Louisiana Connectors

- Welcome!

- Please sit at the table that best aligns with your work. Supervisors, please choose the area in which you feel most comfortable.

ELA K-2	ELA K-2	ELA K-2	Math K-2	Math K-2	Math K-2
ELA 3-5	ELA 3-5	ELA 3-5	Math 3-5	Math 3-5	Math 3-5
ELA 6-8	ELA 6-8	ELA 6-8	Math 6-8	Math 6-8	Math 6-8
ELA 9-12	ELA 9-12	ELA 9-12	Math 9-12	Math 9-12	Math 9-12

- Once seated, please jot down your thoughts on the first page, “Do Now” section of your interactive handout.

Handout Pg. 1

Louisiana Believes

Introduction to the Louisiana Connectors for Students with Significant Disabilities

June 2017

DEPARTMENT of EDUCATION

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

Handout Pg. 2

Agenda

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

Handout Pg. 2

Part One: Background

Handout Pg. 2

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.

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

Handout Pg. 3

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
3.NBT.A.2 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.	**LC.3.NBT.A.2c** Use the relationships between addition and subtraction to solve problems. **LC.3.NBT.A.2b** Solve multi-step addition and subtraction problems up to 100. **LC.3.NBT.A.2c** 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.

Handout Pg. 3

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.

Handout Pg. 3

Summary

- Thus far, we have discussed how and why the Louisiana Connectors were adopted, as well as specifics on what they are and what they do.
- Take a moment to summarize your takeaways in your interactive handout.
- When you finish, share your thoughts with a colleague.

Handout Pg. 3

Part Two: Case Studies & Resources

Handout Pg. 4

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 and grade-level spans as you.

- In your separate 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 2	Elementary – Sam, Page 8
Middle – Jerome, Page 4	Middle – Carlos, Page 9
High – Dave, Page 6	High – Liz, Page 11

Supplemental Handout Pgs. 2-12

Handout Pg. 4

Directions

- In the next fifteen (15) minutes, you and your table should do the following:
  - Read the case study and take notes in your interactive handout.
  - Review the LDOE resources that are referenced in your case study (they are hyperlinked) and take notes in your interactive handout.
  - When you finish, discuss with your table:
    - 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

Supplemental Handout Pgs. 13-17

Handout Pg. 5

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 STUDENT STANDARDS ENGLISH LANGUAGE ARTS

LOUISIANA CONNECTORS
Grade 5 English Language Arts

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

Supplemental Handout Pgs. 13

Handout Pg. 5

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 STUDENT STANDARDS ENGLISH LANGUAGE ARTS

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
Louisiana Standard • **RI.K.9** With prompting and support, identify similarities and differences between two texts on the same topic.	**Louisiana Standard** • **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Louisiana Standard** • **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
Louisiana Connector • **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).	**Louisiana Connector** • . **LC.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Louisiana Connector** • **LC.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

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.

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

LOUISIANA CONNECTORS
Additional Resources

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 demonstrating 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 prop that is used with a story to answer a comprehension question. Remember: the

Supplemental Handout Pgs. 15

Handout Pg. 5

Aligned Resources

- **Lesson Plan Adaptation**

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

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

LOUISIANA CONNECTORS
Grade 7 English Language Arts

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.

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

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
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**LC.RL.3.3b** 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

Part Three: Applications

Handout Pg. 6

Broader Applications

- The Louisiana Connectors are:
  - Fully aligned to the Louisiana Student Standards
  - The “big ideas” represented in individual standards
  - Benchmarks along pathway to grade-level achievement
  - Providing access and opportunities for all students
  - Promoting inclusive practices, whenever and wherever possible

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

Handout Pg. 6

Scenarios

- In your interactive handout, you will find possible scenarios related to differentiation opportunities.

- Together with a small group, choose one scenario and use the aligned resources to talk through or outline a plan for how you would proceed with your instructional planning.

- Remember, the aligned resources for the Louisiana Connectors include:

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

Handout Pg. 6

Next Steps

- What is your plan for what you will share from today's session?

- With whom, when, and how will you share this information?

Handout Pg. 7

Closing

- Find all resources on the Louisiana Believes website.

- Email 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
  - Draft Science Louisiana Connectors in fall 2017
  - On-going SWSDs Cohort trainings and support in fall 2017 and spring 2018

Handout Pg. 7