

Common Core State Standards (CCSS) 「各州共同核心標準」*

* CCSS 是一套為大學和職業做準備的標準，這項為所有幼稚園至 12 年級的學生準備的新標準涵蓋了英文及數學科目。

I. Purpose and Definition of Common Core State Standards (CCSS):

A. Definition 定義:

1. Is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA).

是一套高標準的英文及數學學術標準。

2. One educational system for all students.
給所有學生的一個統一教育系統。

B. Purpose of CCSS 目標:

1. To provide grade-level expectations for math and English language arts for grades K-12.

給與每一個年級，從 K 至 12 年級，在英文及數學學術上的期望。

2. To help to prepare students for college and career readiness.

幫助預備學生為大學和職業作出準備。

3. To change students' participation from rote memorization to application of instruction.

改變學生的學習參與—從「死記硬背」轉為應用。

4. To establish what students need to learn, without dictating how teachers should teach.

設立所需要學習的，而不規定老師如何去教授。

II. What the Law Says 法律又如何說呢:

- A. Both IDEA and NCLB recognize the right of all learners to have access to a high-quality standards-based education.

IDEA (殘障人士教育法案)及 NCLB 都承認所有學生都有權利取得有高水準，及按有標準而定的教育。

- B. The laws preclude the development of separate educational agendas for students with disabilities.

法律不容許為殘障學生設立另一組學習項目。

- C. Hold teachers, schools, districts, and states responsible for ensuring that students with special needs demonstrate progress according to the same standards as students without disabilities.

要求老師，學校，學區，及州政府對特別需要負責，確保他們按著其他學生同樣標準，在學習上顯示有進展。

III. History:

- A. 1997, California adopted content standards.
加州在 1997 年採立了內容的標準。
- B. CCSS Standards adopted by the SBE on August 2, 2010.
8/2/2010 SBE 採立了「共同核心標準」
- C. 45 states have adopted the same standards for English and math.
一共有 45 州採立了同樣的英文及數學標準。
- D. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.
老師，家長及教育專家們一起設計這些標準來預備學生，讓他們在大學和職業能夠成功。
- E. 2012, AB 1246 (Brownley) was passed which authorized the SBE to adopt new CCSS-aligned K–8 instructional materials for mathematics no later than March 2014.
在 2012 年，「1246 法案成」立後授權 SBE 採立新的「共同核心標準」-- 在 3 月 2014 年前調整 K 至 8 年級的數學教學資料。

IV. Professional instruction:

- A. County departments of education will provide teachers with professional learning.
縣政府教育部會給與教師的專業培訓。
- B. CDE will work with the Commission on Teacher Credentialing to ensure that university credentialing programs for teachers and administrators provide access to programs that equip educators with knowledge needed to help students to learn the CCSS.
加州教育部 (CDE) 會與教師執照委員會去確定大學教師/ 行政人員的執照計劃，有給與師資們幫助學生學習 CCSS 的裝備。
- C. CDE will contract with agencies to provide teachers with training in the CCSS at conferences and presentations.
加州教育部 (CDE) 會與有關機構簽約，對師資們在討論會中提供 CCSS 的訓練。

V. CCSS Application 「共同核心標準」的應用:

- A. English Language Arts (ELA) 英文語言:
 - 1. Standards are divided into strands: reading, writing, speaking, listening, and language.
標準分為：閱讀，寫作，對話，聽，及語言
 - 2. Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity.
每個 K 至 8 年級所用的標準是供給有用的特異性。
 - 3. Standards use two-year bands in grades to allow flexibility in high school course design.
這標準在 9 至 12 年級是用兩年為準，讓在課程設計上給與伸縮性。

4. Grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects.

6 至 12 年級的標準乃分為兩部份，一部份是英文語言(ELA)，另一部份是歷史/社會學科，科學，及專業的學科。

B. Eight CCSS standards for math that are the same in each grade.

每個年級的數學標準都是一樣，共有 8 個標準。

VI. Alignment of IEPs with the CCSS 調整 IEP 及 CCSS，使它們一致:

A. Steps for creating a successful standards-based IEP:

如何按標準設立一個成功的 IEP:

1. Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

考慮學生的級別及將會入的級別，按年齡級別的標準內容。

2. Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

查看教室及學生數據資料，來決定學生在同級別標準中的功能在那裏。

3. Identify the present level of academic achievement and functional performance through assessments:

籍著評估來辨定現在學習成就及功能的程度：

a. Classroom tests. 課堂內的考試

b. District wide tests. 校區的考試

c. CAASPP, CMA, CST, CAPA.

d. Reevaluation including tri-annual assessments. 從新評估，包括每年的評估。

B. IEP should include: IEP 應包括:

1. Measurable annual goals aligned with grade-level academic content standards.

可衡量的週年目標並與年齡級別的標準內容一致的。

a. Functional goals including behavior, social-emotional challenges, and functional skills do not have to be aligned to a CCSS.

不用與 CCSS 調整一致的共能目標，包括：行為，社交情悴的挑戰，及其他有共能的技能

b. Academic goals must be aligned to the CCSS.

教育目標必需與 CCSS 調整一致。

2. Specially designed instruction, including accommodations, modifications, and assistive technology needed to access and progress in the general education curriculum and meet the CCSS.

特別設計的教學，包括所需的調整，適應，輔助技術使學生可以得到普及教育及有進展，並達到 CCSS 的標準。

- a. Accommodations—assist students to meet CCSS.

調整—幫助學生達到 CCSS 標準。

- b. Modifications--change the core content standard or the performance expectation.

修改-- 修改核心內容或表現的期望。

- c. Assistive technology.

輔助技術。

VII. Universal Design for Learning (UDL) 「普及設計學習」：

A. What is UDL 什麼是「普及設計學習」？

1. A research-based framework providing that a one-size-fits-all approach to curricular is not effective.

是一個基於研究的架構，認定一式過的課程(用一種課程教導所有學生)是沒有效的。

2. A framework that enables educators to develop curricula by maintaining high expectations for all students while meeting diverse learning needs and monitoring student progress.

一個讓教育家一方面開展對學生有高期望的課程，而另一方面又能迎合有不同學習需要，且監管學生進度的架構。

3. Applicable to all students.

應用於所有學生上。

4. The Higher Education Opportunity Act of 2008 (HEOA) states that “The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that: (a). Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b). Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”

2008 高等教育機會法案規定：『「普及設計學習」是一個科學確實的架構，用以規劃教育的實踐：(a) 讓傳送資料時，在學生回應及表現所學的知識/技能，及學生的參與，可以有伸縮性，

B. Purpose of UDL 「普及設計學習」的目的:

1. Universally designed curriculum is designed to meet the needs of the greatest number of users.
普及設計的課程是為迎合大部份用者的需要而設計的。
2. To help students master specific knowledge or set of skills and to help them to become expert learners.
幫助學生掌握具體的知識或一組的技能，及幫助他們成為學習專家。
3. To Change the focus from student performance to change in curriculum.
改變用學生表現作焦點，變為用課程作焦點。
4. To promote inclusion in the general education classroom for all learners using the 3 principles of UDL.
使用「普及設計學習」的 3 個原則，促進所有學生容入普遍教育課堂中。

C. Three Principles of UDL 「普及設計學習」的 3 個原則:

1. Multiple means of representation to give learners various ways of acquiring information and knowledge.
各樣不同的陳述法，讓學生有不同的方法來學得資料及資訊。
2. Multiple means of expression to provide learners alternatives for demonstrating what they know.
各樣不同的表達法，讓學生有選擇去表示他們所知道的。
3. Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.
各樣不同的參與方法來發掘學生的興趣，適當的挑戰及鼓勵他們學習。

D. Four interrelated components in UDL curriculum:

「普及設計學習」課程的 4 個彼此相關的成份:

1. Goals 目標:
 - a. Are typically described as learning expectations.
通常描術為學習的期望。
 - b. Represent the knowledge, concepts, and skills students need to master and are usually aligned to state standards.
代表學生需要掌握及與州政府標準一致的知識，觀念，及技能。
 - c. CCSS goals and classroom expectations need to be linked to IEP goals.
「普及設計學習」目標及課堂中的期望必需與 IEP 目標有關連。

2. Methods 方法:

a. The instructional strategies used by educators to support student learning.
教育者使用的教學策略去支持學生的學習。

b. Methods should be evidence-based.
必需有循証方法。

c. UDL methods are flexible and adjusted through consistent monitoring of student progress.

「普及設計學習」方法需有伸縮性及對學生的進展有連貫的監管作出調整。

3. Materials 材料:

a. The media used to present content and demonstrate learning.
陳述內容及顯示所學的媒介。

b. UDL materials offer multiple media options.
「普及設計學習」材料提供不同媒介的選擇。

c. Include embedded supports.
包括嵌入式支持。

4. Assessment within the UDL framework:

「普及設計學習」架構的評估:

a. Process of gathering information about a learner's progress using a variety of methods and materials.

用不同方法及資料去收集學生進度的過程。

b. UDL assessments accurately measure learner knowledge, skills, and engagement.

「普及設計學習」的評估正確的衡量學生的知識，技能及參與。