The Expanded Core & The Common Core: That's the Question

What Should TVIs be Teaching?

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Workshop Goals

- To understand the components of the Expanded Core Curriculum & how to use them with students with visual impairments
- To understand the purpose & structure of the Common Core Curriculum
- To examine the way in which TVIs may change how they teach students with visual impairments
- To develop strategies & design lessons to integrate the ECC with the Common Core

Why Teach the Expanded Core Curriculum?

- The components of the ECC prepare students with visual impairments for life.
- The ECC teaches skills that for the most part are learned incidentally or through visual observation.
- The ECC establishes a disability-specific curriculum that assists students with visual impairments in gaining access to academic & functional skills.

Areas & Components of the ECC

- Compensatory Skills
  - Concept Development
  - Braille & Communication Skills
  - Listening Skills
  - Study & Organizational Skills
  - Accessing the General Education Curriculum

Areas & Components of the ECC

- Orientation & Mobility
  - Sensory Motor Skills
  - Spatial & Positional Concepts
  - Body Image & Concepts
  - Orientation to Indoor Environments
  - Human Guide & Safety Techniques
  - Instruction in the use of the long cane
  - Instruction in the structure of the neighborhoods & traffic patterns
  - Instruction in community travel
  - Use of public transportation

Areas & Components of the ECC

- Social Interaction Skills
  - Specific Social Skills Instruction
    - Behavioral components
    - Social communication
    - Social thinking & perspective-taking
  - Affective Education
    - Strategies to combat bullying (Character Education)
  - Human Sexuality
  - Psycho-Social Implications of Visual Impairment
    - Student's understanding of his or her visual impairment
    - Student's ability to communicate visual needs to others

Areas & Components of the ECC

- Independent Living
  - Personal hygiene skills
  - Dressing skills
  - Care of clothing
  - Housekeeping skills
  - Preparation of food
  - Eating skills
  - Money management skills
  - Telecommunication skills
  - Written communication
  - Time management

Areas & Components of the ECC

- Recreation & Leisure
  - Exposure to options
  - Learning to play indoor & outdoor games
  - Developing hobbies
  - Learning about different spectator activities
  - Knowledge of sports adaptations
  - Knowledge of sports & activities in one's community
  - Active participation in sports or activities

Areas & Components of the ECC

- Career Education
  - Knowledge of one's strengths & limitations
  - Understands the concept of work
  - Participates in chores & jobs at school
  - Understands work ethic & demonstrates appropriate work behavior
  - Has observed a variety of jobs
  - Understands the concept of work for pay
  - Has a variety of volunteer experiences
  - Has participated in a variety of work experiences
  - Has developed a personal statement or resume
  - Has worked in a competitive employment setting

Areas & Components of the ECC

Use of Assistive Technology

- Use of the computer & keyboarding
- Use of screen readers
- Use of video magnification software
- Use of braille displays
- Use of braille note-takers
- Accessing programs for text reading & editing
- Non-visual use of touch screen devices
- Learning to use the internet & email
- Learning to use accessible GPS programs
- Learning to use scanners & OCR devices
- Learning to use book-readers

Areas & Components of the ECC

Sensory Efficiency

- Use of optical devices
- Use of hearing aids
- Use of assistive communication devices
- Identify & discriminate textures & objects tactually
- Use auditory skills to identify, discriminate, & track sound sources
- Use kinesthetic & proprioceptive sources
- Identify, discriminate, & use olfactory senses

Areas & Components of the ECC

- Self-Determination
  - Understanding visual impairment & requesting accommodations
  - Being able to make choices
  - Develop ability to consider multiple options & anticipate consequences
  - Develop effective communication skills
  - Ability to set goals & monitor progress
  - Understands one's strengths & limitations
  - Understands the concepts of dependence, interdependence, & independence

Limitations to Teaching the ECC

- Demands on TVIs to teach or adapt academic content
- Caseloads size & allocation of time
- Access to the physical environment to teach the ECC
- Knowledge & skills to teach ECC content
- Lack of resources & tools to teach the ECC

What Does the Research Say?

- Compensatory skills
  - Classroom adaptations & materials development
  - Concept development
  - Instruction in braille literacy
  - Listening skills
  - Organization & study skills
- Assistive Technology
- Orientation & Mobility
- Sensory Efficiency- Us of optical devices

What is not taught?

-Daily Living Skills

-Social Interaction Skills

-Career Development

-Recreation & Leisure

-Self-Determination

Common Core State Standards

- National Initiative
- Standards were created by a coalition of 48 states & adapted by 48 states
- The National Governors Association Center for Best Practices & the Council of Chief State School Officers
- 45 stated have adopted the Common Core

The Common Core Standards

- Why the change in educating students?
  - Students were not adequately prepared for college
  - Students were not adequately prepared for careers
  - Students no adequately prepared for a technologically advanced world

The ultimate goal is for students to be college & career ready.

- The content within the curriculum will still be taught.
  - The course of study will still be what we teach.
  - The Common Core is how curriculum will be taught.

Shifts: ELA Standards

- Greater emphasis on non-fiction materials
- Text based answers
- Increased text complexity
- Increased analysis of abstract ideas & constructs
- Writing-Evidenced-based & from multiple sources
- Academic vocabulary

Shifts-Math Standards

- Greater emphasis on explaining procedures: How did you arrive at that answer?
- Less emphasis on rote memorization of procedures
- Greater emphasis to application of real life experiences

Shifts- Speaking & Listening

- Accountable talk- Documented evidence to reinforce responses or presentations
- Perspective-taking- Communicating a variety of view points
- Summarizing-Taking information & synthesizing it
- Academic vocabulary- Communicating thoughts based on experiences & using appropriate language & vocabulary to strengthen one's perspective

Structure of the Common Core

- Reading & Language Arts
  - 8 Anchor Standard
  - Domain
  - Grade Level Standards
- Content Areas
  - Reading Literature
  - Reading Informational Text
  - Reading Standards for Literacy in History/Social Studies, Science, & Technical Subjects
  - Reading Foundational Skills

Structure of the Common Core for ELA Continued

- Writing Standards
- Writing Standards for literacy in History/Social Studies, Science, & Technical Subjects
- Speaking & Listening
- Language

RL Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

	Kindergartners	Grade 1 Students	Grade 2 Students
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure	4. Ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 for additional expectations.) CA**	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4–6 for additional expectations.) CA**	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4–6 for additional expectations.) CA**
	5. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text). CA**	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Structure of Math Standards

- Function, Category, Domain, Grade Level
  - Operations & Algebraic Thinking
  - Number & Operations in Base ten
  - Measurement & Date
  - Geometry
- Higher Order Math Skills
  - Number Quantity
  - Algebra
  - Functions
  - Modeling
  - Geometry
  - Statistics & Probability

Grade 1

In grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

1. Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Blooms Revised Taxonomy

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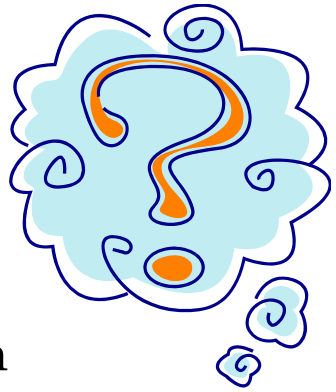
- **Creating**: can the student build on the lower order skills to create a new product or idea that is useful?
- **Evaluating**: can the student justify a stand or decision, explain which options are better than others and why?
- **Analyzing**: can the student distinguish between the different parts & understand how they are connected?
- **Applying**: can the student use their knowledge and understanding in a new context?
- **Understanding**: can the student explain the ideas and concepts they have remembered?
- **Remembering**: can the student recall the information?

Depth of knowledge

- Level 1 – Recall & Reproduction- recalling facts
- Level 2 – Skill Concept- uses information
- Level 3 – Strategic Thinking- Requires reasons, developing a plan
- Level 4 – Extended Thinking- Investigation, developing a process

A New Way of Thinking



- Remembering
  - Ability to tell, list, describe, & relate information
- Understanding
  - Ability to explain, interpret, & predict information
- Applying
  - Ability to solve problems & show evidence
- Analyzing
  - Ability to compare, contrast, discriminate information
- Evaluating
  - Ability to verify, justify, & draw conclusions
- Creating
  - Ability to invent, compose, design a new concept or idea

How Does the Shift Impact What We Teach?

- TVIs need to be excellent collaborators with their general education colleagues.
- When teaching students with visual impairments greater emphasis needs to be placed on problem solving & analysis.
- Hands-on instruction & experiential learning need to include more abstract ideas.
- Greater emphasis needs to be placed on the use of assistive technology to access information & materials.

Additional Shifts in Teaching

- TVIs will need to be good teachers of tactile graphics & spatial concepts
- TVIs will need to design materials that bring abstract concepts to life
- TVIs will need to provide students with knowledge about practical information: activities that occur on a daily basis

- Take a minute to think about other ways TVIs will shift their focus.

Effective Strategies for Teaching

- Universal Design for Learning
  - Using multiple modes to present information
    - Visual- For low vision students making sure pictures are high contrast, easy to distinguish, use of real photos
    - Representation- Acting out a lesson or demonstrating a concepts
    - Multiple means of expression- Modes, Role Plays, Painting, Music
    - Multiple means of engagement- Choice in assignments & topics, incorporate games in instruction, incorporate iPad apps or computer

The Answer Is Yes…

- TVIs need to be knowledgeable about the ECC & the CCS
- TVIs need to know how to integrate the ECC into the Common Core
- TVIs need to re-focus how concepts & lessons are taught to students with visual impairments
- TVIs need to incorporate assistive technology into every aspect of what they teach to students with visual impairments

Here's the Challenge

- Find Common Core standards where ECC components can be taught.
- Develop lessons that teach both the ECC & the Common Core
- Consider using strategies employed by UDL.
- Prepare students for SBAC Evaluations
  - Teaching use of braille displays
  - Teaching use of mouse
  - Teaching tactile graphics to access illustrations
  - Teaching text to speech
  - Teaching strategies to access all information presented on a page