

Planning for Instructional Alignment

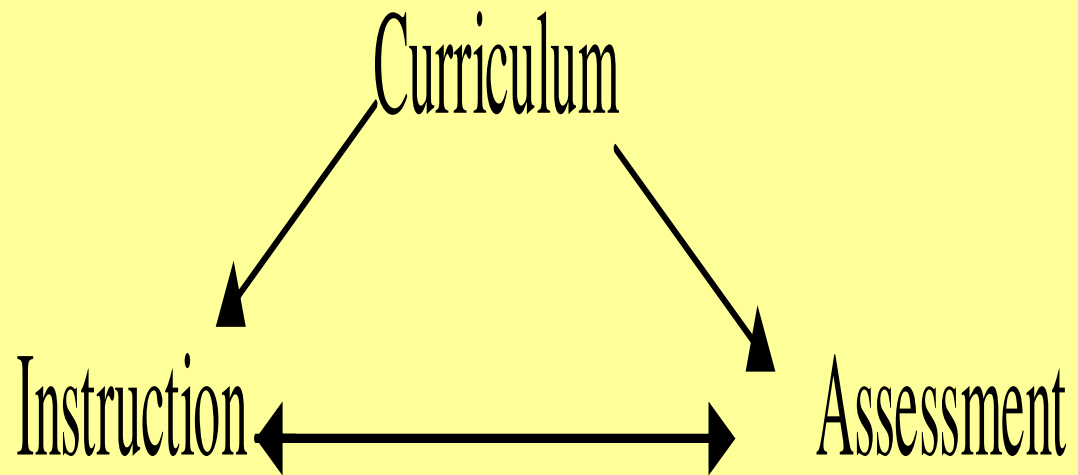
Diane Browder

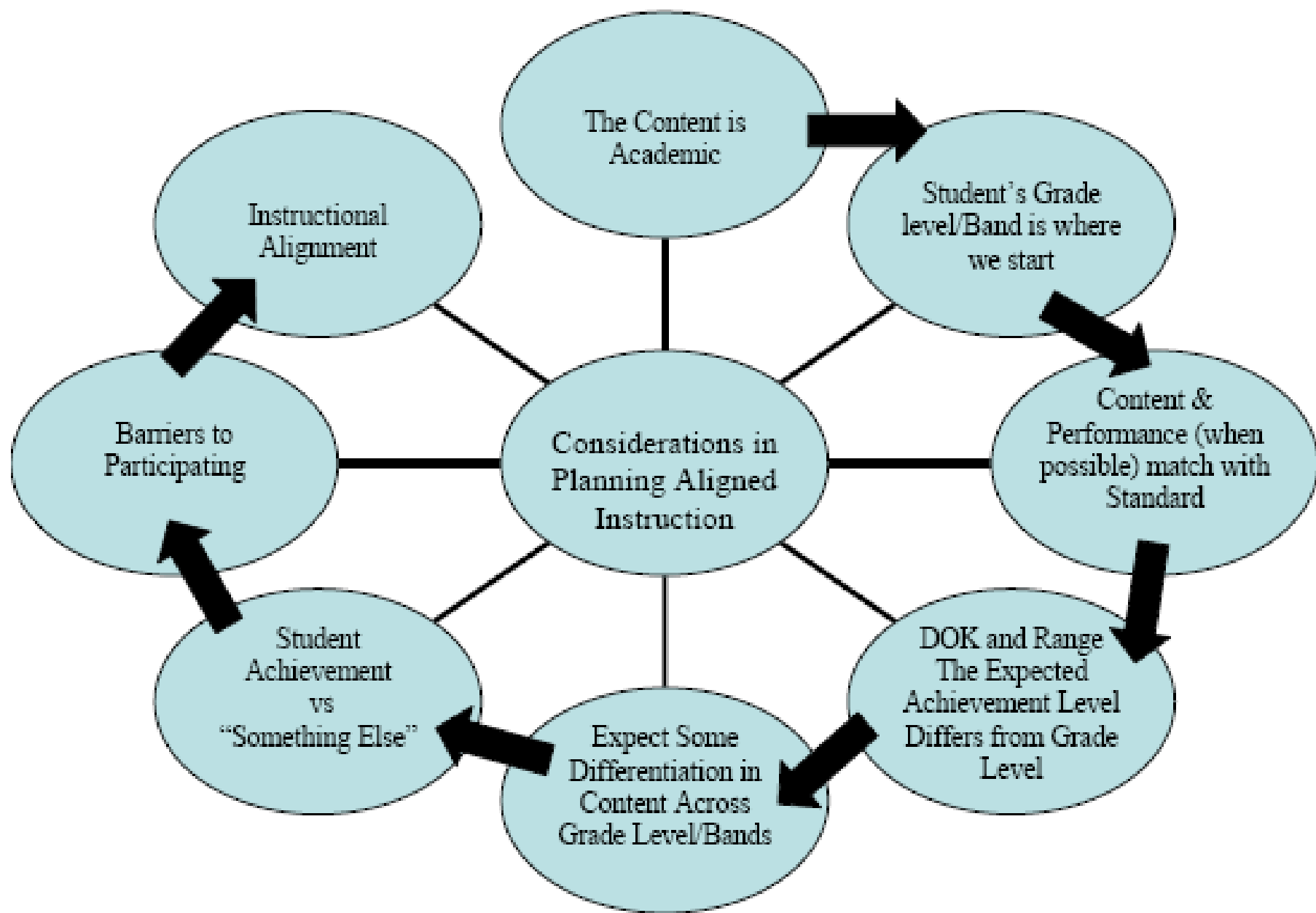
Pam Mims

UNC Charlotte

Alignment

- A match between the written, taught, and tested curriculum



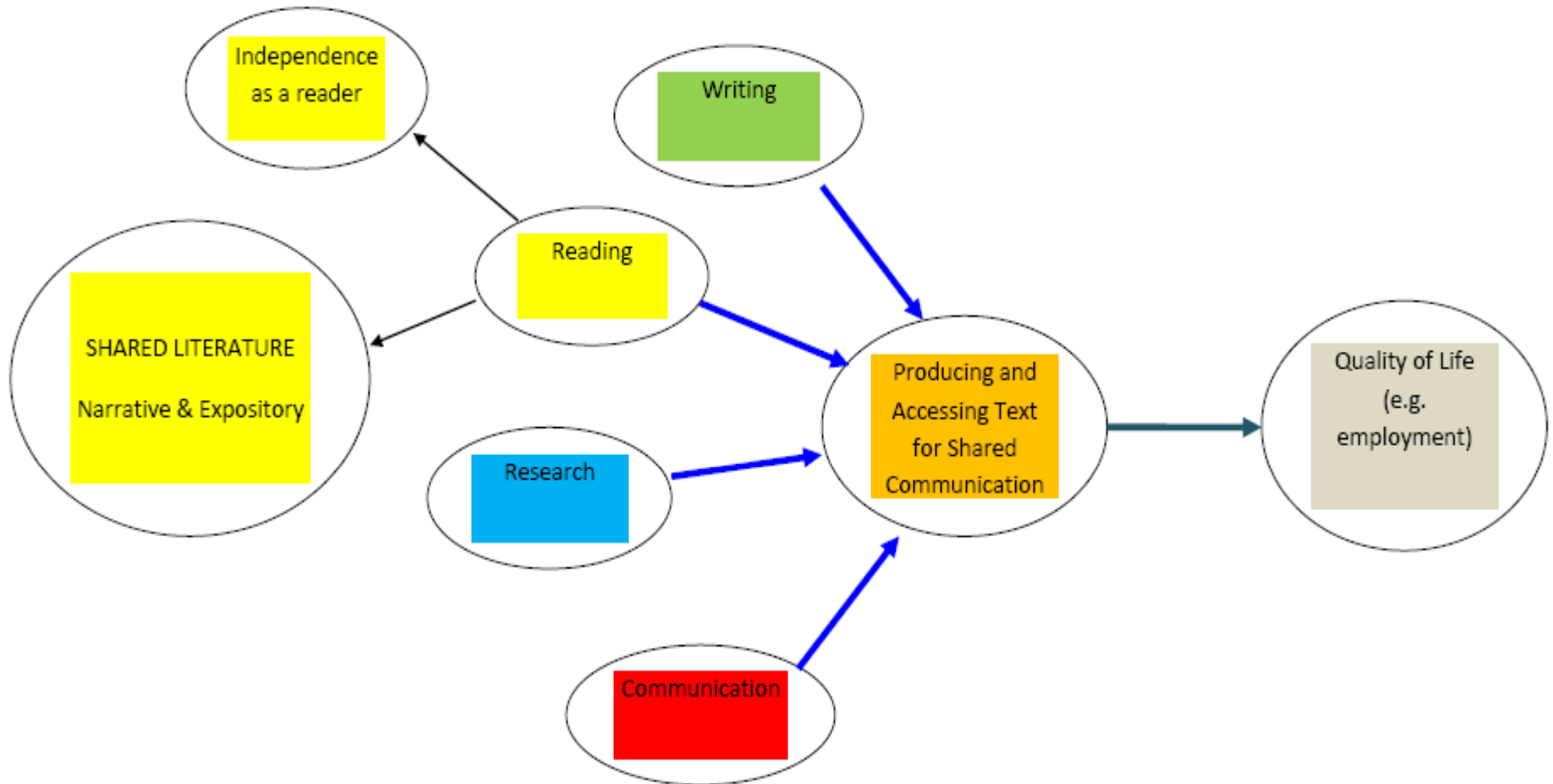


Flowers, C., Wakeman, S., Browder, D., & Karvonen, M. (2009). An alignment protocol for alternate assessments based on alternate achievement standards. *Educational Measurements: Issues and Practice*, 28(1), 25-37.

Identifying the Academic Content

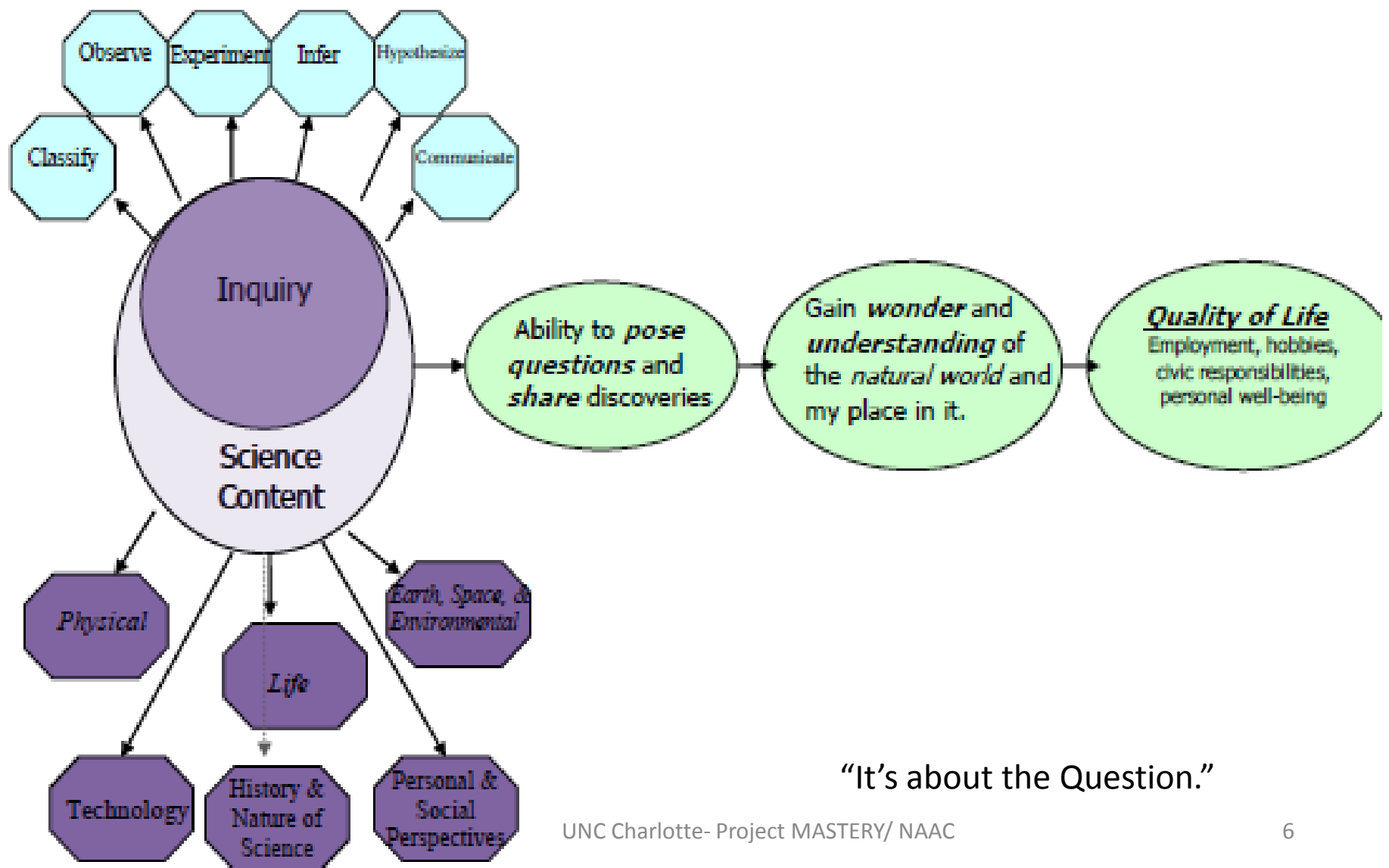
- Use national and state standards for each curricular area
- Plan priorities for students with significant cognitive disabilities
 - What is goal?

Conceptual Diagram of Language Arts



“It’s about the meaning”

Conceptual Diagram of Science



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

	Special Education Teacher	General Education Teacher	Paraprofessional (s)	SLP/OT/other
Representation – adaptations in materials (e.g., adapt for sensory impairments)				
Expression – how will student show learning (e.g., use of assistive technology; alternative project)				
Engagement – how will student participate in the activity				

Match Content and
Performance to the State
Standard

What is the
content?

What is the
performance?

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



Unit 1: Change

ELA Lesson 1: Fiction- *Holes* by Louis Sachar- Chapters 1 and 2

Criteria 1- The content is academic

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 2- Start at the students grade level/band

Criteria 3- Content and Performance centrality

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)

<p>10 vocabulary SBL TA Comprehension --Prediction --Recall- literal --2 step sequence --Main idea Writing --Opinion- fill in opinion sentences</p>	<p>10 vocabulary SBL TA Comprehension --Prediction --Recall- literal and inferential --3 step sequence --Main idea Writing --Opinion- fill in opinion sentences --Back up opinion- Support opinion statement with pre-generated facts</p>	<p>10 vocabulary Comprehension --Prediction --2 Recall- literal & inferential --Main idea --3 step sequence --Story grammar (main character and setting) Writing --Opinion- fill in opinion sentences --Back up opinion- Support opinion statement with pre-generated facts --Critique- Evaluate the initial decision by agreeing or disagreeing with original opinion backed up with facts</p>	<p>10 vocabulary Comprehension --Prediction --2 Recall- literal & inferential --Main idea --3 step sequence --Story grammar (main character setting, & problem) --Application- make a connection with the text Writing --Opinion- fill in opinion sentences --Back up opinion- Support opinion statement with pregenerated facts --Critique- Evaluate the initial decision by confirming selection by matching prior choices (prior opinion and fact)</p>
<p>←</p> <p>Criteria 4- Depth of Knowledge and Range</p>		<p>→</p> <p>Criteria 5- Some differentiation across grades</p> <p>--Argue- generate final argument based on decision made in critique</p>	

Script for Constant Time Delay



Criteria 6- Student achievement vs. something else

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.

Criteria 7- Barriers
to participating

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



Criteria 8-
Instructional
Alignment (best
practice)

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...

- Wakeman, S. Y., Browder, D., Jimenez, B., & Mims, P. (in press). Aligning curriculum with grade-specific content standards: Using eight criteria to create access. In H. Kleinert and J. Kearns (Eds.), *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide*. Paul H. Brookes.

For More Information on...

Alignment of State AA

- Flowers, C., Browder, D. M., & Ahlgrim-Delzell, L. (2006). An analysis of three states alignment between language arts and math standards and alternate assessment. *Exceptional Children, 72, 201-215.*
- Flowers, C., Wakeman, S., Browder, D., & Karvonen, M. (2009). An alignment protocol for alternate assessments based on alternate achievement standards. *Educational Measurements: Issues and Practice, 28(1), 25-37.*

Instructional Alignment

- Browder, D. M., Spooner, F., Wakeman, S. Y., Trela, K., & Baker, J. N. (2006). Aligning instruction with academic content standards: Finding the link. *Research and Practice for Persons with Severe Disabilities, 31, 309-321.*
- Karvonen, M., Wakeman, S. Y., Flowers, C., & Browder, D. M. (2007). Measuring the enacted curriculum for students with significant cognitive disabilities. *Assessment for Effective Intervention, 33, 29-38.*