

The Uncommon Learner

Monica Manzi

Director for Special Education

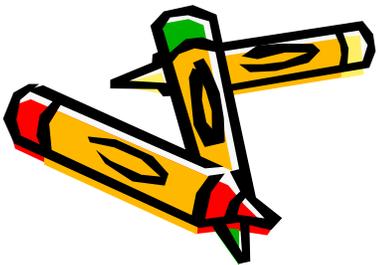
Bethpage School District

Parent Academy 2013



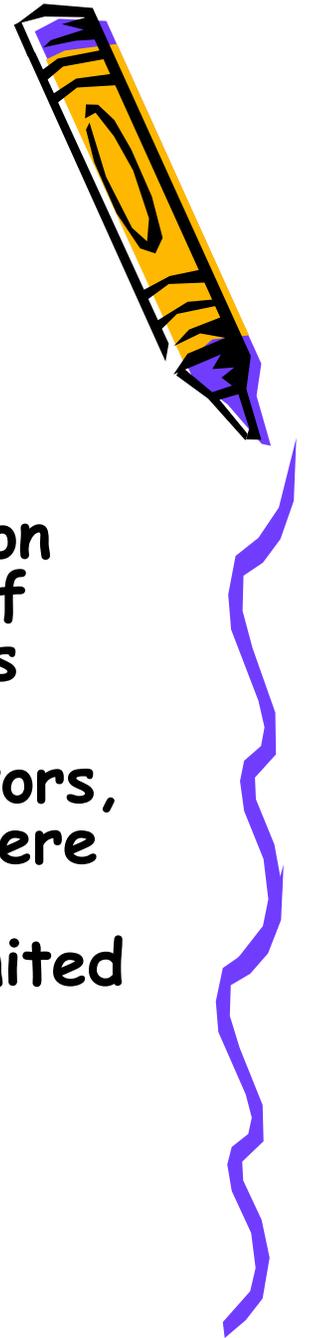
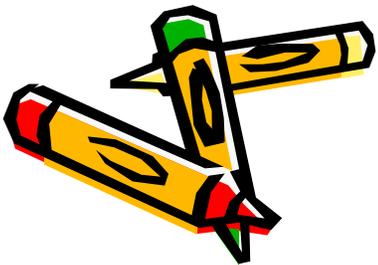
What is Common Core

The New York State P-12 Common Core Learning Standards (CCLS) are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is on track for college and career readiness.



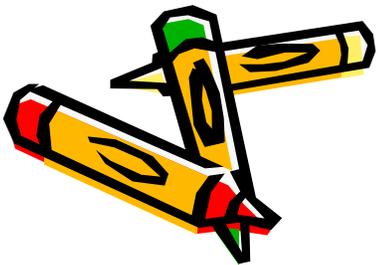
What is Common Core?

- The Common Core State Standards were created through a collaborative effort on behalf of the National Governor's Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed by key stakeholders in the field, including teachers, school administrators, and content experts. The final standards were released in June 2010. They have been adopted by forty-five states across the United States, and three territories.



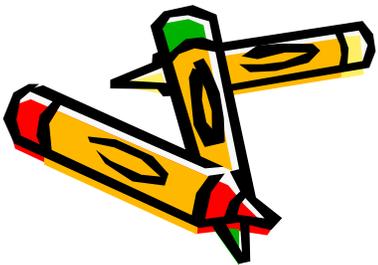
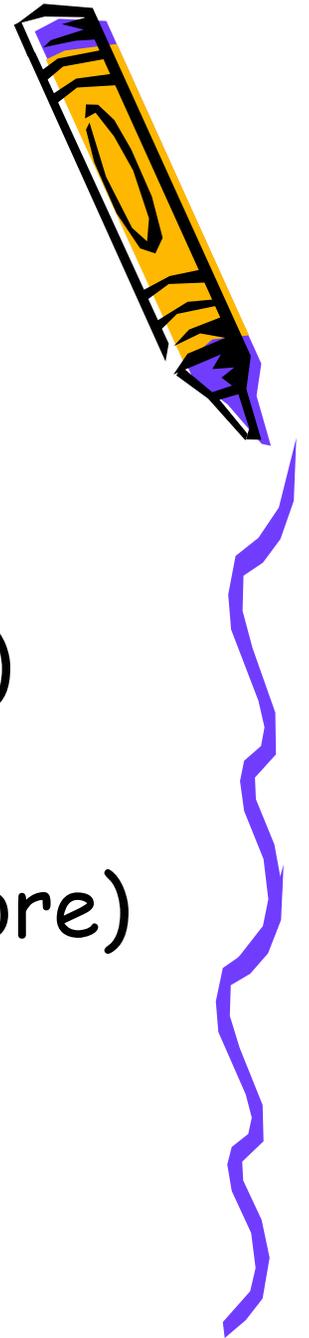
What is Common Core?

- In January 2011, the NYS Board of Regents adopted the NYS P-12 CCLS, which include the Common Core State Standards and a small amount of additional standards uniquely added by New York State. The New York State P-12 CCLS were implemented in New York State schools at the beginning of the 2012-2013 school year.



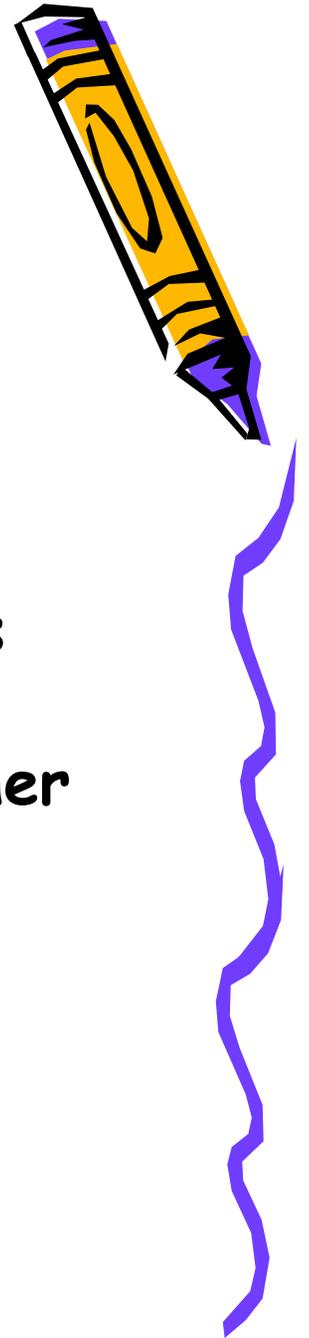
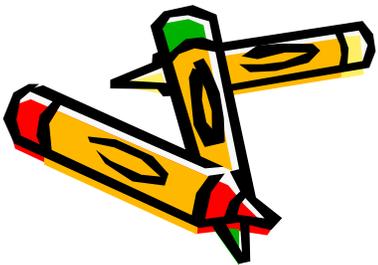
What is Common Core?

- Curriculum that will prepare your child for college and/or career
- Universal language (state to state)
- A philosophy for learning
- Deeper understanding (less but more)

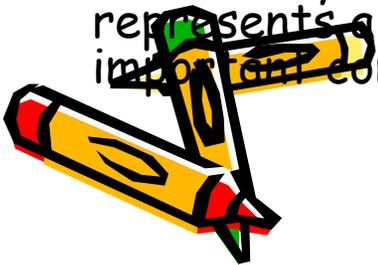


EngageNY Q &A

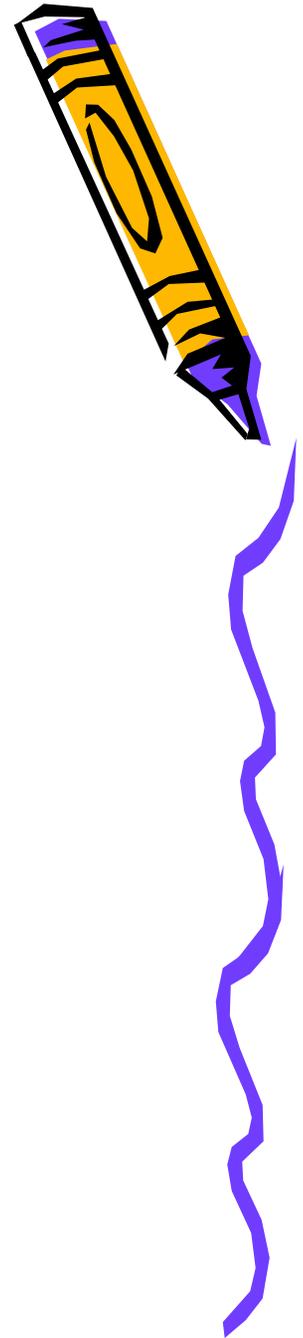
Q. Is there a separate Standard on students with disabilities, English language learners (ELLs), gifted and talented students, and other students with special and/or different educational needs?



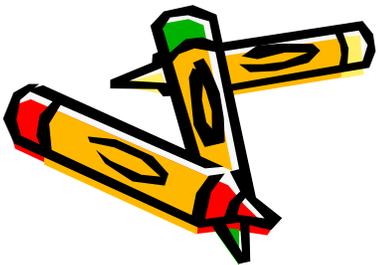
- The Workgroup discussed at length whether to have a separate Standard for students with disabilities and other students with special needs, including gifted and talented students, given the sheer number of students currently classified with a disability in New York schools, and those receiving specialized educational services. In making its decision, the Workgroup reviewed national teaching standards including the National Board for Professional Teaching Standards (NBPTS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, teaching standards from other states, and other frameworks such as CLASS and Danielson's Framework for Teaching. These national and state standards and frameworks guided the Workgroup's discussion and its ultimate decision not to separate any one group of students but to incorporate all students, including those with disabilities and others with specialized educational needs, throughout the New York State Teaching Standards. In reviewing other standards and current research, the Workgroup concluded that the NYS Teaching Standards must reflect all students in every Standard, including students with disabilities, gifted students, ELLs, bilingual students, etc.
- The NYS Teaching Standards reflect the knowledge and skills needed to effectively teach to *all students*. New York's P-12 student population represents a wide range of learners and their diversity is a strength and an important component to becoming an effective teacher.



Does Common Core Apply
to Special Education?

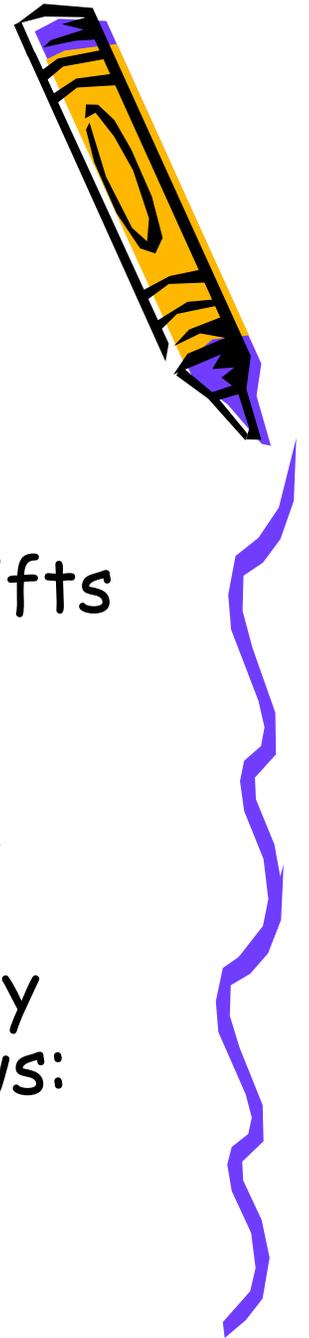
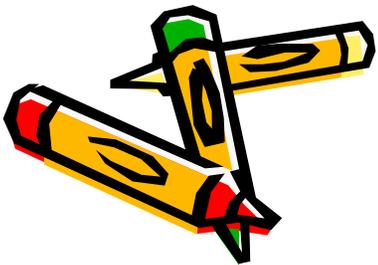


YES



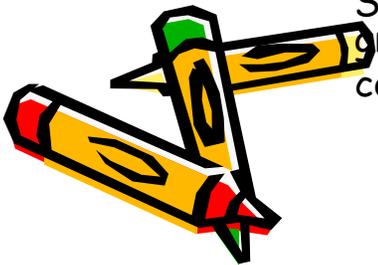
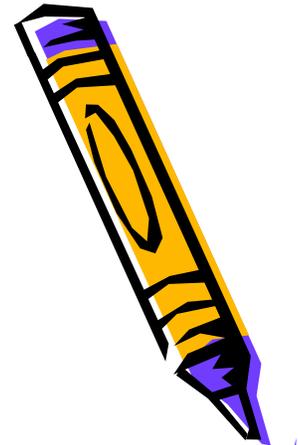
Instructional Shifts

- In the summer of 2011, NYSED, in conjunction with Student Achievement Partners, developed 12 instructional shifts from the Common Core that educators should adhere to so that curriculum materials and classroom instruction are aligned with the CCLS. There are six shifts in English Language Arts/Literacy and six shifts in Mathematics, as follows:



Shifts in ELA/Literacy

- Shift 1 **Balancing Informational & Literary Text**
Students read a true balance of informational and literary texts.
- Shift 2 **Knowledge in the Disciplines**
Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
- Shift 3 **Staircase of Complexity**
Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
- Shift 4 **Text-based Answers**
Students engage in rich and rigorous evidence based conversations about text.
- Shift 5 **Writing from Sources**
Writing emphasizes use of evidence from sources to inform or make an argument.
- Shift 6 **Academic Vocabulary**
Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.



Shifts in Mathematics



Shift 1 Focus
Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.

Shift 2 Coherence
Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.

Shift 3 Fluency
Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.

Shift 4 Deep Understanding
Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.

Shift 5 Application
Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.

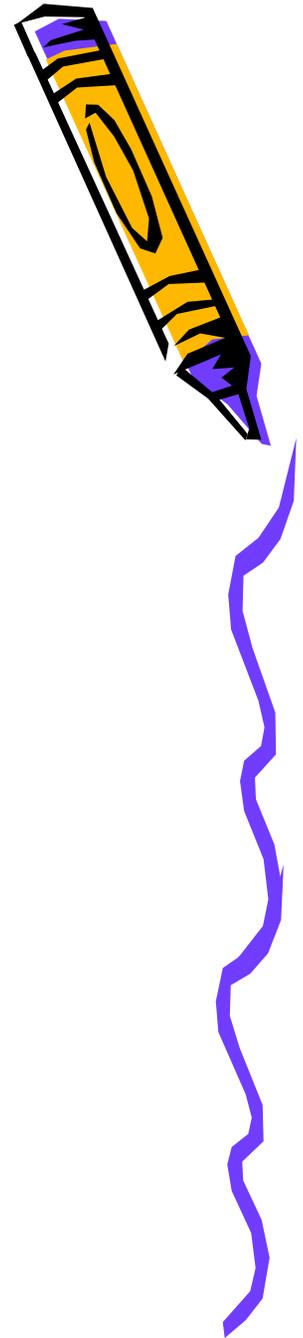
Shift 6 Practice and Intensity
Students are practicing and understanding. There is more than a balance between these two things in the classroom both are occurring with intensity.



MATH EXAMPLE

2nd grade

Module 1

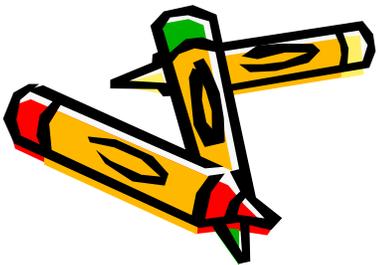


$$\begin{array}{r} 13 + 2 = 15 \\ / \backslash \\ 10 \ 3 \end{array}$$

$$\begin{array}{l} 3 + 2 = 5 \\ 13 + 2 = 15 \end{array}$$

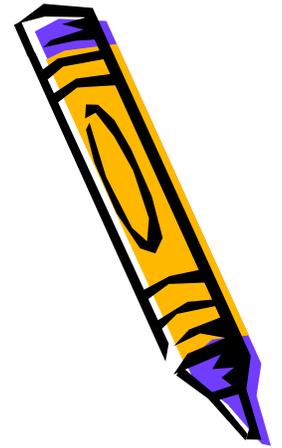
$$\begin{array}{r} 15 - 3 = 12 \\ / \backslash \\ 10 \ 5 \end{array}$$

$$\begin{array}{l} 5 - 3 = 2 \\ 15 - 3 = 12 \end{array}$$



MATH EXAMPLE

2nd grade Module 1

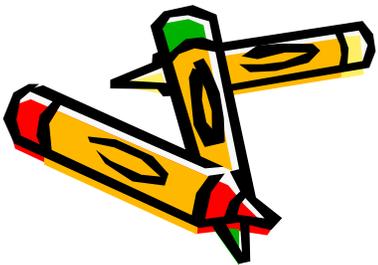


- Mrs. Potter paints her fingernails one at a time from left to right. If she paints 1 fingernail, how many fingernails will she have unpainted? How many other combinations of painted and unpainted nails can she have?



1 and 9	4 + 6
2 and 8	5 + 5
3 and 7	6 + 4
	7 + 3
	8 + 2
	9 + 1

They are partners to 10!

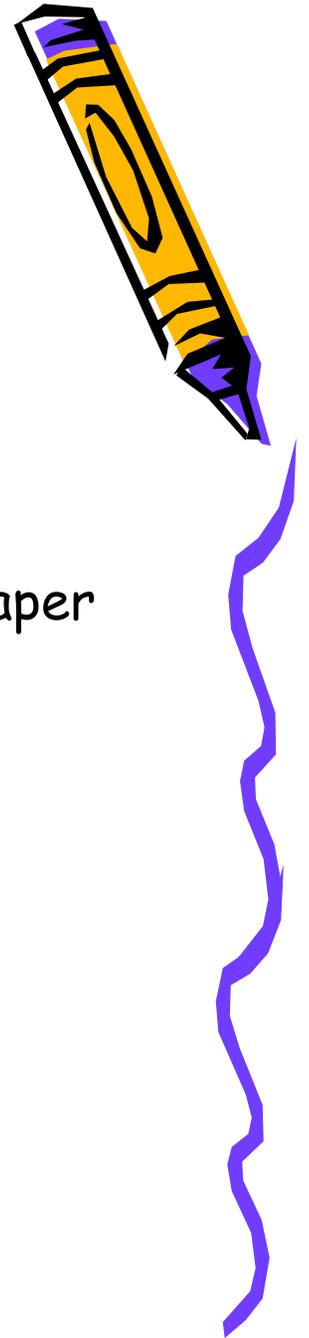
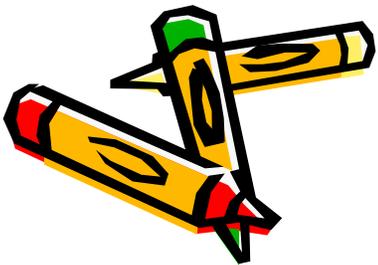


How would I support a student with this?

As a parent I may:

- Scribe
- Act as a reader
- Offer graph paper/separate problems onto separate paper
- Offer a number line
- Offer manipulatives
- Set a timer
- Present a graphic organizer
- Draw it out

.....talk to your classroom teacher and ask for assistance!

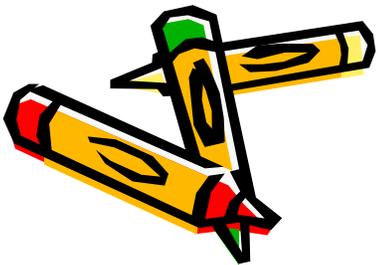


ELA Example Grade 7

From *The Adventures of Tom Sawyer* by Mark Twain: "The Glorious Whitewasher"

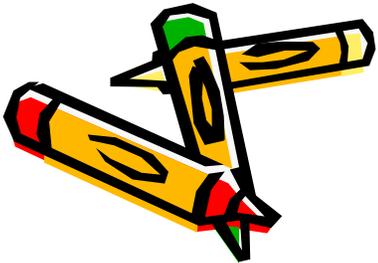
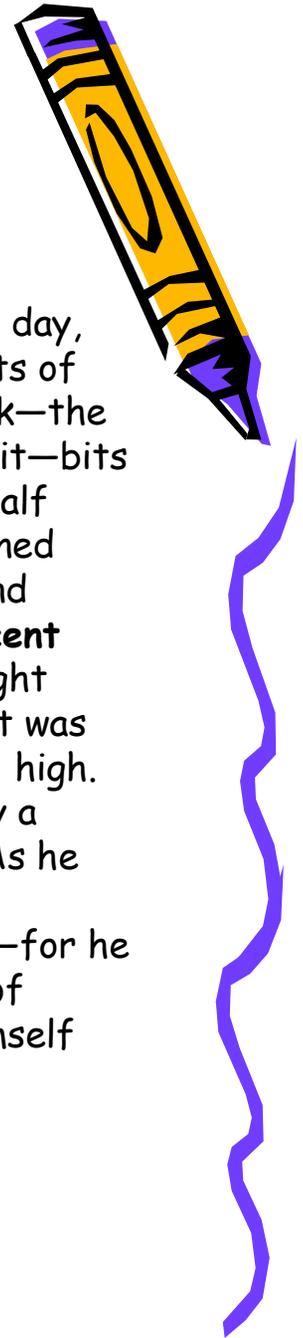
Directions: Re-read the following passages from "The Glorious Whitewasher" and respond to the questions that follow by closely reading the text. Be sure to use your annotated text to support your answers.

Question: Describe Tom's state of mind prior to his inspiration. Be sure to include evidence from the text to support your answer.



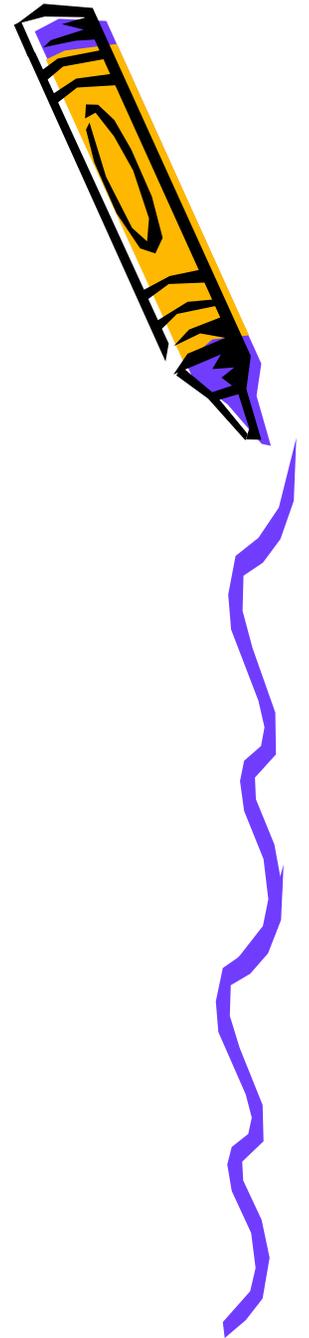
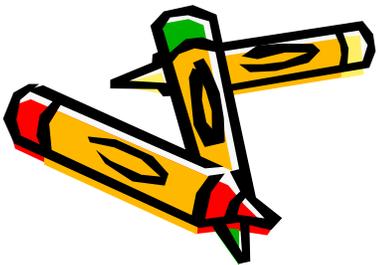
ELA Example

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his **sorrows multiplied**. Soon the free boys would come tripping along on all sorts of delicious **expeditions**, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his **worldly wealth** and examined it—bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So here turned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an **inspiration** burst upon him! Nothing less than a great, **magnificent** inspiration. He took up his brush and went tranquilly to work. Ben Rogers hove in sight **presently**—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his **anticipations** high. He was eating an apple, and giving a long, **melodious whoop**, at **intervals**, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he **slackened** speed, took the middle of the street, leaned far over to starboard and rounded to **ponderously** and with **laborious pomp and circumstance**—for he was **personating** the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane deck giving the orders and **executing** them:



How would I support a student with this?

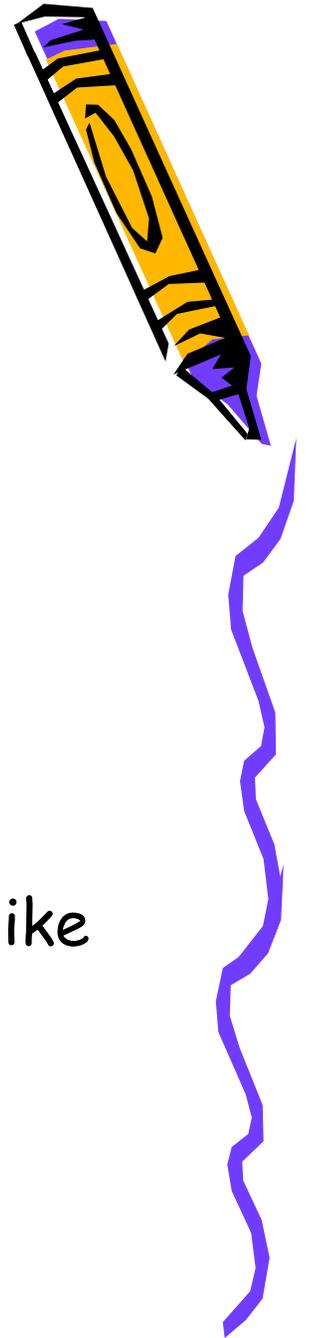
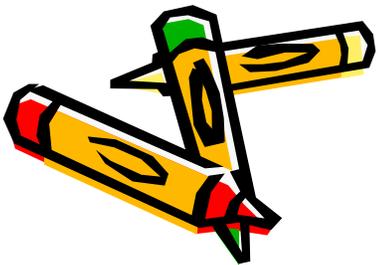
- Scribe
 - Act as a reader
 - Set a timer
 - Present a graphic organizer
 - Highlight
 - Mini summaries
 - Chunk information/and questions
 - Word bank
 - Utilize contextual clues
-talk to your classroom teacher and ask for assistance!



What does this mean for Classified Students?

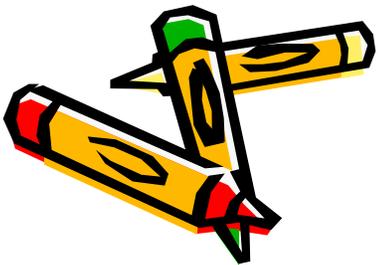
Pre-teaching
Differentiation
Instructional Strategies
Re-teaching

.....we were already doing all of this this and unlike
most students our IEP is our roadmap



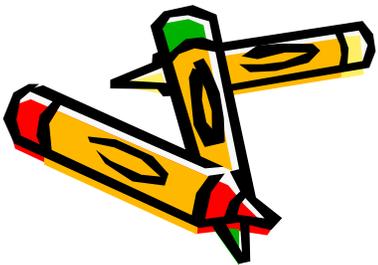
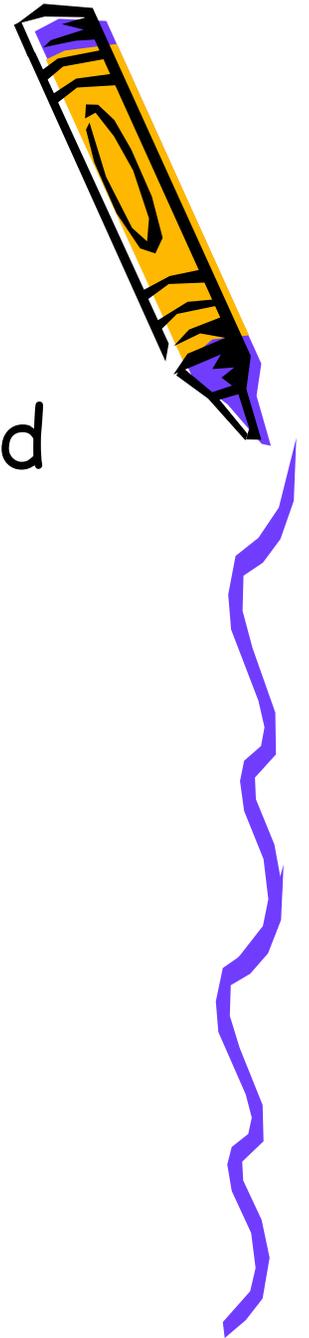
Pre-teaching

- Looking at a topic and pulling out the most difficult pieces.
- Systematically identifying challenging information
- Previewing
- Activating prior knowledge



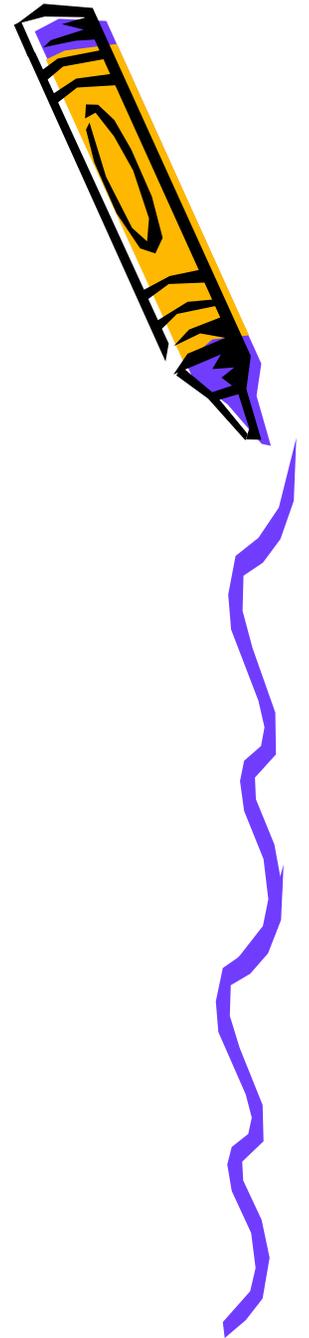
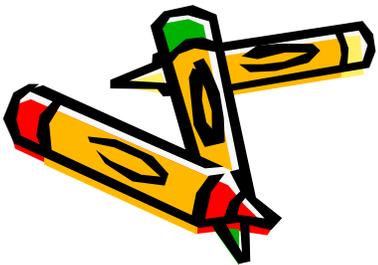
Differentiation

- Giving each student what they need
- Offering more challenging options
- Supporting with program modifications and testing accommodations



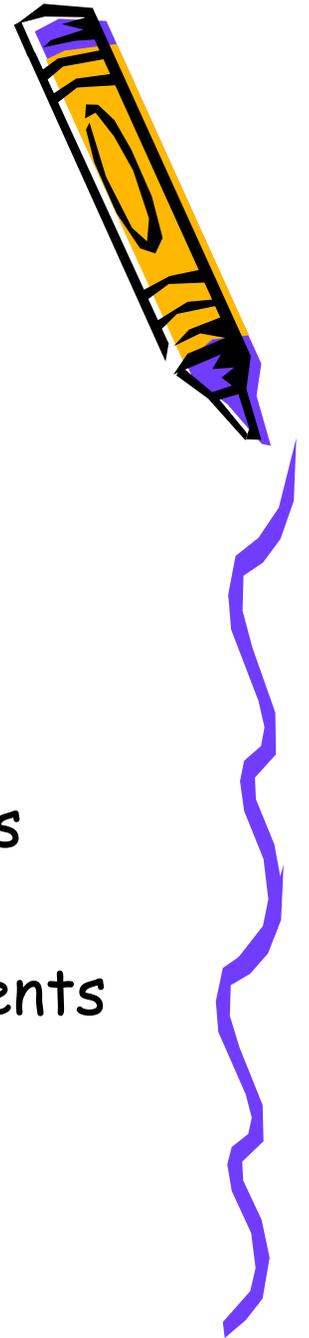
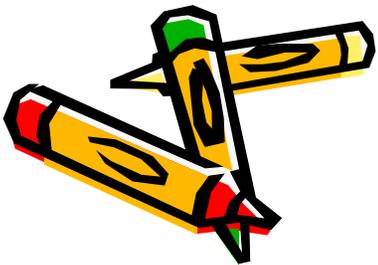
Instructional Strategies

- Checking for understanding
- Underlining/highlighting
- Margin notes
- Chunking of information
- Activating background knowledge
- Prompts and cues
- Graphic organizers
- Rephrasing
- Offering additional wait time
- Less on a page
- Graph paper



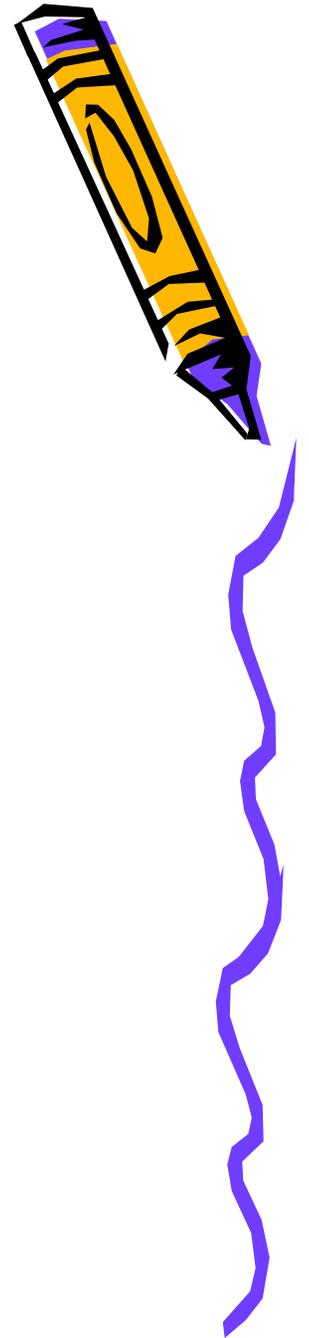
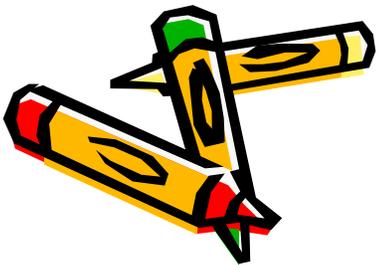
Re-teaching

- Repeated exposure/additional practice in the same or different format
- Additional examples
- Additional talk time
- Scaffolding of content
- Age and developmentally appropriate activities
- Journaling
- Students re-teaching students/teachers/parents



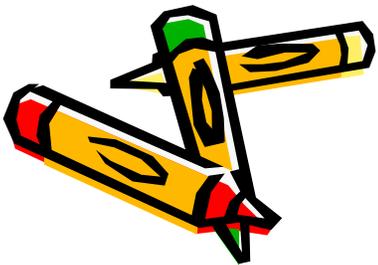
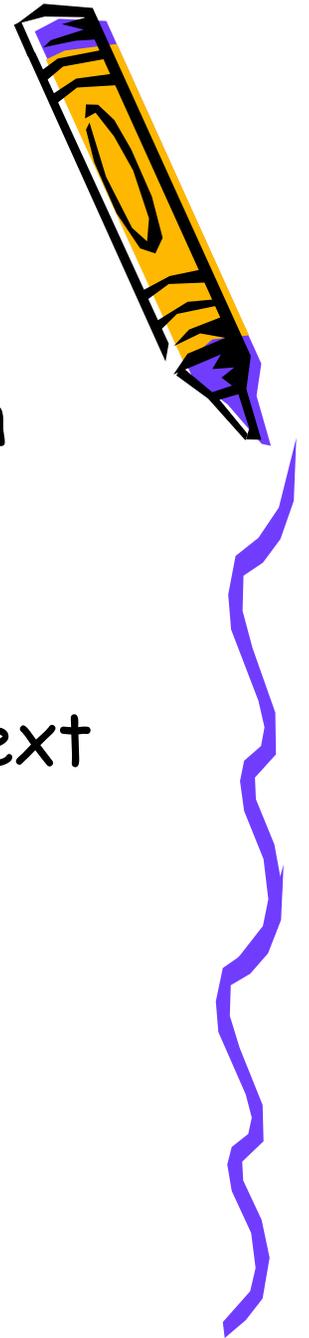
IEP

- A blueprint for learning
- Individualized Education Plan
- Offers a details plan on how your child functions as a STUDENT
- Goals are aligned with the common core curriculum



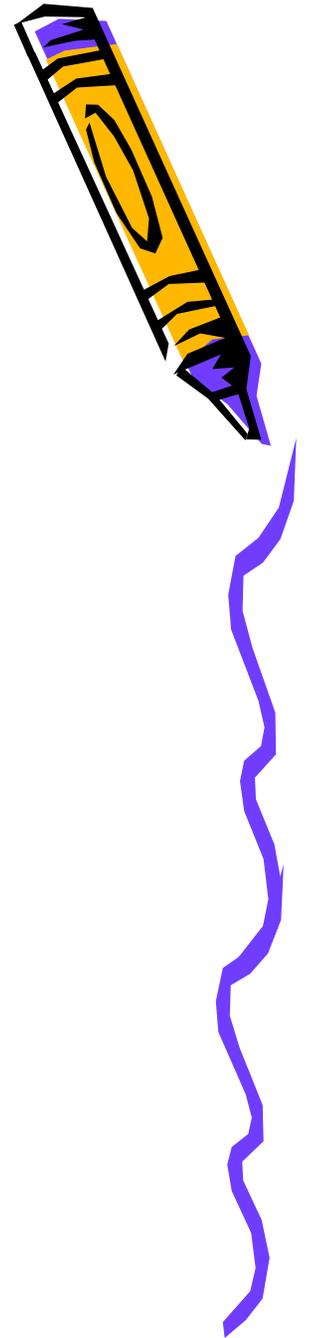
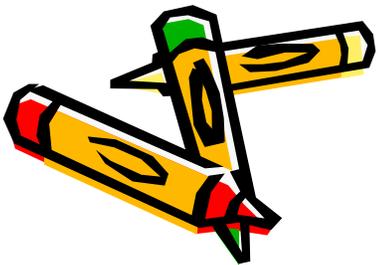
Each of our students are unique learners

- Learning varies in the ways they take in information
- Learning varies in their abilities and approaches
- Learning changes by situation and context
- Learning varies dependent on developmental levels
- IEPs consider and plan for readiness, learning, diverse needs and interests



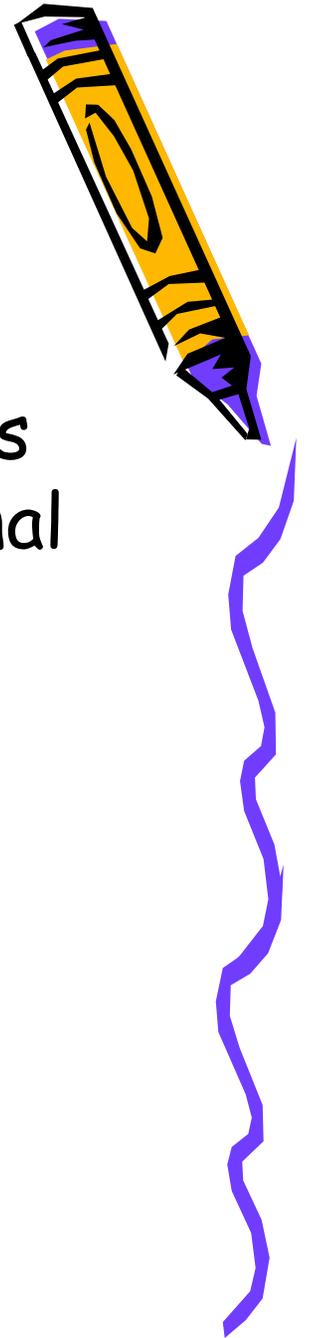
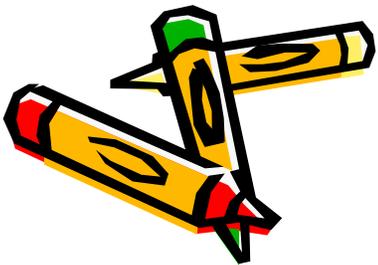
IEP

- Academic Achievement
(functional performance)
- Learning Characteristics/learning style
- Social Development
- Physical Development



GOALS

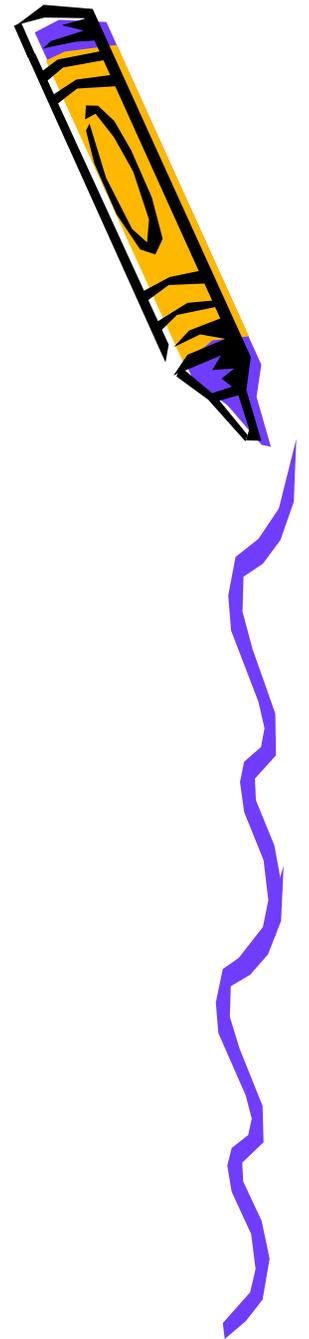
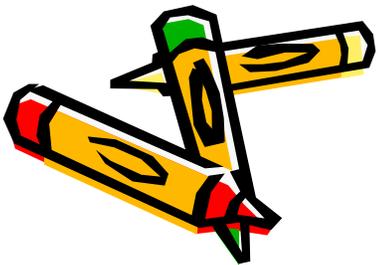
- Are all based on common core standards and are created using psycho-educational evaluations, NWEA scores, ACHIEVE 3000, teacher made assessment tools, direct observation.
- WILL REFER TO GRADE LEVEL OR SPECIFIC COMMON CORE SKILL



Program Modifications

Offer supports in the classroom to make sure your child has the same opportunity to learn as any non-classified student.

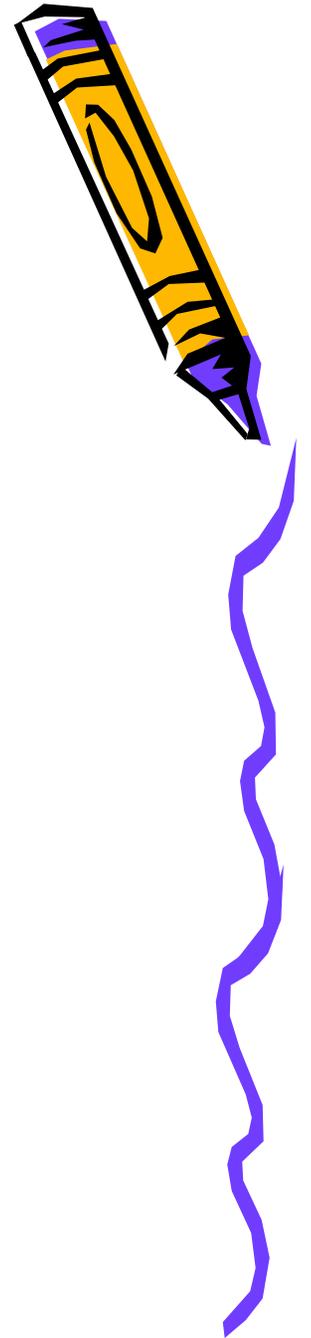
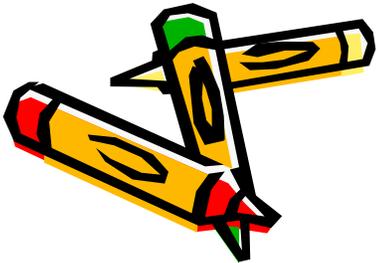
- Flexible seating
- Check for understanding
- Prompt & cues
- Chunking of new information



Testing Accommodations

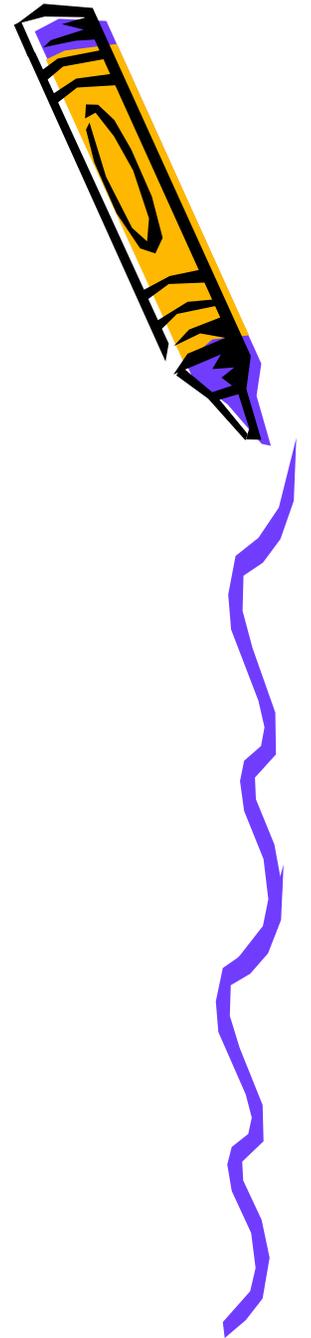
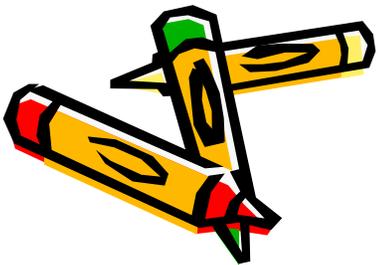
To support your child during classroom testing.
Minimal supports are available for state tests.

- Test Read
 - Directions Read
 - Questions simplified
 - Modified Tests
 - SCRIBE
-just a few examples



Graduation Options

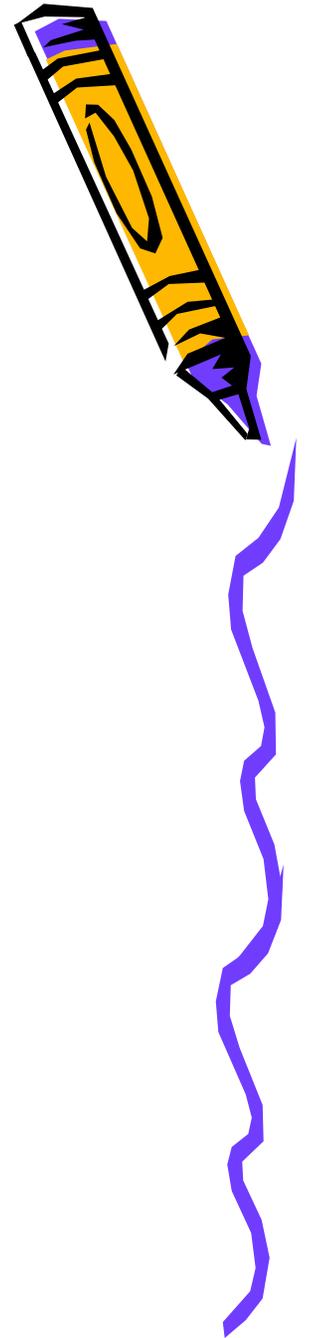
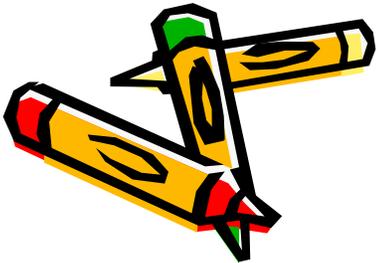
- Regent's Diploma
- Local Diploma
- CDOS
- SACC



Regents Diploma

65 or better on 5 Regents Exams

- 1 Math Regents
- 1 Science Regents
- 2 History (Global and US)
- 1 English



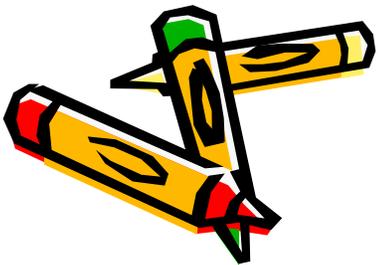
Local Diploma Checklist for Eligibility for the Compensatory Safety Net Option



The student is eligible for the compensatory safety net option if he/she meets ALL of the following requirements.

The student is classified as a student with a disability and has an individualized education program; or was declassified in grade eight or later and the committee on special education recommended that the student continue to be eligible to graduate with a local diploma through the safety net options; or has a Section 504 Accommodation Plan and is recommended for the safety net on his/her Section 504 plan.

The student earned at least a score of 55 on both the English language arts and math Regents examinations that are required for graduation.



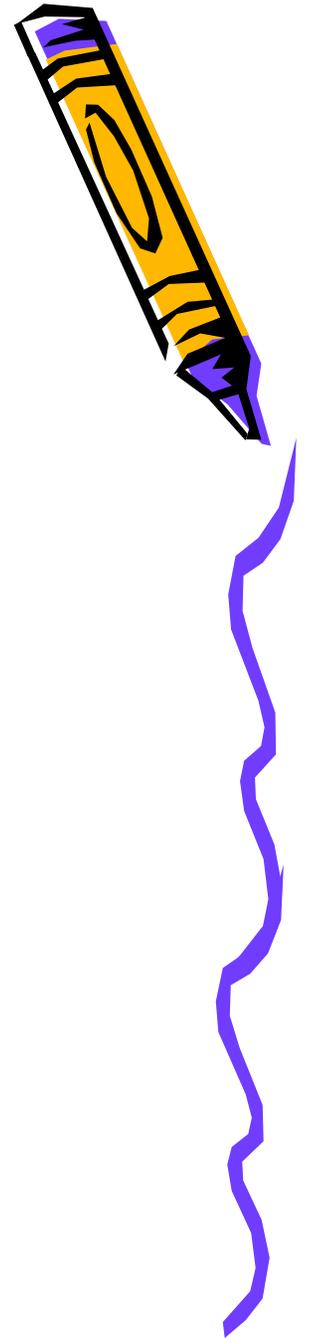
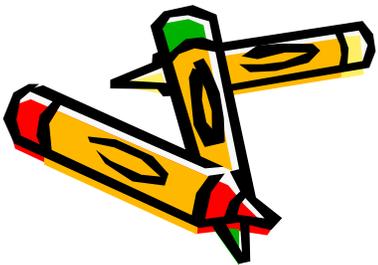
Local Diploma Checklist for Eligibility for the Compensatory Safety Net Option

The student earned a score of 65 or higher on one or more required Regents examinations¹ to compensate, on a one-to-one basis, for each required Regents examination in which he or she received a score of 45-54.

The student earned a passing grade, as determined by the school, in the subject area of the required Regents examinations in which he or she received a score of 45-54.

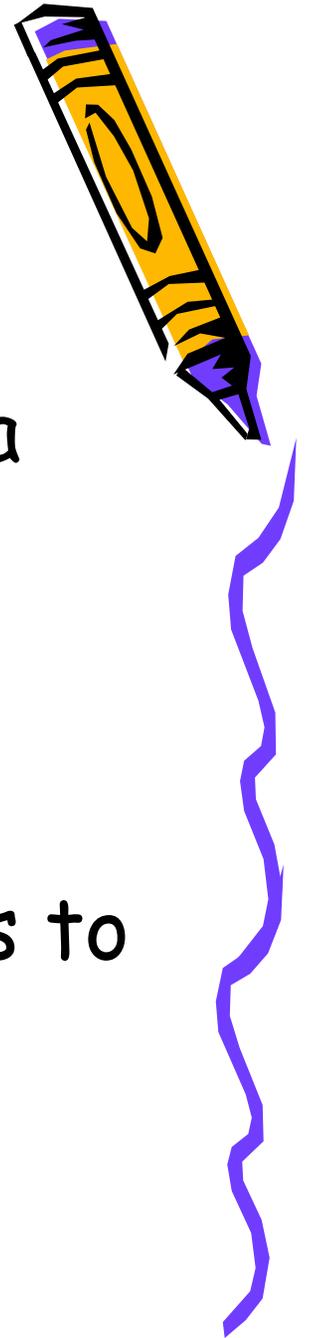
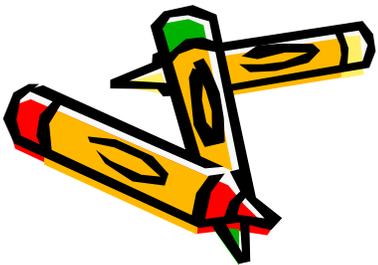
The student has an attendance rate that was deemed to be satisfactory, based on the district's or school's attendance policy, during the school year in which he or she received a score of 45-54 on the required Regents examination.

The student is relying only on Regents examination scores, and not the Regents Competency Test, to obtain a local diploma.



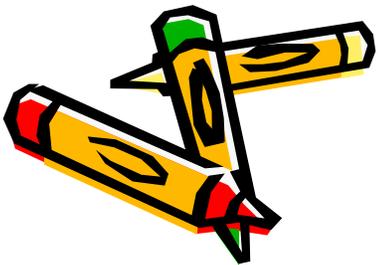
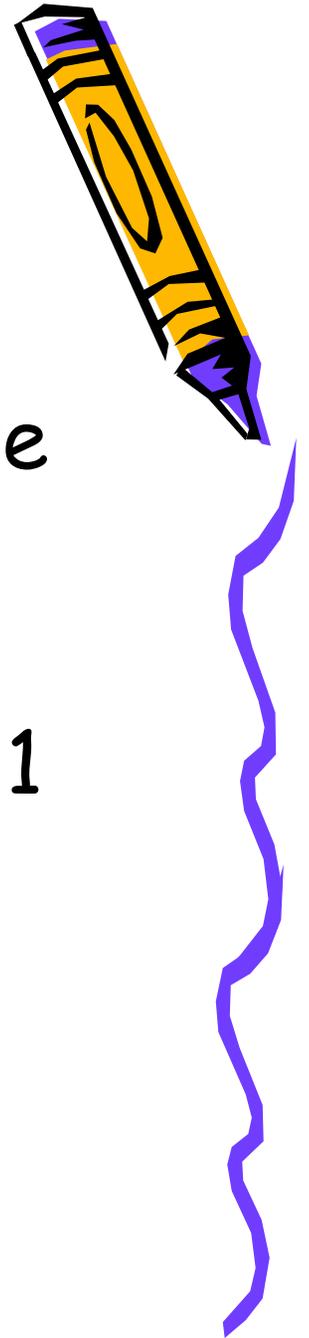
CDOS
Career Development and Occupational Studies
Commencement Credential

- Supplement a diploma or serve as a exiting credential for students unable to earn a HS diploma.
- Student must have an IEP
- 216 hours of career-related coursework with 54 of those hours to be WBL



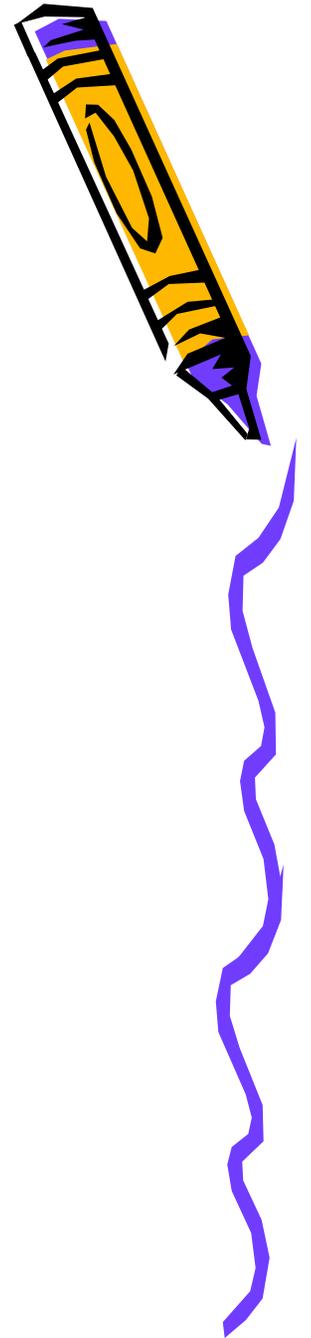
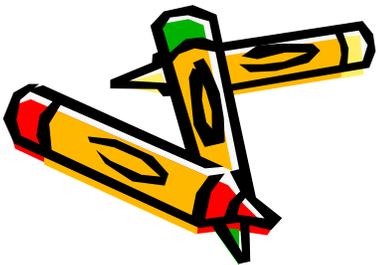
Skills and Achievement Commencement Credential

- NYSAA (New York State Alternate Assessment) students only
- Attended 12 years excluding K or ends of the year student attains 21
- An exit summary memorializing achievement of IEP goals



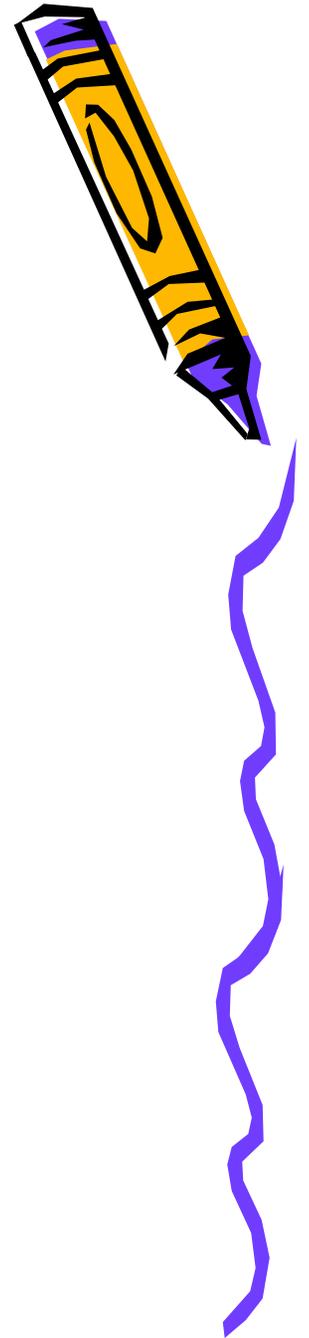
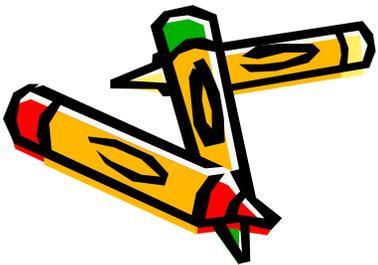
Programs at Bethpage

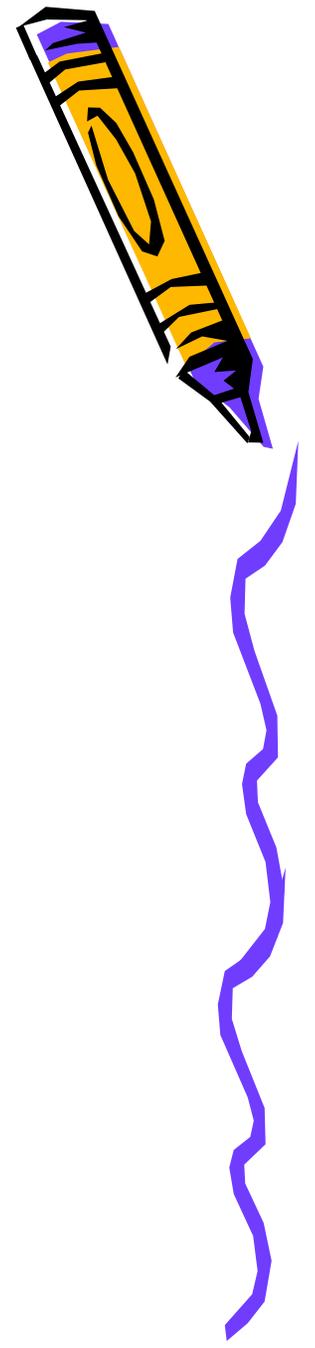
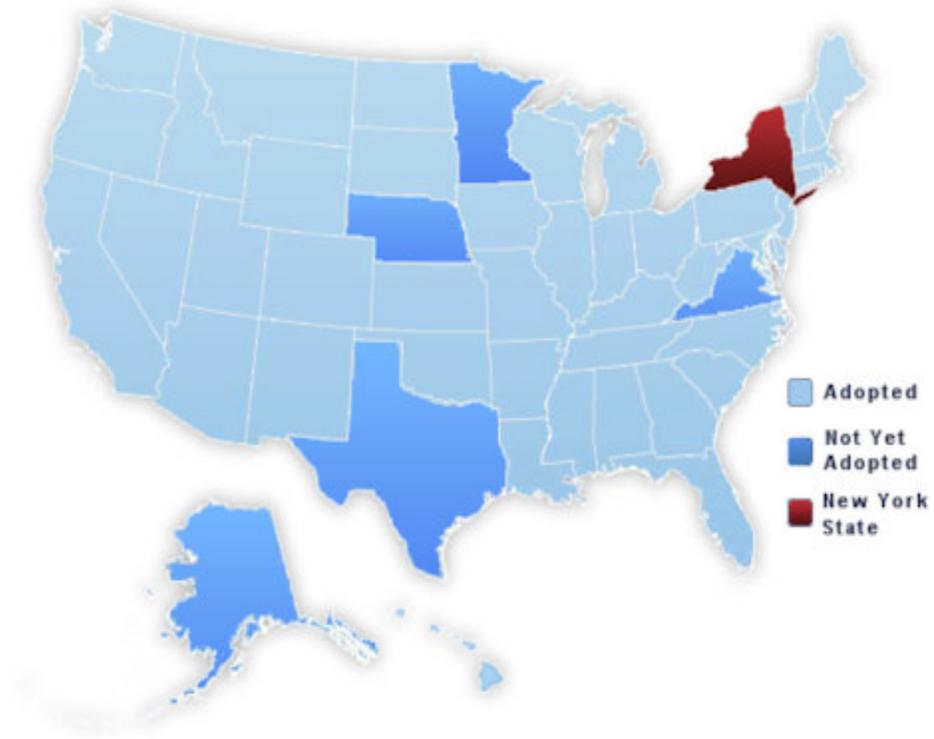
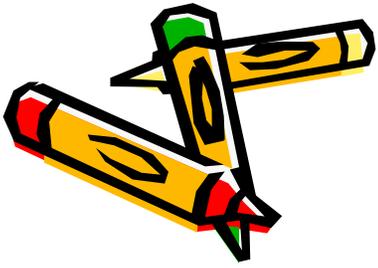
- Resource Room
- Integrated Co-teaching
- Self-contained
- Life Skills



How do I help my child?

- The same as you always have.
- Consistent communication with your case manager and content area teachers.
- engageny.org
- corestandards.org





Contact Information

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