User's Manual

to accompany

"Balancing Learning Standards with Students' Diverse Learning Needs"

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CONTENTS

Using the Program

While the "Balancing Learning Standards with Students' Diverse Learning Needs" program may be helpful to anyone meeting the challenge of effectively addressing learning standards in today's diverse classrooms, the program was designed especially for use by teacher educators who are preparing K-12 general and special educators for the teaching profession.

The program includes several components that may be helpful to users. Click on any of the following links to access more information and resources. We suggest that you get an overview of the program by reviewing all the components. Once you know the program's contents, you can decide which pieces you'd like to download, refer your students to, or duplicate as handouts or overhead transparencies.

A Description of Component Links

- **Balancing Learning Standards with Students' Diverse Learning Needs: Introduction to the Program** (p. 5)

  This Introduction provides our rationale for developing this instructional packet. It includes a discussion of the importance of learning standards, multi-level instructional planning, and strategies for multi-level individualized learning environments.

- **Glossary of Terms**

  The Glossary of Terms may be helpful to you or your students as they prepare for discussion of multi-level instructional planning. This Glossary of Terms is not exhaustive, but it identifies and defines some of the major terms found in the related literature.

- **Balancing Learning Standards with Students' Diverse Learning Needs: Session Plan**

  The Session Plan give instructors or seminar facilitators a guide for conducting a 60-90-minute session on balancing learning standards with students' diverse learning needs by planning multi-level instructional programs or sessions. The Session Plan includes references to components that instructors and students may find helpful before, during, or after the seminar or session. These components include:

  o **Elementary Classroom Scenario (Practice)**

  o **Multi-Level Lesson Plan Format – Three Little Pigs** (to accompany the **Elementary Classroom Scenario**

  o **Secondary Classroom Scenario (Practice)**

- o **Lesson Plan: Secondary Level English** (to accompany the **Secondary Classroom Scenario)**
- o **Multi-Level Lesson Plan (**to accompany the **Secondary Classroom Scenario** and **Lesson Plan: Secondary Level English)**

- o **Multi-Level Lesson Plan** (blank format for future planning)

- **Resources on Related Topics**

  These resources and reading may be assigned before the instructional session or as follow-up reading or practice. Most references are accessible on-line.

Balancing Learning Standards with Students' Diverse Learning Needs[1]

Illinois Professional Learners Project (IPLP)
Professional Development Team "Diversity: Meeting the Needs of all Learners"

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Introduction to the Program

Our experience and conversations with early career teachers in high-needs, high potential schools have revealed that balancing the diverse needs of their students with state learning standards and high stakes tests is a daunting challenge. Specifically, teachers find it difficult to apply what they have learned to settings where students have diverse needs. The purpose of this instructional package entitled "Balancing Learning Standards with Diverse Students' Learning Needs" is to help teachers incorporate multi-level instructional planning into their diverse classroom settings. This Introduction provides an overview of the instructional strategies presented in the "Balancing Learning Standards" video.

The Importance of Standards

History is fascinating, isn't it? It seems we experience new phenomena every day, only to discover that what seems to be "new" is really an updated, modernized, or streamlined version of what has already been invented or occurring – or what was in existence many years, decades, or centuries ago.

History shows us that revolutionary changes do not take off without wide adoption of common standards. If we map this to the world of learning standards, we see the value of having a common core of what students need to know, understand, and be able to do as a result of their schooling.

Even back in 1910 when teachers taught multi-grade, multi-level students in one-room schoolhouses, there were learning standards set forth by school law at that time and enforced by the County Superintendent who had to encourage school teachers to practice "strict conformity" to "the uniform, systematic pursuance of the course of study."

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[1] This instructional package includes journal articles and other resources that may be used to accompany the video portion of the program, supplementing class, seminar, or in-service discussions of the topic. Instructors or session facilitators may use the accompanying instructional support materials as they see fit.

Learning standards reflect the common values and commitments of educational professionals, families, and policymakers who share responsibility and accountability for the optimal development of all students, diverse as their needs and talents may be. In addition, learning standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn. Learning standards also set expectations for learning and achievement. They may also be defined as the knowledge and skills that individuals can and do habitually demonstrate over time as a consequence of instruction and experience.

Learning standards are performance indicators that articulate clear and challenging expectations for students, and help school personnel, families, and policymakers in understanding and communicating about what students need to know to attain the highest level of performance.

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) [P.L. 105-17] mandated that students with exceptional learning needs have access to high quality educational programs that enable them to achieve the learning standards established for all students. Some students may have Individualized Education Programs (IEPs) that identify specific educational goals appropriate for them. These goals must be linked to state Learning Standards and to appropriate performance indicators. When the general education curricula and students' IEPs are linked to learning standards, there is a solid framework for articulating consistent programming across the years, across the curriculum, and across students. This linkage provides consistency across districts and across schools within a district and strengthens systems' practices related to the development or adoption of curriculum content and their use of standards-based instructional methods, materials, and assessment practices.

The purpose of this instructional package is to address the challenge that balancing learning standards with diverse students' learning needs poses for teachers. Our discussion of principles and strategies is aimed at the majority of learning situations. We recognize that there are alternative, systematic strategies and approaches that are appropriate for those learners who lie on either end of a normal bell curve. We also recognize that standards-based systems and processes are not perfect. Standards-based solutions are not a panacea for all the challenges presented by the teaching-learning dynamic. There are innate weaknesses in standards-based systems, as there are in any type of system.

Learning Standards and Students' Learning Needs

Now our challenge: While all districts, schools, and teachers may know WHAT standards are expected to be achieved and WHAT will be measured with common assessments, they do not share the same knowledge about HOW to increase individual students' achievement of the standards.

Students, even same-age students, vary in their patterns of behavior, their ways of learning, and the ways in which they show what they know and can do. Different children learn differently and require differential instruction based on their learning needs and the ways in which they acquire knowledge and process information. The challenge lies in the fact that teachers in today's diverse classrooms are accountable for all of their students' achievement of academic learning standards.

Importantly, that teachers must address learning standards is a given, but determining how they will address these standards across diverse students in their classrooms presents both a challenge and an opportunity for creativity.

The diversity we find among learners in today's classroom is certainly a positive factor in the lives of young learners. Ironically, today's diverse learners present the same challenges and call to creativity as those faced and heard by teachers at the turn of the century. Then and now, we recognize that teachers are (and were) responsible for designing multiple strategies for teaching the same curricular content to students of varying ability levels and for developing multiple measures for determining students' proficiencies.

Specific and individually identified, designed, and implemented accommodations and modifications may be necessary for different learners at different times as they acquire knowledge and master the skills and competencies related to their district or state's learning standards. So… teaching, assessment, and the provision of supports for learning must be closely linked and carefully balanced.

Good teachers have learning standards in mind when they develop their lessons. Each standard represents a specific idea of what the teacher expects a student to understand, manage, demonstrate, recall, or replicate at some point in their educational journey – and of how the teacher will know how close a student has come to meeting that standard.

Multi-Level Instructional Planning

One way to accomplish what seems to be a daunting task (that is, balancing the demands of addressing learning standards and the diverse needs of various types of learners) is to engage in multi-level instructional planning. Multi-level instructional planning can help instructors find this balance in one activity-based lesson or unit that addresses the needs of students who represent a wide range of ability levels.

To put this multi-level instructional planning into a curricular context, we might consider the principles of longitudinal curriculum development. Let's take Daniel as an example. Regardless of Daniel's ability level or needs, his educational team must assess Daniel's current levels of educational performance, focusing on his strengths, gathering information from Daniel himself and from Daniel's family, and looking outside of Daniel's school environments for information about him and his community. The team must then describe Daniel's current level of educational performance and calculate what might be described as a subtraction equation: Subtract Daniel's current level of educational performance (i.e., skills Daniel demonstrates currently) from the outcomes desired for and by Daniel (i.e., skills Daniel will need in the future, at the end of his educational journey). The difference in this "equation" = WHAT TO TEACH (i.e., Daniel's curriculum).

        Educational outcomes

   — Current level of educational performance

   (=) Curriculum (what to teach)

Knowing the level at which students are currently functioning in relation to where they want to go and what they want to do in their adult lives is a critical step in the development of meaningful curricula. After all, the goal of education is to form responsible citizens, is it not?

Multi-level instructional planning is one piece of a larger puzzle called "person-centered planning." Person-centered planning, or what some refer to as personalization (of learning standards), involves understanding and teaching to the unique abilities and needs of each student within a diverse group of learners. As part of the planning process, the teacher defines educational outcomes, goals, or objectives that are suitable for each learner or for groups of learners, taking into consideration their learning histories, individual preferences, and personal aspirations.

Research has taught us how important it is to structure our educational programs to ensure the success of all learners. Educational supports may be defined as the resources and individual strategies necessary to promote individual students' development, education, interests, and personal well-being. These supports can be provided by parents, friends, teachers, psychologists, medical professionals, or by any appropriate person or agency.

American laws have, in many cases, prompted not only discussion and debate about educational issues, but have been the impetus for several innovations and improvement in the assessment and education of diverse learners. The mandated inclusion of students with disabilities in inclusive educational settings with their same-age peers has prompted us to study ways to most effectively provide meaningful instruction for no only students with disabilities, but for all students. We have learned the importance of providing what we call *differentiated instruction* for diverse learners.

In order to provide differentiated instruction that meets the needs of a variety of learners in one classroom or educational setting, we must consider several factors, such as individuals' learning styles, sensory abilities, and the acceptability of the instructional programs we provide.

We are encouraged to use such educational strategies as individualized adaptations, multi-level teaching, curriculum overlapping, tiered assignments, and universally designed teaching materials. Samples and references to these strategies are found in the instructional materials that accompany this video. We also know that technological adaptations and the implementation of assistive technology for learners with disabilities has tremendously enhanced their ability to learn more efficiently, participate more fully, or function more independently in school, home, and community settings

As we recognize the dynamic nature of learners' development and acknowledge that their needs and circumstances will change over time, we should engage in continuous dialogue about what instructional strategies are effective and which strategies prove ineffective for individual learners over time. This involves ongoing, data-based decision making regarding curriculum and instruction for these learners.

Some strategies that have been found effective for diverse learners are structuring tasks for success, matching teaching and learning styles, respecting multiple intelligences, using

instructional technology, providing computer-assisted instruction, using multi-modal instructional approaches. Providing learners with attentional cues and securing attentional responses from them during systematic instruction have also enhanced learners' engagement in instructional sessions and their acquisition of new skills.

Strategies for Multi-Level Individualized Learning Environments

One model that will help us structure our discussion of some of the strategies that teachers might use as they face the challenge of balancing learning standards with their support of diverse learners is called "SMILE." **SMILE** stands for **S**trategies for **M**ulti-Level **I**ndividualized **L**earning **E**nvironments.

The phrase "multi-level individualized" may seem contradictory in itself, but it is exactly this paradoxical challenge that the model addresses: how teachers can help learners across a wide range of ability and needs levels meet standardized expectations by providing individualized instruction in group learning climates.

Standards-based educational systems expect ALL students to meet their personalized objectives as well as state or district learning standards set for ALL students. The SMILE model outlines three facets of the strategies model that is based on a continuum of learning, assuming that in a diverse inclusive classroom teachers will be addressing different goals for different students using different materials. Examples of how teachers can use knowledge of educational channels, individual support, and interpersonal engagement to create a balanced learning environment are provided below:

(1) Educational Channels
- Input/Output Process of teaching-learning
- Involves communication between teacher and learner(s)
- Interactive, transactional, instructional nature of the delivery and reception of knowledge
- Take into consideration the learning preferences of learners – VAKT: visual, auditory, kinesthetic, tactile
- Facilitate learners' "connection" of classroom learning activities and written assignments, tests, or other measures of progress and evidence of learning

(2) Individualized Support
- Accommodations
- Modifications
- Materials (size, age- and level-appropriate)
- Time
- Difficulty level

(3) Interpersonal Engagement
- Various levels of individualized support within diverse classroom
- Student participation

- Teacher immediacy (communicative behaviors that decrease physical and psychological distance between teachers and students)

As educational professionals strive to practically apply what we have learned through research to our educational settings and programs, it may be helpful to reflect on the meaning of authentic learning for any learner, regardless of intellectual ability or adaptive behavioral functioning. Authentic learning has been defined as the acquisition of significant, meaningful, useful knowledge and skills. Teachers' conceptions of the teaching-learning process are drawn from their own experience as learners and are based on their own values and beliefs. We encourage educational professionals to consider the points we have discussed as motivators to provide all learners with meaningful, authentic, useful learning that is targeted only after careful, thoughtful, learner-centered, multi-level instructional planning.

Learning standards are conceptually nothing new – though we seem to keep reinventing them. Teachers continue to be accountable for student learning, even as they meet diverse students who learn and function at multiple levels in the same instructional setting. Perhaps one of the most challenging yet hopeful insights that has come to our attention through recent research literature is that "all children can learn and succeed, but not on the same day in the same way." (Spady, 2000).

Spady, W. G. (2000). Breaking out of the box. *The American School Board Journal, 187*(9), 52-53.

GLOSSARY OF TERMS

CURRICULUM OVERLAPPING—Involving all learners in a class in the same lesson, but with individual learners pursuing goals and objectives from a variety of curriculum areas, according to their own needs and abilities.

DESCRIPTIVE FEEDBACK—A means of communicating to students where they are doing well and where they need improvement by objectively describing their work and/or behavior. Although feedback is usually evaluative in nature, descriptive feedback is literal and nonjudgmental. It is geared primarily toward a deeper understanding of the work in question rather than an evaluation. Descriptive feedback can be assumptions, opinions, and/or conclusions concerning the student's work and/or behavior.

DIFFERENTIATED INSTRUCTION—To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process used to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
[see http://www.cast.org/ncac/index.cfm?i=2876 for more information]

HIERARCHY OF PROMPT LEVELS—A systematic method of assisting a student when he or she is learning a new skill.

> **Decreasing Prompt Hierarchy--**A decreasing prompt hierarchy (also known as "most-to-least" prompting) is simply beginning to teach the student using the highest or most intrusive level of prompt and systematically fading the prompt down to a lower level prompt. When students are initially learning a concept, the use of a decreasing prompt hierarchy is superior. A teacher can blend prompts for more effectiveness (Gesture + Direct Verbal; Full Physical Assist + Direct Verbal, etc.) and easier fading. To implement a decreasing prompt strategies, develop a fading sequence before training begins; start with the prompt that will ensure a correct response; establish a criteria for when you will move from one level of prompt to the next (i.e., 8 out of 10 responses correct over 3 consecutive days.)

> **Levels of a Decreasing Prompt Hierarchy**
> Full Physical Assist (FPA): Hand-over-hand assistance to complete the targeted response. This is usually used when the target response is motor in nature. For example, a full physical assist might entail putting your hand on the student's hand and moving the student's hand through the action of writing his or her name. If the student is learning to jump up and down, providing a full physical assist would mean physically lifting the student up and down in a jumping motion.

Partial Physical Assist (PPA): As the name suggests, a partial physical assist is less intense or intrusive than a full physical assist. If full physical assist is hand-over-hand, the partial physical assist can be visualized as providing minimal supportive guidance--touching the wrist to stabilize handwriting and encouraging the student to jump without actually lifting his or her body off the ground are two examples of providing PPA. If the student doesn't need hand-over-hand assistance, start here.

Modeling (M): Modeling is simply showing the student what you want him or her to do. You do not physically touch the student. In order for modeling to work, the student must know how to imitate another person's actions. If a student has good imitation skills, start here.

Gesture (G): Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

Direct Verbal (DV): This is a direct statement of what we expect the student to do or say. Example: "Come here;" "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction.

Indirect Verbal (IV): An indirect verbal prompt tells the student that something is expected but not exactly what. Example: "What next?" "Now what?" "Did you forget something?"

Independent (I): The student is able to perform the task on his or her own with no prompts or assistance from the teacher.

Increasing Prompt Hierarchy--An increasing prompt hierarchy (also known as "least-to-most" prompting) is the opposite of a decreasing prompt hierarchy. Instead of providing immediate direct assistance, in the increasing prompt hierarchy, the student attempts the task before you intervene with assistance. Following the response, the amount of information (prompts) increases until the student makes the correct response. Once a student has mastered a skill, use of an increasing prompt hierarchy is more effective in promoting maintenance of the skill (as compared to using a decreasing hierarchy.) To implement increasing prompt strategies, establish a sequence of prompts to use before training begins; provide the level of assistance necessary to ensure a correct response before moving on to the next trial.

Levels of an Increasing Prompt Hierarchy

Independent (I): The student knows how to do this task without any help from you. Move on to the next task!

Indirect Verbal (IV): An indirect verbal prompt tells the student that something is expected but not exactly what. Example: "What next?" "Now what?" Start here when using the increasing hierarchy.

Direct Verbal (DV): This is a direct statement of what we expect the student to do or say. Example: "Come here." "Put the glass on the counter." This level of prompt requires that the student be able to follow your direction. If the indirect verbal assist didn't work, move to this level.

Gesture (G): Pointing, facial expression, mouthing words silently or otherwise indicating with a motion what you want the student to do.

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HIGH-STAKES TESTS—broadly defined as standardized, proctored exams that objectively measure an individual's knowledge in a specific area. To be considered high-stakes, exams must endure the test of time and be offered at time intervals to enhance ramifications of negative outcomes—as well as reduce cheating.

INSTRUCTIONAL FORMATS & GROUPING OF STUDENTS--

Individual--Working with a student on a one-to-one basis. This can be effective for remediation and assessment of skills and/or instruction.

Small group in one location/time--Small groups allow students to create meaning in groups, which can be a powerful form of learning. Some students do most of their learning from each other, bouncing ideas off of others. Instruction/activities can be done with pairs (dyadic) or groups of three or four students.

Small group in different location/time—similar to the above description; however, students work on discussion boards or through e-mail and do not have to be in the same location in order to work together.

Large group—instruction is given either to the entire class or to groups larger than five or six students. This type of instructional format saves time, but does not have the assessment and remediation opportunities found with smaller group instruction.

TYPES OF GROUPS

Learning Cycle Groups--Students with similar learning needs are brought together for a short time. Students are assigned to groups based on need for additional help, time and practice in order to master the content and skills covered in a particular unit or lesson the teacher already has taught to the entire classroom group. Students who have mastered the specific content and skills can engage in enrichment or advanced activities.

Cooperative Groups--Cooperative groups require students with diverse abilities and characteristics to work together and learn from one another to accomplish assigned learning goals or tasks. Recent research has focused on three types of cooperative groups.

> Group Investigation**--**A small group of four to six diverse students is assigned a topic of study. Different students are assigned subparts of the work to be done and the completion of assigned tasks requires each student's work to be combined with that of other students to produce a group effort. The group's collective product is evaluated, and each student's performance is judged based on this evaluation and, in addition, may include an individual score for the subtask completed by the student.

> Peer Tutoring--A small group of four to six students with a cross section of characteristics is formed to teach information and skills. Tasks assigned to groups emphasize material previously taught to the entire class by the teacher.

> Learning Together--A small group is given one assignment sheet and the group completes and hands in this single assignment. Evaluation is based on how well students work together to complete the assignment and their performance on completed assignment.

Concept Development Groups--Small groups of four to six students are formed, and generally the students in each group have diverse characteristics. Tasks assigned to groups are complex (e.g., tasks with more than one answer or way to solve a problem). Students plan what to do and assign subtasks, if any, to each student in the group based on group plans. Evaluation frequently includes qualitative as well as quantitative rating of final products.

Long-Term Ability Groups--Students are assigned to groups based on academic ability, and changes in group assignments occur only when a student's academic performance changes. Learning in small group is teacher-directed. Instruction may be provided in a "pull-out" situation in which students are taught by a different teacher from the one who teaches the class, and group instruction may take place in a setting outside the regular classroom. Students are evaluated individually.

> [see http://www.nwrel.org/scpd/sirs/1/cu2.html for more information]

LEARNING STYLE PREFERENCES—different ways that students prefer to learn new material, or the aspects of instruction and/or the learning environment that help a student to learn. Each student develops a preferred and consistent set of behaviors or approaches to learning. These learning style preferences could involve any or all of the following processes:

- cognition--how one acquires knowledge
- conceptualization--how one processes information.
- affective--people's motivation, decision making styles, values and emotional preferences will also help to define their learning styles.

[See the following websites for more information on learning style preferences:
http://www.cyg.net/~jblackmo/diglib/styl-a.html ;
http://www.nhage.org/learning_style_preferences.htm ;
http://www.ascd.org/publications/books/1996dunn/chapter1.html]

MULTI-LEVEL INSTRUCTION—a teaching strategy that allows for the development of one main lesson/topic, but also includes a selection of methods of presentation, practice, assessment and evaluation. In order to be multi-level instruction, the lesson or unit must include appropriate learning objectives for all of the students in the class, as well as selected teaching techniques designed to reach students with various ability levels. This should also involve: the consideration of the students' different learning styles planning presentation methods; the use of questioning at different levels/stages of learning; the use of student choice in the method(s) they use to demonstrate their learning or mastery of skills; and individualized student evaluation and expectations. [Also referred to as "differentiated instruction"—see above description]

MULTISENSORY INSTRUCTION--People take in information through 4 main input processes: visual, auditory, tactile, and kinesthetic. Multisensory instruction incorporates as many of these "modalities" into the presentation and practice of new skills. For example, phonics instruction can be more effective if the students can see the word/sounds, hear the word/sounds, and manipulate the word/sounds either with hands or movement, preferably at the same time or within minutes of each other. In the same way, math facts can be more easily conceptualized and memorized when manipulatives and pictures accompany oral instruction.
[see http://www.wisdomseekersinc.com/whatismulin.html for more information]

NATURAL SUPPORTS--those supports provided for all students within the context of general education. While natural supports should occur "naturally", sometimes they must be specifically designed. The inclusion of a student with disabilities in a general education class implies the use of natural supports (general education teacher and classmates); however, it is important instructionally that the general education teacher actively instruct that student. Collaborating about when and how to do that is a matter for both the general education teacher and the special education teacher. Natural supports within general education classes also occur in the form of general education peers or classmates. When students work together on cooperative projects or lessons, they are considered to be natural supports. Employers and supervisors in vocational environments are considered to be like the general education teachers in school settings. Coworkers have the same status as natural peer support. Job coaches and other "special" supports are then considered to be equal to additional special education support.

PEER-ASSISTED LEARNING STRATEGY (PALS)— Peer-Assisted Learning Strategies (PALS) is a form of classwide peer tutoring for preschool through high school students designed to improve achievement in reading and math in grades two through six. In PALS, students in a class are divided into pairs. Students are expected to take turns being either the coach or the reader. The PALS-Reading program includes three activities (partner reading, paragraph shrinking, and prediction relay), intended to promote reading fluency and comprehension. The coach in the pair should provide corrective feedback. The PALS-Math program uses a "coaching and practice" format. Students are expected to work on an assigned sheet of math problems of computation, concepts, or applications. As in PALS-Reading, the

student coach in PALS-Math should provide corrective feedback to the partner. Students can earn points for cooperating, constructing good explanations during coaching, and correctly solving problems during practice. PALS is designed to be used in the classroom two to four times each week. [taken from What Works Clearinghouse [http://www.w-w-c.org/Intervention.asp?rid=4&iid=7&tid=08&ReturnPage=TopicStudyRating.asp]

SCAFFOLDING—Instruction that is organized in a way that identifies the student's prior knowledge about a topic and creates connections between past understandings or experiences and new knowledge.

SPLINTER SKILLS—remarkable abilities that stand out compared to a student's typical functioning. Splinter skills may be exhibited in the following skill areas or domains: memory; hyperlexia (i.e., the exceptional ability to read, spell and write); art; music; mechanical or spatial skill; calendar calculation; mathematical calculation; sensory sensitivity; athletic performance; and computer ability. These skills may be remarkable in contrast to the disability of autism or other disability area, or may be in fact prodigious when viewed in relation to the non-disabled person.

UNIVERSAL DESIGN FOR LEARNING--
The essential features of universal design for learning have been formulated by the Center for Applied Special Technology (CAST) into three principles:
- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

In terms of curriculum, universal design implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Such a flexible, yet challenging, curriculum gives teachers the ability to provide each student access to the subject area without having to adapt the curriculum repeatedly to meet special needs.
[see http://www.cast.org for more information]

Balancing Learning Standards with Students' Diverse Learning Needs

Session Plan

Goals:
- Participants will better understand how to provide effective multi-level (differentiated) instruction for students with diverse learning needs

- Participants will apply the principles of differentiated instruction to develop multi-level lesson plans that address students' diverse learning needs

Materials needed:

DVD entitled *Balancing Learning Standards with Students' Diverse Learning Needs.* The DVD contains all instructional materials necessary for the session. Instructors will need to print, duplicate, and/or make overhead transparencies of classroom scenarios, lesson plan samples, and blank multi-level lesson plan format as needed.

Teaching strategy:

Activity, lecture, video, practice, and discussion

<u>**Session preparation:**</u>

1. Read *Balancing Learning Standards with Students' Diverse Learning Needs: Introduction* and the *Glossary of Terms* to become familiar with the content of this session.
2. Review the *Multi-Level Instructional Plan,* the *Elementary and/or Secondary Classroom Scenarios* and *Sample Lesson Plans,* and the blank *Multi-Level Lesson Plan*.
3. Preview the DVD entitled *Balancing Learning Standards with Students' Diverse Learning Needs at* www.lilt.ilstu.edu/video.
4. Optional: Assign pre-session or follow-up readings from the list of resources provided.

<u>**Conducting the session (approximately 1 hour):**</u>

1. Conduct a discussion of participants' previous experiences in creating lesson plans:

   - Why should teachers write lesson plans?
   - What are the absolutely critical components of a lesson plan?
   - What kinds of lesson plans have you written?
   - How can a lesson address learning standards and still meet students' different learning needs?

2. Show overhead transparencies to explain the lesson planning process using the ***Multi-Level Lesson Plan***. The instructional package contains practice lessons if you would like to use these as a follow-up activity.

3. The video briefly discusses how to develop multi-level lesson plans. Your participants will be inclined to want to take notes, but we recommend relieving participants of that responsibility as they watch the video. It is more important for them to see and *feel* the classroom experiences of the teachers in the video. Although this production is *instructional,* it is still up to you to teach the concepts. Let your participants know beforehand that you will make the information available to them again after the video. The video's real power is getting viewers to see how they might use this information and to value its importance. It is more likely to have this effect when participants are relaxed and are not furiously trying to write down information.

4. Show the 16½ minute DVD.

5. Debrief based on participants' interpretations, comments, and connections to their experiences.

6. Optional: Have participants practice developing parts of a ***Multi-Level Lesson Plan*** using the ***Elementary and/or Secondary Classroom Scenarios*** and ***Sample Lesson Plans*** provided.

Elementary Classroom Scenario (Practice)

You are a first/second grade teacher. For a few years now, you have expected the same thing from everybody (colleagues included!). As a result, you have seen lots of students who are unsuccessful and frustrated because they are unable to meet your expectations or "bored" because the expectations you've set don't challenge them to grow. You're just beginning to realize that learners are different and that teachers are different. You're thinking that maybe your expectations for each of them need to be different.

This year you have 22 1st and 2nd graders. You recognize that each of these learners is unique and that you need to set realistic, individualized expectations for each of them. You know, too, that you need to adjust your delivery of the curriculum according to their individual needs and the unique expectations for each of them. Regardless of whether or not they have Individualized Education Programs (IEPs), each of these learners deserves instruction that will result in relevant learning that can be observed and measured.

Knowing that you will need to assess evidence of individual student learning in your classroom and considering the benefits of instructional efficiency, you realize that you will need to develop multi-level lesson plans and deliver multi-level instruction in your classroom. Among these diverse learners are some children with high academic skills, like **Stanley**, who is constantly asking for more work and complaining that he's "bored." Then there's **Joanie**, who is creative – she "marches to a different drummer." She likes to doodle, but her doodling might just show up in the New York Metropolitan Museum of Art some day! **Duane** listens attentively and follows directions accurately, but he doesn't know how to write at all. He has lots of great ideas, but has trouble putting them down on paper. **Zelda** can't sit still. If her hand isn't raised to get your attention, she's up and out of her seat sharpening her pencil or leafing through the workbooks on the shelf, or nudging her peers. **James** uses a wheelchair. He has some use of his right arm and hand, and he communicates very well when he uses his Liberator, an augmentative communication (voice output) device that "speaks" for James when he strikes a key that represents the word or phrase he wants to express. **Yelena** arrived a month ago from Bosnia. She speaks very little English, but understands some English words and phrases, especially when they're paired with gestures.

Selected Illinois Learning Standards

State Goal 1: Read with understanding and fluency.
Learning Standard 1.C.1c Make comparisons across reading selections.
Comprehend a broad range of reading materials

State Goal 2: Read and understand literature representative of various societies, eras and ideas.
Learning Standard 2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.

http://www.isbe.net/ils/standards.html

Multi-Level Lesson Plan: Elementary Level

[Lesson plan posted by Renee K. Weinstein and adapted by Maureen E. Angell and Penny Kolloff for the purpose of planning a lesson using a multi-level curriculum approach]

Curricular Area: Reading/Writing   *Grade Level:* Elementary

Topic: "The True Story of the Three Little Pigs by A. Wolf" *by Jon Scieszka and* "The Three Little Pigs" *by James Marshall* (or any other version of this story)

Teacher(s):

Assistants/Volunteers:

Activity Time: *40 minutes*

Concepts to be Taught

Using a Venn Diagram to Compare and Contrast Two Versions of a Story: "The True Story of the Three Little Pigs by A. Wolf" by Jon Scieszka and *"The Three Little Pigs"* by James Marshall

State Learning Standard(s) to be Addressed

Target Learners

Most Learners: *Primary grade reading class*

Some Learners Who May Need Instructional Support/Individualized Curriculum

Stanley	Joanie	Duane	Zelda	James	Yelena

Objective(s) for Most Learners

Most learners will use a Venn diagram to compare and contrast two voices of a story

Individualized Objective(s) for Some Learners

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

<u>Knowledge/Skills Base for Most Learners</u>

Most learners will have prior knowledge of the story "The Three Little Pigs" and some of the students may know the reinterpretation "The True Story of the Three Little Pigs by A. Wolf."

<u>Knowledge/Skills Base for Some Learners</u>

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

<u>Attitude(s)</u>

The children may be curious as to what the reinterpretation of "The Three Little Pigs" is about. Some of the children may be excited because they can recognize some of the words and read along.

<u>Some Learners' Attitudes:</u>

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Materials Needed

1. Two stories: *"The True Story of The Three Little Pigs by A. Wolf"* by Jon Scieszka and *"The Three Little Pigs"* by James Marshall. (Use Big Books, if possible.)
2. White board and erasable markers

Support Materials Needed by Some Learners

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

<u>Target Skill(s)/Competencies</u>

All learners will:

Most learners will:

1. *Identify the main characters in the two stories.*
2. *Identify the plot of the two stories.*
3. *Explain the climax and endings of the two stories.*
4. *Create a Venn diagram.*

Some learners will:

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Anticipatory Set

1. *Ask the students if they have a favorite story that they would like to hear told by a <u>different</u> character.*
2. *Talk about their suggestions.*
3. *Ask the students if they know the story of "The Three Little Pigs," then ask them how the <u>wolf</u> might tell the story.*
4. *Write several of their ideas on the board.*

Alternative Anticipatory Set or Individualized Adaptations for Anticipatory Set

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Application

Content: *Read the two stories aloud*

Method:

1. Invite students to read along with you if you are using Big Books
2. Draw the two intersecting circles on the board
3. Write "Pigs" at the top of one circle and "Wolf" on top of the other circle, and write
*   "Same" above the intersection of the two circles*
4. Ask the students questions that elicit similarities and differences between the two stories
5. Model several entries on the diagram to demonstrate how they can create their own Venn
*   diagram*

Individualized Adaptations for Method

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Summary/Closure

1. Remind students that they can look for similarities and differences in many other areas
2. Have the students give brief oral summaries of the two stories that were read
3. Review the process of creating a Venn diagram by going back to their list of ideas and pointing to where they belong on the Venn diagram

Adaptations for Summary/Closure

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Evaluation of Student Performance

<u>Formative Evaluation</u>:
Have the students create Venn diagrams on their own by comparing themselves to the person next to them.

<u>Adaptations or Alternate Formative Evaluation</u>:

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

<u>Summative Evaluation</u>:
Have the students work in pairs to create a Venn diagram for two versions of another favorite story.

<u>Adaptations or Alternate Summative Evaluation</u>:

Stanley	
Joanie	
Duane	
Zelda	
James	
Yelena	

Evaluation of Teacher Performance & Revision

References: http://www.teachers.net/lessons/posts   http://www.lessonplanspage.com

Secondary Classroom Scenario (Practice)

Adapt your lesson plan on "Analysis of the Short Story: The Cask of Amontillado" according to the following scenario:

You are a 10th grade English teacher. Last year you student taught college prep English classes at a predominately white small town school with a teacher who has been at the school for over 25 years. Now you are teaching at a large high school on the edge of an urban area. One of your classes includes
  1) five students who arrived from Bosnia a few months ago and who do not yet speak much English
  2) two identified academically talented students whose strength areas are reading and writing.
  3) a student who has been identified ADHD
  4) a student with low vision and
  5) a student who has been using a wheelchair since a diving accident. He is paralyzed from the waist down, but has some use of his right arm and hand. He has experienced traumatic brain injury, so his speech is unintelligible. However, he communicates very well when he uses his Liberator, an augmentative communication (voice output) device that "speaks" for him when he strikes a key that represents the word or phrase he wants to express.

During student teaching you taught a unit on Poe, and you and your cooperating teacher were pleased with its success. Now you want to use those lesson plans with your new class.

Selected Illinois Learning Standards

State Goal 1: Read with understanding and fluency.
Learning Standard C.4e. Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).

State Goal 2: Read and understand literature representative of various societies, eras, and ideas.
Learning Standard A.4b. Explain relationships between and among literary elements including character, plot, setting, theme, conflict, and resolution and their influence on the effectiveness of the literary piece.

State Goal 18: Understand social systems, with an emphasis on the United States.
Learning Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions

http://www.isbe.net/ils/standards.html

LESSON PLAN: Secondary Level English

Objective: The students will be able to identify the necessary elements of the short story genre and will be able to locate these elements within the short story, *The Cask of Amontillado* by Edgar Allan Poe.

Illinois Learning Standard:

Content:
    The Cask of Amontillado Video
    The Cask of the Amontillado Analysis
    Elements of the short story
    Elements of the short story found in *The Cask of Amontillado*

Activities:
1. Instruct the students to watch the video of *The Cask of Amontillado.*
2. Distribute *The Cask of Amontillado* blank study guide.
3. Guide a discussion and analysis of the characters and events that took place in the story.
4. Introduce the elements of the short story. Encourage the students to take notes as each element is identified.
5. Divide the students into groups and give each group an "Elements of a Short Story" worksheet.
6. Ask the students in their groups to identify the elements that are found in *The Cask of Amontillado.*
7. Using the board, list the elements of a short story and list those found in *The Cask of Amontillado.*

Evaluation:
    Orally question the students on the elements of the short story and the characters and main events *of The Cask of Amontillado*. Students will respond in short answer form on a blank sheet of paper without the aid of their study guide.. The questions will be in the same format as their quiz on Thursday.

Materials: *The Cask of Amontillado* Video, extra copies of *The Cask of Amontillado,* and elements of the short story worksheet.

Curricular Area: *English*   **Grade Level**:   *10th grade*

Topic: *Analysis of the Short Story "The Cask of Amontillado" by Edgar Allan Poe*

Teacher(s):   **Assistants/Volunteers:**

Activity Time: *30 minutes*

Objective:

 The students will identify the necessary elements of the short story genre and will be locate these elements within the short story, The Cask of Amontillado.

State Learning Standard(s) to be Addressed:

Most Target Learners: *10th graders*

Some Learners Who Need Instructional Support/Individualized Curriculum:

Rationale for Developing This Lesson:

Evaluation of Teacher Performance & Revision:

Multi-Level Lesson Plan

Illinois Learning Standard(s) Addressed:

For Most Learners	Individual Adaptations
Objective: The students will identify the necessary elements of the short story genre and will locate these elements within the short story, *The Cask of Amontillado.*	
Content: *The Cask of Amontillado Video* *The Cask of the Amontillado* Analysis Elements of the short story Elements of the short story found in *The Cask of Amontillado*	
Materials: *The Cask of Amontillado* Video Extra copies of *The Cask of Amontillado* Elements of the short story worksheet	
Activities: 1. Instruct the students to watch the video of *The Cask of Amontillado*	

2. Distribute *The Cask of Amontillado* blank study guide **Activities (continued)** 3. Guide a discussion and analysis of the characters and events that took place in the story 4. Introduce the elements of the short story; encourage students to take notes as each element is identified. 5. Divide the students into groups and give each group an "Elements of a Short Story" worksheet 6. Ask the students in their groups to identify the elements that are found in *The Cask of Amontillado* 7. Using the board, list the elements of a short story and list those found in *The Cask of Amontillado*	
Evaluation: Orally question the students on the elements of the short story and the characters and main events *of The Cask of Amontillado* Students will respond in short answer form on a blank sheet of paper without the aid of their study guide The questions will be in the same format as their quiz on Thursday	

Multi-Level Lesson Plan (Angell, 2001)

Curricular Area: *Grade Level:*

Topic:

Teacher(s):

Assistants/Volunteers:

Activity Time:

Concept(s) to be Taught:

Illinois Learning Standard(s) to be Addressed: **http://www.isbe.net/ils/standards.html**

Target Learners

   Most Learners (describe):

   Some Learners Who Need Instructional Support/Individualized Curriculum:

Name					
Major descriptors					

Rationale for Developing This Lesson:

Instructional Objective(s) for Most Learners:

Individualized Objective(s) for Some Learners:

Knowledge/Skills Base for Most Learners:

Knowledge/Skills Base for Some Learners:

Attitude(s) of Most Learners:

Some Learners' Attitudes:

Materials Needed:

Support Materials Needed by Some Learners:

Anticipatory Set for All or Most:

Alternative Anticipatory Set or Individualized Adaptations for Anticipatory Set for Some:

Application (TEACHING the Lesson):

Content:

Method:

Individualized Adaptations for Method:

Summary/Closure of Lesson for All or Most:

Adaptations for Summary/Closure of Lesson for Some:

Formative Evaluation of Performance for All or Most Students:

Adaptations or Alternate Formative Evaluation for Some Students:

Summative Evaluation of Performance for All or Most Students:

Adaptations or Alternate Summative Evaluation for Some Students:

Reflection /Explanation of Changes Made in the Teacher's Manual Directions:

Evaluation of TEACHER Performance and Teacher's Plans for Revision

Balancing Learning Standards with Students' Diverse Learning Needs:
Related Resources (arranged by topic)

Learning Standards

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Teacher-School-Systemic Integration for Effective Reform (List of resources)
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