

Alternate Eligible Content and Instruction: Prioritizing, Connecting and Planning Across Grades

Alternate Eligible Content
Spring Series 2016



Pennsylvania Training and Technical Assistance Network

Questions during the webinar

For Content :

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- Reference : 2/24/2016
- Questions and answers will be posted as an FAQ with the recorded webinar following this presentation

For Tech Support:

support@pattan.net

Today's Focus



- Selecting and prioritizing alternate eligible content to teach
- Within one content area incorporating multi-grade instruction for multiple pieces of alternate eligible content across grades
- Supporting design and instruction of targets aligned to the alternate eligible content in general education classrooms

Selecting and Prioritizing Alternate Eligible Content



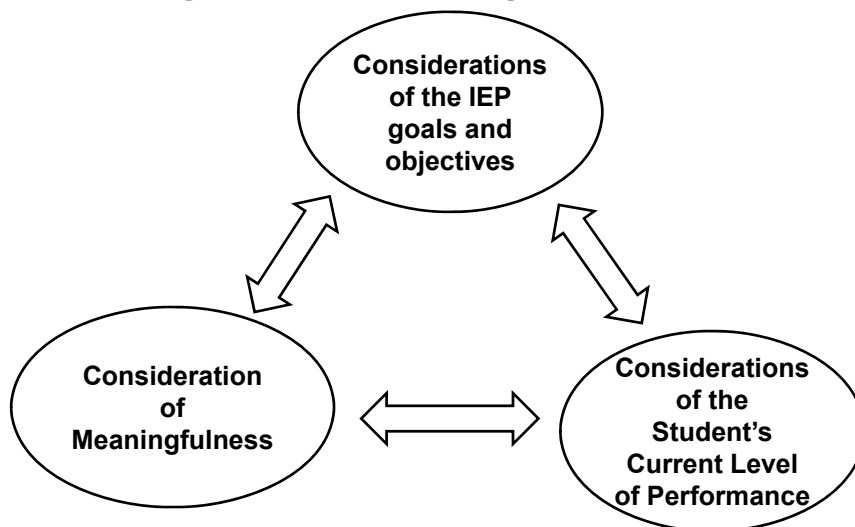
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Selecting and Prioritizing

- Alternate eligible content selected **must** reflect the assigned grade level of each student you are assigned
- The assigned grade level is part of the IEP conversation



Selecting and Prioritizing

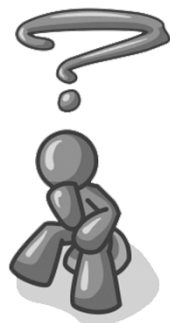


Considerations from the IEP

- What is currently included in the student's IEP as goals/objectives in relation to ELA/Reading and Math?
- How does this align to the alternate eligible content at the student's current assigned grade level?

Ask Yourself

- How familiar am I with the alternate eligible content for the grade levels I am assigned?



Sample Connections From the IEP



IEP/Content Example 7th grade

- When in a store environment (school or community), the student will determine if the items they are buying total more/less than the amount of money he/she has to spend, given a visual cue, 100% of the time

M07BE2.3.1a

Identify a reasonable solution in the context of the problem using the four basic operations and numbers under 20

IEP/Content Example 11th grade

- Given a choice of three visual cues and/or objects as supports, the student will identify vocabulary in 3 consecutive trials

CC1.3.1112Ia

Use context to determine the meaning of an unknown or multiple meaning word

CC1.3.1112Ja

Identify the meaning of a general academic and career-related word/phrase related to text

IEP/Content Example 4th Grade

Given manipulatives, the student will count up to ten using one-to-one correspondence

M04AT1.1.3a

Compare to determine if a value is greater than, less than or equal to another value

Prioritizing with the IEP Team

- Familiarize yourself with the alternate eligible content, intent (conceptual learning) and implications for long term learning and independence
- Be prepared to discuss implications for access to the general education curriculum through this lens with the IEP team
- Know your student's current level of performance and meaningfulness of the content to them in relation to the goal

Considerations from student current level of performance

- Examine current student data in relation to the alternate eligible content at the student's assigned grade level
- What components or instructional skill sets has the student mastered?
- What vocabulary and language is already mastered under a variety of conditions?

Sample Considerations of Content Matched with Student performance



Current levels of performance? 7th grade Math

What do my students know about:

- The number line?
- Units and measurement?
- Percentages?
- Triangles?
- Positive and negative numbers?
- Three-dimensional figures?
- Area, volume?
- Data sets?

Current levels of performance?

11th grade ELA

What do my students know about:

- Theme/central message
- Answering questions from text?
- Summarizing?
- Details and evidence from text?
- Vocabulary?
- Different versions of a story (text and multi-media)?

Current levels of performance?

4th grade Math

What do my students know about:

- Multi-digit numbers?
- Values?
- Adding, subtracting, multiplying, dividing?
- Summarizing?
- Fractions?
- Multiples?
- Patterns?

As a Starting Point Ask the Questions



- What are my students currently learning and how does that connect to alternate eligible content?
- What vocabulary is familiar? What is new?
- What is my student (s) core vocabulary that could be an alternate phrase for understanding?

Considerations of meaningfulness



- What has the IEP team determined to be meaningful?
- Consider intent and life-long learning
- What has been prioritized by the IEP team?

Meaningfulness

Content

M07BE2.3.1a

Identify a reasonable solution in the context of the problem using the four basic operations and numbers under 20

CC1.3.11121a

Use context to determine the meaning of an unknown or multiple meaning word

M04AT1.1.3a

Compare to determine if a value is greater than, less than or equal to another value

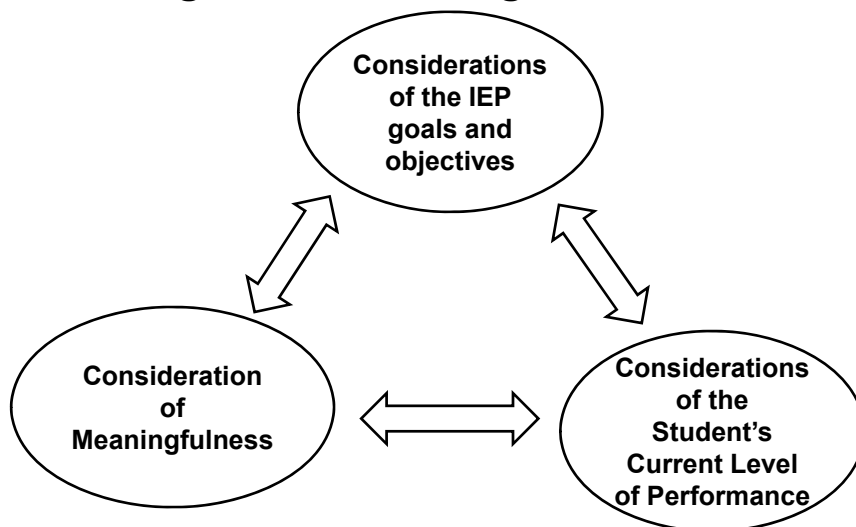
Intent/Life Long Learning

Be able to estimate as close as possible an answer to a mathematical real life problem

Use clues around an unknown word, object or picture to figure out what it means

Look at (examine) at least two different amounts of objects, numbers or representations and make a decision about their value to each other

Selecting and Prioritizing



Instructing Alternate Eligible Content Across Multiple Grades in One Unit/Lesson



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Group Instruction

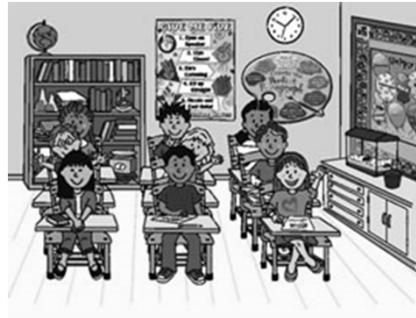
- Same General Content
- Different Targets
- Same Activities though Differentiated
- Different Outcomes Measured

Resources to Consider

- Across the Grades Document
 - Available at www.pattan.net
 - Educational Initiative *Students with Significant Cognitive Disabilities*
- Differentiated Instructional Techniques
- Active Engagement
- Active Pacing of Instruction

Group Instruction

- Grades 6-7-8
- Math



Across the Grades

Building Data Displays						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
M03DM2.1.1a Add information to a pictograph, line plot, or bar graph	M04DM2.1.1a Organize data into a pictograph, line plot, or bar graph					CC.2.2.HSC1a Determine the missing coordinates in a table of values containing at least 2 complete ordered pairs
		M05CG1.1.1a Identify an ordered pair (x,y) in quadrant I	M06AN3.2.3a Identify points in all four quadrants of the coordinate plane	M07AR1.1.3a Represent a proportional relationship on a line graph	M08BE3.1.5a Graph a linear equation	
		M05CG1.1.2a Graph an ordered pair (x,y) in quadrant I			M08BE2.1.3a Identify the slope and y-intercept of a line on a graph	
			M06AN3.1.3a Locate positive and negative numbers on the number line	M07AN1.1.2a Identify the difference between two numbers on the number line	M08AN1.1.5a Locate a non-terminating decimal at its approximate location on the number line	
			M06AN3.1.2a Identify the opposite of a number on the number line			

Alternate Eligible Content

6th grade

M06AN3.1.2a

Identify the opposite of a number on the number line

M06AN3.1.3a

Locate positive and negative numbers on the number line

7th grade

M07AN1.1.2a

Identify the difference between two numbers on the number line

8th grade

M08AN1.1.5a

Locate a non-terminating decimal at its approximate location on the number line

Determine Student Targets

- Based on student data



- Can the content as written be used as a target?
- If not, essentialize for students in their respective grades with the grade-aligned alternate eligible content, as necessary

Determine common content

- Number line






- Use of numbers/quantitative amounts

123456
78910

- Identify, find, locate

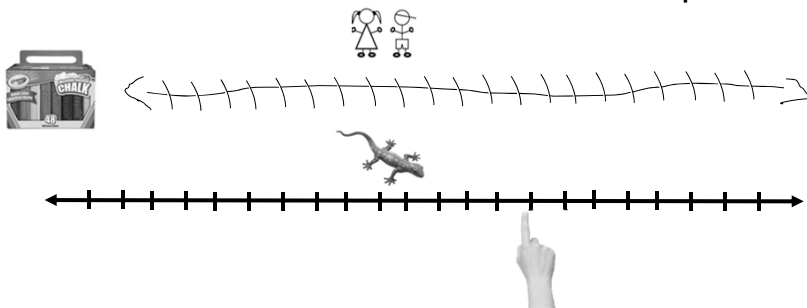


Determine differentiation

- Opposite (6) 
- Positive/negative (6) 
- Difference between (7) 
- Non terminating decimal (8) π

Using Targets

Develop/plan lessons and activities using the common threads. Practice instructional protocols



All students can be involved with a similar activity different targets and mastery being progressed monitored and emphasized for individual students

Measured Outcomes By Student Target Sample

6th grade

M06AN3.1.2a

Identify the opposite of a number on the number line

M06AN3.1.3a

Locate positive and negative numbers on the number line

Sample Targets: (based on student data)

(Instructional Skill)- Identify zero on the number line

(Target and essentialized targets)

Using a concrete number line, the student will identify the opposite of 1, 2 and 3.

Using a concrete number line the student will locate positive 1, 2, 3, 4 and 5.

Using a concrete number line the student will locate -1,-2,-3

Measured Outcomes By Student Target Sample

7th grade

M07AN1.1.2a

Identify the difference between two numbers on the number line

Sample Targets: (based on student data)

(Instructional Skills)

- Identify zero on the number line
- Identify positive and negative numbers on the number line
- Identify opposites on the number line

(Target and essentialized targets)

Using a concrete number line, the student will identify the difference between -1 and +3

Using a concrete number line and a visual/tactile cue, the student will locate the space between +1 and +3

Measured Outcomes By Student Target Sample

8th grade

M08AN1.1.5a

Locate a non-terminating decimal at its approximate location on the number line

Sample Targets: (based on student data)

(Instructional Skills)

- Using a concrete number line, the student will identify the difference between -1 and $+3$

(Target and essentialized targets)

Using a concrete number line to 0 to $+5$ and visual cue, the student will identify the approximate location of a non terminating decimal (for example, determine that 3.3333 is between 3 and 4)

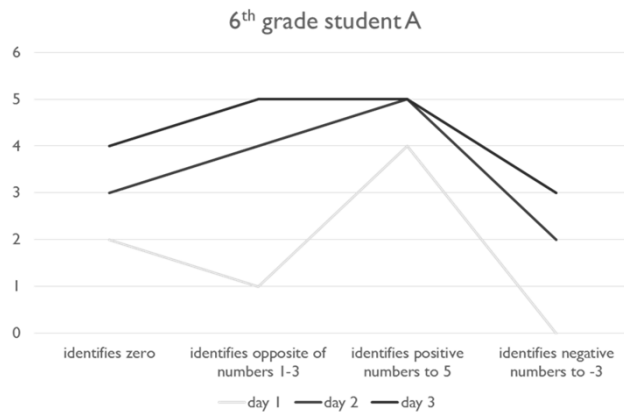
Using a number line with blocks representing numbers (visual/tactile cues), show that 2.51 blocks is between 2 and 3 blocks

Data: Student Progress Tracking Worksheet

Student:		Mastery Criteria:	
Student Progress Tracking Sheet			
Targets:			
	Target	Date Introduced	Date Mastered
1			
2			
3			
4			
5			
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25			

Measured Outcomes By Student Target

Sample graph



Connecting Design and Instruction of Alternate Eligible Content in an Inclusive Classroom



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Resources

- 'Through the grade' document
- Essentialization
- Mapping the target with general education classroom instruction

General educator



- What content is currently being covered?
- Aligned to which PA Core Standards?

Introduce the general educator to the *Through the Grades* document

PA Reporting Category: E05.B Informational Text

PA Core Standards:

CC.1.2.5.A. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

Assessment Anchor

E05.B-K.1 Key Ideas and Details

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	E05BK1.1.1a	Answer a literal question about a text
		E05BK1.1.1b	Answer an inferential question about a text
		E05BK1.1.1c	Identify details from the text to support answers to literal and inferential questions
	E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	E05BK1.1.2a	Summarize the text
		E05BK1.1.2b	Identify the main idea/central idea using key details/evidence from the text
	E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	E05BK1.1.3a	Identify the relationship between two individuals, events, procedures, ideas, steps or concepts in the text

General educator/Special educator

- Determine targets
- Determine whether or not to essentialize or can the content be addressed as written as the target for instruction
- Determine what the student's participation will look like during instruction
- Determine criteria for mastery
- Design data collection for the targets



Participation determination Sample

Class Name and Time:

Standard:

Eligible Content/Alternate Eligible Content:

What will all the students be doing and learning	What will student A be doing ✓ How does this impact mastery towards the target? ✓ Considerations for access ✓ Considerations for reduction of vocabulary

Data Collection

- Defines student's progress in the general education classroom curriculum align to the same content of the assigned grade level
- Assists IEP team with determinations for decisions about time, growth, learning and supports in the general education classroom

Data: Student Progress Tracking Worksheet

Student:		Mastery Criteria:	
Student Progress Tracking Sheet			
Targets:			
	Target	Date Introduced	Date Mastered
1			
2			
3			
4			
5			
6			
7			
8			
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Learner outcomes

- Identify considerations for **prioritizing** alternate eligible content for instruction
- Identify components to consider when selecting and **implementing instruction** of alternate eligible content in a **multi grade classroom**
- Identify considerations for **identifying instructional targets** and **implementation of instruction** aligned to alternate eligible content in a **general education classroom** (inclusive setting)

Next webinar

- March 30, 2016
- 3:30pm-4:30pm

**Alternate Eligible Content: Grade
Appropriate Text: Options for Selecting
and Modifying Text**

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Commonwealth of Pennsylvania

Tom Wolf, Governor