

COSA Presentation

Seaside, OR/June 18

**HQ Teachers, Modified Diplomas, Transfers and
Education Evaluation: What You Should Know**

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ODE

Agenda

- Highly Qualified – Clarified Guidance
- Modified Diplomas
- Transfers – Some Frequently Asked Questions
- Special Educator Evaluation

Highly Qualified Teachers

- Coordinated Team: Janet Bubl/Title I, Anna Haley/Research Analyst, Rae Ann Ray/Student Services, Sarah Drinkwater/Student Services
- Develop guidance as a team
- Review questions from districts/schools
- Special Education questions/support for teacher plans should be addressed to Rae Ann Ray/Sarah Drinkwater

ESEA/IDEA HQ Requirements Special Education Teachers

- The IDEA definition of a highly qualified teacher is one who meets all of the following criteria:
 - 1. Holds at least a bachelor's degree.
 - 2. Holds a full state license and a special education endorsement.
 - 3. Meets ESEA/IDEA highly qualified (HQ) requirements when teaching core academic subject areas- based on the teacher's teaching assignment.

1. Teaching Assignment and HQ Requirements

- Special Education teacher teaching core academic subjects to students in **grades 9-12** and whose students receive no other core content instruction from a HQ general education teacher.

1. Teaching Assignment and HQ Requirements

- Hold a subject matter endorsement in the core academic subject they are teaching.
- Have a major/graduate degree in core academic subject they are teaching.
- Pass the TSPC approved Middle School or High School content test for the core academic subject they are teaching.
- Meet Secondary HOUSSE requirements.

2. Teaching Assignment and HQ Requirements

- Special Education teacher in **grades 9-12** teaching exclusively students who are assessed using Oregon's Extended Assessment (alternative achievement standards). -
OR-
- Special Education teacher in **grades 9-12** where all students in the classroom are assessed using Oregon's Extended Assessment (alternative achievement standards).

2. Teaching Assignment and HQ Requirements

- All special education teachers who teach exclusively students who are assessed against the Alternative (Extended) Assessment must meet ESEA/IDEA HQ requirements for elementary school teachers. Teacher must demonstrate subject matter competency in one of the following ways:

2. Teaching Assignment and HQ Requirements

- Hold an elementary multiple subjects endorsement.
- Pass the ORELA (NES) Multiple subject test subpart I and II.
- Meet Elementary HOUSSE requirements.

3. Teaching Assignment and HQ Requirements

- Special Education teacher teaching core academic subjects to students in grades K-8.
- All K-8 special education teachers who provide the direct instruction to students must meet ESEA/IDEA HQ requirements for elementary school teachers. Teacher must demonstrate subject matter competency in one of the following ways:
 - Hold an elementary multiple subjects endorsement.
 - Pass the ORELA (NES) multiple subjects test subparts I and II.
 - Hold a subject matter endorsement in the core academic subject they are teaching.
 - Meet Elementary HOUSSE requirements.

4. Teaching Assignment and HQ Requirements

- Special Education teacher providing supplemental/support or consultative services.
- Special education teachers with a teaching assignment in a supplemental/support or consultative role are not required to meet ESEA/IDEA HQ requirements for that portion of the assignment.

Modified Diplomas

- Oregon has received further clarification from the U.S. Department of Education regarding requirements for federal financial aid eligibility. Oregon students who receive a modified diploma are now eligible to apply for federal financial aid. Oregon students who receive an extended diploma are not eligible to apply for federal financial aid.

Modified Diploma

- The Modified Diploma denotes successful completion of required courses and specific achievement on state assessments. Oregon students who receive a Modified Diploma are now eligible to apply for federal financial aid. Whether it is *prudent* for an eligible student to seek federal financial aid is a determination that should be made on a case-by-case basis by a student and his or her family in consultation with a financial aid advisor.. Approximately 775 students receive a modified diploma each year.

Extended Diploma

- Previously ODE had announced that students who receive an Extended Diploma would also be eligible for federal financial aid. As described above, a diploma must be ‘the recognized equivalent of a high school diploma’ or ‘substantially similar’ in order for a student to be eligible to apply for federal financial aid. With this specific clarification, the Oregon Department of Education has determined that the Extended Diploma does not meet this requirement. The Extended Diploma requires the completion of only 12 credits, and the student can be exempted from the essential skills requirement. Approximately 50 students receive an Extended Diploma each year.

Transfers

- Four (4) types of transfers: interdistrict, open enrollment, tuition and contract
- **When do the amendments to interdistrict transfer take effect?**
- The HB 2747 amendments and the HB 4077 amendments apply to students seeking transfer for the 2014-15 school year.

Transfers

- **May a district refuse to accept transfer students?**
- Yes, a district may decide not to accept any students through interdistrict transfer.

- **What information may a district request of a student seeking transfer?**
- A district may only request the student's name, contact information (email, phone number, and mailing address), date of birth, grade level, and information related to expulsions as outlined in ORS 339.115(8).

Transfers-Special Education

- **Which district is responsible for FAPE?**
- Under current law, the resident district maintains responsibility for FAPE. However, the Oregon Department of Education has proposed an amendment to OAR 581-021-0019 that would make FAPE the responsibility of the nonresident district. The State Board of Education will vote on the proposed amendment in June 2014.

Transfers-Special Education

- **Can the resident district be billed for special education services?**
- Yes. Under current law, the resident district maintains responsibility for providing FAPE. If the receiving district provides special education services, the receiving district may bill the resident district for the cost of those services.
- If the State Board adopts a rule amendment in June 2014, then the receiving district may no longer bill for special education services after the 2013-14 school year.

Transfers-Special Education

- **What happens if a district accepts a student through interdistrict transfer and then learns that the student has special education needs that the district is not able to meet?**
- Once a district has accepted a student through interdistrict transfer, the district must provide special education services to that student. The responsibility to provide services is no different than it would be for a resident student

Transfers-Special Education

- **For students who are receiving special education services, who is responsible for transportation?**
- The bill does not change current special education law or pupil transportation laws. The initial decision to transfer to a different district is the parents', subject to district policies, and is not an IEP decision. The receiving district does not have responsibility to provide transportation beyond school district boundaries. Once inside the attending district, a student's IEP may require that a district provide additional transportation as a related service. If a student chooses to transfer through interdistrict transfer, the resident district no longer has responsibility to provide transportation.

Educator Effectiveness Professional Standards-for ALL Educators:

Oregon Framework for Teacher and Administrator Evaluation and Support Systems

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework--for-eval-and-support-systems.pdf>

Standards of Professional Practice

- Differentiated Performance Levels (4)
- Multiple Measures
- Evaluation and Professional Growth Cycle
- Aligned Professional Learning

Standards of Professional Practice

- All Educators
- Instructional Practice
 - Planning for Instruction
 - Instructional Strategies
 - IEP Goals
 - Assist with development
 - May provide specially designed instruction
- Special Educators
- Instructional Practice
 - Planning for Instruction
 - Instructional Strategies
 - Evidence Based for students with special needs
 - IEP Goals
 - Development
 - Provision of specially designed instruction

Standards of Professional Practice

- All Educators

- IEP Modifications/Accommodations
 - Development
 - Implementation in teaching environment
- Formative and Summative Assessments
 - Data collection for classroom instruction

- Special Educators

- IEP Modifications/Accommodations
 - Development
 - Implementation in teaching environment
- Formative and Summative Assessments
 - Data collection for specially designed instruction
 - Evaluation for eligibility

Standards of Professional Practice for ALL Educators:

- Learning Differences
 - Teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standards of Professional Practice:

Professional Responsibility

- All Educators
- Special Education Process and Procedural Requirements
 - IEP Meeting
 - Participation
 - IEP Goals
 - Participates in development
 - Modifications/ Accommodations
 - Assists with determination
- Special Educators
- Special Education Process and Procedural Requirements
 - IEP Meeting
 - Preparation
 - Facilitation
 - IEP Goals
 - Developed from Present Level data
 - Goal writer
 - Modifications/ Accommodations
 - Facilitates determination

Standards of Professional Practice:

Leadership and Collaboration

- All Educators

- Supports process and procedural requirements and timelines
- Comes to IEP meeting prepared with classroom data
- IEP meeting participant

- Special Educators

- Lead team member for process and procedural requirements/timelines
- Lead team member for IEP meeting preparation
- Comes prepared with data and needed forms
- IEP meeting facilitator
 - Meeting agendas
 - Minutes
- Facilitates IEP goal development

Multiple Measures for ALL Educators:

- Evidence of Professional Practice
 - Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning
 - Observations of teachers' instructional practices
 - Artifacts of teaching such as lesson plans, student work, scope and sequence, IEP Document
- Evidence of Professional Responsibilities
 - Teamwork, IEP meetings, process and procedural requirements and timelines
- Evidence of Student Learning and Growth FAQs
 - <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf>

Student Learning and Growth Goals: Types of Measures for ALL Educators

Category	Types of Measures	Examples Include
1	State or national standardized tests	OAKS, SMARTER Balanced, ELPA, Extended Assessments
2	Common national, international, regional, district-developed measures	DIBELS, Easy-CBM, EXPLORE, other national or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	School-wide or district-wide measures (updated guidance is being developed)	Student performances, portfolios, products, projects, work samples, curriculum based assessments

SLG Goal setting for Sped Teachers

Teacher Role	Is OAKS/Extended Required for SLG?
Provides primary or only core content instruction	Yes if there are students in tested grades as part of an intact group
Provides additional intervention only	No

Summary

- Regional Visits – 3 completed this spring (Roseburg, Pendleton, Redmond)
- 3 Regional Visits this fall – NWRESA, Albany, Clackamas
- Technical Assistance is focus for Student Services – get to know your County Contact
- Development of relationships
- Applying for three grants:
 - Project AWARE
 - School Climate Transformation
 - CEEDAR-Collaboration for Effective Educator Development, Accountability and Reform (Univ of Florida)