#UDLAll: All Students. All the Time.

Katie Novak
Stay engaged
Speak your truth
Experience discomfort
Expect & accept non-closure
ALL students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

SOME students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

A SMALL NUMBER of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

A quality improvement process (plan, do, study, act) ensures the systems and interventions are effectively meeting the needs of students.
MTSS Connection

<table>
<thead>
<tr>
<th>Tier 1 Examples</th>
<th>Tier 2 Examples</th>
<th>Tier 3 Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Up</td>
<td>Braces</td>
<td>Root Canals</td>
</tr>
<tr>
<td>Cleaning</td>
<td>Cavity Filled</td>
<td>Surgical Procedures</td>
</tr>
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MTSS Self-Reflection

Now that you know more about MTSS, what are the strengths of your school and what are the areas you may need to focus on to ensure “all students, all the time?” Reflect, write, think, tweet, or discuss.

#UDLAll
@KatieNovakUDL
One-Size-Fits-All Barriers
Recognizing Barriers

A ninth grade inclusive class is required to independently read a hard copy of the novel *To Kill a Mockingbird*. Identify the barriers for access and engagement.

RL. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
# UDL, Differentiated Instruction, and Casseroles

<table>
<thead>
<tr>
<th>Proactive</th>
<th>Reactive</th>
<th>Static</th>
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</thead>
<tbody>
<tr>
<td>Evaluates environment, classroom, culture</td>
<td>Evaluates the student</td>
<td>Evaluates the curriculum</td>
</tr>
<tr>
<td>Intentional</td>
<td>Cause/Effect</td>
<td>Teaches lesson and follows unit as designed</td>
</tr>
<tr>
<td>Designs instruction prior to arrival of students</td>
<td>Retrofit instruction by providing accommodations</td>
<td></td>
</tr>
<tr>
<td>Focuses on Variability</td>
<td>Focuses on individual ability</td>
<td>Focuses on the “average” student</td>
</tr>
<tr>
<td>Plans for the Margins</td>
<td>Modifies to Individual Margins</td>
<td>Does not consider students in the Margins</td>
</tr>
<tr>
<td>Values Variety</td>
<td>Tries to bring all students into “normal”</td>
<td>Conforms to “normal”</td>
</tr>
<tr>
<td>Removes Barriers</td>
<td>Works around barriers</td>
<td>Ignores barriers</td>
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</tbody>
</table>

Where are you in the “kitchen” when you are planning curriculum? Where are your colleagues?

Discuss, reflect, tweet, or write #UDLAll
Are we valuing **impact** over intentions?

The work is not about *intentions*, it’s about *impact*

- Dr. Beverly Daniels Tatum
What is Social Justice?

- **Identity**: develop positive social identity based on group membership and understand how to negotiate that identity in multiple spaces

- **Diversity**: express comfort with people who are both similar to and different and engage respectfully with all people

- **Justice**: recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how you have been affected by those dynamics

- **Action**: plan and carry out collective action against bias and injustice in the world
Elise Frattura and Identity Development for Social Justice

Race
Class
Gender
Ability
Sexual Identity
Gender Identity
Language
Doing the Work Ourselves

1 = Repulsion or Fear
2 = Pity
3 = Neutrality/Ambivalence
4 = Acceptance
5 = Admiration
6 = Ally

- Remedial, Learning Perpetuates School Failure
- Student Experiencing Marginalization
- Deficit View of Student
- Label and Place Student in Remedial Learning
- Lower Expectations of Student
All Students. All the Time.

Going beyond access by creating opportunities that do not replicate exclusionary systems by:

1. Valuing impact over intentions
2. Ensuring learner visibility
3. Identify and eliminate barriers
4. Optimize voice and choice
Self-Differentiated Reflection

How do we design systems to remove barriers for ALL?

- Discuss your answer with people around you if you’re comfortable.
- Send a tweet #UDLAll or post on other social media site.
- Write/type the answer in your notes or reflect quietly.
- Have a better way to answer the question? Go for it!
Go out and make changes…

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