

Competency 011:

-The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

-Please see my PASL related task below. I created a project that would lead to self-advocacy for special education students. The driving idea in this project is that special education students are made aware of their disability, but also are taught that there are many people who have the same disability and are wildly successful. In teaching them to self-advocate, they learn what their modifications and accommodations are, what they look like, and how to ask for them if they are not receiving them. I believe that teaching students to advocate for themselves is a lesson that will benefit them throughout their entire lives!

SPECIAL EDUCATION

SELF-ADVOCACY


GORDON MORRISS



EDAD 5620-002

WHY SPECIAL EDUCATION?



SUMMATIVE ASSESSMENT SCORES

Unsatisfactory
rates 34% worse
than state levels.



READING SCORES 6TH GRADE

12% Higher than
the state
averages of
unsatisfactory.



MATH SCORES 6TH GRADE

26% Higher than
state averages
of unsatisfactory.

Data Comparison

		State 2017	District 2017	Special Ed 2017
All Grades All Subjects				
At Approaches Grade Level or Above	2018	77%	71%	43%
	2017	75%	67%	43%
At Meets Grade Level or Above	2018	48%	41%	41%
	2017	45%	36%	32%
At Masters Grade Level	2018	22%	17%	28%
	2017	20%	14%	8%
				9%

	State	District	RTH	RTH SPED
Unsatisfactory	23%	29%	31%	57%
Approaches	77%	71%	69%	43%
Meets	48%	41%	36%	32%
Masters	22%	17%	14%	8%

2018 6th grade Reading/Math Special Ed (solely) Results
sources: RTH Data packet (my data portal), TEA

		State	RTH	Difference
6 th Reading	DNM	77%	89%	+12%
	Approaches	23%	11%	-12%
	Meets	7%	0%	-7%
	Masters	3%	0%	-3%
6 th Math	DNM	57%	83%	+26%
	Approaches	43%	17%	-26%
	Meets	12%	0%	-12%
	Masters	3%	0%	-3%

Special Education Comparisons

WHAT YOU DON'T KNOW CAN'T HURT YOU?



In my experience, many of our special education students don't know what their accommodations or modifications are. They don't know how to ask for them, and they don't know why they might be beneficial.



KNOWLEDGE IS POWER

THE PLAN



PRE-TEST TO TEST SELF AWARENESS

Are students aware of their learning disability

TEACH STUDENTS ABOUT THEIR IEP

What are their specific modifications/accommodations

BE A PART OF THEIR OWN LEARNING

Have students join ARD meetings, understand them

HAVE STUDENTS SPEAK UP

Ask for their accommodations/modifications

THE TIMELINE



OCTOBER 14-18

Pre Test administered to 32 6th grade SPED students.

OCTOBER 21-NOV 8

Meetings with students about their accommodations and modifications

NOVEMBER 11-18

Post Test administered.

SPECIAL EDUCATION ADVOCACY #RTH

THE TEAM

Ms. Butler, Mr. Morriss

THE SUBJECTS

6th grade SPED students.

THE ROLLOUT

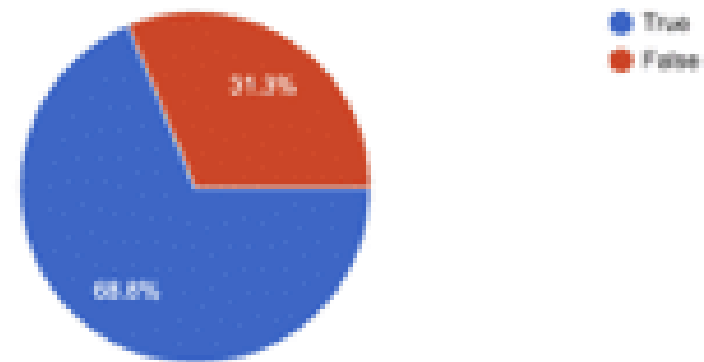
Through meetings with Ms. Butler or Mr. Morriss, students will be learn more about their accommodations. Take a pre-Test. Learn how to ask for their accommodations.



Pre-Test Results

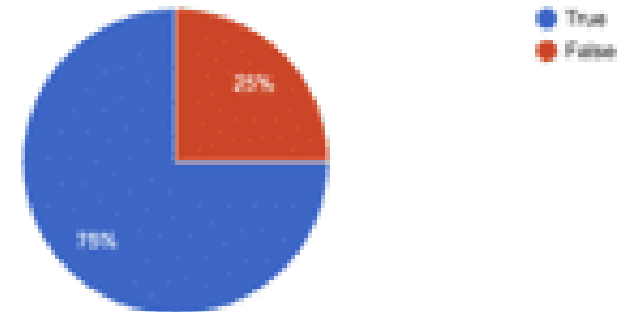
I cannot do well in school because of my learning disability.

32 responses



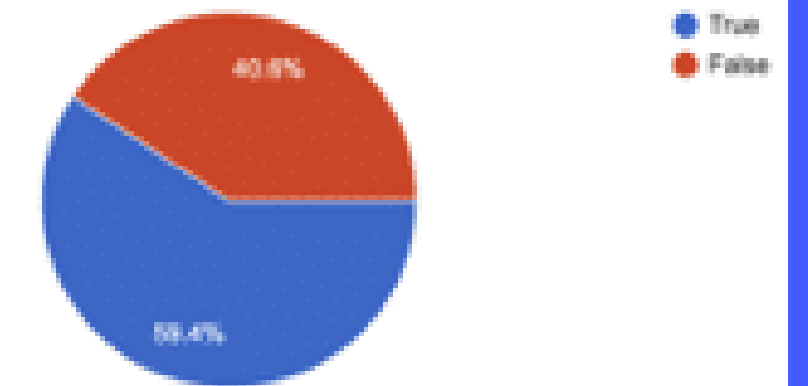
I will have trouble getting a job because I have a learning disability.

32 responses



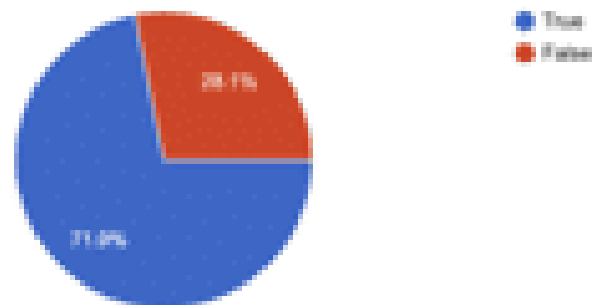
Students with learning disabilities do not go to college.

32 responses



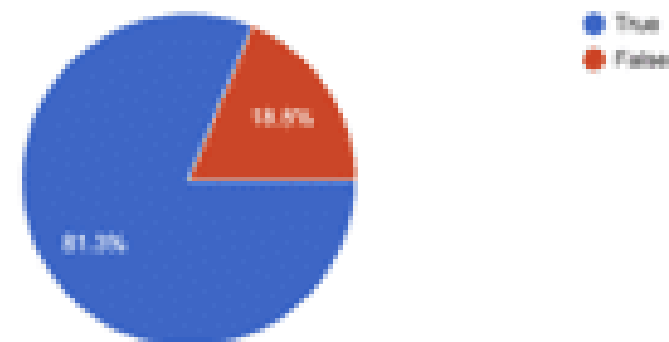
I can learn to use the things I'm good at to help me with those classes that are hard for me.

32 responses



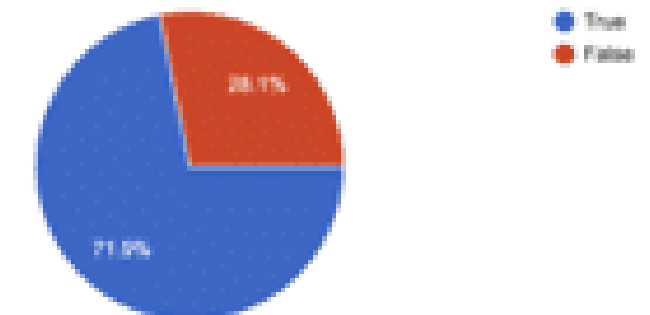
Having a learning disability will limit the kind of job I can have.


32 responses




Understanding my learning disability will make me a better student.

32 responses





HOW IS SUCCESS MEASURED?



TESTING DATA (C.A. & STAAR RESULTS)

Will scores improve from CA to CA?

Will STAAR scores get closer to state scores?

PRE-TEST TO POST-TEST

Will students see their learning disability differently?

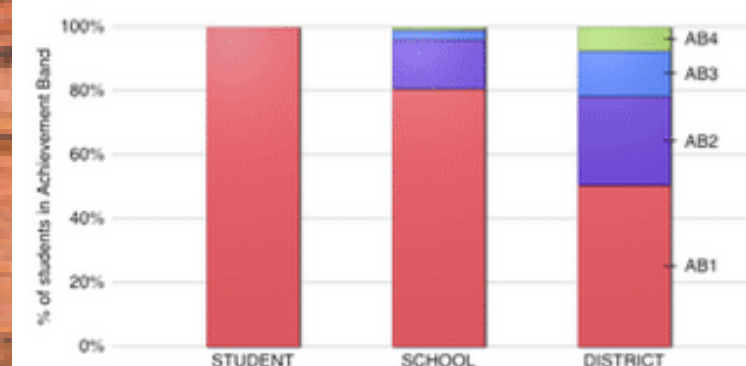
DID STUDENTS ADVOCATE FOR THEMSELVES?

Do they know their accommodations, and speak up when they aren't receiving them?

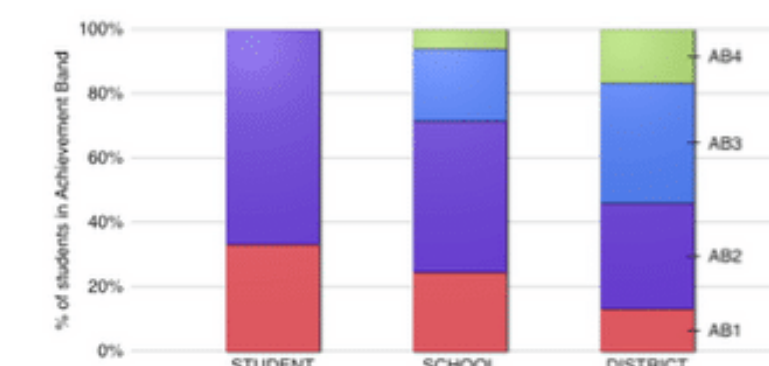
COMMON ASSESSMENT #1

COMMON ASSESSMENT #2

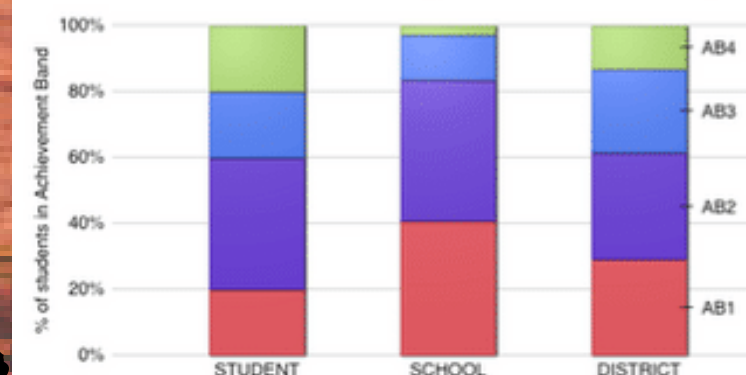
Common Assessment 1 Special Education (Math)



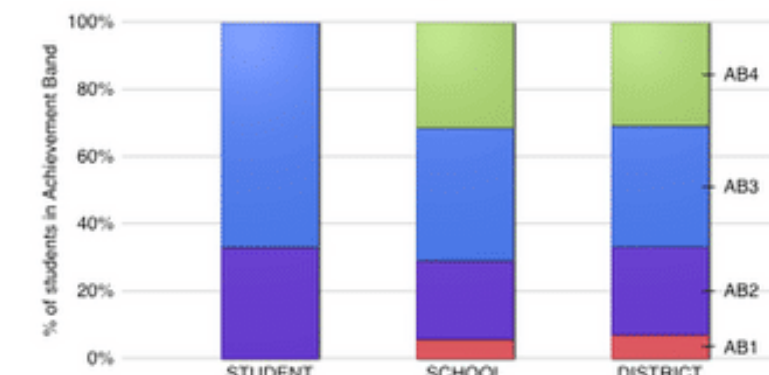
Common Assessment 1 Special Education (Pre AP Math)



Common Assessment 2 Special Education (Math)



Common Assessment 2 Special Education (Pre AP Math)





**REFLECTION:
STRONG
PROJECT,
POOR
PLANNING**



TIME

Dedicated to creation and implementation.

THE TEAM

With an updated plan, include all special education department, counselors, and teachers.

BUY IN

From myself, and from others. Teacher's are hesitant to support a program that may show that they are not following directives.

LESSON LEARNED



Any undertaking this large needs ample planning and people power. Distributive leadership is imperative for success. In the future, tasks must be carried out with fidelity to ensure that you see a positive outcome.

This particular project could be more successful when joined with SEL strategies.

