

Greenfield Public Schools District Curriculum Accommodation Plan (DCAP)

Massachusetts General Laws, Chapter 71, Section 38Q1/2 states the following, “A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement”.

Assessment of Student

To be completed by the regular classroom teacher(s).

Name of teacher(s) completing the Plan:

Date Plan created:

Date(s) Plan Amended

Student Name: School: Grade:

What is/are the area(s) of concern for the student?

- Seeing Hearing/listening Speaking Gross Motor Fine Motor
- Attention Behavior Socialization Response to stimuli
- Basic Reading Skills Reading Fluency Reading Comprehension
- Math Calculation Math Problem Solving Writing Organization

Describe specific concern(s) and the ability level of the student:

Analysis of Student Learning Styles- see Appendix A for style descriptions

Check the predominant learning style(s) of the student

- Visual-Spatial Auditory Bodily-Kinesthetic Musical Interpersonal
 Intrapersonal Linguistic Logical-Mathematical

Include any additional description of the students learning style:

Input from an Interventionist or Related Service Provider or ELL Teacher– If requesting input please provide a copy of this document to the appropriate staff person at the school. The staff person will review the information and provide feedback below.

Interventionist or Related Service Provider or ELL Teacher Input:

Input from Parent or Guardian

Parent/Guardian concerns:

Parent/Guardian recommendations for addressing student needs:

District Curriculum Accommodation Plan Action Steps

Identify accommodations that support the student in the area(s) of concern:

Describe how the classroom environment can be changed:

Describe how the student’s schedule can be changed:

Describe how the amount of time to complete tasks can be changed:

Describe how the amount of material to be completed can be changed:

Describe how instruction can be changed to meet the learning style of the student:

Describe how the student can present learned material in a way that is aligned with their learning style:

Describe any tools or manipulatives that are needed to support the student:

Identify remedial instruction needs

Basic Reading Skills Reading Fluency Reading Comprehension

Math Calculation Math Problem Solving Writing

Describe how remedial services will be provided

Identify areas where a written plan is needed:

Behavior Social skills Emotional regulation

Describe how the written plan will be created and implemented

Identify supportive service needs

Seeing Hearing/listening Speaking Gross Motor Fine Motor

Attention Behavior Socialization Response to stimuli

Organization

Describe the schedule for supportive servicing and identify the service provider

Does the student require ELL services?

Yes No

Data Collection

On no less than a weekly basis, collect and attach performance data in the area(s) of concern.

Appendix A

Gardner's Multiple Intelligences

Bodily-kinesthetic –Hands-on learners/builders and fixers. Learns best by touching, moving, knowledge through bodily sensations and body language. Uses the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language.

Teaching Methodology – create learning experiences that include physical activity, hands-on learning, acting-out, role playing, modeling and mimicking

Student Learning Tools - equipment and real objects, use of tools and materials

Interpersonal – Social or group learners. Learns best by comparing, relating, sharing, interviewing, cooperating, talking to people, joining groups, and interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts.

Teaching Methodology - create learning experiences that include group activities and projects, seminars, and dialogues

Student Learning Tools - telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal – The most independent of learners. Learn best by working alone, having space, reflecting, doing self-paced project, pursuing own interests and goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions.

Teaching Methodology - create learning experiences that include independent study and introspection, allow student to work on their own

Student Learning Tools - books, computers, creative materials, diaries, privacy and quiet-time.

Linguistic – Wordsmiths, poets, writers. Learns best via hearing and seeing words, speaking, reading, writing, discussing and debating, and using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories.

Teaching Methodology - create learning experiences that include presenting information via lecture, reading, questioning, and contemplation of meaning, and via writing and re-writing.

Student Learning Tools - computers, word games, multimedia, books, tape recorders, audio books

Logical -Mathematical – Problem solvers, strength in inductive or deducting reasoning. Learns best by working with relationships and patterns, classifying, categorizing, reasoning, calculating, and working with the abstract. Think conceptually, and abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions.

Teaching Methodology - create learning experiences that include learning from big concepts before presenting details, present logic games, investigations, and mysteries to be solved.

Student Learning Tools – access to information sources, and tools to manipulate information e.g. computers, books, lecture, calculators, drawing tools, models

Musical – Singers and musicians. Learns best by rhythm, singing, melody, listening to music and melodies, playing an instrument. Shows sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background.

Teaching Methodology - create learning experiences that include turning lessons into lyrics, or patterns, speaking rhythmically, tapping out time

Student Learning Tools - musical instruments, music, radio, stereo, CD-ROM, multimedia.

Visual-Spatial – Artists and designers and architects. Learns best by working with pictures and colors, visualizing, drawing, building, designing, creating, daydreaming, look at pictures. Thinks in terms of physical space, as do architects. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream.

Teaching Methodology - create learning experiences that include drawing, use of verbal and physical imagery, model making, designing

Student Learning Tools - models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Analysis of Student Learning Experiences – see Appendix B

Do learning experiences include each component of Bloom's Taxonomy?

What components are included?

What components need to be included or strengthened?

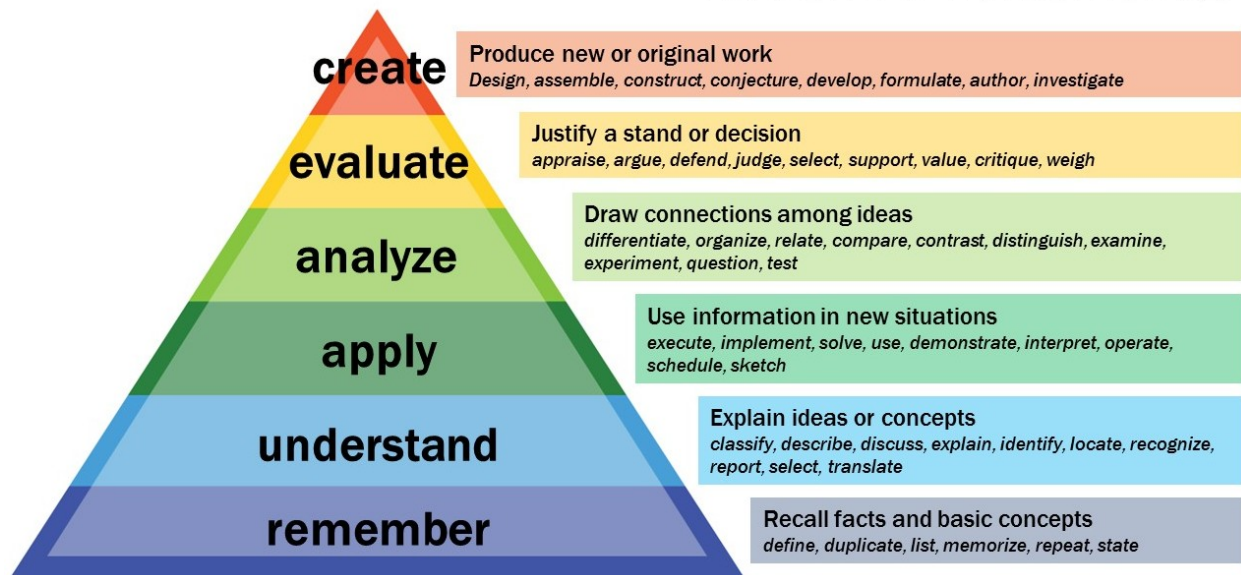
Do learning experiences align with the student's learning style?

Describe how learning experiences incorporate the Teaching Methodology for that learning style:

Describe how learning experiences incorporate the Student Learning Tools for that learning style:

Appendix B sBlooms Taxonomy

Bloom's Taxonomy



Blooms Taxonomy provides a powerful approach for designing learning experience for your students. This approach meshes well with a project-based experience for student learning. If you consider a skill or set of skills you wish to teach, you can contextualize them within an experience that is fun, engaging, and effective at developing those skills. Two ways of approaching this include:

- 1) Bottom to top - Identify the knowledge you want students to learn and design a learning experience that builds from the bottom to the top where they create something of their

- own that reflects use of that knowledge, e.g. study Bernoulli's principal and create a flying object that exemplifies use of that principal
- 2) Top to bottom - Identify the thing(s) you want the student to create and design a learning experience that steps down from top to bottom where the student discovers the knowledge that underlies the creation, e.g. build a paper airplane and discover Bernoulli's principal

Within this experience student should be utilizing a variety of skills: reading, writing, speaking, listening, working alone, working with others, calculating, solving problems, etc...