



Coffee with Special Education



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER
SCHOOLS**
CENTRAL MICHIGAN
UNIVERSITY



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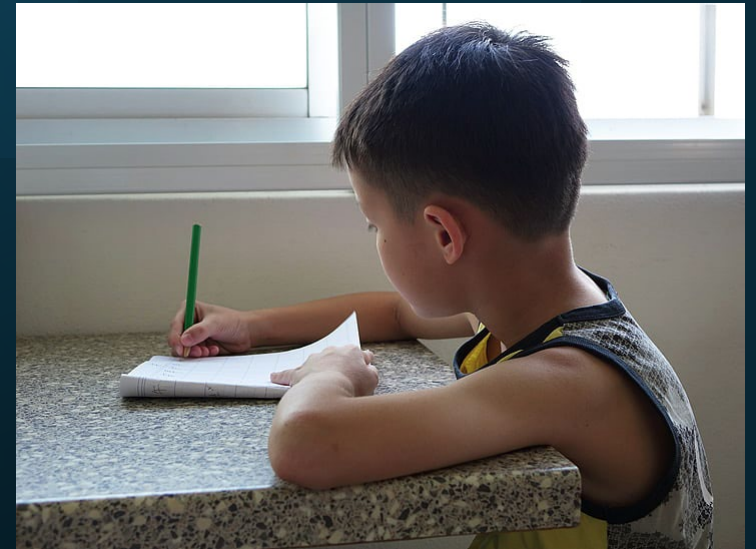
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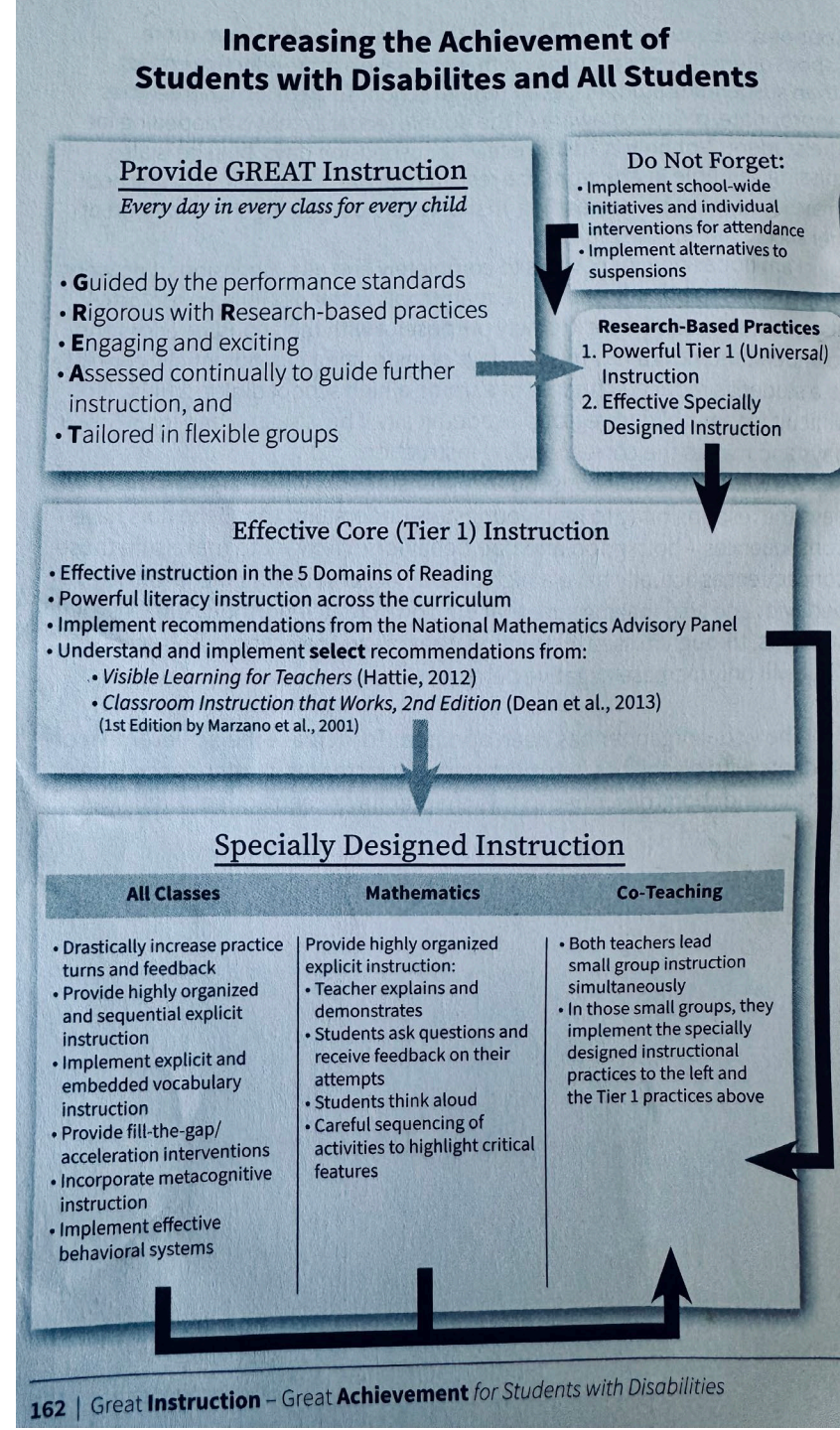
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PART III: Putting it all together: General Education Practices and Specially Designed Instruction

Parts 1 & 2



GOAL

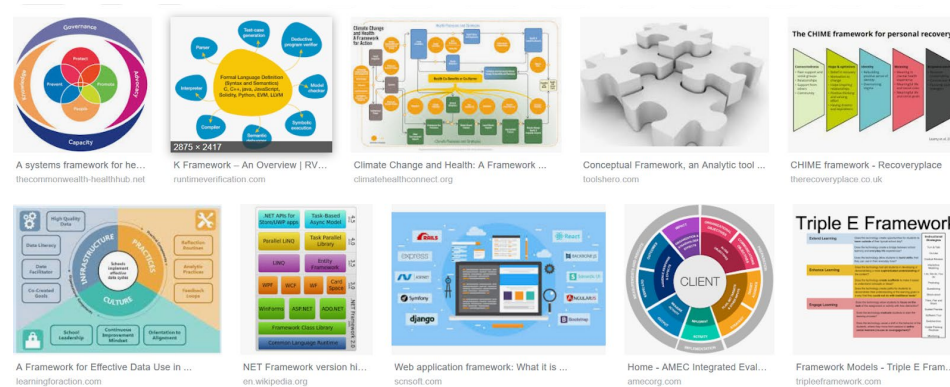
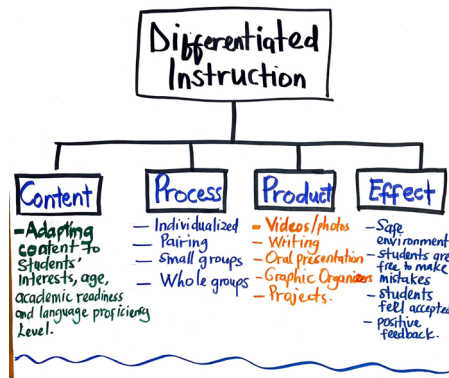
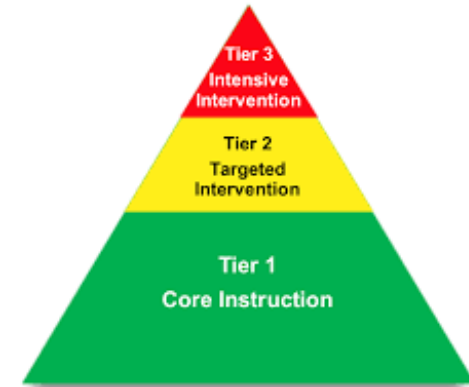
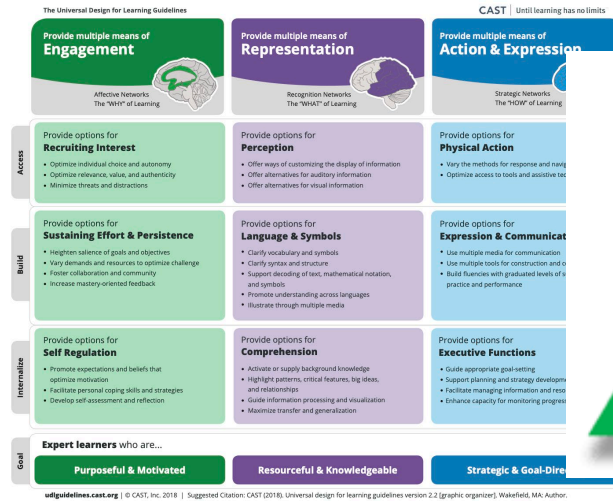


GREAT Instruction every day in every
class for every child!

A FRAMEWORK FOR YOUR ORGANIZATION



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**MUST PLAN BASED ON GRADE
PLACEMENT
CLAIMS/TARGETS/STANDARDS!**

MODEL COMPETENCIES



CBE-CASS

Competency-Based Education

Competencies and Assessment
Structures/Supports

English Language Arts


BIG IDEAS AND PERFORMANCE INDICATORS



ENGLISH LANGUAGE ARTS GRADE 4 CROSSWALK

Claims-Targets-Standards

This document aligns the Michigan ELA Standards with Claims and Assessment Targets. The Claims and Targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the M-STEP reports.

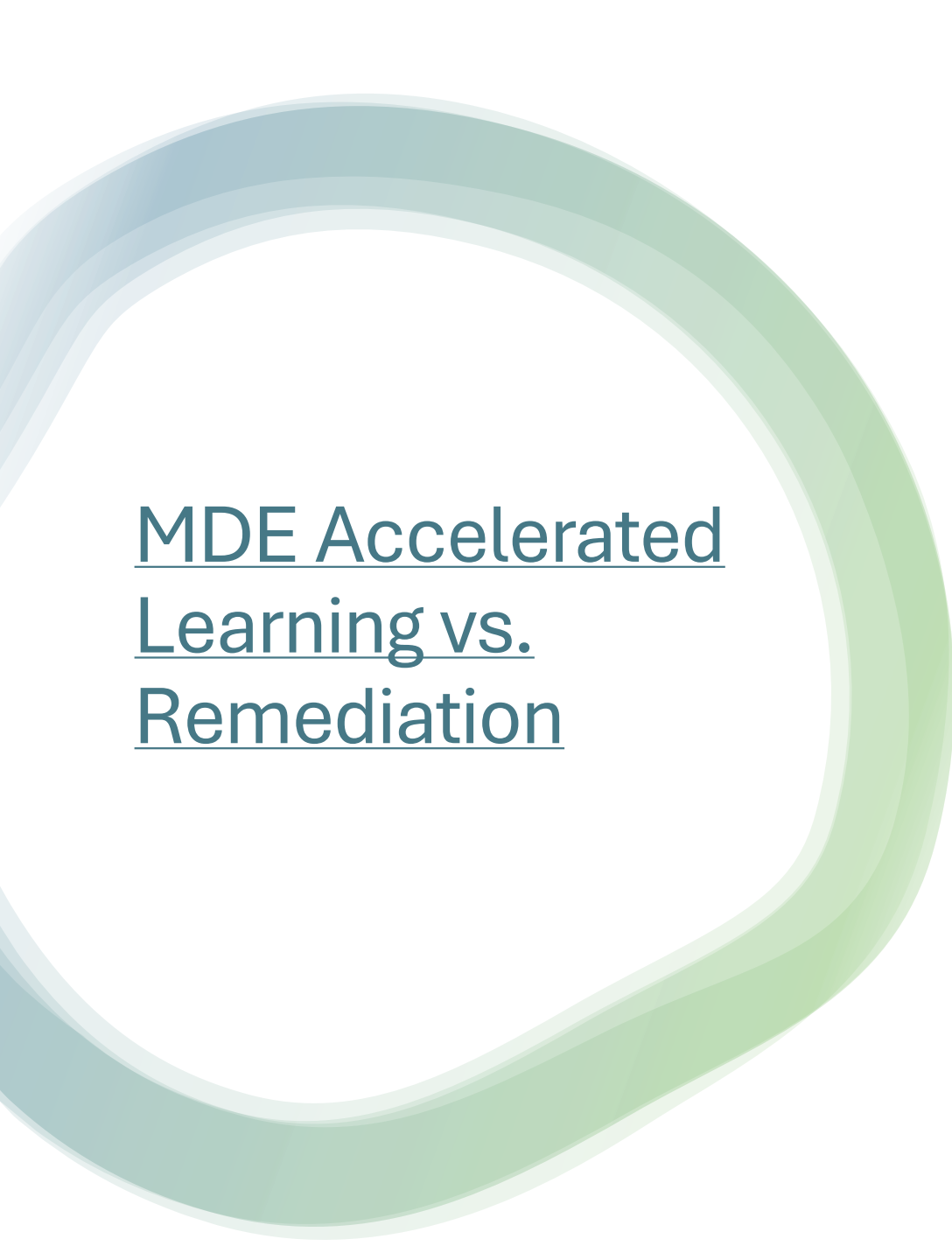




Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material.

[MI Kids Back on Track](#)

ACCELERATED LEARNING



MDE Accelerated Learning vs. Remediation

- *There is a strong tendency for schools, based on past practice, to want to remediate student learning gaps and delay access to grade-level work until all the missing learning is remediated. Unfortunately, research shows that this approach moves students backwards by continuing to widen the academic gap between students who are being remediated and their grade-level peers (Rollins, 2014). The TNTP researchers found, “When students who started the year behind grade level had access to stronger instruction... they closed gaps with their peers by six months; in classrooms with more grade appropriate assignments, those gaps closed by more than seven months.”*

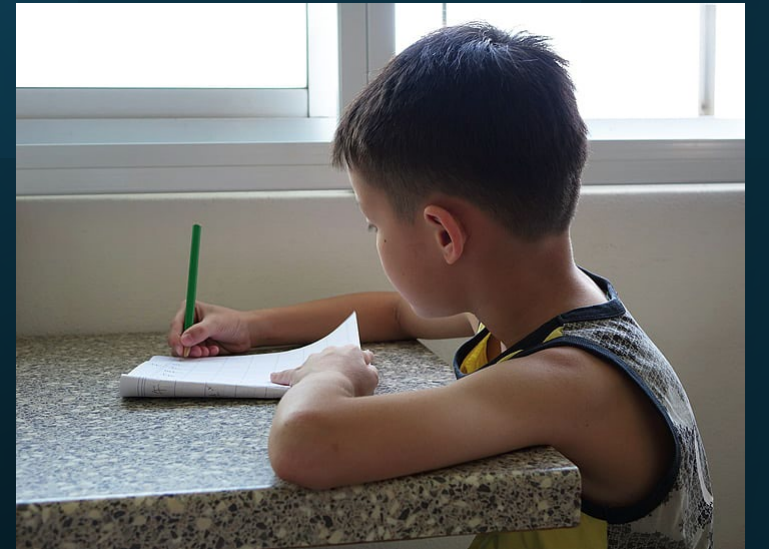
Implementation Checklist

Item #	Activity	Timeline	Completed
1	Define key cognitive skills.		
2	Define key conative skills.		
3	Define the executive functioning skills.		
4	Define key social skills.		
5	Define digital literacy skills.		
6	Identify the (cognitive, conative, social, digital, and executive functioning) skills embedded in the core standards.		
7	Explain the connections to the IEP of (cognitive, conative, social, digital, and executive functioning) skills embedded in the core standards.		
8	Explain the impact of (cognitive, conative, social, digital, and executive functioning) skills embedded in the core standards to a special education student's success with the common core standards.		

Handout 6.1: Executive Functioning Skills

Executive Functioning Skill	Examples
Activating skills	<ul style="list-style-type: none">• Planning the steps of the task.• Prioritizing the steps of the task.• Strategizing and sequencing the steps of a task.• Initiation of a task.
Focusing skills	<ul style="list-style-type: none">• Shifting attention to task.• Focus on the task.• Sustaining focus on the task.
Effort skills	<ul style="list-style-type: none">• Regulating alertness.• Sustaining effort and processing speed.• Managing time.• Pacing and resisting distraction.
Modulating emotions	<ul style="list-style-type: none">• Managing frustration.• Regulating emotions while completing a task.• Persisting in a lengthy or difficult task (as perceived by student).
Memory skills	<ul style="list-style-type: none">• Utilizing working memory.• Accessing recall.• Utilizing strategies for recall.
Self-regulating skills	<ul style="list-style-type: none">• Recognize and inhibit impulsive actions/thoughts.• Monitoring the context of action.• Assessing perceptions of others in social situations.

KNOW YOUR STUDENT





Handout 6.5: Checklist of Executive Functioning Skills

Standard Deconstruction and Planning Template

Standard:

Check those skills needed for successful achievement of this standard:

Cognition		Behavior	
Planning		Response inhibition	
Organization		Emotional control	
Time management		Sustained attention	
Working memory		Task initiation	
Metacognition		Flexibility	
		Goal-directed persistence	

Select the skill(s) to be taught / reinforced:

1.

3.

2.

4.

List the strategy for support for selected skills: (Checklist, Graphic Organizer, Technology, Peer Coach)

Incentive/Behavior for Data Charting: (Time, Accuracy, Prompts)

What needs to be taught and how/where?

- ***Ensure maximum participation and access to rigor in general education while ensuring progress on IEP goals!***



- GOALS



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STANDARDS AT GRADE LEVEL

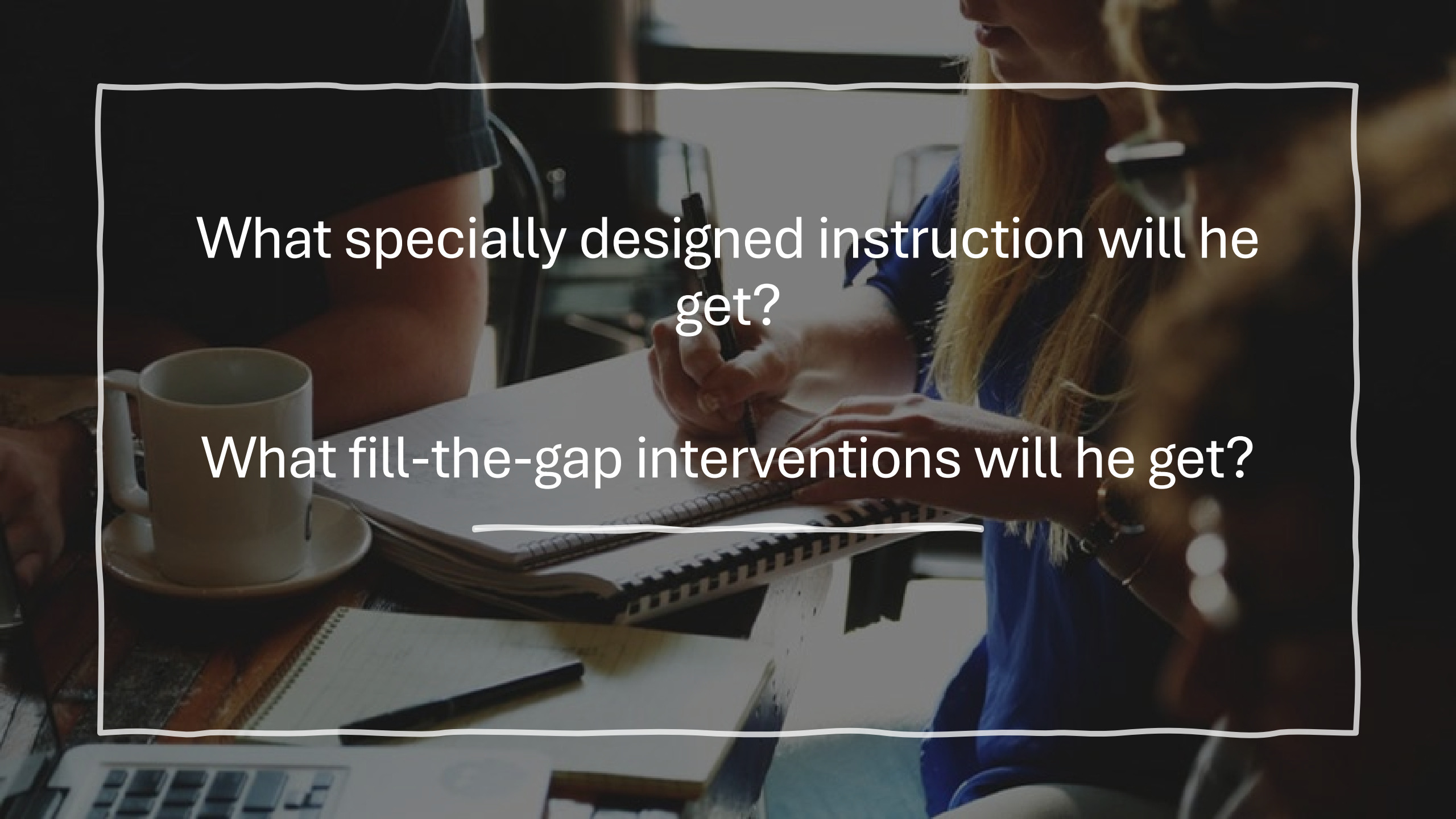


FILL THE GAP INTERVENTIONS

SPECIALLY DESIGNED INSTRUCTION

<https://youtu.be/ESFVNzihOZ0>

ALL CLASSES	MATH	CO-TEACHING
<ul style="list-style-type: none">•Dramatically increase practice turns and feedback•Provide highly organized and sequential explicit instruction•Implement explicit and embedded vocabulary instruction•Provide fill-the-gap acceleration interventions•Incorporate metacognitive instruction•Implement effective behavioral systems	<ul style="list-style-type: none">•Provide highly organized and explicit instruction<ul style="list-style-type: none">• Teacher explains and demonstrate• Students ask questions and receive feedback on their attempts• Students think aloud• Careful sequencing of activities to highlighter critical features	<ul style="list-style-type: none">•Both teachers lead small group instruction simultaneously•In those small groups they implement the specially designed instructional practices and the Tier 1 practices

A person with long blonde hair is sitting at a desk, writing in a spiral notebook. They are wearing a blue shirt and a watch. On the desk, there is a white mug on a saucer, a laptop, and other papers. The background is slightly blurred, showing other people in a meeting or workshop setting.

What specially designed instruction will he get?

What fill-the-gap interventions will he get?







RESOURCES

- [MDE accelerated learning](#)
- [MDE COmpetencies Math](#)
- [MDE Competencies ELA](#)
- [CEC High Leverage Practices book resource](#)
- [CEC website: High leverage practices](#)
- [Great Instruction Great Achievement for students with disabilities book](#)
- [LRP Sucessfully implementing core standards for students with disabilities: a professional development guide](#)