

Module 3
Participant Guide

Focus on Teaching and Learning

Section 2

Connecticut Core Standards for Mathematics



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Section 2

Section 2: Building a Teaching and Learning Framework through UDL

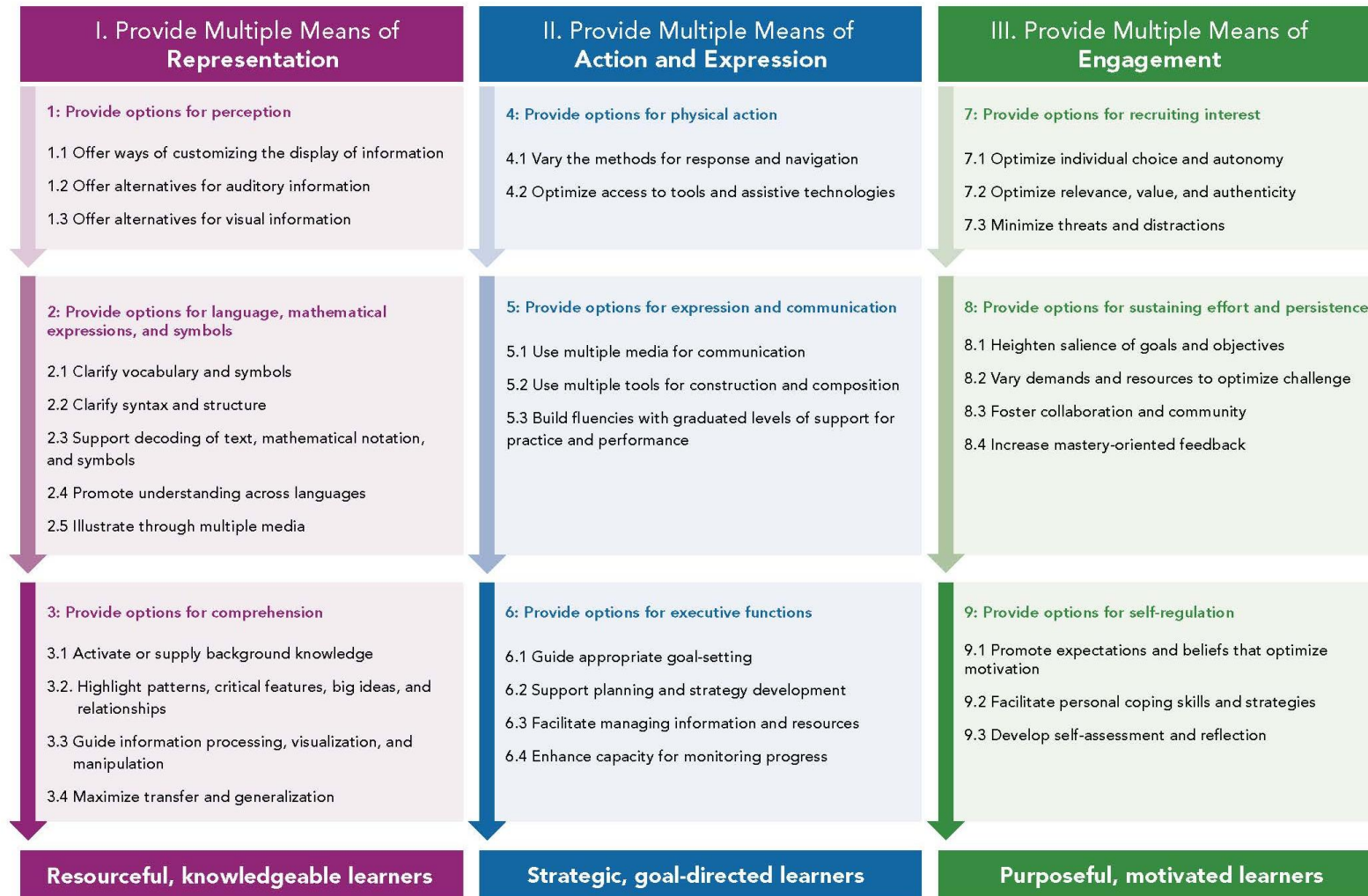
What is Universal Design for Learning?

Instructions: Use the space below to take notes on the foundations of Universal Design for Learning.

The UDL Principles		
Principle 1: Provide Multiple Means of Representation	Principle 2: Provide Multiple Means of Action and Expression	Principle 3: Provide Multiple Means of Engagement

Universal Design for Learning Guidelines

Instructions: Use the chart below as a reference for the Principles, Guidelines, and Checkpoints of Universal Design for Learning.



Universal Design for Learning Guidelines Worksheet

Instructions: Use the space below to organize your findings around your assigned guideline and to make notes about the other eight guidelines as they are presented.

Guideline 1: Provide options for perception	
Explanation	Examples

Guideline 2: Provide options for language, mathematical expressions, and symbols	
Explanation	Examples

Guideline 3: Provide options for comprehension	
Explanation	Examples

Guideline 4: Provide options for physical action

Explanation	Examples

Guideline 5: Provide options for expression and communication

Explanation	Examples

Guideline 6: Provide options for executive functions

Explanation	Examples

Guideline 7: Provide options for recruiting interest

Explanation	Examples

Guideline 8: Provide options for sustaining effort and persistence

Explanation	Examples

Guideline 9: Provide options for self-regulation

Explanation	Examples