Supporting Inclusionary Practices

This presentation corresponds with a supplemental resource. Please access:

bit.ly/WASA-DTF

Lisa Bosio
Today’s Journey

1. Your Role as a District Team Facilitator - WASA
2. Preparing for Inclusive Practices - Lisa Bosio
3. Barriers & Variability - Lisa Bosio

LUNCH

1. Student Feedback Survey - WASA
2. Diving Into the UDL Guidelines - Lisa Bosio
3. Applying UDL - Lisa Bosio
Breakin’ the Ice

Round 1
- Pair up with a partner
- Write down 5 things you have in common

Round 2
- Your pair now needs to find another pair to work with next (total of 4 people now!)
- Write down 5 things you have in common

Round 3
- Your group of 4 now needs to find another group of 4 to work with next (8 folks!)
- Write down 5 things you have in common.

“You have a remarkable lack of curiosity about your co-workers.”

UDL at Work
- 8.3 Foster Community & Collaboration
Objectives

● Learn what to expect with UDL implementation and how to motivate and engage your team with this work

● Review what you and your district needs to do to set a stage for successfully implementing inclusive practices

● Understand the guiding principles of UDL

● Become familiar with the UDL guidelines and checkpoints

● Develop a deeper understanding of what UDL looks like in practice

UDL at Work

● 8.1 Heighten the salience of goals and objectives
● 7.2 Optimize relevance, value, and authenticity
● 6.1 Guide appropriate goal setting
UDL at Work

- 9.3 Develop self assessment and reflection
- 9.1 Promote expectations and beliefs that optimize motivation
Pleasantness
1-10

Energy
1-10
The “Amygdala Hijack”


UDL at Work
- 2.5 Illustrate through multiple media
Find your happy place
..wherever it may be

UDL at Work
● 9.2 Facilitate personal coping skills and strategies
Planning for Inclusive Practices
Your Role

Inspire change
Advocate for systems that support inclusive practices
Build strong relationships
Embrace a growth mindset
Model UDL best practices
We’re in it for the long haul.

UDL at Work
● 9.1 Promote expectations and beliefs that optimize motivation
Diffusion of Innovation Theory

Source: E.M. Rogers in 1962
End Goal

We will develop the beliefs, skills, and systems for teaching diverse students in inclusive classrooms with grade-level standards.
What Barriers Are We Up Against?

- The truth about standardization (i.e., UDL shout out!)
- School and district-wide curriculum decisions (We need the UDL lens!)
- Data-Based Decision Making and the myth of “teaching to the test” for accountability.

UDL at Work
- 3.1 Activate or supply background knowledge
4 Types of Teachers & Teacher Buy

The Team Players and the War of Paradigms

- **Believers**-mantra: “No matter what it takes!”
- **Tweeners**-mantra: “I don’t know.”
- **Survivors**-mantra: “Just get me through the day.”
- **Fundamentalists**-mantra: “Ahh. #%&## NO!!”
Change the Tide: Cultural Transformation

Three High Leverage Game Changers

- Focus: Learning
- Focus: Celebration
- Focus: Support System for Tweeners
Everyone Needs a Champion
Lesson 1: Safety means progress. And leaders provide safety.

Lesson 2: Responsibility means truly caring about other people, leading with integrity and empathy.

Lesson 3: Effective leaders encourage their employees to push themselves and think outside of the box.

“Take care of the people, and the numbers will take care of themselves.”
Building Relationships to Support Implementation

- We learn more from people we like and trust
- No one likes to be controlled or forced into something they don’t understand or believe in
- We need to build engagement and trust before real implementation begins
- Shift your role from director to facilitator or coach
- Listen carefully to concerns and address them
Barriers & Variability
The Shoe Analogy

**UDL at Work**
- 7.1 Optimize individual choice and autonomy
- 9.1 Promote expectations and beliefs that optimize motivation
Warm-Up: The Magic of Variability
Warm-Up: The Magic of Variability
Physical Science Classroom

Student A
- Interest
- Persistence
- Self-regulation
- Perception
- Language & Symbols
- Comprehension
- Physical Action
- Communication
- Executive Functions

Low Average High

Student B
- Interest
- Persistence
- Self-regulation
- Perception
- Language & Symbols
- Comprehension
- Physical Action
- Communication
- Executive Functions

English Language Arts Classroom

Student A
- Interest
- Persistence
- Self-regulation
- Perception
- Language & Symbols
- Comprehension
- Physical Action
- Communication
- Executive Functions

Low Average High

Student B
- Interest
- Persistence
- Self-regulation
- Perception
- Language & Symbols
- Comprehension
- Physical Action
- Communication
- Executive Functions

Source: Allison Posey & Katie Novak, Unlearning, CAST, 2020
Explore the provided Resources to learn more about SEL, Mindsets, Barriers & Variability at bit.ly/WASA-DTF -or-

Peeling the Onion Activity: UDL is all about proactively planning to reduce barriers. If someone were to say, “this will never work,” or “this just isn’t possible,” why would they say that? And then how will you provide feedback to help to remove the barrier?

**UDL at Work**
- 3.1 Activate or supply background knowledge
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
Student Feedback Survey
Diving Into the UDL Guidelines
What is UDL?

A framework for designing and delivering goals, methods, materials, and assessments that proactively remove barriers and plan for student variability.

UDL at Work

- 2.1 Clarify vocabulary and symbols
- 3.2 Highlight patterns, critical features, big ideas, and relationships
UDL at Work

- 2.1 Clarify vocabulary and symbols
- 2.5 Illustrate through multiple media
What is essential for some is good for all.
Common Misconceptions about UDL

Irrelevant Attributes
● Fun!
● Requires technology
● Only for special education
● Variety

Non-Examples
● Differentiated Instruction (DI)
● “Good teaching”
● Personalized learning

UDL at Work
● 2.1 Clarify vocabulary and symbols
### Principle 3.2 Highlight patterns, critical features, big ideas, and relationships

**Checkpoint**

**Guideline**

**Recruiting Interest**
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

**Sustaining Effort & Persistence**
- Heighten salience of goals and objectives
- Varied demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

**Expression & Communication**
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

**Self Regulation**
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

**Comprehension**
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

**Executive Functions**
- Guide appropriate goal setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

**Expert learners who are...**
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
How to Make Effective Choices

- **Choose** Learners must consider their *interests, needs,* and the *logistics* when making choices.

- **Do**

- **Review**

  When faced with a decision, how do you balance what you want, what you need, and the logistics (money, time, etc...)

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**UDL at Work**

- 2.1 Clarify vocabulary and symbols
- 3.2 Highlight patterns, critical features, big ideas, and relationships
Expert Learners who are...

- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed

- Resilient
- Risk Takers
- Problem Solvers/Finders
- Creators
- Reflective

- Empathetic
- Networked
- Observant
UDL Tools!

Choose one! How can you use these tools to better understand UDL Guidelines?

- UDL Flowchart
- UDL Progression Rubric
- UDL Implementation Rubric
- UDL Infographic

UDL at Work
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress
- 8.2 Vary demands and resources to optimize challenge
Applying UDL
<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>UDL Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear and Effective Communication</strong></td>
<td>5. Provide options for expression and communication</td>
</tr>
<tr>
<td>• Task, purpose, audience</td>
<td>7. Provide options for recruiting interest</td>
</tr>
<tr>
<td>• Effective, expressive, receptive</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Direction</strong></td>
<td>6. Provide options for executive functions</td>
</tr>
<tr>
<td>• Set goals and make decisions</td>
<td>8. Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>• Persevere in challenging situations</td>
<td></td>
</tr>
<tr>
<td><strong>Creative, Practical Problem Solving</strong></td>
<td>8. Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>• Identify patterns and trends</td>
<td>9. Provide options for self-regulation</td>
</tr>
<tr>
<td>• Persist in solving problems/learn from failure</td>
<td></td>
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<tr>
<td><strong>Responsible and involved citizenship</strong></td>
<td>7. Provide options for recruiting interest (minimize threats and distractions)</td>
</tr>
<tr>
<td>• Respect diversity and different points of view</td>
<td></td>
</tr>
<tr>
<td><strong>Informed and integrative thinking</strong></td>
<td>1. Provide options for perception</td>
</tr>
<tr>
<td>• Hold two opposing ideas and find merit in both</td>
<td>2. Provide options for language, mathematical expressions, and symbols</td>
</tr>
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<td>3. Provide options for comprehension</td>
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<td>4. Provide options for physical action</td>
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</tbody>
</table>

**UDL at Work**

- 3.4 Maximize transfer and generalization
# What To Look For in UDL

## Traditional Elementary ELA Writing Prompt

We just finished our class read aloud of *Charlie and the Chocolate Factory*. On the attached paper, please write your opinion of the book.

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**CCSS.ELA-LITERACY.W.2.1**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

## UDL Makeover

- Provide students with choice of book, topic, etc.
- Provide students with different types of paper.
- Provide students with a Chromebook.
- Provide students with speech to text.
- Provide a rubric.
- Provide an exemplar and a non-example of a writing prompt.
- Provide options for accessing a class read aloud.
## What To Look For in UDL

<table>
<thead>
<tr>
<th>Traditional Math Prompt</th>
<th>UDL Makeover</th>
</tr>
</thead>
<tbody>
<tr>
<td>The values in the table below represent Function B, which is a linear function.</td>
<td>- Provide students with graph paper or Desmos so they have the ability to visualize.</td>
</tr>
<tr>
<td></td>
<td>- Provide manipulatives so they could see the numerical change with numbers.</td>
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<tr>
<td></td>
<td>- Give them a context. For example, this could be a bank account where they are saving for a Red Sox ticket.</td>
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<tr>
<td></td>
<td>- Provide math reference sheet to help students understand the format of the equation.</td>
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<td></td>
<td>- Provide an exemplar of a constructed response with good ways to explain their thinking.</td>
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<tr>
<td></td>
<td>- Provide a word bank with: slope, rate of change, initial amount, etc...</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>$x$</th>
<th>$y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>-7</td>
</tr>
<tr>
<td>-1</td>
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<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>
What does UDL look like?

Options
● Kindergarten: **Count to 5**
● Elementary school: **Ask and answer questions**
● Math: **Slope Assessment**
● ELA: **Magic of Summer Reading**
● Science: **The Periodic Table of Elements**

**OR**

Explore the provided Resources to learn more about UDL Application at [bit.ly/WASA-DTF](http://bit.ly/WASA-DTF)

1. Choose the assignment that is most relevant to you.
2. Discuss how that assignment fosters 21st century skills. Write it down, draw a picture, chat it up, be creative!

**UDL at Work**
● 7.2 Optimize relevance, value, and authenticy
● 5.1 Use multiple media for communication
● 5.2 Use multiple tools for construction & composition
Expert Learning: A Progressive Journey!