

Welcome to the Curriculum and Instructional Resources Parent module presented by the National Center and State Collaborative (NCSC). This module will review the components of the NCSC curriculum and instructional resources available on the wiki.

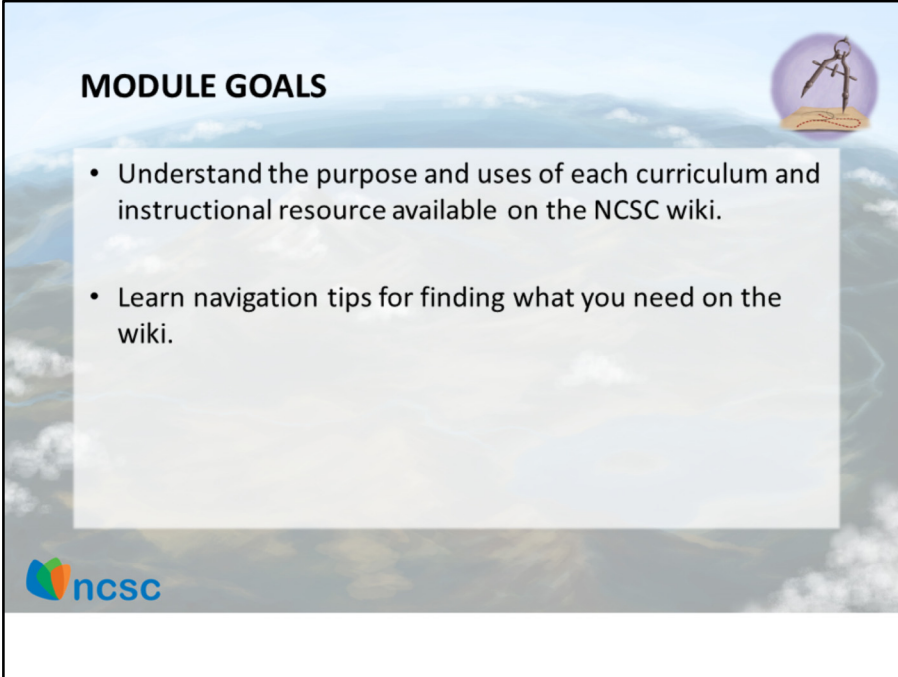


This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description.

The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding.


Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can

explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.

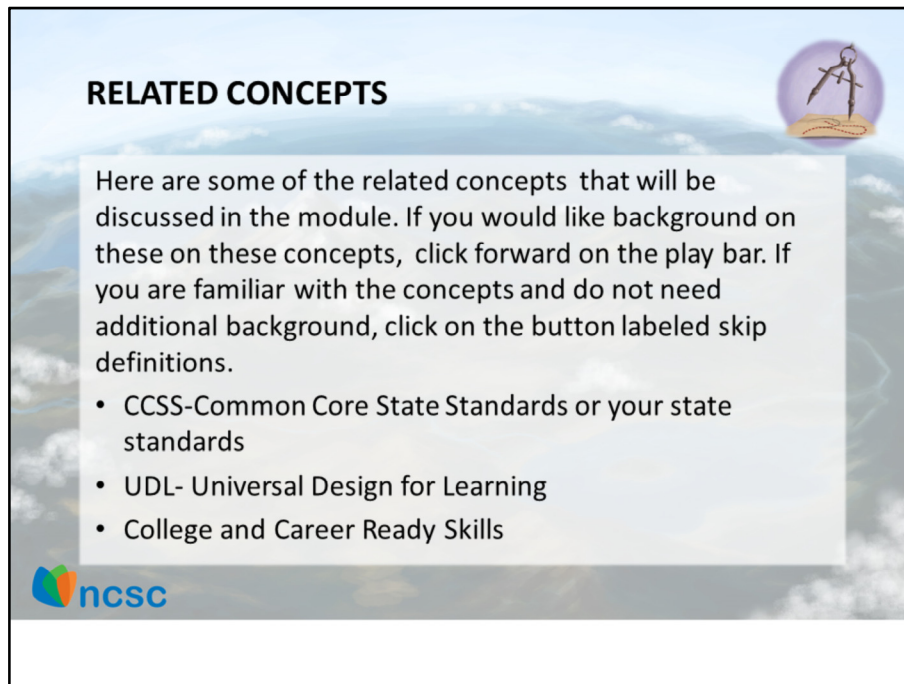


MODULE GOALS

- Understand the purpose and uses of each curriculum and instructional resource available on the NCSC wiki.
- Learn navigation tips for finding what you need on the wiki.




The first goal for this module is to help parents understand the purpose and uses of each curriculum and instructional resource on the NCSC wiki. The second goal is to provide some navigation tips to help parents find what they need on the wiki.



RELATED CONCEPTS

Here are some of the related concepts that will be discussed in the module. If you would like background on these on these concepts, click forward on the play bar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

- CCSS-Common Core State Standards or your state standards
- UDL- Universal Design for Learning
- College and Career Ready Skills



In this module reference is made to the following concepts:

- CCSS - Common Core State Standards or Grade level content standards from your state.
- ULD – Universal Design for Learning
- CCR – College and career ready skills

If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

**RELATED CONCEPTS - CCSS
COMMON CORE STATE STANDARDS**



Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12th grade.

Achieving the learning goals put forth in the standards will prepare students for college and career.



ncsc

All of the work in all these modules is based on the CCSS and the College and Career Readiness Standards. You can apply the same process with your state standards.

Your State has either developed their own grade level state standards or has adopted the Common Core State Standards to establish guidelines for learning in Math and English Language Arts from kindergarten through 12th grade. These are based on the **College and Career Readiness Standards**.

The actual implementation of the standards, including how they are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.

RELATED CONCEPTS - UDL
UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a set of principles that guide development of curriculum.

- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action and Expression

ncsc

Universal Design for Learning (UDL) is a set of principles that guide development of curriculum. When implemented, UDL provides opportunities for learning to all individuals by utilizing the following:

- Multiple Means of Engagement to provide options to self-regulate, develop reflective skills and sustain interest. Promoting motivational techniques, fostering collaborative learning, providing feedback and opportunities to participate in class-wide activities, and using incentives to encourage effort are all examples of multiple means of engagement.
- Multiple Means of Representation focusing on big ideas, themes, and patterns to provide options for comprehension. Customizing the display of information, using auditory methods and other alternatives to visual presentation for conveying content, using multimedia presentations, clarifying symbols, vocabulary, and structures are all examples of multiples means of representation.
- Multiple Means of Action and Expression to provide options for demonstrating

understanding and strategizing. Providing multimedia and other mediums to students for their work, as well as tools and strategies for conveying learned information, scaffolding or graduated levels of support for instruction and practice, and optimizing access to tools and assistive technology are all examples of multiple means of action and expression.

RELATED CONCEPTS-COLLEGE AND CAREER READINESS SKILLS



Important for ALL students, including those with significant cognitive disabilities, whether or not they go to college:

- Communicative competence
- Social skills to function well in small groups
- Independent and team work skills
- Problem Solving
- Reading/writing/math
- Skills for identifying and requesting supports



The skills needed by all students to be ready for college and career are the same skills that are necessary for community readiness. The most critical college and career readiness skills are communicative competence (which means the ability to communicate effectively using the method that works best for the student, including the use of augmentative and alternative communication), social skills to function well in small groups, independent and team work skills, problem solving, reading/writing/math, and skills for identifying and requesting support.

NCSC PHILOSOPHY



A well-designed state assessment alone is insufficient for college, career and community readiness.

To achieve these goals, an Alternate Assessment system requires:

- Curricular and instructional framework
- Teacher resources and professional development
- Communicative Competence as a priority



NCSC understood that a well-designed assessment alone would be insufficient to prepare students with significant cognitive disabilities to be college, career, and community ready. To achieve these goals the alternate assessment system also needed to include a curricular and instructional framework, teacher resources and professional development. In addition, an effort to help students attain communicative competence had to be a priority for all the work that was done. Without communicative competence students cannot access academic content or demonstrate their knowledge.

QUALITY INDICATORS FOR INSTRUCTIONAL RESOURCES

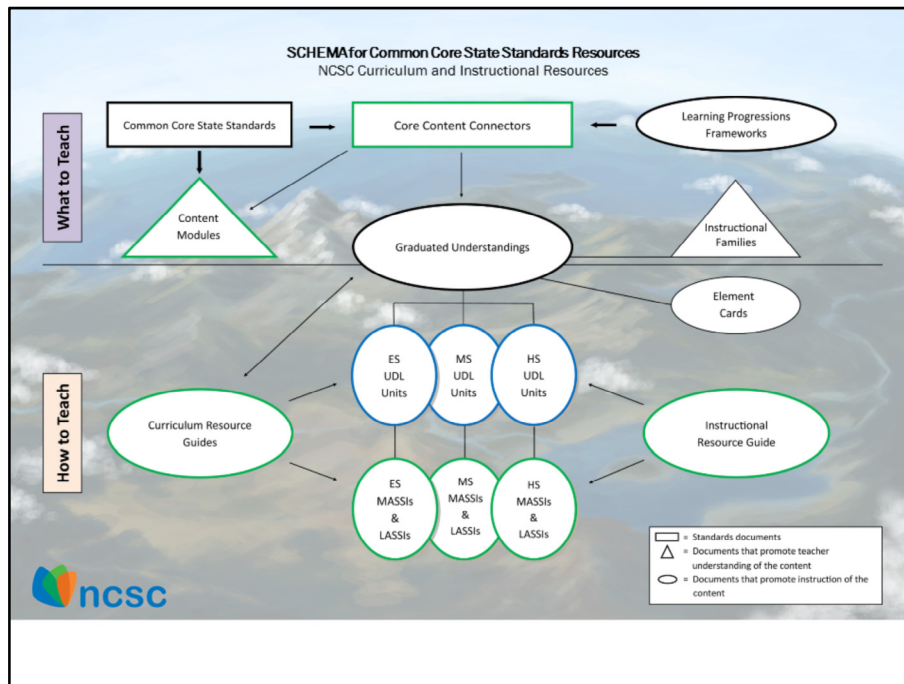


- Promote Common Core State Standards or the state's content standards;
- Set high expectations for all students;
- Apply principles of Universal Design for Learning (UDL); and
- Apply evidence-based teaching practices for students with the most significant cognitive disabilities.



The Instructional Resources described in this module have been reviewed by content experts, special education experts, and project partners to use their knowledge and skills to produce high quality, accessible resources. The way the quality of the instructional resources was measured was to evaluate whether they would:

- Promote the Common Core State Standards or whatever standards a state is using
 - Set high expectations for all students
 - Apply the principles of Universal Design for Learning
- and
- Apply teaching methods that have been shown to be effective for students with the most significant cognitive disabilities




Over the past several decades, powerful insights have been gained into how students demonstrate knowledge and develop competence in specific academic content areas, as well as how tasks and situations can be designed to provide evidence that helps educators understand what students know and can do across **a full range of performance**. To provide evidence of student learning consistent with the increased expectations of the CCSS (or other new state content standards), the NCSC instructional resources schema defines the “what” and “how” when planning for and teaching academic content to students with the most significant cognitive disabilities. In the schema, **the purple band** describes the “what to teach”, containing the **Common Core State Standards**, the **Core Content Connectors**, and the **Learning Progressions**. In the schema, the **orange colored band** identifies instructional tools to support **how** to teach this content - based on over a decade of research on academic instruction, communication, and learner characteristics of students with the most significant cognitive disabilities.

Today, we will visit each component of the schema. We will discuss the purpose for each component as well as view samples.

LEARNING PROGRESSIONS FRAMEWORKS (LPF)

- Shows the steps students typically take as they progress in a content area (e.g. math)
- Represent the essential core concepts and processes learned in a content area (sometimes called the “big ideas”)

Hess, Karin K., (December 2011). *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in English Language Arts & Literacy K-12.*



The NCSC project uses developed Learning Progression Frameworks (LPFs) in English language arts and math to inform what content is taught as well as the stream of content that helps students reach the concept/big idea;

- The Learning Progressions Frameworks are pathways that typical peers may take as they progress grade by grade. In the past, we have struggled to understand how to choose content grade by grade to ensure inclusion of students with the most significant cognitive disabilities in grade AND age appropriate content even though they may not have built all the skills in a previous grade. The LPFs give us the information we need to help move these students along with their peers in a logical, educationally sound way. The LPFs contain learning targets and progress indicators that are referenced in the Curriculum and Instructional materials.

- Learning targets (general or broad performance descriptors) are defined by grade spans, K-4, 5-8 and high school.

- The related specific skills and concepts are called the progress indicators (PIs).

- The Curriculum and Instructional materials were developed to help promote student engagement in the CCSS and other state content standards while following the learning progressions.

CORE CONTENT CONNECTORS (CCCS)



- Key knowledge and skills (the “big ideas”) in each grade of the CCSS
- The “big ideas” were broken down into more teachable and assessable segments of content called CCCs
- All CCCs for a standard should be considered together when planning instruction.



- The CCCs represent academic content designed to frame the instruction and assessment of students with the most significant cognitive disabilities in Kindergarten through high school while retaining the grade level content focus of the standards and the LPFs.

- The CCCs preserve the order of learning outlined in the LPFs to the extent possible while identifying the basic parts of the progress indicators that can be broken down into teachable and assessable segments of content. These are relevant even with non-CCSS standards..

- NCSC used the LPFs to identify key knowledge and skills (the “big ideas”) in each grade of the CCSS needed to make progress in later grades.

- All CCCs for a standard should be considered together when planning instruction.

CCC EXAMPLE



CCSS – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCC – Ask and answer* questions about key details in a text.

*Instead of an oral or written response, some students may use picture symbols, character figures, props, etc.




This example shows one Common Core State Standard and one CCC so you can see how they relate. There may be multiple CCCs for any one Common Core State Standard. You can see how the CCC breaks down one piece of the standard. It is also important to note that students can use a variety of methods for response if they cannot demonstrate knowledge using oral or written responses.

CONTENT MODULES

Content modules provide teachers with a deeper understanding of content to support effective planning, teaching, and learning.

They can also be helpful to parents who need to understand the content to support their child at home.



Content modules have been developed to help teachers and parents by providing greater understanding of specific content.

The Content Modules may include:

- Explanations and examples of the concepts
- Key vocabulary and their definitions
- UDL tables with adaptations and modifications for a variety of student needs
- Ideas for linking academic activities to real-world uses and college and career ready skills
- Additional resources such as links, articles, PowerPoints, and sample lesson plans

Content modules help teachers gain a deeper understanding of the content and can be helpful to parents supporting their child's learning at home.

INSTRUCTIONAL FAMILIES

- Related CCCs grouped into families
- Help educators see what is coming next so they can prepare students for future learning
- Can be used to inform standards-based IEP goal-writing.

ncsd

Instructional families represent “what” should be taught and learned. It is important to understand that Instructional Families help educators process how learning progresses for related CCCs so that they can build the needed foundation for future learning. The instructional families show what came before and what comes after current instruction. The instructional families can help inform standards-based IEPs.

Related CCCs are grouped into families to show how CCCs develop and work together across grades and grade bands (e.g. grades 6-8), as well as within a grade.

Grade-span Learning Target from the Learning Progression Frameworks

Overview of CCCs: Data Analysis I:

DPS-1 Gather and interpret data to answer questions related to a particular situation.


- Formulate questions, gather data, and build representations;
- Identify and describe variation in data, and describe and compare shapes of distributions and measures of central tendency.

Formulate Questions/ Plan Research		Represent and Interpret Data		Draw Conclusions from Data Collection	
Grade K-1	Grade 2	Grade 3	Grade 4	Grade 3	Grade 4
1.DPS.1a1 Select a question that is answered by collected data 1.CC.5				4.DPS.1f2 Develop questions, make a plan for data collection No CCSS linked	
1.DPS.1a2 Select questions that ask about "many" and represent up to three categories that can be concretely represented 1.MD.4	question 1.MD.4	bar graph 3.MD.3	picture or line plot 3.MD.3	4.DPS.1g3 Collect data, organize in graph (e.g. picture graph, line plot, bar graph) 3.MD.3	
1.DPS.1a3 Identify 2 categories resulting from a selected question 1.MD.4	2.DPS.1a7 Analyze data by sorting into categories established by each question 2.MD.10	3.DPS.1g2 Organize measurement data into a line plot 3.MD.4	4.DPS.1j2 (repeated) Select the appropriate representation of the data (picture, bar, line plot.) 3.MD.4		
1.DPS.1a4 Analyze data by sorting into 2 categories; answer question about the total number of data points and how many in each category 1.MD.4	2.DPS.1a8 Interpret the number of points in each category No CCSS linked 2.DPS.1a2 Organize data by representing categorical data on a pictorial graph or bar graph 2.MD.10	3.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plot.) 3.MD.4	4.DPS.1k1 (repeated) Select the appropriate statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph 4.G.1		
1.DPS.1c1 Interpret a picture graph to answer questions about how many in each category 1.MD.4	2.DPS.1d2 Identify the value of each category represented on picture graph and bar graph or each point on a line plot 2.MD.9 2.MD.10		4.DPS.1k2 Apply results of data to a real world situation 3.MD.4		
1.DPS.1e1 Interpret a picture graph to answer questions about how many in each category 1.MD.4	2.DPS.1e2 Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less 2.MD.10				

Instructional Families for Data Analysis I (K-4)

Reference to related CCSS


Distribution of CCCs by Instructional Families and grade


National Center and State Collaborative


For the purposes of this module, it isn't important to understand all of the details on this chart. A quick review will describe the components of the chart. This view of the instructional families shows the distribution of families and the specific CCCs in each family by grade-band (K-4). It also reflects the instructional families and CCCs' relationship to the learning progressions by displaying the learning target (big idea). Additional charts in this view give an overview of the CCCs by grade-bands 5 – 8 and high school. There is a difference in the number of CCCs within a family within and across the grade levels. It clearly shows the instructional family emphasis and specific CCCs within and across grades K - 4. In this example of the CCCs chart, the specific CCCs are indicated by families in the Strand of Data Analysis I (DPS-1). Three of the Instructional Families in Data Analysis, *Formulate Questions/ Plan Research; Represent & Interpret Data* and *Draw Conclusions from Data Collection*, are shown. Notice the relationship between the three families at the five grade levels (K-4).

Note that for each CCC, there is a reference to the CCSS.

ELEMENT CARDS




- Provide key information about the content and suggested instructional strategies and supports
- Are written for many CCCs; these are meant to serve as models
- A blank template is expected to be available as part of the post-project work by states



The Element cards, when used in combination with other NCSC CCSS instructional tools, define “how to teach” by providing ways in which teachers can address grade-specific academic content for students with significant cognitive disabilities, even if students have not had an opportunity learn this content previously. The Element Cards help teachers plan instruction that promotes Universal Design for Learning and includes students with a wide range of abilities and needs.

Element Cards have been written in both Math and ELA and include many of the CCC’s. These existing documents are meant to serve as models for developing Element Cards that incorporate other CCC’s.

CCSS: 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		
CCC:	1.DPS.1e1	Compare the values of the 2 categories of data in terms of more or less.
Strand: Data, Probability and Statistics	Family: Draw Conclusions from Data Collection	
Progress Indicator: E.DPS.1e Describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)		
Essential Understandings	Concrete Understandings: <ul style="list-style-type: none"> • Can identify groups of objects in terms of more and less • Can match numbers from a graph to numbers on a number line 	Representation: <ul style="list-style-type: none"> • Identify and use the symbols for <, >, =.
Suggested Instructional Strategies: <ul style="list-style-type: none"> • Teach the concept of more or less using example, non-example; apply to data on graph. • Use or create a graph that provides a visual of the values in each category such as a bar graph. • Teach the concept of more or less using a number line. 		
Supports and Scaffolds: <ul style="list-style-type: none"> • Number line • Snap cubes to create a concrete bar graph 		



This is an example of an Element Card. Notice that the first component of the Element Card is the **CCSS**: This is the Common Core State Standard on which the CCC is based.

The second component is the **Core Content Connector**: The code used to identify the CCC is followed by a statement of the grade-specific CCC.

The third row provides the related **LPF Strand** followed by the **Instructional Family** that contains this CCC. In this example, the instructional family is *Draws Conclusions from Data Collection*.

The fourth row on this slide provides the related **Progress Indicator** from the LPF.

The fifth row contains three sections:

- **Essential Understandings** (what a student must know to work on this content) including Concrete Understandings and Representation.
 - **Concrete Understandings**: Fundamental mathematical concepts and skills to address the content described in the grade-level CCCs.
 - **Representation**: Specific symbols or referents related to the concepts and skills to apply when problem solving (e.g., mathematical symbols and operations of

addition, subtraction, multiplication, division, fractions, equations).


The **Suggested Instructional Strategies** section provides examples of evidenced-based teaching strategies that support instruction at varying levels of challenge; and

The **Supports and Scaffolds** section provides suggestions of possible tools and materials to assist in the promotion of understanding and engagement with concepts. These suggested supports and scaffolds can provide a way for students to demonstrate what they know and can do.

CURRICULUM RESOURCE (CR) GUIDES

Provide:

- Examples of how the content is taught by general educators
- UDL tables with adaptations and modifications for a variety of student needs
- Ideas for linking academic activities to real-world uses and college and career ready skills
- CCCs covered in the topic and performance examples



The Curriculum Resource Guides help teachers to better understand how to teach the content.

Both the Content Modules and Curriculum Resource Guides were developed and validated by content experts and special educators with extensive experience in adapting general curriculum for students with significant cognitive disabilities.

The Curriculum Resource Guides describe **how** to teach the content to students with the most significant cognitive disabilities whereas the Content Modules describe the content (what is being taught) in general education. Curriculum Resource Guides offer examples of how the content is taught in general education, ideas for real life use, examples of universal design for learning, and ways to promote college and career readiness.

Together, the Content Modules and the Curriculum Resource Guides provide teachers with the necessary background knowledge to prepare students for the NCSC alternate assessment.

EXAMPLE OF UDL TABLE IN AN ELA CURRICULUM RESOURCE GUIDE



6.2 Incorporate Universal Design for Learning (UDL) in planning, and provide for additional Differentiated Instruction when Teaching Reading Informational Texts

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:

	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/skill or motivation/attention	Limited or no speech
Representation	Use a talking device such as an avatar; use large print text; raised text or Braille; use objects and images to represent vocabulary words and answers to questions; use online dictionaries that will pronounce the words and read the definitions aloud; use matching picture cards with words and their meanings; add sound effects when appropriate (e.g., sound of a whale, busy city streets, a tornado); preteach basic concepts of a topic using objects; color photos related to topics. Smartboard can be used during instruction.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or answer to questions; use computer representation of word meanings that can be manipulated with switch; place response options on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride on in wheelchair to find the matching words and meanings (this can include picture clues or objects).	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary and details from text; incorporate technology including computer representations, videos, animations, and talking avatar; allow students to self-select topics for study; use YouTube that is related to instruction; Smartboard can be used during instruction.	Have student use online dictionary to pronounce and define words; use online visual dictionary to increase vocabulary; students can use one to one correspondence to match words or objects with definitions; preteach vocabulary using AAC devices; highlight vocabulary words within the context of the print; keep to one vocabulary word per page and keep an AAC device with matching word with the text; use an iPad during instruction. *Suggestions from other columns may be applicable here.




This table shows how Universal Design for Learning (UDL) can be incorporated when teaching the English language arts topic “Reading Informational Text.”

There are examples of strategies for representing information to students with a wide variety of needs. This part of the chart is dedicated to the UDL principle of multiple means of representation. The UDL Tables also have sections that show how to provide multiple means for students to approach learning tasks and demonstrate knowledge (action and expression) as well as multiple means of engagement.

UDL tables on many topics have been included in both the Content Modules and in the Curriculum Resource Guides.

UDL UNITS AND LESSONS




Structure:

- One unit for math and one for English language arts for each grade-span (ES, MS and HS)
- Several lessons in each unit plus a “culminating activity” to tie the lessons together

Provides additional considerations for emerging readers and emerging communicators


For more info on UDL, please visit www.udlcenter.org



The purpose of the Universal Design for Learning (UDL) Units and lessons is to model how to plan for ALL students using the guiding principles of Universal Design for Learning (UDL). The lessons follow a learning progression to ensure the student has been taught the skills needed.


Lesson one begins with a review and practice of foundational or prerequisite skills. This is an important step for students who may not have been instructed on this concept or have not yet become proficient. The steps outlined to develop the necessary skills and knowledge are then used across the entire unit, ensuring the student has repeated practice throughout. Other concepts taught and used throughout the unit are stressed as necessary to ensure generalization of the skills and concepts for use in other tasks and settings. The strategies described throughout the lessons as additional considerations for emerging readers and emerging communicators ensure that students of all ability levels can be included in instruction.

UDL UNITS AND LESSONS



Presentation of UDL Units on the wiki:

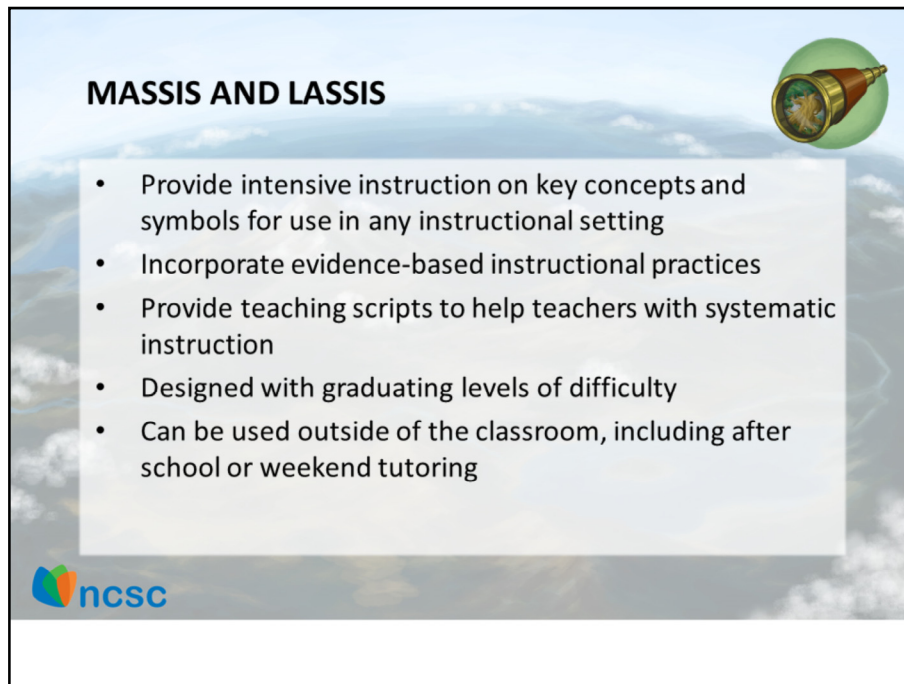
- Links to a standards overview and Key Unit Vocabulary.
- Links to each of the Lessons (including the final lesson with the culminating activity)
- Printable resources
 - Printable version of the unit
 - Printable materials grouped by lesson



UDL Units on the wiki include an overview of standards and key vocabulary.


Each unit is composed of multiple lessons. Each lesson consists of the following components:

- Materials and Vocabulary
- Lesson Introduction
 - Build background knowledge
 - Review of Lesson objectives
- Body of the Lesson
- Practice
- Closure
 - Review of Lesson Objectives
 - Exit Assessment (Formative Assessment)



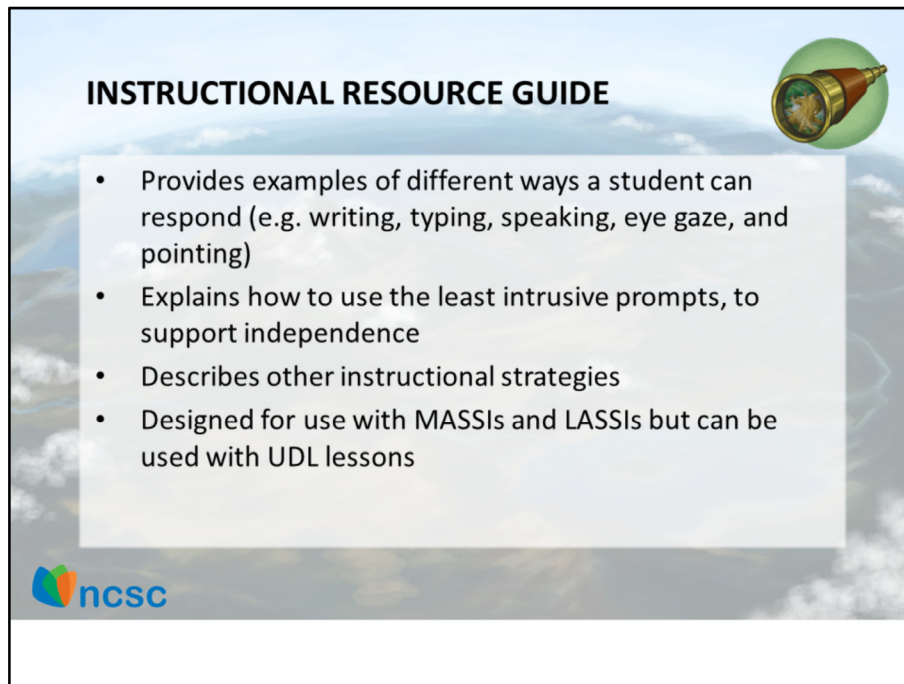
MASSIS AND LASSIS

- Provide intensive instruction on key concepts and symbols for use in any instructional setting
- Incorporate evidence-based instructional practices
- Provide teaching scripts to help teachers with systematic instruction
- Designed with graduating levels of difficulty
- Can be used outside of the classroom, including after school or weekend tutoring

ncsc

The Math and Language Arts Activities for Scripted Systematic Instruction (MASSIs/LASSIs) offer intensive instruction based on evidence-based practices known to be effective in teaching skills to mastery for students with the most significant cognitive disabilities. The MASSIs and LASSIs identify the concepts and symbols needed to move toward mastery of the Core Content Connectors. Using scripts, the MASSIs and LASSIs present instruction in grade bands 3-5, 6-8 and high school and help teachers plan and prepare for instruction with suggested teacher and student materials. They offer a guide for instruction with **graduating levels of difficulty** – ranging from the first steps of teaching the content to students with little or no understanding of the content to building understanding of the target concepts of the CCCs using real-life word problems and using hands-on activities aligned to grade-level content.

After teaching the UDL Instructional Units and utilizing the MASSIs and LASSIs as appropriate for individual students, teachers will gain practice in instructional strategies that are effective for teaching content to students with the most significant cognitive disabilities. MASSIs and LASSIs can be used outside of the classroom for additional learning opportunities such as after school learning and weekend tutoring.



The Instructional Resource Guide is a manual teachers can use to better understand the systematic instruction used in the MASSIs and LASSIs and other strategies that can be used in any setting. The Instructional Resource Guide covers the following concepts:

- Overview of Systematic Instruction;
- Importance of Finding a Response Mode;
- Explanation of Instructional Strategies and how to use them; and
- Scripted instruction (Provides sample script for using each instructional strategy).

PROFESSIONAL DEVELOPMENT



Communities of Practice in partner states received professional development about the curriculum and instructional resources via webinars that are now publicly available at <http://www.ncscpartners.org/resources-cop-presentations>.

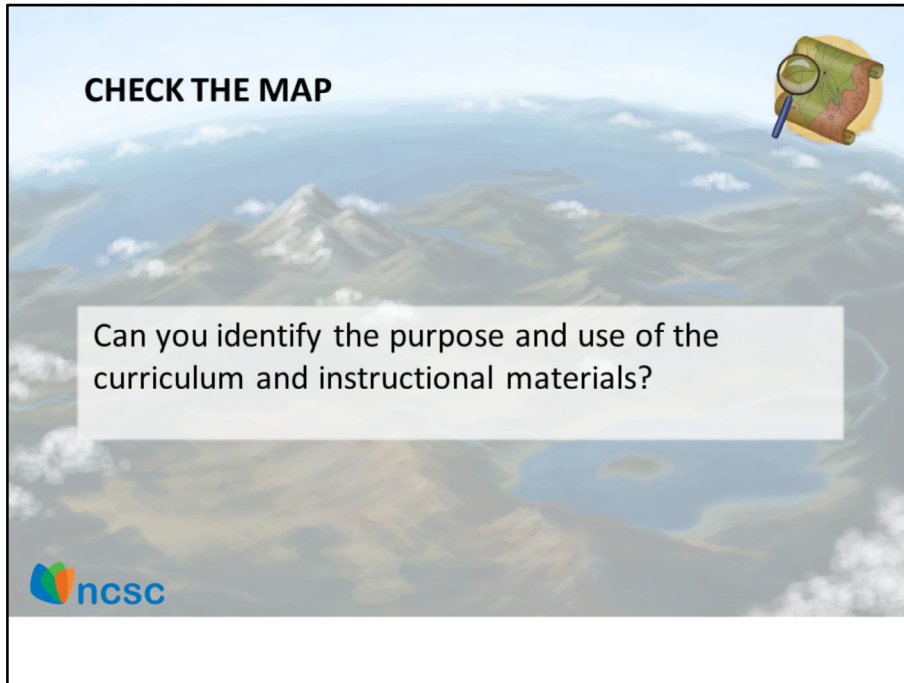
Interactive professional development modules, including a communication toolkit, are available on the NCSC wiki at <https://wiki.ncscpartners.org>.



Professional development has been a major focus of the NCSC project. In each partner state a group of educators were brought together to create a Community of Practice (CoP). These CoPs received professional development on the curriculum and instructional resources and provided feedback.

The webinars used for the Communities of Practice are publicly available at the first link shown on this slide, www.ncscpartners.org/resources-cop-presentations.

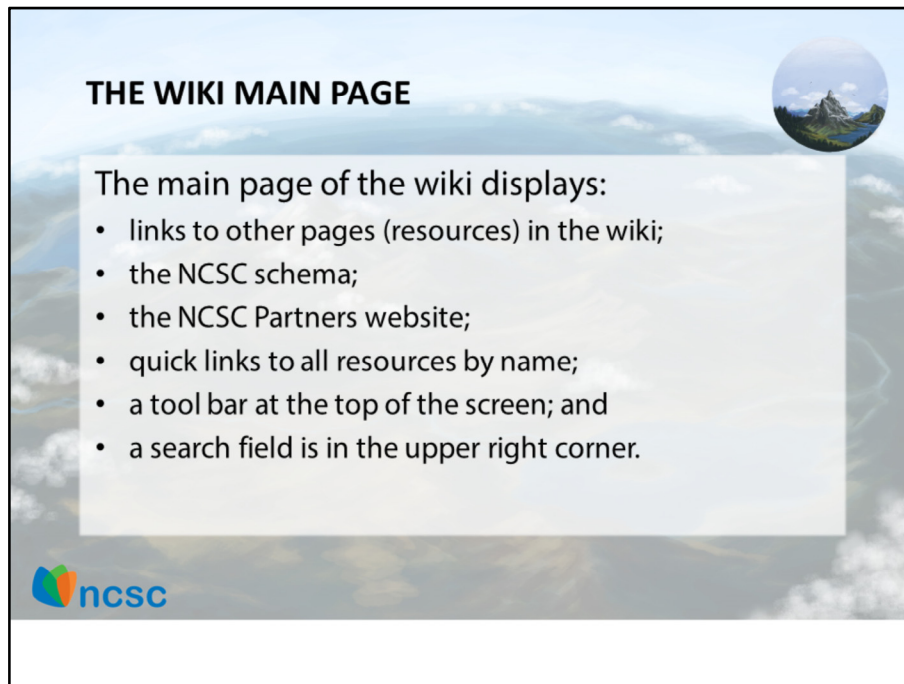
In addition, there are professional development modules and a communication toolkit (to help educators understand how their students can develop communicative competence) available on the NCSC wiki in the same section where you found this parent module, under Educator Professional Development and Parent Resources. Parents may also find the professional development webinars and modules to be helpful.



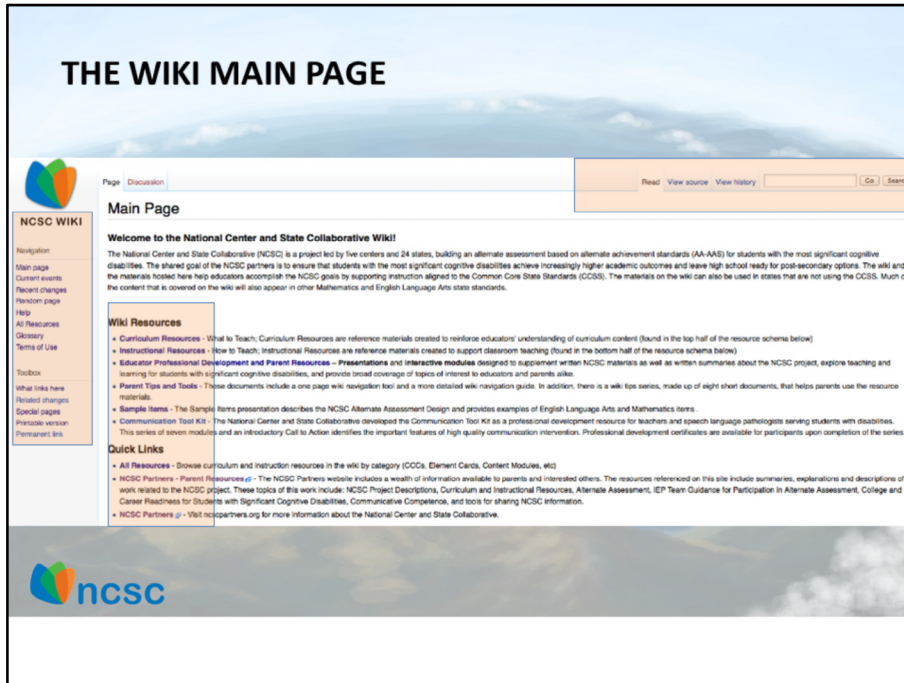
This has been a brief overview of the resources that were developed through the National Center and State Collaborative grant. This will help you know where to look for information in the curriculum and instructional resources.



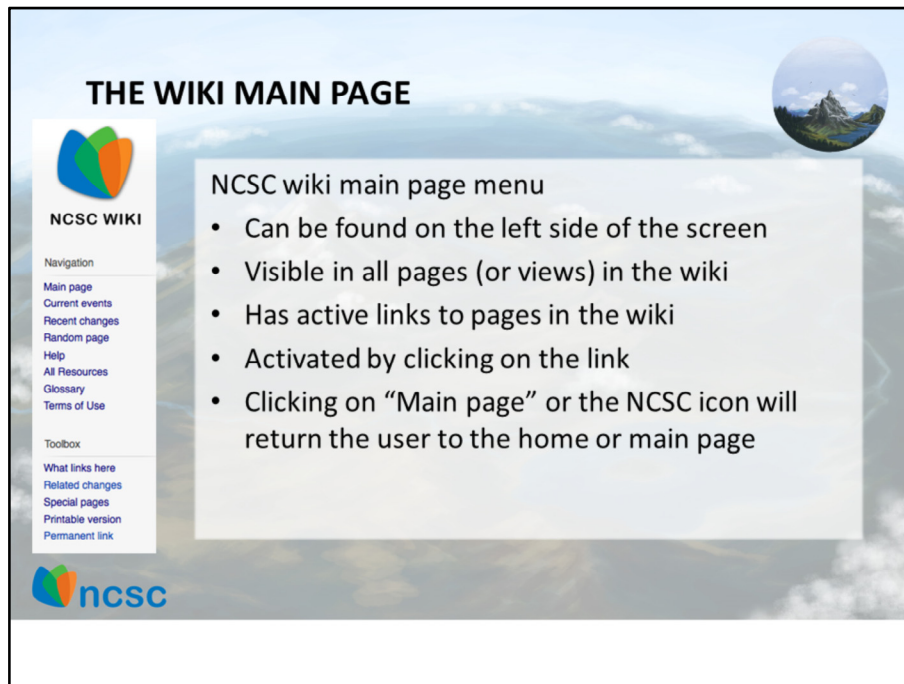
The next section of this module will discuss some tips on how to navigate the NCSC wiki.



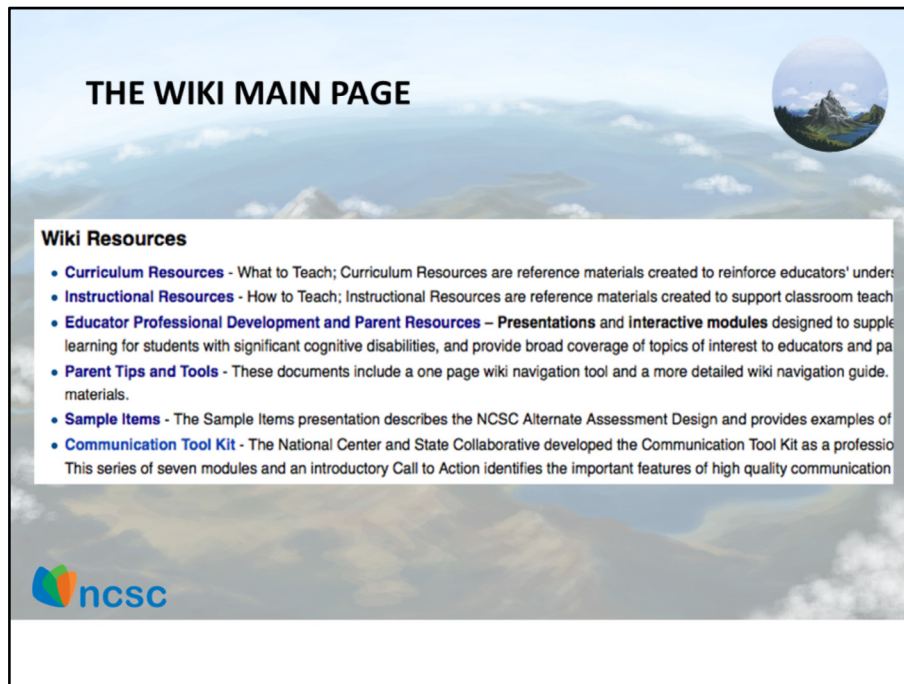
The wiki main page contains many navigation tools. There are links to find other pages in the wiki. There is a graphic of the NCSC schema, which is an interactive diagram linking the user to all the NCSC curriculum and instructional resources. There is a link to the NCSC partners website, where many parent documents are housed on the resource page. There are quick links to find all the resources by name. There is a toolbar at the top of the screen. There is also a search field in the upper right corner.



This is a screenshot displaying part of the wiki's main page. The NCSC schema is below this part of the main page and therefore is not visible.



On the left side of the wiki main page there is a menu with links for navigation and links to a toolbox. This menu can be seen on every page of the wiki. There are active links to pages in the wiki that are activated simply by clicking on the links. To return to the main page from anywhere in the wiki, simply click “main page” in the menu or click on the NCSC icon above the menu.



At the top of the main page under “Wiki Resources” there are six links. The Curriculum Resources link goes to the NCSC resources found in the top half of the schema, the “What to Teach” section, which are reference tools to reinforce educators’ understanding of the math and English language arts curriculum content.

The Instructional Resources link goes to the resources found in the bottom half of the NCSC schema, the “How to Teach” section, which provides tools and strategies for teaching this academic content to students with significant cognitive disabilities.

The Educator Professional Development and Parent Resources link goes to the presentations and other interactive modules, like this one, This link also helps you find written materials about the NCSC project and related topics, which provide broad coverage of subjects of interest to educators and parents.

The Parent Tips and Tools link can be used to find a one page navigation tool and a longer navigation guide, as well as a wiki tip series that highlights key parts of each curriculum and instructional resource that can help parents support their children’s education at home.


The Sample Items link provides access to a PowerPoint presentation that describes the design of the assessment items in the National Center and State Collaborative Alternate Assessment. The presentation presents examples of both English Language Arts and Math assessment items.

The Communication Tool Kit link takes you to a page in the NCSC Wiki that describes a set of modules on communication. The first of these is an orientation module which is followed by seven modules on important factors in the development of communication. These modules are linked to a site outside of the wiki and will open in a separate tab. They were designed in presenter and instructions for viewing the modules in presenter are in the wiki and linked to the communication module page.

THE WIKI MAIN PAGE

There are three links in the Quick Links section:

- **All Resources** – a browser bar that displays curriculum and instructional resources by name
- **NCSC Partners – Parent Resources** – the resources that are hosted in the NCSC Partners website, which include summaries, explanations, and descriptions of work related to the NCSC project
- **NCSC Partners** – the NCSC partners’ website homepage, which contains more information about the National Center and State Collaborative



There are also three links in the “Quick Links” section of the main page. The All Resources link goes to a toolbar (that can also be reached via the All Resources link in the NCSC menu). The toolbar is another way (in addition to the interactive NCSC schema) to find the NCSC resources by name.

The NCSC Parents-Parent Resources link goes directly to the resources tab of the NCSC Partners website, where halfway down the page there are summaries, explanations, and descriptions of work related to the NCSC project for parents and others interested in these topics.

The NCSC Partners link goes to the home page of this website, where you find additional information about NCSC.


ALL RESOURCES LINK (BAR)

Once familiar with the names of the resources, this is a very quick way to go directly to the resource:

All Resources


This page contains all categories of resources, click on one of the links to quickly find lists of all resources available in that category.

Core Content Connectors	CCCs by Common Core State Standards	Content Modules	Curriculum Resource Guides	Element Cards	Instructional Resource Guide	Instructional Families	Presentations	Systematic Activities for Scripted Systematic Instruction	Universal Design for Learning Units
-------------------------	-------------------------------------	-----------------	----------------------------	---------------	------------------------------	------------------------	---------------	---	-------------------------------------



Here is a screenshot of the All Resources Link (bar). Clicking on the “All Resources” link under “Quick Links” or on the wiki menu will take the user to the All Resources screen.


FINDING WHAT YOU NEED



Use the search bar in the top right corner of the wiki page to search for content within the wiki.

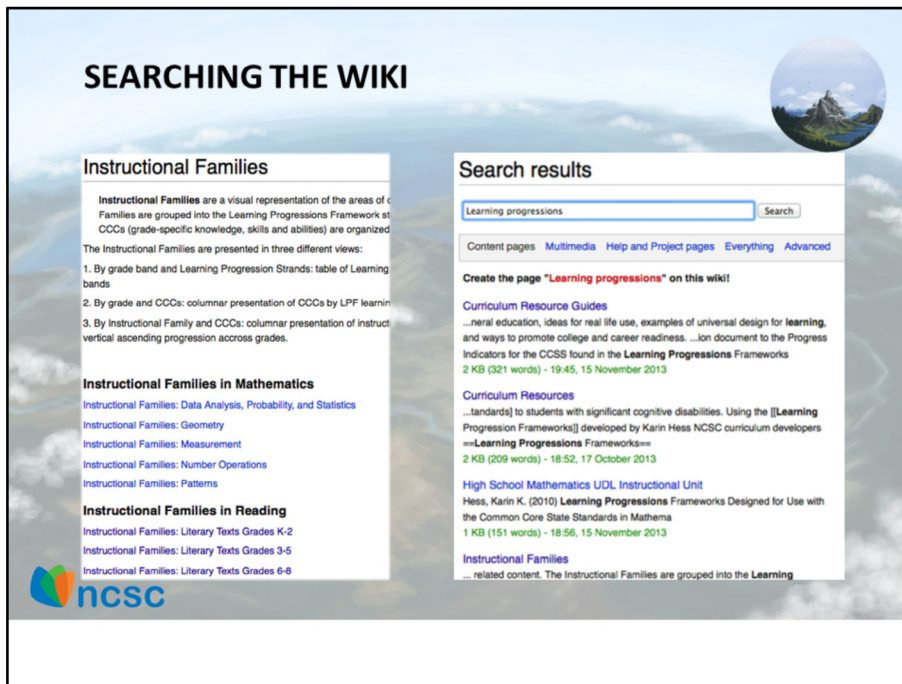


“Go” assumes the users knows the exact name of the page or document, “search” will bring up internet-like search results.



The search bar in the upper right corner of the main page allows users to search the wiki in two different ways.

The user can click “Go” if the exact name of the page or document needed is known by the user. If the user clicks “Search,” it will bring up search results similar to most internet search engines (e.g., Google, Yahoo).



Searching the wiki is easy; you can type any term directly into the search field.

The screenshot on the left displays a sample of what you would see if you typed the term “Instructional Families” into the Search field and then clicked “Go.” Remember, “Go” indicates that you already know the term or item that you would like to find. This type of search will take you directly to the page for the material you have named.

The screenshot on the right displays a sample of what you would see if you typed “Learning Progressions” into the search field and clicked “Search.” Using the “search” button returns a listing like you might get using any other type of search engine. In this case, you would get a listing of all materials or documents related to the learning progressions. This is because the Learning Progressions do not have a page of their own. They are incorporated in other materials and resources found on the wiki.

TOOLS AND AIDS WITHIN THE WIKI



- At the bottom of the page for each NCSC UDL Unit and lesson, as well as for each MASSI or LASSI, look for links to printable materials that can be used for these lessons.
- On any wiki page you can click on the Printable Versions link in the Toolbox of the Wiki Menu to find printable versions of the online content.
- At the top of pages within a resource, look for links to return you to a primary page for the resource:


Instructional Families: Measurement

[BACK TO Instructional Families](#)



If you would like to find printable materials that relate to UDL units, UDL lessons or LASSIs and MASSIs., look at the bottom of these pages for links. Also, if you would like to print out the wiki page you are on, you can click on the Printable Version link in the Wiki Menu on the left side of the page in the Toolbox section. Once you are on pages within the section for a particular resource, you can return to the primary page for that resource by clicking on the link that says “Back To.”

TOOLS AND AIDS WITHIN THE WIKI



Links to additional resources appear throughout the wiki.
These links appear in lists and within the text.

Additional References

To view the **Common Core State Standards** visit: [Common Core State Standards Initiative](#)

For ideas about how to teach the Measurement curriculum see the Curriculum Resource Guide [Measurement and Geometry](#).

For a broader understanding of content related to measurement see the [Perimeter, Area and Volume Content Module](#).

To view the Learning Progressions Frameworks document, please visit [Learning Progressions Frameworks Designed for Use with the Common Core State Standards in Mathematics K-12](#).

Download this document as a PDF [Media:Instructional Families Measurement.pdf](#)

Graduated Understandings

The **Graduated Understandings** are comprised of **Instructional Families** and **Element Cards**. They present the areas of curricular emphasis within and across grades and the progression of learning within domains of the Common Core State Standards.

Core Content Connectors

The **Core Content Connectors** make connections between the Learning Progressions Framework indicators and the CCSS.

Throughout the wiki there are links to additional resources, these screenshots display how these links may appear. Some of the links in the Wiki are to other pages within the wiki itself and others take the user to external websites.



TOOLS AND AIDS WITHIN THE WIKI



The wiki provides references to assist with interpreting the NCSC resources.

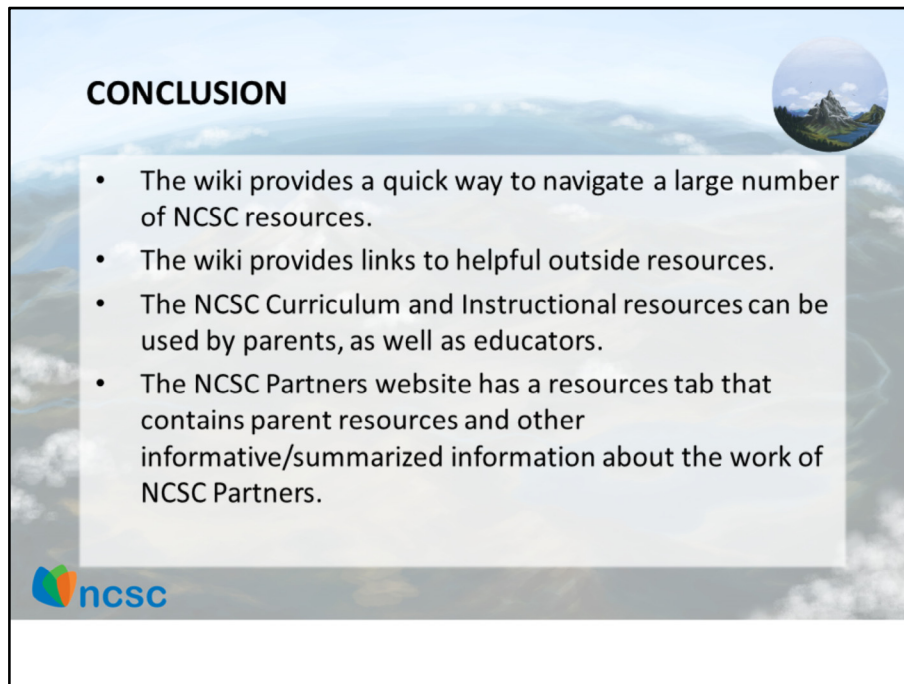
Labeling Reference Key

Reference Format	Reference Source
ME-1	This is the reference format for the learning targets found in Karin Hess's Learning Progressions Frameworks (LPF), the Measurement (ME) strand.
K.ME.1a1	This is a Core Content Connector reference. The Core Content Connector (CCC) references are directly related to the LPF Progress Indicator references. The first five characters and included periods in this example, K.ME.1a , are the reference for the LPF Progress Indicator, the final digit, 1 , indicates the number of the CCC that has been developed in relation to the indicator.
3.MD.A.1	This is a Common Core State Standard reference. In this reference, the 3 indicates the grade level, the MD indicates the domain, Measurement and Data, the A indicates the cluster, "Solve problems involving measurement and estimation", and the 1 indicates the number of the standard.

Cue	Definition
	System of Least Prompts
	Constant Time Delay




There are also reference charts within the wiki that help the user interpret NCSC resources. The screenshot in yellow is a key from the Instructional Families pages that helps with understanding the codes used for the CCCs and the standards to which they relate. The screenshot at the bottom of the page is a small part of the Instructor Cue Key used in the MASSIs and LASSIs.



CONCLUSION

- The wiki provides a quick way to navigate a large number of NCSC resources.
- The wiki provides links to helpful outside resources.
- The NCSC Curriculum and Instructional resources can be used by parents, as well as educators.
- The NCSC Partners website has a resources tab that contains parent resources and other informative/summarized information about the work of NCSC Partners.



In conclusion, the NCSC Partners hope this module has helped you understand the importance of the NCSC wiki. It provides a way for educators and families to navigate a large number of NCSC resources, as well as find helpful resources on other websites. The NCSC Curriculum and Instructional Resources on the wiki can be used by parents, as well as educators. In addition, the NCSC Partners Website has a resources tab that contains many documents to help parents and others understand the NCSC project and related information. For more information about specific NCSC materials developed for parents, please complete the other parent module - **Review of NCSC Materials Developed Especially for Parents.**

RESOURCES

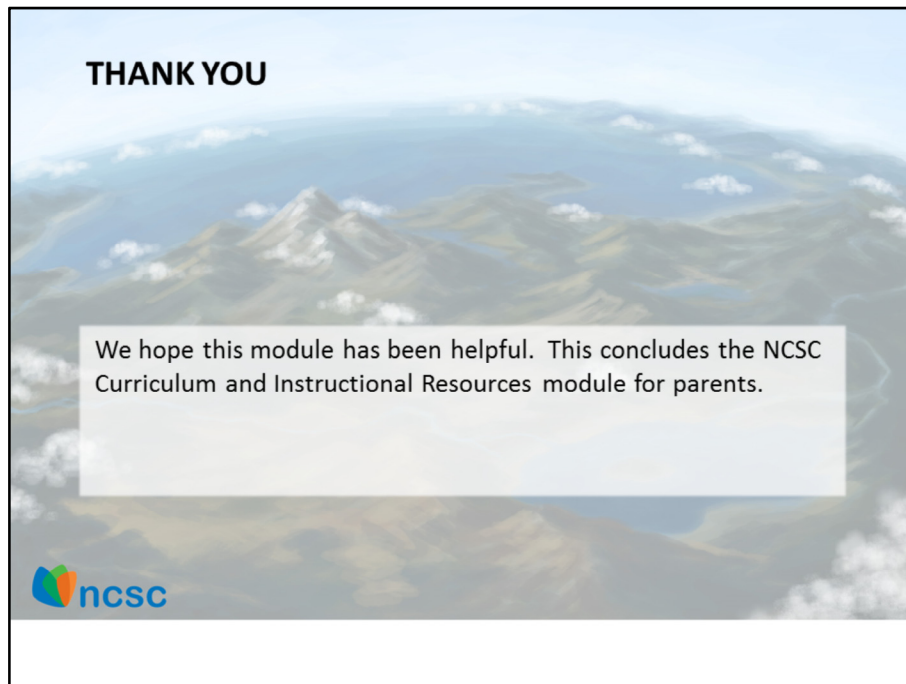
<http://www.wiki.ncscpartners.org>

<http://www.ncscpartners.org>

www.udlcenter.org

 ncsc

The links on this slide are here for your convenience and will take you to the NCSC wiki, the NCSC Partners website, and the National Center on Universal Design for Learning website.



This concludes the NCSC Curriculum and Instructional Resources Parent Module. There is an additional module for parents in the presentations link of the wiki, as well as other professional development modules on various topics that may be of interest to you. We hope this information has been helpful. Thank you.