How to get special education students access to the thinking of CCSS

COSA-Seaside 2015

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What sparked our change?

- Attended TDG Leadership Seminar

- *Grace Kelemanik and Amy Lucenta*

- *Observing our current system, analyzing our current data, noticing our current instruction*

A shift in thinking about supports…

Support the **thinking** not the doing

We used to…give tools and provide accommodations so that students may get answers.

Now we…design instruction intentionally to provide on-ramps to productive struggle and mathematical thinking.

From Grace Kelemanik and Amy Lucenta

Mathematical Practices

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2 7 8

3, 4, 5, 6 3, 4, 5, 6 3, 4, 5, 6

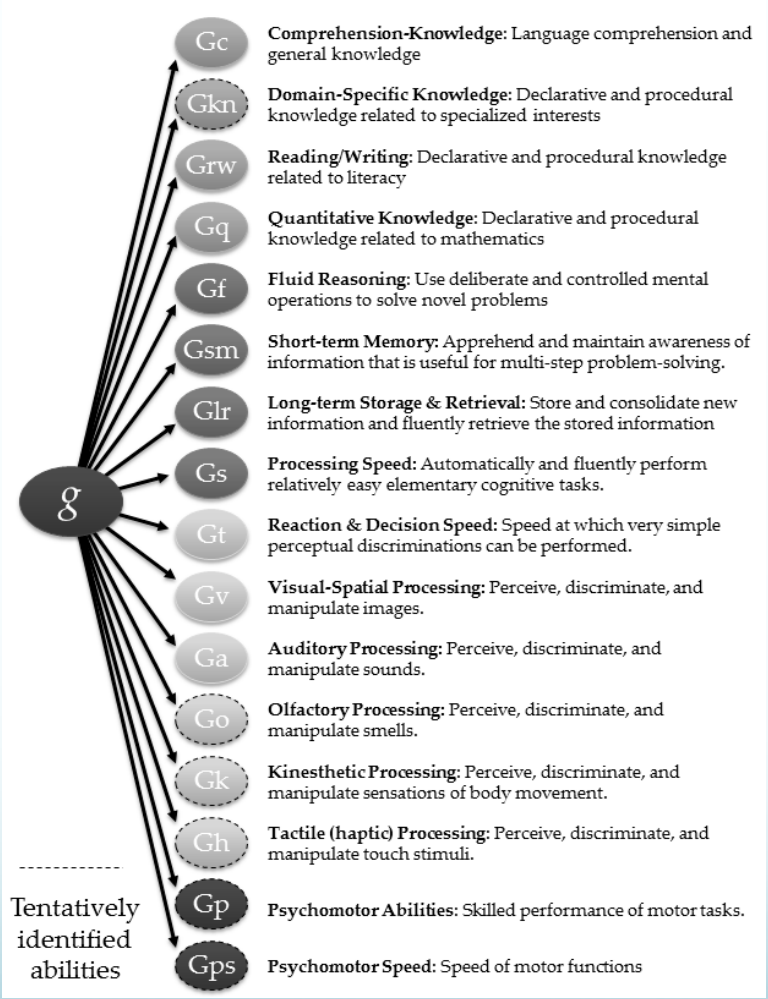
So…what did we do to ignite this change?

1. Pulled direct instruction math curricula from our classrooms.
2. Learned about the Accessibility areas
3. Did the Math
4. We had a “studio” for our Special Education teachers to “see” and “practice” this in action.

Accessibility Areas

- Roseburg School District uses Pattern of Strengths and Weaknesses model when considering whether a student is eligible as a student with a specific learning disability in the area of mathematics
- School psychologist provided training to special education teachers
- Using information from school psychologist assessments to inform the IEP and support students in accessing core instruction

Accessibility Areas



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- **Debrief**
  - What did students understand and struggle with?
  - What did the students with an IEP understand and struggle with?
  - What teacher actions led to the student understandings?
  - What does this mean for your practice?

Belief and what next…

"Believing that all students can learn is one thing, but putting that belief into practice takes purposefully thinking about, planning, and prioritizing those action plans."

Jeanette D. Amayo

The what next…

- Keep practicing…more studios next year
- Grow in our understanding of how we can use the knowledge we have around Accessibility Areas to empower students
- Fine-tuning how we write IEP goals for students
- Think deeply about how to help General Ed teachers understand this different approach
- Continue to work on supporting our revolving door of instructional assistants

Why do we want to continue with this work?

- Create student self-efficacy
- Support students thinking like a mathematician
- Provide students with access to the standards
- Educate students in the least restrictive environment
- Close the achievement gap
- Prepare students for middle school, high school, and their future after high school

Let’s Practice Ourselves

- Review the Cognitive Data on each student
  - How would you support this student in the core curriculum?
  - What do you think the goals should be on their IEP?
- Let’s do the math quickly
  - What do we anticipate possible student responses to be?
  - Where in the lesson do we think these two students will excel or struggle?
  - How can we support the thinking, not the doing?

Typical Student Work

Video

IEP student work

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Questions/Comments