

Excellence in ReDesigning Special Education

Investing Wisely for Sustained Improvement

Wayne RESA Wayne, Michigan

Wayne RESA is a Regional Educational Service Agency for the metropolitan Detroit area that includes:

- 34 school districts
- more than 80 public school academies
- 320,000 students
- 46,500 special education students
- 55% economically disadvantaged students
- 45% minority students
- 125 languages spoken



Mission:

To serve their diverse educational community through leadership and collaboration to achieve excellence in teaching and learning for all.

Solution:

Bring general education and special education together to redesign their education systems to meet the needs of every learner. Inspired by the message and examples of Larry Gloeckler, Executive Director of the Special Education Institute at the International Center for Leadership in Education, Wayne RESA entered into a data-driven process of strategic planning and systems change. Sixteen districts elected to:

- involve general education and special education leadership
- commit to professional development
- continue with the work for a minimum of three years

Challenge:

Increasing requirements for students with disabilities to access the general education curriculum and attain proficiency meant that systemic changes were needed. It was time to discard the tradition of parallel systems for general education and special education and create new approaches to instructing all students. Wayne RESA's challenge: Raise the low expectations for our diverse learners and students with disabilities.

By 2008, access to the general education setting for special education students improved for all schools in Wayne County. Schools involved in the ReDesigning Special Education Initiative implemented strategies that gave 10% more students placement into general education for more than 80% of the day.



In partnership with the International Center, Wayne RESA developed a total district focus built around providing a rigorous and relevant curriculum for all students.



Process

Framed by the International Center's Components of School Excellence, Associate Superintendent of Wayne RESA Kevin Magin and his leadership team committed to a three-year redesign process, driven by data collection/analysis and followed by comprehensive strategic planning and implementation.

Year 1

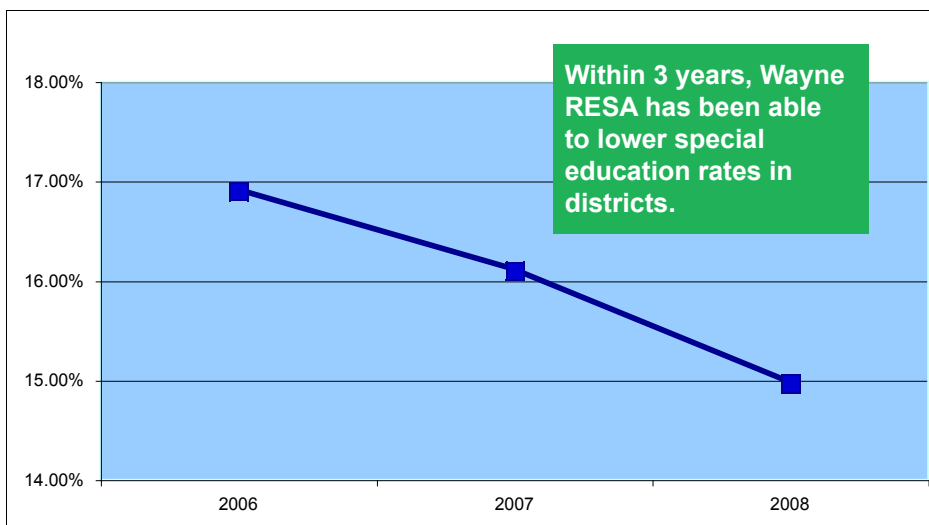
Winter 2006: Formed Teams, Collected and Reviewed Data, Set Goals

- District leadership teams were formed.
- Data collection and analysis began using International Center surveys. For the first time, general education and special education came together to examine their performance, practices, and methods intensely.
- Led by data, Wayne RESA adopted an action research process and identified **four common goals** for all districts to strive for:
 1. Ensure equity in identifying racial/ethnic groups in special education
 2. Reduce the reliance on placement of students in special education
 3. Increase the time students with disabilities spend in general education
 4. Improve the academic achievement of students with disabilities

Components of School Excellence

- ✓ Embrace a Common Vision and Goals
- ✓ Inform Decisions Through Data Systems
- ✓ Empower Leadership Teams to Take Action and Innovate
- ✓ Clarify Student Learning Expectations
- ✓ Adopt Effective Instructional Practices
- ✓ Address Organizational Structures
- ✓ Monitor Student Progress/ Improve Support Systems
- ✓ Refine Process on an Ongoing Basis

A District Reduces Identification Rate in Special Education



Kevin D. Magin
Associate Superintendent
Wayne RESA

“Our collaboration with Larry Gloeckler and the International Center is transforming the culture of our schools to embrace each and every student. Real change begins by engaging the teachers and students through effective instructional

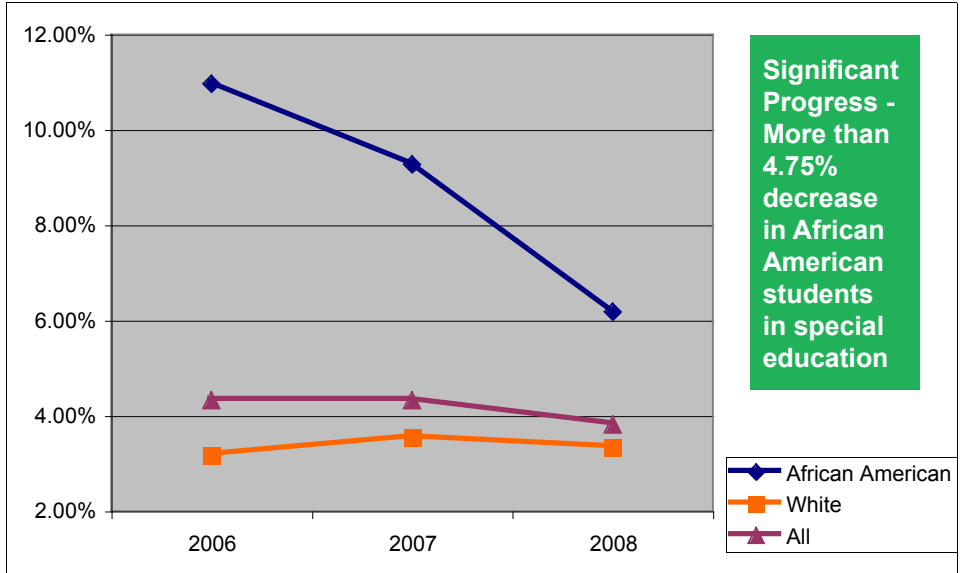
Wayne RESA credits the International Center for helping school districts to improve services for special education students.

Year 2

Winter 2007: Strategy Identification, Development of District-Specific Models, Team Collaboration

- Each leadership team developed an action plan based on the four goal areas.
- With training and support, they identified the indicators they would use to evaluate their strategies over time.
- Teams worked within their districts to imbed their goals and strategies into their accreditation plans.

Reduction in Disproportionate Representation in Special Education



Common strategies identified included:

1. Interventions to close achievement gaps and improve student engagement (RtI)
2. Collaborative practices, such as team teaching, co-teaching, and instructional consultation support models
3. Uses of instructional technology
4. Emphasis on standards-aligned instruction and rigor and relevance for all students

practices. This commitment of bringing general education and special education together is not a quick fix. It takes years of development to shape sustainable systems of change. The administrators, teachers, and Wayne RESA consultants who are involved in the ReDesigning Special Education Initiative tell us that this is the most exciting work of their careers. It is with honor that we are serving our educational community with this excellent initiative."



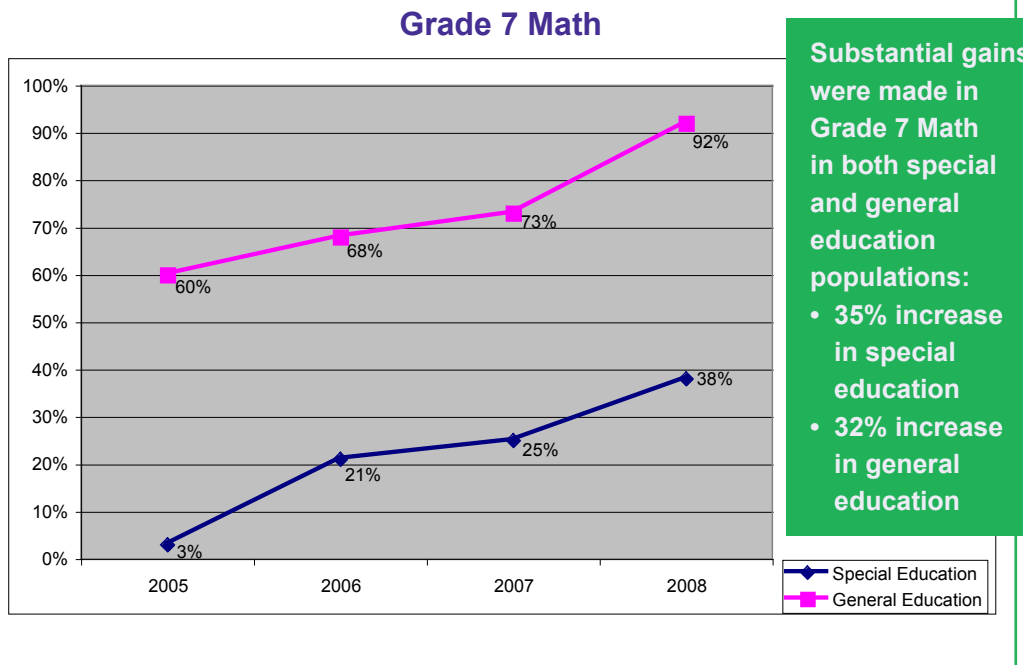
Dr. Patricia Drake
Special Education Data Consultant
Wayne RESA

"My role has been to facilitate the work of the ReDesigning Special Education Initiative. With the guidance of Larry Gloeckler and the resources of the International Center, we are shaping new possibilities and hope for every student's future. We are already identifying targeted gains in achievement, access to general education, equity, and reduction in special education rates. My involvement with this meaningful initiative is one of the highlights of my career."

Year 3

Fall 2008: Implementation and Customizing

- Districts began testing their models.
- District tailored their plans to their objectives, culture, and area of focus.
- Supportive resources were made available through the partnership of the International Center and Wayne RESA including:
 - Student surveys
 - Train-the-trainer professional development for Wayne RESA consultants
 - Successful Practices Network membership
 - Ongoing professional development and data support through Wayne RESA consultants
 - Instructional technology training through Wayne RESA Assistive Technology Resource Center



Year 4

Fall 2009: Sustainability

Sustainability is the focus in Year 4 (Fall 2009) through RtI progress monitoring, improving and refining support systems and models, replicating successful models in other schools, and sharing best practices.



“Larry Gloeckler’s data and experience from his work at New York State Education Department was both shocking and convincing that it is time for change. His ongoing support has helped us maintain focus and implement strategies to continue our work. We saw improvement in the first semester that we moved to a more inclusive model. Thank you for allowing us to be part of the ReDesign Initiative.”

Dr. Linda Olson
Director of Instruction & Personnel
Van Buren Public Schools



Wayne RESA Making a Difference

Working Together: General education and special education are working together and learning from one another.

Strengthening Community: Administrators see their school communities strengthened by the shared commitment to every learner.

Empowering Leaders: Teachers are learning instructional strategies and excited to see their students making progress.

Student Engagement: Students are involved in cross-age mentoring and peer-assisted learning activities.

Shared Commitment: Schools are developing and sharing strategies, visiting one another, forming teacher networks, and providing access to ReDesign materials and training to schools across the county.

Funding Sources

Professional development funds available through IDEA were utilized for International Center for Leadership in Education resources and local resources by Wayne RESA. Examples of funding sources within school districts include IDEA, Title grants, general funds, and local funding sources.

The activities of the ReDesigning Special Education Initiative qualify under the American Recovery and Reinvestment Act as systematic improvement for school achievement using evidence-based practice. Under this Act, funds through IDEA and Title I are appropriate for this type of initiative.

“Our participation in the ReDesigning Special Education Initiative has inspired us to make significant changes in how we are educating our special needs and at-risk students. Larry Gloeckler’s consultation services have helped us raise expectations, and we are developing interventions to close achievement gaps. I am so pleased to have been a part of this process.”

Mary Kay LaPointe
Director of Special Education
Taylor School District

About Larry Gloeckler

Lawrence C. Gloeckler, Executive Director of the Special Education Institute of the International Center for Leadership in Education, is recognized nationally as an expert on special education. He has assisted numerous state education agencies and local school districts to identify strategies to improve performance for students with disabilities. A former Deputy Commissioner of Education for New York State, Mr. Gloeckler has spoken throughout the country on issues related to services for individuals with disabilities and performance-based accountability. His vision, insights, and strategies have helped raise education standards and vocational goals for individuals with disabilities.



The Special Education Institute of the International Center for Leadership in Education supports state education agencies, districts, and schools to improve results for students with disabilities through:

- ✓ Data Analysis for Effective Use of Data
- ✓ Needs Assessment for Allocating Resources Efficiently
- ✓ Strategic Planning and Implementation for Sustainability
- ✓ Professional Development Training to Focus and Empower All Staff
- ✓ Keynote Addresses that Motivate and Inspire
- ✓ Resources for Implementing Support Systems (RtI) and Educating All Students to High Standards

Contact us to discuss how we can assist you:

International Center for Leadership in Education, Inc.

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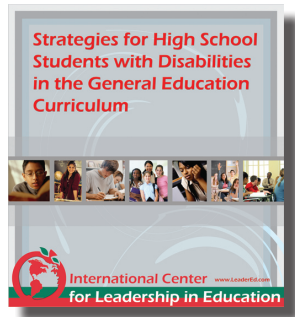
518-399-2776 • 518-399-7607 (fax)

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Strategies for High School Students with Disabilities in the General Education Curriculum

Responding effectively to students who consistently fail to meet academic and/or behavioral expectations is at the heart of a quality education. Many students with disabilities can succeed in the general education curriculum if they receive needed services and supports. This important kit:

- highlights support systems that districts need to put in place to sustain improvements over the long run
- focuses on schoolwide issues for administrators and strategies for classroom teachers, including descriptions of a variety of co-teaching approaches
- includes case studies from three high schools that demonstrate successful approaches to educating these students to high standards
- offers professional development activities

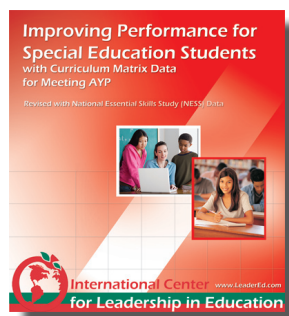


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Improving Performance for Special Education Students — With Curriculum Matrix Data for Meeting AYP

This kit is intended to assist administrators and teachers in improving the performance of students with disabilities who take part in the general education curriculum and related state assessment program. It includes:

- an assessment tool for effective instructional programs geared to special education students
- practical ideas for K-12 classrooms to help improve student performance
- professional development activities
- a comprehensive K-12 Curriculum Matrix for English language arts, mathematics, and science, which crosswalks your state tests to state standards and assigns priority ratings so teachers know what to emphasize in instruction



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**International Center
for Leadership in Education**



Dr. Willard R. Daggett
President
International Center
for Leadership in Education

About the International Center for Leadership in Education

Founded in 1991 by Willard R. Daggett, Ed.D., the International Center for Leadership in Education has a wealth of experience in helping schools and districts implement organizational changes that translate into world-class curriculum, instruction, and learning. The International Center's work is based on the premise that students are living in a world that is changing dramatically and the education system needs to adapt to those changes in order to prepare students for the global society in which they will live and work.

International Center resources help districts and schools identify specific learning goals and focus on priority standards. These resources can be used to make data-driven decisions regarding curriculum, instruction, assessment, and learning.

Our consultants are skilled and experienced education leaders, practitioners and experts in leading, assisting, managing and implementing change at all levels of K-12 education.

For more information, contact:

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