

References and Annotated Bibliographies for Part IV:
Stepwise Process to Access Grade Level Content Standards and Curriculum

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Ref. Type: Book

Notes: Book Chapter

Title: Integrating alternate assessment in the general curriculum

Authors: Burdge, M. Groneck, V.B., Kleinert, H.L., Longwill, A.W., Clayton, J., Denham, A., & Farmer-Kearns, J.

Pub. Date: 2001

Source: Alternate Assessment: Measuring Outcomes and Supports for Students with Disabilities

Vol, Issue:

Publisher: Paul H. Brookes Publishing Co.

Page #:49-76

Keywords: Alternate Assessment
General Curriculum

Abstract

Participants:

Test Design:

Findings: This chapter provides educators with a clear picture of how to incorporate individualized education programs (IEP) objectives into general education classrooms. It also outlines how teachers can document activities and learning in the format of alternate assessments through providing examples. The examples are either from actual students who have participated in alternate assessment or students with whom the authors have worked. Through these examples, a framework is included that shows educators ways to achieve and document IEP objectives. This chapter illustrates what kinds of performance evidence can be included in alternate assessments for students with significant disabilities.

Ref. Type: Article

Notes: Available Online: <http://www.ihdi.uky.edu/IEI>

Title: Pathways to learning for students with cognitive challenges: Reading, writing, and presenting

Authors: Denham, A.

Pub. Date: 2004

Source:

Vol, Issue:

Publisher:

Page #:

Keywords: Pathways to learning
Students with Cognitive Challenges

Abstract

Participants:

Test Design:

Findings: This piece emphasizes the idea that all learners differ across networks and teachers must individualize instruction to create a unique pathway for each learner. Using this approach can be beneficial for all students, particularly students with multiple challenges. Neuroscience research has shown that three interconnected brain networks (*recognition networks, strategic networks, and affective networks*) control the path to leaning. These networks provide the concepts and theories behind the Universal Design for Learning (UDL). Based on these ideas, the author provides suggested pathways for students as the access the general curriculum. Areas covered include reading, writing, and presenting.

Ref. Type: Book

Notes: Book

Title: Multiple Intelligences: The theory in practice

Authors: Gardner, H.

Pub. Date: 1993

Source:

Vol, Issue:

Publisher: Basic Books

Page #:305 pages

Keywords: Intelligence Theory
Multiple Intelligences

Abstract

Participants:

Test Design:

Findings: This book offers insight on the theory of multiple intelligences as founded by Howard Gardner. The theory is outlined and explained in detail. Also provided are links between the theory of multiple intelligences and education. The book is broken into 4 parts including: (1) The Theory of Multiple Intelligences, (2) Educating the Intelligences, (3) Assessment and Beyond: A Multiple Intelligences Education, and (4) The Future of Work on Multiple Intelligences. This book brings together past knowledge and current findings to provide an accurate picture of what is known about the educational implications of the theory of multiple intelligences.

Ref. Type: Book

Notes: Book Overview

Title: Classroom instruction that works: Research-Based strategies for increasing student achievement

Authors: Marzano, R.J., Pickering, D. J., Pollock, J. E.

Pub. Date: 2001

Source: Classroom instruction that works: Research-Based strategies for increasing student achievement

Vol, Issue:

Publisher: Alexandria, VA: Association for Supervision and Curriculum Development

Page #:

Keywords: Educational research; academic achievement; cooperative learning

Abstract

Participants:

Test Design:

Findings: This book discusses what works in classroom instruction using data from a Meta analysis of research studies on instructional strategies that could be used by K-12 teachers. Specifically the book focuses on how teachers can find what works, how educational research can find its way into classrooms and how this can be put into practice to help individual students. The authors examine nine- research based teaching strategies that have been found to be useful on student learning. Statistical effect sizes are provided for each strategy and illustrations of how these translate into percentile gains for students are also presented. Each chapter provides detailed classroom illustrations of teachers and students in action examples of successful instruction, a variety of frames, rubrics, organizers and charts to help clarify the illustrations. After the description of the strategies the book also describes the specific applications. An appendix showing conversion table for effect size/percentile gain is also provided.

Ref. Type: Book

Notes: Book Chapter
Available Online:
http://www.cast.org/teachingeverystudent/tes/chapter4_3.cfm

Title: What is Universal Design for Learning?

Authors: Rose, D.H., & Meyer, A.

Pub. Date: 2002

Source: Teaching every student in the digital age: Universal design for learning

Vol, Issue:

Publisher: Association for Supervision and Curriculum Design

Page #:

Keywords: Universal Design

Abstract

Participants:

Test Design:

Findings: This chapter addresses the challenges educators face today in teaching a diverse group of learners while being held accountable for their progress. CAST has developed a concept of Universal Design for Learning, which is centered on the premise that a curriculum should include alternatives to make it accessible and appropriate for all learners. This chapter includes the origins and development of UDL, addresses the important difference between access to information, and access to learning, introduces the three basic principles of UDL, and outlines how teachers can use these principles in their classrooms.

Ref. Type: Book

Notes: Book

Title: Understanding by design

Authors: Wiggins, G., & McTighe, J.

Pub. Date: 1998

Source:

Vol, Issue:

Publisher: Association for Supervision and Curriculum Design

Page #: 214 pages

Keywords: Curriculum Design

Abstract

Participants:

Test Design:

Findings: This book offers new ways to design courses and curriculum using the logic of backward design. Backward design starts with what teachers want students to know, then proceeds to the evidence they will accept as proof that students have learned the material, then finishes with how students will learn. The book proposes a multifaceted approach, which includes six facets: explanation, interpretation, application, perspective, empathy, and self-knowledge. These facets combined with the logic of backward design provide a framework for designing curriculum, assessment, and instruction.

Ref. Type: Article

Notes: Available online: <http://sweb.uky.edu/~jszaba0/SETT2.html>

Title: SETTING the stage for success: building success through effective selection and use of assistive technology systems

Authors: Zabala, S.

Pub. Date: 1996

Source: The SETT Framework Revisited:
<http://sweb.uky.edu/~jszaba0/SETT2.html>

Vol, Issue:

Publisher:

Page #:

Keywords: SETT framework, assistive technology, success

Abstract:

Participants:

Test Design:

Findings: The SETT framework is process that supports critical thinking and problem solving in the area of assistive technology. This article provides some information on the development and use of the SETT framework. In addition the author also discusses considerations of using the SETT framework as a collaborative tool by which individuals with different previous experience in assistive technology can effectively build consensus and align expectations.