

What's So Special About Special Ed?

A closer look at Instruction

Introduction: Who are we?
What do you believe?

Barb Rohr, Reading Specialist, M.ED. NBCT
Jen Mejia-Wetzel, Special Educator, M.ED.

Turn and Talk

What is the process at your school when there is a concern pertaining to student progress?

Our Process

Collaborate
Assess
Design Strategies
Implement Interventions
Collect Data
Monitor Progress

Are you really listening?

Reflective Communication Skills

Paraphrasing
Perception Checking
Asking Clarifying Questions
Clarifying Statement
Summarizing

Change process...the fear of deeper water changes people's behavior.

Finding the Instructional Level

- Use student work samples
- Use assessments and data from reading, writing, and math
- Focus on what the student CAN DO...

Working Memory

Take into consideration Betts' research on working memory.

- How much can the student hold?
- Manage the ratio of knowns and unknowns.

Get Focused

Think about what the data tells about the student as far as the kind of instruction needed. Is it intentional? Does it have to be individual?

Narrow your focus of concern based on the data you collect from assessments. Focus on the strengths of the student and build an intervention from that point.

Set Goals

Set realistic goals based on what the student can do and what you can do as the instructor.

- Amount of time for student to achieve goal
- Involve student in goal
- Extrinsic or intrinsic?

Design Instruction

Does the instruction match the goal?

What?

When?

Where?

Who?

How?

Use your data to create and implement a strategy that meets the goal you have set within a realistic time period.

Is It Working?

How do you know that the intervention is working?

How do you know when you may need to redesign the intervention?

How do you know if the intervention is multi-faceted?

Now What?



Move from a quick fix to quality instruction that sustains growth in students and teacher.

Becoming Reflective Practitioners: There is no magic dust!

Case Studies: Its all about Instruction (SAQ)

- MP
- BH

What We Believe?

- We believe that every student should be provided access to the curriculum through specific and appropriate instruction.
- We believe students will move forward academically and behaviorally when an instructional match exists.
- We believe the "key" is to know what students know and can do through daily collaboration and reflection with colleagues.
- We believe that this can be challenging and incredibly difficult for teachers.
- We believe that administrators should imbed time in a structure for teacher collaboration to ensure student progress.
