

# Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #7

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

March 20, 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

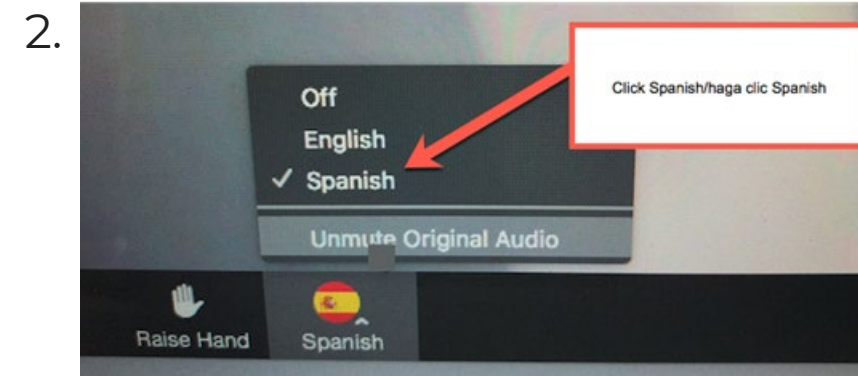
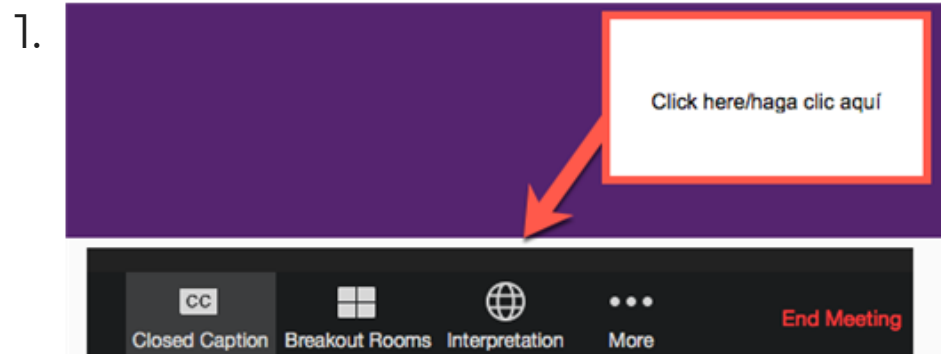
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# Note to Attendees

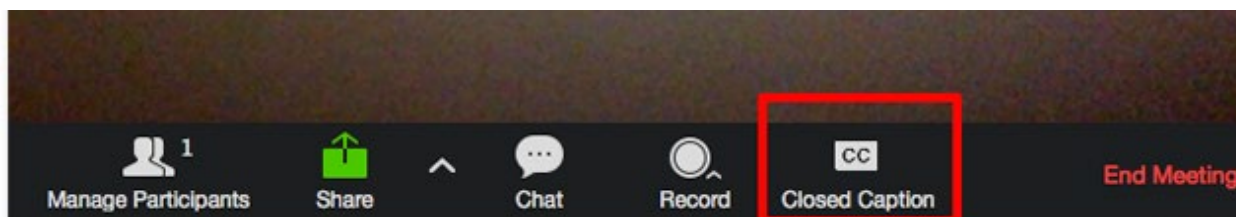
<https://youtube.com/live/7cmFHAzZeuo?feature=share>

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

¿Español?



Closed Captioning







## Presentation Outline

1. Welcome/Introductions
2. Public Comment
3. Highlights from February 28th
4. Proposed Recommendations
5. Knowledge, Skills & Expertise of Special Educators and General Educators
6. Recruitment and Retention of Special Educators
7. Exit Ticket Reflections
8. Wrap Up/Closing

# Blueprint Special Education Workgroup

## Meeting #7

### Guiding Question(s)

What are the knowledge, skills, and expertise that general and special educators need to effectively teach all students, including students with disabilities?

How can educator preparation programs and licensure requirements for certification and recertification be better aligned to these knowledge, skills, and expertise? What is the role of Higher Education vs. LEAs in developing the required knowledge, skills, and expertise?

What short- and long-term strategies will enhance supply and encourage retention of general and special educators?





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## Public Comment

Hear from Registered Guests – Public Comment Period





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## Highlights from February 28th

Summary of Workgroup feedback and input



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## Proposed Recommendations

Review and discussion on proposed recommendation(s)



## Recommendation(s) for Discussion

- MSDE should develop a plan for a plan to address effective implementation of IEPs, including technical assistance, uniform data collection and monitoring, within 60 days.

The plan should cover:

- Technical assistance, including more direct support and coaching for IEP Teams and LEAs from MSDE; clear, achievable standards linked to available resources; menus of evidence-based best practices (instruction and interventions); accessible differentiated guidance documents for educators; and professional development
  - Uniform data collection, including the need for review and revision of current data elements and technical assistance for collection and analysis of the data
  - Monitoring: Clear communication of the monitoring requirements and the criteria used to determine compliance, a balance between support and enforcement, and review of composition of Monitoring teams
- MSDE should review the Maryland Online IEP (MOIEP), including data collection, reporting capabilities, user experience, and current mechanisms for feedback and revision, and report on suggested improvements and/or alternatives within six months.



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# Knowledge, Skills & Expertise of Special Educators and General Educators

Small Breakout Groups



# 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”**
- 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 Session #1

## Topic: **Knowledge, Skills & Expertise of Special Educators and General Educators**

- What are the knowledge, skills, and expertise that general and special educators need to effectively teach all students, including students with disabilities?
- How can educator preparation programs and licensure requirements for certification and recertification be better aligned to these knowledge, skills, and expertise?
- What is the role of Higher Education vs. LEAs in developing the required knowledge, skills, and expertise?



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# Recruitment and Retention of Special Educators


Small Breakout Groups



## Breakout Session #2

### Topic: **Recruitment and Retention of Special Educators**

- What short-term strategies will enhance supply and encourage retention of general and special educators?
- What long-term strategies will enhance supply and encourage retention of general and special educators?

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# Exit Ticket Reflections

Exit Ticket Reflections

## Exit Ticket

Given our guiding question, focused on **Knowledge, Skills & Expertise of Special Educators and General Educators** as well as **Recruitment and Retention of Special Educators**, please respond to these four prompts by Sunday, March 24th.

- 1. What knowledge, skills and expertise do you think ALL educators should have (i.e., “a common trunk”) to effectively teach all students, including students with disabilities?
- 2. What knowledge, skills, and expertise (if any) should be specific to general educators and to special educators?
- 3. What specific takeaways, ideas, or suggestions do you have for improving the alignment of educator preparation programs and licensure requirements to the development of these knowledge, skills, and expertise? (Consider what roles MSDE, the LEAs, and Institutions of Higher Education should play.)
- 4. What strategies do you think would be most effective in enhancing supply and encouraging retention of general and special educators?
- 5. What other thoughts do you have on the topic of Teacher Qualifications and Recruitment/Retention? Or on the workgroup?





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## Wrap Up/Closing

Moving the work forward

# Blueprint Special Education Workgroup Report Timeline

Task	Due Date
Report Outline	April 24, 2024
First Draft Complete	May 1, 2024
Share Draft with Workgroup	May 6, 2024
Receive Feedback from Workgroup	May 20, 2024
Address Comments/Revisions	May 20 – May 31, 2024
Share Final Draft Report with Executive Team	May 31, 2024
Submit Final Draft to MSDE Leadership	June 5, 2024
Address Revisions	June 20 – June 28, 2024
Submit to Workgroup and AIB	July 1, 2024

# Next Steps and Resources

## Next Meeting

- **April 24, 2024** from 4pm to 6pm in a virtual format for all participants.
- **Guiding Question:** What evidence-based service delivery models (for special education and related services) could be implemented that would improve student achievement, be sustainable, improve working conditions, and encourage retention of educators?
- **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, 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
Thursday, 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)**