



Content Connections

Special Education – Secondary Resource

This past year, BVSD Special Education teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?	
<u>Element a – Alignment</u>	
Connect Learning Environment	<ul style="list-style-type: none"> ● Include state standards in IEP goals ● Include IEP goals in lesson planning ● Awareness of IEP goals to be worked on in each class ● Instructional tasks build on key concepts to supplement core curriculum with necessary accommodations
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Include a multi-sensory approach ● Perform informal assessment to determine if students are grasping the information ● Utilize flexible small groups ● Use reteaching strategies to ensure proficiency
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● Collaborate horizontally with sending case managers ● Articulate vertical curriculum alignment with general education teachers ● Base lessons and accommodations on learning objectives of each student ● Collaborate with general education teachers to develop learning objectives based on key concepts in the content curriculum
Prepare Student for Next Level	<ul style="list-style-type: none"> ● Ongoing evaluation of student progress to determine readiness for increased successful inclusion ● For students who are transition age (8th grade and above), programming is aligned with post-secondary goals
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Implement literacy instruction and services aligned with IEP goals ● Teaches strategies to help students break down and analyze texts

	<ul style="list-style-type: none"> ● Encourage student interest in reading by providing a variety of texts
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Teach students to apply literacy skills to support generalization in an effort to achieve post-secondary goals
<u>Element c – Numeracy</u>	
Connections to Math	<ul style="list-style-type: none"> ● If a student has needs in Math, standards based goals are developed as part of the IEP ● Teach students to apply numeracy skills to support generalization in an effort to achieve post-secondary goals
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Implement math instruction and services aligned with IEP goals ● Supplemental instruction is provided to help the student access the core curriculum
<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Implement sequenced interventions and research based instructional tools/strategies to provide specially designed instruction to meet the student’s individual needs. ● Identify goals that are specific, measurable, attainable, reasonable and timebound (SMART) that align with student needs through the IEP process that align with baseline data ●
Explanations and Representations	<ul style="list-style-type: none"> ● Pre-teach, teach, and re-teach skills as necessary based on a student needs
Inquiry Methods	<ul style="list-style-type: none"> ● Direction instruction to enable participation in inquiry based learning
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Have students reflect on what they are learning and why it is significant to their post-secondary outcomes ● Annual goals and post-secondary goals aligned to address post-secondary outcomes
<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> ● Build relationships with students to become familiar with their background and prior knowledge base ● Integrate engaging activities in their instruction that relates to the students’ background and interests
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Incorporate many different teaching techniques when delivering a lesson to meet specific needs of various learners in the classroom ● Include IEP goals in lesson planning

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
Element a - Learning Environment	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Provide all students access to various activities at their individual ability level ● Maintain a positive relationship with students and families
Model Respect for Diversity	<ul style="list-style-type: none"> ● Set realistic expectations based on the students’ individual skills and abilities ● Provide opportunities to build disability awareness for typical peers and staff
Conducive for Learning	<ul style="list-style-type: none"> ● Provide appropriate and adequate materials and lessons to those working with students ● Manage behaviors professionally and effectively ● Inform staff of behavior plans and updates to plans ● Evidence of structure and classroom routines
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Encourage students to work together collaboratively ● Student schedules allow for integration with grade level peers ● Solution focused collaborative teaming observable with colleagues
Effective Student Interactions	<ul style="list-style-type: none"> ● Opportunities available for interaction and instruction with non-disabled peers
Respect for Differences	<ul style="list-style-type: none"> ● Help students understand that each person learns at a different level ● Ensure implementation of accommodations for individual students
Positive Social Relationships	<ul style="list-style-type: none"> ● Provide direct instruction in appropriate social interactions and social skills
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Questioning techniques are used that promote critical thinking and problem solving
Scaffold Questions	<ul style="list-style-type: none"> ● Break down ideas into simpler parts and find evidence to support learning
Wait Time	<ul style="list-style-type: none"> ● Allow for various amounts of response time based on student processing needs
Flexible Grouping	<ul style="list-style-type: none"> ● Instructional grouping aligns with student needs and are flexible based on assessment data.
Total Student Participation	<ul style="list-style-type: none"> ● In transition planning, using data and student interview to inform future planning ● Include student input into IEPs.

	<ul style="list-style-type: none"> ● Evidence that students participate in the development of the IEP beginning at eighth grade if not earlier ● Classroom expectations are directly taught and reinforced ● Positive behavioral support systems are in place for all students.
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Collaborate with general education teachers, other special education teachers, specialists, parents and student to provide an Individualized Education Plan
Differentiated Strategies	<ul style="list-style-type: none"> ● Collaborate with general education staff and paraeducators on implementation of accommodations, modifications and differentiation strategies for students on IEPs throughout the school day ● Vary assessment to meet all modalities of learning ● Instructional tasks build on key concepts to supplement the core curriculum with necessary accommodations
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Align instruction to standards ● Specifically designed instruction consists of explicit sequential research-based strategies in the areas of need identified in the IEP.
Challenge and Support Students	<ul style="list-style-type: none"> ● Collaborate with general education teachers, parents, and other staff to strategize effective supports and ways to challenge individual students ● Provide instruction and select accommodations that foster independence for students ● Create differentiated schedules of special education staff (i.e. teachers and paraprofessionals) that aligns with student IEP services, based on student needs, and fosters student independence
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Include all significant parties in the creation of students’ Individualized Education Plan ● Disseminate information to professionals who work with the student ● Include community programs ● Plan and hold IEP meetings with family involvement by required due dates ● Evidence of communication with parents, family and staff
Coordinate Information	<ul style="list-style-type: none"> ● Coordinate assessment accommodations for state required testing for students on caseload ● Collaborating with general education staff on program implementation for students on their caseload ● Evidence of collaboration with outside community partners when appropriate.
Seek Services and Resources	<ul style="list-style-type: none"> ● Provide information to families regarding post-secondary services.

Frequent Family Communication	<ul style="list-style-type: none"> ● Convey information in a language that is familiar to the family ● Complete progress reports for all students on their caseload at report card times and as part of the IEP present levels ● Draft IEP documents sent to families 5 days prior to meetings ● Implement a mutually agreeable home school communication system
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Use effective communication to convey expectations of all students ● Explicitly teach social emotional skills and problem solving strategies ● Behavioral expectations are clearly set for the instructional environment and positively reinforced
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Develop proactive and preventative strategies to support appropriate student behaviors
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Put in place Behavior Support Plans and ensure all staff are familiar with them ● Help staff understand and implement Behavior Support Plans for implementation across the school day ● Support monitoring of behavior plans and goals
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● When paraprofessionals are supporting students, special education teachers direct the work that is being performed by the paraprofessional through continuous planning, training and collaboration ● Ensure paraprofessionals are following individualized student plans and appropriately collecting data on student’s progress with fidelity and positively interacting with students ● Ensuring least restrictive environment is adhered to- meaning LRE percentages in the IEP and that students have access to the general education curriculum to the maximum extent appropriate as defined by the IEP. ● Implement a collaborative and integrated service delivery as written in the IEP service delivery section.

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Deliver lessons in an appropriate way to students in the resource program based on his/her IEP
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Use students’ Individualized Education Plan as a basis for learning

Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Seek professional development that addresses current research regarding best practices in the classroom
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Provide a student snapshot to general education teachers ● Collaborate frequently with teachers regarding the student's learning in the classroom
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Review student progress periodically making adjustments to the educational plan as needed
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Look ahead at students goals and create backward designed lessons/strategies/plans to help the student achieve desired goals
Student Success	<ul style="list-style-type: none"> ● Frequent and ongoing data collection systems in place to track goal acquisition
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Post, write, verbally communicate lesson objectives as a class or individually as needed
Create Authentic Discussion	<ul style="list-style-type: none"> ● Expect all students to engage in the discussion ● Include students who typically do not participate
Student Reflection on Learning	<ul style="list-style-type: none"> ● Summarize the lesson and discuss what was learned at the end of each lesson
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Differentiate lessons to incorporate all learning modalities ● Instructional tasks build on key concepts to supplement the core curriculum
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Seek appropriate available technology through various means, including the Assistive Technology Team, IT Professional Development offerings, and other BVSD departmental PD offerings
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Provide technology to students to increase access when applicable
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Use technology to engage and motivate students in learning

Digital Resources	<ul style="list-style-type: none"> ● Access and utilize technology based interventions and data collection systems for individualized student learning
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Write goals for students that would be rigorous and relevant ● Provide the specialized instruction needed to work toward the achievement of those goals
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Question students, allowing for wait time to answer critical thinking questions ● Provide direction instruction for skills necessary to access higher-order thinking and problem-solving
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Provide opportunities for the student to use their strengths to be a leader in the classroom/group setting
Varied Groups	<ul style="list-style-type: none"> ● Encourage flexibility in grouping and foster an accepting environment of all learners
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Praise and acknowledge students who are working collaboratively in groups
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Maintain a calm, professional, and respectful demeanor with all students and staff
Practice Communication Skills	<ul style="list-style-type: none"> ● Design and deliver lessons around varied levels and modes of communication and interaction/response
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Provide frequent, up-to-date academic progress reports to students and their families ● Frequent positive reinforcement including praise
Students Using Feedback	<ul style="list-style-type: none"> ● Direct instruction of appropriate social skills for accepting feedback or criticism ● Model appropriate use of feedback as examples for the students to follow
Informal Assessment Methods	<ul style="list-style-type: none"> ● Scaffold lessons as needed for students on a daily basis ● Must use effective data collection and documentation systems

