



"DIGIT PLACE"

Let's play a game!



1.

MATHEMATICAL MINDSET MONDAY

Promoting a Growth Mindset about
math teaching and learning

“

It may seem obvious that students achieve at higher levels when teachers believe in them, but few would have predicted how much a simple message from teachers can change students' whole trajectories and achievement.



2

MIDDLE SCHOOL MATH

An update on our middle school
pilot programs

WHO'S PILOTING WHAT?

	Cerro Villa	McPherson	Portola	Yorba
7th	Big Ideas	Digits	Big Ideas	Digits
7th Accelerated	Big Ideas	Digits	Big Ideas	Digits
8th	Math Links	Digits	Math Links	Digits
8th Algebra	Big Ideas	Big Ideas	Big Ideas	Big Ideas

**WHAT FEEDBACK HAVE
WE RECEIVED**

SURVEY TO PILOTING TEACHERS IN DECEMBER

ON A SCALE OF 0-4

	Math Links	Digits	Big Ideas
Organization/Format	2.5	2.9	3.2
Content	2.4	2.4	3.0
Teacher Materials	2.3	2.5	3.4
Supplemental Materials	0.75	2.0	2.3
Homework/Assessments	1.7	2.3	2.6
Overall	1.93	2.4	2.9

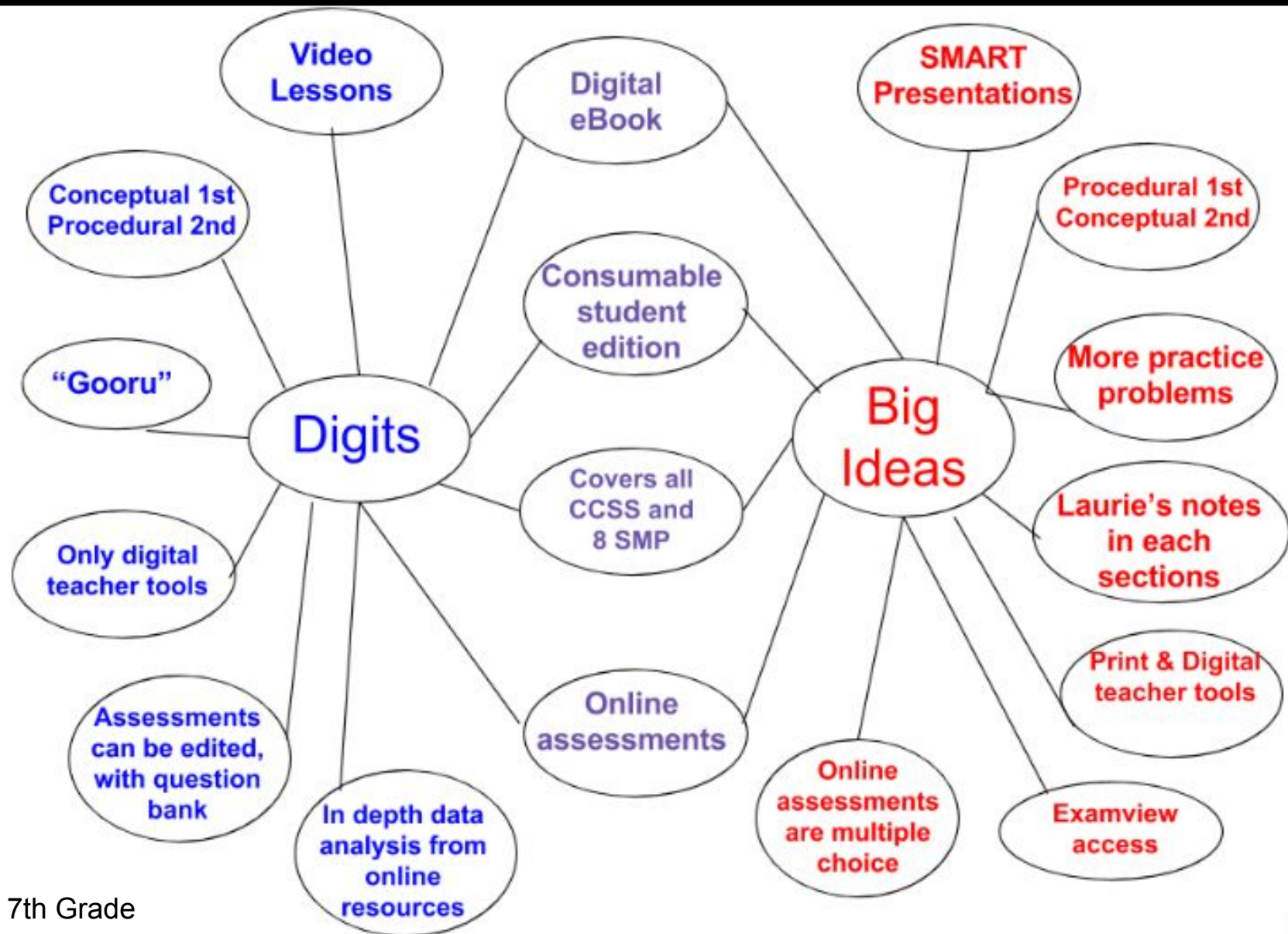
This is the second year of Math Links being piloted. A survey was also done about the program at the end of last year.

Overall with Math Links teachers felt:

- The packets were a logistical problem
- Not all standards were fully covered
- Many times the packets were just used as fill in the blank worksheets
- No differentiation for struggling learners, advanced learners, ELs, or students with disabilities
- It does have good spiral review and does provide a roadmap and structure for teaching

A thick, horizontal red brushstroke with a textured, watercolor-like appearance, spanning the width of the image. The color transitions from a deep red in the center to lighter, pinkish-red at the edges.

PROS AND CONS DIGITS AND BIG IDEAS



DIGITS

Pros

Cons

Common Core Standards Covered	No enough problems to build fluency
Emphasis on conceptual understanding	Digits videos not always effective
Promotes problem solving and student collaboration - through the lesson Launch	All teacher resource materials are on-line
Digital Environment Active ebook (textbook and workbook) On-line homework and tests (constructed responses) with data analysis Test builder	Order of 7th grade curriculum needs adjusting First unit on ratios needs to move to later in the year.
Gooru - Search engine that connects to Digits for added resources	
Class rosters updated nightly through Aeries	
Spanish version and multilingual glossary	
Detailed lesson planning material	

BIG IDEAS

Pros

Cons

Common Core Standards Covered	No pre-made Powerpoints
Follows format of a traditional textbook - primarily procedural understanding	Examview - test creating software is weak
Every lesson begins with an Activity	Some essential questions and activities are weak and do not fully develop the concept
Textbook offers 50+ problems per lesson	Technology is too slow or students get kicked off
Every quiz and test is a Word document which can be edited	Weak in several math practices <ul style="list-style-type: none">- Contextualize an decontextualize ideas- Attend to precision in communicating ideas
App available for iphone or ipad	
Spanish version available	
Multiple on-line supplemental resources for complementing a lesson	
TE contains “Laurie’s Notes” in each lesson, which is a guide for teachers	



FEEDBACK?

FEEDBACK



Addressing the Needs of Twice Exceptional Children

Presented by:
Jennifer Aguirre,
Instructional Coach - Autism

OUSD Autism Support Team
Behavior Intervention Services

Diamonds are rare. Two hundred fifty tons of rock, sand, and gravel must be processed to yield one carat of polished diamond.

The diamonds we will be discussing in today also are rare. They are often not identified because their brilliance and roughness may mask one another and we see only the rough parts—their inability to write or read effectively resulting in an attitude of discouragement and defeat. When we do find these diamonds, not only do we help them to reach their potential, we identify the gifts and talents that will benefit our entire society.

Montgomery County Public Schools
Department of Curriculum and Instruction

Twice exceptional (2E)

- ▶ These children are considered exceptional both because of their intellectual gifts and because of their special needs.
 - ▶ Describe students who are both intellectually gifted (as determined by an accepted standardized assessment)
 - ▶ With learning disabilities, which include:
 - ▶ Autism
 - ▶ Specific learning disability
 - ▶ Dyslexia
 - ▶ Other Health Impaired (ADD or ADHD)

What is ABA?

Applied Behavior Analysis

- ▶ The application of behavioral principles, to everyday situations, that will, over time, increase or decrease targeted behaviors.

ABA cont'd

- ▶ Help acquire many different skills, such as language skills, self-help skills, and play skills
- ▶ Help to decrease maladaptive behaviors such as aggression, self-stimulatory behaviors, and self-injury.
- ▶ There is no single program or plan that "is" ABA.

Essential ABA is...

- ▶ Good Teaching
- ▶ Good Parenting
- ▶ Good Human Behavior

▶ Vanessa Smith, Diagnostic Center South

Evidence Based Practices (EBP's)

- ▶ Antecedent Based Intervention- designed to lead to the reduction of behavior
 - ▶ Exercise - physical exertion as a means of reducing behavior
- ▶ Naturalistic Intervention & Pivotal Response Training
 - ▶ Typical setting, activity, routine, child centered, child driven
- ▶ Social Skills Training/ Structured Play Group
 - ▶ Teach ways to interact appropriately with peers, adults and other individuals

Reinforcement

- ▶ After the expected behavior something is delivered (praise, attention, item, star, etc) paired with praise which increases the chance that the behavior will occur again
 - ▶ Effective Praise
 - ▶ Be sincere
 - ▶ Be Specific
 - ▶ Use a variety in reinforcement
- ▶ First/ Then
- ▶ Star Strips



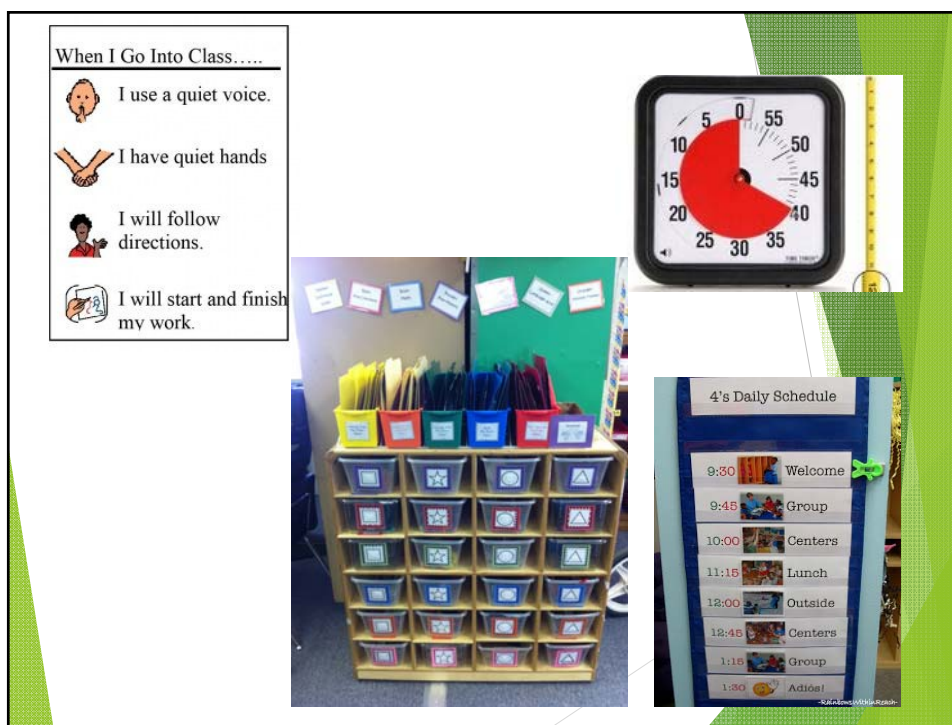
Visual Supports

Visual supports are any tool presented visually that supports an individual as he or she moves through the day.

• Pictures • Written words • Objects within the environment • Visual boundaries • Schedules • Maps • Labels • Organization systems • Timelines

► Evidence Based Visual Supports

- Picture Exchange Communication -begin with desired item 6 phases
- Social Narratives - short, give examples of appropriate responding
- Video Modeling - role play
- Task Analysis - break into small steps
- Self-Management- monitor and record their own behavior



Prompt Hierarchy

-LEAST INTRUSIVE-

(Wait Time- provide appropriate time for response
5-7 seconds or as indicated by baseline) (EBP)

-Positional-

-Model- (EBP)

-Gestural-

-Verbal-

-Physical-

-MOST INTRUSIVE-

What is your role?

- ▶ Be Clear
- ▶ Be Consistent
- ▶ Be Concise
- ▶ Be Engaging
- ▶ Be Positive

Questions & Comments

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																				
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22
Antecedent Based Intervention (ABI): Arrangement of events preceding an interfering behavior to prevent or reduce occurrence																					
Cognitive Behavioral Intervention (CBI): Instruction on cognitive processes leading to changes in behavior																					
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors																					
Discrete Trial Teaching (DTT): Instructional process of repeated trials, consisting of instruction, response, and consequence																					
Exercise (ECE): Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors																					
Extinction (EXT): Removal of existing reinforcement in order to reduce an interfering behavior																					
Functional Behavior Assessment (FBA): Systematic protocol designed to identify contingencies that maintain an interfering behavior																					
Functional Communication Training (FCT): Replacement of an interfering behavior with communication that accomplishes the same function																					
Modeling (MD): Demonstration of a desired behavior that results in skill acquisition through learner imitation																					
Naturalistic Intervention (NI): Intervention strategies that occur with the learner's typical settings and routines																					
Parent-Implemented Intervention (PII): Parent delivered intervention learned through a structured parent training program																					
Peer-Mediated Instruction and Intervention (PMII): Typically developing peers are taught strategies that increase social learning opportunities in natural environments																					
Picture Exchange Communication System (PECS): Systematic 6 phase protocol teaching the exchange of pictures between communicative partners																					

* Adapted from: Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow								Green	Yellow																						
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition	Green	Yellow		Green	Yellow			Yellow	Blue	Green	Yellow								Green	Yellow	Blue	Green	Yellow	Blue		Green	Yellow	Blue			Blue					
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Yellow	Blue		Yellow	Blue	Green	Yellow	Blue	Green		Blue		Yellow			Yellow		Green	Yellow		Green			Green	Yellow	Blue		Yellow	Blue						
Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow		Green	Yellow		Green	Yellow	Blue				Green	Yellow					Green	Yellow					Green	Yellow										
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context	Green	Yellow	Blue		Yellow	Blue				Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow										Yellow						
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors		Yellow			Yellow			Yellow	Blue					Yellow		Green	Yellow	Blue	Green												Blue					
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow			Yellow		Green	Yellow				Green	Yellow											
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green	Yellow		Green	Yellow					Green	Yellow	Blue		Yellow																			
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance		Yellow			Yellow			Yellow						Yellow					Yellow																	
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together		Yellow		Green	Yellow						Yellow									Yellow			Yellow				Yellow									
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature	Green	Yellow	Blue	Green	Yellow	Blue		Yellow	Blue		Yellow	Blue				Green			Green	Yellow	Blue	Green	Yellow	Blue			Blue			Blue	Yellow	Blue				
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green	Yellow		Green	Yellow	Blue	Green			Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green			Green											
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Blue	Green	Yellow			Yellow		Green	Yellow		Green		Blue		Yellow		Green	Yellow		Green			Green	Yellow	Blue		Yellow	Blue						
Visual Support (VS): Visual display that supports independent skill use.	Green	Yellow	Blue		Yellow		Green						Green	Yellow		Green			Green	Yellow			Yellow				Yellow									

* Adapted from: Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Prompt Hierarchy

-LEAST INTRUSIVE-

(Wait Time- provide appropriate time for response 5-7 seconds or as indicated by baseline)

-Positional-

-Model-

-Gestural-

-Verbal-

-Physical-

-MOST INTRUSIVE-

Prompt Hierarchy

-LEAST INTRUSIVE-

(Wait Time- provide appropriate time for response 5-7 seconds or as indicated by baseline)

-Positional- correct stimuli is moved closer to the student

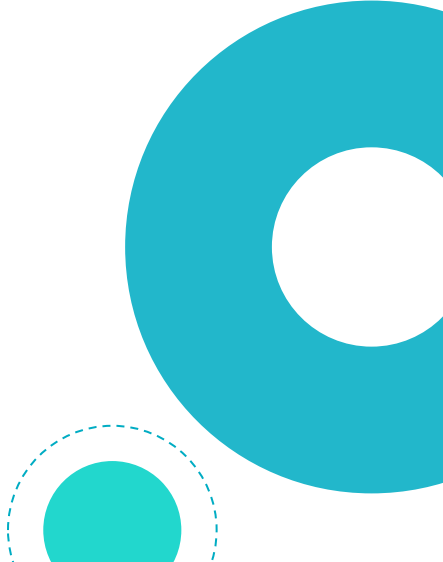
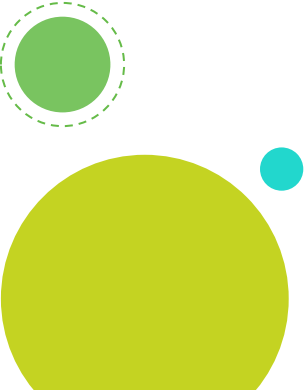
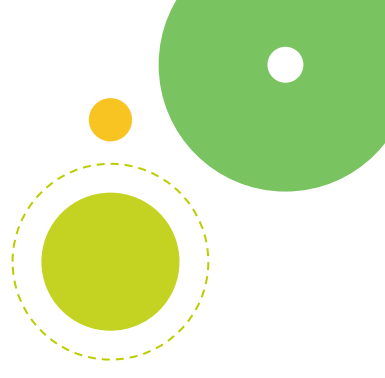
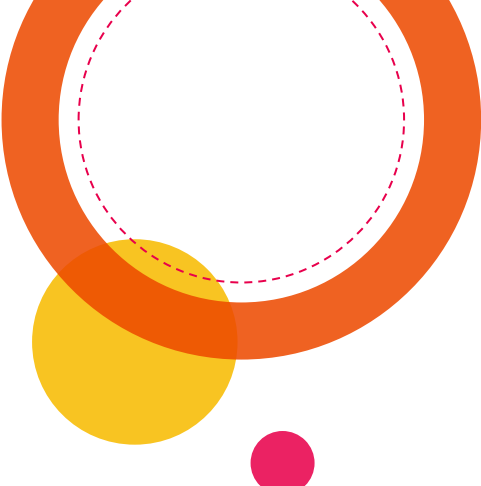
-Model- person demonstrates skill or action to the student

-Gestural- pointing to correct response

-Verbal- prompt with language

-Physical- partial or full physical assistance for the student

-MOST INTRUSIVE-



UNIQUE LEARNING SYSTEMS

Curriculum Council

3/22/16

THE NEED FOR CURRICULUM

Current practice in our Moderate/Severe programs

- Some modify the curriculum to meet the needs (mostly lower grade levels)
- Functional Skills
- Not consistent throughout classrooms
- Level of rigor varies by classroom
- Difficulty aligning to CCSS

WHAT IS UNIQUE LEARNING SYSTEM?

Comprehensive Replacement Curriculum for Moderate/Severe SDC programs

Unique Learning System® is an award-winning, online, standards-based set of interactive tools specifically designed for **students with disabilities to access the general curriculum**. Used daily in school districts and classrooms across the country, Unique Learning System provides preschool through transition students with **rigorous, standards-based materials specifically designed to meet their instructional needs**.

Users interact with differentiated, thematic units of study with text-to-speech, interactive components, hundreds of activities and multiple opportunities to show what they know.

DIFFERENTIATED MATERIALS

Unique Learning System's differentiated materials provide a means of access to standards-based instruction for students with complex needs. Given appropriate materials and adapted methods for instruction, all students participate in rigorous daily classroom instruction. Each student's academic profile in Unique Learning System generates his or her instruction. The support levels are:

Level 1: Students require extensive and pervasive support. Increasing participation is the main objective.

Level 2: Students may require symbol support and other direct instruction for learning and comprehension.

Level 3: Students read text, produce simple writing, perform basic math processes, and demonstrate comprehension of modified learning information independently.

The screenshot displays the Unique Learning System interface, which is designed to provide differentiated instruction based on student levels. The interface is organized into several sections:

- Lesson 1 - Levelled Book:** My Teacher
- Instructional Targets:**
 - Reading Standards for Literature:**
 - Key ideas and Details: Identify characters, setting and events in a story.
 - Integration of Knowledge and Ideas: Use evidence to describe characters and events in a story.
 - Range and Level of Text Complexity: Experience grade level and age-appropriate literature materials, including devices and poems that are adapted to student reading level.
 - Reading Standards for Foundational Skills:**
 - Print Concepts: Demonstrate understanding of print features (left to right, page to page, etc.).
 - Fluency: Read appropriately leveled text with accuracy and understanding.
- Differentiated Tasks:**
 - Level 3 Students will...**
 - Describe characters, setting and events from a story.
 - Describe characters and events based on illustrations from a story.
 - Independently read literature stories and poems that have been adapted to student reading level.
 - Independently demonstrate basic print concepts (reading from left to right and from page to page, etc.) during shared story reading.
 - Independently read and stories that are selected at the personal reading level.
 - Level 2 Students will...**
 - Use picture supports to identify characters, setting and events from a story.
 - Point to pictures within a story to identify named characters and events.
 - Read supported and shared literacy stories and poems that have been adapted to student reading level.
 - Demonstrate basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading with support.
 - State a word or point to a picture of an identified word during shared reading.
 - Level 1 Students will...**
 - Select a picture to identify a character or an event from a story (single option or wordless choice).
 - Select a character or event when prompted with an illustration from a story.
 - Actively participate in supported reading of literature stories and poems that have been adapted to student ability level.
 - Attend to shared story reading, giving supported responses to turn the page or read more.
 - State a sentence from a story through an active participant response (e.g., voice output device, eye gaze choice board).
- Topic Connection:** In the unit, students will learn about... (e.g., story, book, etc.)
- Topic Words:** teacher, school, help, team, book, story, cover, title, author, illustrator, illustration, read.
- Emeracy Words:** (e.g., book, story, cover, title, author, illustrator, illustration, read).
- Standards Connection Activity:**
 - Use the provided chart to have students locate the title, author and illustrator. Then, have students identify and describe characters and setting.
- Benchmark Assessments:**
 - Early Emerging Reading Skills
 - Phonemic Awareness Phoneme Blending
 - Reading Level Assessment and at Benchmark Assessments in the Reading area of Unique UFS

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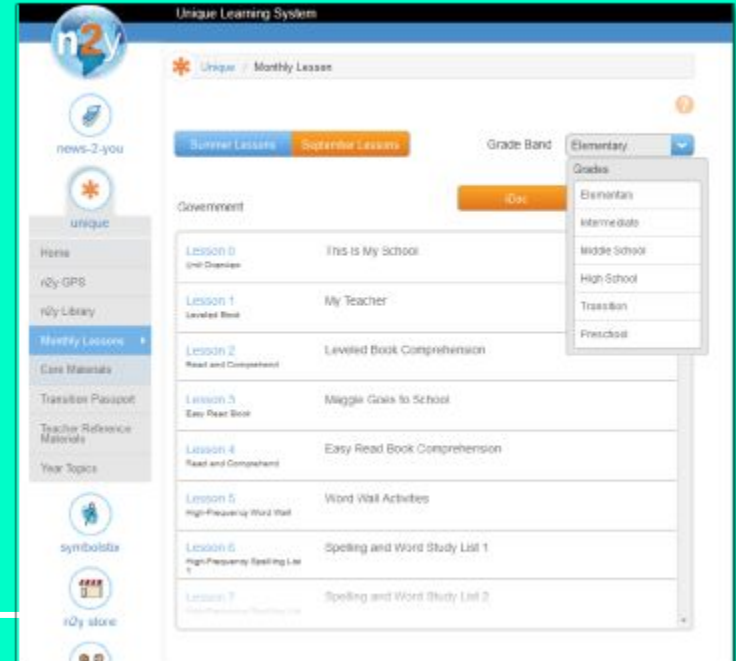
COMPONENTS

- Comprehensive reading and math program
- Standards based
- Interactive lessons
- Visuals
- Data driven instruction
 - Profile
 - Benchmarks
 - Checkpoints
 - Core Rubrics
 - Transition planning for High School

SAMPLE LESSONS

<https://www.n2y.com/products/unique/>

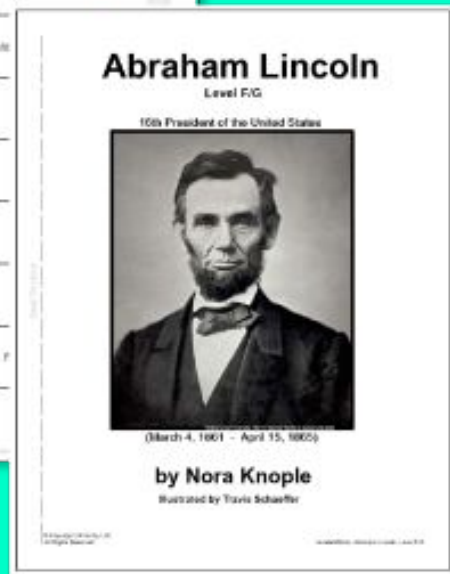
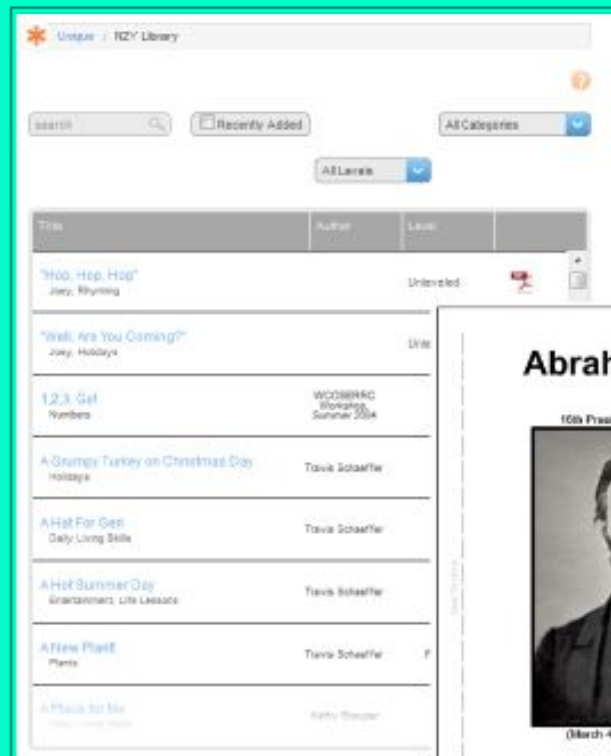
Lessons are differentiated by grade level bands.



N2Y LIBRARY

The **n2y** Library is a searchable collection of more than 1,000 leveled books available for your classroom. Search, find and use books based on reading level, subject area or keyword. Interact with books online using text-to-speech, highlighting and interactive tools, or print for offline instruction and enjoyment.

Extend learning, support classroom instruction, or encourage home engagement by providing additional reading materials from the **n2y** Library.



LA UNIFIED SCHOOL DISTRICT

4 PHASE IMPLEMENTATION PROCESS

Phase 1: 2012-find a curriculum for 1000 moderate/severe teachers. ULS. Pilot with a small set of teachers

Phase 2: Adopt ULS curriculum for 1,200 alternative curriculum programs

Phase 3: Ongoing training, weekly enewsletters, support groups

Phase 4: Implement and revise as necessary

OUSD PROPOSAL

OUSD PROPOSAL

DATE	ACTION
March 2016	Presentation at Curriculum Council
April-June 2016 <i>Possibly into the Fall if needed</i>	Pilot with 3 moderate/severe teachers <ul style="list-style-type: none">• One Elementary• One Middle• One High School
June 2016	Share outcomes with Curriculum Council
August 2016	First training for Moderate/Severe teachers

PRICING

Pilot

- 3 complete ULS access includes SymbolStix and N2Y.
- **\$1,347**

Adoption 2016/2017

- 15 teachers Elementary through High School
- Not appropriate for transition or Canyon Hills
- 15 **\$6,735 annually***

*if found beneficial for all grade levels



ORANGE UNIFIED SCHOOL DISTRICT

Office of Curriculum & Instruction

Current courses offered that will be reviewed for new Instructional Materials for the 2016-17 school year.

Course(s)	Course Number(s)	Sites Currently Offering	Current Text Copyright
French I, II, III	F701, F702, F703	CHS, EMHS, OHS, VPHS	2005, 2008
Spanish I, II, III	F730, F731, F732	CHS, EMHS, OHS, VPHS	2004, 2008
Psychology	H701	CHS, EMHS, OHS, VPHS	1995, 2003
Physiology (H)	S790, S799	CHS, EMHS, OHS, VPHS	2006
Conceptual Physics	S785	EMHS, OHS, VPHS	using reg Physics text
Introduction to Statistics	N742	CHS, OHS, VPHS	using AP text
AP English 11: Lang. & Comp.	L512	CHS, EMHS, OHS, VPHS	2004-2007
AP English 12: Lit. & Comp.	L996	CHS, EMHS, OHS, VPHS	2009
AP European History	H986	CHS, EMHS	2006
AP World History	H997	EMHS, OHS, VPHS	2003
AP Biology	S976	CHS, EMHS, OHS, VPHS	2006
AP Physics C: Elec. & Mag.	S994	CHS, VPHS	using reg AP text
AP Computer Science A	N996	EMHS	using online resource

NOTE: For course suggestions not included

The History/Social Science Framework is being finalized by the CDE at this time & it is estimated it will be ready for review this Spring so that we can review Instructional Materials beginning in the Fall of 2016.

A pilot of Grades K-8 ELA/ELD is currently being reviewed for the 2016-17 school year & a pilot for Grades 9-12 ELA/ELD will be reviewed the following year.

Upper level Math courses will be reviewed once a decision has been made on the Secondary Mathematics Pilot that is currently running at all sites to ensure that there is a good flow of the curriculum.

The District NGSS (*Next Generation Science Standards*) Committee is currently meeting to review the new Standards & Framework for Science & will make recommendations for implementation.

Please submit the name of a representative from your school site to Cathleen Corella, in the Office of Curriculum & Instruction, for each course and/or subject area above. The representatives will attend meetings & provide feedback in the form of reviewing instructional materials, attending at least one meeting per course, & filling out rating sheets.

➔ **Submission of names to the Office of Curriculum of Instruction required no later than Friday, February 26, 2016**



New Courses for 2016-17

Office of Curriculum & Instruction

Below is the list of new courses that have been submitted for Board Approval to be implemented for the 2016-17 school year at our Secondary Schools:

Course	Schools
AP Computer Science Principles	CHS, EMHS
Farsi III	VPHS
Agricultural Biology (UC)*	OHS
Agriculture Science I (UC)*	OHS
Animal Science (UC)*	OHS
Veterinary Science (UC)*	OHS
Agriculture Science I (UC)	OHS
Plant and Soil Science (UC)	OHS
Applied Medical English (UCCI)	OHS
Get Reel: English Through Your Lense (UCCI)	EMHS
Native Speaker Spanish III for Health Careers (UCCI)	EMHS
Principles of Biomedical Science	EMHS
Marine Science	EMHS
Business Algebra (UCCI)	EMHS
Journey for Justice in America (UCCI)	CHS
Chemistry and Environmental Engineering: Water We Doing? (UCCI)	CHS
Accounting With Quickbooks	CHS
Art of Digital Photography II (UC)	EMHS, RHS
Art of TV and Video Production (UC)	CHS, RHS, OHS
Aviation Science (UC)	CHS
Career Focus: Aviation and Aerospace Transportation	CHS

**New UC approved versions of courses currently being offered by OUSD/CTE*



New Courses for 2016-17

PG 2

Course	Schools
Career Focus: Hospitality Services	EMHS
Career Focus: Foundations of Law (UC)	CHS, VPHS
Business Law (UC)	CHS, VPHS
Criminal Justice (UC)*	CHS, EMHS, OHS, VPHS
Law and Order (UC)*	VPHS, EMHS
Medical Core (UC)*	CHS, EMHS, OHS, VPHS

**New UC approved versions of courses currently being offered by OUSD/CTE*