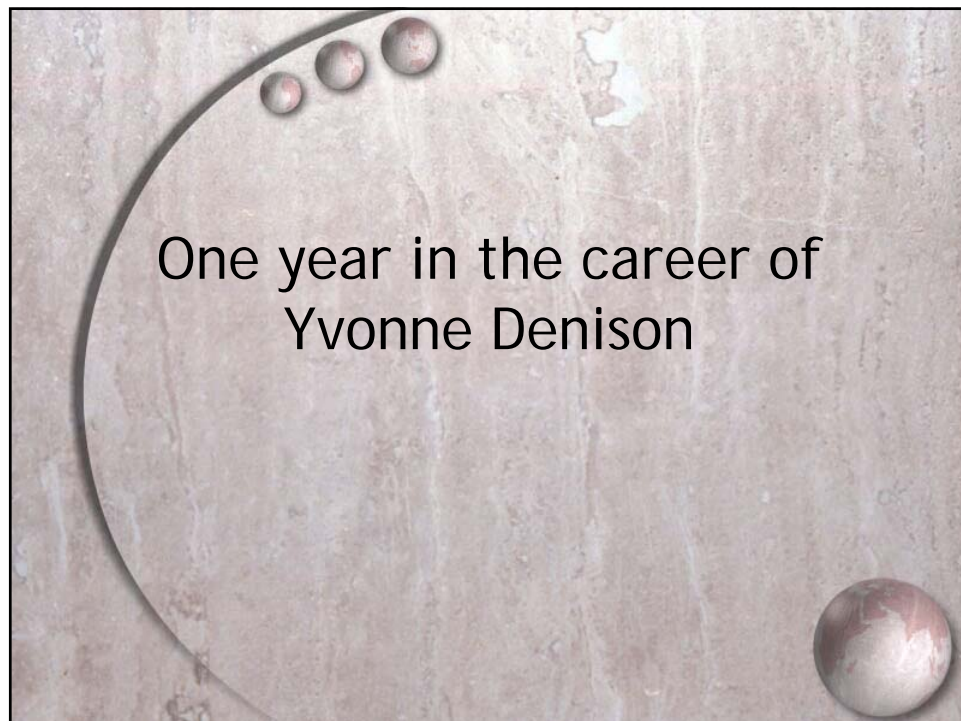
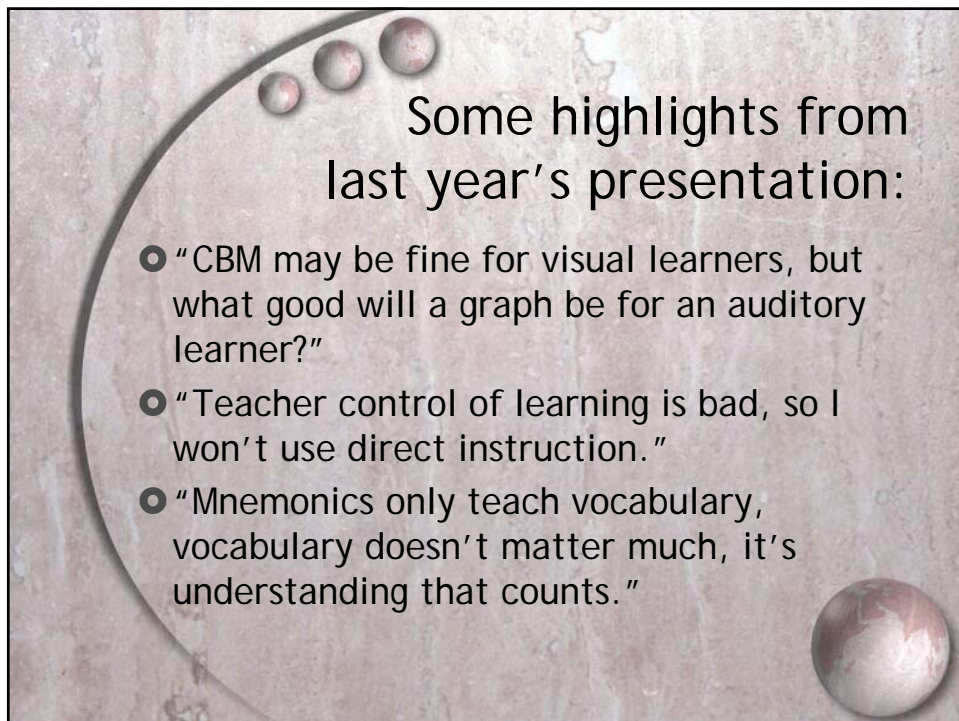
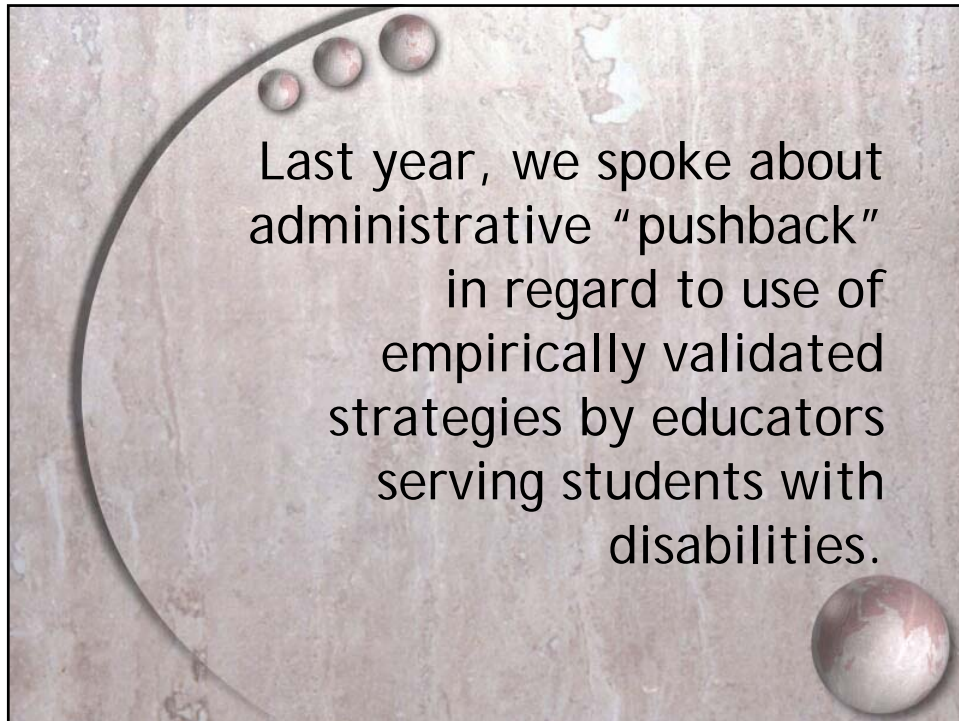


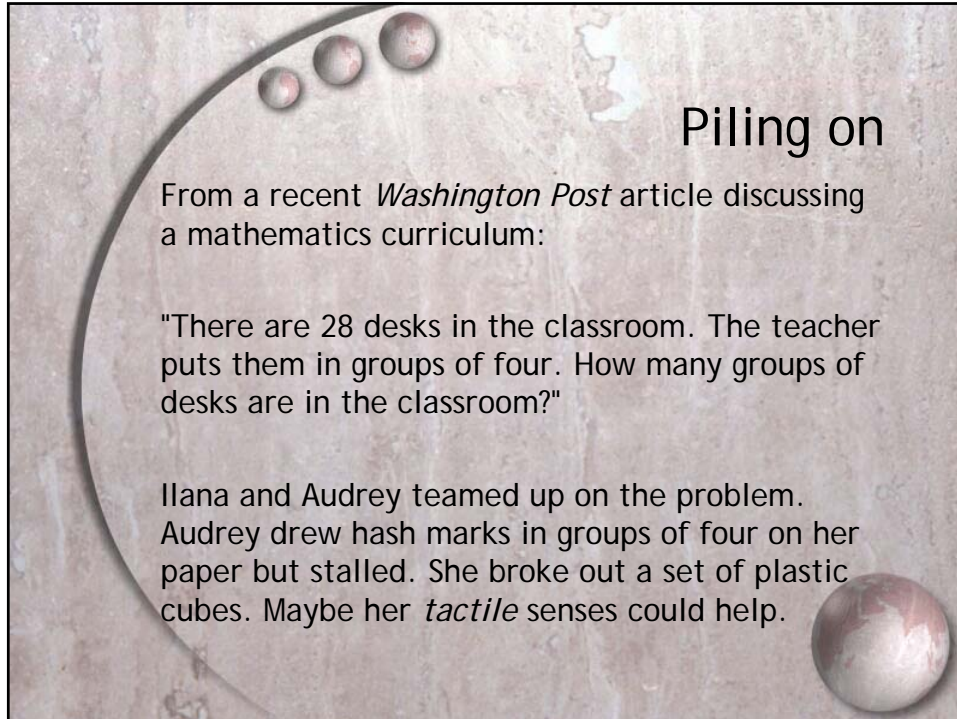
**Validated Treatments Require  
Validated Support:**  
The role of administrative priorities in promoting  
and undermining effective intervention

Rick Brigham  
George Mason University  
Mark Mostert  
Regent University



One year in the career of  
Yvonne Denison



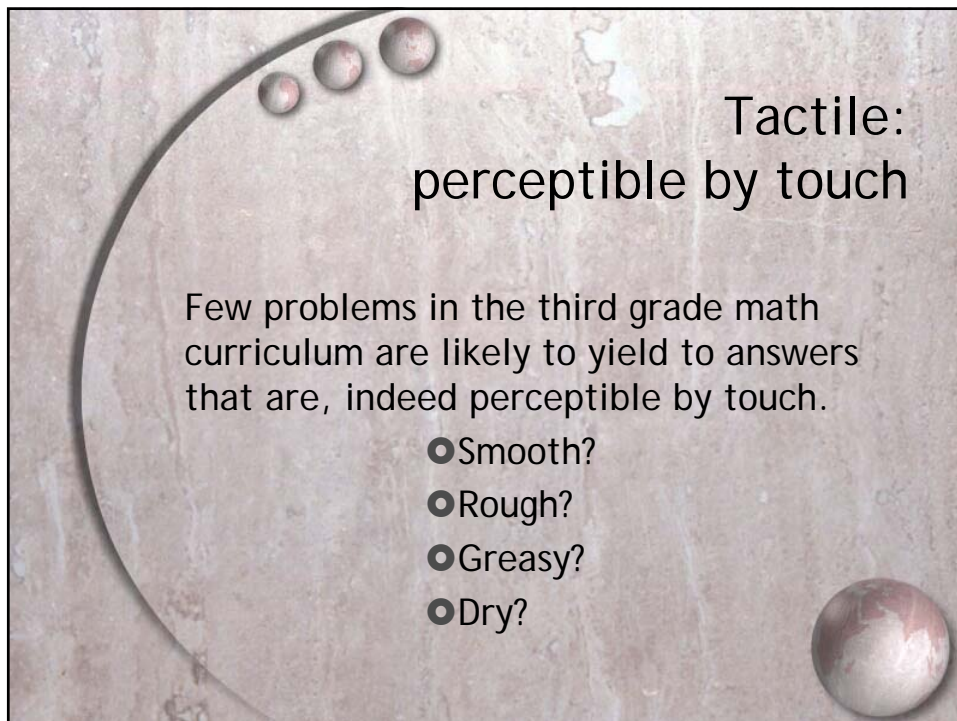


## Piling on

From a recent *Washington Post* article discussing a mathematics curriculum:

"There are 28 desks in the classroom. The teacher puts them in groups of four. How many groups of desks are in the classroom?"

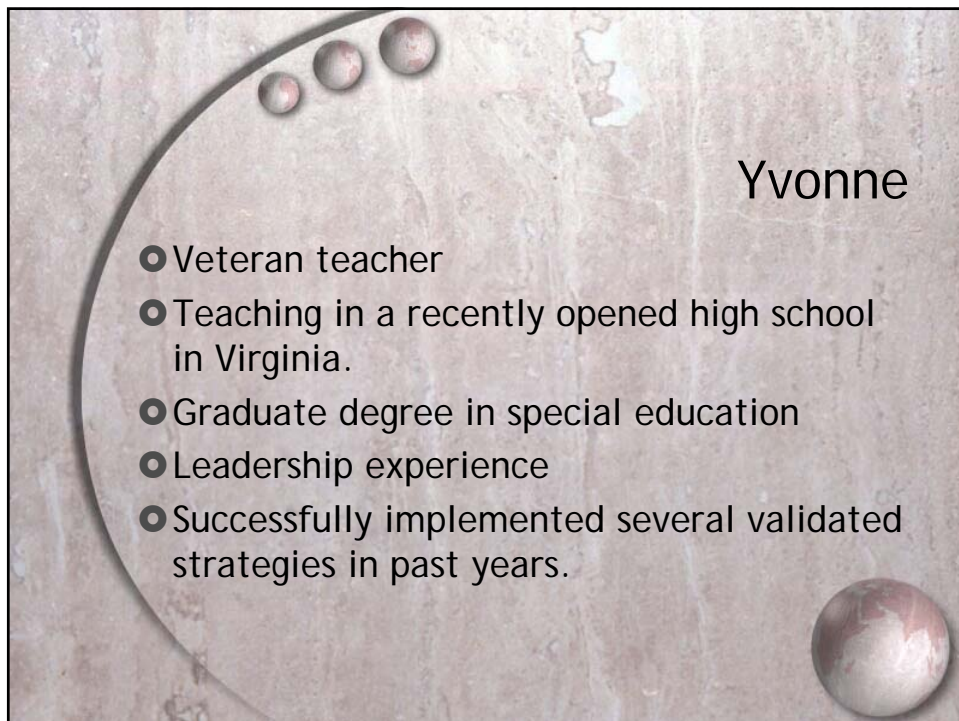
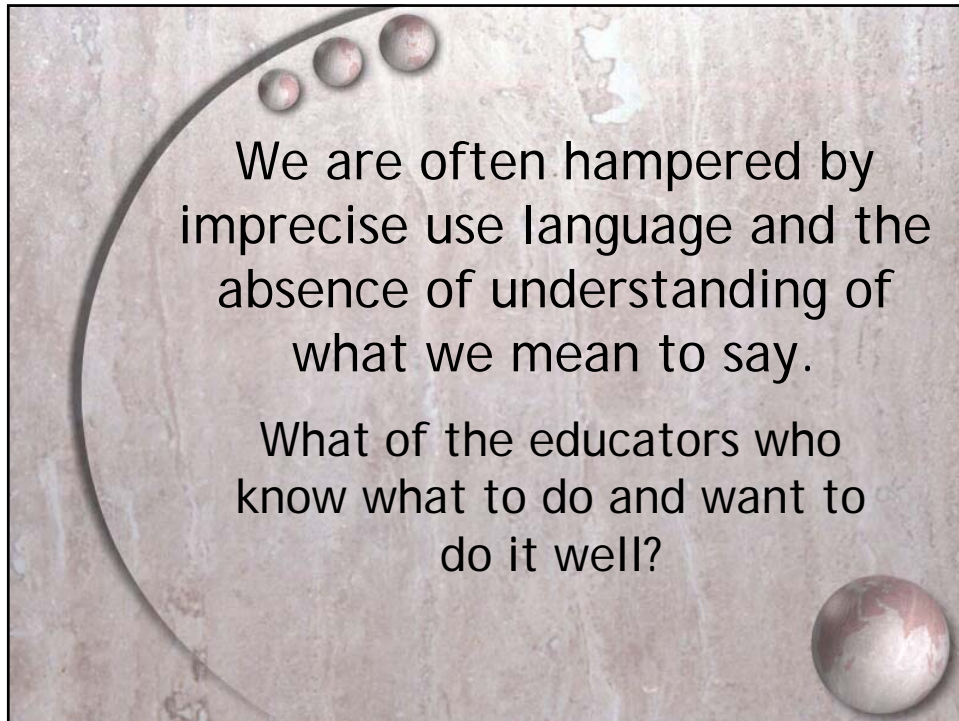
Ilana and Audrey teamed up on the problem. Audrey drew hash marks in groups of four on her paper but stalled. She broke out a set of plastic cubes. Maybe her *tactile* senses could help.

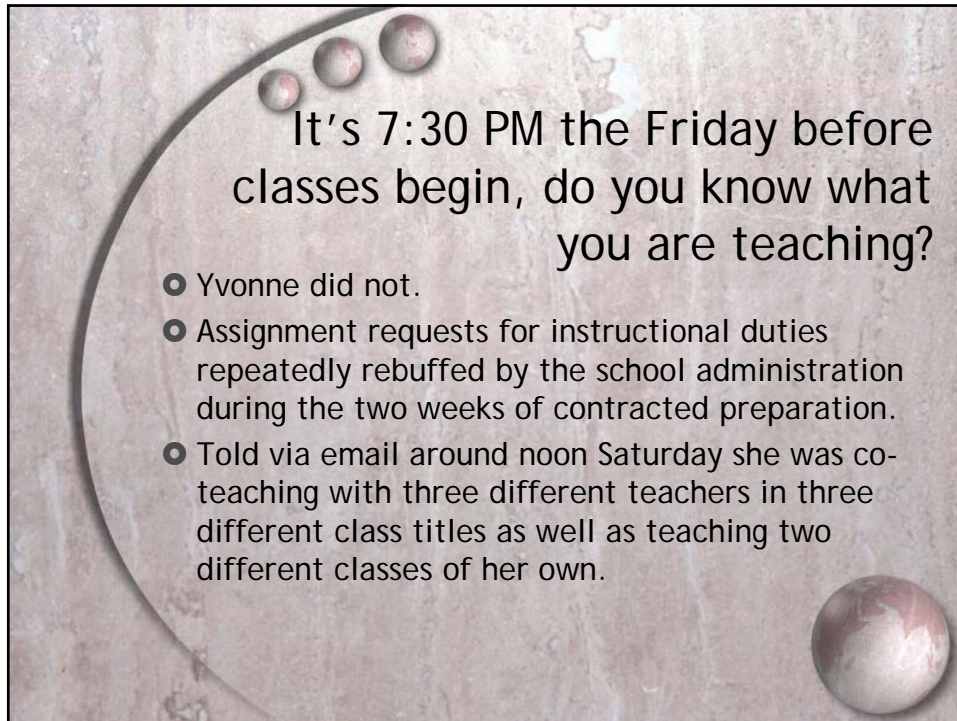


## Tactile: perceptible by touch

Few problems in the third grade math curriculum are likely to yield to answers that are, indeed perceptible by touch.

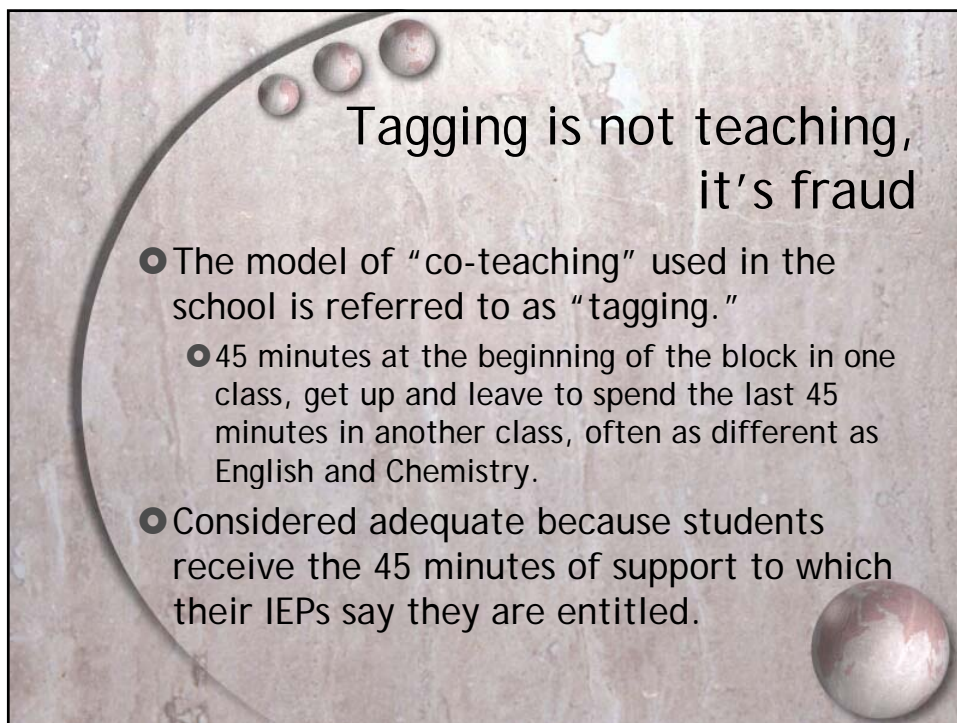
- Smooth?
- Rough?
- Greasy?
- Dry?





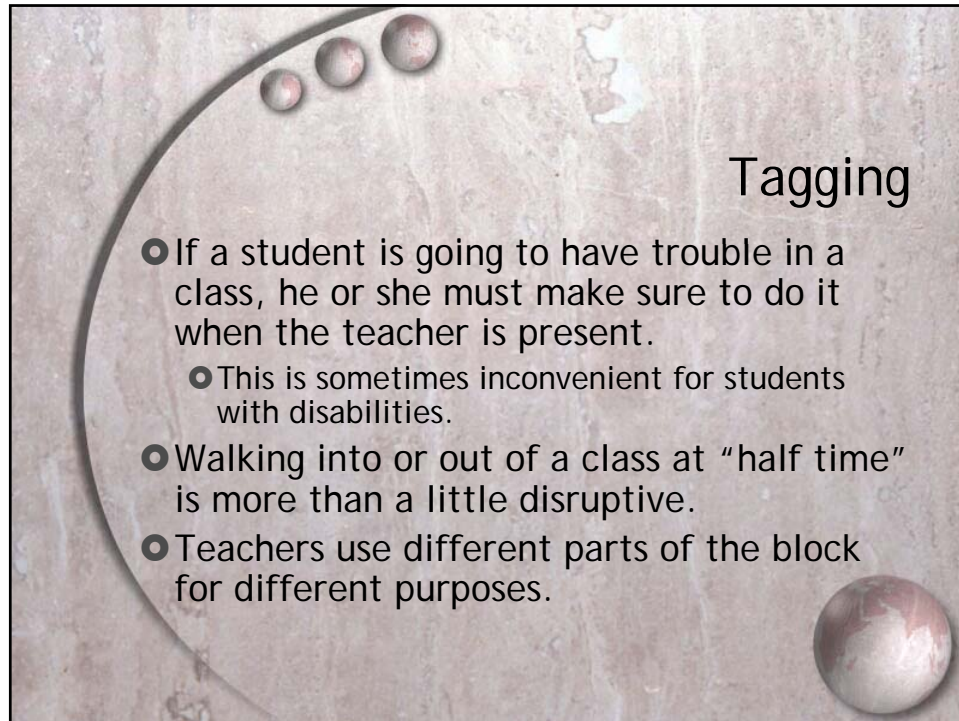
It's 7:30 PM the Friday before classes begin, do you know what you are teaching?

- Yvonne did not.
- Assignment requests for instructional duties repeatedly rebuffed by the school administration during the two weeks of contracted preparation.
- Told via email around noon Saturday she was co-teaching with three different teachers in three different class titles as well as teaching two different classes of her own.



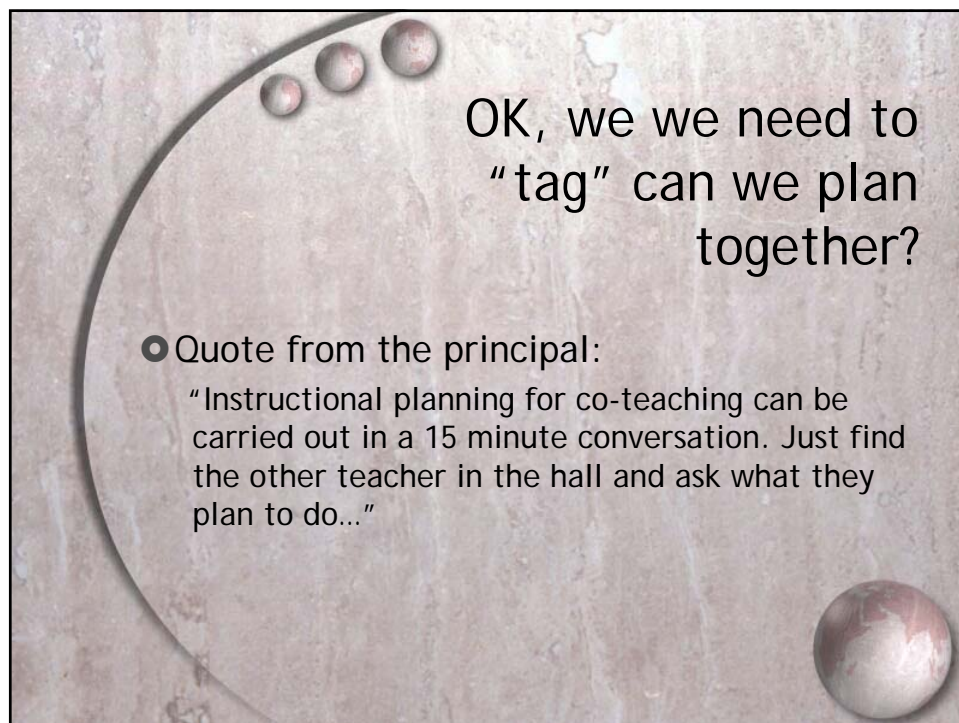
Tagging is not teaching, it's fraud

- The model of "co-teaching" used in the school is referred to as "tagging."
  - 45 minutes at the beginning of the block in one class, get up and leave to spend the last 45 minutes in another class, often as different as English and Chemistry.
- Considered adequate because students receive the 45 minutes of support to which their IEPs say they are entitled.



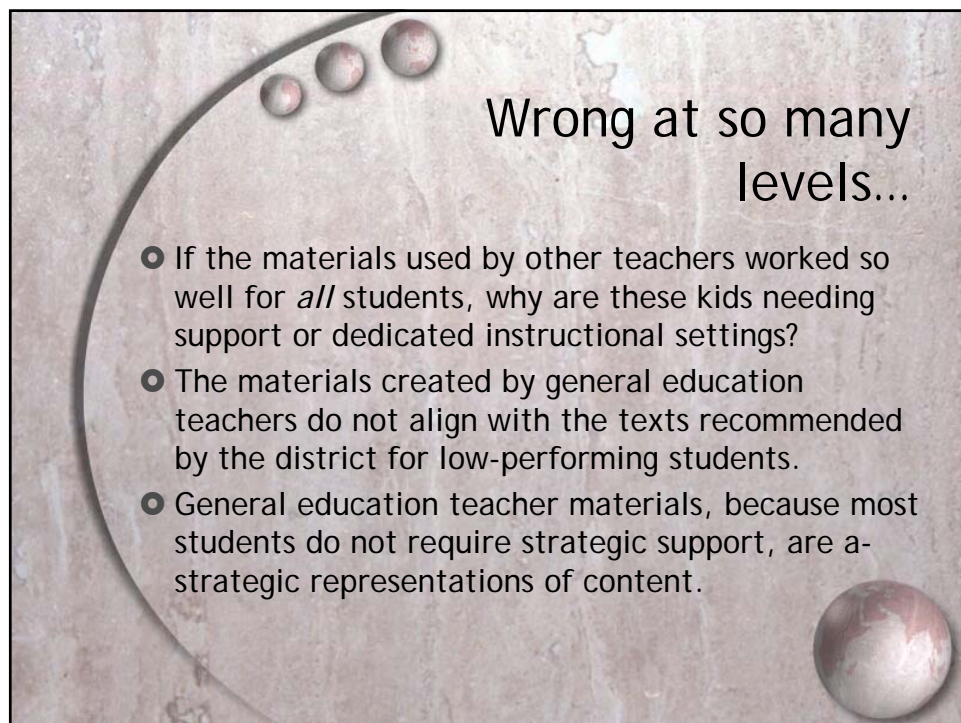
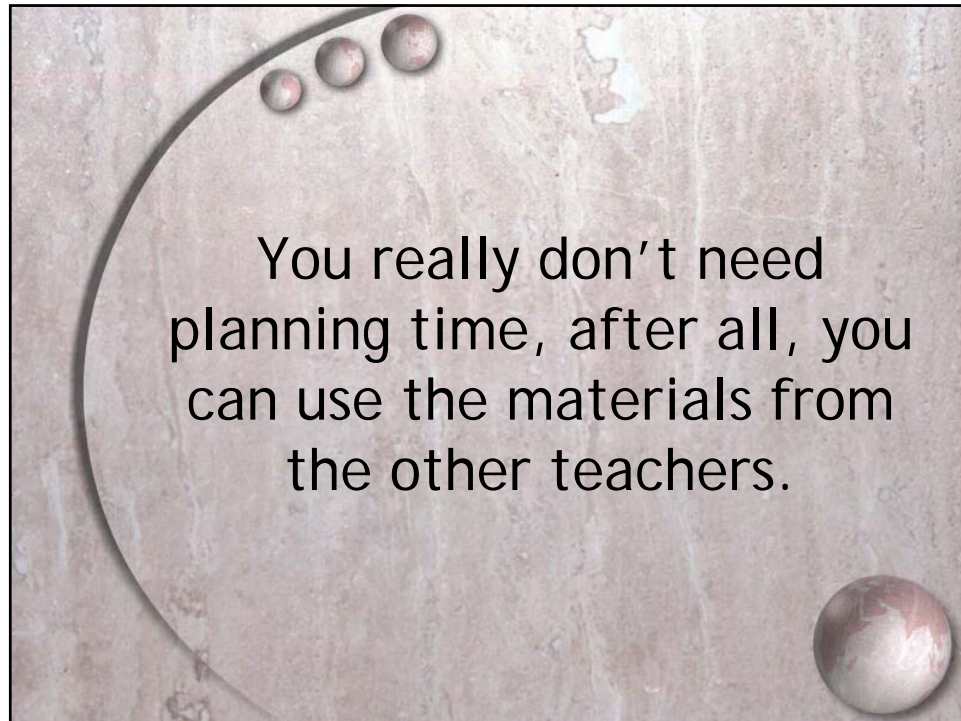
## Tagging

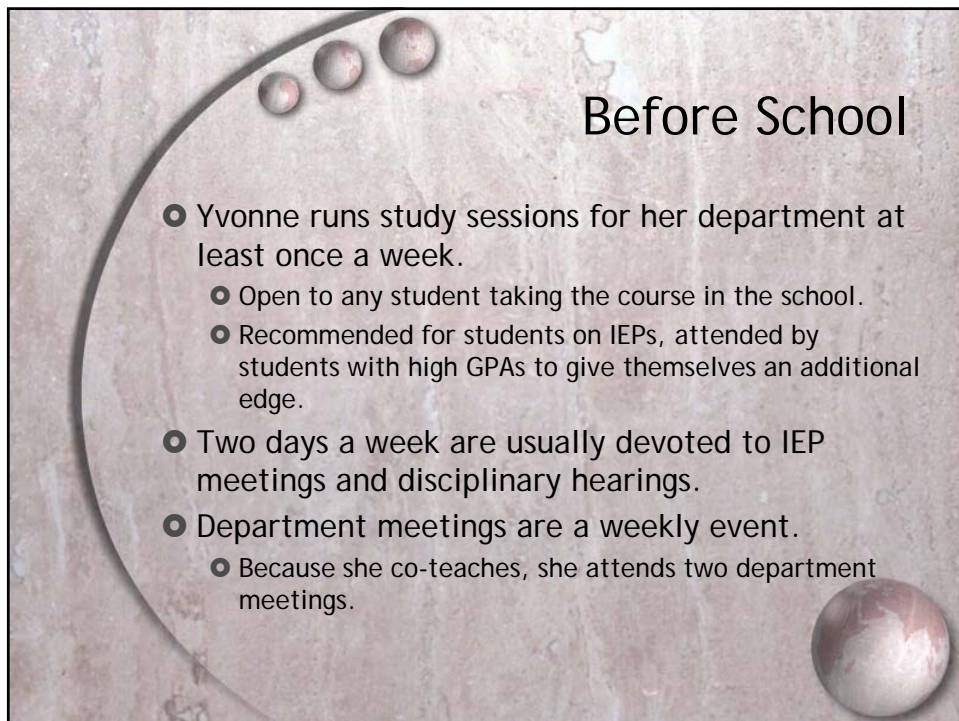
- If a student is going to have trouble in a class, he or she must make sure to do it when the teacher is present.
  - This is sometimes inconvenient for students with disabilities.
- Walking into or out of a class at “half time” is more than a little disruptive.
- Teachers use different parts of the block for different purposes.

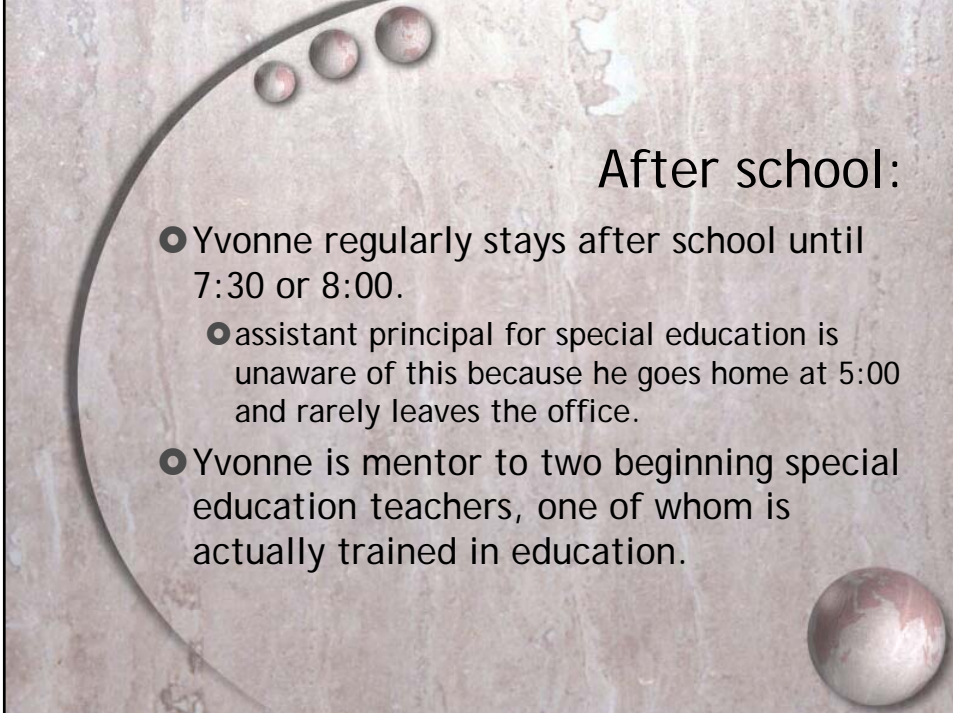


OK, we we need to “tag” can we plan together?

- Quote from the principal:  
“Instructional planning for co-teaching can be carried out in a 15 minute conversation. Just find the other teacher in the hall and ask what they plan to do...”

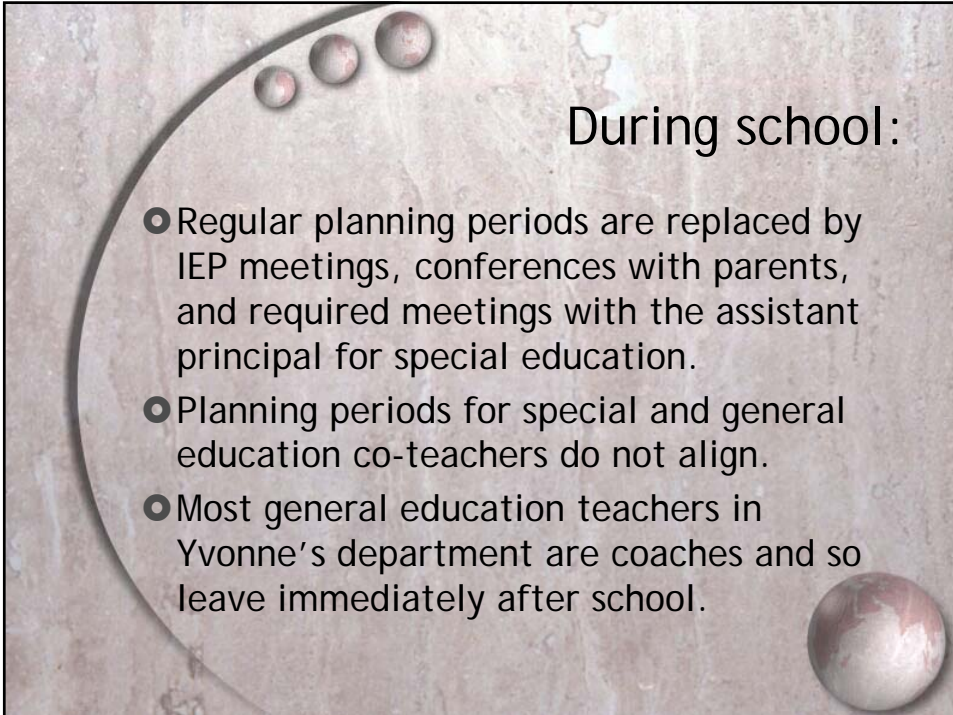






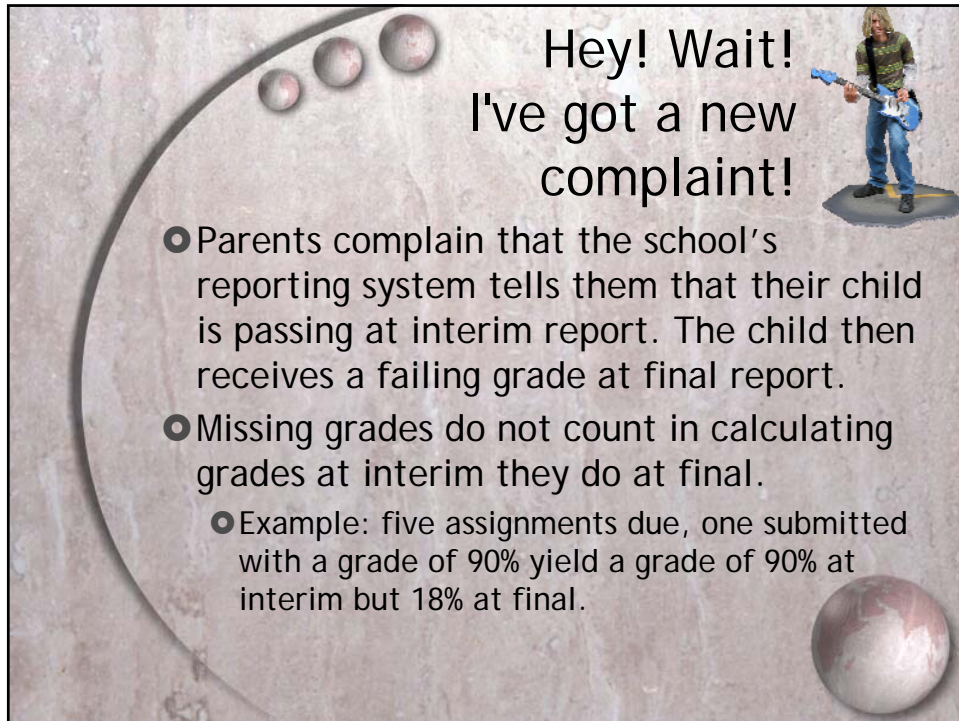
### After school:

- Yvonne regularly stays after school until 7:30 or 8:00.
  - assistant principal for special education is unaware of this because he goes home at 5:00 and rarely leaves the office.
- Yvonne is mentor to two beginning special education teachers, one of whom is actually trained in education.



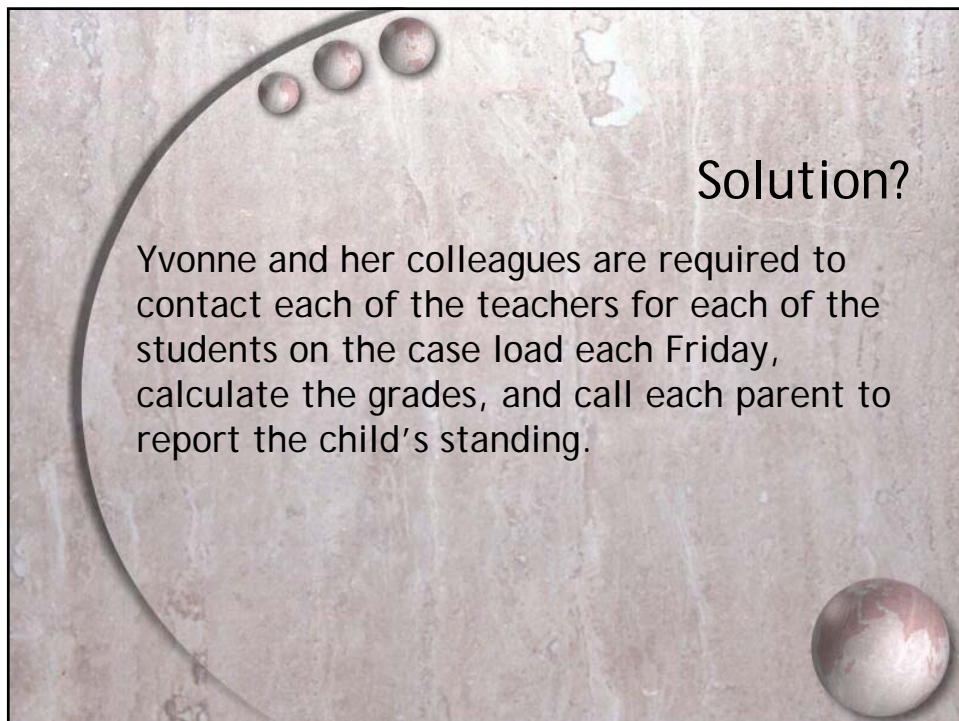
### During school:

- Regular planning periods are replaced by IEP meetings, conferences with parents, and required meetings with the assistant principal for special education.
- Planning periods for special and general education co-teachers do not align.
- Most general education teachers in Yvonne's department are coaches and so leave immediately after school.



## Hey! Wait! I've got a new complaint!

- Parents complain that the school's reporting system tells them that their child is passing at interim report. The child then receives a failing grade at final report.
- Missing grades do not count in calculating grades at interim they do at final.
  - Example: five assignments due, one submitted with a grade of 90% yield a grade of 90% at interim but 18% at final.



## Solution?

Yvonne and her colleagues are required to contact each of the teachers for each of the students on the case load each Friday, calculate the grades, and call each parent to report the child's standing.

## Let's do the arithmetic...

- 12 students or more on each case load
- 6 teachers for each student
- 2 minutes per teacher per student (right!)
- 5 minutes per call to parent (60 minutes)  
 $(12 * 6 * 2) + 60 = 204$
- If all goes smoothly, three and a half hours per week out of the professional time devoted to this task alone.

## Yvonne is required to use evidence-based practices

- She is not in a position to consider how to teach because she is focused on what to teach.
- Her professional time is diverted to clerical tasks and meetings.
- She is given increasing responsibility with decreasing authority to determine what happens in her classes.

