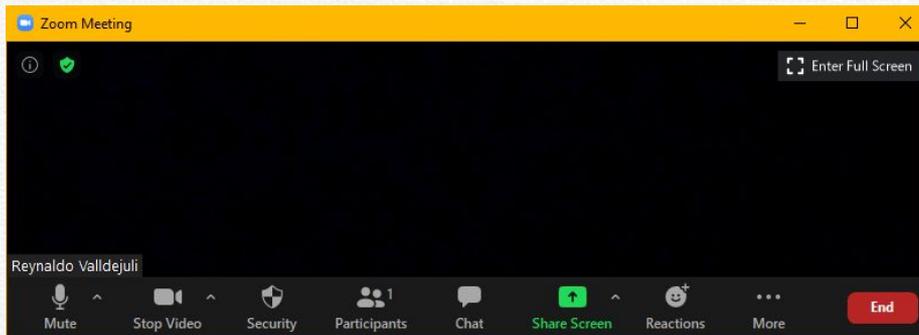




Principal Webinar
October 31, 2022
1:00 p.m.

Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact Idoecommunications@la.gov.

VISION

for **SUCCESS**



Principal Webinar

October 31, 2022



Meet the Division of Diverse Learners Team!

Ashley Augustine

Director:
SPED Policy, Data &
Reporting
specialeducation@la.gov

Yolanda Oates

Education Program Consultant:
Data & Reporting
specialeducation@la.gov

Kaye Eichler

Parent & Family Engagement
diverselearnersupport@la.gov



Meredith Jordan
Executive Director
Division of Diverse
Learners

Charleen Long

Director:
Instruction &
Intervention Strategy
charleen.long@la.gov

Dr. Lauren Miley

Education Program Consultant:
Significant Disabilities
lauren.miley@la.gov

Dr. Shanae Herron

Education Program Consultant:
Mild/Moderate Disabilities
shanae.herron@la.gov



Agenda and Logistics

- I. Focus on Core Instruction
- II. Extra Time to Learn
- III. Content Strong Teachers
- IV. Closeout

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

Please type questions into the chat box as we go along.

Dial in by phone: 470 250 9358

Meeting ID#: 967 9198 8170





Let's

Chat

What strategies are you using to increase achievement and provide supports for diverse learners, students with disabilities and/or English Learners?



Three Best Instructional Practices

FOCUS ON CORE INSTRUCTION

AVOID PULL-OUT DURING
READING AND MATH

EVERY MINUTE OF SPECIAL
EDUCATION IS A LOST MINUTE
OF GENERAL EDUCATION

EXTRA TIME TO LEARN

SUBJECT SPECIFIC DEDICATED TIME FOR
DIRECT INSTRUCTION

WHO IS IN THE GROUP MATTERS MORE
THAN THE SIZE OF THE GROUP

CONTENT STRONG TEACHERS

GEN ED STAFF OR
SPECIALIZED SPECIAL
EDUCATORS AS PROVIDERS

NO ONE CAN BE AN EXPERT IN
EVERYTHING

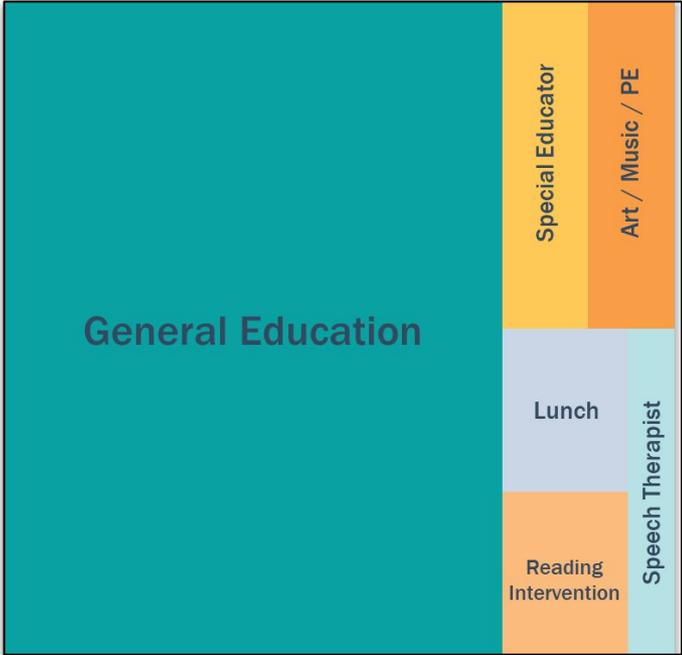




FOCUS
ON CORE
INSTRUCTION



Inclusive Core Instruction Matters Most!



Inclusive Core Instruction Matters Most!

More of This	Less of This
Use high quality materials to accelerate learning and use PLAAFP to determine where supports will be needed	Use lower level materials to try to match PLAAFP
Use scaffolding techniques to support student success	Avoid challenging activities all together
Collaborate and intentionally plan (sped and content) for instruction supports prior to each lesson; annotating lessons for specific student supports	Leave out individualized supports and avoid intentional lesson planning
Provide accommodations consistently during classroom instruction to support students in mastering grade-level content	Only provide accommodations on statewide assessments





Let's

Chat

- What could this look like on your school campus?
- How can you amend your scheduling practices to meet this best practice?





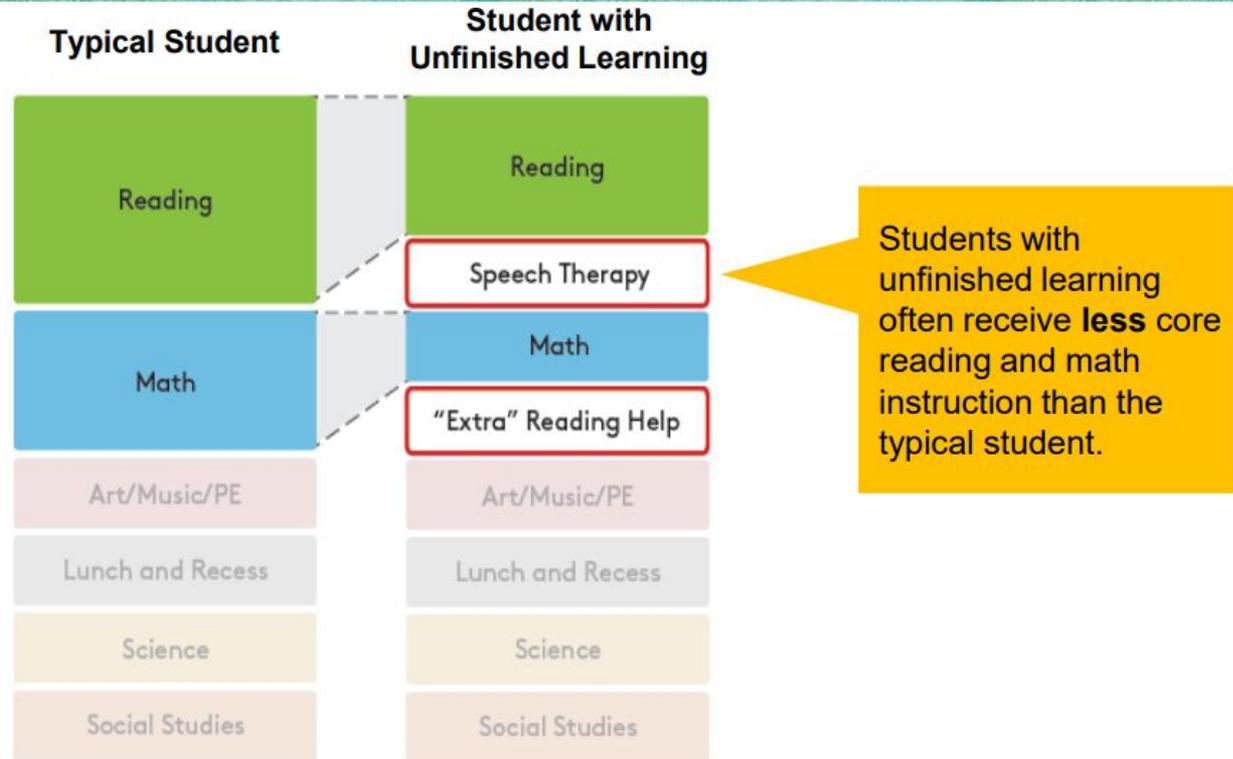
EXTRA
TIME TO
LEARN



Most Students With Disabilities Need Extra Time To Learn

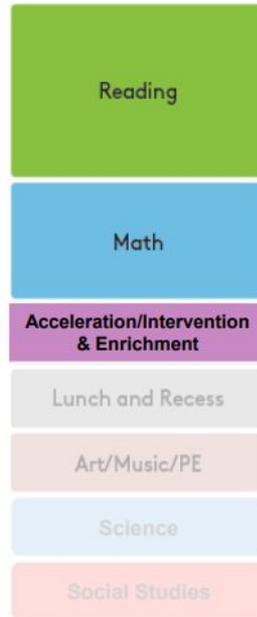


Sample Schedule to AVOID - Pulling Students with Unfinished Learning from Core Subjects



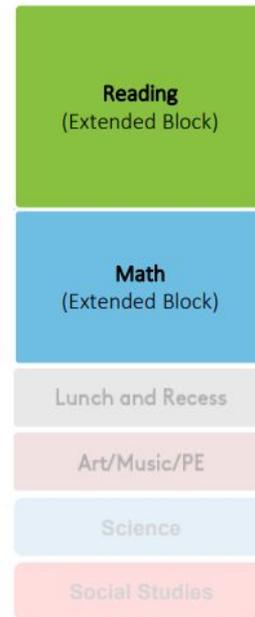
Sample Best Practice Elementary Schedules

Best Practice Schedule
A



Dedicated acceleration blocks allow all students to stay in core reading and math and still receive extra time acceleration if needed.

Best Practice Schedule
B



Core reading and math blocks can be lengthened to allow for the additional time needed for acceleration.



Effective Intervention Requires Dedicated Time

**ELEMENTARY
SCHEDULE**

READING

MATH

INTERVENTION

LUNCH AND RECESS

ART

SCIENCE

**CONNECTED TO
THE CORE CONTENT**

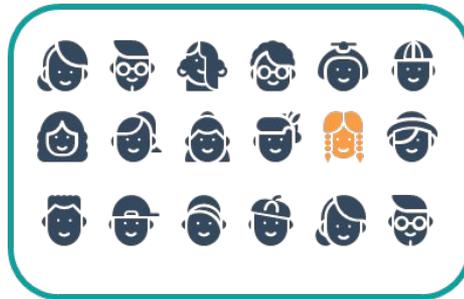
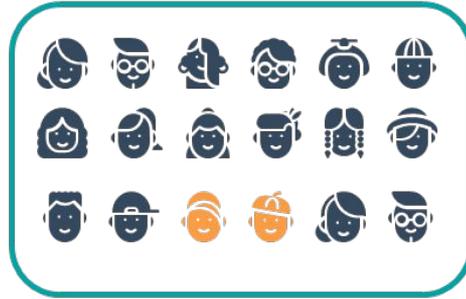
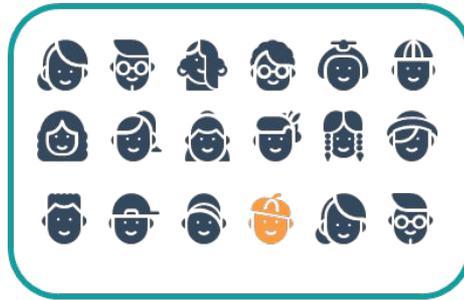
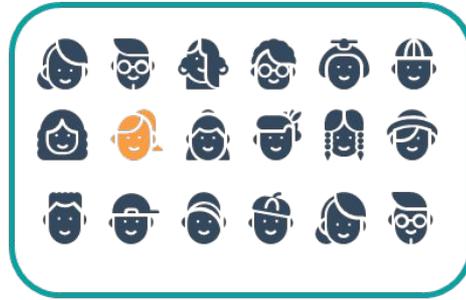
**PRE-TEACH
AND RE-TEACH
CURRENT MATERIAL**

**FILL IN MISSING
FOUNDATIONAL SKILLS
AND CORRECT PAST
MISUNDERSTANDINGS**



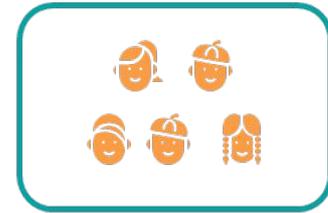
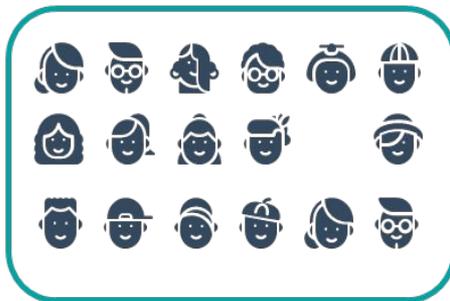
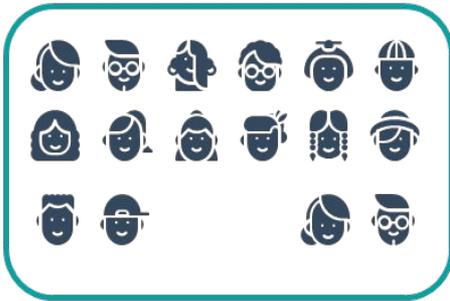
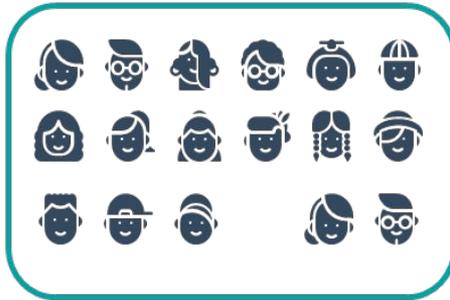
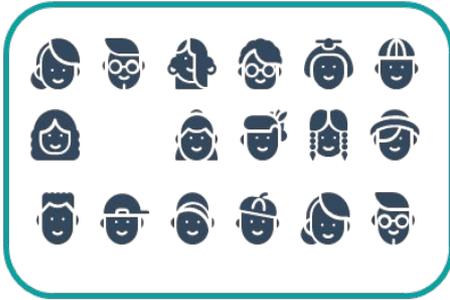
Grouping by Area of Need Makes Intervention Easier for Staff and More Impactful for Students

ACROSS FOUR CLASSROOMS,
FIVE STUDENTS ARE STRUGGLING WITH PHONICS



Grouping by Area of Need Makes Intervention Easier for Staff and More Impactful for Students

ACROSS FOUR CLASSROOMS,
FIVE STUDENTS ARE **STRUGGLING WITH PHONICS**



INTERVENTIONISTS SHOULD GROUP
ALL FIVE STUDENTS WITH
COMMON NEEDS



Group Size Versus Group Focus

SMALL GROUP



Marissa struggles in **comprehension**



John struggles in **phonics**



Jose struggles in **fluency**

OR

SLIGHTLY BIGGER "SMALL GROUP"



John struggles in **phonics**



Katie struggles in **phonics**



Rachel struggles in **phonics**



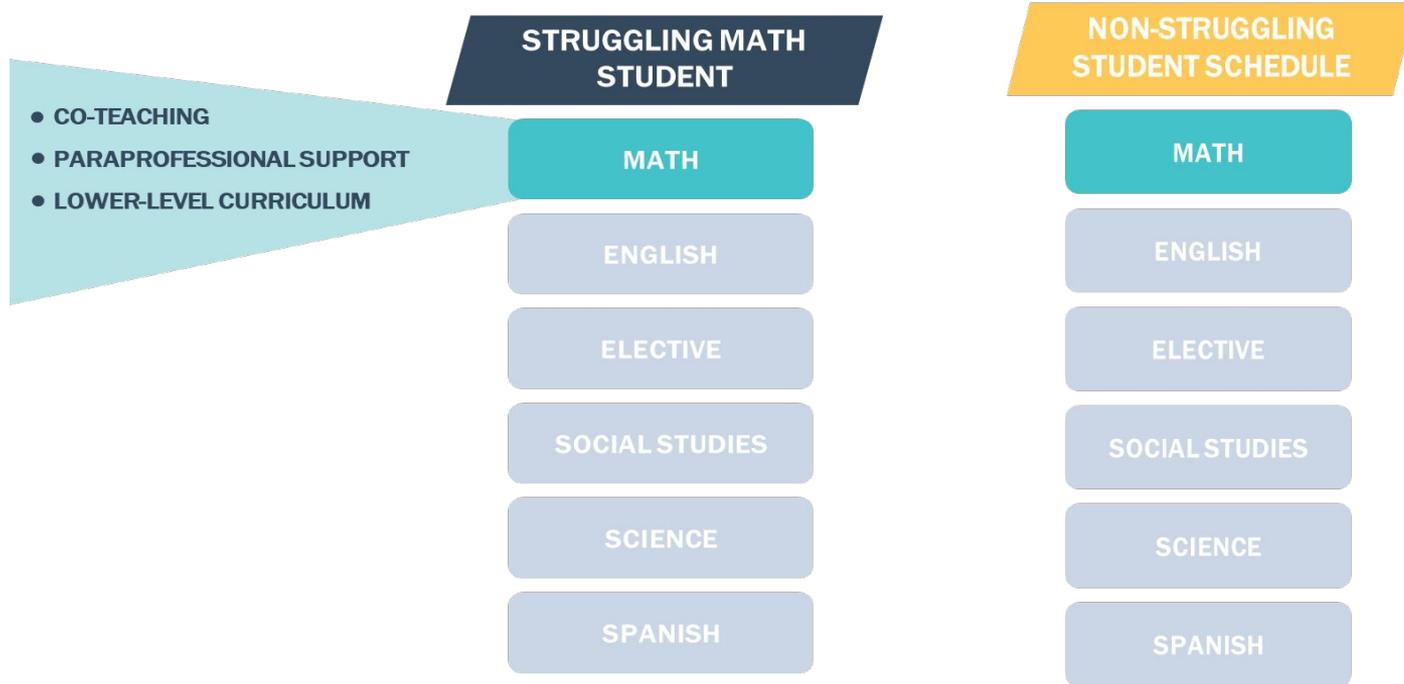
Aliyah struggles in **phonics**



Jordan struggles in **phonics**



At the Secondary Level Too Few Struggling Students Get Extra Time to Learn



Best Practice Secondary Schedule

NON-STRUGGLING STUDENT SCHEDULE	STRUGGLING MATH STUDENT	BEST PRACTICE STUDENT
MATH	MATH	MATH
ENGLISH	ENGLISH	ENGLISH
ELECTIVE	ELECTIVE	SPANISH
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
SCIENCE	SCIENCE	SCIENCE
SPANISH	SPANISH	EXTRA MATH SUPPORT





Capture

your

Learning

- What are the current scheduling practices at your school site?
- How can you amend your scheduling practices to meet the needs of your students?





CONTENT
STRONG
TEACHERS



Who Provides The Instruction Is Paramount



Research is clear, the effectiveness of the teacher is the single largest driver of student achievement (beyond social economic status)



Common Paraprofessional Responsibilities

**Inclusion
for
students
with severe
needs**

**Health
and safety
for students
with severe
needs**

**Behavior
support**

**Academic
support**

**Lunch duty,
recess duty,
bus duty**

**Student
escort**

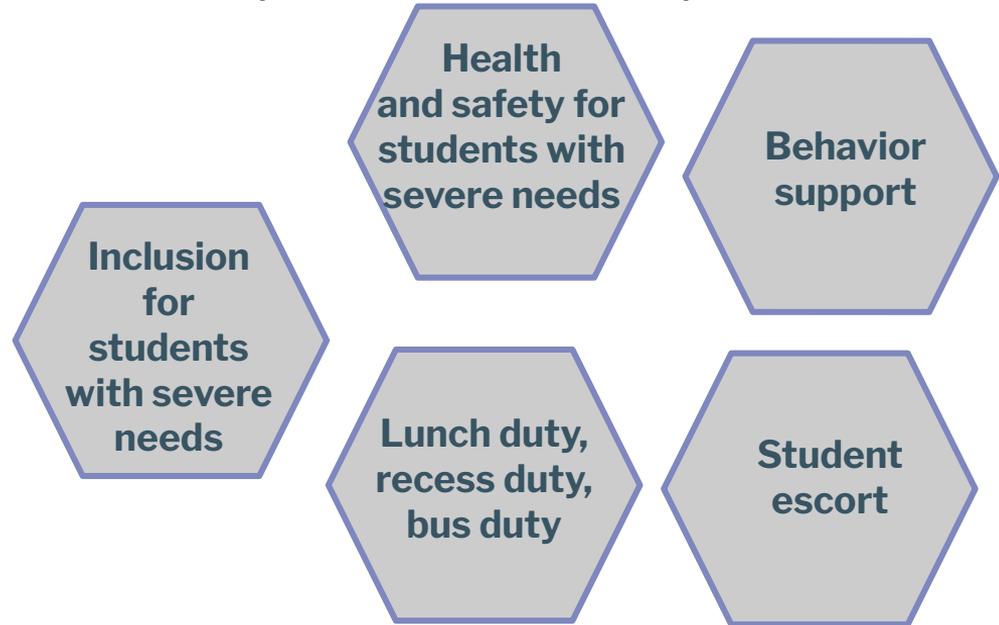


Best Practices Provided by:

Content Experts



Paraprofessional Responsibilities



Content Strong Teachers are Much More Effective in Accelerating Learning

Content Strong Teachers:

1. Have formal training in the content they teach
2. Have a love and aptitude for the subject matter
3. Can see a wrong answer and infer the error
4. Can teach a concept three or more ways

How might this improve your school assessment scores?

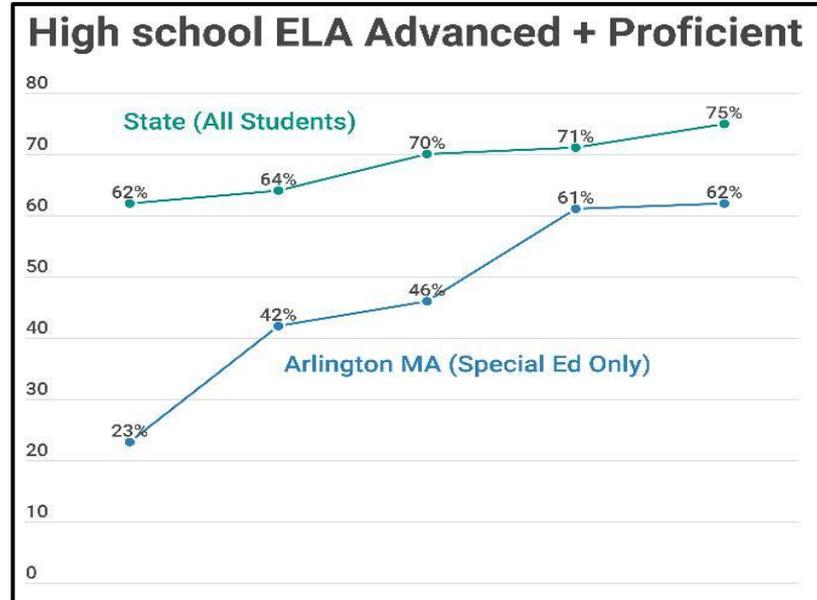
Why might this be best for students?



The Gains Can Be Dramatic

67%

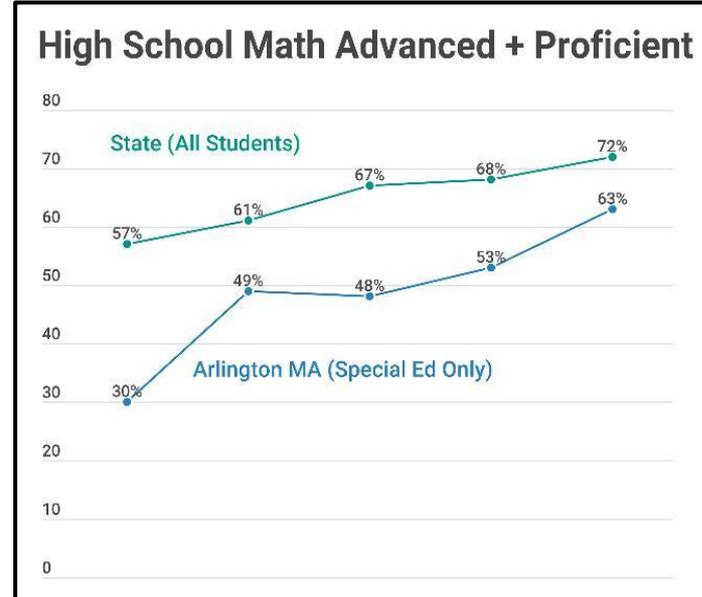
reduction in achievement gap



The Gains Can Be Dramatic

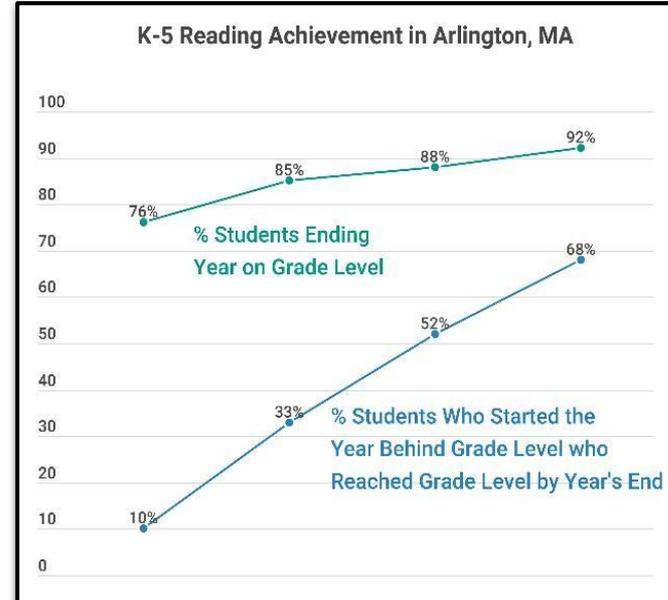
66%

reduction in achievement gap



The Gains Can Be Dramatic

65%
reduction in struggling readers



Call to Action

1. You all are champions of high expectations for students with disabilities and English Learners. We cannot close achievement gaps without you!
2. Engage in intentional, direct instruction on grade-level content with IEP-driven and student-specific supports.
3. Build your capacity and the capacity of your teachers!



Diverse Learners Contact Information

Questions regarding:	Contact information:
Significant Cognitive Disabilities	Lauren.Miley@la.gov
Mild/Moderate Disabilities	Shanae.Herron@la.gov
Instructional/Intervention Strategy	Charleen.Long@la.gov
Data, Policy and Reporting	specialeducation@la.gov
General Questions	diverselearnersupport@la.gov





There is **ABILITY**
in every
DisABILITY.

“Know me for my **ABILITIES**, not my disability.”
(Robert M. Hensel)

Upcoming Webinars and Contact Information

- Practicing Principal Webinars will be held on the following dates from 1-2 p.m.:
 - Monday, November 28 - Literacy Practices
 - Monday, January 30 - Instructional Leadership Teams
 - Monday, February 27 - Staffing and Scheduling
 - Monday, March 27 - Recruitment and Retention
 - Monday, May 1 - New Teacher Experience
- Use [this link](#) to subscribe to the principal monthly newsletter.
- Email louisianaleaders@la.gov with any questions.

