Welcome! To get started, please read the Case Study on page 2 of your Interactive Handout.
Objectives

As a result of today’s session, participants will be able to

• Explain the vision, purpose and function of the Louisiana Connectors for students with significant cognitive disabilities

• Identify and apply the appropriate Science Connector resources for lesson planning, teaching and assessment of students with significant cognitive disabilities

• Explore the broader applications for differentiation based on the Science Connector resources
Agenda

• Vision, Purpose and Function of the Science Connectors

• Aligned Resources

• Broader Applications
## History

<table>
<thead>
<tr>
<th>Standards for English Language Arts and Mathematics</th>
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<tbody>
<tr>
<td>Spring 2016</td>
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<td>Winter 2016</td>
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<table>
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<tr>
<th>Standards for Science</th>
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<tbody>
<tr>
<td>Spring 2017</td>
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<td>Spring 2018</td>
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<td>Standards</td>
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<td>Assessment</td>
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Vision, Purpose and Function of the Louisiana Connectors
Vision for Students with Significant Cognitive Disabilities

All students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
Purpose of the Louisiana Connectors

The creation of Louisiana Connectors and their alignment to the Louisiana Student Standards is driven by a belief in:

- High Expectations
- Access and Achievement
- Specially-Designed Instruction
- Least Restrictive Environment
Function of the Louisiana Connectors

The Louisiana Connectors

- Provide concrete pathways for academic achievement
- Represent the major benchmarks along the pathway to achieving the standards
- Ensure developmentally-appropriate, scaffolded instruction for all grades
Example 1

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>Performance Expectation Connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</td>
<td>LC-5-ESS1-2a Use data to describe similarities and differences in the timing of observable changes in shadows.</td>
</tr>
<tr>
<td></td>
<td>LC-5-ESS1-2b Use data to describe similarities and differences in the timing of observable changes in day and night.</td>
</tr>
<tr>
<td></td>
<td>LC-5-ESS1-2c Use data to describe similarities and differences in the timing of observable changes in the appearance of stars that are visible only in particular months.</td>
</tr>
</tbody>
</table>
### Example 2

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>Performance Expectation Connectors</th>
</tr>
</thead>
</table>
| **3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment. | **LC-3-LS3-1a** Identify examples of inherited traits that vary between organisms of the same type.  
**LC-3-LS3-1b** Identify a cause and effect relationship between an environmental factor and its effect on a given variation in a trait (e.g., not enough water produces plants that have fewer flowers than plants that had more water available). |
Instructional Shifts

The Louisiana Connectors enable the following instructional shifts for students with significant cognitive disabilities:

- **Access** – access grade-level content and skills and increase inclusion opportunities
- **Focus** – concentrate instruction on the “big ideas”
- **Pathways** – clarify present levels of performance and determine best next steps
Summary:
Vision, Purpose and Function of the Louisiana Connectors

- **Summarize** your understandings of the vision, purpose and function of the Louisiana Connectors in your Interactive Handout

- **Discuss** with a shoulder partner how you will explain the Louisiana Connectors to colleagues back in your district
Aligned Resources for the Science Connectors
Case Study

• In order to understand the Louisiana Connectors and associated resources we have developed to support their implementation, we turn to a specific case study of one student with a significant cognitive disability.

• In the next fifteen (15) minutes, you and colleague should do the following:
  • Read the case study and take notes in your Interactive Handout.
  • When you finish, discuss with a colleague:
    • What are the student’s strengths and needs?
    • How does the teacher plan for instruction?
    • What LDOE resources were utilized?
    • What works well?
    • How could the teacher improve upon the lesson?
To assist teachers in providing standards-based instruction for students with significant disabilities, potential resources include:

- Louisiana Connectors (aligned to Louisiana Student Standards)
- Science Component Cards
- Lesson Plan Adaptation
- Student Response Modes
- Case Studies
Resource: Louisiana Connectors

- **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 Science.

<table>
<thead>
<tr>
<th>Kindergarten Science</th>
<th>MOTION AND STABILITY: FORCES AND INTERACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana Student Standards</td>
<td>Louisiana Connectors (LC)</td>
</tr>
<tr>
<td>K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</td>
<td>LC-K-PS2-1a Identify the effect caused by different strengths or directions of pushes and pulls on the motion of an object.</td>
</tr>
<tr>
<td></td>
<td>LC-K-PS2-1b Explain the effect of pushes and pulls on the motion of an object.</td>
</tr>
<tr>
<td></td>
<td>LC-K-PS2-1c Identify the effect of different strengths and directions of pushes and pulls on the motion of an object.</td>
</tr>
<tr>
<td></td>
<td>LC-K-PS2-1d Compare different strengths or different directions of pushes and pulls on an object.</td>
</tr>
<tr>
<td>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</td>
<td>LC-K-PS2-2a Identify if something designed to push or pull an object makes it move the way it is intended.</td>
</tr>
<tr>
<td></td>
<td>LC-K-PS2-2b Identify if something designed to change the speed of an object makes it move the way it is intended.</td>
</tr>
<tr>
<td></td>
<td>LC-K-PS2-2c Identify if something designed to change the direction of an object makes it move the way it is intended.</td>
</tr>
</tbody>
</table>
• **Science Component Cards**

• The cards are arranged by grade levels for kindergarten through grade 8 and content areas for high school. The Component Cards include detailed Connectors for element of the performance expectations found in the LSS:
  
  - Performance Expectation
  - Clarification Statements
  - Science and Engineering Practices
  - Disciplinary Core Ideas
  - Crosscutting Concepts
• Lesson Plan Adaptation

• This document serves as a template for adapting whole class lesson plans to more individualized instruction for students with significant cognitive disabilities.
• **Student Response Modes**

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

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

  **Vignette: Tara**

  **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.

  **High-Quality, Standards-Based Instruction**

  For Students with Significant Disabilities

<table>
<thead>
<tr>
<th>Louisiana Student Standard</th>
<th>Louisiana Connector</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

  **High-Quality, Standards-Based Instruction**: The third grade class will spend the next six to eight weeks using "Because of Winn Dixie" as a foundational text to explore how characters change based on their relationships with one another. Tara’s teacher is excited for the focus of this theme because it aligns to...
Summary: Aligned Resources

- **Summarize** your understandings of the aligned resources available for the Science Connectors in your Interactive Handout.

- **Discuss** with a shoulder partner how you will explain aligned resources to colleagues back in your district.
Broader Implications for the Science Connectors
Based on the resources we have reviewed today, what are the broader implications for differentiation in the general education classroom?
In your interactive handout, you will find possible scenarios related to differentiation opportunities.

Together with a small group, choose one scenario and use the aligned resources to talk through or outline a plan for how you would proceed with your instructional planning.

Remember, the aligned resources for the Louisiana Connectors include:

- Louisiana Connectors Crosswalks with Louisiana Student Standards
- Science Component Cards
- Student Response Modes
- Lesson Plan Adaptation
- Case Studies for Exemplary Instruction
Next Steps

✓ Find the Louisiana Connectors for Science, and all aligned resources, on the Louisiana Believes website.

✓ Email louisianastandards@la.gov with questions on standards and instruction; email assessment@la.gov with questions about the LEAP Connect assessment.

✓ Anticipate

- Assessment design and structure preview in fall 2018
- New assessment administration in spring 2019
- On-going trainings and recommendations to districts for continued support