Module 3 Participant Guide

Focus on Teaching and Learning

Section 2

Connecticut Core Standards for Mathematics



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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

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

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

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

Published 2014. Available online at http://ctcorestandards.org/



Public Focus. Proven Results.TM





Section 2

Section 2: Building a Teaching and Learning Framework through UDL

What is Universal Design for Learning?

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

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

Universal Design for Learning Guidelines

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

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
 Provide options for perception 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information 	 4: Provide options for physical action 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies 	7: Provide options for recruiting interest 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
 2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media 	 5: Provide options for expression and communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance 	8: Provide options for sustaining effort and persistence 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
 3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization 	 6: Provide options for executive functions 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress 	 9: Provide options for self-regulation 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

OCAST

© 2011 by CAST. All rights reserved. www.cast.org, www.udlcenter.org CAST (2011). Universal design for learning guidelines version 2.0. Wakefield, MA: Author.

Universal Design for Learning Guidelines Worksheet

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

Guideline 1: Provide options for perception	
Explanation	Examples

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

Guideline 3: Provide options for comprehension	
Explanation	Examples

Guideline 4: Provide options for physical action	
Explanation	Examples

Guideline 5: Provide options for expression and communication	
Explanation	Examples

Guideline 6: Provide options for executive functions	
Explanation	Examples

Guideline 7: Provide options for recruiting interest	
Explanation	Examples

Guideline 8: Provide options for sustaining effort and persistence	
Explanation	Examples

Guideline 9: Provide options for self-regulation	
Explanation	Examples