

# Louisiana Connectors

- Welcome! Do you typically gravitate to ELA or Math?
  - ELA – sit on your left-hand side of the room.
  - Math – sit on the right-hand side of the room.

**Front of Room / PPT**

**ELA Seating  
Section**

**Math Seating  
Section**

***Door / Entry(You are here!)***

- Once seated, note that you have two handouts: “Introduction” and “Supplemental”.
- In the “Introduction” handout, please turn to the second page, “Do Now” section and jot down your thoughts.

# Louisiana Believes

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**Cohort Turnkey Training Workshop:  
Introduction to the Louisiana Connectors  
for Students with Significant Disabilities  
June 2017**

# Objectives

- As a result of this session, participants will be able to
  - Explain the purpose and function of the Louisiana Connectors for students with significant disabilities
  - Identify and apply the appropriate resources for lesson planning and teaching students with significant disabilities
  - Adapt and individualize lesson plans for students with significant disabilities
  - Plan and execute professional development for relevant stakeholder groups based on today's learnings and their needs

# Agenda

- Opening
- Module 1: Overview/ Rationale Training
- Module 2: Case Study & Resources Training
- Module 3: Adapted Lesson Planning for SWSDs Training
- Choose Your Adventure: Planning, Rehearsal & Feedback
- Closing

# Norms

- Be present
- High engagement
- Constructive feedback
- Balance participation
- Parking lot

# Module One: Overview/ Rationale Training



**Provide an “elevator speech” to colleagues about the Louisiana Connectors**

# History

- In spring 2016, BESE approved the Louisiana Student Standards in English language arts and mathematics.
- In winter 2016, BESE approved aligned standards, known as the Louisiana Connectors, for students with significant disabilities.
- The Louisiana Connectors have replaced what were formerly known as the Extended Standards; the LEAP Connect will replace what was formerly referred to as LAA1.

	<b>FORMER</b>	<b>NEW</b>
<b>Standards</b>	Extended Standards	Louisiana Connectors
<b>Assessment</b>	LAA 1	LEAP Connect: Students with Significant Disabilities

# Definition

- The Louisiana Connectors are fully aligned to the Louisiana Student Standards in both mathematics and English language arts.
- For the individual standards found in ELA and math, there are accompanying Connectors that represent the major benchmarks along the pathway to achieving the expectations of each standard.

Louisiana Student Standards	Louisiana Connectors
<b>3.NBT.A.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b>LC.3.NBT.A.2c</b> Use the relationships between addition and subtraction to solve problems. <b>LC.3.NBT.A.2b</b> Solve multi-step addition and subtraction problems up to 100. <b>LC.3.NBT.A.2c</b> Solve multi-digit addition and subtraction problems up to 1000.

# Purpose

- The Louisiana Connectors are full-aligned pathways that capture the “big ideas” of the Louisiana State Standards for students with significant disabilities.
- The Connectors are not learning standards that exist separate and apart from the common expectations we have for all students.
- Instead, the Connectors are designed to provide developmentally-appropriate content benchmarks toward the standards across all grade levels in English language arts and mathematics.

# Rationale

- Grade-level expectations are the **highest expectations** we have for all students.
- SWSDs must have **access** to grade-level content and developmentally-appropriate **opportunities** to achieve expectations.
- **Alignment** between the Louisiana Student Standards and Louisiana Connectors clarifies for teachers and specialists concrete paths toward achievement; it also facilitates greater **collaboration** between teachers and specialists.
- Greater alignment and collaboration between teachers and specialists yields more opportunities for **inclusion** for students with significant disabilities.

# Outcome: Elevator Pitch

- We have discussed how and why the Louisiana Connectors came into being, as well as more specifics on what they are and what they do.
- Your objective is to be able to summarize the what, why, and how of the Louisiana Connectors for your colleagues.
- Observe this [video](#) for effective and inspiring communication with stakeholders.
- Draft your “elevator pitch” in your interactive handout. Be sure to begin with identifying your audience and determining the best setting in which this pitch should take place.

# Outcome: Elevator Pitch

- Pick a partner with whom you will practice your elevator pitch.
- Provide equal time for each person to pitch and receive feedback.
- Rules of engagement:

## **“Pitcher”**

- Explain scenario/ players
- Take your pitch seriously; deliver as formally as your scenario calls for
- Repeat feedback to ensure understanding

## **“Catcher”**

- Pay attention to non-/verbal delivery of elevator pitch
- Start feedback with what worked well
- Provide actionable feedback for growth

# Outcome: Elevator Pitch

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# Module Two: Case Study & Resource Training



**Outline a professional development plan based on case studies and resources**

# Case Studies

- In order to understand the Louisiana Connectors and associated resources we have developed to support their implementation, we turn to specific case studies of students with significant disabilities.
- Seated at your tables are those who work in the same content area as you.
- In your interactive handout, you will find a series of case studies. Match the expertise of your table with the most closely-aligned resource.

ELA	Math
Elementary – Tara, Page 13	Elementary – Sam, Page 19
Middle – Jerome, Page 15	Middle – Carlos, Page 21
High – Dave, Page 17	High – Liz, Page 23

# Directions

- In the next few minutes, you should do the following on your own:
  - Select the case study of the student whose content area and grade level is most comfortable for you
  - Read the case study

# Directions

- Now, you will find someone else who read your same case study.
- Together, complete the questions on page 5.
  - What are the student's strengths and needs?
  - How does the teacher plan for instruction?
  - What LDOE resources were utilized? What do each do?
  - What works well?
  - How could the teacher improve upon the lesson?

# Aligned Resources

The LDOE has developed resources and other supports to assist planning for and providing standards-based instruction for students with significant disabilities. These resources can facilitate teacher planning and implementation with regard to curriculum, assessment and instruction. The resources include:

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

# Aligned Resources

- **Louisiana Connectors Crosswalks with Louisiana Student Standards**
- The document presents the Louisiana Connectors which are aligned to the Louisiana Student Standards and represent the most salient grade-level, core academic content in English language arts and mathematics.



LOUISIANA CONNECTORS  
Grade 5 English Language Arts



Grade 5 English Language Arts	
Louisiana Student Standards	Louisiana Connectors (LC)
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>LC.RL.5.1a</b> Refer to details and examples in a text when explaining what the text says explicitly. <b>LC.RL.5.1b</b> Refer to specific text evidence to support inferences, interpretations, or conclusions.
<b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>LC.RL.5.2a</b> Summarize a portion of text such as a paragraph or a chapter. <b>LC.RL.5.2b</b> Summarize a text from beginning to end in a few sentences. <b>LC.RL.5.2c</b> Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>LC.RL.5.3a</b> Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. <b>LC.RL.5.3b</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

# 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 Cards  
Grades K-2 English Language Arts



ELA Grades K-2 – Informational Text – #8 Analyzing Across Texts

Grade K	Grade 1	Grade 2
<b>Louisiana Standard</b> <ul style="list-style-type: none"> <li>• RI.K.9 With prompting and support, identify similarities and differences between two texts on the same topic.</li> </ul>	<b>Louisiana Standard</b> <ul style="list-style-type: none"> <li>• RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>	<b>Louisiana Standard</b> <ul style="list-style-type: none"> <li>• RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>
<b>Louisiana Connector</b> <ul style="list-style-type: none"> <li>• LC.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</li> </ul>	<b>Louisiana Connector</b> <ul style="list-style-type: none"> <li>• LC.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>	<b>Louisiana Connector</b> <ul style="list-style-type: none"> <li>• LC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>

Suggested Instructional Strategies:

**Write to Understand**

- **Informational Venn Diagrams:** For texts that use a compare/contrast text structure, brainstorm (individually, in a small group, or with the whole class) how two texts about the same topic are similar and how the two texts are different.



# Aligned Resources

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



## Student Response Modes for Students with Significant Disabilities

It is important to identify the best way for your student to show what they know in each lesson. Here are some options to consider:

- **Point to the correct response when given an array** - The number of options in the array may vary depending on the student's current skills. An array of four is often used with one correct answer, at least one plausible incorrect answer, and two other distractors. Be sure to vary the location of the correct answer in the array. This array can be placed on the students' communication system.
- **Pull-off** - Some students have difficulty pointing but may be able to make a selection when the responses are attached to a page. The array of four options is used, but the student pulls the correct response.
- **Eye gaze** - Students who do not have the motor skills to point, but have vision, may be able to indicate the response by looking at the correct option. The array can be attached to each corner of a piece of see-through plexiglass (available from most hardware stores). By looking through the plexiglass, the teacher can see where the student focuses his or her eyes to indicate the answer.
- **Say or Type** - Some students can verbalize the correct answer. This answer may be given after viewing an array of options or by generating the answer when asked a question. Other students may be able to generate the answer by typing a response. Saying or typing the answer provides students with the most flexibility to describe what they know.
- **Show** - Some learning can be demonstrated through showing the answer. The student may be able to indicate the area of the rectangle by moving his or her hand across the shape. Or, a student may answer a comprehension question by pantomiming the answer.
- **Write or type on computer** - Sometimes the student may be able to write the answer, for example, by writing the correct number in an equation or writing the name of the main character in a story.
- **Use material from the lesson** - Students may be able to show the correct math answer by using a number card or plastic numbers or with other manipulatives. Similarly, in language arts, the student may use a picture on the page in the book or even that is used with a story to answer a comprehension question. Remember, the

# Aligned Resources

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



## Template for Adapting Lesson Plans for Students with Significant Disabilities

Teaching Louisiana Student Standards to students who participate in the LEAP Connect for Students with Significant Disabilities ensures teachers create educational opportunities for all students to work toward grade-level content. While the content remains constant, differential expectations for achievement are established by simplifying and prioritizing content and creating individualized adaptations for students with significant disabilities to learn the same concepts.

General education teachers know what content is most important for each grade and they often have developed activities and materials that can be readily adapted for students with significant disabilities. For those students who participate in the general education setting, the logical point of departure would be for specialists to work with the classroom teacher to create universally designed lesson plans that include all students. For others, additional adaptations will be needed to address unique learning differences. For examples of approaches with both, please refer to the case studies found on the Louisiana Believes website. The following table outlines a simplified process for thinking through lesson plan adaptation for students with significant disabilities.

<i>Step 1 – Identify whole class standard and lesson</i>	
<i>Step 2 – Identify aligned Louisiana Connector</i>	
<i>Step 3 – Create student-specific objective and assessment</i>	/
<i>Step 4 – Create aligned activities</i>	
<i>Step 5 – Identify appropriate supports and scaffolds</i>	

# Aligned Resources

- **Case Studies for Exemplary Instruction**
- The case studies provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for SWSDs based on LDOE’s available resources.

High-Quality, Standards-Based Instruction  
For Students with Significant Disabilities

## Vignette: Tara

**Student Background:** Tara is beginning third grade at age 8. She has cerebral palsy with spasticity and limited use of her arms and legs. She relies on a wheelchair for mobility. Tara also is legally blind. She can perceive some enlarged images. Although Tara’s intellectual level is uncertain, she is currently diagnosed as having a severe intellectual disability. Tara’s strength is her social ability. Tara loves read-aloud stories and has learned to show recall by selecting between two objects placed on her lap tray by moving her arm right or left. She has learned to make simple sets in math by pushing large checkers across a line. One of Tara’s interests is dogs. Her parents hope that someday she might learn to work with a therapy dog. Her teacher worries about how Tara will perform in her first experience with the state’s alternate assessment this spring. Tara needs a lot of adaptations in the form of objects to supplement the assessment materials.

Louisiana Student Standard	Louisiana Connector
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>LC.RL.3.3b</b> Describe a character’s traits in a story using details from the text and illustrations.

**High-Quality, Standards-Based, Instruction:** The third-grade class will spend the next six-to-eight weeks using “[Because of Winn Dixie](#)” as a foundational text to explore how characters change based on their relationships with one another. Tara’s teacher is excited for the focus of this theme because it plays to

# Outcome: Professional Development Plan

- We have explored case studies and aligned resources to support implementation of the Louisiana Connectors.
- Your objective is to outline a professional development experience for your colleagues. *A word about how to define professional development experience...*

# Outcome: Professional Development Plan

- Once more, your objective is to outline a professional development experience for your colleagues.
- Let's review what we did in the last section of today's training as one example:
  - *What was the objective?*
  - *What did we do to assess whether you are on your way to mastering the objective or not?*
  - *What activities did we do?*
  - *What learning styles were appealed to?*

# Outcome: Professional Development Plan

- You have 20 minutes to outline a draft of the PD experience you wish to implement.
- Here are the recommended items for you to think about. They are also listed in your interactive handout.
  - *Audience and definition of “professional development”*
  - *Time/ place for delivery*
  - *Training objectives*
  - *Planned activities*
  - *How you will know your colleagues have mastered the objectives*

# Outcome: Professional Development Plan

- Pick a partner with whom you will discuss your plan.
- Provide equal time for each person to present and receive feedback.
- Rules of engagement:

## **“Presenter”**

- Explain scenario/ players
- Take your plan seriously; put your best thinking on the table and be open to feedback for improving
- Repeat feedback to ensure understanding

## **“Critical Friend”**

- Pay attention to whether the plan is suited to context/ players/ adult learning cycle
- Start feedback with what worked well
- Provide actionable feedback for growth

# Outcome: Professional Development Plan

## **“Presenter”**

- Explain scenario/ players
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# Module Three: Adapting a Lesson Plan



**Adapt a lesson for a student with a significant disability**

# Case Study: Christine

- Read the case study of Christine, found in your interactive handout.
- As you read, look for the following information and take notes in your handout:
  - Louisiana Student Standard and aligned Louisiana Connector
  - Lesson Objective
  - Lesson Assessment for learning and of mastery
  - Lesson Activities
  - Individualization
- When you have finished, talk to a shoulder partner about what you found.

# Adapting Lesson Plans

- The aligned resource, “Adapting Lesson Plans”, provides a process for adapting a lesson plan.
- In this training module, we consider the question of what a high-quality product looks like.
- What are the components of a high-quality lesson plan?
  - Standards addressed
  - Lesson objective, assessment, and activities
  - Anticipated responses and misconceptions
  - Prompts to guide student thinking
  - Materials and resources

# Adapting Lesson Plans

- What are the additional qualities we look for in high-quality lesson adaptations?
  - Individualized to strengths
  - Present levels of performance
  - Specific needs of students
- With these qualities of high-quality, adapted lesson plans in mind:
  - Where is the plan strong?
  - Where could it be better?

# Outcome: Adapted Lesson Plan

- You can work individually, with one partner, or as a team to strengthen or further adapt the lesson plan from your case study. You will
  - Review the case and its lesson, as needed.
  - Decide what you will change: strengthen the plan that is already in place, adapt it in a different direction than the case study teacher chose, or flesh out the next activity indicated at the end of the case.
  - Using the resources for the Louisiana Connectors, complete the Adapted Lesson Plan template found in your handout.

# Takeaways

- Take a few notes in your IH regarding how you might use what you have learned here back at your school?
  - Will you provide a professional development opportunity for others to do the same?
  - Given your audience and context, how might you adapt this professional development module?

# Part Four: Choose Your Adventure



**Create a professional development training and implementation plan  
for the Louisiana Connectors**

# Implementation Plan

- There are always factors that will facilitate or hinder your “best laid plans”. Aside from the content of the training, what are some of the things you will need to think about in taking this information back to your school?
  - Stakeholder groups?
  - Interpersonal dynamics?
  - Time?
  - Venue?
  - Authority?
  - Influence?
- Jot down a few notes about the facilitating and hindering factors you will need to think about and plan for. Then summarize your plan in the space provided.

# Outcome: Professional Development Training

- In the time available, each participant will identify the content and objectives that are “just right” for one stakeholder group back at his/ her school.
- Possibilities include:
  - The why, how, and what of the Louisiana Connectors
  - Illustrative case studies and aligned resources for the Louisiana Connectors
  - How to adapt a lesson for a student with a significant disability
  - Some combination of any of the above
- The finished product must adhere to the criteria for excellence outlined in each section of our trainings today.

# Outcome: Professional Development Plan

- Pick a partner with whom you will discuss your plan.
- Provide equal time for each person to present and receive feedback.
- Rules of engagement:

## **“Presenter”**

- Explain scenario/ players
- Take your plan seriously; put your best thinking on the table and be open to feedback for improving
- Repeat feedback to ensure understanding

## **“Critical Friend”**

- Pay attention to whether the plan is suited to context/ players/ adult learning cycle
- Start feedback with what worked well
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# Outcome: Professional Development Plan

## **“Presenter”**

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- Take your plan seriously; put your best thinking on the table and be open to feedback for improving
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# Outcome: Your Revision

- Incorporate the feedback you have received and push your plan further.
- With remaining time, get organized! Some suggestions include:
  - Download materials you will need from Louisiana Believes website
  - Make adjustments/ notes for delivery of your plan
  - Place trainings on your calendar
  - Plan conversations with district/ school leaders to get topics on PD agenda
  - Email relevant stakeholders to set plans in motion

# Accomplishments

- Module 1: Overview/ Rationale Training
- Module 2: Case Study & Resources Training
- Module 3: Adapting a Lesson Plan Training
- Choose Your Adventure: Professional development training and implementation plan
- Cohort for teachers of students with significant disabilities
- Role definition

# Closing

- Find all resources on the Louisiana Believes website.
- Email [louisianastandards@la.gov](mailto:louisianastandards@la.gov) with questions.
- Anticipate
  - Preview of assessment design and structure in fall 2017
  - New assessment administered in spring 2018
  - Additional curricular resources aligned to ELA Guidebooks in fall 2017
  - On-going trainings and support