Planning for Instructional Alignment

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UNC Charlotte
Alignment

- A match between the written, taught, and tested curriculum
Identifying the Academic Content

• Use national and state standards for each curricular area

• Plan priorities for students with significant cognitive disabilities
  – What is goal?
Conceptual Diagram of Language Arts

- Independence as a reader
- Writing
- Reading
- Producing and Accessing Text for Shared Communication
- Research
- Communication
- Quality of Life (e.g. employment)

“It’s about the meaning”
“It’s about the Question.”
Using Grade Level/ Grade Band for Planning

• Use principles of universal design for learning to plan priorities for all students
# Working Together for Universal Design

<table>
<thead>
<tr>
<th></th>
<th>Special Education Teacher</th>
<th>General Education Teacher</th>
<th>Paraprofessional (s)</th>
<th>SLP/OT/other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representation</strong> – adaptations in materials (e.g., adapt for sensory impairments)</td>
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<td><strong>Expression</strong> – how will student show learning (e.g., use of assistive technology; alternative project)</td>
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<td><strong>Engagement</strong> – how will student participate in the activity</td>
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(Jimenez, 2009)
State Standard
• The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.

General Education Lesson Objective
• Students will observe and create a chart of phases of moon
Plan for Alternate Achievement

- With support from a peer, Kara will take a digital picture of moon each pm as homework and paste each picture onto a calendar.

- When given a list of moon phase names, Bob will write the name of each moon phase and the date on a chart (e.g., 4/15/10 Crescent).

- When provided a moon model and description of the night moon, Shannon (who is VI) will set the model to indicate the correct phase and then paste this on a raised grid chart.
Consider Differentiation Across Grade Levels and Grade Bands

Content: Phases of Moon
Performance: observe and chart

- Observing and charting phases of moon is what grade level?
- What will maintain/ change over grades?

Sequencing

- Same (not differentiated)
  - Students will need observation skills at all age levels
- Different (horizontal seq.)
  - Content for observations will change in upper grades (e.g., cells of a plant)
- More (vertical seq.)
  - Use more complex data; use computation; provide more evaluation/ hypothesis testing
Student Achievement- More than Participation

What will be measured?
• Identification of picture that matches current moon; paste on correct date
• Turns moon model to correct phase based on description
• Writes term in chart in correct date space
• **NOTE: Set high expectation for students (e.g., that they will use chart/ symbols)**

What supports will be faded?
• Peers may help with early learning; but assess if can do on own
• Prompts will probably be used to teach the responses; but assess if can do without prompting
• Stimulus cues may be used to guide early responding (e.g., color coding), but see if can locate date once faded
Remove Barriers to Participation

• UDL Plans
  – Representation: using models and pictures for moon; adding verbal description for S who is VI
  – Engagement: students can hold/ explore the model; peer models help S see outcome expected; response and stimulus prompts help student learn the expected response
  – Expression: students are using manipulation of a model, selection of pictures, writing to “show what they know”….other ideas?
Instructional Alignment: Remember “Best Practices”

• Self determination
  – E.g., student chooses materials to use for chart; sets goals for outcomes
• Opportunity to learn in general education
  – E.g., This is submitted as an assigned project
• Use of assistive technology
  – E.g., Voice output to say moon phase
• Use of systematic instruction
• Other practices you would emphasize?
An ELA Lesson Reflecting the 8 Alignment Criteria
ELA Lesson 1: Fiction - *Holes* by Louis Sachar - Chapters 1 and 2

7th grade state Standards:
- Understand grade-level appropriate technical and subject-specific vocabulary
- Explore and analyze fictional materials that are read, heard, and/or viewed by restating and summarizing information.
- Express individual perspectives through analysis and personal response

Learning Objectives:

**Beginning with Symbols (level 1):**
- Identify 5 new vocabulary words
- Make a prediction and answer a literal recall question
- Fill in opinion sentence
- Participate in 10 steps of story-based lesson

**Moving forward with Symbols (level 2):**
- Identify 10 new vocabulary words
- Make a prediction, answer a literal recall, 2 step sequence, and main idea question
- Fill in opinion sentence
- Participate in 10 steps of story-based lesson

**Going far with Symbols (level 3):**
- Identify 15 new vocabulary words
- Answer a literal recall, 2 step sequence, and main idea question
- Read text and identify main character and setting
- Generate 2 opinion sentences about chapters

Materials:
- Vocabulary cards (object/word/picture)
- Adapted chapter book *Holes* - chapters 1 and 2
- Comprehension question with response objects/pictures/words
- Voice output device
Criteria 1: Middle School ELA Example

- ELA Lesson based on *Holes* by Louis Sachar

- **Standards:**
  - Understand grade-level appropriate technical and subject-specific vocabulary
    - Identify 15 vocabulary words
  - Explore and analyze fictional materials that are read, heard, and/or viewed by restating and summarizing information
    - Read/following along in text, identify main character, setting, problem, and solve problem
    - Demonstrate application by making a connection with the text
  - Express individual perspectives through analysis and personal response
    - Generate 2 opinion sentences about chapters
    - Back up opinion with facts found in story
3: Content and Performance (when possible)

Matches with Standard

- **State Standard:**
  - Explore and analyze fictional materials that are read, heard, and/or viewed by restating and summarizing information

- **Content**
  - Fictional materials that are read, heard, and/or viewed

- **Performance (Skill to Teach)**
  - Explore and analyze by restating and summarizing information

- **Camilla will activate switch to listen to a story.**
  - Content? No
  - Performance? No

- **Camilla will use pictures to indicate her favorite character from the fictional novel Holes (picture of Stanley, camp, and distracters)**
  - Content? Yes
  - Performance? Some

- **Camilla will select the main idea of the chapter from a set of 4 pictures after listening to chapter 1 of Holes**
  - Content? Yes
  - Performance? Stronger link

*Adapted from NAAC (2005)*
<table>
<thead>
<tr>
<th>10 vocabulary SBL TA Comprehension</th>
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<tr>
<td>--Prediction</td>
<td>--Prediction</td>
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<tr>
<td>--Recall-literal</td>
<td>--Recall-literal and inferential</td>
<td>--Main idea</td>
<td>--Main idea</td>
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<td>--2 step sequence</td>
<td>--3 step sequence</td>
<td>--3 step sequence</td>
<td>--3 step sequence</td>
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<tr>
<td>--Main idea</td>
<td>--Main idea</td>
<td>--Story grammar (main</td>
<td>--Story grammar (main</td>
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<td>character and setting)</td>
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<td>Writing</td>
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<td>--Opinion- fill in opinion</td>
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<td>sentences</td>
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<td>--Back up opinion- Support</td>
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<td>--Critique- Evaluate the</td>
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<td></td>
<td>opinion statement with pre-</td>
<td>opinion statement with pre-</td>
<td>initial decision by</td>
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<td></td>
<td>generated facts</td>
<td>generated facts</td>
<td>agreeing or disagreeing</td>
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<td>with original opinion</td>
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<td></td>
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<td>backed up with facts</td>
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</tbody>
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**Criteria 4- Depth of Knowledge and Range**

**Criteria 5- Some differentiation across grades**

--Argue- generate final argument based on decision made in critique
**Script for Constant Time Delay**

**Zero Delay Round**
- Introduce vocabulary to students (Zero delay round of time delay). In a random order, present each target vocabulary word (**Level 1**- in sets of 2; **Level 2**- in sets of 3; **Level 3**- in sets of 4), and have the students point / eye gaze right after you model (e.g., “Find the word ‘shovel’” while pointing to the word ‘shovel’).
- Continue until each word has been presented 2 times.
- Note- mix up order of words after presentation of each word. Praise all models of correct answer.

**Delay Round**
- Presents vocabulary to students in a delay round (e.g., present target word and wait 4 seconds for student to respond).
- In a random order, present each target vocabulary word and ask students to find the word that you say
- Continue until each word has been presented 2 times.

Note- mix up order of words after presentation of each word
Also- may reduce the wait time for students who require less time to initiate a response. **Praise independent correct and prompted correct responses.** If student starts to respond to unprompted correct responses, then only praise those responses and do not praise prompted correct responses.
If student indicates an incorrect answer, attempt to block and redirect to correct answer. If student indicates the incorrect response several times, return to the zero delay round.
After finishing the book say, **This book has been about the Greasers. How would you describe the Greasers?** - Allow students to answer vocally, acknowledging a variety of reasonable responses.

- For students who did not respond vocally provide require response support: present appropriate response options (pic syms, photos, or objects): 1 plausible, 2 non-plausible.

- For students with visual impairments- provide a description of each response option or provide Braille options or object representation.
Script for Setting

Teacher: Let’s learn another part of a story.

T: My turn first. Listen. What is a setting?
A setting is where the story takes place. Say it with me.
T: A setting is where the story takes place.
Student: A setting is where the story takes place.
T: Yes, A setting is where the story takes place.
T: Your turn. What is a setting?
S: A setting is where the story takes place.

Use “My Turn – Together– Your Turn” to correct errors.
Repeat until firm (i.e., students can say it independently)
T: I’m going to name some things from our chapter. You tell me ‘setting’ or ‘not a setting.’
T: (Insert setting choice from lesson plan)
S: Setting
T: (Insert setting choice from lesson plan)
S: Setting
T: (Insert incorrect choice from lesson plan)
S: Not a Setting
T: (Insert incorrect choice from lesson plan)
S: Not a Setting
T: (Insert setting choice from lesson plan)
S: Setting
Use “My Turn – Together– Your Turn” to correct errors.

T: Your turn. What is a setting?
S: A setting is where the story takes place.
Repeat until firm
Our Presentation Was Based On...

For More Information on...

Alignment of State AA


Instructional Alignment
