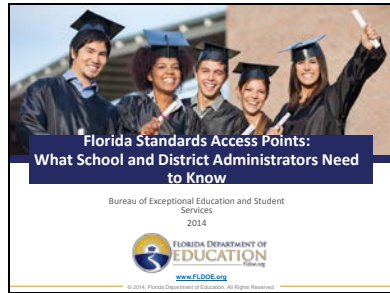
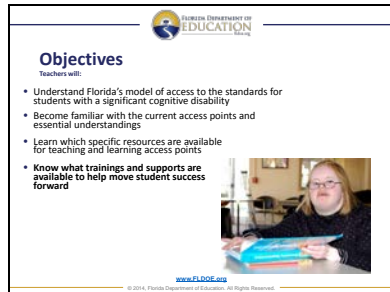


Slide 1



Welcome to the Florida Department of Education webinar on the teaching and learning of access points for students with a significant cognitive disability. This webinar is specifically designed for district and school level administrators. The webinar will last approximately 35 minutes. You can pause the webinar at any time.

Slide 2



The objectives for this webinar are; (advance slide)

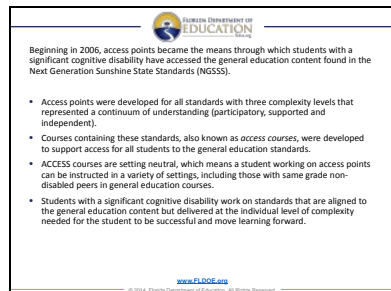
- to provide administrators with an understanding of Florida's model of access to the standards for students with a significant cognitive disability; ; (advance slide)
- to assist administrators in becoming familiar with the resources that are available to support the Access Points and Essential Understandings; (advance slide)
- along with how to locate and share the resources that are designed to assist teachers; (advance slide)
- Finally, this webinar will provide information to help administrators identify training opportunities and supports available to their districts, schools and teachers.

Slide 3



Let's take a minute to review the progress that Florida has made in regards to the teaching and learning of academic standards for students with a significant cognitive disability.

Slide 4



Beginning in 2006, access points became the means through which students with a significant cognitive disability have accessed the general education content found in the Next Generation Sunshine State Standards. (advance slide)

- Access points were developed for all standards with three levels of complexity. These levels were described as participatory, supported and independent to allow for us to conceptualize the range of students whom we served. (advance slide)
- Courses containing these standards, also known as *access courses*, were developed to support access for all students to the general education standards in the 2010-11 school year. (advance slide)
- Access courses were designed to be setting neutral, which means a student working on access

points can be instructed in a variety of settings including those with same grade non-disabled peers in general education courses. (advance slide)

- Students with a significant cognitive disability were expected to work on standards that were aligned to the general education content and were delivered at the individual level of complexity needed for the student to be successful.

Slide 5

Why do we need new access points?

- Next Generation Sunshine State Standards in math and English language arts (ELA) have been replaced with new college and career ready standards.
- The initial plan was for a new form of access to general education standards to be developed called Core Content Connectors (CCCs).
- Florida Standards were adopted by the State Board of Education in February 2014.
- Given the shift to the Florida Standards, Core Content Connectors were replaced with the access points.
- These revised access points were ready for use in 2014-15.

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New access points have been developed for various reasons. (advance slide)

As you are aware, Next Generation Sunshine State Standards in math and English Language Arts have been replaced with college and career ready standards. (advance slide)

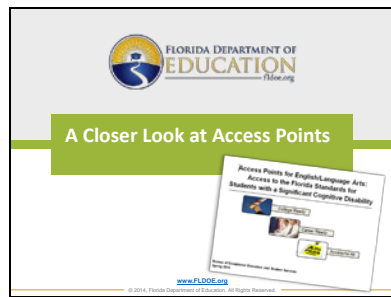
The initial plan was for a new form of access to general education standards to be developed called Core Content Connectors (CCCs). (advance slide)

In February of 2014 Florida Standards were adopted by the State Board of Education. (advance slide)

Based on this change access points were realigned and the best attributes from the CCCs were included.
(advance slide)

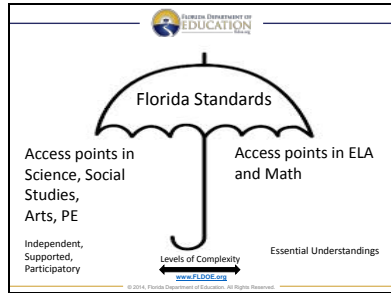
The access points for the Florida Standards were adopted by the state board in June 2014 and are approved for use beginning in the 2014-15 school year. All access courses have been revised to include the new access points in ELA and Math.

Slide 6



Let's take a look at the new access points which were developed in conjunction with the National Center and State Collaborative, the Florida Department of Education content experts, Just Read, the Bureau of Exceptional Education and Student Services (BEES), the ACCESS Project and Florida general education content experts and teachers of students with a significant cognitive disability.

Slide 7



This is a visual to illustrate access points. The umbrella represents the Florida Standards. There are differences in what access points look like as we support our college and career ready standards. Science, Social Studies, Health, Dance, Theater, Arts and P.E. access points have levels of complexity and are defined as independent, supported and participatory. Math and ELA Access Points are designed in a scaffolded hierarchy called Essential Understandings.

All access points are intended to allow fluid movement as students grow in competency. They are not meant to pigeon hole or categorize a student. Both levels of complexity and Essential Understandings help teachers disaggregate the standard into a variety of levels that may be taught in their classrooms. Regardless of the subject in which teachers are working, students have flexible access to the Florida Standards.

Slide 8


Social Studies	Math
<p>SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p> <p>SS.6.E.1.4.c Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.</p> <p>SS.6.E.1.5.a.c Recognize economic concepts as they relate to early civilization, such as scarcity and trade.</p> <p>SS.6.E.1.5.a.c Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).</p>	<p>MAFS.6.NS.2.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>MAFS.6.NS.2.4.3a Solve one-step addition, subtraction, multiplication, or division problems with fractions or decimals.</p> <p>Essential Understandings</p> <p>Concrete:</p> <p>Understand and apply the concept of addition, subtraction, multiplication and division</p> <p>Identify a fraction and decimal</p> <p>Given a context, choose the correct operation (e.g., altogether, take away)</p> <p>Representation:</p> <p>Relates fractions and decimals to pictorial representations</p> <p>Understand symbols, concepts and vocabulary: +, -, ×, ÷, fraction and decimal (a/b, a)</p>

This example demonstrates the structural differences between traditional Access Points found in Science, social studies, arts and P.E. and the new access points designed for math and ELA.

On the left is a Social Studies standard with the general education standard listed at the top and the traditional Access Points below. The “In” “Su” and “Pa” designate the levels of complexity or entry points into the standard. On the right is an example

of a new ELA Florida Standard. The general education standard is at the top of the page followed by the Access Point. The Access Point breaks down the standard into its most fundamental priority level. Access points for ELA and Math are the general education standard simplified to reduce complexity. It is important to look at these Access Points in context of the Essential Understandings.

Slide 9



Essential Understandings (EUs)

- EUs are scaffolds that disaggregate the access points to help teachers provide instruction.
- EUs **provide** a variety of entry points where a student may begin to interact with grade-level content.
- EUs **serve** as benchmarks along the continuum of learning to ensure progress toward the access points.
- EUs are **not** part of the standards.

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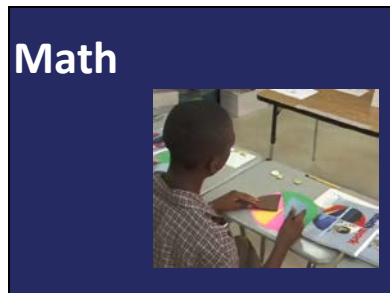
What are Essential Understandings?
(advance slide)

- Essential Understandings are scaffolds that disaggregate the Access Points to assist in the teaching and learning of the standards. (advance slide)
- They help to guide teachers in where to begin instruction allowing all students to interact with grade level content. (advance slide)
- They provide benchmarks along a continuum of complexity to ensure progress toward the access point(s). These benchmarks are meant to help teachers conceptualize what those levels of complexity may look like for individual students; they are not a checklist. Sometimes EUs will cover multiple Access Points. (advance slide)

- It is important to note that EUs are NOT part of the standards.

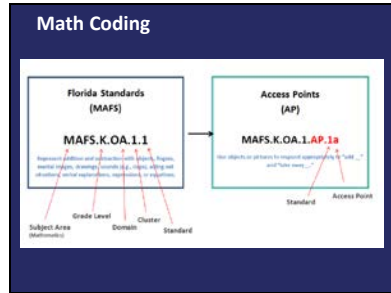
They serve as a guide to assist teachers. It is not required that every EU is used when instructing students. Teachers should use EUs for assistance in targeting entry points into a standard and as support to determine appropriate steps in the teaching process, but not as a requirement for students to achieve. Remember, students with a significant cognitive disability have individual needs which require the teacher's best judgment in moving learning forward.

Slide 10



Let's take a closer look at the specifics of the new Florida Standards Access Points.

Slide 11



This visual of the coding schema will be most helpful for teachers when they are documenting standards on lesson plans or searching for information electronically. Standards coding acts like an address for standards. It is the identifier found in all related materials and supports.

On the left side of this visual you see the coding for the Florida Standards.

Each math standard begins with MAFS which stands for Math Florida Standards

This is followed by the grade level to which this standard applies

The next coding element identifies the Domain ;

followed by the cluster number

And finally the individual standard.

On the right side of your screen you see the Florida Math Standard with the additional coding that relates specifically to Access Points. Math Access Points follow the same coding as the general education standard and are further delineated by the letters

AP that appear after the cluster.

The final number identifies the specific standard within a cluster.

Sometimes a standard will have more than one access point. This is indicated by the alpha code.

Slide 12

Math – Before	Math – After
<p>MA.K.A.1.1: Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p>Access Points: MA.K.A.1.In.a: Represent quantities to 5 using sets of objects and number names. MA.K.A.1.Su.a: Represent quantities to 3 using sets of objects and number names. MA.K.A.1.Pa.a: Indicate desire for more of an action or object. MA.K.A.1.Pa.b: Indicate desire for no more of an action or object.</p>	<p>MAFS.K.CC.1.1: Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Access Points: MAFS.K.CC.1.AP.3a: Identify numerals 1-10. MAFS.K.CC.1.AP.3b: Identify the numerals 1-10 when presented with the name of the number. MAFS.K.CC.1.AP.3c: Write or select the numerals 1-10.</p> <p>Essential Understandings:</p> <ul style="list-style-type: none">• Repeat a number after a teacher orally says the number.• Student can write or select a given number when provided with a set of base ten blocks or other manipulatives.• Match and state the numerals: 1-10.• Identify the numeral after a teacher model.

Let's take a closer look at how the Access Points have been improved and aligned with the college and career ready standards. The access point that you are viewing now is taken from kindergarten.

When looking at Access Points we always start with the general education standard. (advance slide) The standard is then built into access points. (advance slide)

The Florida Standard Access Points are further scaffolded for instructional support through the Essential Understandings.

On the left you see the math standard and access points the way we are used to seeing them. On the right, you will find the Florida Standard, Access Point and the Essential Understandings that help us break down the Access Points into smaller chunks. It is critical that we remember that Essential Understandings are fluid. They are meant to help us begin to think about the steps along the way in a continuum of learning progressions.

Teachers know their students best and must determine if additional steps are needed along the way as well as the appropriate entry point for each student. Differentiating instruction is critical to meet the needs of all students.

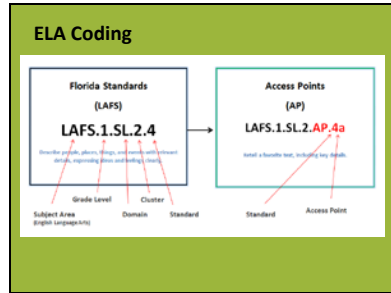
Essential Understandings will undergo continuous improvement as we receive feedback from teachers. Although the Standards and Access Points remain constant, teachers throughout Florida will be working on developing additional EUs and refining the existing EUs.

Slide 13



Now, let's take a closer look at English Language Arts which cover the domains of (advance slide) reading, (advance slide) writing, (advance slide) Speaking and Listening

Slide 14



This schema details the coding for the English Language Arts Florida Standards. You will often hear them referred to as ELA. Each ELA standard begins with LAFS which stands for Language Arts Florida Standards. The coding for ELA is exactly the same as math:

Each ELA standard begins with LAFS which stands for Language Arts Florida Standards

This is followed by the grade level to which this standard applies

The next coding element identifies the Domain ;

followed by the cluster number

And finally the individual standard.

On the right side of your screen you see the ELA Standard specific to the Access Points. ELA Access Points follow the same coding as the general education standard with the addition of the letters

AP after the cluster. This specific strand is Language Arts Florida Standard, grade 1, Speech and Language, Cluster 2, Access Point 4a

Slide 15

ELA – Before	ELA – After
<p>LA.910.1.7.2: The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.</p> <p>Access Points:</p> <p>LA.910.1.7.in.b: Identify the author's purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning.</p> <p>LA.910.1.7.Sa.b: Identify the author's purpose (e.g., inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections.</p> <p>LA.910.1.7.Pa.b: Make purposeful responses to pictures or symbols paired with words in school settings.</p>	<p>LAFS.9-10.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Access Points:</p> <p>LAFS.9-10.RI.2.AP.6a: Determine the author's point of view or purpose in a text.</p> <p>LAFS.9-10.RI.2.AP.6b: Determine/Identify the specific language/words that the author uses to advance the point of view or purpose.</p> <p>LAFS.9-10.RI.2.AP.6c: Develop and explain ideas for why authors made specific word choices within text.</p> <p>Essential Understandings: Identify what an author tells about a topic. Identify the author's purpose in telling about a topic. Identify the author's opinion about the topic. List words that provide description or detail (specificity) that an author uses in a sentence or short paragraph.</p>

As you look at this high school example of access points and Essential Understandings, think about how we can apply these standards to real world application for our students, as well as post-secondary opportunities. For example, this would be an important post-secondary skill in a work environment when thinking about an email or note from an employer. What is it that my supervisor is telling me? What is the message that I need to understand?

Slide 16

Math	ELA
<p>MAFS.6.NS.2.3 fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>MAFS.6.NS.2.AP.3a Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.</p> <p>Essential Understandings: Concrete: Understand and apply the concept of addition, subtraction, multiplication and division Identify a fraction and decimal Given a context, choose the correct operation (e.g., put together, take away) Representation: Relates fractions and decimals to pictorial representations Understand symbolic, concrete and vocabulary: +, -, ×, ÷, fraction and decimal (a/b, a)</p>	<p>LAFS.9-10.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>LAFS.9-10.RI.2.AP.6a Determine the author's point of view or purpose in a text.</p> <p>Essential Understandings: Identify what an author tells about a topic. Identify the author's purpose in telling about a topic. Identify the author's opinion about the topic. List words that provide description or detail (specificity) that an author uses in a sentence or short paragraph. Identify synonyms for specific words that an author uses (from a list, thesaurus, etc.).</p>

Now that we have looked at math and ELA individually, let's take a more in depth look at the EUs and compare Math and ELA Essential Understandings.

When the content experts began this process there was much discussion about the nature of math and the nature of ELA. They discussed how students learn these two subjects and ultimately decided that the fundamental nature of the subjects required that the Essential Understandings be written differently. (forward slide) Because of this, Math Essential Understandings are written as concrete and representation. As teachers, we need to identify where to begin with each individual student and work from that point.

(forward slide) ELA Essential Understandings are listed skills. Think about what your student can do, and then work toward the next EU. This is especially true in earlier grades in the foundational domain. As we move into

the later grades, it is possible that we can teach multiple EUs at the same time.

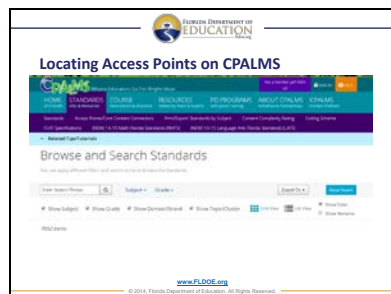
Remember that EUs are NOT part of the standards. They are resources to support teachers. It is teachers who will make the instructional decisions on the best way to instruct a student and which of the EUs are appropriate.

Slide 17



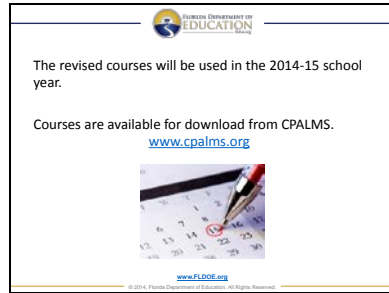
In this next section, we will review CPALMS and how you can locate and print the Florida Standards and access points, find tutorials and obtain assistance with the use of this very helpful resource.

Slide 18




Florida Standards continue to be located on CPALMS. Access Points can be located under the standards tab. CPALMS offers trainings that can be set up for your district or school which teaches participants the many ways in which one can sort standards by grade level and subject, how to use the resources and how teachers can become involved with contributing to the website.

Slide 19



The revised courses will be used in the 2014-15 school year.

Courses are available for download from CPALMS.
www.cpalms.org

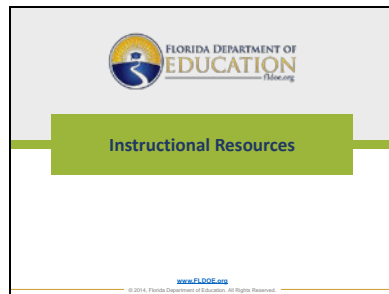



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In addition to finding the Florida Standards and access points, all access courses have been revised and are available for download on CPALMS. You can pause this screen and use the CPALMS hyperlink in this slide to go to the site.

Slide 20




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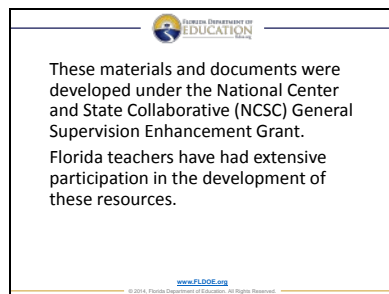
Instructional Resources


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There are a variety of resources that will help facilitate instruction of the Florida Standards for students with significant cognitive disabilities. The resources help teachers design and deliver instruction.

Slide 21




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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant. Florida teachers have had extensive participation in the development of these resources.

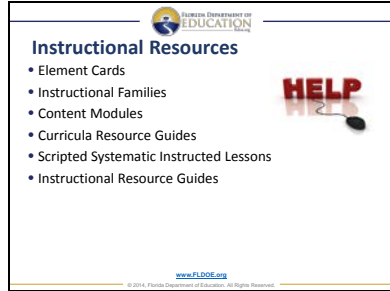
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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant. The ACCESS Project and Florida teachers have had extensive participation in the development of these resources.

Let's take a look at these together.

Slide 22



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Instructional Resources

- Element Cards
- Instructional Families
- Content Modules
- Curricula Resource Guides
- Scripted Systematic Instructed Lessons
- Instructional Resource Guides

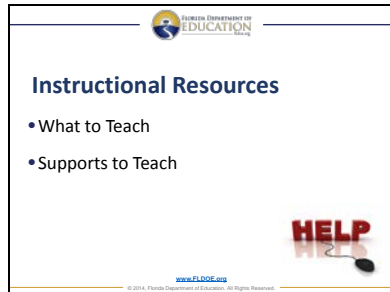
HELP

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Instructional resources include:
(advance slide for each resource)
Element Cards
Instructional Families
Content Modules
Curricula Resource Guides
Scripted Systematic Instructed Lessons
Instructional Resource Guide

Slide 23



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Instructional Resources

- What to Teach
- Supports to Teach

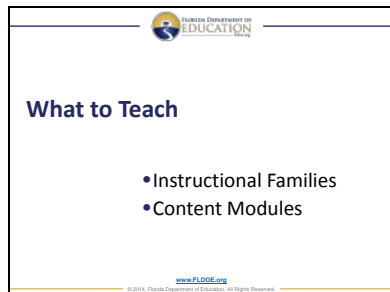
HELP

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There are a variety of resources that will help facilitate instruction of the Florida Standards for students with a significant cognitive disability. These resources help teachers design and deliver instruction.

Slide 24



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What to Teach

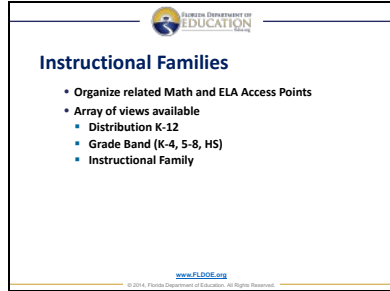
- Instructional Families
- Content Modules

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The resources can be categorized as both What to teach and how to teach it. Let's begin with the resources designed to help teachers with the What to teach. They are the Instructional Families and the Content Modules.

Slide 25



Instructional Families

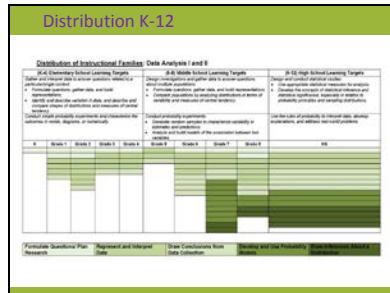
- Organize related Math and ELA Access Points
- Array of views available
 - Distribution K-12
 - Grade Band (K-4, 5-8, HS)
 - Instructional Family

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The first resource we will look at are the Instructional Families. Instructional Families provide educators with an easily interpreted visual of Access Points within and across grade bands. They are organized in three different views: (animation: advance slide) a view of K-12; (advance slide) a view by grade band (advance slide) and finally a view by instructional family. Instructional Families are very useful when planning instruction. Teachers that serve multiple grades can see skills and concepts across grades. It is also useful to see what concepts were taught prior to a particular grade level and how concepts continue to build.

Slide 26



In the first view Instructional Families are distributed from Kindergarten to 12th grade. This one is taken from Data Analysis. You will note that the key to the color coding is at the bottom of the page. For example, if you look at the very pale green bars which cover Formulate Questions/Plan Research, you will see that this Instructional Family is taught in grades K through 4

and

6th grade through high school. It is not found in grade 5.

Slide 27

Grade Band (K-4, 5-8, HS)

Overview of APs Data Analysis

APs Family School Learning Targets

Design investigations and other tasks to assess student understanding. Students:

- Develop models, gather data and assess experimental results.
- Compare patterns in graphs, data tables or plots of graphs and measure of central tendency.

Florida Standards Reporting | **Standard and Learning Target** | **How Competencies from Data Collection**

Grade Band	Standard and Learning Target	How Competencies from Data Collection
Grade 5	5-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	5-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
Grade 6	6-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	6-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
Grade 7	7-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	7-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
Grade 8	8-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	8-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.

This view presents instructional families and specific Access Points within each family by **grade-band**. This grade band shows grades 5-8 in Data Analysis. Educators can use this view to see what specific Access Points are taught in a grade.

Slide 28

Instructional Family

Instructional Families Data Analysis

APs Family School Learning Targets

Design investigations and other tasks to assess student understanding. Students:

- Develop models, gather data and assess experimental results.
- Compare patterns in graphs, data tables or plots of graphs and measure of central tendency.

Florida Standards Reporting | **Standard and Learning Target** | **How Competencies from Data Collection**

Standard and Learning Target	How Competencies from Data Collection
5-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	5-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
6-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	6-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
7-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	7-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.
8-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.	8-PS1-1: Matter is made of particles too small to be seen. An object's mass is the amount of matter it contains. Mass cannot be created or destroyed. When objects are put together, their total mass is the same as the masses of the individual objects. When objects are broken apart, the total mass stays the same.

Families covered on this view

Florida Standards Reporting | Standard and Learning Target | How Competencies from Data Collection

In the final view, Access Points are arranged in a vertical format, by Instructional Family. Remember you can pause the webinar to take a closer look.

Slide 29

Content Modules

- Provide explanations and examples of concepts contained in the Florida Standards
- Promote an understanding of concepts to assist the teacher in planning instruction
- Contain potential adaptations and modifications to consider when designing instruction
- Built in a consistent format

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Next we have the Content Modules. Content Modules are multimedia resources that provide teachers with a deeper understanding of complex concepts. It is necessary to understand the content before teaching it. Content Modules are excellent companions when planning instruction.

(read slide)

Slide 30

Content Module Design

- **Time for Take Off:** Key Vocabulary
- **Floating on Air:** List of skills covered at each grade level
- **Sharing the Sky:** Ideas for Universal Design for Learning (UDL)
- **Prepare for Landing:** Real-world applications

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Content Modules are set up in consistent sections. For each Content Module you will find: (advance slide) Key vocabulary (advance slide) A list of skills (advance slide) And ideas for UDL (advance slide) And real world applications

Slide 31

Time for Take Off

What is Vocabulary?
Vocabulary is a knowledge of words and their meanings in form and use and includes the process of acquiring and using new words and meanings and maintaining, enriching, and extending vocabulary. Vocabulary is a central element in literacy.

Building Vocabulary Words
There are many ways to learn and understand new words. One way is to read. Reading is a powerful tool for learning new words. Another way is to play word games. Word games are fun and can help you learn new words. You can also learn new words from teachers, parents, and friends. You can also learn new words from real life situations. For example, you can learn the word "bicycle" by seeing a bicycle and riding one. You can also learn new words from the things you see, hear, and feel every day.

When Is Vocabulary? Click on the PDF to learn how to choose words for your lesson.

www.flboe.org/standards/FLC/learning_standards/vocabulary/vocabulary_journal.pdf

www.flboe.org/standards/FLC/learning_standards/vocabulary/vocabulary_journal.pdf

Time for Take-off lists key vocabulary. There are examples of how to build understanding of vocabulary. In this example, the content module explains how to set up a vocabulary journal.

Slide 32

Floating on Air

Skills from LAFS.L.2.1.6.1-4

- Determine unknown and real-life meaning words based on grade-level reading and content using a range of strategies
- Use context as a clue to word meaning
- Use frequent general and specific strategies to solve word meanings
- Use general and LAFS skills to determine word meanings
- Use digital and print resources (e.g., dictionaries, glossaries, and general search engines)

ELA Florida Standards: Vocabulary Acquisition and Use - Grades K-12

L.2.1.6.1 Use context as a clue to the meaning of a word or phrase

L.2.1.6.2 Use general and specific strategies to solve word meanings

L.2.1.6.3 Use general and LAFS skills to determine word meanings

L.2.1.6.4 Use digital and print resources (e.g., dictionaries, glossaries, and general search engines)

Floating on Air includes Access Points that are covered by each module. For more complicated concepts, there is a hyperlink to an accompanying PowerPoint that will walk the teacher through an example and make suggestions for instruction. These PowerPoint are on a temporary site. As they are moved onto the ACCESS website, the electronic link will be updated. Remember that these resources are meant to remain electronic to allow for the ability to continuously upgrade.

Slide 33

Sharing the Sky		UNIVERSAL DESIGN FOR LEARNING	
Sharing the Sky	Shared Instructional Strategies	Physical Response	Labels/Visuals/Context
	Equipment	Physical Response	Labels/Visuals/Context
	Equipment	Physical Response	Labels/Visuals/Context

Sharing the Sky provides suggestions for Universal Design for Learning, or UDL, as it applies to the specific content module.

Slide 34

Prepare for Landing

Prepare for Landing

Before you will find ideas for using vocabulary acquisition to meet world applications, to engage and connect students with the world, they must first be able to understand the content of the world. This supports students' understanding of the relevance of content and will increase engagement.

Communicative Competence

Students will engage in independent reading. They will have an increased understanding of events in the world context.

Skills in accessing support systems

Students will engage in independent reading. They will have an increased understanding of events in the world context.

Prepare for Landing provides real-world applications through the skills taught in the Content Module. Note that each Content Module include ideas for (advance slide) building Communicative Competence; (advance slide) Fluency in reading, writing, math; (advance slide) age appropriate social skills; (advance slide) independent work behaviors; (advance slide) and skills in accessing support systems.

Slide 35

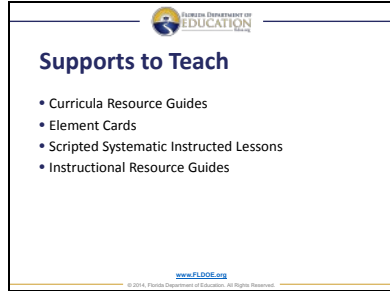
16 Content Module Topics

<p style="text-align: center;">ELA</p> <ul style="list-style-type: none"> • Author's Purpose and Point of View • Informational Writing • Main Idea, Theme, and Details • Narrative Writing • Persuasive Writing • Summarizing and Inferencing • Text Structure • Vocabulary and Acquisition 	<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> • Coordinate Plane • Expressions • Fractions and Decimals • Functions • Linear Equations • Perimeter, Area and Volume • Radicals and Exponents • Ratios and Proportions
--	---

ACCESS - a BEES discretionary project
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As you can see there are ELA Modules for Authors view, main idea, inferencing, and more. In Math we have modules such as Expressions, Functions and Ratios.

Slide 36



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Supports to Teach

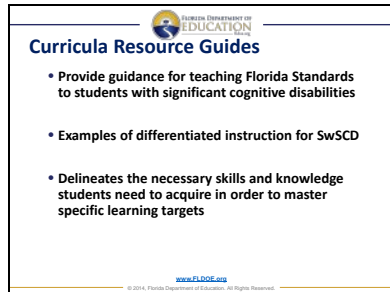
- Curricula Resource Guides
- Element Cards
- Scripted Systematic Instructed Lessons
- Instructional Resource Guides

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The remainder of the currently developed resources fall into the “how to teach” or supports to teach. They include (read slide)

Slide 37



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Curricula Resource Guides

- Provide guidance for teaching Florida Standards to students with significant cognitive disabilities
- Examples of differentiated instruction for SwSCD
- Delineates the necessary skills and knowledge students need to acquire in order to master specific learning targets

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Curricula Resource Guides explain how to teach students with the most significant cognitive disabilities and provide examples for differentiating instruction for students in multi age multi grade level classrooms. All Curricula Resource Guides follow the same organizational set up.

They

1. Provide guidance for teaching Florida Standards to SwSCD;
2. Show Examples of differentiated instruction for SwSCD and
3. Delineates the necessary skills and knowledge students need to acquire in order to master specific learning targets

Slide 38

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- Helps educators build content knowledge of the Florida Standards
- Examples of formative assessment questions

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These guides Help educators build content knowledge of the Florida Standards and provides

Examples of formative assessment questions that may be used to collect data on student progress and move learning forward.

Slide 39

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Curricula Resource Guides

ELA Math

- Reading Informational Texts
- Vocabulary Acquisition and Use
- Writing in development*

- Data Analysis
- Equations
- Measurement and Geometry
- Fractions and Decimals
- Ratio and Proportions

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There are 7 Curricula Resource Guides available at this time. There are 2 for ELA and 5 for math. Curricula Resource Guides are still under construction and will be released as soon as they are finalized.

Slide 40

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Vocabulary Definitions Examples

Definition: A number that is a multiple of another number.

Example: 12 is a multiple of 3 because 12 divided by 3 equals 4. The number 12 is a multiple of 3.

Number	Is it a multiple of 3?
3	Yes
6	Yes
9	Yes
12	Yes
15	No
18	Yes
21	Yes
24	Yes
27	Yes
30	No
33	Yes
36	Yes
39	Yes
42	Yes
45	No
48	Yes
51	Yes
54	Yes
57	Yes
60	No

Bar Graph: Shows the number of multiples of 3 up to 60. The x-axis is labeled 'Number' and the y-axis is labeled 'Number of Multiples of 3'. The data points are: 3 (1), 6 (2), 9 (3), 12 (4), 15 (3), 18 (6), 21 (7), 24 (8), 27 (9), 30 (6), 33 (11), 36 (12), 39 (13), 42 (14), 45 (9), 48 (16), 51 (17), 54 (18), 57 (19), 60 (12).

Line Graph: Shows the number of multiples of 3 up to 60. The x-axis is labeled 'Number' and the y-axis is labeled 'Number of Multiples of 3'. The data points are: 3 (1), 6 (2), 9 (3), 12 (4), 15 (3), 18 (6), 21 (7), 24 (8), 27 (9), 30 (6), 33 (11), 36 (12), 39 (13), 42 (14), 45 (9), 48 (16), 51 (17), 54 (18), 57 (19), 60 (12).

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Curricula Resource Guides provide key vocabulary, their definitions and an example of the concept.

Slide 41

1a.3 Prior Knowledge/Skills needed (can be taught concurrently)

- Number operations
- One-to-one correspondence
- Shared/Shared

2. What are some of the types of activities general educators will use to teach this skill?

2.1 Activities from General Education Resources

- **4-IP-1** Ask students to collect data (e.g., time students spend playing video games or types of values given) and then have them select the correct graphical representation to display the data.
- **4-IP-2** Have students collect graphs from a variety of sources (Internet, magazines, etc.) and sort them by type.
- **4-IP-3** Create a scaled pictograph representing observational favorite sport?
- **4-IP-4** Use line graph which charts height and weight of an individual to answer questions about the pattern of her growth?
- **2-IP-5** Give students data, such as responses to a survey about favorite dessert, and have them develop a graph with an appropriate scale to represent the data.
- **4-IP-6** Provide the same data set displayed in two different forms, the graph and circle graph. Ask students to compare and contrast the information obtained from each graph?
- **2-IP-7** Provide students with set of numbers and ask them to calculate the average?

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This section includes ideas on how to embed prior knowledge skills. In this example the concept is broken down to concepts of more and less.

Slide 42

4. What are Some Additional Activities That Can Promote Use of this Academic Concept in Real World Contexts?

- **3-IP-5** Have students collect nutrition information on their favorite foods from several fast food restaurants and graph the amount of fat and total calories for each of the items. Ask them to identify the healthiest foods displayed?
- **4-IP-2** Ask students to collect and graph the average temperatures of weather across the year in the state in which they live; then have them match the type of clothing they need to wear across the year?
- **4-IP-4** Have students graph their monthly allowance (or job earnings) and predict how long it would take for them to purchase a desired item. Encourage them to identify and incorporate items such as a laptop and a more expensive item (such as a Nintendo DS) and calculate the difference in time it would take to have the money to purchase these items.
- **3-IP-5** Ask students to research the amount of UV-B and UV-A sunlight that is emitted over time and compare this to what are considered harmful levels of each. Based on this information ask students how often they should apply sunscreen and/or how long it is safe to stay out in direct sunlight?
- **4-IP-6** Have students set a goal time for running or walking but notes. Ask them to time themselves each time they run or walk two miles and predict how soon they will achieve their goal?
- **3-IP-4** Ask students to research the cost of living for the city in which they reside. Then have them research the median wage except for 5 professions they are interested in pursuing and compare these wages to the cost of living. Ask the students if they will be able to live comfortably on these wages? Will they need to work more than one job?

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The graduation hat icon signifies Promoting Career and College Readiness and the light bulb signifies Standards for Mathematical Practice.

Florida Standards emphasize the need for content to be meaningful and applicable to real life. This is especially important to a student with a significant cognitive disability. Promoting post-secondary options, is an important component of the Curricula Resource Guides.

Slide 43

Performance Examples

Assess Point	Performance Example	Essential Understandings and Interpretations	Concrete Understandings
<p>MAFS.1.SP.2.4</p> <p>Interpret a graph to answer a question.</p> <p>MAFS.1.SP.2.4</p>	<p>Show the students the following bar graph. The students in the kindergarten class took a look at the number of books that they read. The books are shown in the graph. How are shown in one and two and three books. They are asked to show the information how many children read that many books to answer the question. For example, if girls, the color and 2 bars the answer. Ask the students the following questions:</p> <p>• How many girls read 2 books?</p> <p>• How many girls read 3 books?</p> <p>• How many girls read 1 book?</p> <p>• How many girls read 4 books?</p> <p>• How many girls read 5 books?</p> <p>• How many girls read 6 books?</p> <p>• How many girls read 7 books?</p> <p>• How many girls read 8 books?</p> <p>• How many girls read 9 books?</p> <p>• How many girls read 10 books?</p> <p>• How many girls read 11 books?</p> <p>• How many girls read 12 books?</p> <p>• How many girls read 13 books?</p> <p>• How many girls read 14 books?</p> <p>• How many girls read 15 books?</p> <p>• How many girls read 16 books?</p> <p>• How many girls read 17 books?</p> <p>• How many girls read 18 books?</p> <p>• How many girls read 19 books?</p> <p>• How many girls read 20 books?</p>	<p>Students understand that a bar graph is a pictorial representation of data. They understand that the height of the bar represents the number of items in each category. They understand that the number of bars in a category represents the number of items in that category. They understand that the number of items in a category is represented by the height of the bar. They understand that the number of items in a category is represented by the height of the bar. They understand that the number of items in a category is represented by the height of the bar.</p>	<p>Students understand that a bar graph is a pictorial representation of data. They understand that the height of the bar represents the number of items in each category. They understand that the number of bars in a category represents the number of items in that category. They understand that the number of items in a category is represented by the height of the bar. They understand that the number of items in a category is represented by the height of the bar. They understand that the number of items in a category is represented by the height of the bar.</p>

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Performance Examples provide a view of how a skill may look in an assessment format. Providing Students with a Significant Cognitive Disability opportunities to respond in and become familiar with testing formats is an important part of our instructional process as it helps them to demonstrate what they know and can do.

Slide 44

Instructional Strategies	Accommodations	Universal Design of Learning
• Use a variety of instructional materials and resources to present information and concepts in different ways and formats.	• Provide students with alternative ways to receive information and content.	• Provide students with alternative ways to receive information and content.
• Use a variety of instructional materials and resources to present information and concepts in different ways and formats.	• Provide students with alternative ways to receive information and content.	• Provide students with alternative ways to receive information and content.
• Use a variety of instructional materials and resources to present information and concepts in different ways and formats.	• Provide students with alternative ways to receive information and content.	• Provide students with alternative ways to receive information and content.

Ideas
For
UDL

Teachers are required to meet a range of student needs. Curricula Resource Guides give suggestions when teaching students with sensory differences such as: visual impairments, deafness, lack of movement or motor differences, students with extremely limited motivation attention and students who are limited in their use of speech.

Each component of Universal Design for Learning or UDL, is addressed: representation, expression and engagement.

Slide 45

Element Cards
<ul style="list-style-type: none">• Promote understanding of how students move forward within Florida Standards• Contain one or more access points• Assist teachers in developing instructional lessons

Element Cards are the next resource that we will look at. Unlike their name: Element Cards are not physical cards. They are a digital resource.

Element Cards help in promoting understanding of how students move forward within the Florida Standards,

Contain one or more Access Points and are a great resource in assisting teachers in developing instructional lessons. There are Element cards encompassing all grade levels for Math and ELA.

Let's take a closer look:

Slide 46

Florida Standard **Standard** **1.EE.6.A.6**
 One variable graph of a line graph with slope and y-intercept is labeled with m for that category. Ticker values are together, like quantities, with comparison symbols using the categories presented in a bar graph.

Access Point **AP** **1.EE.6.A.6.AP.1**
 One variable graph of a line graph with slope and y-intercept is labeled with m for that category. Ticker values are together, like quantities, with comparison symbols using the categories presented in a bar graph.

Instructional Family **Instructional Family** **Family: Draw Conclusions from Data Collection**

Essential Understandings **EUs**

Suggested Instructional Strategies **Strategies**

Supports and Scaffolds **UDL**

This is one example of a math Element Card. As you can see it begins with the Florida Standard (advance slide) Below the standard is the Access Point (advance slide) Next you will see the Instructional Family (advance slide) Please note that the instructional family is color coded in the same way that it was color coded on the instructional family resource document thus allowing for integration between resources. Following the instructional family you will find the Essential understandings (advance slide),

All element cards include sections on Suggested Instructional Strategies (advance slide) and Supports and Scaffolds or Universal Design for Learning concepts. (advance slide)

Slide 47

Florida Standards **Grades 3-5 Reading Element Card - Literary Text**

APs with EUs

Strategies

UDL

In this example you see an English Language Arts Element Card. In ELA many Access Points are very similar across multiple grades. Therefore, when the ELA Element Cards were developed, multiple Access Points were included on each Element Card.


(animate through the slide and say) They include the Florida Standard Access Point Strategies and Ideas for UDL

As you can see, these have the same components as the previous math element card that we reviewed.

Element cards encompass all grade levels for Math and ELA.

The ACCESS project is working with Community of Practice members from across the state of Florida in developing more Element Cards.

Slide 48



Scripted Systematic Instructed Lessons

Sample scripted lessons for math and ELA, organized in grade bands and utilizing:

- Prompt hierarchy
- Reinforcement procedures like restatement
- Data collection
- Evidence-based best practices
- Builds from essential understandings and increasingly more difficult

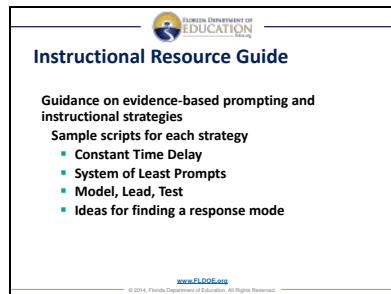
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Another resource available to teachers are the Scripted Systematic Instructed Lessons (known as MASSIs and LASSIs) which offer intensive instruction using evidence-based practices known to be effective in teaching academic skills to students with a significant cognitive disability. These lessons are built around real-world themes. Scripted Systematic Instructed Lessons come with tools such as data sheets that can be used for monitoring progress and a skills test to practice responding in an assessment context. These lessons always follow the same format. As you can see these practices are ones of which we are familiar. There are no surprises. Good instruction is good instruction.

library of MASSIs and LASSIs for our state.

Slide 52



One of our favorite resources is the Instructional Resource Guide. This guide serves as a source of information about evidence-based best practice in instruction for students with significant cognitive disabilities. The guide reviews instructional strategies that are based on theories of Applied Behavior Analysis in an easy to read and share format. You may want to share this with your ESE and general education teachers, interns and parents as you all strive to use optimal teaching strategies for students with a significant cognitive disability.

There are sample scripts for (advance slide)

- * Constant Time Delay (advance slide)

- System of Least Prompts (advance slide)

- Model, Lead, Test (advance slide)

and ideas for finding a response mode

Slide 53

Constant Time Delay (CTD)

CTD is a form of discrete teaching that can be used with students requiring a 1:1 teacher. It involves teaching a skill in a discrete series of steps. The teacher provides the student with the skill for the first few steps of the task and then gradually withdraws the support. The student can only respond to the skill when the teacher is present and the skill is presented in a discrete manner.

Zero Delay Round

When the teacher presents and demonstrates the learning goal to teach the skill the student responds. After the student's correct response:

1. Teacher says "Good!" and points to the number 1.
2. Student responds to prompt by the number 1.
3. Teacher withdraws the prompt by saying "Good! But to Breathe" and recodes the task.

Time Delay Round

After successful completion of the Zero Delay Round, the teacher says a delay time that is appropriate for the student's skill level. The delay time is given (e.g., 10 seconds) and the student is prompted to respond. The teacher says "Good!" and points to the number 1.

Full practice

1. Teacher says "Good!" and waits a moment (allowing the student to find a response to answer).

Each strategy is clearly explained. In this example we are looking at Constant Time Delay.

Zero Delay Round as well as Time Delay Round are explained in this section.

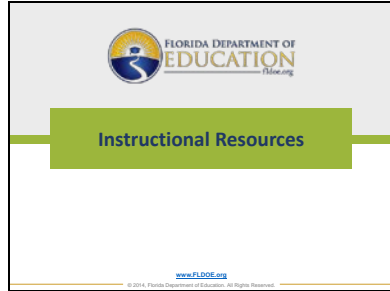
Slide 54

Sample Script for CTD (Teaching Expressive Symbol Identification)

Response	Prompt	Teacher Response	Student Response
Get math 1.1.1.1	Point to the number 1.	Good!	1
Get math 1.1.1.2	Point to the number 2.	Good!	2
Get math 1.1.1.3	Point to the number 3.	Good!	3
Get math 1.1.1.4	Point to the number 4.	Good!	4
Get math 1.1.1.5	Point to the number 5.	Good!	5
Get math 1.1.1.6	Point to the number 6.	Good!	6
Get math 1.1.1.7	Point to the number 7.	Good!	7
Get math 1.1.1.8	Point to the number 8.	Good!	8
Get math 1.1.1.9	Point to the number 9.	Good!	9
Get math 1.1.1.10	Point to the number 10.	Good!	10

This view shows you a sample script for constant time delay.

Slide 55



So, where do you find all of these great resources?

Slide 56




All of the materials that we have shared in this webinar are available on the ACCESS website.

In the future they will also be located on CPALMS. Our goal is to provide maximum access as we move the teaching and learning of academics for students with a significant cognitive disability forward in our state.


Florida Standards Access Points and Essential Understandings can also be found and downloaded from the ACCESS Website.

Slide 57



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How can I support my teachers?




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As teachers transition to the new standards and become familiar with the abundance of teaching resources available to them, they will need an opportunity to participate in training and collegial dialogue.


Slide 58



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Scheduling for Success

- Some of the most powerful learning occurs in professional learning communities.
- It is important to ensure that teachers have time in their schedules to work with their peers.



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Some of the most powerful learning occurs in professional learning communities.

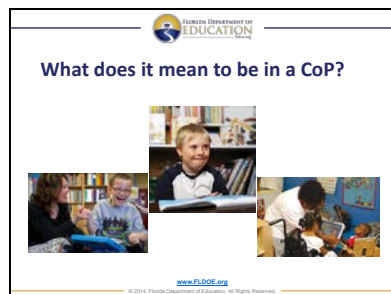
It is important to ensure that teachers have time in their schedules to work with their peers. Often teachers of students with a significant cognitive disability have an extraordinarily diverse population in their classrooms. Not only do they tend to be multi age, multi grade level classes but also have students with a wide variety of communication and technology needs that must be continuously adapted and changed for instructional purposes. These teachers typically teach all subject areas which requires time to think about and plan for academic lessons that meet the needs of all students. In many schools they are the only one who teaches students with a significant cognitive disability.

Slide 59



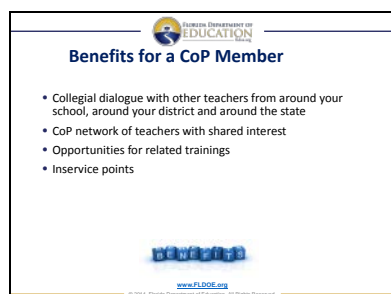
Communities of Practice are the ultimate expression of Team Work and provide an avenue to work and learn with others who have the same investment in students with a significant cognitive disability. A state wide train the trainer was held this summer, and most districts now have a local trainer. Check with your district ESE office to find out when a CoP training is going to be opening in your area.

Slide 60



Following an initial face to face training, CoP members meet virtually an average of 6 times during the school year to discuss various topics regarding their work with students with a significant cognitive disability. The CoP shares research and evidence-based best practices for instruction, assessment and communication for students with a significant cognitive disability.

Slide 61



CoP members can be found across the state of Florida. They are found in small and rural districts, and hanging out down on the beautiful beaches of South Miami. Joining this group of powerful and dedicated educators gives teachers access to collegial dialogue in many ways. As teachers of SwSCD, we often find ourselves isolated and without anyone to create or problem solve. Through the network of teachers who work together, they communicate on an Edmodo page designed just for them and opportunities to meet up at related trainings and workshops.

Building professional relationships is a huge benefit. And of course, the in-service points that they can earn is always a bonus.

Slide 62



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Contact the ACCESS Office to see which teachers are already involved in a CoP

larusso.randy@brevardschools.org

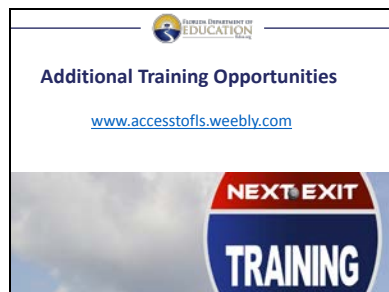


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ACCESS keeps a list of CoP members as well as participants in all of our trainings. Please contact Randy LaRusso at the ACCESS Project if you would like an up to date list of participants from your district or school.


Slide 63



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Additional Training Opportunities

www.accesstofls.weebly.com



NEXT EXIT
TRAINING

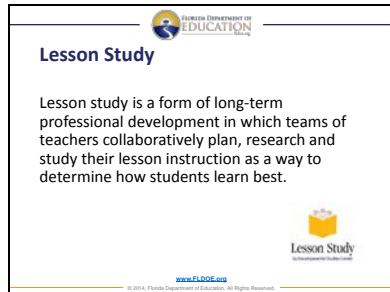
The ACCESS Project offers various trainings throughout the state to move teaching and learning forward. The ACCESS schedule of trainings is continuously updated on the ACCESS website.

Slide 64



The ACCESS Project offers several trainings to support the teaching and learning of ACCESS Points

Slide 65



Just as General Education teachers work together to streamline their educational practices, ESE teachers need the same opportunity. Lesson Study protocols help teachers take a very close look at how they are teaching to meet the needs of all students in their classroom. Lesson Study facilitation training is designed for the administrator or teacher who will facilitate the teacher group. Lesson Study Coaching is an onsite activity that provides the facilitators and teachers with hands on training and coaching.

Slide 66



Do you have a student for whom a mode of communication has not yet been identified? You may benefit from a training on Communication Strategies with Philip Schweigert. Philip is a nationally renowned researcher and trainer with an extensive background working with students with multiple impairments including dual sensory impairment. The Communication Matrix is one of the products developed in collaboration with Dr. Charity Rowland through an IDEAs That Work grant from the US DOE.

Slide 67



A webinar discussing Environmental Inventory is available. Environmental Inventory discusses how to set up a room that provides communication opportunities.

Both the Communication Matrix and Environmental Inventory are powerful formative assessments to track student progress and drive instruction forward.

Slide 68

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“Positioning, seating and mobility play a critical role in a student's ability to function in the academic setting.”

Karen Kangas

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Another opportunity for additional training is Seating for Task Performance with Karen Kangas. This training focuses on students with the most complex bodies. We invite teachers to come with the occupational and/or physical therapist from their school.

Slide 69

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On-Demand Webinar for Teachers

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Webinars are a fast and efficient way to learn about specific concepts and information. A companion webinar to this one has been specifically designed for teachers. It provides an in-depth look at the standards, access points and Essential Understandings. The teacher webinar reviews the specifics of the resources that are available for use in their classrooms. You district trainer has been provided additional training webinars that they will use when delivering instruction to your teachers.

Slide 70

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**Webinar for Teachers:
Topics for Discussion**

- Florida Standards and Access Points Coding
- Communicative Competency 1 & 2
- Universal Design for Learning 1 & 2
- MASSI
- LASSI
- Environmental Inventory
- Adobe Connect Tour
- Florida Learner Characteristic Study

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These webinars have been developed to use throughout the year as a focused learning component through the process of a Community of Practice.

The webinars and supporting materials will be provided to your teachers and are followed up with a call or virtual meeting. During this follow up session the material is reviewed and teachers have had opportunity to process the concepts with their colleagues. Two webinars on formative assessment are under

construction and should be available by October 1st. Additionally, webinars covering Element Cards and Instructional Families are in the development stages.

Slide 71



There are many supports within your district. Often teachers are unaware of these supports or how they can access them.

Slide 72



All teachers need to understand the subject area content in order to teach it in a manner that students will understand. Reading and Math coaches are a valuable resource for all teachers. Reaching out to content experts for assistance in finding resources and supports that will enhance the teaching and learning of academics in your classroom, should be encouraged. These coaches can support your ESE teachers with teaching tools that are available in your building and provide access to a

variety of training opportunities within your district.

Slide 73



Most schools have a Speech and Language Pathologist that serve their students. These SLPs have a specific knowledge base that can assist teachers in addressing the complex needs of students with communication needs who receive services through the language program. Teachers may also want to reach out to the school SLP for ideas on teaching vocabulary, comprehension skills and communication ideas.

Local Assistive Technology Specialists (LATS) are another great resource for your teachers. Watch for training opportunities in your district and from the ACCESS Project. Assistive Technology is always changing and growing. Keeping current in this arena is a full time job, and our LATS are there to help us stay abreast.

Slide 74

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Need Help?
Discretionary Projects to the Rescue!

ACCESS
Access to Florida Standards for Student Success

fin
Florida
Inclusion Network

FLRS
Florida Diagnostic & Learning Resources System

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The Florida Department of Education Bureau of Exceptional Education and their discretionary projects welcome the opportunity to serve your district. The ACCESS Project, the Florida Inclusion Network and FDLRS are all available to support your efforts in the teaching and learning of the Florida Standards. You can contact any of the discretionary projects that serve your district to assist you with finding the right person to answer your questions and get the help you want.

Slide 75

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For More Information:

- Randy LaRusso
321-242-6400 ext. 5115
Larusso.randy@brevardschools.org
- Christi Filakosky
321-269-2326 ext. 4040
Filakosky.Christina@brevardschools.org

ACCESS Virtual Office
<http://tinyurl.com/accesstoffs>

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For additional questions or assistance related to Access Points and Essential Understandings, please do not hesitate to contact the Access Office directly.

Slide 76

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Thank you!

[f](#) [t](#) [v](#) [p](#)

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Thank you for watching this webinar on the Florida Standards for students with a significant cognitive disability. Your service to students in the Florida educational system is greatly valued.