

Using the Common Core to reach English language learners, students with disabilities, and gifted students

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Reprinted from The Funny Times / PO Box 18530 / Cleveland Heights, OH 44118
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Session Topics...

- The Common Core and Special Needs
- Principals of UDL
- Severe Difficulties: Essential Elements
- Action Planning



Who am I?



Layla Nelson, PhD

- ▶ Coordinator, Educational Specialists
- ▶ Previously a Special Education Teacher, Administrator, and Professor
- ▶ Ohio licensed in special ed., gifted ed., and ESL
- ▶ Presenter—State and National Conferences

The Common Core and **Special Populations**

- The CCS do not describe specific teaching methods for special populations.
- The CCS do encourage educators to support special populations by **maintaining high standards** while **accommodating special needs**.



The Common Core and **English Language Learners**

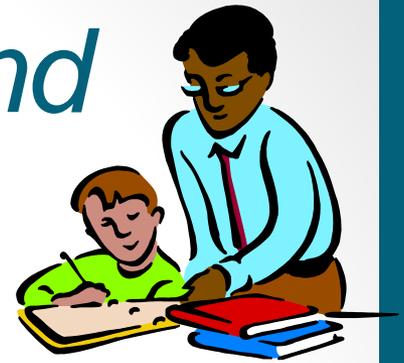
CCS Policy Paper on ELLs says:

- ❖ Teachers must consider each ELL **individually**.
- ❖ All teachers must be **trained** to instruct ELLs.
- ❖ **Supported immersion** is preferable to pull-out.
- ❖ Lessons are **deliberately designed** to support English language acquisition—*social AND academic*.
- ❖ Vocabulary should be developed via **language-rich environments**; NOT memorization and drills.



From: <http://www.corestandards.org/assets/application-for-english-learners.pdf>

The Common Core and **Special Education**



CCS Policy Paper on Special Education says:

- ❖ Students with disabilities should be provided with supports in ALL classes based on the principles of **Universal Design for Learning (UDL)**.
- ❖ Instructional accommodations should **not change the standards** but allow students to learn within the framework of the Common Core.
- ❖ **Assistive technology devices and services** should be provided to ensure access to the general education curriculum and the Common Core State Standards.



The Common Core and **Special Education**

CCS Policy Paper on Special Education also says:

- ❖ Some students with the most **significant cognitive disabilities** will require **substantial supports and accommodations** to have **meaningful access** to certain standards in both instruction and assessment, based on their communication and academic needs.
- ❖ These supports and accommodations should ensure that students receive **access to multiple means of learning and opportunities to demonstrate knowledge**, but retain the rigor and high expectations of the Common Core State Standards.

The Common Core and Gifted Education



NAGC Policy Paper on the Common Core says:

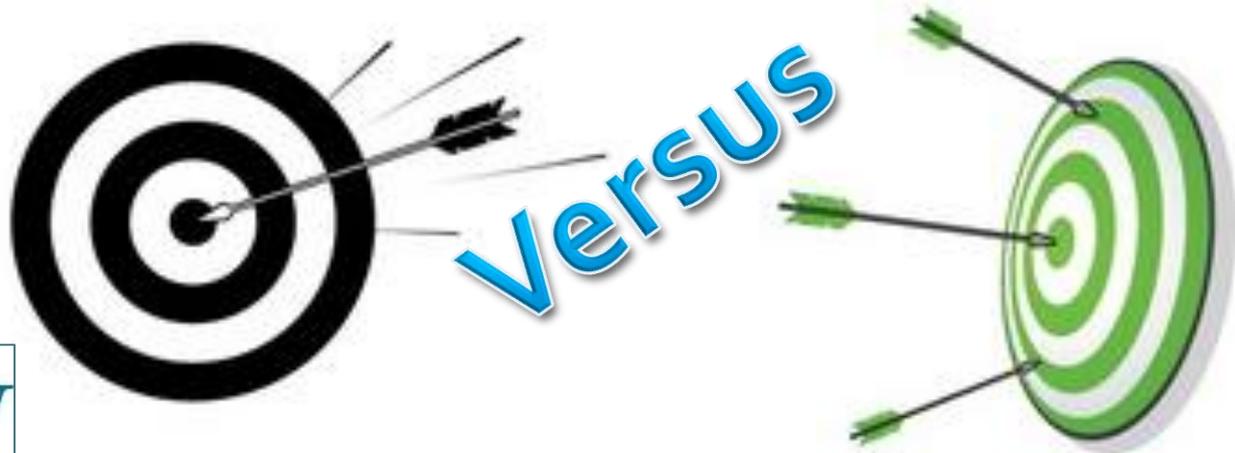
- ❖ Teachers should **not maintain fidelity** to grade-level standards with gifted students.
- ❖ Teachers should use differentiation, curriculum acceleration/compacting, flexible grouping, and critical thinking opportunities.
- ❖ All teachers must be **trained** to instruct gifted students.
- ❖ **Continuous assessment** should be used to inform instruction.

NAGC Statement:

[http://www.nagc.org/uploadedFiles/Information and Resources/Common Core State Standards/common%20core%20state%20standards%20statement%20\(6-2-10\).pdf](http://www.nagc.org/uploadedFiles/Information%20and%20Resources/Common%20Core%20State%20Standards/common%20core%20state%20standards%20statement%20(6-2-10).pdf)

NAGC Info: <http://www.nagc.org/index2.aspx?id=8216>

*What are the CCS
recommendations for meeting
the needs of all learners?*



Universal Design for Learning

From the Higher Education Opportunity Act of 2008 ...

The term UNIVERSAL DESIGN FOR LEARNING means a **scientifically valid framework** for guiding educational practice that:

- ❖ (A) provides flexibility in the ways information is **presented**, in the ways students **respond** or **demonstrate** knowledge and skills, and in the ways students are **engaged**; and
- ❖ (B) **reduces barriers** in instruction, provides **appropriate accommodations**, supports, and challenges, and maintains **high achievement expectations** for all students, including students with disabilities and students who are limited English proficient.



Universal Design for Learning

Origins of Universal Design:

- Architectural principals
 - For example, door handles, sink knobs, outlet heights, 2nd floor access
- Permits access to most users by providing options

For more information, visit <http://www.ncsu.edu/project/design-projects/udi/>

and <http://www.udll.com/media-room/articles/the-seven-principles-of-universal-design/>



Universal Design for Learning

Three Key Principals

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

These principals foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.



From: <http://www.udlcenter.org/aboutudl/udlguidelines>

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

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

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

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

5: Provide options for expression and communication

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

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

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

9: Provide options for self-regulation

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

Purposeful, motivated learners

Ideas for applying UDL to English Language Learners:

Representation	Action & Expression	Engagement
Pre-teach lessons and key vocabulary (with visuals)	Graphic or other options for presenting work	Create social learning opportunities
Demonstrate and Model	ELLs work with peers when responding to assignments	Provide choice in activities
Partner up students with the same native language	Allow errors as part of the English learning process	KWL charts before starting new classroom topics
Make connections between new info and cultural experiences	Have ELLs write in native language, then translate using technology	Help ELLs create goals for learning and develop plans for meeting those goals



Ideas for applying UDL to Special Education:

Representation	Action & Expression	Engagement
A rich mix of media and visuals	Assistive technology for expression	Interest-based learning
Technological accommodations	Options for presentations of knowledge/skills	Cooperative learning groups
Graphic organizers	Word processors/ Speech-to-text programs	Authentic learning tasks
Scaffolding	Goal-setting/ Planning tools	Specific, positive feedback

From: <http://www.education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=105523>



Ideas for applying UDL to Gifted Learners:



Representation	Action & Expression	Engagement
Pre-assess student knowledge	Options for assignments, such as tic-tac-toe boards	Have students manage their own learning pace
Give students control of the methods for learning	Multiple modalities	Problem-based learning
Use flexible grouping— Gifted students often learn best with other gifted students or alone	Provide critical-thinking extensions to expand lessons for gifted learners	Independent learning projects on topics of interest
Use curriculum acceleration and compacting	Encourage <i>practice</i> to improve skills (sometimes difficult for gifted learners)	Avoid repetitive drills on already-mastered skills

From: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=105522>



" BUT IF YOU DON'T LEARN TO READ AND WRITE, HOW ARE YOU EVER GOING TO TEXT?"

Severe Student Difficulties

Q: How do the CCSS address students the most severe disabilities?



A: The CCSS do not specifically address students with the most severe disabilities.

Follow-up Q: Then where can educators find guidance on teaching this population of students?

Severe Student Difficulties

When adapting the CCS for students with severe disabilities, educators must answer the question:

- ***What knowledge and skills related to this standard are relevant to the student's success in life?***

- Consider skills such as those needed for **daily living, socialization, recreation, communication, health/safety, functional academics, work readiness, and community use.**



Severe Student Difficulties

Dynamic Learning Maps Alternate Assessment Consortium

- Grant-funded by U.S. Department of Education, Office of Special Education Programs
- Includes 13 States (not Ohio,
- Common Core Essential Elements (CCEE) to be released in draft form Fall of 2011
- Learning Maps also to be released
- Watch <http://dynamiclearningmaps.org/>



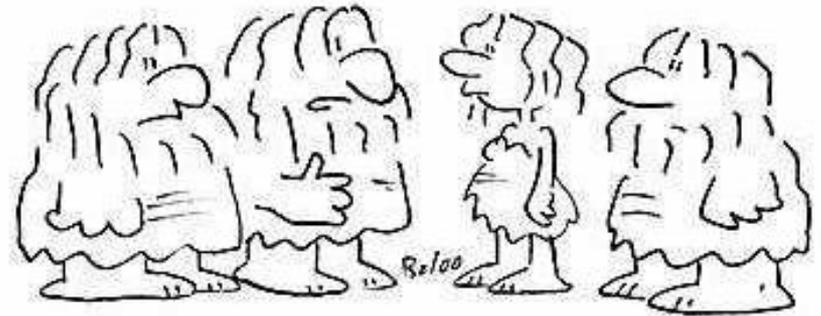
Severe Student Difficulties

The CCEE Are:

- Links to grade level Common Core State Standards (CCSS).
- Statements of content and skills that provide a bridge for students with severe disabilities to achieve grade-differentiated expectations.
- Challenging and rigorous while considering the significance of student disabilities.

The CCEE Are Not:

- Downward extension to pre-K
- General essence statements
- Statements of functional Skills



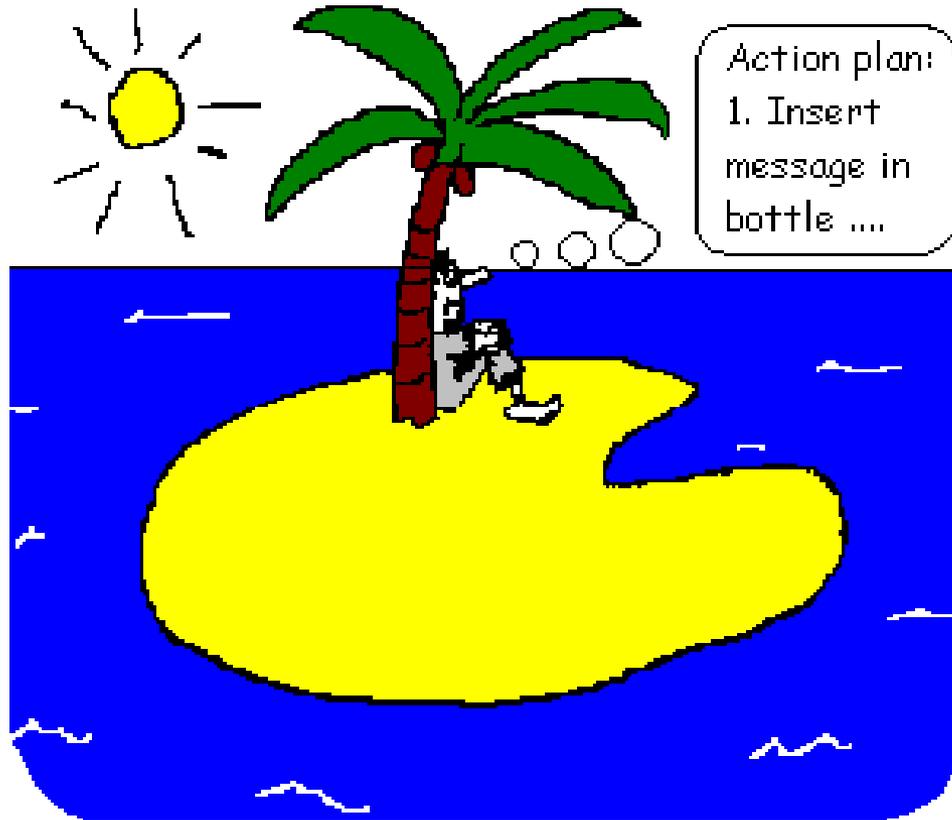
"NOW THAT WE'VE LEARNED TO TALK,
WE'D BETTER ESTABLISH SOME LOCAL
COMMUNITY STANDARDS."

Severe Student Difficulties

Common Core State Standard Planning Tool for Students with Severe Disabilities

Student Name:	Grade Level:
Teacher Name:	Subject Area:
Standard:	
Relevance to: <input type="checkbox"/> Daily living <input type="checkbox"/> Socialization <input type="checkbox"/> Recreation <input type="checkbox"/> Communication <input type="checkbox"/> Health/safety <input type="checkbox"/> Functional academics <input type="checkbox"/> Workreadiness <input type="checkbox"/> Community use <input type="checkbox"/> Other: _____	
Essential Knowledge/Skills:	
Baseline data:	Goal:
Instructional Methods:	Accommodations/tools:
Inclusion Supports:	Assessment Plan:

Action Planning...



Creating an Action Plan

What can you do in your school/district to support students with special needs?

- ✓ Help to develop a school culture that supports inclusion
- ✓ Support professional development on using *Universal Design for Learning* in all classrooms
- ✓ Other tasks?



Thank you for your participation!

