



**Special Education Administrators**  

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**9/10/2020**

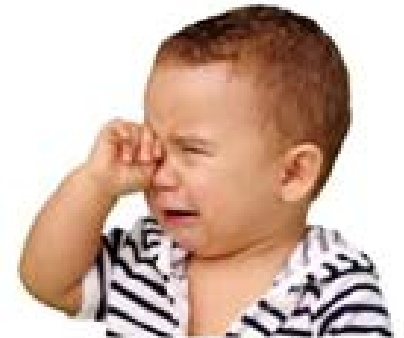
# Who are you today?



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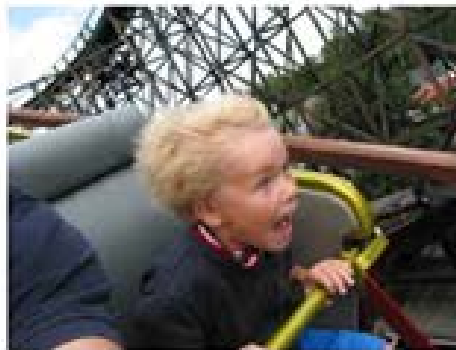
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# Agenda

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1. Waterford
2. Academic Remote Learning Resources
3. Disability Rights Montana Updates
4. Special Education Endorsement Project



Waterford,  
Danni McCarthy

➤ UPSTART

 Waterford | **UPSTART**

## **Waterford UPSTART Now Available to Montana Families!**

### **At-home school readiness program**

- Helps children learn skills to be successful in school
- Activities teach reading, math, and science
- No cost to families – Paid for by federal education grant
- Includes computer and internet to complete the program

*Restrictions Apply - First Come, First Served*



**Register today!**  
**Waterfordupstart.org**



# Academic Remote Learning Resources,

## Marisa Graybill

### Academic & Remote Learning Resources

#### Academic Programming Re-opening Montana Schools Guidance

Use the accordion below to read more about Academic Programming recommendations for each scenario. Guidance below is from the [Re-opening Montana Schools Guidance](#) document.

- ▶ Scenario 1: Buildings Closed: All students remote learning.
- ▶ Scenario 2: A mixed model of traditional and off-site learning.
- ▶ Scenario 3: A mixed model of traditional and remote learning with an increased number of students in school buildings.
- ▶ Scenario 4: Near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.



#### Fall 2020 OPI and Montana Partners Community Virtual Sharing Sessions

During the spring of 2020, the OPI offered Remote Learning Sharing sessions as a place for educators, admin and school staff to collaborate and share ideas for our remote teaching settings. We are excited to continue many of these sessions throughout the Fall of 2020. Check out our calendar of [OPI and Montana Partners Upcoming Community Virtual Sharing Sessions](#). Join a one-hour session to collaborate and discuss ideas for this fall with other Montana educators and staff.



# Academic Remote Learning Resources, Marisa Graybill

IES REL Regional Educational  
Laboratory Program

MENU

Search

Go

## COVID-19: Evidence-Based Resources

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce this series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

### RESOURCES BY TOPIC

Accountability



Early childhood



English learner students



Equitable learning opportunities



Parents and families



Postsecondary education and transitions



Remote learning strategies



Returning to school



Social and emotional learning and mental health



### SPOTLIGHT: RE-OPENING SCHOOLS SAFELY



Watch this REL Mid-Atlantic webinar to learn about emerging evidence on the COVID-19 pandemic, best practices in blended and remote learning, and findings from an agent-based modeling simulation that estimated the level of COVID-19 transmission in schools under various scenarios and mitigation strategies. [More information is available here.](#)

### RESOURCES FROM OUR PARTNERS

The U.S. Department of Education and many of the programs that make up the federal network of support are curating resources to support educators across the country as they respond to COVID-19. Here are a few collections to bookmark:

- Innovative Resources for Instructional Success Center: [Parents: Supporting Learning During the COVID-19 Pandemic](#)
- Comprehensive Center Network: [Resources for Continuity of Learning](#)
- What Works Clearinghouse: [Studies of Distance Learning](#)
- U.S. Department of Education: [COVID-19 Information and Resources for Schools and School Personnel](#)

# Disability Rights Montana,

Ally Seneczko/Christa Gabriel



Every student deserves the opportunity to succeed. Disability Rights Montana receives calls nearly every day from families of people with disabilities requesting assistance regarding education services, particularly in public elementary and secondary schools. Specific learning disabilities and speech-language impairments continue to represent the largest proportion among those disabilities identified under the special education laws. It is our belief that these disabilities, along with autism spectrum disorders and emotional disturbance, continue to be inadequately addressed in schools, although significant shortfalls exist across all disability categories. With the increased diagnoses of autism spectrum disorders and Montana's growing population of school aged children, Disability Rights Montana expects the number of students receiving special education services to continue to grow. Through collaboration, advocacy, and litigation Disability Rights Montana will protect the rights of students with disabilities to access educational programs, services, activities, and benefits free from discrimination on the basis of disability and to receive a free and appropriate public education.



# Disability Rights Montana,

Ally Seneczko/Christa Gabriel

## Priorities

1. Provide information and referral to students with TBI, DD/ID, ASD, ED, and other qualifying disabilities to obtain the supports and services they need to progress in their education.
2. Provide advocacy and/or legal representation in cases that present Child Find and evaluation issues.
3. Provide advocacy and/or legal representation in cases that present restraint, seclusion, discipline, and school removal issues.
4. Provide advocacy and/or legal representation in transition planning for post-secondary education for failure to conduct and implement age appropriate transition plans.
5. Provide advocacy and/or legal representation in cases that present other education, school-related issues of particular severity as determined by the Education Work Unit.
6. Collaborate with community-based groups to improve educational and transition outcomes for students with disabilities of all ages.





# OPI Special Education Endorsement Project Overview

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Susan Gregory Ph.D

Professor MSU Billings

Rene Rosell Yarbrough M.S.S.E.

Project Coordinator



# OPI Special Education Endorsement Project

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## Admission criteria:

- The teacher must hold a Class 1 or 2 Montana Teaching Certificate and have been offered a contract for the advertised special education teaching position.
- The school district or special education cooperative must have advertised the special education vacancy statewide on the Montana Jobs-for-Teachers website for a minimum of one month and provide documentation to that effect.
- The district must state that no special education endorsed applicants applied for the position.
- Names of teachers admitted to the project are sent to OPI licensure each fall.



# Institutions of higher education

**Teachers may choose any of the institutions in Montana for their special education endorsement plan of study:**

Carroll College

Montana State University-Billings

University of Montana

University of Montana Western

The advisor at the IHE develops the plan of study for the teacher and this plan is submitted to the Project Coordinator. The plan is documentation that the teacher is making progress towards the completion of the endorsement.



# OPI Special Education Endorsement Project

## **Mentors:**

For the teacher's first year the teacher is assigned a mentor. This may be a person the district has identified or it can be a mentor through the project.

### Criteria for mentors:

1. A special education endorsement.
2. 3 years special education teaching experience.

### Responsibilities

1. Weekly contact with the teacher.
2. Submit 3 reports to the Project Coordinator

Mentors receive a stipend of \$750 for the year from the OPI project



# OPI Special Education Endorsement Project

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## **Monitoring of progress to meet 3 year timeline**

- Plan of study must outline when they will take each course and that it allows the teacher to complete in a 3 year period which starts July 1st when the teacher is admitted to the project .
- Progress is monitored each semester by the Project Coordinator.
- Each semester a teacher submits transcripts to the Project Coordinator. Teachers must receive passing grade in the course that is listed on their plan of study to receive stipend.
- Stipend is \$3,600 per year for each teacher.



# OPI Special Education Endorsement Project

## **Monitoring of progress and 2 year commitment**

- Teachers that are not making progress are contacted and may be withdrawn from the project. In those cases a letter is sent to the administrator, to OPI and to OPI licensure. The teacher is advised to apply for the OPI internship so that their school does not receive an accreditation deviation. The teacher carries over the year (s) in OPI project to the OPI internship. They do not get a 'restart' on another 3 years.
- On completion of their endorsement the teacher has committed to teaching in special education for 2 more years. The Project Coordinator follows up each year with the respective schools to verify this with school administrators.



# OPI Special Education Endorsement Project

## **Monitoring of progress and 2 year commitment**

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- As part of the agreement they made with OPI, on completion of their endorsement teachers commit to teaching in special education for 2 more years. The Project Coordinator follows up each year with the respective schools to verify this with school administrators.

## 36 Teachers currently in the project:

First year 13 teachers

5 of these teachers have had no previous teaching experience or less than 6 months experience

3 have between 2-5 years teaching experience

5 have 7+ years of teaching experience

Second year 15 teachers

Third year 8 teachers



## **Phone interviews with 30 teachers in the project during 2014-17**

### **Themes that emerged**

#### Why these teachers applied for the position

Location, closer to family, partner's job, asked to apply by their administration.

#### Benefits of teaching special education in a rural school

Close relationships between staff and students, sense of community.

#### Challenges of teaching special education in a rural school

Lack of resources, paperwork, related services supports, transition to role of specialist, collaborating with other teachers.

#### Summary

For many of these teachers, special education was not their first choice but they came to appreciate the rewards and planned to stay in the field.

# The OPI Special Education Endorsement Project 2009-2020

Teachers Accepted to the  
OPI Special Education Endorsement Project  
FY 2020-2021

13



2019-2020 Teachers (17)  
2018-2019 Teachers (9)  
2017-2018 Teachers (9)  
2016-2017 Teachers (11)



2015-2016 Teachers (11)  
2014-2015 Teachers (10)  
2013-2014 Teachers (5)  
2012-2013 Teachers (3)



2011-2012 Teachers (13)  
2010-2011 Teachers (17)  
2009-2010 Teachers (18)



# MCASE update



<https://www.sammt.org/mcase>

President, Michelle Halberg

President, Elect Sean Maharg,

Secretary, Jenny Malloy

Past President, Karen Underwood

# Questions?

**For questions, please direct these to**  
**[SpedCovid@mt.gov](mailto:SpedCovid@mt.gov)**.