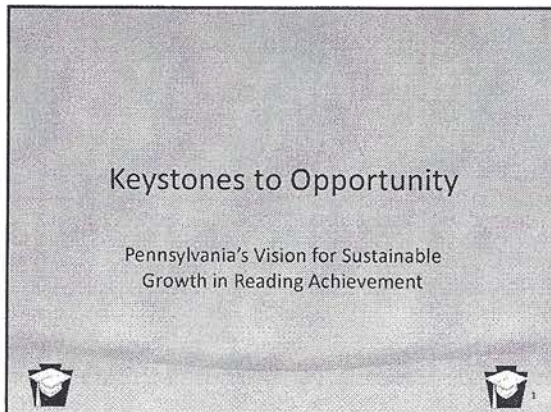


# Jess

~~7/12/13~~

7/12/13

2



bedtime math

brainrules.net

↳ + youtube videos



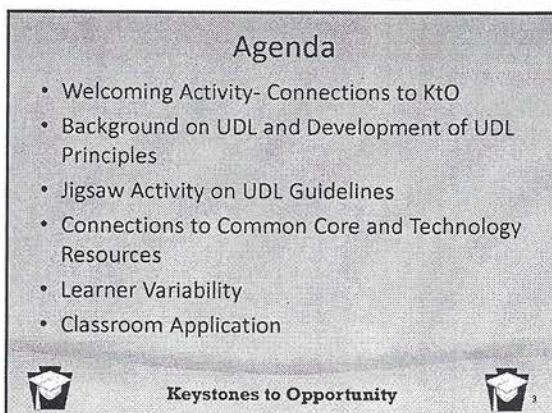
app → UDLlinks

↓

Coloring +

Khan academy

gutenberg.org → free books



pdesas.org

SAS portal on PDE site

Monroe County Public

↳ kids ↳ TumbleBooks Library

brain rules

John Medina

- learned helplessness


Wikispaces  
for parents

Remind 101


texting w/ #5

### Objectives

- Develop an understanding of UDL through its three principles
- Identify and describe the three neural networks to support learning
- Describe each UDL guideline and identify examples and resources to support each guideline
- Utilize and apply the UDL guidelines to the classroom to meet the needs of all learners



Keystones to Opportunity



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### Backchannel

<http://todaysmeet.com/esasd1>





Keystones to Opportunity



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### The Circle Map


Things/people that have influenced your journey as an educator

Things that tell something about your thoughts/feelings/wonderings on...

Your Name



Keystones to Opportunity



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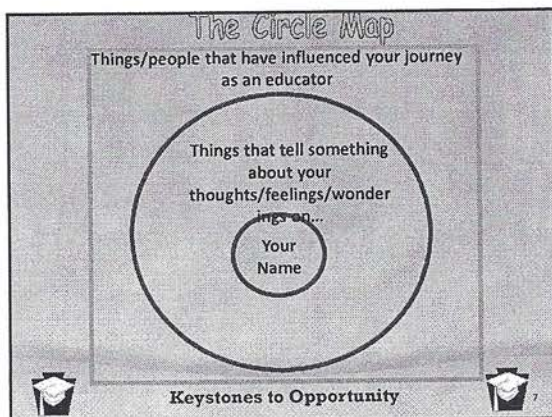
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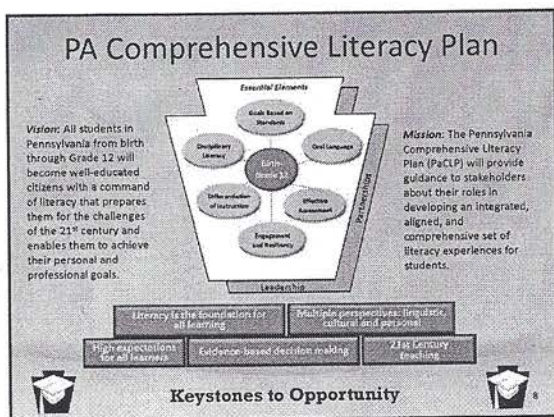
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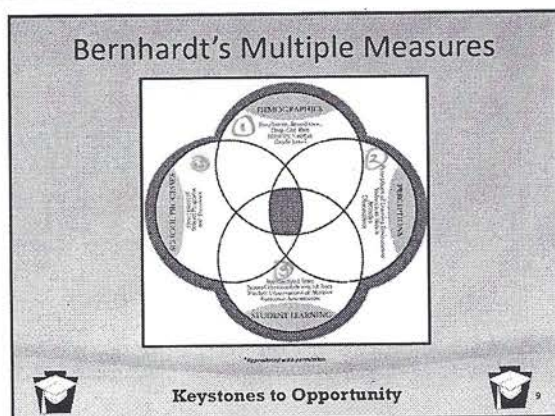
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① Demographics

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② Perceptions

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③ Student Learning

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④ School Processes

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### Myths/Facts

- UDL is a special education initiative.
- UDL is synonymous with differentiated instruction.
- Technology is a prerequisite for implementing UDL.
- English Language Learners can benefit from UDL.
- UDL is a framework that supports teaching to the standards for all students.

\* Refer to website



Keystones to Opportunity




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### Universal Design

"... the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design"

• Ron Mace



Keystones to Opportunity




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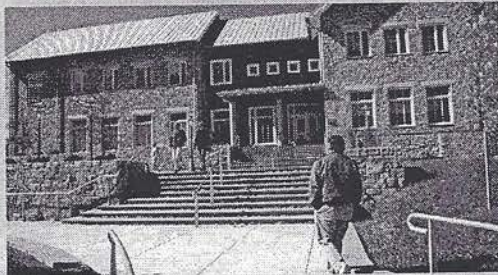
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created  
for  
architecture

### Non-Universal Design



Keystones to Opportunity




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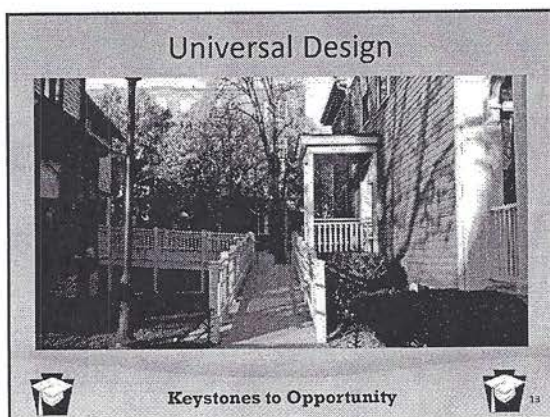
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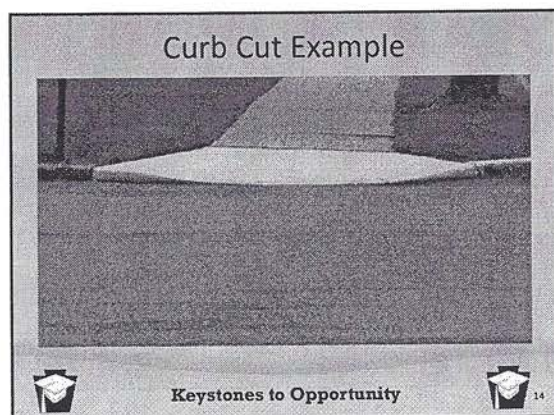
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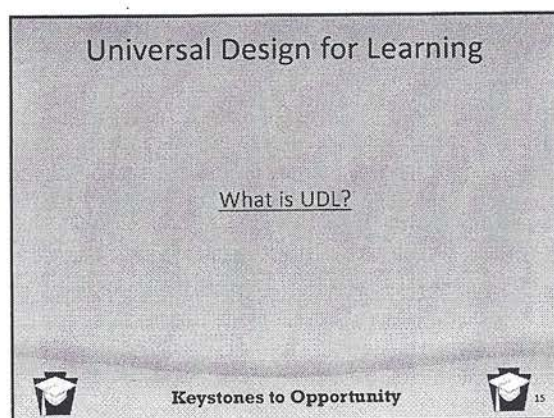
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video on youtube

www.cast.com

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Keystones to Opportunity




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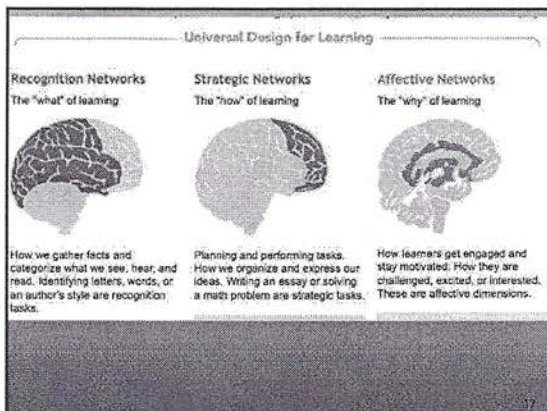
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(packet pg. 3)

### Brain Activity




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# The Unexpected Visitor

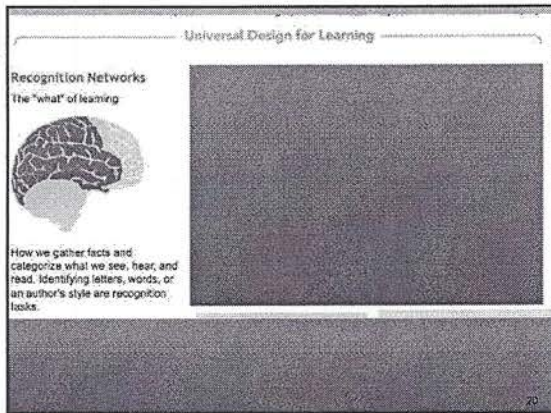
7/10/2012



Recognition: chair hat coat  
people/child table  
walls pictures picture  
table cloth door & frame frames  
floor curtains


Strategic: ages

Affective: man w/ hat



Universal Design for Learning

**Strategic Networks**  
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

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 **Keystones to Opportunity**  23

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Universal Design for Learning

**Affective Networks**  
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

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Universal Design for Learning

Recognition Networks The "what" of learning	Strategic Networks The "how" of learning	Affective Networks The "why" of learning
		
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.	Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.	How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
<input checked="" type="checkbox"/> Present information and content in different ways More ways to provide Multiple Means of Representation	<input checked="" type="checkbox"/> Differentiate the ways that students can express what they know More ways to provide Multiple Means of Action and Expression	<input checked="" type="checkbox"/> Stimulate interest and motivation for learning More ways to provide Multiple Means of Engagement

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**UDL Principles**

*Multiple means of representation*, to give learners options for *acquiring* information and knowledge

*Multiple means of action and expression*, to provide learners options for *demonstrating* what they know

*Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase *motivation*


**Keystones to Opportunity**


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Universal Design for Learning

**UDL Principles**

<input checked="" type="checkbox"/> Present information and content in different ways More ways to provide Multiple Means of Representation	<input checked="" type="checkbox"/> Differentiate the ways that students can express what they know More ways to provide Multiple Means of Action and Expression	<input checked="" type="checkbox"/> Stimulate interest and motivation for learning More ways to provide Multiple Means of Engagement
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Inaccessible Learning



[Print Text](#)

 Keystones to Opportunity  28

Joe's Non-  
Netbook  
(video)



Multiple Means of Representation

- Use of videos
- Customizing size, font and color
- Text to Speech
- Activate prior knowledge
- Highlight Critical Features
- Provide examples and non examples
- Show multiple examples

 Keystones to Opportunity  29

Multiple Means of Action and Expression

- Podcasts
- Movies
- Wikis
- Online Discussions
- Drawings/Comics
- Posters
- Voicethread
- Immediate, Ongoing Feedback

 Keystones to Opportunity  30





### Jigsaw on the Guidelines

- Home Group – 8 people
- Count off
- Expert Group – same numbered people get together – ex. All 3s work together
  - Explore the website and principles  
[www.udlcenter.org/aboutudl/udlguidelines](http://www.udlcenter.org/aboutudl/udlguidelines)
  - Complete graphic organizer
- Home group – share out
- Whole group – share out



Keystones to Opportunity




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### Expert Group

Define Principle:

Define Guideline:

Principle Number	Summary	Standout Example (2-3)	Notes



Keystones to Opportunity




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### Home Group Share Out

- In your home group, share your information.
  - Include key words/phrases, examples and notes
  - Group members complete their graphic organizers recording aha's... do not focus on writing every word
- Time keeper- 4 minutes per person



Keystones to Opportunity




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UDL

- Developed by Seattle Central Community College

 **Keystones to Opportunity** 

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**Myths/Facts: Check-In**

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\* Refer to website

 **Keystones to Opportunity** 

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**Lunch**



 **Keystones to Opportunity** 

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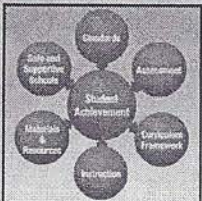

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### Standards Aligned System

**Keystones to Opportunity**

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### PA Common Core

The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), with participation of the overwhelming majority of states, set a goal to create standards that are "research and evidence-based, aligned with college and work expectations, include rigorous content and skills and are internationally benchmarked." As Pennsylvania follows the development of the K-12 Common Core Standards and determines the alignment of Common Core Standards to PA Standards, <http://www.pdesas.org/Standard/CommonCore> will provide educators with information and updates on the progress of that work.

**Keystones to Opportunity**




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### Kindergarten: Writing

Use a combination of drawing, dictating, and writing to focus on one specific topic.

[Voicethread](#)      [Voicethread Example](#)

**Keystones to Opportunity**

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## Second Grade: Writing

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[Google Docs](#)

[Google Docs Example](#)

[Wall Wisher](#)

[Wall Wisher Example](#)

[Wordsmyth](#)



Keystones to Opportunity




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## Fifth Grade: Writing

With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

[Epals](#)

[Blog for Parents](#)

[Blogs](#)

[Make Beliefs](#)

[Comix](#)

[Comics Classroom Uses](#)



Keystones to Opportunity




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## Fifth Grade: Writing

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

[Library of Congress](#)

[Noodle Tools](#)



Keystones to Opportunity




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### Sixth Grade: Reading Literature

Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.

Bookshare

<http://librivox.org>

<http://www.gutenberg.org/>



Keystones to Opportunity




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### Grade Eight: Reading Informational Text

Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

Natural Readers



Keystones to Opportunity




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### Grades 11 and 12: Reading Literature

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabahead



Keystones to Opportunity




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### H.E.A.T

- All grantees who target schools Kindergarten through grade 12 will be required to administer H.E.A.T.
- H.E.A.T. must be administered a *minimum* of 2 times a year.

H - Higher order thinking  
 E - Engaged learning  
 A - Authentic connections  
 T - Technology use

Keystones to Opportunity

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### ITERS-R/ECERS-R

<b>ITERS-R</b> I - Infant T - Toddler E - Environment R - Rating S - Scale	<b>ECERS-R</b> E - Early C - Childhood E - Environment R - Rating S - Scale
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- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year
- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year

Keystones to Opportunity

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### GRADE

- All grantees must administer GRADE to all students in target schools/programs.
- GRADE is to be administered 3 times a year

G - Group  
 R - Reading  
 A - Assessment  
 D - Diagnostic  
 E - Evaluation

Keystones to Opportunity

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## DIBELS Next

D – Dynamic  
I – Indicators  
B – Basic  
E – Early  
L – Literacy  
S – Skills



- All grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> grade students in targeted schools/programs.
- DIBELS Next must be administered 3 times a year



Keystones to Opportunity



## Parent Engagement

"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system." (Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!" (Family Literacy Parent, Mifflin County, 2011)



Keystones to Opportunity



## Parental Engagement Resources

- Wikispaces  
– A free website to keep up to date information about assignments in the classroom.
- Remind 101  
– Free way to text students and parents without sharing phone numbers about upcoming meetings, assignments and assessments.



Keystones to Opportunity





## Implementing UDL in the Classroom

### Learner Variability

- During the video, complete the evidence side of the graphic organizer.
- Handout or <http://tinyurl.com/evidencechart>
- We will complete the Interpretation side after the video is over.
- Think about what evidence of UDL you see in the video.



Keystones to Opportunity




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## Myths/Facts: Check-In

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\* Refer to website



Keystones to Opportunity




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## Bringing It All Together




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### UDL in Your Classroom

- Create a lesson utilizing the UDL guidelines
- Options to create a lesson.
  - Go to SAS and select a Common Core standard that you teach and create a lesson.
  - Use a lesson that you brought
  - Use examples that you wrote down and the UDL Center website for support
- Share Out

 **Keystones to Opportunity** 

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 **Keystones to Opportunity** 

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### Thank you!

Questions?

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surveymonkey.  
com / s / K+O  
Content Training  
Evaluation