

EXPLORING APPROACHES TO PRESERVICE SPECIAL & GENERAL EDUCATION TEACHER PREPARATION

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TODAY'S AGENDA

- 12:10 –12:20 *Welcome & Historical Background/
Current Challenges in Special Education*
- 12:20 –12:35 *Small Group Activity*
- 12:35 –12:50 *Whole Group Discussion*
- 12:50 –12:55 *Debrief*

LET'S BEGIN WITH THESE QUESTIONS IN MIND

- Rock et al., describes three salient challenges within special education: special educator workload, role ambiguity, and evaluation. What challenges do general educators face with respect to these issues? Which is/are most salient to general educators? Why?
- How can we infuse knowledge of special education into our general education programming?
 - What do our candidates need to know and do?
 - Where in our program can we create opportunities for our candidates to learn about how to best support students with disabilities

A BRIEF HISTORY.



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Categorical Era

(1800s) Sequin, Gallaudet, Itard

Categorization of students with various disabilities were based on research of the deaf/blind/MR.

(1958) Education of Mentally Retarded Children Act

Provided support to develop leadership preparation for special educators by colleges and universities.

(1972)

Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania

No state can deny education to a child with a disability on the determination that he/she is uneducable or not toilet trained..

(1954) Brown v. Board of Education

“Separate but equal” is ruled unconstitutional setting a precedent that allowed for parents to fight against segregation for children with disabilities.

(1970s) Bureau of Education for the Handicapped

increased funding to prepare teachers to teach students with specific disabilities.

(1975) Education of All Handicapped Children Act (PL 94-142)

Due Process, protection against discriminatory testing during assessment, LRE, IEPs

CATEGORIAL ERA

Research & Teaching

During this time effective special education teaching was defined by a teacher's ability to accurately diagnose deficits, and prescribing, implementing and assessing appropriate interventions.

- **Disability as an organic disorder** (physiological or structural change in an organ) - based on the logic that is the process contributing to an impairment be identified, teachers can use specific interventions to address deficits.
- **Diagnostic-prescriptive teaching** - assessment of perceptual motor or psycholinguistic abilities; instruction was designed to address deficits or capitalize on student strengths.

NONCATEGORICAL ERA

Research & Teaching
(1970s-80s)

Effective teaching during this era was teacher-directed, efficiently paced, and included multiple opportunities for student involvement.

- **Behavioral and process-product research** gained momentum producing an extensive repertoire of effective strategies for special educators.
- Teacher education became more **competency-based**.

NONCATEGORICAL ERA

Research & Teaching
(1970s-1980s)

During this era effective teaching required that teachers have mastery of general instructional and classroom management strategies.

- Teacher shortages led to **noncategorical licensure**.
- Teachers were assigned students of **various disability classifications**.
- **Curriculum-based measurement**, adjustment in instruction was based on student performance data that was frequently collected.
- **Direct Instruction Curriculum** - curriculum was designed to assist all students in areas of difficulty regardless of disability; scripted.

INTEGRATED ERA

Research & Teaching
(1990s-Present)

What is considered
effective teaching during
the integrated era?

- **Students with disabilities are placed in general education classrooms;** research revealed that separate class placement did not improve students with MR but RR were more effective for LD students than both general and separate placements; much debate around these findings.
- Debate between those in favor of **full inclusion** (dead end for students of color placed in special education) and those in favor of **continuum of services** (gen ed unmotivated and unprepared; students needs first).
- Also found that general educators paid **little attention to learning differences and rarely adapted instruction.**

MODERN DILEMMAS.



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SPECIAL EDUCATION TEACHER WORKLOAD

- Have the "knowledge, skills, and dispositions" to efficaciously **teach core academic subjects that are culturally and linguistically appropriate for their students**;
- Have knowledge of **federal, state, and local policy**;
- Have knowledge of **implementation** of these policies;
- Employ **evidenced-based practices** (EBPs);
- Know how to **effectively assess** in order to assist in determining **student eligibility** for special education services;
- Write **individualized education plans** (IEPs) that include **goals and objectives** that are specific to individual students;

SPECIAL EDUCATION TEACHER WORKLOAD

- **Conduct and support progress monitoring** of students throughout the academic year;
- **Consult and collaborate** with related service providers, general educators, administrators, families, local and state agencies;
- **Stay up to date on evidenced-based practices**, differentiation and assistive technology;
- Understand how **various disabilities are manifested** in the school environment;
- Facilitate **transition services** for students that are exiting secondary school into work and/or collegiate environments.

**SPECIAL EDUCATION
TEACHER ROLE
AMBIGUITY**

Special educators teach in a variety of settings that **range from special schools** (that cater to only students with specific disabilities) to **general education classrooms** (which are considered the least restrictive environment). They also collaborate with general educators in a variety of models, such as, **co-teaching, team teaching, and facilitation**. Special educators also **supervise paraeducators and provide direct instruction to students across a range of disabilities and grade levels in both academic and non-academic subjects**.

SPECIAL EDUCATION TEACHER EVALUATION

In some states, **standardized testing is weighted as much as 50% of teachers' yearly evaluations.** These evaluations do not take into consideration that **students with disabilities require specialized instruction as a result of lower academic performance in relation to their peers.** Special educators often work with students that are homeless, have attendance problems, and experience challenges at home. Special educators are **provoked to leave the profession because of the pressure to raise standardized test scores to the detriment of other important goals,** which also prevents talented professionals from pursuing this field.

**APPLYING OUR
COMBINED
EXPERTISE.**



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SMALL GROUP DISCUSSION

Rock et al., describes three salient challenges within special education: special educator workload, role ambiguity, and evaluation. What challenges do general educators face with respect to these issues? Which is/are most salient to general educators? Why?

WHOLE GROUP DISCUSSION

- **How can we infuse knowledge of special education into our general education programming?**
 - What do our candidates need to know and do?
 - Where in our program can we create opportunities for our candidates to learn about how to best support students with disabilities?

SUMMARY & FUTURE CONSIDERATIONS.



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For Extended
Discussion

POTENTIAL FRAMEWORKS



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RESPONSE TO INTERVENTION (RTI)

■ Tier 1

- High quality instruction in the general education environment.
- General educators are expected to have knowledge of evidence-based practices, implementation, and curriculum-based measurement.

■ Tier 2

- Special educators must have a deep understanding of general education curriculum and collaborate and engage in 'multidisciplinary planning' with general educators.

■ Tier 3

- Special educators need knowledge of instructional interventions, technology, assessment for high-risk learners. Ability to assist students with intensive instruction in reading, writing, and mathematics. Integrate domain specific knowledge with their knowledge of intensive interventions and assessments.

**21ST CENTURY
TRANSFORMATIVE
MODELS**

- **Driver 1: Digital Revolution**
- **Driver 2: The Diversity Gap**
- **Driver 3: The Credibility Factor**
- **Driver 4: The Demand for Collective Impact**
- **Driver 5: The Culture of We**