

Advancing School Leadership for Continuous Improvement

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

Winter Instructional Leadership Conference

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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**

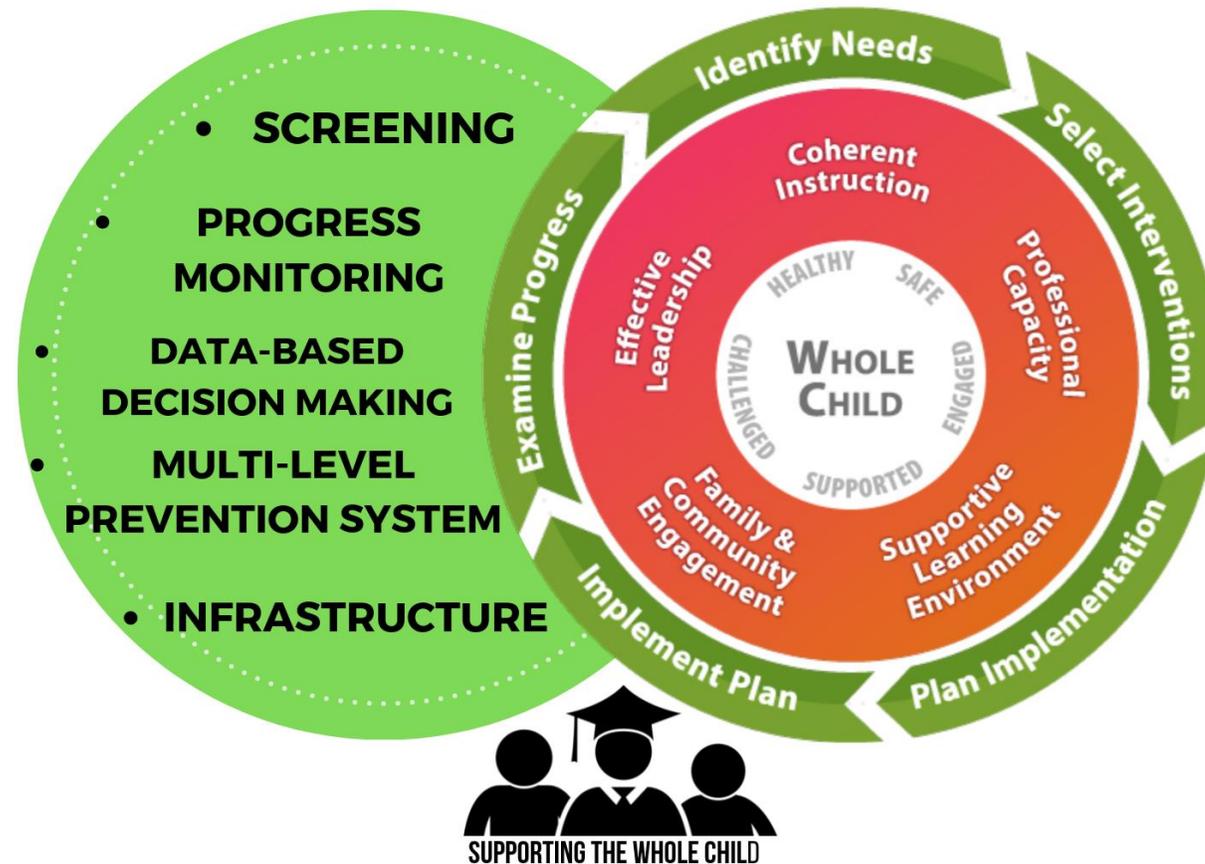
The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Table Talk: Actions During Effective Co-planning

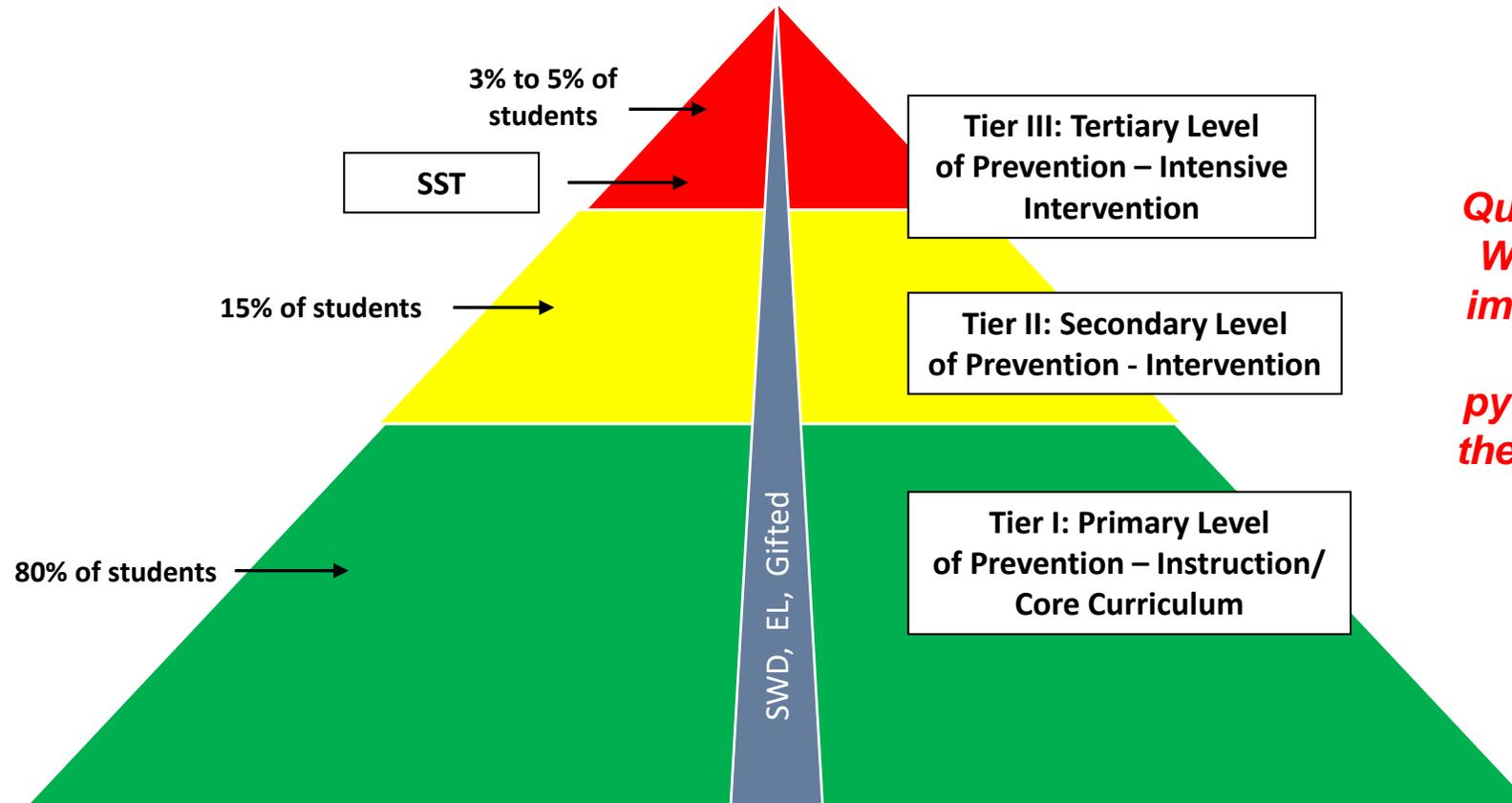
- In groups of three, reach a consensus regarding 3-4 actions that should be evident during effective co-planning for SWD.
- List these actions on your post-its (one per post-it).
- Categorize your responses on chart-paper.

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



Georgia's Multi-Level Prevention System



*Question to Ponder -
What factors might
impact a school that
has an inverted
pyramid based upon
their numeracy data?*

Students receive services at all levels, depending on need.

State Systemic Improvement Plan (SSIP) Identified Barriers

Access to the General Curriculum
for ALL Students

Access to Positive School Climates
for ALL Students

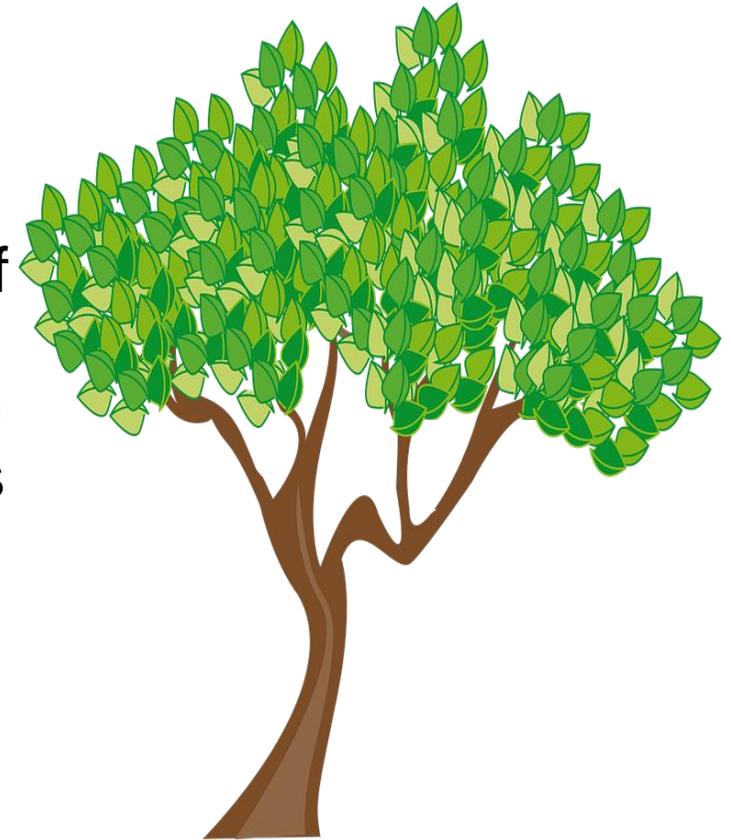
Provision of Specially-Designed Instruction in
the Least Restrictive Environment

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**
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/SDI-chart.pdf>

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

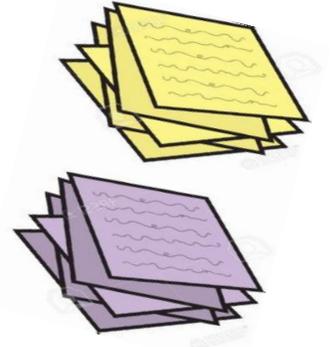


Table Talk

- 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>)
- 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

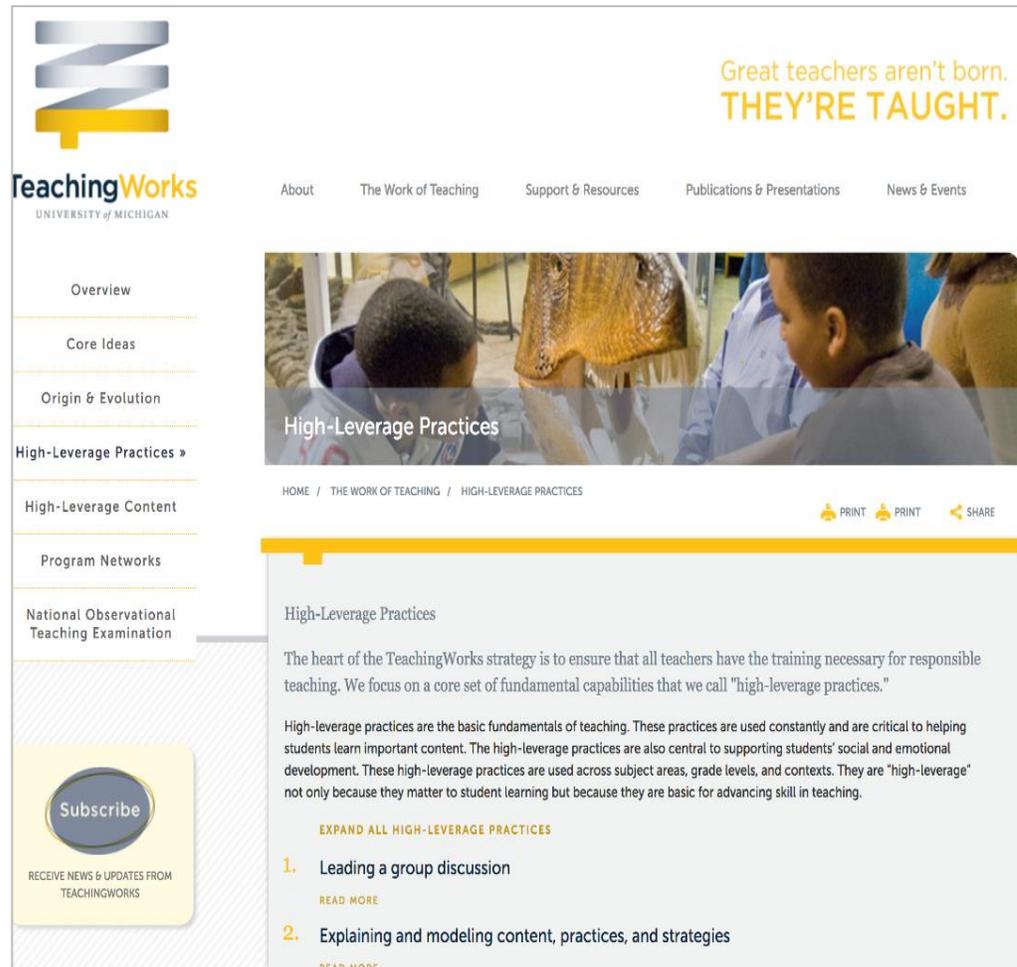
Cut across content domains and grade levels

Used frequently

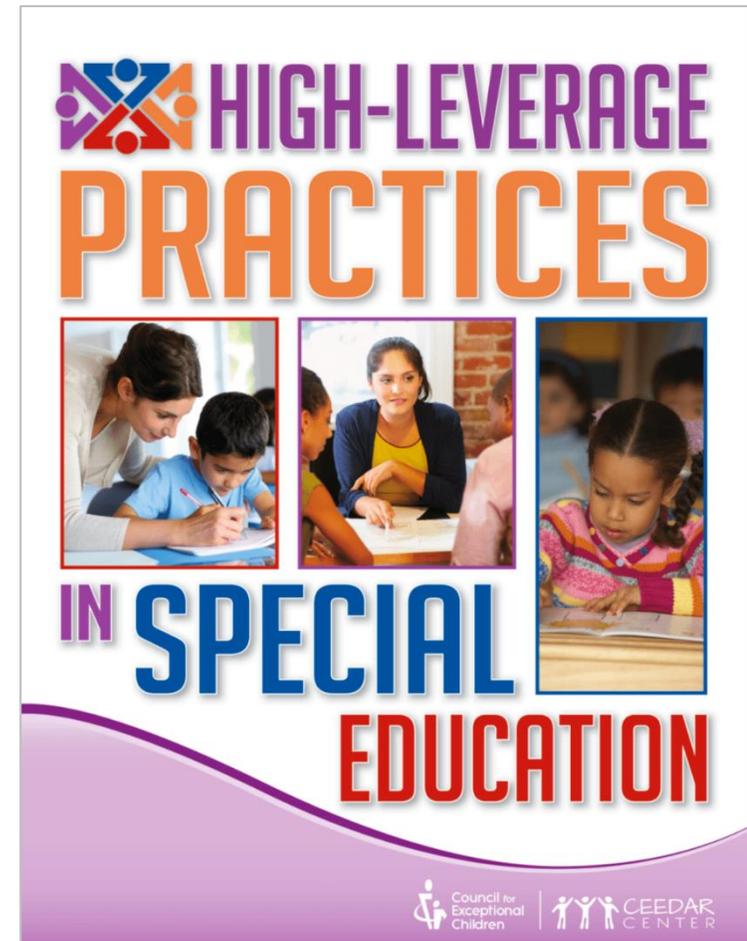
Supported by research

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

Examples of HLPs



The screenshot shows the TeachingWorks website. At the top left is the TeachingWorks logo with the University of Michigan name. The main header features the slogan "Great teachers aren't born. THEY'RE TAUGHT." and a navigation menu with links for "About", "The Work of Teaching", "Support & Resources", "Publications & Presentations", and "News & Events". A sidebar on the left contains a menu with items like "Overview", "Core Ideas", "Origin & Evolution", "High-Leverage Practices", "High-Leverage Content", "Program Networks", and "National Observational Teaching Examination". The main content area features a large image of students and a teacher, with the title "High-Leverage Practices" overlaid. Below the image is a breadcrumb trail: "HOME / THE WORK OF TEACHING / HIGH-LEVERAGE PRACTICES" and social sharing icons for print and share. The text below the image reads: "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 constantly 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." Below this text is a link "EXPAND ALL HIGH-LEVERAGE PRACTICES" and a numbered list starting with "1. Leading a group discussion" and "2. Explaining and modeling content, practices, and strategies". A "Subscribe" button is located in the bottom left corner of the page.



The graphic features the title "HIGH-LEVERAGE PRACTICES" in large, bold, purple and orange letters at the top. Below the title are three small inset photos: a teacher assisting a student with a book, a teacher interacting with a group of students, and a young girl reading. Underneath the photos, the text "IN SPECIAL EDUCATION" is written in large, bold, blue and red letters. At the bottom right, there are logos for the "Council for Exceptional Children" and the "CEDAR CENTER".

High Leverage Practices Crosswalk

<https://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-Crosswalk-with-PSEL1.pdf>



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)

Individual Learning Plan

General Ed. Teacher: Ms. Jones

Special Ed. Teacher: Ms. Davis

Level/Subject: Middle School Math

Student	Learning Issues/ Strengths from Psych./ Eligibility Report, PLOP	Weaknesses identified through Georgia Milestones	IEP Goal Area / Summary of Objectives	Accommodations	Recommended strategies Specially-designed Instruction (SDI)
Jonathan	(LD eligibility) Difficulties with auditory processing: impacts learning when information is presented auditorily; mathematical reasoning, basic reading, reading comprehension Strengths include: math calculation, visual perception	ELA – 477 (Developing) Math – 473 (Beginning) Lexile 700 Weaknesses in Decoding and Reading Comprehension. Weakness noted in Ratios and proportions, problem solving, Expressions, Geometry, Probability and Statistics	ELA/Reading: use effective word attack skills, answer main idea questions about a selection, Math: Determine if necessary information is available to solve problems, demonstrate steps to solve math problems	Paraphrase directions, preferential seating, extended time to complete assignments repeat directions back to teacher	<ol style="list-style-type: none"> 1. Give simplified verbal explanations/ directions supplemented by visuals (pictures, symbols, artifacts, or written supports) 2. Use of 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 prefixes, suffixes, and root words 7. Explicitly teach problem solving model
Joanna	(TBI eligibility) Difficulty with memory skills: impacts learning in all areas Strengths include: listening comprehension	ELA – 490 (Developing) Math – 520 (Developing) Lexile 775 Weaknesses in Reading Comprehension, Vocabulary. Weakness noted in Ratios and Proportions, Expressions and Equations and Geometry	ELA/Reading: Use prior knowledge to make predictions about a selection. Describe the order of events in a selection. Detect the main idea by answering who, what, when where, which and how questions from a selection. Math: Demonstrate steps to solve math problems, solve problems, reasons, and estimates throughout math Classify quadrilaterals and triangles based on their properties	Repeat directions, student repeat directions back, preferential seating, Provide frequent feedback, extended time on assignments and testing, write on tests/quizzes, use of calculator/number line	<ol style="list-style-type: none"> 1. Build on background knowledge, compare and contrast strategies 2. Present info. in small pieces, rehearse, chunk, create visual images 3. Use graphic organizers (Define It-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)
Marcus	(LD eligibility) Deficit in basic reading/ reading comprehension, written expression, math calculations, visual spatial	ELA – 325 (Beginning) Math – 450 (Beginning) Lexile 500 Weakness in Decoding,	ELA/Reading: reading comp – main idea, sup details, Wh-Qs, write a 5-sentence paragraph Demonstrate appropriate writing structure	Paraphrase directions, repeat directions, preferential seating, extended	<ol style="list-style-type: none"> 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

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.



Integrating SDI to Address Deficits (14:40)

<http://www.youtube.com/watch?v=GZKy7uWqrKk>

- 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!



[@GaDOESDE](https://twitter.com/GaDOESDE)

www.gadoe.org

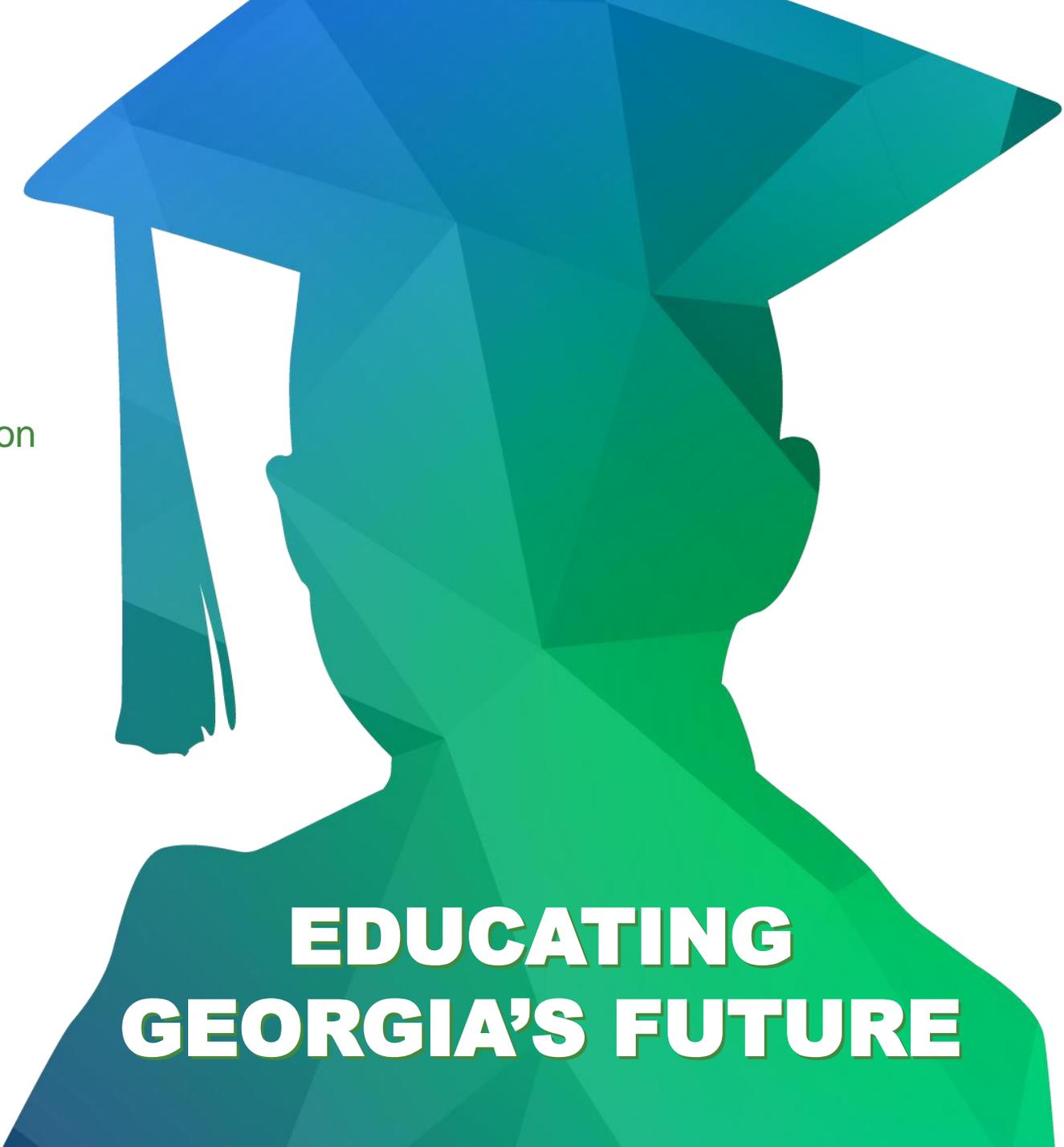
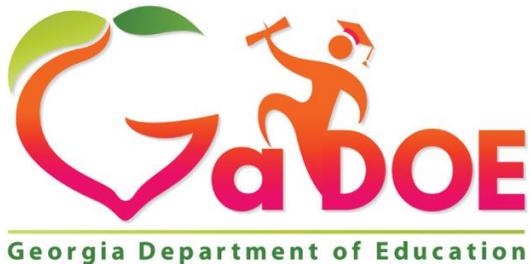


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 A large, stylized silhouette of a graduation cap (mortarboard) in shades of blue and green, positioned on the right side of the page.

**EDUCATING
GEORGIA'S FUTURE**