Effective Indicators for Exceptional Student Education

Broward County Public Schools
MISSION STATEMENT

The mission of the Exceptional Student Education Department (ESE) is to create a framework upon which schools and families can build a collaborative structure of support services that promotes academic achievement and encourages personal growth in students with disabilities.

The purpose of this Effective Indicators brochure is to provide ESE teachers and support staff with information regarding quality instruction. The brochure is divided into the following categories:

- Instructional Assessment
- District/State Testing
- Curriculum/Instruction
- Learning Environment
- Classroom Management
- Collaboration
- Support Facilitation
- Resources

Each category contains indicators that are essential to the success of students in raising overall achievement. Teachers are encouraged to review this information periodically to ensure that students continue to make educational progress.
Instructional assessment is a multi-dimensional process that involves much more than test administration. It is the process of collecting data for the purpose of specifying and verifying problems and making decisions about students. Additional purposes include eligibility, development of an IEP, planning positive behavioral supports, monitoring programs, determining appropriate instructional materials and interventions, and accountability.

- Students are assessed with District approved materials
- Assessment results (pre/post) determine appropriate instructional materials and interventions
- Assessment data used for IEP development
- Monitor progress on a continuing basis and make needed adjustments
- Annual goals progress reports are based on performance of IEP goals
- Report card grades are based on student performance in the course content
- Teachers maintain individual student assessment information
- Administer tests/quizzes to individual or small groups of students providing appropriate accommodations

In addition, for teachers of students identified as Deaf and Hard of Hearing:
  - Daily listening check logbook is maintained
The Florida Comprehensive Assessment Test (FCAT) is part of Florida’s effort to improve the teaching and learning of higher educational standards. The primary purpose of the FCAT is to assess student achievement of the high-order cognitive skills represented in the Sunshine State Standards (SSS) in Reading, Writing, Mathematics, and Science. A secondary purpose is to compare the performance of Florida students to the performance of students across the nation using a norm-referenced test. All students in Grades 3-11 take the FCAT in the spring of each year. The decision to exclude any student with a disability from statewide or district assessment programs is made by the IEP team and recorded on the IEP.

- All students in grades 3-11 are assessed on FCAT or Florida Alternate Assessment annually
- Test preparation/practice includes all accommodations documented on IEP
- Make arrangements for individual student accommodations (as per IEP) to be implemented on FCAT or SAT testing
- Use a district approved assessment to assess students below grade 3 who meet exemption criteria from district/state testing
A student's course of study is first determined by the needs and priorities identified on the Individual Education Plan (IEP). The IEP must be directly linked to the standards that students are expected to learn. All students with disabilities should be given the opportunity to attempt to achieve the Sunshine State Standards, unless through the IEP it is determined that alternate standards are appropriate.

- Curriculum decisions based on Sunshine State Standards and/or SSS Access Points and IEP goals.
- District supported materials/programs are used (e.g. Struggling Readers and Math charts)
- Programs are research-based, age appropriate, and taught with fidelity
- Explicit and systematic direct instruction
- Student learning styles and needs are considered in lesson planning
- Integration of technology on a regular basis
- Staff is trained in appropriate instructional strategies
- Ongoing assessment and adjustment
- Accommodations/modifications are considered when planning
- Ensure the IEP goals, accommodations, and/or modifications are implemented and documented for individual students
- Classroom activities and tasks are meaningful, respectful, and age appropriate
- Self-determination/self-advocacy/social skills are taught and infused throughout the curriculum
- There are opportunities to apply skills in natural settings
- Content, process, and product can be differentiated
Creating a learning environment for children with disabilities requires an understanding of individual needs and a commitment to creating an environment that welcomes and supports each individual. The presumption of IDEA is to serve students in the least restrictive environment with the necessary supplementary aids and services.

LEARNING ENVIRONMENT

- Clarity of learning goals
- Physical arrangement allows for supervision and smooth transition
- Visual displays are age appropriate and relate to the curriculum with purpose
- Print rich environment (e.g. classroom library)
- Current student work displayed
- Technology is incorporated, available and used by the students
- Classroom areas/centers are clearly defined and organized
- Materials organized to promote student independence
- Classroom size accommodates the number of students based on their individual needs
- Flexible grouping
- Daily agenda, schedules, and classroom rules and consequences are clearly posted

In addition, for teachers of students identified as Deaf and Hard of Hearing:
- Classroom has been acoustically treated
- Teacher and students wear FM system at all times

In addition, for teachers of students identified as Visually Impaired:
- All class materials are available to students in the most appropriate mode (clear copies, Braille, tactile graphics) for the student to access
- Good lighting is provided

In addition, for teachers of students identified as Autistic:
- Each student has an individual daily schedule customized for their learning needs
Effective classroom management techniques influence and provide an environment conducive to learning. Teachers are responsible for creating a safe climate for learning and provide continuous monitoring and responses to inappropriate behaviors which must include consistency and fairness. The range of students' educational needs address social and emotional, as well as academic needs.

**Classroom Management**

- Classroom rules are posted, practiced, and reinforced
- Student expectations/responsibilities are posted and reinforced
- Classroom behavior management plan based on positive behavioral support strategies taught, clearly posted, and consistently implemented
- Positive behavior is reinforced regularly
- When needed, individual student Positive Behavioral Intervention Plans (PBIP) based on Functional Behavioral Assessments (FBA) are implemented and reviewed
- Expected behaviors are reviewed and practiced on a continuing basis
- All staff is familiar with crisis management plan and if deemed necessary will be trained
Collaboration can be defined as a systematic, interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. Collaboration includes working with colleagues, parents, students, and administrators. Effective communication skills are often the key to successful collaboration. The foundation for collaboration include developing expectations, preparing ahead, understanding perspectives, asking questions, listening, and speaking clearly.

- Home/school communication occurs regularly and parent input is sought
- Attend department and team meetings, as appropriate
- Regular communication exists between teacher and related service provider (e.g. OT, PT, SLP, family counselor)
- On-going systematic communication between ESE and general education teachers
- Classroom team (e.g. teacher assistant, teacher aide, interpreter) communicates on a regular basis for planning
- Collaborate with other teachers/providers when developing student IEP
- Access and utilize school staff (e.g. ESE Specialist, Guidance, Behavior Support, other classroom teachers) who possess knowledge and expertise to assist with instructional program/procedural issues
- Schools access Zone/Area/District support personnel, as needed
- School administrators are critical in planning for ongoing successful collaboration to meet the needs of diverse learners. (e.g. common planning times, scheduling of students)
Support facilitation is the identification of the academic and social supports needed for students to be successful in general education environments. Collaboration is the practice that allows all staff in the school to share responsibility for meeting the needs of all students. For the increasing number of students with disabilities served in general education classes, the collaboration of teachers with different styles, approaches, knowledge and skills allows for the teaching of the general education curricula with enhanced outcomes for all students.

**Organization**
- Schedule individual students into appropriate general education classrooms
- Create a master schedule for in-class support
- Supervise assigned paraprofessionals
- Document support provided (SF Wizard) to individual students
- Attend IEP meetings/conferences for individual students
- Utilize a support facilitation communication form for general education teachers to request assistance
- Group students by level of support needed
- Schedule and track supports
- Monitor and adjust schedules, as needed

**Collaboration**
- Plan regularly with general education teacher/providers to address ongoing concerns
- Review IEP goals with general education teacher
- Attend grade level/subject area/department meetings
- Provide inservice/resources to your general education teachers
- Identify necessary interventions
- Use a team approach to problem-solving

**Curriculum**
- Prepare modified materials/tests for individual students as applicable
- Pre-teach and re-teach a lesson to individuals or small group of students when needed
- Circulate, answer questions, informally co-teach in a general education classroom
- Plan with general education teacher for lessons requiring modification for individual students (e.g. identify alternative activity, use of taped tests, technology)
- Assist any student in the general education classroom needing assistance
- Provide assistance for multi-level instruction, which allows for differential outcomes for students
- Train and utilize identified peer supports effectively
There are a variety of resources/supports available to teachers working with students with disabilities. All resources/supports, including professional development, are intended to increase student achievement. Your school resources/supports may include your team leader, department chairperson, ESE Specialist, and other school/zone personnel. Additional resources/supports available include Area and District personnel.

**WEBSITES**

ESE: http://www.browardschools.com/ese  
Broward County Public Schools: http://www.browardschools.com  
Florida Department of Education: http://www.fldoe.org  
Florida Department of Education, Clearinghouse Information Center: http://www.fldoe.org/ese  
Easy IEP Web Address: http://go.easyiep.com/flbroward  
Broward Enterprise Education Portal (BEEP): http://beep.browardschools.com
**PHONE NUMBERS**

Assistive Technology Education Network .................................................. 754-321-2214

Autism Spectrum Disorder ........................................................................ 754-321-2201

Child Find .................................................................................................. 754-321-2204

Deaf & Hard of Hearing/Visually Impaired ............................................. 754-321-2207

Due Process ............................................................................................... 754-321-2217

Emotional Behavioral Disability ................................................................. 754-321-2212

Florida Diagnostic & Learning Resources System ............................. 754-321-2205

Florida Diagnostic & Learning Resources System Media Center 754-321-1700

Florida Inclusion Network ........................................................................ 754-321-2230

Hospital Homebound ................................................................................ 754-321-7320

Itinerant Services/Deaf & Hard of Hearing/Visually Impaired .... 754-321-7180

McKay Scholarship Program ..................................................................... 754-321-2553

Mentally Handicapped ............................................................................ 754-321-2230

Physically Impaired/Other Health Impaired ............................................ 754-321-2212

Preschool Exceptional Student Education ............................................. 754-321-1956

Severely Emotionally Disturbed Network .............................................. 754-321-2564

Specific Learning Disabled ....................................................................... 754-321-2227

Speech/Language Impaired ..................................................................... 754-321-2212

Student Support Services ....................................................................... 754-321-2560

**AREA OFFICES**

**North Area**
754-321-3450

**North Central Area**
754-321-6871

**South Central Area**
754-321-3850

**South Area**
754-321-3620

**ESE DIRECTOR**

600 SE 3rd Avenue, 9th Floor
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**TTD**

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine TTY 754-321-2158.

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