Online Professional Development to Help All Teachers Meet All Students’ Needs

Presented at the Teacher Induction Program Leaders’ Meeting
April 16, 2013 – Stevenson University

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Questions for You

- How would you like to improve your knowledge and skills to positively impact teaching students with disabilities?

- How will your improvement of knowledge and skills in teaching students with disabilities improve their achievement?
Purpose

• Helps teachers determine which stage best describes their professional development in meeting the needs of students with disabilities

Features

• Reviewed at the national, state and local levels and evaluated by users
• Based on:
  ✓ Interstate New Teacher Assessment and Support Consortium (InTASC) Principles; and
  ✓ Council for Exceptional Children (CEC) Standards
• Spans a career
• Not meant to be evaluative
Selected National Presentations

Chief Council of State School Officers (CCSSO)
Council for Exceptional Children (CEC)
Office of Special Education Programs (OSEP)
Teacher Education Division (TED) of CEC
National Association of Alternative Certification (NAAC)
National Association of State Directors of Special Education (NASDSE)
Selected Presentations in Maryland

- Special Education Mentoring Institute (SEMI)
- Maryland Approved Alternative Preparation Program (MAAPP)
- Institutes of Higher Education (IHE) Sharing Sessions
- State Special Education Directors
- Maryland School for the blind
- Montgomery County Special Education Leadership Team
Career Professional Development Cycle Using the Stages of Professional Development

Teachers:

- self-assess Standards based competencies
- analyze results and identify Standards and Indicators upon which to focus professional development planning
- monitor progress and update their Professional Development Plan and/or Professional Development Tracker
Professional Development Cycle

Teacher assesses current status in terms of meeting the competencies indicated for each of the standards.

Teacher analyzes results and identifies three standards and indicators within those standards on which to focus attention in professional development planning.

Teacher monitors progress on the three standards and indicators and updates Professional Development Plan.
Standards-Based


- The Council for Exceptional Children (CEC) Standards *What Every Special Educator Must Know* (2003) were used in constructing the current Stages.

* Not revised with new standards
**Reorganized standards used in revision
Interstate New Teacher Assessment and Support Consortium (InTASC)*

1. Making Content Meaningful
2. Child Development and Learning Theory
3. Learning Styles and Diverse Learners
4. Instructional Strategies and Problem Solving
5. Motivation and Behavior
6. Communication to Foster Learning
7. Planning for Instruction
8. Assessment and Evaluation
9. Professional Growth and Reflection
10. Interpersonal Relationships
InTASC Standards (2011)

The Learner and Learning
  ◦ Learner Development
  ◦ Learning Differences
  ◦ Learning Environments

Content Knowledge
  ◦ Content Knowledge
  ◦ Application of Content

Instructional Practice
  Assessment
  Planning for Instruction
  Instructional Strategies

Professional Responsibility
  Professional Learning and Ethical Practice

Leadership and Collaboration
Council for Exceptional Children (CEC) Standards*

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Interactions
6. Communication
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration
CEC Initial Preparation Standards (2013)

- Learner Development and Individual Learning Differences
- Learning Environments
- Curricular Content Knowledge
- Assessments
- Instructional Planning and Strategies
- Professional Learning and Ethical Practice
- Collaboration
Stages of Professional Development Conceptual Framework

Stage 1
The teacher has knowledge of the competency, but does not have or lacks experience in the demonstration of the competency.

Stage 2
The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.
Stage 3
The teacher works with support to apply the competency with students with disabilities and begins to demonstrate self-initiated planning.

Stage 4
The teacher works to apply the competency consistently across all environments accessed by students with disabilities and demonstrates self-initiated planning.
Stage 5

The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
1. MAKING CONTENT MEANINGFUL

**INTASC Principle/Standard**

Principle/Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Implications for students with disabilities:** Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers provide equitable access to and participation in the general curriculum for students with disabilities.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>CEC STDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students</td>
<td>1 and 7</td>
</tr>
<tr>
<td>2. Plans instruction for all students using the scope and sequence of developmental knowledge and skills</td>
<td>1 and 7</td>
</tr>
<tr>
<td>3. Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities</td>
<td>Articulates an understanding of the importance and sequence of developmental knowledge and skills in the State Curriculum to plan instruction for students with disabilities</td>
</tr>
<tr>
<td>4. Identifies and sometimes uses the State Curriculum subject matter in content areas taught</td>
<td>Identifies and sometimes uses the scope and sequence of developmental knowledge and skills in the State Curriculum to plan instruction for students with disabilities</td>
</tr>
<tr>
<td>5. Consistently plans instruction using the State Curriculum subject matter in content areas taught for students with disabilities</td>
<td>Consistently plans instruction for students with disabilities across all environments using the scope and sequence of developmental knowledge and skills for the content in the State Curriculum</td>
</tr>
<tr>
<td>6. Serves as a role model for students with disabilities that incorporates the content of alternate and/or expanded curriculum using the scope and sequence of developmental knowledge and skills</td>
<td></td>
</tr>
</tbody>
</table>

Maryland State Department of Education/Maryland State Improvement Grant 2007
STAGES OF PROFESSIONAL DEVELOPMENT: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities SELF-ASSESSMENT FORM

Teacher Name: ___________________________ School Name(s)/School Year: __________________________ Date: __________________________

INTASC Standards/Principles and Indicators of Mastery

Directions for the Self-Assessment Form
1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for three standards/indicators. See Utilization Guide for further instructions.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A. Uses major concepts, assumptions, issues, and the processes of inquiry in subject matter content areas taught to all students.</td>
<td>A. Uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction.</td>
</tr>
<tr>
<td>B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills.</td>
<td>B. Plans instruction that is challenging for students with disabilities across settings and seeks a holistic understanding of each student’s current learning and development.</td>
</tr>
<tr>
<td>C. Appropriately uses accommodations, modifications, and/or adaptations to the general education curriculum depending on strengths and weaknesses of the individual student.</td>
<td>C. Recognizes similarities and differences in learning needs amongst students with like disabilities.</td>
</tr>
<tr>
<td>D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements.</td>
<td>D. Uses multiple theories of learning and scientific research-based teaching practices to support students with disabilities.</td>
</tr>
<tr>
<td>E. Accesses and uses resources to gain information regarding State, district, and school policies/procedures regarding special education.</td>
<td>E. Perceives the current development and learning of individual students from a life-span perspective.</td>
</tr>
</tbody>
</table>

The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.
The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.
The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.
The teacher works independently to apply the competency consistently across all environments assessed by students with disabilities. The teacher demonstrates self-initiated planning.
The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.

Maryland State Department of Education/Maryland State Improvement Grant 2007
How Can You Use the Current Stages?

- **Paper and Pencil Format**
  - If you are using the Paper and Pencil format, you may access the following three Stages tools available at the MSDE website below.
    - [http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_info](http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/Special_Ed_info)
  - Utilization Guide
  - Stages Document Overview
  - Stages Self-Assessment Answer Sheet

- **Online Format**
  - If you are using the online format, you may access Stages and complete it online from the website below.
Familiarize yourself with the Utilization Guide and Stages Overview.

Identify Standards to self-assess, and complete the Self-Assessment Form for those targeted Standards.

Analyze the results for each Standard, and determine areas in which you feel comfortable with your results and note those areas needing attention.

If you have a mentor, the two of you can review your results together and discuss resources.

Set timelines for completion and your next self-assessment.
Online Format

Use the Maryland Professional Development Online Tracker (PDot).

Review the online materials including the Utilization Guide.

Identify standards to self assess, and complete the process online.

Review the results.
   If you have a mentor, the two of you can review your results together and discuss resources.

Set timelines for completion and scheduling your next self-assessment.
Professional Practice

Now, more than ever, professional educators actively participate in a lifelong learning adventure – their own. So how do you keep up with all the advances in educational theory and practice? How do you mentor others while also developing as a professional yourself? How do you address the challenges and opportunities of teaching in the 21st century? And most important of all, how do you ensure that you are using the teaching strategies and techniques that are...
MSDE’s “Stages of Professional Development”

The Maryland State Department of Education’s “Stages of Professional Development for All Teachers Teaching Students with Disabilities” is a roadmap that teachers can use throughout their careers, ideally beginning in the final year of a teacher-preparation program and moving all the way through to retirement. There are other matrices available to guide teacher professional development, but “Stages” is unique. It’s specifically geared to help teachers improve the performance of their students with disabilities in both the general and special education environments.

While “Stages” can be a great self-assessment tool, it’s especially useful during the mentoring process. It helps mentors and mentees identify the mentee’s particular areas of strength and areas of need. And it provides clear stepping stones to guide the mentee’s professional development on an ongoing, career-long basis. The online version of “Stages”, accessible through the Professional Development Online Tracker (PDot), includes links to professional development...
Stages on the Maryland Professional Development Online Tracker

http://pdot.marylandlearninglinks.org
Welcome to the Maryland PDot
Professional Development Online Tracker

Sign In with your PDot account, or click below to create an account

username
password
Sign In
Forgot your password?

Need an Account?
It's Free - Sign Up!

Login using your Maryland Learning Links Account

Share the tool through Facebook

Click here to send a message to Tech Support
Pin codes are not required, but you can associate multiple pins to your account.

- Desired Username*
- Password*
- Confirm Password
- Email Address*
- Group Pin Code

(If you are required to use PDOT as part of a program or professional group, please be sure to use your group pin code.)

Sign Up
You can save your profile at any point; these fields are not required, but they are helpful for data analysis purposes.
### Populations Taught

<table>
<thead>
<tr>
<th>IEP Disability Categories and Other Sub-Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
</tr>
<tr>
<td>Deaf</td>
</tr>
<tr>
<td>Deaf-Blindness</td>
</tr>
<tr>
<td>Developmental Delay</td>
</tr>
<tr>
<td>Emotional Disability</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>Orthopedic Impairments</td>
</tr>
<tr>
<td>Other Health Impairments</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
</tr>
<tr>
<td>Speech or Language Impairments</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>Visual Impairments</td>
</tr>
<tr>
<td>English Language Learners (ELL)</td>
</tr>
<tr>
<td>Children in Title I Programs</td>
</tr>
<tr>
<td>Children receiving 504 Services</td>
</tr>
<tr>
<td>Twice Exceptional</td>
</tr>
<tr>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>Children in Poverty</td>
</tr>
</tbody>
</table>

| Early Childhood (Birth through Age 2)        |
| Early Childhood (Age 3 through Age 5)        |
| Home Programming                             |

<table>
<thead>
<tr>
<th>SPED Program Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
</tr>
<tr>
<td>Private Special Ed Day</td>
</tr>
<tr>
<td>Residential</td>
</tr>
<tr>
<td>Self-Contained Public</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Populations</th>
</tr>
</thead>
</table>

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Registration *continued*
Two ways to navigate
You can begin a new assessment at any time, or you can continue one in progress or view results of a completed form. There’s no time limit for completing an assessment.
Completing Self-Assessment

Instructions:
Complete the self assessment by rating yourself on a 5-point scale.

1. MAKING CONTENT MEANINGFUL
2. CHILD DEVELOPMENT & LEARNING THEORY
3. LEARNING STYLES & DIVERSE LEARNERS
4. INSTRUCTIONAL STRATEGIES & PROBLEM SOLVING
5. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS
6. COMMUNICATION/LANGUAGE
7. INSTRUCTION
8. ASSESSMENT AND EVALUATION
9. PROFESSIONAL GROWTH AND REFLECTION
10. INTERPERSONAL RELATIONSHIP

Click here to see the global scale for entire Stages... self assessment

[Image]

Click here to see the global scale for entire Stages... self assessment
Instructions:
Complete the self-assessment by rating yourself on a 5-point scale.

1. MAKING CONTENT MEANINGFUL

**Description of Standard**

**Principle/Standard # 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Implications for students with disabilities:** Both general and special education teachers demonstrate an understanding of the primary concepts of thinking and knowing the content areas they teach as articulated in INTASC. They understand the underlying values and implications of disability legislation and special education policies and procedures as they relate to their roles and responsibilities in supporting the educational needs of students with disabilities. All teachers:

**A.** Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students

| Rate | -- | (Not Yet Rated) |

**B.** Plans instruction for all students using the scope and sequence of developmental knowledge and skills

| Rate | -- | (Not Yet Rated) |

**C.** Appropriately uses accommodations, modifications, and/or adaptations to the general curriculum depending on strengths and weaknesses of the individual student

| Rate | -- | (Not Yet Rated) |

**D.** Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements

| Rate | -- | (Not Yet Rated) |
Complete the self-assessment by rating yourself on a 5-point scale.

A. Uses major concepts, assumptions, issues, and processes of inquiry in the subject matter content areas taught to all students

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- **Articulates an understanding of the importance and use of the State Curriculum subject matter in instruction of students with disabilities**
- **Identifies and sometimes uses the State Curriculum to plan for students including students with disabilities**
- **Often plans instruction for students with disabilities using the State Curriculum subject matter in content areas taught**
- **Consistently plans instruction using the State Curriculum subject matter in content areas taught across all environments for students with disabilities**
- **Serves as a role model in the design of instruction from the content areas for students with disabilities and makes adjustments upon reflection**

[B. Plan for...]

C. Appropriately uses accommodations, modifications, and/or adaptations to the general curriculum depending on strengths and weaknesses of the individual student

<table>
<thead>
<tr>
<th>Rate</th>
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<tbody>
<tr>
<td>--</td>
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</tbody>
</table>

(Not Yet Rated)
Click any standard to see a comparative plotting of your ratings over time.

You rated yourself **Highest** in: 2. CHILD DEVELOPMENT & LEARNING THEORY
You rated yourself **Lowest** in: 1. MAKING CONTENT MEANINGFUL, 6. COMMUNICATION/LANGUAGE

**Assessment:** Stages of Professional Development
**Started:** 03/02/2011 at 2:19 PM
**Completed:** 03/02/2011 at 2:28 PM

**Your Suggested Professional Development**

1. MAKING CONTENT MEANINGFUL
6. COMMUNICATION/LANGUAGE
You must enable sharing and create a unique password.

Give the unique URL and password to anyone who you want to have access to your profile and assessment results.

Check the box to enable Profile and Self Assessment Sharing:

- Enable Profile and Self Assessment Sharing

Set a sharing password: test
(Note: Characters are not hidden.)

Your unique sharing hyperlink:

E-Mail This Link Using your Email Client

Save Settings
Professional Development Resources

**PD Results: 4**

- **web** **Differentiation of Instruction**
  This is a four page handout which provides an overview. Move to Bookmarks
  of differentiating instruction and includes a definition of differentiation and a description of the areas in

- **web** **Planning for Differentiation**
  The website provides resources on how to plan for differentiation in the classroom

- **article** **Two, Four, Six, Eight, Lets All Differentiate**
  Brief overview of history of differentiation. Included are Move to Bookmarks
  the underlying beliefs of differentiation and legislation

**My Bookmarked PD:**

- **article** **Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students**
  This is a nine page handout developed for the Reading First coaches and teachers in Florida. Move to Bookmarks
  Differentiated instructional practices are defined and the specific practices of guided reading and skills ...
What is New About The Stages of Professional Development (2013)?

Stages was currently revised using the following:

- the new InTASC Standards and the reorganized CEC Preparation Standards
- Common Core Curriculum and College and Career Readiness indicators and will be known as Stages 2013
- Cross walk – Danielson’s Professional Development Principles and InTASC Standards Available 2013

Until then the current Stages remains available in both paper pencil and online formats
In thinking back, let’s review the question:

How will the Stages document lead to improved teacher competency resulting in increased achievement for students with disabilities?
Contact Information

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