Louisiana STUDENT STANDARDS

LOUISIANA CONNECTORS

# Introduction to the

# Louisiana Connectors

# for Students with Significant Disabilities

**Teacher Leader Summit**

**June 2017**

## DO NOW

Welcome! What do you already know about the Louisiana Connectors?

What do you hope to gain from today's session?

## 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, teaching, and assessment of students with significant disabilities
- Explore the broader applications for differentiation based on Louisiana Connectors resources

## AGENDA

- Opening
- Background
- Case Studies
- Broader Applications
- Next Steps
- Takeaways

## PART ONE: BACKGROUND - HISTORY AND DEFINITION

- The Louisiana Connectors represent a change in the standards and assessments for Students with Significant Disabilities.

| | FORMER | NEW |
|---|---|---|
| **Standards** | Extended Standards | Louisiana Connectors |
| **Assessment** | LAA 1 | LEAP Connect: Students with Significant Disabilities |

- The Louisiana Connectors for Students with Significant Disabilities are . . .

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## RATIONALE

- High expectations
- Access & opportunity
- Alignment
- Collaboration
- Inclusion

## SUMMARY

- When you return from the Teacher Leader Summit, how will you explain what the Louisiana Connectors are, what they do, and why they are important?

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## PART TWO: CASE STUDIES & RESOURCES

- *Based on the chart below, fine the appropriate case for you and your group to read and discuss.*

| 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 |

- *As you read the case study, use the table below for notes.*

| Case Study Considerations | Case Study Notes |
|---|---|
| • 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

- *As you read the case study, use the table below to capture your notes regarding the resources referenced in your case. We will complete this table as a whole group during the debrief.*

| Resource | Description | Possible Uses |
|---|---|---|
| **Louisiana Connectors/ Crosswalks** | | |
| **Louisiana Connectors Essential Elements Cards** | | |
| **Student Response Modes** | | |
| **Lesson Plan Adaption** | | |
| **Case Studies for Exemplary Instruction** | | |

## SECTION THREE: APPLICATIONS

- Based on the resources we have reviewed today, what are the broader implications for differentiation in the general education classroom?

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## SCENARIOS

- Scenario 1: You are a 5th grade math teacher. You have just analyzed the data from your latest unit assessment and notice that students struggled on the same standard. What resources will support your planning and instruction?

- Scenario 2: You are a 2nd grade English language arts teacher. You have one push-in support specialist. You are trying to figure out how to maximize small group work so that all students get what they need. How will you use the resources to best support students?

- Scenario 3: You are a teacher of 8th grade social studies or science. What, if any resources, would you find most helpful to you?

- Scenario 4: You are a mentor teacher for a first-year novice in your content area. Which resources will you recommend and why?

- Scenario 5: Choose your own adventure. Discuss real cases from your own practice with those in your group.

## NEXT STEP PLANNING

- What is your plan for what you will share from today's session? With whom, when, and how will you share this information?

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