Louisiana Believes

Louisiana Connectors

for Students with Significant Disabilities –

Aligned Resources

March 2017



Objectives

- Supervisors will be able to name and describe instructional resources aligned to LA Connectors
- Supervisors will be able to plan for carrying this work forward across the district

Agenda

- Definition and Rationale
- Aligned Resources for Louisiana Connectors
- Next Steps

Definition

The Louisiana Connectors for Students with Significant Disabilities

- Are fully aligned to the Louisiana Student Standards for English language arts (<u>ELA</u>) and mathematics (<u>Math</u>);
- Outline the most salient grade-level, core academic content in ELA and mathematics
- Provide graduated benchmarks of the knowledge and skills necessary for students to reach learning targets

Rationale

- Grade-level expectations are the highest expectations we have for all students.
- SWSDs must have access to grade-level content
- SWSDs must have developmentally-appropriate opportunities to reach gradelevel achievement
- Alignment between the Louisiana Student Standards and Louisiana Connectors facilitates greater collaboration between teachers and specialists
- Greater collaboration between teachers and specialists yields more opportunities for inclusion for students with significant disabilities

Vignette: Eliza

- Find the vignette entitled "Eliza" in your handout and read the first section, entitled <u>Student Background</u>.
- As you read, consider Eliza's strengths as well as her impairments.
- Turn and talk: What are Eliza's strengths? What are her impairments? How does what you know about the student inform your thinking about how to best meet her needs?

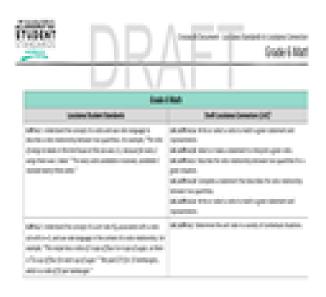
Vignette: Eliza

- Read along with me in the section labeled <u>Teacher Planning</u> in your handout.
- You should also feel free to thumb through the resources named in this section, which are located in the pages following the vignette.

The LDOE is developing resources and other supports to assist planning for and providing standards-based instruction for students with significant disabilities. These resources will eventually support the span of curriculum, assessment and instruction. For today, we will focus on the following resources:

- Curricular Resources
 - Louisiana Connectors Crosswalks with Louisiana Student Standards
 - Louisiana Connectors Essential Elements Cards
- Instructional Resources
 - Student Response Modes
 - Lesson Plan Adaption
 - Case Study Vignettes for Exemplary Instruction

- Louisiana Connectors Crosswalks with Louisiana Student Standards
- The document is a presentation of the Louisiana Connectors which represent the most salient grade-level, core academic content in English and math aligned to the Louisiana Student Standards.



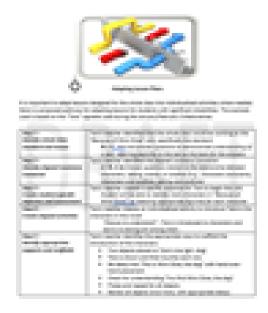
- Louisiana Connectors Essential Elements Cards
- The cards, which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.



- Student Response Modes
- This document supports teachers in identifying the best way for all students to demonstrate their understanding in each lesson.



- Lesson Plan Adaptation
- This document serves as a template for adapting whole class lesson plans to more individualized instruction for SWSDs.



- Vignettes for Exemplary Instruction
- The vignettes provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for SWSDs based on LDOE's available resources.

Case Study Vignette: Eliza

Student Background: Eliza is a 15-year-old entering the 9th grade. She has Angelman Syndrome: no speech, walks with officulty in balance, and has a severe intellectual fability. Eliza's strength is her social skill. She will seek our interaction through walking to someone, showing materials, and vocalizing a calling sound. Eliza has emerging literacy and numeracy skills. Neither was emphasized in her school career to date, so she is entering high school with a minimal foundation in academics. Eliza has only done math embedded in a daily routine like finding three cups to set a table. She can put one cup with one plate through one-to-enc correspondence.

Teacher Planning. Mr. Gomer is a specialist who teaches high school algebra to Eliza. While the general education algebra class is working to create equations in one variable to solve problems (A1: A-CEO.A.1), Mr. Gomer wants to find a way to make writing mathematical equations meaningful for Eliza given her limited numeracy skills. He consults the Louislana Connector Crosswalls to determine the aligned standard for Eliza. Mr. Gomer then reviews the Euroka lesson aligned to the Louislana Student Standards; it models equation formation based on a real-word problem found in a print shop. He consults the Student Response Mode Guide to determine the best way for Eliza to demonstrate understanding throughout this lesson. He then consults the aligned Essential Element Card for ICA.1CO.A.1 and creates a goal for building equations to model simple arithmetic operations, Mr. Gomer decides that for a student which energing skills like Eliza, he will legin with limited options and have her make selections from physical manipulatives. He uses the Adapting Lesson Plans Guide to support his reworking of the Euroka lesson polar into no seedfcliable swite for Eliza.

High-Quality, Standards-Based, Instruction for Eliza: Mr. Gomer tells: Iliza that her job is to set up boxes of some number of books by evenly distributing the total number of books to five different boxes He writes (56) for five boxes of books. The b means they do not know how many books go in each box yet. Iliza knows she has a total of 25 books to evenly distribute to five boxes. He has Eliza help to create the equation by selecting numbers to put on the equations: 5a = 25.

Mr. Gomes sets up the task of getting the books ready to distribute into five different boxes. Eliza can count with one-to-one correspondence, so Mr. Gomes uses a large number line to help little keep track of how many books she's distributed, ensuring she uses all 25 books. Eliza puts a book in each of the five boxes, using the number line to help her count the total number of books distributed, and she circles the last number counted after giving each box exactly one book (i.e., sh. eicricles the number 5 to represent having distributed five books total). Eliza continues to distribute the books one at a time while Mr. Gomer emures she's utilizingfithe number line to beep count. When filts finished softributing all 25 books, Mr. Gomer asks Eliza to tell him how many books went into each box. Mr. Gomer then asks Eliza to tell him how many books went into each box. Mr. Gomer then asks Eliza bot use the number line to define the answer that each box received for books. Finally, Mr. Gomer 2 books, Mr. Gomer 2 books, Mr. Gomer 2 books, Mr. Gomer 2 books in a books in a books in a book in a boo

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Vignette: Eliza

- Now read the <u>High-Quality, Standards-Based Instruction for Eliza</u> section of the vignette for how Mr. Gomez approached the task.
- Describe Mr. Gomez's instructional strategies, supports and scaffolds.
- What works well in Mr. Gomez's instruction?
- What values are on display in his instruction?

Feedback on Aligned Resources

Please provide feedback on the Aligned Resources we have reviewed today. On one Post-It Note, tell us what resources you find to the most helpful and why. On a separate Post-It Note, please provide adjusting feedback where you believe we can increase the utility of the provided resources.

- Louisiana Connectors Crosswalks with Louisiana Student Standards
- Louisiana Connectors Essential Elements Cards
- Student Response Modes
- Lesson Plan Adaption
- Case Study Vignettes for Exemplary Instruction

Supervisor Next Steps

The following next steps are recommended for Supervisors in disseminating information, accessing trainings at Teacher Leader Summit, and providing training for teachers across the district in the summer and fall 2017.

- 1) Determine and actively recruit Teacher Leader Summit participants for the two strands available:
 - a. A **cohort of specialists** who work with students with significant disabilities for a full-day training on the Louisiana Connectors. This cohort will meet again in the fall and spring of 2017-2018.
 - **b.** Individual Teacher Leaders who work in inclusion settings, lead those who do, and/or those want to learn more about students with significant disabilities.
- 2) Create a plan for how this and other trainings will be turnkeyed across the district. Be sure to identify who will facilitate, when and where, and the outcomes you want to see for general education teachers and specialists).

LDOE Next Steps

In order for the Louisiana Connectors to be used successfully during the 2017-2018 school year, educators and the Department will work together to implement the following academic support plan.

- **Curriculum and resources** New standards, curricular and instructional resources, and parent communication tools (May 2017)
- **Assessments** Preview of assessment design and structure (summer 2017), new assessment administration (spring 2018)
- Teacher training and professional development Trainings on new standards
 (spring and summit 2017 and on-going) and provide recommendations to districts
 for continuing support (ongoing)

Email <u>louisianastandards@la.gov</u> with questions.

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