

# TASB Student Solutions

## 2022-2023 Webinar Series

Session 4  
January 12, 2023

### Collaboration 101

Presented by  
Denise Carter, M.Ed.  
TASB Student Solutions

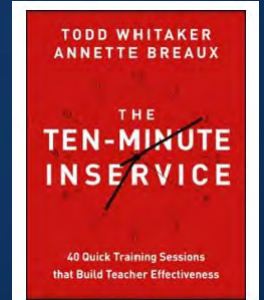
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“Do you want to see your students’ achievement soar? Then improve the teaching in your school. It really is that simple.”

The Ten-Minute Inservice  
by Todd Whitaker and Annette Breaux, page 1



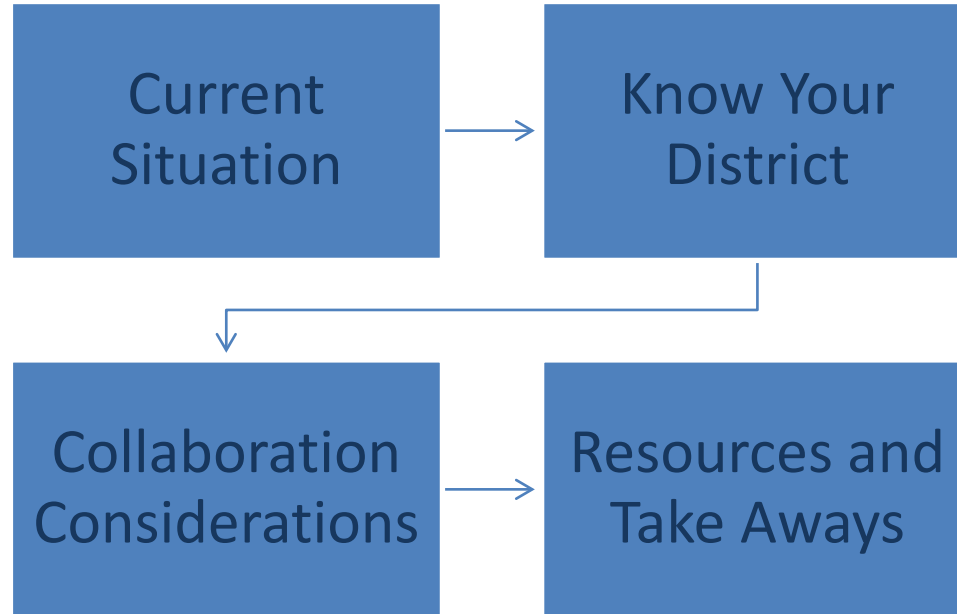
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# Benefits of Collaboration

- \* Increase student achievement
  - \* Decrease staff stress
- \* Increase staff retention
  - \* Build capacity
  - \* Consistency
  - \* Alignment



# Agenda



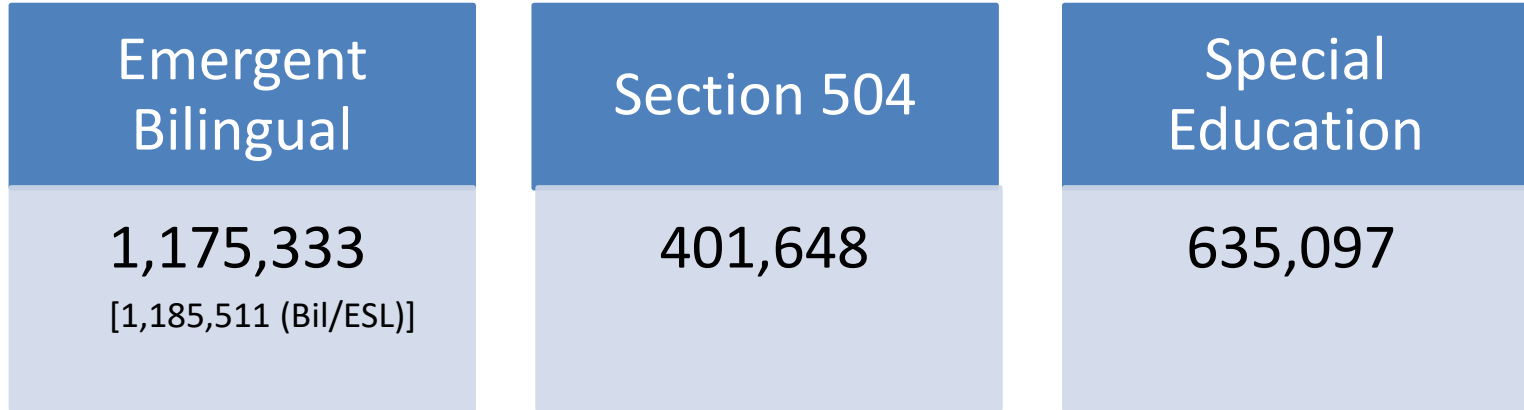
# Current Situation



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# 2021-2022 Statewide Totals

5,427,370 Students Enrolled



1,175,333

[1,185,511 (Bil/ESL)]

Section 504

401,648

Special Education

635,097

Dyslexia 270,966

Enrollment in Texas Public Schools 2021-22, TEA,  
June 2022



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# Interesting Highlights

2010-2020

Texas: 8.9% enrollment  
increase

US: 0.2% enrollment decrease

2011-12 to 2021-22

Emergent Bilingual  
population:

16.8% to 21.7%

2011-12 to 2021-22

Special Education  
population:

8.8% to 11.7%

2011-12 to 2017-18

Section 504 reported as n/a  
2021-22

7.4%

Economically Disadvantaged

60.6%



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Enrollment in Texas Public Schools 2021-22  
TEA, June 2022

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# Interesting Highlights

Group	Enrollment 2020-21	Enrollment 2021-22
<b>Instructional program or special population<sup>a</sup></b>		
At-risk	2,636,849	2,901,015
Bilingual or ESL <sup>b,c</sup>	1,124,413	1,185,511
Dyslexia	241,197	270,966
EB/EL <sup>d</sup>	1,108,883	1,175,333
Foster care	17,090	15,409
Gifted and talented	443,849	435,356
Homeless	57,811	61,687
Immigrant	108,092	108,787
Migrant	16,733	14,426
Military-connected	144,683	176,554
Section 504	387,622	401,648
Special education	605,043	635,097
Title I	3,464,887	3,487,333

## One-year Changes

\*Bilingual or ESL (+61,098)

\*EB/EL (+66,450)

\*Section 504 (+14,326)

Special Education (+29,769)





# Enrollment by Race

Hispanic

52.7%

White

26.3%

African  
American

12.8%

Asian

4.8%

Multiracial

2.9%

## Ethnicity

= Hispanic/Latino

= Not Hispanic/Latino

## Race

=American Indian or Alaskan Native

=Asian

=Black or African American

=Native Hawaiian/Other Pacific Islander

=White

=Multiracial



# Know Your District



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# Know Your Students

## Demographic Information

- Economic status
- Special program participation
- Ethnicity/race

## Program Information

- Section 504 Accommodation Plans
- Language Proficiency Assessment Committee documentation
- Individualized Education Programs

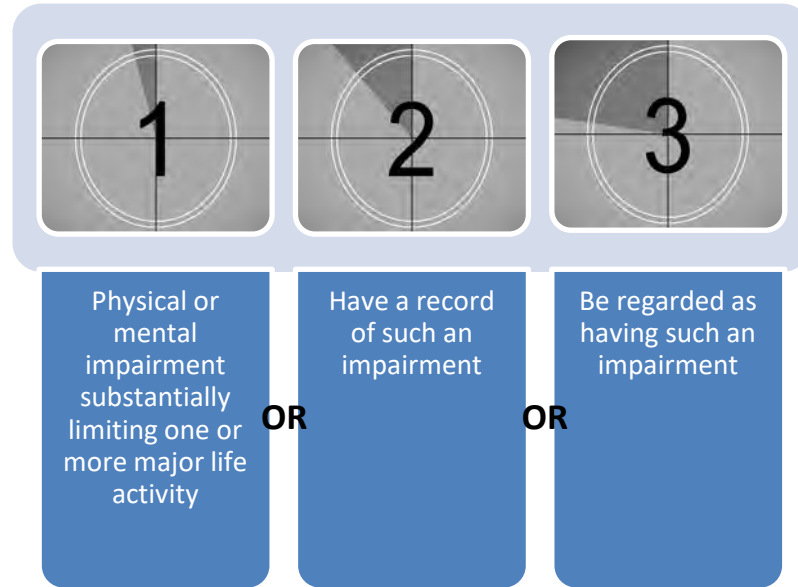


# Know Your Programs

- State and federal requirements
  - Required in your district
  - Required at specific campuses
- Student Specific Needs
- Funding sources
  - Expectations
  - Limitations
- Service and placement options



## Eligibility



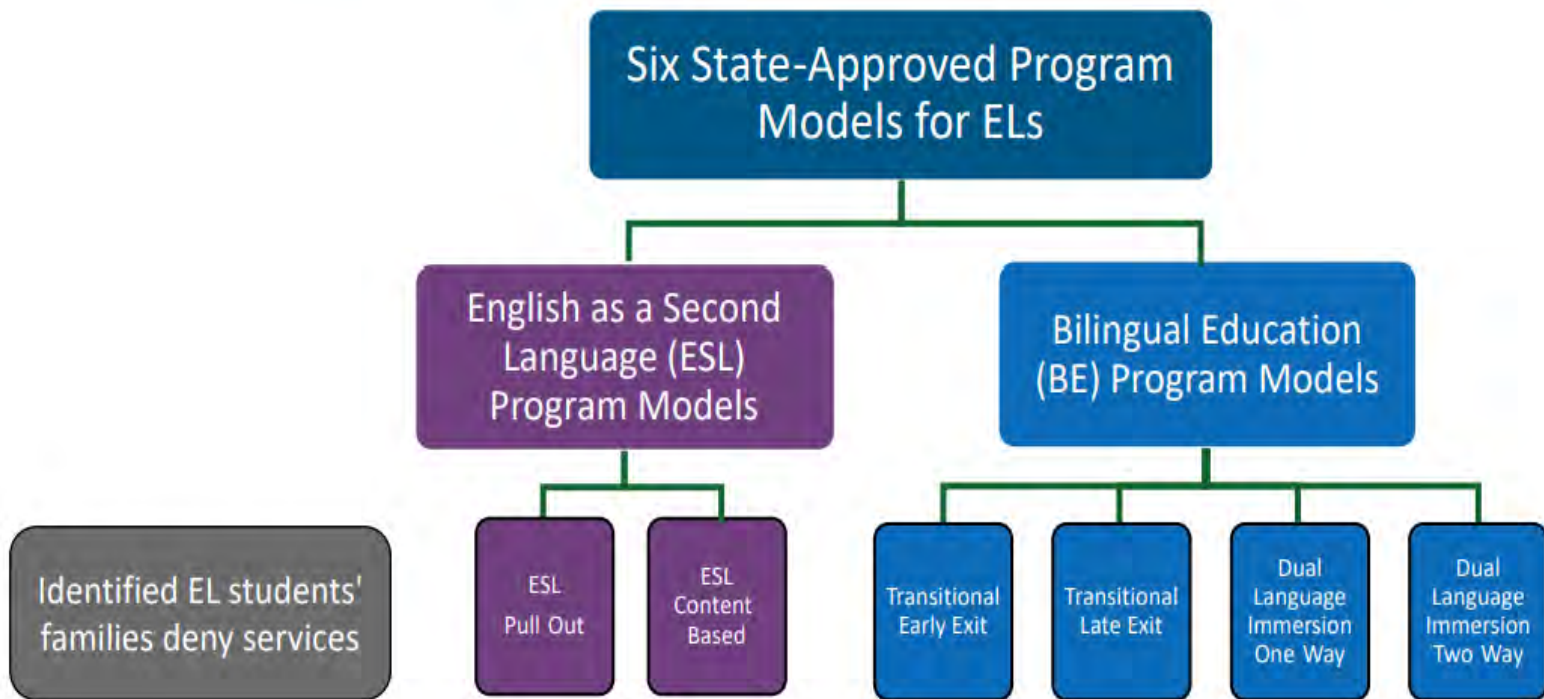
## Service

- Expectation – Least Restrictive Environment
  - Placement in general education setting
  - Supplementary aids and services
  - Content Mastery support

EB Population	Bilingual or ESL
20 or more ELs at the same grade level, district-wide, who share the same primary language (Meet the “Rule of 20”)	Bilingual education (BE) program required (elementary grades only, PK-5, or PK-6 when grade 6 is clustered with any elementary grade levels)
At least one EB in the district, but not meeting the “Rule of 20” referenced above	ESL program required (PK-12)

Supporting English Learners in Texas, TEA; <https://www.txel.org/ProgramImplementation>

## Emergent Bilingual Program Models in Texas



## Eligibility

- Meet eligibility requirements in one or more of thirteen disability areas

Autism Spectrum Disorder	Deaf/Hard of Hearing	Deaf-Blind	Emotional Disturbance	Intellectual Disability
Multiple Disabilities	Noncategorical Early Childhood	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability
	Speech Impairment	Traumatic Brain Injury	Visual Impairment	

- Exhibit a need for specially designed instruction



## Continuum of Services

- General Education
  - Mainstream
    - Services provided in general education classroom
    - Certified special education personnel involved in implementation of IEP
      - Direct
      - Indirect
      - Support services
  - Inclusion
  - Co-Teach
    - Two or more certified professionals
    - Paraprofessionals may provide support but are not part of co-teach definition
    - Share responsibility for all students in assigned classroom
      - Planning
      - Delivery of instruction
      - Progress monitoring

## Continuum of Services

- Special Education
  - Resource Room
  - Self-Contained Classroom
    - Life Skills
    - Full-Time Early Childhood Special Education (ECSE)
  - Related Service Pullout
  - Other
    - Residential Treatment Facility
    - Day Treatment Facility
    - Hospital



# Know Your Staff

- Demographic information
- Certification areas
- Completed trainings
- Experience
- Strengths
- Areas for improvement
- Areas of need to provide required services



## Appropriate General Education Certification

**40. What are the responsibilities of regular education teachers with respect to implementation of Section 504 plans? What are the consequences if the district fails to implement the plans?**

- Regular education teachers must implement the provisions of Section 504 plans when those plans govern the teachers' treatment of students for whom they are responsible.
- If the teachers fail to implement the plans, such failure can cause the school district to be in noncompliance with Section 504.

**Bilingual Education  
Certification**

**English as a Second  
Language  
Certification**

**TEC 29.061**



**SPECIAL EDUCATION RELATED SERVICES PERSONNEL**

TITLE	CERTIFICATES
SPECIAL EDUCATION Special Education Teacher	Blind School (Texas State School for the Blind and Visually Impaired only) Deaf and Severely Hard of Hearing Deaf School (Texas State School for the Deaf only) Deaf-Blind Deficient Vision Early Childhood Education for Handicapped Children (Infants-Grade 6 only) Elementary - Generic Special Education Emotionally Disturbed Generic Special Education Hearing Impaired High School - Generic Special Education Language and/or Learning Disabilities Mentally Retarded Physically Handicapped School Speech-Language Pathologist Secondary Generic Special Education (Grades 6-12 only) Severely and Profoundly Handicapped Severely Emotionally Disturbed and Autistic Special Education Supplemental (valid at grade levels and in the subject areas of the base certificates) Special Education: Early Childhood-Grade 12 Speech and Hearing Therapy Speech and Language Therapy Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12 Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12 Visually Handicapped

These certificates are appropriate for special education assignment in Prekindergarten-Grade 12 except where otherwise noted.

**NOTES:**

If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.

The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of the children. If a staff member does not have the skills and knowledge needed for the assignment, the school district will make provisions for the person to acquire the necessary skills and knowledge.

- \*All level special education
- \*Disability specific
- \*Related and instructional support services

## Requirements

- <https://tea.texas.gov/texas-educators/certification/becoming-an-educational-aide-in-texas>
- As of 9/1/17
  - Issued for two years
  - School district recommendation
    - Initial application
    - To reapply when expired
    - To obtain a higher level
  - Fee (\$17)
  - Pass criminal background check
  - Fingerprinting (\$40.25)
- Three Levels
  - Educational Aide I, II, III
  - Each has specific requirements
  - Some duties specific to certification level

## Requirements

- Educational Aides (Paraprofessionals) may not:
  - Develop lesson plans
  - Introduce new material/content
  - Provide direct teach part of the lesson
  - Select materials to implement lesson
  - Assign final grades
  - Be responsible for IEP-related activities unless supervised by a certified special educator
  - Create IEP goals and objectives
  - Design classroom management system
  - Determine or report student progress (gen ed or IEP)

19 TAC, Section 230.61



# Collaboration Considerations



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## Considerations

- Collaborate within and across departments
  - Identify a master schedule team
  - Discuss district/campus priorities
  - Review current schedule
- Clearly define services
- Schedule special programs/certification needs first
- Plan for staff needs
  - Proximity of classrooms for staff movement
  - Level of supports in each class
  - Special program meeting responsibilities
  - Common planning time
  - Rotating planning time
- Provide opportunities for teams to meet
  - Grade level
  - Content
- Seek feedback
- Exhibit flexibility

## Considerations

- Address administrators, general educators, special program educators, related service providers, paraprofessionals
- Individual student plan development
- Writing lesson plans
- Implementing lesson plans
- Progress monitoring, grading, evaluation
- Behavior and discipline
- General classroom duties
- Parent communication
- Staff communication
- Student communication
- Staff evaluations

## Paraprofessionals

- In addition to, not in place of, what certified teacher does.
- May have IEP, 504 Plan, LPAC specific duties (ex. 1:1)
- *Working With Paraprofessionals* (TEA, 2020):
  - **PREPARE** paraprofessionals from the beginning on their role.
  - **ASSERT** your expectations in a helpful manner.
  - **REVIEW** frequently how things are going.
  - **AGREE** to work out any problems and support each other.
  - **PLAN** carefully the activities you wish paraprofessionals to conduct.
  - **REINFORCE** paraprofessionals for their contributions and successes.
  - **OBSERVE** paraprofessionals frequently to ensure all is going well and that your plans are being implemented and give constructive feedback based on your observation.

- Ongoing
  - Pre-determined topics
  - Topics that arise
- Specific roles and responsibilities
- Behavior management strategies
- Differentiation strategies
- Program specific information
  - Incorporate into new staff orientation
  - Specifically define expectations of service options
- Communication strategies and processes
- Relationship building
- Collaboration strategies
  - Supervising paraprofessionals
  - Sharing a classroom
- Data collection and documentation
- Electronic management systems
- Curriculum specific strategies
- Accommodations and modifications
- Confidentiality
- Interpreters

## To Do:

- Ensure all necessary staff have relevant parts of student plans.
- Provide training on implementation of the plans.
- Clearly define program/placement expectations.
- Create charts to delineate staff specific responsibilities.
- Develop mentor programs.
- Strive for consistent implementation across staff members.
- Create schedules for paraprofessionals and share with relevant staff.
- Establish regularly scheduled meetings to discuss what is/is not working.
- Schedule periodic internal audits of program components.
- Plan for addressing collaboration issues and struggling staff.

# Resources and Take Aways



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# Resources

- ❑ Student Attendance Accounting Handbook
  - <https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>
    - Section 4 = Special Education
    - Section 6 = Bilingual/English as a Second Language
  
- ❑ Inclusion in Texas: State Guidance Documents
  - [https://www.inclusionintexas.org/apps/pages/index.jsp?uREC\\_ID=2157022&type=d&pREC\\_ID=2170761](https://www.inclusionintexas.org/apps/pages/index.jsp?uREC_ID=2157022&type=d&pREC_ID=2170761)
    - Guidelines for Co-Teaching in Texas
    - Working With Paraprofessionals
    - Specially Designed Instruction: A Resource for Teachers
    - Least Restrictive Environment
  
- ❑ Technical Assistance: Section 504 (TEA)
  - [https://tea.texas.gov/sites/default/files/504\\_guide.pdf](https://tea.texas.gov/sites/default/files/504_guide.pdf)
  
- ❑ Supporting English Learners in Texas (TEA)
  - <https://www.txel.org/ProgramImplementation>
  
- ❑ Enrollment in Texas Public Schools, 2021-22
  - <https://tea.texas.gov/sites/default/files/enroll-2021-22.pdf>





# Take Aways



Be proactive. Plan for the types of services needed and assign the best person for each role.



Purposefully design activities to build relationships and trust among team members.



Establish expectations. Monitor implementation.



Provide ongoing training and support to ALL staff.



Communicate at all levels. Design opportunities for ongoing communication.



Know and use resources to stay current.

**BE AWARE**  
**BE PREPARED**

Consider potential challenges and make plans to address them.



Maintain focus on students in all decisions.

# Questions



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**Please use the following link  
and complete the survey about  
today's webinar:**

<https://surveys.tasb.org/s3/SS-Web-Jan12-2023>



**Attendance Credit**

**Collaboration 101**

**SBEC Credit:** Download  
certificate by clicking on the link in  
the chat section

We are ready to work with you to identify your most pressing needs and tailor solutions to address them!

Thank you!

tasb.org/services/student-solutions  
888.247.4829  
studentsolutions@tasb.org



Karlyn Keller, EdD  
karlyn.keller@tasb.org



Denise Carter, M.Ed.  
denise.carter@tasb.org



Mary McFarlin  
mary.mcfarlin@tasb.org



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