

# Louisiana Believes

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**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 ([ELA](#)) and mathematics ([Math](#));
- 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 grade-level 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 **Student Background**.
- 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 **Teacher Planning** 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.

# Aligned Resources

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



# Aligned Resources

- **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 Student Standards	LAF (Louisiana Connector) (LAF)
LS.1.1.1-1.1.2	LS.1.1.1-1.1.2
LS.1.1.3-1.1.4	LS.1.1.3-1.1.4

# Aligned Resources

- **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.



Louisiana Connectors Essential Elements Card

A screenshot of a Louisiana Connectors Essential Elements Card. The card is titled "Louisiana Standard 4-MS-A.1" and includes sections for "Essential Knowledge", "Essential Skills", "Suggested Instructional Strategies", and "Supports and Scaffolds". The content is organized into a table with two columns: "Essential Knowledge" and "Essential Skills". The "Suggested Instructional Strategies" section contains a list of strategies, and the "Supports and Scaffolds" section contains a list of supports. A large "DRAFT" watermark is visible across the center of the screenshot.

Essential Knowledge	Essential Skills
<ul style="list-style-type: none"><li>Identify an equation with one variable and graph the solution.</li></ul>	<ul style="list-style-type: none"><li>Under a positive sign of a root, identify a square root.</li><li>Under a positive sign of a root, identify a cube root.</li></ul>
<b>Suggested Instructional Strategies</b>	
<ul style="list-style-type: none"><li>Use number lines.</li><li>Use number lines to represent a number line, a number line with arrows at both ends, a number line with arrows at both ends and a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li><li>Use number lines to represent a number line with arrows at both ends.</li></ul>	
<b>Supports and Scaffolds</b>	
<ul style="list-style-type: none"><li>Use number lines.</li><li>Use number lines.</li><li>Use number lines.</li></ul>	

# Aligned Resources

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



# Aligned Resources

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



# Aligned Resources

- **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 difficulty in balance, and has a severe intellectual disability. Eliza’s strength is her social skills. She will seek out 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-one correspondence.

**Teacher Planning:** Mr. Gomez 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-CED.A.1), Mr. Gomez wants to find a way to make writing mathematical equations meaningful for Eliza given her limited numeracy skills. He consults the **Louisiana Connector Crosswalks** to determine the aligned standard for Eliza. Mr. Gomez then reviews the Eureka lesson aligned to the Louisiana Student Standards; it models equation formation based on a real-world 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 LA.1: CED.A.1** and creates a goal for building equations to model simple arithmetic operations. Mr. Gomez decides that for a student with emerging skills like Eliza, he will begin with limited options and have her make selections from physical manipulatives. He uses the **Adapting Lesson Plans Guide** to support his reworking of the Eureka lesson plan into one specifically suited for Eliza.

**High-Quality, Standards-Based, Instruction for Eliza:** Mr. Gomez tells Eliza 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  $5b$  for five boxes of books. The  $b$  means they do not know how many books go in each box yet. Eliza 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 equation:  $5b = 25$ .

Mr. Gomez 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. Gomez uses a large number line to help Eliza 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., she circles the number 5 to represent having distributed five books total). Eliza continues to distribute the books one at a time while Mr. Gomez ensures she’s utilizing the number line to keep count. When Eliza finishes distributing all 25 books, Mr. Gomez asks Eliza to tell him how many books went into each box. Mr. Gomez then asks Eliza to use the number line to defend her answer that each box received five books. Finally, Mr. Gomez brings Eliza back to the equation she wrote to connect the concrete activity to solving the equation: if  $5b = 25$ , then  $b = 5$ . Moving between the concrete activity of distributing books to abstractness of the number line and equation that models the situation, connecting all three, will help to bridge Eliza’s emerging numeracy understandings and skills to the expectation of the Louisiana Connector.

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# Vignette: Eliza

- Now read the **High-Quality, Standards-Based Instruction for Eliza** 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 be 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 summer 2017 and on-going) and provide recommendations to districts for continuing support (ongoing)

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