SPECIALLY DESIGNED INSTRUCTION OVERVIEW

Board Presentation

1/25/24

Additional Targeted Support & Improvement Schools

- Langston Chapel Elementary & Stilson Elementary
  - Students With Disabilities (SWD) subgroup

RECAP: How did we get here and what can be done about it?

Teachers struggle with scaffolding Tier 1 instruction to help students close learning gaps quickly

Solution: Partnering with Corwin for Teacher Clarity work, an instructional design process that cultivates a classroom culture of ownership of learning
- What am I learning? (learning intentions)
- Why am I learning it? (relevancy)
- How do I know I've learned it? (success criteria)

Additional challenges for Students with Disabilities
- Staffing - qualified sped teachers
- Scheduling - time for sped and gen ed teachers to collaborate
- Aligning goals and strategies with what students need the most - prioritizing needs

Solution: Implement Specially Designed Instruction (SDI)
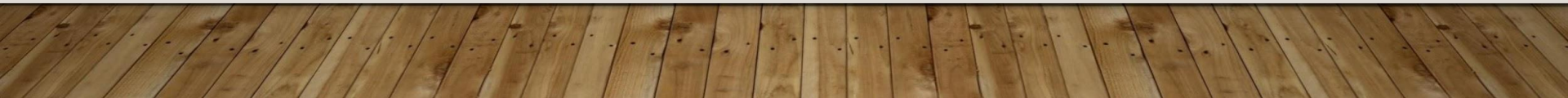
RECAP: Specially Designed Instruction

- Adapting instruction to address the unique needs of a student that result from the student's disability to ensure access to the general curriculum
- Content Expert vs. Characteristics of the SpEd Learner
  - Allows SpEd teacher to focus on becoming expert in one area (characteristics of the SpEd learner) instead of all areas (multiple content areas for multiple grade levels AND understanding what each individual SWD needs)
- Began SDI training at LCES and LCMS this school year; implementation takes approximately five years.

GaDOE SDI Pilot

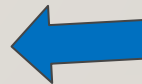- Selected LEA's
- FY23-FY26
- 5-Year Implementation Plan

GOALS:

Build a common language and definition of SDI

Establish essential elements of SDI

Identify the "what" and "why" of SDI

Identify 5 key elements of implementation fidelity

Define & implement data-based individualization framework for successful SDI

Participation of SWDs in General Education

63%

percent of children with IEPs served inside the regular class 80% or more of the day

95%

percent of children with IEPs that spend some portion of their day in general education classes

- SWD students are general education students first.
- This can be overwhelming for teachers.

Comparison of Traditional Co-teach and SDI Co-teach

Traditional Co-Teach

A specific type of collaborative teaching format involving two or more certified teachers (i.e., general education and special education) ….

- who **share** instructional responsibility and joint accountability
- for a single group of diverse learners via **partnership** strategies in a general education setting.

SDI Co-Teach

A specific type of collaborative teaching format involving two certified teachers in a general education setting

- General education teacher focusing on the **content** (curriculum)
- Special education teacher focusing on understanding the **unique needs** of the child's specific disability and determining **strategies** that can be used to help them master grade level standards

What is Specially Designed Instruction?

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the **content**, **methodology**, or **delivery** of instruction

- To address the unique needs of the child **that results from the child's disability**; and

- To **ensure access** of the child to the general curriculum, so that the child can **meet the educational standards** within the jurisdiction of the public agency that apply to all children.

- SDI is <u>what is done by the teacher</u>, not the student, to help close the academic performance gap between students with disabilities and their general education peers.

- SDI is what a <u>teacher does</u> to present information to the student that is <u>different than</u> what other students receive.

Let's Break It Down

Why?

Ensure child's access to the general curriculum so that the child can meet the educational standards.

Who delivers?

SDI is typically delivered by the special educator

Where?

SDI is a service, not a place. SDI can be provided in any location, as long as the location is consistent with the student's IEP and the student's least restrictive environment.

Elements of SDI

SDI Element	What it Means	Questions to Consider
Content	**What** is taught to allow the student to access general education programming	• Are adaptations needed for the content as a result of the disability? • Is the content aligned to the student's academic and functional needs and grade-level standards? • Does the content address engagement and behavioral supports? • How can we leverage the student's strengths and current knowledge as we identify the content that will be provided? • What is the evidence base for the proposed practices?
Methodology	**How** the instruction is delivered or the practices and approach the teacher uses to teach	• Is there a method that has proven to be more effective for this student when acquiring knowledge and skills? • Are there methods that have been ineffective for this student when acquiring knowledge and skills? • What is the evidence base for the proposed instructional strategies?

Delivery of Instruction	**Who**, **where**, and **when** the instruction is delivered	• What is the plan for instructional delivery, including the following:
		  ○ Who will provide the instruction?
		  ○ How frequently?
		  ○ Where?
		• Does the delivery (including the group size) provide sufficient opportunities for the student to practice and receive explicit feedback?
		• Does the provider have the knowledge and skills to individualize and intensify instruction as needed?

Specially Designed Instruction is:

An addition to core instruction (supplemental)	**NOT**	A replacement for core instruction (supplanted)
A service	**NOT**	A place
What a teacher provides	**NOT**	What a child does
Based on specific skills a student needs in order to progress in the general curriculum	**NOT**	A restatement of the standards being taught to all students
Unique instruction written into the IEP that is provided to allow progress toward annual goals	**NOT**	A commercial remediation program used for all students
Specific to the child's needs	**NOT**	A model or schedule
Provided to close the performance gap compared to peers without disabilities	**NOT**	An excuse for setting low expectations or teaching below grade level
Teaching specific skills	**NOT**	Providing accommodations or modifications only

Specially Designed Instruction

- It is planned, organized, and meaningful and is delivered in an explicit, intentional and systematic manner.
- Accelerates student progress to approach or achieve grade-level standards.
- <u>Required</u>, rather than just beneficial, for students to meet educational standards.
- It does not involve lowering standards and expectations for the student.

Roles in Implementing SDI

- **General Education Teacher**: Provide a content-rich lesson that addresses the learning target. This will include a list of tasks to be completed during the instructional time.

- **Special Education Teacher:** Gather information about the tasks and setting as well as the student's strengths, weaknesses, response styles, learning styles and interests.

- **Both Teachers**: Identify possible barriers for the individual students in reaching the goal of the learning target through the chosen tasks.

Steps for the SpEd Teacher in Preparing for SDI

1. Create a *Class Learning Plan* and know your students.

2. Obtain a list of instructional tasks for the lesson from the general education teacher.

3. Gather information from the general education teacher about the tasks and setting for the lesson.

4. Intentionally plan with the general education teacher lesson enhancements or strategies for the individual students to compensate for their disability and access the curriculum.

*Time for collaborative planning for SpEd teacher and GenEd teacher is critical.
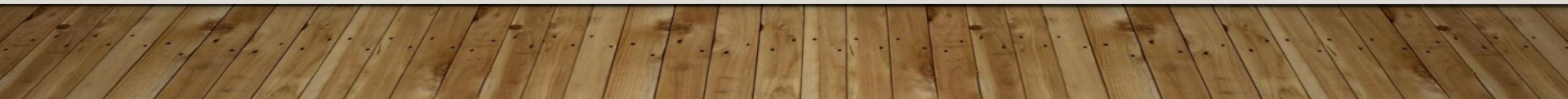
Class Learning Plan

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

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	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	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)

Processing Deficits, Accommodations and Specialized Instruction Strategies

Psychological Processing Deficit	Observable Behaviors Associated with Deficit	Accommodations to consider	Specialized Instructional Strategies to consider
Executive Functioning -includes the brain-based functions that involve mental control and self-regulation. Executive functions are analogous to a maestro of an orchestra, while the rest of the cognitive processes comprise the band itself. Executive functioning guides the management of our internal resources to achieve a goal.			
Attention control - the ability to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Difficulty maintaining concentration	- Developmentally inappropriate levels of attention - Fails to complete work or activities on time - Stops work before finished - Switches frequently between activities, including play activities - Difficulty listening to information presented aloud - Distracted by things happening in proximity while completing activities - Overly focuses on the small parts, often failing to complete the big project - Difficulty eliminating extraneous information (during note taking	- Use an incentive system to encourage on-task behavior - Use "if-then" or "first-then" plan to encourage focus on non-preferred tasks - Provide self-monitoring checklists - Write start and stop times on assigned tasks - Break tasks into smaller subtasks - Provide short breaks - Use a timer - Make tasks interesting by using a variety of instructional modalities - Provide praise when on-task - Provide outlines for note taking	- Teach self- monitoring strategies - Teach organizational strategies- especially reading organization strategies for comprehension - Teach the use of: - Procedural checklists - To do lists - Schedules - Calendars - Charts - Various graphic organizers to teach concepts - Rubrics

Class Learning Plan

Appendix B
Classroom Specially Designed Instruction (SDI) Summary

Student	Cory	Randy	Molly	Jackie	Eugene
Strengths	• Visual Learner • Hands-on learner	• Hands-on Learner • Math skills on gL • Auditory Learner	• Visual Learner • Hands-on learner • Good verbal skills	• Strong visual learner • Works well w/peers	• Hands-on learner • Good verbal skills • Reading above gL
Needs	• Reading comp below 4 yrs gL • Slow auditory processing • Low verbal skills • Reading comprehension skill instruction	• Reading comp 4 yrs below gL • Reading comprehension skill instruction • Writing skill instruction • Wheelchair	• Reading comp 2 yrs below gL • Reading comprehension skill instruction • Writing is physically labored	• Struggles with multi step directions & math problem • Struggles getting ideas on paper • Math 3 yrs below gL • Writing skill instruction	• Attention issues – easily distracted • Disorganized writing • Disorganized • Reteach skills from lessons • Strategy instruction on organizing himself
Environment	• Minimal distractions • Extended time for all activities	• Navigating the room & school • Extended time for all activities	Extended time for all activities	Extended time for all activities	• Minimal distractions • Group in smaller groups • Preferential seating • Proximity
Materials	• Agenda for assignments • Notes provided • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas	• iPad for writing over 2 paragraphs (VTT) • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas	• iPad for writing over 1 sentence (VTT) • Slant board for writing under 1 sentence • Highlight key ideas	• iPad for writing over 1 paragraph (VTT) • Graphic organizers • Calculator • Listening guides • Highlight key ideas	• Notes provided • Graphic organizers
How learning is measured	• Tests & assignments read • Extended time & alternate location for tests	• Tests & assignments read • Extended time	• Tests & assignments read • Alternate location for tests	• Tests & assignments read • Alternate location for tests	Extended time & alternate location for tests
Content	NONE	NONE	NONE	NONE	NONE
Instruction	• Directions simplified & written • Frequent CFU • Preteaching skills needed in gen ed for upcoming lessons – e.g.:	• Frequent CFU	• Directions simplified & written • Frequent CFU	• Directions simplified & written • Frequent CFU	• Frequent CFU • Reminders to use strategies

SDI

Sample Lesson Plan with SDI

Special Education Teacher: Ms. Baxter **General Education Teacher (if applicable):** Mr. Whitmer **Teaching Assistant:** **Teacher Aide:**	**Class:** 6th grade ELA (condensed version for training purposes) **Date:** September 22, 2013

Standards to be addressed:

Common Core Learning Standards (CCLS):
R.L. 6.1 I can cite text-based evidence to support an analysis of literary text.

SI.6.1 I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues.

Career Development and Occupational Studies (CDOS):
CDOS 3a: Universal Foundational Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Topic and Context:
I can get the gist of the text by identifying unfamiliar vocabulary and gaining meaning from the text.

Objective:	**Verb:** Cite with evidence & engage in discussions	**Context:** Mythology

Special Considerations (*Accommodations, Modifications, Assistive Technology, Strategies*) **(see classroom summary for details about students)**

    Cory (only 2 students used for training purposes)
    Eugene

Necessary prerequisite skills:
Getting the gist, annotating texts, chunking text and recognizing unfamiliar vocabulary; "Cite" – finding clues in the text, understanding the characteristics of the clues and how they relate to the evidence

Assessment of prerequisite skills:
First lesson of module. (Formative assessment data from this lesson will assist in filling this section out for lesson 2)

Explicit Core Instruction Grade 6 - *Module 1: Unit 1, Lesson 1*	**Specially Designed Instruction**

| Introduction:
Gain Students' Attention (in red)
Determine:
- objective
- learning target
- key vocabulary

Connect to previous learning | **Objective:**
• I can get the gist of the text *"Shrouded in Myth."*
• I can identify unfamiliar vocabulary in *"Shrouded in Myth."*
• I can collaborate effectively with my peers.
** Interact with objectives. Teacher reads them aloud, re-read them as a whole group, read with partner. 1 minute to discuss with partner what you think we'll be learning today. Discuss as class.
Activate Prior Knowledge:
Post quote from "Shroud in Myth" and the image of the sculpture. "Today we are launching into a new and exciting study. Read the quote on the board. This will give you clues as to what we will be studying. Quick write (pass out forms) for 2 minutes (it is exactly what it sounds like - explain). Turn and talk to partner about "Where do you think this quote came from? Why do you think that?" Invite students to look at the image of the sculpture. Quick write to add "How is this image related to the quote you just read? What makes you think that?" Talk to partner. Invite whole class shares. Encourage specificity and details. Congratulate them on their entry into the world of mythology. The topic of mythology and the skill of using evidence when discussing reading will be the heart of the learning for the next several weeks.
Vocabulary:
Learning target, gist, annotate, reflect, prophecy, fate, imprisoned, stunning, dreaded, writhing
Connection to previous learning:
Teacher refreshes students' memories of the think-pair-share (TPS) and fist-to-five (FTF) protocols | *Just take the guessing game out of it and just ask 3 sets of partners what we're learning today. Be sure to Check for Understanding (CFU).* **(CORY)**

Will need to read quote aloud first, then as a group, then with partners, then independently to self to aid in comprehension and fluency. **(CORY)**

Turn and talk to partner BEFORE quick write to allow for processing and assist with writing on demand. **(CORY, EUGENE)**

Reveal questions one at a time to keep focus and eliminate confusion. **(CORY, EUGENE)**

Graphic organizer for all students in class but highlighted key words and phrases version. **(CORY)**

Help **CORY** *to prepare an answer to the question "How does the picture relate to the quote?" and ask him during whole group share time.*

CFU of TPS, FTF. **(CORY, EUGENE)** |
| **Active Teaching/ Modeling/ "I Do":**
- Demonstration
- Think Aloud
- Provide model &/or rubric | **Description of "I Do":**
Teacher reads "Shrouded in Myth." Students read in their heads while teacher reads. Let students continue to dig through this text throughout the next several days. Invite students to Think-Pair-Share: "What do you notice about this text? What do you wonder?"
Exemplar, Model, or Rubric: | *Be sure to pair with complimentary partners for TPS.* **(CORY, EUGENE)**

Put these questions on desk with scaffolded questions: What do you see on the statue? What is she holding? Why do you think she's holding it? **(CORY)**

Use nonlinguistic representations (pictures) to prompt in |

	- Teacher reads aloud to promote fluency and comprehension, providing a model for students to read on their own. Show them on the document camera how to separate the text into sections to get the gist of each section. ** Now they do it in pairs/small groups. - Model for them how to read carefully, thinking aloud while annotating, demonstrating how to annotate using the first section. Have a discussion with the whole group about what the gist of the first section was and what it was mostly about. ** Now they do it in small groups. - Model the identification of unfamiliar words. Using the first section, go back and re-read to identify unfamiliar words. Circle them. Explain that names of people and places often begin with capital letters and they are unimportant to determine the meaning of them. Try their best to read them but just move on. ** Now they do it in small groups.	each activity of the lesson (CORY) *Prechunked versions of text* (CORY) *with highlighted key words/phrases* (CORY, EUGENE) *Remind them of the strategy for finding the gist that was learned previously in the Resource Room.* (CORY) *Group* CORY *with the two other students with this need and two other students who are stronger in this area (with or without disabilities) – stay with this group to reteach and scaffold supports during the activity*
Guided Practice/ "We Do": **Provide time for:** - Small group work - Discussion - Teacher/ student observation & feedback *Assess before moving to independent practice* *Involve Students*	**Practice Activity with teacher corrective feedback:** - Students will re-read this text with a small group of 3 or 4 with a new purpose of getting the gist. Think-pair-share about the gist of the second section. "What was the gist of this section? What was it mostly about?" Bring class back together as a whole group and do fist-to-five on getting the gist. Reteach if necessary. - After re-reading each section together the students will annotate together and discuss their notes. Bring class back together as a whole group and do fist-to-five on annotating. Reteach if necessary. - After re-reading each section together, the students will circle unfamiliar words. Bring class back together as a whole group and do fist-to-five on identifying unfamiliar words. **Materials:** Quick write form, "Shrouded in Myth" text (full and pre-chunked version with spots marked for where to annotate for select students who, upon observation,	*Stay in same groups for this activity. Continue to stay with this group to reteach and support.* *Continue to use prechunked versions of the text and highlighted key words/ideas.* *Remind of strategies of fist of five learned in previous lessons and Resource Room.* *Prechunked version of text* *Highlighted version of prechunked text (spots marked to annotate)*

	appear to be struggling); document camera; writing utensil; fist-to-five chart **Check for understanding:** After the second section, discuss the difficulties with the activity, how to overcome them, reteach to entire group if necessary.	
Independent Practice/ Application/ "You Do": *Multiple practice opportunities to ensure success* *(90%)*	**Task/Materials for independent practice:** The last section will be used for independent practice if some students are ready to do it (get the gist, annotate and identify unfamiliar words) on their own. Allow for some students to continue working in the group if needed.	*After checking for understanding, reteach areas needed.*
Lesson Closure	**Summary:** Ask students to volunteer reading each objective. Using fist-to-five protocol for self-assessment on meeting the objective. Describe patterns noticed since the earlier fist-to-five assessments. Homework – Re-read "Shrouded in Myth" and finish annotating if you did not finish in class. After reading, try representing the story through a drawing or a series of drawings that show your understanding. **Checking for Understanding:** **Exit ticket:** Reflecting on the learning targets Fist-to-five for self-reflection – noting level of confidence to see if matches with accuracy of the exit ticket	

Throughout lesson: Involve students. Monitor performance. Provide feedback.

BCS SDI Implementation Framework

- Partnership with GLRS (division of First District RESA) to provide training and ongoing coaching to identified schools (LCES, LCMS, SES)

- Utilizing Fulton County Schools' framework and rubric for SDI implementation and progress monitoring

Core Behaviors of Special Educators

Planning SDI	Implementing SDI	Monitoring SDI
PB1. Plan and collaborate regularly with colleagues to co-plan instruction for students with disabilities	IB1 Provide explicit and systematic specially designed instruction and accommodations/modifications with fidelity, as outlined in the IEP, to target students' deficits and capitalizing on students' strengths	MB1. Use appropriate tools and protocols to collect student data
PB2. Create a plan for providing explicit and systematic specially designed instruction for multiple students, that targets prioritized learning goals and provides access to standards-based instruction	IB2. Make adjustments to instruction, including Individualized fading of supports based on each student's progress and response to instruction	MB2. Organize data and share with multiple stakeholders to inform planning
PB3. Create a classroom management system that contains clear expectations and procedures and addresses the individual behavior needs of students	IB3. Provide positive and constructive feedback to guide students learning and behavior	MB3. Utilize ongoing progress monitoring data and diagnostic assessment data to assess students' response to instruction and determine when adjustments are needed
	IB4. Implements classroom management system by adhering to established routines and procedures and addressing individual behavior needs as necessary	

Planning Behavior 1: Plan and collaborate regularly with colleagues to co-plan instruction for students with disabilities.

Knowledge	Skills	TKES	High Leverage Practices
K1. Understand the importance of collaboration and effective communication strategies	S1. How to communicate effectively with colleagues	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	HLP1- Collaborate with professionals to increase student success
K2. Understand effective/high-leverage instructional strategies and methodologies for different student strengths and deficits			
K3. Understand effective accommodations, modifications, and assistive technology aligned to different student strengths and deficits	S2. How to create/modify a lesson plan that includes specially designed instruction		HLP13- Adapt curriculum tasks and materials for specific learning goals
K4. Understand the basic lesson plan components		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	HLP19- Use assistive and instructional technologies
K5. Understand the necessary components of specially designed instruction			

Implementing Behavior 1: Provide explicit, systematic specially designed instruction and accommodations/modifications with fidelity, as outlined in the IEP, to target students' deficits and capitalizing on students' strengths.

Knowledge	Skills	TKES	High Leverage Practices
K12. Understand the components of explicit and systematic instruction	S14. How to follow and adhere to lesson plans that include explicit, systematic specially designed instruction	3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
K5. Understand the necessary components of specially designed instruction			
K2. Understand effective/high-leverage instructional strategies and methodologies for different student strengths and deficits	S15. How to implement various instructional strategies/methodologies, accommodations, and modifications with fidelity		HLP 13 - 22
K3. Understand effective accommodations, modifications, and assistive technology aligned to different student strengths and deficits			
K10. Understand content area and grade level standards		4. Differentiated Instruction: The teacher challenges and supports each student's learning	

Fulton County Schools Specially Designed Instructional Growth Rubric

Note: Quantify language clarification below:

Few – less than 50%;   Some- 50-75%;   Most/Many- more than 75%;   Multiple- more than 100%

SPECIALLY DESIGNED INSTRUCTION

	MOST EFFECTIVE PRACTICES ⟵			⟶ LEAST EFFECTIVE PRACTICES	
Indicator	**A**	**B**	**C**	**D**	**E**
SDI1. Teacher collaborates with colleagues to plan explicit and systematic specially designed instruction that targets students' IEP goals/objectives **and** provides access to standards-based instruction.	All descriptors for Level B are met, and the following evidence is demonstrated: There is evidence of collaborative planning between special education teacher and pertinent stakeholders (general ed teacher, therapists, paraprofessionals, etc..)	There is evidence of planning to provide both accommodations/ modifications that provide access to standards-based instruction **and** explicit and systematic instruction targeting students' IEP goals/objectives for **all** students.	There is evidence of planning to provide both accommodations/ modifications that provide access to standards-based instruction **and** explicit and systematic instruction targeting students' IEP goals/objectives for **some** students.	There is evidence of planning to provide accommodations/ modifications that provide access to standards-based instruction, but no evidence of planning explicit and systematic instruction targeting students' IEP goals and objectives.	There is no evidence of planning for specially designed instruction (accommodations/ modifications or explicit and systematic instruction targeting students' IEP goals and objectives) **or** there is evidence of planning to implement broad accommodations that are not specific to student needs.

Example Coaching Plan

Grades: 6th and 7th
Subjects: Math and ELA

Source	Evidence Collected
Lesson Plans	• For the math class, there is evidence of some testing accommodations/modifications in the lesson plans, but not consistently for instruction. • There are barriers identified in the lesson plans, but the barriers are not always specific to the lesson activity. There was no evidence of strategies described in order to compensate for the barriers. There is more mention of monitoring students rather than instructing. (K-math). • For the ELA class barriers are listed but they are not matching the intent of the lesson. • SDI is provided but it focuses more on what everyone is receiving in tier one and not something different.
Class Learning Plan	• It is recommended to provide the disability category for each student. • The strengths and weaknesses would be useful with additional information on how they impact the student's learning. • It appears this teacher could use some assistance with writing IEP goals. • The listed strategies are actually accommodations.

Classroom Observation	• During S. K's class, there was group work for a review for a test. There was one person in each group who had a good understanding of the content. However it was not observed how this one person assisted the group. • No specially designed instruction or accommodation/modifications were observed during this lesson. (S. K-math) • During O's ELA class there were some taking turns of teaching but no evidence of SDI, accommodations/modifications. Strategies for vocabulary, subject/predicate, paragraph structure, etc. could have been implemented.
Planning	• Did not get to observe the planning but this information was provided by the sped teacher "6th Math-planning is done well in advance, Ms. K and I add strategies based on the given skills we're teaching. ELA-I typically add all strategies after receiving the LP from Ms. D."
Conversation with Teacher	• Survey responses indicate that he understands that strategies need to be used to assist the students. He indicates that he feels he needs more experience to be able to contribute more towards the instruction. • This teacher does not have a sped degree.

Next Steps:

Coaching Question	Response
Which Behavior should the SDI coach target first and why?	
Within the behavior, which skills and/or knowledge are strengths for this teacher?	
Within the behavior which skills and or knowledge does this teacher need to	

Implementation Challenges

- Will take multiple years to fully implement with fidelity at any one school
- Will require initial training and ongoing coaching and support
- Will require progress monitoring to determine effectiveness of implementation and identify schools/teachers in need of additional support

How can we provide support from the district level that can assist schools with SDI implementation?
- *Identify district personnel who could serve as SDI Coach*
- *Develop a plan for SDI Coach to provide training to teachers in identified schools (SES, LCES, LCMS)*
- *Develop a plan for SDI Coach to provide ongoing support and coaching to identified teachers*
- *Develop a progress monitoring plan to measure success of SDI implementation and determine schools/teachers in need of additional support*