

MODEL CTE PROGRAMS FOR SERVING SPECIAL POPULATIONS – APPLYING THE UNIVERSAL DESIGN FOR LEARNING FRAMEWORK

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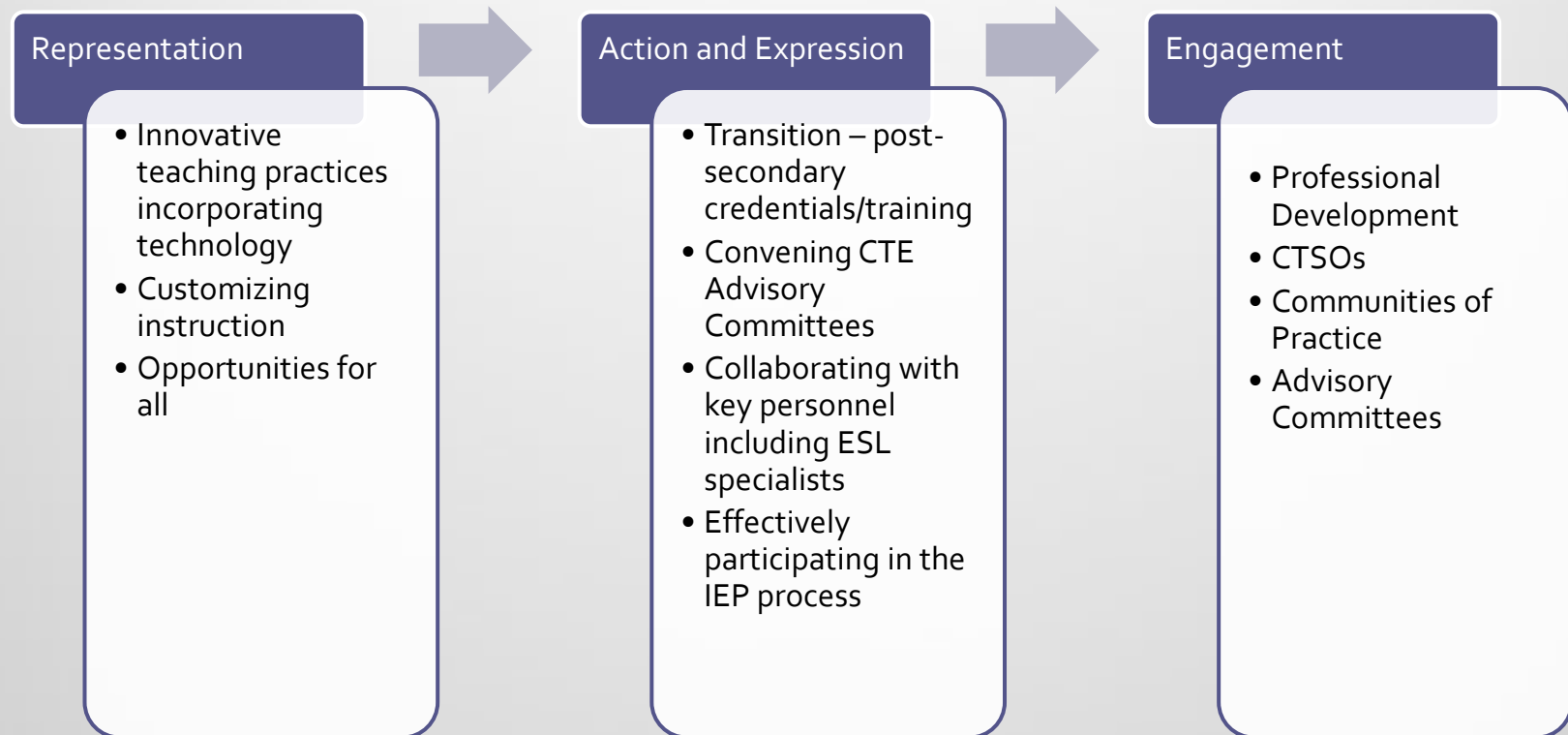
What is Universal Design for Learning (UDL)?

The goal of UDL is to maximize learning of students with a wide range of characteristics by applying UDL principles to all aspects of instruction (e.g., delivery methods, physical spaces, information resources, technology, personal interactions, assessments).

What is UDL_CTEP?

The goal of UDL_CTEP is to maximize learning of students with a wide range of characteristics by applying UDL principles to all aspects of CTE Programs (e.g., delivery methods (i.e. instruction), physical spaces (i.e. infrastructure), information resources (i.e. school personnel and external entities), technology, personal interactions (i.e. collaborations), assessments (i.e. program evaluations).

UDL_CTEP Model



UDL Principles – Definitions

1. Representation - Present information and content in different ways.
2. Action and Expression - Differentiate the ways that students can express what they know.
3. Engagement - Stimulate interest and motivation for learning.

Representation

Instruction

⦿ Providing differentiated instruction to all students characterized by provision of :

1. A sequence of programs of study.
2. Appropriate accommodations, modifications and UDL-based instruction.
3. Research-based strategies for English Language Learners.
4. Strategies for students pursuing non-traditional careers.

Instruction

4. Supplemental provisions for students from other special populations.
5. Access to technology and industry-based standardized equipment/classroom activities.
6. Inter-disciplinary/STEM learning opportunities for all students.

Differentiated Instruction – Students with Disabilities

- **Accommodations** which are used to change the delivery of instruction or method of student performance but do not change the content or conceptual difficulty of the curriculum. Thus accommodations are simply supports.
- **Modifications** are techniques for modified contents, instructions, and/or learning outcomes for diverse student needs. They are used to allow students to get to some of the same success levels, but you may have to change the curriculum or the content.

Accommodations

- Extend time for tests or assignments or break down assignments into shorter segments;
- Enlarge font, use assistive technology such as screen readers etc;
- Make changes to seating, lighting, remove distractions where necessary;

Accommodations cont'd

- Provide options for where and when tests are given;
- Allow students to verbally respond or dictate answers to a scribe;
- Let students answer using a tape recorder or a computer.

Modifications

- Use reading materials at varying readability levels;
- Present ideas through both auditory and visual means;
- Use peer readers/mentors;
- Meet with small groups to re-teach a concept;

Modifications cont'd

- Use tiered activities such that learners proceed with different levels of support, challenge, or complexity;
- Give students options of how to express required learning (e.g., PowerPoint presentations, demonstrations);
- Use rubrics that match and extend students' varied skills levels;

Strategies for ELLs

Suggestions for Administrators:

- Consider students' needs based on data;
- Recognize instructors' challenges;
- Provide research-based professional development for instructors of ELLs;
- Delineate explicit expectations for ELLs.

ELL Instruction

- Have high expectations;
- Patience;
- Knowledge of differentiated instruction;
- Recognize that ELLs are a heterogeneous group;
- Understand their background and culture;
- Not force students to speak only English;
- Use more visuals and manipulatives.

Action and Expression

Transition

- ◎ Attainment of post-secondary goals for all students through the provision of:
 1. Certifications, licenses and other credentials.
 2. Career prep, internships and/or apprenticeships.
 3. Dual credit, college prep and AP courses.

Transition cont'd

4. CTE advisory committees, partnering with industry and opportunities for supported employment.
5. Differentiated programming for non-traditional students.

Non-traditional Instruction

- Promote cooperation instead of competition;
- Promote inclusion instead of segregation;
- Plan activities that provide a challenge but are within the range of abilities;
- Keep activities challenging for all;
- Change the space required, number of participants, methods, and rules, etc;
- Substitute lighter and more easily controlled equipment.

Collaboration

- ① Working in conjunction with school personnel characterized by provision of :
 1. Obtaining prior information about and representation at IEP meetings.
 2. Accessing students' complete IEP-related paperwork. Concerned teachers have an “educational need to know”.
 3. Communicating regularly with diagnostician, licensed psychologist, special education teacher or administrator to know and understand the rules of serving students with disabilities in CTE classrooms.

Collaboration

1. Providing appropriate program-related information to IEP committees.
2. Contact with parents/guardians of students with disabilities.
3. Cooperating with counselors and other professionals to help students' with disabilities in developing their 4-6 year plans.
4. Collaborating with ESL personnel.
5. Participating in CTE advisory committees.

Engagement

Professional Development

- ◎ Seeking opportunities for professional development characterized by:
 1. Programs that help integrate academic and career and technical education standards into programs of study.
 2. Working with internal as well as external consultants for special-populations related training

Professional Development

3. Opportunities to provide input regarding professional development needs.
4. Provision for professional learning communities within departments.

CTSOs

- Encourage teachers to become CTSO sponsors.
- Improve and expand occupational competencies.
- Increase the relevance of instruction.
- Enrich and enhance classroom/laboratory learning.

CTSOs cont'd

- Help students to gain personal and leadership skills.
- Provide training and realistic learning experiences in an organized educational program that make students college and career-ready.
- Provide unique opportunities to students from special populations.

Professional Learning Communities

Research has also shown that for one-shot professional development (PD) sessions to be truly effective for teachers, they need to be:

1. ongoing,
2. help teachers process the information, and,
3. give teachers a chance to apply what they have learned.

Professional Learning Communities cont'd

- To help teachers address PD concerns, encourage teachers to form an online “Professional Learning Community,” or PLC.
- A PLC is composed of a group of teachers who wish to help students improve their learning. The members help each other by sharing ideas, brainstorming, and troubleshooting.
- Using ideas generated at formal PD sessions or workshops, PLCs can be conducted online, organized according to themes, and follow prescribed timelines.
- An online PLC can also serve as a help line such that quick answers to everyday issues can be obtained from colleagues.

Questions ?

Website and Contact Information

■ For more information please go to:
<http://ctsp.tamu.edu>

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