# Special Education edTPA: Supporting Candidates

# Beginning the Planning Process

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## Agenda

- Where to begin: Focus Learner
- Research/Theory
- Planning for activities/explicit learner engagement
- Developing measurable lesson objectives
- Developing a learning Goal
- Issues with Scope and Sequence
- Communication Demands
- Assessment of Lesson Objectives
- Task 2 & 3 Issues
- Analytic Writing





### edTPA: Special Education

- One focus learner
- One learning goal
- Three five lesson objectives
- Plan and provide supports specific to the learning goal
- If learner is working on academic content, the learning goal should be address academics
- If the focus learner is not working on any academic content, select a learning goal related to an IEP goal.
- Planning for and delivering instruction and support that gives learner access to instruction and demonstration of learning





## Start with a Complete Understanding of Your Focus Learner's Abilities

According to her most recent IEP from May 2015, she learned 75 new words that were introduced during the school year; this year she was informally assessed to be proficient on the Dolch third grade list and is working on the Dolch nouns list to increase her sight word performance. On the most recent opportunities, she has shown an average fluency of 63 correct words per minute with an average of 94% accuracy. When given a text at her instructional level (which was tested to be first grade reading level), she has shown a 65% correct answers when asked who, what, where, when, why, how, and yes/no questions while reading the text. This is improved from last year, when the IEP noted that her reading comprehension was consistently 50%, which showed less growth throughout the year than her decoding and fluency growth. The learner was given a pretest on pronoun identification similar to the task that will be done in the third lesson. A passage from Making Inferences was used, and there were ten pronouns underlined. After reading the sentence with the underlined pronoun, the student was asked what/who the pronoun referred to. She gave the correct answer on 3/10 questions, indicating that her baseline pronoun identification is 30%.





### Research Based

The learning segment focuses on pronouns in order to increase comprehension. I based this decision on research done on effective strategies for teaching reading comprehension to students with Autism Spectrum Disorders (ASD), specifically the research of O'Connor and Klein (2004) based on anaphoric cuing. O'Connor and Klein found that anaphoric cuing produced a statistically significant improvement in the subject's comprehension, and therefore found this to be a successful and effective method for teaching reading comprehension to students with ASD.





## Sourcing Research

- Conduct a database search focusing on
  - The strengths/needs of your focus learner, as identified in his/her IEP
  - The academic subject/topic of your learning segment
  - The specific disability of your focus learner
  - A deep understanding of baseline data
  - The age/grade level of your focus learner
  - Known supports related to the academic content or identified needs of your focus leaner.





## Exploration of Strategies for Facilitating the Reading Comprehension of High-Functioning Students with Autism Spectrum Disorders

rene M. O'Connor<sup>1</sup> and Perry D. Klein<sup>1,2</sup>

Many students with autism spectrum disorders show good decoding combined with poor comprehension. Twenty adolescent students with autism spectrum disorders participated in study concerning the effects of three kinds of facilitation on reading comprehension. In a within subjects design, each students read passages under four conditions: answering prereading questions, completing cloze sentences embedded in the text, resolving anaphora by identifyin relevant antecedents, and control (reading only). A repeated measures analysis of variance in dicated that conditions differed significantly in their effects on reading comprehension. Post ho contrasts showed that the effects of anaphoric cuing were statistically significant and medium in size; the effects of prereading questions and cloze completion were small and not statisticall significant. Instructional implications for text preparation, remedial instruction, and the design of educational software are discussed.

KEY WORDS: Autism; Asperger's syndrome; reading comprehension; strategy.





## Develop Lesson Activities and Supports based on the Research

- A review of the research article should allow you to develop activities, which will facilitate active student engagement. Build you lessons around these activities.
- The article should also provide you with ideas for supports related to the academic content, to better meet your focus learner's needs.





## Continuing with Research

- Through a review of the discussion section, the same piece of research can then be sourced
  - to help you generate ideas about how to change/modify your instruction to better meet the needs of the focus learner (Task Two, Instruction)
  - to provide next steps for instruction, related to the focus learner's performance and the current instruction (Task Three, Assessment)





## **Connecting Specific Planned Supports to Learning Goals**

performance.



Specific Planned Support	Connection to Research/Theory
Using <u>manipulatives</u> to teach students with disabilities about fractions.	Butler, et al (2003) found that using manipulatives improved overall understanding of fraction equivalency from pretest to posttest.
Using <u>graphic organizers</u> to improve reading comprehension in students with learning disabilities.	In a meta analysis, Lim, Vaughn, Wanzek, & Wei (2004) found that using graphic organizers was associated with improvements in reading comprehension for students with learning disabilities.
Using modeling to improve academic achievement of students with disabilities.	Manset-Williamson & Nelson (2005) found explicit instructional practices, which include modeling, have been found to improve students' reading abilities, more so than less explicit intervention approaches.
Using <u>reinforcement</u> to improve academic	Sutherland, Wehby, & Copeland (2000) found that using behavior specific praise increased students' or

task academic performance.

## Clearly Defined & Measurable



- 1) Identify the Learner
- 2) Identify the Target Behavior (academic or otherwise)
- 3) Identify the Conditions of Instruction
- 4) Identify Criteria for Acceptable Performance

#### Measurable Terminology

- Understand…?
- Appreciate...?
- Characterize...?
- Recognize...?
- Judge...?
- Formulate...?
- Rationalize...?
- Evaluate...?
- Interpret...?
- Learn...?

## **Lesson Progression**



- Expect Greater Levels of Performance
- With tasks of a similar difficulty level you could expect greater performance from the focus learner from lesson to lesson (e.g., Lesson One – 7/10 trials; Lesson Two – 8/10 Trials; Lesson 3 – 9/10 Trials)
- Use Increasingly Challenging Materials, Procedures, or Tasks
- You could change the difficulty level of a task by increasing the number of items a learner must solve, by using a more challenging reading level, or by increasing the number of items in an array from which the learner must discriminate.

#### Reduce or Fade the Type or Amount of Support Provided

If using a prompting procedure you could fade the intensity of the prompts (using a gesture as opposed to a verbal prompt), you could use time delay with the prompt, or you could decrease the amount of assistance provided.

### **Alignment**



- In planning the learning segment, you will
  - Consider the needs of the focus learner as identified in his/her IEP.
  - Develop a learning goal and logically sequence 3 5 clearly defined, measurable lesson objectives to help the focus learner achieve this goal.
  - Provide specific planned supports related to the learning goal, needed for the focus learner to be successful. If possible structure supports in a logical sequence (fading) to promote independence and self-determination
  - Connect your lesson activities to grade-level standards.
  - Explicitly describe the teaching & learning activities and provision of the specific planned supports in the lesson plans.

## Developing a Learning Goal

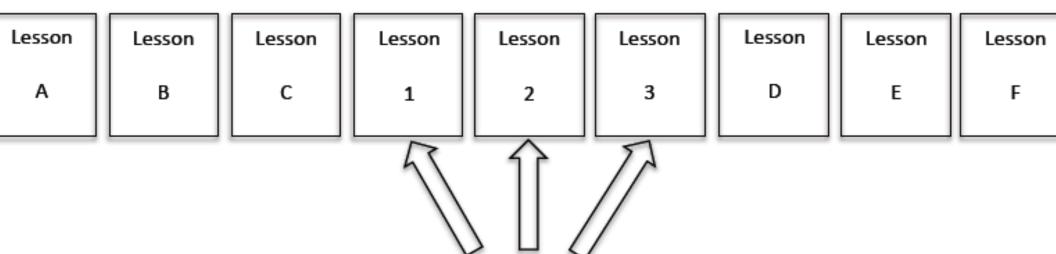


- The learning goal is something that the focus learner will achieve by participating in the lessons.
- The lesson objectives are checkpoints towards the learning goal.
- While the lesson objectives must be measurable, the learning goal does not necessarily have to be measurable.
- What can the focus learner reasonably achieve in three to five lessons?
- How much content can you reasonably cover in three to five lessons?
- The learning goal must consistently be addressed throughout all of the lessons of the learning segment.

## Issues with Scope



#### Unit of Instruction



#### **Learning Segment**

- What amount of content can/should be covered in 3 5 lessons?
- Incremental progress and logically sequenced lesson plans
- Repeating lesson plans
- Lesson plans, which cover more than one session

## **Communication Demands**

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- 4. Supporting the Focus Learner's Use of Expressive/Receptive Communication
  - a. Communication Skill. Identify and describe one communication skill related to the learning goal that the focus learner will need to use to participate in the learning tasks and/or demonstrate learning.

Consider the focus learner's strengths and needs related to the communication skill. Examples of communication skills include retelling a story, explaining a mathematics problem-solving strategy, answering questions, appropriately expressing frustration, selecting the right sign, requesting assistance, selecting a picture, starting or stopping communication, and responding to a prompt or cue.

- b. Explain how you plan to support the focus learner's use of the communication skill (planned supports for communication can include instructional strategies such as vocabulary development, modeling, guided practice; materials such as graphic organizers, dictionaries, spell-check; or accommodations such as assistive technology). Describe how the supports assist the focus learner in acquiring, maintaining, and/or generalizing the communication skill.
  - Provide an example from your lesson plans of this planned support.





## **Supporting Communication**

- The communication skill must allow the focus learner to demonstrate learning toward the learning goal
- Supports must generally facilitate the focus learner's use of the communication skill to participate in learning tasks <u>related</u> to the learning goal.
- communication skill: Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.
- communication supports: Strategies that are used to build the focus learner's goalrelated communication within a learning task. Strategies involve modeling the
  appropriate communication for learners to understand or use in a learning task as
  well as opportunities for guided practice, generalization, and maintenance.
  Communication supports also include assistive technology and other mediators.





### **Blank Assessment Record**



Assessment Record									
<b>Learning Goal:</b> Students will add fractions with like and unlike denominators.	11/4/15	11/5/15	11/6/15						
<b>Baseline data for learning goal:</b> The focus learner struggles solving mathematical operations with fractions, sometimes adding both numerators and denominators. On a pre-test he scored 3/10.									
<b>Lesson Objective 1:</b> Students will add fractions with like denominators successfully in 8 out of 10 attempts.									
<b>Lesson Objective 2:</b> Students will add fractions with unlike denominators successfully in 8 out of 10 attempts.									
<b>Lesson Objective 3:</b> Students will add fractions with like and unlike denominators successfully in 8 out of 10 attempts.									
Objective met?	yes/no	yes/no	yes/no						

## Task Analytic Recording



Measurement system that allows for recording of several components or behaviors chained together.

Objective: Josh will put on his pants independently by completing all of the steps listed in the task analysis independently for at least three days in a row. Steps Days or Sessions

- Get pants.
- 2. Place pants within reach.
- Sit down.
- Pick up the pants.
- Adjust the pants.
- Lower the pants to floor level.
- Push one foot through.
- 8. Push the second foot through.
- 9. Pull the pants up while sitting.
- Stand up.
- 11. Pull pants up around the waist.
- Button the pants.
- 13. Pull up the zipper.
- If appropriate, find a belt.
- 15. Adjust the belt.
- Pass the belt through each loop.
- 17. Buckle the belt.

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#### Prompts or Assistance:

NA: No assistance. Student completes step following completion of previous step with no assistance from teacher.

G: Gesture. Student completes step following a gesture from the teacher indicating what the student should do.

VC: Verbal cue. Student completes the step after the teacher provides a cue as to what to do, e.g., "pull them up!"

PP: Partial physical assistance. Student completes the step after teacher provides partial physical assistance.

FP: Full physical. Student completes the step only after teacher completely physically guides the student through it.

X: The student did not perform the step correctly with any level of assistance.

Direction: Use least-to-most assistance with delay of 4 to 5 seconds before moving to greater level of assistance.

#### Task One Issues

- Learning Goal and Specific Planned Supports
- Measurable Lesson Objectives



- Scope and Sequence of Learning Segment
- Connecting Instruction and Support to Research and/or Theory
- Identifying and Supporting a Communication Skill
- Presenting an Assessment Plan (Including Baseline Data)

## **Suggestions for Video**

- Video record ALL lessons
- Rehearse for camera location and sound quality



- Make it easy to identify focus learner
- Establish the context of the lesson
- Activate prior knowledge by referring to prior learning experiences
- Plan explicit engagement strategies
- If at all possible, work in the natural environment with more than one learner

#### Task Two Issues

- Two video clips totaling no more than 20 minutes
- Continuous video within clips



- Connecting instruction to prior learning and demonstrating challenge
- Providing feedback and an opportunity for learners to apply that feedback
- Using instructional strategies and supports
- Proposing changes to instruction for the learning goal and planned supports, which are based on learner strengths and needs

#### Task Three Issues



- Analyzing learner performance and identifying patterns
- Explaining how learner will use feedback
- Analyzing the communication skill
- Identifying changes to improve learning and next steps for instruction



## **Analytical Writing**



#### How else can we characterize analysis?

- The word literally means to take something apart in order to understand it; Aristotle described
  it as "illumination through disaggregation." In this sense, analysis is the opposite of synthesis.
- It is the search for a meaningful pattern in data or evidence.
- It begins with something one seeks to understand rather than something one already knows or believes.
- It is exploratory, tentative and dispassionate.
- It does not focus on the writer (beliefs, personal associations, feelings, or reactions) but rather on the topic. The author remains in the background.
- The claims it makes are carefully qualified rather than overstated or emphatic.
- It involves making interpretive leaps about evidence that are supported by logic.

Adapted from Rosenwasser and Stephen, Writing Analytically, 6th ed. (2011)

## Remaining Questions?

#### Online Community at edtpa.aacte.org

- Handbooks
- Making Good Choices
- Understanding Rubric Level Progressions
- Guide for Cooperating Teachers
- Webinars

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