

# ***Alternate Eligible Content: Going Deeper and Making Instructional Connections Across Content Areas***

8/8/2018

National Autism Conference



Pennsylvania Training and Technical Assistance Network

# PaTTAN's Mission

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The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

# PDE's Commitment to Least Restrictive Environment (LRE)

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Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.



# Participants will:

- Evaluate examples of writing, reading, math and science Alternate Eligible Content (AEC) that are reduced in complexity
- Identify instructional supports that effectively deliver and assess learning of standards aligned content
- Demonstrate the ability to connect AEC across content areas to plan and deliver instruction
- Identify changes to the 2019 PASA

# Grade Level Curriculum + Expectations = Alignment

## Students with significant cognitive disabilities:

- receive instruction on grade level standards (**may be at a lower complexity level**) within the context of grade level curriculum ensuring that the *intent of the grade level standard remains intact.*
- use the same materials or adapted version of the materials, and appropriate assistive technology to gain access.



## On Target

## Reasons we miss the target

- Developmental or functional curriculum approaches represent “tradition” in special education
- Lack of understanding of academic standards by special education personnel
- Exclusion of special education staff in general education curriculum development and activities
- Lack of student/teacher access to and understanding of appropriate supporting technology


[Standards](#)
[Assessments](#)
[Curriculum Frameworks](#)
[Instruction](#)
[Materials & Resources](#)
[Safe & Supportive Schools](#)
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## Standards Aligned System

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.



### POWER Library

POWER Library provides access to educational resources such as e-resources, eBooks, primary source digitized materials, the statewide print catalog of materials in libraries throughout Pennsylvania, and access to a Merlot 24/7 via the Ask How PA chat with a librarian service.

- Teachers will find the e-resources subscription databases of articles, news, photographs, videos, etc) particularly useful in lesson plans.
- The rich variety of e-resources covers topics such as Biography, Business, Children's Resources, Education, Literature, STEM, and more!

The POWER Library is made possible by a grant from the Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries, and funding from the Commonwealth of Pennsylvania, Tom Wolf, Governor. © 2017

[Access the POWER Library!](#)

#### More SAS News

June 11

**PYAGS With a Purpose**  
 The power in PYAGS comes from using key PYAGS reports to inform the work you...

June 5

**EDUCATOR IN THE WORKPLACE**  
 Educator in the Work Place is an opportunity for school staff to experience...

June 1

**NOMINATE AN OUTSTANDING EDUCATOR!**  
 Nominations are open for the 2019 Pennsylvania Teacher of Year. Click here...


Standards


Assessments


Curriculum Framework


Instruction


Materials & Resources


Safe & Supportive Schools

PA Focus for ALL Students



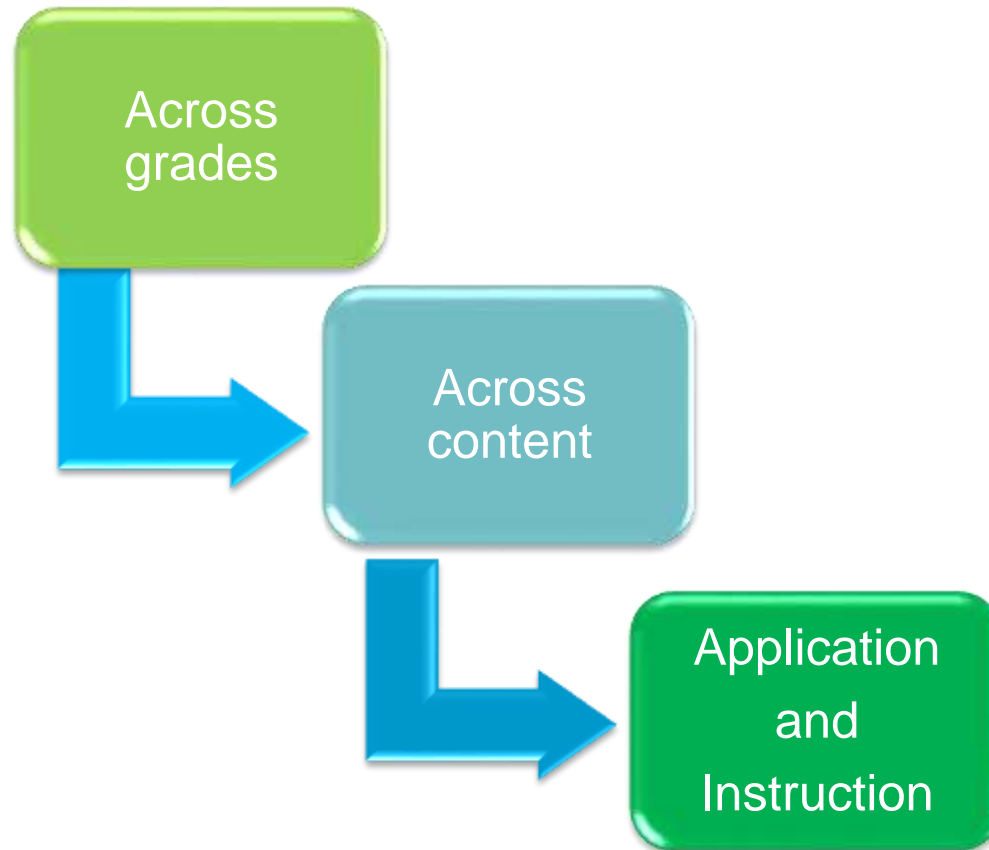
# Activity: Turn and Talk

**What is Alternate Eligible Content?**

**Where can you find it?**



# Let's First Examine Examples of AEC



# Activity

Use this chart to collect information throughout the content section.



Consider what you may already use and find helpful or something new!

## Considerations for Instructional Supports Using AEC

CONTENT	Instructional Resources	Instructional Strategies	Tips about the AEC
READING			
MATH			
SCIENCE			
WRITING			

## E03BC3.1.1a

Identify evidence that supports a connection between two points in the text.

### **Intent:**

Find evidence (word, sentence, paragraph in the text) that links two items in the text.



## Adapted Text and Example Least Complex Content Level

Arnosky, Jim  
Wild Tracks! A Guide to Nature's Footprints  
New York: Sterling, 2008. (2008)

### "Cat Footprints"

There are big cats. They are not pets.



They live outside. When they walk in the snow they leave footprints.



The big cats have claws.  
You can look at the footprints.  
You will only see the claw marks sometimes.



Below are some pictures of big cats that live outside in America:

bobcat



lynx



Adapted from: Wild Tracks! A Guide to Nature's Footprints © 2008 by Jim Arnosky  
Used with permission from Sterling Publishing Co.,  
Common Core Text Exemplars: [www.pdesas.org](http://www.pdesas.org)

Think Aloud  
about changes  
to text

### Targeted AEC

Identify evidence that supports a connection between two points in the text.

### Suggested Content Target and Example

*Given visual/object choices, show what is the alike for both sentences read.*

Listen while I read and point to 2 things from the story. Show me what is the same for both.  
(read "when they walk in the snow they leave footprints" and "you can look at the footprints")

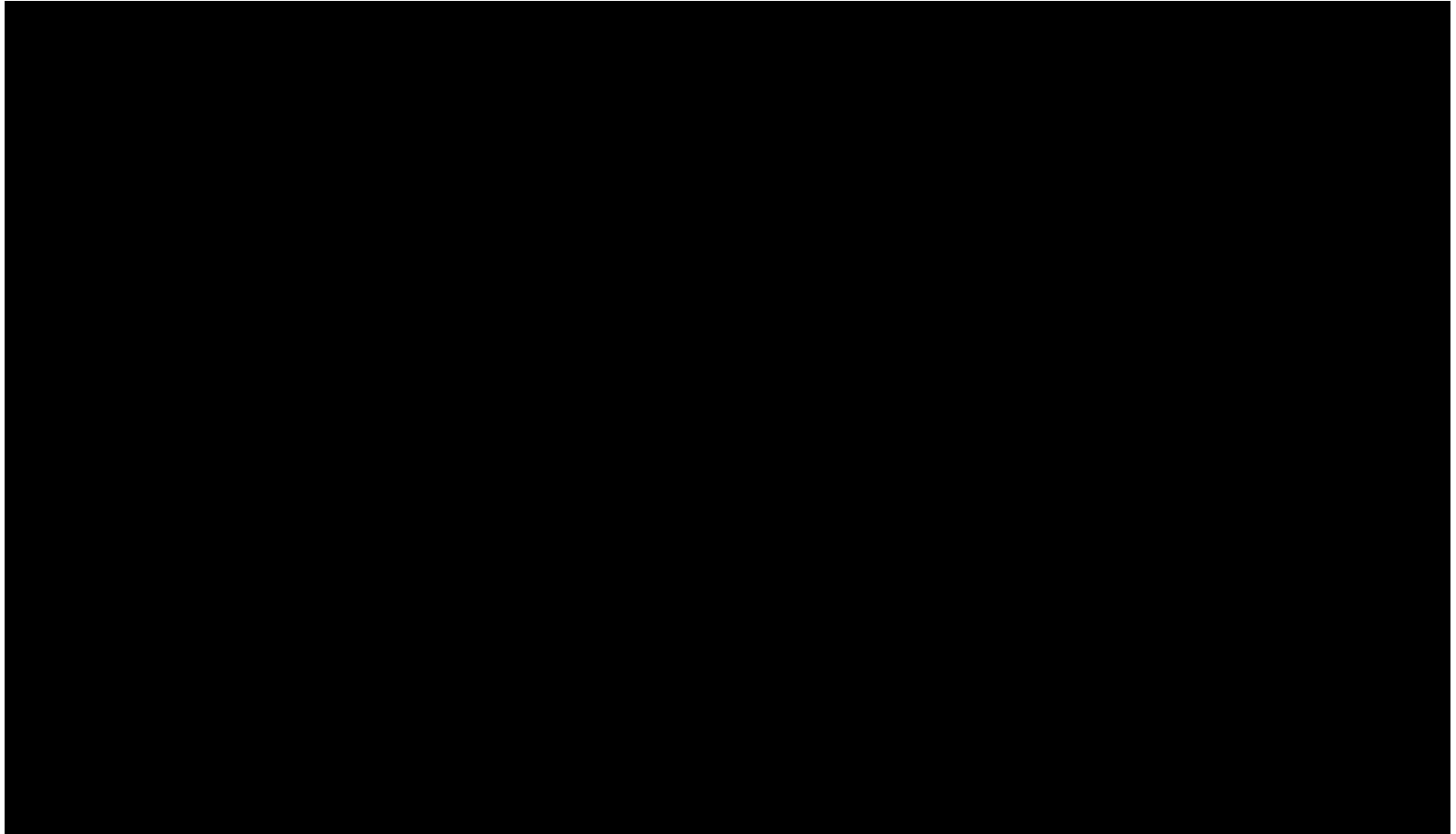


### Additional Possible AEC

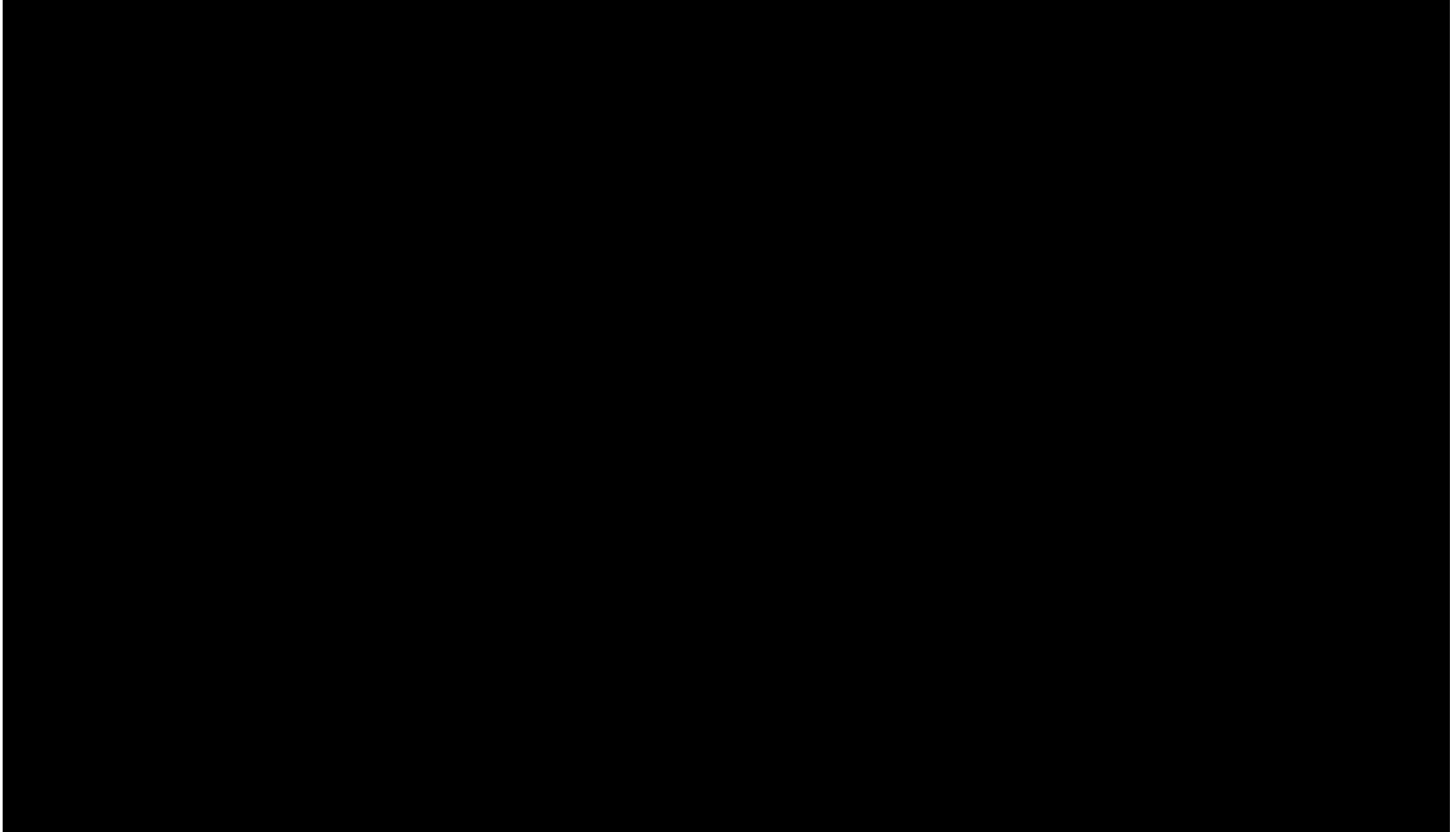
Answer a literal question about a text.

# Instruction Example

## Characters Feelings and Events



# Engagement Example Using ELA



# Activity

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- Use the instructional supports handout and add information about reading AEC and supports you viewed (1-2 minutes).
- Work in pairs or triads and share your findings.



# Math

M08CG2.1.2a

Apply the Pythagorean theorem to length/distance in a real world problem.

## **INTENT:**

Use the relationship between the three sides of a right triangle to solve a real- world problem.

*You are helping mom hang a picture. You know mom has to lean the ladder against the wall. The picture shows where mom and you want the picture to hang. Match the arrow that shows about how far up the wall the ladder should go*



NEXT



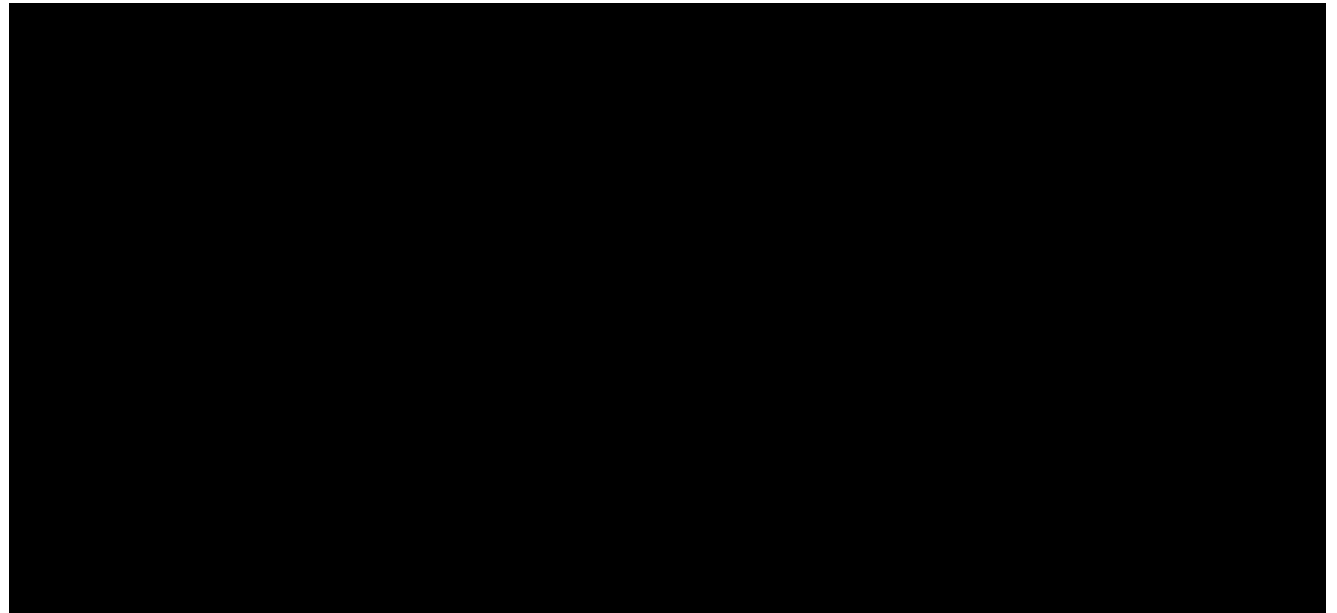
## Ian Learning Integers

# Teaching Integers: Instruction Grade 6



# Instruction: Day 4

## Where we ended up



# Activity

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- Use you instructional supports handout and add information about math AEC and supports you viewed (1-2 minutes).
- Work in pairs or triads and share your findings.

## S4B2.1.1a

Identify plants or animals that live in different environments (limited to grasslands, tundra, desert, aquatic, forest, and rainforest).

### **Intent:**

Determine plants or animals that live in different places. (e.g., cactus lives in desert, fish lives in water, bear lives in the forest, reindeer in the tundra).

## Draft Science Example S4B2.1.1a

### Least Complex Content Level

**Content Target:** Given an environment that is meaningful and familiar to the student, select the animals that make their home there.

**Example:**

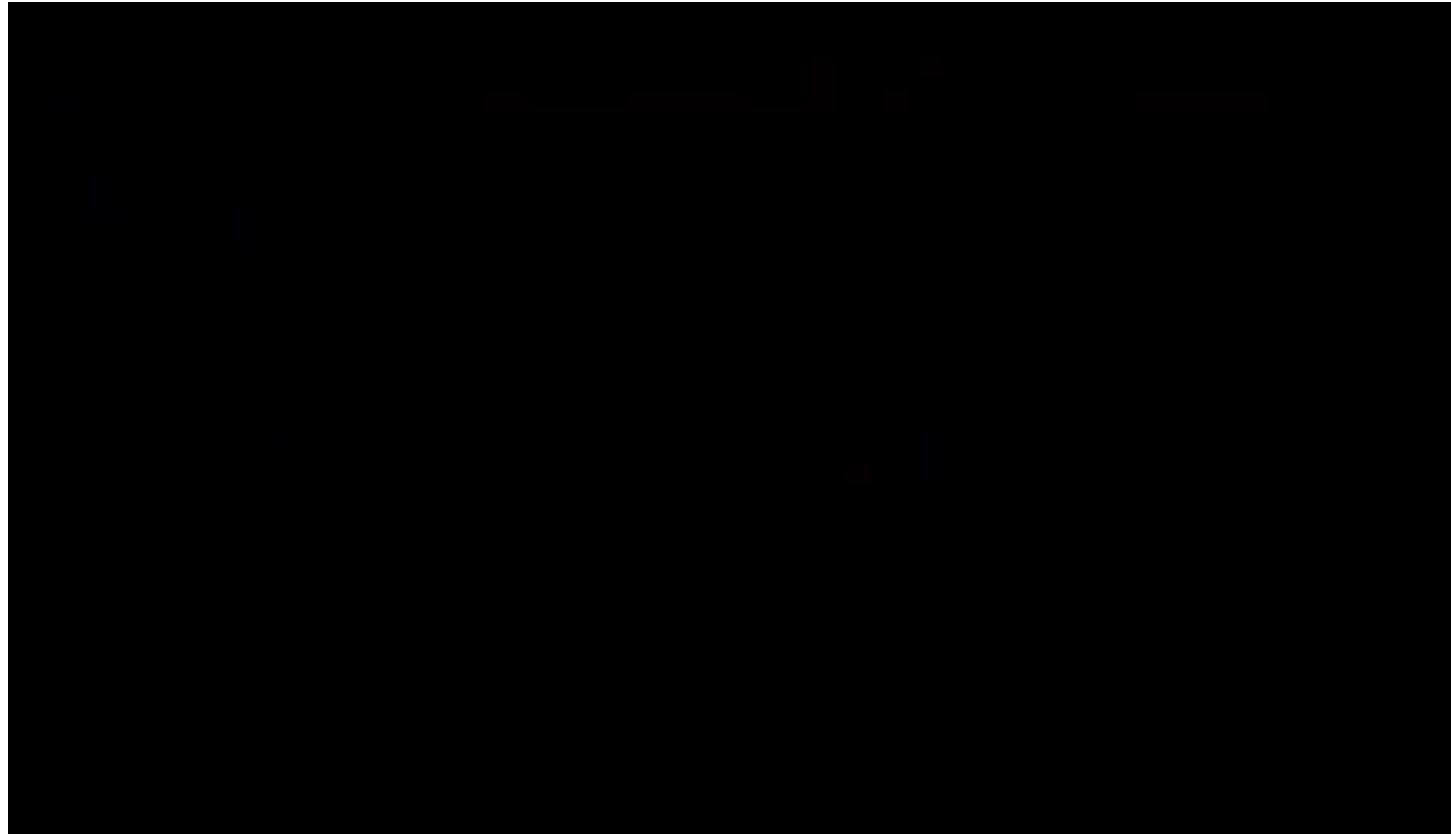
- Uses pictures/objects and environment representations that are meaningful to the student.
- Which animals live in the water?





# Tips for Science Instruction

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# IExplore

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# Activity

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- Use you instructional supports handout and add information about science AEC and supports you viewed (1-2 minutes).
- Work in pairs or triads and share your findings.

# Writing: Informative/Explanatory

E05C1.2.1a

Introduce a topic.

## **Intent**

Determine the introduction to the focus area to share factual information.

### Least Complex Content

**Content Target:** Given a pic/object/text writing prompt, select a subject to introduce a topic of shared writing. Add at least a word or picture/object to complete the sentence.

#### Example:

- Provide the student with writing prompts of specific student interest (see examples below). **Note:** Every writing prompt (picture/object selection) needs to be in the student's repertoire and he/she should have also demonstrated experiences with the selected pic/objects selected.
- Writing prompts can be pictures/objects and/or text that support the unique needs of the student in producing a writing product.
- Provide support, as applicable, to help the student complete the content target writing product.  
Options:
  - The student makes the selection and places in the blank.
  - The student makes the selection and the teacher scribes or places the selection in the blank.

I am writing about \_\_\_\_\_.

Writing prompt choices:



**Whiskers**



**Grandma**

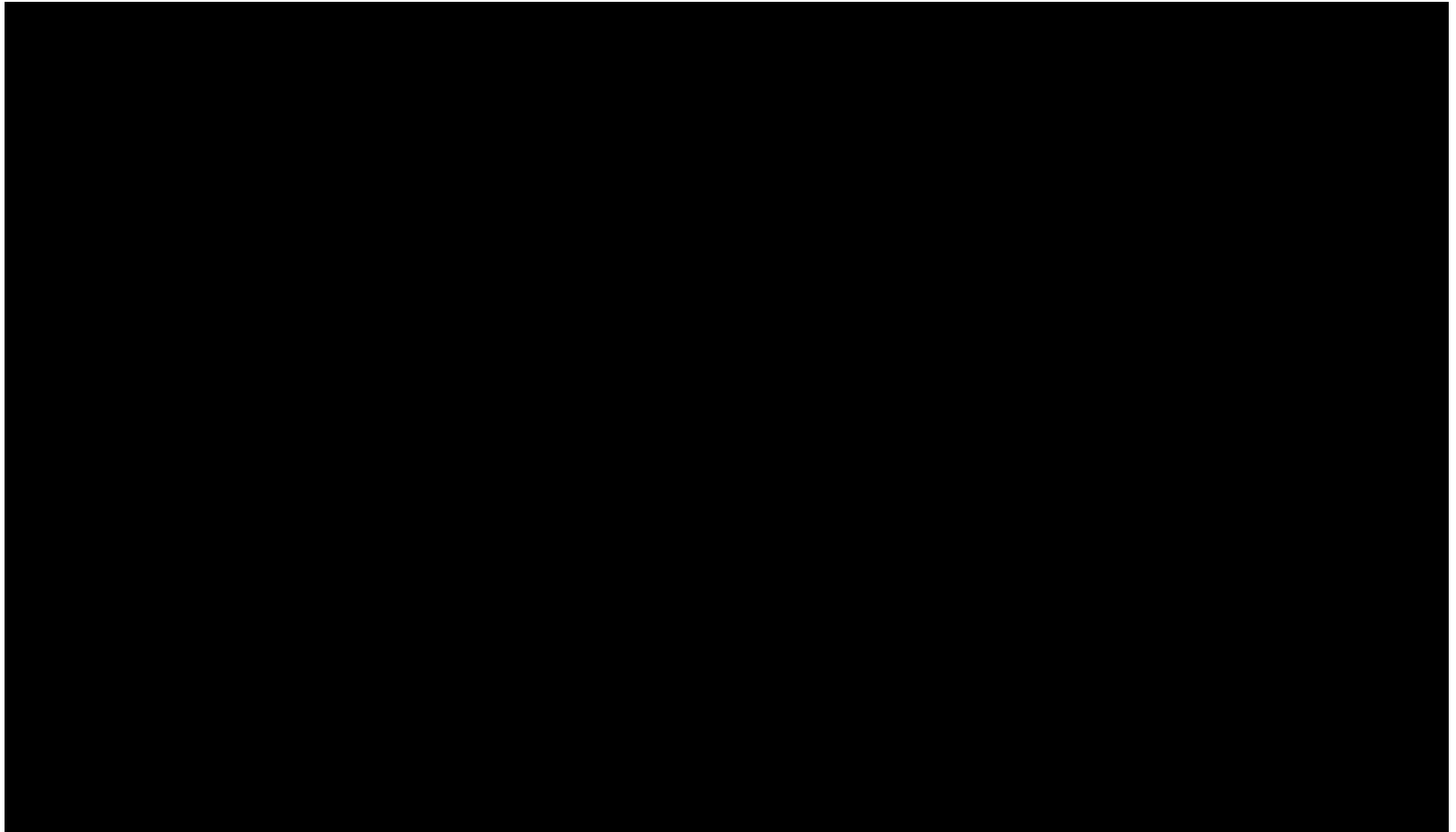


**M & M's**

**NOTE:** All selections shown above are demonstrated as "known" and to have been experienced by the mock student for the purposes of this example.

# Demonstration of Selecting a Topic

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# Activity

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- Use you instructional supports handout and add information about writing AEC and supports you viewed (1-2 minutes).
- Work in pairs or triads and share your findings.

# Resources to Support Instruction

## PA Specific

- Alternate Eligible Content documents for each content area
- Across the Grades with Intents for each content area
- Essentialized Examples in reading and math; examples in science and writing (limited)
- Standards Aligned System portal

## National

- Models Addressing Special Education and Teacher Education at <http://mast.ecu.edu/> (Ideas That Work)
- National Center and State Collaborative – curriculum and instructional resources at <http://www.ncscpartners.org/resources>



# Making Connections: Activity



## HANDOUT ACTIVITY #2

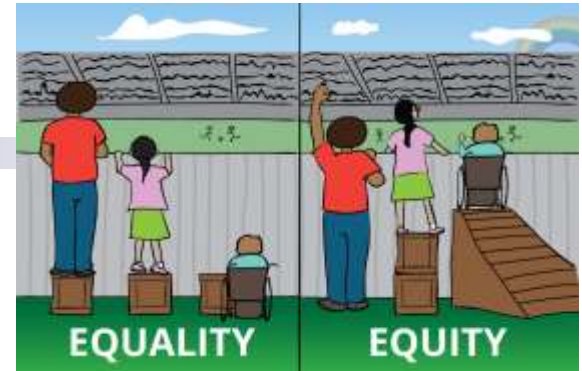
	AEC I am teaching now	AEC I am teaching now	Connections with:  Reading	Connections with:  Math	Connections with:  Science	Connections with:  Writing
Reading						
Math						
Science						
Writing						

# Making Connections: Activity



- **Teacher:** Identify the subject(s) you currently teach and the AEC you are already addressing.
- **Families and non-teaching personnel:** Identify a subject of interest and AEC that is grade level appropriate.

# Why should we do this?



- The law requires instruction and assessment aligned to grade level standards.
  - Provides full educational opportunity
  - Inclusion: context, learning and **CONTENT**
  - Least dangerous assumption
    - Students may learn if taught vs. assumption can't learn the content
  - Provides more readiness for life after high school

# Making Connections



## Science

S4A2.2.1a Select appropriate tools to perform basic measurement tasks (limited to length, weight, volume, and temperature).

S8A2.1.1a Use observations (limited to duration, weight, volume, distance, or temperature) to identify relationships (e.g., bigger/smaller, faster/slower, higher/lower).

## Math

M04DM1.1.1a Identify the appropriate unit of measurement in a real-world problem.

M06DS1.1.3a Compare points in a line plot, histogram, or on a number line

M07DS2.1.1a Compare two sets of data within a single pictograph, line plot, or bar graph.

# Making Connections



## ELA

E08BK1.1.1c Cite the most important details and evidence from the text to answer literal and inferential questions.

E03BK1.1.1b Identify details from the text to support answers to literal questions.

## Math

M08BE3.1.1a Select an algebraic equation using addition or subtraction to solve a 2-step real-world problem with one variable.

M03BO3.1.1a Solve a 1-step realworld problem involving numbers under 10 using addition or subtraction.

# Making Connections



## Writing

E06C1.1.2a Use two evidence statements to support claim.

E08C1.2.1a Use a strategy such as definition, classification, or compare/contrast, to introduce a topic.

## Science

S8C1.1.2a Use physical observations or measurements to compare density or phase changes of substances (limited to sinking/floating or freezing, melting or boiling points).

S8B1.1.3a Categorize plants or animals based on characteristic structures (e.g., seeds, leaves, fruits or mammals, invertebrates, birds).

# Making Connections: Your turn



Count off by 4's and report to the station as indicated by the poster paper in the room.

- ☐ Ones: Reading
- ☐ Twos: Math
- ☐ Threes: Science
- ☐ Fours: Writing

At the “starting station”: Using the AEC you identified through instruction or interest, discuss the AEC of the respective station that would connect. Identify how the connected AEC may be addressed in lesson or unit planning: 5-8 minutes

Rotate clockwise until you have been to all four stations.

# PASA Updates

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- Eligibility criteria
- Enrollment window
- Required training
- Test administration
- PASA writing assessment
- PASA level changes
- IEP and field resource updates



# PASA Eligibility

## **Who participates in the PASA?**

- Students with the most significant cognitive disabilities
- Grades 3-8 and 11 ELA and Math
- Grades 4, 8 and 11 Science

## **PASA Participation Guidelines**

- IEP teams make assessment decisions
- Student must meet all six eligibility criteria

# PASA Eligibility Criteria

1. By September 1 of the school year in which this IEP will be operative, will the student be in grade 3, 4, 5, 6, 7, 8, or 11?

**Yes/ No**

**AND**

2. Does the student have significant cognitive disabilities?

**Yes /No**

**AND**

3. Does the student require intensive instruction to learn?

**Yes /No**

**AND**

4. Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?

**Yes /No AND**

5. Does the student require substantial modifications of the general education curriculum? **Yes/No**

**AND**

6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students (i.e., different objectives, materials, or activities)?

**Yes/ No**

# PASA Updates

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- Updates to the six PASA Eligibility Criteria will be released during the 2018-19 school year
- Stakeholder input was garnered from across the state to determine appropriate revisions
  - Parents
  - Teachers and service providers
  - Special education administrators

# PASA Updates

- Pennsylvania continues to require 6 criteria to be met in order for a student to take the PASA.
- The updates will provide additional language and clarification within the current criteria.
- A PASA Eligibility Decision Companion tool will serve as a resource for IEP teams in making appropriate eligibility determinations based on the 6 criteria.

# PASA Updates

## 2018-19 DATES

Activity	Date
Enrollment	October 1 – November 16, 2018
Administrator Training	January 14 – February 22, 2019
Testing Window <b>ALL content areas</b>	February 25 – April 12, 2019
Materials Due to PASA	April 19, 2019
Score Reports Mailed	August 19, 2019



## ENROLLMENT WINDOW

- The enrollment window in the PASA digital system will **close** on November 16, 2018.
- Only typical changes such as a student's moves, transfers, etc. will be accepted after the window.
- All large scale enrollments after the window will be referred to BSE.

# PASA Updates



## Role of the Assessment Coordinator

- The AC is an individual who is responsible to communicate with the PASA vendor and BSE on behalf of the LEA/service provider
- BSE recommends the AC role to be filled by someone with decision making authority, such as the Special Education Administrator

# PASA Updates



## Required Training

- All Assessors and Assessment Coordinators must complete the mandatory training and test security modules in the PASA digital site
- Assessments will not be released until **ALL** required training has been completed by Assessors and Assessment Coordinators



# PASA Updates

## Test Administration

- A complete test administration cycle consists of three steps:
  - Entering the student responses
  - Recording and uploading the video performance
  - Completing the supporting documentation

If one of the steps above is omitted, scoring and/or validation can be affected.

# PASA Updates

## PASA Testing Violation Examples

- Failing to properly monitor the test administration or failing to return materials to PASA as requested
- Overly prompting the student to elicit a response
- Allowing tests to be administered by unauthorized personnel
- Providing the student with assessment questions prior to the video recorded PASA administration
- Editing videotapes to exclude incorrect responses
- Failing to properly secure test materials

# PASA Updates

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## PASA Writing

- Writing will be operational for the 2018-19 school year.
- Items will be embedded within the ELA assessment.
- Writing will be scored and counted this year.

# PASA Updates

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- PASA ELA and Math will move to tiers instead of levels
  - ELA and Math will consist of **2 tiers** instead of 3 levels
  - Consistent with the Science 2- tiered system

\*Reminder: requests for tier changes should be made by the Assessment Coordinator to the vendor.

## PASA Updates



- IEP document and annotated IEP will be updated to reflect changes to the eligibility criteria
  - Updates will also include the change in PA Chapter 14 terminology from “mentally retarded” to “intellectually disabled”
- Additional PASA resources such as a parent FAQ will be released to the field.

For more information on the PASA please visit PDE's website at  
[www.education.pa.gov](http://www.education.pa.gov)

or the PASA digital website at  
[www.pasaassessment.org](http://www.pasaassessment.org)

*The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.*



# Contact Information

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