Common Core State Standards: Implications for Students with Disabilities

Kristi Richburg
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• Characteristics of the standards.
• What do teachers need to know to reach ALL Learners?
• Are your teachers prepared?
• Instructional Strategies:
  • Close Reading
  • Scaffolding Instruction
  • Questioning Techniques
• Summary
COMMON CORE STATE STANDARDS
CCSS: Characteristics

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence and research-based

“In the development of these standards, the inclusion of all types of learners was a priority. Chosen language was intended to be open and accessible to different learners.”
IDEA Emphasis

“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full, participation, independent living, and economic self-sufficiency for individuals with disabilities.”
(sec. 1400 (c) (1))

IDEA, 2004
IDEA: Assumptions & Beliefs

1. Students with disabilities are **general education students FIRST**.
2. Focus on **prevention and early intervention work**.
3. Student performance is influenced **most by the quality of the instruction and interventions we deliver and how well we deliver them** - not preconceived notions about child characteristics.
4. Decisions are best made with **data**.
5. Our expectations for student performance should be dependent on a **student’s response to intervention**, not on the basis of a “score” that “predicts” what they are “capable” of doing.

IDEA, 2012
STUDENTS WITH DISABILITIES

What will the Common Core State Standards do for ESE?

- Create a “culture of high expectations”
- Offer an opportunity for Students With Disabilities (SWD) to gain access to rigorous coursework
- “SWD...Must be challenged to excel within the general curriculum and be prepared for success in their post school lives, including college and/or careers.”

CCSSO & NGA, 2010
SWD as 21st Century Learners

- SWD can be active learners in 21st century learning environments when they have the following:
  - Instructional supports that invite their engagement.
  - Instructional accommodations that change materials and procedure, but not the standards.
  - Assistive technology that ensures access to the standards and the curriculum.

OSEP, 2012
Read & Discuss

• Count off by 3’s
  – 1’s: Application to SWD
  – 2’s: Closing the Achievement Gap for students with IEP’s
  – 3’s: CCSS: What Educators Need to Know

• Read & highlight the article for your number.

http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=15269

Elliot, J., 2011
TEACHER PROFESSIONAL DEVELOPMENT

Are Teachers Prepared?

Teachers need tools and supports

- 63% need PD on the **requirements** of the standards
- 60% need PD on **how to teach** the standards that are new to them

Where Do We Begin?

Teachers need to understand:

– why this shift is occurring;
– how the shift will impact educators and students;
– how the standards were designed;
– how the standards are organized;
– how the standards will be assessed; and
– how will accommodations be provided for students with disabilities.
Take Your CCSS Pulse

On this continuum, where does your district fall on preparing teachers for the CCSS?

All teachers are prepared
Teacher leaders are prepared
District is prepared to provide PD

Some teachers are prepared

What is CCSS?
INSTRUCTIONAL STRATEGIES FOR ALL

Five Changes Needed in Classroom Instruction

• Lead High-Level, Text-Based Discussions
• Focus on Process, Not Just Content
• Create Assignments for Real Audiences and with Real Purpose
• Teach Argument, Not Persuasion
• Increase Text Complexity
• And…

High Expectations for ALL Students… Additional PD Offerings

- Differentiating Instruction
- Universal Design for Learning (UDL)
- Instructional accommodations
- Assistive technology devices and services
PD in Instructional Strategies may include:

• **Close Reading**
  – Lead high-level, text based discussion
  – Focus on Process not just content

• **Questioning Techniques**
  – Argumentation and Discussion

• **Scaffolding Instruction**
  – Assignments for real audiences and purpose
CLOSE READING

Dr. Douglas Fisher – Close Reading and the CCSS -
http://www.youtube.com/watch?v=JhGI5zdjpvc
QUESTIONING TECHNIQUES
Building a Culture of Inquiry

- Establish a Community of Learners
- Teach observation skills
- Invite, value and celebrate questions
- Play with questioning
- Model effective questioning
- Teach questioning strategies
- Create a desire to know

**Students own the questions**

C. Koechlin Questioning Smarts
Establishing a Community of Learners

- Model personal connections
- Create a safe atmosphere
- Encourage students to speak freely
- Accept varied viewpoints
- Listen to ideas
- Consider students’ ideas carefully
Dr. Timothy Shanahan - The Common Core State Standards: Complex Text and Its Implications in the Classroom
http://www.youtube.com/watch?v=-dL1AuuE93M
Scaffolding... helps students access complex texts directly.

allows the reader a first encounter with minimal clarifications.

guides the reader with follow-up support.

encourages re-reading.

Scaffolding doesn’t mean...

• reducing complexity of text.
• replacing the text.
• telling students what they are going to learn.
Examples of Scaffolding

Modeling/Demonstrations

Realia and Multi-media

Hands-on/Virtual Manipulatives

Pictures

Visuals
Scaffolding: Organizers

**Thinking Maps**

**Example LINCS Tables**

<table>
<thead>
<tr>
<th>1. Term</th>
<th>2. LINClag Story</th>
<th>3. LINClag Picture</th>
<th>4. Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>charitable</td>
<td>He gave lots of food for the table.</td>
<td>Giving, generous</td>
<td></td>
</tr>
<tr>
<td>Removing West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mortified</td>
<td>The mortician was scared to death when he saw the corpse.</td>
<td></td>
<td>Scared to death</td>
</tr>
<tr>
<td>Removing Word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mortician</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Concept Map**

- CHEMISTRY
- SOLUTIONS
- STATES OF MATTER
- CLASSIFICATION OF MATTER
- ENERGY EFFECTS
- CONCENTRATION
- ENERGY EFFECTS
Additional research-based supports for students/teachers grades 4 – 12.

Learning Strategies (for teacher use) and Content Enhancement Routines (for student use)

FREE from your local FDLRS Center!
Summary

• Common Core State Standards
  • Characteristics of the standards
• Students with Disabilities
• Teacher Professional Development
  • What do teachers need to know to reach ALL Learners?
  • Are your teachers prepared?
• Instructional Strategies For All
• Final Thought
We cannot treat the CCSS as a substitute for NGSS.

If we do, nothing will change!
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Thank You!

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References


