



Implementing Specialized Instruction in the Standards Based Classroom

Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334

"We will lead the nation in improving student achievement."

Good Morning!

- List three positive ways that the Individual Learning Plan can be or has been used at your school. What roadblocks do you see?
- What are some generalizations that you have drawn from your observations in co-taught classes? What are the strengths of your teams? What additional support do they need?

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Is it Specially Designed Instruction?

- Please read the handout entitled “Is it Specially Designed Instruction?” and determine if the student required differentiated instruction or “specially designed instruction”. Be prepared to support your decision.

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Differentiated or Specially Designed Instruction

Differentiated Instruction

- Strategy used by teachers to help students focus, perform, and clue in better on the important parts of a lesson
LRP Publications
- The adaptation of all curriculum to better meet the needs of all students . *Fattig and Taylor Co-Teaching in the Differentiated Classroom*

Specially Designed Instruction

- Adapting as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction;
- The unique needs of the student that result from the students disability
- Ensure access by the student to the general curriculum
LRP Publications

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Differentiation of Curriculum and Instruction

It's all about student learning!
Access without extraordinary means!

The process of differentiating the curriculum and instruction begins by knowing your special education students.

Content of Lesson or Unit
What students must learn

Process of Instruction
How students engage in learning

Products Showing Student Learning
How students demonstrate and convey learning

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How do teachers know when and how to implement specially designed instruction?

- Know your students
 - IEP requirements
 - Current levels of performance
 - Learning styles
 - Interests

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Individual Learning Plan

General Ed. Teacher _____ Special Ed. Teacher _____ Date _____

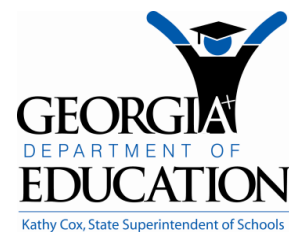
Time/Period _____ Class _____

Student	Learning issues from Psych./Eligibility Report, PLOP	Weaknesses identified thru CRCT/GHSGT	IEP Goal Area / Summary of Objectives	Accommodations	Recommended strategies
Dominick	Language processing, rdg. comprehension, disorganized	ELA - 745 Math - 756 Weakest in Data Anal & Probesolving, Meas. & Geom.	Vocab, multiple meanings, reading comp -main idea, sup details, whQs, interpret graphs, id geometric shapes	Pref. seating, paraphrase directions, repeat directions, frequent breaks, extended time.	-graphic organizers -Pictionary/dictionary - provide structure for instruction/class setup -Use visuals, demonstrations -Provide more frequent review/reteaching
Amanda	ADHD, focusing & attention, weakest area is math, but also borderline in reading	ELA - 802 Math - 785 Weakest in Num & Op, also weak in Measurement, Data Analysis and Probability	Organization Study skills Math - using strategies to solve problems, word probs, vocab.	Small group, preferential seating, repetition of directions, frequent breaks, extended time	-provide structure for instruction/class set up -connect learning to real life -use cues to focus attention -use graphic organizers -ask student which strategies work best to focus attention
Jason	Difficulties with visual processing, weak in both math and reading, difficulty copying from the board, visually loses place in text	ELA - 780, weakest areas are in comprehension of written material Math - 756 weakest in computation - but has problems with all strands of Mathematics standards	Identify main idea & supporting details, follow directions in writing w/auditory cues, answer comp. Qs, math computation, word problems, use strategies to solve problems, draw conclusions from tables and graphs	Preferential seating, small group, paraphrase directions, repeat directions, use of highlighter by student	-use a template to isolate sections on a page -use highlighters -color code when possible -use pictures, artifacts, and manipulatives -use multisensory approaches to learning -separate items on a worksheet, text, or test

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Common Formative Pre-assessment Results

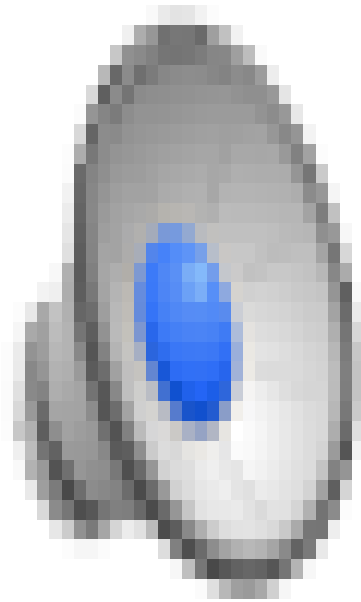
Student	Special Needs	10/09 Results	Student	Special Needs	10/09 Results
Ana		8/10	Marquise		4/10
Andy		10/10	Esperanza	ELL	3/10
Jason	SWD	3/10	Angelica		9/10
Thomas	SWD	4/10	Gilbert	ELL	3/10
Carlota		9/10	Habib		9/10
Diego		8/10	Cornelius	RTI	2/10
Crystal		7/10	Seth		8/10
Rosanna	RTI	1/10	Fazio		6/10
Susan	SWD	2/10	Hector		5/10
Dominick	SWD	0/10	Marco	ELL	4/10
Jose		8/10	Elizabeth	SWD	0/10
Katy		7/10	Javier	ELL	4/10
Amanda	SWD	7/10			

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How do teachers know when and how to implement specially designed instruction?

- Determine the grade level standard
- Determine the topic of study
- Determine the method of pre-assessment
- Determine target skills using Bloom's taxonomy
- Determine types of formative assessments to check for understanding

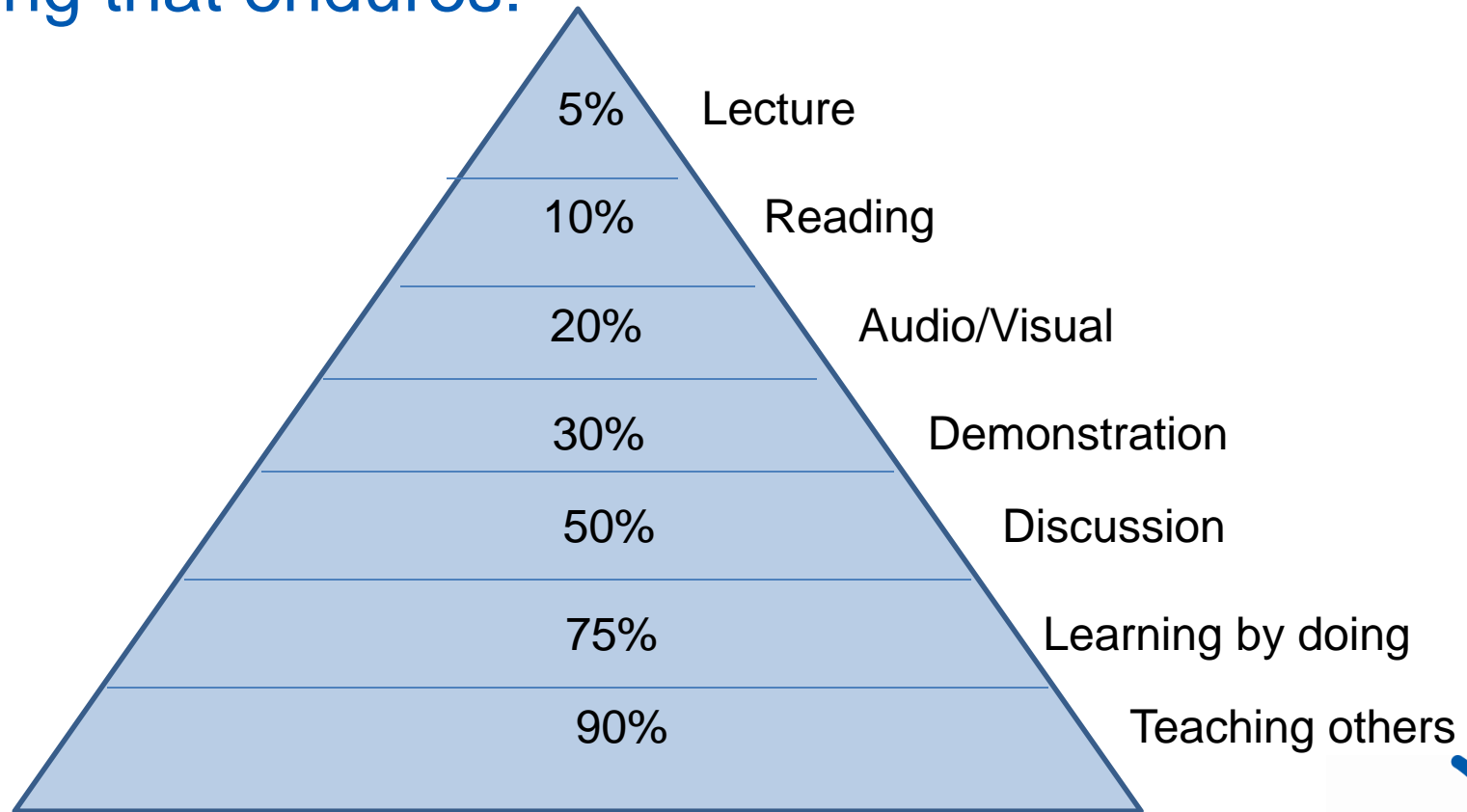
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The Art and Science of Teaching

Learning that endures:



National Training Labs, Bethel,,Maine

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Strategies That Most Impact Achievement

Rank	Strategy	Percentile Gain
1	Extending thinking skills (compare/contrast, cause/effect, classifying analogies/metaphors)	45
2	Summarizing	34
3	Vocabulary in context	33
4	Advance organizers	28
5	Non-verbal Representations	25

US Department of Education 2002

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Specially Designed Instruction

What does the special education teacher bring to the general education classroom?”

- Individual Student learning Characteristics/ Strategies
- Effective Strategies for All
- Universal Design
- Differentiated Instruction
- Scaffolding
- Previewing/Acceleration
- Assessment

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Case Study

- You are planning to teach a unit on **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**
- Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- d. Explain the reason for the division between Sunni and Shia Muslims.
- e. Evaluate how the literacy rate affects the standard of living.

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Case Study

- Read the profile of the student at your table.
- Using the *Student Disability Characteristics and Strategies* sheets, determine what types of learning problems your student has.
- What are some specific strategies that might work for your student?
- What accommodations will you implement for your student?

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Classroom Case Study

- Use the blank template provided to complete Classroom Case Study;
- Unwrap the standard and one element;
- Develop an Essential Question for the standard;
- Select a pre-assessment;
- Determine what specially designed strategies will be needed for your student to achieve success
- List the co-teaching models that could be used.

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Assignment

- Continue observations of co-taught classes using the Observation Reflection form;
- Lead a discussion forum on specially designed instruction. Ask teachers to plan lessons implementing specialized instruction in the co-taught class.
- PLC question: What are some key elements to an educationally appropriate and legally sound Standards Based IEP?

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Questions?

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