May 13, 2020
Why Are We Here Today?
Who Is Here to Support You?

- FL Department of Education
  - Bureau of Exceptional Education and Student Services
  - Bureau of Standards and Instructional Support
- FL Diagnostic & Learning Resources System (FDLRS)
- FL Inclusion Network (FIN)
- FL State Personnel Development Grant (SPDG)
- Problem Solving/Response to Intervention Project (PS/RtI)
  - Student Support and Academic Achievement Unit
  - Technology Learning Connections Unit
What do you need immediate support with?

5. MTSS/Differentiated Instruction/UDL
4. Accommodations/Modifications
3. Strategies for All Students/Specially Designed Instruction
2. Lesson Planning
1. Assessment
What is the biggest obstacle?
MTSS/Differentiated Instruction/UDL

Share a solution...
- Concise and engaging lessons
- Clear collaboration
- Focus on clarity of the learning goal
What is the biggest obstacle?
Accommodations/Modifications

Share a solution...
• Create videos of teaching (using a backwards design)
• Share notes
What is the biggest obstacle? Strategies for All Students/ Specially Designed Instruction

Share a solution...
- Collaboration between the general education and special education teachers
- Access to IEPs
- Understanding annual goals
- Understanding access points
What is the biggest obstacle?
Lesson Planning

Share a solution...
• Focus on clarity of the learning goal
• Multiple means of support
• Resources
What is the biggest obstacle? Assessment

Share a solution...
- Understanding testing/assessment accommodations
Who Is Here to Share/Learn?
**Florida’s Multi-tiered System of Supports**
MTSS is the systematic use of assessment data, through the problem-solving process, across districts and schools, to effectively allocate resources for providing high-quality instruction and intervention aligned to student needs.

<table>
<thead>
<tr>
<th><strong>Universal Design for Learning (UDL)</strong></th>
<th><strong>Differentiated Instruction (DI)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An educational framework based on research in the learning sciences, that guides the development of flexible curricula that meets the needs of all learners from the start.</td>
<td>Both a philosophy and a way of teaching that respects and responds to the different learning needs of students and expects all students to experience success as learners.</td>
</tr>
</tbody>
</table>
A Conceptual Framework for MTSS

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
What is Special about Special Education?

- Students with Disabilities are general education students first!
- Specially Designed Instruction for one child is just good teaching for another!

How do we make it special for that student in the general education classroom?
Every Student Succeeds Act (ESSA 2015)

- All students are general education students first
- All students must be taught to high standards
- Schools must address needs of those at risk of not meeting high state standards
- Universal Design for Learning, including technology, supports learning needs of all children

https://www.ed.gov/essa
Indians with Disabilities Education Act (IDEA 2004)

- Preference stated about educating students with disabilities in regular classes with appropriate aids and services
- General education classroom must be the first placement considered by the IEP team
- Removal should only be considered if needs can’t be met with use of aids and services
- The IEP team plans for the extent that a student is included

http://idea.ed.gov/
Section 1003.57(1)(a), F.S.: Defines inclusion to mean...

“...a student with a disability receiving education in a general education regular class setting, reflecting natural proportions and age appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.”

www.fldoe.org
Quick Review – Common Language

- **Collaboration:** A style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal. Friend & Cook (2017)

- **Co-Teaching/Team Teaching:** Two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. In order to be considered team teaching or co-teaching, each teacher is responsible for planning, delivering, and evaluating instruction for all students in the class or subject for the entire class period. Section 1003.03(5), F.S.
Quick Review - Common Language

- **Inclusion Teaching/Support Facilitation:** Two or more teachers are assigned to a group of students, but one of the teachers is responsible for only one student or a small group of students in the classroom. Section 1003.03(5), F.S.

- **Accommodations:** Accommodations are changes that are made in *how* the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]).

- **Modifications:** Modifications are changes in *what* a student is expected to learn, and may include changes to content, requirements and expected level of mastery (Rule 6A-6.03411(1)(z), Florida Administrative Code [F.A.C.]).
Accommodations

- If you typically assign 20 review problems to the class, an accommodation would be to assign “Billy” 10 problems. However, it is important that you include all of the standards that are being covered.
- On your test, put an * or mark by the problems you want “Billy” to complete first. It is again important that he cover all standards, however, he does not need to complete multiple examples of each standard to the point of being overwhelmed.
- Students need to be encouraged to attempt as many problems as time allows (maybe even for bonus points) but we do not want them to get bogged down on problems that may take so much time they will not complete enough to demonstrate mastery of the standards.

What do Math Accommodations look like in the virtual setting?
Modifications

- If you typically assign 20 review problems to the class, an accommodation would be to assign “Billy” seven problems. And you may not be addressing all of the standards.

You can find “Related Access Standards” directly on CPALMS.
Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting Cluster)

Clusters should not be sorted from Major to Supporting and then taught in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

General Information

Number: MAFS.6.G.1

Type: Cluster

Grade: 6

Title: Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting Cluster)

Subject: Mathematics

Domain-Subdomain: Geometry
## Related Access Points

This cluster includes the following access points.

### Access Points

<table>
<thead>
<tr>
<th>Access Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.6.G.1.AP1a</td>
<td>Compose rectangles to find areas of right triangles using graph paper.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP1b</td>
<td>Decompose complex shapes (polygon, trapezoid, and pentagon) into simple shapes (rectangles, squares, triangles) to measure area.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP1c</td>
<td>Find the area of quadrilaterals using models.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP2a</td>
<td>Find the fractional length and volume of a rectangular prism with edges using models.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP3a</td>
<td>Draw polygons on a coordinate plane given the coordinates of the vertices.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP3b</td>
<td>Use coordinates to find the side lengths of polygons drawn in quadrant I of a coordinate plane.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP4a</td>
<td>Match a two-dimensional net to its corresponding three-dimensional figure.</td>
</tr>
<tr>
<td>MAFS.6.G.1.AP4b</td>
<td>Find the surface area of the three dimensional figure by adding the areas of the shapes forming the two-dimensional nets.</td>
</tr>
</tbody>
</table>
Compose rectangles to find areas of right triangles using graph paper.

Clarifications:

**Essential Understandings**

Concrete:
- Use square tiles to cover a rectangle.
- Count the number of tiles to determine the area.

Representation:
- Use formula to find area.
- Understand the following concepts and vocabulary: base, height, area and quadrilateral.

**General Information**

Number: MAFS.6.G.1.AP.1a
Category: Access Points
Date Adopted or Revised: 06/14
Cluster: Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting Cluster):

Clusters should not be sorted from Major to Supporting and then taught in that order. Instead, clusters within a domain are meant to be taught in some logical order from which specific concepts and skills are strung together to form cohesive blocks of mathematical understanding.
Quick Review - Common Language

- **Specially Designed Instruction:** Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that:
  - Address the unique needs of a child that result from the child’s disability
  - Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR)300.39(b) (3))
  - Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process
Quick Review - Common Language

- **In Class Supports:** Specially Designed Instruction provided in the general education classroom, as designated by the student’s IEP. Includes co-teaching, support facilitation, and dual-certified models.

<table>
<thead>
<tr>
<th>Continuum of In-Class Service Delivery Models</th>
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<tbody>
<tr>
<td><strong>Indirect support</strong></td>
</tr>
<tr>
<td><strong>In-class supports</strong></td>
</tr>
<tr>
<td>(general education classroom)</td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
</tr>
<tr>
<td>Co-Teaching*</td>
</tr>
<tr>
<td>Support Facilitation*</td>
</tr>
<tr>
<td>Dual Certified</td>
</tr>
</tbody>
</table>
IDEA and Specially Designed Instruction

IDEA defines specially designed instruction as:

“adapting, as appropriate to the needs of an eligible child,

- the content,
- methodology, or
- delivery of instruction

to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” 34 CFR §300.39(b)(3)
Why Focus on Specially Designed Instruction?

“More than 90% (in Florida) of students with disabilities do not have intellectual disabilities, and so they are capable of learning the standard curriculum, albeit with specialized instruction and accommodations as needed. Further, nearly all students are expected to take the standard high-stakes tests.” ~M. Friend, 2019, p. 126

Our focus today is planning supports and accommodations that the 90% in general education settings need in order to learn.

If there are students with disabilities in your school in a self-contained setting that are taking the FSA, how are you making sure they are receiving standards-based instruction?
Characteristics of SDI

1) Tailored to meet student needs in PLEP and address disability area /IEP goals.
2) Changes in content, methodology, or delivery of instruction.
3) Systematic, carefully planned, monitored for Students With Disabilities.
4) Provides access to the general curriculum.
5) Requires ESE expertise

If they ALL need it, it’s not SDI!!
Providing SDI

1. **Instructional Programs**
   (Read 180, Reading Mastery, Wilson Reading System, Saxon Math, Skillstreaming, Cool Kids)

2. **Increased Instructional Intensity**
   (task analysis, more examples, more practice, systematic review, smaller group)*Specialized Techniques (chaining, social stories, behavioral contracts) *Integrated Practices (engagement and participation) (choral responding, turn-n-talk, cooperative learning, technology-based apps)

3. **Learning Strategies**
   (STOP, RAP, SPLASH, POSSE, SQ4R, KWL, QAR)

~M. Friend, 2019
<table>
<thead>
<tr>
<th>Curriculum and Learning</th>
<th>Social and Emotional</th>
<th>Independent Functioning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Learning Strategies</td>
<td>· Direct Instruction in Replacement Behavior</td>
<td>· Self-Monitoring Strategies</td>
<td>· Social Scripts</td>
</tr>
<tr>
<td>· Modeling</td>
<td>· Direct Instruction in Social Skills</td>
<td>· Hand-Over-Hand Guidance</td>
<td>· Verbal/Guided Repetition</td>
</tr>
<tr>
<td>· Repeated Practice</td>
<td>· Teach Self-Regulation</td>
<td>· Instruction in Use of Equipment</td>
<td>· Auditory Discrimination Training</td>
</tr>
<tr>
<td>· Scaffolded Instruction</td>
<td>· Individual Behavior Program</td>
<td>· Verbal Prompting</td>
<td>· Augmentative and Alternative Communication (AAC) Usage</td>
</tr>
<tr>
<td>· Multi-Sensory Teaching Strategies</td>
<td>· Social Stories</td>
<td>· Task Analysis</td>
<td>· Instruction of American Sign Language</td>
</tr>
<tr>
<td>· Instruction on Using a Graphic Organizer</td>
<td>· Relaxation Strategies</td>
<td>· Mnemonics</td>
<td>· Time Delay Strategies</td>
</tr>
<tr>
<td>· Small Group Instruction</td>
<td>· De-escalation Strategies</td>
<td>· Cueing (verbal, nonverbal, visual, photo, etc.)</td>
<td>· Cloze Procedures</td>
</tr>
</tbody>
</table>
Providing SDI

Generally, SDI can be integrated into a collaborative classroom.

It is the primary responsibility of the ESE teacher to identify techniques needed to meet IEP goals and services, and incorporate them into a lesson.
Example - Secondary

Four students with IEP goals for math are in a co-taught math class and are struggling with functions. The topic has already been taught to the large class.

Triple parallel teaching groups are arranged. Worksheet problems all look the same, but have different levels of problems. The advanced group works independently to extend their knowledge, while a second group works with the teacher to ask questions as they occur, with guidance as needed. The third group, with six students (the four with IEPs and two others), is reviewing step-by-step what a function is, and how to determine output based on specific input. They act out the functions, and work with partners to solve problems related to functions. The teachers use alternative teaching the next day and several times over the next weeks to provide additional practice for varying groups of students. Warm-up activities are varied to match student needs each day, which provides yet more targeted practice.

Assessment includes formative measures to check for accuracy, along with the unit summative assessments.
LOOK AT THESE TEST SCORES! THEY'RE PATHETIC!

I'VE BEEN TEACHING FOR 20 YEARS AND EVERY YEAR MY STUDENTS DO WORSE!

KIND OF MAKES YOU WONDER WHAT YOU'RE DOING WRONG

April 1, 2002
Reassessing

1. Early in the school year make students and parents aware the work can be redone at the teacher’s discretion.

2. Require students to submit a plan for relearning.

3. Require parents to sign the original, poorly done attempt with the subsequent copies.

4. You may need to come back and address this content at a later date if the student is not ready.

“Fair isn’t Always Equal” 2nd edition by Rick Wormeli
Reassessing

1. You can only have them redo the portion they did poorly on.

2. You reserve the right to give an alternate version. We do not want them to simply memorize a test and retake it.

3. If the same student is always in need of the “redo” we need to investigate the cause.

4. If it is too overwhelming, do not allow retakes the last week of the grading period or right before report cards go out.

"Fair isn’t Always Equal" 2nd edition by Rick Wormeli
Late work

1. Does the school policy dictate how to grade late work? If not, consider taking off points but not so many that it changes the accuracy of the grade.

2. If the student is chronically late, we need to investigate the cause. We need to work with them to teach them the importance of being on time.

How do you deal with late work in a virtual environment?
SWDs

1. The most effective and accurate approach is to consider all students in the classroom as regular education students (Not only the ESE teacher’s students).

2. Both teachers need to review the student’s work and see if what accommodations are needed for the student to successfully master the standard.

3. If needed, identify what is needed to support the student.

“Fair isn’t Always Equal” 2nd edition by Rick Wormeli
Grading Scales – Consider Using a Rubric

1. Studies show that a grade based on frequent use of rubrics with clear descriptors results in a more accurate rendering of students’ mastery at the end of the grading period.

2. Consider using a 3.0, 5.0, or 6.0 rubric.

   Students and parents tend to view the 4.0 rubric as 4 = A, 3 = B, 2 = C, etc.

3. Differentiating teachers tend to use rubrics more than percentages.

“Fair isn’t Always Equal” 2nd edition by Rick Wormeli
Helpful Hints

- Provide the T or F for students and let them circle. Then you are not left to guess what they meant.
- Write definitions on the left and list of words on the right. This is helpful to SWDs.
- For students struggling with reading comprehension it is beneficial to have the “blanks” at the end of the sentences.”
- Highlight key words (three, most, least, not) so students do not lose focus on the expectations.
- Be careful of timed tests. Work towards mastery.
- Incorporate students’ names and their cultural references into test items.
- Circle or mark specific questions that SWDs need to focus on. We do not want them to get bogged down on one question and not answer the ones they could tackle.

“Fair isn’t Always Equal” 2nd edition by Rich Wormeli
CEC Quick Takes: What to Know About Student Privacy

• Virtual users can take steps before a meeting begins to be sure that they won’t accidentally share sensitive information or allow outside parties to access their meetings.

• Please make arrangements to view the YouTube session dealing with Student Privacy

• Hosts: Attorney Julie Weatherly and Dr. Kelly Grillo

https://www.youtube.com/watch?v=VG1ZWhnaXcl
Resources

• FLDOE COVID-19 Resource Page
  http://www.fldoe.org/em-response/index.stml

• FDLRS Website
  • http://www.fdlrs.org

• FIN Website
  • https://www.floridainclusionnetwork.com

• Technology & Learning Connections Website
  • www.tlc-mtss.com
    • https://at-udl.com/tools/udlideas/

• Reaching and Teaching All Math Students
  https://ttaconline.org/Document/zxbIhX_YCJOCyOtYSnAMFnyrDA2ffCU2/
  Reaching_and_Teaching_All_Math_Students-1.pdf

• BEESS PD Portal https://fl-pda.org/
  Title: Math Difficulties, Disabilities, and Discalculia

• Access Weebly
  • https://accesstofls.weebly.com
This Certificate of Participation is presented to

for attendance and successful participation in the
Meeting the Math Needs of All Students within the Virtual Environment Series
Standards-Based Instruction

May 13, 2020

A collaborative project between the Florida Department of Education and the University of South Florida

Bureau of Exceptional Education and Student Services
Florida Department of Education

Submit this certificate of completion to your district staff development office. Upon satisfactory completion of follow-up implementation and evaluation activities as indicated in the district Master In-service Plan, you may be awarded 1 in-service point for this professional development activity pending your district's approval.
Earn Up To Five Continuing Education Units (CEUs) 
Must be completed by June 26th, 2020

Meeting the Math Needs of ALL Students 
Within the Virtual Environment – SERIES

April 29th (2-3 pm) - Universal Design for Learning in Math
May 6th (2-3 pm) - B.E.S.T. Standards
May 13th (2-3 pm) - Standards-Based Instruction

• Earn one CEU for each webinar that you attend.
• Earn two additional CEUs for completing the follow-up activity after participating in the three webinars.
• Webinars are recorded, so if you miss one, you can view the recording and complete a form to earn credit.

For more information, contact srobertson@usf.edu

Webinars will take place in ZOOM. Please download prior to the presentation date. 
https://zoom.us
Math Webinar Series: Meeting the Math Needs of ALL Students Within the Virtual Environment

April 22, April 29, May 6, and May 13, 2020

Important Information

- Do you want to earn CEUs? 
- Did you miss a live webinar?

April 22 - Peer-to-Peer Support for Middle Grades Math
(Shelby Robertson, Karrie Musgrove, Tara Jeffs, Thomas Garrett, Courtney Starling, Henry Schmitges, Caren Prichard, Cindy Medici)

- Link to Recording of Webinar
- Chat Pod Contents
- Closed Captioning Transcript

April 29 - Universal Design for Learning in Math
(Shelby Robertson, Karrie Musgrove, Tara Jeffs, Thomas Garrett, Courtney Starling, Henry Schmitges, Caren Prichard, Cindy Medici)

- Link to Recording of Webinar, Password: 6@R4!&5
- Chat Pod Contents

May 6 - B.E.S.T. Standards
(Shelby Robertson, Karrie Musgrove, Tara Jeffs, Thomas Garrett, Courtney Starling, Henry Schmitges, Caren Prichard, Cindy Medici)

- Link to Recording of Webinar, Password: 1K$%1L&7
- Chat Pod Contents

May 13 - Coming soon.
<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>Strand:</th>
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</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

**Desired Results**

Identify desired results

What relevant goals (standards, course or program objectives, learning outcomes) will this design address?

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX.N.XX.N.N: Description</td>
</tr>
</tbody>
</table>

Cognitive Complexity: Level ..., Brief Descriptor

<table>
<thead>
<tr>
<th>Access Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX.N.XX.N.XX: Description</td>
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<table>
<thead>
<tr>
<th>Aligned Prior Grade Level</th>
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<tbody>
<tr>
<td>XXXX.N.XX.N.N: Description</td>
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<table>
<thead>
<tr>
<th>Supporting Access Point(s)</th>
</tr>
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<tbody>
<tr>
<td>XXXX.N.XX.N.N: Description</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deconstruct Standard Concepts</th>
</tr>
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</table>

Students will know ...

- What key knowledge and skills will students acquire as a result of this work?
- Underline Nouns/Phrases

<table>
<thead>
<tr>
<th>Deconstruct Standards Skills</th>
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</table>

Students will be able to ...

- What should they eventually be able to do as a result of such knowledge and skills?
- Circle Verbs/Verb Phrases

<table>
<thead>
<tr>
<th>Explicit Prerequisite Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills should students be proficient in prior to this standard?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implicit Skills</th>
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</thead>
<tbody>
<tr>
<td>What skills are necessary for students to access and engage with instruction and demonstrate their learning?</td>
</tr>
</tbody>
</table>

**Learning Goal:**

A learning goal is a statement of what learners will know and/or be able to do.

- "I can" statement, in student friendly language

**Essential Question(s):**

What questions will foster inquiry, understanding, and transfer of learning?

**High Probability Barrier(s):**

Wide-spread or common barriers that impact many students' engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DL provide adequate instructional time)

**High Intensity Barrier(s):**

Significant impact on individual student engagement and learning (e.g., small group & individual instruction, Differentiated Instruction (DI), aligned with learning needs)

<table>
<thead>
<tr>
<th>Instruction:</th>
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<table>
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<tr>
<th>Curriculum:</th>
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<th>Environment:</th>
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<tr>
<th>Learner:</th>
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</table>
The term "tiers" is often used to communicate a hierarchical relationship among elements in a complex system. For example, the broad instructional design of a multi-tiered system of supports (MTSS) in Florida addresses three tiers or levels of academic and behavioral support aligned to ongoing formative and interim assessments of student learning needs. Tier 1 instruction & support is provided to all students and includes differentiation to meet a variety of needs. Tier 2 is supplemental instruction and supports provided in addition to and integrated with Tier 1 instruction to smaller groups of students who demonstrate need for that level of instruction. Tier 3 is the most intensive and individualized level of instruction in addition to and integrated with Tier 1 for specific students based on unique needs. At the core of implementing a MTSS framework is the systematic use of a data-based problem solving and decision making process that must be integrated seamlessly into all systems planning.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Universal Instruction and Supports – General academic and behavior instruction and supports, based on Universal Design for Learning principles, designed and differentiated for all students in all settings.</td>
<td>Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Evidence-based instruction provided in the general education setting.</td>
<td>Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports. Evidence-based instruction provided in the general education setting</td>
</tr>
</tbody>
</table>

**Specially Designed Instruction**

Specially Designed Instruction is a service, not a place, and is not defined by where it occurs and must be provided in the least restrictive environment.

- Refer to IEP goals and accommodations
### Assessment Evidence
**Determine acceptable evidence**

**Performance Tasks:**
- Through what authentic performance tasks will students demonstrate growth toward proficiency of the standard?
- Are the performance indicators (i.e., outcomes) based on process, effort, and improvement?

**Other evidence:**
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?
- Are rubrics used to guide learners in self-assessment of progress toward mastery of the goal and to guide teachers in tracking student progress and providing feedback on progress toward accomplishing the goal?

### Test Item Specs

### Learning Experiences
**Plan learning experience(s) and instruction**

#### Essential Understandings
What learning experiences and instruction will enable students to achieve the desired results?
How will the design...

- **W** = Help the students know Where the work is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?
- **H** = Hook all students and hold their interest?
- **E** = Equip students, help them Experience the key ideas and Explore the issues?
- **R** = Provide opportunities to Rethink and Revise their understanding and work?
- **E** = Allow students to Evaluate their work and its implications?

#### Engagement Strategies
How do we assure the student engagement with the learning aligns with the cognitive complexity of the task?

#### Resources
What is readily available or what do we need to plan ahead for to develop our learning experiences and instruction?

#### Supports and Scaffolds
- **T** = Be Tailored (personalized) to the different needs, interests, and abilities of learners?
- **O** = Be Organized to maximize initial and sustained engagement as well as effective learning?
• FL Department of Education
  • Bureau of Exceptional Education and Student Services
    • Karrie.Musgrove@fldoe.org
    • Thomas.Garrett@fldoe.org
  • Bureau of Standards and Instructional Support
    • Courtney.Starling@fldoe.org

• FL Diagnostic & Learning Resources System (FDLRS)
  • schmitgesh@duvalschools.org (Henry Schmitges)

• FL Inclusion Network (FIN)
  • Caren.prichard@paec.org

• FL State Personnel Development Grant (SPDG)
  • medicic@pcsb.org (Cindy Medici)

• Problem Solving/Response to Intervention Project (PS/RtI)
  • Student Support and Academic Achievement Unit
    • srobertson@usf.edu (Shelby Robertson)
  • Technology Learning Connections Unit
    • tjeffs@usf.edu (Tara Jeffs)
Evaluation

The recording link will be available on PS/RtI’s website at:

http://www.floridarti.usf.edu/resources/presentations/2020/math_webinars/math_webinars.html

Thank you!