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State Board of  
Education**



# Curriculum Evaluation Tool (CET) Capacity Building Series

**November 2021**

**Equity • Quality • Collaboration • Community**

# Welcome



- Thank you to: Anji Garza, Shay McCorkle, Mandy Horn, and Jaime Herron for helping to spearhead the CET Capacity Builders Series
- Housekeeping
  - Please register for the November CET Capacity Builders using this [Link](#) (also in chat)
  - Link to slides IN THE CHAT
    - All resources are archived on ISBE's [Learning Standards](#) webpage.
      - Curriculum Evaluation Tool
      - <https://www.isbe.net/Pages/Learning-Standards.aspx>



# Purpose of Capacity Builders



- ISBE in partnership with the Regional Offices of Education host monthly Capacity Building sessions which led participants through a deep dive into state tools and or resources and how to utilize them as a starting point for collaborative planning and discourse.
  - Participants can use the information to facilitate differentiated regional and/or district level PLCs and coaching, related to scope of work



# Purpose of the Curriculum Evaluation Tool



## ***Intended use of the Curriculum Evaluation Tool***

*ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.*

**Focus is on systems and processes within the district to ensure alignment with continuous improvement efforts, assessment, and best practices for ALL students. NOT an evaluation of individual curricular resources.**



# Logistical Reminders



- Workflow and Reporting back
  - ROE's work with \*eligible districts
  - Districts complete the CET and give to their ROE- ISBE will not see these
  - ROE complete the [Curriculum Evaluation Tool Certification of Use](#) on behalf of the District.
- ROE's are eligible to receive funding for their work with \* eligible\* districts who are using the CET.
  - \*Districts who opted to take IAR or SAT testing this Fall are NOT eligible to participate this year- they can participate next year.
  - If you would like to know eligible districts in your region, email Caitlyn at [cwalker@isbe.net](mailto:cwalker@isbe.net)



# Discussion



In your role as a capacity builder, how might you share this information or roll out the work to districts in your service area?





# Curriculum Evaluation Tool: A Deeper Dive

Section A: Curriculum



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# Components A1 & A9



# Components A1 & A9



A.1. Curriculum is **developmentally appropriate** for learners (includes varying and appropriate modes of teaching and learning, such as **play-based**, hands-on, **inquiry-based**, etc.).

A.9. Curriculum provides opportunities for **expression of** and **sharing about** student experiences.



# Promoting Equity: Banking vs. Liberation Model

## Banking Concept of Education

- the teacher teaches and the students are taught;
- the teacher knows everything and the students know nothing;
- the teacher thinks and the students are thought about;
- the teacher talks and the students listen -- meekly;
- the teacher disciplines and the students are disciplined;
- the teacher chooses and enforces his choice, and the students comply;
- the teacher acts and the students have the illusion of acting through the action of the teacher;
- the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;
- the teacher is the Subject of the learning process, while the pupils are mere objects

(Freire, p. 54).

## Liberation Model of Education

- **Students are in the process of becoming**, they are unfinished, uncompleted beings, with unlimited potential.
- “The teacher is no longer merely the-one-who-teaches, but the one who is himself taught in **dialogue with the students**, who in turn while being taught also teach. They become jointly responsible for the process in which all grow”(p. 61).
- Knowledge is “a medium evoking the **critical reflection of both teacher and students**” that are together focused on the meaning and explanation of the information (p. 61).
- Knowledge exists for **future inquiries**; it emerges only through invention and re-invention.
- Students and teachers live with the world developing a consciousness that is understood to have the **power to transform reality**.
- Students and teachers think critically with the ability to change situations
- **Learning is problem posing**, where collaborative partnerships involve communication and dialogue and meaning is constructed.
- Education is authentic liberation, the process of humanizing, the praxis – the action and reflection of people transforming their world (Freire, pp. 61-6).



# Defining Modes of Teaching & Learning



**Inquiry-based instruction** is a student-centered approach where the instructor guides the students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their investigations.

**Problem-Based Learning (PBL)** is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).



# In play-based and inquiry learning I can

## Use a differentiated teaching approach

Student's strengths and interests provide a meaningful source for adjustments to learning processes and product

## Have high expectations for every child

Students experience success and are motivated to accept new challenges through which to learn and grow



## Practice excellent teaching and learning

Students' needs are placed at the centre of program planning and delivery so that all cultural backgrounds and abilities are met

## Provide a positive climate for learning

Learning, effort and engagement is recognised, valued and scaffolded to enable all students to achieve their goals

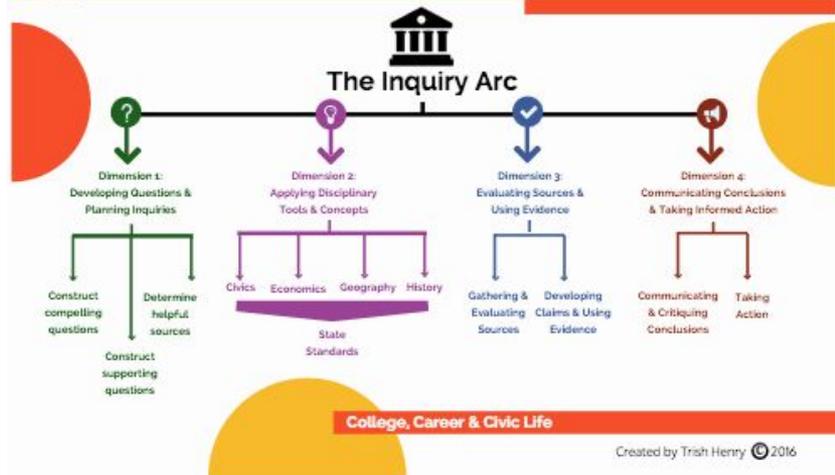


# Inquiry in Science & Social Studies

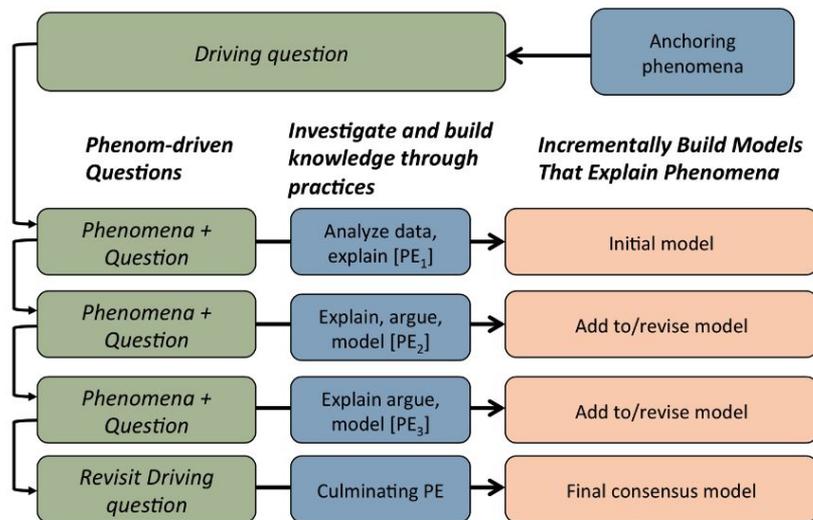
## C3 Framework

Inquiry Based Instruction in Social Studies

*"The primary purpose of the C3 Framework for Social Studies State Standards is to provide guidance to states and districts on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life."*



## Storyline Template (Reiser, 2014)



# Comparing Play Based and Academic Preschool Programs

## Play Based Programs

*Lesson example: Bringing a bird to class and having open ended conversations while the children pet, play with, or feed the bird.*

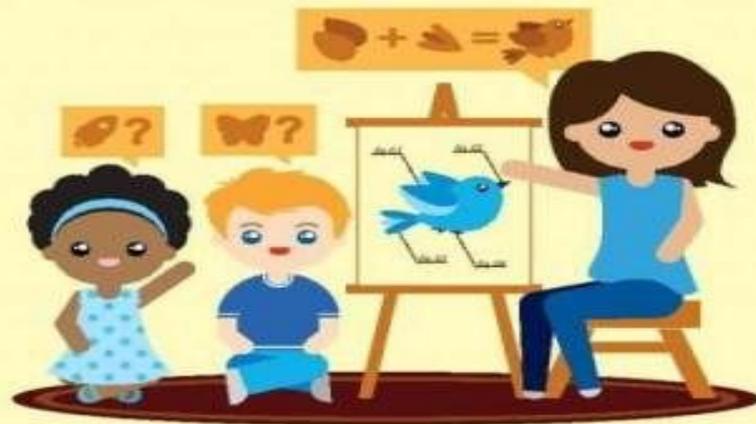
- **Child centric**, based on their interests
- **Teachers act as facilitators** of learning
- Build **leadership and social skills**
- Academics and skills built into **play experiences**



## Academic Programs

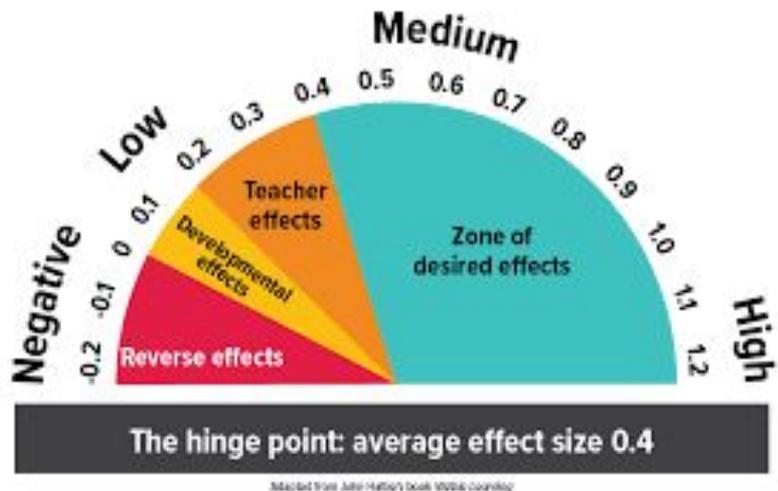
*Lesson example: Using books and posters teach children about birds; discussing a bird's body parts, characteristics and habitat.*

- **Teacher centric**
- Encourage independent learning and **following the teacher's lead**
- Concentration on finding the **"right" answer**
- Focus on typical academics like **letters, numbers and other skills**



Both approaches have specific benefits that can further your child's development. Above all, always remember to trust your instincts when selecting the facility that is best for your child, and family.

# What the Research Says



Problem Solving Teaching = .61

Classroom Discussion = .82

Cooperative vs. Individualistic Learning = .59

Classroom Cohesion = .53

Persistence & Engagement = .48

*Visible Learning by John Hattie*



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# Expression & Sharing of Experiences

1. Talk can reveal understanding and misunderstanding.
2. Talk supports robust learning by boosting memory.
3. Talk supports deeper reasoning.
4. Talk supports language development.
5. Talk supports development of social skills.

- *“Why Use Talk in the Mathematics Classroom”, NCTM*



# Resources for A1 & A9



## Articles & Websites

[The Importance of Play in Kindergarten](#)

[KIDS Resources - Play Based Learning](#)

[NGSS science promotes phenomena-based learning](#)

[Deepening Student Understanding with Collaborative Discourse](#)

[Rich Classroom Discourse: Benefits for Student Learning](#)

[Talk Moves](#)

## Additional Resources

<https://www.teachingchannel.org/video/student-participation-strategy>

<https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves>

<https://www.teachingchannel.org/video/4th-grade-notice-wonder-routine>

[What can we learn from the spread of the COVID-19 virus to protect our communities?](#) (HS Science)

[The Storytime Channel: How can we make stories come alive for kids in our community?](#) (PBL, K-2)



Indicator	Summary	Evidence	Guiding Questions
<p>A.1. Curriculum is <b>developmentally appropriate</b> for learners (includes varying and appropriate modes of teaching and learning, such as <b>play-based, hands-on, inquiry-based, etc.</b>).</p>	<p>Curriculum should develop the talent, ability and potential of all students.</p> <p>Curriculum should provide opportunities for deep engagement</p> <p>Activities match age level of students</p> <p>Alignment to standards, fidelity of curriculum</p> <p>Alignment with Inquiry- How to assess inquiry</p>	<p>Activities match age level of students</p> <p>Active Learning opportunities</p> <p>Materials available for play that match student curiosities and still drive students to engage in standards-based topics</p> <p>having skills threaded throughout; so in early grades they are first introduced as a skill, integrating and then mastery</p> <p>Learning progressions for each grade level to determine appropriateness</p> <p>Using current evidence based practices and understanding "active learning" that includes motivation and engagement with appropriate learning progression.</p>	<p>Are the students able to show what they know in a variety of ways?</p> <p>Do the inquiry-based activities promoting student questioning and exploration? Are they engaging for the students?</p> <p>Are the play-based, hands-on, inquiry-based activities relevant and appropriate regarding students' interests.</p>
<p>A.9. Curriculum provides opportunities for <b>expression of and sharing about</b> student experiences.</p>	<p>Curriculum should ignite opportunity for student voice</p>	<p>Specific and direct instruction on asking questions</p>	<p>Are there a variety of ways students can share their experiences?</p> <p>Are all experiences valued?</p> <p>What are common discussion practices/protocols do your students use?</p> <p>How do we provide equity of voice in the classroom?</p> <p>How are we coaching students to ask their own questions?</p>



# Components A4 & A5



# Components A4 & A5



A.4. Curriculum integrates the **diverse cultural** and **social backgrounds** of your students.

A.5. All curriculum materials include a **balance of representation** of people with **multiple perspectives and identities** (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).





“Culturally responsive curriculum allows students to relate their home life to content they are learning in the classroom. The most effective culturally responsive curriculum permits students to gather knowledge from a recognizable cultural base and associate any new knowledge to their life experiences.”

*Menchaca, 2001*



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# Culturally Responsive Teachers



Teachers are culturally responsive when they...

- **Acknowledge** and **respect** different cultural heritages
- Teach students to **understand** and **appreciate** their own and others' cultural heritages
- Recognize the strengths and contributions of individuals from historically **underrepresented groups**
- Activate students' **prior knowledge** and **connect** what they know to what they are learning
- Use a wide variety of **instructional techniques** (e.g., role-playing exercises, storytelling) that align with the way in which the student is taught in his or her own culture
- Expand the traditional curriculum to ensure that **diverse perspectives** are embedded by incorporating multicultural knowledge, resources, and materials in all subjects



# Mirrors, Windows & Sliding Doors



- A **window** is a resource that allows on a view into someone else's experience.
- A **sliding glass door** is a resource that allows the reader to enter the text and become part of the world.
- A **mirror** is a resource that reflects your own culture and helps to build identity.

*Students cannot learn about themselves  
unless they understand others.*



# Resources for A4 & A5



## Articles & Websites

[Culturally Responsive Reading List \(ISBE\)](#)

[The IRIS Center](#)

[MTSS for ELs](#)

[U.S. Department of Education-English Learner Toolkit](#)

## Additional Resources

[Culturally-Responsive Teaching Mindsets: Examples and Non-Examples](#)

[Creating Culturally Responsive Classrooms](#)

[Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs](#)

[Tools and Resources for Creating an Inclusive Environment for and Avoiding the Unnecessary Segregation of English Learners](#)

More Mirrors in the Classroom, Using urban children's literature to increase literacy, Jane Fleming

Thinking and learning through children's literature, Miriam G. Martinez and Junko Yokota

Cultivating Genius, An equity framework for Culturally and Historically Responsive Literacy.

Mirrors, Windows and Sliding Glass Doors originated by Dr. Simms-Bishop, 1997.

Books come Alive, Reading Aloud and Reading Along with Young Children, W. Teale, M. G. Martinez and J. Yokota



# Breakout Room Activity

Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components A4 & A5
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts. Be prepared to share.



Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>	<p>Reflection of student background and identity.</p>	<p>Incorporation of place based curriculum</p> <p>Student understanding of own heritage identity</p> <p>Multicultural texts and activities</p>	<p>Are ALL your students able to see themselves in the curriculum?</p> <p>Are your students able learn about others in your curriculum?</p>
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>	<p>Reflection and acknowledgement of ALL students backgrounds and identity and how they intersect with one another.</p>	<p>Students acknowledge other's perspectives and/or identities.</p>	<p>Are there multiple perspectives included within the curriculum?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>	<p>-Struggling with this one. Curriculum should be well rounded and should have a balance of representation and perspectives regardless of the cultural/social backgrounds of your students.</p> <p>-Not all classrooms are diverse so use curriculum and literature to teach all cultural backgrounds/experiences outside of the diversity or lack of in our classrooms.</p> <p>-Perspectives from all sides rural and city life, etc..</p>	<p>“of your students.”</p>	
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>	<p>-Perspectives from all sides, not just educating on the stereotypes of different culture</p>		<p>-How are educators keeping up with the best practices and terminology so that educators feel confident discussing, educating, etc.?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>	<p>Mirrors, Windows, and Sliding Glass Doors across the longevity across the year</p>	<p>Resources/ materials used during instruction</p> <p>Demographic information</p> <p>Collection of culturally-relevant activities</p>	<p>Can students see themselves in the resources being used? What is your evidence of that?</p> <p>Are there cultures/ backgrounds that may be difficult to find resources that are representative of the community?</p> <p>What is your review cycle?</p>
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>	<p>BALANCE of representation of longevity across the year</p>	<p>Grade Level/Content Area texts, units/lessons</p>	<p>What resources are you using? Is each of these areas represented?</p> <p>What is your demographic balance? What are you balancing against?</p> <p>Are you able to maintain ALL student voice when discussing “other” cultures/perspectives?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>	<p>This component takes a look at the broader picture to make sure that the curriculum has multiple perspectives on cultural and social backgrounds.</p>	<p>Classroom libraries that show children in their own neighborhoods, culturally relevant to child.</p>	<p>What is the difference between multicultural and culturally relevant?</p> <p>What does the curriculum include in regards to different cultural and social backgrounds?</p>
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>	<p>This component takes a look at the authenticity and balance of people with multiple perspectives and identities.</p>	<p>Authentic experiences</p>	<p>Does it include authentic experiences?</p> <p>How do we navigate difficult conversations that might be controversial?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>		<p>More inclusionary books in their own culturally relevant area</p>	<p>What is the difference between multicultural and culturally relevant?</p>
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>			

Indicator	Summary	Evidence	Guiding Questions
<p>A.4. Curriculum integrates the diverse <b>cultural</b> and <b>social backgrounds</b> of your students.</p>	<p>Kids see themselves reflected in readings.</p> <p>Problems and topics connect with students' current reality</p> <p>Students are able to be and share pieces of themselves as they navigate curriculum</p>	<p>We need to look in the mirror and see our bias.</p> <p>Students appreciate the diversity that others can contribute.</p>	<p>How is what I experience different from what the person in the text or sitting next to me experiencing?</p>
<p>A.5. All curriculum materials include a <b>balance of representation</b> of people with <b>multiple perspectives and identities</b> (e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).</p>	<p>Curriculum is balanced and representative of all cultures and backgrounds so students can experience the world around them not just their own city/town/classroom.</p>	<p>Can students reflect and put themselves in the shoes of others.</p> <p>Students select topics and texts that depict others</p>	<p>How can we vet and make sure all perspectives are represented in what we are teaching?</p>



# Components A6, A8 & A13



# Components A6, A8 & A13



A.6. Curriculum provides **multiple ways** for students of different ability and knowledge or skill levels to **engage**.

A.8. Curriculum includes **student tasks** that are appropriately sophisticated and complex.

A.13. Curriculum provides **supports for teachers** in planning and learning experiences to help guide students' **learning progressions**.



# Defining Student Engagement

According to the National Association of Independent Schools, student engagement involves three dimensions:

- Behavioral engagement: focusing on participation in academic, social, and co-curricular activities
- Emotional engagement: focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school
- Cognitive engagement: focusing on students' level of investment in learning.





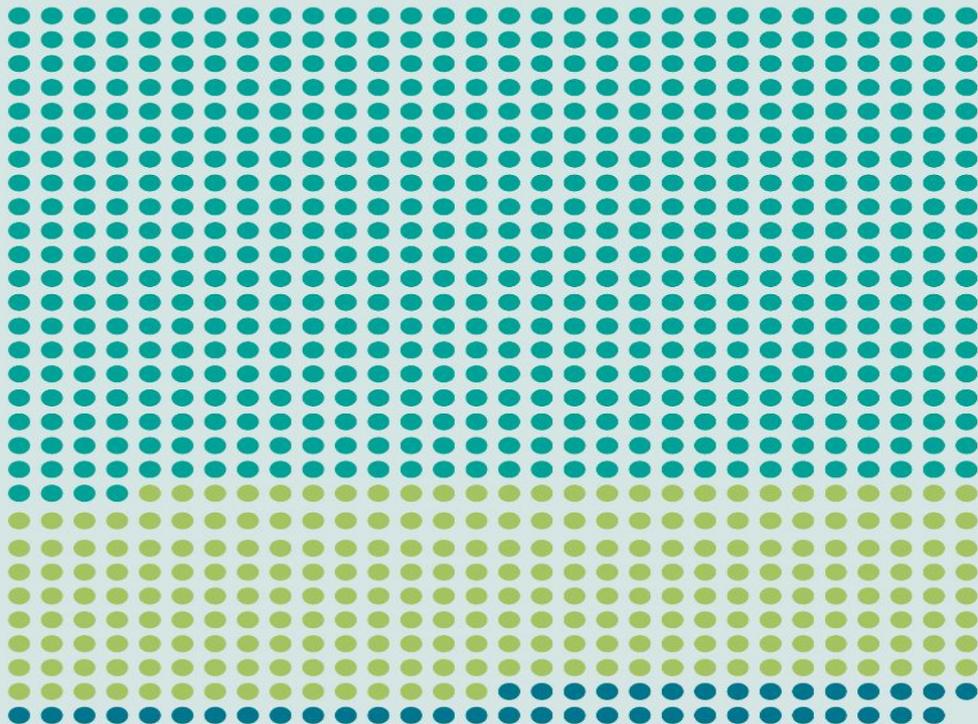
“Student learning is **greatest** in classrooms where the tasks **consistently encourage high-level student thinking and reasoning** and **least** in classrooms where the tasks *are routinely procedural in nature.*”

Boaler and Staples 2009; Hieber and Wearne 1993;  
Stein and Lane 1996



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Even in classrooms where students did have grade-appropriate assignments, we often saw students missing out on strong instruction—particularly opportunities to "do the thinking" in their lessons.



Of the nearly 900  
core lessons...

only 295 had  
grade-level content...

and only 74 had grade-level  
content *and* asked students  
to do the thinking.

# Who's doing the heavy lifting?



- Telling-and-practice pedagogy prompts students to apply solutions, one problem at a time, which reduces their chances of seeing similarities across cases.
- Giving students the end-product of expertise too soon short-cuts the need to find the deep structure that the expertise describes.
- Without an appreciation of deep structure, students are less likely to see the structure in the new situations that differ on the surface, and they will fail to transfer.
- Teachers must help students tolerate the **short-term ambiguity** of not being told the right answer.

L. Schwartz, Daniel & C. Chase, Catherine & Opezzo, Marily & Chin, Doris. (2011). Practicing Versus Inventing With Contrasting Cases: The Effects of Telling First on Learning and Transfer. *Journal of Educational Psychology*. 103. 759-775. 10.1037/a0025140.



# Resources for A6, A8 & A13



## Articles & Websites

[The Learning Pit](#)

[The Opportunity Myth](#)

## Sample Units

[Why Vote? 5th Graders Take Informed Action](#)

[What can we learn from the spread of the COVID-19 virus to protect our communities?](#) (HS Science)

[The Role of Failure in Findings Success](#) (6th ELA)

[SEEKING SHELTER: What factors influence homelessness in a city?](#) (MS Math)

[The Storytime Channel: How can we make stories come alive for kids in our community?](#) (PBL, K-2)



# Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components A6, A8 & A13
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.  
Be prepared to share.



Indicator	Summary	Evidence	Guiding Questions
A.6. Curriculum provides <b>multiple ways</b> for students of different ability and knowledge or skill levels to <b>engage</b> .	Access to the curriculum for ALL students	UDL - multiple means of action and expression	Are ALL students able to demonstrate what they know/learned?
A.8. Curriculum includes <b>student tasks</b> that are appropriately sophisticated and complex.	Differentiated curriculum for ALL students	Multiple means of engagement	
A.13. Curriculum provides <b>supports for teachers</b> in planning and learning experiences to help guide students' <b>learning progressions</b> .	Teacher understanding of vertical alignment within a framework	Appropriate scope and sequence and appropriate scaffolding	How does your curriculum provide supports for teachers?

Indicator	Summary	Evidence	Guiding Questions
A.6. Curriculum provides <b>multiple ways</b> for students of different ability and knowledge or skill levels to <b>engage</b> .	-flexible classroom, continuum of learning, standards based grading, personalized learning -Student ownership		
A.8. Curriculum includes <b>student tasks</b> that are appropriately sophisticated and complex.			
A.13. Curriculum provides <b>supports for teachers</b> in planning and learning experiences to help guide students' <b>learning progressions</b> .			

Indicator	Summary	Evidence	Guiding Questions
<p>A.6. Curriculum provides <b>multiple ways</b> for students of different ability and knowledge or skill levels to <b>engage</b>.</p>	<p>Student Interest level Levels of Engagement Motivation</p>		
<p>A.8. Curriculum includes <b>student tasks</b> that are appropriately sophisticated and complex.</p>	<p>A Balance of Rigor</p>		
<p>A.13. Curriculum provides <b>supports for teachers</b> in planning and learning experiences to help guide students' <b>learning progressions</b>.</p>	<p>Guiding Questions - Robert Kaplansky</p>		

Indicator	Summary	Evidence	Guiding Questions
A.6. Curriculum provides <b>multiple ways</b> for students of different ability and knowledge or skill levels to <b>engage</b> .	Ways for students to access the curriculum	Differentiated tasks	Do we need to help our teachers learn how to engage students in different ways and with different abilities?
A.8. Curriculum includes <b>student tasks</b> that are appropriately sophisticated and complex.	Ways for students to engage with the materials	Complex task per learning standard	Are there appropriate tasks that are complex and rich vs only simplistic tasks?
A.13. Curriculum provides <b>supports for teachers</b> in planning and learning experiences to help guide students' <b>learning progressions</b> .	Ways for teachers to engage with planning and learning	Detailed teacher notes explaining learning progression	Are there adequate materials for the teachers to learn about the procedures?

Indicator	Summary	Evidence	Guiding Questions
<p>A.6. Curriculum provides <b>multiple ways</b> for students of different ability and knowledge or skill levels to <b>engage</b>.</p>	<p>Differentiation of instruction will meet students where they are to be successful.</p> <p>Student voice &amp; choice</p>	<p>Formative assessments will determine where students skills are at.</p> <p>Students are invested in learning and not simply compliant</p>	<p>Are we meeting the needs of all students by the projects/lessons we are designing?</p> <p>How does this resource help us know where students are at</p>
<p>A.8. Curriculum includes <b>student tasks</b> that are appropriately sophisticated and complex.</p>	<p>Webbs DOK - students aren't just recalling, identifying and defining; they are creating, analyzing, synthesizing, and evaluating</p>	<p>Depth of knowledge will be evident in the lessons and formative assessments.</p>	<p>Are lessons engaging, appropriate with high expectations based on different student levels, and focused not on compliance for all students.</p> <p>How are we making students' thinking visible?</p>



# Components A7 & A10



# Components A7 & A10



A.7. Curriculum provides ancillary resources to support **scaffolding for remediation and enrichment**.

A.10. Curriculum provides appropriate **support, accommodations**, and/or **modifications** for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).



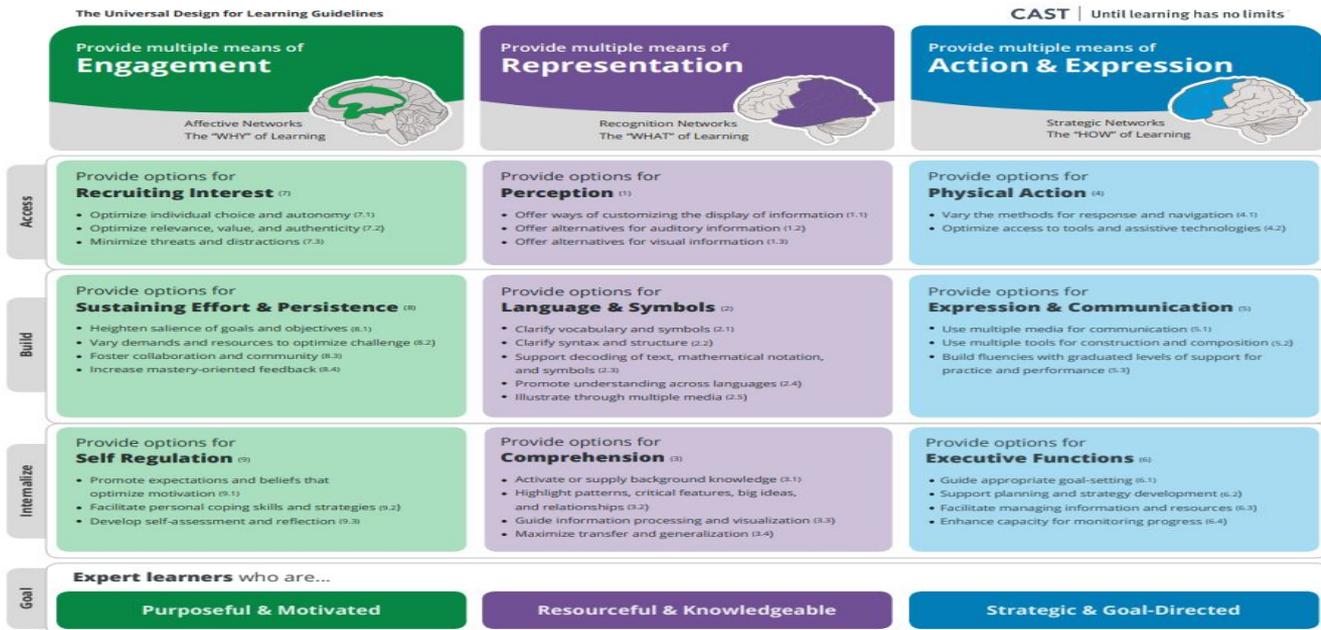
# Universal Design for Learning (UDL)

*“**Universal Design for Learning (UDL)** is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Ultimately, **the goal of UDL** is to support learners to become “expert learners” who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven. **UDL aims** to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.”*

(CAST; [cast.org](https://cast.org))



# UDL Framework



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.



# A.7 Scaffolding Defined

## What is scaffolding?

- **Instructional scaffolding** is a process through which a teacher adds temporary supports for students in order to enhance learning and aid in the mastery of tasks.
- **Critical Elements** of Scaffolding
  - Modeling
  - Practice
- **Examples** of Scaffolding
  - **Content Scaffolding:** Providing content that is easy enough to provide for mastery of skill. As mastery of the skill develops increase the difficulty of the content provided.
  - **Task Scaffolding:** providing students more responsibility in a task
  - **Material Scaffolding:** providing written cues or visual supports (e.g. guided examples) to complete tasks

## What scaffolding is *not*?

- Scaffolding is **not** a permanent support for students
- Scaffolding is **not** differentiation
- Scaffolding is **not** changing the material
- Scaffolding is **not** changing the student product



# A.10-Modifications vs. Accommodations

## Modifications

*A change/adaptation to the curriculum to meet the needs of individual students and allows the student to demonstrate what they know while participating in the general education curriculum.*

- Adjusted number of questions
- Adjusted level of reading
- Adjusted answer choices
- Change in vocabulary level
- Change in tasks/expectations compared to peers (e.g. independent study, open ended questions, learning extension activities...)
- Number Lines, hundreds charts, manipulatives
- Calculator
- Visuals
- Alternate projects
- Word Banks
- Sentence starters

## Accommodations

*A change in how a student learns the content being taught without changing the level of content of the being taught or assessed.*

- Audiobooks
- Tests read
- Spellcheck
- Extended Time
- Alternate Setting
- Use of computers for written assignments/testing
- Preferential Seating (e.g. in front of class, near instructor, etc.)
- Graphic Organizers
- Oral Responses
- Large Print Books/Text, AT devices
- Sign Language Interpreters/Language Interpreters for ELs
- Text to Speech Systems



# Caution: The Problem of Over-Scaffolding

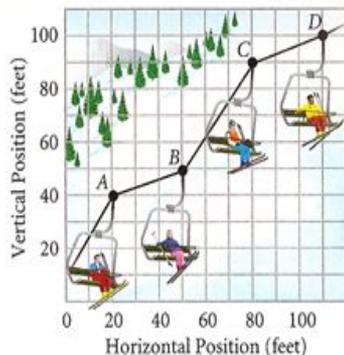
## Finding Rates of Change

### CA Standards

#### Investigation Exploring Rate of Change

The diagram at the right shows the side view of a ski lift.

1. What is the vertical change from  $A$  to  $B$ ? From  $B$  to  $C$ ? From  $C$  to  $D$ ?
2. What is the horizontal change from  $A$  to  $B$ ? From  $B$  to  $C$ ? From  $C$  to  $D$ ?
3. Find the ratio of the vertical change to the horizontal change for each section of the ski lift.
4. Which section is the steepest? How does the ratio for that section compare to the ratios of the other sections?



This scaffolding works to make math seem like an exercise in rule-following.

This scaffolding takes away much of the math and has reduced the problem to answer getting.



# Resources for A7 & A10



## Articles & Websites

- [Multi-Tiered System of Supports for English Learners](#)
  - [Meeting the Needs of English Learners with and Without Disabilities Brief 1: Multi-tiered Instructional Systems for ELs](#)
  - [Core and Supplemental English as a Second Language Literacy Instruction for English Learners](#)
  - [Core and Supplemental Biliteracy Instruction for English Learners](#)
- [National Center on Intensive Intervention](#)
  - [Principles for Designing Interventions in Mathematics](#)
  - [User Guide for Sample Reading Lessons](#)
- [Center on Multi-Tiered Systems of Support](#)
  - [Tips for Intensifying Instruction at Tier 1](#)
  - [How can teachers improve instruction for students with disabilities at Tier 1?](#)
- [High Leverage Practices](#)
  - [HLPs and EBPs-A Promising Pair](#)
  - [Provide Scaffolded Supports](#)
  - [Adapt Curriculum Materials and Tasks](#)
- [CEEDAR Center](#)
  - [Evidence Based Practice for English Learners](#)
- [IRIS Center](#)
  - [Providing Instructional Supports: Facilitating Mastery of New Skills \(Module\)](#)



# Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components A7 & A10
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts. Be prepared to share.



Indicator	Summary	Evidence	Guiding Questions
<p>A.7. Curriculum provides ancillary resources to support <b>scaffolding for remediation and enrichment</b>.</p>	<p>MTSS system is utilized to meet ALL student needs</p>	<p>Assessment and data</p>	<p>Does your MTSS system have appropriate assessments to identify student needs?</p> <p>Is Rtl being used to teach specific skills?</p> <p>Is enrichment being used to teach specific skills?</p>
<p>A.10. Curriculum provides appropriate <b>support, accommodations</b>, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).</p>	<p>UDL Framework</p>	<p>UDL Framework</p>	<p>UDL Framework</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.7. Curriculum provides ancillary resources to support <b>scaffolding for remediation and enrichment</b>.</p>			<ul style="list-style-type: none"> <li>-Timeframe requirements/available to implement remediation and enrichment?</li> <li>-Ancillary resources easy to manage?</li> <li>-Regardless of platform to implement?</li> <li>- Resources for parents?</li> <li>-Arrange classroom for student exploration of resources</li> </ul>
<p>A.10. Curriculum provides appropriate <b>support, accommodations</b>, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).</p>			<ul style="list-style-type: none"> <li>-Have things set up and materials ready in advance to ensure we can implement this.</li> <li>-Parents understanding fair does not mean equal</li> <li>-Special education teachers view/access to curriculum</li> </ul>

Indicator	Summary	Evidence	Guiding Questions
<p>A.7. Curriculum provides ancillary resources to support <b>scaffolding for remediation and enrichment</b>.</p>	<p>Supports are in place to challenge all students based on student performance levels; all students have the ability to grow a year's worth</p>	<p>Rtl/MTSS plans Growth measurement</p>	<p>Is there a <u>system</u> for providing scaffolding to students?</p>
<p>A.10. Curriculum provides appropriate <b>support, accommodations</b>, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).</p>	<p>Resource provides <b><u>access</u></b> and <b><u>opportunities to respond</u></b> for all students</p>	<p>Evidence to indicate the “art” of teaching involved  <i>We think this involves teaching practices NOT just curriculum.</i></p>	<p>What pedagogy is utilized to maximize student access?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.7. Curriculum provides ancillary resources to support <b>scaffolding for remediation and enrichment</b>.</p>	<p>Ways to address the whole child and all children in their educational needs</p>	<p>In a packaged program, detailed teacher notes for support of scaffolding</p>	<p>Is there support for teachers to scaffold both remediation AND enrichment?</p>
<p>A.10. Curriculum provides appropriate <b>support, accommodations</b>, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).</p>	<p>Ways to address and support different types of learners through accommodations and modifications</p>	<p>In a packaged program, detailed teacher notes on providing support are included</p> <p>Enrichment activities</p> <p>Interdisciplinary units and providing choice</p>	<p>Are there materials and support for gifted and accelerated learners?</p> <p>Are there materials and support for special ed, EL, etc?</p>

Indicator	Summary	Evidence	Guiding Questions
<p>A.7. Curriculum provides ancillary resources to support <b>scaffolding for remediation and enrichment</b>.</p>	<p>Current curriculum meets the needs of all learners in each lesson whether they need scaffolding or enrichment.</p>	<p>Students are able to complete tasks using the scaffolding provided as well as reach new levels of understanding and learning.</p>	<p>What is the plan for gradual release?</p> <p>How are the remediation &amp; enrichment resources aligned to the standard (i.e do they match)?</p>
<p>A.10. Curriculum provides appropriate <b>support, accommodations</b>, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).</p>	<p>Current curriculum has a variety of difficulty levels to meet the needs of all student learners.</p>	<p>Matching strategies and tasks with curriculum material</p>	<p>What is the difference between modification and accommodations?</p>

# Resources



[Curriculum Evaluation Tool](#)

[State Strategic Plan](#)

[EdReports](#)



# Meeting Dates & Times



## Upcoming Zoom Meetings 10:00 - 11:30 a.m.

Mark your calendars!

December 20

January 31

February 28

March 28

May 2

June 6



# Monthly Outline for Capacity Building



November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	<ul style="list-style-type: none"><li>• Supports for identified gaps in process/policy</li><li>• Wrap-up and feedback</li><li>• Next steps</li><li>• Preview for next year's sessions</li></ul>



# Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?

