







NOVEMBER 2020 SPEDOMETER FOR LEA SUPPORT

Getting up to Speed with IDEA and
Accelerating Results for Students with Disabilities

IMPORTANT DATES

Description	Date
Indicator 11 & 13 Canvas Training Offering 1	Oct 26, 2020 – Jan 18, 2021
Building Meaningful Lives Session 1	December 3, 2020
Indicator 13 Coaching Session	December 14, 2020
Indicator 14 Coaching Session	December 16, 2020
LEA Federal Fiscal Compliance Training	January 11–13, 2021
Indicator 13 Coaching Session	January 12, 2021
Indicator 14 Coaching Session	January 14, 2021
Indicator 11 & 13 Canvas Training Offering 2	Jan 19, 2021 – Apr 4, 2021
Building Meaningful Lives Session 2	January 26, 2021
Indicator 13 Coaching Session	February 16, 2021
Indicator 14 Coaching Session	February 17, 2021
Building Meaningful Lives Session 3	February 23, 2021
Indicator 13 Coaching Session	March 10, 2021
Indicator 14 Coaching Session	March 17, 2021
Indicator 11 & 13 Canvas Training Offering 3	Apr 5, 2021 – Jun 1, 2021
Indicator 13 Coaching Session	April 21, 2021
Indicator 14 Coaching Session	April 28, 2021
Indicator 13 Coaching Session	May 10, 2021
Indicator 14 Coaching Session	May 17, 2021

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Special Education






250 E 500 S
PO Box 144200
Salt Lake City, UT 84114-4200
Dr. Sydnee Dickson, State Superintendent
Leah Voorhies, Asst Superintendent of Student Support
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ADA Compliant March 2021




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INDICATOR 11 AND 13 TRAINING

Notification of scheduled Indicator 11 and 13 visits has been sent. Take a proactive step to improve practices by taking the Indicator 11 and 13 training course in Canvas. All interested local education agency (LEA) staff are welcome. LEAs are encouraged to join prior to a scheduled monitoring visit and to participate teams to support compliance. Training topics include:

-  What to expect at an Indicator visit.
-  Understanding the Indicator 11 evaluation timelines.
-  Digging deep into Indicator 13 post-secondary transition compliance.
-  Reporting requirements.
-  USBE specialists will also provide Q&A sessions.




The course will be offered as follows. Participants may register for MIDAS course #58524 for the course offering that best fits their needs. Registration will close one week prior to the start of each offering. Canvas information will be provided to those registered in MIDAS.

-  October 26, 2020 – January 18, 2021
-  January 19, 2021 – April 4, 2021
-  April 5, 2021 – June 1, 2021

Participants are expected to have access to a student file to review while working through the course content.

BUILDING MEANINGFUL LIVES

The Utah School to Work Initiative and the USBE are providing a series of virtual trainings for Utah’s teachers that focus on building meaningful adult lives for students with more significant disabilities. The trainings will be recorded. More details and registration information are included in the SpEdOmeter [November 2020](#) OneDrive folder.

-  December 3, 2020, 2:30–3:30 PM
-  January 26, 2021, 2:30–3:30 PM
-  February 23, 2021, 2:30–3:30 PM

FALL 2020 UTAH VIRTUAL TRANSITION INSTITUTE

Thank you to those who participated in this year’s Transition Institute. The pre-institute “101” webinars and the building meaningful lives for site-based teams webinars are embedded in the [Transition Institute Canvas course](#). Additional resources are posted on the [Utah Transition Institute Padlet](#).

INDICATOR 13 AND 14 COACHING OPEN HOUSE SESSIONS

Thank you to all those who responded to the survey regarding coaching open house sessions for Indicator 13 and 14. Sessions have been scheduled and will be recorded. Dates, times, and connection information are included in the SpEdOmeter [November 2020](#) OneDrive folder.

UTAH LEA FEDERAL FISCAL COMPLIANCE TRAINING

The USBE is sponsoring a three-day federal fiscal compliance training presented by Brustein and Manasevit. The training is scheduled for January 11–13, 2021. More details and registration information are included in the SpEdOmeter [November 2020 OneDrive folder](#).

INDICATOR VISIT CHANGES FOR THE REMAINDER OF THE 2020-2021 SCHOOL YEAR

We have adjusted the way we will be conducting Indicator 11 and 13 monitoring visits for the remainder of the school year due to updated COVID-19 guidelines. We appreciate your patience as we work together through these unprecedented times. We appreciate all you do to serve students with disabilities and are open and flexible to working with your LEA to help the Indicator visit be a positive experience. The new process for collecting the Indicator 11 and sample is outlined below, but we recognize there may be unique circumstances in your LEA that may be impacted by this approach and ask that you work with [Kelsey Gressmen](#) to problem-solve how we could best support your LEA throughout this process.

- 🌻 We will create a Zoom link for the visit and will send detailed information as the visit approaches.
- 🌻 We are reducing the number of files to be reviewed to 10 for both Indicator 11 and Indicator 13. This is the minimum number required for a sample and will hopefully reduce the impact these changes may have on your LEA.
- 🌻 If your LEA has finalized documents stored electronically, an LEA employee will be asked to screen share and walk through the file review with the reviewer. No uploading will be necessary or required.
- 🌻 If your LEA does not have finalized documents stored electronically, we will use the following procedure:
 - 📁 Indicator 11 reviews will not require any uploading. An LEA employee will be asked to hold each compliance requirement up to the computer camera for review.
 - 📁 Indicator 13 reviews (for students at least 14 years old at the time the IEP was written) will only require the current transition plan to be uploaded to each student in the [new UPIPS](#). All other compliance requirements can be held up to the computer camera for review.
 - 📁 Included in the SpEdOmeter [November 2020 OneDrive folder](#) is an Excel spreadsheet outlining the compliance questions for each Indicator as well as a PDF listing documentation your team will likely be asked to present. You can also initiate a B11 and/or B13 file internal file review in the [new UPIPS](#) to review the compliance questions. Additionally, there is a quick reference guide in the OneDrive folder that explains how to upload documents to students in the new system.
- 🌻 The reviewer will complete the file review in the new UPIPS and will verify any needed corrections with your LEA.
- 🌻 Please note the reviewer will need to see **signed** IEP and eligibility documents. If your documents were conducted virtually because of COVID-19, the reviewer will need to see evidence the IEP team finalized the documents being reviewed.

TIPS FOR WRITING COMPLIANT TRANSITION PLANS

We have been diligently working to increase transition plan compliance (Indicator 13) for the Annual Performance Report (APR). The target compliance percentage set by the federal Office of Special Education Programs (OSEP) is 100%. Since 2016, Utah has increased compliance for Indicator 13 from 38.19% to 52.10%, which is attributed to efforts made by LEAs and the USBE.

Although we have made some progress on Indicator 13, it is still identified as an area requiring continued interventions and supports as part of the APR. We are working on creating meaningful connections between compliance and effective practices in an effort to bridge the gap between where we are (52.10%) and the target

(100%). Our transition specialists and the UIPS team have collaborated to combine compliance requirements and effective practices into one technical assistance (TA) document included in the SpEdOmeter [November 2020](#) OneDrive folder. It is intended to create transparency, clarify compliance expectations, and will be used as a resource by those reviewing files during monitoring visits.

Compliant transition planning is one of the primary purposes of the IDEA and is the foundation for post-school success for students with disabilities. We will continue to work as a collaborative partner with LEAs to improve practices for transition. Contact [Kelsey Gressmen](#) with questions about the TA document or if you would like access to additional supports or resources for Indicator 13.




EFFECTIVE MATHEMATICS TEACHING PRACTICES: AN ADMINISTRATOR'S FOCUS

Adapted from [Principles to Actions Executive Summary](#)

As we look back at mathematics education and student achievement in mathematics, we find much to celebrate. As a result of the gradual implementation of a growing body of research on teaching and learning mathematics and the dedicated efforts of nearly two million teachers of mathematics in North America, student achievement is at historic highs. For example, the percentage of fourth graders scoring “proficient” or above on the National Assessment of Educational Progress (NAEP) rose from 13 percent in 1990 to 42 percent in 2013, and the percentage of eighth graders scoring “proficient” or above on the NAEP rose from 15 percent in 1990 to 36 percent in 2013. Between 1990 and 2013, mean SAT-Math scores increased from 501 in 1990 to 514 in 2013, mean ACT scores increased from 19.9 to 20.9, and the number of students taking Advanced Placement examinations in calculus and statistics increased substantially, from 77,634 in 1982 to 387,297 in 2013, and from 7,677 in 1997 to 169,508 in 2013, respectively.

These are impressive accomplishments. However, while we celebrate these record high NAEP scores and increases in SAT and ACT achievement—despite a significantly larger and more diverse range of test-takers—other recent data demonstrate that we are far from where we need to be and that much remains to be accomplished. For example, the average mathematics NAEP scores for 17-year-olds has been essentially flat since 1973; the difference in average NAEP mathematics scores between white and black and white and Hispanic 9- and 13-year-olds has narrowed somewhat between 1973 and 2012, but remains between 17 and 28 points; and among cohorts of 15-year-olds from 34 countries participating in the 2012 Programme for International Student Assessment (PISA), the U.S. cohort ranked 26th in mathematics.

These more disturbing data point to the persistent challenges and the work we still need to do to make mathematics achievement a reality for all students:

-  Eliminate persistent racial, ethnic, and income achievement gaps so all students have opportunities and supports to achieve high levels of mathematics learning.
-  Increase the level of mathematics learning of all students, so they are college and career ready when they graduate from high school.
-  Increase the number of high school graduates, especially those from traditionally underrepresented groups, who are interested in, and prepared for, STEM careers.

In short, we must move from “pockets of excellence” to “systemic excellence” by providing mathematics education that supports the learning of all students at the highest possible level.

To achieve this goal, we must change a range of troubling and unproductive realities that exist in too many classrooms, schools, and districts. *Principles to Actions* addresses and documents these realities:

- 🌱 Too much focus is on learning procedures without any connection to meaning, understanding, or the applications that require these procedures.
- 🌱 Too many students are limited by the lower expectations and narrower curricula of remedial tracks from which few ever emerge.
- 🌱 Too many teachers have limited access to the instructional materials, tools, and technology they need.
- 🌱 Too much weight is placed on results from assessments—particularly large-scale, high-stakes assessments—that emphasize skills and fact recall and fail to give sufficient attention to problem-solving and reasoning.
- 🌱 Too many teachers of mathematics remain professionally isolated, without the benefits of collaborative structures and coaching, and with inadequate opportunities for professional development related to mathematics teaching and learning.

As a result, too few students—especially those from traditionally underrepresented groups—are attaining high levels of mathematics learning.

In this exciting and challenging context, the National Council of Teachers of Mathematics (NCTM) introduces *Principles to Actions: Ensuring Mathematical Success for All*, setting forth a set of strongly recommended, researched-informed actions based on the Council’s core principles and intended for all educational leaders and policymakers, all school and district administrators, and all teachers, coaches, and specialists of mathematics. In *Principles and Standards for School Mathematics*, published by NCTM in 2000, the Council first defined a set of Principles that “describe features of high-quality mathematics education.” *Principles to Actions* now articulates and builds on an updated set of six Guiding Principles that reflect more than a decade of experience and new research evidence about excellent mathematics programs, as well as significant obstacles and unproductive beliefs that continue to compromise progress.

Principles to Actions describes and illustrates eight mathematics Teaching Practices research indicates need to be consistent components of every mathematics lesson.

1. **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
2. **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem-solving and allow multiple entry points and varied solution strategies.
3. **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving.
4. **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
5. **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships.
6. **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
7. **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

8. **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Administrators can make the eight Mathematics Teaching Practices a schoolwide focus that is expected for all teachers to strengthen learning and teaching for all students.

Principles to Actions issues a forceful call to action, asserting that all of us who are stakeholders have a role to play and important actions to take if we are finally to recognize our critical need for a world where the mathematics education of our students draws from research, is informed by common sense and good judgment, and is driven by a nonnegotiable belief that we must develop mathematical understanding and self-confidence in *all* students.




National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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Writing team: Steve Leinwand, Daniel J. Brahier, DeAnn Huinker, Robert Q. Berry III, Frederick L. Dillon, Matthew R. Larson, Miriam A. Leiva, W. Gary Martin, and Margaret S. Smith.

UMTSS CRITICAL COMPONENTS

Each month, the [Utah Multi-Tiered System of Supports \(UMTSS\)](#) project will highlight resources focused on the [UMTSS critical components](#). This month we are featuring Data-Based Decision Making, a process using multiple data sources to inform instructional changes to meet the academic and social-behavioral needs of each student (learn how through the [UMTSS Canvas Course](#)). A visual is included in in the SpEdOmeter [November 2020](#) OneDrive folder. Amidst the pandemic, educators may need to shift to remote/virtual data collection. The National Center on Intensive Intervention has many **FREE resources available** that you can reference and adapt for your use:

-  [Frequently Asked Questions](#) related to virtual progress monitoring,
-  Tips and an example in practice from an Oregon educator on how to [maintain screening practices in virtual/remote settings](#), and
-  Customizable [IEP goal monitoring forms](#) to engage parents and families in data collection.

We encourage you to check out these resources, as well as [UMTSS resources](#), to inform your data-based decision making this school year. Next month we will focus on Proactive School Climate and Structure.

LITERACY EVENTS AND RESOURCES

At the recent Reading League's Fourth Annual Conference, Dr. Tracy Weeden, the president and CEO of the Neuhaus Education Center, described literacy as the next and most important civil right to focus on and have crucial conversations about as a state and a nation. She urged us all to see the currency of literacy as something every child should have and deserves regardless of zip code or the student group they belong to. Dr. Weeden sees the Science of Reading as an unstoppable movement that should be available to every boy and girl to prevent reading failure. Many of us are focused on what will move the needle for students in our schools, state, and nation to ensure that every child can read. Giving families the language of power by mastering the English language through learning allows them a place at the table and access to a successful experience in the classroom. She notes that we see double-digit growth when the Science of Reading is applied. We must abandon the instructional practices that are not working and band together to become highly prepared literacy leaders.

According to APM Reports, the Teachers College Reading and Writing Project headed by Lucy Calkins, a leading figure in the long-running fight over how best to teach children to read, admits that its materials need to be changed to align with scientific research. **This news is essential to read if you are in an LEA using Lucy Calkins materials, Fountas and Pinnell, or Leveled Literacy Intervention (LLI).**

Breaking the Code offers 10 reasons the three-cueing system (MSV) is ineffective. MSV is taught in many widespread “balanced literacy” instructional approaches and programs, including all Lucy Calkins materials and programs, Fountas and Pinnell, and Leveled Literacy Intervention, to name a few.

The Teaching Now blog discusses further nuances from Lucy Calkins, saying, “balanced literacy” needs ‘rebalancing.’

Let us continue to do better as we know better for students across the state!

Scrible Edu Pro

The USBE is thrilled to provide *Scrible Edu Pro*, the most advanced research/writing platform ever built, to all Utah K–12 educators and students. Read the following information carefully and use it for later reference.

Additional virtual professional learning/training for *Scrible Edu Pro*:

 Webinar (Overview): October 8, 2020

This training is eligible for *Reimagine Teaching* from UEN, which recognizes additional work under unusual circumstances. A \$200 Amazon gift card is provided for completing 4 hours of technology training. Quantities limited. Sign up today.

Sign up and into your Scrible account using one of the single sign-on (SSO) options listed on the Sign In Page with your official school or district email address (e.g., jane.smith@beaver.k12.ut.us) by clicking the corresponding icon (e.g., Google, Microsoft, ClassLink, Clever, Canvas) below the Sign In Button. This step will ensure your account is upgraded with *Edu Pro* features and avoids the need to remember a separate password for Scrible.

When you first sign up, you’ll need to authorize Scrible to access the requested permissions and then complete your account information. Educators should indicate they’re using Scrible for “School (Educator),” and students should choose “School (Student).”

Once you have an account, clicking your preferred SSO icon on the Sign In Page will take you straight into your account. If you use multiple platforms, this article can help you decide which one to use for SSO. Your SSO connection and connected apps can be managed under your account settings.

Refer to these platform-specific articles on how Scrible integrates with each one:

 Google - SSO, Chrome Extension, Classroom Sync, Docs Add-on, Drive Integration

 Microsoft - SSO, Edge Extension, Roster Sync, Word Add-in, OneDrive Integration

 ClassLink - SSO, Roster Sync

 Clever - SSO, Roster Sync (planned)

 Canvas - SSO, Roster Sync, Library Embed

The Scrible Toolbar Chrome Extension and Edge Extension enable a user to curate, annotate, and cite online articles (i.e., webpages and PDFs). The *Scrible Writer* Google Docs Add-on and Microsoft Word Add-on enable a user to search his/her Scrible Library from within a doc, insert comments and quotes from the Libraries, and manage his/her bibliography in the doc.

Technology administrators are advised to push these tools to all student accounts to ensure easy access and prevent teachers from being burdened with a litany of related student help requests during distance learning, particularly since the tools are inconspicuous. Google Admins can refer to this article about [pushing the Chrome Extension and Docs Add-on to student accounts](#).

Scribe offers these on-demand resources to help you get started and troubleshoot:

- 🌻 Overview of [How-to-Guides and In-App Tours](#)
- 🌻 [How-to Guides for Edu Pro Teachers](#)
- 🌻 [Frequently Asked Questions \(FAQ\)](#)

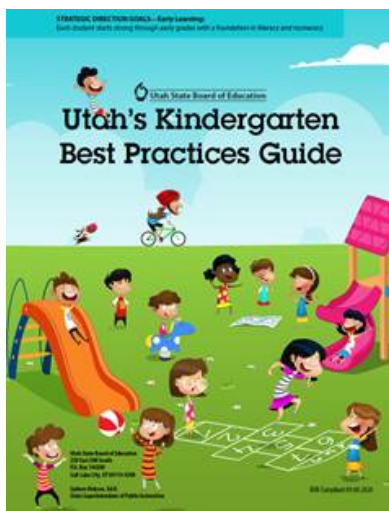
Additional resources and directions:

- 🌻 Use the [Help and Feedback Page](#) for the fastest response to a help request.
- 🌻 Educators submitting help requests on behalf of students should check the box for, "Are you submitting this on behalf of another user?" and enter the student email address to help the Scribe Team investigate the issue.
- 🌻 Students who can't receive external emails should include the email address of an educator who can communicate with the Scribe Team on behalf of the student.
- 🌻 To report an issue on an article, click the Feedback Button (with the megaphone icon) at the right end of the Scribe Toolbar. This will navigate you to the [Help and Feedback Page](#), prefill the form, and include information enabling the Scribe Team to investigate.
- 🌻 Email [Scribe Help](#) with supporting screenshots or video clips.
- 🌻 Flyer included in the SpEdOmeter [November 2020 OneDrive](#) folder.

NEW RESOURCE AVAILABLE FOR KINDERGARTEN TEACHERS

UTAH'S KINDERGARTEN BEST PRACTICES GUIDE

The USBE is excited to share a newly developed resource with you to support kindergarten teachers in implementing high-quality instruction!



WHAT IS UTAH'S KINDERGARTEN BEST PRACTICES GUIDE?

Utah's Kindergarten Best Practices Guide is a brief, practical guide to help kindergarten teachers implement high-leverage practices in their classrooms. The document is framed around [Utah's five high-leverage practices \(HLPs\)](#), which, when successfully implemented, can improve results for each learner. Included in the guide are real-world definitions and specific classroom examples of each HLP rooted in the context of kindergarten.

WHO IS UTAH'S KINDERGARTEN BEST PRACTICES GUIDE FOR?

This guide is designed to be used by both new and experienced kindergarten teachers. It also is intended to be used by those who support kindergarten teachers (coaches, mentors, principals, etc.). Users of this guide may find it helpful to start with the HLP that is most in line with the area where they seek information. For example, HLP #5 is establishing a consistent, organized, and respectful learning environment. Starting with this HLP will allow teachers to build the foundational knowledge necessary to implement the remaining HLPs effectively.

WHAT ARE THE BENEFITS OF USING UTAH'S KINDERGARTEN BEST PRACTICES GUIDE?

Early educational experiences are critical to establishing a solid foundation for success in later academic years. For many Utah students, the kindergarten year is their first experience in a formal school setting. Consequently, kindergarten teachers need to be well-equipped to help these students develop the skills necessary for success. Utilizing this guide will allow teachers, and those that support them, to implement HLPs proven to increase student outcomes.

The above information is also being shared with various stakeholder groups (CDs, LDs, listservs) to widely disseminate the information.

The guide can be found [on the USBE Kindergarten website](#). Contact [Christine Elegante](#) or [Liz Williams](#) with questions.