



Universal Design for Learning

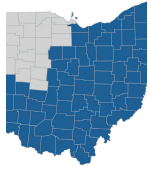
Year one implementation in ten Ohio school districts with a focus on what has been learned.

Achieve • Graduate • Succeed

Who We Are.

SSTR1 & SSTR6

SST's support state and regional initiatives to improve school effectiveness and student achievement for ALL students.



OCAI

OCAI is a clearinghouse of information, professional development and technical assistance for the state's multiple systems as they relate to Ohioans with autism and other developmental disabilities.

What is Universal Design for Learning?

FLEXIBLE

Goals
Methods
Materials
Assessments



UDL is a blueprint for creating instruction that works for everyone.
Not a one-size-fits-all solution.
A flexible approach that can be adjusted for individual needs.

What is Universal Design for Learning?

- Multiple means of **Representation**
To give diverse learners options for acquiring information.
- Multiple means of **Expression**
To provide learners options for demonstrating what they know.
- Multiple means of **Engagement**
To tap into learners' interests, offer appropriate challenges, and to increase motivation.



Why Universal Design for Learning?



Students bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA.

Why Universal Design for Learning?



Classroom Diversity

Student Diversity

- Students having varied interests.
- Disengaged vs. active individuals.
- Children who utilize technology.
- Pupils with varied abilities/strengths.
- Individuals with disabilities.
- Visual/auditory/kinesthetic learners.

Teacher Diversity

- Educators approach to teaching based on how they learn.
- Individual approach based on background of their education.
- Teacher approach to education based on cultural norms/traditions.

Why Universal Design for Learning?



Students are not the problem!

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

-Trish Nishi-Hahn

The key to helping all students achieve is **identifying and removing** barriers from our teaching methods and curriculum materials.

Why Universal Design for Learning?

Universal Design for Learning, What's Behind the Buzzword and the Model Curricula Behind the Buzzword?

How Does Universal Design for Learning Apply to All Students?

Multiple Means of Representation

Multiple Means of Action and Expression

Multiple Means of Engagement

-Source: Ohio Department of Education (ODE)

Why Universal Design for Learning?



The Secretary of Education (Arne Duncan) stated that he believes "UDL principles to be a central to broadening access to educational materials and curriculum." He also indicated that the Blueprint for Reform of ESEA will support states and districts in implementing high quality programs that support instruction and that UDL principles can help states and districts to ensure that these programs include students with disabilities.

-Source: Council for Exceptional Children (CEC) (2011)

Why Universal Design for Learning?

In today's dynamic, diverse classrooms, **Universal Design for Learning (UDL)** offers all educators and students an exciting opportunity to use strategies and technologies that bridge the gap in learners skills, interests, and needs. By accommodating students different learning styles, UDL is able to transform instruction into a more engaging, meaningful experience.

-Source: National Education Association (NEA)

Why Universal Design for Learning?

The proposal will help ensure that teachers and leaders are better prepared to meet the needs of diverse learners, that assessments more accurately and appropriately measure the performance of students with disabilities, and that more districts and schools implement high-quality, state- and locally determined curricula and instructional supports that incorporate the principles of universal design for learning to meet all students' needs.

-Source: U.S. Dept of Education, Reauthorization of the Elementary and Secondary Education Act (2015)



A Taste of our Training



-Source: Center for Applied Special Technology (CAST)

Basis for Universal Design

WHAT ARE THE CURRENT REALITIES IN EDUCATION?

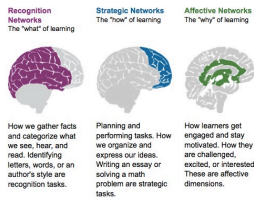
Most schools still rely on print text books as the primary instructional tool.



A Taste of our Training


A Taste of our Training

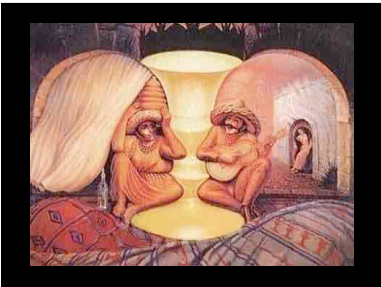
Universal Design for Learning



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Let's take a look.....

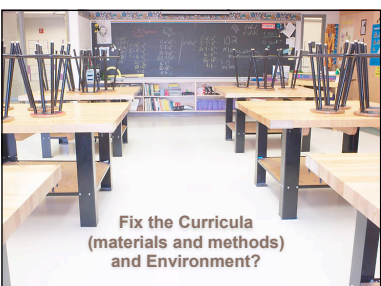




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What did you see.....





Fix the Curricula
(materials and methods)
and Environment?

TEXT MESSAGING POLL

What is your background knowledge about UDL

Text one of the numbers below to the number 22333

I could teach this session **38952**

I'm familiar with UDL **38961**

I think I'm in the wrong place **38971**



This is the body of the message

A Taste of our Training

HQPD Overview

Districts Trained



- 10 Districts
- 200 Educators
Teachers (GE/SE)
Principals
OT/PT
Superintendents

HQPD Overview



- Multiple Face-to-Face
6hr Sessions 2010-2011
- Virtual Conferencing
- Coaching
- Communities of Practice (CoP)
- Site Visitations

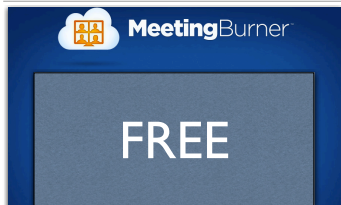
HQPD Overview

Face-to-Face



HQPD Overview

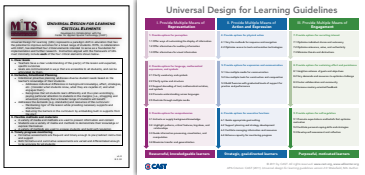
Virtual Conferencing



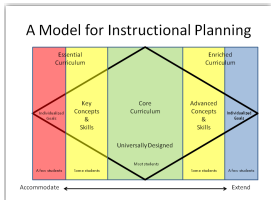
Implementation Resources



Implementation Resources



Implementation Resources



HQPD Outcome Data Collection



Teachers reported they appreciated:

- time to collaborate
- "sharatorium"
- work on lesson plans with their teams
- resource sharing
- small group discussion
- peer presentations
- videos

HQPD Outcome Data Collection



Teachers reported they appreciated:

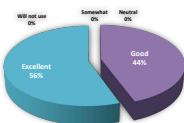
- games
- application to the classroom
- direct participation
- seeing and hearing what implementation looks like
- being placed in the role of the student
- interactivity
- modeling by presenters

Data interpreted that teachers want:



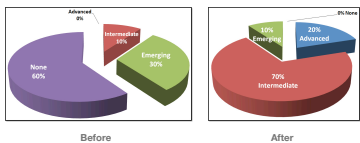
HQPD Outcome Data Collection

Rate the overall usefulness of this professional development series.



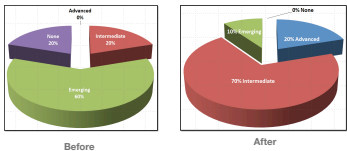
HQPD Outcome Data Collection

Understanding the principles of UDL to create accessible and differentiated instruction and assessment.



HQPD Outcome Data Collection

Knowledge of technologies employed to decrease barriers to learning and expressing knowledge.



HQPD Outcome Data Collection



HQPD Outcome Data Collection



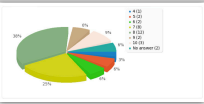
Is Making a Difference in Student Learning

HQPD Outcome Data Collection

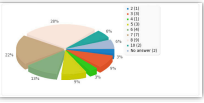


Meets the Needs of Diverse Learners

HQPD Outcome Data Collection C1Y2

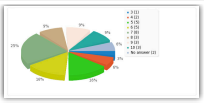


You have a clear understanding of the goal(s) of the lesson and specific student outcomes.

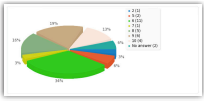


Your goals are communicated in ways that are accessible to your students and can be expressed by them.

HQPD Outcome Data Collection C1Y2

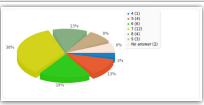


You address individual differences in background knowledge, affect, strategies, etc. (Consider your students' knowledge, strengths and weaknesses, and what engages them).

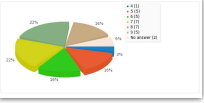


You recognize that all students learn differently and thus plan accordingly, paying attention to your students in the margins (i.e. struggling and advanced) knowing that a broader range of your students will benefit.

HQPD Outcome Data Collection C1Y2

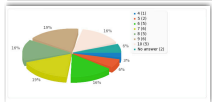


You maintain the rigor of the lessons while providing necessary supports.

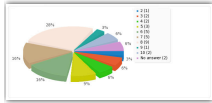


You reduce the barriers in the curriculum by embedding supports from the beginning.

HQPD Outcome Data Collection C1Y2

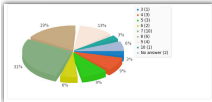


You use a variety of media and methods to present information and content.

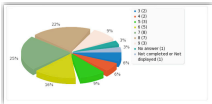


Your students use a variety of media and methods to demonstrate their knowledge.

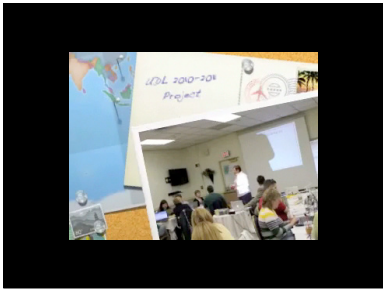
HQPD Outcome Data Collection C1Y2



You use a variety of the methods to engage your students (e.g. provide choice, address student interest) and promote their ability to monitor their own learning (e.g. goal setting, self-assessment and reflection).



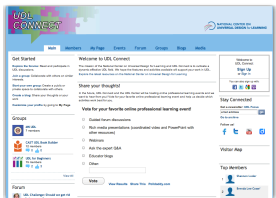
You use formative assessments that are frequent and timely enough to plan/redirect instruction and support.



Future Development



Future Development



<http://community.udcenter.org>

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15 ● \$1 Million

- 14 ● \$500,000
- 13 ● \$250,000
- 12 ● \$125,000
- 11 ● \$64,000
- 10 ● \$32,000
- 9 ● \$16,000
- 8 ● \$8,000
- 7 ● \$4,000
- 6 ● \$2,000
- 5 ● \$1,000
- 4 ● \$500
- 3 ● \$300
- 2 ● \$200
- 1 ● \$100

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15 ● \$1 Million

Which of the following is not one of the three brain networks?

50:50

A: recognition B: procedural

C: strategic D: affective

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YOU WIN \$1 MILLION DOLLARS!

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