Oklahoma Academic Standards and Students with Disabilities

Angela Kwok, Presenter

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Objectives Today

- Discuss the **paradigm shift**: What do the new Oklahoma Academic Standards in ELA and Math mean for students with disabilities (SWDs)?
- Discuss scientifically **research**-based instructional strategies.
- Address IEP **alignment** with grade level standards.
- Provide general **guidance** for effective classroom strategies.
- Recognize what **access** means regarding Universal Design for Learning (UDL), Assistive Technology and Accommodations.

Foundation elements of a successful school.

- Accepted belief that all students have the potential to learn;
- Strong leadership supports teachers, leading to student success;
- Continual analysis of student data is embedded in the school's culture;
- Research-based interventions and instructional practice are used on an on-going basis; and
- Collaboration is the norm.

Shifts for Mathematics

- **Focus** strongly where the Standards have emphasis
- **Coherence: Think** across grades, and **link** to major topics within grades
- **Rigor**: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Shifts for ELA/Literacy

- **Building knowledge** through **content-rich nonfiction**
- Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

Why Scientifically-Based Research?

Scientific Research...

- Makes teaching more effective, productive, and efficient
- Can be better generalized and replicated across many sites
- Implementation of the research prevents potential student failure

5 Key Elements

Schools must address to support the achievement of students receiving special education services:

- ❑ Ownership
- ❑ High Expectations
- ❑ Interventions (as appropriate)
- ❑ Inclusion/Collaborative Teaching
- ❑ Professional Development

McNulty and Gloeckler (2011). Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services. International Center for Leadership in Education. Rexford, NY.

Research

Ownership

School	Classroom
Co-Teaching/Inclusion	Design Instruction for all Learners
Attending IEP Meetings	Appropriately Differentiate Curriculum
Ongoing Collaboration	Apply Supports Based on Student Strengths

Research

High Expectations

School	Teacher	Student
Positive School Climate	Positive Classroom Climate	Access to the Gen. Ed. Classroom & Curriculum
Supports for Teachers	Rigorous Content	Participation
Ongoing Collaboration	Accommodating	Ownership of Learning

Research

Intervention Systems

Behavior	Academic
Proactive Approaches	Tiered Levels of Support
Positive Relationships	Staff
Safe Environments	Flexible Scheduling

Research

Inclusion/Co-Teaching

Inclusion	Co-Teaching
Including SWDs in the Gen. Ed. Setting	Support for all Learners
Peer Learning	Supportive, Parallel, Team, Complementary

Research

Organization/Professional Development

Administrators	Teachers
Data and Goal Driven	Fully Present
Applicable	Implementation
Support Teachers	Support Administrators

Research

Professional Development

- Administering assessments
- Analyzing and using student assessment data
- Comprehensive and intervention programs
- Evidence based strategies
- Instructional delivery
- Classroom management

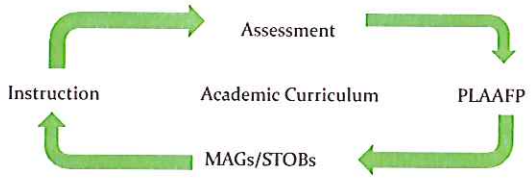
Research

Aligning IEPs to Standards

ELA and Math: Fluencies and Priorities

Alignment

IEPs Promoting Alignment



Alignment

PLAAFP

- The Present Level of Academic Achievement and Functional Performance is the first written statement in the IEP plan documentation of the child's ability and current achievement at the time the IEP is written.

MAGs

- Measurable Annual Goals are academic and functional goals to help the student make progress towards curriculum and meet other education needs.

STOBs

- Short term Objectives are smaller intermediate milestones to achieve when moving toward an important goal.

Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Alignment

Math Fluency

- The standards require speed and accuracy in calculation.
- Teachers structure class time and/or homework time for students.
  - Practice core functions such as single-digit multiplication .
  - Purpose: Able to understand and manipulate more complex concepts.

Alignment

Math Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Alignment

Priorities in ELA

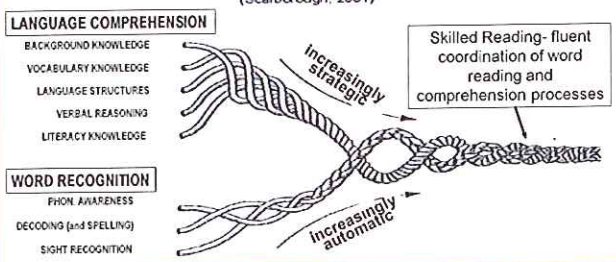
Essential Elements of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Alignment

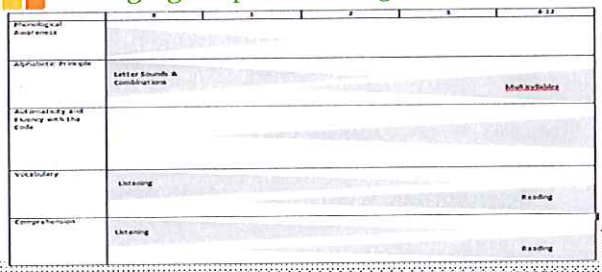
The Many Strands that are Woven Into Skilled Reading

(Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Changing Emphasis of Big Ideas



Alignment (Moats, 2005)

Effective Instruction

- Overtly teaching each step through teacher modeling and many examples
- Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills
- Providing many opportunities for students to respond and demonstrate what they are learning
- Incorporating feedback (from teacher or peers) during initial instruction and practice

General Guidance

Thasya http://www.youtube.com/watch?v=1zWp2KkO168 7:00-10:54

Instructional Strategies

- Scaffolding
- Fluency Strategies
- Vocabulary Strategies
- Literature-Based Approaches
- Text Mapping Strategies
- Vocabulary and Concept Mapping
- Word Analysis Strategies
- Explicit and systematic instruction
- Model with many examples

General Guidance

Instructional Strategies (continued)

- Break tasks into small, manageable steps for the learners
- Pace of instruction to match students' learning needs
- Scaffold instruction
- Content differentiated for all learners
- Qualified and effective interventionists
- Small groups of 3-5 students
- Increase student response and practice opportunities
- Provide precise, immediate feedback

General Guidance

Lesson Delivery Questions/Self-Assessment

Explicit Instruction

How will I focus my students on what they need to learn?

Modeled Instruction

How will I show my students exactly what they are expected to do during guided practice and eventually during independent work?

Guided Practice

How will I provide my students with opportunities to practice what they were taught during the modeled portion of the lesson?

Collaborative Learning

How will I provide every member of a group to independently apply their new knowledge to a collaborative task?

Independent Practice

How will I help my students independently apply what they have learned during modeled and guided practice?

General Guidance

Informal Student Assessments

Check for understanding throughout the lesson...

- thumbs up/down/middle
- white board responses
- response cards, yes/no cards
- student response device
- journal
- board races
- exit tickets

General Guidance

Teacher Priorities to help student mastery

- Know the expected grade level academic standards.
- Identify skills that are critical.
- Through informal or formative assessments identify which skills the students:
  - have mastered
  - are not yet mastered
- Plan instruction to match student's needs.

General Guidance

Cornelius

- Cornelius' 5th grade classroom teacher is providing whole group instruction for a lesson on long division. During the lesson Cornelius begins the task of trying to sharpen his pencil so it can be the shortest pencil in the world.
- Cornelius' teacher notices his task avoidance techniques so she moves his work area to the front of the room where she is teaching.
- Cornelius' teacher then takes away his pencil and his sharpener hoping he will be attentive to the lesson. She notices his focus is on the screen, but his eyes are glazed over with a clear indication he doesn't understand the process.

General Guidance

Cornelius (continued)

- Students practice sample questions as a class with different students coming up to the board to indicate the next step in the process towards solving the problem.
- Students have been assigned problems 1-20 in their book for independent practice. Cornelius has his pencil back but his paper is blank. He hasn't written anything; so he can reflect back to remember the steps.

General Guidance

Teacher's options to help Cornelius

- Reteach the lesson to Cornelius and any other students who may not understand.
- Provide a copy of the teachers notes with each series of the steps in a different color to know which task comes first.
- Provide a list of steps to follow to solve the problem.
- Work with Cornelius one-on-one.
- Have him watch a tutorial video on-line to teach the concept of division.
- Provide a multiplication chart.
- Teacher reviews Cornelius' work after every problem (offer frequent and immediate feedback).

General Guidance

Students needing additional support

Teachers offer the following:

- MORE explicit, systematic, intensive, and supportive instruction (reteach grade level skills when necessary)
- MORE instructional time (e.g., an additional 30 minutes) than regular classroom instruction
- Instruction in small, same-ability groups (3-5 students)
- Frequent progress monitoring (e.g., every 2-3 weeks) to track student progress and inform instruction

General Guidance

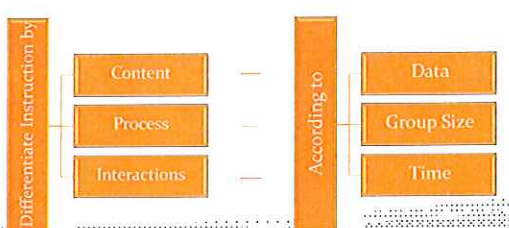
Additional Instructional Strategies

- Mnemonic strategies
- Spatial organizers
- Classroom learning strategies
- Computer-assisted instruction
- Peer mediation
- Study aids
- Sensory/Tactile or activity-oriented learning
- Explicit instruction

http://nichcy.org/research/summaries/abstract186

General Guidance

Differentiated Instruction



Implications for Students with Disabilities (SWD)

- **Instruction** should focus on the new Oklahoma Academic Standards.
- **Placement** decisions should focus on the least restrictive environment that affords a student access to the Oklahoma Academic Standards and core content curriculum.
- **Accommodations** provide appropriate access to the curriculum that does not decrease the learning expectations.

Access

Accommodations

Presentation	• Large print • Reread directions for each page
Response	• Mark answers in book • Scribe records response
Setting	• Small group • Special lighting
Timing/Scheduling	• Extended time • Frequent breaks

Access

Assistive Technology

- *Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (IDEA Sec. 300.5)*
- Designing and delivering products and services that are usable by people with the widest possible range of functional capabilities
- Enables access to the standards

Access

Contact Information:

Oklahoma State Department of Education
Special Education Services
405-521-3351
http://ok.gov/sde/special-education