



It Takes a City

DC Does it Best!

GOALBOOK

Designing
Effective Instruction
using
Universal Design for Learning



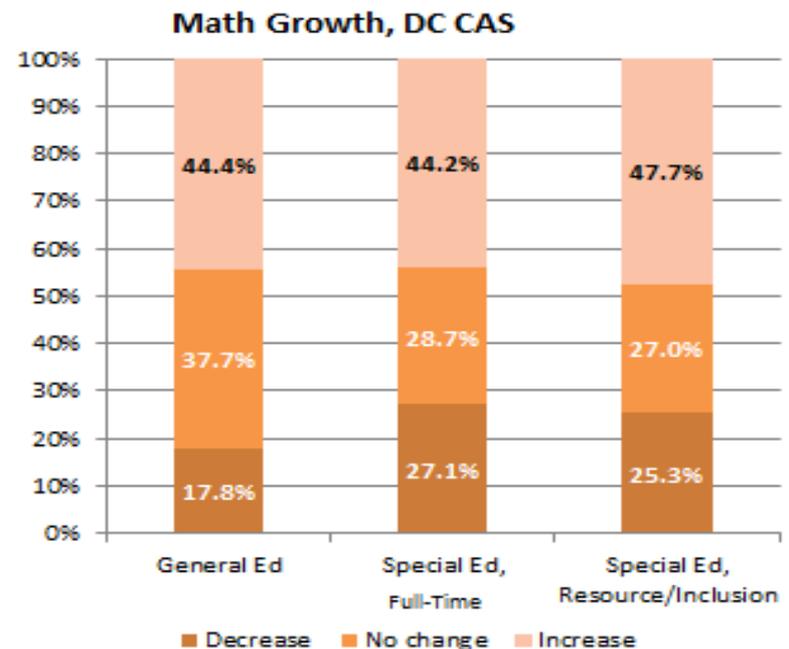
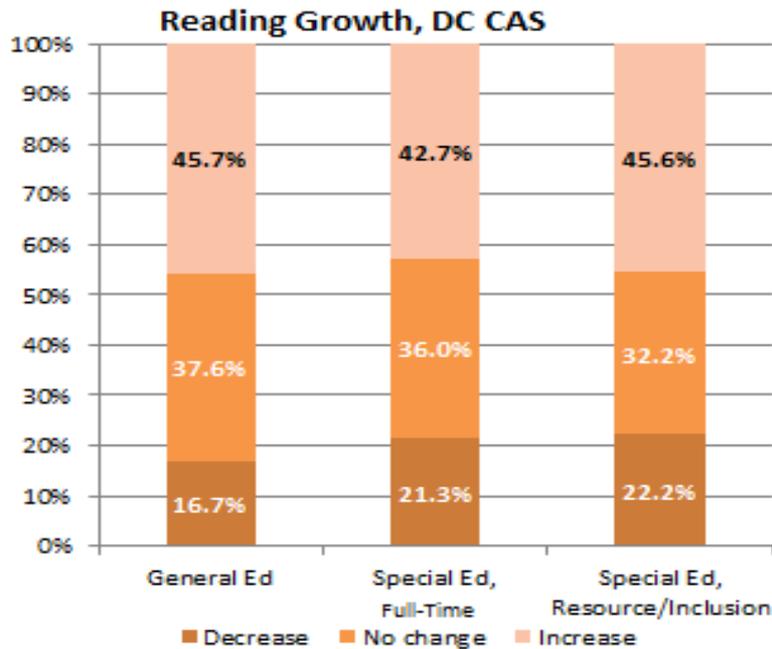
Our Goals

- 1. Demystify the UDL Framework**
- 2. Learn the UDL lesson planning process**
- 3. Use Goalbook for UDL lesson planning**

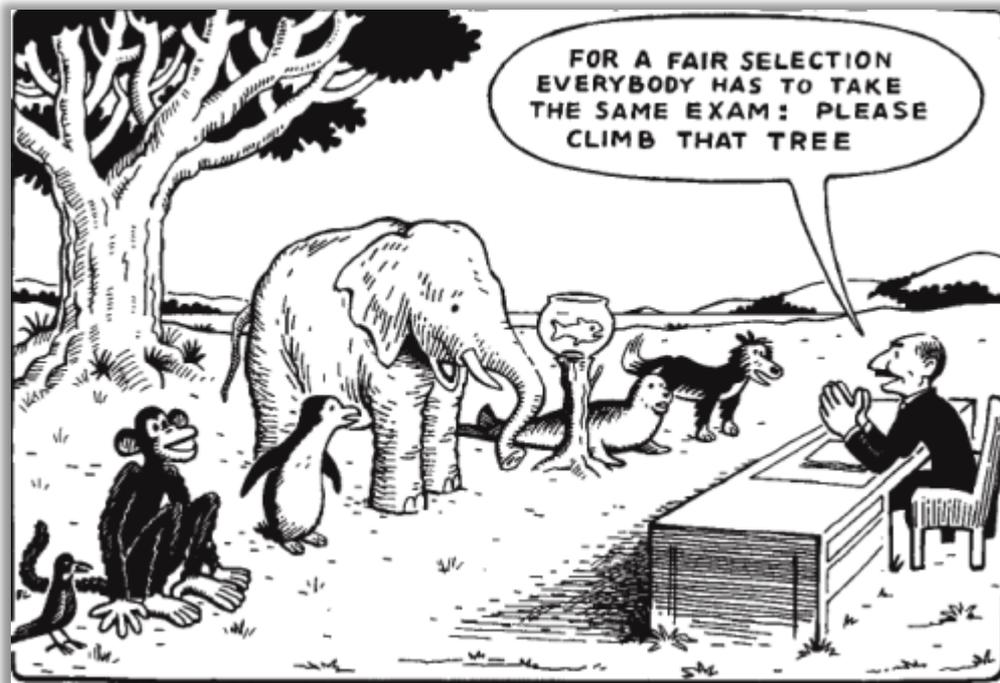


DC CAS Score Level Growth by Service Location (not benchmark growth)

Resource/Inclusion students saw a larger percentage of growth on DC CAS than students in full-time programs in both Reading and Math. Resource/Inclusion students also saw a larger percentage of growth in Math than General Education students.



Educationally, Does One Size Fit All



Universal Design For Learning

*Is
what?*

A scientifically valid framework
that

*Does
what?*

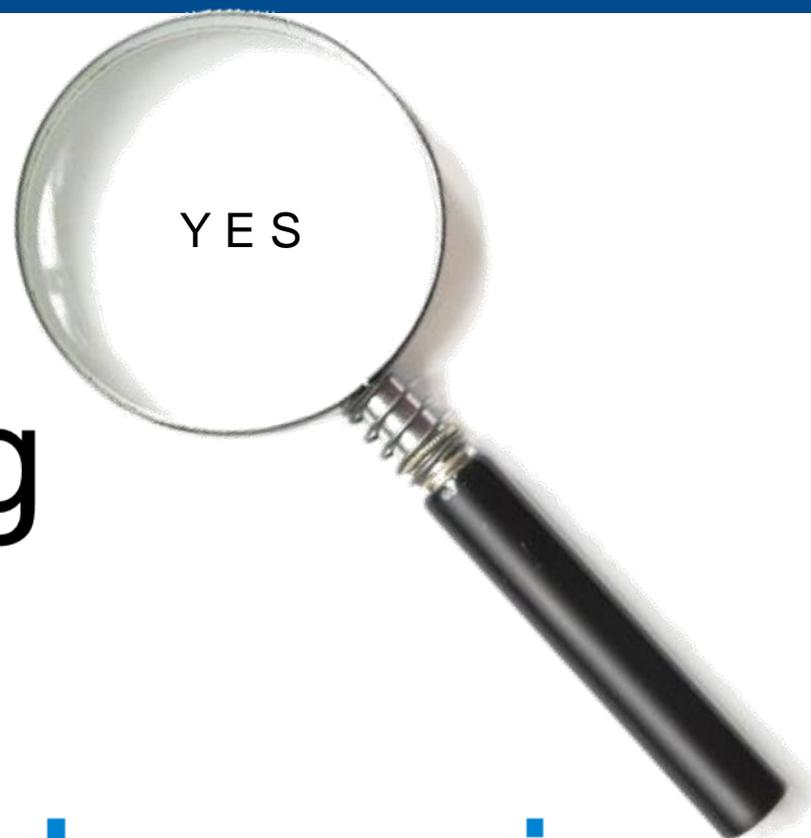
Provides multiple means of access,
assessment, and engagement and
removes barriers in instruction

*For
what?*

to
achieve academic and
behavioral success
for all



1.



Demystifying

Universal

Design for Learning



This is Joey. He doesn't like broccoli



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Why might Joey not like broccoli?



How can we help Joey?



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Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

II. Provide Multiple Means of Action and Expression

III. Provide Multiple Means of Engagement



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Making the Connection

UDL Principles for Effective Instruction

- ❑ Educators offer various ways to **REPRESENT** (show) essential course concepts in support of recognition of learning.
- ❑ Educators demonstrate to students various formats for **EXPRESSION** (demonstration) of what they have learned
- ❑ Educators offer various ways to encourage student **ENGAGEMENT** (participate) in support of affective learning.

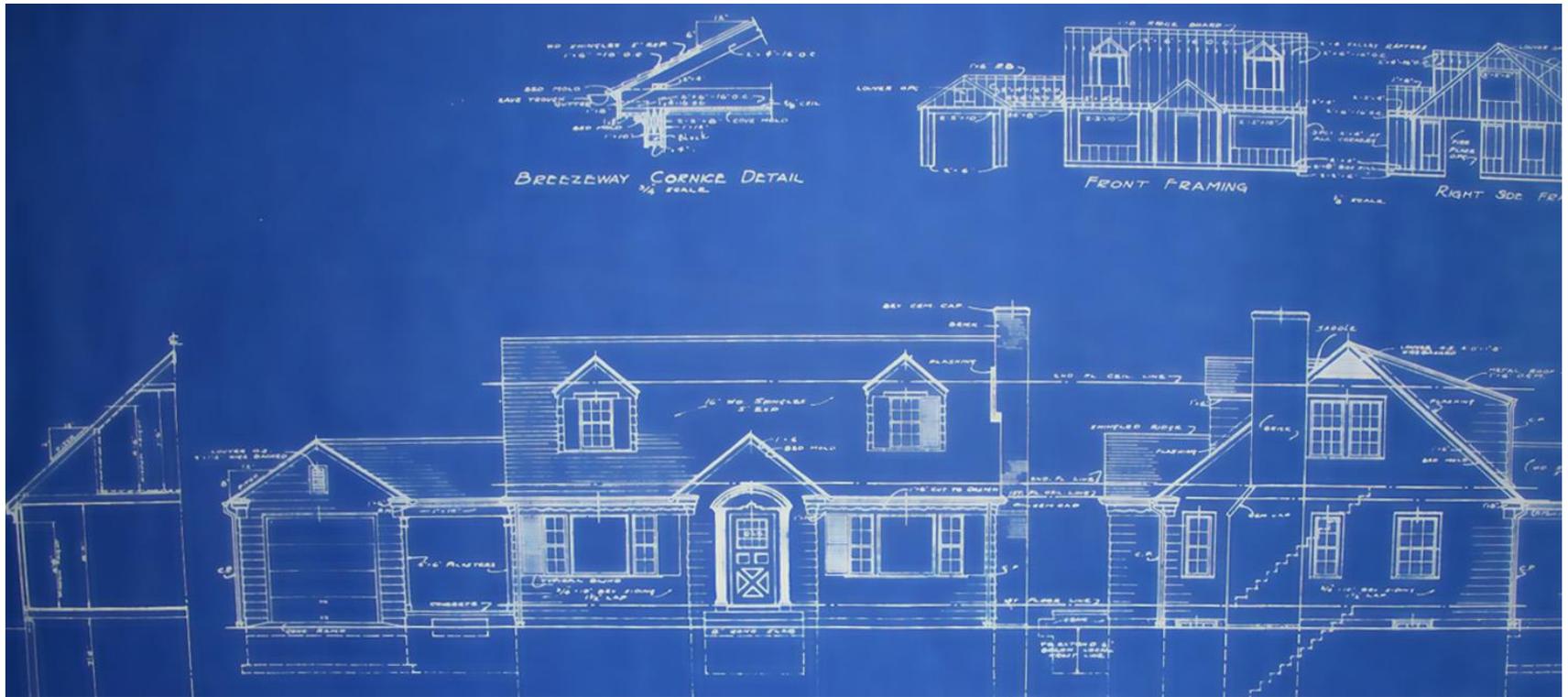




In conclusion, the CCSS is like broccoli. As teachers by utilizing the UDL framework, we can provide accommodations therefore making it more easily digestible



2. Learning UDL Lesson Design



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Why UDL Instruction?



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



UDL Lesson Design Process

Learning Goal



Goal:
Eat broccoli

Barriers



Barriers:
Why he didn't like it?

Strategies



Strategies:
Post-Its

Lesson

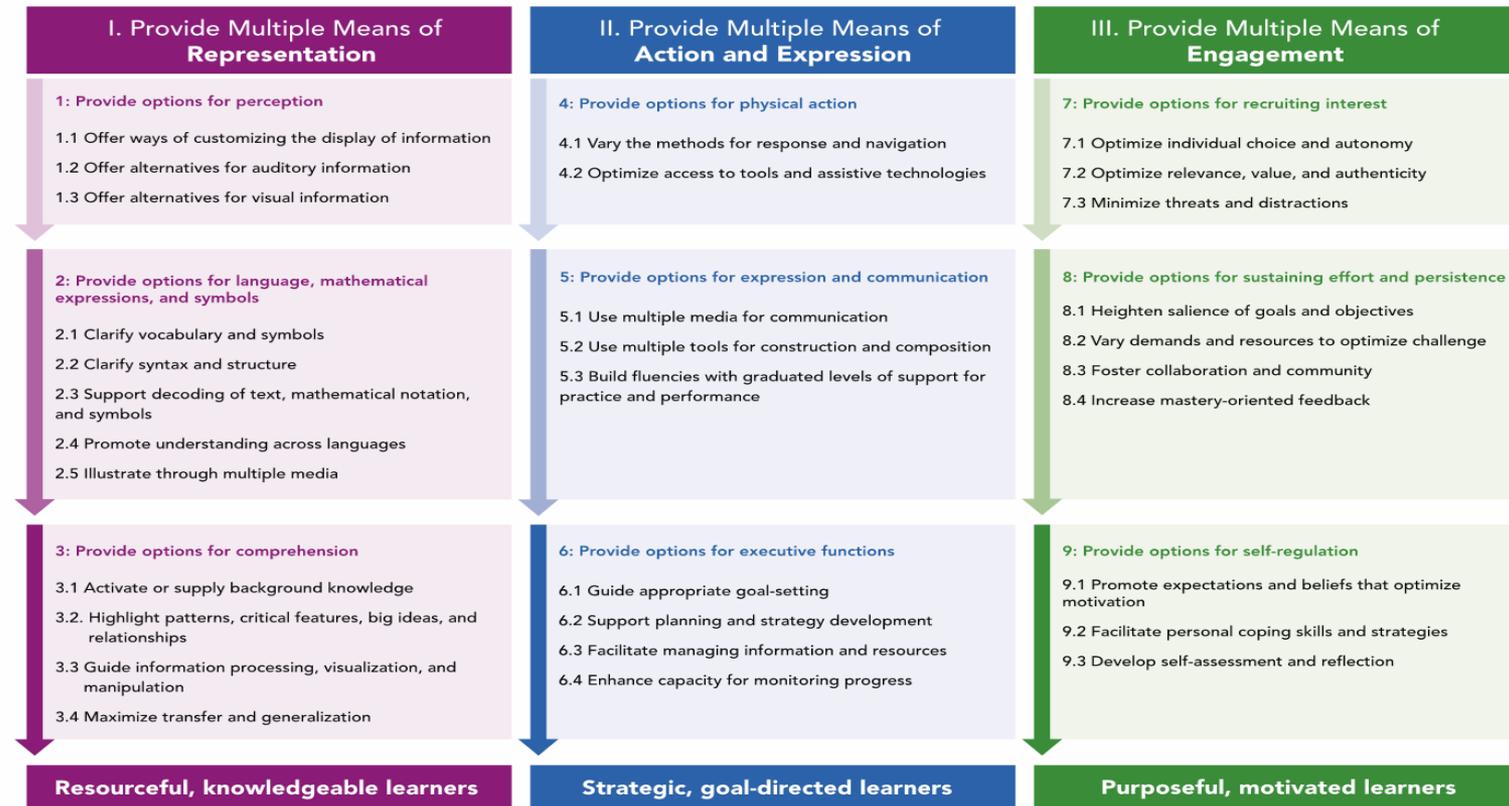
Derived from Universal Backwards Design by Wiggins & McTighe, 2006.



Handout: UDL at a Glance



Universal Design for Learning Guidelines

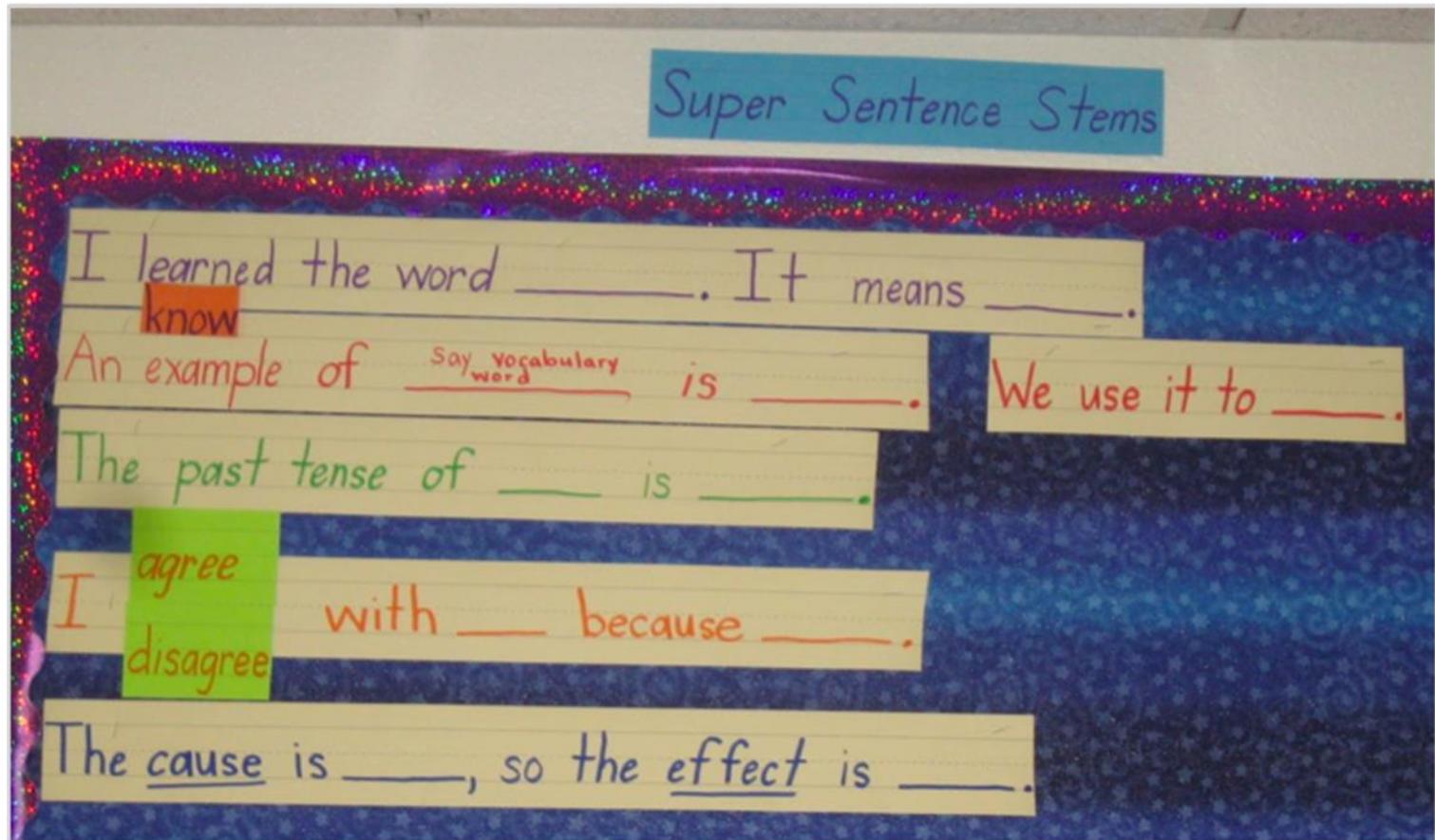


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Sentence Stems



Video Clip



0:03 / 3:29

Yosemitebear Mountain Giant Double Rainbow 1-8-10

 Hungrybear9562 · 1,282 videos

[Subscribe](#) 41,210

38,092,300

177,939 6,979

Like About Share Add to

This is a screenshot of a YouTube video player. The video frame shows a large, dark tree in the foreground on the left, with a double rainbow visible in the sky behind it. The video player interface includes a progress bar at 0:03 / 3:29, a title 'Yosemitebear Mountain Giant Double Rainbow 1-8-10', a channel name 'Hungrybear9562' with 1,282 videos, a 'Subscribe' button with 41,210 subscribers, and view/like/dislike counts of 38,092,300 views, 177,939 likes, and 6,979 dislikes. Navigation options like 'Like', 'About', 'Share', and 'Add to' are visible at the bottom.

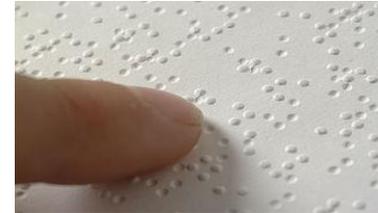


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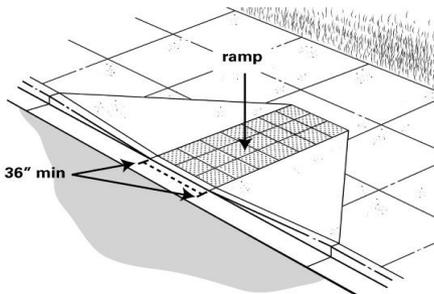
Read Aloud



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Vs.



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Curriculum Adaptations

Accommodation

- Levels the playing field
- Minimal adaptations
- Provide equal opportunity

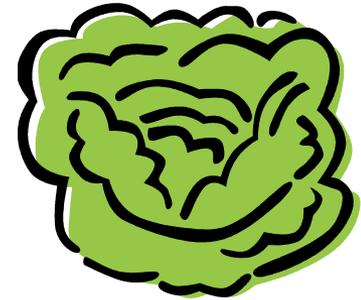
- Ways to differentiate
- Determined by data
- For student success

Modification

- Changes the game
- Changes what a student is expected to learn
- Changes how they will demonstrate achievement



In summary, please remember...



The problem is not the students...

“When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce...”

~Thich Nhat Hahn



Q&A

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