

Module 2 – SwD
Participant Guide

Adapting the Curriculum in
UDL Style

Meeting the Challenge: CT Core Standards Success for English Learners and Students with Disabilities

Grades K–12

*A Professional Learning Series for
School Teams Dedicated to the Success
of ALL Students*



Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education. The development team would like to specifically thank Ellen Cohn, Megan Alubicki Flick, Rhonda Kempton, Colleen Hayles, Jennifer Michalek, Janet Stuck, and Jennifer Webb from the Connecticut State Department of Education; and Robb Geier and Elizabeth O’Toole from Public Consulting Group.

The *Meeting the Challenge* project includes a series of professional learning experiences for school teams on Connecticut Core Standards Success for English Learners and Students with Disabilities.

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the *Meeting the Challenge* materials from Public Consulting Group were: Dr. Barbara Flanagan, Elizabeth Stein, Michelle Wade, and Melissa Pierce.

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Module 2 – SwD Session Agenda

Adapting the Curriculum in UDL Style

- Introductory Activities
- Understanding Learner Variability
- Aligning CT Core Standards, IEP Goals, Learning Targets, and UDL
- Maintaining High Expectations for All Learners Through Meaningful Adaption
- Reflection, Next Steps, and Session Evaluation

Essential Questions

- How can I create a positive, rigorous learning environment while meeting the needs of variable learners?
- How can I use the UDL Principles and Guidelines to address learner variability in any classroom?
- What are some effective scaffolds I can apply so my students become successful, independent learners?
- How can I create lesson plans that honor a meaningful learning process that aligns with the CT Core Standards?

Key Takeaways

Participants will

- Extend their knowledge about how to create a positive, rigorous learning environment while meeting the needs of variable learners.
- Understand how to apply the UDL Principles and Guidelines to address learner variability in any classroom.
- Increase their repertoire of how to apply effective scaffolds to guide students to become successful, independent learners.
- Increase ability to create lesson plans that honor a meaningful learning process that aligns with the CT Core Standards.

Introductory Activities

Introductory Activities

Quick Write: Setting Intentions

DESCRIPTION

Participants will read through the Essential Questions and Session Agenda and jot down their intentions and goals for today’s session.

DIRECTIONS

1. After reading through today’s Essential Questions and Session Agenda, please engage in a Quick Write to express your goals and intention for today’s workshop. What do you hope to achieve today?
2. You may choose to write sentences, a short paragraph, a sketch, a poem, or jot down key words to express your goals and create a sense of purpose for our together time today.
3. Express your ideas in the space below.

Quick Write

Today will be successful when...

Activity 1: List-Group-Label

DESCRIPTION

Participants will reflect on their vision of what skillful teaching looks like. They will discuss as a team to expand their perspective. Following the activity, each team will connect their ideas to the UDL Guidelines.

DIRECTIONS

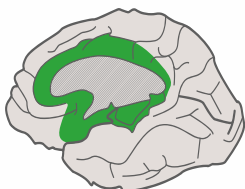
1. Take a minute to individually reflect on what skillful teaching looks like. Ask yourself, *If I were to walk into a classroom, what might I see or hear (from the students as well as the teacher) that would cause me to think that I was in the presence of a master teacher?*
2. What would you see and hear that would make you think: *Wow, this is amazing! If I had a child this age I would want my child in this class!*
3. Using one index card per idea, jot down 3 or 4 things you might see or hear in the classroom of a highly effective teacher.
4. As a team, categorize all ideas into groups and label each group by writing the common theme for each group on an index card.
5. Using the UDL Guidelines on page 7, write one UDL Principle or Guideline that connects to your common theme cards.
6. Be ready to share with the whole group.

RESOURCES

- UDL Principles and Guidelines (page 7)

UDL Principles and Guidelines

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

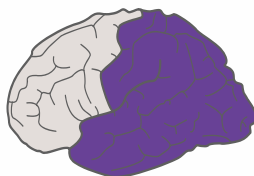
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

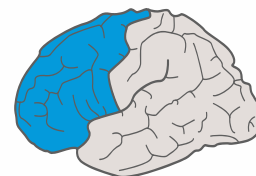
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Part 1: Understanding Learner Variability

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Activity 2: UDL Video Clip

DESCRIPTION

Participants will view the video, *UDL: Reducing Barriers*, and take notes on their guided note-taking organizer on the following page. Participants will share their notes and responses with their team members and write one statement on chart paper that summarizes their thinking about the message from the video that can empower teachers and students.

DIRECTIONS

1. View the video clip, *UDL: Reducing Barriers*, while jotting down your thoughts on the 3-2-1 Note-Taking organizer on the following page.
2. After the video, reread your notes and complete the Summary/Reflection section at the bottom of your note-taking page.
3. Think about how you already apply one idea from the video. Begin to share your responses and reflections with your team.
4. As a team, come up with a summary statement to express the message you take away from the video. Choose a speaker from your team who will be ready to share with the whole group.

RESOURCES

- Video: *UDL: Reducing Barriers* (2013). Retrieved from <https://www.youtube.com/watch?v=xTShQyw3m80>
- *Reducing Barriers* 3-2-1 Note-Taking organizer (page 10)

Reducing Barriers 3-2-1 Note-Taking

DIRECTIONS

After viewing the video, *UDL: Reducing Barriers*, jot down your thinking.

3 Connections	<ul style="list-style-type: none">•••
2 New Ideas	<ul style="list-style-type: none">••
1 Question	<ul style="list-style-type: none">•

SUMMARY/REFLECTION

Activity 3: Addressing Learner Variability

DESCRIPTION

Participants will deepen their understanding and application of learner variability. This will pave the way for a smooth process of adapting the curriculum as we move along in our activities.

DIRECTIONS

1. Read *Examples of addressing learner variability* on the next page.
2. Connect your thinking from our Introductory Activity and your 3-2-1 Reflections.
3. Think about the connections you make to your own practice. What examples can you add as you think about learners in your classrooms?
4. Share your connections with your team.
5. On chart paper, write the heading *Addressing Learner Variability*, and jot down your ideas and connections.

RESOURCES

- *Examples of addressing learner variability* (page 12)
- 3-2-1 Reflection from Activity 2 (page 10)
- Quick Write from Introductory Activity (page 5)



Examples of addressing learner variability from *Learner Variability and UDL*

I. Provide Multiple Means of Representation

- Make text available in a variety of formats: e-Text reader, audio, MS PowerPoint
- Offer a variety of media to access information
- Provide multiple visual and physical examples of information using, for example, manipulatives, Smart Boards, iPads

•Additional examples:

II. Provide Multiple Means of Action & Expression

- Present learners with choices of tools to demonstrate knowledge. For example, provide a “technology toolkit” on a class wiki with reviews of available tools and resources
- Implement project-based learning to provide opportunities for problem solving and to help guide effective goal-setting
- Other examples: audio recording, dramatic productions, creating charts, graphs and illustrations, and free websites like Blogmeister, Glogster, Toondoo, Animoto, Xtranormal, Voki

•Additional examples:

III. Provide Multiple Means of Engagement

- Teach students how to use the available formats, tools and technology
- Implement project-based learning opportunities to provide options for individual choice and enhance the relevance and authenticity of the learning
- Give choices of tools, technology, medium, work environments and topic
- Guide students to understand personal learning needs so they can make good choices and become more autonomous
- Provide opportunity for independent choices of participation, for example, standing during a lesson

•Additional examples:

Learner Variability and UDL from the National Center on UDL (www.udlcenter.org)
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**Part 2: Aligning CT Core Standards, IEP Goals, Learning
Targets, & UDL**

Part 2: Aligning CT Core Standards, IEP Goals, Learning Targets, & UDL

Activity 4: Reading the Standards through a Vertical Lens

DESCRIPTION

Participants will delve deeper into connecting the CT Core Standards with the needs of students with disabilities. This activity will provide a process for embedding high expectations for all students while connecting the CT Core Standards with the needs of diverse learners.

DIRECTIONS

1. Each team will scan through one of the standards progression handouts (Please do not write in the handouts as they will be collected and reused at other sessions.)
2. As a team, choose either one ELA anchor standard or one math domain to read. Highlight key skills and analyze the standard vertically across the grade levels.
3. Notice patterns and insights gained through this reading.
4. Share your thinking around how reading the standards vertically can help in applying high expectations for students.
5. As a team, write about your greatest “a-ha” during the process of viewing and discussing one standard across the grade levels.
6. Be prepared to share.

RESOURCES

- Standards Progression handouts

Activity 5: Deconstructing the Anchor Standards

DESCRIPTION

Through reading, analyzing, and connecting, participants will apply the process of deconstructing the standards to guide diverse learners to meet high expectations.

DIRECTIONS

1. Read through *Deconstructing Standards: Clarifying Learning Targets* on the following pages.
2. As a team, choose one of the standards listed in the handout from Activity 4.
3. Follow the directions to guide your deeper thinking through the process of applying the standards in accessible ways to enhance students’ achievements.
4. Write a Learning Target to include the essence of your deconstructed standard.
5. Think about the value of this process and how you can apply this process to your thinking and your daily practice as you guide students to achieve their personal best.
6. What UDL Principle connects to your work?
7. Be prepared to share with your team.

RESOURCES

- *Deconstructing Standards: Clarifying Learning Targets*. Retrieved from http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17572/Deconstructing_Standards_Info_and_Steps.pdf

LEARNING TARGET STATEMENTS

1. I can _____.
2. I can _____.
3. I can _____.

Deconstructing Standards: Clarifying Learning Targets

When deconstructing or clarifying learning targets we take a broad and/or unclear standard or objective and break it into smaller more explicit learning targets.

Ask yourself:

1. *What do my students need to know, understand, or be able to do to demonstrate mastery of standard?*
2. *What knowledge will students need to demonstrate the intended learning?*
3. *What patterns of reasoning will they need to master?*
4. *What skills are required, if any?*
5. *What product or capabilities must they create or acquire, if any?*

When deconstructing standards, you are looking at what the content standard requires students to know and be able to do, **not how you will assess it**. We must be vigilant to distinguish between learning targets themselves and the acts of teaching and assessing student performance. Learning targets are those things that we want students to know and be able to do. Teaching and assessing, on the other hand, include those tasks and assignments that we choose to give the students to do. These can be used to indicate how well the targets are being learned.

Types of Learning Targets

Knowledge Targets - The facts and concepts we want students to know. Knowledge targets represent the factual underpinnings in each discipline. They are often stated using verbs such as *knows, lists, names, identifies, and recalls*.

Reasoning Targets - Students use what they know to reason and solve problems. Reasoning targets represent mental processes such as *predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates, and generalizes*.

Skill Targets - Students use their knowledge and reasoning to act skillfully. When we speak of skill targets, we are referring to student performances that must be demonstrated and observed, heard, or seen to show evidence of their understanding. **Knowledge targets always precede skill targets.**

Product Targets - Students use their knowledge, reasoning, and skills to create a concrete product such as “creates tables, graphs, scatter plots, and box plots to display data, notates music, or creates a personal wellness plan.” There are usually fewer product targets than knowledge and reasoning targets.

Steps for Deconstructing

1. Select standard to deconstruct.
 - Circle all of the verbs in the standard.
 - Underline all of the nouns in the standard.
2. Look at the verbs and see which category they fall into: Knowledge, Reasoning, Skills, or Products.
3. Use the nouns with the verbs to write learning targets.
4. Stop and Reflect.
5. Write each target in student friendly “I can” language at the bottom of page 15 in your Participant Guide. Beside each “I can” statement, identify the target as Knowledge, Reasoning, Skills, or Products.

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Source: *Deconstructing Standards: Clarifying Learning Targets*. Retrieved from http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17572/Deconstructing_Standards_Info_and_Steps.pdf

Activity 6: Depths of Knowledge: Creating Opportunities for Higher Order Thinking

DESCRIPTION

Participants will deepen their understanding of translating the key skills and concepts from the CT Core Standards into effective methods and materials for meaningful learning experiences that heighten students' critical thinking skills.

DIRECTIONS

1. You are asked by your principal to create four questions to guide a discussion with colleagues with the aim of deepening their understanding and application of the Depths of Knowledge process.
2. View the video, *Depths of Knowledge* by Karin Hess.
3. Review the information on the following page, and through your internet access, feel free to explore *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards* by Karin Hess, Ed.D. Retrieved from http://www.crecnow.info/blendedsolutions/docs/docs/Webbs_Depth_of_Knowledge.pdf.
4. Fill in the *Depths of Knowledge (DOK) Discussion Starter Notes* on page 20 to shape your discussion for guiding your colleagues' understanding of using the DOK tool in the classroom.
5. Also, write down one specific way you could incorporate Webb's DOK tool into one of your upcoming lessons.
6. Discuss with your team. Be sure to add to your notes additional ways to apply in the near future.
7. Be prepared to share.

RESOURCES

- Video: *Depths of Knowledge* by Karin Hess. <https://www.youtube.com/watch?v=Cu8SfdLfbm8>
- Bullet points (page 19)
- Internet access to explore *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards* by Karin Hess, Ed.D. Retrieved from http://www.crecnow.info/blendedsolutions/docs/docs/Webbs_Depth_of_Knowledge.pdf

Depths of Knowledge (DOK) Levels

- **Level 1:** Recall and Reproduction
 - *Locate, define, list, label, match, copy, state, tell
- **Level 2:** Skills and Concepts
 - *Infer, categorize, interpret, summarize, translate, predict
- **Level 3:** Strategic Thinking and Reasoning
 - *Critique, cite evidence, conclude, argue, hypothesize
- **Level 4:** Extended Thinking
 - *Initiate, design, synthesize, self-monitor, critique, conduct

DOK Goes Way Beyond the Verb

Same Verb—Different DOK Levels:

- **DOK 1** - Describe the different moon phases.
(Requires basic recall.)
- **DOK 2** - Describe the difference between waning gibbous and waxing gibbous as seen in the northern hemisphere.
(Requires cognitive processing to determine the differences in the two phases of the moon.)
- **DOK 3** - Describe the relationship between the positioning of the earth, moon, and sun during a full moon.
(Requires deep understanding of the cause of the various moon phases.)

Depths of Knowledge (DOK) Discussion Starter Notes

Respond to the following questions to shape your ability to extend your colleagues' understanding of using Depths of Knowledge as a tool for deepening students' learning. Answer the following questions and discuss your responses with your team.

1. How can DOK be used as a tool for teachers to deepen the level of learning in the classroom?
2. Why must teachers remain mindful of how we think about the verbs that align with each DOK level? Provide an example.
3. How can teachers use the DOK tool to align with the CT Core Standards?
4. How can teachers use the DOK tool to proactively differentiate any given lesson to meet the needs of variable learners? Provide an example and identify how UDL Guidelines naturally align.
5. What is one way you can use DOK as a tool during a lesson in your class next week?

Part 3: Maintaining High Expectations for All Learners through Meaningful Adaptations

Part 3: Maintaining High Expectations for All Learners through Meaningful Adaptions

Activity 7: Scaffolding for Success

DESCRIPTION

Participants will view a video to notice the ways scaffolding is used to support learners to meet high expectations.

DIRECTIONS

1. After viewing the *Hint Cards* video clip, identify which UDL Principle and/or Guideline applies to each lesson/strategy shown.
2. Make connections and formulate questions about the ways UDL and scaffolds were used in the video and how it applies to your instruction.
3. Write your thoughts on a post-it note and place on your UDL Guidelines on page 7. Be ready to share.

RESOURCES

Videos:

- The Teaching Channel. *Hint Cards* (2014). Retrieved from <https://www.teachingchannel.org/videos/hint-cards>

We encourage you to view these additional videos at your leisure:

- The Teaching Channel. *Literary Analysis through Literary Stations* (2014). Retrieved from <https://www.teachingchannel.org/videos/increase-engagement-and-understanding>
- The Teaching Channel. *Too Hard? Break it Down* (2014). Retrieved from <https://www.teachingchannel.org/videos/teaching-difficult-lessons>

Types of Accommodations

Read through the list of accommodations and write the type of accommodation it represents next to the statement. In addition, use your UDL Guidelines on page 7 to write which UDL Principle or Guideline the accommodation supports.

Types of Accommodations

1. Presentation accommodations
2. Response accommodations
3. Setting accommodations
4. Timing accommodations
5. Scheduling accommodations

List of Accommodations:

1. Record a lesson instead of taking notes _____
2. Give a response that is easier for student (oral or written) _____
3. Dictate answers to a scribe _____
4. Student sits where he learns best _____
5. Take frequent breaks _____
6. Have additional time to process orally presented information _____
7. Take more time to complete a task _____
8. Work in small groups to practice skills and concepts _____
9. Be given a written list of directions _____
10. Work with fewer items on a page _____

Activity 8: Adaptation Sort

DESCRIPTION

Participants will distinguish between accommodations and modifications as a means of creating and maintaining high expectations to meet students' individual strengths and needs.

DIRECTIONS

1. With your team, read the student adaptation cards that are in an envelope on your table.
2. Sort each as either, *Maintains alignment with Core Standards*, *Negatively impacts alignment with Core Standards*, and *Unsure if this impacts alignment with Core Standards*.
3. Use the UDL Guidelines to identify Principle(s) and Guideline(s) that connect to each adaptation card.
4. Think of a student who is presently in your class and create another adaptation that would apply to your classroom experience. Fill your adaptation on a blank adaptation card. Identify the UDL Principle(s) and Guideline(s).
5. Be prepared to share as a whole group.

RESOURCES

- Adaptation cards
- UDL Guidelines (page 7)
- An answer key will be provided for each team following the activity

Activity 9: Lesson Plan Analysis

DESCRIPTION

Participants will identify the way UDL is naturally embedded in a lesson plan as it connects to the standards and possible IEP goals.

DIRECTIONS

1. With your team, choose one of the lesson plans provided or use one of your own lesson plan ideas to identify the natural UDL components.
2. Use the UDL Guidelines on page 7 to identify one UDL Principle and Guideline.
3. Think of a sample student with a potential IEP goal that would align with your chosen lesson. How well does this IEP goal connect with the standards and UDL components?
4. On a scale of 1–5 (with 5 being the greatest of ease), how naturally do you think UDL Principles and Guidelines, IEP goals, and the standards connect?
5. Be prepared to share.

RESOURCES

- UDL Guidelines (page 7)
- Lesson plan handouts or personal lesson plan idea

Part 4: Reflection, Next Steps, and Session Evaluation

Part 4: Reflection, Next Steps, and Session Evaluation

Activity 10: Blanket the Table

DESCRIPTION

Participants will reflect on today’s session by jotting down key words and phrases to summarize, synthesize, and create future steps to apply ideas shared during today’s session.

DIRECTIONS

1. Think about the key words, phrases, and ideas you consider important to remember from today’s session.
2. Take a blank sheet of paper and fold it into eight sections. Write one word or idea per section of paper. Tear off your idea and put it on the table.
3. Continue writing words in the sections, tearing off each section after you write your idea. Continue to cover the table with your ideas.
4. Be prepared to share

Session Evaluation

Thank you for attending Module 2 – SwD, *Adapting the Curriculum in UDL Style*. Your feedback is very important to us! Please fill out a short survey about today’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-Module-2-SwD-UDL>

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