

# Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #5

**Division of Early Intervention and Special  
Education Services**

January 30, 2024

CO-CHAIRS

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Dr. Carey Wright, Interim State Superintendent of Schools  
Liz Zogby, Special Education Policy & Advocacy

# Privacy and Confidentiality Statement

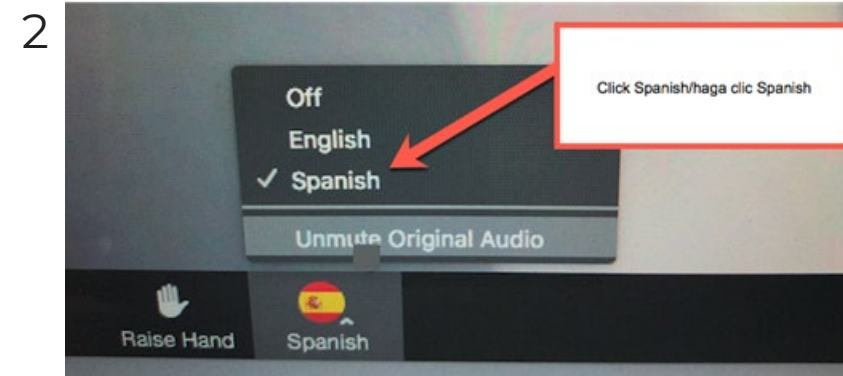
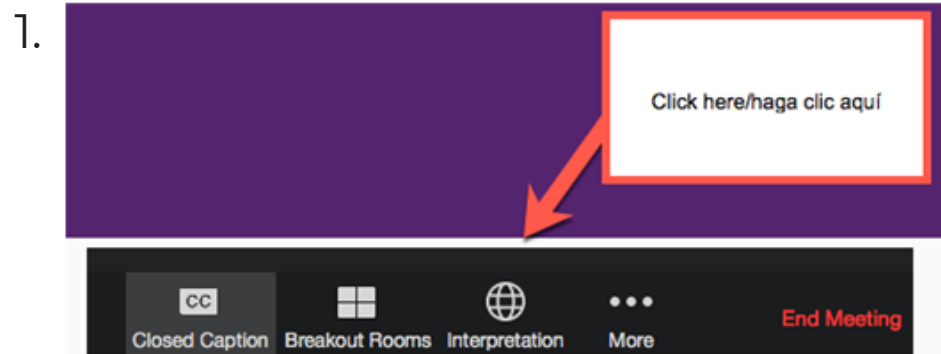
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# Note to Attendees

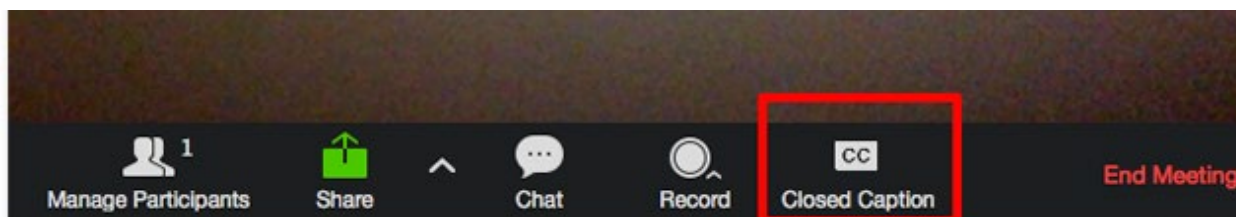
<https://www.youtube.com/watch?v=1tEe50bPx3w>

This meeting is being recorded and livestreamed via MSDE's YouTube channel:

¿Español?



Closed Captioning







## Presentation Outline

1. Welcome/Introductions
2. Public Comment
3. Arc of Future Discussions
4. MSDE Overview on Current SDI Guidance
5. SDI Panel
6. Small Group Discussion
7. Large Group Share Out
8. Exit Ticket
9. Wrap Up/Closing

# Guiding Question

- Blueprint Special Education Workgroup Meeting #5

What evidence-based instruction and related services will enable all students with disabilities to meet the standards and expectations under IDEA?



1. Welcome/Introductions

**2. Public Comment**

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# Public Comment

Hear from Registered Guests – Public Comment Period





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# ARC of Future Discussions

Workgroup opportunity to provide feedback and input



- 
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## MSDE Overview on Current SDI Guidance

Specially Designed Instruction (SDI) Within a Multi-Tiered System of Supports (MTSS)



## The IEP is the Foundation for SDI

- For students with disabilities, the Individualized Education Program (IEP) provides the diagnostic prescriptive tool to implement specially designed instruction.
- Specially Designed Instruction (SDI) should narrow the gap in the performance of students with disabilities compared with their same age peers.
- The IEP team must ultimately consider how special education and related services, implemented through an effective IEP, can change the trajectory of a student's growth to reduce or close the gap.

[https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01\\_Curriculum\\_Instruction\\_and\\_Assessment\\_Final-508.pdf](https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01_Curriculum_Instruction_and_Assessment_Final-508.pdf)

# Best Practices for IEP Teams

- Develop, as appropriate, IEP goals that are:
  - Aligned to academic content standards of grade level enrollment, and
  - Aligned to academic content standard from earlier in the learning progressions, or
  - Aligned to age/grade appropriate functional skills impacted by the disability and interfere with, prevent, or affect communication and interpersonal interactions, participation in school and learning activities, and independence in school and potential post-school settings.
- Implement evidence-based instructional practices and strategies or approaches that have proven to be effective in leading to desired outcomes;
- Analyze trend data in order to reasonably calculate student progress toward grade level standards and set ambitious IEP goals;
- Regularly review student data to monitor student progress and make data informed decisions about adjustments to instruction and interventions; and
- Consider the information and training needs of parents and school personnel.

[https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01\\_Curriculum\\_Instruction\\_and\\_Assessment\\_Final-508.pdf](https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01_Curriculum_Instruction_and_Assessment_Final-508.pdf)



## Strong Multi-Tiered Systems of Support (MTSS)

- When schools have a strong multi-tiered system of supports (MTSS), the foundation is laid for teaching to the diverse needs of a variety of learners who may enter the schoolhouse doors.
- An effective tiered framework employs evidence-based screening, standards aligned curricula, team based collaborative planning, and a strong evidence-based instructional approach that is based on universal design for learning (UDL) principles and differentiated instruction (DI) to address the individual characteristics of the students in each class.
- UDL and DI serve as the instructional base for all students, including students with disabilities.

[https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01\\_Curriculum\\_Instruction\\_and\\_Assessment\\_Final-508.pdf](https://marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-01_Curriculum_Instruction_and_Assessment_Final-508.pdf)

# Strong Multi-Tiered Systems of Support (MTSS)

## Tier 1 Core Instructions+

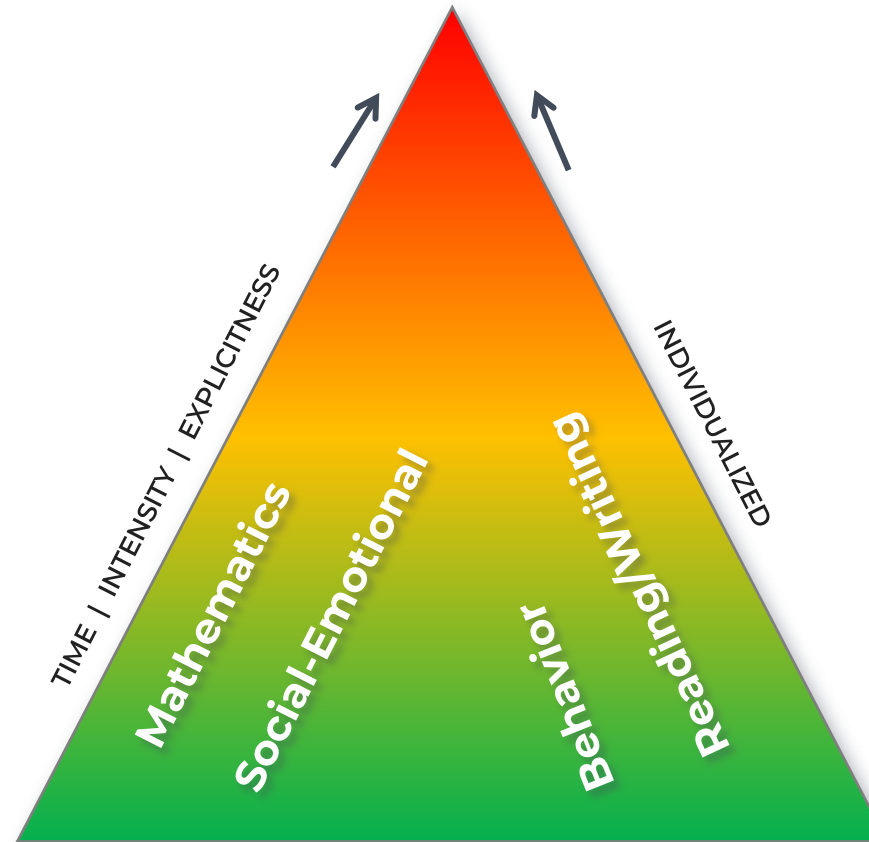
- Universal screening for All students
- Formative and summative assessment
- Explicit teaching of behavior expectations
- Differentiated instruction
- Lessons designed with the UDL frameworks

## Tier 2 Supplemental Instruction

- Input from specialists
- Diagnostic assessment
- Integrated behavior and academic data
- Monthly or bi-monthly progress monitoring
- More intensive instruction

## Tier 3 Intensive Intervention

- Designed to remedy error patterns
- Weekly or daily progress monitoring
- Integrates comprehensive behavior supports
- Family involvement
- Individual student planning



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## SDI Within MTSS

- **Specially Designed Instruction (SDI)** is most powerful when delivered within an Integrated Tiered System of Supports, as it provides students with disabilities the opportunity for more intensive instruction in areas of skill deficits, alongside their peers with similar learning needs.
- However, a student with a disability, and unique learning needs stemming from that disability, will require specially designed instruction to make progress in the curriculum.



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## SDI Panel

Hear from a moderated panel of experts from Maryland LEAs



## Moderated Panel with Consultant, Nate Levenson

- **Beth Morton**, Principal, Huntingtown High School  
Calvert County Public Schools
- **Ericka Levy**, Psy. D., Educational Specialist II  
Behavior Consultation Team  
Baltimore City Public Schools
- **Diane McGowan**, Director, Specially Designed Instruction and Compliance  
Anne Arundel County Public Schools  
Department of Special Education

## Panel Discussion

- **Beth Morton**

- Question: **What expertise is required** of IEP Teams **to reconcile the “I” in IEP** with the requirement for **evidence-based services** that are **based on peer-reviewed research** to the extent practicable?

- **Dr. Ericka Levy**

- Question: **What expertise is required** of IEP Teams **to reconcile the “I” in IEP** with the requirement that **evidence-based services** be **“reasonably calculated”** to enable each student’s goals to be achieved?

- **Diane McGowan**

- Question: **What TA** do IEP Teams need **to ensure** they understand the IDEA requirement that IEPs must **provide evidence-based SDI** as part of services that are **reasonably calculated** to enable each student’s goals to be achieved?  
(What **knowledge and skills** should be in the TA and how should it be structures and delivered?)





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## Small Group Discussion

Participate in Breakout Groups to provide feedback and recommendations

# Breakout Sessions

- Membership in breakout sessions is **predetermined** and heterogeneous
  - You should **automatically** move to your breakout group
  - If you receive notification asking if you would like to move to a breakout group – please click “**move to breakout**”
- Breakout sessions will last 35 minutes – allowing 5 minutes per question.
- Please use the chat if you have additional comments so that your feedback can be recorded.
- Breakout Group #1 will be livestreamed and all will be recorded and be posted on the MSDE website.
- Each person in the Workgroup will now be moved to a breakout session
  - NOTE: Sign language** interpreters will remain in **breakout room #1** and will be livestreamed
- Each breakout group is assigned an **MSDE staff** as a **notetaker**
- Each breakout group is asked to please **identify** a:
  - Facilitator
  - Timekeeper
  - Reporter to share out 2 – 3 minute highlights of discussion

# Breakout Sessions

## Group Norms:

- **Speak with care:**
  - Speak from your own experience and be mindful of how your comments may impact others.
  - Use “I” statements and avoid speaking for or generalizing whole groups.
- **Listen respectfully:**
  - Avoid interrupting the person speaking and talk that evaluates/judges their comments.
  - Limit your comments to 1-2 minutes.
  - Understand that there are no right or wrong answers.
- **Lean in/Lean back:**
  - Give your input and make space for others to do the same.
  - Be aware of your talk time and try to stay on topic.



# Breakout Sessions

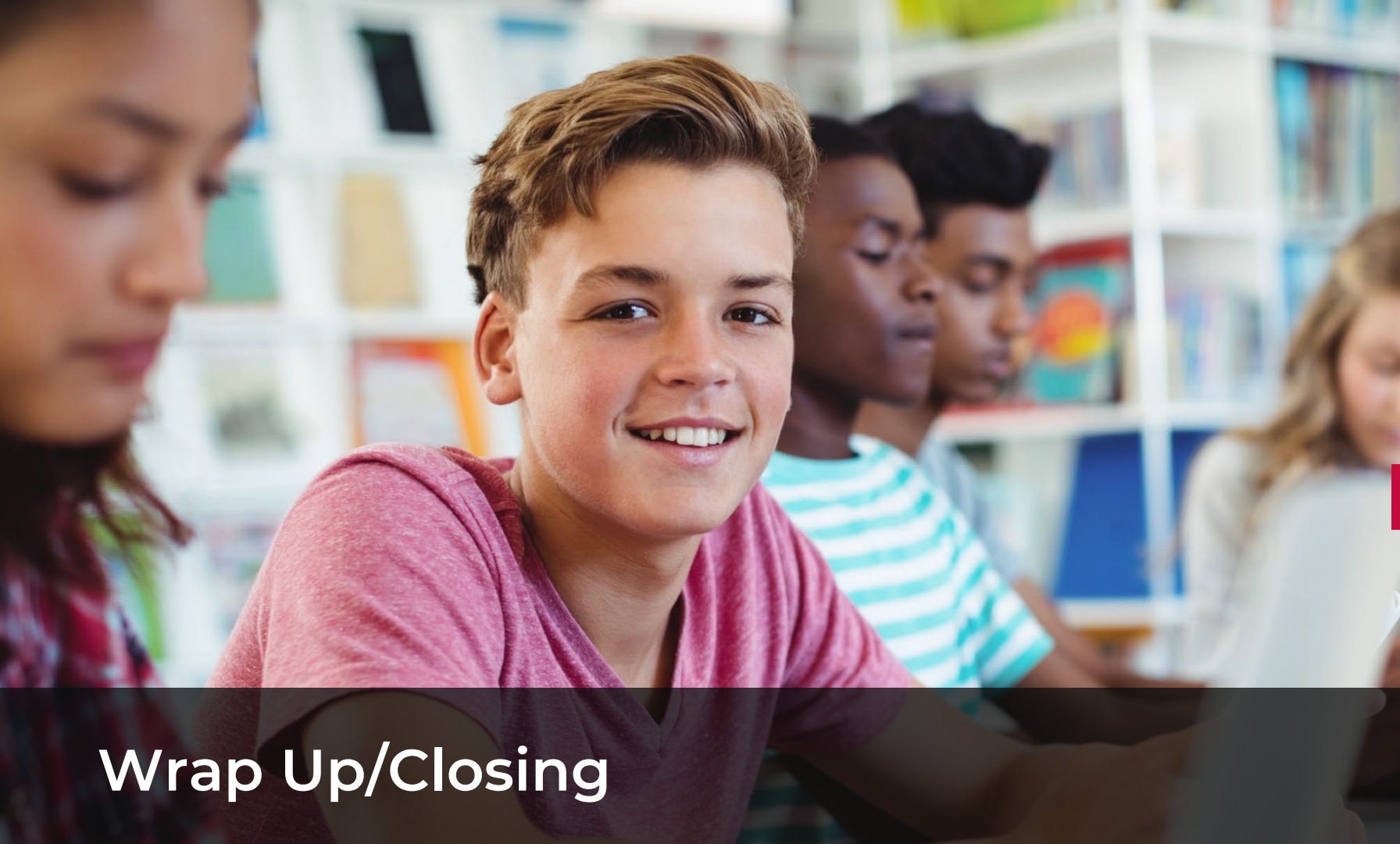
## Guiding Question:

What evidence-based instruction and related services will enable all students with disabilities to meet the standards and expectations under IDEA ?

# Breakout Sessions

## Discussion questions:

1. Do IEP Teams generally understand the requirement under IDEA that IEPs must provide evidence-based specially designed instruction (SDI) as part of services that are reasonably calculated<sup>1</sup> to enable each student's goals to be achieved?
2. What are evidence-based services that are “based on peer-reviewed research to the extent practicable”? What expertise is required of IEP Teams to reconcile the “I” in IEP with the requirement for evidence-based services that are “based on peer-reviewed research to the extent practicable”? (What are general guidelines for teacher judgment in consideration of appropriate evidence-based instruction?)
3. What is the meaning of “reasonably calculated”? Again, what expertise is required of IEP Teams to reconcile the “I” in IEP with the requirement that evidence-based services be “reasonably calculated” to enable each student's goals to be achieved?
4. What technical assistance (TA) – i.e., what knowledge and skills should be included and how should the TA be structured and delivered – will IEP Teams need to respond to the above requirements?
5. How should SDI be integrated into RTI?
6. What is current MSDE guidance – in effect, menus of evidence-based best practices – on evidence-based best instructional practices associated with particular disabilities (e.g., SLD, Autism, ID) or generic practices (e.g., UDL). Are there priorities for where such guidance is required?
7. Who can design and deliver SDI? How should IEPs document the provision of SDI (e.g., primary/secondary provider)?



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## Wrap Up/Closing

Moving the work forward



## Exit Ticket

- As the state works to ensure that students with disabilities receive the most appropriate and impactful supports, what are the steps MSDE can take? (That is, what are specific elements of an action plan MSDE should develop to provide evidence-based practice standards, technical assistance, data collection and analysis, and monitoring that will ensure the accountability of MSDE and the LEAs?)
- Would you like to suggest any recommendations based on the discussion at today's meeting?
- What worked well in today's meeting and what could be improved?

# Next Steps and Resources

## Exit Ticket:

- A link to a survey is forthcoming

## Next Meeting

- **February 28, 2024** from 4pm to 6pm in a virtual format for all participants.
- **Guiding Question:** How can MSDE ensure effective implementation of IEPs, including technical assistance, monitoring, and uniform data collection?
- **Forthcoming:**
  - Takeaways
  - Reading recommendations
  - Requested data and supporting analysis (as applicable)

## MSDE Blueprint Special Education Workgroup Webpage:

[Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup](https://Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup)

## Future Meeting Dates

| Date                          | Time           |
|-------------------------------|----------------|
| Wednesday, February 28, 2024  | 4:00 - 6:00 pm |
| Wednesday, March 20, 2024     | 4:00 - 6:00 pm |
| Wednesday, April 24, 2024     | 4:00 - 6:00 pm |
| Wednesday, May 29, 2024       | 4:00 - 6:00 pm |
| Wednesday, June 26, 2024      | 4:00 - 6:00 pm |
| Wednesday, July 31, 2024      | 4:00 - 6:00 pm |
| Wednesday, August 21, 2024    | 4:00 - 6:00 pm |
| Wednesday, September 25, 2024 | 4:00 - 6:00 pm |
| Wednesday, October 16, 2024   | 4:00 - 6:00 pm |
| Wednesday, November 21, 2024  | 4:00 - 6:00 pm |
| Wednesday, December 18, 2024  | 4:00 - 6:00 pm |



# BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

**[Blueprint.MarylandPublicSchools.org](https://Blueprint.MarylandPublicSchools.org)**