



New York State Education Department  
Office of Special Education  
**Educational Partnership**

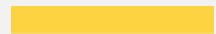




New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Consultant Teacher Services

## Supporting Classroom and Curriculum Participation



Produced by the Technical Assistance Partnership for Academics at the University at Albany, SUNY



New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

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# Our Staff



# Staff Information



# Today's Facilitators

# Agenda

- Welcome
  - Introductions, Norms, Slide Markers, Materials
- Blueprint for Improved Results for Students with Disabilities
- Training Objectives
- Purpose of Consultant Teacher Services
- Definition of Consultant Teacher Services
- Individualized Education Program (IEP) and Teacher Roles
- Collaboration and Planning
- Consultant Teacher Services in the Classroom
- Wrap-up

# Introductions

- Name
- Role
- District
- School
- Population Served





# Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

# Slide Markers

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**Activity**



**Reflection**



**Handout**



**Poll**



**Discussion**

# Materials

## Participant Handout Packet

- This packet contains all worksheets and handouts needed for today's training.

## *10 Tips for Using Co-Planning Time Efficiently* (Murawski, 2012)

- This article will be used for a training activity.

## Participant Slides

- This pdf contains copies of the slides used in today's training.

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Training Objectives

Participants will:

- Identify the reasons for using consultant teacher services
- Be familiar with New York State Regulations of the Commissioner of Education for consultant teacher services
- Define direct and indirect consultant teacher services
- Recognize the roles and responsibilities of educators providing consultant teacher services
- Identify how consultant teacher services are included in an IEP
- Understand collaboration and co-planning in consultant teacher services
- Describe the application of effective consultant teacher services in the classroom

# Purpose

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Reasons for Providing Consultant  
Teacher Services



# Purpose – Supporting Educational Participation



Think about and share your experiences helping students with disabilities participate in education.

- What has participation in the general education classroom looked like?
- What successes and challenges have you faced in supporting participation of students with disabilities in the general education classroom?





# Purpose – Overall Goal of Consultant Teacher Services

*“Consultant teacher services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.”*





# Purpose - Benefits of General Education Classroom Participation

- Higher test scores in reading and math
- Fewer absences from school
- Fewer referrals for disruptive behavior
- Better outcomes after high school
- Time spent engaged in the general education classroom and curriculum is strongly and positively correlated with math and reading achievement for students with disabilities
- Students without disabilities make significantly greater progress in reading and math when served in inclusive settings.

# Purpose - Participation in the General Education Classroom

Federal and State regulations require students with disabilities receive instruction in the least restrictive environment (LRE).

*“...students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student’s disability when the student’s individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.”*

# Purpose - Participation in the General Education Curriculum

*"It is a fundamental right of students with disabilities to not only be taught the same content (the general education curriculum) as other students, but also to be provided appropriate supports and services based on their individual needs so that they can gain knowledge and skills in what is being taught and demonstrate what they have learned."*

The general education curriculum means the same curriculum that is taught to all students.



# Purpose – Meaningful Access



*“Access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum.”*



# Purpose – Meaningful Access Scenario 1



## Scenario One:

Student A struggles with reading. The class is reading chapter books independently and then having literacy circle discussions. Instead of participating in a literacy circle during this time, Student A is given reading instruction by a special education teacher in the back of the room with lower-level reading books.

# Meaningful Access Scenario 2



## Scenario Two:

The class is assigned a science project to complete. The teacher allows students to choose a topic under the unit of study and several ways to demonstrate learning. Student B is able to choose a topic that they like, and the special education teacher has found resources at their reading level. Student B is able to choose a way of demonstrating learning that they feel able to complete, and the special education teacher makes several adaptations to the assignment to meet the student's needs as necessary.

# Meaningful Access Scenario 3



## Scenario Three:

Student C has multiple disabilities. They are integrated in the general education classroom. They are taken out 3 times per day for Occupational Therapy, Physical Therapy, and Speech/Language Therapy. They are also taken out for resource room and a special reading class when not receiving primary general education instruction. When they are in the general education classroom, they sit in the back with a teaching assistant for support. When students do group work, Student C does their work with a teaching assistant who modifies assignments.

# Definition



Consultant Teacher Services





# Definition 1

## New York State Regulations of the Commissioner of Education

*“(m) Consultant teacher services means direct and/or indirect services, as defined in this subdivision, provided to a student with a disability in the student’s regular education classes and/or to such student's regular education teachers.”*

# Definition 2

## New York State Regulations of the Commissioner of Education

*“(1) **Direct consultant teacher services** means specially designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (yy) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes.”*

# Definition 3

## New York State Regulations of the Commissioner of Education

*“(2) **Indirect consultant teacher services** means consultation provided by a certified special education teacher pursuant to subdivision (yy) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.”*

# Definition 4

## New York State Regulations of the Commissioner of Education

*“(d) Consultant teacher services. Consultant teacher services, as defined in section 200.1(m) of this Part, shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend regular education classes, including career and technical education classes, and/or to such students’ regular education teachers. Such services shall be recommended by the committee on special education to meet specific needs of such students and the student's individualized education program (IEP) shall indicate the regular education classes in which the student will receive consultant teacher services.”*

# Definition 5

## New York State Regulations of the Commissioner of Education

*“(1) The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.”*

# Definition 6

## Consultant Teacher Services Caseload Considerations

- Maximum Caseload = 20
- Other Factors to Consider:
  - Extent of direct and indirect services required by IEPs
  - Number of classrooms and/or schools visited per day
  - Travel time
  - Planning time
  - Paraprofessional training and supervision
  - Pre-referral and pre-intervention duties



# Definition 7

## New York State Regulations of the Commissioner of Education

*“(3) Upon application and documented educational justification to the commissioner, approval may be granted for a variance for the number of students with disabilities assigned to a consultant teacher as specified in paragraph (1) of this subdivision.”*

# Definition 8

## New York State Regulations of the Commissioner of Education

*“(2) Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week, except that the committee on special education may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week.”*



# Definition 9

## Consultant Teacher Services Regulations Review



Where are consultant teacher services provided?

# Definition 10

## Consultant Teacher Services Regulations Review



Where are consultant teacher services provided?

During General Education Classes

Including Career and Technical Education Classes

# Definition 11

## Consultant Teacher Services Regulations Review



How do students get consultant teacher services?

# Definition 12

## Consultant Teacher Services Regulations Review



How do students get consultant teacher services?

Recommended by Committee on Special Education (CSE)

Based on the Student's Individual Needs and  
Reflected in the Student's IEP

# Definition 13

## Consultant Teacher Services Regulations Review



What are indirect consultant teacher services?

# Definition 14

## Consultant Teacher Services Regulations Review



What are indirect consultant teacher services?

Supports provided to a general education teacher by a special education teacher to assist in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of a student with a disability who attends the general education class

# Definition 15

## Consultant Teacher Services Regulations Review



What is the minimum number of hours per week that consultant teacher services can be provided?

# Definition 16

## Consultant Teacher Services Regulations Review



What is the minimum number of hours per week that consultant teacher services can be provided?

Minimum of 2 Hours Per Week

Minimum of 3 Hours Per Week For Combined Consultant Teacher and Resource Room Services



# Definition 17

## Consultant Teacher Services Regulations Review



What is the Maximum Caseload of Students for a Consultant Teacher?

# Definition 18

## Consultant Teacher Services Regulations Review



What is the Maximum Caseload of Students for a Consultant Teacher?

20

Unless Approval for a Variance is Granted by the Commissioner of Education

# Definition 19

## Consultant Teacher Service Providers

Consultant teacher services are provided by *certified special education teachers*.

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### Exception:

- If consultant teacher services are provided for specially designed reading instruction to a student with significant reading difficulties that cannot be met through general reading programs, the instruction may be provided by a certified reading teacher.



# Definition 20

## New York State Regulations of the Commissioner of Education

*“(5) When consultant teacher services are specified in a student's IEP, the regular education teachers of the student for whom the service will be provided shall be given the opportunity to participate in the instructional planning process with the consultant teacher to discuss the objectives and to determine the methods and schedules for such services following the development of the IEP.”*

# Definition - Activity



Review information on the top half of the “Consultant Teacher Services” page of your handbook.

Reflect upon the regulations and your previous understanding of consultant teacher services.

- What “Ahas” did you experience while learning in this section?
- What implications does this information have on your own practice and decision-making?
- What questions do you have and what do you want to learn more about?
- Write notes on the note-catcher on the bottom half of this document.

# Questions



# Break

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# IEP

## Consultant Teacher Services







**How do CSEs  
determine whether  
consultant teacher  
services are  
appropriate to  
include in a student's  
IEP?**



# IEP Details to Include



## Data Supporting Provision of Consultant Teacher Services

- Present Levels of Performance
- Description of Student Needs

Explanation of What Concerns Will Be Addressed

# IEP Details to Include Continued

Consultant teacher services should be identified in the IEP as a special education program/service

The IEP must specify:

- Subject area(s) of instruction/class subject(s) when/where services will be provided
  - Each subject should be listed separately
- Type of consultant teacher services
  - Direct
  - Indirect
- Location of services
- Frequency and duration of services

# IEP – Student Schedule

Build Schedule Around Classroom and Curriculum Participation

Coordinate Scheduling with the General Education Teacher

Communicate:

- When
- Where
- How
- Why

## Roles and Responsibilities



**What are the roles and responsibilities of the special education consultant and general education teachers?**



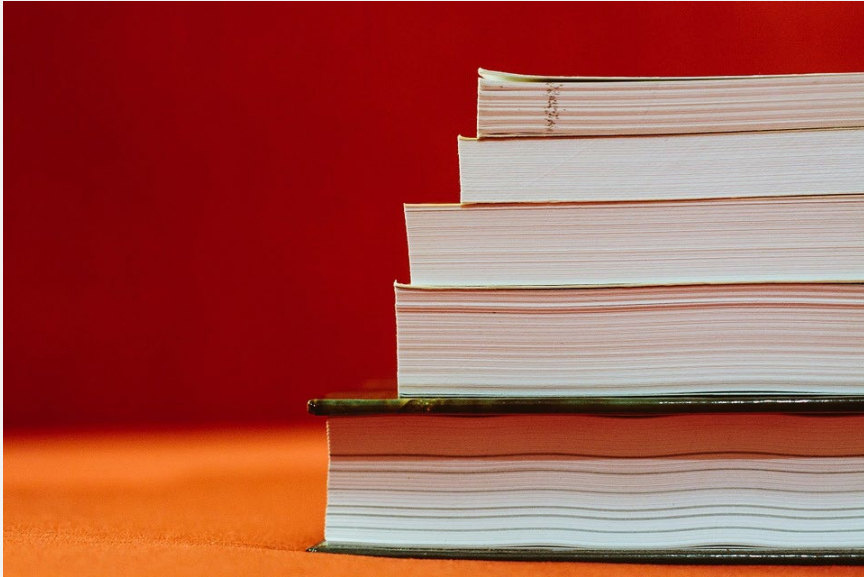
# IEP Roles and Responsibilities

*“Key to the general curriculum is the regular classroom teacher.”*

Burns, 2004, p. 49

The general education teacher is an important ally and support for a student with a disability in the general education classroom.

## IEP Roles and Responsibilities II



- Consultant teachers should know the general education curriculum!
- Be familiar with:
  - Textbooks
  - Workbooks
  - Expectations
  - Schedules
  - Learning Activities
- Recognize and use the general education teacher's curriculum expertise.

# IEP Roles and Responsibilities III

## Roles and Responsibilities

### General Education Teacher

- Curriculum Expertise
- Criteria for Mastery
- Whole Class Focus

### Special Education Teacher

- Specially Designed Instruction (SDI) Expertise
- Disability Expertise
- Individual Student Focus

### Shared

- SDI Development and Delivery
- Behavior Plans and Supports
- Planning and Progress Monitoring
- Universal Design for Learning (UDL)
- Collaborating with Families



# Collaboration and Planning

Consultant Teacher Services



# Collaboration and Planning 1

Collaboration is Essential  
for Successful Consultant  
Teacher Services



## Think and Share

Take several minutes and think about challenges you have encountered when collaborating and co-planning.

Select one of the challenges and write a short description including:

- Context
- Participants
- Cause
- Attempted Solutions
- Outcomes

Reflect on what you learned from the challenge and what you may do differently if faced with a similar challenge in the future.



# Collaboration and Planning Activity

# Collaboration and Planning 2

## Consultee-Centered Consultation

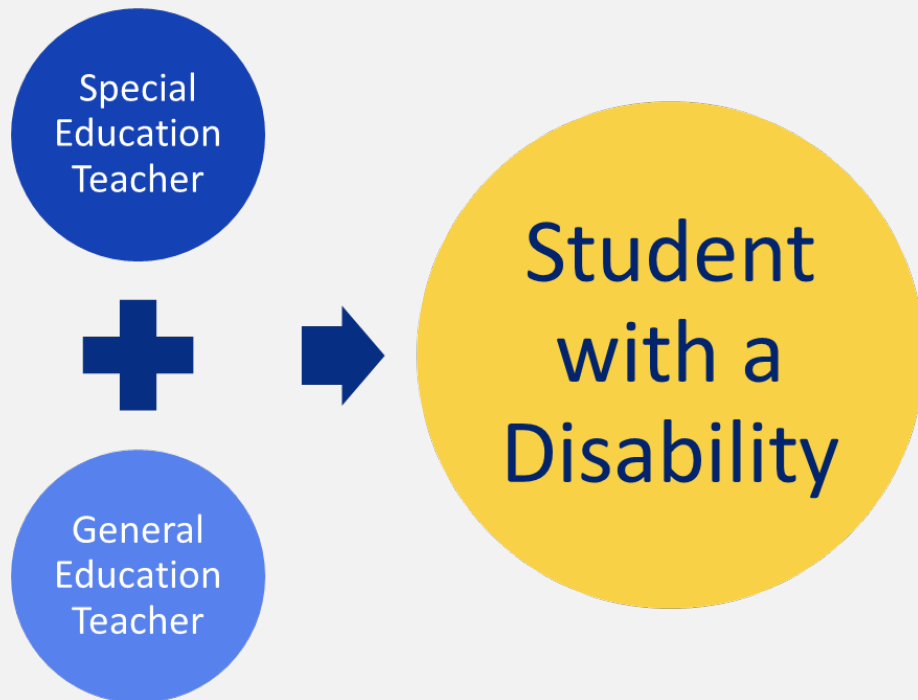
Consultee-Centered Consultation is a research-based framework for collaboration

### Goals:

- Improve Student Outcomes
- Prevent and Remediate New Problems
- Enhance Teachers' Ability to Deliver Instruction, Services, and Problem Solve

# Collaboration and Planning 3

## Consultee-Centered Consultation



### Relationships:

- Nonhierarchical, Nonprescriptive Helping Role
- Between Special Education Teacher (Consultant) and General Education Teacher (Consultee)
- Intended to Help Student with a Disability

### Focus:

- Providing Special Education Services and SDI
- Identify and Analyze Problems
- Design, Implement, and Progress Monitor Solutions
- Reviewing Implementation Integrity

# Collaboration and Planning 4

## Consultee-Centered Consultation

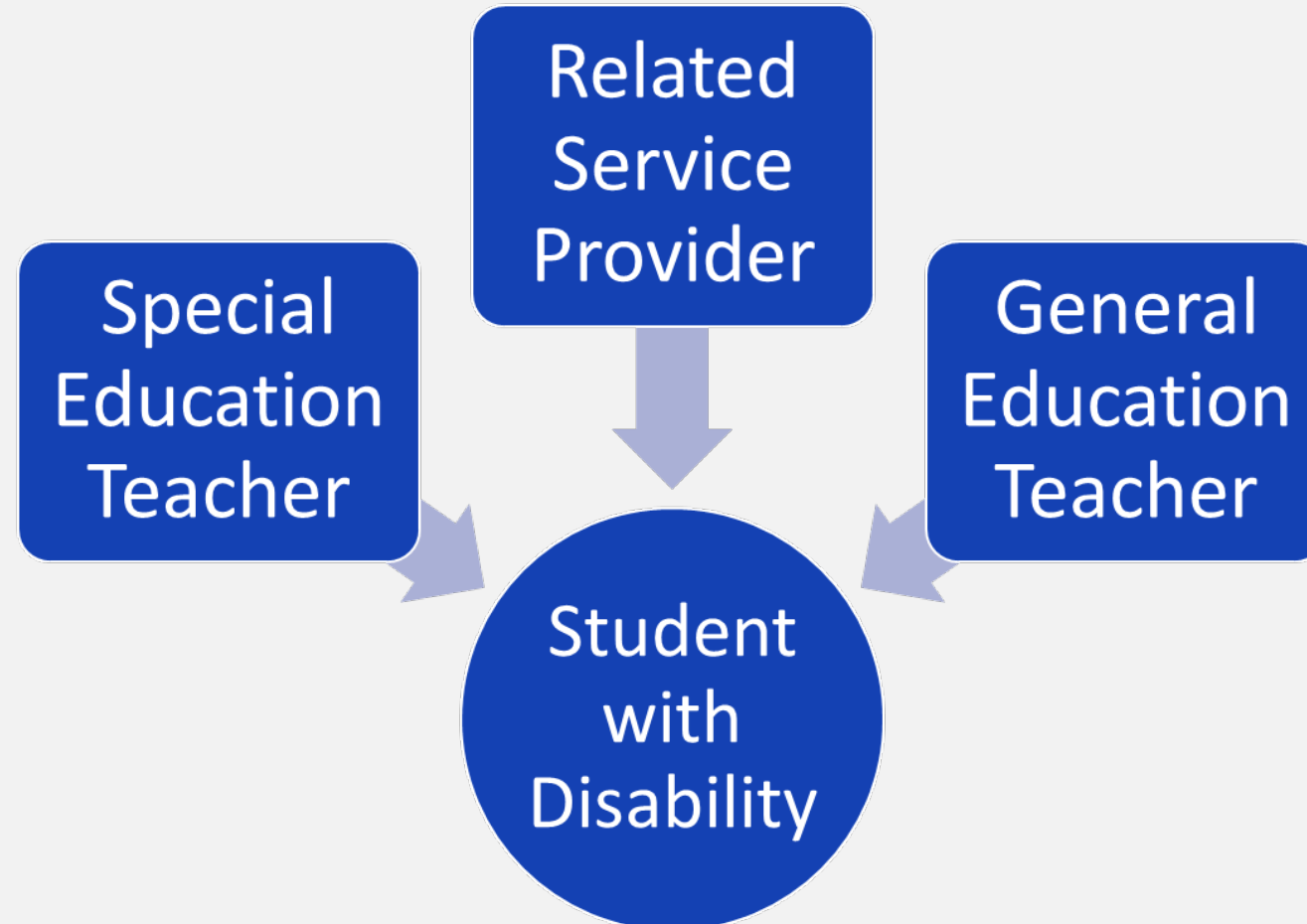
### Collaboration:

- Both Teachers Provide Relevant Professional Expertise
- Consultant and Consultee Work Side-by-Side
- Problems and Solutions Co-Conceptualized
- Shared Responsibility and Ownership
- Improved Instruction and Student Support
- Professional Growth



# Collaboration and Planning 5

## Group Collaboration





# Collaboration and Planning 6

## Co-Planning for Consultant Teacher Services



Scheduling



Student Participation



Accommodations  
and Modifications



Goals and  
Assessment



SDI



Related Services



Family Engagement



Assistive Technology



Learning  
Environment



Behavior  
Management





# Collaboration and Planning 7

## Characteristics of Effective Co-Planning

- Plan together weekly
- Address classroom concerns proactively
- Receive ongoing administrative support
- Thrive on challenges
- Nurture a sense of classroom community
- Evaluate student performance
- Reflect on practice and strive for improvement
- Support each other

# Collaboration and Planning 8

## Planning for Co-Planning

- Schedule regular co-planning at the start of IEP implementation
- If possible, co-planning time should be in addition to regular planning time
- Select and supply needed information
- Consider inclusion of aides or other para-professionals
- Determine how plans will be documented and shared

# Collaboration and Planning 9

## Using the What/How/Who Approach



**WHAT** needs to be taught in this lesson?

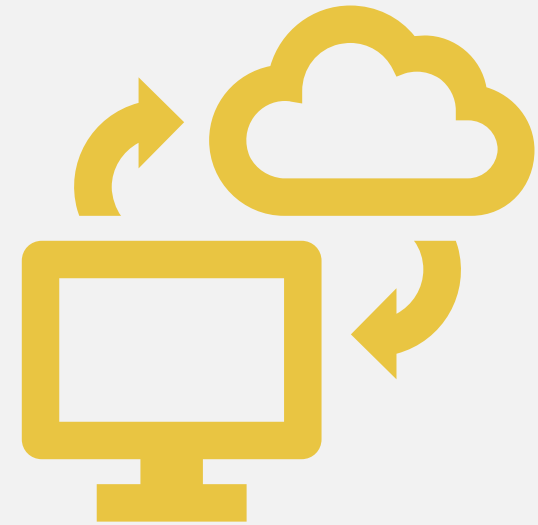
**HOW** will we teach this lesson in order to make sure it is universally accessible for all students?

**WHO** may need additional consideration in order to access this lesson (i.e., student (s) with disabilities)?

# Collaboration and Planning 10

## Digital Platforms

- Google Drive – [www.google.com/drive](http://www.google.com/drive)
- Dropbox - [www.dropbox.com](http://www.dropbox.com)
- Edmodo - <https://www.edmodo.com>
- Evernote - [www.evernote.com](http://www.evernote.com)
- Google Hangouts – [www.hangouts.google.com](http://www.hangouts.google.com)
- Planbook - <https://planbook.com/>
- Microsoft 365 – [www.office.com](http://www.office.com)



# Collaboration and Planning 11

## Reflecting Upon and Improving



- Debrief what worked well
- Praise each other's efforts
- Critique the week's activities
- Use problem-solving strategies
- Revisit roles and responsibilities regularly

# Collaboration and Planning 12

## Getting Started



At the beginning of the school year or when implementing a new IEP, teachers should:

- Establish and build relationships
- Clarify roles, responsibilities, and professional boundaries
- Set up a consistent co-planning schedule
- Plan means of communication and document sharing
- Carefully review and discuss the student's IEP



# Collaboration and Planning 13



## Getting Started (cont.)

- Identify and clarify roles of teaching assistants, aides, and paraprofessionals (if necessary)
- Plan student schedule to ensure appropriate # of hours are implemented
- Consider the classroom environment modifications:
  - Consultant teacher workspace
  - Learning activities
  - Student accommodations
- Identify required materials
- Plan for communication with student, other teachers, teacher's assistants, and caregivers





# Break 2

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# In the Classroom

Consultant Teacher Services



# Service Delivery

## Quick Review

- Provide students with disabilities the opportunity to participate to a greater extent in both academic and non-academic activities in the general education classroom
- Promote student independence
- Developed based on child's needs
- Provide support to general education teachers and/or related service providers

# In the Classroom 1

## Quick Review

### What Consultant Teacher Services Are

- Planned
- Shared Responsibility for Student Learning
- Access to Curriculum
- Continuous Communication
- Provided by Special Education Teacher
- Active Engagement
- Equal Partnership
- Support Student Independence

### What Consultant Teacher Services Are Not

- Spontaneous
- My Room/ “Your Kids, Your Problem”
- Simply Student with a Disability Attendance in the General Education Classroom
- Provided by Paraprofessional
  - Except for Reteaching Under Direction of Special Education Teacher
- One Teacher “Stands by Heater”

# In the Classroom 2

## Indirect Consultant Teacher Services



**What do indirect  
consultant teacher  
services look like for  
you?**

## Sharing Ideas



# In the Classroom 3

## Indirect Consultant Teacher Services

Indirect consultant teacher services may include consultative activities such as:

- Delivery of SDI in general education classroom
- Supporting implementation of accommodations
- Classroom observations of the student
- Monitoring the student's progress in a specific area
- Monitoring equipment or assistive technology use
- Generalization of skills taught by special education teacher

# In the Classroom 4

## Indirect Consultant Teacher Services

### Example:

Student D, an eighth-grader, has limited oral language. Their biology teacher meets with the consulting teacher before she starts her Streambed unit to plan Student D's participation in the series of experiments focusing on absorption and erosion. The science teacher shows the worksheet that students will use that tracks time for the experiments. Each group needs a recorder, and the teachers decide to offer Student D that role and briefly teach the student in advance how to fill out the form. One of Student D's IEP goals is to learn to tell time, and this will be an appropriate fit.

Prior to beginning the experiments, while the class is engaged in independent work, the science teacher provides Student D with one-on-one instruction about the upcoming assignment, their role in the group, and how to use the form. The science teacher also checks in on Student D's progress during the experiment and shares information about the outcome with the special education consultant teacher afterwards.

# In the Classroom 5

## Direct Consultant Teacher Services





**What do direct  
consultant teacher  
services look like to  
you?**

## Sharing Ideas



# In the Classroom 6

## Direct Consultant Teacher Services

Direct consultant teacher services may include activities such as:

- Adapting instruction, materials, technology and equipment
- Increasing student engagement in whole group or small group activities
- Teaching learning strategy implementation during classroom instruction
- Utilizing UDL, SDI, and explicit instruction
- Review and support existing behavior plans
- Collection of data – student behavior and effectiveness of instructional strategies
- Direct instruction to student from special education teacher

# In the Classroom 7

## Direct Consultant Teacher Services



Delivered:

- One-on-one
- Small groups
- Large groups

Active student engagement

May engage and instruct students grouped with student receiving direct consultant teacher services

# In the Classroom 8

## Direct Consultant Teacher Services



# In the Classroom 9

## Evaluating Consultant Teacher Services



- Periodically monitor and evaluate implementation and effectiveness of services
- Monitor student progress toward IEP goals
- Discuss effectiveness of accommodations and supports with:
  - General education teachers
  - Related service providers
  - Student with a disability
  - Families and caregivers
- Collaborate to adjust implementation if necessary

# In the Classroom 10

## Case Study Activity



Read the provided case study.

Use the graphic organizer to identify:

- 1) Whether or not consultant teacher services may be appropriate for this student
  - Why or why not?
- 2) What type of consultant teacher services will benefit the student:
  - Direct or indirect
  - What SDI, environmental adjustments, or instructional modifications should be provided through consultant teacher services?
- 3) What materials may be needed to implement consultant teacher services?

# In the Classroom 11

## Case Study Activity Continued



- 4) What are the roles and responsibilities of the general and special education teachers in providing consultant teacher services to the student?
  - Do other individuals have a role?
- 5) What barriers or challenges may be present in providing consultant teacher services to the student?
  - How might these barriers or challenges be overcome by educators?
- 6) How will the effectiveness of consultant teacher services be evaluated?

# Questions and Answers





# Contact Us



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