

A Guide to Content Connectors

Project SUCCESS
Back-to-School
Webinar Series

Fall 2020

*Before we get started,
please introduce yourself
in the chat box!*

Name
Role
District



PUBLIC[™]
CONSULTING GROUP



www.projectsuccessindiana.com



Ashley Quick

- ☀ Special education teacher for 10 years
- ☀ Gap year... or two or three...
- ☀ Subject Matter Expert with Public Consulting Group for three years



Heidi Brett Baker



- ❖ Special education teacher for 14 years
- ❖ School administrator for 15+ years
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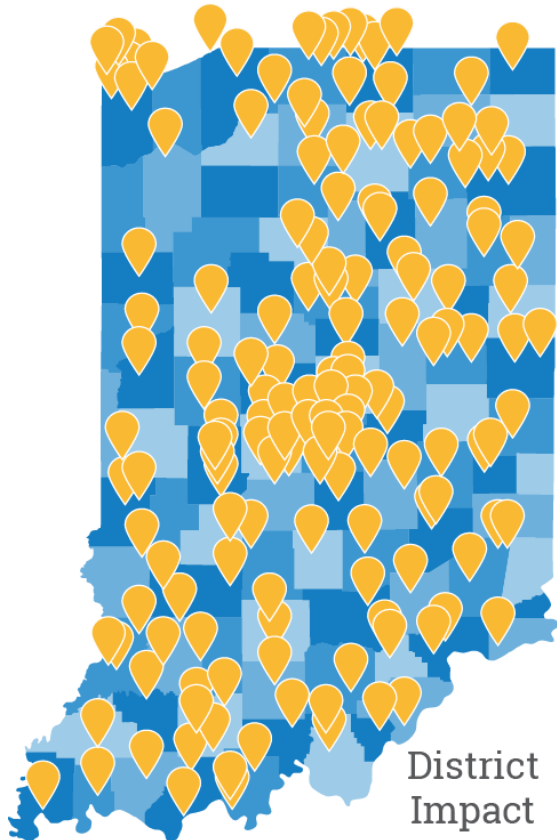


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Project SUCCESS

Project SUCCESS supports districts to ensure that students with significant disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:	Inclusion and Equity for SWSID	Unpacking Content Connectors	Curriculum Mapping	Goal Writing	Distance Learning for SWSID
Types of Support:	On-site Professional Development	Summer Institutes	Webinars	State/National Conferences	Online Tools and Resources



“As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum.”

372 participants at our 2018 and 2019 Summer Institutes

9,514 attended or viewed webinars

34,322 views/downloads of Content Connector resources

211 Indiana districts supported since 2014

10 schools selected as 2020-2021 Model Sites

37,485 views/downloads of curriculum and instructional resources

Indiana Resource Network

See a full list of resource centers and descriptions of their work at

www.doe.in.gov/specialed/indiana-resource-network



www.projectsucceedindiana.com

HOME ABOUT RESOURCES EVENTS CONTACT
EDUCATORS
ADMINISTRATORS
RESOURCES BY DISTRICT
DISTANCE LEARNING



Educator Resources & Tools

CONTENT CONNECTORS

Content Connectors

[Vertical Alignment \(K - 5\)](#)

[Vertical Alignment \(6 - 8\)](#)

[Description of the Blueprint](#)

UNIVERSALLY DESIGNED LESSON PLANS

Lesson Plan Development Webinar (20:44)

UNPACKING CONTENT CONNECTORS

Academic Language (ELA)

CURRICULUM SUPPORTS

Curriculum Resource Webinar (18:04)

CURRICULUM MAPPING

[Scope and Sequence Work Group](#)

DEVELOPING STUDENT SCHEDULES

[Balance Activity](#)

INSTRUCTIONAL RESOURCES

Constant Time Delay

ACCOMMODATIONS AND MODIFICATIONS

Accessibility Supports - Accommodations

TRANSITION SUPPORTS

Activities for Teaching Employability, Transition, & Life Skills

AAC AND COMMUNICATION RESOURCES

[Core Vocabulary Handout](#)

[Core Vocabulary Presentation](#)

[Core Vocabulary Posters \(Zip\)](#)

[Visual Supports*](#)

*PATINS Project has provided this guidance document of resources for students using AAC during distance learning.

IEP GOAL WRITING

Activities for Goal Writing Template

DISTANCE LEARNING SUPPORT DOCUMENTS

See All Distance Learning Resources

Consolidated Distance Learning Resource List

[Teacher Tutorials](#)

Administrators Resources & Tools

IEP GOAL WRITING

[Goal Writing Template](#)

[Writing Standards-Aligned IEP Goals \(2017\)\(39:31\)](#)

[IEP Goal Writing Aligned to Content Connectors \(2020\) \(44:38\)](#)

[Presentation](#)

[Guide](#)

[Admin Goal Template](#)

BLOG POSTS

[Blog Post: Utilizing Paraprofessionals to Support Virtual Learning by Amy Howie](#)

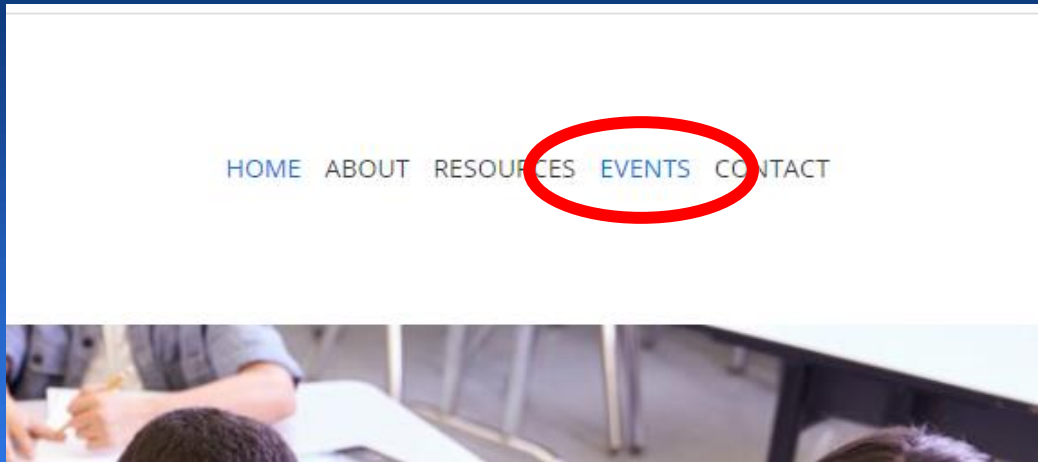
[Blog Post: Supporting Students with Significant Intellectual Disabilities by Meredith Keedy-Merk](#)

DISTANCE LEARNING SUPPORT DOCUMENTS

[See All Distance Learning Resources](#)

[Consolidated Distance Learning Resource List](#) ▼

[Back to School Resources](#)



Conferences & Other Presentations

2020 Back-to-School Webinars

Agenda

- 1. Introductions & Project SUCCESS Overview**
- 2. Content Connectors 101**
 - The 5 Ws of Content Connectors (Who, What, When, Where, Why)
- 3. Content Connectors 102**
 - The 'How' (Tools and Resources; how to share with gen ed teachers, paras, and families)
- 4. Questions and Next Steps**
 - Upcoming training opportunities

Objectives

Participants will be able to...

- Describe Content Connectors using the 5 Ws
 - Who, What, When, Where, Why
- Explore ways to share and implement Content Connectors across roles and settings
- Identify High Leverage Practices that align with the sharing and implementation of Content Connectors



On a scale of 1-5:

How familiar are you with
Content Connectors?

How comfortable are you
with implementing Content
Connectors in instruction?

1 = not at all

...

5 = completely

Content Connectors 101

WHO: Students with Significant Disabilities

The CCC concurs that 4 criteria are met:

1. Disability significantly impacts *intellectual functioning* and *adaptive behavior*.
2. Student requires *extensive, repeated*, and *individualized* instruction and support that is not temporary.
3. Student uses *substantially* adapted materials and *individualized* methods of accessing information.
4. IEP goals are linked to alternate standards.*



Alternate Assessment

[Participation guidance](#)

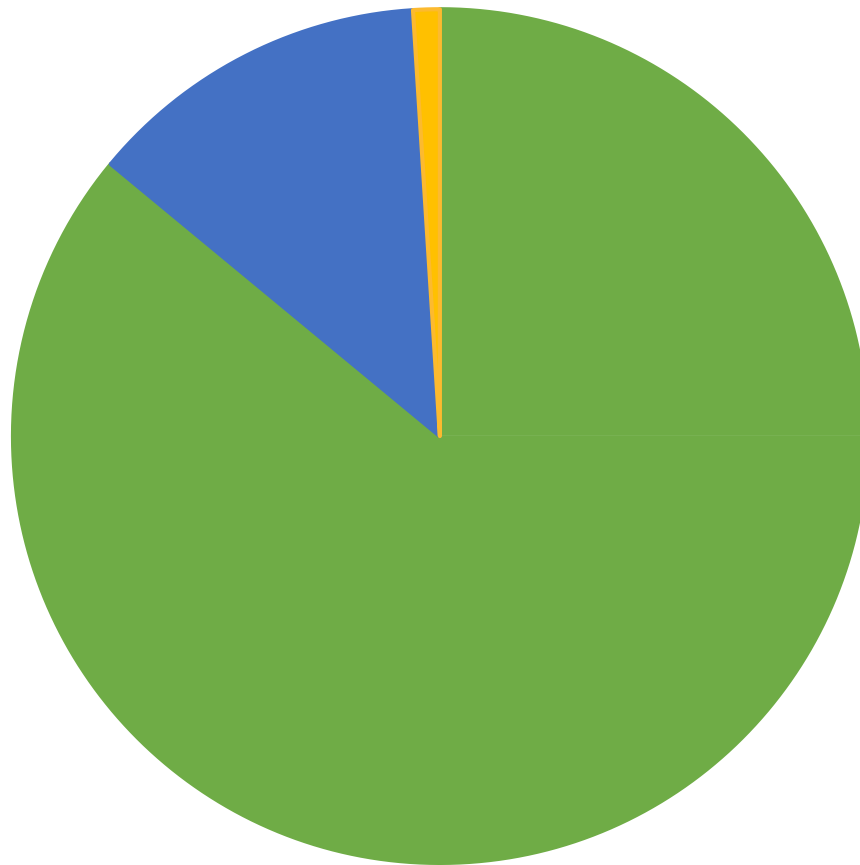
[Participation FAQ](#)

[Participation decision flowchart](#)



What Does 1% Mean?

Students (ages 3-21)



- Students with **no** identified disability
- Students with **'mild'** disability
- Students with **'significant'** disability

WHAT: Indiana's Alternate Academic Standards

- Condensed (*not easier!*) versions of the Indiana Academic Standards
- Highlight the knowledge and skills necessary for students to reach learning targets at each grade level

✓ **Comparing Content Connectors and Indiana Academic Standards:**
[ELA](#), [Math](#), [Science](#), [Social Studies](#)

✓ [Vertical Alignment](#)

✓ [Description of Blueprint](#)

All content connectors are important for *instruction*; not all are important for *assessment*.



Comparing Content Connectors & Indiana Academic Standards

NUMBER SENSE

Indiana Academic Standards	Content Connectors
<p>MA.3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</p>	<p>MA.3.NS.1.a.1: Read, demonstrate, and write whole numbers up to 200, in standard and word form.</p>
<p>MA.3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.</p>	<p>MA.3.NS.2.a.1: Compare two whole numbers up to 200 using $>$, $=$, and $<$ symbols and words.</p>
<p>MA.3.NS.3: Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size $1/b$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]</p>	<p>MA.3.NS.3.a.1: Identify the numerator of a fraction.</p>
	<p>MA.3.NS.3.a.2: Identify the denominator of fractions to halves, thirds, and fourths.</p>
	<p>MA.3.NS.3.a.3: Identify halves, thirds, fourths of a whole.</p>
<p>MA.3.NS.4: Represent a fraction, $1/b$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>	<p>MA.3.NS.4.a.1: Locate given common unit fractions (i.e., $1/2$, $1/4$) on a number line that has a value between 0 and 1.</p>





What questions
do you have so far?

WHEN: Lesson plans, instruction, IEP goals, I AM

[Project SUCCESS
Lesson Plan Template](#)

[Project SUCCESS
Lesson Plan Webinar](#)

[Project SUCCESS
IEP Goal Writing
Webinar](#)

[I AM Blueprints w/
Content Connector
priority](#)

Lesson Overview			
Learning Objective(s)	Today I will... So that I can... I am successful when...		
Standard(s)	Indiana Academic Standards:		
	Content Connectors:		
Skills and Knowledge	Emerging-Tier 1: Students at this level require maximum support in skills learning aligned to Content Connectors (e.g. visual pictures, choosing a single picture, errorless learning, choice making). <i>*What is the Content Connector asking students to be able to do? (verbs)</i> <i>*What is the Content Connector asking students to know? (key concepts)</i>	Developing-Tier 2: Students at this level will use picture supports aligned with texts, choice making, and will need more teacher guided support, while working on skills aligned to the Content Connector.	Applied-Tier 3: Students at this level are expected to reach the highest level of independence and complete skills aligned directly to the Content Connector.
Vocabulary	Academic Language English Language Arts IDOE Literacy Framework Academic Language Mathematics		



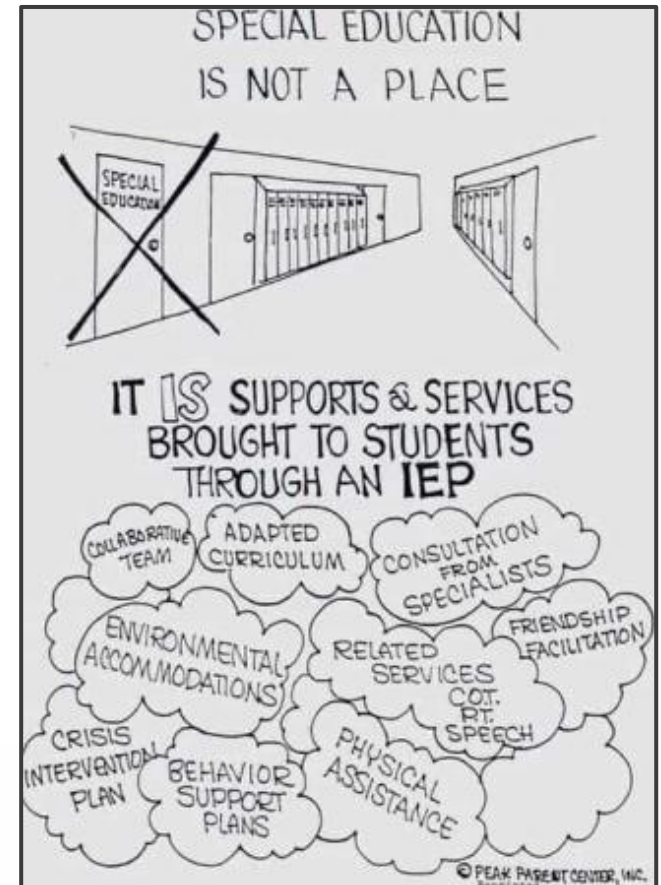
WHERE*: Least Restrictive Environment

- ✓ General education setting when appropriate
- ✓ Spending as much time as possible with nondisabled peers

Source: *Dear Colleague Letter*, US Department of Education, Office of Special Education and Rehabilitative Services, 11/16/15

“Placement in inclusive classrooms **does not interfere with the academic performance of students without disabilities** with respect to the amount of allocated time and engaged instructional time, the rate of interruption to planned activities, and students’ achievement on test scores and report card grades.”

York, Vandercook, MacDonald, Heise-Neff & Caughey, 1992

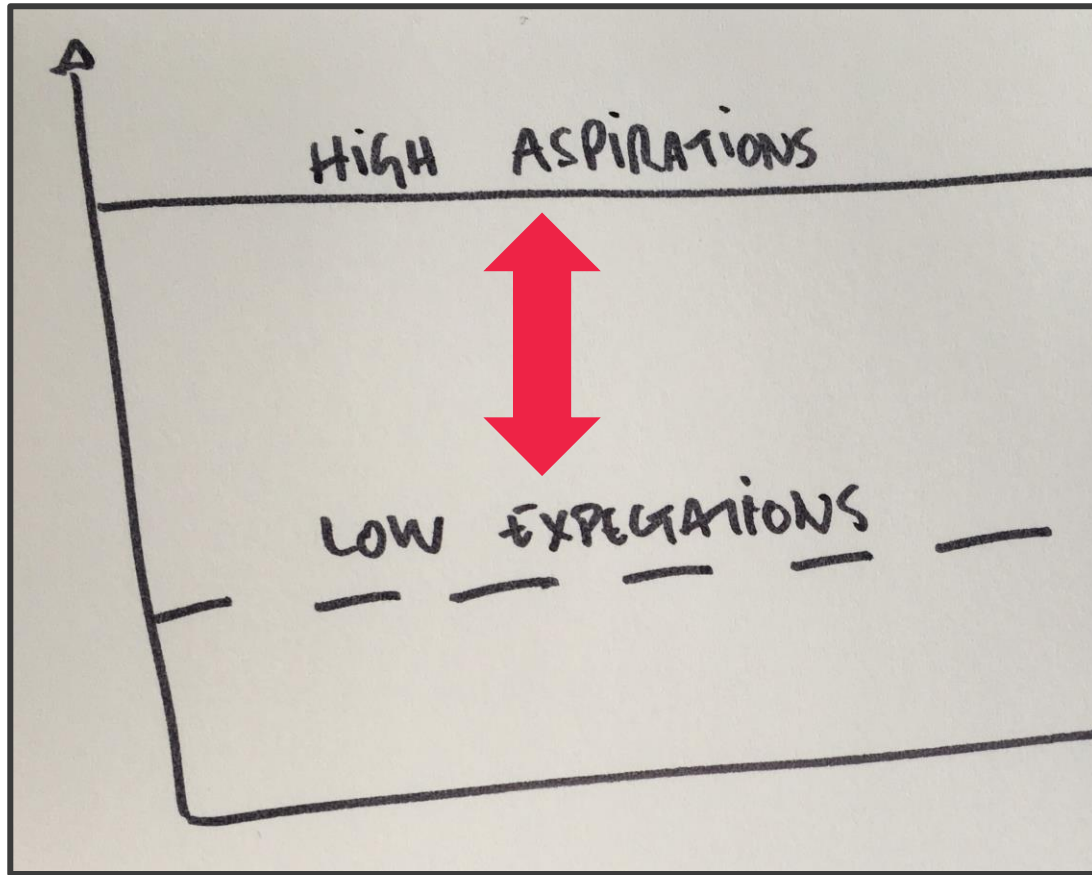




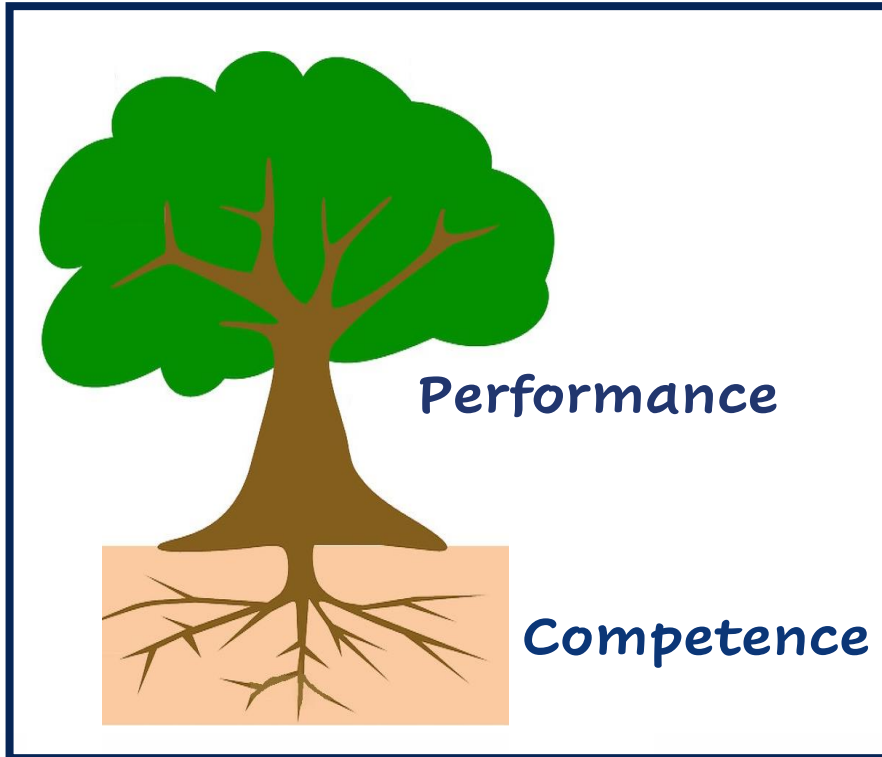
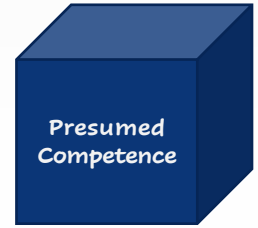
“The LRE provision in IDEA is the same as that in *Brown v. Board of Education* – ***separate but equal can never be equal.***”

Therefore, students with disabilities have a right to equal access to general education settings, curriculum and instruction ***as a matter of basic civil rights.***”

WHY: High Expectations

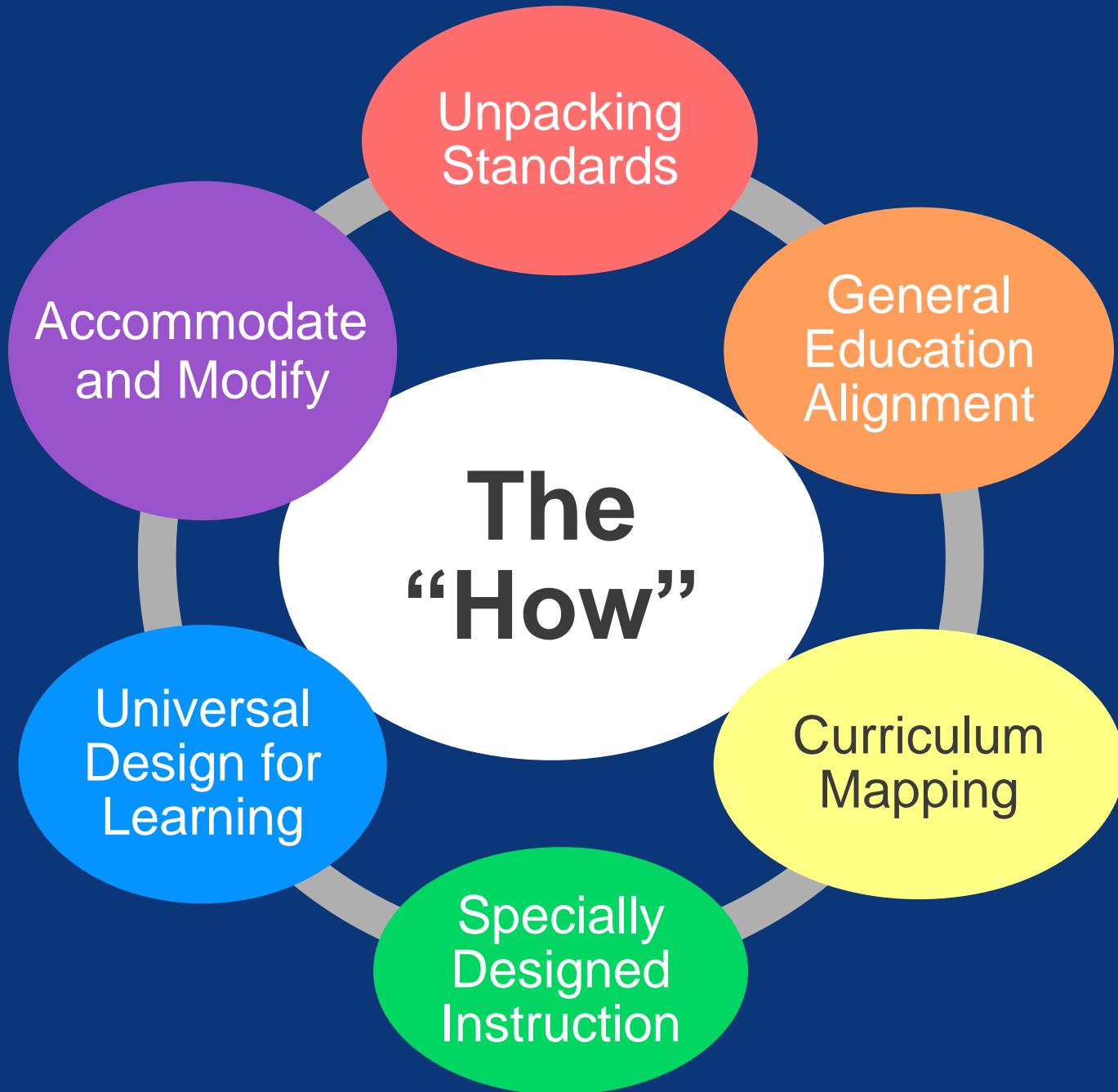


Presumed Competence



**ABSENCE OF
EVIDENCE IS NOT
EVIDENCE OF
ABSENCE.**

Content Connectors 102



Focus on High-Priority Content Connectors

Comparing Content Connectors & Indiana Academic Standards

NUMBER SENSE

Indiana Academic Standards	Content Connectors
<p>MA.3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</p>	<p>MA.3.NS.1.a.1: Read, demonstrate, and write whole numbers up to 200, in standard and word form.</p>
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[ELA](#)

[Math](#)

[Science](#)

[Social Studies](#)

Vertical Alignment

Key
 Purple – High Priority
 Blue – Medium Priority
 Gray – Lesser Priority

RL.2: KEY IDEAS AND TEXTUAL SUPPORT

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RL.2.1.a.1: Find story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	1.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	2.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text.	3.RL.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.2.1.a.2: Refer to details and examples in a text when drawing basic inferences from a work of literature.	5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.2.1.a.2: Refer to specific text evidence to support inferences.

Resource: [Vertical Alignment Documents](#)



Description of the Blueprint

Description of I AM Blueprints Grade 7 Mathematics (Beginning 2019–20 School Year)

Reporting Category	Content Connector (CC)	Content Connector	CC Item Range	
			Min	Max
Algebra and Functions	MA.7.AF.1.a.1	Use properties of operations to produce equivalent linear expressions.	0	2
	MA.7.AF.2.a.1	Solve equations with up to two variables based on real-world problems.	1	4
	MA.7.AF.2.a.2	Use variables to represent quantities in a real-world or mathematical problem to solve linear equations.	1	2
	MA.7.AF.3.a.1	Solve inequalities with up to two variables based on real-world problems.	0	1
	MA.7.AF.3.a.2	Use variables to represent quantities in a real-world or mathematical problem to solve linear inequalities.	0	1
	MA.7.AF.3.a.3	Determine the graph of an inequality.	0	1

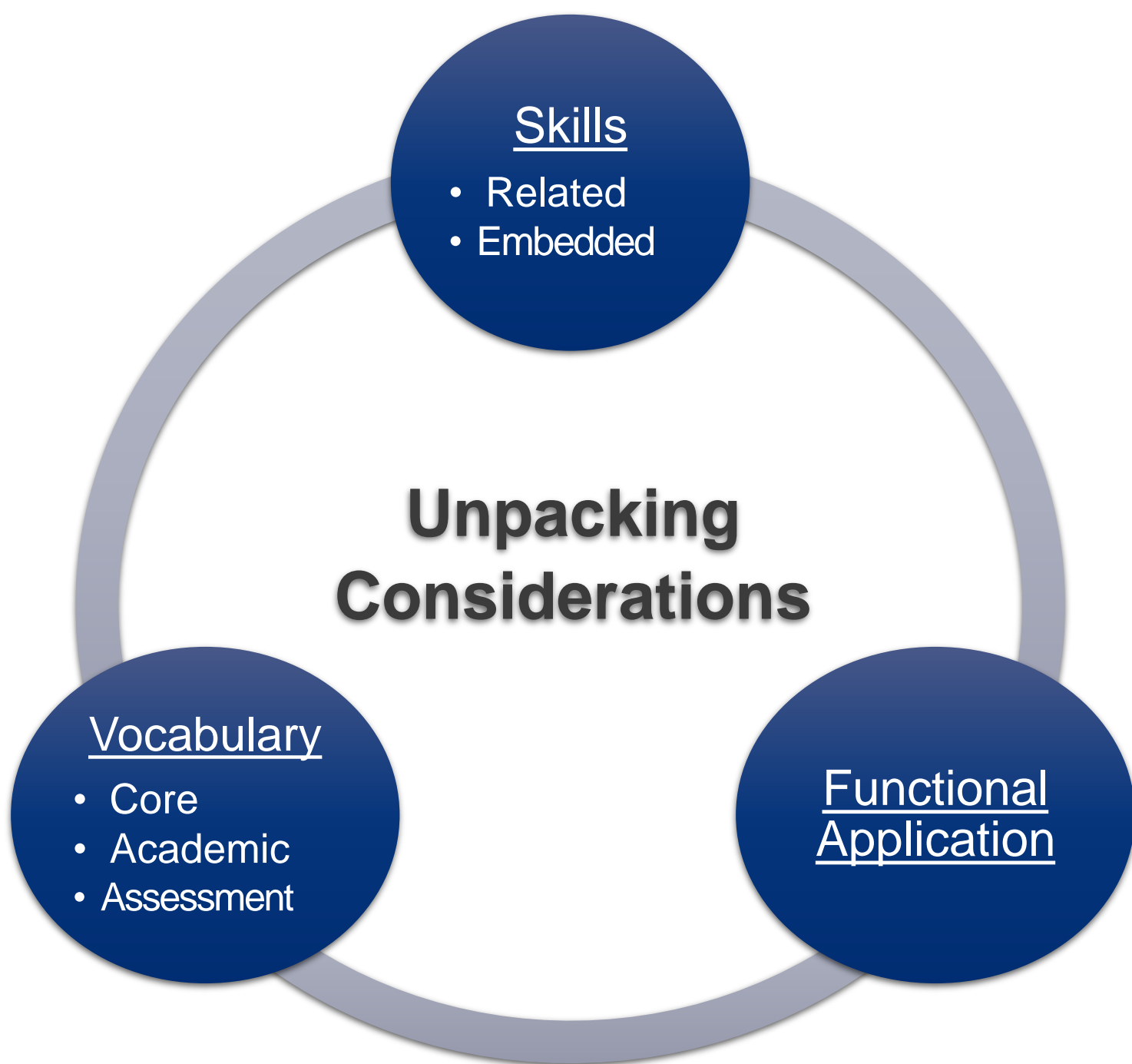
Considerations for Sharing with Colleagues

- Share side-by-side version of Content Connectors
- Share PS Lesson Plan Template
- Emphasize the goal of “high yet reasonable” expectations
- Consider how principles of UDL could increase access for all



How do you envision utilizing the Content Connector resources to inform your teaching?

What resources will you share with your colleagues (e.g., general educators and paraprofessionals)?



Unpacking Content Connectors Webinar

Wednesday, September 16

3:00-4:00pm Eastern

- Who utilizes the Content Connectors?
- Where can I locate them?
- How can I make them accessible to students?

Register at <https://bit.ly/3iYFrRA>



Unpacking Template

Content Connector:

SKILLS: What should students be able to DO? (VERBS)

CONCEPTS: What should students KNOW? (NOUNS)

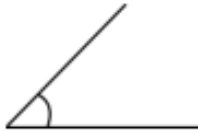
What access skills are required for every student to master this grade-level Content Connector?

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? (*Varies*)

Academic Vocabulary

- Embed into daily lessons
- Teach students how to respond to vocabulary
- Share with others working with the student for consistent use

Word	Definition	Examples
accurate	An assessment word that means free of errors.	Which of the following sentences most <i>accurately</i> describe the setting of the story?
after	An assessment word that means following in time or place.	What happened <i>after</i> the 2 nd paragraph?
all	A signal word used to cue students to add a group of items.	How many pencils did the students have in <i>all</i> ?
analyze	An assessment word that means to study something carefully.	<i>Analyze</i> the following passage and determine its plot structure.

Word	Definition	Examples
acute angle	A mathematical term that refers to an angle less than 90°.	

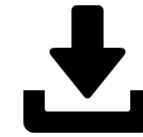
Balance Academic and Functional Skills

- Incorporate functional skills into daily routines rather than devoting specific blocks of time
- Use academic content during social skills lessons/groups
- Be intentional about identifying the functional application of academic skills



Collaborating to Implement Content Connectors

Share Resource Documents



Download the template [here!](#)

Share with general education teachers and paraprofessionals to **clarify instructional goals.**

Considerations:

- How can the documents be used in the classroom?
- Which resources are most useful within your classroom?
- How can you share this content with paraprofessionals and general educators?



Preparing to Share Content Connector Resources

Content Connector Resource	How do I implement this resource in instruction?	1. How I can share this resource with colleagues? 2. What supports do my colleagues need in implementation of the resource? 3. What examples of resources or student success can I share?
Content Connector Alignment to Indiana Academic Standards ELA Math Science Social Studies		
Description of the I AM Blueprint		
Vertical Alignment		

**Exposure
vs.
Mastery**

Exposure*
to grade level
gen ed content

Mastery
of skills at/near
ability level

**for students with the most significant disabilities*

Meaningful Access to Grade-Level Curriculum: Example 1

What might it look like?

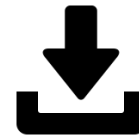
Gen Ed Expectations	Potential Modifications
1. Select a topic	1. Select topic from three options
2. Identify similarities and differences	2. Demonstrate understanding of 'same' and 'different'
3. Paraphrase resources	3. Paraphrase sentences read aloud by someone else
4. Organize details into cohesive paper	4. Dictate and copy sentences
5. Read paper aloud to the class	5. Present a graphic representation of information to the class

Meaningful Access to Grade-Level Curriculum: Example 2

What might it look like?

Gen Ed Expectations	Potential Modifications
1. Write unfamiliar word in vocabulary journal.	1. Select unknown word paired with picture symbol and glue in journal.
2. Write the sentence the word was found in.	2. Match the word to the sentence in the text.
3. Write the definition of the word.	3. Match the printed word to the picture symbol.
4. Use the word in a new sentence (in writing).	4. Use the word in a new sentence (verbally or fill in the blank).

Lesson Plan Templates



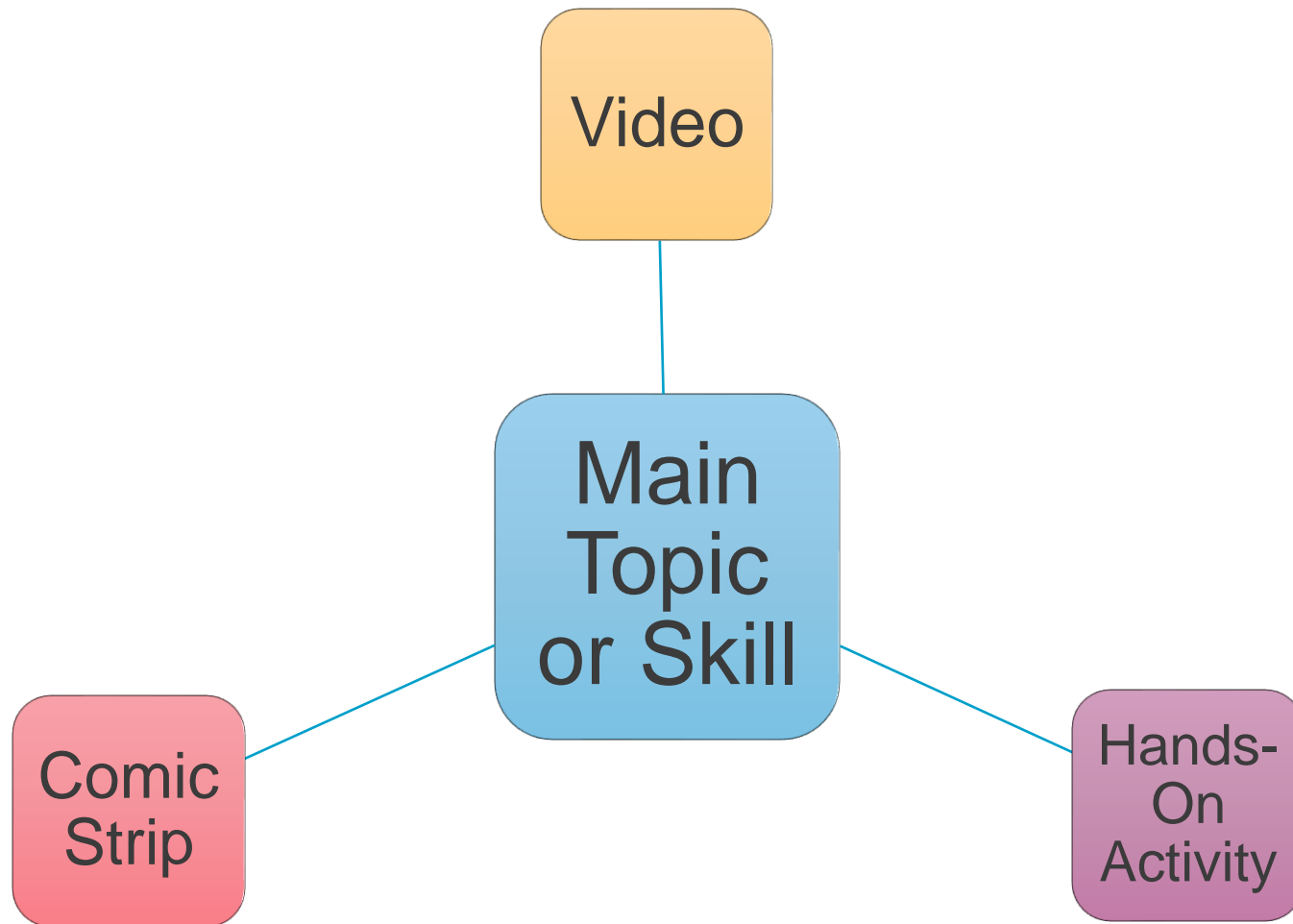
[Original Lesson Plan Template](#)
[Template with Considerations for Distance Learning](#)

Lesson Overview			
Learning Objective(s)	<p>Today I will...</p> <p>So that I can...</p> <p>I am successful when...</p>		
Standard(s)	<p>Indiana Academic Standards:</p>		
Skills and Knowledge	<p>Content Connectors:</p>		
<p>_____</p> <p><i>*What is the Content Connector asking students to be able to do? (verbs)</i></p> <p>_____</p> <p><i>*What is the Content Connector asking students to know? (key concepts)</i></p>	<p>Emerging (Tier 1): Students at this level require maximum support in skills learning aligned to Content Connectors (ie visual pictures, choosing a single picture, errorless learning, choice making).</p>	<p>Developing (Tier 2): Students at this level will use picture supports aligned with texts, choice making, and will need more teacher guided support, while working on skills aligned to the Content Connector.</p>	<p>Applied (Tier 3): Students at this level are expected to reach the highest level of independence and complete skills aligned directly to the Content Connector.</p>

Differentiated Student Response

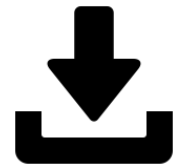
	Variation 1	Variation 2	Variation 3
“Tell”	<p>Student responds by pointing to a picture.</p> <p>(Might not ‘tell’ using their voice.)</p>	<p>Student responds using 1-2 words.</p> <p>(Possibly also points to a picture.)</p>	<p>Student responds using 1-2 sentences.</p> <p>(Refers back to the story for answer.)</p>
“Character”	<p>Student identifies picture of main character when presented with a distractor.</p> <p>(E.g., picture of main character compared to picture of a basketball.)</p>	<p>Student identifies a picture of the main character within the text.</p>	<p>Student identifies and can describe the main character in the story.</p>

Differentiated Representation



Checklist for Collaborating with General Educators to Implement Content Connectors in a Lesson/Unit

- Review together the general educator's lesson/unit plan and identify the Indiana Academic Standard(s) being addressed. (Consider sharing the [Project SUCCESS Lesson Plan Template](#) as a way to make sure Content Connectors are incorporated into lessons/units.)
- Refer to Content Connector resource documents to identify the aligned Content Connectors for that lesson/unit and determine which are considered high priority.
 - o Alignment to Indiana Academic Standards: [ELA](#), [Math](#), [Science](#), [Social Studies](#)
 - o [Vertical Alignment](#)
 - o [Description of the I AM Blueprint](#)
- Unpack the aligned, high-priority Content Connectors by working together to identify the key skills and knowledge being targeted in the lesson/unit.
 - o [Unpacking Template](#)
- Discuss what mastery criteria have been established for students without identified disabilities and work together to adjust the mastery criteria for SWSD.
- Review the activities and instructional strategies within the lesson/unit plan and brainstorm ways to adapt or modify the activities/strategies to specifically meet the needs of SWSD. Be sure to consider principles of [Universal Design for Learning](#).
 - o [Forwards/Backwards Instructional Design](#)
 - o Accommodations & Modifications (including [adapting to virtual instruction](#))
 - o [Engagement](#) (CAST.org)
 - o [Representation](#) (CAST.org)
 - o [Action and Expression](#) (CAST.org)



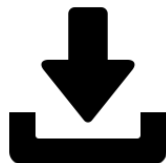
Download the
checklist [here!](#)

Establish Goals



Supporting Implementation of Content Connectors

What are my short-term goals?	What are my long-term goals?	What supports are needed? Who can support this goal? What is my timeline for completion?
Short Term Goal:	Long Term Goal:	
Short Term Goal:	Long Term Goal:	



Download the template [here!](#)

“When inclusive education is fully embraced, we abandon the idea that children have to become ‘normal’ in order to contribute to the world.

We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.”

- Norman Kunc

Where We've Been



Content Connectors Summary

WHO: Students with **significant intellectual disabilities**

WHAT: Indiana's **alternate** academic standards

WHEN: Lesson planning, instruction, IEP goals, I AM

WHERE: Least Restrictive Environment

WHY: **Higher expectations** (ESSA & Dear Colleague letter)

HOW: Balance, Prioritize, and Infuse

[IDOE Short Share #7: Curriculum & Content Connectors](#)



Where We're Going



Additional Opportunities

9/6/20 Inclusive Mindset:
Sharing the Message

9/23/20 Best Practices for
Inclusive Instruction

Register [HERE!](#)

Visit our [website](#) for additional virtual training opportunities!

www.projectsuccessindiana.com



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- RESOURCES BY DISTRICT
- DISTANCE LEARNING



🔍 Search

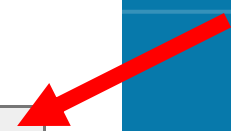
Supporting higher academic outcomes for students with significant intellectual disabilities.

Conferences & Other Presentations

2020 Back-to-School Webinars



Go



Unpacking Content Connectors Webinar

Wednesday, September 16

3:00-4:00pm Eastern

- Who utilizes the Content Connectors?
- Where can I locate them?
- How can I make them accessible to students?

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The logo features a circular icon on the left containing a stylized white arrow pointing towards the top-right. To the right of the icon, the word "Project" is written in a light blue, sans-serif font, and the word "SUCCESS" is written in a larger, bold, lime green, sans-serif font below it.

Project SUCCESS

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