



Content Connections

Special Education – Multi Intensive Learning Center

This past year, BVSD Special Education teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?

Element a – Alignment

<p>Connect Learning Environment</p>	<ul style="list-style-type: none"> ● Include state standards in IEP goals ● Include IEP goals in lesson planning ● Awareness of IEP goals to be worked on in each class ● Instructional tasks build on key concepts to supplement core curriculum with necessary accommodations
<p>Respond to Student Misconceptions</p>	<ul style="list-style-type: none"> ● Include a multi-sensory approach ● Perform informal assessment to determine if students are grasping the information ● Utilize flexible small groups ● Use reteaching strategies to ensure proficiency
<p>Collaborate Vertically and Horizontally</p>	<ul style="list-style-type: none"> ● Collaborate vertically with sending case managers ● Articulate vertical curriculum alignment with general education teachers ● Base lessons and accommodations on learning objectives of each student ● Collaborate with general education teachers to develop learning objectives based on key concepts in the content curriculum
<p>Prepare Student for Next Level</p>	<ul style="list-style-type: none"> ● Ongoing evaluation of student progress to determine readiness for increased successful inclusion ● Break down larger goals into short term task analyzed objectives for students working toward Extended Evidence Outcomes ● For students who are transition age (8th grade and above), programming is aligned with post-secondary goals

<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Include following and understanding a visual schedule ● Include reading and completing a job application ● Include completing and/or reading a graphic organizer ● Include answering “Wh-” questions ● Implement evidence based literacy instruction and services aligned with IEP goals
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Teach students to access a computer including logging on independently ● Teach students to access basic internet information like email and web searches for information ● Teach students to read a bus schedule ● Teach students to speak on topic ● Teach students to listen for information
<u>Element c – Numeracy</u>	
Connections to Math	<ul style="list-style-type: none"> ● Include measurement of concrete items (for recipes, for example) ● Include telling time, understanding time for using the microwave and cooking, and knowing and following your schedule ● Include money skills ● Include ordinal math vocabulary ● Include recognizing numbers to apply to everyday skills, such as riding an elevator, reading a bus number/route
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Implement evidence based math instruction and services aligned with IEP goals ● Use manipulatives to support concrete learning
<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Implement sequenced interventions and research based instructional tools/strategies to provide specially designed instruction to meet the student’s individual needs. ● Identify goals that are specific, measurable, attainable, reasonable and timebound (SMART) that align with student needs through the IEP process that align with baseline data
Explanations and Representations	<ul style="list-style-type: none"> ● Use a multi-modal approach to pre-teach, teach, and re-teach skills
Inquiry Methods	<ul style="list-style-type: none"> ● Collaborate with related service providers and colleagues in other districts ● Access workshops and professional development to learn new theories and ideas
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Make references to other content areas and lessons in the general or special education curricula ● Awareness of IEP goals to be worked on in each class ● Recognize and support student’s personal interests and backgrounds

	<ul style="list-style-type: none"> Identify student strengths in the IEP process and use strength based learning to guide instruction
Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> Build relationships with students to become familiar with their background and prior knowledge base Integrate engaging activities in their instruction that relates to the students’ background and interests
Addresses Learning Objectives	<ul style="list-style-type: none"> Incorporate many different teaching techniques when delivering a lesson to meet specific needs of various learners in the classroom Include IEP goals in lesson planning

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
Element a - Learning Environment	
Value Diverse Perspectives	<ul style="list-style-type: none"> Provide all students access to various activities at their individual ability level Maintain a positive relationship with students and families
Model Respect for Diversity	<ul style="list-style-type: none"> Set realistic expectations based on the students’ individual skills and abilities Provide opportunities to build disability awareness for typical peers and staff
Conducive for Learning	<ul style="list-style-type: none"> Provide appropriate and adequate materials and lessons to those working with students Manage behaviors professionally and effectively Understand CPI strategies Inform staff of behavior plans and updates to plans Evidence of structure and classroom routines
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> Encourage students to work together collaboratively Help students know each others’ names Student schedules allow for integration with grade level peers Solution focused collaborative teaming observable with colleagues
Effective Student Interactions	<ul style="list-style-type: none"> Include ILC program students in groups with typical peers Ensure ILC program students are not seated separately from their peers

	<ul style="list-style-type: none"> ● Opportunities available for interaction and instruction with non-disabled peers. ● Assistive technology devices/systems are being utilized by students to interact and communicate with peers as described in the IEP when necessary
Respect for Differences	<ul style="list-style-type: none"> ● Help students understand that each person learns at a different level ● Ensure respect for the accommodations and modifications that are made for individual students
Positive Social Relationships	<ul style="list-style-type: none"> ● Be able to provide specific examples of appropriate social interactions and growth that the students have demonstrated
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Questioning techniques are used that promote critical thinking and problem solving
Scaffold Questions	<ul style="list-style-type: none"> ● Break down ideas into simpler parts and find evidence to support
Wait Time	<ul style="list-style-type: none"> ● Allow for various amounts of response time based on student processing needs
Flexible Grouping	<ul style="list-style-type: none"> ● Instructional grouping aligns with student needs and are flexible based on assessment data.
Total Student Participation	<ul style="list-style-type: none"> ● In transition planning, using data and student interview to inform future planning ● Include student input into IEPs. ● Evidence that students participate in the development of the IEP beginning at eighth grade if not earlier ● Classroom expectations are directly taught and reinforced ● Positive behavioral support systems are in place for all students.
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Collaborate with general education teachers, other special education teachers, and specialists to provide a “student snapshot” to those working with ILC program students
Differentiated Strategies	<ul style="list-style-type: none"> ● Collaborate with general education staff and paraeducators on implementation of accommodations, modifications and differentiation strategies for students on IEPs throughout the school day ● Scaffold concrete and abstract ideas
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Show correlation between goals in Individualized Education Plans and materials/strategies used ● Align instruction to assessment, including coordination of regular or alternate state tests ● Use visual supports (i.e. choice boards, iPads, and sequence strips) ● Accommodate and modify for individual needs through technology, peer mentoring etc.

<p>Challenge and Support Students</p>	<ul style="list-style-type: none"> ● Collaborate with general education teachers, parents, and other staff to strategize effective supports and ways to challenge individual students ● Provide instruction that fosters independence for students ● Create differentiated schedules of special education staff (i.e. teachers and paraprofessionals) that aligns with student IEP services, based on student needs, and fosters student independence
<p>Element e – Home/School Connection</p>	
<p>Partner with Families</p>	<ul style="list-style-type: none"> ● Include all significant parties in the creation of students’ Individualized Education Plan ● Disseminate information to professionals who work with the student ● Include community programs ● Plan and hold IEP meetings with family involvement by required due dates ● Evidence of communication with parents, family and staff
<p>Coordinate Information</p>	<ul style="list-style-type: none"> ● Coordinate assessment accommodations for state required testing for students on caseload ● Collaborating with general education staff on grading for students on their caseload for particular goal areas. ● Evidence of collaboration with outside community partners when appropriate.
<p>Seek Services and Resources</p>	<ul style="list-style-type: none"> ● Provide information to families regarding post-secondary services.
<p>Frequent Family Communication</p>	<ul style="list-style-type: none"> ● Convey information to parents/families a minimum of one time per semester ● Convey information in a language that is familiar to the family ● Complete progress reports for all students on their caseload at report card times and as part of the IEP present levels ● Draft IEP documents sent to families 5 days prior to meetings ● Implement a mutually agreeable home school communication system
<p>Element f – Management for Learning</p>	
<p>Expectations Understood by Students</p>	<ul style="list-style-type: none"> ● Use effective communication, including sign language and visual supports, to convey expectations of all students ● Explicitly teach social emotional skills and problem solving strategies ● Behavioral expectations are clearly set for the instructional environment and positively reinforced
<p>Safe and Orderly Environment</p>	<ul style="list-style-type: none"> ● Put in place CPI strategies ● Put in place preventative behavior measures ● Use Behavior Contingency Maps

<p>Appropriate Response to Misbehavior</p>	<ul style="list-style-type: none"> ● Put in place Behavior Support Plans and ensure all staff are familiar with them ● Help staff understand and implement Behavior Support Plans for implementation across the school day ● Support monitoring of behavior plans and goals
<p>Maximum Use of Instructional Time</p>	<ul style="list-style-type: none"> ● Manage behaviors to maximize instructional time ● When paraprofessionals are supporting students, special education teachers direct the work that is being performed by the paraprofessional through continuous planning, training and collaboration ● Ensure paraprofessionals are following individualized student plans and appropriately collecting data on student’s progress with fidelity and positively interacting with students ● Ensuring least restrictive environment is adhered to- meaning LRE percentages in the IEP and that students have access to the general education curriculum to the maximum extent appropriate as defined by the IEP. ● Implement a collaborative and integrated service delivery as written in the IEP service delivery section.

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

<p>What does “Effective” look like in the classroom?</p>	
<p><i>Element a - Child/Adolescent Development</i></p>	
<p>Adapt Lessons to Strengths and Weaknesses</p>	<ul style="list-style-type: none"> ● Deliver lessons in an appropriate way to students in the ILC program, including strategies such as less materials, modified standards, technology-based learning, extended evidence outcomes, and various manipulatives
<p>Implement Modifications and Accommodations</p>	<ul style="list-style-type: none"> ● Use students’ Individualized Education Plan as a basis for learning
<p>Knowledge of Current Developmental Science</p>	<ul style="list-style-type: none"> ● Seek professional development that addresses current research regarding best practices in the classroom
<p>Collaboration with Colleagues</p>	<ul style="list-style-type: none"> ● Provide a student snapshot to general education teachers ● Collaborate frequently with teachers regarding the student development in the classroom
<p><i>Element b – Assessments</i></p>	
<p>Adjustment Based on Assessment</p>	<ul style="list-style-type: none"> ● Review student progress periodically with adjustment as needed

Encouraging Academic Risk	<ul style="list-style-type: none"> ● Look ahead at students goals and create backward designed lessons/strategies/plans to help the student achieve desired goals
Student Success	<ul style="list-style-type: none"> ● Review student progress periodically with adjustment as needed ● Frequent and ongoing data collection systems in place to track goal acquisition
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Post, write, verbally communicate lesson objectives as a class or individually as needed
Create Authentic Discussion	<ul style="list-style-type: none"> ● Expect all students to engage in the discussion ● Include students who typically do not participate
Student Reflection on Learning	<ul style="list-style-type: none"> ● Summarize the lesson and discuss what was learned at the end of each lesson
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Differentiate lessons to incorporate all learning modalities ● Instructional tasks build on key concepts to supplement the core curriculum
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Seek appropriate available technology through various means, including the Assistive Technology Team, IT Professional Development offerings, and other BVSD departmental PD offerings
Develop Student Knowledge and Skills	
Engaging and Motivating Experiences	
Digital Resources	
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Write goals for students that would be realistic but would stretch their learning ● Provide the support needed to work toward the achievement of those goals
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Question students, allowing for wait time to answer critical thinking questions ● Be enthusiastic and supportive of students who are trying to answer the questions ● Encourage participation so that all students are achieving higher-order thinking and problem-solving skills

<u>Element f – Student Collaboration</u>	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Be aware of each student’s strengths ● Provide opportunities for the student to use those strengths to be a leader in the classroom/group setting
Varied Groups	<ul style="list-style-type: none"> ● Encourage flexibility in grouping and foster an accepting environment of all learners
Students’ Collaborative Efforts	<ul style="list-style-type: none"> ● Praise and acknowledge students who are working collaboratively in groups
<u>Element g – Communication Skills</u>	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Remain calm, professional, and respectful to all students and staff
Practice Communication Skills	<ul style="list-style-type: none"> ● Design and deliver lessons around varied levels and modes of communication and interaction/response ● Encourage students with AAC devices to use them for responses in the classroom ● Expect students to initiate conversation using their preferred mode of communication
<u>Element h – Feedback</u>	
Frequent Feedback	<ul style="list-style-type: none"> ● Provide frequent, up-to-date academic progress reports to students and their families ● Frequent positive reinforcement including praise
Students Using Feedback	<ul style="list-style-type: none"> ● Model appropriate use of feedback as examples for the students to follow
Informal Assessment Methods	<ul style="list-style-type: none"> ● Scaffold lessons as needed for students on a daily basis ● Must use effective data collection and documentation systems