CCSSO Inclusive Leadership Webisode #7:
IRIS Modules: The Principal’s Role in High-Quality IEP Development and Implementation

Naomi Tyler, IRIS Center
Tanya Collins, IRIS Center
Latricia Bronger –Greater Louisville Education Cooperative
Deanna Clemens –Texas Education Agency
Steven Prater –Texas Education Agency

Thursday, December 12th 12-1PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail: kizzy.blackwell@ccsso.org
Tech Norms

- Log in to the WebEx system
- Engage camera (helps with understanding in virtual meetings)
- Upon entering, please share your name, role, and organization in the chat pod
- Be in control… mute and unmute yourself
- Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)
<table>
<thead>
<tr>
<th>Date/Time</th>
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<tr>
<td><strong>Thursday, December 12th:</strong> 12-1PM ET</td>
<td>IRIS Modules: The Principal’s Role in High-Quality IEP Development and Implementation</td>
<td>This webisode will focus on the principal’s role in high-quality IEP development and implementation. Naomi Tyler and Tanya Collins of The IRIS Center will present.</td>
</tr>
<tr>
<td><strong>Thursday, January 9th:</strong> 1-2PM ET</td>
<td>Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education</td>
<td>This webisode will focus on distributive leadership to advance inclusive schools. Sarah Rosenberg and Alexandra Broin of New Leaders will present.</td>
</tr>
<tr>
<td><strong>Wednesday, February 12th:</strong> 12-1PM ET</td>
<td>Forward Together: Policies and Practices to Support Students Who Learn Differently</td>
<td>This webisode will focus on findings from NCLD’s <a href="https://www.ncld.org/forwardtogether">Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</a> report and an associated school leader’s guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.</td>
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</table>
Agenda

- **Overview and Framing** – James M. Paul and Kaylan Connally, CCSSO
- **IRIS IEP Modules** – Naomi Tyler and Tanya Collins, IRIS Center (20 min)
- **Question and Answer I**—Moderated by James M. Paul, CCSSO (5 min)
- **State and District Examples**— Latricia Bronger, Deanna Clemens, and Steven Prater (20 min)
- **Question and Answer II and Conclusion**—Moderated by James M. Paul, CCSSO (10 min)
Supporting Inclusive Schools for the Success of Each Child

- We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners.

- Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* ([www.ccssoinclusiveprincipalsguide.org](http://www.ccssoinclusiveprincipalsguide.org))
Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work

Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels using those practices

Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments

Ensure that all leaders are knowledgeable of evidence-based and high-leverage practices teachers need to advance positive outcomes for students with disabilities

Consider developing and using micro-credentials to ensure principals pursue professional development opportunities that hone their skills to support students with disabilities

This paper was developed through a 50 state scan of policies and practice related to IEPs, interviews with deputies and state special education directors, and conversations with national experts and advocacy organizations.

Through these conversations, we developed the seven recommendations for state leaders and identified promising practices.
What is IRIS?

Preparing and Supporting Educators
Purpose: Develop and disseminate free OERs about working with all students, especially struggling learners and those with disabilities. IRIS OERs...

- Focus on EBPs
- Address important instructional and classroom issues
Resource Topics

- Accommodations
- Assessment
- Assistive Technology
- Behavior and Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity

- Early Intervention/Early Childhood
- IEPs
- Juvenile Corrections
- Learning Strategies
- Mathematics
- Reading, Literacy, Language Arts
- Related Services
- MTSS/RTI
- School Improvement/Leadership
- Transition
Anticipated 2.8 million visits in 2019
Keys to Our Success: Flexibility of Use

• Self-contained units
• Self-paced
• Different “grain sizes”
• Allows for pairing/bundling of resources
• Personalized learning
Keys to Our Success: Our Process

• Research-to-practice knowledge translation
  o Start with expert content

• Instructional design
  o Case-based scenarios
  o Activate prior knowledge
  o Scaffold content
  o Break information down in variety of ways (text, graphics, tables, expert interviews, videos, interactive activities)
  o Provide application opportunities, when possible
IRIS STAR Legacy Modules

- Online interactive resource
- Grounded in adult learning theory
- Developed in collaboration with experts in the field
- Translate research to practice
- Reviewed by an expert panel and field-tested
- Validated by research to increase learner knowledge
New Module

IEPs: Developing High-Quality Individualized Education Programs

• Overview of high-quality IEPs
• Explanation of the Endrew F. Supreme Court case and implications for IEP development
• IEP process guidelines
• Detailed development steps for IEP content, guidelines, and common errors
New Module

**IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs**

- Explains the administrator’s role in overseeing the IEP process
- Describes actions that school leaders should take before, during, and after the IEP meeting
- Explains legal implications in light of *Endrew*
- Includes specially developed info briefs on IEP team member roles, determining LRE, monitoring student progress, common errors and how to avoid them
IEPs:
How Administrators Can Support the Development and Implementation of High-Quality IEPs

Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours). If you have not done so already, consider completing the following module: IEPs: Developing High-Quality Individualized Education Programs

A Professional Development Certificate for this module is available. Play the Kahoot!

Note: The content addressed in this module is based on federal law and regulations. State and local education agencies may have additional requirements. The information in this document is not intended to be a replacement for careful study of the Individuals with Disabilities Education Act and its regulations.
1. Challenge

Case-based

Familiar school or classroom scenario

Ends with a series of questions
2. Initial Thoughts

Activate prior knowledge
Identify misconceptions

IEPs:
How Administrators Can Support the Development and Implementation of High-Quality IEPs

Initial Thoughts
Jot down your Initial Thoughts about the Challenge:

What is the school administrator’s role in overseeing the IEP process?
How can school administrators support the implementation of high-quality IEPs?

When you are ready, proceed to the Perspectives & Resources section.
Landing page includes learning objectives

Left navigation bar shows Initial Thoughts and corresponding content pages
Content conveyed in “nuggets” of information:

- Text
- Boxes
- Definitions
3. Perspectives and Resources

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral</td>
<td>The student is referred for a formal evaluation, usually by school personnel or her parents. The student's parents must give written, informed consent. That is, they must understand that they are allowing their child to be evaluated to determine whether she has a disability that affects her educational performance.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>This initial comprehensive, individualized assessment of the student is conducted in all areas of academic and functional performance. During this step form the foundation up will be developed. As such, its importance is overstated.</td>
</tr>
<tr>
<td>Eligibility determination</td>
<td>At this point, the student's evaluation reviewed with an eye toward answering questions (sometimes referred to as the eligibility determination process). This process is discussed briefly below.</td>
</tr>
</tbody>
</table>

1. Does the student have a disability? 
2. Does the disability affect the student and/or functional performance to such an extent that she requires special education services? 

If the answer to both of these questions is yes, the student is considered eligible for special education services.

Procedural Requirements Guidelines

- Conduct a thorough, individualized evaluation 
- Adhere to required timelines 
- Involve parents in the IEP process

Type | Description |
--- | --- |
Procedural requirements | An IEP that meets procedural requirements could be considered a technically sound IEP. Ensure that:
  - IEP process (the how and when of IEP development) is followed
  - IEP contains all of the required information

Substantive requirements | An IEP that meets substantive requirements could be considered an educationally meaningful IEP. The Endrew ruling clarified a substantive standard. Ensure that:
  - The content of the IEP (the what of IEP development) is sufficient to enable the student to make progress
  - The student's progress is monitored
  - Changes are made if the student's progress is not adequate

Implementation requirements | An IEP that meets implementation requirements could be considered to be providing FAPE. Ensure that:
  - The instructional services and supports outlined in the IEP are provided as agreed upon in the IEP process
  - When IEP changes are made, they are completed with parental involvement

Processes conveyed in clear steps

Requirements defined and described
3. Perspectives and Resources

Interviews with experts

Breanne Venios
Principal, Spring Cove Middle School
Roaring Spring, PA

David Bateman, PhD
Professor, Department of Educational Leadership and Special Education
Shippensburg University

(time: 2:27)

(time: 1:39)
Legal summaries:

• Background information on Supreme Court cases and rulings

• Legislation and Litigation boxes

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Background: The focus of this case was Drew, a 5th-grade student with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) who had significant learning and behavioral challenges. From kindergarten through 4th grade, Drew attended public school in the Douglas County, Colorado, School District. Though IEPs were developed for Drew during these years, his academic and functional progress appeared to have stalled. In April 2010, Drew’s parents rejected the district’s proposed 5th-grade IEP, which they felt was basically the same as Drew’s earlier IEPs and therefore would not help him to improve his learning outcomes.

Drew’s parents subsequently withdrew him from public school and enrolled him in a private school specializing in the education of students with ASD. In this setting, Drew’s behavior improved significantly, his academic goals were strengthened, and his educational outcomes improved.

Litigation: Following an unsuccessful attempt to receive reimbursement from Douglas County for the private school tuition payments at a due process hearing, Drew’s parents took their case first to the U.S. District Court for the District of Colorado and then to the Tenth Circuit. Both courts, however, rejected the claim, finding that the Douglas County School District had provided Drew with the benefit that was merely more than due process.


Background: The focus of this case was Endrew (or Drew), a 5th-grade student with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) who had significant learning and behavioral challenges. From kindergarten through 4th grade, Drew attended public school in the Douglas County, Colorado, School District. Though IEPs were developed for Drew during these years, his academic and functional progress appeared to have stalled. In April 2010, Drew’s parents rejected the district’s proposed 5th-grade IEP, which they felt was basically the same as Drew’s earlier IEPs and therefore would not help him to improve his learning outcomes.

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Legislation and Litigation

School leaders who do not adhere to these procedural guidelines can face serious consequences.

• In Kay Williams v. Cabell County Board of Education (1996), a school principal was removed in part due to failures to exercise leadership responsibilities, ensure that teachers implemented the IEP, and cooperate with parents.

• In Van Dyke v. Baker School District 5J (2007), the U.S. Court of Appeals for the Ninth Circuit found that a school district had denied FAPE when it provided only slightly more than half the number of hours of math instruction per week called for in a student’s IEP. According to the court, even if an IEP meets the procedural and substantive requirements of the IDEA, a school may still violate a student’s right to FAPE if a material or important part of the IEP was not implemented.
Links to trustworthy resources from other OSEP-funded centers:

- Pre-meeting Process Guidance Document
- Pre-meeting Background Form
- Initial Meeting Agenda (sample)
- Initial Meeting—Facilitator’s Guide
- Initial Meeting Participant Guide
- Sample IEP Meeting Agenda
- Model Introduction List
- Progress Monitoring Meeting Agenda
- Progress Monitoring Meeting—Facilitators’ Guide
- Progress Monitoring Meeting—Participant Guide
Specially developed IRIS Information Briefs

- IEP team member roles
- Determining LRE
- Monitoring student progress
- Common errors and how to avoid them
Introduction to LRE

Explanation of the continuum of alternative placements for services
### Information Brief Example: Least Restrictive Environment

**Description of the placement continuum**

- **Examples**
- **Sample scenarios**

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<table>
<thead>
<tr>
<th>Placement Continuum</th>
<th>Examples of How Services and Supports Can Be Delivered</th>
<th>Sample Scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Classroom</strong></td>
<td>Students receive instruction in the general education classroom.</td>
<td>Amy, a student with low vision, receives instruction in the general education classroom with accommodations of preferential seating near the whiteboard and enlarged text.</td>
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<tr>
<td></td>
<td>- Services are provided by the general education teacher, with accommodations or modifications as needed.</td>
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<tr>
<td></td>
<td>- Instruction is supported with special aids, materials, equipment, or instructional methods.</td>
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<tr>
<td><strong>Special Education Classroom</strong></td>
<td>Students receive instruction in the general education classroom with support from a special education teacher.</td>
<td>Matana, a bilingual student with a learning disability, receives the majority of instruction from his general education teacher. However, during mathematics class the special education teacher comes to the general education classroom to work with Matana and a small group of students with disabilities who have similar goals.</td>
</tr>
<tr>
<td></td>
<td>- Most, if not all, instruction is provided by the general education teacher, with accommodations or modifications as needed.</td>
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<td></td>
<td>- Services provided by the special education teacher might include:</td>
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<tr>
<td></td>
<td>- Consultation and collaboration with the general education teacher to plan and provide instruction.</td>
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<tr>
<td></td>
<td>- Individualized or small group instruction based on the student’s needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education Classroom</strong></td>
<td>Students receive instruction in a special education classroom for a portion of their school day.</td>
<td>Amara, a 3rd grader with a learning disability, receives the majority of instruction from the general education teacher. She receives specialized reading instruction in the resource room from the special education teacher for 45 minutes each day.</td>
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<tr>
<td></td>
<td>- The majority of the instruction is provided in the general education classroom, with accommodations or modifications as needed.</td>
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<tr>
<td></td>
<td>- Services provided by the special education teacher might include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Individualized or small group instruction in a separate classroom, often referred to as a resource room or “pull-out.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consultation and collaboration with the general education teacher to plan and provide instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Note: Students remain with their peers without disabilities most of the time.</td>
<td></td>
</tr>
<tr>
<td><strong>Special Schools</strong></td>
<td>Students receive instruction for the majority of the school day in a separate public or private facility.</td>
<td>Devo is deaf. His IEP team, including his parents, determined that his state’s school for the deaf would best serve his needs. He attends this school during the day and returns home after school.</td>
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<tr>
<td></td>
<td>- Services are provided in a school that is designed, staffed, and resourced for the core and education of students with similar disability-related needs.</td>
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<tr>
<td></td>
<td>- Note: Although most students return to their homes during non-school hours, residential options might be available for those who live farther away.</td>
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</tr>
<tr>
<td><strong>Homebound</strong></td>
<td>Students receive instruction at home for the majority of the school day.</td>
<td>Foster, an 8th grade student, has a rare genetic disorder that affects both his physical and cognitive skills. He attends school for three periods each day then returns home. After a meal, he receives homebound instruction for another two hours. His homebound teacher collaborates with his general and special education teachers to provide instruction to help him meet his annual goals.</td>
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<tr>
<td></td>
<td>- Students in homebound settings might have physical or mental health challenges that prevent or restrict participation at school.</td>
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<td></td>
<td>- Services provided by a homebound teacher might include:</td>
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<td></td>
<td>- Individualized instruction per a schedule consistent to the student’s needs.</td>
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<tr>
<td></td>
<td>- Consultation and collaboration with the general and special education teachers to plan and provide instruction.</td>
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Sample decision-making process for determining LRE

Factors to consider
Examples of placement decisions for two students with similar characteristics:

- Hannah and Robbie
- 12 years old/6th grade
- LD, ADHD

<table>
<thead>
<tr>
<th>Student: Hannah</th>
<th>Student: Robbie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age/Grade: 12 years old/6th</td>
<td>Age/Grade: 12 years old/6th</td>
</tr>
<tr>
<td>Disability: Learning Disability (dyslexia), ADHD</td>
<td>Disability: Learning Disability (dyslexia, dysgraphia), ADHD</td>
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</table>

**Challenges**
- Hannah: Reads three years below grade level; Limited academic vocabulary (written); Difficulty with reading comprehension; Poor time-management skills, struggles to perform tasks within the classroom at the same rate as peers.
- Robbie: Reads five years below grade level; Limited academic vocabulary (oral and written); Difficulty organizing thoughts in writing; Easily distracted during instruction and testing; Poor time-management skills, struggles to complete assignments on time.

**Placements**

**General education classroom:**
- Hannah receives instruction in the general education classroom with accommodations.
- Robbie receives support in the general education classroom from the special education teacher or an assistant during reading.

**Special education classroom:**
- Hannah receives specialized reading instruction that targets comprehension skills; she receives this instruction in a special education classroom (i.e., resource room).
- Robbie receives instruction in the general education classroom with accommodations and adaptations for all classes except during the English/Language Arts (ELA) block.

**Special education classroom:**
- During the ELA block, Robbie receives specialized reading instruction that targets decoding, fluency, and comprehension; he receives this instruction in a special education classroom (i.e., resource room).
- During this time, Robbie also receives intensive writing instruction in the resource room.
4. Wrap Up

Summarizes key points
Revisits Initial Thoughts

Revisiting Initial Thoughts

Think back to your responses to the Initial Thoughts questions at the beginning of this module. After working through the Perspectives & Resources, do you still agree with those responses? If not, what aspects about them would you change?

What is the school administrator’s role in overseeing the IEP process for students with disabilities?

How can school administrators support implementation of high-quality IEPs in their schools?

**Wrap Up**

School administrators play a critical role in ensuring that high-quality IEPs are developed and implemented for every student with an eligible disability. To do so requires a solid understanding of the IEP process itself, as well as its associated legal requirements. Two landmark rulings by the U.S. Supreme Court—Board of Education v. Rowley (1982) and Endrew F. v. Douglas County School District (2017)—modified procedural, substantive, and implementation requirements for creating high-quality IEPs for students with disabilities.

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Once school leaders understand the IEP process and its legal implications, they can take the necessary steps to address the needs of eligible students. School administrators should oversee the entire IEP process to ensure the actions noted in the table below occur.

**Preparing for an IEP Meeting**
- Determine student eligibility
- Assemble an appropriate IEP team
- Provide data for review
- Schedule the meeting

**During the IEP Meeting**
- Fully engage all team members in the discussion
- Thoroughly discuss and plan all the IEP components

**After the IEP Meeting**
- Engage parents
- Support school personnel
- Collect data on fidelity of implementation
- Monitor student progress toward meeting goals

Finally, school administrators should create a vision in which all students are accepted and valued for their unique abilities and included as integral members of the school. To support this shared responsibility and the success of all students, school administrators can:

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Assess the learning objectives

Application of concepts

IEPs:
How Administrators Can Support the Development and Implementation of High-Quality IEPs

Assessment
Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this module.

1. Regarding legal implications for the IEP process:
   a. Explain the difference between procedural requirements and substantive requirements for developing and implementing IEPs.
   b. How did the Endrow case clarify the substantive standard for IEPs?

2. Describe the school administrator’s role throughout the IEP process.

3. For each of the following stages of the IEP process, list at least three key actions administrators should ensure take place. Be sure to explain why you think each of these actions is important.
   a. Planning for the IEP meeting
   b. During the IEP meeting
   c. Implementing the IEP

4. Describe at least two ways school administrators can work to ensure that parents are meaningfully involved at each stage of the IEP process:
   a. Planning for the IEP meeting
   b. During the IEP meeting
   c. Implementing the IEP

5. Mrs. Pederson now understands the importance of collecting fidelity data on the teachers’ implementation of the services and supports outlined in the student’s IEPs and on students’ progress. It is mid-way through the first grading period and she is ready to review each student’s data. She begins with Cruz. The table below lists the services and supports identified in Cruz’s IEP, as well as the student progress and IEP implementation fidelity data. For each issue, determine whether there is an issue; if so, identify what actions you would take to address it.

<table>
<thead>
<tr>
<th>Services and Supports</th>
<th>Cruz’s progress</th>
<th>Teacher implementation fidelity</th>
<th>Issue/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA: 45 minutes of additional reading instruction per day in the resource room with accommodations</td>
<td>Not making appropriate progress</td>
<td>Teacher provides only 30 minutes of instruction</td>
<td>Issue:</td>
</tr>
<tr>
<td>Mathematics: graphic organizers, advance organizers, additional time on tests</td>
<td>Not making appropriate progress</td>
<td>Teacher provides all accommodations as listed in the IEP</td>
<td>Issue:</td>
</tr>
</tbody>
</table>
Wrap Around Supports

Related modules
Information briefs
Interviews
Video vignettes
Certificate of completion
Kahoot! quiz
Discussion, Reflection and Moving Forward

**Discussion and Reflection**

- What questions or comments do you have for Naomi and Tanya?

- What additional questions did the presentation spark for you?

**Moving Forward**

- How could the work and resources Naomi and Tanya shared be applied in your context?

- Do you have resources or work underway that aligns to Naomi and Tanya’s presentations that could help peers?
Focus:
- 20 Regional Education Service Centers (ESCs) who are responsible for regional PD offerings
- Other initiatives and grants within Texas Education Agency (TEA)

Content:
Any IRIS resources that meet state, regional, or district training needs

Goal:
Create "packages" of learning around a topic that interfaces with existing resources
Resources for PD Providers

- Top Tips for PD Providers
- SiMR/IRIS Resource Alignment
- Sample Professional Development Activity Collection
- Wrap-Around Content Maps
- Assessment Answer Keys
**Focus:** One district (100,000+ students) as per the district’s corrective action plan

**Content:** High-quality IEPs

**Target:** All teachers with a special education background

**Hybrid training:** Online IRIS Module + face-to-face training

**Accountability:** 80% or higher on certificate post-test
Certificate includes:

- Educator’s name
- Module title
- Module objectives
- Assigned hours
- Options for pre/post-test scores

Certificate of Completion

Lila Blume
has completed the IRIS Center’s
Online Professional Development Training on:
June 08, 2018

Accommodations: Instructional and Testing Supports for Students with Disabilities

Module Objectives

- Define accommodations
- Understand how accommodations help students with disabilities gain access to the general education curriculum and assessments
- Understand the responsibilities of the IEP team for making accommodation decisions for students with disabilities
- Access resources that support the use of accommodations for students with disabilities

1 Professional Development Hour

iriscenter.com or iris.peabody.vanderbilt.edu

TX CPE #002-556, MA #2016F0011
Discussion and Reflection

• What questions or comments do you have for Latricia, Deanna, and Steven?

• What additional questions did the presentations spark for you?

Moving Forward

• How could the work and resources Latricia, Deanna, and Steven shared be applied in your context?

• Do you have resources or work underway that aligns to Latricia, Deanna, and Steven’s presentations that could help peers?
Thank you for joining us. Please reach out to James M. Paul at james.paul@ccsso.org with any questions about the webisode series. Please join us for upcoming webisodes.

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</tr>
<tr>
<td>1-2PM ET</td>
<td><a href="http://bit.ly/CCSSO-ILWebisode8">Join the Webisode</a></td>
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<tr>
<td><strong>Wednesday, February 12th:</strong></td>
<td>Forward Together: Policies and Practices to Support Students Who Learn Differently</td>
<td>This webisode will focus on findings from NCLD’s <a href="http://bit.ly/CCSSO-ILWebisode9">Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</a> report and an associated school leader’s guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.</td>
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<tr>
<td>12-1PM ET</td>
<td><a href="http://bit.ly/CCSSO-ILWebisode9">Join the Webisode</a></td>
<td></td>
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