

Special Education Advisory Committee SEAC

February 24, 2022

SEAC

Agenda

Welcome Testimony

Dr. Gwendolyn J. Mason, Acting Associate Superintendent Office Teaching, Learning, and Schools—Special Education
Mr. Philip A. Lynch, Director, Department of Special Education Services

Addressing the needs of struggling readers

Mrs. Melaika Brown, Supervisor, Office of Curriculum and Instructional Programs
Ms. Laura Hankins, Instructional Specialist for Reading Intervention and Dyslexia
Mrs. Jacqueline Hongladarom, Instructional Specialist, Department of Special Education Services

Compensatory Recovery Services Updates

Mr. Lynch

Networking

Co-chairs

The Team

Elementary English Language Arts

- Melaika Brown, Supervisor
- Vivian Aoun, Instructional Specialist
- Jessie Bradbard, Instructional Specialist
- Laura Hankins, Instructional Specialist
- Colleen Schaper, Instructional Specialist



Our Vision

Elementary English Language Arts

We strive to ensure that...

- **every student** is equipped with the literacy skills needed to be successful while receiving instruction tailored to their **individual needs** and opportunities to **see themselves in texts** in a meaningful way that promotes joy and affirmation across all content areas.
- **every teacher** has the skills and knowledge to assess, diagnose and provide targeted instruction utilizing **pedagogy including research-based best practices** and a **deep understanding** of the Common Core State Standards to help all learners acquire **critical literacy skills** while understanding how **implicit bias** impacts teaching, evaluating student learning and ways to disrupt the harmful impact.
- **every leader** has the skills and knowledge to **coach** and **support** teachers to **effectively** meet the needs of all students.

Our Mission

Elementary English Language Arts

The Elementary Early Learning Assessment (ELA) Team will ensure that **every child** is equipped with the literacy skills needed to be **successful** in their **education** and **beyond** by providing reading specialists, teacher leaders, teachers and administrators with the **understanding** they need through **professional development** related to the importance **equity**, the **acquisition of reading** and the ability to provide **skilled** and **guided instruction** while anticipating and supporting schools' needs.

Current Work

Elementary English Language Arts

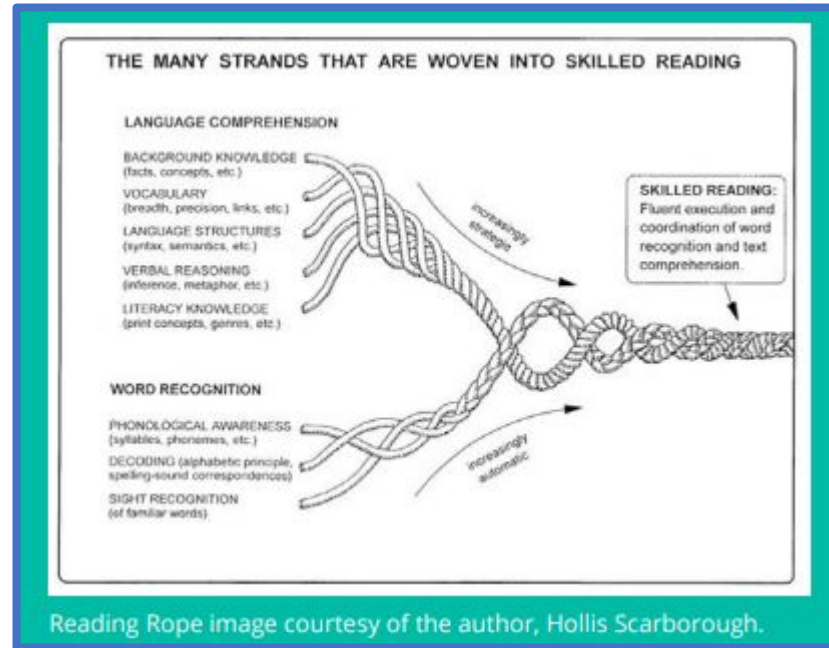
- Professional Learning (PL) for Administrators and Reading Specialists
- De-emphasis on Guided Reading
- Increased emphasis on Foundational Skills
- Continued Focus on Complex Text and Content
- Benchmark Advance 2018 Evaluation
- Structured Literacy Pilot

Current Work

Elementary English Language Arts

Structured Literacy Pilot

- Professional Development (PD)
 - Science of Reading
 - Use of Sound Walls and Decodable Text
 - Dyslexia
 - Walkthroughs and Data Meetings
- Complex Text for All Students
 - Oral Language Development
 - Vocabulary and Content
 - Complex Language Structures
- Evaluation
 - Staff Member Surveys
 - Student Data Analysis



Looking Ahead

Elementary English Language Arts

- Shifting from Balanced Literacy to Structured Literacy
- Tier 1 instruction
- PL for Elementary Teachers of Reading
- Continued PL for Leaders
- Benchmark Advance 2022 Pilot
- Dynamic Indicators of Basic Early Literacy Skills Assessment to replace MAP-RF in Grades K-2
- PD about Dyslexia

Questions



Department of Special Education

The role of the Office of Special Education is to ensure that all schools have the materials and PD required to deliver a continuum of Tier III interventions to students.

- Orton Gillingham Methodologies
- Really Great Reading
- i-Ready Reading
- Read Naturally Live

Department of Special Education Services

Current Work

- Collaboration with Elementary English Language Arts team on system-wide literacy plan
- Intervention coaching with individual school staff members
- Data analysis sessions and assessment and intervention recommendations with school teams
- Curriculum planning sessions with school staff members to support students with significant reading deficits
- Academic consult requests from school teams

Department of Special Education Services

Looking Ahead

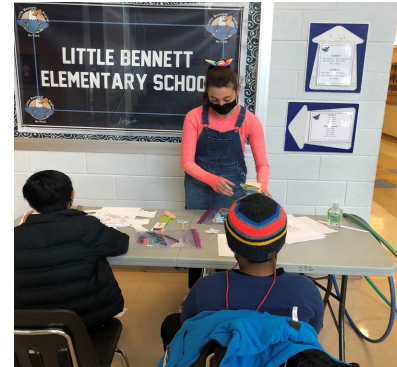
- Collaboration with ELA team on PL opportunities for school staff members
- Support shift of structured literacy for Tier I instruction
- Assessment for struggling students in Grades 3-5
- Training on Tier III interventions
- Intervention coaching and data reviews with school staff members
- Academic consult requests

Questions



Compensatory Recovery Services

- Compensatory Recovery Services Eligibility Meetings
 - March 31, 2022 Completion Date for Eligibility Discussions
 - OSE support is available for parents
 - Jonathan Langsam: 240.740.5657
- 85 active central office providers
- Local School Managed Compensatory Recovery Services (CRS) are ongoing
- Regional CRS Centers are up and running
 - 216 students have received or are currently receiving CRS on weekends
 - Little Bennett ES
 - Julius West MS
 - Rock Terrace School
 - Eastern MS



Blueprint Survey

A survey has been established to receive stakeholder feedback. Your response and engagement in this process will be the basis for creating transformational change in Maryland's education system. It is important that all voices, including the early intervention and special education community, are included. Please take the time to complete the survey and share with others for their participation.

Please use the link below to access the electronic survey:

<https://marylandpublicschools.org/about/Pages/StrategicPlanningSurvey/index.aspx>

Thank you for your time and support as we gather crucial information to guide our work on behalf of Maryland's students and their families.

Break out rooms

Please select one room to break out into:

- Addressing the needs of struggling readers
- CRS Updates
- Co-chair networking