

Consortium Minutes
November 3, 2006

Welcome by Mark Riding - Mark said that the leaders, shaker and movers of Utah are here. He did the folder browse by.

Michael Herbert introduced the November issue of the Utah Special Educator.

Karla Padilla from the Governor's Council on the Employment of People with Disabilities and business manager of Marriott Rewards program in SLC (training and education subcommittee) working to help students transition from school to the workplace. They are needing applicants. Affiliated with UBET, Utah Business Employer team, school districts (SLC Valley), work ability and US office of rehabilitation. 2 purposes: 1) identify the employment and training needs of special education students and to be able to attain and retain employment and 2) identify the workforce needs of the employers. Now is the perfect time to link the school districts and the employers together to make this transition happen. Accommodations are easy to take care of. They used a focus group to help identify the specific needs. Findings: 1. Students need real-life experiences 2. Parents need realistic support on their role change as student transitions 3. School/employer relationships are critical 4. Employers want to work with schools. Students participate in real work situations where the employers come into the classroom to encourage students. Job shadowing and internships are two ways to help students learn to perform. Karla asked for teachers to participate in Mentoring Day and in job fairs. Look for possibility to fund teacher internships. Provide T& E committee with a name of someone who they can send information to district.

Julie Mootz - Preparing Highly Qualified Math Teacher – Julie gave an overview of the Math Corner on our website (www.updc.org). She compiled as much information as she could to help teachers teach math. It is a way to have a lot of information located at one place. There are lesson plans (mostly from the core academy) that can help teachers. There are references sheets and many other helps on the website. There is also a section for preparing highly qualified teachers. There are now modules (prepared by **Melina Alexander**, Weber State). These modules will be able to be monitored with webct from Utah State University so that administrators can see when teachers are ready to take the praxis. These modules can be previewed and reviewed on UPDC website, but will be available for credit (2 hrs) through USU, starting in January.

Mr. K. Richard Young, Dean of Education, David O McKay School of Education, Brigham Young University – Instructional Decision Making and the Problem Solving Process: We keep putting new labels on the same things we have been doing for a long time. 1) If children are to learn, you need concrete goals and objectives. 2) How do know if the students have learned (assessment). 3) Use the data obtained from assessment to make changes to the teaching methods, etc. This is one of the most powerful ways to make changes. (Even the most grand design eventually disintegrates to hard work.) One way to make all of this happen is to be collaborative. One of the best motivators to success is to see success, see the changes that make for success. Time issues are a concern, how do we find time to make changes? Collaborations is also essential to make changes. Collaboration is not easy, but it is critical. Dr. Young feels like there have been

some very good things come out of NCLB, not that he feels that there needs to be some changes to the laws, but that there have been major collaborations done because of this law. If you want students to learn, you have to maximize the number of chances students have to make correct responses. The fundamental principles will remain the same, even though terms may change. We need to remember that we all need to work together to make change happen.

Small Group Discussions: The Utah Problem Solving Model (collective brainstorming). Goal: provide feedback that will aide in the development of the Utah Problem solving model and training protocol (systems change). Rationale: increased pressure to improve student academic outcomes; increased use of tiered models of instruction designed to match student need to intervention; increased use of curriculum-based assessment which provides more student data; and RtI and Rwl. For standards documents (NCLB, Tiered instruction, RtI are standards documents) to make a difference you need to look at quality professional development. The people were divided into groups to discuss these topics. Results: How much training is going on between special and general education? Are new teachers struggling, are they prepared? We have tools available in elementary, what about secondary. We have services mandated from birth to 22, yet the funds begin at age 3. There are great things happening at Consortium, how to do we get more people involved? Are we asking the right questions? Are teachers both willing and able to do the job? Forms are not taken seriously, what do they represent? Special education is carrying the load, can we get general education to come onboard. Can we start with the good programs that are already in place and build on them? This discussion is working on systems change.

Adjourned at: 11:45 am.