SELF 👥 Training Session

Name:

Date: June 16, 2021
Session: Coaching Toward UDL_____

THINKING NOTES	IMMEDIATE NEXT STEPS
	LONGER TERM IDEAS

UDL and Curriculum
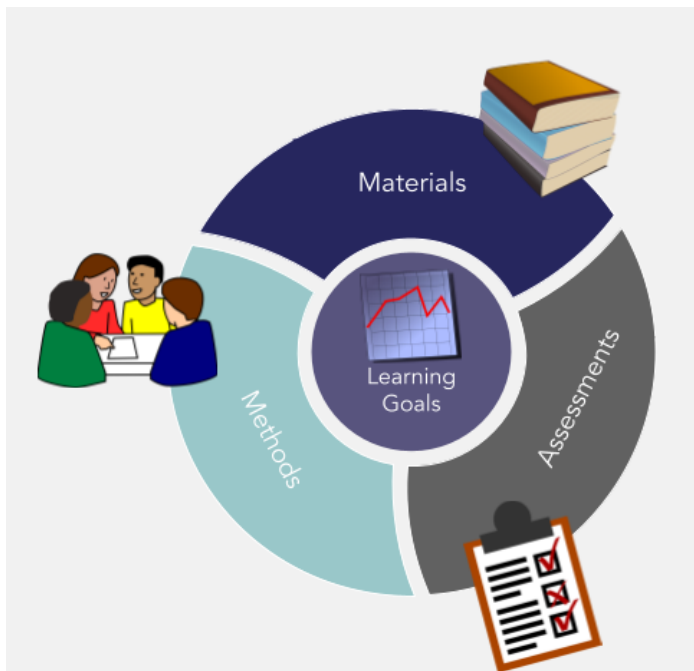
Learning Goal:
- Separate the means from the ends
- Actively involve learners

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

Activity

[Link to Jamboard](#)

GET READY
What do I need?

- Today's Handout: notes on curriculum
- Yesterday's Handout: rubric
- Jamboard

DO
What steps do I need to take to be done?

- Find your school team jamboard
- Use the rubric and your notes to name teacher actions to develop
- List look-fors in the BLUE BOX on your jamboard

DONE
What will it look like when I'm done?

List of look-fors for each element of curriculum

Get Done
"Gallery Walk"

Connecting to the Vision of Excellence Rubric

Learning Goal	Assessment	Materials	Methods
Goals Feedback	Assessment Feedback	Scaffolds Materials	Scaffolds Feedback

High Leverage Strategies

📈 Learning Goal	📋 Assessment	📚 Materials	👥 Methods
Build in consistent, periodic reminders of the learning goal	Create frequent opportunities for feedback and reflection	Select materials that provide options for multiple modalities	Provide scaffolds for task completion.

Learning Goal
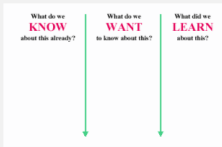
How have teachers in your building shared learning goals with students in the past?	

- **Clarify:** Distinguish between the goal and the activity
- **Share:** Use student-friendly language, visuals and models
- **Reflect:** Engage students in frequent self-assessment
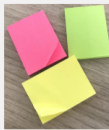
Physical Reflection Tools

KWL Chart   Fist-to-Five   Color Cards

What do we KNOW about this already?	What do we WANT to know about this?	What did we LEARN about this?

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Sharing the Learning Goal

Objective:

Students will be able to describe the burial customs of ancient Egypt.

Learning Goal
Today you will
describe 💬 💻 ✏️
🗿 burial customs
of ancient Egypt 🐫

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Activity

|	

[Link to Jamboard](#)
	GET READY
	What do I need?
	
	• Handout
	• Jamboard
	    ○ Group 1 (physical) boards 7 - 9
	    ○ Group 2 (digital) boards 10 - 12

DO
What steps do I need to take to be done?

- Clarify the learning goal
- Create a plan for sharing the learning goal with students
- Select a tool for engaging students in reflection

DONE
What will it look like when I'm done?

Clear, accessible goal with a plan for reflection
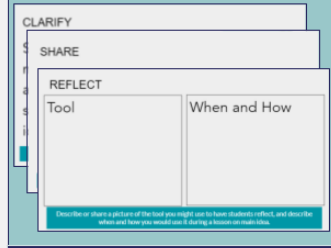
Bringing It Back - Learning Goals	
	What knowledge, skills and tools do OUR teachers need?
	What does that mean WE need to teach, practice and support?
Bringing It Back - Assessment	
Create frequent opportunities for feedback and reflection	If teachers get better at doing this regularly, what would the impact of that change have on engagement?
Bringing It Back - Materials	
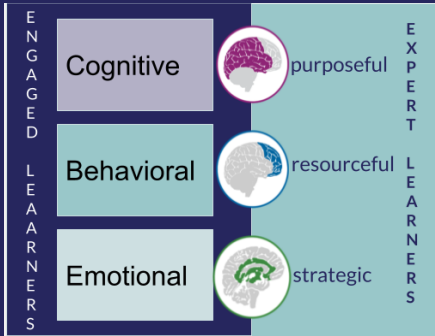
Select materials that provide options for multiple modalities	If teachers get better at doing this regularly, what would the impact of that change have on engagement?

Scaffolding Strategies

During Instruction	During Practice
• Explicitly teach vocabulary • Prepare scaffolded questions aligned to key skills • Model / pause for annotation of text / questions • Co-create anchor charts	• Encourage use of anchor charts • Provide graphic organizers • Provide reference sheets • Post mnemonics • Chunk tasks or text • Provide paragraph / sentence frames

Practice

GET READY What do I need?	DO What steps do I need to take to be done?	DONE What will it look like when I'm done?
• Handout: Task and discussion guide • Breakout Group	• Review the learning goal and task. • Consider what challenges might occur in the task. • Name a scaffolding tool or strategy that would support independent task completion	Three ways this task could be scaffolded to support independence

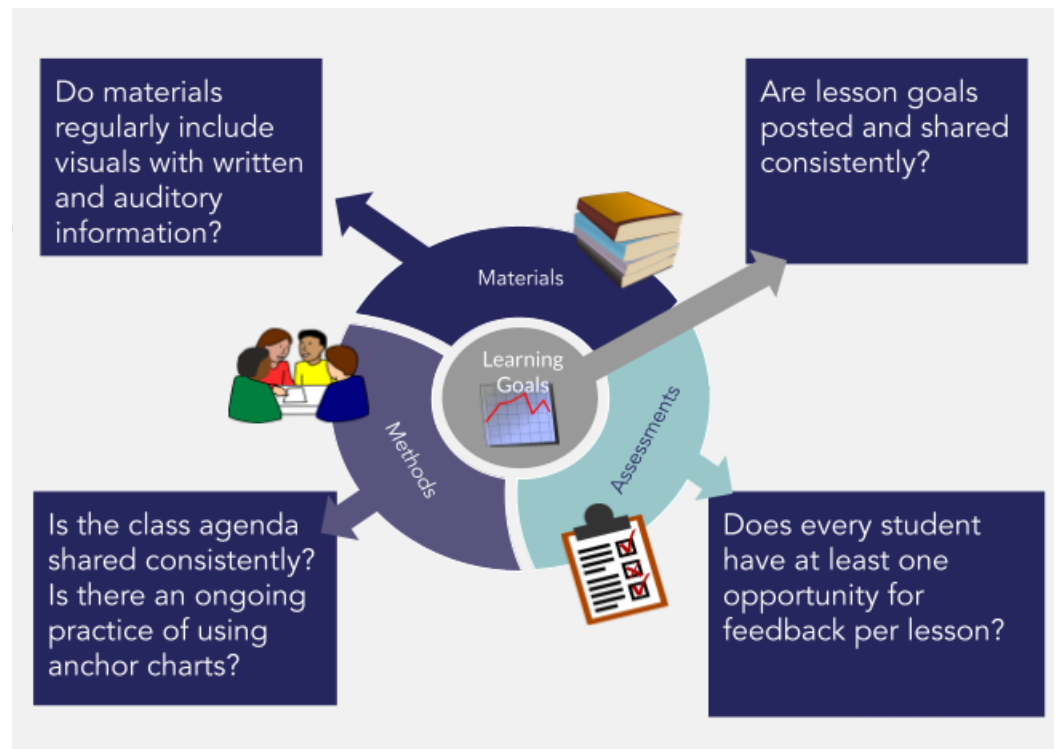| Learning Goal - 8th ELA	Task	Skills to Scaffold
Explain how Buck's experiences in Chapter 1 change him, citing evidence from the text.	Write a paragraph explaining how the encounter with Manuel and the subsequent event described in paragraph 11 change Buck, citing evidence from the text to support your claim.	• Quote or paraphrase from the text • Structure of a paragraph

Scaffolding Strategies	1. Graphic organizer outlining Topic-Evidence-Analysis
	2. Sentence starters for evidence: "___ shows this," or "Because of _____....."
	3. As students read the text, give specific prompts for what to look for and on which to base their annotations.

Bringing It Back - Methods	
Provide scaffolds for task completion.	If teachers get better at doing this regularly, what would the impact of that change have on engagement?

Student choice of scaffolds leads to greater self-knowledge and autonomy – as well as ability to work independently without the scaffolds. |

Planning for Teacher Development

Key Questions	

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

Learning Goals

Methods

Assessments

Selecting Action Steps	Novice
Goal **Assessment** **Materials** **Methods**	1. <u>Goals</u>: Post/share lesson goal consistently 2. <u>Assessment</u>: Ensure every student has at least one opportunity for feedback per lesson 3. <u>Materials</u>: Include visuals with written / auditory information 4. <u>Methods</u>: Share a class agenda and / or create anchor charts for key content
	Advanced
	5. <u>Goals</u>: Distinguish between goal and activity; Use student-friendly language and visuals, Engage students in self-assessment 6. <u>Assessment</u>: Support peer feedback; Talk to students about their data; Involve students in collecting and tracking data 7. <u>Materials</u>: Talk about the relationship between representations; Routines for independently accessing materials 8. <u>Methods</u>: Model and remind students about the use of scaffolds; Have students reflect on their use of scaffolds
	[Link to Resource Document](#)

Rubric Analysis			
Learning Goal Goals Feedback	Assessment Assessment Feedback	Materials Scaffolds Materials	Methods Scaffolds Feedback
Learning Goals (start with the reflection from p. 4 and extend)			
What knowledge, skills and tools do OUR teachers need to develop?			
What does that mean WE need to teach, practice and support?			
Assessment			
What knowledge, skills and tools do OUR teachers need to develop?			

What does that mean WE need to teach, practice and support?	

Materials	
What knowledge, skills and tools do OUR teachers need to develop?	
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Methods	
What knowledge, skills and tools do OUR teachers need to develop?	
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Development Priorities	

Name 3-5 priority skills or strategies to develop during the 21-22 school year	

Development Planning

Learning Goal	Assessment	Materials	Methods
Build in consistent, periodic reminders of the learning goal	Create frequent opportunities for feedback and reflection	Select materials that provide options for multiple modalities	Provide scaffolds for task completion.

Using Your Development Time
Use the table below to map out how each type of development opportunity will be leveraged to support the key priorities you identified for implementation of Universal Design for Learning

Copy your development priorities in this column	School-Wide Training Sessions	Professional Learning Communities	Ongoing Teacher Coaching
Priority 1			
Priority 2			
Priority 3			

Logisitics	
Beginning of the Year School-Wide Training	
When will this occur?	
How many hours are available for UDL content?	
Ongoing School-Wide Training Sessions	
How often will we provide school-wide training?	
How much of that time is available for UDL content?	
Professional Learning Communities	
How often will teachers engage in professional learning communities?	
How much of that time is available for UDL content?	
Teacher Coaching	
How often will instructional coaches meet with each teacher?	
How often will teachers be observed and receive feedback?	
How much of the observation and coaching time is available for a UDL focus?	

Content
Use your rubric analysis and reflections above to begin mapping out specific content for each development area.

Beginning of the Year School-Wide Training	Ongoing School-Wide Training Sessions
●	●

Professional Learning Communities	Teacher Coaching
●	●

Next Steps
Beginning of the Year School-Wide Training

Who will lead planning efforts?	
Who will support planning efforts?	
What are the key next steps?	

Ongoing School-Wide Training Sessions

Who will lead planning efforts?	
Who will support planning efforts?	
What are the key next steps?	

Professional Learning Communities

Who will lead planning efforts?	
Who will support planning efforts?	
What are the key next steps?	

Teacher Coaching

Who will lead planning efforts?	
Who will support planning efforts?	

What are the key next steps?	