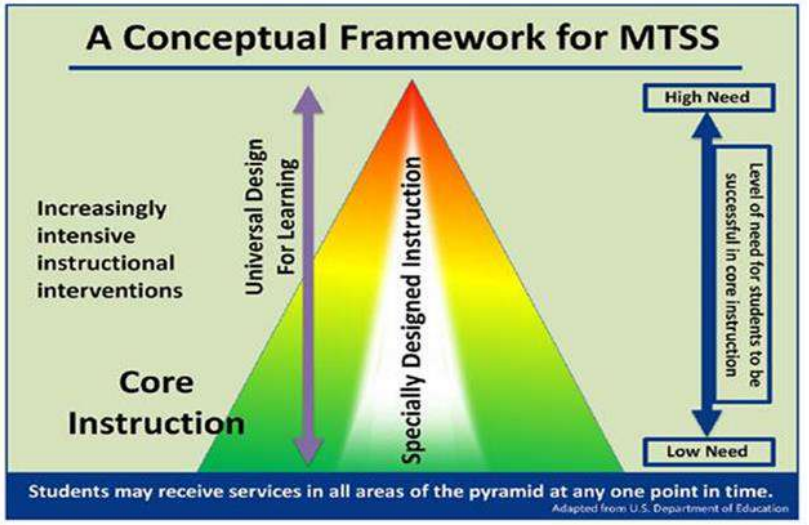
Resources for Serving ELs with Disabilities

- Factors to consider in determining how best to meet the needs of ELs. (Hamayan, Marler, Sánchez-López, & Damico, 2013).



- OSPI Core Instruction Supports and MTSS

- Specialized Literacy Instruction for English Learners, OSPI LAP English Language Arts Menu of Best Practices (p. 91-100).



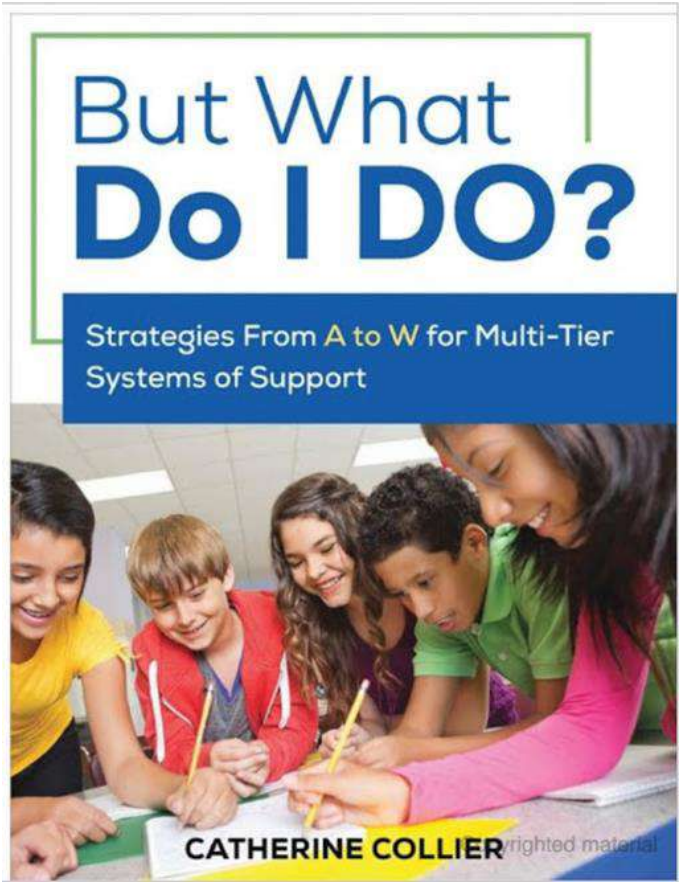
Resources for Serving ELs with Disabilities

- Assessing and Improving Special Education (WestEd, 2018).
- Language Acquisition: An Overview
- OSPI Interpretation & Translation Resources for Schools & Families
- EL Home Visits
- Funds of Knowledge
- Newcomer Toolkit

Resources for Writing Linguistically Appropriate IEP Goals

- Collaboratively Crafting Individualized Education Program Goals for Culturally and Linguistically Diverse Students (Jozwik, Cahill & Sánchez, 2018).
- Language Objectives: The Key to Effective Content Area Instruction for English Learners (Himmel, 2012).

- But What Do I DO? (Collier, 2016). MTSS-based strategy-skill development matrix, specific classroom supports, and ideas for IEP goals.



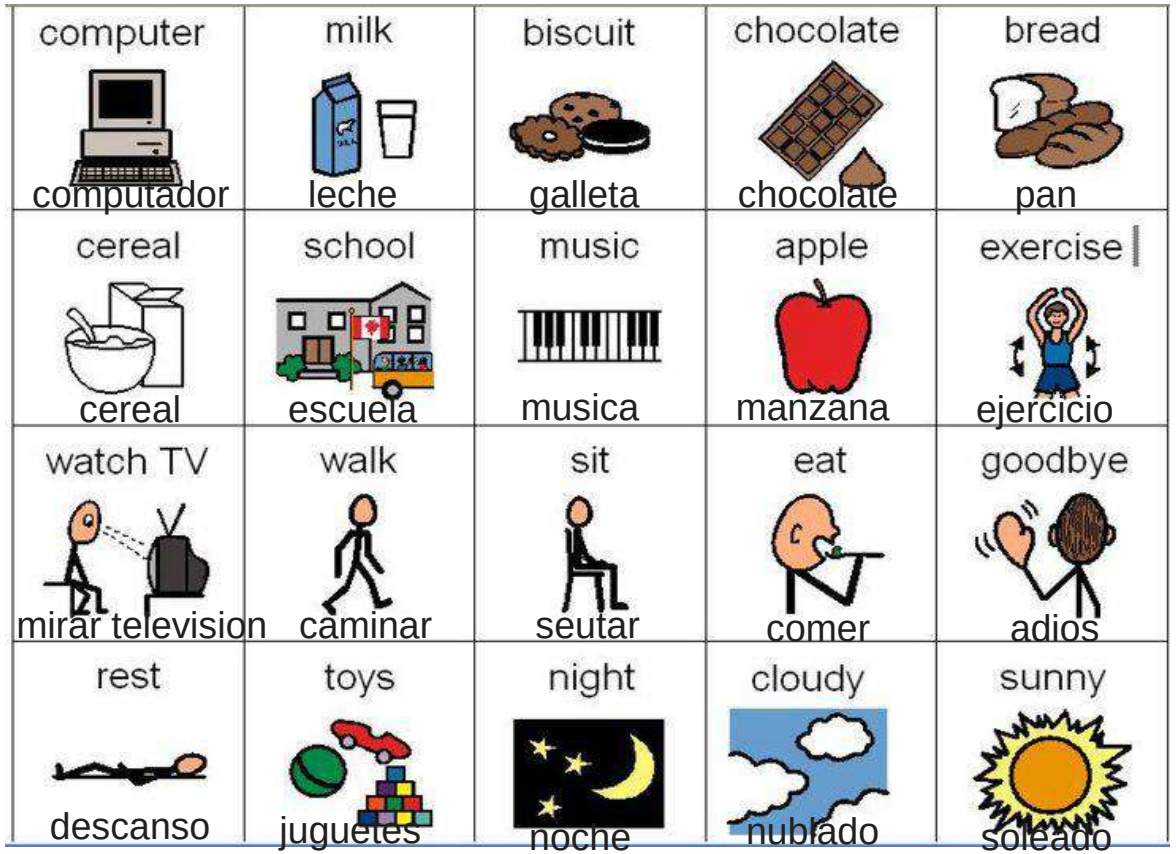
IEP Team Checklist: Considering Language Development

Framing Questions	Yes	No
Has the child's primary language of communication been considered?		
Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
Is an interpreter for the parents and the student present at the IEP meeting?		
Are all IEP Team members trained in how to use an interpreter?		
Do the "present levels" in the IEP address both how the student uses his or her native language and how the student uses English?		
Do progress monitoring activities measure progress toward the mastery of English?		

Adapted from San Diego Unified School District (2012)

Resources for Bilingual Picture Exchange Communication Systems (PECS)

- Individualized
- Home language and English
- Point / Audio
- Advocate for resources
  - News-2-You
  - Unique
  - Boardmaker



Resources for Augmentative & Alternative Devices

- Programmed for the individual in English & home language
- Applications for iPad / devices in several languages
  - LAMP
  - Proloquo2Go
- Special Education Technology Center: http://www.specialedtechcenter.org/

ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

Research & Resources for Supporting English Learners with Significant Cognitive Disabilities

- ALTELLA Website

Considerations for Educators Serving English Learners with Significant Cognitive Disabilities

Nonverbal Communication in Diverse Classrooms: Intercultural Competence Considerations for Supporting English Learners with Significant Cognitive Disabilities

NEXT STEPS

3 **Considering the data shared, what are three wonderings you have about your own data?**

2 **What are two or more of the resources shared that you would commit to exploring?**

1 **What's one question you have?**

More Information

Inclusionary Practices and Professional Development Project

EL-Special Education Technical Assistance:

Tania May, OSPI Director of Special Education

Paula Kitzke, Program Improvement Supervisor, OSPI Special Education

Shannon Martin, OSPI Bilingual Education, supporting districts Aberdeen – Issaquah

Sue Connolly, OSPI Bilingual Education, supporting districts Kalama – Pullman

Amy Ingram, OSPI Bilingual Education, supporting districts Puyallup – Zillah

Patty Finnegan, PhD, OSPI Bilingual Education, supporting all districts with dual language education.

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Thank you!
danke
謝謝
рахмат
ngiyabonga
teşekkür ederim
Баярлалаа
спасибо
faafetai lava
kiitos
dankie
dhanyavad
nanri
nandri
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gràçie
hvala
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köszönöm
bedankt
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thank you
vinaka
спасибі
blagodaram
mersi
kia ora
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spas
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