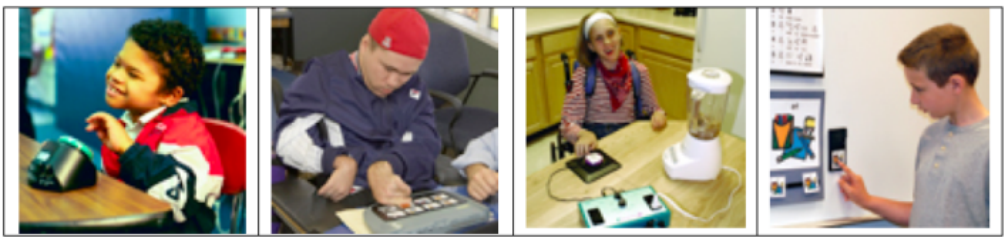


ALL In…
Co-Planning That Includes ALL Learners and ALL Professionals

OCALI

Revised from Differentiated Planning for Diverse Learners S. Benson, 2017

ALL in - Focus on inclusive district practices (non-negotiables)

When the doors of our district's open every day...
has pre-planning prepared ALL professionals to reach and teach are ALL learners?

Will start with some questions

Is team-designed, Tier I instruction tried BEFORE inclusive placements are ruled out - especially for learners with significant disabilities?

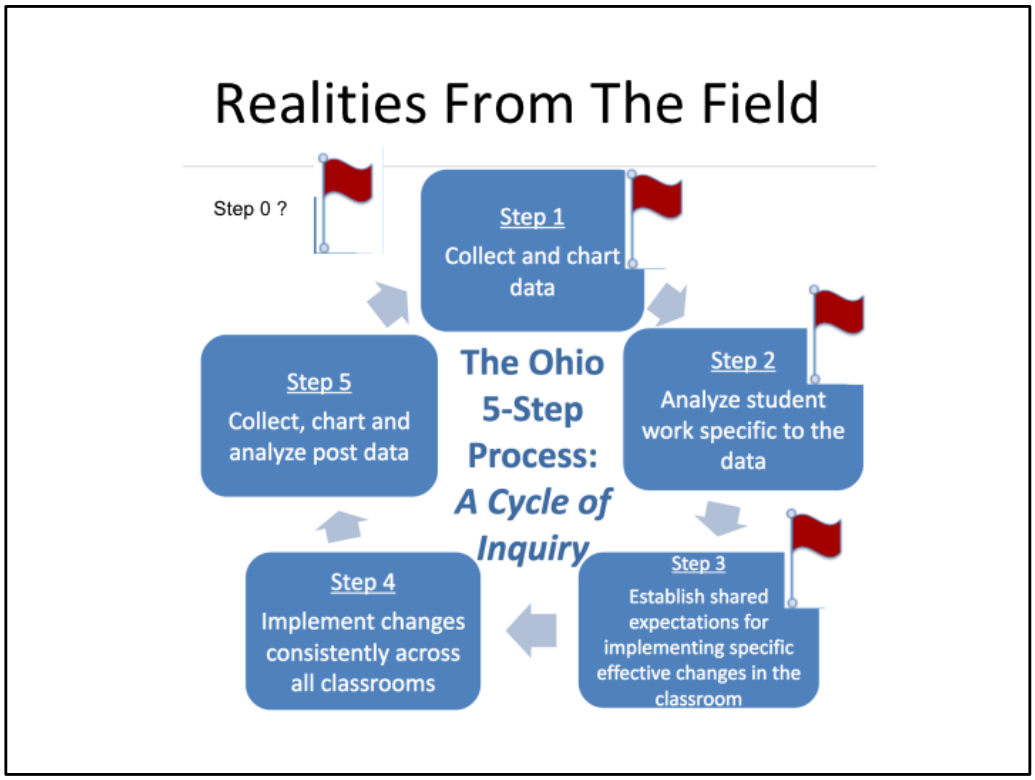
We are the world

Word on the street… Think College

https://www.youtube.com/watch?v=U6M8FpIFCnw

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

Play first clip up to :44
At what point does your team, school, district, etc. pause because they are unsure about the inclusive potential even after they have just said EVERYONE should have the opportunity to go to college?
http://www.thinkcollege.net

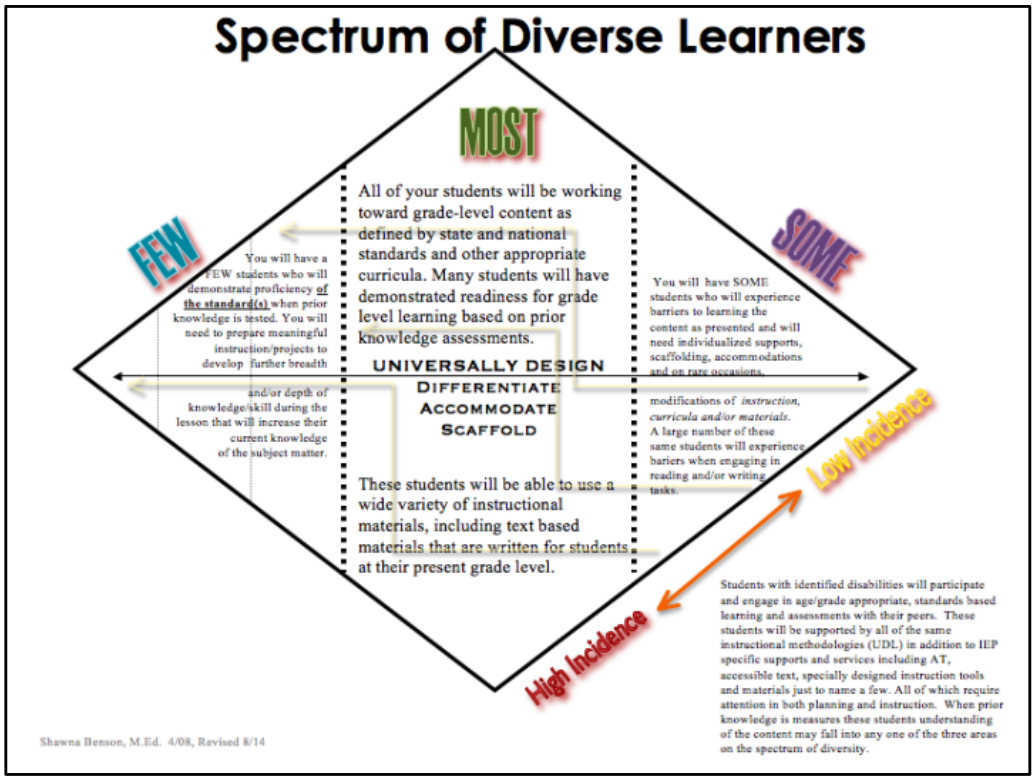


Inclusive practices are not always in place during the 5-step process. Where are there red flags in your practice?

Questions for teams to ponder:

- Who are we planning for? (who is this ALL you speak of)
- Who is needed to support their learning?
- Who is the primary planner?
- Where in the template do content specialists have a voice?
- Where in the template do intervention specialists have a voice?
- Where in the template do other specialists have a voice?
- Are there sections missing to capture the planning for ALL learners?

Activity 1



"By the student by the skill"
TBT data driven discussions from tip-to-tip

https://www.youtube.com/watch?v=RYtUlU8MjlY

Curved Planning Design - we begin our planning by thinking about and preparing for earners who are the hardest to reach.

When did planning become uncool? Ok, so maybe it was never considered cool….BUT we need find value in the planning process.

What is co-planning to co-serve?

- ❑ Teacher Based Teams co-plan and co-serve through **PROACTIVE PRACTICES** that meet the needs of each and every learner from tip-to-tip across grade-levels.

What is co-planning to co-serve?

- Curriculum is selected and **designed for all learners** in preparation for **first teach**, rather than developed for a normed-group of students and then adapted after-the-fact

What is co-planning to co-serve?

- **Personalized learning needs are integrated** into a collaborative planning tools which assist educators in determining appropriate instructional practices and documenting progress toward goals and learning targets.

ALL in - Focus on How do we ensure that "Everyone's In"?

As you watch be on the look-out for common language across the district and pro-active planning practices.
What is the disposition help by every professional within this district?

Champions of Change

As you watched the video ***what were some of the traits*** ALL buildings across the district embedded that contributed to barrier free learning and high achievement.

ALL in - Focus on inclusive language

People First Language

Don't Say

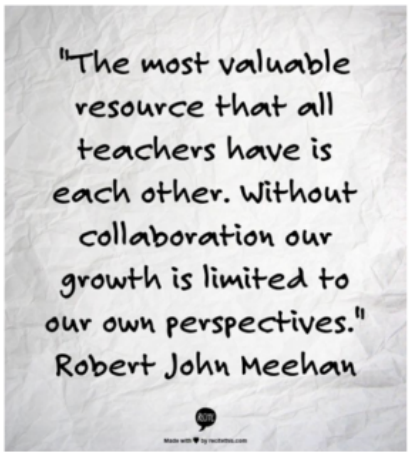
- ~~A handicapped child~~
- ~~He is wheelchair bound~~
- ~~She's a spec. ed. kid~~
- ~~I have a blind girl in my class.~~
- ~~He is one of my **IEP kids**.~~

When describing assessment capable learners we say:

- Jenny is a 3rd grader
- He uses a wheelchair for mobility.
- She receives special education supports and services.
- I have a student in my class who uses visual supports
- He communicates with specific behaviors

Non-Negotiable #1

ALL in - Focus on team development



Robert John Meehan

Non-Negotiable #2

What is Your Social Identity Profile?

Social Identity Profile

Social Identity	Group Membership	You are most aware of	You think about least	Have greatest effect on how others see you (positive or negative)	Have strongest effect on how you see yourself as a person	Have an effect on your decision making	Give you Power and Privilege in society	Have the earliest memories of…
Gender								
Sex								
Race								
Ethnicity								
Sexual Orientation/ Attractionality								
Religion/ Spirituality/Faith/ Meaning								
Social Class								
Age								
(Dis)Ability								
Nation(s) of Origin and/or Citizenship								
Tribal or Indigenous Affiliation								
Body size/type								
Additional								

Chavez-Korell, S.

Did you know that our identity characteristics drive how we view others? How do our profile, history and upbringing contribute to our decision making and interaction with others?

15-20 minutes

Ah ha's based on your own profile - discussion

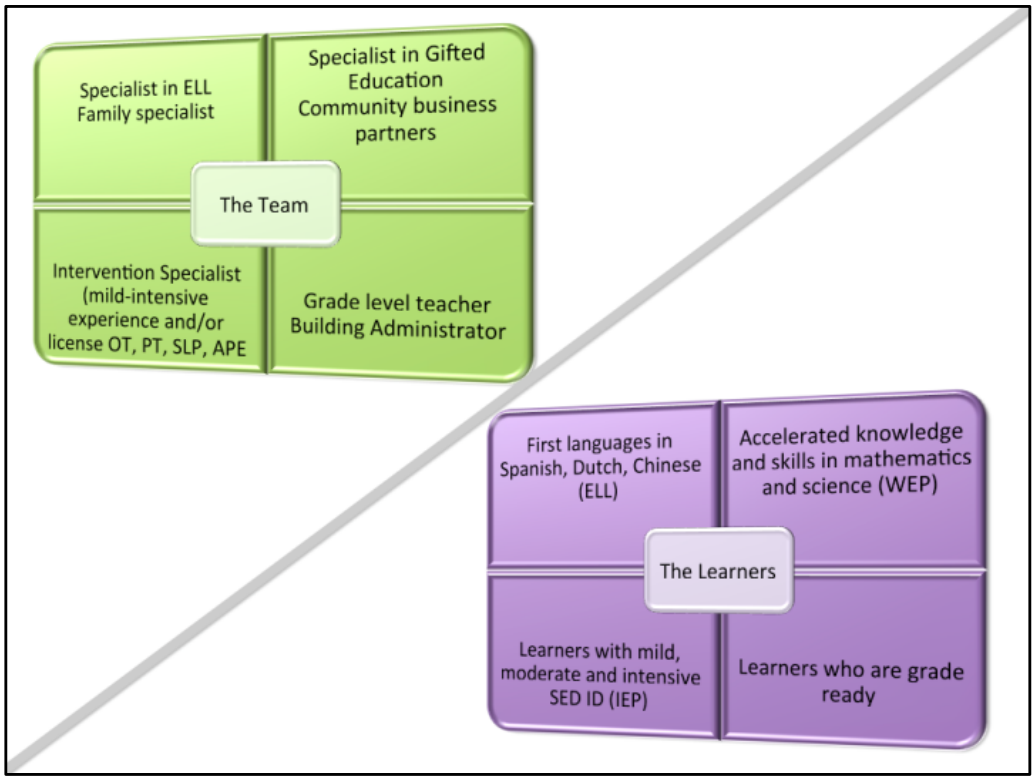
How does your profile represent learners?

Do you express (knowingly or unknowingly) MICROAGGRESSIONS in your daily interactions with others?

Professionals involved in the planning process must mirror learners receiving instruction. If learners do not have representation

FIND SOMEONE!

Doesn't mean they have to be face to face at every meeting, but they need a voice at the beginning of the planning process and periodically during follow-up and follow-along.



Your planning team should be made up of professionals who mirror your learners to ensure that all learner needs will be met by using evidence based instruction strategies, methods and materials as detailed in special learning plans and be provided during first time instruction and assessment within Tier I by ALL professionals.

Students should never have to wait to fail or go to a certain location or professional to get what they need. Remember, learning occurs all day every day and all professionals on the grade level team must be “in the know” about how to best reach and teach ALL learners at that grade level.

WITHOUT KNOWLEDGE schools have a culture of marginalization

By:

- ability
- race
- disability
- language
- social class

Frattura, E. , 2012

Perspectives from the field

Investigating Root Causes of LRE Choices

Content Specialist Perspective:

"I was not trained to meet the very specialized needs of learners with disabilities, so I rely on the intervention specialist to meet their needs."

What does this look like?

"Usually, we begin the class together and then the IS takes those with IEP's out to re-teach and complete the lesson"

"I don't want the pace of some to slow down the pace for others"

Frattura, E. , 2012

***Intervention Specialist* Perspective:**

"I am worried that my students will not have access to their IEP specified accommodations so I will just keep them in my room"

"I am usually not sure what we'll be covering in each class from day to day. I just try to walk around and help my kids"

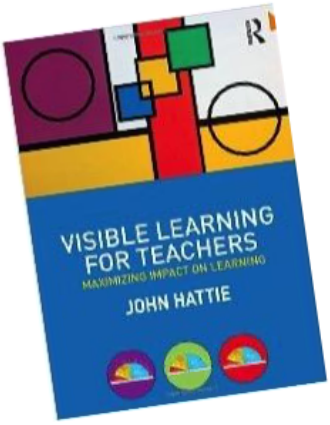
"I feel like my job is to create materials on the fly when I see that my students are struggling with the lesson."

"The IEP says direct instruction and 60 mins. of intervention so I pull them to provide both"

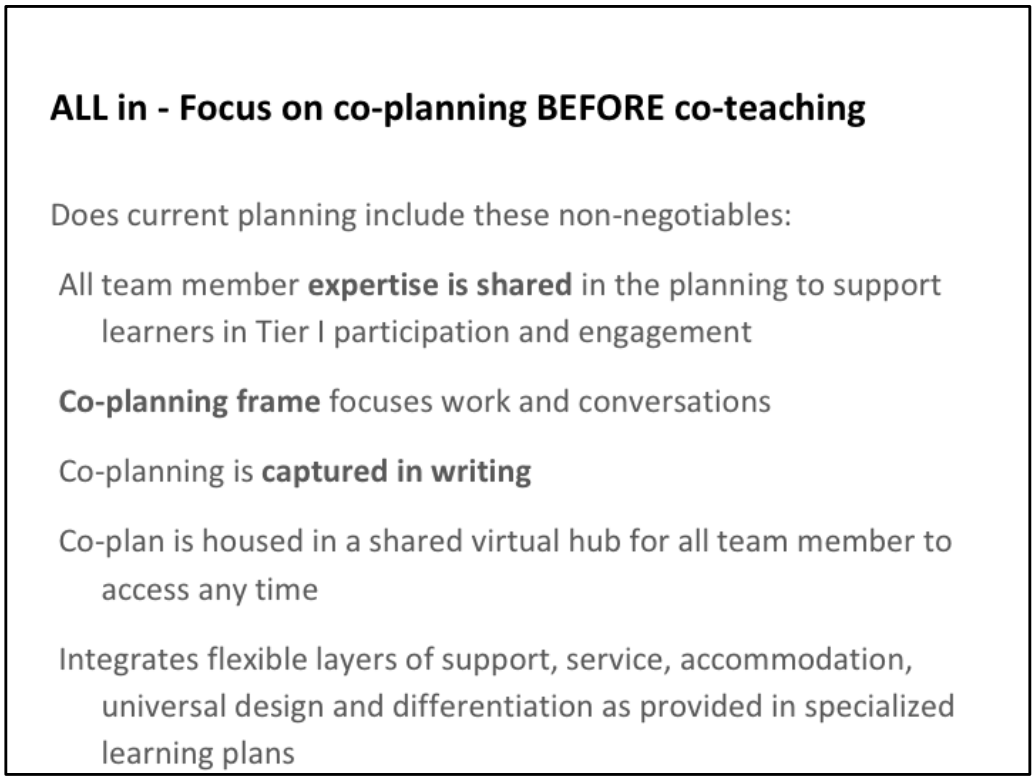
"Jimmy goes to inclusion class for science and

Barb

How do we move away from ability grouping and pull-out instruction?



Teamwork, coaching, modeling, co-planning can promote integration and less pull-out.



Non-Negotiable #3

Traditional Planning Structures

Do they capture all voices at the planning table?

Do they represent all learner needs?

Teacher Name: _____ Subject Area: _____ Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective					
Student Grouping					
Activities					
Materials					
Evaluation					

tell about calls from the field from team members who are just in the room but not heard

having a voice at the table for all members

Sample Planning That Includes ALL

(Regardless of LRE)

Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)

Grade Level Standard	ONLS-E Most Complex	ONLS-E Mid Complex	ONLS-E Least Complex
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			

Task Analysis/Learning Progressions/Unpacking the Standard

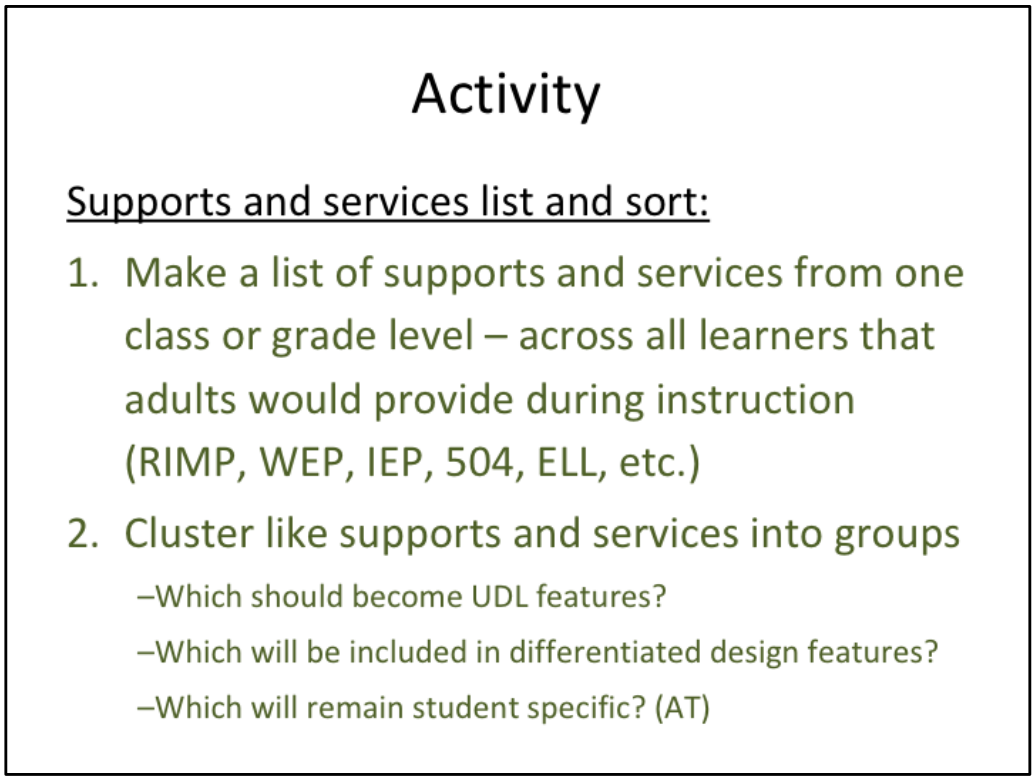
Steps to the Lesson: UDL/PBL (Instruction that the whole group receives)
1.

The items below can be students specific or level specific	Universal Tools	Tip to Tip Pre-Planning Task Specific Differentiated Tools	*(you can add student initials or i.d. #'s here)* Student Specific Supports/Services/AT
Pre/Post-Assessment ❑ Work sample-with √ list, rubric or notes ❑ Captioned photo(s) ❑ Video tape – with data sheet ❑ Audio recording – with data sheet ❑ Test/Quiz ❑ √ list ❑ Rubric			

A Missing Link
Integrate UDL/DI/AT into co-planning

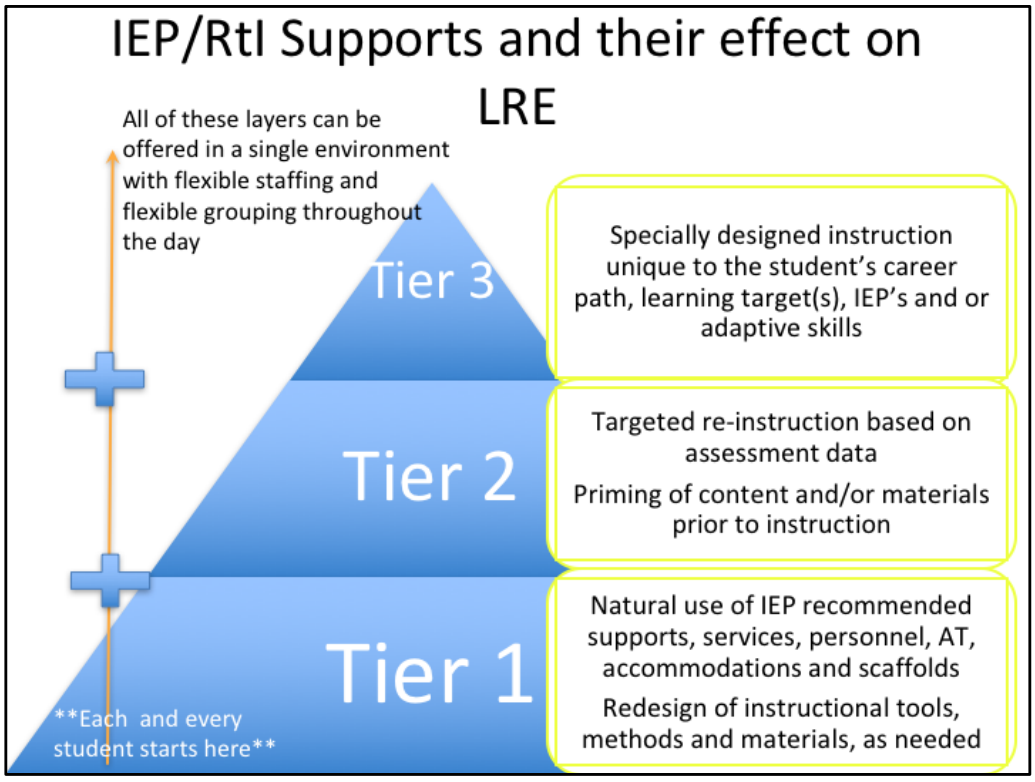
Differentiated Materials/ Technology (including AT)			
Student Specific Supports and Services aligned to this lesson: (Can come from the IEP, RIMP, WEP, 504 Plan, etc.) -IEP Goals -Assistive Technology *[can use students first name or initials and goal(s)that align with the lesson, skills, tasks or standard]*			
Other			

Planning can take many forms. This is an example of leveled planning for diverse groups of learners. After pre-assessments are given student level of support and specific instruction based on pre-knowledge data can be determined.



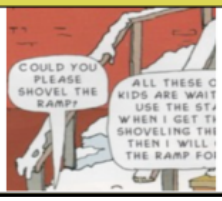
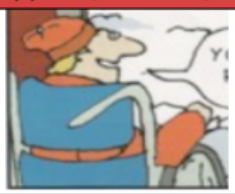
WHAT ELSE DO YOU NEED TO KNOW???? This is what teachers struggle with. They have the basics, but need to know more to be able to plan accordingly. Have the right people and the right information at the table.

Roles assignrd
Admins recorder

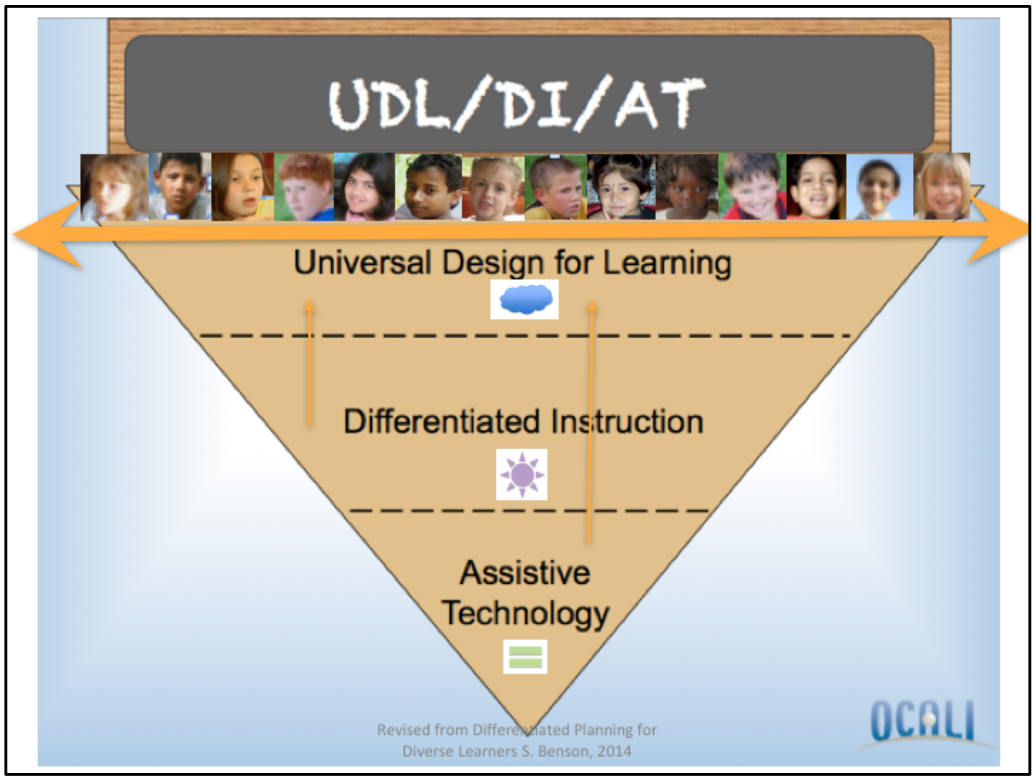

IEP/RtI Supports and their effect on LRE
All of these layers can be offered in a single environment with flexible staffing and flexible grouping throughout the day
Tier 3
Tier 2
Tier 1
Each and every student starts here
Specially designed instruction unique to the student's career path, learning target(s), IEP's and or adaptive skills
Targeted re-instruction based on assessment data
Priming of content and/or materials prior to instruction
Natural use of IEP recommended supports, services, personnel, AT, accommodations and scaffolds
Redesign of instructional tools, methods and materials, as needed

Do you remember this cartoon?

Let's look at it once again more closely.

	Tip to Tip Pre-Planning	*(you can add student initials or i.d. #'s here)*
Universal Tools	Task Specific Differentiated Tools	Student Specific Supports/Services/AT
		

What part of this image represents **UDL** - (planful design that is accessible and usable by all people all of the time)
What part of this image represents **multiple means or differentiation** - (planful design that is available to all people by flexible choice)
What part of this image represents **Specially Designed Instruction/Assistive Technology** - (planful design that aligns a specific learner to feature matched tools, methods or materials that are unique to a specific learner's needs)



All of these supports and services should be planned into Tier I instruction first and added to the other tiers as needed later.

Time for a perspective shift

What happens when we neglect to pre-plan with all layers of support?

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

When I was presented with text I couldn't read I…

- Asked to use the pass
- Got into trouble so you would ask me to leave
- Pretended to read while you watched
- Listened to the comments of my classmates and added a comment or two to piggyback on to what they said
- Felt dumb
- Shut down
- Gave up
- Made excuses
- Asked someone for help
- Went home and used my computer to scan in the text and had the computer read it to me

Revised from Differentiated Planning for
Diverse Learners S. Benson, 2014

When I attend classes with my peers but I am not provided my AT tools that I have access to in therapy or intervention I…

- Feel like a fool just sitting there
- Get frustrated and angry
- I don't ask for help
- I ask for help every 5 seconds
- Crack jokes about how dumb this lesson is
- I group myself with a peer who will do the work
- Entertain myself usually resulting in some type of reprimand
- Try me best but can't show half of what I really know or can do

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

When I was presented with a writing task about content I know but can't spell the words I…

- Waited to go home to complete the writing because my mom, friend or sibling will type what I tell them
- Used my cell phone texting app that lets me speak and it writes my words into the text box and I just copied those
- Broke my pencil
- Gave up and didn't turn in the assignment
- Write a few words on a page that didn't make sense
- Wrote using words I can spell but not what I was thinking
- Saved the work for my intervention period were I knew I could get help

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

When people talk to me with no expectation that I will respond because I am not traditionally verbal I…

- Discredit what you say to me
- Feel frustrated, mad and stupid
- Gag when you use that baby sing-song voice
- Roll my eyes
- Look away
- Stare back at you intently, thinking if I say the words in my mind you might hear my answer
- Wish I had a way to communicate so you know I am "in here"

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

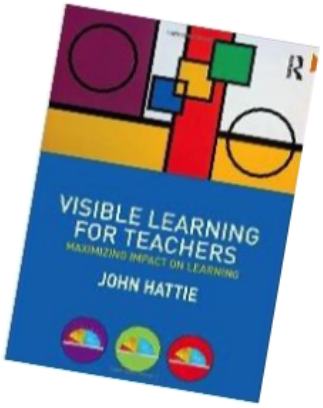
When you provide assistance without asking (including touching me and my stuff) I…

- Want to scream or lash out
- Feel like you think I can't do this myself
- Think you must be frustrated with me
- Feel violated
- Give you a mean look
- Eventually give up and just wait for you to come along because I know you will do it for me
- Think I am doing something wrong
- Shut down

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

ALL in - STOP the rollercoaster ride

ALL in - Focus on inclusive assessment design and data collection



Non-Negotiable #4

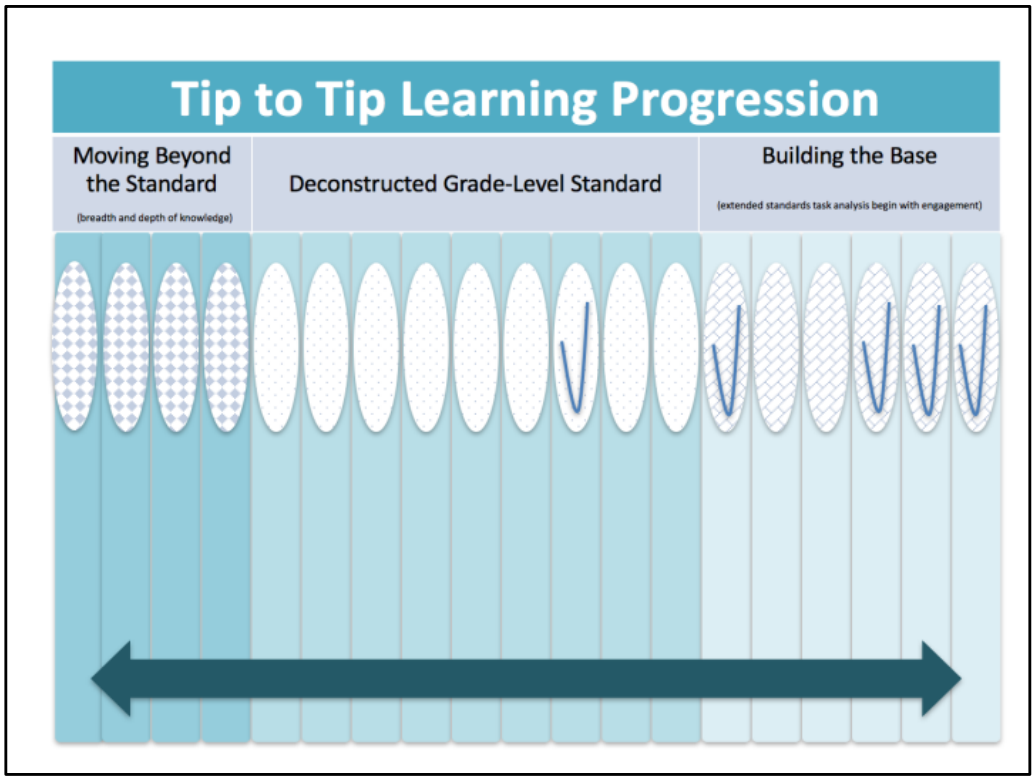
Unpacking the Standards

- Identify the grade level standard
- Identify the noun(s) in the standard – What students will learn
- Identify the verb(s) in the standard – How students will demonstrate learning – if provided (or this could be flexible)
- Identify the context – if provided (or this could be flexible)

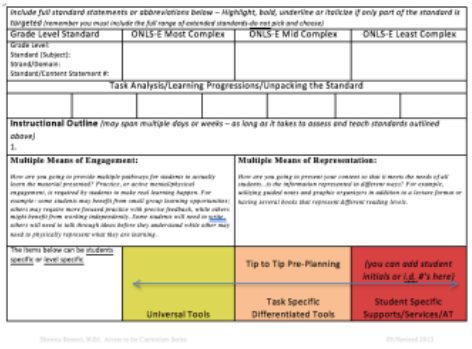
Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

Unpacking Standards Template

Standard	What would students need to DO (verbs)… Lower Order (Remembering, Knowledge, Understanding, Comprehension)	What would students need to DO (verbs)… Higher Order (Analyzing, Evaluating, Creating, Synthesis)	Learning Targets/Goals
	Remember if it is not stated in the standard it remains flexible for design		
Target Type __Knowledge __Reasoning __Skill __Products			**Assessment** How will you know that students have MASTERED the content?
Key Knowledge What would students need to KNOW (nouns)… (Key vocabulary to define, discuss, and model for students)			


Tip to Tip Learning Progression
Moving Beyond the Standard
(breadth and depth of knowledge)
Deconstructed Grade-Level Standard
Building the Base
(extended standards task analysis begin with engagement)

Co-Planning
Bridging the gap between standards and learners



Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)

Grade Level Standard	ONLS-E Most Complex	ONLS-E Mid Complex	ONLS-E Least Complex
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			

Task Analysis/Learning Progressions/Unpacking the Standard

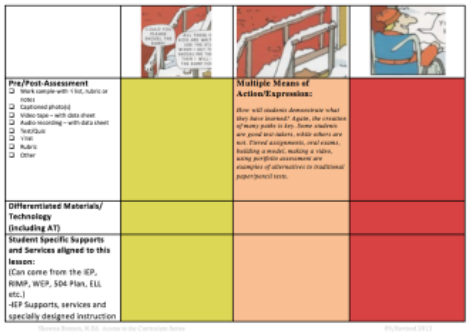
Instructional Outline *(may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)*

1.

Multiple Means of Engagement:	**Multiple Means of Representation:**
How are you going to provide multiple pathways for students to actually learn the material presented? Practice, or active mental/physical engagement, is required by students to make real learning happen. For example: some students may benefit from small group learning opportunities; others may require more focused practice with precise feedback, while others might benefit from working independently. Some students will need to talk, others will need to talk through ideas before they understand while other may need to physically represent what they are learning.	*How are you going to present your content so that it meets the needs of all students...is the information represented in different ways? For example, utilizing guided notes and graphic organizers in addition to a lecture format or having several books that represent different reading levels.*

The items below can be students specific or level specific		Tip to Tip Pre-Planning	*(you can add student initials or i.d. #'s here)*
	Universal Tools	Task Specific Differentiated Tools	Student Specific Supports/Services/AT

Sharon Brown, M.Ed. Access to the Curriculum Series 09/Revised 2013



Pre/Post-Assessment ☐ Work sample with t list, rubric or notes ☐ Captioned photo(s) ☐ Video tape – with data sheet ☐ Audio recording – with data sheet ☐ Test/Quiz ☐ Visit ☐ Rubric ☐ Other		**Multiple Means of Action/Expression:** *How will students demonstrate what they have learned? Again, the creation of many paths is key. Some students are good test takers, while others are not. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment are examples of alternatives to traditional paper/pencil tests.*	
Differentiated Materials/ Technology (Including AT)			
Student Specific Supports and Services aligned to this lesson: (Can come from the IEP, RIMP, WEP, 504 Plan, ELL etc.) -IEP Supports, services and specially designed instruction			

Sharon Brown, M.Ed. Access to the Curriculum Series 09/Revised 2013

- Select a grade-level standard
- Identify the noun(s) (what) and the verb (how) in the selected standard
- **Unpack** the standard by writing each skill or bit of knowledge essential to completing the whole standard
- Sequence **deconstructed** skills and knowledge into sequential order
- Add 3 **extended standards** into the Building the Base section deconstruct these skills further with a beginning point of engagement in standard skill or concept
- Copy and paste learning progression, planning tools and assessment design

Sample Tip-to-Tip Learning Progression

Sample assessment checklist using continued task analysis

Task Analysis of Standard

Beyond the Standard		Grade Level Standard	Developing skills toward the standard							
I can analyze the explicit evidence within a passage and determine the nonexample.	I can analyze an inference drawn from a text and the explicit information used to support it.	Standard RL 5.1 Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. I can quote accurately from a text when explaining what the ~~texts says~~ explicitly and when drawing inferences from the text.	I can define explicit evidence.	I can locate explicit evidence.	I can define what it means to infer.	I can make inferences / read between the lines to explain what the text says.	Jingle-Infer! Read between the lines.	I can list sentence starters to use when quoting evidence. (copied directly from the text) Anchor chart- sentence starters	I can use quotation marks to directly (explicitly) quote a source.	I can define "source."

Extended Standards and learning progressions

RL.35.1a Answer inferential questions based on details from the text.	I can define explicit evidence. I can locate explicit evidence. I can define what it means to **infer**.	**RL.35.1b** Answer literal questions based on details from the text. I can locate important details in the text. I can ask literal questions about the details using "WH" words.	**RL.35.1c** Answer literal questions to show understanding of text. I can identify characters in/from a text I can identify when and where the story takes place	I can give picture cues, verbal prompting, or choices answer wh questions (who, what, when, where, why) from a field of 3 choices.	I can identify the meaning of words as they are used in grade-level/ age-appropriate informational or procedural text from a field of 3 choices.	I can match pictures or objects to printed words or phrases about vocabulary from a field of 3 choices.	I can find the meaning of the word or phrase and engage with others about the word or phrase from a field of 3 choices (Vocabulary) (e.g., head nod; A-tech response)	I can locate the printed word or phrase/ pictures from a field of 3 choices about details from the text.	I can listen to the instructional text and engage with others about details in the text. (e.g., head nod; A-tech response)	I can show some sign of engagement or attention to the instructional text. (e.g., eye contact; remain in instructional area)

Standards should be deconstructed to detail learning progressions, entry points and learning targets for ALL learners.

Sample Grade Card/Progress Report Using Learning Progressions

Social Studies - Economics

Production and Consumption

ECON 3.3	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	
ECON.35.3a	Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).	
ECON.35.3b	Identify traits of producers and consumers (e.g., producers make goods/provide services, consumers buy goods).	
ECON.35.3c	Identify examples of producers and consumers (e.g., farmer, shopper).	
	Sort pictures of consumers and producers	
	Wear the producer sign when growing a garden	
	Pick out a snack from the "SNACK shack" and put on the consumer button	

Key

	This indicates where the student started out before the unit began based on pre-assessments
	This indicates where the student scored at the end of the unit based on post-assessments
	This symbol represents a no-response/from the child un able to test
	The highlighted area is the projected growth target for this standard

S. Benson, OCALICON 11/14 This sample provided by Kathy Pero

Embedding Learning Progressions into the TBT Process

TBT Protocol

Date: January 8, 2013	**Team/School:** 7-8 Grade Language Arts
Facilitator: Ms. B	**Time Keeper:** Ms. B
Recorder: Ms. J	**Process Monitor:** Mr. P
Participants: Ms. B, Ms. B, Ms. J, Mr. P	
Ground Rules • Everyone has a voice • Data Driven • Assume positive intent	
Topic/Focus:	Reading - Informational Text
Standard:	RI 7.1 and 8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text ONLS-E RI.6B.1a Cite evidence in text to support answers to literal or inferential questions. RI.6B.1b Cite details from text to support the answers to literal questions RI.6B.1c Identify details that support answers to literal questions.
Learning Target:	I can cite evidence and make references from a text.
Sub Learning Targets	• Cites explicit textual evidence to support position o Identify details/evidence related to the topic/position • Cites inferential textual evidence to support position o Identify details/evidence related to the topic/position • Identify the position/topic of a text o Identify evidence related to the topic/position • Identify literal information from a text • Identify inferential information from a text

Step 1: Collect and chart pre-assessment data aligned to the standards
If STAR data is used, the SCREENING REPORT results are recorded below.

Time	Student Group	# of students who took the assessment	% of total students scheduled to take the test	# and % of students who are AT OR ABOVE BENCHMARK #	%	# and % of students who are ON WATCH #	%	Number of students who are INTERVENTION or URGENT INTERVENTION #	%
5	**All students**	212		46	22%	89	42%	74	35%

Ponder this: Current Systems Barriers

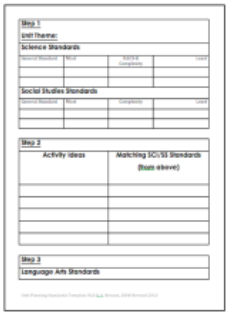
Examine the systems we put in place that set up barriers to co-planning and co-serving learners.

- What are some structures that present barriers?
- How are learners and professionals organized?
- How are ALL professional talents utilized and shared?
- Take a critical look at learners in data based subgroups (SWD's, race/ethnicity, socio-eco.)

…Are your current practices conducive to or in opposition to your goals in redesigning roles and improving learning outcomes?

Layers of Planning

we've got a template for that



Step 1

Unit Theme:

Science Standards

Standard Statement	Word	Skills & Competencies	Level

Social Studies Standards

Standard Statement	Word	Competencies	Level

Step 2

Activity Ideas	Matching SCI/SS Standards (from above)

Step 3

Language Arts Standards

1. **Collaborative-Unit Planning**

(include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (sometimes you must include the full range of extended standards as exit and check)

Grade-Level Standard	ORLS- If Most Complex	ORLS- If Mid Complex	ORLS- If Least Complex

Task Analysis/Learning Progressions/Unpacking the Standard

Steps in the Lesson: (NOTE: Indication that the whole group receives)

1.

The items below can be student-specific or task-specific	Least Support ← (you can also add student initials on L-E-M's Next Conditions for Success) →		Most Support
Pre/Post-Assessment			
A. Work sample with / No / with Cue			
1			
2 Explanation (Prompt)			
3 Video back – with data sheet			
4 Video back – with data sheet			
5 Teaching			
6 + Me			
7 + We			
8 Other			
Differentiated Materials/ Technology (DT)			
IEP Goals (see evidence that goes on bottom)			

2. **Collaborative-Tiered Planning**

Ms. Benson

Lesson Plans

Wednesday _____ 2014

Speech: 10:00-E, S 1:15-K 10:30-Sw, S

8:30-9:15 Students Arrive - All students need to hang up coats and bags in lockers, turn in homework & papers from home. Students are to go to recess once finished.

9:15-9:30 Recess - All students with Paraprofessionals.

9:30-11:10 Guided Reading - groups on taught w/Tod *(20 minutes each group then rotate

10:10 (Sa, D, S, W) w/Mrs. D for phonics in the computer lab (to/dart: K-A-K 1, 1-A 2, 2-A 3, 3-A 4, 4-A Mindfulness, Intr. Acting, and Voices, Women's Awareness & Rel. Recognition (Gr. 1-4a)

Group 1: 9:30 Task: level S Content: Tot patterns, picture cues, new vocab. Gr-1 Strand 2-G 1- F

Group 2: 9:50 Task: level S Content: Tot patterns, New vocab. Gr-1 Strand 1-E

Group 3: 10:10 Task:Level L Content: Word Endings, tool patterns, new vocab. Gr-1 Strand 2-G 4

During Guided Reading Ms. G reads morning meeting.

9:30-10:30 Morning/Student Extension – Content: Geography (Gr-1-KWs) Review stories and readers. Learning are 100 sorry. schedule/time, weather/temp., menu, calendar, money, daily-shared literature, state map. Students update personal calendars using M-d pics. to document coming events.

11:15-11:50 Recess - All students with Paraprofessionals.

11:50-12:00 Lunch - (S, M, L, C, E, B, Sa) with Mrs. S. Restroom, wash hands/glasses.

K-Daily in the cafeteria w/Mrs. S

12:00-12:30 Silent Reading - 15 mins. then re-select books. Students use check charts to cover a variety of texts. (magazines, newspapers, catalogs, student-written books, taped text)

12:30-1:10 Music w/Mr. – All students with Paraprofessional.

1:00-2:00 Reading/Social Studies Workshop - Content: History Gr-K-1 2) People Gr-K-1 Geography Gr-K-1 Economics Gr-K-2 Government Gr- K-1, 5 a-c 6 Citizen Gr-K-1, 2) Skills Gr- K-all) Working together with[nth] grade introduce, read aloud and discuss a small section of text in THE BIG LIE. Write poetry in response to reading. Students complete range of emotion graph for chapters read.

2:00-2:15 Recess w/2nd grade - All students w/Paraprofessionals. K – goes in slender

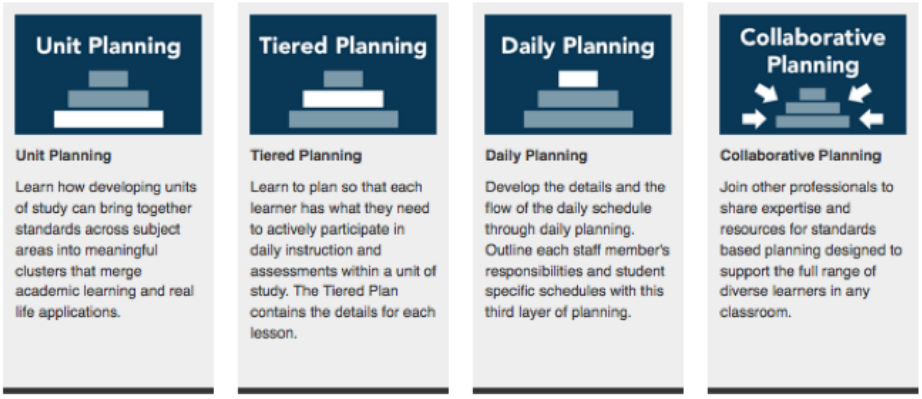
2:15-2:45 Math – Direct Instruction/Guided Practice w/[nth] grade - Content: Number Sense and Operations (Gr-1-A, D, Gr-K-E, A, C and Gr-1-C) Literacy: Begin guided math groups

3:05 Dismissal – K – Leaves for the bus 3:15-(E, M) Leave for early shuttle bus 3:15-(E, M, L)

Leave for shuttle bus 3:20-Sa - Goes to gym to wait for bus

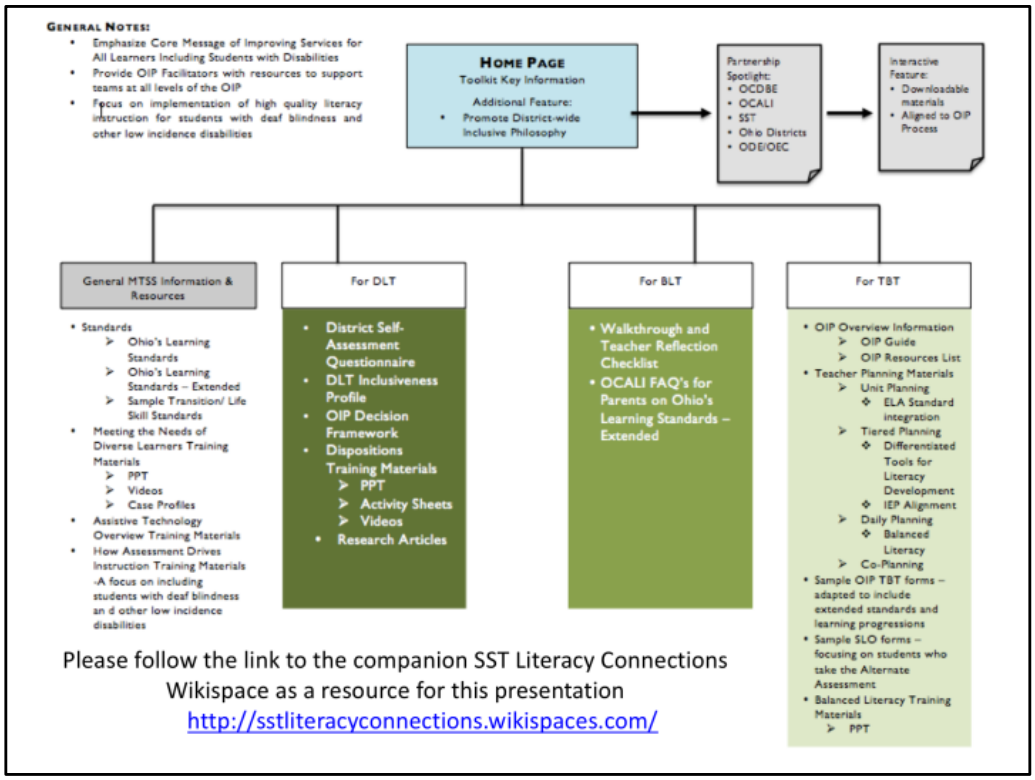
3. **Daily Planning**

Revised from Differentiated Planning for
Diverse Learners S. Benson, 2014



http://www.ocali.org/project/TDL_planning

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014


General Notes:
Emphasize Core Message of Improving Services for All Learners Including Students with Disabilities
Provide OIP Facilitators with resources to support teams at all levels of the OIP
Focus on implementation of high quality literacy instruction for students with deaf blindness and other low incidence disabilities
Home Page
Toolkit Key Information
Additional Feature:
Promote District-wide Inclusive Philosophy
Partnership Spotlight:
OCDBE
OCALI
SST
Ohio Districts
ODE/OEC
Interactive Feature:
Downloadable materials
Aligned to OIP Process
General MTSS Information & Resources
For DLT
For BLT
For TBT
Standards
Ohio's Learning Standards
Ohio's Learning Standards – Extended
Sample Transition/ Life Skill Standards
Meeting the Needs of Diverse Learners Training Materials
PPT
Videos
Case Profiles
Assistive Technology Overview Training Materials
How Assessment Drives Instruction Training Materials -A focus on including students with deaf blindness an d other low incidence disabilities
District Self-Assessment Questionnaire
DLT Inclusiveness Profile
OIP Decision Framework
Dispositions Training Materials
PPT
Activity Sheets
Videos
Research Articles
Walkthrough and Teacher Reflection Checklist
OCALI FAQ's for Parents on Ohio's Learning Standards – Extended
OIP Overview Information
OIP Guide
OIP Resources List
Teacher Planning Materials
Unit Planning
ELA Standard integration
Tiered Planning
Differentiated Tools for Literacy Development
IEP Alignment
Daily Planning
Balanced Literacy
Co-Planning
Sample OIP TBT forms – adapted to include extended standards and learning progressions
Sample SLO forms – focusing on students who take the Alternate Assessment
Balanced Literacy Training Materials
PPT
Please follow the link to the companion SST Literacy Connections Wikispace as a resource for this presentation
http://sstliteracyconnections.wikispaces.com/

Three Levels of Planning

Planning

Providing daily standards based Balanced Literacy instruction for learners with complex and multiple disabilities, including deaf-blindness, requires a variety of materials, strategies and differentiation. With this in mind, it is apparent that quality literacy instruction cannot be provided without detailed pre-planning. Plans should include the identification of learning targets based on both academic standards and functional curriculum. The development of differentiated materials in pairing with individualized instructional strategies and interventions is also an integral part of planning.

Strategies for Planning

1. Unit Planning
2. Tiered Planning
3. Daily Planning
4. Collaborative Planning

> *A goal without a plan is just a wish." (Antoine de Saint-Exupéry).*

http://literacy.nationaldb.org/

Please feel free to contact me:

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