



# **CCSS & Students with Significant Disabilities: Thoughts for Administrators**

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# We will have a conversation about...

- What the changes are for ELA and Math instruction based upon the CCSS
- What it means for students with disabilities to work directly towards standards vs using extended standards
- What supports teachers need
- What instruction look like
- What resources are available

# Common Core State Standards (CCSS) are important for all students <http://www.corestandards.org>

- The standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, (4) universally designed and (5) internationally benchmarked
- A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society

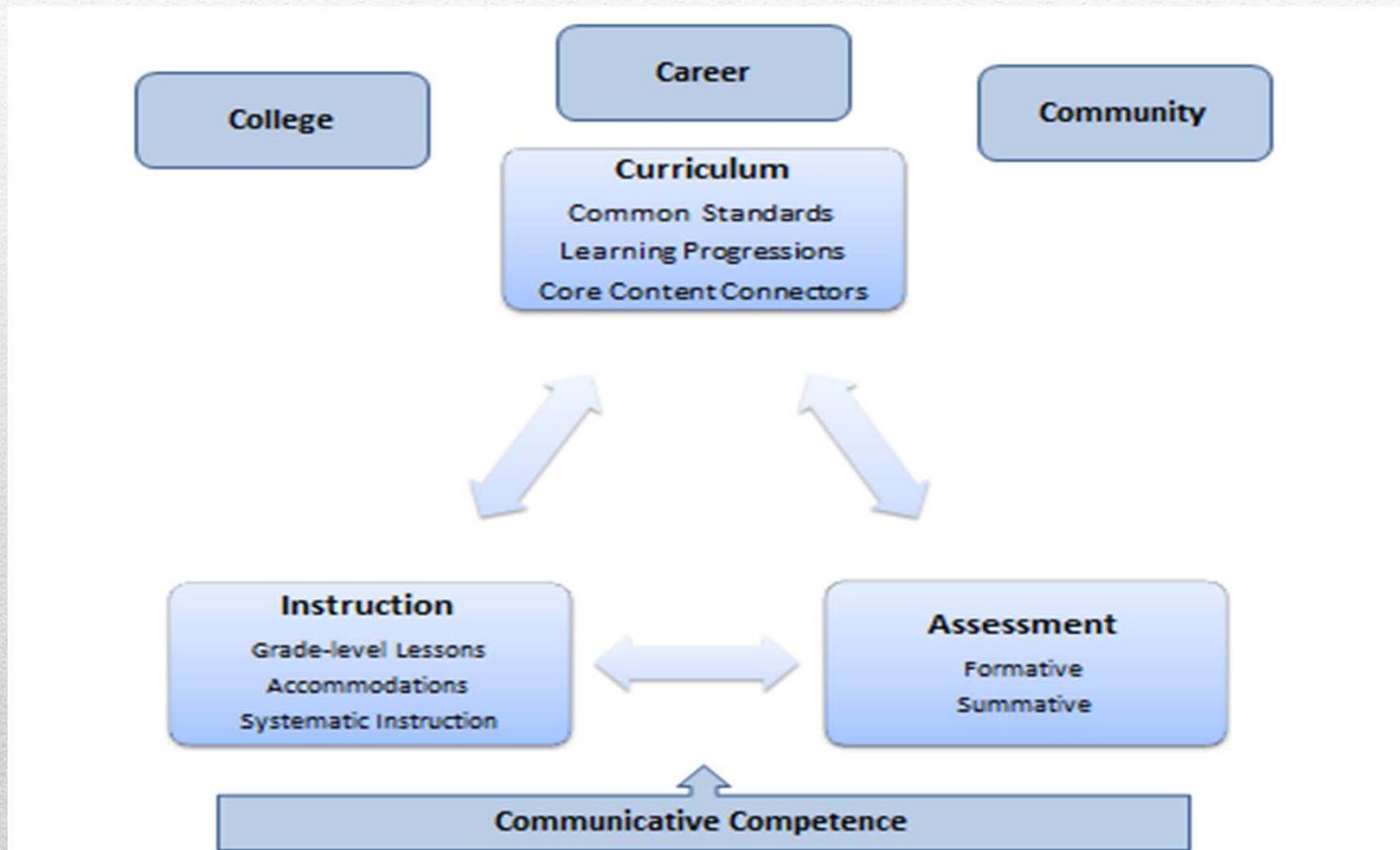
# South Dakota and NCSC

- National Center and State Collaborative
- Partner State
  - Instructional materials development, review, and try-out
  - Item development and review
  - Pilot testing

# South Dakota and NCSC

- NCSC is intentionally developing a research-based assessment system including:
  - technical quality of AA-AAS design
  - formative and interim uses of assessment data
  - summative assessments
  - academic curriculum and instruction for students with significant cognitive disabilities
  - student learning characteristics and communication
  - effective professional development

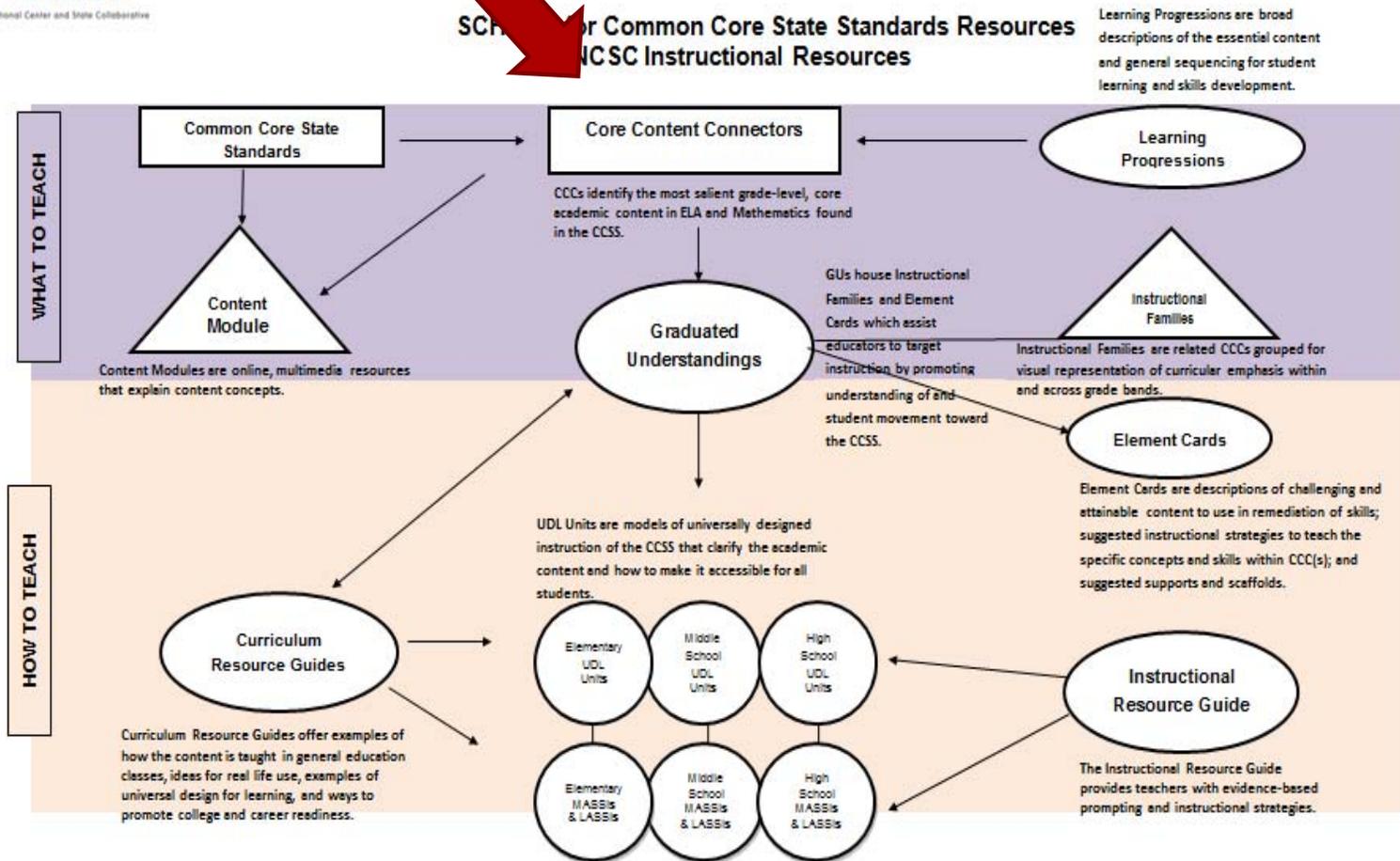
# Professional Development Framework



# How is NCSC connected to CCSS?

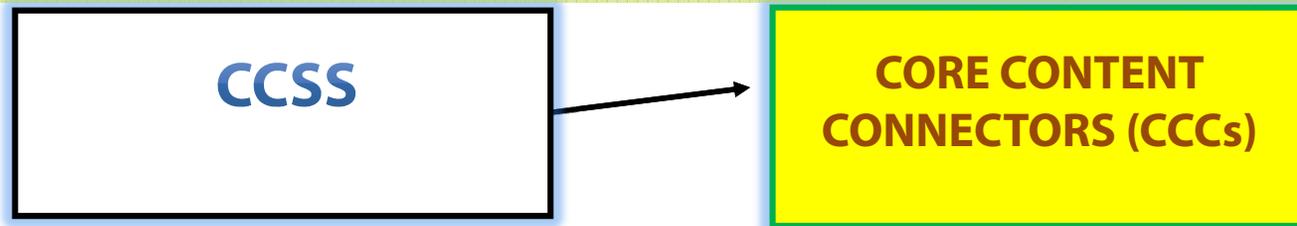


## School for Common Core State Standards Resources NCSC Instructional Resources



# THE CCCS GIVE ACCESS TO THE STANDARDS

What



## Core Content Connectors (CCCs)

- Identify the most salient grade-level, core academic content in ELA and mathematics for students with a significant cognitive disability.
- The CCCs provide access to the standards.
- The CCCs are NOT extensions to the CCSS.
- The CCCs are NOT standards.

## Core Content Connectors

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- Every standard is addressed
- Each is a part of the linked CCSS and all of the standard is addressed (through “families” which are bundles of CCCs)
- Achievement of related CCCs addressing all parts of the standard (“families”) leads to conceptual understanding of the standard
- **The standard is the ultimate goal**

## Extended Standards

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- Usually only prioritized standards are addressed
- Linked to the standards but may not necessarily address the entire standard (ESs not typically bundled into related groups that address everything in the standard)
- Achievement of ES does not lead to conceptual understanding of the entire standard
- **Are in place of the general education standard**

# CCC compared to ES

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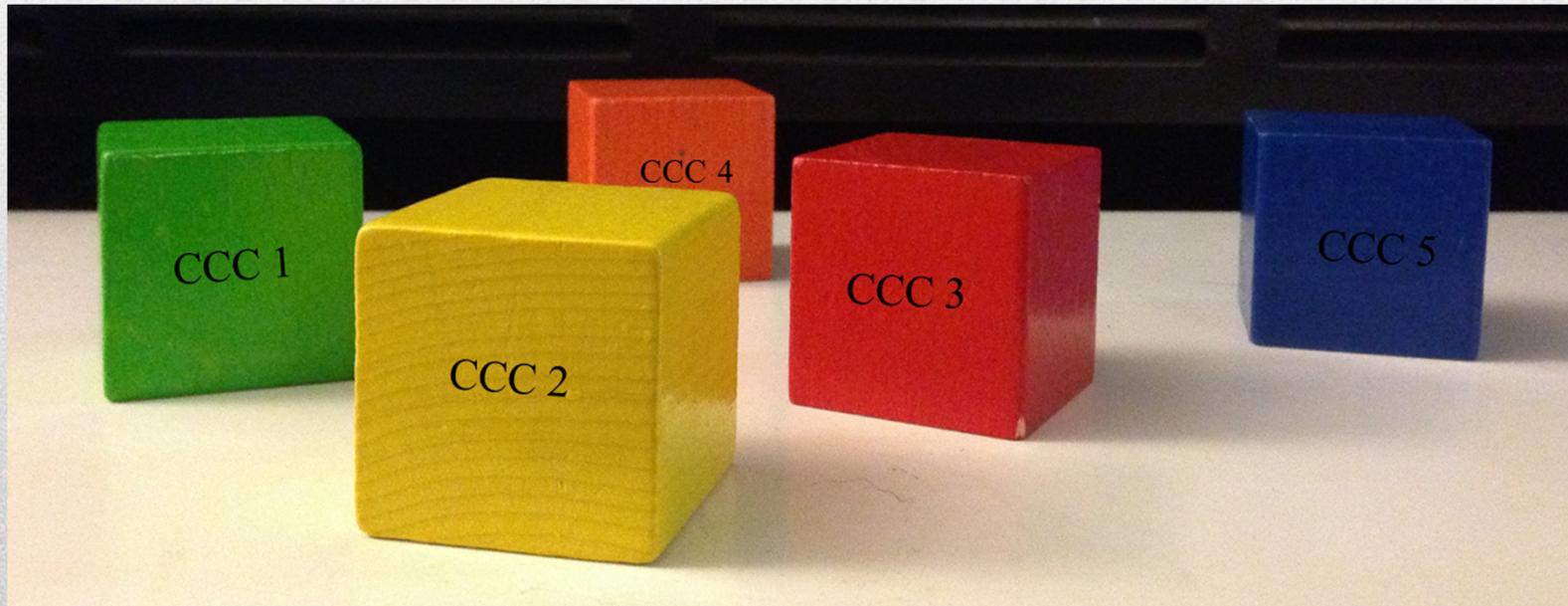
## Core Content Connectors

- 6.EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
  - 6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another.
  - 6.PRF.2a2 Use variable to represent numbers and write expressions when solving real world problems
  - 6.PRF.2a4 Analyze the relationships between the dependent and independent variables using graphs and tables, and relate to the equation

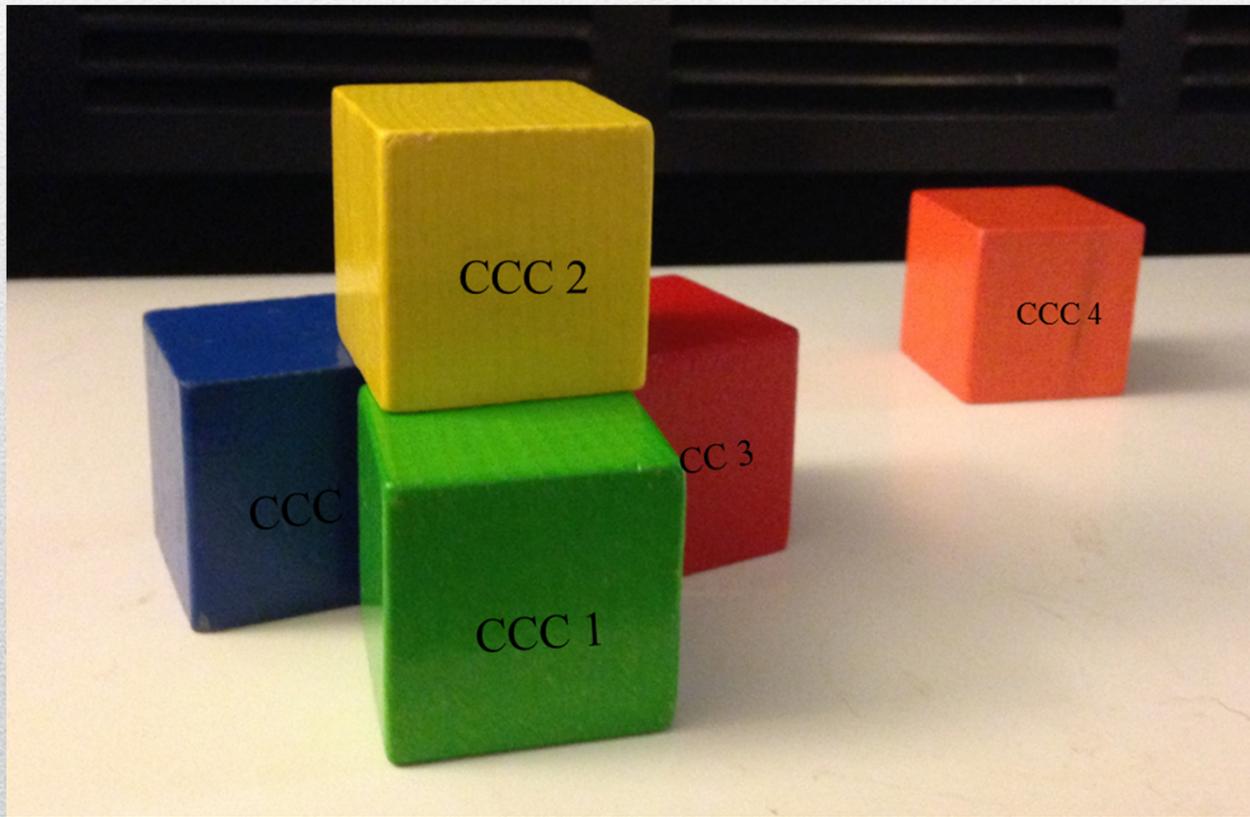
## Extended Standards

- 6.A.4.1. Students are able to use concrete materials, graphs, and algebraic statements to represent problem situations.
  - Extended Content: 6.A.A.4.1. Students will use concrete materials and graphs to represent problem situations.

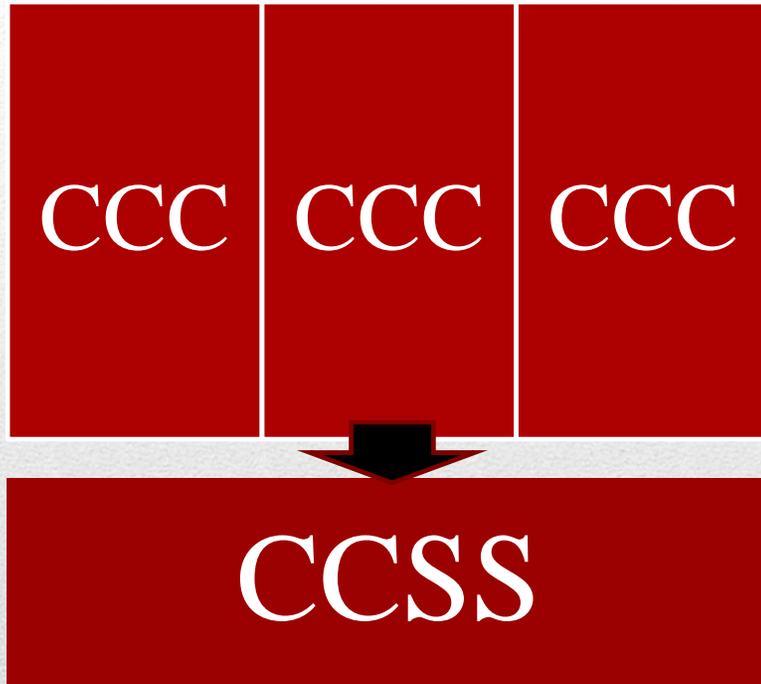
# CCC are connected to a particular CCSS through families...



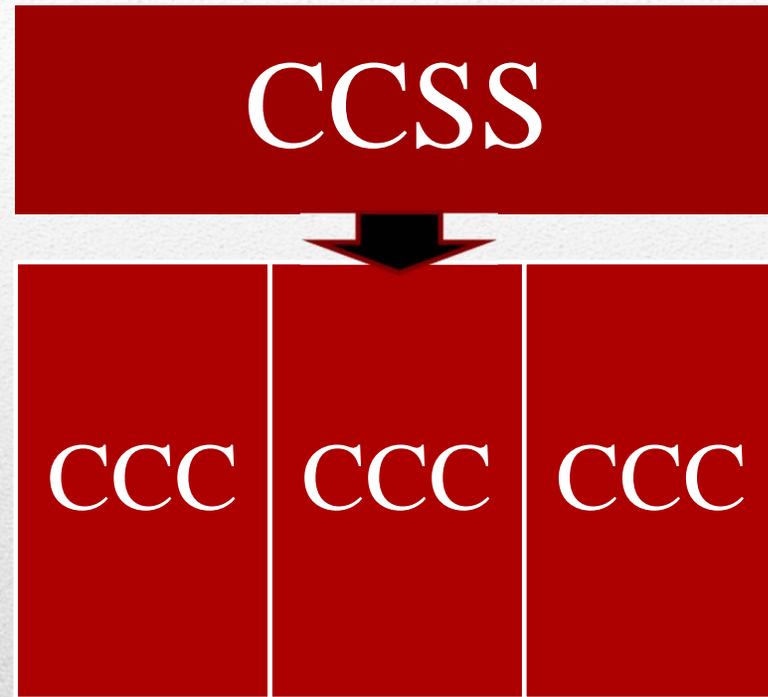
# ... and are like building blocks to that CCSS



## Parts to the whole



## Whole to the parts



# Two views of relationship of the CCSS and the CCC

# What does it look like?

- All students
  - Work toward the same content at the same time
  - Use the same materials (with individual supports as needed)
  - Have equitable access to the intentional and unintentional curriculum
  - Have opportunities to communicate about the content
- All teachers
  - Support all students
  - Work cooperatively
  - Speak the same educational language

# Why Use Grade Appropriate Content?

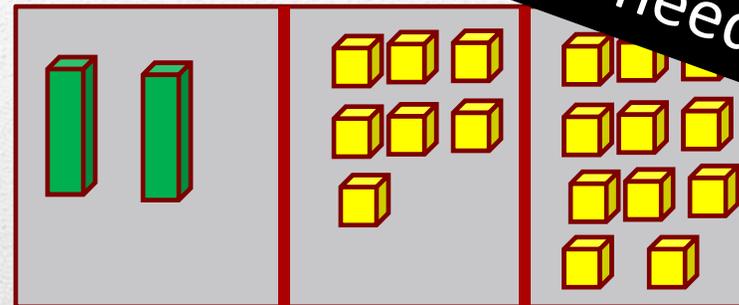
- Grade appropriate activities, materials, and text (adapted or not):
  - provide instruction on the same content as same age peers
  - provide opportunities to learn beyond the intended curriculum
  - present opportunities to develop and interact socially with same age peers
  - Demonstrate an assumption of competence



# What Does Grade Appropriate Look Like?

Same content –  
same concept

Adapt as needed



Linear equations  
 $-5x - 7 = 108$

Not necessarily  
the same level of  
difficulty

Linear equations  
 $2x + 7 = 11$

# Embedding IEP Goals/Objectives into Academic School Day

- Embedding IEP goals/objectives and functional skills into the academic school day helps to:
  - Teach skills in naturally occurring activities/settings
  - Provide multiple distributive trials throughout the day
  - Increase efficiency
  - Provide a reality check as to whether an objective is really important to teach
  - Facilitate generalization

# Embedding IEP Goals/Objectives into Academic School Day

<b>Instructional Activities</b> ( <i>Write the daily schedule activities</i> )→		English (reading books, articles, directions; writing papers, journal entries; etc.)		Math (computation, problem solving, measuring, etc.)	Social Studies (history, maps, current events, etc.)	Science (facts, experiments, etc.)	Homework, preparing to go home, study hall, etc.
<b>IEP Objectives &amp; Foundational Skills</b> ( <i>write key words</i> )↓	Homeroom		Breaks/Lunch				
Next dollar	x		x	x			
Sight words	x	x	x	x	x	x	x
Speaking in complete sentences	x	x	x	x	x	x	x
Completing a task	x	x		x	x	x	x
Writing personal information	x	x	x	x	x	x	x
Hand washing			x			x	
Following directions	x	x	x	x	x	x	xx

# What supports do teachers need?

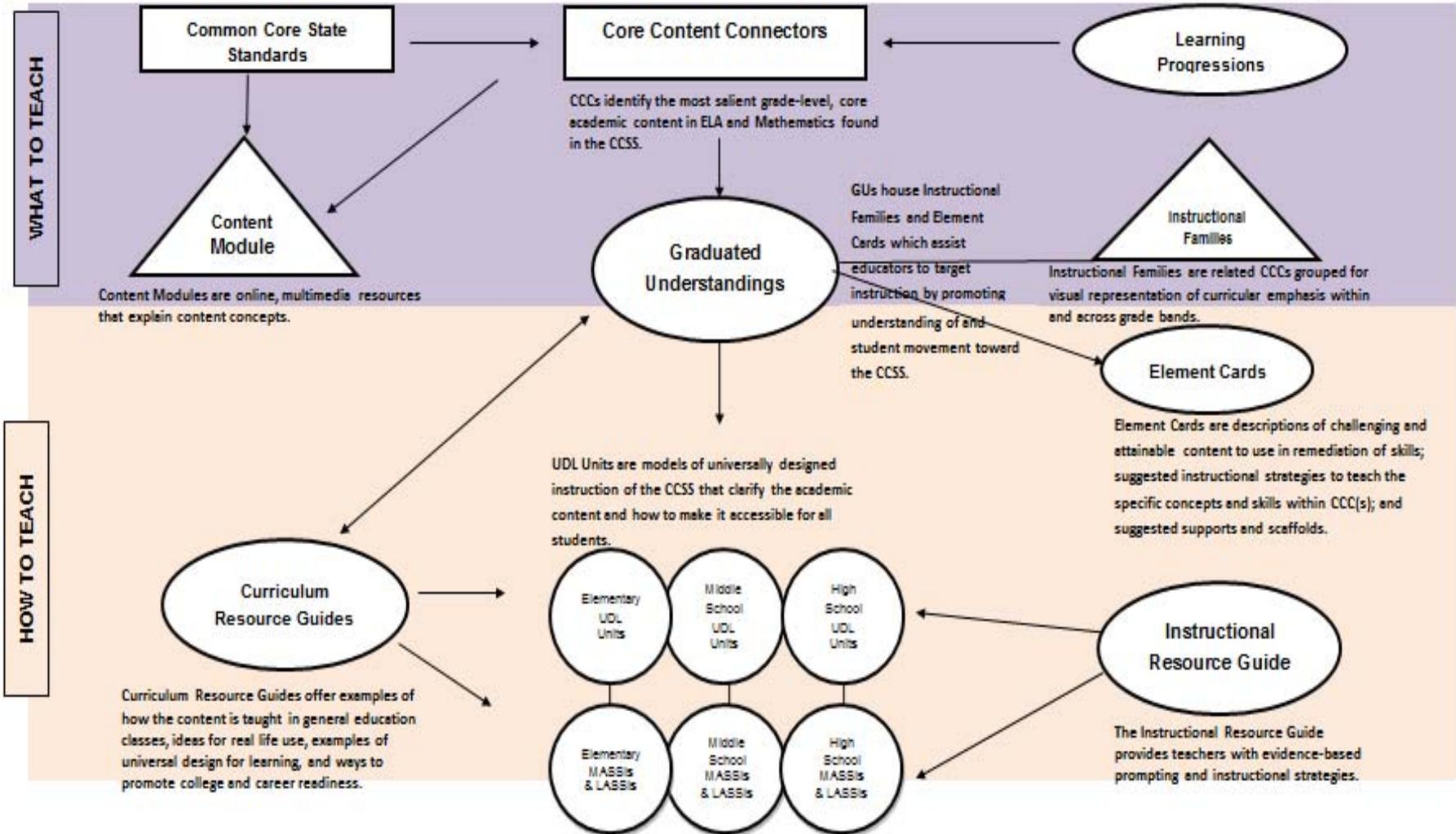
- Access to the grade-level content
  - District/school curriculum and all associated resources (scope and sequence, materials, grade level texts, etc.)
  - PD on teaching academic content
  - Content specialists
  - General education teachers
    - Consultation
    - Common planning time
    - Co-teaching
    - Flexibility in support
- Communication systems
- Instructional strategies
  - General education
  - Special education
    - Accommodations
    - Modifications
    - Systematic instructional strategies

# What supports do teachers need?

Materials	Professional Development	Ongoing Supports
District/school curriculum and all associated resources <ul style="list-style-type: none"> <li>• scope and sequence</li> <li>• grade level materials</li> <li>• grade level texts</li> <li>• curriculum maps</li> </ul>	PD on teaching academic content <ul style="list-style-type: none"> <li>• Understanding the content</li> <li>• UDL</li> <li>• Making accommodations</li> <li>• Building in supports</li> <li>• Evidence based practices</li> </ul>	Content specialists & General education teachers <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Common planning time</li> <li>• Co-teaching</li> <li>• Flexibility in support</li> </ul>
Access to appropriate communication systems for their students	Training on communication systems <ul style="list-style-type: none"> <li>• How to program content and core vocabulary</li> </ul>	SLP and AT consultations and support
	Training on embedding IEP goals	

## SCHEMA for Common Core State Standards Resources NCSC Instructional Resources

Learning Progressions are broad descriptions of the essential content and general sequencing for student learning and skills development.



# What resources are available?

[www.ncscpartners.org/resources](http://www.ncscpartners.org/resources)

- Parents
- Curriculum and instructional resources for both special and general educators
  - Content modules
  - Curriculum and instructional resource guides
    - ELA and math UDL units
    - LASSIs and MASSIs
- IEP team guidance
- College and career readiness
- Communication competence
- Principal walk-through

# UDL units

- Aligned to grade level CCSS
- Developed according to the principles of UDL
- General education units for ELA and Math (ES, MS, HS)
  - Daily lesson plans for each unit (1 week)
  - Suggestions for supports for students with various levels of need
  - Examples of materials for general and special education students
  - Systematic instruction lessons for students who need intensive support within the unit

# LASSIs & MASSIs

- English/language arts and math
- Systematic instruction lessons on the CCC
- Grounded in general education activities

# Reviewing today's discussion

- What the changes are for ELA and Math instruction based upon the CCSS
- What it means for students with disabilities to work directly towards standards vs using extended standards
- What supports teachers need
- What instruction look like
- What resources are available

# Questions and contacts

- Questions
  - Today's webinar
  - Other
- Contacts
  - Linda Turner [linda.turner@state.sd.us](mailto:linda.turner@state.sd.us)
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