

Module 3 - SwD  
Participant Guide

Designing Curriculum with  
Intention and Rigor

# Meeting the Challenge: CT Core Standards Success for English Learners and Students with Disabilities

Grades K–12

*A Professional Learning Series for  
School Teams Dedicated to the Success  
of ALL Students*



### Connecticut Core Standards Systems of Professional Learning

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The *Meeting the Challenge* project includes a series of professional learning experiences for school teams on Connecticut Core Standards Success for English Learners and Students with Disabilities.

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.

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## Essential Questions

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- How can I create a learning process that ensures each student connects to the learning in personal and meaningful ways?
- What does it mean to “water-up” my curriculum? How do I do it?
- How do I create an instructional process that connects objectives, goals, instruction, and assessment into a closed effective loop?
- How can I naturally embed a UDL framework to “water-up” my curriculum so I create an environment where all students meet higher expectations with personal success?

## Module 3 Session Agenda

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### Adapting the Curriculum in UDL Style

- Introductory Activities
- Four Components of Curriculum Design in the UDL Classroom
- Attributes, Examples, and Applications of Formative Assessment
- Making Effective Instructional Decisions
- Reflection, Next Steps, and Session Evaluation

## **Introductory Activity**

## Introductory Activity

### Code, Highlight, Focus

#### DESCRIPTION

Participants will read through the Essential Questions and Session Agenda on page 2 and set their purpose for today's session by coding each question and highlighting words that resonate with them.

#### DIRECTIONS

After reading through today's Essential Questions and Sessions Agenda, code each question accordingly:

- + *I have sufficient background knowledge and experience.*
- ✓ *I have an understanding, but I need to apply with consistency.*
- ! *This is exciting! I want to learn more so I can apply it!*

Next, highlight the words in each Essential Question that will provide a focus and help you set your intention for today's collaborations.

#### RESOURCES

- Today's Essential Questions and Session Agenda (page 2)

**Part 1: Four Components of Curriculum Design in the UDL  
Classroom**

## Part 1: Four Components of Curriculum Design in the UDL Classroom

### Activity 1: Accessing Curriculum Jigsaw

#### DESCRIPTION

Participants will gain a deeper understanding of the components of a comprehensive curriculum through the lens of creating accessible learning for all students.

#### DIRECTIONS

1. Number off at your table: 1, 2, 3, 4 (1=Goals, 2=Instructional Materials, 3=Teaching Methods, 4=Assessments).
2. Individually read your corresponding curriculum component from the handout, *Universal Design for Learning and Meaningful Access to the Curriculum*, by Ricki Sabia (Goals page 15; Instructional Materials pages 15-16, Teaching Materials page 16, and Assessments page 16). Your reading focus will be to:
  - ✓ Explain the key ideas of the curriculum component.
  - ✓ Gather examples of the contrast between traditional and UDL approaches to the specific curriculum component.
3. Use post-its to record your thinking.
4. Be prepared to share with your team. As your colleagues share, you may wish to continue recording notes.

#### RESOURCES

- Handout: *Universal Design for Learning and Meaningful Access to the Curriculum*. Retrieved from [http://www.nwdsa.org/file\\_download/d2cfac75-86e7-40f0-b52e-ea77bcb320a3](http://www.nwdsa.org/file_download/d2cfac75-86e7-40f0-b52e-ea77bcb320a3)



## Activity 2: Milling to Music

### DESCRIPTION

Participants read an article, annotate their thinking, and share their thoughts with colleagues.

### DIRECTIONS.

1. Independently read through the article, *Watering-Up the Curriculum*, starting on page 8. Annotate your thinking in the margins.
2. For each goal, write down one UDL Principle that aligns with the goal.
3. Jot down your responses on the Key Words Note-Catcher on page 11.
4. When prompted, get ready to share your thoughts with two peers as we follow the *Milling to Music* protocol.
5. As the music is playing, walk around the room. When the music stops, share your notes with the person closest to you. Remember to listen to your colleague's thoughts as well. When the music begins, move around the room again. Feel free to dance! When the music stops, share your thinking and listen with the colleague closest to you.
6. Be prepared to share your thoughts when you return to your table.

### RESOURCES

- Article: *Watering-Up the Curriculum* (pages 8 and 9). Retrieved from <http://education.wm.edu/centers/ttac/resources/articles/inclusion/wateringup/index.php>
- UDL Principles and Guidelines (page 10)
- Key Words Note-Catcher (page 11)

## ***Watering-Up the Curriculum***

By E. S. Ellis. *Reprinted with permission.*

To accommodate the needs of students with mild disabilities, most educators are familiar with the idea of altering the curriculum to make it less complex and easier to learn, or reducing the amount of information students are expected to learn. The basic idea is that if the content is less complex and students do not have to learn as much, they will be more successful. Unfortunately, many common accommodations water-down, or dumb-down the curriculum and promote thoughtless learning.

Often, what all students (not just those who are less-capable) need, is not a curriculum where the expectations for learning have been significantly reduced, but rather instruction that is considerably more robust - or thoughtful. This kind of instruction focuses on ways of teaching that help students make sense of what it is they are expected to learn. In short, the better they understand the subject-matter and relate it to their own background knowledge and experience, the better they will learn and remember it. These instructional techniques focus on ways to reduce the information processing demands needed to understand complex subjects, while at the same time, develop in students' effective thinking skills and learning strategies. A large body of research shows that the more robust the instruction, the more students learn, and the more in-depth students' understanding becomes of the subject-matter. These should be the goals of a watered-up classroom:

### **More emphasis on students constructing knowledge**

The focus is on enabling students to construct understandings of content subjects. The role of the teacher shifts from being primary information providers to being facilitators as students' understanding of the subject-matter become more sophisticated and they develop deep-knowledge structures and make many connections between ideas; in short, students develop 'sophisticated relational understandings' of the subject-matter.

### **More depth, less superficial coverage**

Teachers focus on facilitating a thorough understanding of big ideas of the curriculum.

### **More emphasis on developing relational understanding and knowledge connections**

The focus is on how big ideas relate to each other and influence things; great emphasis on helping students relate new information to their background knowledge and experience.

### **More student elaboration**

Watered-up classrooms are noisy because students are frequently discussing, debating, weighing, and clarifying ideas as they elaborate. Watered-up classrooms are also colorful because student-constructed products depicting their elaborations or understanding of content are everywhere!

### **More emphasis on the redundancy of archetype concepts, patterns and strategies**

A key focus in watered-up classrooms is enabling students to recognize how some concepts, patterns and strategies are manifested throughout many dimensions of life, and how to use these as tools to enhance their own comprehension of complex ideas and ability to communicate them to others.

### **More reflection and risk-taking**

Students spend a lot of time thinking about the content and how it relates to their world; less emphasis on memorizing and more on helping students develop their own increasingly sophisticated understanding.

### **More social support for achievement**

Achievement in ALL students is stressed and reinforced. The nature of tasks and projects in watered-up classrooms is challenging to students while allowing them to achieve commensurate with innate abilities and talents.

### **More emphasis on developing habits of the mind, thinking skills and learning strategies**

Cognitive skills are highly valued and are an overt part of the curriculum. They are explicitly taught and continuously practiced, and evaluated.

### **More emphasis on developing a sense of "personal potency"**

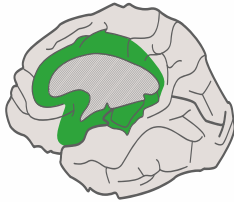
The classroom environment is designed to foster in ALL students, regardless of ability, decision-making skills and a sense of being in control of what happens to them, having influence on others and being valued and needed. More emphasis on developing social responsibility and collaboration skills among students. Social skills and values also are explicitly taught and continuously practiced, evaluated and graded.

Ellis, Edwin S. (1999). Watering-Up the Curriculum, from Using Graphic Organizers to Make Sense of the Curriculum (p. 6) by E. S. Ellis. Tuscaloosa, AL: Masterminds. Copyright 1999 by Edwin S. Ellis.

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<http://education.wm.edu/centers/ttac/resources/articles/inclusion/wateringup/index.php>

# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

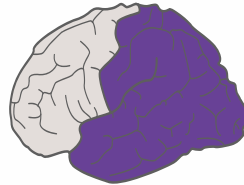
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

### Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

### Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



## Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

### Provide options for comprehension

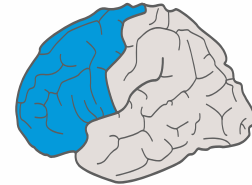
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



## Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

### Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

### Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

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### Key Words Note-Catcher

Key Words	Notes (Explain why your chosen key words are important.)

## Activity 3: Goals and Strategies to Water-Up the Curriculum

### DESCRIPTION

Participants will deepen their understanding of strategies to create meaningful and rigorous learning environments through applying UDL.

### DIRECTIONS

1. Choose one of the lesson plans that have been provided, or one that you brought with you.
2. Use your UDL Principles and Guidelines on page 10 to identify three places in the lesson plan where a UDL Principle is evident. Label a post-it with your identified principle.
3. Use the goals from the *Watering-Up the Curriculum* article and identify what aspects of the lesson plan align with these goals.
4. Use your Watering-Up the Plan Note-Catcher to organize your thinking.
5. Be prepared to share!

### RESOURCES

- Lesson plans provided or one of your own
- UDL Principles and Guidelines (page 10)
- *Watering-Up the Curriculum* article (starting on page 8)
- Watering-Up the Plan Note-Catcher (page 13)

### Watering-Up the Plan Note-Catcher

In the spaces provided, write down evidence of goals from the *Watering-Up the Curriculum* article and examples of UDL Principles and Guidelines evident in your chosen lesson plan.

Watering-Up Goals	UDL Principles and Guidelines

## Activity 4: Meeting Students' Needs Through Scaffolding

### DESCRIPTION

Participants will apply their understanding of proactively applying appropriate scaffolds for students with disabilities.

### DIRECTIONS

1. Read through the text “American Explorers” provided on the following page.
2. Decide on the types of scaffolds that would work to meet the needs of a student with a disability. Use the UDL Principles and Guidelines to come up with two scaffolds that would work for a whole class of variable learners.
3. Now read the handout, *Meeting Students' Needs Through Scaffolding*, and decide specific ways you would apply front-end and back-end scaffolding.
4. Use the Scaffolding for Success Note-Catcher to capture your thoughts.
5. With your team, share and brainstorm your ideas for applying scaffolds in your classroom.
6. Be prepared to share with the whole group.

### RESOURCES

- UDL Principles and Guidelines (page 10)
- Handout: *Meeting Students' Needs Through Scaffolding*. Retrieved from [https://www.engageny.org/sites/default/files/resource/attachments/scaffolding\\_student\\_needs.pdf](https://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf)
- American Explorers (page 15)
- Scaffolding for Success Note-Catcher (page 16)



**American Explorers**

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark. Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River. They wanted to find out where it went. They hoped it would take them to the ocean. They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip. They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter. Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter. A Native American woman named Sacajawea helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean. As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk. It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job. Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was. Support the Main Idea What is the main idea of this passage? Underline five sentences in the passage that support that idea.

Polk Bros Foundation Center for Urban Education at DePaul University (2005). *American Explorers*. Available from <http://teacher.depaul.edu/Documents/AmericanExplorersNonfictionGrade3.pdf>

### Scaffolding for Success Note-Catcher

Text: American Explorers

UDL Strategies for Scaffolding	Front-end and Back-end Scaffolds
1.	1.
2.	2.
3.	3.

**Part 2: Attributes, Examples, and Applications of Formative  
Assessment**

## Part 2: Attributes, Examples, and Applications of Formative Assessment

### Activity 5: Video Connections

#### DESCRIPTION

Participants will observe ways one teacher applies formative assessment to heighten the level of learning in the classroom. Participants will begin to connect to their own experiences and extend their understanding for application.

#### DIRECTIONS

1. View the video *Formative Assessment: Collaborative Discussions*.
2. Think about what you noticed, what surprised you, and which ideas you may bring back to your classroom or school.
3. Jot your connections and ideas down on post-its.
4. Be ready to share!

#### RESOURCES

- Video: Teaching Channel. *Formative Assessment: Collaborative Discussions*. Retrieved from <https://www.teachingchannel.org/videos/formative-assessment-example-ela-sbac>

## Activity 6: Highlight the Strategies

### DESCRIPTION

Participants will extend their repertoire of formative assessment applications.

### DIRECTIONS

1. Take a look at *Tools for Formative Assessment: Techniques to Check for Understanding—Processing Activities* on the following pages.
2. Put a check next to all of the strategies you have used. Highlight 3–5 strategies that you would like to use within the next few months.
3. Identify the UDL principle that aligns with this strategy.
4. Be prepared to share at least one of your ideas for application with your table group.

### RESOURCES

- Tools for Formative Assessment: Techniques to Check for Understanding—Processing Activities (pages 19-26). Retrieved from [http://www.levy.k12.fl.us/instruction/Instructional\\_Tools/60FormativeAssessment.pdf](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)
- UDL Principles and Guidelines (page 10)

**Tools for Formative Assessment:  
Techniques to Check for Understanding - Processing Activities**

Strategy	Description
<b>1. Index Card Summaries/ Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____and can explain it (e.g., thumbs up). - I do not yet understand_(e.g., thumbs down). - I'm not completely sure about_____(e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Present students with an analogy prompt: (A designated concept, principle, or process) is like __because_.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing

Strategy	Description
	those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	<p>The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.</p> <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	<p>Walk around the classroom and observe students as they work to check for learning.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	<p>Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are:</p> <ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson

Strategy	Description
	taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.
<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Reader’s Theater</b>	From an assigned text have students create a script and perform it.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the “who, what where, when, why, how” questions about the topic.
<b>22. Summary Frames</b>	<u>Description:</u> A _____ is a kind of _____ that... <u>Compare/Contrast:</u> _____ and _____ are similar in that they both... but _____, while _____... <u>Problem/Solution:</u> _____ wanted..., but..., so... <u>Cause/Effect:</u> _____ happens because...
<b>23. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>24. Think-Pair- Share/ Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>25. Think-Write-Pair-Share</b>	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
<b>26. Talk a Mile a Minute</b>	Partner up – giver and receiver. Kind of like “Password” or “Pyramid.” Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
<b>27. Oral Questioning</b>	- How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____?

Strategy	Description
	<ul style="list-style-type: none"> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>
<b>28. Tic-Tac-Toe/ Think-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to “three in a row.” The activities vary in content, process, and product and can be tailored to address DOK levels.
<b>29. Four Corners</b>	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road (There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I’m traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
<b>30. Muddiest (or Clearest) Point</b>	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"
<b>31. 3-2-1</b>	<p>3 things you found out</p> <p>2 interesting things</p> <p>1 question you still have</p> <hr/> <p>3 differences between _____</p> <p>2 effects of _____ on _____</p> <p>1 question you still have about the topic</p>



Strategy	Description
	<p>3 important facts 2 interesting ideas 1 insight about yourself as a learner</p> <p>3 key words 2 new ideas 1 thought to think about</p> <p>Write 3 questions about the text (unfamiliar words, confusing passages or ideas). Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)</p>
<b>32. Cubing</b>	Display 6 questions from the lesson. Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.
<b>33. Quick Write</b>	The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.
<b>34. Directed Paraphrasing</b>	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
<b>35. RSQC2</b>	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal.
<b>36. Writing Frames</b>	<p style="text-align: center;">Problem/Solution Paragraph</p> <p>_____ Present a dilemma that is _____. The problem is _____ . This <i>has/have</i> occurred because _____ . A resolution <i>is/was</i> possible. To solve <i>it/this</i>, it <i>will be/has been</i> necessary to _____. The solution(s) include(s) _____.</p> <p style="text-align: center;">Compare and Contrast Paragraph</p> <p>There are several differences between _____ and _____. They _____ . In contrast to _____, _____ has _____ . Unlike _____, _____ does not _____. On the other hand,</p> <p style="text-align: center;">Description Paragraph</p> <p>Have you ever _____? _____ <i>has/have</i> very interesting characteristics. <i>It/they has/have</i> _____. For instance, <i>it/they has/have</i> _____ which enhances _____. <i>It/they</i> also _____. For these reasons, _____.</p> <p style="text-align: center;">Cause and Effect Paragraph</p>

Strategy	Description
	<p>_____ is influenced by _____. Since _____ happened, then _____. Therefore, _____. This provides explanation for _____ and _____. The impact is _____.</p> <p style="text-align: center;">Sequence Paragraph</p> <p>The <i>events/process</i> of _____ is _____. The first _____. Then, _____. Next _____. Finally, _____.</p>
<p><b>37. Decisions, Decisions (Philosophical Chairs)</b></p>	<p>Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion</p>
<p><b>38. Somebody Wanted But So</b></p>	<p>Students respond to narrative text with structured story grammar either orally, pictorially, or in writing. (Character(s)/Event/Problem/Solution)</p>
<p><b>39. Likert Scale</b></p>	<p>Provide 3-5 statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear cut answers in the book. They help students to analyze, synthesize and evaluate information)</p> <p>One question on a Likert Scale might look like this:</p> <p>1. The character (name) should not have done (action).</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">strongly agree      disagree      agree      strongly agree</p>
<p><b>40. I Have the Question, Who Has the Answer?</b></p>	<p>The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <i>A variation is to make cards into a chain activity:</i> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.</p>
<p><b>41. Whip Around</b></p>	<p>The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."</p>
<p><b>42. Word Sort</b></p>	<p>Given a set of vocabulary terms, students sort in to given categories or create their</p>

Strategy	Description
	own categories for sorting.
<b>43. Triangular Prism (Red, Yellow, Green)</b>	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
<b>44. Take and Pass</b>	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
<b>45. Student Data Notebooks</b>	A tool for students to track their learning: Where am I going? Where am I now? How will I get there?
<b>46. Slap It</b>	Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.
<b>47. Say Something</b>	Students take turns leading discussions in a cooperative group on sections of a reading or video.
<b>48. Flag It</b>	Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut.
<b>49. Fill In Your Thoughts</b>	Written check for understanding strategy where students fill the blank. (Another term for rate of change is or ____.)
<b>50. Circle, Triangle, Square</b>	Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that "Squared" or agreed with your thinking.
<b>51. ABCD Whisper</b>	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
<b>52. Onion Ring</b>	Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.
<b>53. ReQuest/ Reciprocal Questioning</b>	ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other student's questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is

Strategy	Description
	contained in the remainder of the selection. The students then are assigned to complete the reading
<b>54. K-W-L &amp; KWL+</b>	Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
<b>55. Choral Reading</b>	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison.
<b>56. Socratic Seminar</b>	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
<b>57. Newspaper Headline</b>	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
<b>58. Numbered Heads Together</b>	Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.
<b>59. Gallery Walk</b>	After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. 6 .Graffiti – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
<b>60. One Question and One Comment</b>	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.

60 types of formative assessment (2012). *Tools for formative assessment* (from Lambert, K., OCPS Curriculum Services, 2012, April). *Instructional tools*. Bronson, FL: School Board of Levy County. Retrieved from [http://www.levy.k12.fl.us/instruction/Instructional\\_Tools/Instructional\\_Tools.asp](http://www.levy.k12.fl.us/instruction/Instructional_Tools/Instructional_Tools.asp)

## Activity 7: Watering-Up the Curriculum

### DESCRIPTION

Participants will apply their knowledge of formative assessments by analyzing a given lesson plan. Participants will have the opportunity to apply their understanding to their own lessons.

### DIRECTIONS

1. Read through one of the lesson plans at your table. Also refer to *Tools for Formative Assessment: Techniques to Check for Understanding: Processing Activities* from Activity 6.
  - How does this plan already incorporate effective formative assessment? What do you notice?
  - How does this plan’s use of assessment inform the teacher’s instructional planning and goal setting for future lessons?
  - What changes would you make?
  - How does this plan spark the way you use or may use even more effective formative assessments in one of your upcoming lessons?
2. Use the Evidence of Watering-Up the Curriculum on page 28 to document your ideas and spark your thoughts for applications.

### RESOURCES

- Lesson plans provided or one of your own
- *Tools for Formative Assessment: Techniques to Check for Understanding—Processing Activities* (pages 19-26). Retrieved from [http://www.levy.k12.fl.us/instruction/Instructional\\_Tools/60FormativeAssessment.pdf](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)
- Evidence of Watering-Up the Curriculum (page 28)

## Evidence of Watering-Up the Curriculum

What I noticed about the instructional process:

- 
- 
- 
- 
- 
- 

Formative assessment I noticed:

- 
- 
- 
- 
- 
-

**Part 3: Making Effective Instructional Decisions**

## Part 3: Making Effective Instructional Decisions

### Activity 8: Final Word Protocol

#### DESCRIPTION

Participants will distinguish between accommodations and modifications as a means of creating and implementing high expectations and successful student achievements.

#### DIRECTIONS

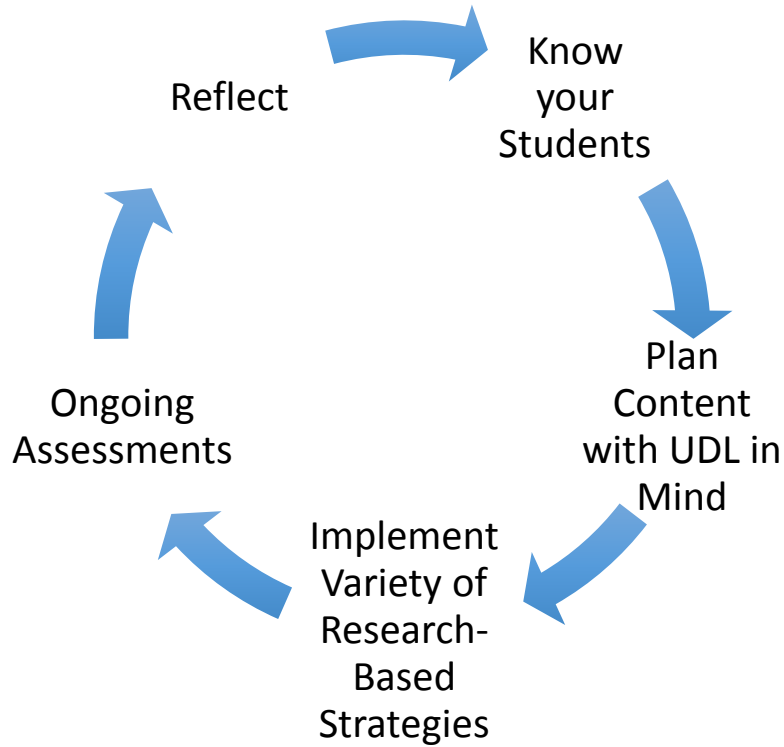
1. Review *The Power of Monitoring Student Learning* figure on the next page.
2. Choose one person on your team to take the role of presenter. The presenter will get one minute to share his or her thinking. The presenter will be the only speaker.
3. One person should be the designated timekeeper.
4. The presenter will discuss how this cycle connects with what happens in your classrooms.
  - How can this cycle meet the needs of variable learners?
  - What could be added to this cycle that would further depict effective learning?
5. Rotate presenters as time allows in a clockwise manner. Rotating presenters will re-emphasize important aspects to the first presenter, while contributing his or her own thinking to push everyone's thinking along.
6. The original speaker gets the last word—sharing how his or her thinking has evolved after listening to other presenters.

#### RESOURCES

- The Power of Monitoring Student Learning figure (page 31)



### The Power of Monitoring Student Learning



### Ideas and Notes:

## Activity 9: Checking for Understanding

### DESCRIPTION

Participants will evaluate and connect to a list of key formative assessment techniques.

### DIRECTIONS

1. Read the handout, *Checking for Understanding: Key Assessment for Learning Techniques*.
2. Check off the techniques as you read through to identify three techniques that you would like to apply in your classroom.
3. Turn and talk to discuss your application plans.
4. As you listen to your colleagues' ideas, jot down your connections for application.
5. Be prepared to share.

### RESOURCES

- Handout: *Checking for Understanding: Key Assessment for Learning Techniques* handout. Retrieved from <https://www.engageny.org/sites/default/files/resource/attachments/checking-for-understanding-techniques.pdf>

### Notes and Connections:

### Activity 10: Thinking Deeply About Assessment

Fill in your thoughts for each section and then add your own ideas at the bottom of the page

the ocean because	a magnifying glass because
<b>Assessment is like.....</b>	
a Broadway show because	a vacation because

#### Add your own ideas:

Assessment is like \_\_\_\_\_ because \_\_\_\_\_.

Assessment is like \_\_\_\_\_ because \_\_\_\_\_.

Assessment is like \_\_\_\_\_ because \_\_\_\_\_.

**Part 4: Reflection, Next Steps, and Session Evaluation**

## Part 4: Reflection, Next Steps, and Session Evaluation

### Activity 11: Creating a Collaborative Action Plan

#### DESCRIPTION

Participants will reflect on how they can apply the strategies and ideas discussed today in their buildings. They will develop an action plan for future collaborations with colleagues to deepen and create a culture of high expectations for students.

#### DIRECTIONS

1. Use the *Shared Vision Organizer* on the next page to begin team discussions for creating a collaborative team action plan in your schools.
2. For each component of the process outline what your team will need in order to lead to success.

#### RESOURCES

- *Shared Vision Organizer: Model for Managing Complex Change*. Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

### Shared Vision Organizer



Fill in the chart below to map your ideas to create positive change and increase student achievement.

	Who	What	Where	When	Why and How
<b>Vision</b>					
<b>Skills</b>					
<b>Incentives</b>					
<b>Resources</b>					
<b>Action Plan</b> <b>Steps</b>					

## Reflections and Next Steps

Jot down your reflections for turning today’s ideas into actions within the near and far future. What aspect of today’s learning can you bring back to your classroom or school tomorrow, three months from now, and one year from now?

An idea from today’s session.	How I will bring it back to my colleagues and students?

## Session Evaluation

Thank you for attending Module 3 – SwD, *Designing Curriculum with Intention and Rigor*. Your feedback is very important to us! Please fill out a short survey about today’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-Module-3-SwD>.

## References

- 60 types of formative assessment (2012). *Tools for formative assessment* (from Lambert, K., OCPS Curriculum Services, 2012, April). *Instructional tools*. Bronson, FL: School Board of Levy County. Retrieved from [http://www.levy.k12.fl.us/instruction/Instructional\\_Tools/Instructional\\_Tools.asp](http://www.levy.k12.fl.us/instruction/Instructional_Tools/Instructional_Tools.asp)
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- Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.
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- Sabia, R. (2008). *Universal Design for Learning and Meaningful Access to the Curriculum* Retrieved from [www.tash.org](http://www.tash.org)
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development

## Video

- Teaching Channel. *Formative Assessments: Collaborative Discussions* (2014). Retrieved from <https://www.teachingchannel.org/videos/formative-assessment-example-ela-sbac>

## Additional Resources

- Center for Applied Specialized Technology: [www.cast.org](http://www.cast.org)
- Connecticut Core Standards [http://ctcorestandards.org/?page\\_id=7773](http://ctcorestandards.org/?page_id=7773)
- National Center for Universal Design for Learning: [www.udlcenter.org](http://www.udlcenter.org)
- Maryland Learning Links: <http://marylandlearninglinks.org/1021>
- Maryland State Education Department: [UDLinks app](#)