Module Description

Supporting Students with Disabilities in Language Arts explores the Universal Design for Learning framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students are encouraged to achieve goals which represent high expectations. In this module, educators begin by considering the value of recognizing that all learners, including students with disabilities, are diverse learners. Next, participants will learn about the foundation for Universal Design for Learning, its definition, and how the UDL Principles and Guidelines support and inform classroom practices. They'll also examine how UDL applies to the four components of curriculum: Instructional goals, methods, materials, and assessments, and be introduced to the concept of "watering-up" the curriculum. Then, participants examine how to keep expectations high by setting goals that align with the skills and strategies identified in the grade-level standards. The module also covers how to adapt the curriculum and provide supports to meet the needs of variable learners in any classroom, including scaffolding, accommodations, and modifications. The module culminates with a look at attributes, examples, and applications of formative assessment.

Participant Outcomes

After completing this module, participants will:

- Be familiar with the complexity of the Standards for ELA & Literacy, their vertical progression and grade-level expectations, and the implications for learners with disabilities.
- Understand how applying the Universal Design for Learning framework to planning and teaching reduces barriers in instruction; provides appropriate accommodations, supports, and challenges; and maintains high expectations for all students.
- Be able to create, administer, analyze, and use results from formative assessment to improve instructional practice and student learning.

Module Outline

Section 1: Introduction

- Welcome and Module Objectives
- Pre-Assessment

Section 2: Learner Variability & Universal Design for Learning

- Learner Variability
- Universal Design for Learning
- Watering-Up the Curriculum

Section 3: The Standards & Learning Targets

- Anchor Standards through the Vertical Lens
- Deconstructing Standards to Clarify Learning Targets
- Creating Opportunities for Higher Order Thinking

Section 4: Adapting Curriculum

- Scaffolding
- Accommodations
- Modifications

Section 5: Using Assessment to Make Instructional Decisions

- The Formative Assessment Process
- Formative Assessment Techniques and Examples

Section 6: Conclusion

- Culminating Ideas
- Post-Assessment