

DIRECTOR'S CORNER

NOVEMBER 4, 2019



“Through collaboration with member districts, the SLV BOCES brings a culture of excellence to education. The SLV BOCES empowers schools, families, and communities by providing services, support, and leadership to promote student achievement and success in life for all.”

KEY PRACTICES

The school psychologists as well as administrators at BOCES have access to Special Ed Connection. This resource is a Web resource for answers to your special education questions. This online access helps us get the latest news and guidance in the areas of Section 504, Early Childhood, Behavior & Discipline, Inclusion, and Lawsuits & Rulings. I am sharing this with you so you know where I am getting this information.

In a new report, the National Center for Learning Disabilities and Understand.org, wrote about promoting eight practices teachers could use to improve outcomes for students with learning differences and attention challenges. I wanted to take the time to share with you these practices. We all know that teachers, who explicitly demonstrate to students how to solve problems, collaborate with colleagues, and use evidence-based practices for instruction, among other approaches, increase opportunities to help students with learning differences.

Here are the suggested eight practices teachers can use to improve outcomes for students with learning differences and attention challenges.

8 key practices for teaching students with learning disabilities		
Practice	Why to use it	How to implement it
1. Explicit, targeted instruction	Students can master expectations when the learning is systematic, overt, and clear.	Use step-by-step modeling through examples of expected student actions. Give students immediate and corrective feedback so they understand how to improve.
2. Universal design for learning	Teachers can design differentiated learning situations to meet the needs of individual students. Students then have equal opportunities to understand, demonstrate knowledge, and engage in lessons in multiple ways.	Offer students information in more than one format, including text, audio, video, and hands-on.

3. Strategy instruction	This provides students cognitive strategies for independent learning. Strategies such as making predictions and self-regulation help students organize, comprehend, and recall information.	Teach students content anchoring so they connect a new concept with a familiar concept. Model self-advocacy and self-determination behaviors so students learn to be more active and independent learners.
4. Positive behavior supports	This helps students learn to communicate and manage their behaviors. It also helps establish clear and consistent expectations for behavior.	Implement positive behavior supports and monitor the effectiveness through data-driven decision-making.
5. Flexible grouping	Intentionally putting students in small groups for instruction can help teachers stay committed to high expectations while recognizing different student needs and strengths.	Create flexible and temporary groupings based on student strengths and weaknesses. Students who are English learners may benefit from flexible grouping when joined with students who have different reading skills so that students in the group can practice reciprocal teaching, for example.
6. Collaboration	This strengthens teachers' knowledge about students' strengths and weaknesses and allows teachers to share ownership and expectations for student progress.	Integrate lesson planning with all instructional staff to set the scope, sequence, and pacing of instruction and provide diverse learners with effective instruction, aligned with standards, across all providers and tiers of instruction.
7. Culturally and linguistically responsive pedagogy	By understanding and incorporating students' cultural references, a school can become respectful and inclusive of diversity. It can also ensure identification of students who may be eligible for IDEA services.	Make sure students have opportunities to see their cultures reflected in the curriculum. Eliminate approaches and beliefs that some students cannot be given demanding work. Expand these strategies for social-emotional learning opportunities.
8. Evidence-based content instruction	The combination of explicit instruction with recent proven best practices for instruction can have a positive academic impact on struggling learners.	Use research-based approaches for multisensory, explicit, structured, and sequential content instruction for literacy and math. For example, using structured literacy explicitly to teach systematic word identification and decoding strategies benefits most students, especially those with dyslexia.

I am hoping these practices can be discussed in teams to see what supports need to happen for us to grow together. If you have suggestions let me know. We are in times where we all need supports and to pull together for success.

It is November so this is the month of gratitude. I am so thankful to be a part of the Valley's diverse community of educators. I am thankful for your passion, dedication, hard work and love of students. I am grateful we get the opportunity to learn and grow together as a Valley unit, within our local communities, districts, and schools. Thank you all!

Upcoming Events:

November

November 8- Work Day
 November 8- CPI Training
 November 12- SAC
 November 14- PEBC Small Group Leadership Training
 November 19- Zoom Office Hour 11:30-12:30
 November 19- Steering Committee

December

December 10- SAC
 December 13- Work Day
 December 13- ES Teacher Meeting
 December 17- Steering Committee
 December 19- Staff Meeting/Potluck
 December 23-31- Office Closed

The strength of the team
 is each individual member.
 The strength of each
 member is the team.

Phil Jackson - Former Basketball Player



INSIGHT
 OF THE DAY