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

Layla Nelson, Ph.D.
Coordinator, Educational Specialists
PSI Associates
LOOKS LIKE IT'S A NICE DAY ... IF YOUR STANDARDS ARE REALLY REALLY LOW.

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phone: (216) 371-8600 / e-mail: ft@funnytimes.com
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

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Partners for Success and Innovation
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.

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

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

**Universal Design for Learning**

Three Key Principals

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Physical action</td>
<td>Recruiting interest</td>
</tr>
<tr>
<td>Language, expressions, and symbols</td>
<td>Expression and communication</td>
<td>Sustaining effort and persistence</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Executive function</td>
<td>Self-regulation</td>
</tr>
</tbody>
</table>

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](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

## 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

## 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

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# Ideas for applying UDL to English Language Learners:

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

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Ideas for applying UDL to Special Education:

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

Ideas for applying UDL to Gifted Learners:

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

"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 with 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."

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# Severe Student Difficulties

## Common Core State Standard Planning Tool for Students with Severe Disabilities

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name:</td>
<td>Subject Area:</td>
</tr>
<tr>
<td>Standard:</td>
<td></td>
</tr>
</tbody>
</table>

- **Relevance to:**
  - Daily living
  - Socialization
  - Recreation
  - Communication
  - Health/safety
  - Functional academics
  - Work readiness
  - Community use
  - Other: ______________________

<table>
<thead>
<tr>
<th>Essential Knowledge/Skills:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Baseline data:</th>
<th>Goal:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional Methods:</th>
<th>Accommodations/tools:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inclusion Supports:</th>
<th>Assessment Plan:</th>
</tr>
</thead>
</table>
Action Planning...

Action plan:
1. Insert message in bottle....
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!

Psst. Don't tell anyone I said this...

But thanks for getting the cat out too.