Support Facilitation Model
Effective Inclusion:
A Collaborative Process

What Administrators, Support Facilitators and General Education Teachers Need to Know

The material in this document has been developed by the Exceptional Student Learning Support Division to provide guidance to schools across the district on effective support facilitation for students with disabilities.

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Introduction

The purpose for this manual is to guide administrators, support facilitators and general education teachers with best practices for providing effective support to students with disabilities in a general education setting.

Inclusion is a belief system that values diversity and fosters a shared responsibility to help all students reach their potential. According to Villa and Thousand (2005) an inclusive belief system requires schools to create and provide “whatever is necessary to ensure that all students have access to meaningful learning. It does not require students to possess any particular set of skills or abilities as a prerequisite to belonging (p.3).”

Inclusion is the practice of educating all students together – student with disabilities and students without disabilities – regardless of their abilities or readiness. It is more than placing students with disabilities in a room with their peers without disabilities. With true inclusion, students with disabilities can access the general education curriculum, classrooms and typical school activities (Florida Inclusion Network, 2011).

In July 2013, Florida lawmakers enacted section 100.3.57 (1)(f), Florida Statutes, which required each district and school to complete a Best Practices for Inclusive Education (BPIE) assessment once every three years. The BPIE is an assessment tool to assist districts and schools as they analyze and identify their implementation of effective inclusive practices. The BPIE consists of evidence-based inclusive practice indicators that are rated according to their level of implementation across the school and/or district. The BPIE assessment consists of three domains: Leadership and Decision-making, Instruction and Student Achievement and Communication and Collaboration. The results are used to identify priority needs for increasing or improving inclusive practices for all students with disabilities in the school and/or district. For more information, refer to www.floridainclusionnetwork.com/school-bpie

As Broward County strives to meet state and federal accountability measures to improve the achievement of diverse learners, the district is committed to the implementation of a continuum of inclusive service delivery models to meet the needs of students with disabilities.

This manual will describe the essential components of implementation and evaluation of an effective support facilitation model. The content is intended for school administrators, ESE support facilitators, general education teachers, and related service providers to ensure the fidelity in the implementation of support. For access to the handouts, documents, and tools
referenced in the manual, please review the Resource section in this manual and items in the Appendix may be located online in a Padlet to view and download. To access the Padlet: http://padlet.com/esebcps/SFManual

In addition to the Padlet, a Canvas course has been developed to guide all educational providers with tools to facilitate an effective support model at: http://browardschools.instructure.com/enroll/TWFCKB
Professional Learning Plan

Broward County Public Schools Exceptional Student Learning Support will offer learning opportunities for school administrators and teachers to build capacity in the implementation of an effective support facilitation model. Through exploration of the content of this manual and attached resources, school staff will connect the content to enhance the quality of support facilitation services at their school sites.

Administrator Professional Learning Overview
Support Facilitation: Effective Inclusion: one day professional learning which includes but is not limited to:
- Legal Principles
- Roles and Responsibilities of the Support Facilitator and General Education Teacher
- Support Facilitation Standards/Indicators
- Collaborative teaching models
- Effective strategies to support the learning process

Additional professional learning options to support educators’ job-embedded needs will be available to collaborative teachers focusing on:
- Accommodations
- Assistive Technology
- Behavior Supports
- Collaborative Teaching
- Differentiating Instruction and Instructional Strategies
- Peer Supports
- Scheduling
- Specially Designed Instruction
- Strategic Instruction Model (Content Enhancement & Learning Strategies)
- Person Centered Planning
- Universal Design for Learning
- Writing Quality IEPs

In addition, ongoing coaching and mentoring will be available through the district Exceptional Student Learning Support Division support staff.

The vision of the Broward County Public School, Exceptional Student Learning Support Division is that with ongoing collaboration among the district, schools and families, successful support facilitation services can be provided to students with disabilities to ensure positive school outcomes.
Inclusion and the Continuum of Models of Support - Florida Department of Education (FLDOE) Perspective

The Florida Department of Education defines Inclusion to mean: 
... a student with a disability is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.” Section 1003.57 4(1) (a) 2., F.S.: Inclusion


IDEA 2004
The Florida statutes align to the Individuals with Disabilities Education Act (IDEA) 2004, the federal law ensuring services to children with disabilities throughout the nation. IDEA requires that states provide students with disabilities, ages 3 through 21, a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). This means to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, other schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily. (Statute I/B/612/a/5 U.S. Department of Education, http://www.idea.ed.gov)

The Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan for school districts, has set the bar for Florida’s 67 districts collectively to educate 85% of students with disabilities, ages 6 – 21, in regular class placements, 80% or more of the school week with peers without disabilities, by 2018-2019.

In a technical assistance paper titled “Least Restrictive Environment Considerations Related to Individual Educational Plans”, developed by the Bureau, least restrictive environment is defined as, “unique to the needs of individual students. The least restrictive environment is the placement in which an individual student can be taught and make progress in the general education
curriculum to the maximum extent possible with students without disabilities.” (January 2016).

However, IDEA does not require that every student with a disability be placed in the general education classroom regardless of individual abilities and needs. This recognition that general education classroom placement may not be appropriate for every student with a disability is reflected in the requirement that school districts make available a range of placement options (the continuum of alternative placements) to meet the unique educational needs of students with disabilities. This requirement for the continuum reinforces the importance of the individualized inquiry, rather than a “one size fits all” approach, in determining which placement is the LRE for each student with a disability. [34 CFR §300.116]


For more information visit the Florida Department of Education Exceptional Student Education website, http://www.fldoe.org/academics/exceptional-student-edu/
### Defining Models of Support in Inclusive Settings

| Consultation | One general education teacher is providing instruction and an ESE teacher is providing consultation services in accordance with a student’s IEP. The teachers meet face-to-face or virtually on a regular basis to plan, implement, and monitor instructional alternatives designed for SWDs to ensure success in the general education classroom. This is an external (out of the classroom) support. |
| Support Facilitation (Inclusion Teaching) | Two teachers are providing instruction (not co-teaching). The general education teacher is teaching the course content and an ESE teacher provides services in class to an individual student or a small group of students. Ongoing collaborative planning is necessary. The ESE Teacher’s schedule is flexible allowing support to occur for a partial period or certain days of the week. The ESE teacher only needs HQT status in an ESE field.  
Paraprofessionals serve an important role supporting students with disabilities in the general education classes, but are not considered ‘support facilitators’. |
| Support Facilitation (Inclusion Teaching) | One teacher (the general education teacher) is providing instruction for both the Grades K-12 and ESE courses. And an ESE teacher provides services to students with disabilities via support facilitation.  
The general education teacher must meet certification requirements in accordance with the K-12 general education course number. Note: The general education teacher is not out-of-field for the ESE course number. The ESE teacher must meet certification requirements for any ESE area unless the exceptions noted in the CCD are applicable. |
| Co-Teaching | Two teachers are providing instruction through co-teaching and both are responsible for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period. |

These models are in accordance with Section 1003.03(5)(c), FS. For more information on scheduling methods/service delivery with corresponding certification requirements and HQT (highly qualified teacher) requirements, [http://www.fldoe.org/policy/articulation/ccd/](http://www.fldoe.org/policy/articulation/ccd/).

For additional information, contact the Broward County Public Schools Certification Department, [http://www.broward.k12.fl.us/certification/](http://www.broward.k12.fl.us/certification/)

### Support Facilitation Model in Broward County Public Schools

The delivery of services via consultation or collaboration should follow according to the state’s definition as specified in Broward County’s Easy IEP:

*Consultation* is a sharing of information between teachers, families, agencies, and others to address the student’s needs. Consultation must be regularly scheduled and conducted face-to-face or virtually. *Collaboration* is a joint effort among teachers, families, agencies, and others. Collaboration involves
cooperative, proactive work on the part of all participants, with all parties actively planning and carrying out interventions designed to meet a student’s needs. Collaboration must be regularly scheduled and conducted face-to-face. The student’s total educational plan may include any combination of locations which are appropriate.

**Note:** Consultation, support facilitation and co-teaching all require the collaborative efforts of two or more teachers. Utilizing a ‘dually-certified’ (ESE and elementary education or content area certifications) teacher to serve as both the content area teacher for all students in the classroom and the ESE provider for the students with IEPs in the classroom. The teacher will provide specially designed instruction as identified on the student’s IEP.

**Models of Support in Action for Support Facilitators**
**Possible Instructional Responsibilities for Support Facilitators may include:**

- **Specially Designed Instruction in Reading Resource Room**
  (Individual or small group only peers with disabilities)

- **Consultation in Independent Functioning**
  (Teacher to Teacher, planning and problem-solving for support to student)

- **Specially Designed Instruction in Math General Education Classroom**
  (Support Facilitation)

- **Specially Designed Instruction in Social Skills and/or Behavior**
  (Support Facilitation Model-Collaboration)
Broward County Public Schools Placement Considerations for Students with Disabilities

Broward County Public Schools recognizes there is a range of services for students with disabilities. A student's exceptionality does not dictate their educational placement. These services are provided across a continuum of alternative placements:

<table>
<thead>
<tr>
<th>Placement Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education/Regular Class Placement</td>
<td>Student receives specially designed instruction in a general education classroom for 80%-100% of time with peers without disabilities. This support can be provided through Consultation or Collaboration.</td>
</tr>
<tr>
<td></td>
<td>*General teachers could also provide specially designed if specified on a student’s IEP.</td>
</tr>
<tr>
<td>General Education/Regular Class Placement</td>
<td>Student receives instruction in a general education classroom for 80%-100% of time with peers without disabilities with specially designed instruction delivered in a resource room by the Support Facilitator.</td>
</tr>
<tr>
<td></td>
<td>*General teachers could also provide specially designed if specified on a student’s IEP.</td>
</tr>
<tr>
<td>Resource Room Placement</td>
<td>Student in General Education Classroom, with specially designed instruction in a resource room and spending between 40-79% of their school week with peers without disabilities.</td>
</tr>
<tr>
<td>Separate Class Placement Specialized Varying Exceptionalities (SVE)</td>
<td>Student in ESE setting with students with IEPs receiving specially designed instruction from an ESE teacher. Students in this placement type are usually on a modified curriculum.</td>
</tr>
<tr>
<td>Separate Environment</td>
<td>Students who are receiving their services in a residential facility, special education school, home hospital or other public or private institution.</td>
</tr>
</tbody>
</table>
If it is determined that the goals cannot be met in regular education, even with these supports, discussion continues to identify the location for delivery of any needed services. Locations for service delivery may include, but are not limited to, regular education classes, exceptional student education classes, vocational classes, or community.

Every student with a disability is entered into a database reflecting their time with peers without disabilities during the school week. The minutes in a school week are comprised of all academic and non-academic activities (i.e. lunch, recess, PE, art, etc.) from bell to bell. This process creates placement categories for students with disabilities. A placement category is determined based on the total amount of time the child spends with their peers without disabilities according to IDEA.

\[
\text{Time spent with peers without disabilities} \times 100 = \text{Percent of time with peers without disabilities} \\
\text{Total time in school per week}
\]

(FLDOE, 2016)

Example 1

John Doe’s school week is comprised of 1650 total minutes. He receives the following services:

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Frequency</th>
<th>Location</th>
<th>Type of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Instruction in Reading</td>
<td>3 time(s) week</td>
<td>ESE Class</td>
<td>Individual/Group Service</td>
</tr>
<tr>
<td>Total 150 minutes/week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Instruction in Math</td>
<td>3 time(s) week</td>
<td>ESE Class</td>
<td>Individual/Group Service</td>
</tr>
<tr>
<td>Total 150 minutes/week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

John Doe is receiving 1350 minutes weekly of instruction in general education and 300 minutes a week John Doe is receiving instruction in a resource room.

Formula applied:

\[
\frac{1350 \text{ Time spent with peers without disabilities}}{1650 \text{ Total time in school per week}} \times 100 = 81\% \text{ of time with peers without disabilities}
\]

John Doe is spending between 80-100% of time with peers without disabilities and is considered a student in a general education placement.
Example 2

Susan Doe's school week is comprised of 1650 total minutes. She receives the following services:

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Frequency</th>
<th>Location</th>
<th>Type of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Instruction in Reading</td>
<td>4 time(s) week Total 200 minutes/week</td>
<td>General Education Class</td>
<td>Individual/Group Service</td>
</tr>
<tr>
<td>Specialized Instruction in Math</td>
<td>3 time(s) week Total 150 minutes/week</td>
<td>General Education Class</td>
<td>Individual/Group Service</td>
</tr>
</tbody>
</table>

Susan Doe is receiving 1650 minutes of instruction in general education classes. For 350 minutes a week Susan Doe is receiving instruction in a general education class with in-class support from a Support Facilitator in collaboration with the general education teacher.

Formula applied:

\[
\frac{1650 \text{ Time spent with peers without disabilities}}{1650 \text{ Total time in school per week}} \times 100 = 100\% \text{ of time with peers without disabilities}
\]

Susan Doe is spending between 80-100% of time with peers without disabilities and is considered a student in a general education placement.

Example 3

Timothy Doe's school week is comprised of 1650 total minutes. He receives the following services:

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Frequency</th>
<th>Location</th>
<th>Type of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Instruction in Reading</td>
<td>3 time(s) week Total 150 minutes/week</td>
<td>General Education Class</td>
<td>Individual/Group Service</td>
</tr>
<tr>
<td>Specialized Instruction in Math</td>
<td>5 time(s) week Total 250 minutes/week</td>
<td>ESE Class</td>
<td>Individual/Group Service</td>
</tr>
</tbody>
</table>

Timothy Doe is receiving 1450 minutes weekly of instruction in general education and 250 minutes a week Timothy Doe is receiving instruction in a resource room.

Formula applied:

\[
\frac{1450 \text{ Time spent with peers without disabilities}}{1650 \text{ Total time in school per week}} \times 100 = 87\% \text{ of time with peers without disabilities}
\]

Timothy Doe is spending between 80-100% of time with peers without disabilities and is considered a student in a general education placement.
In summary, Support Facilitation provides support and services which are based on an individual student’s needs and are reflected in their Individual Educational Plan (IEP). The Support Facilitator primarily works with small groups of students within the class. However, both the support facilitator and the general education teacher work with heterogeneous and flexible groups of students and are viewed as equal partners in the classroom. Support facilitation provides for collaborative planning, modeling, and coaching of effective strategies and implementation of accommodations to promote progress related to student’s IEP goals. Within the model, the level, frequency, and intensity of services varies based on student need and may include academic, independent functioning, behavioral and social/emotional support. The ESE Support Facilitator works in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of students with disabilities.

Support Facilitation Standards/Indicators

Broward County Public Schools Exceptional Student Education Department has created the Support Facilitation Standards to guide school administrators and teachers with the expectations of the district for quality implementation of support facilitation services. The standards are based on the Florida Educator Accomplished Practices (FL Rule: 6A-5.065. Amended 2, 2011) and align with the Marzano Art and Science of Teaching Framework Learning Map used by the district for the teacher evaluation process. The Support Facilitation Standards are also aligned with the evaluation procedures identified in the Broward Instructional Development and Growth Evaluation System (BrIDGES) and should be implemented district-wide.

The standards address these three areas:
- Communication and Collaboration with school personnel
- Curriculum and Behavior
- Documentation of Services

Seventeen indicators illustrate the critical components within the three standards described below. Refer to Appendix B for the Support Facilitation Standards, Appendix C for the Marzano Art and Science of Teaching Framework Learning Maps Domains 1-4 and Appendix D for the district Support Facilitator Job Description.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
<th>Domains: Element</th>
<th>Evident</th>
<th>Not Evident</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Communication and Collaboration</strong></td>
<td>a. Participate in the school-wide scheduling process that reflects a continuum of service delivery models, based on individual student needs.</td>
<td>2:48, 4:55</td>
<td></td>
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<td></td>
<td>b. Participate in department/grade-level meetings, professional development and other critical school-wide initiatives.</td>
<td>4:55, 4:59, 4:60</td>
<td></td>
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<td></td>
<td>c. Share effective classroom management strategies.</td>
<td>1, Q5:24, Q5:29, Q7:33</td>
<td></td>
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<tr>
<td></td>
<td>d. Share effective classroom instructional strategies.</td>
<td>1, Q2:6, Q2:7, Q2:9, Q2:15, Q2:19</td>
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<tr>
<td></td>
<td>e. Co-develop plans for lesson adjustment which incorporate differentiated instruction, and universal design for learning.</td>
<td>1, Q2:6, Q2:7, Q2:9, Q3:15, Q3:19</td>
<td></td>
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<td></td>
<td>f. Share student-specific information (i.e. accommodations and modifications) and progress towards the IEP goals.</td>
<td>1, Q1:2, 2:48, 4:58</td>
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<td></td>
<td>g. Assist with the successful implementation of supports and services in the general education setting.</td>
<td>2:48, 4:58</td>
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<tr>
<td>Standards</td>
<td>Indicators</td>
<td>Domains: Element</td>
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<tr>
<td><strong>Standard 2: Curriculum and Behavior</strong></td>
<td>a. Develop a working knowledge of Florida Standards for the content area curriculum.</td>
<td>2:44</td>
<td>4:60</td>
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<td></td>
<td>b. Develop knowledge of ways to differentiate core content lessons for SWDs.</td>
<td>1 DQ2:6 DQ9:39 DQ9:40 DQ9:41 2:42</td>
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<td></td>
<td>c. Develop knowledge in appropriate interventions (programs and strategies) for reading and mathematics.</td>
<td>1 DQ2:9 2:48</td>
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<td></td>
<td>d. Assist with development and implementation of a student’s Positive Behavior Intervention Plan (PBIP).</td>
<td>1 DQ5:24 DQ8:36 DQ8:37 DQ8:38 4:58</td>
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<td></td>
<td>e. Utilize progress monitoring/data tools to assist with data-driven decisions.</td>
<td>1 DQ1:2 2:48 3:51</td>
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<td></td>
<td>f. Provide targeted instruction/assessment to small groups of students.</td>
<td>1 DQ1:1 DQ1:2 DQ1:3 DQ3:15 DQ5:25 3:51</td>
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<td></td>
<td>g. Assist students to increase independence through development of:</td>
<td>1 DQ1:3 DQ8:36 DQ8:37 DQ9:39 DQ9:40 DQ9:41 2:48</td>
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<tr>
<td></td>
<td>- Problem solving strategies</td>
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<td></td>
<td>- Time management &amp; organizational strategies</td>
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<td></td>
<td>- Social skills</td>
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<td>- Self-advocacy skills</td>
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<tr>
<td>Standards</td>
<td>Indicators</td>
<td>Domains: Element</td>
<td>Evident</td>
<td>Not Evident</td>
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<td><strong>Standard 3:</strong> Documentation of Services</td>
<td>a. Provide and adhere to a weekly schedule reflecting support to students and school personnel.</td>
<td>4:59</td>
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<td></td>
<td>b. Maintain current and updated documentation using the Support Facilitation Wizard aligning to supports and services indicated on students’ IEPs.</td>
<td>2:45 2:46 4:59</td>
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<td></td>
<td>c. Gather student data through supporting evidence for quarterly progress reports, progress towards meeting IEP goals and annual IEP development.</td>
<td>1 1 DQ1:2 3:51 4:59</td>
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6/24/2015 bk
Standard 1: Communication and Collaboration

Roles and Responsibilities

Role of School Administrators
School-based administrators are responsible for ensuring that students with disabilities are receiving the supports and services documented on their IEP. The annual memo to principals regarding Local Education Agency (LEA) Requirements provides information on requirements and responsibilities. Administrators can set the tone of collaboration and teamwork by encouraging their staff to be inclusive, and students to be self-advocates and active participants in their educational decisions. Administrators utilize careful consideration when selecting support facilitators and monitor any professional learning needs staff may require implementing the Support Facilitation Model with fidelity. The highest level of student achievement is the desired outcome of these services.

Administrators who understand the model, its implementation, and the goal of maximizing student’s academic potential will be able to successfully support students with disabilities in the general education setting. Administrators lead the way to create positive inclusive schools. The message that students with disabilities are general education student first must come from the school leadership. This is accomplished through administrators supporting a process for inclusive scheduling which is flexible, strategic and student-centered. Supporting a student-centered inclusive scheduling approach, which aligns, to a master schedule is important to provide the various levels of supports needed. This process looks at the needs of students rather than student labels. Administrators must recognize the need for consistent collaborative planning which is essential for effective support facilitation.

Scheduling
The connection between Least Restrictive Environment (LRE), improved student outcomes, graduation rates, and career, college and life readiness with effective use of personnel is the basis for facilitating strategic scheduling with school teams.

By assigning students into general education classes and identifying the level/frequency/intensity of support needed, the scheduling team can assign support facilitators/ESE teachers. A master schedule for the school can be created after students with disabilities are scheduled.
The Florida Inclusion Network promotes these steps in the student-centered scheduling process:

**Step 0. Get Started:** Engage in discussions about inclusive best practices. Calculate schoolwide LRE data. Compare LRE rates with district and state targets. Set LRE targets for improvement. Analyze needs of students in the LRE.

**Step 1. Establish a scheduling team:** input from general education teachers, ESE teachers, other service providers about the student is critical. Administrators, guidance counselors and instructional coaches have important input to the process.

**Step 2. Gather and write each student’s data:** Use different colored sticky notes for each grade level, include academic/behavior supports.

**Step 3. Place sticky notes according to grade level, subject area, and level of support needed.** Discuss student data and support needs related to IEP goals and grade level expectations.

**Step 4. Re-group student notes according to intensity of support needed in general education classrooms.**

**Step 5. Identify ALL available staff who can provide instructional and other support throughout the day or week.** (ESE support facilitators, related service providers, instructional coaches, and paraprofessionals)

**Step 6. Build individual ESE teacher/support facilitator schedules first, based on final student groupings.**

**Step 7. Create a master schedule for in-class supports. Be sure to consider teacher certification and include common planning for all collaborative teachers.**

Here are some best practices to consider:

- Student ratios should mirror the population of the school; for example, recommended ratio of one third of class students with disabilities and two thirds of class students without IEPs.

- The frequency and intensity of support varies based upon students’ IEP needs. Support may be provided on alternating days (M-W-F in one class, T–TH in another), split periods (in a 90-minute block, 45 minutes in one class, 45 in another), in accordance with the student’s needs as indicated on the IEP.

- Not every student with an IEP will be educated in general education classes or perhaps not for the entire day. But this process should be considered for every student with a disability to maximize his or her access to general education classes. **Special education is a service, not a place. Label does not drive placement.**

- Once the master schedule is created, consider next steps and future needs for the staff such as professional development and instructional resources.
There are many critical ways that school administrators encourage and sustain effective support facilitation. “Whether collaborative teaching is implemented in elementary, middle or high schools, and whether those schools are in urban, suburban or rural communities and well- funded or under-funded, professionals universally find that collaborative teachers do not have adequate planning time, and this affects the quality of their practice” (Friend, 2008).

School-based administrators play a critical role in avoiding possible pitfalls to effective support facilitation:

- Support facilitators assigned to teach non-ESE courses (e.g. students with disabilities are not included in the class count)
- Assigning an additional period to solve high caseloads (e.g. extensive case management responsibilities will impact delivery of ESE services)
- Over-reliance on ‘learning labs’ to provide support may not maximize the efforts of ESE staff adequately.
- Over-reliance on dually certified teachers (e.g. additional certification indicates additional skills and may meet compliance, but a single teacher may not be sufficient to meet the needs of all learners in the classroom)
- Support facilitator’s schedule does not allow for collaborative planning time with general education teachers (e.g. flexible scheduling process did not occur to support common planning)

**Caseload Considerations**
Guidelines for determining the support facilitators’ caseloads are based on frequency, intensity and duration of services that are reflected on students IEPs. The Matrix of Services is the document used to determine the cost factor for students with disabilities based on the decisions made by the IEP team. Services identified on the IEP and subsequently checked on the Matrix, must be based on individual needs resulting from a student’s disability and may not simply reflect services offered to all students in a particular class, scheduling model or program.

Administrators must ensure that the support facilitator’s caseload/workload appropriately reflects the demands of providing services to students with various levels of ability and intensity of need.

For more information on Scheduling see Appendix E and the **Resources** section of the manual.
Responsibilities of General Education Teachers and Support Facilitators: The general education teachers and support facilitators possess unique skills and strengths that are evident in their responsibilities as educators:

<table>
<thead>
<tr>
<th>General Educator</th>
<th>Support Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum expertise</td>
<td>Learning process expertise</td>
</tr>
<tr>
<td>Classroom management</td>
<td>Individual and specialized needs of students</td>
</tr>
<tr>
<td>Knowledge of typical student characteristics</td>
<td>Knowledge of compliance with federal laws</td>
</tr>
<tr>
<td>Pacing through units of instruction</td>
<td>Teaching to mastery disabilities</td>
</tr>
</tbody>
</table>

(Adapted from Co-teach! Building and sustaining effective classroom partnerships in inclusive schools. M. Friend 2014)

Many responsibilities are shared among support facilitators and general education teachers. Communication and collaboration are critical for successful implementation.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Support Facilitators</th>
<th>General Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Education Plan Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case management * of students with disabilities: provide and document services as indicated on the IEP.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Participate in the development of the present level of educational/behavioral performance, goals and accommodations</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Implement and monitor IEP goals and accommodations</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Utilize progress monitoring tools to track student progress toward achieving IEP goals</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Understand how to comply with federal laws pertaining to students with disabilities</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Speak to a student’s progress towards the Florida Standards at an IEP meeting</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td><strong>Planning for Instructional Decision-Making</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement a Universal Design for Learning point of view when planning for all students</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Complete?</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Seek out approaches to differentiate instruction to address students' readiness, learning styles and interests</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Create units of lessons based on the grade-level content area Florida Standards</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Identify ways to tier or differentiate lesson components to meet the needs of diverse learners</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Determine flexible groups of students for targeted instructional activities based on student needs</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Encourage grouping of students with disabilities and nondisabled peers to promote both social and academic skills</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Determine implementation of accommodations or targeted instructional approaches (including low tech and high tech assistive technology) within the general education classroom as indicated on the IEP</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Determine instructional activities for students on alternate standards/Access Points receiving instruction within the general education classroom</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Obtain an Accommodations Report for caseload on EasyIEP</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Implement specially designed instruction as indicated on student's IEP</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provide ongoing formative assessments to adjust plans for high quality instruction</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>At the high school level, utilize a Transition Support Plan, to monitor SWD meeting graduation requirements</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Management and Behavioral Intervention**

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhere to school wide behavior management system</td>
<td>✓</td>
</tr>
<tr>
<td>Reach consensus on the implementation of classroom behavior management strategies</td>
<td>✓</td>
</tr>
<tr>
<td>Participate in the functional behavior assessment process (FBA)</td>
<td>✓</td>
</tr>
<tr>
<td>Participate in development of strategies for a positive behavioral improvement plan (PBIP)</td>
<td>✓</td>
</tr>
</tbody>
</table>
Data Collection and Progress Monitoring

<table>
<thead>
<tr>
<th>Task</th>
<th>✔️</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop/select monitoring tools for progress monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect, monitor and analyze student data to inform instructional adjustments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain a service report for support facilitator’s caseload from EasyIEP.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication and Collaboration

<table>
<thead>
<tr>
<th>Task</th>
<th>✔️</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and participate in lesson planning sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend grade-level / department meetings together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule and plan for parent conference and IEP meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide oversight to paraprofessionals who support students with disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Roles of General Education Teachers and Support Facilitators in the classroom:

When two teachers are working together in a classroom, it’s important to create a collaborative, equal and dynamic partnership. Here are some ideas of what that might look like:

<table>
<thead>
<tr>
<th>If one teacher is doing this...</th>
<th>The other teacher may be doing this...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead</td>
</tr>
<tr>
<td>Taking roll</td>
<td>Collecting and/or reviewing homework</td>
</tr>
<tr>
<td>Passing out papers</td>
<td>Reviewing directions</td>
</tr>
<tr>
<td>Giving instructions orally</td>
<td>Writing down instructions on board</td>
</tr>
<tr>
<td>Checking for understanding with large heterogeneous group of students</td>
<td>Checking for understanding with small heterogeneous group of students</td>
</tr>
<tr>
<td>Circulating, providing one-on-one support as needed</td>
<td>Providing direct instruction to whole class</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Facilitating a silent activity</td>
<td>Circulating, checking for comprehension</td>
</tr>
<tr>
<td>Providing large-group instruction</td>
<td>Circulating, using proximity control for behavior management</td>
</tr>
<tr>
<td>Re-teaching or Pre-teaching with a small group</td>
<td>Monitoring a large group as they work on practice materials</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Creating basic lesson plans for standards, objects and content curriculum</td>
<td>Providing suggestions for modifications, accommodations, and activities for diverse learners</td>
</tr>
<tr>
<td>Facilitating stations or groups</td>
<td>Also facilitating stations or groups</td>
</tr>
<tr>
<td>Considering modification needs</td>
<td>Considering enrichment needs</td>
</tr>
</tbody>
</table>

(Murawski, W.W (2009), Collaborative Teaching in Secondary Schools-Making the Co-Teaching Marriage Work! Corwin)

**Planning**

Without adequate planning, general education teachers and support facilitators will have difficulty aligning their efforts to meet common learning goals for all students. Without a plan, collaborative teaching efforts can result in a lack of:

- Shared ownership for all students in the classroom (e.g. *my* students rather than *our* students)
- Collaborative problem-solving to determine instructional interventions and supports
- Access to general education curriculum and instruction for SWDs
- Adequate learning gains for all students in the classroom

Effective planning means collaborating teachers address several critical aspects with each other:

- Communication
- Making time to plan
- Planning for curriculum, instruction and assessment
- Planning for physical classroom arrangement
- Planning for classroom management
- Professionalism

**Collaborative Teaching Approaches**

Collaborative teaching can look different from classroom to classroom, based on student needs, and lesson focus. There are six effective approaches or strategies that general education teachers and support facilitators may use in their collaborative efforts in the inclusive classroom to provide specially designed instruction. When teachers plan together they can be deliberate in selecting the collaborative approaches they will use during upcoming lessons.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach/One Observe</strong></td>
<td>Teacher A presents the lesson while Teacher B actively observes specific students. For example, Teacher B collects data and takes note regarding students’ on/off task behavior, academic engagement, patterns of response, and IEP objectives.</td>
</tr>
<tr>
<td><strong>Station Teaching</strong></td>
<td>Centers are developed for instruction or application activities. Both Teacher A and Teacher B develop, monitor, and manage centers or stations for small groups of students. Students rotate from one center to another and receive instruction or assistance from one of the teachers located at each center. In addition to centers, both teachers may also manage a small group of students working independently on specific tasks. On-task behavior and task completion can be better managed with small groups.</td>
</tr>
<tr>
<td><strong>Parallel Teaching</strong></td>
<td>The class is split into two groups with both Teacher A and Teacher B teaching the <em>same</em> content/lesson. The advantage of having smaller numbers of students to work with enhances on-task and social behavior and allows for more individualized instruction and assessment.</td>
</tr>
<tr>
<td><strong>Alternative Teaching</strong></td>
<td>While Teacher A is working with a large group of students, Teacher B works—for a short period of time—with a targeted small group of students for remedial, enrichment, or other targeted instruction. Specific students can learn and review the content or skills they need without having unnecessary review or distractions for other students in the class. This also allows for a select group of students to receive individualized instruction based on ability, interest, or learning style and gives students who have been absent a chance to “catch up.” Groups of students should always remain flexible and varied.</td>
</tr>
<tr>
<td><strong>Teaming</strong></td>
<td>Teaming occurs when both Teacher A and Teacher B present a lesson together—each presenting, interjecting, and taking equal responsibility for instruction. This structure capitalizes on each teacher’s strengths and knowledge. It typically creates a stimulating classroom environment but requires compatibility and joint planning on a regular basis.</td>
</tr>
<tr>
<td><strong>One Teach/One Assist</strong></td>
<td>While Teacher A presents a lesson, Teacher B may assist individual students, monitor group activities, and/or check student’s daily planners. This approach provides the individual attention that some students require and helps with classroom or behavior management and organizational skills.</td>
</tr>
</tbody>
</table>

For more information see Appendix F *Collaborative Teaching in the Inclusive Classroom Planning Guide* (Florida Inclusion Network. 2012)
Communication

It is important to keep the lines of communication open and manage the conflicts that may occur during collaborative teaching. Unexpected changes in the day’s schedule will occur without fail and is the reality of teaching. It is critical for general education teachers and support facilitators to communicate effectively when unexpected changes occur.

We usually know when communication between colleagues is successful. Here are three scenarios, which one represents an example of effective communication between collaborative teachers:

A. Ms. King (general education teacher) and Ms. Howard (support facilitator) have been working together for three months. Ms. King often disagrees with Ms. Hardin about the classroom routines, rules, and accommodations needed by certain students. To avoid conflict, Ms. Howard usually waits for Ms. King to tell her what to do. Most days, Ms. Howard just feels like a “glorified aide”.

B. While Mr. Gomez and Mrs. Alberta consider themselves experts at what they do, they take time to share viewpoints, and reach consensus on the way to adjust instruction based on student progress toward learning goals.

C. Although Mrs. Williams and Mrs. Taylor are polite to each other, they are often so busy that they barely talk or respond to each other’s questions with a simple “yes” or “no” answer. Mrs. Taylor (support facilitator) is frustrated because she’s not sure what is expected of her during instruction.

The teachers in scenario B are communicating and working effectively. Unfortunately, the teachers in scenarios A and C have not made the effort to communicate effectively. Often when this occurs, the professional relationship becomes ineffective as well. Some basic strategies can support effective communication:

The Effective Communication Strategies Checklist offers specific approaches to improve communication with anyone, including colleagues, supervisors, students and their families. See Appendix G.

(Adapted from Collaborative Teaching Survival Guide, Florida Inclusion Network 2012)
Working with the School Team
Roles and Responsibilities of School Support Staff/Related Service Providers/Others

Exceptional Student Education (ESE) Specialist
The ESE specialist works directly with administration, teachers, support staff, community stakeholders and parents to coordinate the delivery of exceptional student services and programs. Scheduling and facilitating IEP meetings are essential to their duties.

Guidance Staff
The counseling department provides guidance services to SWD that are available to all students. These services include, but are not limited to, credit recovery, graduation requirements, student support groups, proper scheduling, and post-secondary advisement. Guidance and ESE staff collaborates to ensure that SWD are in the correct courses and are being successful.

Educational Support Professionals - ESP (Paraprofessionals)
The paraprofessional or educational support professional may provide instructional, behavioral and or personal support to students with disabilities, especially those identified with low incident disabilities (e.g. autism, intellectual disabilities, and multiple disabilities). Collaboration with teachers is critical to clarify the paraprofessional’s responsibilities in the classroom. Paraprofessionals can support inclusive schools by assisting in the delivery of special education. However, paraprofessionals in public schools are not directly responsible for the provision of special education and related services to students with disabilities. They may provide special education and related services to students with disabilities only under the supervision of special education and related services personnel. [34 CFR §300.156(b)(2)(iii)]

School Psychologist
School Psychologists are uniquely qualified members of school teams that support a student’s ability to learn and a can provide intervention strategies to be used by classroom teachers. Psychologists are part of the evaluation team and provide valuable information addressing student’s strengths and weaknesses.

School Social Worker
Collaboration and communication with school social workers that assist parents, students, and school staff in identifying needs that interfere with learning is essential in providing the services they need. Social workers engage with students and their families to resolve social, emotional and behavioral problems.
Speech-Language Pathologist (SLP)
The SLP will work in collaboration with the support facilitator and classroom teachers to provide interventions and strategies. These approaches will promote more effective communication skills for students with identified with speech or language disorders, positively impacting student achievement.

Student
The focus of support facilitation centers on the student. Understanding one’s disability and communicating how it impacts learning is critical to develop self-advocacy skills. Knowledge of IEP goals, accommodations, and services will assist students in general education classes to experience success. Students with disabilities need to utilize organizational skills on a regular basis to be successful. For students attending their own Transition Individual Education Plan (TIEP) meeting, it is important that they fully participate in the process. As students progress into the secondary level, their participation in the meeting should increase to becoming student led. Students should give input regarding their post-secondary goals to ensure that their instruction, supports and services align for positive and meaningful outcomes.

Parents
Parents of students with disabilities are important members of their child’s educational team. Input, reflection and follow through are key aspects of the collaborative relationship between parents and educators.
Standard 2: Curriculum and Behavior

Effective Core Instruction – Strategies that support ALL Students
Teachers implement rich standards-based instruction in core content classes. Effective teachers incorporate research-based strategies, which encourage all students to be engaged in meaningful instructional activities. This can mean incorporating graphic organizers, working in collaborative groups, utilizing instructional technology and other approaches that maximize successful learning. To ensure a positive classroom climate classroom management structures must be established. See Classroom Management Strategies (Florida Inclusion Network, 2012) Appendix H for research-based strategies, which address instruction, motivation and discipline. Dr. Robert Marzano has presented nine categories of instructional strategies that have shown effective outcomes in research studies (Marzano, 2001). See Marzano’s Nine High-Yield Instructional Strategies in Appendix I. Additional information on Marzano Art and Science of Teaching Evaluation Model focusing on Domain 1: Classroom Strategies and Behavior, can be found on the district’s Talent Development website:

http://www.broward.k12.fl.us/talentdevelopment/HTML/all_things_marzano.html

Broward County Public Schools follow a Response to Invention (RtI) model in which intervention is implemented as a leveled or tiered approach to instructional delivery, which includes interventions or approaches of increasingly higher intensity, based on a student’s need; that is a Multi-Tiered System of Support (MTSS).

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.</td>
</tr>
</tbody>
</table>

http://www.browardprevention.org/mtssrti

For more information and resources on RtI/MTSS see the Resource section of the manual.
Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone, not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. The goal of applying UDL to instruction is to develop all students into expert learners. UDL charges educators to provide students with multiple means of engagement, representation and action and expression. ([http://udlcenter.org](http://udlcenter.org))

The National Center on Universal Design for Learning has an informative handout, *Q & A for Educators*, available at [http://www.udlcenter.org/advocacy/faq_guides/educators](http://www.udlcenter.org/advocacy/faq_guides/educators)

For more information on UDL, see Appendix J, K, L, and M as well as the Resources section of the manual.

Differentiating Instruction

Differentiated classrooms support students who learn in different ways, at different rates and who present with different talents and interests (Tomlinson, 2014). The guiding principles for differentiating instruction are clear learning goals, ongoing assessment and adjustment, flexible grouping, positive learning environment and respectful tasks. Teachers can differentiate the content (what is learned), the process (how learning takes place) and the product (how students demonstrate their understanding). This is done in response to students’ readiness, interest and learning profile. Differentiation encourages instructional approaches that support students wherever they are in the learning process. For examples differentiated Instruction in elementary and secondary classroom, watch these videos and resources from the Teaching Channel.

[https://www.teachingchannel.org/videos/content-differentiation-science](https://www.teachingchannel.org/videos/content-differentiation-science)

See Appendix N and Resource section for further information on differentiating instruction.
Special Education for Students with Disabilities

- **Accommodations**
Accommodations are not the same as instructional interventions for academics or behavior. They are supportive approaches that help students to work around the effects of their disabilities. Through the accommodations, students can access information and show what they know and are able to do. Accommodations are not intended to change what a student learns, but how content may be presented. Through the IEP or Section 504 planning process, a team decides which accommodations a student may need during a variety of instructional situations, as well as state and district assessments. The team uses information gathered from formal assessments, observation data, and functional behavioral assessments to make these determinations. When selecting accommodations, these guidelines should be considered: the accommodation must be necessary, increase student independence, can be generalized in various environments, and is acceptable to the student to use. Service providers of the IEP, monitor the implementation and effectiveness of accommodations (FLDOE BEESS, *Accommodations- Assisting Students with Disabilities* 2010).

Specific accommodations may or may not be allowed for standardized testing. For information on Florida's assessment process, visit the Florida Standards Assessment Portal [http://www.fsassessments.org/](http://www.fsassessments.org/). For the current policies on accommodations and the Florida Assessments, see this resource for more information - *Accommodations for Florida’s Statewide Student Assessments (2015)* [http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf](http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf)

For additional information on accommodations, see Appendix O, P and Q as well as the Resources section of the manual.

- **Specially Designed Instruction**
In addition to receiving rich standards-based instruction in core content classes, students with disabilities in inclusive settings may need specially designed instruction, which IDEA defines as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (Section 300.39(b)(3) of Title 34, Code of Federal Regulations [CFR]) A-2.
Specially designed instruction may be embedded as part of core instruction, supplemental intervention and intensive intervention for students with disabilities who have an IEP. Therefore, supports that are provided based on student need via the IEP (referred to by IDEA as *specially designed instruction*) and supports provided based on student need throughout the multi-tiered system of supports (MTSS) are not mutually exclusive (FLDOE, 2014)

*What is Special About Special Education? Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Support* (Brief and Technical Assistance Paper, FL DOE 2014)

For information on specially designed instruction refer to Appendix R and S as well as the **Resources** section of the manual.

**Behavior**

Dr. Randy Sprick, in his Safe & Civil Schools Series Overview states that the follow basic beliefs and processes are essential for creating and sustaining a well-run classroom. The beliefs include:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
- Student misbehavior represents a teaching opportunity.

The processes include:

- Using data: Objective information about behavior is more reliable than labels, conclusions, or stereotypes.
- Structuring for success: All school settings should be organized to promote successful behavior from students.
- Collaboration: Helping students behave responsibly is the shared responsibility of all school staff.
- Self-reflection: If student behavior is irresponsible, school staff should reflect on what they can do to help students.

These processes and beliefs form a structure for procedures that help prevent students from “falling through the cracks” into school failure.


The Matrix of Services Handbook describes the following services or assistance which may be available to all students when needed:

- Frequent informal monitoring
- Supportive attitude
- Seating away from distractions
• Schoolwide positive behavior supports and programs
• Infrequent counseling or guidance
• Informal, nonscheduled counseling or guidance

(Florida Department of Education, Exceptional Student Education 2017)

For more information on establishing or enhancing a classroom climate that supports positive behavior, visit the Positive Behavioral Interventions & Supports (PBIS) site provided through the Office of Special Education Programs (OSEP).

http://www.pbis.org/school/pbis-in-the-classroom

If an individual student displays persistent behavioral concerns the school team may consider conducting a Functional Behavior Assessment (FBA). This is a process for gathering information about the relationship between the behavior and the environment to determine the most effective behavior support for the student. This method will assist the school team in developing positive, proactive strategies and interventions for the Positive Behavior Intervention Plan (PBIP). Once a PBIP has been developed, it must be implemented and monitored. To ensure positive behavioral changes, the plan should be reviewed, evaluated and revised on a regular basis. In specific cases, law requires an FBA for IDEA eligible students. Every school must have a trained FBA/PBIP team on their campus to conduct this process. For more information on FBA/PBIP, contact your school ESE Specialist.

For more information on behavior see the Resources section of the manual.

**Grading**

Challenges often arise related to grading students with disabilities who are working on grade-level standards. Teachers may not agree on how to assess and give feedback to struggling learners. Some suggestions to consider come from Ken O’Conner (2007):

• Don’t include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
• Don’t summarize evidence accumulated overtime when learning is developmental and will grow with time and repeated opportunities (e.g. place more emphasis on student’s more recent performance, rather than their initial attempts)
• Don’t assign grades based on student’s achievement compared to other students; compare each student’s performance to preset standards.

Schools in Broward schools are working on Florida Standards.
Grading practices should be in alignment with the accommodations students with disabilities are to receive during instruction and assessment activities (Florida Department of Education: Technical Assistance Paper-Grading Policies for Students with Disabilities, 2006). For more information on this document see Appendix T or download at: http://www.fldoe.org/core/fileparse.php/7571/urlt/0086206-y2006-11.pdf

The Exceptional Student Learning Support Division has developed a guidance document on grading, Appendix U in the Padlet.
Standard 3: Documentation of Services

Logging Services
Support Facilitators are responsible for logging the services and supports provided to students in the EasyIEP® system in the Support Facilitation Logging Wizard. To log data on your services with students, you must certify yourself to provide services and add students to your caseload. Support facilitators may enter logs for individual students for a group of students if service was provided to a group. The ESE Department has prepared a Brainshark presentation to provide a step-by-step explanation of this process: http://app.brainshark.com/browardschools/vu?pi=zJczsqlyRz7tVnz0&intk=591167483

Although support facilitators will act as case managers for their caseload of assigned students, when certifying oneself to log services on EasyIEP®, they will identify as ‘Team Member’ and not ‘Case Manager’.

The District’s expectation is that Support Facilitators will use the Support Facilitation Logging Wizard to log services delivered at least weekly.

Data Collection and Progress Monitoring
Progress monitoring of skill acquisition is embedded into effective instructional practices. For suggested online resources for progress monitoring, refer to the Resources section of the manual.

Ongoing communication about implementation of accommodations and student progress is critical to adequately document service delivery. Support Facilitators can develop tools (e.g. checklist, survey, feedback form) to use with general education teachers to monitor student information.

Included in the IEP development is a description of how the student’s progress toward meeting an annual goal will be measured and evaluated. Teachers will keep ongoing documentation of student progress towards their IEP goals. The measurement methods and evaluation procedures used for progress monitoring will guide how data will be collected. Progress monitoring assists the teacher and support facilitator (and other ESE service providers) to make ongoing decisions about the instructional strategies/supports being used. (Florida Department of Education, Bureau of Student Services, 2012). See Appendix V, Data Collection-A Manual of Examples and Ideas for Teachers, BCPS, 2003 in the Padlet for a wide range of tools for data collection purposes.

All educators working with students with disabilities will maintain data on their progress, however, an IEP Goals Progress Report must be completed quarterly by the ESE service providers in EasyIEP®
Summary

Meeting the needs of students with disabilities within the general education environment requires synergy among school teams. Several factors are critical in creating a positive inclusive school. A positive school culture, a flexible student-centered scheduling process, teachers implementing universal design for learning principles and accommodations on a regular basis requires ongoing collaboration among school staff. The rubric below captures how these variables can lead to effective support facilitation.

<table>
<thead>
<tr>
<th>Critical Factors</th>
<th>Less Effective</th>
<th>Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>School culture</td>
<td>SWDs belong to the ESE department and ESE staff in separate classes.</td>
<td>SWDs belong and are a part of the whole school community. Peers with and without disabilities learn together and support each other.</td>
</tr>
<tr>
<td>Scheduling for Support</td>
<td>Master schedule is created without consideration for SWDs, and all staff certified to provide support.</td>
<td>SWDs are scheduled FIRST, based on needs not labels, utilizing all school staff to provide support in the LRE.</td>
</tr>
<tr>
<td>Universal Design for Learning</td>
<td>Teachers provide instruction through one mode (i.e.: lecture), students may not understand the purpose of the lesson, and students are required to complete a written assignment.</td>
<td>Teachers prioritize student engagement, provide options for comprehension, perception, executive function, and expression.</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Implemented by support facilitator or paraprofessional when he or she is in the classroom.</td>
<td>Implemented by all educators working with student. The student understands his accommodations and why they are helpful.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>General education teacher and support facilitator rarely plan together before or after instructional activities. ‘One Teach-One assist’ is the only collaborative teaching model.</td>
<td>Collaborating teachers regularly plan for instruction &amp; assessment activities, consider lesson adjustments for students &amp; discuss grading. Both teachers are instructors in a variety of collaborative teaching models.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition/Example</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Access Points</td>
<td>Access Points are learning expectations for students with significant cognitive disabilities that are embedded in and aligned with the Florida Standard for ELA and Mathematics and the Next Generation Sunshine State Standards (NGSSS) for science and social studies. They reflect the core intent of the general education curriculum. Access Points are extensions of the general standards and capture the essence of the SSS with reduced levels of complexity. Access Points are setting neutral and can be taught in General Education and ESE environments. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will access the curriculum through Access Points and participate in the Florida Standards Alternate Assessment (FSAA). To learn more about Access Points and the Next Generation Sunshine State Standards, please visit the following website: <a href="http://www.floridastandards.org/index.aspx">http://www.floridastandards.org/index.aspx</a></td>
<td></td>
</tr>
</tbody>
</table>
| Accommodations                   | Accommodations are changes made to the way students with disabilities learn and how they are tested. They include a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability. Students who are blind might need to use Braille textbooks or books on tape. Students in wheelchairs may need a ramp or elevator to be able to move independently in a school building. Accommodations may be provided in these five general areas:  
- instructional methods and materials  
- assignments and classroom assessments  
- time demands and scheduling  
- learning environment  
- use of special communication systems                                                                                                                                                                                                                                                                                                                                                                                   |
| Americans with Disabilities Act (ADA) | The Americans with Disabilities Act (ADA) was authorized by Congress in 1990. This federal law prohibits discrimination based on disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. To learn more about the American's with Disabilities Act, please visit the following website: http://www.ada.gov/cguide.htm                                                                                                                                                                                                                                                                                                                                                                                                 |
| Co-Teaching                      | Two teachers are providing instruction through co-teaching and both are responsible for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Consultation | One general education teacher is providing instruction and an ESE teacher is providing consultation services in accordance with a student’s IEP. The teachers meet face-to-face or virtually on a regular basis to plan, implement, and monitor instruction alternatives designed for SWDs to ensure success in the general education classroom. *This is an external (out of the classroom) support.* |
| Cooperative Learning | Cooperative Learning is the instructional use of small groups of students who work together to maximize their own and others’ learning. The essential components of cooperative learning include: positive interdependence, face-to-face interaction, social skills, structured group processes, individual accountability, and personal responsibility. Research shows that the use of cooperative learning can result in increased student achievement, productivity, time on task, motivation, and critical thinking. To learn more about Cooperative Learning, check out the following website resources:  
http://www.co-operation.org/?page_id=65  
http://www.ce.umn.edu/~smith/docs/CLHks.pdf |
| Differentiated Instruction (DI) | Differentiated Instruction is a broad term that refers to a variety of classroom practices that allow for differences in students’ learning preferences, interests, prior knowledge, and need to learn in social contexts. Teachers who differentiate instruction are responsive to the many and varied needs of students rather than taking a "one-size-fits-all" approach to learning. They recognize that they must plan and implement a variety of strategies to help each learner reach their highest potential. Teachers who differentiate follow these guidelines when planning and implementing instruction:  
- Set clear learning goals  
- Continually assess for learning and adjust instruction  
- Develop flexible student groups  
- Create a responsive learning environment  
- Engage students in respectful and challenging learning tasks  
To learn more about Differentiated Instruction, check out the following website resources:  
http://www.floridainclusionnetwork.com/cue-cards/  
<table>
<thead>
<tr>
<th><strong>Every Student Succeeds Act (ESSA)</strong></th>
<th>ESSA was signed into law December 2015, reauthorizing the 50-year old Elementary and Secondary Education Act (ESSA), the nation’s national education law and longstanding commitment to equal opportunity for all students. This law replaces No Child Left Behind Act (NCLB) Act. For more information on Every Student Succeeds Act (ESSA) <a href="http://www.ed.gov/essa?src=rn">http://www.ed.gov/essa?src=rn</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional Student Education (ESE)</strong></td>
<td>In Florida, children who have special learning needs because of a disability are called exceptional students. The special help they are given at school is called Exceptional Student Education (ESE). The purpose of ESE is to help each child with a disability to progress in school and prepare for life after school. Exceptional student education services may include special teaching methods and materials. They may also include technology devices, therapy, special transportation, or other supports. For more information about Exceptional Student Education in Florida, please visit the following website: <a href="http://www.fldoe.org/disability/">http://www.fldoe.org/disability/</a></td>
</tr>
<tr>
<td><strong>Florida Standards Alternate Assessment (FSAA)</strong></td>
<td>All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment (FSA) is not appropriate even with accommodations. Aligned to the Florida Standards (SSS) in English-Language Arts, Mathematics, and the Next Generations Sunshine State Standards for Science, Social Studies and the Arts; the Florida State Alternate Assessment measures student academic performance on the Access Points towards grade-level Florida Standards. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Standards Alternate Assessment. For more information about the Florida Alternate Assessment: <a href="http://www.fldoe.org/asp/altassessment.asp">http://www.fldoe.org/asp/altassessment.asp</a></td>
</tr>
<tr>
<td><strong>Florida Standards Assessment</strong></td>
<td>With the new Florida standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1, Algebra 2, and Geometry) will serve Florida students by measuring education gains and progress. For more information on the FSA and EOC: <a href="http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.stml">http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.stml</a></td>
</tr>
<tr>
<td><strong>Individual with Disabilities Education Act (IDEA)</strong></td>
<td>IDEA stands for the Individuals with Disabilities Education Act. The IDEA is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. The IDEA entitles all students with disabilities to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). For more information on the Individuals with Disabilities Education Act: <a href="http://idea.ed.gov/">http://idea.ed.gov/</a></td>
</tr>
<tr>
<td><strong>Least Restrictive Environment (LRE)</strong></td>
<td>The IDEA entitles all students with disabilities to a free, appropriate education in the Least Restrictive Environment (LRE). This means that, to the maximum extent possible, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services. For more information on the Least Restrictive Environment: <a href="https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-2016-13.pdf">https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-2016-13.pdf</a></td>
</tr>
</tbody>
</table>
| **Modifications** | Modifications are changes made to what students with disabilities are expected to learn. Students who are not able to work on grade level or pass the required courses for a standard diploma may need a modified curriculum to meet their priority educational goals. Generally, these students will be working toward completion of a special diploma upon graduation. Modifications may include: • completion of part of a program or some of the course requirements • curriculum expectations below grade level • alternate curriculum goals • alternate assessments For more information on Modifications, click on the website below and download the following books: 

*Accommodations: Assisting Students with Disabilities*
| People First Language | People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first. When we adopt new ways of thinking and talking about people with disabilities, we'll not only exert a positive influence on their lives, but on our society as a whole. 

For more resources on People First Language, visit the following website:  

https://www.disabilityisnatural.com/ |
| --- | --- |
| Positive Behavior Intervention and Support (PBIS) | Positive Behavior Intervention and Support is the application of evidence-based strategies and systems to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. 

For more information on Florida's Positive Behavior Intervention and Support, visit the following website:  

http://flpbs.fmhi.usf.edu/ |
| Problem Solving/Response to Intervention (PS/RtI) | The Problem-Solving/Response to Intervention (PS/RtI) model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. 

For more information on the Problem-Solving/Response to Intervention model, please visit the following website:  

http://www.florida-rti.org/ |
| Supplementary Aids and Services | Supplementary Aids and Services are aids, services, and other supports that are provided in general education classes or other education-related settings that enable children with disabilities to be educated alongside children without disabilities, to the maximum extent possible. Assistive technology, adapted physical education, and training in the use of Braille or large print books are examples of supplementary aids and services. 

For more information on Supplementary Aids and Services:  

http://www.parentcenterhub.org/repository/accommodations/#aids  
http://www.parentcenterhub.org/resources/ |
| Support Facilitation | Two teachers are providing instruction (not co-teaching). The general education teacher is teaching the course content and an ESE teacher provides services in class to an individual student or a small group of students. Ongoing collaborative planning is necessary. |
| **Universal Design for Learning (UDL)** | Universal Design for Learning (UDL) is a flexible approach to curriculum design that offers all learners full and equal opportunities to learn. Based on research on the diverse ways people learn, UDL offers practical steps for giving everyone the chance to succeed. Universal design is based on the following three principles:  
• Provide multiple means of representation: Materials, techniques, and strategies that address the different ways students perceive and comprehend information presented to them. For example, a student who has a learning disability may need visual or auditory means to learn rather than printed text.  
• Provide multiple means of expression: Materials, techniques, and strategies that address the different ways students can navigate a learning environment and express what they know. For example, a student with cerebral palsy may need a specialized switch or adapted keyboard to communicate via computer rather than speaking aloud.  
• Provide multiple means of engagement: Materials, techniques, and strategies that address the different ways students can be engaged or motivated to learn. For example, while some students might be motivated by working in large groups, others may prefer small groups with structured activities.  
For more information on Universal Design for Learning:  
[http://www.udlcenter.org](http://www.udlcenter.org)  
[http://www.cast.org](http://www.cast.org) |

Adapted from Building Inclusive Schools e-Module, Florida Inclusion Network, 2015
Appendices

Appendix A: Least Restrict Environment Considerations TAP
Appendix B: Support Facilitation Standards
Appendix C: Marzano Art and Science of Teaching Framework Learning Maps
Appendix D: BCPS Support Facilitator Job Description
Appendix E: Scheduling of Support Resources
Appendix F: Collaborative Teaching in the Inclusive Classroom Planning Guide
Appendix G: Effective Communication Strategies Checklist
Appendix H: Classroom Management Strategies
Appendix I: Marzano Nine High-Yield Instructional Strategies
Appendix J: Universal Design for Learning (UDL) Guidelines
Appendix K: UDL: Q & A for Educators
Appendix L: UDL Examples in the Classroom
Appendix M: UDL and Marzano Strategies Crosswalk
Appendix N: CUE Card for Differentiated Instruction
Appendix O: Accommodations Guide Florida Dept. of Education
Appendix P: Accommodations Checklist for Classroom Caseloads
Appendix Q: Accommodations Template for Classroom Caseloads
Appendix R: What is Special about Special Education? Specially Designed Instruction for SWDs within a Multi-tiered System of Support
Appendix S: What is Special about Special Education? Conceptual Framework for MTSS
Appendix T: Grading Policies for Students with Disabilities FLDOE TAP
Appendix U: Grading Guidance Document, ESLS Division
Appendix V: Data Collection Manual

These resources are available in the Padlet and Canvas Course
http://padlet.com/esebcps/SFManual
http://browardschools.instructure.com/enroll/TWFCKB
Resources

Accommodations
FL Department of Education Guidebooks
Accommodations: Assisting Students with Disabilities 2010 (to be updated Fall 2017)

Selecting Accommodations: Guidance for Individual Educational Plan Teams (2013)

Accommodations for Florida’s Statewide Student Assessments (2015)

To access these Guidebooks and other resources related to accommodations, visit: https://padlet.com/esebcps/accommodations

Assistive Technology and Accessible Instructional Materials


Classroom Strategies and Behavior
Florida’s Positive Behavior Support Project: A Multi-Tiered Support System - provides a variety of tools to enhance the skills of teachers, related services personnel, administrators, family members, and agency personnel in addressing severe behavioral challenges of students with disabilities.
http://flpbs.fmhi.usf.edu/

PBIS Positive Behavioral Interventions & Supports. OSEP Technical Assistance Center. Emphasis on impacting student’s social, emotional and academic outcomes.
http://www.pbis.org/

Safe and Civil Schools - provides high-quality programs and staff development services to help K-12 educators create proactive and positive behavior management. www.safeandcivilschools.com
Marzano Art and Science of Teaching Evaluation Model, BCPS Office of Talent Development,  
http://www.broward.k12.fl.us/talentdevelopment/html/mapd1teach.html

**Collaborative Teaching**

*Inclusive Classrooms Project*  
http://www.inclusiveclassrooms.org/inquiries/6-co-teaching-structures

*Collaborative Teaching in Middle Schools blog*  

*Co-Teaching Connection*- Dr. Marilyn Friend's website includes lesson plans.  
http://www.marilynfriend.com/

www.floridainclusionnetwork.com

**Differentiating Instruction**  
Differentiation Central  University of Virginia  
http://www.diffcentral.com

Education.com  

TeAchnology The Online Teacher Resource  
http://www.teachtechnology.com/tutorials/teaching/differentiate/

**Florida Department of Education Data & Program Evaluation**  
Historical data for Florida school districts  
http://fldoe.org/academics/exceptional-student-edu/data

**Florida Department of Education Exceptional Student Education**  
Overview to the state’s mission and resource related to exceptional student education.  
http://www.fldoe.org/academics/exceptional-student-edu/

**Florida Department of Education Bureau of Exceptional Education and Students Services**  
This site provides an alphabetized list of all publications and resources  
http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/

**Florida Diagnostic & Learning Resources System (FDLRS) - state**
discretionary project that provides professional development related to curriculum and instructional planning for school districts, teachers and families.
http://www.fdlrs.org

**Florida Standards**
*CPALMS* - an online toolbox of information, vetted resources, and interactive tools that help educators effectively implement teaching standards. It is the State of Florida’s official source for standards information and course descriptions.
http://www.cpalms.org/Public/

**Grading**
Florida Department of Education: Technical Assistance Paper-Grading Policies for Students with Disabilities

**Individual Education Plan Process**
Florida Department of Education Bureau of Exceptional Education and Student Services
*Developing Quality Individual Education Plans, 2012*

*Matrix of Services Handbook, 2017. Exceptional Student Education/Florida Education Finance Program (ESE/FEFP)*

**Inclusion**
Florida Department of Education: Inclusion
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=inclusion+students+with+disabilitie s&URL=1000-1099/1003/Sections/1003.57.html

Florida Department of Education: Technical Assistance Paper - Least Restrictive Environment Considerations Related to Individual Education Plans

Florida Inclusion Network (FIN) - state discretionary project that provides resources on inclusive practices to school districts, teachers and families.
*Best Practices for Inclusive Education (BPIE)*
http://www.floridainclusionnetwork.com
http://inclusiveschools.org/media/files/None/Inclusion-FAQ.PDF


Logging Services on EasyIEP
http://app.brainshark.com/browardschools/vu?pi=zJczsqlyRz7tVmz0&intk=591167483

Progress Monitoring
National Center on Intensive Intervention - variety of academic and behavioral progress monitoring tools.
www.intensiveintervention.org/chart/progress-monitoring

Research Institute on Progress Monitoring http://www.progressmonitoring.org/

Student Support Services Project - resource for Florida districts to facilitate the identification and selection of instruments for conducting diagnostic assessments, comprehensive evaluations, and for screening and progress monitoring students in a multi-tiered system of support.
http://sss.usf.edu/resources/topic/ese/ESE_Eval/Eval_instruments.html

Response to Intervention Multi-Tiered System of Support/Specially Designed Instruction
Broward Diversity, Prevention & Intervention Department – Resources for RtI/MTSS, progress monitoring tools, strategy/intervention guide, national & state resources
http://www.browardprevention.org/mtssrti/

Florida Problem Solving & Response to Intervention - variety of tools and resources to assist educators in the implementation of Florida’s RtI Plan.
http://www.floridarti.usf.edu/index.html

What is Special About Special Education? Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Support (Brief and Technical Assistance Paper, FL DOE 2014)
http://sss.usf.edu/resources/format/pdf/specially_designed_instruction.pdf

Scheduling
www.floridainclusionnetwork.com
Florida Course Code Directory and Instruction Personnel Assignments Narrative
http://www.fldoe.org/contact-us/search.stml?q=course+code+directory

Transition

Project 10 Transition Education Network – Florida’s project which asks as a conduit between the Florida Department of Education, specifically the Bureau of Exceptional Education and Student Services (BEESS), and relevant school district personnel in addressing with a focus on academic success and post-school outcomes.
http://project10.info

Universal Design for Learning
CAST: National Center on Universal Design for Learning
http://cast.org/udl/index.html

UDL Q & A for Educators

Post-Secondary Education and Universal Design for Learning
http://www.flconsortiumudl.net

UDL New Guidelines

Universal Design Learning site
http://www.k-state.edu/udlearnsite/Lesson1.htm
References


Alexandria, VA: Association of Supervision and Curriculum Development.


Portland, OR: Educational Testing Service.

