COLORADO
Department of Education

From “Can’t Do” to “Doable”

Transforming Complex Tasks

Robin Brewer, Ed.D.
Katrine Gosselin, Ph.D.

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Who’s in the room?

MODIFYING CURRICULUM

Modifying curriculum to meet the unique needs of students with significant disabilities often presents a formidable task for general educators. This session introduces "Learning Progressions," a practical framework for breaking down Content Standards and Extended Evidence Outcomes (EEOs) into accessible units of learning, fostering success for both teachers and students.

Aim of Session

Goals of Session:

1. Understand what learning progressions are and know how to develop them.
2. Utilizing Mini-Maps to develop effective modifications
3. Using AI as a tool to initiate modifications

The elephant in the room…

Can I modify if students are not on EEO and participating in alternate assessments?

ADAPTATIONS are changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to obtain equal access, results, benefits, and levels of achievement.

Accommodations

- These are changes in how a student accesses or demonstrates learning
- They do not substantially change the content, instructional level or performance
- Provide for equal access and opportunity

Modifications

- Are changes in what is being taught and what is expected from the student
- Include changes in content, instructional level and/or performance
- Allows for meaningful participation & enhanced learning experiences

How and Why do we Modify?

Paths towards effective Modifications

AI to Modify

Learning Progressions

DLM Mini-maps for students participating in Co-Alt

Learning Progressions

What is a Learning Progression?

The National Research Council (NRC) presented learning progressions in 2007 to guide instruction for science instruction in a report titled Taking Science to School. In this report, they identified progressions as “descriptions of the successively more sophisticated ways of thinking about a topic that can follow one another as children learn about and investigate a topic over a broad span of time” (NRC, 2007, p. 214).

What in the world is a learning progression?

- A learning progression is a thoughtful and purposeful sequencing of teaching and learning expectations used to meet a specific goal or standard.
- Learning progressions, progress maps, developmental continuums, and learning trajectories are all terms that are used to describe the process of teams working together to create evidence-based, descriptive continuums to effectively scaffold and measure learning for students.
- A learning progression can visually and verbally articulate a hypothesis about how learning will typically move toward increased understanding for most students. There is currently a growing body of knowledge surrounding their purposes and use, as well as ongoing research in identifying and empirically validating content-specific learning progressions (Hess, 2010).

Definition of Terms

Learning Goal: The 2020 EEO or competency that teams will work to achieve through the thoughtful design of individualized and meaningful learning progressions to (Cohen, 2015).

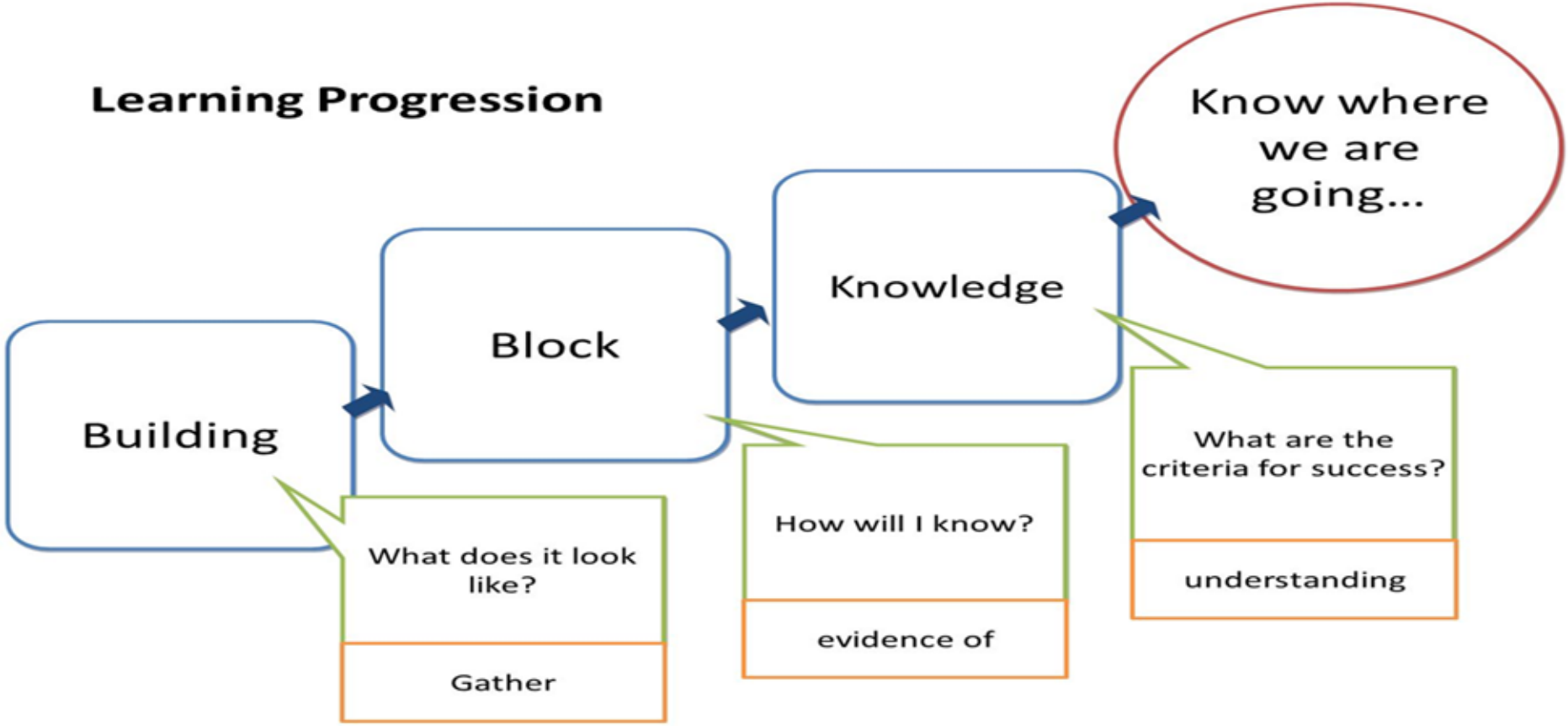
Learning progressions: A learning progression is an individualized and deliberately sequenced set of skills that students need to understand in order to meet long term goals (NRC, 2007).

Another way to think of learning progressions might be...

The Four Guiding Principles of Learning Progressions

Learning Progressions should:
-Be constructed and revised using research and evidence-based practices.
-Should clearly connect essential and core learning.
-Should be constructed collaboratively with team members.
-Should progress towards an increased understanding of the learning goal.
-Should clearly align with progress monitoring. (Hess, 2008; Hess 2010)

Learning Progression



This seems familiar…

Task Analysis	Learning Progressions
• Develop a step-by-step plan to reach a specific goal	• Develop a step-by-step plan to reach a specific goal
• Create individualized plan based on student strengths and needs.	• Create individualized plan based on student strengths and needs.
• Monitor progress through each step and evaluate/re-evaluate accordingly throughout process.	• Monitor progress through each step and evaluate/re-evaluate accordingly throughout process.
• Concepts tend to be concrete/functional in nature.	• Concepts tend to be more abstract/conceptual in nature.

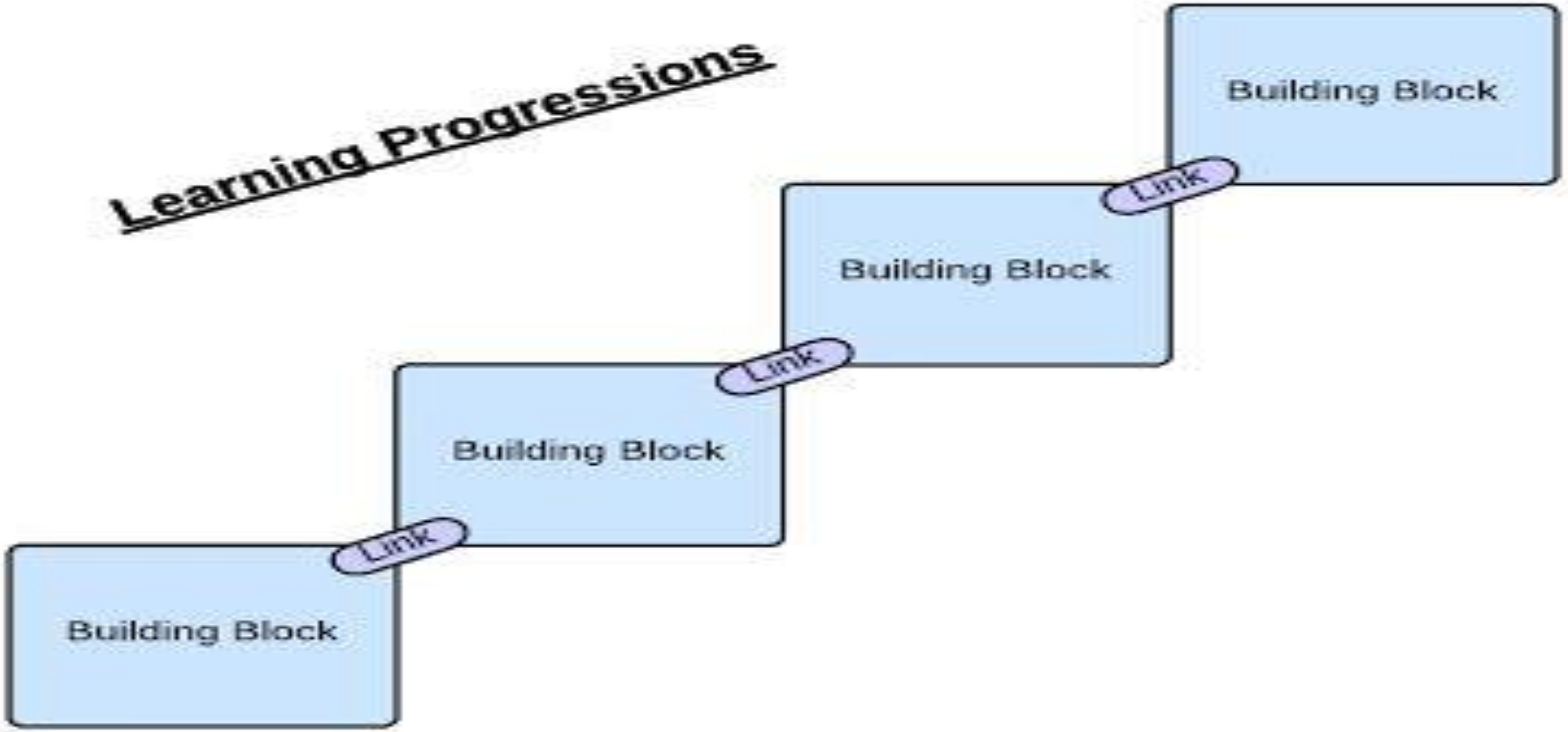
No, I mean it feels really familiar…

IEP Goals and Objectives

- Developed collaboratively with IEP Team
- Based on standards and actively progress monitored
- Individualized to meet individual student needs
- Typically, one SMART goal and 3 objectives
- Requires a formal meeting to create and to modify

Learning Progressions

- Developed collaboratively with IEP Team
- Based on standards and actively progress monitored
- Individualized to meet individual student needs
- Typically, one SMART goal with as many connected building blocks as the team deems appropriate.
- Does not require a formal meeting to create and to modify

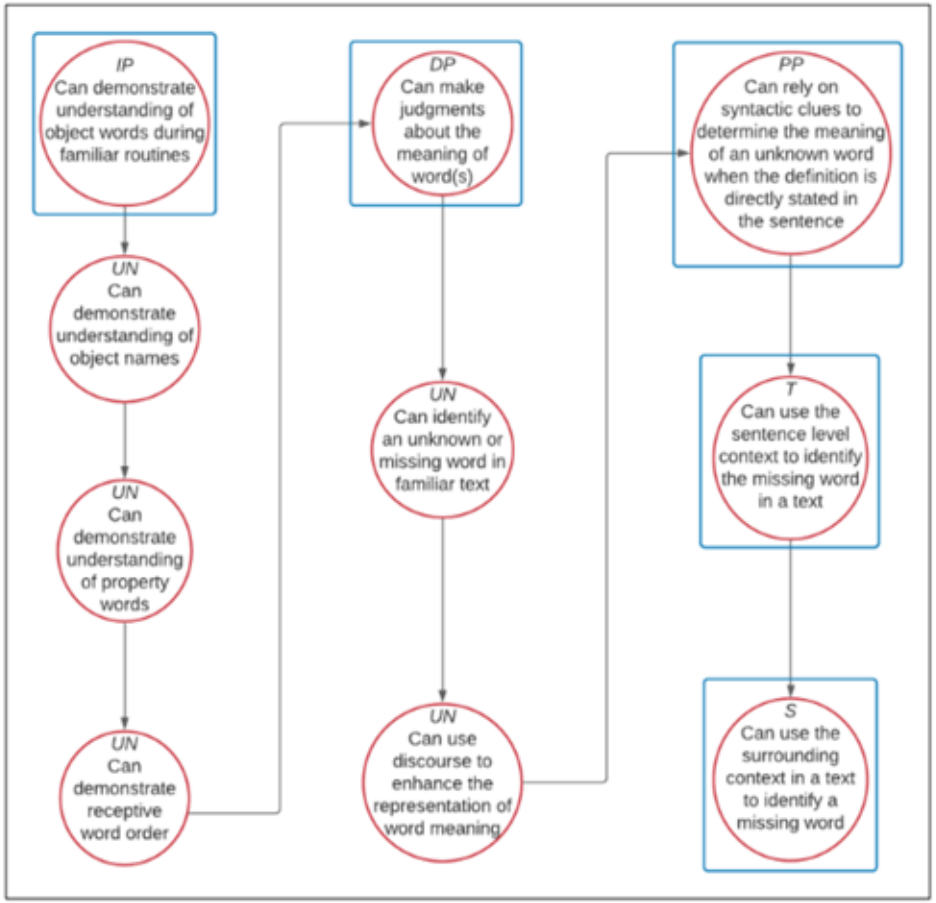

Learning Progressions
Building Block
Link
Building Block
Link
Building Block
Link
Building Block

What is a Mini Map?

- Developed by Dynamic Learning Maps (DLM)
- Detailed instructional tools that break down Essential Elements into more specific skills.
- Show “pathways” and “building blocks” to reach grade-level expectations.
- Using Mini-maps helps teachers determine a student’s current skills and next steps.
- These were designed for students who qualify for alternate assessments

Mini-Maps

Mini-Maps provide teachers with a better understanding of how to help a student progress and give students more opportunities to learn.



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
SP	Supporting
UN	Untested

Boxes indicate tested nodes

Where to find Mini-Maps

- These maps linked below provide the learning pathways students may take as they approach the target level essential element
- Mini-maps give information about the knowledge and skills expected at each linkage level
  - Dynamic Learning Maps: ELA
  - Dynamic Learning Maps: Math

Learning Outcome

LEARNING OUTCOME

Review the Essential Element and the grade-level standard to understand the expectation for students with the most significant cognitive disabilities.

LEARNING OUTCOME	
ELA.EE.Rl.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding..	ELA.Rl.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Including determining where the text leaves matters uncertain.

Using Mini-Maps to Plan Instruction

Linkage Level Descriptions

Initial precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.	After reading and informational text, the student can identify details from the text to answer questions about explicit information stated within the text.	After reading and informational text, the student can identify explicit details that imply unstated information and make correct inferences from the detail(s)	The student un identify both implicit and explicit meaning of an informational text by identifying specific details and citations within each text which support the meaning.	After reading and informational text, the student is able to provide strong contextual evidence When citing an informationaL text.

Linkage Levels

Use the linkage levels to find knowledge, skills and understandings related to the Essential Elements that are a good match for instruction. Pick a level that is accessible and will also challenge your student to learn. Understand how the linkage levels are related so you can help your students work toward more complex linkage levels during the year.

How to Use Mini-Maps for Making Modifications

- Start with the General Education Standards . . .
  - And Essential Elements (EEOs)

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Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
   i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS:

Extended Evidence Outcomes

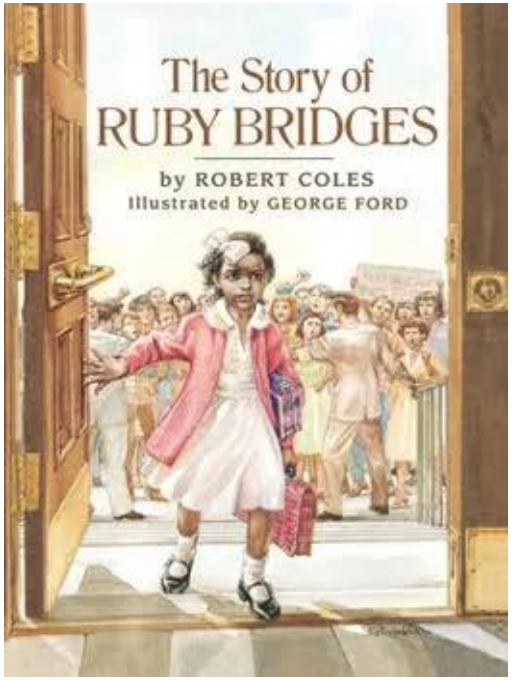
With guidance and support students can:
a. Answer who and what questions to demonstrate understanding of details in

a. Use Key Ideas and Details to:
i. Ask and answer questions to Demonstrate understanding of a tex referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)

With Guidance and Support Students Can:
a. Answer who and what questions to demonstrate understanding of details in a text (EE.RI.3.1).
i. Identify details in a text (EE.RI.3.2).
ii. Order two events from a text as "first" and "next" (EE RI.3.3).

Mini-Map link

“The Story of Ruby Bridges” Read Aloud on YouTube

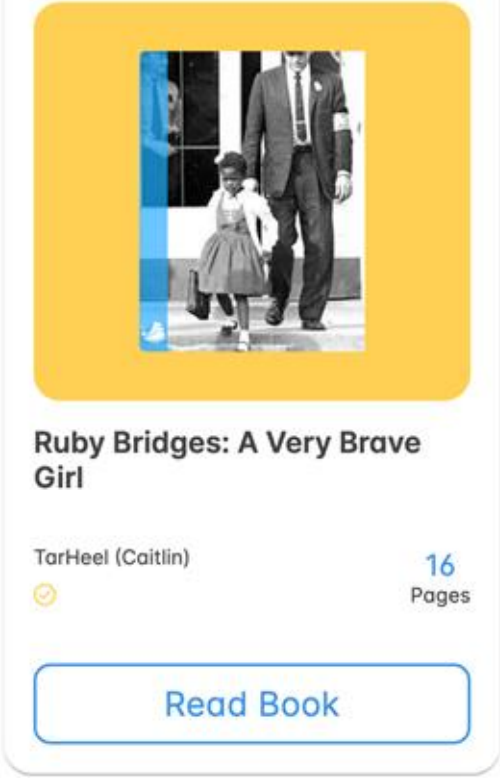


Monarch Reader

(formerly TarHeel Reader)

- Monarch Reader

  - Thousands of books on many subjects
  - Written at various readability levels.
  - Use what is there, write your own or adapt one.
  - Upload your own pics to Flickr or use those available.
  - Create your own FREE account.



3rd grade Reading - Comprehension

1. Point to the picture that shows who this book was about.

2. How did Ruby feel when she went to school the first day (type or write your answer)?

Ruby Bridges

Create a picture of Ruby on the first day of school. Then create a picture of how Ruby wanted the first day to be like	Create a poster stating all the positive aspects of integration. What happens when students are learning alongside other students who are different than they are?	Write an editorial about Ruby attending school with all white children. Then write your opinion about the integration of all white schools.
Create a character sketch of Ruby drawing what the person looks like. Include the name, and 5 characteristics of the person.	Take pictures of peers that remind you of characters in the novel. Create a scrapbook that explains your choices.	Conduct an internet search about the Ruby. What books have been written about Rudy? Why are some of her other books controversial? Share your results with the class.
Prepare a skit about interactions of Ruby going to school her first day and how other students reacted. Present this to the class – 3-4 students	Complete a Venn Diagram what Ruby went through and your experiences in school. What is the overlap?	Rewrite the ending of the story of Ruby Bridges. How could this have tragically ended or how could this have been less controversial?

<u>Choose and complete 1 row in the TIC-TAC-TOE</u>

I _____will have one item completed by _____ the second completed by _____ and the third item completed by Signed by teacher and student.

Comprehension and Inference Questions:

1. Point to the “happy” picture. Point to the “sad” picture.

2. Ruby is at school. Does she feel happy or sad?

 happy

 sad

3. Ruby walks with helpers to School. Is she scared or brave?

 scared

 brave

4. Ruby goes to a new school. Is she alone or with helpers?

Modifying Math Curriculum

Duplicate the process used for ELA . . .

Mathematics Modification

MATHEMATICS
Third Grade, Standard 2. Algebra and Functions

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Prepared Graduates:
MP3. Construct viable arguments and critique the reasoning of others.
MP4. Model with mathematics.
MP6. Attend to precision.

Grade Level Expectation:
3.OA.D. Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Evidence Outcomes

Students Can:
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and

Extended Evidence Outcomes

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.

8.50 to solve one- and two-step word problems. A. Use multiplication and subtraction within 12 to solve one-step word problems.

Mini-Map

Math TIC TAC TOE

Make a set of addition and subtraction flash cards and practice with a partner.	Make number cards for numbers 1 to 10. Represent each number 4 different ways. Display your work. (2-3 People)	Make a game where each player makes bundles of popsicle sticks to represent numbers.
Make a set of fact-family flashcards for multiplication and division and practice with a partner	Make a set of dominos with up to 6 dots. Make-up the rules to play a game using the dominos	Make a ten-frame game with blank 10 frames and game cards that have parts of the 10 frames filled in.
Make flash cards using stickers to represent numbers 1-10	Make two sets of cards with dots representing 1-6. The first set the dots are aligned (as with dominos) the second set the dots are random.	Make a board game with directions that includes spaces to move a game piece (2-3 people)

Choose and complete one item from each column of the TIC-TAC-TOE

I _____will have one item completed by _____ the second completed by _____ and the third item completed by _____

Signed by teacher and student.

6th Grade Reading, Writing & Communicating

READING, WRITING, AND COMMUNICATING
Sixth Grade, Standard 2. Reading for All Purposes

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Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Analyze literary elements within different types of literature to make meaning.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
   ii. Determine a theme or central idea of a text and how it is conveyed

Extended Evidence Outcomes

With guidance and support students can:

a. Determine what a text says explicitly as well as what simple inferences must

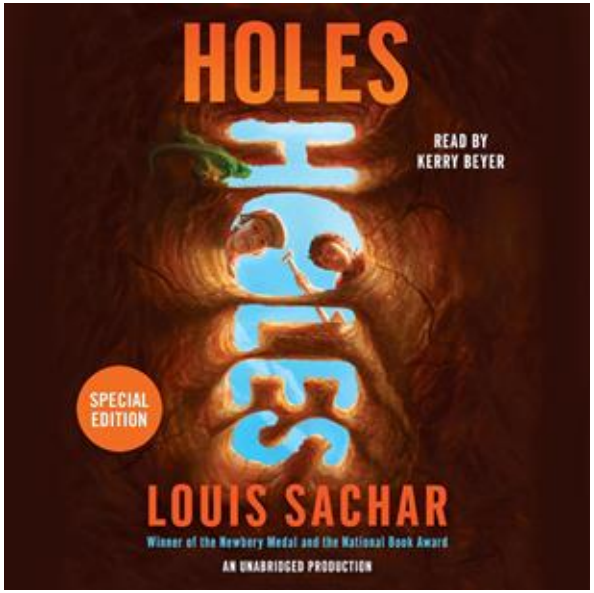
a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Determine what a text says explicitly as well as what simple inferences must be drawn.

Mini-Map

Sixth Grade Example: HOLES

- Holes - Trout Walker
  - By Chapter
  - Holes Summary
    - Read by computer
  - Characters
    - Stanley Yelnats
    - Trout Walker



Holes by Louis Sachar

Make a short video or presentation that summarizes the book and its characters.	Draw or paint a picture that represents a scene in the book. Then draw another picture that would represent what it "should" have looked like, if it was a camp to help boys.	Write and act out a scene during which a character is a victim of Trout.
Fill in a chart with inferences made about a character's actions and motivations.	Take pictures of peers that remind you of characters in the novel. Create a scrapbook display that explains your choices.	Conduct an internet search about the author. How does her background influence the writing of this novel? Write a one-page essay.
Make a collage depicting acts what it was like in the camp. Show pictures of the outside and inside where Stanley slept.	Make a collage of images and words that represent the themes of the book.	Write a new ending for the book and explain how it changes the story.

<u>Choose and complete 1 row in the TIC-TAC-TOE</u>

I _____will have one item completed by _____ the second completed by _____ and the third item completed by _____ Signed by teacher and student.

Using AI to Assist with Modifications

Variety of AI sites

- Magic School - example of modified lesson using Magic School's Lesson Plan creator
- School AI
- Chat GPT
- Gemini
- Canva
- Curipod

Goblin Tools

Do you need a skill broken down even more? Go Goblin Tools and click on “magic to do”

1. Break down teaching someone to use *magic to do* in Goblin Tools

- Identify the basic concepts relevant to Goblin Tools
- Explain the purpose and potential effects of using Goblin Tools
- Demonstrate how to access the features or functions in Goblin Tools
- Describe the steps to activate Goblin Tools
- Show how to input or prepare required resources
- Guide on selecting the appropriate functions within Goblin Tools
- Walk through the process of using Goblin Tools
- Provide practice scenarios or exercises to reinforce learning
- Offer troubleshooting tips for common issues encountered

Questions?

Robin Brewer: brewer_r@cde.state.co.us
Katrine Gosselin: gosselin_k@cde.state.co.us