



## SAMPLE MATERIAL

### Special Education Student Access to General Education Curriculum

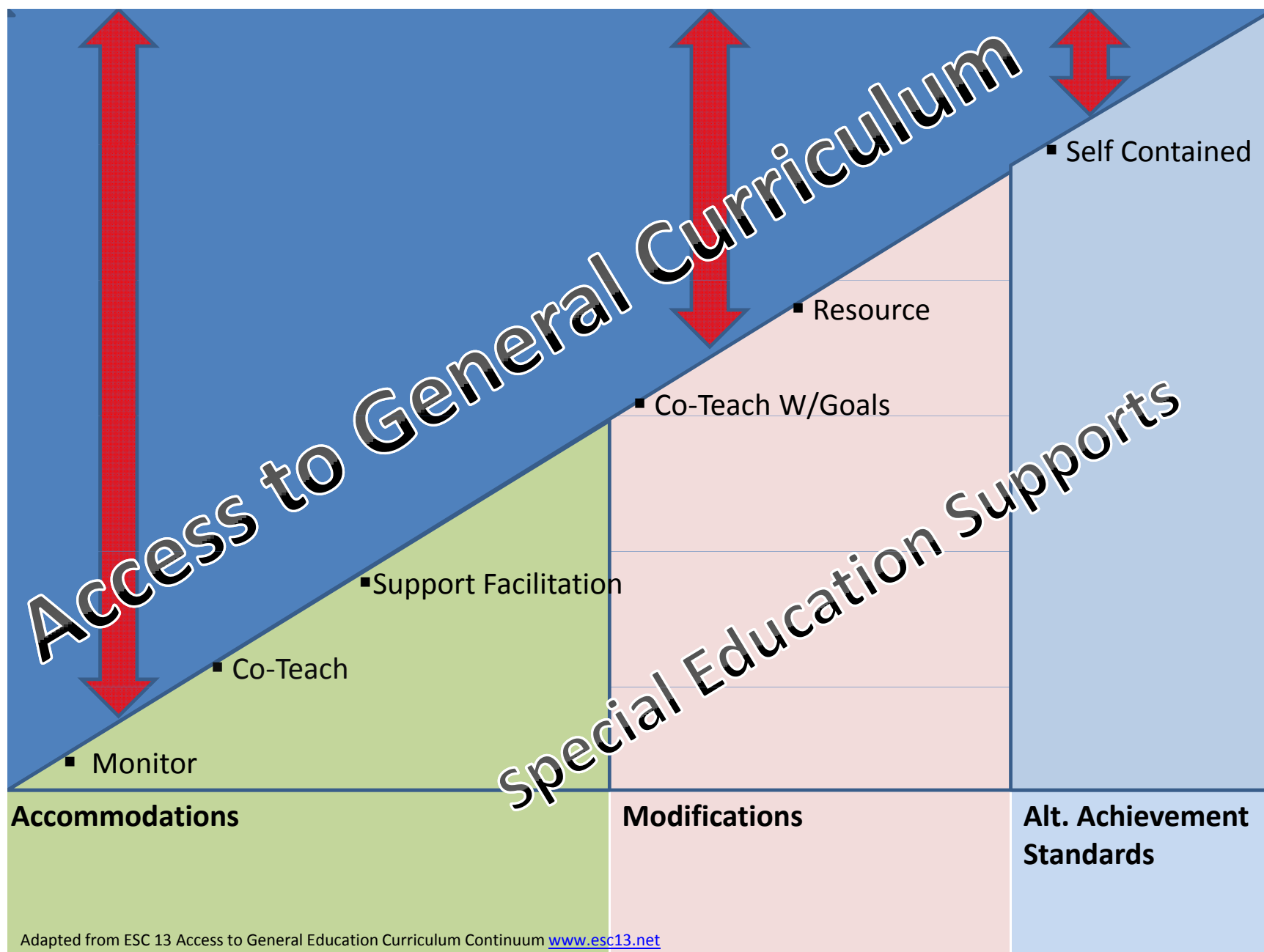
Del Valle High School, Texas

**Topic:** Dropout Prevention

**Practice:** Rigorous and Relevant Instruction

Del Valle High School aims to provide every student with an academically rigorous curriculum. This PowerPoint illustrates Del Valle's approach to special education and focuses on those aspects of organization, professional development, and classroom teaching models that are designed to maintain high academic standards for students. By using methods such as hiring special education teachers with content expertise and pairing special education and content teachers for co-teaching, Del Valle seeks to offer its special education students the most rigorous general education curriculum possible while still providing needed supports and accommodations.

Schools striving to develop a special education program that challenges and supports their special education students may wish to use this document to guide their approach. To learn more about how Del Valle's special education program was designed to provide students with an academically rigorous curriculum, listen to the audio piece *Increasing Rigor for Special Education Students*.



**Monitor**

- Taught by: General Education Teachers
- Setting: General Education Setting
- Instruction: Accommodated
- Rigor: Campus wide initiatives are used to increase rigor in the classroom. Accommodations are scaffold throughout the year as the student shows improvement in an area.

**Co-Teach (CT)**

- Taught by: General Education and Special Education teachers
- Setting: General Education
- Instruction: Accommodated
- Rigor: The Special Education teacher supports the classroom every day. Two teachers in the classroom provides opportunities for more hands on activities, station learning and movement in the classroom.

**Support Facilitation (SF)**

- Taught by: General Education and Special Education teachers
- Setting: General Education
- Instruction: Accommodated
- Rigor: Special Education teacher only supports the classroom every other day.

**Accommodations: Tools to help students access curriculum.**

**Co-Teach W/Goals**

- Taught by: General Education and Special Education Teachers
- Setting: General Education
- Instruction: Slightly Modified
- Rigor: Student placement in general education setting ensures student is getting rigorous instruction.

**Resource**

- Taught by: Dual Certified Special Education; Example: Math/Special Education
- Setting: Special Education
- Instruction: Modified
- Rigor: Teachers split time between teaching resource and co-teaching in the content area. Teachers have common planning time with general education teachers.

**Modifications: Changes in depth of state standards.**

**Self Contained**

- Taught by: Special Education Teacher
- Setting: Special Education
- Instruction: Significantly Modified
- Rigor: This is a limited service that is specifically designed to meet students cognitive, emotional and/or physical needs. Rigorous goals are written to challenge and push the students to ensure growth.

**Alt. Achievement Standards: Goals individualized for student's needs.**

**Notes on Rigor:**

- Teacher Selection: Several years ago we started focusing on hiring teachers that are Highly Qualified in their area. Highly Qualified means that the teacher has both special education and content specific Texas Teaching Certificates. Highly Qualified is a requirement for teachers to teach Resource classes. However, we require all of our special education teachers to carry the Highly Qualified credentials. Often our hiring focus is on teachers with Math, ELA, Social Studies or Science backgrounds. If they possess the desire and aptitude to work with Special Education students, we hire and train these teachers on intervention strategies and scaffolding accommodations.

- Professional Learning Communities (PLC): Our PLCs are the key to sustained rigor in all of our classrooms. It is imperative and we are dedicated to ensuring that the Special Education teacher is a valued member of the PLCs. The first step is to hire those teachers with strong content backgrounds. The second step is to make sure the teachers are present during PLCs. This includes careful planning of IEP meetings. The PLC planning gives the team a chance to talk about ways to increase the rigor in the classroom specifically when there is a second “Highly Qualified” teacher in the room. Sometimes activities that a teacher may be hesitant to try by themselves, because of the amount of movement or noise, can be achieved with a second teacher in the room to engage the students in academically accountable “noise” and “movement”.

Often our Special Education teachers are content certified first, and subsequently we’ve taken the time to train them on special education strategies. This has helped our special education teachers contribute more to offering hands-on and engaging instructional activities that benefit all students.