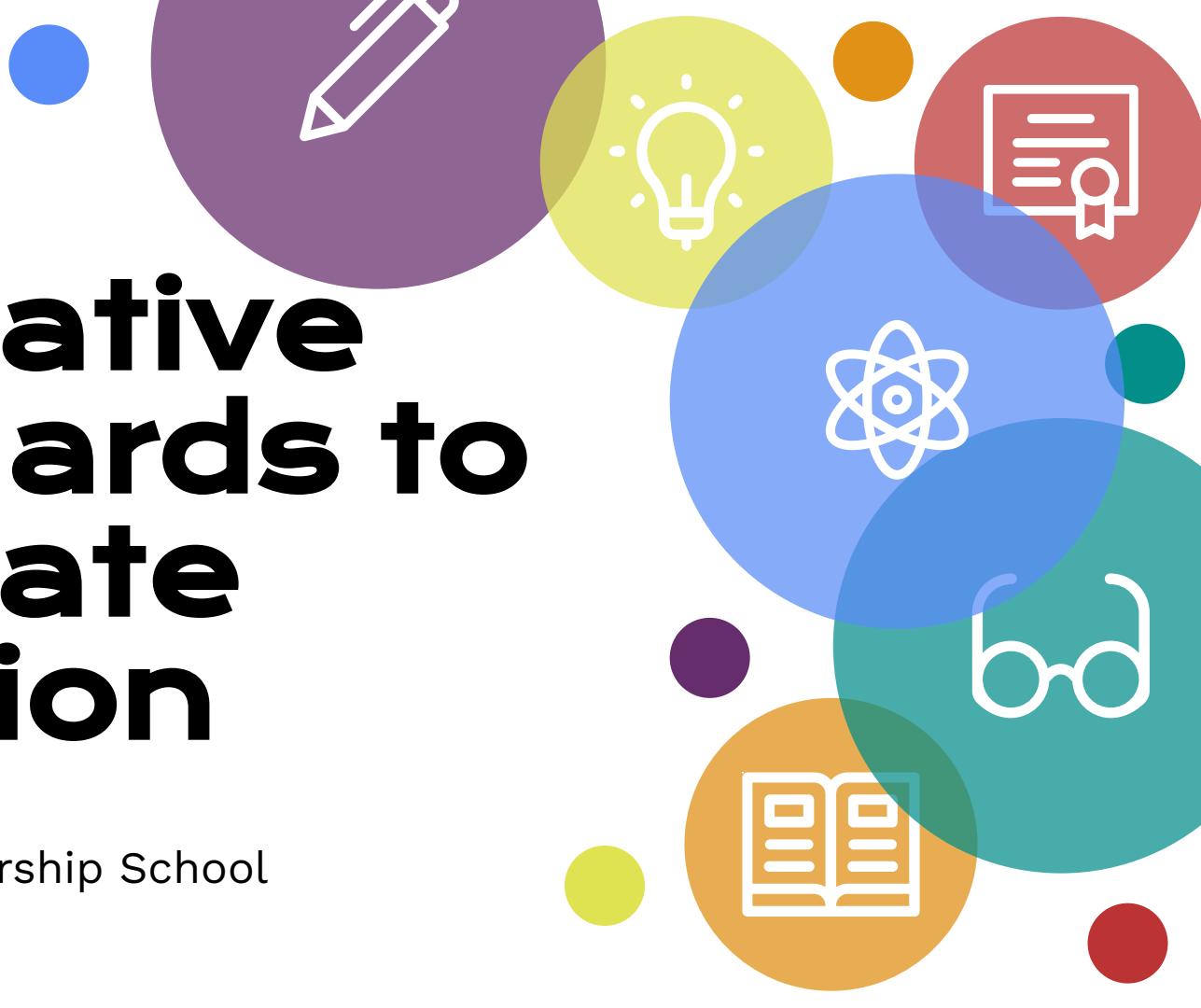


Using Alternative Standards to Facilitate Inclusion

Girls Athletic Leadership School



Agenda

01

Introductions

About us, About you
Key Terms

02

7/10 Split

How is education like
bowling?

03

Why?

Why use alternative
standards?

04

How?

How do inclusive classrooms
use alternative standards?



Who are we?



— **Karen Davidson** —

Director of Exceptional
Student Services, GALS
MS and HS



— **Sarah Covey** —

Instructional Coach,
Learning Specialist, High
School Social Studies



Who are you?



**SPED
Teachers?**



**GEN ED
Teachers?**



**Special
Service
Providers?**



Paras?



Parents?



Administrators?

Shared Language



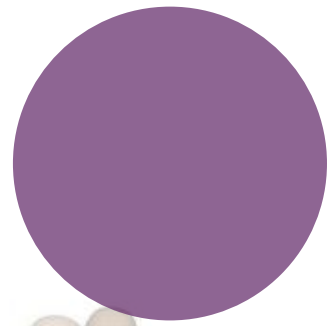
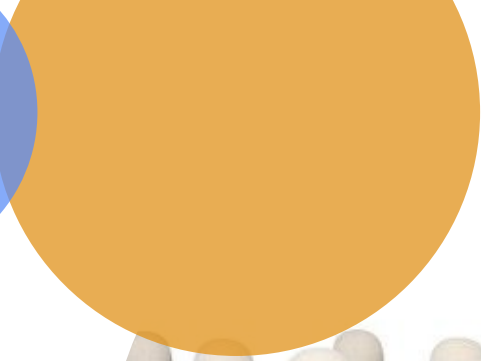
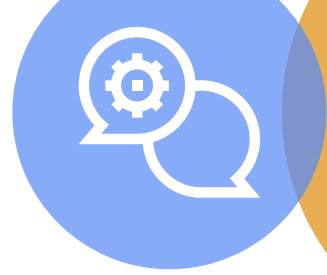
Inclusion

A school model whereby supports are brought to students within their classrooms rather than students being taken to the supports they need.



Alternate Standards

As defined by the US Department of Education (USDOE): “an expectation of performance that differs in complexity from a grade-level achievement standard” and is “aligned to state academic content standards”



Teaching used
to be kind of like
traditional
bowling...

The 7/10 Split



But then our
population changed,
and we found that:



SPLIT
HAPPENS




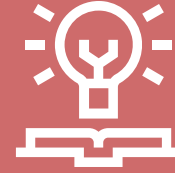
Our students:

- are verbal
- have high cognition
- express their needs with words
- read by ear
- write with pens
- write with scribes

- are nonverbal
- have low cognition
- express their needs with behaviors
- read by eye
- write with their voice
- speak more than one language



- 
- A decorative graphic on the left side of the slide consists of several overlapping circles in various colors: a large red circle, a large orange circle containing a white bell icon, a small blue circle, a small orange circle, a large teal circle, a large purple circle containing a white A-frame icon, a small purple circle, and a small yellow-green circle.
- As teachers, we know that student makeup has changed from a triangle shape.
 - On a post-it, draw the shape of your student population as you see it (scale to 10 pins).
 - Turn and talk.



**One response to this
shift?**

Alternative Standards

Why? Growth!

To alleviate ambiguity and stress, and to address the question, “How do I **grow** a student who is way below grade level and the only benchmark I have just keeps telling me that?”

Why? Relevance

Some students are so far removed from this benchmark that we need information relevant to their **instructional grade level** in order to **move** them.

Why? Equity

To standardize something that has traditionally been subjective, inequitable for students, and frustrating for teachers.

Two Types of Alternative Standards

**Extended
Evidence
Outcomes
(EEOs)**

**Parallel
Standards**

Extended Evidence Outcomes (EEOs)

for:

Students with diagnosed cognitive disabilities who qualify for the CoAlt, Colorado's Alternative to CMAS

Extended Evidence Outcomes (EEOs)

Content is reduced:

- **depth**
- **breadth**
- **complexity**

Extended Evidence Outcomes (EEOs)

Which requires instruction that is:

- **simple**
- **direct**
- **substantially supported**

Extended Evidence Outcomes (EEOs)

EEOs are fairly straightforward. They appear alongside grade level standards and are already written for you.

Resources

[CDE EEOs Main Page](#)

[ELA EEOs Table](#)

[Math EEOs Table](#)

[Science EEOs Table](#)

[Social Studies EEOs Table](#)

Parallel Standards

for:

Students who are operating **more than two** years below grade level in math or reading but do not qualify for the CoAlt

Parallel Standards

We have multiple students at every grade level who require parallel standards

Oh the Bloom's Verbs...

Bloom's Taxonomy



Creating:

Can students create a new product or point of view?
They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating:

Can the student justify a stand or decision?
To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing:

Can the student distinguish between the different parts?
They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying:

Can the student use the information in a new way?
They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Understanding:

Can the student explain ideas or concepts?
They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.

Remembering:

Can the student recall or remember the information?
They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

Steps for Identifying Parallel Standards

1. Identify the grade level standard
2. Go to [Online Sortable Standards](#)
3. Change search criteria to desired **content** and ***instructional*** grade level
4. Identify the standard that you most believe will support growth toward the identified grade level outcome

Math:

Grade Level Standard: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers including integers. (CCSS: 7.NS.2)

Extended Evidence Outcome

(EEO): Identify which is larger between $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a whole using manipulatives or tools.

Parallel Standard: Compare two fractions with different numerators and different denominators and justify the conclusions. (CCSS: 4.NF.2)

ELA:

Grade Level Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)

Extended Evidence Outcome

(EEO): Identify the main idea and 1-2 supporting details from a simple piece of adapted 9th grade Literature.

Parallel Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

Social Studies:

Grade Level Standard: Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization. (SS.HS.1.3)

Extended Evidence Outcome

(EEO): Compare early historical ideas and how they impact life today (e.g., religion, social movement, civil rights).

Parallel Standard: Examine primary and secondary sources to identify points of view while formulating historical claims and questions. For example: art, eyewitness accounts, letters and diaries, artifacts, historical sites, charts, graphs, diagrams, and written texts(SS.7.1.1)

More Standards Resources

Vertical Progression Documents from CDE:

- [Comprehensive Health and Physical Education](#)
- [Dance](#)
- [Drama and Theatre](#)
- [Mathematics](#) (Updated December 2010)
- [Music](#)
- [Reading, Writing, and Communicating](#) (Updated December 2010)
- [Science](#)
- [Social Studies](#)
- [Visual Arts](#)
- [World Languages](#)

Debrief

Share out:

- Based on your post it- what is something you can do next week to incorporate alternative standards- Describe the kid/ group





Other Inclusion Resources

- [Making Inclusion a Reality for Students With Severe Disabilities](#)
- [Collaborative Planning Tools](#)



Thanks!

Do you have any questions?

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