A Community of Practice on *Advancing Equity for Students with Disabilities in Schools*

Today's Topic- Advancing Equitable Evaluation Practices

Remember to Sign- in

"Advancing Equity for Students with Disabilities in Schools"

24-25 Michael Ramirez Sign-in

Facilitator Information

- Michael Ramirez, Ed.D. (He/Him/His)
  - Exceptional Student Services Unit, Colorado Department of Education (CDE)
    - Supervisor, Equity Projects Specialist
    - Facilitative Leader and Coordinator for IHE CoP
  - Adjunct Faculty at Colorado Christian University
  - Background:
    - CDE Leadership (RtI, PBIS, Building Bridges MH Grant, Restraint / Seclusion Rules)
    - Supervised CDE's initial implementation of MTSS
    - Founder of a Facility School's flagship program (Shiloh House, Inc.)

Facilitator Information, Continued

- Bryn Harris, PhD, NCSP (she/her/hers)
  - Professor - University of Colorado Denver
    - School of Education and Human Development & Department of Pediatrics (Developmental Pediatrics)
  - Background:
    - PhD - Indiana University
    - Licensed Psychologist (CO) and School Psychologist (CO)
    - Bilingual in Spanish
    - Practicing School Psychologist (part-time) - Denver Public Schools
    - Research focuses on identification of autism in culturally and linguistically minoritized populations

Facilitator Information, Cont.

- Krista Klabo, Ed.S. M.S., NCSP (she/her/hers)
  - Exceptional Student Services Unit, Colorado Department of Education (CDE)
  - Supervisor, School Psychology & Special Education Evaluation Specialist
- Background
  - Licensed School Psychologist (CO)
  - Former teacher, special education teacher, and school psychology practitioner
  - Supports the collaborative process to create guidance and technical assistance resources for school psychologists, school-based mental health professionals, and educators

Grounding in Equity, Diversity, and Inclusion

- One person's idea about equity may not be the same as another's,
- We encourage you to be courageous while remaining measured in your approach,
- Lean into uncomfortability,

- Every day is a new beginning on an uncharted journey toward equity.

Today's Agenda

- This Community of Practice (CoP) is a forum to discuss research-based strategies to improve outcomes for students with disabilities.
- Introductions
- Community of Practice Introduction
- Discussion Regarding "Advancing Equitable Evaluation Practices"
- Reflective Activities
- Closing

Setting the Context

During SY 2024-25, this CoP will explore strategies to address the question:

- What are the key problems of practice impacting equitable outcomes for students with disabilities?

- Topics:
  - ✓ 1st: Using Data to Dismantle Educational Inequalities
  - ✓ 2nd*:* MTSS to Advance Equity
  - ✓ 3rd: Advancing Equitable Evaluation Practices
  - 4th: Promoting Equitable Discipline Practices

Member Introductions

Introduce yourselves in the chat!

- Name, preferred pronouns, role, district/region/BOCES.
- Where are you joining from in Colorado?
- What is one thing you hope to achieve in the next year?

Culturally Responsive Evaluation Practices

- Teams consider linguistic and cultural factors when selecting assessments.

- Evaluations focus on gathering a comprehensive body of evidence from multiple sources.

- Families are engaged to provide context and insights into the student's abilities.

- MTSS practices are integrated with culturally informed evaluation strategies.

- More professionals are discussing these issues and adopting best practices to improve evaluations.

Inequitable Practices

Inequitable practices leading to significant disproportionality-

- The identification of students of color and linguistically and culturally minoritized students in special education.

- Students identified for special education at a higher rate than their White peers.

- Hispanic, Black, and Native students all have higher risk ratios for being identified with disabilities than White students (NCLD, 2020.

- Consider the ways that we are using data, responsive and affirming practices, and teams to ensure that we are able to complete comprehensive, appropriate evaluations for special education.

Two Rounds of Breakout Discussions

- Both rounds will have 3 simultaneous breakout rooms.

- You may self select a breakout room based on audience.

- Questions will be placed in the chat, please copy and save for your breakout session.

- You may want to adopt and adapt the questions for your meetings.

- Session 1, ~15 minutes, & Session 2, ~12-minutes.

- Note catcher: Appoint a scribe and reporter.

Reflection Activity- Round 1A(15 minutes)

MTSS and Special Education Process:

- How are school staff considering the influence of culture and language when determining tiered support approaches?
- What child find practices exist in your school/district/BOCEs? How are you seeking to identify any students who may have disabilities? How is this process culturally and linguistically responsive?
- How is intervention utilized through equity-based MTSS or other tier 2 or 3 supports attempted to see if the student can make progress without Special Education?

Reflection Activity- Round 1B(15 minutes)

Questions for Other School Staff:

- What protected spaces exist for teachers and staff to discuss and share information about students of concern? How can having an established process or setting for this discussion support in identifying students? How can we ensure teachers and staff are sharing information and not working in silos?

- How is data collected over time? What data sources do you have that exist inside and outside of the classroom? How is data compiled to identify trends that may indicate a need for support (e.g. noticing a student who is failing multiple classes, missing lots of school, demonstrating lots of behavior, etc.)? How is data disaggregated to identify any inequitable trends regarding the need for evaluation?

Reflective Activity #2A (15 Minutes)

Tiered Team Approaches Questions:

- Who is involved in the evaluation process? How do you ensure that meaningful input is received from different stakeholders?
- How are team compositions determined and arranged to ensure that participants are invited that have unique and valuable knowledge to support this child and their family?
- How are teachers and staff informed about and prepared for their role in providing input about students? How can their first-hand knowledge be better leveraged for efficient and impactful input?
- How are families made aware of and involved in the evaluation process? How can we position families as the experts on their children and utilize their special knowledge?

Reflective Activity #2B (15 Minutes)

Conducting Comprehensive Evaluations:

- How are you ensuring culturally and linguistically minoritized students are served appropriately in evaluations? What current processes are utilized to promote equitable evaluations (e.g. multilingual evaluation team, interpretation and translation services, family liaison support) and how effective are such services?

- Evaluation tools vary in their appropriateness for different cultural and linguistic groups. How are evaluation tools selected? Are evaluators, particularly SpEd teachers, informed about what tools may be stronger choices for different populations or needs? Who can be consulted when support is needed in selecting a tool or process?

- During your evaluations, how are you: *(See five additional probes in Google Folder)*

Question for School Teams:

- How does your district/school/setting proactively provide information to families about services for students with disabilities?
- How readily is information available for parents about how to request evaluations or discuss their student's needs?
- In what ways does your school team provide information, discuss student performance, and share concerns with families? When and through what processes does this happen? When doesn't this happen?
- What can be done to ensure that families of culturally and linguistically diverse backgrounds are aware of existing school supports and their rights as parents, particularly regarding evaluations?

Final Reflections and Commitments

In the chat,

1. Share relevant breakout notes in the Chat.

2. List your top takeaways from today's discussion.

3. How will you use Reflection # 3, with your team?

4. Identify one commitment, goal, or next step, based on today's learning.

A Vision Toward the Future

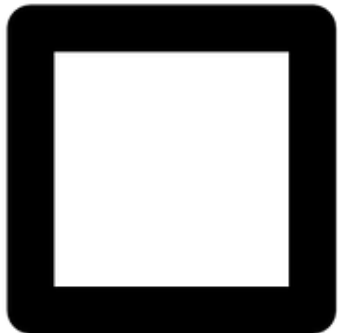**This session will be posted on the website.**

Register for Future Sessions at:

Supporting Inclusive Practices for Students with Disabilities

(Registration closes two weeks before the Meeting)

✓September 10, 2024

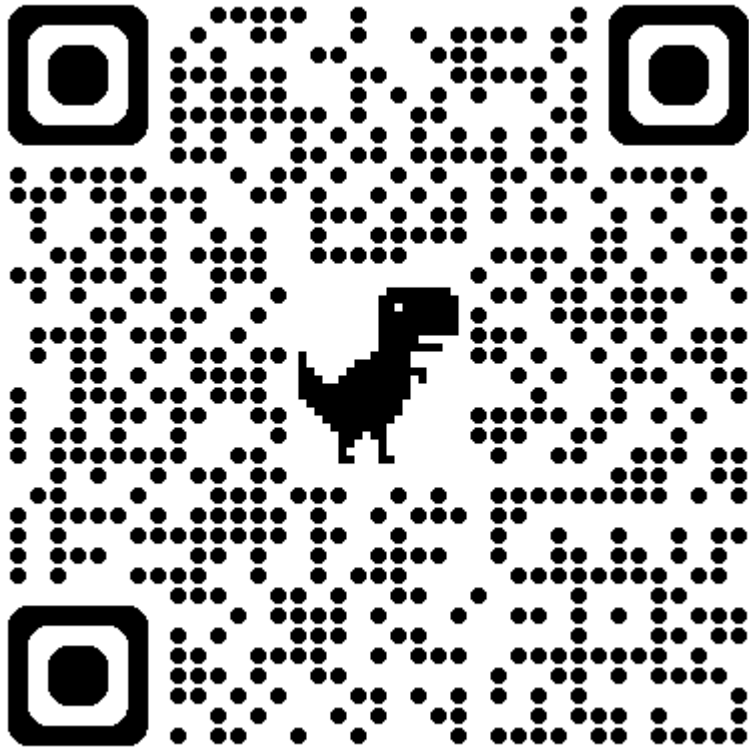✓November 12, 2024

✓February 11, 2025

• May 13, 2025

Topic for next meeting: "Promoting Equitable Disciplinary Practices"

Look for pre-meeting assignments to be shared before the next meeting.

Evaluation and Certificate

- *CoP of Practice for Advancing EDI for Students with Disabilities.*

- *Today's Topic: "Advancing Equitable Evaluation Practices"*

Contact Information

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