

# Educational Highlights for Leaders

**State Support  
Team**



*Serving Erie, Huron, and Lorain Counties*

Volume 2 : Issue 4

December 2014

Special Points of  
Interest:

**Registration Still  
Open!**

SST Quarterly  
Regional Meeting

Featuring speaker,  
Dr. Lisa Dieker

Co-Teaching

December 16<sup>th</sup> & 17<sup>th</sup>

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## Our Districts on Display: Writer's Corner

Have you ever looked down onto a blank piece of paper, knowing your expected to write a to a specific audience and gotten stuck? Writing can be a frightening task for anyone. So how can we teach writing so our students can have a chance to create in an approach that is scaffolded? One of State Support Team Region 2's districts has begun to implement a framework for instructing based on the research from the 6+1 Writing Traits. These traits break down components of writing in order to give children the opportunity to learn and practice each area. The following statement gives you a brief history of the 6+1 Trait® Writing Model.

*"At Education Northwest, we are proud to have given birth to the 6+1 Trait analytical writing experience. Our 6+1 Trait® Writing Model of Instruction & Assessment is now used in virtually every state in the country, not to mention countries from American Samoa and China to Saudi Arabia and Venezuela. It's the model or the source of the model used to score student papers in numerous state and district assessments throughout the nation. Teachers from primary grades through college have embraced the 6+1 Trait model and not just English teachers, either. The traits are used across content areas by teachers who look to good writing as a fundamental skill and an important part of instruction."*

Mary Jo Ferguson, a teacher in Lorain City Schools, has begun to implement the use of the writing traits in her ninth grade classroom. She and her students are in the infancy stages of learning about the traits. After meeting with her last week she talked about her own learning and what the students are saying. Here is a look into her comments about a students' writing based using a traits rubric.

***Continued on page 5***



## The Universal Design for Learning Center at OCALI

The Universal Design for Learning Center at OCALI offers professional development, technical assistance, and resources to help design educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. The concept of Universal Design originated in the field of architecture, with the goal of creating places and things that were accessible to as many people as possible. For example, curb cuts were originally designed to enable people with wheelchairs to move more smoothly about their community. Yet, as we know, curb cuts not only accomplished that, but also improved access for people with strollers, bikes, and skateboards. Hence, the term “universal.”

In a sense, Universal Design for Learning is a curb cut for the classroom. That is, UDL is an approach to designing educational environments and products so they can be used by the widest range of students without adaptation. This flexible design of curriculum anticipates the full range of diversity found in American classrooms and puts supports in place before they are needed. With flexible curriculum, all students **can** succeed.

### **Gear to Guide Engagement in Education Webinar on Universal Design for Learning December 4, 2014 from 3:30-4:00pm**

Once you have an understanding of the barriers to learning posed by available materials, you can start to investigate the digital media and technology available to support differentiated teaching approaches. Come and explore the growing collection of adjustable technology, software tools, digital content, internet based resources and district support that help foster Universal Design for Learning classroom. (FREE website resources!)

**REGISTRATION LINK:** <https://www2.gotomeeting.com/register/807393890>

#### **Upcoming UDL Webinars**

These webinars will provide participants with information about Universal Design for Learning (UDL) that can help provide access to the general curriculum for all students.

## **Don't Forget to Check Out Our State Support Team 2 Facebook Page and Twitter Feeds!**



@PreK\_SST2  
@PBIS\_SST2  
@TTW\_SST2  
@Director\_SST2  
@OIP\_SST2



**Do you have students who are non-verbal or who have limited verbal speech?**

If so, join Jennifer Heim to learn about Augmentative/Alternative Communication (AAC) strategies and systems. Monthly after school sessions will begin in January.

**Topics will include:**

- Overview of AAC
- Vocabulary Selection
- Language Organization
- Assessment of AAC
- Symbol Selection
- Access Methods
- Apps vs. Dedicated AAC devices
- Communication Partner Strategies
- Integrating AAC devices into the classroom

Registration and detailed information regarding this professional development opportunity can be found on STARS at <https://safe.ode.state.oh.us/portal>.

**Low Incidence Network beginning in December**

State Support Teams 2 and 3 will be hosting Low Incidence Network meetings during the 14-15 school year!

This network is for anyone who is involved with the instruction of students with significant cognitive disabilities/low incidence (SCD/LI) disabilities. The network will meet quarterly to collaborate on best practices for the instruction of students with SCD/LI and supports for teachers and administrators. Each meeting will address a specific topic that is timely and relevant to the group. We will collaborate on ideas and supports and often create and review documents and provide feedback throughout the process. The first meeting will take place on December 10, 2014. The topic for the next meeting will be learning progressions and unpacking standards.

Registration is through STARS at <https://safe.ode.state.oh.us/portal>. We look forward to seeing you then.

**2015 Alternate Assessment Administration TIDE Updates:**

All TE (Teacher), TA (Test Administrator) and SR (Second Rater) accounts from spring 2014 have been deleted in TIDE. New user accounts must be created for the spring 2015 Alternate Assessment administration. District Test Coordinators must create new user accounts. When the District Test Coordinator creates the new account, the user will receive an activation email containing a temporary password. This email will come from [OHOnline-DoNotReply@airast.org](mailto:OHOnline-DoNotReply@airast.org). The user **MUST** log in using the temporary password and establish a new password within five days of receiving the email. If user fails to do so, he/she will need to contact the help desk at [Ohhelpdesk@air.org](mailto:Ohhelpdesk@air.org) to receive a new temporary password.

**Did you know????**

To align with Ohio's New Learning Standards, the Ohio Academic Content Standards-Extended have been renamed to **Ohio's New Learning Standards-Extended**.



# The 2015 AT Vendor Fair is coming to a region near you!



## Save the Date!

**April 21** (hosted by SST 2)  
Sawmill Creek  
400 Sawmill Creek Dr.  
Huron, Ohio 44839

**April 22** (hosted by SST 8)  
NEOMED  
4209 State Route 44  
Rootstown, Ohio 44272

**April 23** (hosted by SST 11)  
OCALI  
470 Glenmont Ave.  
Columbus, Ohio 43214

**April 24** (hosted by SST 13)  
Princeton Administration Center  
3900 Cottingham Drive  
Cincinnati, Ohio 45241

All events 9:00am – 3:00pm

### Collaborators

SST 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14,  
15, 16, OCALI, CISAM, and AT Ohio





*Continued from page 1*

*"In Myron's paper, he uses a lot of detail that adds to his ideas and content. Because of his language and content, you can feel the aggravation that Brianna feels each time her brother knocks on the door."... Myron not only talks about everything she could have if her brother wasn't around, but he also discusses what Brianna would miss if her brother weren't there. At the end of the story, Brianna's brother knocks on her door again, and everything is back to normal; she slams the door in her brother's face."*

This is an example of the feedback in which Mrs. Ferguson was able to provide to her student based on the common understanding and her explicit instruction in the traits. The students know what the expectations are before beginning their work which plays a large role in developing students to "think like an author."

Ferguson states, *"truthfully though not all students have become super eager about writing, but many are finding it much easier to look writing through the lens of each trait and being able to develop those skills as they build their compositions."*

For more information on 6+1 Writing Traits and literacy supports provided by State Support Team Region 2 please contact Nancy Osko, Early Literacy Consultant, at [osko@sstr2.org](mailto:osko@sstr2.org) or 440-324-5777 x1118.

#### **Food for Thought on Deferred Graduation:**

Some Career and Technical Planning districts reported "students' timely graduation" (within 4 or 5 years of HS enrollment) as a concern on a needs assessment survey. The concern results from a conflict between IDEA and NCLB in measuring attainment of educational benchmarks. IDEA mandates that IEP teams consider students' needs for further education to meet transition goals, even after students have completed sufficient academic credit to earn a diploma, and provide a 5<sup>th</sup> or additional years of transition education (up to the age of 22) as the IEP team deems necessary.

No Child Left Behind Legislation uses the quality benchmark of graduation completion within 4 or 5 years of enrollment. Students who have formally earned credit for a diploma within 4 or 5 years and continue their high school transition education in subsequent years are measured as not meeting educational quality measures for timely graduation. Consequently a district which complies with IDEA requirements may earn a lower grade on graduation statistics. The solution to this dilemma (IMHO) is to do what is right for students and explain to stakeholders that a lower grade in graduation statistics resulted from serving students with disabilities to become college and/or career ready. Spread sheet analysis of Ohio's JVSD districts supports that overall quality career and technical education measures are not significantly impacted by complying with IDEA law. The difference seems to be between perhaps obtaining a grade letter lower on graduation statistics and the sufficient preparation of students for college and/or career. The morally justifiable practice of fully educating students is to do what is needed for students to achieve transition goals to be college or career ready.

Hopefully, the conflict between IDEA and NCLB will be resolved at some point and that a simple rules change in tabulating graduation statistics will resolve the problem. Best practice is to work with the IEP team, and if deemed necessary, to defer graduation in order to allow students to become ready for adult life. Beginning career & technical education & transition at the age of 14 will also likely help students' progress more rapidly. In summary, review of CTPD report card data for JVSD's suggests that the "ding" under NCLB does not significantly lower a CTPD's district's overall report card grade (only a letter grade lower in graduation statistics (only my interpretation and there may be other perspectives). The practice to defer graduation with IEP team support to meet educational goals reflects serving students as mandated by IDEA Federal Law. Please share any creative practices that you are using to manage the conflict between NCLB and IDEA so that I may broaden my perspective in supporting others to manage the issue.

For more information on Transition topics please contact Kari Foreman, Post Secondary Transition Consultant for State Support Team Region 2, at [foreman@sstr2.org](mailto:foreman@sstr2.org) or 440-324-5777 x1132.

# Meeting the Needs of Struggling Writers

## with Dr. Maria Sargent

Do you have students who struggle with writing? Are unable to generate ideas, organize their thoughts, struggle with spelling? Do you have students who may struggle with fine motor tasks as it relates to writing? Please join us as we look at ways to address the needs of school age students who struggle to put their thoughts on paper.

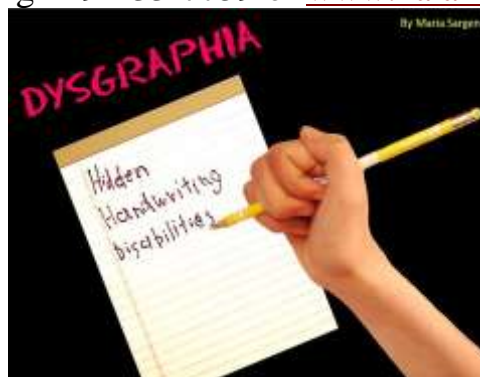
This upcoming event takes a look beyond conventions of writing and addresses the neurologic functions that help to support students in writing for academic and social purposes. The intended audience is Classroom Teachers, Intervention Specialists, Paraprofessionals, Occupational Therapists, Speech and Language Pathologists, administrators, and parents/families.

**Check out this short video that introduces Dysgraphia:**

**<https://files.secureserver.net/0swJT5E2nHHw7L>**

SST 2 is sponsoring this event presented by Dr. Maria Sargent; Professor Ashland University on February 20, 2015. Dr. Sargent comes to us with a wealth of information for educators and families. She has created a website which houses her information <https://www.neuro-teach.com/home.html> . Dr. Sargent encourages sharing of all the resources on her website. She asks in return to credit the source and connect others to her materials.

Dr. Sargent will present at Kalahari resorts in Sandusky, Ohio on Friday, February 20<sup>th</sup>. The presentation will be FREE. However, for guests that wish to stay the night special rates have been secured. The cost for the room stay on February 19<sup>th</sup> is \$149.00. If you wish to stay the night of February 20<sup>th</sup> the cost is \$199.00. You will have to book your room by January 20 to reserve these special rates. Included in these rates are 4 passes to the Kalahari Waterpark. Here is the phone number for booking 419-433-7759 or [www.kalahariresorts.com](http://www.kalahariresorts.com).



All attendees will need to register using an Ohio Safe Account (STARS). Here is the link <https://safe.ode.state.oh.us/portal>. If you need assistance in creating a STARS account in order to register please contact Vicki Barbaro at 440-324-5777 ext. 1107

## State Support Team



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We are on Facebook!  
Search State Support  
Team Region 2



Winter is coming. PLEASE update your STARS account. Participants are notified about changes or cancellations via the email you have listed in STARS.

### Upcoming Events!

12/2/14 - HQT for Moderate to Intensive Intervention Specialists - MATH, Day two of three 9:00 AM – 3:30 PM

12/3/14 – Augmentative/Alternative Communication 8:30 AM-4:00 PM

12/4/14 - Refining Your Practice: Curriculum Mapping and Assessment Technique - Day one of two 9:00 AM – 3:30 PM

12/9/14 – Leadership Academy for New Administrators Responsible for Federal Programs 10:30 AM – 12:30 PM

12/11/14 - Refining Your Practice: Curriculum Mapping and Assessment Technique - Day two of two 9:00 AM – 3:30 PM

12/12/14 – Early Learning and Development Standards - Math Level 2 (Day two of two) 8:30 AM – 11:30 AM

12/12/14 - Early Learning and Development Standards - Science Level 2 (Day two of two) 12:30 PM – 3:30 PM

12/16/14 - HQT for Moderate to Intensive Intervention Specialists - MATH, Day three of three 9:00 AM – 3:30 PM

**Check out the Event Calendar on our website @ [www.sstr2.org](http://www.sstr2.org) for many more offerings!**

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