

DOMAIN THREE:

Instruction in Behavior and Academics, Pillar HLP

HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals



Adapt Curriculum Tasks and Materials for Specific Learning Goals: Categories of Work

Analyses of Curriculum Materials and Tasks

- Develop a clear instructional goal and consider multiple means for meeting the goal.
- Consider the individual learning needs of all students.
- Consider the individual linguistic needs of all students.
- Given the unique characteristics of students, identify the barriers the curriculum materials tasks present for ensuring students meet the instructional goal.
- Identify potential adaptations you can make to moderate those barriers.

Potential Adaptations of Curriculum Materials and Tasks

(Select from the following options)

- Examine the directions of a task/activity to identify advanced vocabulary, sentence complexity, and/or length, and simplify these directions as needed.
- Accompany directions with visual aids to illustrate each step and help students better comprehend how to complete a task.
- Consider the use of technology to facilitate students' understanding of tasks and concepts.
- Use a combination of adaptations to increase the likelihood of student success.
- Adapt materials by reducing the amount of content presented or required for completion.
- Differentiate tasks/materials, building from easier to more challenging content, to enable access to challenging content for some students while simultaneously providing warm up for other students.
- Highlight relevant information within a text, lecture/notes, and/or worksheet activities to make important ideas and concepts more visible to students.
- Use (and gradually face) guided notes to assist students with retention of course content information and improve note-taking skills.
- Create and use graphic organizers to help students understand relationships between, and organization of, concepts. Teachers also explicitly teach and scaffold use of graphic organizers with students.
- Provide and explicitly teach students to use mnemonic strategies to help them remember important steps or aspects of lessons and concepts.

Tips for Faculty to Support Candidates' Learning and Enactment

Analyses of Curriculum Materials and Tasks

Introduce – Model and explain how to look for barriers to learning inherent in curriculum materials and tasks.

Prepare – Share common barriers that students encounter during instruction (e.g., difficult vocabulary and text, complex directions, overwhelming volume of information, abstract nature of information, etc.) and ask candidates to name content or a skill they anticipate teaching, identify the barriers to learning within that content or skill, choose a graphic organizer, mnemonic device, or other approach that would make the content or skill more accessible to students, and explain their choice.

Enact: Provide candidates the opportunity to deliver complex directions using clear, concise, and developmentally appropriate language, a visual aid if needed, and an adequate check for understanding.

Analyze: Using classroom assignment artifacts, ask candidates to analyze and recommend adaptations noting the type of adaptations and purpose and rationale for employing them.

Potential Adaptations of Curriculum Materials and Tasks

(Select from the following options)

Introduce – Model and explain multiple examples of adapted materials and tasks explaining the rationale and purpose of each adaptation. Specifically call out culturally inclusive adaptations.

Prepare – Given an instructional goal and curriculum ask students to identify one adaptation of materials or tasks they would make and why and present it to a small group of peers for feedback.

Enact – Provide field experience in which candidates deliver instruction with adapted curriculum materials and tasks and receive feedback.

Analyze – Have candidates share their materials from the Enact exercise above in small groups, analyze adaptations, and provide feedback.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- In what ways can instruction, tasks, and materials be differentiated to meet students' individual needs?
- Why is gradually fading certain adaptations/supports over time important?
- What is the difference between adapting or modifying materials versus providing accommodations?