

Modifying: A How-To Guide



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Structure of the TEKS



- **Introduction**

- Provides key contextual information and a brief overview of the essential knowledge and skills for a grade level or course

- **Strands**

- Organizers for the Knowledge and Skills statements

- **Knowledge and Skills Statements**

- Concepts and skills to be learned

- **Student Expectations (SEs)**

- Demonstration of the concepts and skills learned

****Knowledge and Skills Statements and Student Expectations should ALWAYS be read together; never separately!****

Structure of the TEKS



- **[Bracket]** the Introduction
- **Box** the Strands
- **Underline** the Knowledge and Skills Statements
- **Circle** the Student Expectations

Modifying Curriculum



There are 3 categories of modifications to assignments and curriculum:

- Accommodations
- Adaptations
- Parallel Curriculum Outcomes

Accommodations



- Accommodation: a modification to the delivery of instruction or method of student performance and does ***not*** change the content or conceptual difficulty of the curriculum

Parallel Curriculum Outcomes



- Parallel Curriculum Outcomes/Instruction: modifications to the delivery of instruction and *intended goals* of student performance

Today's Focus: Adaptations



- Adaptation: a modification to the delivery of instructional methods and intended goals of student performance that does not change the content but does *slightly change* the conceptual difficulty of the curriculum

Modification Process



- Step 1 – adapt TEKS product (the what)
- Step 2 – adapt TEKS verb (the rigor)
- Step 3 – adapt assignments and activities
- Step 4 – modify notes

Adapting the TEKS – Step 1



- When making modifications to a particular TEKS standard, first focus on the *product (the **what**)* of the standard.

Example (4th grade math): estimate and use measurement tools to determine length (including perimeter), area, capacity and weight / mass using standard units SI (metric) and customary.[11.A]

Adapting the TEKS – Step 1



Example (4th grade math): **estimate** and **use measurement tools** to determine **length** (including **perimeter**), **area**, **capacity** and **weight / mass** using **standard units** SI (metric) and **customary**. [11.A]

***Requires student to perform 2 different tasks**

***Requires student to determine multiple measurements**

***Requires student to use 2 different units of measure**

Adapting the TEKS – Step 1



- **Original TEKS standard:** estimate and use measurement tools to determine length (including perimeter), area, capacity and weight / mass using standard units SI (metric) and customary.[11.A]
- **Modified TEKS standard #1:** use measurement tools to determine length (including perimeter), area, capacity and weight / mass using standard units SI (metric) and customary.[11.A]
- **Modified TEKS standard #2:** estimate and use measurement tools to determine length (including perimeter), area, and weight / mass using standard units SI (metric) and customary.[11.A]
- **Modified TEKS standard #3:** estimate and use measurement tools to determine length (including perimeter), area, capacity and weight / mass using standard units SI (metric).[11.A]
- **Modified TEKS standard #4:** use measurement tools to determine length (including perimeter) and area, using standard units SI (metric).[11.A]

Adapting the TEKS – Step 1

Your Turn: Modify 3-4 different ways



- **Original TEKS** (5th math): **represent** and **solve** addition and subtraction of fractions with unequal denominators referring to the same whole using **objects** and **pictorial models** and **properties of operations** [3.H]

Adapting the TEKS – Step 1

Your Turn



- **Original TEKS (9th English):** use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions.[18Bii]

Adapting the TEKS – Step 2



- If modifying the *product* is not enough for a particular student, focus on the *verb* (***rigor***) within the standard.
- Think about the logical steps. What does a student need to know before he/she can master the standard? Don't just choose a lower verb...ensure that scaffolding is taking place.

Adapting the TEKS – Step 2



Example (8th science): **interpret** the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements.[5C]

*Using the Blooms table, find “interpret”, and then identify a verb lower on the table to replace it

Adapting the TEKS – Step 2



- **Example** (8th science): **interpret** the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements.[5C]
- **Modified:** **describe OR identify** the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements.[5C]

Adapting the TEKS – Step 2



- **Original TEKS (World History):** **evaluate** the validity of a source based on language, corroboration with other sources, and information about the author.[29D]

*Using the Blooms table, find “evaluate”, and then identify a verb lower on the table to replace it

Adapting the TEKS – Step 2



- **Original TEKS:** **evaluate** the validity of a source based on language, corroboration with other sources, and information about the author.[29D]
- **Modified TEKS:** **design a plan** to evaluate the validity of a source based on language, corroboration with other sources, and information about the author.[29D]

Adapting the TEKS – Step 2

Your Turn



- **Original TEKS (Biology):** summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems.[11C]

Adapting the TEKS – Step 2

Your Turn



- **Original TEKS (6th English):** synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

Modifying Assignments/Activities – Step 3



- You can be very creative when it comes to modifying individual assignments and activities

*Evaluate whether you are truly modifying, or just using accommodations. If only accommodations are in place, does the student **need** a modified curriculum?

Modifying Assignments – Step 3



- Look at the examples of original and modified assignments.
- At your table, compare the originals to the modified versions and discuss the modifications you observe.

Modifying Assignments – Step 3

Your Turn



- Look at the assignments given. As a group, discuss how you could modify each assignment.
- Choose 1 person to share modification suggestions for 1 assignment with the whole group

Modifying Notes – Step 4



- How do students take notes in your class?
- How do students who need note-taking assistance take notes in your class?

Modifying Notes – Step 4



- Instead of lecturing and having students take notes, or giving them a copy of your power point, consider the following alternatives:
 - Cloze copy of your notes/lecture
 - ✦ Words have been deleted from a text, and students fill in the blanks. They are still writing and listening, but are able to pay closer attention to the teacher.
 - Reduce Readability
 - ✦ By replacing complex language with simpler words, students are better able to comprehend the materials. Also, use fewer words per sentence.

Modifying Notes – Step 4



- **Look at the 2 examples of notes in your folder.**
 - What has been modified in the second example?
 - What else could you do to make it more understandable and easier for students who need note-taking assistance?
 - Think about note-taking in your classroom. What is one thing you could do to modify the process for those students who need it?

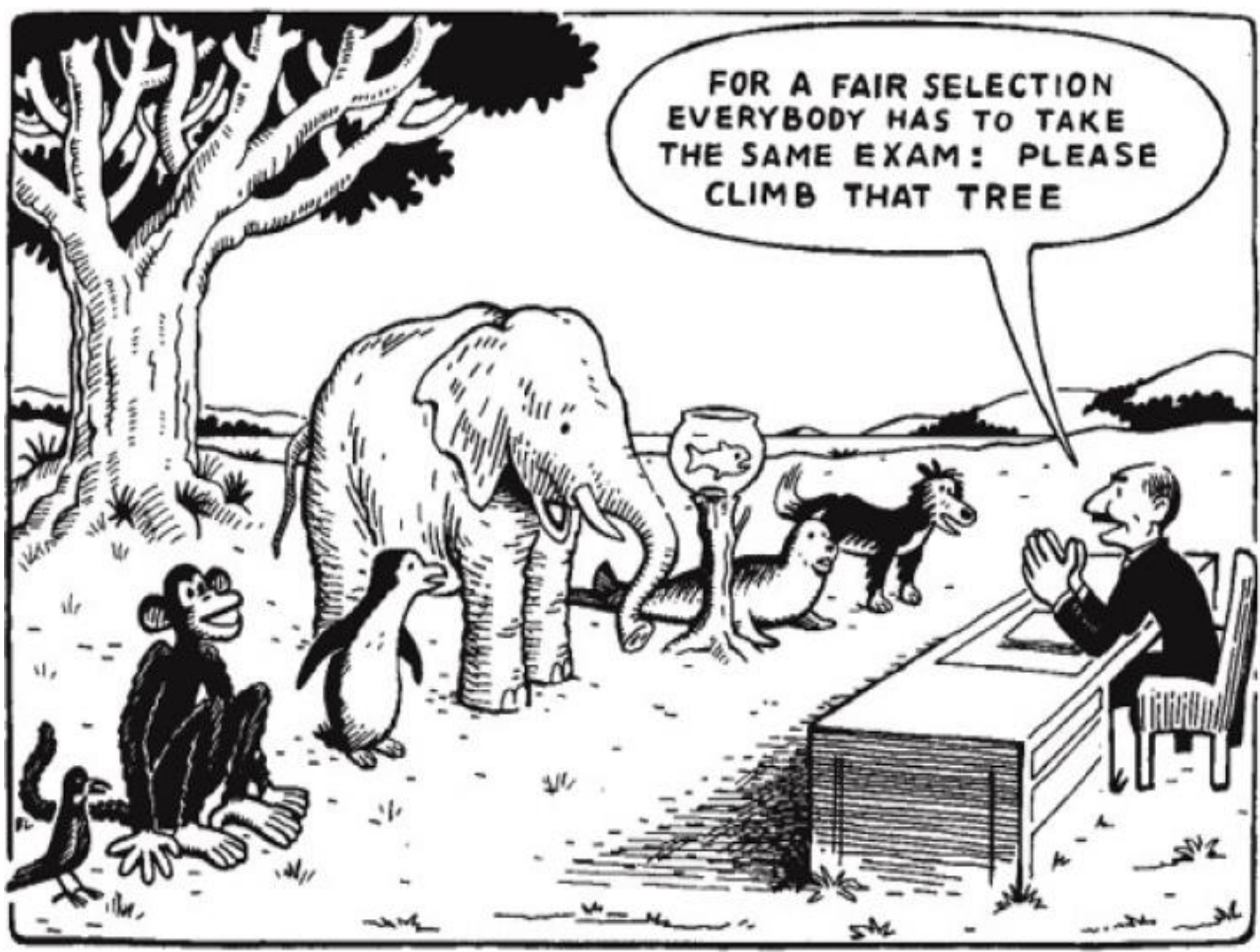
Recap



When modifying curriculum, assignments, and activities...

1. Focus on *product* of the TEKS
2. Focus on *verb* in the TEKS
3. Modify activities and assignments accordingly
4. Differentiate (or provide) note-taking guides

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Exit Ticket



- Something I learned today was...
- How I will use this in my classroom is...
- I need more training in...(optional)