

MS/HS SPED Instructional Framework

Guiding Principles

Purpose • Student Engagement • Curriculum & Pedagogy • Assessment for Student Learning • Classroom Environment & Culture

Build capacity for gen ed and SPED teachers to design responsive instruction that supports a range of student needs

Instructional Practices Promote Students' Belief in Themselves as Learners

- Create student experiences that reinforce a Growth Mindset
- Build winning streaks
- Mistakes and struggles are opportunities for growth & learning

Students Learn by Doing

- Active engagement is key to learning - talking, writing, experiencing, making meaning
- Talking is learning
- Curriculum and tasks should be relevant to learners

Rigor and Access for All

- Consider principles of Universal Design for Learning
- Pacing should be responsive to individual needs
- Students can benefit from repeated exposure to concepts – cycling back to previous learning (presented in new ways) while continuing to move forward with new learning

Assess Well, Assess Frequently

- Provide explicit feedback sooner rather than later
- Adjust instruction in response to data
- Frequency of progress monitoring should be related to the “gap”
- Students track their own progress
- Students need a variety of ways to demonstrate learning
- Quality assessment guides teams in making critical decisions about instruction, placement, etc.

Student Voice and Agency

- Students express long-term goals and design individual pathway for college & career readiness
- Students understand their different strengths and abilities as learners
- Students learn to self-advocate and take ownership of their learning
- Student Talk is fundamental to learning

Inclusive Cultures

- Students learn from/with peers
- Relationships Matter

Make the Hidden Explicit

- Even within a constructivist pedagogy, there is an important role to instruction that is explicit and systematic. This includes providing models of proficient problem-solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review.

Instructional Strategies

Engagement Strategies

- Structured peer-assisted learning (students working in small groups instead of having individualized instruction)
- Use of manipulatives to increase engagement and understanding: media, audio, props
- Real-time drawing with explanation - increase engagement with visuals
- Generalizing curriculum outside of the classroom - draw connections between curriculum areas - common learning targets
- Relevant curriculum and materials – connect to students’ interests and cultural background
- Real-time descriptive feedback
- Student talk routines – promote engagement and high-level thinking

Create Desirable Difficulties & Winning Streaks

- Anticipate Misconceptions
- Select & Sequence student responses to highlight the thinking process – ensuring that a range of ideas and approaches can be part of the class conversation
- Pre-teach concepts - setting students up for success – student can be expert in the gen ed class
- Gradual Release of Responsibility
- Provide just enough support – make curriculum rigorous – not overwhelming or over-scaffolded (Zone of Proximal Development)
- Select texts carefully and intentionally (instructional level, challenge level, cultural relevance)

Make Thinking Visible

- Create thinking routines for generating ideas, organizing ideas, and digging deeper
- Modeling – Teacher think aloud
- Structures for student think aloud
- Teach students to advocate for alternative methods to demonstrate their learning

Student Talk

- Teach clear & predictable routines (and expectations) for how students share ideas & engage in class conversations (including modeling, role play, non-examples)
- Frequent opportunities for students to share their thinking with each other (with clear & familiar routines or talk structures)
- Private Reasoning Time – before students are called on to talk – particularly for students who need additional processing time
- Full Participation – strategies for students to prepare and practice how to share their thinking

Explicit Instruction

- Clear Learning Targets
- Teach Routines
- Front-loading/pre-teaching – vocabulary & skills
- Mini-lessons – address misconceptions in the moment
- Break down instruction into steps
- Provide clear models and examples – followed by gradual release

Assessment for Learning Strategies

- Student tasks connected directly to learning targets
- Clear, student-friendly rubrics for measuring progress toward learning targets
- Examples of strong and weak work
- Ongoing formative assessment - including quizzing for active retrieval
- Goal setting, self-assessment, reflection, conferring
- Descriptive formative feedback focused on specific strategies for growth
- Opportunities to revise

Visual Supports

Visual models are used for a variety of purposes in the classroom: Instruction, Tasks, Assessment
(for all students & for specific individuals)

- Tasks that require students to build meaning by creating visual representations (concept maps, public records)
- Visual Supports for Literacy – sentence frames graphic organizers, color coding, notes & reference sheets, vocabulary maps, word banks
- Anchor Charts & Public Records posted for students to see & use
- Video Modeling
- Social Narratives for group & partner work routines
- Manipulatives to increase engagement and understanding: media, audio, props
- Real-time drawing with explanation – increase engagement with visuals
- Appropriate to the age of the student & context of the class

Effective Structures

- Class, small group & individual can each be effective structures
- Flexible Grouping
- Intentional Seating
- Access to Technology (for reading, writing, organizing ideas)
- Co-Teaching - General Ed and Special Ed
- Common Planning Time
- Coordination across content areas – building relevance
- Pre-teaching content & academic skills in Academy/Achievement Center
- Team (Learning Specialists, General Ed teachers, Parent, Student, Administrators) examine data to guide decisions about instruction, placement, schedule, etc.

Resources & Assessments

In general, the main resources and assessments for special education in middle school and high school will be *the same resources and assessments* used in general education.

The resources and assessments listed here are supplementary – intended to support students as they engage with the general ed curriculum and work on developing emerging skills

Resources	Assessments
Literacy <ul style="list-style-type: none">• Achieve 3000• Step Up To Writing• Unique Learning System• IXL• Quill.org• Bookshare• Quizlet – vocabulary app• NewsELA	Literacy <ul style="list-style-type: none">• MAP• AIMSWeb• Informal Reading Inventory (IRI)• easyCBM• Qualitative Reading Inventory (QRI)• DRA
Math <ul style="list-style-type: none">• Math XL (online component of Connected Math)• IXL• Khan Academy• AbleNet Math (pre-algebra & pre-geometry)• Kuta (building math worksheets)	Math <ul style="list-style-type: none">• MAP• AIMSWeb• easyCBM
Social/Behavior/Skills/Transition <ul style="list-style-type: none">• Zones of Regulation• CIS - Transition• A 5 is Against the Law• Social Thinking Curriculum• Naviance (modules beyond gen-ed selections)• FBA/BIP• Point Sheets/Data Tracking Tools	Social/Behavior/Skills/Transition <ul style="list-style-type: none">• Naviance (modules beyond gen-ed selections)• Trax• Brigance Transition Assessment• FACTER• Task Analysis