Introduction to the Louisiana Connectors
for Students with Significant Disabilities
June 2017
Objectives

• This overview
  • Explains the purpose and function of the Louisiana Connectors for students with significant disabilities
  • Outlines the appropriate Louisiana Connector resources for lesson planning for and teaching students with significant disabilities
History

• In spring 2016, BESE approved the Louisiana Student Standards in English language arts and mathematics.

• In winter 2016, BESE approved aligned standards, known as the Louisiana Connectors, for students with significant disabilities.

• The Louisiana Connectors have replaced what were formerly known as the Extended Standards; the LEAP Connect will replace what was formerly referred to as the LAA1.

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<th>FORMER</th>
<th>NEW</th>
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<tbody>
<tr>
<td>Standards</td>
<td>Extended Standards</td>
<td>Louisiana Connectors</td>
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<td>Assessment</td>
<td>LAA 1</td>
<td>LEAP Connect: Students with Significant Disabilities</td>
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Definition

- For the ELA and mathematics standards, there are accompanying Louisiana Connectors that represent the major benchmarks along the pathway to achieving the expectations of each standard.

- The Louisiana Connectors are, thus, fully aligned to the Louisiana Student Standards in both mathematics and English language arts.

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<thead>
<tr>
<th>Louisiana Student Standards</th>
<th>Louisiana Connectors</th>
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<tbody>
<tr>
<td><strong>3.NBT.A.2</strong> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
<td><strong>LC.3.NBT.A.2c</strong> Use the relationships between addition and subtraction to solve problems.</td>
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<td><strong>LC.3.NBT.A.2b</strong> Solve multi-step addition and subtraction problems up to 100.</td>
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<td><strong>LC.3.NBT.A.2c</strong> Solve multi-digit addition and subtraction problems up to 1000.</td>
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Purpose

• The Louisiana Connectors are full-aligned pathways that capture the “big ideas” of the Louisiana State Standards for students with significant disabilities.

• The Connectors are not learning standards that exist separate and apart from the common expectations we have for all students.

• Instead, the Connectors are designed to provide developmentally-appropriate content benchmarks toward the standards across all grade levels in English language arts and mathematics.
Rationale for the Louisiana Connectors

• Grade-level expectations are the **highest expectations** we have for all students.

• SWSDs must have **access** to grade-level content and developmentally-appropriate **opportunities** to achieve expectations.

• **Alignment** between the Louisiana Student Standards and Louisiana Connectors clarifies for teachers and specialists concrete paths toward achievement; it also facilitates greater **collaboration** between teachers and specialists.

• Greater alignment and collaboration between teachers and specialists yields more opportunities for **inclusion** of students with significant disabilities.
The LDOE has developed resources and other supports to assist teachers in providing standards-based instruction for students with significant disabilities. These resources facilitate teacher planning and implementation with regard to curriculum, instruction, and assessment. The resources include:

- Louisiana Connectors (aligned to Louisiana Student Standards)
- Essential Elements Cards
- Lesson Plan Adaptation
- Student Response Modes
- Case Studies
• **Louisiana Connectors (aligned with Louisiana Student Standards)**

• The document presents the Louisiana Connectors which are aligned to the Louisiana Student Standards and represent the most salient grade-level, core academic content in English language arts and mathematics.

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<thead>
<tr>
<th>Louisiana Student Standards</th>
<th>Louisiana Connectors (LC)</th>
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<tr>
<td>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>LC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.</td>
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<tr>
<td>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>LC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter. LC.RL.5.2b Summarize a text from beginning to end in a few sentences. LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</td>
</tr>
<tr>
<td>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>LC.RL.5.3a Compare characters, settings, events within a story, provide or identify specific details in the text to support the comparison. LC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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Resource: Essential Elements Cards

- Essential Elements Cards

The cards, which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.
Lesson Plan Adaptation

This document serves as a template for adapting whole class lesson plans to more individualized instruction for SWSDs.
Resource: Student Response Modes

- **Student Response Modes**

- This document supports teachers in identifying the best way for all students to demonstrate their understanding in each lesson.
Resource: Case Studies

- **Case Studies**

- The Case Studies provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for SWSDs based on LDOE’s available resources.

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**Student Background:** Tara is beginning third grade at age 8. She has cerebral palsy with spasticity and limited use of her arms and legs. She relies on a wheelchair for mobility. Tara also is legally blind. She can perceive some enlarged images. Although Tara’s intellectual level is uncertain, she is currently diagnosed as having a severe intellectual disability. Tara’s strength is her social ability. Tara loves read-aloud stories and has learned to show recall by selecting between two objects placed on her lap tray by moving her arm right or left. She has learned to make simple sets in math by pushing large checkers across a line. One of Tara’s interests is dogs. Her parents hope that someday she might learn to work with a therapy dog. Her teacher worries about how Tara will perform in her first experience with the state’s alternate assessment this spring. Tara needs a lot of adaptations in the form of objects to supplement the assessment materials.

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<th>Louisiana Connector</th>
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<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>LC.RL.3.3b Describe a character’s traits in a story using details from the text and illustrations.</td>
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**High-Quality, Standards-Based Instruction**

*For Students with Significant Disabilities*

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**Vignette: Tara**

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*Louisiana Believes*
Summary

• The Louisiana Connectors are

• Fully aligned to the Louisiana Student Standards
• The “big ideas” represented in individual standards
• Benchmarks along pathway to grade-level achievement
• Designed to promote access, opportunity, and inclusion for all students
• Accompanied by aligned resources to support planning and instruction:
  • Louisiana Connectors (aligned to Louisiana Student Standards)
  • Essential Elements Cards
  • Lesson Plan Adaptation
  • Student Response Modes
  • Case Studies
Next Steps

• Find the Louisiana Connectors and aligned resources on the Louisiana Believes website.

• Email louisianastandards@la.gov with questions.

• Anticipate
  • Preview of assessment design and structure in fall 2017
  • New assessment administered in spring 2018
  • Additional curricular resources aligned to ELA Guidebooks in fall 2017
  • Draft Science Louisiana Connectors in fall 2017
  • On-going SWSDs Cohort trainings and support in fall 2017 and spring 2018