

Social Studies Agenda 2-4-13

Matadors rule Social Studies!!

PLC Questions to Consider

Review the PLC questions below. For the topics taught in the upcoming week, answer the questions. These questions should drive the planning process.

- a. What is it we expect our students to learn?
- b. How will we know when they have learned it?
- c. How will we respond when they don't learn?
- d. How will we respond when they already know it?



Read ~ Definition of Crystallized Intelligence or Verbal Ability

Video ~ Linking the Gs to Classroom Instruction for Students with SLD

Complete survey on Blackboard

Questions/Comments: Carroll/Eads

Social Studies Agenda 2-18-13 Matadors rule Social Studies!!

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- a. What is it we expect our students to learn?
- b. How will we know when they have learned it?
- c. How will we respond when they don't learn?
- d. How will we respond when they already know it?

● **Last weeks charge: Try New Type of Formative Assessment**
New Formative assessment techniques ~ What worked and what didn't?

● **Class breakdown and Student Breakdown**

~What class is your favorite/ What class is most challenging?

~Pick a student you are most proud of because of your influence on him or her? What student is your challenging student?





DATA FOCUS

TEA chic says we need more specifics on our Diary maps!!

Things to consider as you look at data:

Which SE's or Questions did we have a large group do well? Where were they weak?

Where can you tell it was just a wild guess?

Then think about how those concepts were taught.

What was most effective for your students?*

What surprised you about your data?

What topics will you need to spiral into your next CFA?

We will visit about this next time we meet by content.

Positive for this assessment*

3 Lowest SE's	Why was this SE low?	What did I do? (Tier 1)	What will I do? (Tier I)	How will I know if it worked? (Formative Assessment)
1.)				
2.)				
3.)				
	Was it low because the SE was: missed, extraneous, underdeveloped, other		Will I: Look at the exemplar lessons, implement writing across the curriculum, attend PD sessions, review other resources	

Inclusion: Beyond A Heart Secondary Part 3

Kami Finger,
Executive Director,
Special Education

Shelly Bratcher, Ph.D.
Professional Development,
Curriculum & Instruction

- Continuum of Services
- Co-Teach Definition
- Co-Teach Approaches

Review Part 1 and Part 2

Definition of Support Facilitation

- An individual who provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning.
- Who? Certified special education teachers, licensed personnel, such as OT,PT, speech, and paraprofessionals.

SUPPORT FACILITATION	
What It Is	What It Is Not
Student receives direct in-class SPED services in the general education setting via individualized or small group instruction.	Student receives direct in-class SPED services in the general education setting by Support Facilitator sitting next to student.
The level and frequency of support vary per individual student and should be on a regular and consistent basis.	The level of frequency of support is every day for every class period.
Services can include support in academic, behavioral, social and/or organizational skills.	Services only include academic support.
Emphasis is on helping the student access the general education curriculum.	In order to meet the needs of the students in the general education classroom it is necessary to water-down the curriculum.
Maintains documentation of support facilitation services delivered to students which includes accommodations, modifications and/or behavioral supports.	Documentation that reflects no measurable and no observable record of what occurred in the classroom.
Provides in-class support that may be divided across 1-2 classrooms during the same time period.	Teacher/Paraprofessional assists the regular classroom teacher when he/she is not committed to lunch duty or covering for a substitute.

Paraprofessional	Model Educator/Teacher
Provide instruction support to small groups of students under direct supervision from teacher.	Model and teach the paraprofessional how to provide services to the student accordingly.
Tutor individual students 1:1	Provide Direct Instruction
Room the inclusive classroom to provide support	Provide ANY of the Co-Teach Approaches
Assist with implementing goals and objectives	Develop Goals and Objectives
Implement Modifications	Collect Data and Chart Student Progress in order to modify or change the student's goals and/or objectives.
Implement Accommodations	Collaborative Lesson Planning with General Education Teacher
Have a repertoire of learning strategies	Modify Curriculum
Know the Lesson Format	Recommend to IEP meeting any needed instructional/assessment accommodations and/or modifications.
Recognize transitions within a lesson	
Develop student's organizational skills	
Collect Data and Chart Student Progress	
Provide ANY of the Co-Teach Approaches (No new content)	

Support Facilitation- A Classroom Checklist

LOOKS LIKE

- Teacher OR Paraprofessional providing instructional support to all students.
- Teacher/Para walking around the room checking on instructional accommodations, supplemental aides, curricular modifications, assistive technology and/or other supports in the student's IEP.
- Teaching students how to use supplemental aides and supports.
- Teacher/Para documenting using inclusion log every day in every class.
- Teacher/Para collaborating with general education teacher at least once a week to prepare services according to lessons and student need.
- Teacher/Para- begin preparing students for the next transition in the lesson cycle or for that day.
- Pulling small groups (mixed) during class and in class.

SOUNDS LIKE

- Teacher/Paraprofessional providing
 - Verbal Indirect and Direct Cues
 - Stay on task
 - Repeating Instructional directions
 - Reading Aloud
 - Checking for Understanding
 - Positive Reinforcement
 - Non-verbal signals/cues
 - Redirecting behavior
 - Instructional signals
 - Positive Reinforcement
- Directing student to supports. (supplemental aides, mnemonics, graphic organizers)
 - Prepared to help with all materials

2/10/2013

- Teacher does not consistently stand in the back of the room.
- Communication among all parties.
- OUR kids!

Closing Remarks

Paraprofessional

Provide instruction support to small groups of students under direct supervision from teacher.

Tutor individual students 1:1

Room the inclusive classroom to provide support

Assist with implementing goals and objectives

Implement Modifications

Implement Accommodations

Have a repertoire of learning strategies

Know the Lesson Format

Recognize transitions within a lesson

Develop student's organizational skills

Collect Data and Chart Student Progress

Provide ANY of the Co-Teach Approaches:

(No new content)

Special Education Teacher

Model and teach the paraprofessional how to provide services to the student accordingly.

Provide Direct Instruction

Provide ANY of the Co-Teach Approaches

Develop Goals and Objectives

Collect Data and Chart Student Progress in order to modify or change the student's goals and or objectives.

Collaborative Lesson Planning with General Education Teacher

Modify Curriculum

Recommend to IEP meeting any needed instructional/assessment accommodations and or modifications.



Support Facilitation- A Classroom Checklist

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Teacher or Paraprofessional providing instructional support to all students	
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Pulling small groups (mixed) during class and in class.	

SOUNDS LIKE:

Teacher/Paraprofessional Providing:	
Verbal indirect or direct cues such as:	
Stay on task	
Repeating Instructional Directions	
Reading Aloud	
Checking for Understanding	
Positive Reinforcement	
Nonverbal Signals/Cues such as:	
Redirecting behavior	
Instructional signals	
Positive Reinforcement	
Directing Student to Supports such as:	
Supplemental Aides	
Mnemonics	
Graphic Organizers	
Prepared to help with all materials	

SUPPORT FACILITATION

What It Is

Student receives direct in-class SPED services in the general education setting via individualized or small group instruction

The level and frequency of support vary per individual student and should be on a regular and consistent basis

Services can include support in academic, behavioral, social and or organizational skills

Emphasis is on helping the student access the general education curriculum.

Maintains documentation of support facilitation services delivered to students which includes accommodations, modifications and or behavioral supports.

Provides in-class support that may be divided across 1-2 classrooms during the same time period.

What It Is Not

Student receives direct in class SPED services in the general education setting by Support Facilitator sitting next to student.

The level of frequency of support is every day for every class period.

Services only include academic support.

In order to meet the needs of the students in the general education classroom it is necessary to water-down the curriculum.

Documentation that reflects no measurable and no observable record of what occurred in the classroom.

Teacher/Paraprofessional assists the regular classroom teacher when he/she is not committed to lunch duty or covering for a substitute.

Social Studies PLC Agenda



4-8-2013

5th Six Weeks Assessments Are Here!!

Window 4-8 to 4-19

Karen Carroll - TAPP Rubric

TAKS Camp (11th grade review) Final
reviews for all content

Eads ??