

UDL and the TKES Performance Standards: How Universal Design for Learning Impacts Teacher Effectiveness

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Spring Leadership Meeting
Athens, GA
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Learning Targets

1. I can make direct connections between UDL and the TKES Performance Standards 1 through 8.
2. I can explain how implementing the UDL framework can improve teacher effectiveness as measured by the TKES Performance Standards 1 through 8.



So why should I care about UDL?

TKES stresses differentiation NOT UDL!



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Student Growth and Learning



Make the Connections

Option 1. Circle all the words and phrases on the blue TKES Performance Standards and Rubrics that have a connection to learner variability and the three principles of UDL.

Option 2. Select two or three words from the UDL handout and count the number of times each of the words appears on the TKES handout—variations of the same word [such as learner, learn, learning] count.

Think/Pair/Share: What important connections do you see?



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UDL Framework

I. Provide Multiple Means of Engagement	II. Provide Multiple Means of Representation	III. Provide Multiple Means of Action and Expression
↓ Provide options for recruiting interest	↓ Provide options for perception	↓ Provide options for physical action
↓ Provide options for sustaining effort and patience	↓ Provide options for language, mathematical expressions, and symbols	↓ Provide options for expression and communication
↓ Provide options for self-regulation	↓ Provide options for comprehension	↓ Provide options for executive functions
Purposeful, motivated learners	Resourceful, knowledgeable learners	Strategic, goal-directed learners

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Differentiation Framework

Readiness	Interest	Learner Profile
Content	Content	Content
Product	Product	Product
Process	Process	Process



All three principles focus on learner variability

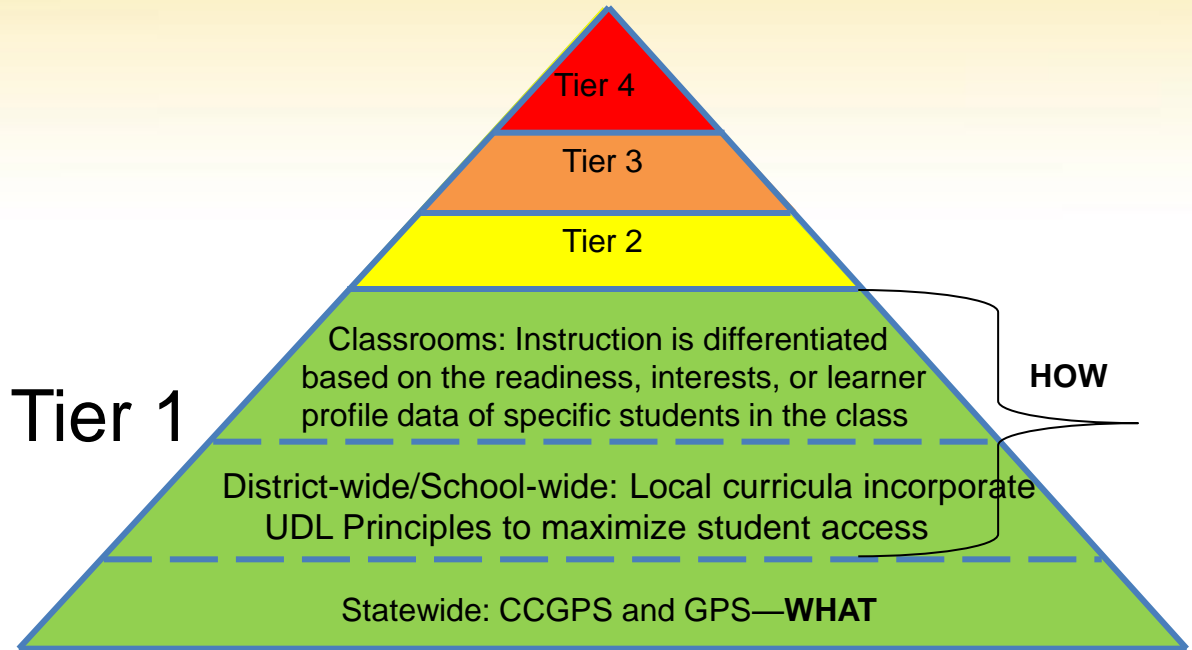
I. Provide Multiple Means of Engagement	II. Provide Multiple Means of Representation	III. Provide Multiple Means of Action and Expression
Provide <u>options</u> for recruiting interest	Provide <u>options</u> for perception	Provide <u>options</u> for physical action
Provide <u>options</u> for sustaining effort and patience	Provide <u>options</u> for language, mathematical expressions, and symbols	Provide <u>options</u> for expression and communication
Provide <u>options</u> for self-regulation	Provide <u>options</u> for comprehension	Provide <u>options</u> for executive functions
Readiness	Interest	Learner Profile
Content/Product/Process	Content/Product/Process	Content/Product/Process

All aspects of differentiation require providing options based on readiness, interest, and/or learner profile.



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UDL and Differentiation



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Show What You Know!

Option 1. Write a headline, a single line or phrase, that EXPRESSES what you now know about the relationship between UDL and TKES.

Option 2. Draw a picture—no words allowed—that ILLUSTRATES what you now know about the relationship between UDL and TKES.

Option 3. Create a catchy jingle to sing or recite that DEMONSTRATES what you now know about the relationship between UDL and TKES.

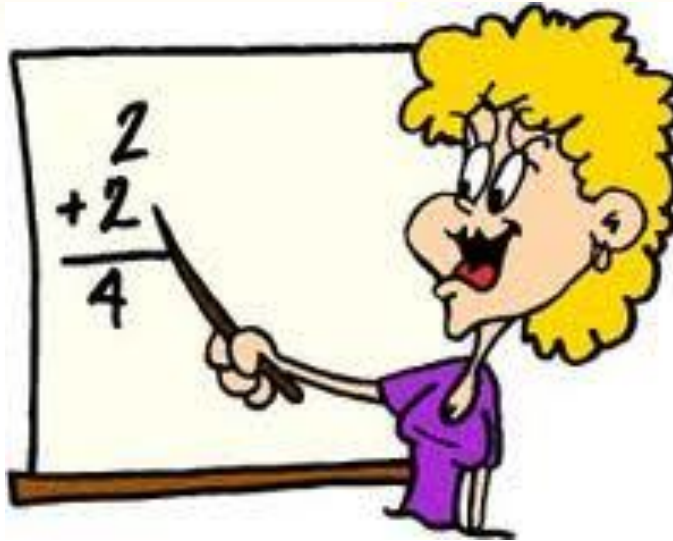


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UDL and Teacher Effectiveness



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Multiple Means of Engagement



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Multiple Means of Engagement

Affective Networks: The WHY of Learning

What Can I Do to Engage Students?	How does this relate to TKES indicators of teacher effectiveness?
<ul style="list-style-type: none">• Engage students in goal setting• Focus on interests to challenge and excite learners• Offer students choice and authenticity in learning• Make learning project based• Form cooperative groups and allow learners to share with other learners• Focus on student-centered learning• Create a safe and welcoming environment for learning	<ul style="list-style-type: none">• 3.1 Engages students in active learning and maintains interest• 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections• 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals• 7.4 Promotes a climate of teamwork and trust within the classroom

Multiple Means of Representation



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Multiple Means of Representation

Recognition Networks: The WHAT of Learning

How can I provide multiple ways for students to take in content?	How does this relate to TKES indicators of teacher effectiveness?
<ul style="list-style-type: none">• Multiple modalities• E-books &/or video• Manipulation of Text and Text Presentation<ul style="list-style-type: none">--Highlighting--Changing background color--Changing text size--Embedding vocabulary and literacy strategies• Modeling• Text to speech• Graphics and visuals• Scaffolding of complex texts	<ul style="list-style-type: none">• 2.4 Plans for instruction to meet the needs of all students• 3.4 Uses a variety of research-based instructional strategies and resources• 3.5 Effectively uses appropriate instructional technology to enhance student learning• 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs

Multiple Means of Action/Expression



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Multiple Means of Action/Expression

Recognition Networks: The HOW of Learning

How can I provide multiple ways for students to show what they know?	How does this relate to TKES indicators of teacher effectiveness?
<ul style="list-style-type: none">• Provide choice of projects/assessments• Allow multiple opportunities to demonstrate learning• Provide speech to text apps• Allow for varied pace• Allow students to come up with their own options• Teach executive function/soft skills• Encourage students to self-monitor their learning	<ul style="list-style-type: none">• 5.2 Involves students in setting learning goals and monitoring their own progress• 5.3 Varies and modifies assessments to determine individual student needs and progress• 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifeline learning• 8.3 Encourages students to explore new ideas and take academic risks

What Does Planning for Learner Variability Look Like: A Few Examples



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Planning to Promote Self-Efficacy

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to remarks of others.

Language of the CCGPS	Student Learning Target
link comments to remarks of others	I can connect what the person before me said to what I am going to say.



Grade 3 Teaching/Learning Rubric

What I can do . . .	What that will/won't look like . . .
I can connect what the person before me said to what I am going to say.	<p>When I'm called I'll connect my ideas to other speakers' ideas by</p> <ul style="list-style-type: none">✓ summarizing or briefly restating what the person before me had to say✓ respectfully disagreeing with another person by saying something like, "John has a good point, but . . ."✓ adding to what the person before me said by saying something like, "I'd like to add to what Susan just said."

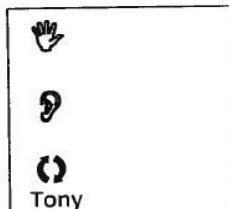
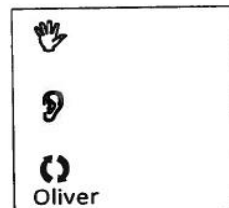
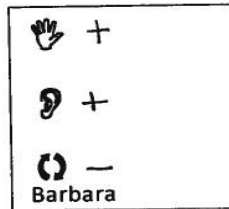
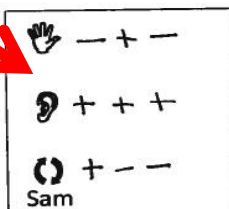
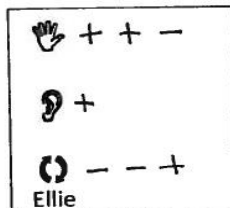


Student Pre/Post Self-Assessment Rubric

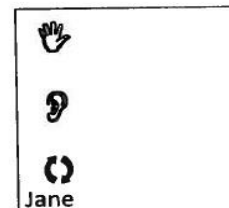
My Learning Targets-- <i>Sam</i>	I can meet/I met this learning target:		
	Every Time	Most of the Time	A Few Times
I can connect what the people before me said to what I am going to say.		X	



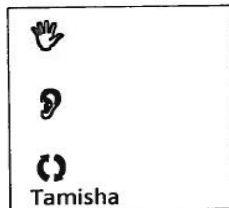
Coded Seating Chart



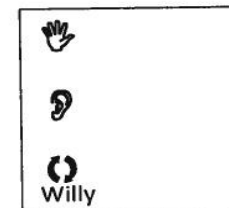
= I can raise my hand and wait to be called on before speaking



= I can look directly at the person who is speaking to show I am listening



= I can connect what the people before me said to what I am going to say



Teacher Formative Assessment Rubric

Name: <i>Sam</i>	Date:		
Learning Targets	Met this learning target:		
	Every Time	Most of the Time	A Few Times
I can connect what the people before me said to what I am going to say.			1/3

Brief student-teacher conference to compare student's assessment with teacher's observations and to set individual student's goals for future class discussions.



Student Pre/Post Self-Assessment Rubric

My Learning Targets-- <i>Sam</i>	I can meet/I met this learning target:		
	Every Time	Most of the Time	A Few Times
I can connect what the people before me said to what I am going to say.		X	*

In the mini-conference, Sam assesses his progress toward his learning target and sets a personal goal for the next group discussion.



Planning for Learner Variability: Readiness, Interests, Learner Profile

L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

I can use **evidence from primary and/or secondary sources** to make and support a valid claim about the Cherokees' beliefs regarding ownership of land [or about the Europeans' beliefs regarding ownership of land].

- [Two different maps of North America](#)
- [Fireside speeches](#)
- [Print text](#)



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Planning for Learner Variability: Providing Choice

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.



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Making Meaning Out of *The Tempest*

*I can make a claim and
state an underlying
meaning found in *The
Tempest*.*

*I can provide evidence
from the text to justify
the underlying meaning I
have stated.*



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Think/Pair/Share

What are three ideas you can take away from this session and immediately use in your work?



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In Summary . . .

Traditional Instructional Practices	UDL & TKES Instructional Practices
<ul style="list-style-type: none">Teachers typically deliver content one way.	<ul style="list-style-type: none">Teachers deliver content in multiple ways.
<ul style="list-style-type: none">Students are passive learners who acquire information through memorizing, practicing, and taking tests.	<ul style="list-style-type: none">Students are active learners who engage and analyze the content to gain understanding.
<ul style="list-style-type: none">The learning environment encourages students to sit quietly and work on an identical task.	<ul style="list-style-type: none">The learning environment encourages students to explore the content based on personal interests, preferences, or abilities.
<ul style="list-style-type: none">Students' skills and knowledge of content are assessed using one method.	<ul style="list-style-type: none">Students are allowed to demonstrate their skills and knowledge of content using one of several methods.

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