

The Promise of Proficiency-Based Education for Special Education Students

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KIDS RSU#2

Introduction

- ★ Our journey
- ★ The beginning: new superintendent – “TODAY we begin to use this set of standards”
- ★ Individual with Disabilities Education Act (IDEA) (2004) - standards aligned IEP's

Welcome to the session

- ★ What are some questions you may have about proficiency based education and students with disabilities?
- ★ Generate key words or questions.
- ★ (2 minutes)

Focus

- ★ Understanding the standards
- ★ Using the taxonomy
- ★ Identifying and implementing classroom practices that lead to student growth
- ★ Developing Individual Education Plans (IEP) that are aligned with standards

Know your Standards

- ★ Scaffolding
- ★ Grouping of standards
- ★ Grouping across content

Know your Standards

- ★ Know the standards – standards provide the foundation – learning progression
- ★ Know the standards at your grade level and the academic levels prior and after
- ★ Know how standards are grouped – Strands/
Domains

KNOW your STANDARDS

- ★ Scaffolding
- ★ Know how the standards are grouped
- ★ Skills build on one another as standards move from one level to the next

TAXONOMY

- ★ Teaching and learning tool
- ★ Collaborating tool
- ★ Confidence builder for students

Taxonomy (RSU 2 & Maine Cohort for Customized Learning)

Level of Difficulty	Process	Useful Verbs, Phrases, Definitions
Knowledge Utilization	Investigating	<i>Generate and test a hypothesis using assertions and opinions</i> <ul style="list-style-type: none"> • How did this happen • Why did this happen • What would have happened if • Find out about • Investigate • Research
	Experimenting	<i>Generate and test a hypothesis using data collection</i> <ul style="list-style-type: none"> • Test the idea that • Based on ___ what can be predicted • What would happen if • How would you determine if • How would you test • How can this be explained • Why did this happen
	Problem Solving	<i>Accomplish a goal for which obstacles exist</i> <ul style="list-style-type: none"> • Solve • Develop a strategy • How would you overcome • Figure out a way • How will you reach your goal under these conditions
	Decision Making	<i>Use information to make a decision</i> <ul style="list-style-type: none"> • Decide • Select the best alternatives • What is the best way • Which of these is most suitable
	Invention	<i>Develop a unique product/process that fulfills a perceived need</i> <ul style="list-style-type: none"> • Create • Devise • Generate a new way to • Change the way • Think of another way
Analysis	Deductive Reasoning	<i>Identify logical conclusions or predictions of information</i> <ul style="list-style-type: none"> • Make and defend • Predict • Judge • What would have to happen • Deduce • Develop an argument for
	Inductive Reasoning	<i>Infer new generalizations from known new knowledge</i> <ul style="list-style-type: none"> • Infer • Create a principle • Create a rule • What inferences can be made • What conclusions can be drawn
	Constructing Support	<i>Build support for assertions or statements</i> <ul style="list-style-type: none"> • Take a position on • Defend your position on • Explain your reasoning for
	Analyzing Perspectives	<i>Identify reasons/logic for multiple perspectives on an issue</i> <ul style="list-style-type: none"> • Analyze the perspective of • Identify the logic behind • Explain the reasons behind • Explain why someone might think
	Analyzing Errors	<i>Identify logical or factual errors in knowledge</i> <ul style="list-style-type: none"> • Revise • Edit • Evaluate • Identify errors • Identify problems • Assess • Critique
	Abstracting	<i>Identify similarities & differences among chunks of information</i> <ul style="list-style-type: none"> • Compare • Compare & contrast • Create an analogy • Create a metaphor
	Classifying	<i>Identify similarities & differences among lists of items</i> <ul style="list-style-type: none"> • Sort • Categorize • Organize • Identify types of • Identify categories
	Comparing	<i>Identify similarities & differences among items</i> <ul style="list-style-type: none"> • Compare • Compare & contrast • Distinguish • Differentiate • Discriminate
Comprehension	Symbolizing	<i>Construct symbolic representations of information</i> <ul style="list-style-type: none"> • Symbolize • Represent • Draw/illustrate • Show • Diagram • Chart
	Integrating	<i>Identify basic elements/structure of knowledge</i> <ul style="list-style-type: none"> • Describe how or why • Describe the key parts of • Describe the relationship between • Describe the effects • Explain ways in which • Paraphrase, summarize
Retrieval	Executing	<i>Carry out a mental or physical exercise</i> <ul style="list-style-type: none"> • Draft • Complete • Solve • Read • Demonstrate • Add, Subtract • Write • Multiply, Divide
	Recalling & Recognizing	<i>Produce information regarding DK and PK, or identify accurate statements regarding DK and PK</i> <ul style="list-style-type: none"> • Name • List • Label • Describe • Who, what, where, when • Recognize • Select from a list • Identify from a list • State • Determine if the statements are true or false



SOURCE: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)

Teaching and learning tool

- ★ Helps with unpacking standards and setting goals
- ★ Cognitive processes to be explicitly taught
- ★ Guides the student in determining how to demonstrate proficiency
- ★ Accessible to student on desks and in classes

A closer look into the Taxonomy

Comprehension	Symbolizing	<i>Construct symbolic representations of information</i>			
		<ul style="list-style-type: none"> • Symbolize • Represent 	<ul style="list-style-type: none"> • Draw/Illustrate • Show 	<ul style="list-style-type: none"> • Diagram • Chart 	
	Integrating	<i>Identify basic elements/structure of knowledge</i>			
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Levels of Complexity

- ★ Communicates to the students the behaviors or skills for demonstration of knowledge
- ★ Guides assessments and levels of rigor
- ★ Adds transparency to learning process

Process Levels

- ★ Guides assessments and levels of rigor
- ★ Adds transparency to learning process
- ★ Students identify strengths
- ★ Use in collaboration with others in designing assessments

Taxonomy in IEP goals

- ★ Communicate processes in present levels of academic and functional performance
- ★ Accommodations
- ★ Articulate supports student may need to access higher level cognitive processes

Effective Instructional Practices

- ★ Take the time to teach classroom routines
- ★ Establish clear goals and lesson objectives
- ★ Provide instruction at the proper taxonomy level
- ★ Identify areas (skills) of concern prior to lesson
- ★ Teaching to multiple learning styles

Supports in the classroom

- ★ Visible standards
- ★ Flow charts for routines and problem solving
- ★ Paraprofessional's role

Delivery of instruction

- ★ Specially designed instruction (direct instruction)
- ★ Consultation
- ★ Team teaching- different models
- ★ Accommodations (Differentiation)
- ★ Monitor levels of attention
- ★ Maintain a lively pace and provide structure

Team teaching with special education teacher

- ★ Special education teachers have the ability to:
- ★ look at specific tasks
- ★ break them down into smallest parts
- ★ diagnose difficulties
- ★ brainstorm unique instructional solutions
(Benninghof, 2012, *Co-teaching that Works*)

Team teaching with special education teacher

- ★ Skills Group Model - Plan lessons that incorporate multiple instructional levels.
- ★ Skills based groups
- ★ Whole group lessons - individual lessons
- ★ Speak and Add Model - add clarification, graphic organizers
- ★ Ideally teachers sit together to plan instruction (Benninghof, 2012, *Co-teaching that Works*)

Demonstrate value for low expectancy students

- ★ Identify expectations for all students
- ★ Focus on affective tone - Tone of voice, proximity, smiles, playful dialogue
- ★ Quality of Interaction - Feedback, Probing for meow complex information, Calling on students, Level of questions, Model level of response required
(Marzano, 2012, *Becoming a Reflective Teacher*)

Feedback to cultivate Growth Mindset

(Marzano, 2013, *Using Common Core Standards*)

- ★ Effort
- ★ Perseverance
- ★ You stuck with that
- ★ What do you want to learn next time?
- ★ What are you working on?
- ★ How will you know you are done?
- ★ What are you going to do next?

Developing Individual Education Programs (IEP)

Standards guide the progression of learning for students to make progress in the general curriculum.

- ★ Break standards into domains or strands
- ★ Identify skills student can do in each domain
- ★ Identify the grade level student is in school (grade level standards)
- ★ Identify what skills are needed to make progress in standards.
- ★ Reasonable growth in area of direct instruction
- ★ Accommodations to access instruction

A process - present levels of performance

Designed by teachers writing
IEP's aligned to academic
standards.

Three guiding questions to ask:

- ◆ 1a. What is the learner's assigned grade?
- ◆ 1b. What is the grade equivalent of the learner's skill level? (instructional level)
- ◆ 2. What are the learner's strengths?
- ◆ 3. What are the learner's needs?

Three Question Process

Consider this standard:

College and Career Readiness (CCR) Anchor Standard #2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: ELA CCR2.L.5)

1a. What is the learner's assigned grade?

1b. What is the grade equivalent of the learner's skill level?

Include in the present level of academic performance:

Alfred is a 9th grade student who is working at a 7th grade skill level when asked to demonstrate his command of the conventions of standard English capitalization, punctuation, and spelling when writing based on the general curriculum.

What are the learner's strengths?

Include in the Present Level of Performance the strengths the learner demonstrates in regards to the particular standard – in this case, the conventions of standard English capitalization, punctuation, and spelling when writing.

Alfred can use correct capitalization and punctuation at the beginning and ending of sentences. In sentences, he can use a comma to set off a series of objects, or thoughts, or to set off a series of words in a sentence. He can spell grade appropriate words. Alfred can also use quotation marks correctly in his writing.

What are the learner's needs?

Include in the Present Level of Performance the needs the learner demonstrates in regards to the particular standard – in this case, the conventions of standard English capitalization, punctuation, and spelling when writing.

Alfred needs to learn to use commas to separate adjectives, use punctuation to show a pause or break in writing, and use the semicolon and colon correctly in his writing.

Let's Review

Present Level of Performance (General Summary)

WRITING: Alfred is a **9th grade student who is working at a 7th grade skill level** when asked to demonstrate his command of the conventions of standard English capitalization, punctuation, and spelling when writing based on the general curriculum. As evidenced by his performance in both his English class and on the work samples rated by the Common Core Writing Rubric, Alfred has difficulty....

Strengths

Alfred can use correct capitalization and punctuation at the beginning and ending of sentences. In sentences, he can use a comma to set off a series of objects, or thoughts, or to set off a series of words in a sentence. He can spell grade appropriate words. Alfred can also use quotation marks correctly in his writing.

Needs

Alfred needs specially designed instruction provided in the small group setting in the area of writing.
Alfred needs the support of such accommodations as access to editing checklists and peer editors.
Alfred needs to learn to use commas to separate adjectives, use punctuation to show a pause or break in writing, and use the semicolon and colon correctly in his writing.

Measurable Annual Goal

By March 2016, given specially designed instruction and access to editing checklists as needed, Alfred will demonstrate command of the conventions of standard English punctuation, by using commas to separate adjectives, using punctuation to show a pause or break in writing, and using the semicolon and colon correctly when writing with at least 85% accuracy during content area classes as measured by student work samples and the attached writing rubric.

Did we meet learning objectives?

- ★ Understanding the standards
- ★ Using the taxonomy
- ★ Identifying and implementing classroom practices that lead to student growth
- ★ Developing Individual Education Plans (IEP) that are aligned with standards



Thank you.

“ This year is so much better, I get it. I know what the teachers want me show them, I know what I’m good at and what I need help with, I know I can find a way to meet the standard.” (March 8, 2016).

10th grade student who is accessing instruction in the general education setting and instructional support in the special education setting.