

SPHS Summer

Institute

Monday 8.22.22



welcome





Common Towers

Using **only** index cards, work together with your table team to build the tallest tower you can. You'll have 8 minutes.

The trick is...you can only use an index card once you've written something down on it that you and your team all have in common.

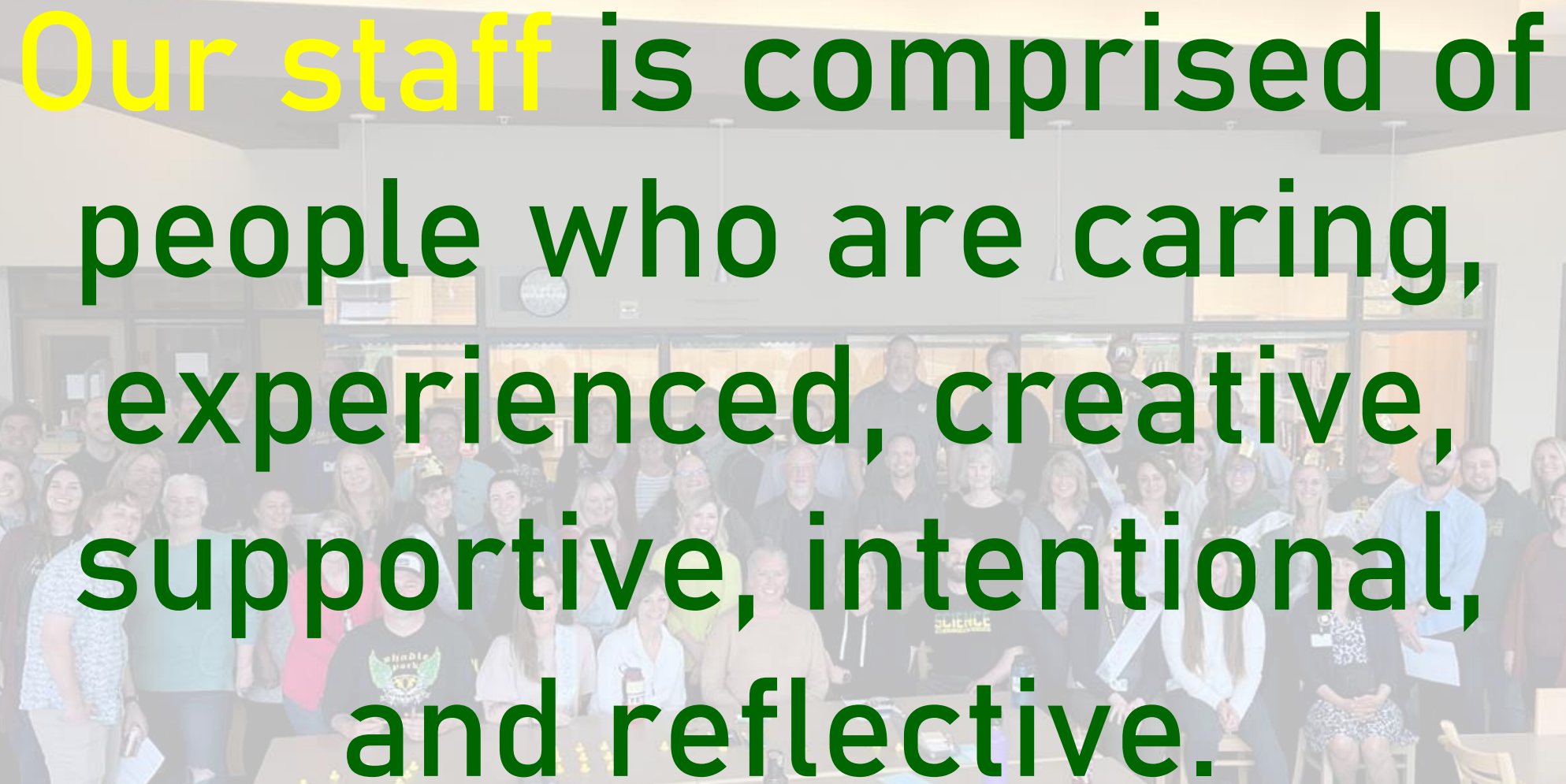
The winning team is the team with the tallest tower standing at the eight-minute buzzer.

Common Towers

Reflection



Why is it important to build understanding around what we all have in common? For our students?



Our staff is comprised of people who are caring, experienced, creative, supportive, intentional, and reflective.



We take **pride** in our work,
and we **care deeply** about
the **students, families, and**
community we serve.



**We want to work
together to get better at
what we do.**



WE are greater than
the sum of our parts.

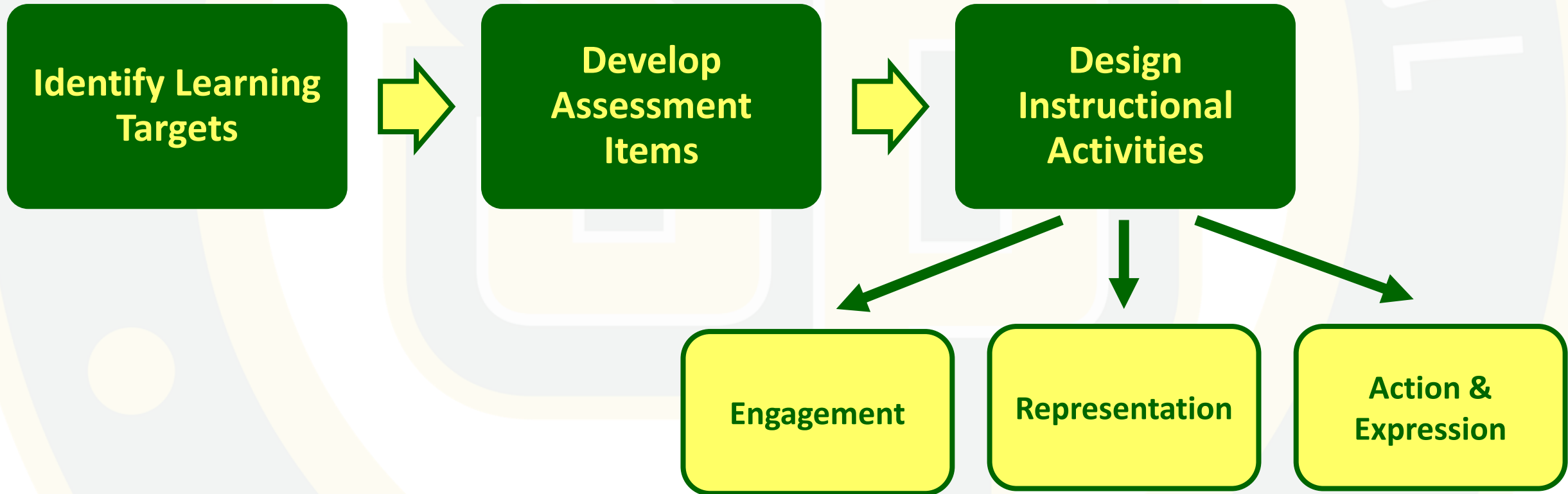
To be intentional
is to act
purposefully, with
a goal in mind
and a plan for
accomplishing it.
-Ann Epstein

22-23 School Improvement Plan



Universal Design for Learning (UDL)

(a.k.a Intentional Lesson Planning)



By the end of the 2022 SPHS Summer Institute, Shadle Park Staff will:



Articulate the process for designing a lesson from a UDL framework.



Explain the difference between a content standard and a process standard, including each type of standard's impact on assessment options.



Reflect on learner variability and barriers that exist for our students as learners, and design instructional strategies to proactively minimize those barriers.



Plan one lesson for the 22-23 school year through the UDL framework.

UDL Kahoot!

Purpose:

- **Activate Background Knowledge**
- **Pre-Assess/Formative Assessment**
- **Engage**



Kahoot.it



Universal Design for Learning Infographic Analysis

Text Marking Strategy

! Connections

? Questions



Get to the Gist

Instructions:

Review the UDL Infographic to create a GIST statement. A GIST statement is an organized, concise summary of a text or concept.

Your GIST statement must:

- Convey the meaning of the infographic
- Include key terms and phrases
- Be concise and to the point—**Exactly** 20 words
- Be a complete and coherent sentence(s)

Get to the Gist

Instructions:

Now that each person at your table has a GIST statement, work with a partner to combine both of your gist statements into one.

Your GIST statement must:

- Convey the meaning of the infographic
- Include key terms and phrases
- Be concise and to the point—**Exactly** 20 words
- Be a complete and coherent sentence(s)

Get to the Gist

Ashley Peak • 1m

UDL at SPHS: Visible Thinking

Monday: UDL Gist Statement

+

Directions: Add your gist statement of our UDL Infographic to this column.

0 0

Add comment

Tuesday: What would you add, revise, or remove from your gist statement from yesterday?

+

Directions: Respond to the prompt above in this column.

0 0

Add comment

Wednesday: "I used To think ____; Now I think ____."

+

Directions: Add a reflection on how your understanding of UDL has changed this week to this column using the "I used to think____; Now I think ____" thinking routine.

0 0

Add comment

Instructions:
Add you and your partner's GIST statement to our Padlet under Monday's column. Add your name to your response.



Break Time

10 minutes

<https://www.online-stopwatch.com/snail-racing-timer/?countdown=00:10:00>

UDL Framework: Proactively Planning for Learner Variability



Targets

- ✓ Reflect on learner variability of our students & associated barriers.
- ✓ Design instructional strategies to proactively plan for that variability (minimize barriers).

UDL Framework: Proactively Planning for Learner Variability



Representation



- **Identify** the **Big Idea** for your unit.
- **Record** 3-5 **Learning Targets** (SMART).
- **Personal Reflection**
- **Personal Learning Profile – Resource**
- **Brainstorm & record variabilities & barriers for one target**
- **Strategy Resource: Explore Links**
- **Brainstorm & record strategies that will get your students to the learning target - address learner variability & associated barriers**

Personal Learning Profile Tool

Click the box next to each learning dimension you think corresponds to your skill level.

Complete this chart based on your learning dimensions with in person/at school/on campus learning (working).

Learning Dimension	WEAK/LOW/NEED SUPPORT			Average	STRONG/HIGH		
Knowledge of Course Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in Course Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying Attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remembering Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbalizing Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning/Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UDL Principle #1: Engagement *(how we engage and motivate students)*

Recruiting Interest	This Includes: <ul style="list-style-type: none">• Optimize individual choice & autonomy• Optimize relevance, value, & authenticity• Minimize threats and distractions	Instructional Strategies:
Sustaining Effort & Persistence	This Includes: <ul style="list-style-type: none">• Heighten salience of goals & objectives• Vary demands & resources to optimize challenge• Foster collaboration & community• Increase mastery-oriented feedback	Instructional Strategies:
Self-Regulation	This Includes: <ul style="list-style-type: none">• Promote expectations & beliefs that optimize motivation• Facilitate personal coping skills & strategies• Develop self-assessment & reflection	Instructional Strategies:

**Resource for
addressing variabilities
and barriers: Linked
ideas for each UDL
Principle to explore and
consider**

What? How? Why? Connect & Apply.

Instructional Practice Reflection

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?

Day 1 in Review

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?
Making connections	Common Towers Activity	<ul style="list-style-type: none"> Foster collaboration and community 	
Intro to UDL Review	Kahoot!	<ul style="list-style-type: none"> Activate background knowledge Clarify vocabulary Pre-assessment (see "reports") 	
UDL Infographic Overview	Gist Statement Padlet	<ul style="list-style-type: none"> Promote metacognition Make thinking visible Culture of collaboration Use higher-order thinking skills like synthesis that increase students' comprehension and retention of material. 	
Learner variability, barriers, and strategies	Stand, Share, Sit Personal Learning Profile UDL Principles Graphic Organizer	<ul style="list-style-type: none"> Provide options for physical action Facilitate managing information and resources Optimize relevance, value, and authenticity Develop reflection 	
End of day review	What?-How?-Why?-C Connect & Apply Graphic Organizer UDL in song brainstorm	<ul style="list-style-type: none"> Promote metacognition Highlight patterns, big ideas, and relationships Maximize transfer Use multiple media for communication (song) Facilitate managing information and resources 	

Monday's Exit Ticket

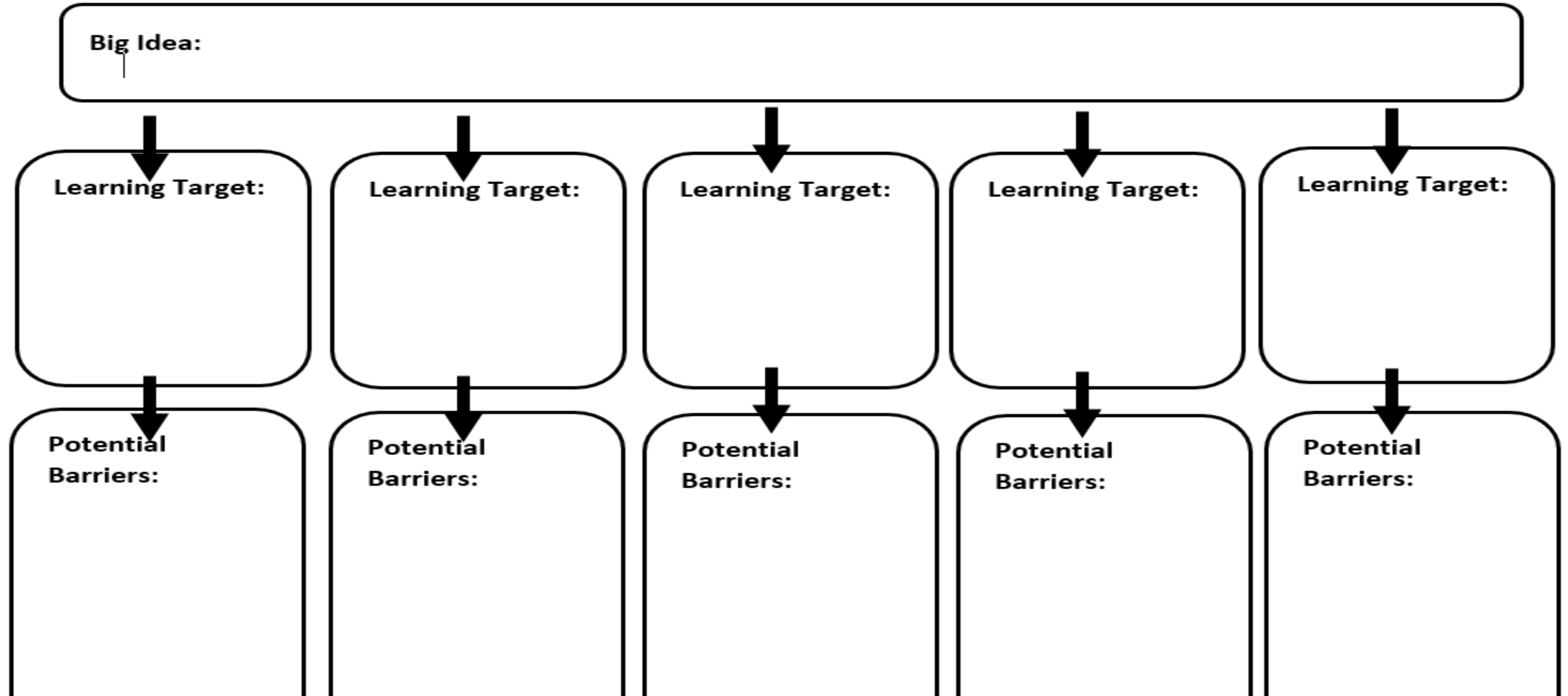
**NAME THAT
TUNE**

Instructions:

On a sticky note, brainstorm a popular song that you think would make an exceptional theme song for Universal Design for Learning (UDL). Keep your UDL theme song secret from your tablemates by folding your sticky note in half. Peak will come around and collect them.



Afternoon Work:





Afternoon Work:



Instructional Strategies to Address Potential Barriers to Learning:

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SPHS Summer

Institute

Tuesday 8.23.22





Name That Tune **Bandwagon!**

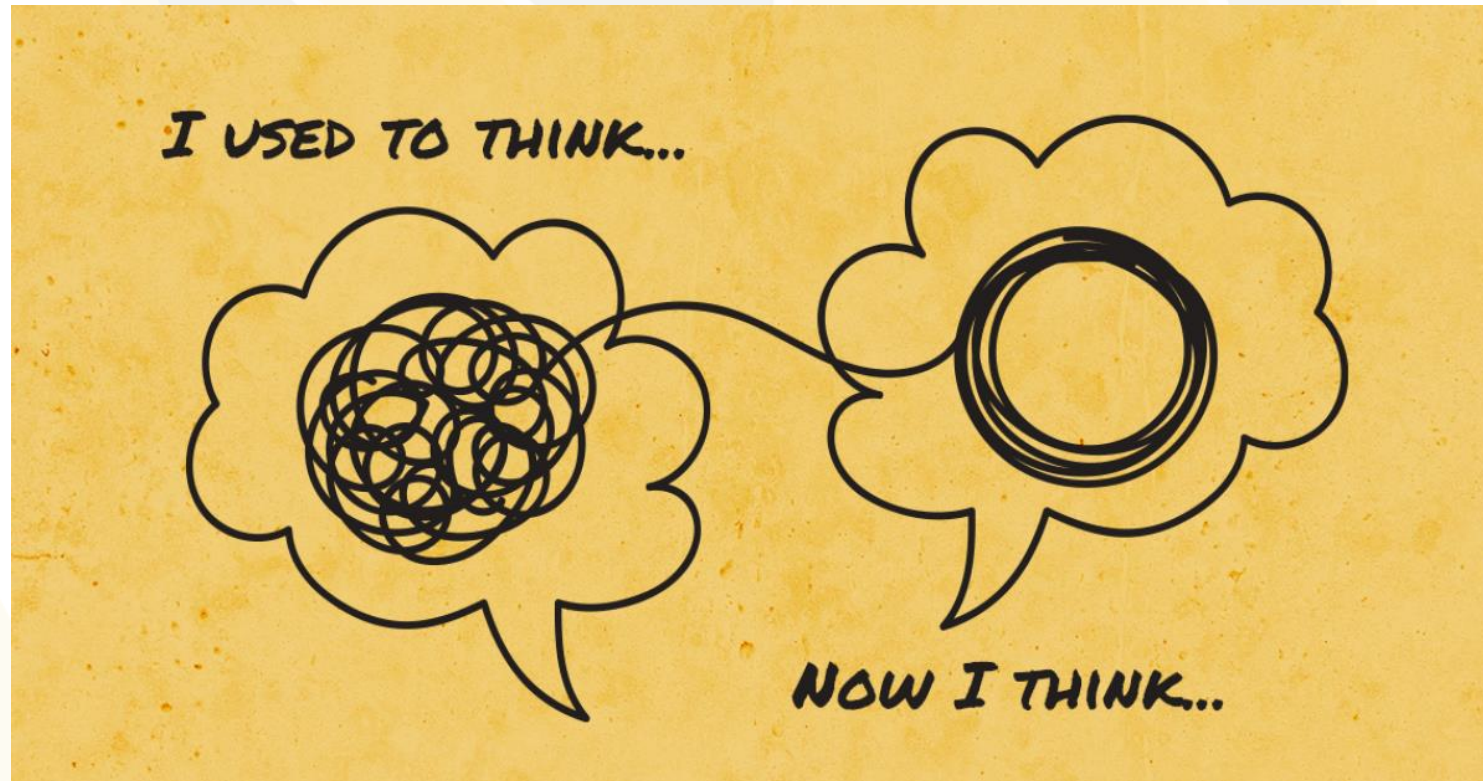


Name That Tune - Bandwagon: Directions

- Find a partner
- When the song starts, each person tries to name the tune
- The person who correctly names the tune first is the winner
- The loser is now a member of the winner's bandwagon and will follow them around cheering them on
- The winner finds another winner to compete against for the next round
- After each round the loser (and everyone in their bandwagon) joins the winner's bandwagon
- Play until there is one winner



Get to the Gist



Let's share!

Please find your planning materials 8.22 work.

Round Table 1

Each team member has a chance to share around the table with **NO added conversation.**

Round Table 2

One more time around – ask clarifying questions, share constructive feedback, etc. Then then table is **open to conversation.**

One more time!

Thinking Routine

Connect

Extend

Challenge

Round Table 3

Connect, Extend, Challenge



Consider what you have just heard and ask yourself:

- How are the ideas and information connected to what you already knew and wrote about?
- What new ideas did you get that broadened your thinking or extended it in different directions?
- What challenges or wonderings emerge for you?

Break Time

10 minutes

<https://www.online-stopwatch.com/bird-race/?countdown=00:10:00>

Content Standards

(What students know)

Students have:

1. Options for how they learn
2. Choices which will engage their interest and challenge them
3. Choices for how they demonstrate their learning

Teachers provide:

1. Flexible ways of presenting lesson content
2. Flexible options for student engagement
3. Flexible methods of expression and assessment

Method/Process Standards

(What students do)

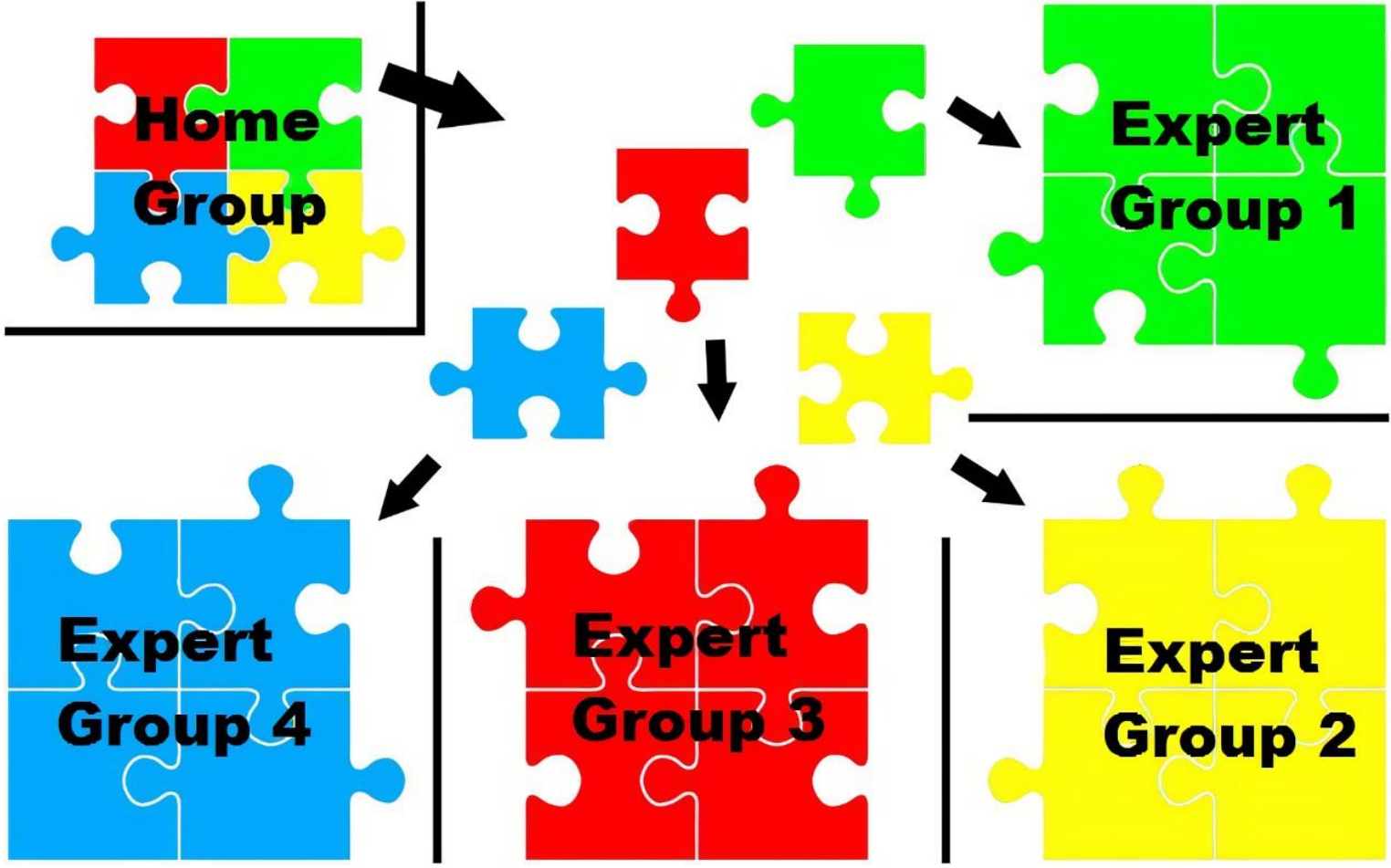
Students have:

1. to complete a task in a specific way

Teachers provide:

1. Flexible ways of presenting lesson content
2. Scaffolding and work samples for each step of the process
3. Graphic organizers, rubrics, and opportunities to provide mastery-oriented feedback

JIGSAW



UDL vs. Differentiated Instruction

Read it

AND/OR

Watch it

UDL

More focused on student-centered learning where the learning experiences are pro-actively designed so there are options that are accessible for every learner.

The goal is to remove the barriers to learning so students can achieve optimum knowledge and become expert learners.

Used to design flexible goals, methods, materials, and assessments by keeping in view diverse learner needs from the very beginning.

Provides multiple means of engagement, representation, and action and expression to all learners from the start. Students are encouraged to self-differentiate and choose the best path for themselves.

DI

The standards and expectations are the same for all learners.

There is flexibility in lesson design and student groupings.

Individual learning strengths and limitations are considered in planning.

A wide variety of tools and technology are used to assist student learning.

Supports and scaffolding are both integral in lesson design.

A responsive practice where adjustments are made based on the individual needs of the students.

Oftentimes, differentiation is done after the data is collated and trends are noticed.

The goal is to provide a responsive and optimal learning environment for individuals/groups of learners.

Provides targeted strategies that are teacher-directed as teachers choose which strategies students receive.



Says, Means, Matters

This strategy scaffolds text analysis by breaking it into 3 parts. This practice helps students move beyond the identification of important ideas to interpreting what they mean and, finally, to understanding how much those statements matter.

Say, Mean, Matter Chart

Document	Say (What information is being presented? What facts are presented?)	Mean (What does this information mean? What are its implications? What thoughts/emotions does it evoke?)	Matter (So what? What is the significance of this text? What are its impacts?)

Says, Means, Matters

You can scaffold this even further by providing high-frequency text analysis verbs for students.

High-Frequency Text Analysis Verbs

Analyzing: _____

Arguing: _____

Asserting: _____

Clarifying: _____

Comparing: _____

Concluding: _____

Connecting: _____

Contrasting: _____

Debating: _____

Defining: _____

Developing: _____

Discussing: _____

Explaining: _____

Extending: _____

Illustrating: _____

Interpreting: _____

Introducing: _____

Listing: _____

Offering: _____

Proving: _____

Questioning: _____

Stating: _____

Suggesting: _____

Summarizing: _____

UDL vs. Differentiated Instruction

1. How does the idea of differentiation and UDL impact your practice?
2. Where do you make one off changes for learners that could be offered to everyone from the start?
3. Reflect on how your teaching approaches support students to independently identify next steps for themselves.

UDL Planning Resources



First: Locate 2 Lesson Planning Templates
&
Article: *Guidelines for Designing a UDL Lesson*

Next: Skim over the article.
Scan both templates.
Choose the most useful template!

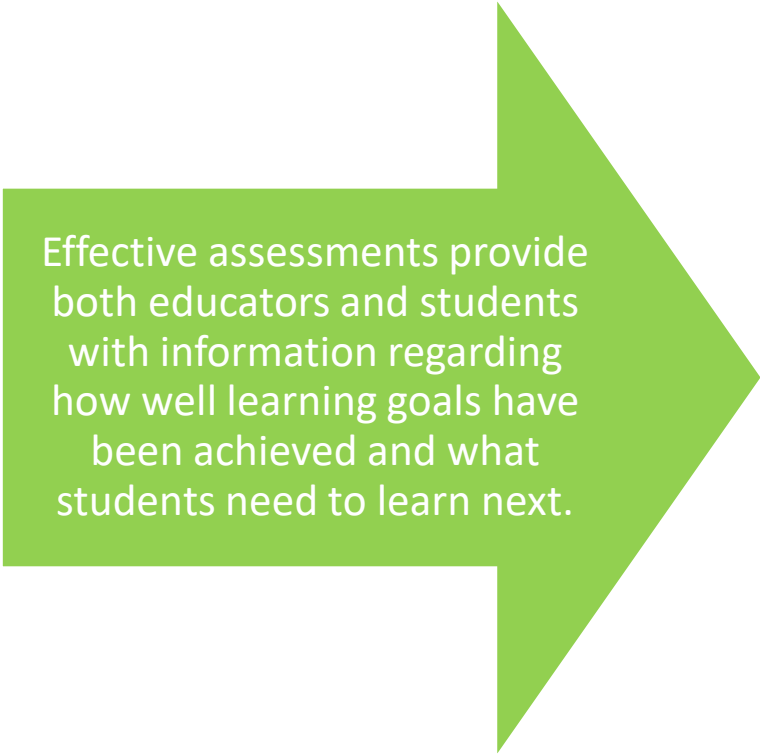
Finally: Vote with your feet!



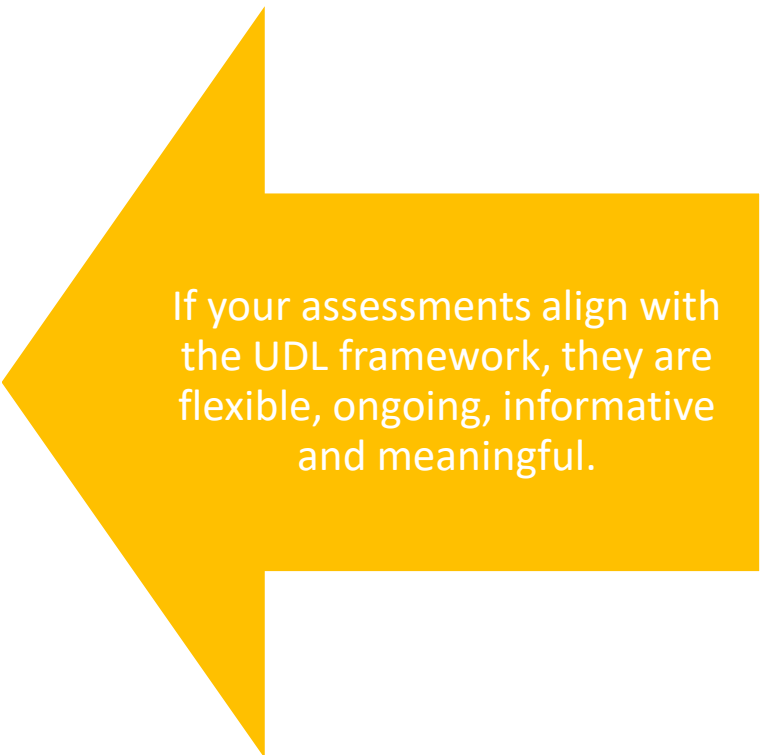
Time to take a test!

Hope you're ready....

What is an assessment?



Effective assessments provide both educators and students with information regarding how well learning goals have been achieved and what students need to learn next.



If your assessments align with the UDL framework, they are flexible, ongoing, informative and meaningful.

UDL Assessments

What am I looking for?

Assessments \neq Tests (at least not always)

An assessment should measure student learning.

Build an assessment....

Using the learning target(s) that you created, brainstorm ways to assess students.

1. Identify the product or 'look-fors' that you want to see from students
2. Think about what misconceptions students may have and learner variability...
3. Are you assessing content or process/method?
4. In what ways can students show their learning?
5. Record your ideas on your lesson plan template

What? How? Why? Connect & Apply.

Instructional Practice Reflection

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?

Day 2 in Review

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?
UDL in song	Name that Tune Bandwagon	<ul style="list-style-type: none"> Foster collaboration and community 	
Learner variability, barriers, and strategies	Round Table	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Activate background knowledge Vary the methods for response Foster collaboration and community 	
Process vs. Content Targets/ Standards	Jigsaw	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Activate background knowledge Vary the methods for response Foster collaboration and community 	
UDL vs. Differentiated Instruction	Say, Means, Matters	<ul style="list-style-type: none"> Scaffolds text analysis Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Develop reflection 	
Lesson Plan Templates	Multiple templates and modes (digital or paper)	<ul style="list-style-type: none"> Use multiple tools for construction and composition Facilitate managing information and resources 	
End of day review	Graphic Organizer	<ul style="list-style-type: none"> Promote metacognition Highlight patterns, big ideas, and relationships Maximize transfer 	



Afternoon Work

Using your chosen lesson plan template:

- **Choose one of your targets**
- **Complete the assessment(s) (formative &/or summative)**
- **Build a draft lesson plan for this target & associated assessment**

*We will be sharing this work with others tomorrow.

If time allows, continue planning & build assessments for all unit targets.

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SPHS Summer Institute

Wednesday 8.24.22





Character Strong

Meme Check-In

Please log into Character Strong



Username: shadleparkhs

Password: character2019

Meme Check-In

First:

Bookmark Site

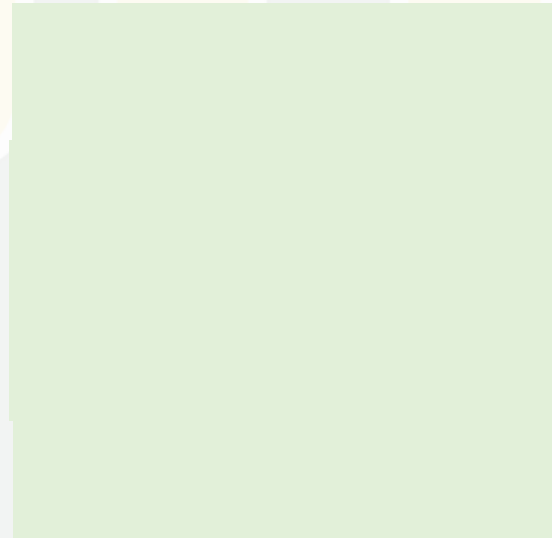
Choose:

Grades 9-12

Resources

Relational Activities (11th Grade)

Open:





ADHESIVE REMOVABLE REUSABLE
MULTI-PURPOSE NOTE & STICKY LABELS
CONSTRUCTION PAPER 8 1/2" x 11" (216 x 279 mm)



30

25 SHEETS • 25 SHEETS
216 mm x 279 mm
12 1/8" x 11" 3M

Engagement

How you engage and motivate students (Ex. when having students write an argumentative essay, allowing them to pick a topic that is relevant to them)

Representation

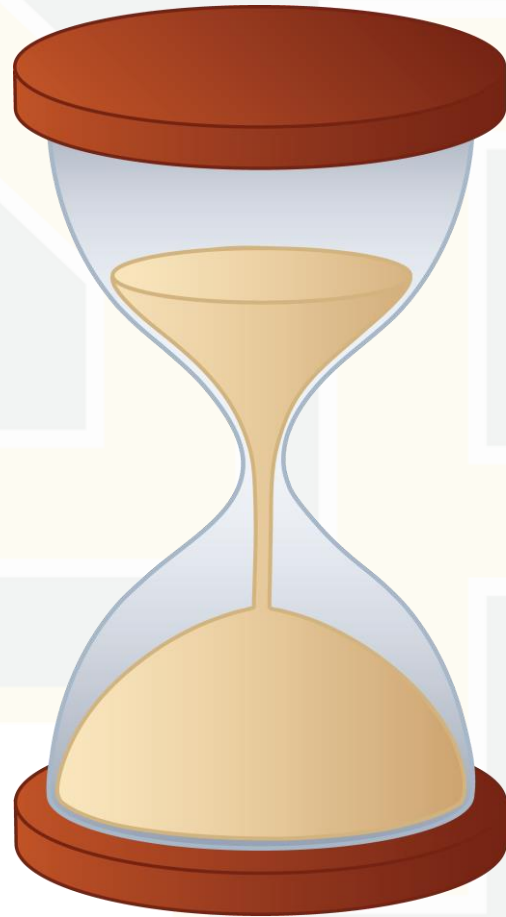
How information is presented to students (Ex. utilizing a structured graphic organizer when taking notes)

Action & Expression

How students demonstrate their understanding (Ex. when evaluating the principles contained in the US Constitution, allow students to draw a picture, create a digital/media graphic, or explain verbally)

Task: With your group, list/describe as many instructional strategies that live within the three principles of UDL.

[Online Timer \(timeanddate.com\)](http://timeanddate.com)





OR





+

Add
Strategies
You Use



!

Build On/Connect
w/ Other Ideas

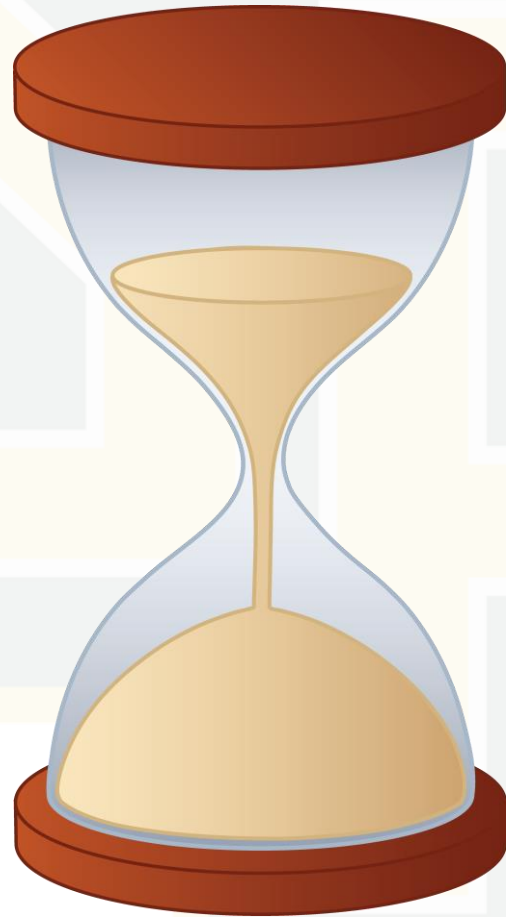


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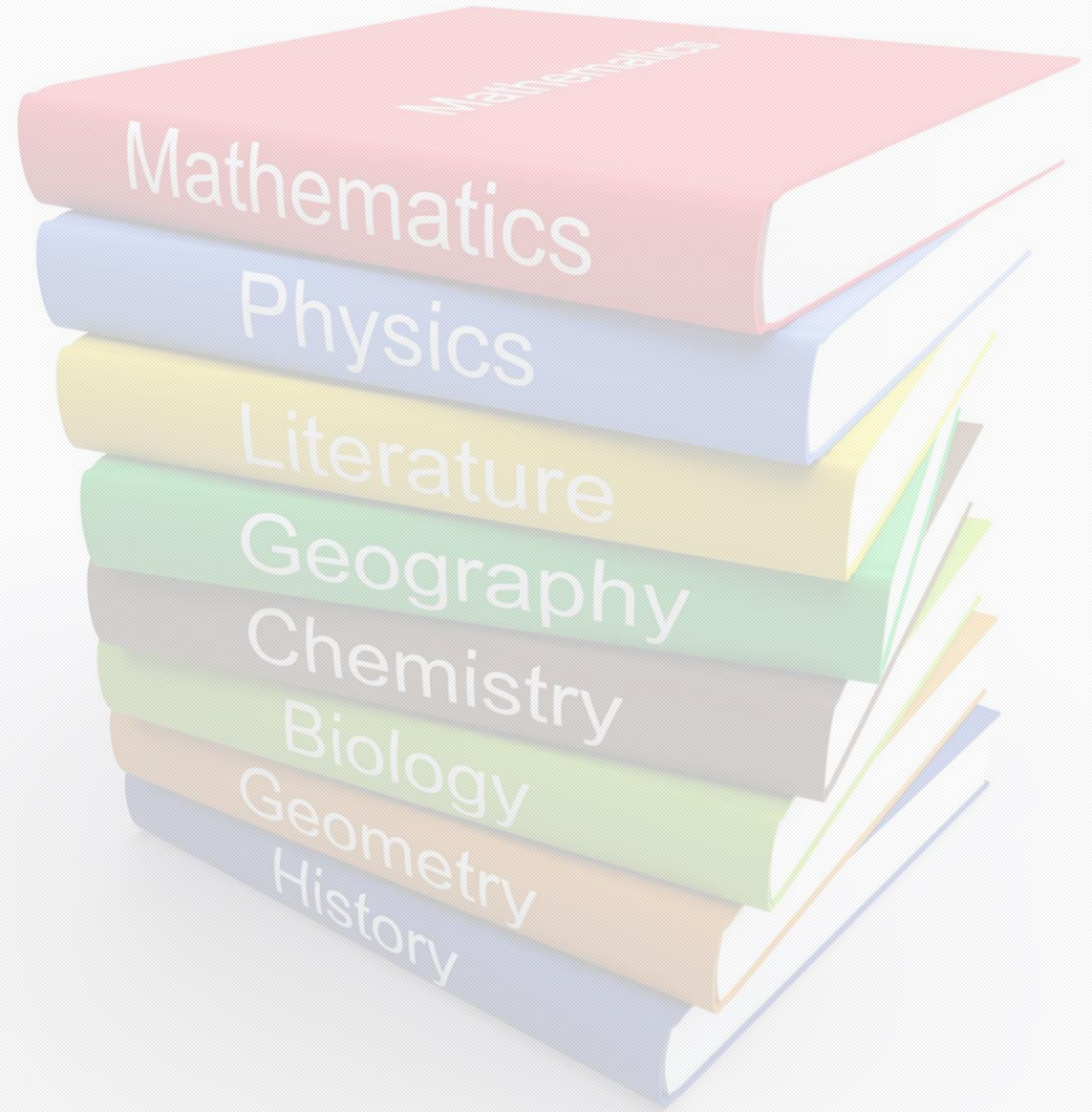
Ask
Questions of
Other Ideas



[Online Timer \(timeanddate.com\)](http://timeanddate.com)



Department Reflection



Take a Break & Relocate

In 15 minutes:

½ staff: Be in Room D201

½ staff: Be in Room B118

Purpose: Participate in a UDL Lesson

Look for:

- *Strategies you think you might use
- *Connections to what you already do
- *Things you would change

Back to library by 10:30



CHARRETTE - a structured conversation for input on a plan

- Each plan gets 15 minutes
- 3 minutes: Presenter offers the draft
- Turns back - and takes notes on the group's conversation
- 8 minutes: The Group takes the unit plan on as its own - what would I do if this were my unit plan? What do I wonder? What might I try?
- 4 minutes: The presenter returns to the group and reflects back what was heard, perhaps new ideas to think about - but makes NO decisions

*Roles:
Facilitator
Presenter
Team
Timekeeper*

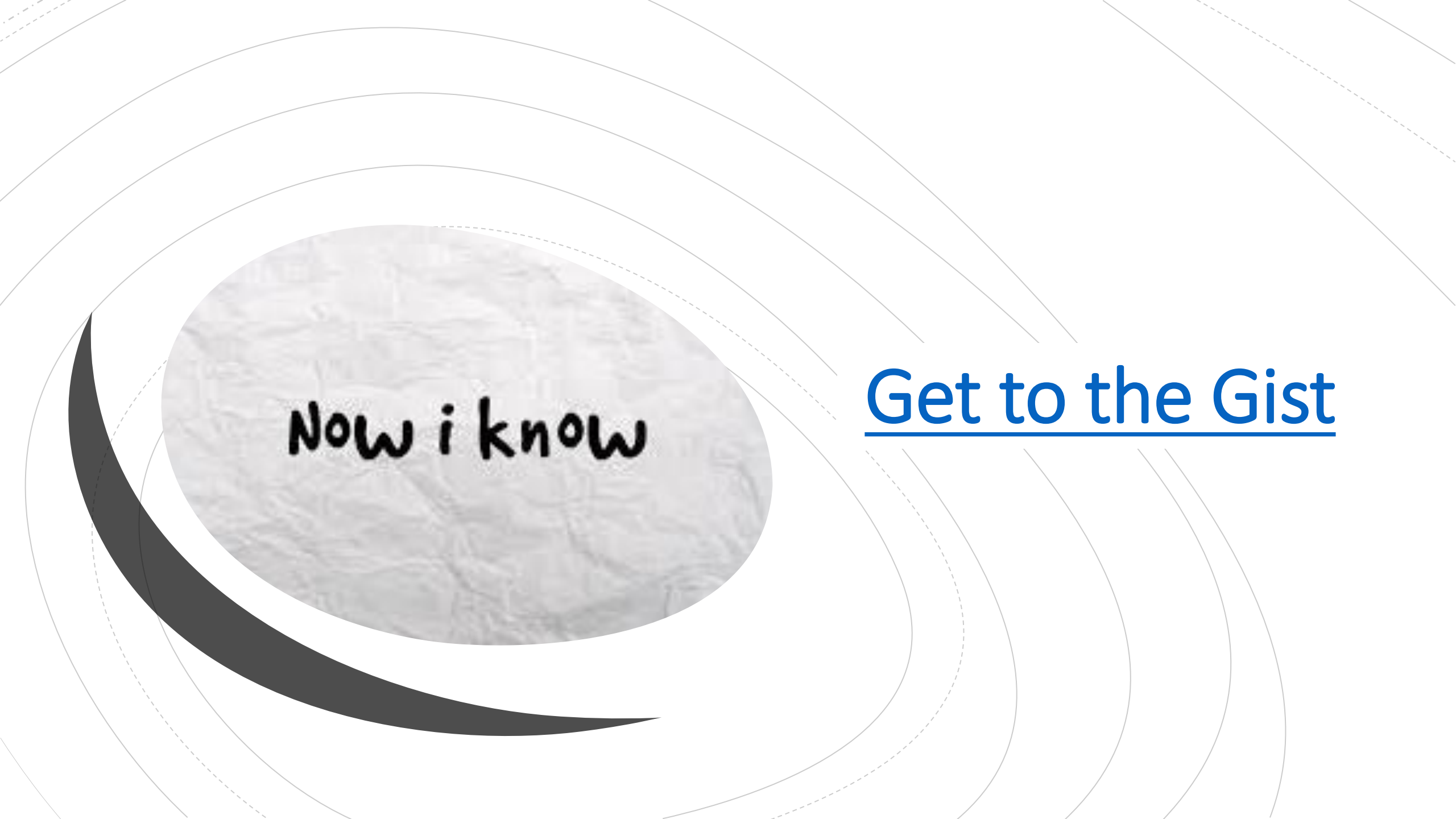
What? How? Why? Connect & Apply.

Instructional Practice Reflection

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?

Day 3 in Review

What? Content Topic Resource	How? Strategies Tools Resources	Why? Purpose Intent	Connect & Apply How do these strategies, activities, and instructional practices connect to UDL? Thinking forward, how will I use these strategies, activities and instructional practices in my classroom?
Character Strong	Meme Check-in	<ul style="list-style-type: none"> Foster collaboration and community 	
UDL Principles: Engagement, Representation, and Action/Expression	Graphic Organizer	<ul style="list-style-type: none"> Facilitate managing information and resources Optimize relevance, value, and authenticity Develop reflection 	
"Process Target" Lesson Example with Peak	Self-Reflection Form	<ul style="list-style-type: none"> Increase mastery-oriented feedback Develop self-assessment and reflection Offer alternatives for auditory and visual information Optimize relevance, value, and authenticity Optimize individual choice and autonomy Optimize access to tools and assistive technologies Guide appropriate goal-setting Enhance capacity for monitoring progress Highlight patterns 	
"Content Target" Lesson Example with Zosel	Resource Gallery	<ul style="list-style-type: none"> Offer alternatives for auditory and visual information Optimize relevance, value, and authenticity Optimize individual choice and autonomy 	
Peer feedback on lesson plans	Charette Protocol	<ul style="list-style-type: none"> Foster collaboration and community Optimize relevance, value, and authenticity Support planning and strategy development 	
End of day review	Graphic Organizer Padlet "I used to think	<ul style="list-style-type: none"> Promote metacognition Highlight patterns, big ideas, and relationships Maximize transfer Facilitate managing information and resources 	



Now i know


Get to the Gist

Afternoon Work

Complete Lesson Plans:

Unit 1 & Beyond





Want to learn more
and dig deeper into
UDL? Click here.

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