


Common Core Standards

Application to Students with Disabilities

Fewer, Clearer, Higher Standards

- ▶ These standards reflect rigorous grade-level expectations in the areas of mathematics and language arts.
 - ▶ They reflect the knowledge and skills that all young people will need for success in college and careers.
 - ▶ The standards address what students are expected to know and be able to do.
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Positive Points for Parents

- ▶ The continued development of understanding about **research-based instructional practices** and a **focus on their effective implementation** will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.
- ▶ A culture of high expectations for all students eliminates “watered down” expectations and “minimal support services”.

Why did Tennessee adopt the Common Core?

- ▶ Tennessee is committed to ensuring that high school students graduate prepared for college and career.
- ▶ Currently, only 15 percent of Tennessee students graduate at a college-ready level (ACT (2011) 2011 ACT National and State Scores. Retrieved from <http://www.act.org/newsroom/date/2011/states.html>)
- ▶ The state took an initial step to raise standards by adopting the Tennessee Diploma Project standards in 2009 to meet this challenge
- ▶ By joining nearly every other state to develop and implement Common Core standards, Tennessee is now taking a further step to enhance the quality of instruction and learning for its students. By adopting the Common Core, teachers in Tennessee will be able to better collaborate with teachers in other states, since all teachers will follow a common set of standards

Common Core Foundation

- ▶ Standards establish WHAT students need to learn, but not how teachers should teach.
- ▶ Each state and school system will choose its own curriculum—the set of courses, activities, & teaching materials.
- ▶ Teachers must use instructional strategies to help students meet the standards.
 - Note: Research based and scientific based instructional strategies are required under NCLB and IDEA.

Three Areas Leading to Results

- ▶ FOCUS: Knowing more than how to get the answer
- ▶ Coherence:
 - Linking major topics from grade to grade
 - Math includes reading and reading includes math
- ▶ Rigor:
 - Understanding of concepts
 - Skill and fluency in the processes of reading and math
 - Real application


Teachers will focus instruction on specific areas that will build stronger understanding.

What is the Timeline for Implementation?


Common Core State Standards will be phased in with full implementation scheduled during 2013-14 school year. Specific Information on TN Core: Tennessee's Common Core plan can be found at www.Tncore.org

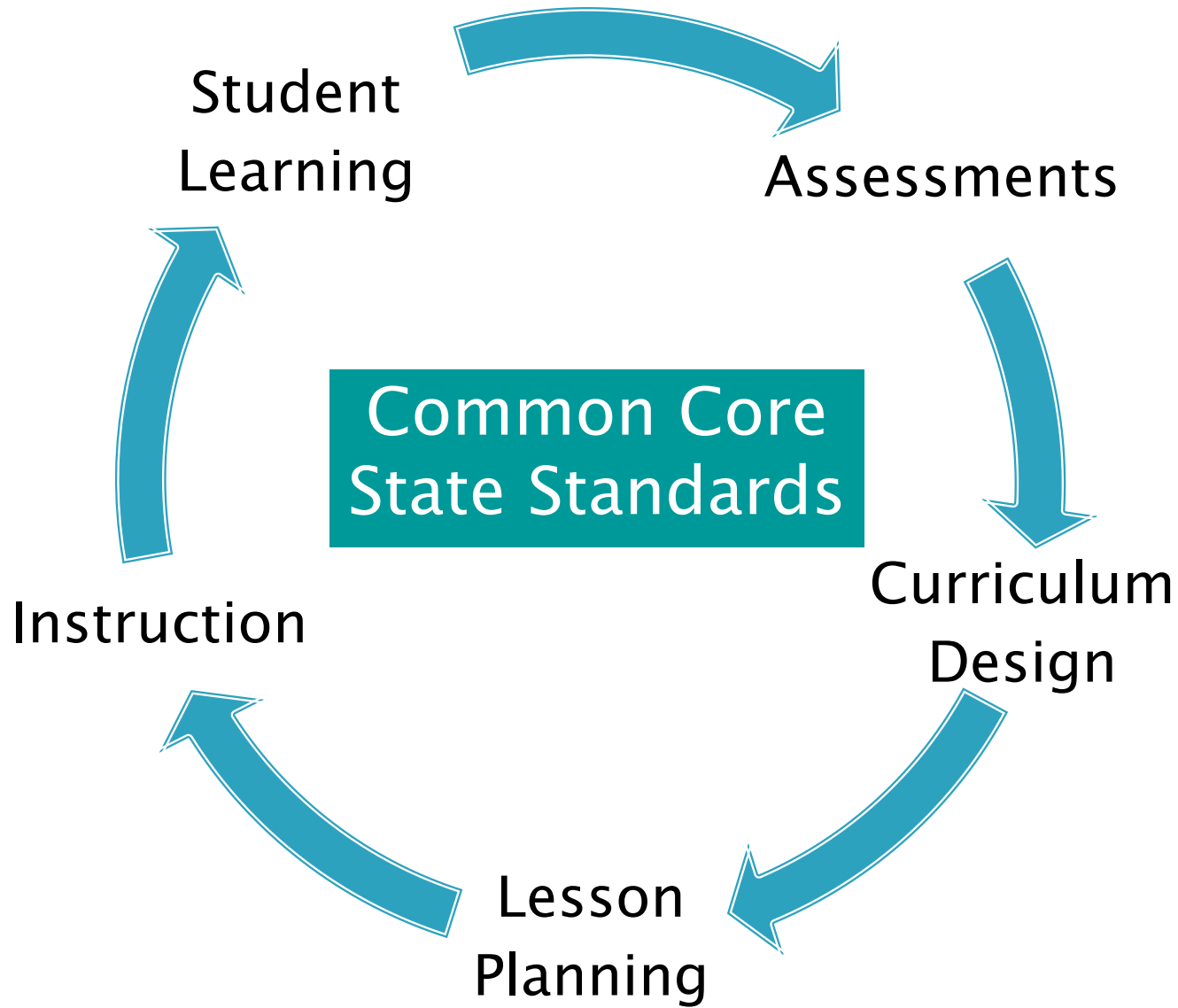


English/Language Arts Standards include the following areas:


- ▶ Reading: Text complexity and the growth of comprehension
 - ▶ Writing: Text types, responding to reading, and research
 - ▶ Speaking and Listening: Flexible communication and collaboration
 - ▶ Language: Conventions, effective use, and vocabulary
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As students advance through the standards they will:


- ▶ Build strong content knowledge
 - ▶ Adapt their communication in relation to audience, task, purpose, and discipline.
 - ▶ Comprehend as well as critique.
 - ▶ Value evidence.
 - ▶ Use technology and digital media strategically and capably.
 - ▶ Understand other perspectives and cultures.
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What Is Different?

- ▶ Students will be required to use higher order thinking skills, apply what they have learned to unique situations, and bring together knowledge for a variety of content areas to solve problems.
 - ▶ Students will be expected to use a range of technologies that they must first become familiar with during their class work.
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Learner Variability is the Norm

- **Learners vary**
 - **in the ways they take in information**
 - **in their abilities and approaches**
 - **across their development**
 - **Learning changes by situation and context**
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Focus on Drop Out Prevention

Identifying the Cause and Addressing the Issue

Academic performance

- Low grades
- Low test scores
- F's in English and Math
- Few credits
- Retention

Educational engagement

- Low engagement
- High absenteeism
- Poor school behavior
- Low extracurricular participation
- Poor relationships with teachers and peers


CCSS Language Addresses Meeting the Unique Needs of SWD

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in

- Mathematics
- English Language Arts: comprised of reading, writing, speaking and listening;

their instruction must incorporate **supports and accommodations.**

Supports and Accommodations

- ▶ Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
 - ▶ An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
 - ▶ Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.
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Method of Instruction

- ▶ IDEA 300.39 (b)(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child...the content, methodology, or delivery of instruction.
- ▶ Effective Strategies: TN Rules 0520-01-09 (2)
 - “Strategies that are effective in realizing the child’s goals...that will enable parents, students, and educators to monitor progress during the year, and if appropriate, to revise the IEP consistent with the student’s instructional needs.

IDEA Partnership Definition of Appropriate Accommodations

- ▶ Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities

Additional Supports & Services

- ▶ Universal Design for Learning is defined as “a scientifically valid framework for guiding educational practice that
 - (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
 - (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
 - Higher Education Opportunity Act (PL 110–135)

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

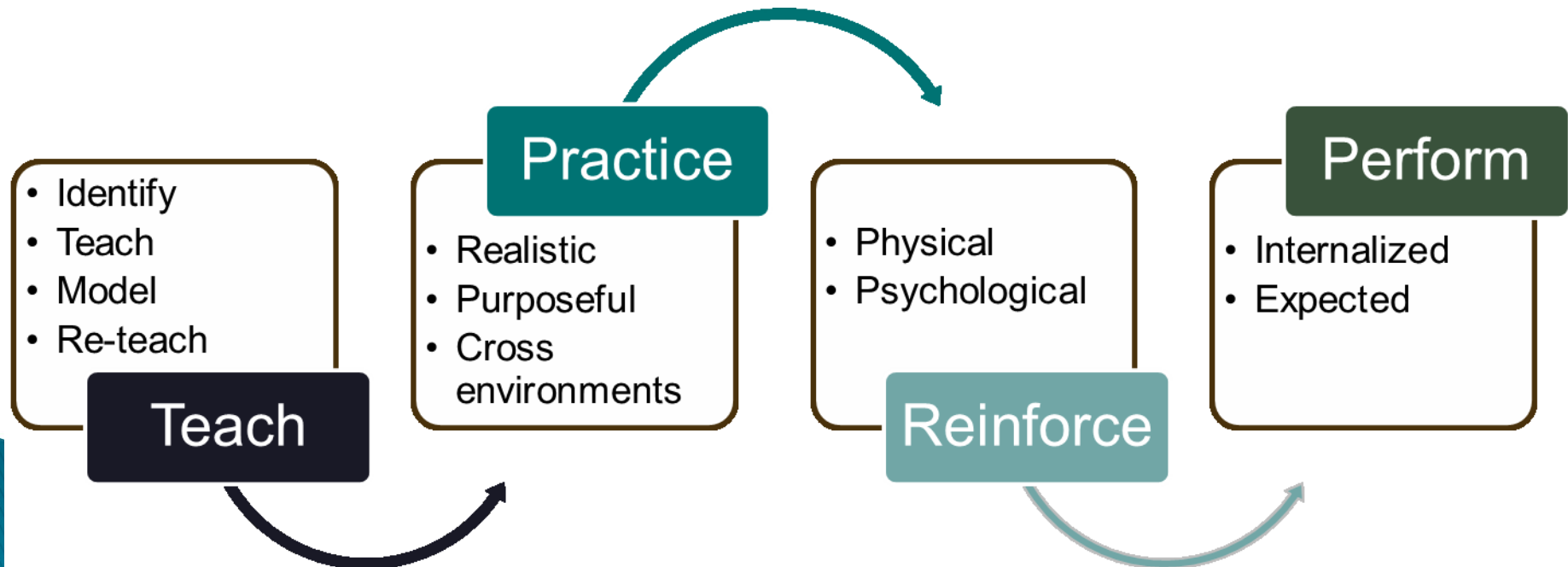
- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

Other Supports To Consider

▶ Positive Behavior Supports

- Behavior plans need to include a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.



Para educators

Effective para educators are under the direction of a certificated teacher and must have appropriate training in order to support student academic and behavioral expectations.

- If there is a concern that a student will be “too dependent on an assistant”...that is a school personnel training issue. They need to receive training on:
 - When to support a student
 - When to fade supports
 - How to set up situations for the student to be successful


Para educators

- ▶ Monitor learners in non-academic environments
- ▶ Maintain learning centers
- ▶ Reinforce lessons introduced by teachers
- ▶ Provide personal physical assistance
- ▶ Provide instructional interventions
- ▶ Carry out behavior plans
- ▶ Assist with assessments
- ▶ Document learner performance
- ▶ Support safe learning environment
- ▶ Assist related service personnel
- ▶ Participate in IFSP, IEP, and ITP development

Typical Role

Expanded Role

Questions to Ask When Considering Needed Accommodations

- ▶ What is needed beyond UDL?
 - ▶ Has student been taught to use accommodation?
 - ▶ Is the accommodation
 - Used by the student?
 - Beneficial to the student?
 - A barrier to student achievement?
 - Enabling the student?
- 

Considering the CCSS, how do we address the needs of students with...


- significant cognitive disabilities
- low or limited academic skills
- language-based disabilities
- any combination of learning challenges



Students with Significant Disabilities

- ▶ Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs.
- ▶ These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Purposeful Intervention Plans

- ▶ Interventions are planned using student-specific strategies designed to change behaviors or improve skills.
 - ▶ An Intervention System is not the process of placing students in a program, service or setting but to identify student needs and meet them.
 - ▶ Lower than expected performance is a signal to try different approaches to instruction.
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Research On Effective Practices

- ▶ Inclusion/Collaborative Teaching
 - SWD are often placed in special education settings where the teachers are teaching math, English, language arts, social studies, and science even though they have not been trained in those subjects.
 - Most effective with a 1 / 3 or fewer ratio of SWD to general education students in the classroom.

Focus on Systematic Evaluation and Demonstrated Mastery

- ▶ Student's current skill of a learning standard
 - Breaking down skills into “precursor skill” level and working on mastery of each skill. There may be multiple levels of “precursor skills” that need to be taught in preparation for mastery of the “state standard”.
- ▶ Communication skills of the student
- ▶ Attention skills of the student

ELA example: *informational text grade 4.2* *“tiered for student with learning challenges”*

Determine the main idea of a text and explain how it is supported by key details; summarize the text

- ▶ In 3 paragraph text
- ▶ In 2 paragraph text
- ▶ In 1 paragraph text
- ▶ When in first sentence of paragraph
- ▶ In a sentence

Text complexity

Listening, reading together, reading silently

Math example: *measurement 5.1*

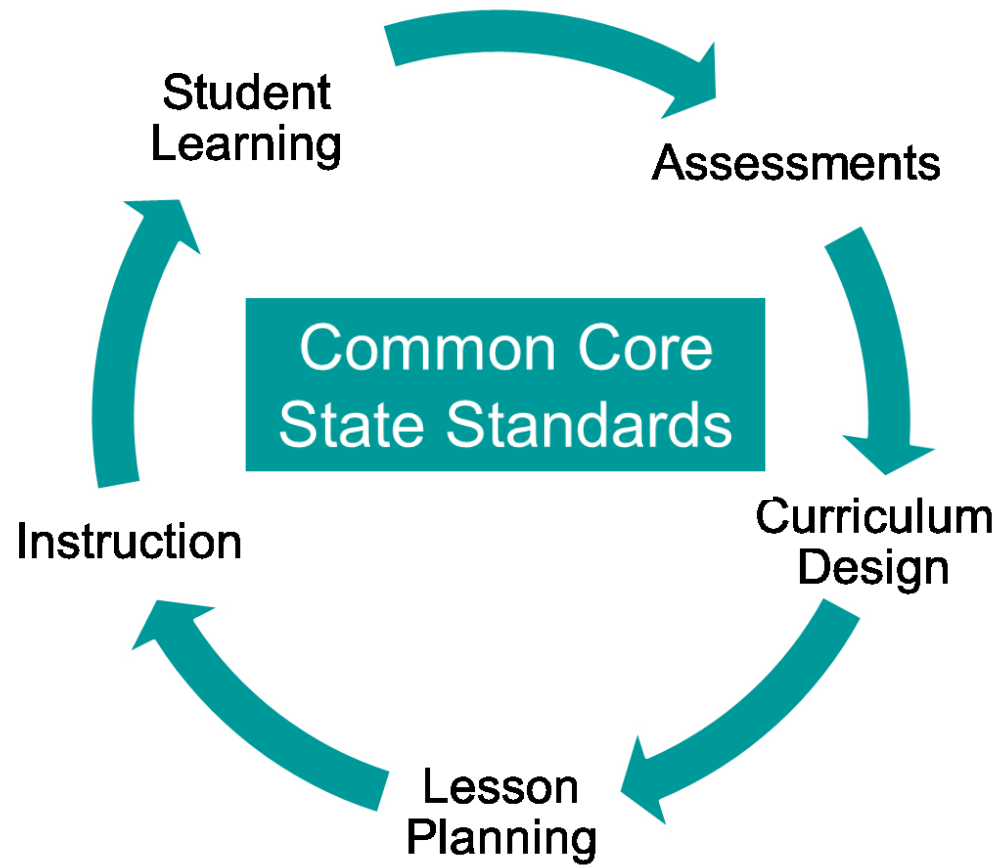
Know relative sizes of measurement units within one system of units (e.g., linear, weight, time)

- ▶ Identify yard
- ▶ Identify foot
- ▶ Determine foot is less than yard
- ▶ Identify inch
- ▶ Determine inch is less than foot

Concrete before representational

Representational before abstract

This “cycle” critical for students with disabilities



Online Resources to Help with Common Core

<http://www.ReadTennessee.org>

<http://www.tncore.org>



ReadTennessee
TENNESSEE EARLY GRADES LEARNING TOOLKITS
Engage, Inspire, Educate, Achieve!

Thank you for visiting the home of Read Tennessee, a joint project designed to allow teachers, families and community members to work together for the benefit of young children throughout the state of Tennessee. We encourage you to explore our Reading and Math toolkits to take advantage of the information provided to help accelerate the learning of Tennessee's most important resource, our children. Please click on either Reading or Math logo above to visit the toolkits.



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[About Common Core](#) | [Math](#) | [English Language Arts](#) | [Specialized Disciplines](#)



The Common Core State Standards
will strengthen teaching and learning with standards that are focused, coherent, clear, and rigorous

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Resources from Summer 3-8 Math Training **New!**

Welcome to TNCore.org

Resources [News and Updates](#)

[Tennessee's Common Core Implementation Plan](#)
[Comprehensive implementation plan video](#)



Home	About the Standards	Voices of Support	News	Resources	FAQ	The Standards
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Introduction
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School: Number & Quantity
High School: Algebra
High School: Functions
High School: Modeling
High School: Geometry

The Standards » Mathematics

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

—Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong] inform an international benchmark for the U.S. First, the composite standards emphasize measurement, and geometry standards. The Hong Kong standards for geometry are almost all the time remaining to

— Ginsburg, Leinwand and De

Because the mathematics content is so mechanical than is ideal. We have found this conceptual weakness

— Ginsburg et al., 2005

There are many ways to organize mathematics and turn off students

— Steen, 2007



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Kindergarten-Grade 5

Introduction
Anchor Standards
Reading: Literature
Reading: Informational Text
Reading: Foundational Skills
Writing
Speaking & Listening
Language
Standard 10: Range, Quality, & Complexity

Grades 6-12 ELA

Anchor Standards
Reading: Literature
Reading: Informational Text
Writing
Speaking & Listening

The Standards » English Language Arts Standards

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the

Pre-K Reading



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FAMILY

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Teacher Toolkit

Common Core Standards

Pre-K Reading

TN-ELDS

Language and Literacy

Social-Emotional
Development

Integrating Literacy
Throughout the
Curriculum

General Pre-K
Resources

Welcome to the Pre-K Reading and Language Teacher Toolkit!

In their early years, children's brains are like sponges -- they are eager to soak up information and experiences that are in the world around them. Children are fearless and willing to try new things. They like to ask questions of everything, including the most important question of: "Why?" For children ages 3-5, it is important that these children are presented with educational experiences that promote reading and writing. The Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children states that "Failing to give children literacy experiences until they are in school can severely limit the reading and writing levels they ultimately attain."

[Enjoy this video--Why is Pre-K important?](#)

The ReadTennessee.org website provides a "toolkit" which will help you understand best



Family Toolkit

Family Toolkit | Learning Standards

COMMUNITY
TEACHERS

Family Toolkit

Math

Reading

Writing

Speaking and
Listening

Thinking and Learning

Feelings and Behavior

Getting Active and
Healthy

Working with
Teachers, Schools,
and Out-of-School
Programs

Need Help?

Family Toolkit

Math

Reading

Writing

Speaking and
Listening

Thinking and Learning

Feelings and Behavior

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Healthy

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and Out-of-School
Programs

Need Help?

Learning Standards

Welcome to the Family Toolkit!

In the Family Toolkit, you will find information that will help you in these major areas of child development:

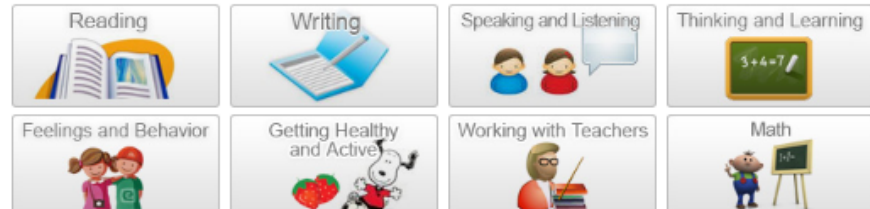
- **Social/Emotional** - The ability to develop relationships with others, to develop self-awareness and self-confidence, and to understand and cope with feelings
- **Physical** - Development of Fine (small) and Gross (large) Motor Skills, the ability to move large and small muscles
- **Cognitive** - Gaining knowledge, learning to reason and solving problems in daily life. Learning to read and write, as well as understanding math (the study of numbers, patterns, space, and change) are major parts of cognitive development.
- **Speech and Language** - Talking, listening, reading, writing and singing are all creative ways to build speech and language



What do children need to help them learn, and how can we help them? Watch this video Clip.

This online resource – **Mom's Homeroom** - is packed with tips and tools to help you prepare your child to succeed in school.. Click on the box on the top right to find your topic (getting ready for school, homework, math, reading, writing, learning and memory, and social skills – and you will find many tools and articles that will help you find out what you want to know. You can also type the topic in the search box to have the site find exactly what you need to find. <http://momshomeroom.msn.com/>

This area is divided into topics that will help you understand your child's development in each of these areas. Click on a button to learn more about the topic.



Family Guides to Tennessee Early Learning Standards

Birth to Three and Three to Five

Tennessee Early Learning Standards

Tennessee created a set of Early Learning Developmental Standards (TN ELDS) in 2004 to help all adults who care for children across the state understand appropriate practices for caring for children from birth to age five. The standards were developed to show the continuum of developmental milestones from birth to age five based on the research about process, sequences, and long term consequences of early learning and development. Click on the buttons to see family guidebooks about what these standards mean and what you can do to help your child grow and develop.



Resources

- Common Core State Standards Initiative
www.corestandards.org
- Co-Teaching: General and Special Educators Working Together
<http://nichcy.org/schoolage/effective-practices/coteaching>
- National Center and State Collaborative Partnership
www.ncscpartners.org
- Partnership for Assessment of Readiness for College and Careers
www.parcconline.org
- Smarter Balanced Assessment Consortium
www.SmarterBalanced.org
- Technical Assistance Center on Positive Behavior Interventions and Supports
www.pbis.org
- Universal Design for Learning
www.udlcenter.org