



SASSIE NEWS

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USOE

Susan's Transition Tidbits

Recently, Dr. Gary Clark, formerly of USOE and now retired from the University of Kansas, asked for Utah volunteers to field-test the Transition Planning Inventory, 2nd edition. The request was sent to special education directors, and Dr. Clark reported that six educators are participating in the field test of the TPI-2: Dawn Longman (Eagle Mountain), Terri Humphrey (Merit Prep), Joy Jansen (Paradigm High), Tessie Palczynski (Park City), Lorna Larsen (So. Sanpete), and Blaine Wheeler (Kane). Thanks to all of these professionals – their input will improve an already useful transition assessment.



As end of year reports are being prepared, please keep in mind that students who exit school to attend Adult Education or GED preparations programs are coded as DO (dropped out). This year, students with graduation pending (GP) will be considered drop outs if their exit status is not changed by the beginning of the next school year to reflect that they have graduated with a high school diploma. Students who are retained seniors (RT) do not exit the system and do not have an exit code. Students who exit when reaching maximum age are coded AO.



Thanks to the many educators whose presentations helped make the Transition Conference: The Elements of Transition a success: Teresa Flenniken (Davis), John Shoemaker (Nebo), Barbara Kuehl (Salt Lake), Renae Salisbury (Jordan), Jennifer Izatt (Davis), Kathy Foulks and others (Jordan), and Janet Gibbs (USOE).



Postsecondary phone interviews will begin June 1 – please update student contact information at www.utahposthighsurvey.org when notified that your LEA's interviews have been conducted.



Inside This Edition

Susan's Transition Tidbits	1
HQ Framework	2
Wendy Carver Speaks Out on Assessment	3
Finance Stuff You Want to Know	3
Janet's RtI Corner	4
Upcoming Events & Reminders	5
• Annual Utah Institute on Special Education Law	
• Orientation & Mobility Training	
• Wasatch Mountain Institute 2010	
• EIPA Testing	
• Transition Planning for Students with Autism Coming in March 2011 a Daylong Seminar	



Excellence: High performing students taught by highly skilled and highly prepared teachers within a high performing system.

HQ Framework

Special Education HQ Framework and 0511 Scores.

For individuals that took the 0511 test while it was approved for use in Utah, the subject subscores can be used to award points for highly qualified status on the Special Education HQ Framework. Please be aware that USOE has been informed that ETS does **not** store an individual's subscores on the 0511 beyond the initial reporting window.

This means that in order to receive points on the Framework the individual will need a copy of their original score report (the subscores are on the second page). Please do not have individuals request a new score report from ETS as this costs \$40 and the subscores will not be provided.

If you have questions regarding this situation or regarding the Special Education HQ Framework in general, please call Travis Rawlings at (801) 538 – 7601.

The USOE has adopted the 0022 Early Childhood Content Knowledge test as an OPTION for individuals being licensed with a Early Childhood (K-3) license area or for those holding an Early Childhood (K-3) license area and need to designated as Highly Qualified. Please note that this is not a requirement for these individuals, but rather is a new option in addition to the 0014 Elementary Content Knowledge test.

USOE has also adopted the new 0204 Teaching Reading test. This test will be required for anyone receiving a Reading Endorsement after January 1, 2011. The test is a new test offering from ETS and will first be administered in September of 2010.

The Elementary Education: Content Knowledge Interactive Practice Test is a new, first-of-its-kind practice test that allows candidates to simulate an online testing experience with a fully interactive, retired practice test for the Elementary Education: Content Knowledge Test (code 0014.)

The interactive practice test provides valuable features to help test takers prepare, including: a countdown timer, which allows candidates to simulate a testing experience; explanations of all correct answers; and an interactive, color-coded scorecard grouped by topics so candidates can quickly see the topic areas where they should focus their test preparation. In addition, test takers have the option to print their results from the interactive practice test.

The *new interactive practice test* is available in the ETS Store for \$17.95 and is available as a 90 day subscription from the day the practice test is first launched, not the purchase date.

ETS plans to release more interactive practice tests for additional Praxis titles based on test taker feedback. The next interactive

practice test will be available later this summer.

For additional information contact
Travis Rawlings
Education Specialist;
Utah State Office of Education
travis.rawlings@schools.utah.gov



Wendy Carver Speaks Out on Assessment

Embedded Toolbar

The Embedded toolbar was available for use on the elementary English Language Arts (ELA) and secondary science training tests recently. If all goes well with the training tests, the embedded toolbar will be deployed on May 13. LEAs will need to contact Measured Progress directly for instructions on administering the embedded toolbar. It will not be available via the normal kiosk that students are using. It will require specific setup on the machines that students will use. These problems are due to issues Measured Progress has been having providing on line assessments this year. I would like to know of any issues with the embedded toolbar so decisions can be made about its use for next year.

Please contact Wendy Carver regarding issues with the embedded toolbar:

801-538-7639
wendy.carver@schools.utah.gov



Finance Stuff You Want to Know

Extended Year for Special Educators Stipends 2010—2011: We will again be able to have special education teachers and SLP's work 2 and ½ days either before the 2010-2011 school year begins (*within two weeks before the first contract day, or during off-track time after June 30 and before October 1*) **or** after the school year ends (*within two weeks after the last contract day, or during the off-track time after October 1*). The benefit will be the same \$200 per day plus benefits. Reporting procedure will be the same as this school year

Final Year End Federal Reports: The following 3 Federal reports are due to Cal Newbold by June 30, 2010: 1. Discipline 2. Personnel 3. Dispute Resolutions The blank forms are on our website. All reports may be submitted via Email or faxed (801-538-7991).

Final Year End State Reports: The following reports are due to Cal Newbold ASAP after the school year ends or on posted due dates: 1. High Cost Student data (data on students that require more than \$17,000 to provide services: Students Data Forms and instructions are on our website and the due date is June 15, 2010. 2. June report and Final report for Extended days for special educators working 2 and ½ days after the school year ends; Due ASAP after school is out for the year. 3. CEIS report from those who either were required or voluntarily used up to 15% of their IDEA funding for CEIS. Form is on our website or was attached to an earlier E mail.



Janet's Rtl Corner

Rtl and the English Language Learner

The issues around ELL students who might be suspected of having a specific learning disability in their "home" language are a **combined** responsibility of general and special education. The first responsibility lies with general education, special education can provide instruction consultation/support to general educators.

Acquiring a second language does not necessarily cause or exacerbate a language disorder, but it may complicate the process for identifying a student for language or special education services. Applying some considerations that are specific for ELL students in a response to intervention process can help general and special educators ensure that a student with second language issues receives appropriate instruction and interventions. Then if the data suggests, a referral for a comprehensive special education evaluation may be warranted.

- "...more attention needs to be paid to what happens **before** children are referred to special education because previous efforts to resolve the problem through alternative assessments and other interventions **after** referral were ineffective". (National Research Center, 2002)

The following are some considerations for an ELL student in a response to instruction/intervention process:

- Incorporate culturally and linguistically appropriate

instruction, curriculum and assessment.

- Compare ELL student's progress to "true peers"
 - ◇ Similar language proficiencies (L1 & L2)
 - ◇ Culture experience & background
 - ◇ Experiential background
 - ◇ Educational background
 - ◇ Local norms rather than national norms
- Academic vs. conversational language
 - ◇ ELL students may have good language skills in the lunchroom, hallway and on the play ground. These language skills do not always generalize to the academic language of the classroom.
- Culture
- Environment
- Economic
- "double the work"
 - ◇ ELL students are learning a new language PLUS addressing academic learning.
- Provide interventions in L1 & L2
- Family literacy level.
- A case history approach is more appropriate than a discrepancy model when determining eligibility for special education services.
- Provide classroom test instructions in the native language to maximize an ELL student's opportunity to demonstrate their skill/knowledge base.
- **Do not** translate norm-

referenced tests from a student's primary/home language into English.

- Culturally/linguistically diverse students benefit from systematic instruction in skills to observe, think about, manipulate and experience sounds in spoken language
- Given research at this time, the findings support the assumption that what works in instructing struggling native language speaking students benefit ELL students.



Upcoming Events



June 21—23, 2010

Effective & Explicit Instruction for Students with Learning Difficulties

Dr. Anita Archer & Dr Charles Hughes , feature presenters.

More information coming in the near future.

Summer 2010

CORE Academy

Orientation & Mobility Workshop May 20 & 21, 2010

All Orientation and Mobility Specialist, teachers of Multiple Disabled, O.T.s, P.T.s, and other stakeholders in vision instruction may register for the Orientation and Mobility Workshop. Location:

**Division of Services for the Blind & Visually Impaired
250 N 1950 W, Suite B - Salt Lake City, UT 84116**

The featured speaker is Mary Tellfson from Wisconsin School for the Blind. She is highly thought of by the Blind and Visually Impaired community, and we are excited that she is going to come and teach an extension of the skills professionals have in O&M. Such topics as Body Mapping and Spatial Awareness plus many others will be taught. If you are interested, please email Becky at: rebecca.lewis@schools.utah.gov to register.

The Annual Utah Institute on Special Education Law

August 2-3, 2010

Ogden Eccles conference Center, Ogden UT

Post Conference Session

August 4, 2010

8:30 am—3:30 pm

Topic: Special Education Finance

*For Registration Information:
See Flyers in Your USEAM Packets*

Wasatch Mountain Institute 2010

June 23 – 25, 2010

Midway, Utah

Keynote Speakers: Anita Archer, Ph.D., and Stevan J. Kucic, Ph.D.

Registration Fee: \$419-\$539. Utah preregistration discount available.

Rtl ? AYP ? Tiered Interventions ? Literacy ? and much more!

At the 2010 Institute, you will **receive expert instruction** from today's education leaders. You will walk away with **cutting-edge strategies** including tiered interventions that will prepare you for the challenges you face on a daily basis.

New in 2010: bring your classroom and/or school-

EIPA Testing

The Educational Interpreter Performance Assessment is coming right up. We have two more test dates available to us. They are **February 26-27, and May 21-22**. Registration is at: www.usu.edu/taese/task12/EIPRegistration.cfm

Transition

March 2011 (specific date and location TBA)

Dr Peter Gerhardt will present a daylong seminar on transition planning for students with autism.

