Exceptional Student Services

- Special Education   Erin Blake
- 504   Erin Blake
- English Language   Lizz Grey
- Gifted & Talented   Dakota Fuller

Introduction to UDL

Context

- What is our mission?
- Enrollment trends
- Student survey results

Questions	Never	Not Much of the Time	Some of the Time	Most of the Time	All of the Time
Classroom activities are interesting.					
Cohort Average	1.5%	9.0%	27.4%	45.8%	16.3%
School 10	3.0%	10.7%	41.3%	30.7%	14.3%
I feel comfortable sharing my thoughts in class.					
Cohort Average	9.9%	11.3%	23.4%	36.6%	18.7%
School 10	11.7%	14.0%	26.4%	26.1%	21.7%
My teacher is happy to have me in their classroom.					
Cohort Average	1.7%	2.9%	15.7%	36.8%	42.8%
School 10	2.3%	6.0%	19.0%	35.7%	37.0%

Math - %At/Above 50 PR by Grade Spring
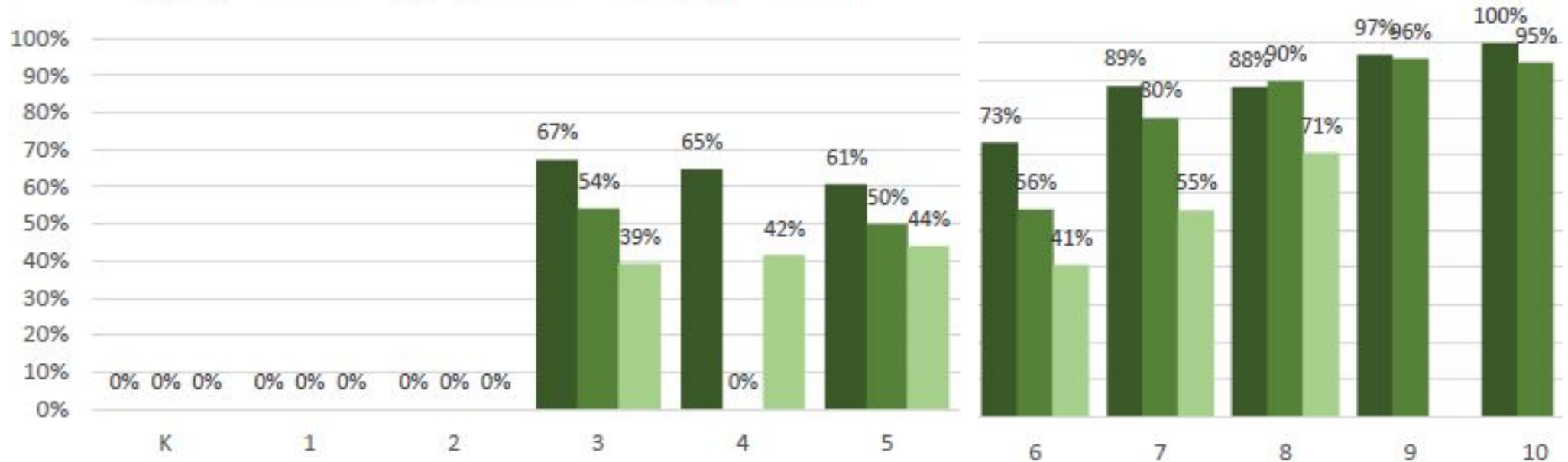
Historically, what does teacher training emphasize?

- Content/curriculum
- Pedagogy
- Routines and procedures

- Students? Diverse Learners? Student engagement?

The Myth of Average

https://youtu.be/PTpQYDTgq7E

EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Universal Design for Learning

- Framework that nurtures "expert learners"

Expert learners who are...

Goal

| Purposeful & Motivated | Resourceful & Knowledgable | Strategic & Goal-Directed |
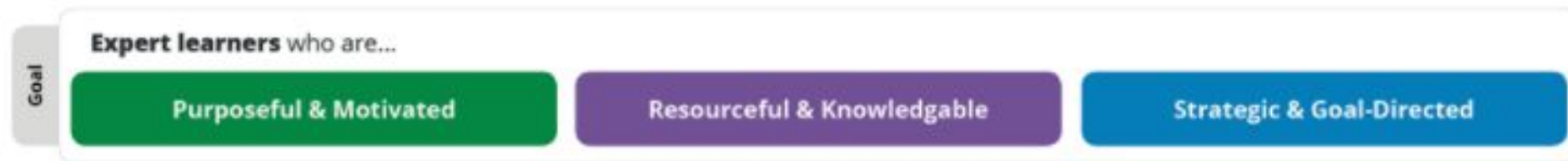
- The framework is organized horizontally by providing flexible guidelines that are organized according the 3 principles of UDL—Engagement, Representation, and Action
- They are also organized vertically to remove barriers, scaffold skills, and build independence.

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression
Strategic Networks
The "HOW" of Learning
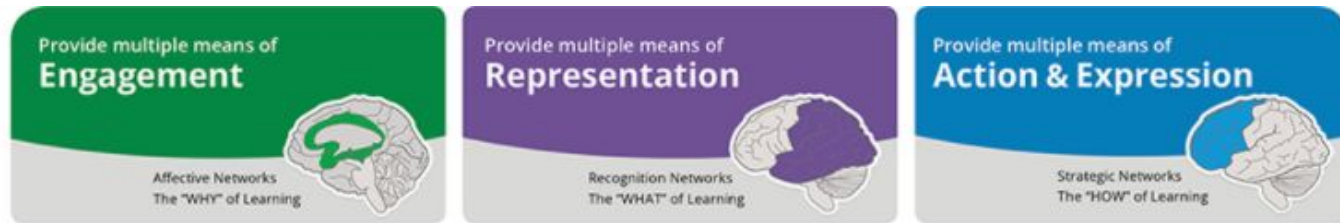
The Guidelines are also organized horizontally. The "access" row includes the guidelines that suggest ways to increase access to the learning goal by recruiting interest and by offering options for perception and physical action.

Access

| Provide options for **Recruiting Interest** | Provide options for **Perception** | Provide options for **Physical Action** |

The "build" row includes the guidelines that suggest ways to develop effort and persistence, language and symbols, and expression and communication.

Build

| Provide options for **Sustaining Effort & Persistence** | Provide options for **Language & Symbols** | Provide options for **Expression & Communication** |

Finally, the "internalize" row includes the guidelines that suggest ways to empower learners through self-regulation, comprehension, and executive function.

Internalize

| Provide options for **Self Regulation** | Provide options for **Comprehension** | Provide options for **Executive Functions** |

Again, how does this tie to our mission?

At MacLaren, UDL is

- Tier I – removes barriers in the classroom so that all students have greater access to the curriculum
  - This should eventually remove need for as many Tier II and III plans

- Equipping teachers to do their jobs
  - Teachers –like any professional—get frustrated when they feel they are not doing a good job. This frustration is exacerbated when they don't know how to do what asked (teach these EL students!)
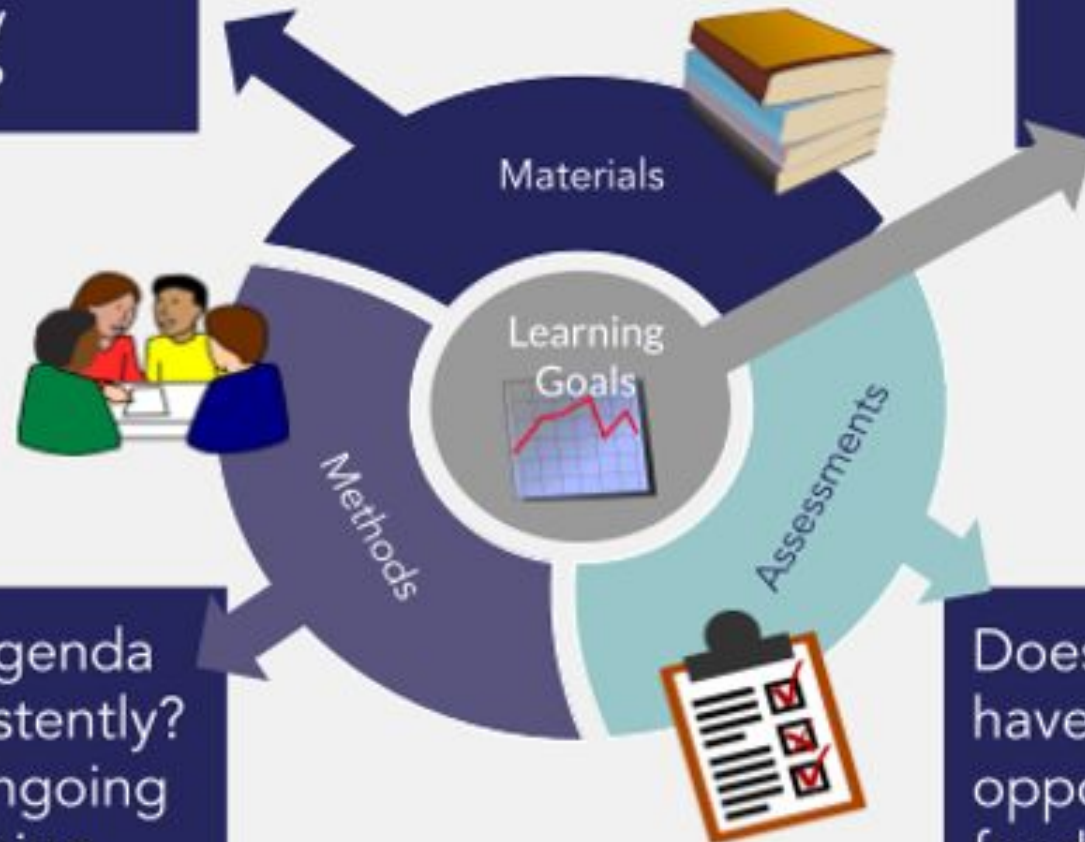
At MacLaren UDL is not

- Making everything "relevant"
- D Willingham on Learning Styles

What does this mean practically?

- Explore how this intersects with curriculum:

Do materials regularly include visuals with written and auditory information?

Are lesson goals posted and shared consistently?

Is the class agenda shared consistently? Is there an ongoing practice of using anchor charts?

Does every student have at least one opportunity for feedback per lesson?

Materials

Methods

Assessments

Learning Goals

Learning Goal:
  •Separate the means from the ends
  •Actively involve learners

Assessment •Ongoing and focused on learner progress •Actively inform and involve learners
Materials •Align to goals •Build in flexible, in-time supports •Develop pro-active learners
Methods •Flexible models of skilled performance •Opportunities to practice with supports

Schedule of conversations

- Learning Goal/Assessment Week of Sept 20
- Assessment/Material   Week of Oct 11
- Material/Method   Week of Nov 1

Learning Goal:
Separate *Goal* from *Activity*

Develop skill to name the goal to students

Reinforce the goal throughout the lesson

Assess if students know what goal is and if it's being met

EXAMPLES

- French Revolution

- Make model pyramids

- Annotate Huck Finn, chapter 4

- Order of Operations