

# Common Core State Standards and Universal Design for Learning



**CAC**

**NOVEMBER 13, 2014**



Common  
Core State  
Standards  
Overview



Instruction  
UDL



Assessment



IEP  
Alignment  
to CCSS



Common Core State Standards

# What are the Common Core State Standards?



- A set of high-quality evidence and research based academic standards in mathematics and English language arts/literacy (ELA).
- Created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

# Where did Common Core come from?



2004 report found that many colleges and employers had growing expectations of high school graduates, but that schools had not increased their standards accordingly. The standards were then created by the National Governors Association and Council of Chief State School Officers.

# Where are we as a district with the CCSS?



- Professional Development/PLC time throughout all sites: principals and teachers (GE and SPED)
- Common Core Cluster Support Teachers out supporting teacher teams during their Professional Learning Community (PLC) time and their lesson designs to ensure students are being taught and supported accordingly while implementing CCSS
- UDL Institute – SDUSD team to CAST
- CAST supporting SDUSD in implementation of UDL
- Pilot of Goalbook- Goalbook is a tool that can be used in collaboration... to bring the special and general education worlds together, which is what we're seeing more and more of in today's teaching. The abundance of resources within Goalbook is just amazing. -Carolyn Carterette, San Diego Unified School District



Common  
Core State  
Standards  
Overview



Instruction  
UDL



Assessment



IEP  
Alignment  
to CCSS



Common Core State Standards

# What is UDL?



- **Universal Design for Learning** is a set of principles for curriculum development that give all individuals equal opportunities to learn.
- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

[UDL Video](#)










# UDL in the Classroom



- What is the learning goal or purpose?
- What barriers are in the lesson design that can be removed?
- Design the option into the learning environment and make them available for all



# Let's Explore the Supports

Unit Component	Barrier	Strategy	Resources
<b>Vocabulary</b>	Culture Language Ethnicity Terminology Memory Issues Experience	Realia (objects/photos) Word Walls References - charts, notes bulletin boards Bring in their cultural background Drama - Tableau, Skit	Videos (watch/create) Picture books Translation Online references Idioms Google Translate Picture Dictionary WordLens  
<b>Background Knowledge</b>	Culture Language Ethnicity Terminology Memory Issues Experience	Visual supports - pictures Picture books, simple/pictorial non-fiction Compare and contrast Videos Preview modified text Make connections Drama - Skit, create video	Pictello (higher needs) iBookCreator Flickr YouTube Creative Commons WorldBook online   
<b>Organization</b>	Don't know or remember the various genres in or structures Confused by linear/text-based outlines/structures Executive functions impairment	Use mentor texts to teach structures Graphic organizers that match text structure Highlight and mark up text to show organization	Variety of genres, both digital and actual Picture books - simplified structure Online websites for graphic organizers readwritethink
<b>Build Skills Struggles with Decoding</b>	Specific learning disability which makes print inaccessible Physical disability - vision, CP Intellectual disability Second (Third) Language Learner	Remediation vs. Compensation - dependent on the age, task, purpose, skills to be developed Accommodation Modification	Leveled text Think aloud - modelled instruction Guided practice Skill specific instruction Text-to-Speech Audio files  

# What does it look like in the classroom?



Examples of Universal Design for Learning

**Representation**

- sound, music, audio
- video
- closed captioning
- books & literature
- PowerPoint

**Expression**

- drawing software
- whiteboards
- acting out/play
- typing, essay
- poster, arts & crafts
- drawings

**Engagement**

- providing choices
- interactive games
- collaborating, teamwork
- Self-reflecting on choices



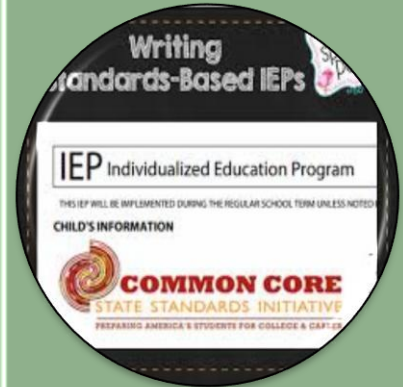
Common  
Core State  
Standards  
Overview



Instruction  
UDL



Assessment



IEP  
Alignment  
to CCSS

Common Core State Standards



# CCSS and Smarter Balanced Assessments



- The new standards and tests will:
- **Reflect** that California has raised the bar significantly regarding its expectations of all students;
- **Promote** students to think more deeply and critically about the content they learn in school across disciplines;
- **Encourage** educators to provide deeper learning opportunities for students;
- **Measure** student progress toward college-and-career readiness, enabling educators to diagnose any problems and intervene accordingly.

**California Assessment of Student  
Performance and Progress (CAASPP)**

**2014-15 CAASPP System**

**Smarter Balanced  
Summative Assessments**

- English–language Arts (ELA)
- Mathematics (Gr. 3-8 & 11)

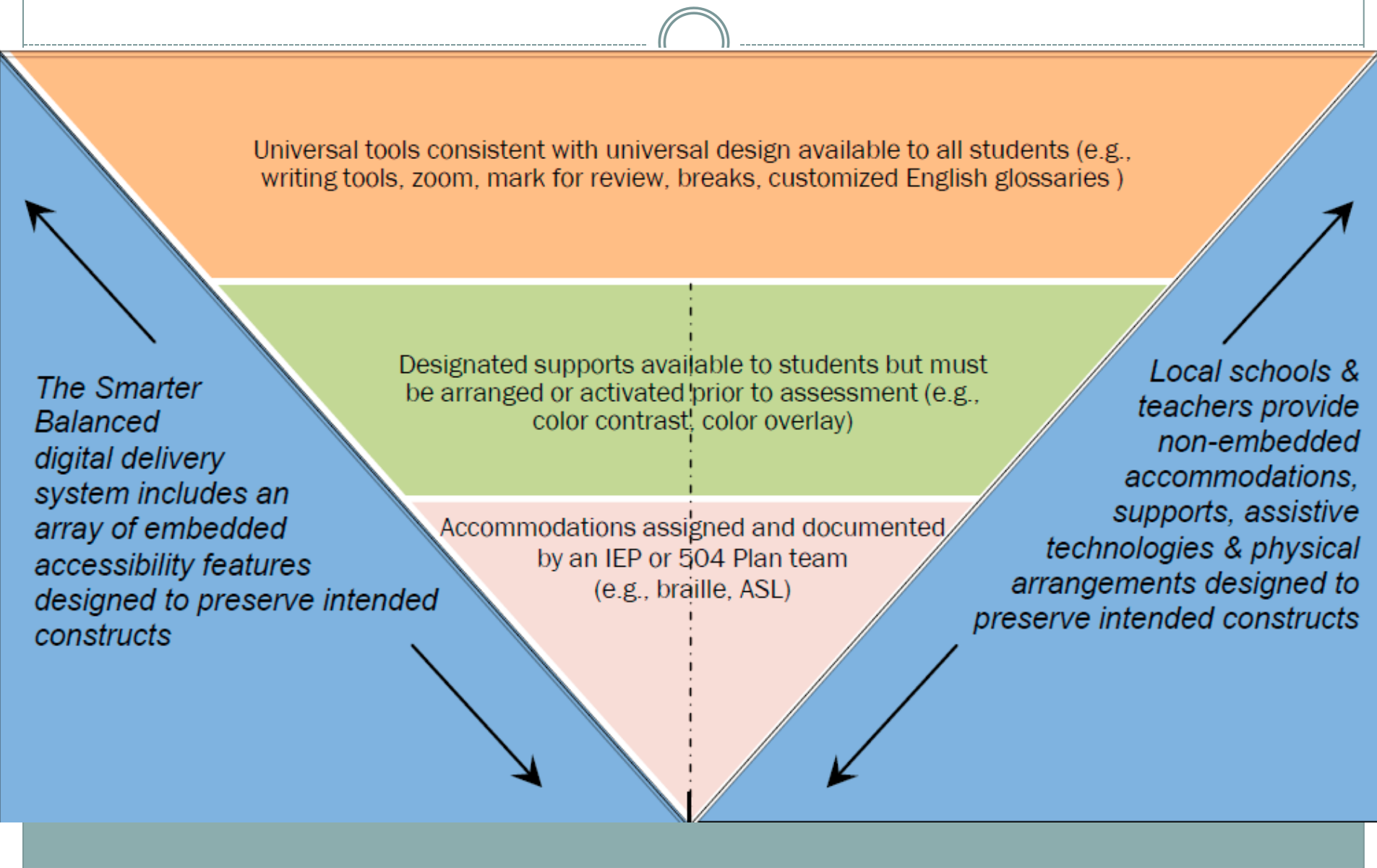
**Alternate Assessments  
Field Test-replacing CAPA**

- ELA
- Mathematics  
(Gr. 3-8 & 11)

**California Standardized  
Test (CST) California  
Modified Assessment  
(CMA) California Alternate  
Performance Assessment  
(CAPA)**

- Science  
(Gr. 5, 8, and 10)

# Conceptual Model of the Smarter Balanced Accessibility and Accommodations Framework





Common  
Core State  
Standards  
Overview



Instruction  
UDL



Assessment

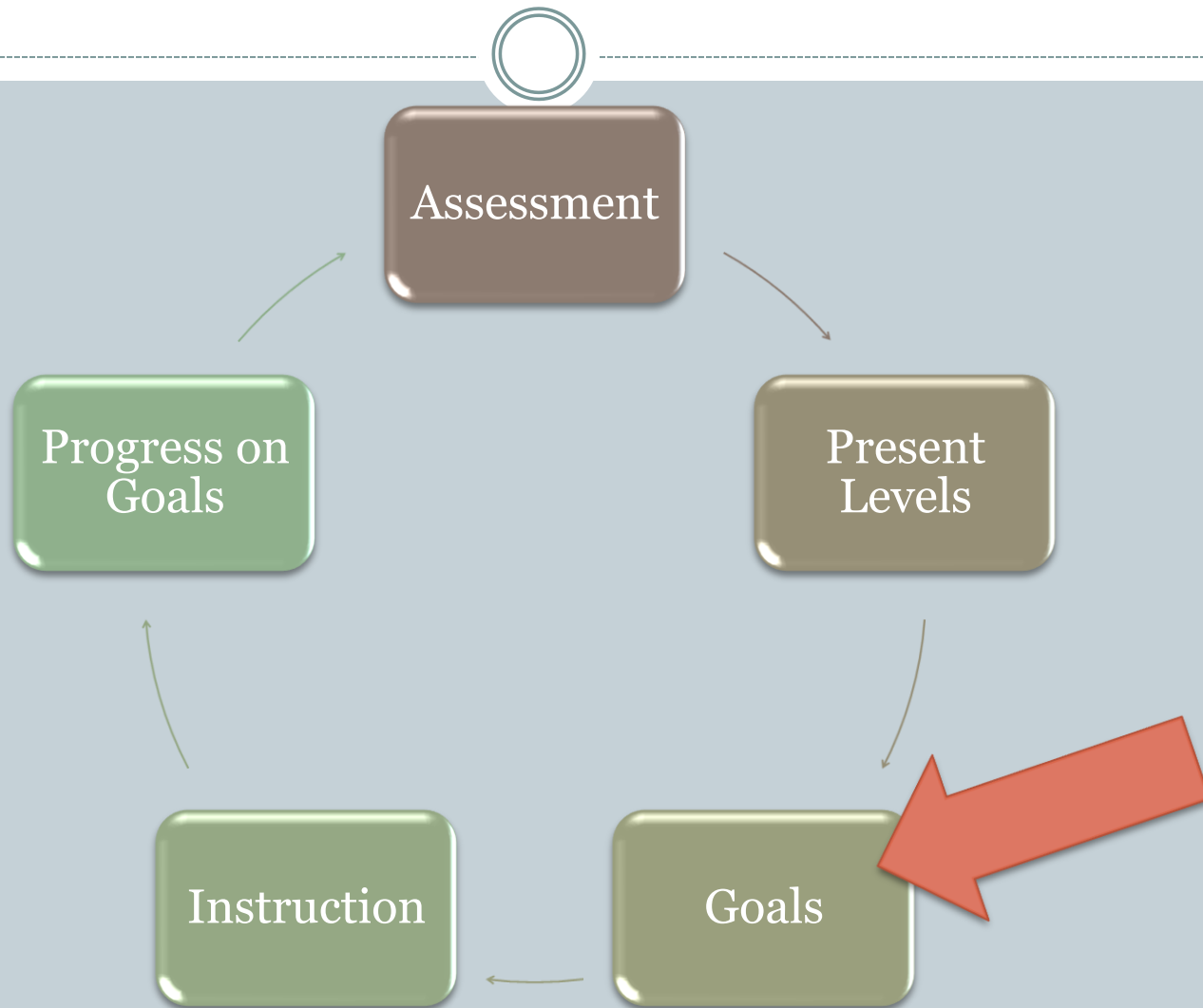


IEP  
Alignment  
to CCSS



Common Core State Standards

# IEP Alignment to CCSS





# IEP Alignment to CCSS



## ***5th Grade Reading Literature Standard:***

### ***5.RL.2 Key Ideas and Details***

- ***Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.***

### **IEP Goals**

#### **Grade Level:**

- By (date), when given a grade level story, drama, or poem, (name) will write a summary (3-5 sentences) of the text including the theme and (3) supporting details about how characters respond to change in (4 of 5 trials as measured by teacher-charted records).

#### **Mild Level of Support:**

- By (date), when given a grade level story, drama, or poem with highlighted structural supports, (name) will write a summary of the text including the theme and (3) supporting details about how characters respond to change in (4 of 5 trials as measured by teacher-charted records).

#### **Moderate Level of Support:**

- By (date), when given a familiar story, drama, or poem with highlighted structural supports, (name) will verbalize a summary of the text including the theme and (3) supporting details about how characters respond to change in (4 of 5 trials as measured by teacher-charted records).

#### **Intense Level of Support:**

- By (date), after watching a play or drama at (name)'s instructional level, then participating in a discussion about the theme and supporting details, (name) will identify the theme when asked in a "true/false" format (eg. Is \_\_\_\_\_ the main idea?).

# PD for Parents



**Special Education**

- Overview
- Parent Services
- Parent Services Events Calendar
- Contact Us
- Departments
- Policy and Procedures Manual
- Special Ed Connection
- Special Ed Staff Resources
- Staff Links

Home » Departments » Special Education

► Customize Calendar View

## November 2014

Print My Events Export RSS ICAL

Today Day Week Month List

November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 9:00am SIB...	11 Vet...	12 8:30am Em...	13 7:00pm CA...	14	15
	16 6:00pm Autl...					
	17 6:30pm Co...	18 9:30am EA...	19 10:00am A P...	20	21	22
	23	24	25	26	27	28
	Thanksgiving Break					
30						

150%

[PD Calendar Website](#)

# Additional Resources



- [California Department of Education](#) Find detailed information about the new state standards including implementation and resources for teachers, administrators, the higher education community and parents.
- [K-8 California's Common Core Standards Parent Handbook](#) This handbook, created by the California County Superintendents Educational Services Association (CCSESA) in consultation with the California State PTA, gives parents an introduction to California's CCSS and a summary of what students are expected to learn as they advance from kindergarten through grade eight.
- [SMARTER Balanced Assessment Consortium Information](#) SMARTER Balanced tests will assess the full range of Common Core Standards in English language arts and mathematics for students in grades 3-8 and 11. It will measure current student achievement and growth over time, showing progress toward college and career readiness, and allowing for growth models.



Questions?