Overview of Meeting the Challenge Modules 2 and 3

**Module 2 EL: Accessing the Connecticut Core Standards in English Language Arts with English Learners (ELs)**

**Topic Areas**

* Opportunities for ELs using the Connecticut Core Standards (CCS)
* Speaking and Listening to Work Collaboratively
* Reading to Engage with Complex Texts
* Using Evidence in Writing and Research

**Focus of Learning:**

1. Educators must possess and utilize a variety of dispositions in order to implement the CCS for ELs.
2. ELs require support in meeting the rigorous academic standards outlined in the CCS.
3. Teachers will undergo a mindset shift when learning about and implementing the CCS for ELs relative to their prior experiences.
4. Based on language proficiency, ELs communicate orally in progressive ways.
5. While there are challenges for ELs, there are effective ways teachers can support oral language development.
6. Instruction and planning for ELs is a collaborative effort between EL teachers and general education teachers.
7. Students read and write for a variety of purposes that require evidence and ELs need to rely on English text and language to do so.

**Module 3 EL: Accessing the Connecticut Core Standards in Mathematics with English Learners (ELs)**

**Topic Areas:**

* The Language of Math
* Digging Deeper: Language Scaffolds for Standards of Mathematica Practice 1(SMP 1): Making sense of problems and Standards of Mathematica Practice 6 (SMP 6): Attend to precision
* Collaboration is Key ‒ The Changing Role of the ESL Professional

**Focus of Learning:**

1. The eight standards of mathematical practice outlined in the Connecticut Core Standards (CCS) and the specific linguistic requirements embedded in each process.
2. Determine the analytic, receptive, and productive language requirements embedded in each practice, as well as examples of classroom practices that would exemplify these practices.
3. SMP 1 and SMP 6 are considered overarching foundational habits of mind for mathematical thinkers, which will require EL teachers to identify examples of these practices in common math tasks, and identify the challenges and benefits these may bring for EL students.
4. Supports and scaffolds for EL students in sample math lessons that incorporate new practices.
5. Ideas for collaborative planning and/or co-teaching techniques that will allow EL instructors and general education teachers to work together to support students with these instructional shifts in math.
6. The role of the ESL professional may change in response to the instructional shifts of the CCS and the increased emphasis on language for all teachers and subjects.

**Module 2 SwD: Adapting the Curriculum in UDL Style for Students with Disabilities**

**Topic Areas:**

* Understanding Learner Variability
* Aligning Connecticut Core Standards (CCS), IEP Goals, Learning Targets, and UDL
* Maintaining High Expectations for All Learners Through Meaningful Adaption

## Focus of Learning

1. Extend knowledge about how to create a positive, rigorous learning environment while meeting the needs of variable learners.
2. Understand how to apply the Universal Design for Learning (UDL) Principles and Guidelines to address learner variability in any classroom.
3. Increase repertoire of how to apply effective scaffolds to guide students to become successful, independent learners.
4. Increase ability to create lesson plans that honor a meaningful learning process that aligns with the CCS.

**Module 3 SwD: Designing Curriculum with Intention and Rigor**

**Topic Areas:**

* Four Components of Curriculum Design in the Universal Design for Learning (UDL) Classroom
* Attributes, Examples, and Applications of Formative Assessment
* Making Effective Instructional Decisions

**Focus of Learning:**

1. Apply UDL-aligned instruction and strategies to ELA and mathematics lessons to support success with the Connecticut Core Standards (CCS) for students with disabilities.
2. Use assessment, progress monitoring, and instructional decision making to support student to meet instructional goals.
3. Apply UDL-aligned technology to lessons to support student engagement and progress.
4. Develop next steps (a plan) for creating powerful team practices and a workable collaboration plan to support success with the Connecticut Core Standards for students with disabilities.