Effective Co-planning to Address Specially Designed Instruction (SDI) for Students with Disabilities (SWD)

Winter Instructional Leadership Conference
February 26, 2020

Ms. Mary McArthur &
Dr. Deshonda Stringer
School Improvement Specialist, Metro RESA
Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Learning Targets

- I can discuss ways to support co-planning for specially-designed instruction for students with disabilities.
- I can discuss strategies/resources to support effective co-planning for students with disabilities.
- I can discuss how to provide specially designed instruction (SDI) for students with disabilities in accessing the general curriculum.
Activator: Teacher Keys Effectiveness System (TKES)

Which standards of TKES are impacted by effective co-planning?
Teacher Keys Effectiveness System Alignment

• **Standard 1: Professional Knowledge**
  The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

• **Standard 2: Instructional Planning**
  The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

• **Standard 3: Instructional Strategies**
  The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

• **Standard 4: Differentiated Instruction**
  The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.
Table Talk: Actions During Effective Co-planning

• In groups of three, reach a consensus regarding 3-4 actions that should be evident during effective co-planning for SWD.
• List these actions on your post-its (one per post-it).
• Categorize your responses on chart-paper.
MTSS: Integrating the *What* and the *How*

Integrating the Essential Components of Georgia’s Tiered System of Supports for Students with Georgia’s Systems of Continuous Improvement

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE

SUPPORTING THE WHOLE CHILD
Georgia’s Multi-Level Prevention System

- **Tier I: Primary Level of Prevention** – Instruction/Core Curriculum
  - 80% of students

- **Tier II: Secondary Level of Prevention** – Intervention
  - 15% of students

- **Tier III: Tertiary Level of Prevention** – Intensive Intervention
  - 3% to 5% of students

**SST**

Students receive services at all levels, depending on need.

**Question to Ponder**
What factors might impact a school that has an inverted pyramid based upon their numeracy data?
State Systemic Improvement Plan (SSIP) Identified Barriers

Access to the General Curriculum for ALL Students

Access to Positive School Climates for ALL Students

Provision of Specially-Designed Instruction in the Least Restrictive Environment
What is Specially Designed Instruction (SDI)?

*Specially Designed Instruction* is….

Adapting as appropriate the *content, methodology* or *delivery of instruction* (i) to address the unique needs of a child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), 34C.F.R §300.39.

https://www.youtube.com/watch?v=XLE8L5junwg
Specially Designed Instruction... Adapting the...

Content
Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

Methodology
Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

Delivery
Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.
SDI within Georgia’s Tiered System of Supports for Students

- All students, including students with disabilities, receive core instruction in mathematics (Tier I) and supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities also receive SDI
- SDI occurs within all tiers of the MTSS framework
- SDI is required under IDEA and only available to eligible students with identified disabilities with an IEP
- **SDI is what the teacher does**

Actions During Co-planning

It’s a time for the special and general educators to:

• discuss standards and learning targets,
• review student performance data by subgroup and determine next steps,
• discuss previous lessons,
• share upcoming lesson plans,
• determine research-based strategies to address student processing, academic and/or behavioral deficits (SDI),
• analyze student tasks and activities,
• model use of manipulatives,
• discuss misconceptions
• determine the explicit role of each teacher during each part of the 3-part lesson,
• examine assessments, and
• discuss students who did and did not learn the content and determine next steps.
Why is co-planning important?

• Provides job-embedded professional learning as teachers learn best from other teachers and learn a variety of teaching strategies/accommodations

• Accomplishes a team approach so that teachers work together rather in isolation

• Promotes a shared responsibility for all learners
Why is co-planning important?

• Allows frequent dialogue about the curriculum, standards, learning targets, teaching strategies/SDI, interventions, and enrichment opportunities.

• Empowers co-teachers to be committed with a purpose.

• Sees positive results which motivates teachers and students to do whatever it takes to beat the odds.

• Capitalizes on the expertise of two, highly qualified professionals.
Table Talk

• Discuss in small groups and list on Post-its the resources needed to effectively co-plan for students with disabilities.

• Share responses with the group.
Planning Documents

- Planning Agenda (standing agenda items)
- Lesson Plans/Unit Plans/Georgia Department of Education Frameworks
- Achievement Level Descriptors
- Georgia Standards of Excellence ([https://www.georgiastandards.org](https://www.georgiastandards.org))
- Curriculum-at-a Glance Documents
- School and District Calendar(s)
- Instructional/assessment/Behavioral accommodations for SWDs (conceptual/visual/special etc.)
- Common assessment/progress monitoring data
- Other Resources (content specific resources, SLDS resources, vocabulary strategies, technology)
- Individual Learning Plan, including SDI
- High Leverage Practices (HLPs)
- Etc.
What are High-Leverage Practices (HLPs)?

- Fundamental to effective teaching
- Cut across content domains and grade levels
- Used frequently
- Supported by research

(http://www.teachingworks.org/work-of-teaching/high-leverage-practices)
Examples of HLPs

High-Leverage Practices

The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices." High-leverage practices are the basic fundamentals of teaching. These practices are used consistently and are critical to helping students learn important content. The high-leverage practices are also central to supporting students’ social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

2. Explaining and modeling content, practices, and strategies
High Leverage Practices Crosswalk

How do we co-plan effectively for students with disabilities?

Review of the IEP

- Review present levels of performance, goals and objectives, and accommodations or modifications for instruction and/or testing
- SDI should be listed throughout the IEP

Develop Individual Plan

- Examine the student with disability from all aspects of the learning profile (learning style, assessment gender, cultural aspects, etc.)
- Examine information about the specific processing systems (which may affect the student with disability (often found in the psychological evaluation)
# Individual Learning Plan (ILP)

**General Ed. Teacher:** Ms. Jones  
**Special Ed. Teacher:** Ms. Davis  
**Level/Subject:** Middle School Math

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning Issues: Strengths from Psych/Eligibility Report, PLOP</th>
<th>Weaknesses identified through Georgia Milestones</th>
<th>IEP Goal Area / Summary of Objectives</th>
<th>Accommodations</th>
<th>Recommended strategies</th>
</tr>
</thead>
</table>
| Jonathan | (LD eligibility) Difficulties with auditory processing: Impacts learning when information is presented auditory; mathematical reasoning, basic reading, reading comprehension  
Strengths include: math calculation, visual perception | ELA – 477 (Developing)  
Math – 475 (Beginning)  
Lexile 700  
Weaknesses in Decoding and Reading Comprehension,  
Weakness noted in Ratios and proportions,  
problem solving: Expressions, Geometry, Probability and Statistics | PARAGRAPHS: reading, writing,  
preferential seating, extended time to complete assignments  
Repeat directions back to teacher |  
1. Give simplified verbal explanations/ directions supplemented by visuals (pictures, symbols, artifacts, or written supports)  
2. Use visual cues to gain attention  
3. Use graphic organizers and manipulatives  
4. Concrete representations of new concepts  
5. Give student numbered or ordered steps for completing tasks  
6. Use overt and covert strategies to identify problems, suffixes, and root words  
7. Explicitly teach problem solving model |  
Specially-designed Instruction (SDI) |
| Joanna | (LD eligibility) Difficulty with memory skills: impacts learning in all areas  
Strengths include: Listening comprehension | ELA – 459 (Developing)  
Math – 526 (Developing)  
Lexile 775  
Weaknesses in Reading Comprehension, Vocabulary,  
Weakness noted in Ratios and Proportions, Expressions and Equations and Geometry | PARAGRAPHS: reading, writing,  
preferential seating, extended time to complete assignments  
Repeat directions back to teacher |  
1. Build on background knowledge, summarization and contrast strategies  
2. Present info in small pieces, rehearse, chunk, create visual images  
3. Use graphic organizers (Define Ill-vocab)  
4. Use pictures, manipulatives, artifacts & technology to learn abstract concepts  
5. Provide student a mnemonic  
6. Give student numbered or ordered steps for completing tasks (checklist)  
7. Model think alouds  
8. Explicitly teach problem solving model  
9. Use of appropriate technology to build upon her strengths in listening comprehension (books on tape, recording of lecture, textbook on auditory CD) |  
Specially-designed Instruction (SDI) |
| Marcus | (LD eligibility) Deficit in basic reading/reading comprehension, written expression math calculations, visual spatial  
Lexile 600  
Weakness in Decoding,  
Weakness noted in Ratios and proportions,  
problem solving: Expressions, Geometry, Probability and Statistics | ELA – 325 (Beginning)  
Math – 450 (Beginning)  
Lexile 600  
Weakness in Decoding,  
Weakness noted in Ratios and proportions,  
problem solving: Expressions, Geometry, Probability and Statistics | PARAGRAPHS: reading, writing,  
preferential seating, extended time to complete assignments  
Repeat directions back to teacher |  
1. Graphic organizers/ use of outlines  
2. Provide structure for instruction/class setup  
3. Use visuals, demonstrations  
4. Provide more frequent review/ reteaching, Assist Tech. for writing |  
Specially-designed Instruction (SDI) |
Individual Learning Plan (ILP)

Given the sample ILP, discuss in small groups how this tool could be useful in helping to effectively co-plan for SWD.
Lesson Plan Template Analysis

• In small groups, analyze the lesson plan template that has been provided.
• Discuss components that are not explicitly noted on your school’s lesson plan template.
• In groups, discuss why each of those components not listed are critically important to meeting the needs of SWD.
Resources for Supporting Co-planning

Flexible Grouping Matrix

Teachers Actions During Co-teaching
Teachers Actions During Co-teaching

• Discuss in groups how the actions listed in the second column differ from what you might see when observing a co-taught classroom, when adequate time has not been provided for co-planning.

• Given the actions in the 2nd column discuss which actions require the co-teachers to have actual face-to-face co-planning time.
With your group discuss the following:

- What strategies were used to address the following deficits:
  - Groups 1 and 2: Visual Processing
  - Groups 3 and 4: Memory
  - Groups 5 and 6: Language

- If a deficit was not addressed, what SDI would you suggest for the teacher(s) given your assigned group?
Next Steps

• Discuss with your group, at least 2 next steps using the content from today.
• Participants will be asked to share out some of their responses.
Thank You!
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

twitter @GaDOESDE
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

Ms. Mary McArthur
Mary.mcarthur@mresa.org
Dr. Deshonda Stringer
Deshonda.stringer@mresa.org

EDUCATING GEORGIA'S FUTURE