



New Jersey
Special Education

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Making Standards Accessible to Students at Varying Instructional Levels

February 12, 2019

Session 2

10:30-11:45

Agenda

- Introductions
- Overview
 - PCG
 - Project SUCCESS
- Least Dangerous Assumption & Presumed Competence
- Planning Academic Instruction
 - Unpacking Standards
 - Vocabulary
 - Formative Assessment
 - Lesson Planning
- Effective Feedback

About Public Consulting Group (PCG)

Who We Are

- PCG provides professional development, technical assistance, and technology to teachers and administrators globally
- We are the leading provider of special education tools and supports in the nation
 - One in Four Special Education Students' IEPs is managed using PCG systems
 - PCG has helped clients generate over \$5.1 billion in school-based Medicaid reimbursement
 - PCG subject matter experts author whitepapers on best practices in critical areas, provide targeted consulting to clients, produce seminars, develop and manage best in breed technical supports

About Public Consulting Group (PCG)

Where We Work

- 4,600+ district clients
 - Includes 22 of the largest 25 school districts in the U.S.
 - More than 320 New Jersey Districts currently use the EDPlan suite to manage special education documentation
 - New Jersey team based in Princeton since 2005; currently expanding to a total of three offices across New Jersey (Newark, New Brunswick, and Princeton)
 - Local initiatives include NJ SMART, SEMI, and district-specific contracts



Trending Now

What We Do



Impact ★



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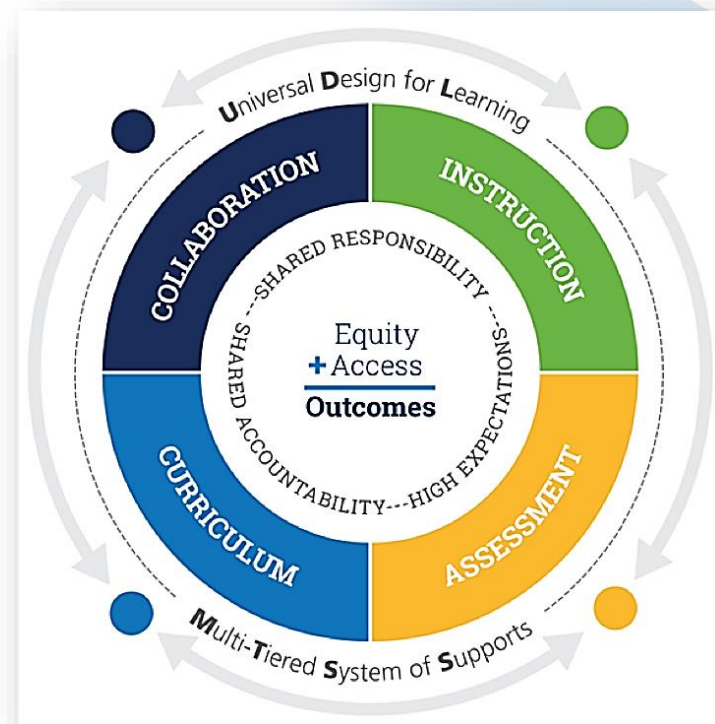
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Indiana Resource Network (IRN)



Key Supports Provided by IRN

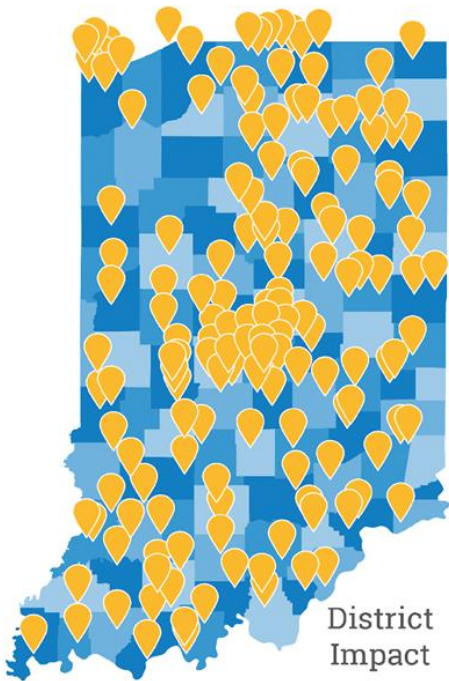
- Professional Development and Technical Assistance to:
 - Improve access to standards and quality of instruction
 - Support district leaders and educators in special education processes and procedures
 - Support and monitor compliance
- Individualized by district, classroom AND aligned to state and federal priorities
- Support IDOE in Results Driven Accountability



Project SUCCESS



Project SUCCESS supports districts to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job embedded professional development focused on academic instruction, communication, and employability skills.



District Impact

Topics Frequently Covered:	● Unpacking Content Connectors	● Curriculum Mapping	● Goal Writing	● Formative Assessment	● Certificate of Completion
Types of Support:	● On-site Professional Development	● Summer Institutes	● Webinars	● State/National Conferences	● Online Tools and Resources

355 attendees to the 2017 Summer Regional Training

250 teachers and administrators attended 2017-18 Regional Trainings

3,438 attended or viewed webinars

23,536

views/downloads of curriculum and instructional resources

districts received on-going onsite training during 17-18 school year **60**

19,344 **views/downloads** of Content Connector resources



*"As a result of partnering with **Project SUCCESS**, my students are achieving at a much higher level as I am providing access and exposure to grade level content connectors and curriculum."*

District, School and Staff Accomplishments

- Higher Expectations for ALL students
- Communication for ALL students
- Understanding Content Connectors
 - Unpacking
 - Planning/Instruction/Formative Assessment
 - Goal Writing
 - Assessment
- Curriculum Mapping
 - Consistency
 - Inclusive/Collaboration
- Certificate of Completion
 - Applied Courses
 - Transition Planning

Presumed Competence and Least Dangerous Assumption



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Presumption of competence affects:

- How actively we engage an individual
- The level of information/materials we offer
- How often we talk to the individual, the manner we use, and the respect we offer
- How we speak about the individual to others
- How much effort and patience we use to resolve challenges

Least Dangerous Assumption & Presumed Competence

Video: [Least Dangerous Assumption](#)

- Intelligence is not a single measurable characteristic.
- All students have different talents and skills.
- Students learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.



No one rises to low expectations.

Les Brown

“ quote fancy

Planning Academic Instruction



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Unpacking



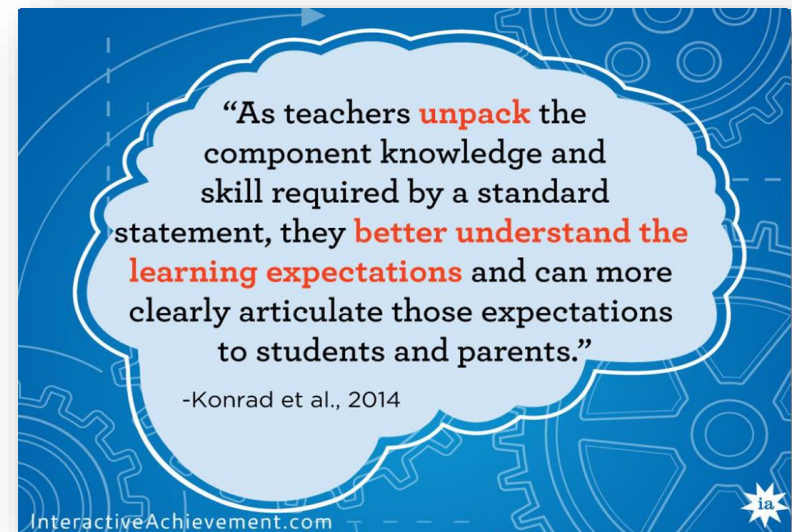
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Unpacking Standards

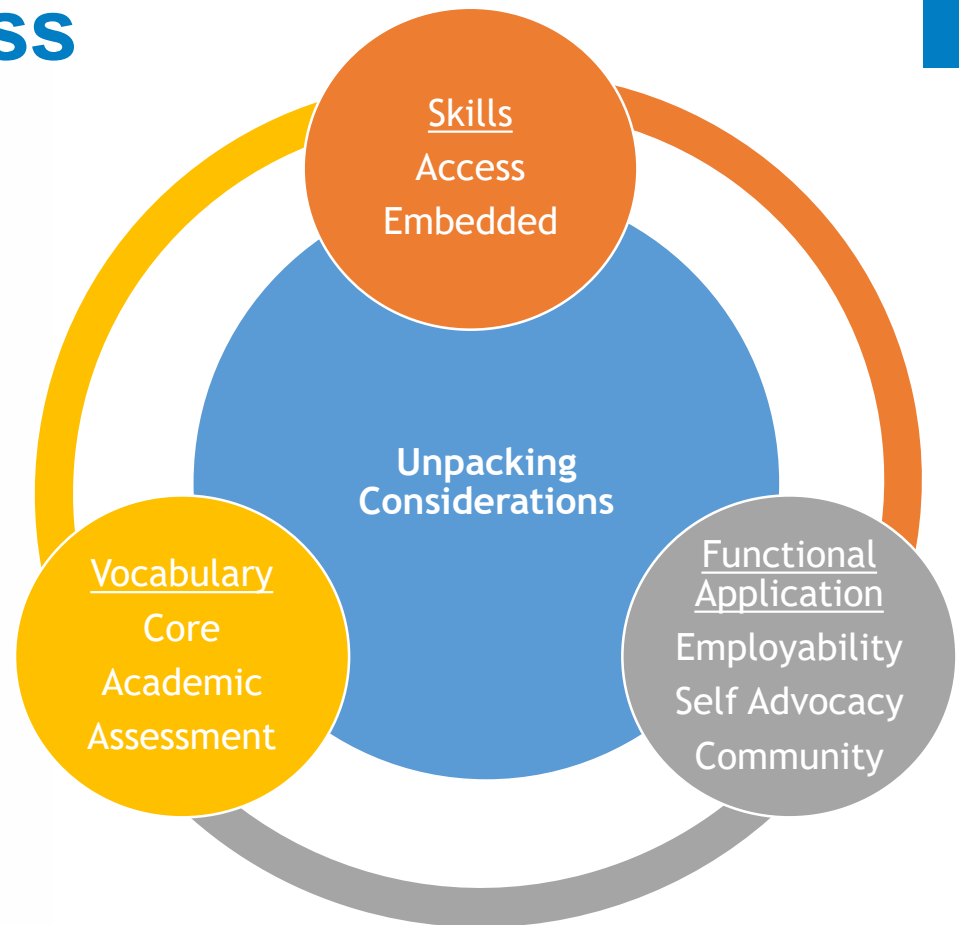
Breaking down standards to...

- Identify priorities
- Compare to student present levels
- Identify barriers and targets for instruction and goal writing
- Aid in planning specially designed instruction
- Support scope and sequence
- Support lesson planning



Unpacking Process

- Determine skills and knowledge
- Identify Vocabulary
- Application



Unpacking Template

Content Connector:

SKILLS: What should students be able to DO? (VERBS)

CONCEPTS: What should students KNOW? (NOUNS)

What access skills are required for every student to master this grade-level Content Connector?

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

Unpacking Template

Content Connector:

8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.

SKILLS: What should students be able to DO? (VERBS)

- Cite text evidence
- Analyze and state what the text says explicitly

CONCEPTS: What should students KNOW? (NOUNS)

- Evidence: finding details to support answers
- Explicitly: word for word
- Analysis: breaking down a complex topic into smaller parts to gain a better understanding

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Sequencing: breaking down the story into smaller parts, in order
- Retell: what the text says (in this case, explicitly)
- Cite text evidence: refer back to text when answering questions

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

- Sequencing
- Retell

Unpacking Template

Content Connector:

3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).

SKILLS: What should students be able to DO? (VERBS)

- Identify a character in the story (who)
- Describe a character from the story – traits, motivations, or feelings

CONCEPTS: What should students KNOW? (NOUNS)

- WH Questions: WHO, WHY
- Traits – details
- Feelings – emotions

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Know difference between people and objects
- Identify relevant details
- Categorize
- Describe a character by stating the character's traits, motivations, and/or feelings

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

- Know difference between people and objects (Identify a character within the story)
- Identify relevant details

Vocabulary

Standard

Assessment

Core



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Vocabulary

Core Vocabulary

- ~400 words
- Makes up 80% of what we say, write, hear, or read
- Includes pronouns, verbs, adjectives, adverbs, question words, interjections, demonstratives, prepositions, etc.
- Not very good picture producers
- Required to communicate effectively
- Allows us to grow/build language skills naturally



Fringe Vocabulary

- Large set of thousands of words
- Makes up 20% of what we say, write, hear, or read
- Changes throughout your lifetime depending on your interests, career, etc.
- Mostly nouns and content-specific vocabulary
- More specific than core vocabulary makes them easy to depict
- Difficult to grow/build language (one word → two word)



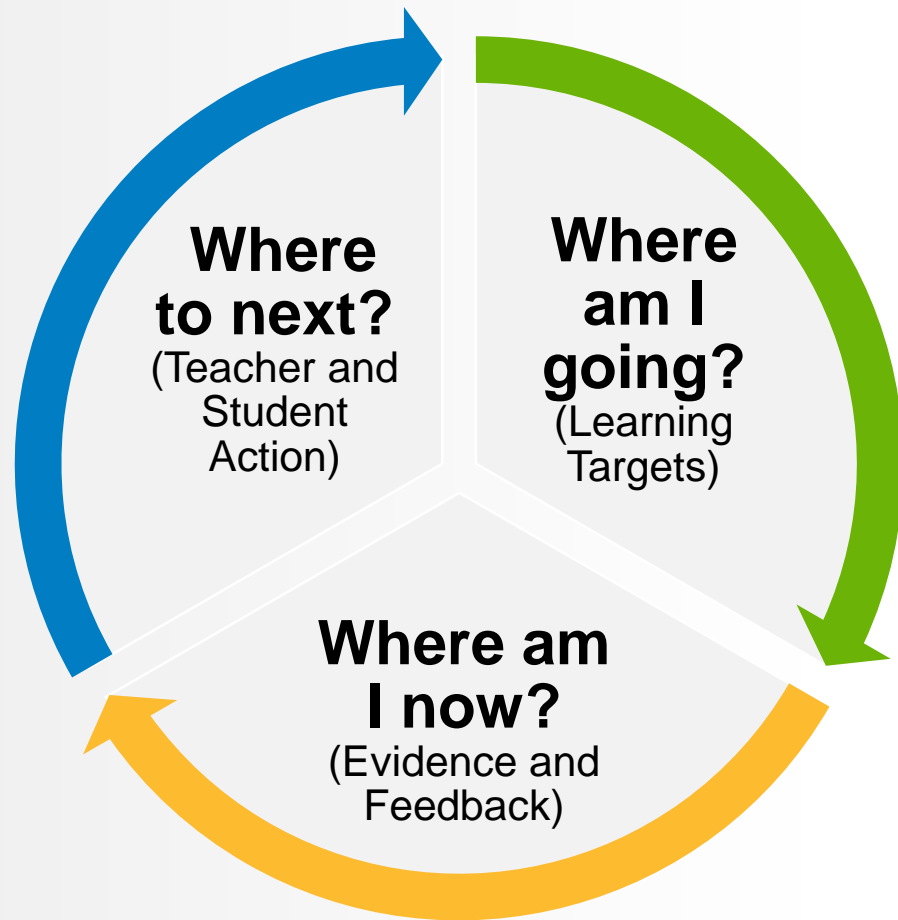
Formative Assessment



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The Formative Assessment Process



Components of Formative Assessment

Component of Formative Assessment	The 'Why'
Clarify the Learning	So students and teachers can answer the question, "Where am I going?"
Elicit Evidence	So teachers and students can gather the information they need to determine progress toward the intended learning.
Interpret Evidence	To answer the question, "Where am I now?"
Respond to Evidence	To answer the questions, "Where to next" and "How do I get there?"

Planning Considerations



How will I introduce the learning target to the students?



Do the learning experiences I planned match the learning goal?



How will I differentiate instruction so all students can participate throughout the lesson?



What formative assessments will be useful? What data will I collect throughout the lesson?

Introduce the Learning Target	Learning experiences aligned to Learning Target	Differentiated Instruction- Access for ALL	Evidence and Feedback

Lesson Planning



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Unpacking Template

Content Connector:

5.NS.1.a.2: Compare two decimals to the hundredths place with a value of less than 1. Make relationship to money. Use symbols $<$, $>$, and $=$ & vocabulary. Model with coins.

SKILLS: What should students be able to DO? (VERBS)

- Identify place value to the hundredths place
- Determine which decimal is bigger/smaller

CONCEPTS: What should students KNOW? (NOUNS)

- MORE THAN and LESS THAN
- Symbols: $<$, $>$, $=$, $\$$

What access skills are required for every student to master the selected grade-level standard?

- Mode of communication
- Listen and attend to instruction
- Understand MORE THAN and LESS THAN
- Identify decimal in a number
- Match decimal values to coins (0.01 to penny, 0.05 to nickel, etc.)

Which access skills describe barriers for students' access to and progress toward this grade-level standard? (Varies)

- Number identification
- Using symbols: $<$, $>$, $=$, $\$$

Indiana Standard(s):		
CCC(s):		
Academic Vocabulary:	Key Core Vocabulary:	
Learning Objective:		
Concrete Understandings Students will know... Students will be able to do...		Critical Prior Knowledge:
Considerations Tier1:	Considerations Tier2:	Considerations Tier3:
Manipulatives & Visuals:		Resources/Materials:

Unpacking Template

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Manipulatives & Visuals:		Resources/Materials:

Lesson Plan Template

Content Connector(s):

- Content Connectors can be found [here](#).
- What Content Connectors are critical?
- Refer to grade level or content curriculum maps

Indiana Standard(s):

- Which Indiana Academic Standard is aligned to the Critical Content Connector selected?

Academic Vocabulary:

- Find the Academic Vocabulary [here](#).
- Academic Vocabulary is key for learners who struggle with content.
- Decide what vocabulary and background knowledge is key to understanding the lesson, but do not overwhelm with unnecessary information; rather, build it by providing a variety of opportunities to engage.
- Consider not only differences in learning and general knowledge, but also regional and cultural perspectives.

Key Core Vocabulary:

- Find information on the Core Vocabulary [here](#).
- Small set of words- Allows us to grow and build language skills. 1 to 2 words.
- Includes pronouns, not words.
- Not very good word practice
- Required to communicate

Learning Objective:

- What must the student know and be able to do?
- How can the learning objective be placed in student friendly language?

Concrete Understandings

Students will know...

Students will be able to do...

Unpack the standards:

- What should the students be able to know? (**Nouns**)
- What should the students be able to do? (**Verbs**)

Critical Prior Knowledge

- Utilize the Project SUCCESS build into the grade level
- Decide what vocabulary understanding the lesson unnecessary information opportunities to engage

Considerations Tier 1:

What considerations do we need to include for TIER 1 students?

Students who are TIER 1:

- Lower Level
- Includes more visual supports, multiple support.
- Simple and direct language.

Considerations Tier 2:

What considerations do we need to include for TIER 2 students?

Students who are TIER 2:

- Medium Level
- Text includes some visual supports along with the text.

Considerations Tier 3:

What considerations do we need to include for TIER 3 students?

Students who are TIER 3:

- High Level
- Text includes minimal visual supports
- Text is complex and abstract

ACCESS- ie manipulatives & visuals:

- Is there anything needed to make sure all students have access?
- Have you engaged on multiple levels around the same standard?
- Does the activity provide information and receive information in various ways?
- Do you need any additional accommodations?

Resources/Materials:

- Think about all students
- Think about what supports removing them.

Instructional/Assessment Strategies:

- How will you teach the skills?
- What activities will students engage in?
- How will you involve students in their own learning?
- What learning experiences will you provide? What will students do? Why?
- What formative assessments will be embedded to assess learning? How will students be involved in the process?

Supports/Scaffolds:

- Think about all students and what supports are needed.
- Think about what supports have been provided and plan for removing them.

Scope and Sequence Template Examples



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First 9 Weeks	ELA	Math	Science	Social Studies
(Date)	(Content Connector)			

First 9 Weeks ELA	Literature	Non-Fiction	Vocabulary	Speaking & Listening	Media Literacy
(Date)	(Content Connector)				

Develop Scope and Sequence Considerations

Where to begin	What to include	How to organize	Who is responsible
<ul style="list-style-type: none"> • Curriculum • Content area • Grade level • Courses 	<ul style="list-style-type: none"> • Content • Connectors • Unpacked skills and knowledge • Curriculum • Lesson Plans • Timeframe • Assessment • Resources 	<ul style="list-style-type: none"> • Structure • Templates • Where will resources and materials be saved and housed? 	<ul style="list-style-type: none"> • Teacher • Admin • Set up • Implementation

Develop Scope and Sequence Considerations

UnpackingTemplate 3-5 ELA.xlsx - Excel

File Home Insert Draw Page Layout Formulas Data Review View Tell me what you want to do

New Slide Table Pictures Online Pictures Screenshot Photo Album Shapes SmartArt Chart Store My Add-ins Hyperlink Action Comment Text Box & Footer Header & Footer WordArt Date & Time Slide Number Object Equation Symbol Video Audio Screen Recording

	A	B	C	D	E	f
1	ELA	Content Connector(s)	Skills/Concepts	Vocabulary	Access Points	Functional Appli
2	3rd Grade					
3	4th Grade					
4	5th Grade					
5						
6	3rd Grade					
7	4th Grade					
8	5th Grade					

Foundations	Literature	NonFiction	Vocabulary	Writing	Speaking and Listening	Media Li
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Supporting Principals



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Former...

Alternate Standard	Examples of Performance
<p>Manages money</p>	<ul style="list-style-type: none"> • Identify and give the values of collections of pennies, nickels, and dimes. • Use play or real money to decide whether there is enough money to make a purchase • Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars • Explain that people exchange goods and services to get the things they want

Current...

Alternate Standard	Aligned Academic Standard	Examples of Performance
<p>AI.RNE.2: Identify the pattern for the sum or product for combinations of rational numbers.</p>	<p>AI.RNE.2: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>	<p>If an item costs \$4.00 and you purchase 5 items, what is the total cost?</p> <p>Equation: $\\$4.00 \times 5 = \\20.00</p> <p>Pattern: $\\$4.00 + \\$4.00 + \\$4.00 + \\$4.00 + \\$4.00 = \\20.00</p> <p>Understands academic vocabulary, for example, identifies a sum, a pattern and product.</p>

Observations and Walk-throughs

Lesson Planning

- Standards and/or aligned alternate standards listed in lesson plans
- Standards/alternate standards unpacked and aligned for multiple levels of learners, **specific skills listed**
- Less focus on schedule and more focus on instruction
- Social activities/instruction embedded within academic tasks
- Lesson plans include academic vocabulary
- Communication needs addressed, including core vocabulary connections

Instruction

- IEP Goals aligned to academic standards
- Instructional activities designed around standards and IEP goals (aligned with district maps)
- Picture symbol/augmentative devices are consistently used as needed
- High Expectations and students engaged in their own learning
- Positive behavior supports and classroom management
- Academic 'rich' resources in the classroom (anchor charts, posters, number line, and calculator)

Observations and Walk Throughs

Things you should see...

- Academic Instruction aligned to standards or alternate standards
- Age appropriate materials, resources and curriculum
- Multiple means of communication
- Support staff with clear focus on goals
- Consistent behavior strategies
- Social skills instruction integrated into lessons
- Clear expectations and procedures-visual of procedures and constant modeling/practice
- Formative assessment embedded in instruction

Things you should not see...

- Instructional strategies that you would not want in general education classes
- Movies
- Childish toys or games in middle and high school classrooms
- Materials that are not age appropriate
- Underutilized or counterproductive support staff
- Stand alone “leisure activity” time without academic purpose-free time
- Lack of exposure to curriculum and peers
- Staying in the functional/life skills classroom all day

Best Practice

- ✓ Delivery of instruction should mirror best practice and expectations of general education and resource classrooms.
- ✓ Include 'life skills/essential skills' teachers in all school wide professional development, curriculum mapping, planning, book studies, and grade level meetings, etc.
- ✓ On-going planning time with support is important. Time for teachers to collaborate with general educators, related service staff and subject matter experts, as well as same subject teachers
- ✓ Recognize that PD needs will shift as teams grow.

Resources

[Lesson Plan Template with Guiding Questions](#)

[Lesson Plan Template](#)

[Curriculum Map \(in process\)](#)



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