

THOMAS
MACLAREN
SCHOOL

RISE implementation plan

Context

On the Mental Model Survey, MacLaren students' behavioral engagement was sufficient, but their cognitive engagement and emotional engagement were lower than we had hoped to see.

While this was not always aligned to the results of the Engagement Assessment Tool piloted in classrooms, we saw an opportunity to grow as a school and better fulfill our mission and vision.

Context

What has our New Teacher Training historically emphasized?

Content/curriculum

Pedagogy

Routines and procedures

But not always

Students

Diverse Learners

Student engagement

Context

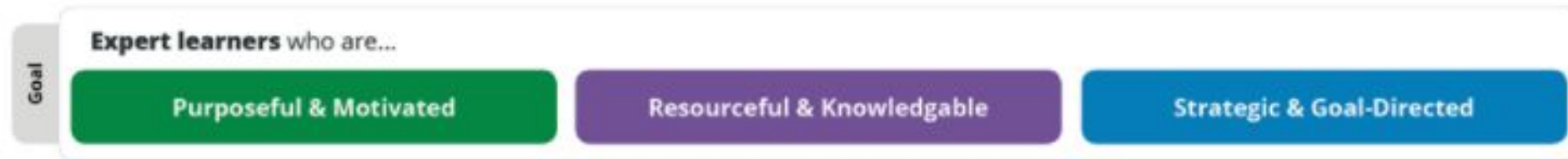
Meanwhile, our IEP and ELL caseloads have increased 150% and 135% respectively since we moved to our new location in 2017-18.

Thus: UDL

By implementing the Universal Design for Learning framework, teachers will increase students' cognitive and emotional engagement and thereby more fully live out our mission of developing young people who are the agents of their own education.

Universal Design for Learning

- Framework that nurtures “expert learners”



- The framework is organized horizontally by providing flexible guidelines that are organized according to the 3 principles of UDL—Engagement, Representation, and Action
- They are also organized vertically to remove barriers, scaffold skills, and build independence.

How does this connect to our mission?

UDL is

- Tier I – removes barriers in the classroom so that all students have greater access to the curriculum
 - This should eventually reduce the need for Tier II and Tier 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!)

What does this mean practically?

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

Step 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

Up next: Steps 2-4!