

ESE Courses, Scheduling, and Teacher Requirements



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Today's Presentation

- A little context/a little history
- Access Courses
- Changes to Course Code Directory
 - Scheduling
 - Teacher Requirements

Context/History

- Access to General Education (IDEA 1997 and IDEIA 2004)
- One set of state content standards, annual assessments, and HQT (No Child Left Behind)

Context/History

- In Florida:
 - increased focus on inclusion
 - replacing separate special standards with Access Points for student with significant cognitive disabilities
 - Development of Florida Alternate Assessment
 - Identifying the 1%

State of the State

Students with Disabilities

- **Successes**
 - More students with disabilities are being served in the regular class and fewer are being served in separate classes. The percentage of students with disabilities who spend 80% or more of their school week with nondisabled peers has increased from 48% in 2001-02 to 69% in 2010-11.

State of the State

Students with Disabilities

- Successes (cont.)
 - The NCLB graduation rate for Florida's students with disabilities has risen from 29.5% in 2001-02 to 48.7% in 2009-10.
 - Trend data show overall increases in student FCAT scores grades 3-10 in reading and math

State of the State

Students with Disabilities

- Successes (cont.)
 - 4th Grade NAEP Reading trends (2003-2011)
 - 17 point increase for Florida's SWD
 - 2 point increase for the nation's SWD
 - 8th Grade NAEP Reading trends (2003-2011)
 - 12 point increase for Florida's SWD
 - 6 point increase for the nation's SWD

State of the State

Students with Disabilities

- Successes (cont.)
 - 4th Grade NAEP Math trends (2003-2011)
 - 9 point increase for Florida's SWD
 - 4 point increase for the nation's SWD
 - 8th Grade NAEP Math trends (2003-2011)
 - 15 point increase for Florida's SWD
 - 7 point increase for the nation's SWD

What are Access Points?

- Learning expectations for students with the most significant cognitive disabilities
- Embedded in the Next Generation Sunshine State Standards
- Reflect the core intent of the standards at reduced levels of complexity
- Written at three levels of complexity (Participatory, Supported, Independent)

Access Courses

- Provide Stages of Access
- Aligned with Grade Level Expectations
- Foster High Expectations
- Serve as the anchor for instruction and resources

New Access Courses

- **2010-2011**
 - **Math & Science**
- **2011-2012**
 - **Language Arts, Social Studies, & HOPE**
- **Plan for Current ESE Academic Courses**

Plan for Current ESE Academics

- Elementary
 - Math & Science specific courses are gone
 - Language Arts, Social Studies, and K-5 academics will no longer be available in 2012-13

Plan for Current ESE Academics

- Grades 6-8
 - Will no longer be available in 2013-14
- Grades 9-12
 - Will no longer be available in 15-16
 - 2011-12 9th graders - the last cohort to use these courses

How are Access Courses Designed?

GENERAL INFORMATION

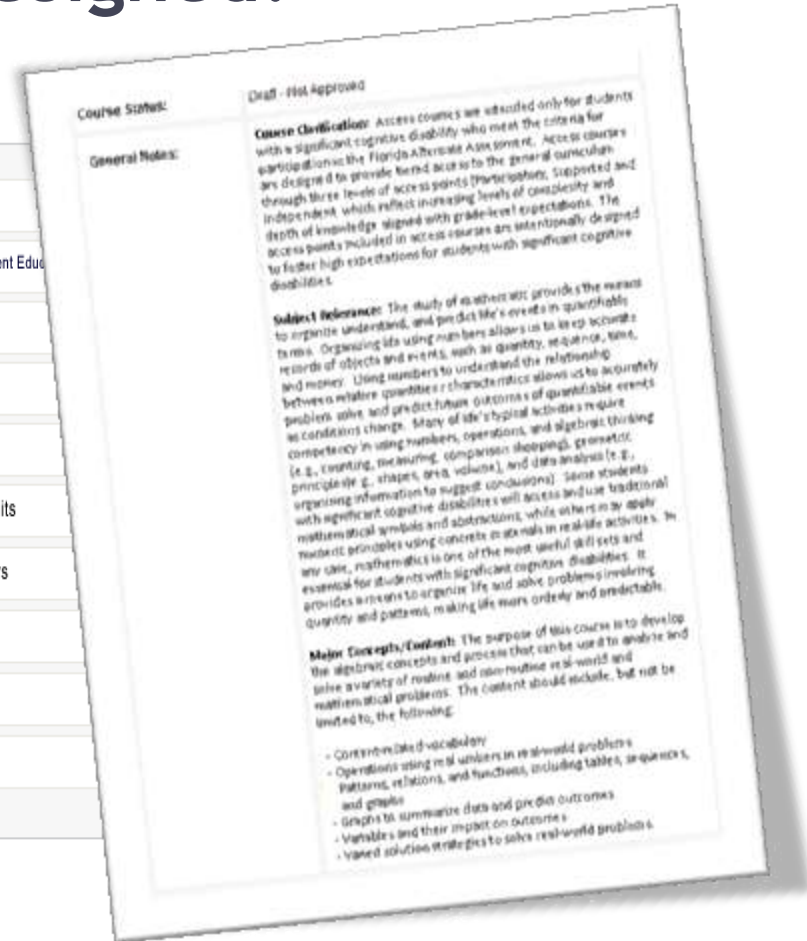
Course Number:	79XXXXX
Course Path:	Section: Exceptional Student Education (ESE) > Secondary Grades 9-12 > Mathematics > Algebra
Course Title:	Access Algebra 1A
Course Section:	79XXXXX
Abbreviated Title:	Access ALG 1A
Number of Credits:	Maximum two (2) credits
Course Length:	Maximum two (2) years
Course Type:	Core
Course Level:	2
Course Status:	State Board Approved

How are Access Courses Designed?

General Information Tab

- Course Clarification
- Subject Relevance
- Major Concepts & Content

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How are Access Courses Designed?

Related Access Point Tab

A dropdown box lets you filter the applicable complexity level(s) of access points you would like to view.

RELATED ACCESS POINTS & BENCHMARKS

Include the following: Choose one or multiple

Independent
 Supported
 Participatory

Benchmark #

» [MA.912.A.1.8:](#)

» [MA.912.A.2.3:](#)

» [MA.912.A.2.4:](#)

» [MA.912.A.1.8:](#) ... in a variety of contexts to identify solutions to equations.
» [Related Instructional Resources](#) » [More information](#)

» [MA.912.A.2.3:](#) Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.
» [More information](#)

» [MA.912.A.2.In.c](#)
Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.
» [Related Instructional Resources](#) » [More information](#)

» [MA.912.A.2.Su.c](#)
Identify number patterns and relationships using physical and visual models representing real-world situations.
» [More information](#)

» [MA.912.A.2.Pa.b](#)
Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.
» [More information](#)

» [MA.912.A.2.4:](#) Determine the domain and range of a relation.
» [More information](#)

How are Access Courses Designed?

Related Instructional Resources

A “Related Instructional Resources” link allows educators to view uploaded professionally reviewed resources specific to the access point.

RELATED ACCESS POINTS & BENCHMARKS

Include the following: Choose one or multiple

- Independent
- Supported
- Participatory

Benchmark #

» MA.912.A.1.8:	...s in a variety of contexts to identify solutions to equations. » Related Instructional Resources » More information
» MA.912.A.2.3:	Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions. » More information
	MA.912.A.2.In.c Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph. » Related Instructional Resources » More information
	MA.912.A.2.Su.c Identify number patterns and relationships using physical and visual models representing real-world situations. » More information
	MA.912.A.2.Pa.b Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less. » More information
» MA.912.A.2.4:	Determine the domain and range of a relation. » More information

Access Course Description

GENERAL INFORMATION

Course Number:	79XXXXX
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Course Length:	Maximum two (2) years
Course Type:	Core
Course Level:	2
Course Status:	State Board Approved

Course Status: Draft - Not Approved

General Information:

Course Classification: Access courses are intended only for students with a significant cognitive disability who meet the criteria for participation in the Florida Alternate Assessment. Access courses are designed to provide tiered access to the general curriculum through three levels of access points: Participatory, Supported and Independent, which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The courses included in access courses are intentionally designed to provide access for students with significant cognitive disabilities.

RELATED ACCESS POINTS & BENCHMARKS

Include the following:

Choose one or multiple:

- Independent
- Supported
- Participatory

variety of contexts to identify solutions to equations.

[Related Instructional Resources](#) [More information](#)

Benchmark #

MA.912.A.1.8: Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.

[Related Instructional Resources](#) [More information](#)

MA.912.A.2.3: Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.

[Related Instructional Resources](#) [More information](#)

MA.912.A.2.5.a: Identify number patterns and relationships using physical and visual models representing real-world situations.

[Related Instructional Resources](#) [More information](#)

MA.912.A.2.5.b: Compare sets to 10 or objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.

[Related Instructional Resources](#) [More information](#)

MA.912.A.2.4: Determine the domain and range of a relation.

[Related Instructional Resources](#) [More information](#)

Resource View

BASIC INFORMATION

Title: [Numeral Recognition, Matching, and Writing](#) [WEBSITE](#)

This lesson allows students to match numbers with the corresponding number of objects and to write that number.

Content: Lesson Plan

Education Level: Educators

Access Point: MA.912.D.7.In.a

ACCESS POINT INFORMATION

Access Point Number: MA.912.D.7.In.a

Access Point Description: Identify and sort elements in two sets, combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models.

Access Point Category: Independent

Remarks/Examples: Elements may include objects, pictures, shapes, or numbers.

Date Adopted or Revised: 09/07

CPALMS

Web-based, easy-to-use supplemental tools to support the teaching and learning of benchmarks and Access Points available at:

www.floridastandards.org

The screenshot shows the CPALMS website homepage. At the top, there is a navigation bar with the Florida Department of Education logo and a "My Account" section with "Login / Logout" links. Below this is a row of four images: students working, a magnifying glass over a leaf, a teacher at a chalkboard, and two students working. A horizontal menu contains links for "HOMEPAGE", "STANDARDS", "COURSE", "RESOURCE", "DOWNLOAD", "CPALMS", and "SUPPORT". Below the menu are buttons for "Homepage", "RSS Feeds", "Login To My Account", and "Register For An Account". The main content area features a "Welcome to CPALMS" message, a "Related Tips/Tutorials" section, and a "What is Project CPALMS?" link. A "Create/Submit a Resource" button is also visible. A "What's New" section highlights the "Math Formative Assessment System (MFAS) Released on CPALMS". The bottom of the page shows a status bar with "1 item remaining" and "Internet | Protected Mode: On".

Related Tips, Tutorials & Professional Development

HOME PAGE
Back to Home

STANDARDS
Information System

COURSE
Information System

RESOURCE
Information System

DOWNLOAD
& Print Reports

CPALMS
All About It

SUPPORT
Resources / Feedback

Website Features

Frequently Asked Questions

Training Modules

CPALMS Tutorials

Suggestions / Questions

Training and Professional Development Mod...

TRAINING

Training Modules

SUPPORT
Resources / Feedback

"Accessing the General Education Curriculum - Foundations" Module 1 - Access
This module is intended for general audiences to introduce the conceptual framework of how students with significant cognitive disabilities are provided access to the general education curriculum through the Access Points and Access Courses located on this site.

Estimated Completion Time: 25 minutes

This module is provided by: Project CLASP

[LAUNCH MODULE](#)

This module requires Microsoft Silverlight plug-in. [Click here to get Silverlight](#)

"Accessing the General Education Curriculum - Foundations" Module 2 - Involvement
This module is intended for general audiences to introduce the conceptual framework for involving students with significant cognitive disabilities in the general education curriculum. This framework provides guidance in the selecting and adapting of instructional materials to support the teaching and learning of the Access Points and a model for selecting and embedding student-specific supports.

Estimated Completion Time: 30 minutes

This module is provided by: Project CLASP

[LAUNCH MODULE](#)

Scheduling Methods/Service Delivery Models for Students with Disabilities

Section 1 of CCD, pages 12 - 15

To Review

Highly Qualified

- Has been required since July 1, 2006, for Florida K-12 teachers of core academic subjects
- ESE teachers for ESE courses in grades K-6 must meet HQT requirements for elementary education
- ESE teachers for ESE courses in grades 7-12 must meet HQT for core academic subject, unless level of instruction is at the elementary (K-6) level, then HQT in elementary applies

To Review - Core Academic Subjects Include

- English
- Reading or Language Arts
- Math
- Science
- Foreign Language
- Civics and Government (political science)
- Economics
- The Arts (art, music, drama)
- History
- Geography

To Review

- Level of instruction is based on level of instruction of the content being taught
- Level of instruction is **not based** on the reading or math level of the student

#1 - General Education Course

Scheduling Method/Delivery Model	Certification	HQT
General education teacher is providing instruction	YES - In accordance with general education course number	Yes - for basic core academic subjects
ESE teacher is providing consultation in accordance with student's IEP	YES – in any ESE area [<i>refer to note for exception – students with sensory impairments</i>]	Not required

#1 - General Education Course

Additional Information

- If consultation is being provided to address the student's sensory impairment, ESE teacher must have appropriate certification for that disability
- Consultation services may be provided via face-to-face or via conference call or virtual technologies
- **EXCEPTION** – if consultation is claimed on the Matrix of Service document, must be face-to-face

#2 - General Education Course

Scheduling Method	Certification	HQT
<p>Two teachers providing instruction via co-teaching; both are responsible for planning, delivering, and evaluating instruction for all students for entire class period</p>	<p>Yes – both teachers in accordance with general education course number</p> <p>If one co-teacher is also providing specially designed instruction in accordance with IEP, must meet ESE certification requirements.</p>	<p>Yes – both teachers must meet HQT for basic core academic subject taught</p>

#3 - General Education Course

Scheduling Method	Certification	HQT
General education teacher is teaching general ed course content	Yes – in accordance with general education course number	YES – for basic core academic subject taught
ESE teacher is providing “in-class one-on-one” [AKA “support facilitation” or “inclusion teaching”]	YES – for any ESE area <i>[refer to note for exception- students with sensory impairments]</i>	Not required

#4 - General Education Course

Scheduling Method	Certification	HQT
One teacher serves as both the general education teacher and the ESE teacher providing the specially-designed instruction on IEP	<p>Yes - In accordance with general education course number</p> <p style="text-align: center;">AND</p> <p>ESE certification</p>	Yes - for basic core academic subject taught

#4 - General Education Course

Additional Information

- At the IEP meeting, teacher may sign as the general education teacher and the special education teacher of the student
- All participant requirements for IEP meeting apply

#5 - General and ESE Courses

Scheduling Method	Certification	HQT
General education teacher is providing instruction for both the general and ESE courses	<p>Yes – in accordance with general education course number</p> <p>Teacher not out-of-field for the ESE course number</p>	Yes - for basic core academic subject taught
ESE teacher provides services via “in class one-on-one”	<p>Yes – in any ESE area <i>[refer to note for exception – students with sensory impairments]</i></p>	Not required

#6 - General and ESE Courses

Scheduling Method	Certification	HQT
<p>One teacher serves as both the general education teacher and the ESE teacher</p>	<p>Yes in accordance with the general education course number</p> <p style="text-align: center;">AND</p> <p>Yes in accordance with the applicable ESE course number</p>	<p>Yes – for generalcore academic subject taught</p> <p>Level of instruction, not grade level of the student, determines HQT requirements</p>

#7 - ESE Course

Scheduling Method	Certification	HQT
ESE teacher providing instruction	Yes – in accordance with applicable ESE course number	Yes for general core academic subject Level of instruction , not grade level of the student, determines HQT requirements

Most Popular Scheduling Question

- How do you schedule teachers and students when a SWD is in a general education classroom and the ESE teachers provides periodic in class support?
 - A student can be registered in two courses with the same period/section/room but for FTE purposes the minutes have to be split
 - A single student course but two teacher courses with scheduling method reported as “S” for general education teacher and “I” for ESE teacher.

Questions?

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