MODULE 1

Inclusive Practice, Multi-Tiered Systems, and Universal Design for Learning

Featuring Dr. Katie Novak

Facilitation Notes

This video can be used to facilitate a one-hour faculty meeting or professional development session, or you can use the video independently to reflect on your practice.

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Click the video clip to view
PART 1  Inclusive Practice vs. Inclusion

[0:00 to 4:25]  Watch section 1 of the video, “Inclusive Practice vs. Inclusion”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» In your learning environment, school, or district discuss the commitment to both inclusion and inclusive practice. Are all students present in the same learning environment? If so, are they all making effective progress?

» Respond to the John Dewey quote, “Teaching and learning are correlative or corresponding processes, as much so as selling and buying. One might as well say he has sold when no one has bought, as to say that he has taught when no one has learned.”

» UDL is focused on improving the outcomes of all students, regardless of variability. Is variability embraced in your classroom? School? District? How do you know?

For additional resources to explore the concept of variability, choose one or more of the following resources:

» Read Chapter 3 in UDL Theory and Practice: The Variability of Learners (create free login to access).

» Watch this short video lecture by Todd Rose who discusses why variability matters.

» This video is a short explanation of learner variability from Matt Bergman, a leading teacher in the nation in UDL implementation.

» Read this article, “Addressing the Variability of Learners in Common Core Aligned Assessments.” This is a peer-reviewed article on learner variability in music theory classrooms, but pages 1-4 provide great background research on UDL, the theory of variability, and the UDL Guidelines.
PART 2  Inclusive Practice as Equity


Explore the Following and Discuss the Strengths and Weaknesses of Your MTSS Program

The Every Student Succeed Act (ESSA) touts UDL as best practice and also notes that districts need to implement multi-tiered systems of support (MTSS). Many educators think that Response to Intervention (RtI) and MTSS are interchangeable, but they are not. RtI is encompassed in a multi-tiered system because, without the supports of a larger system, RtI has not been successful, as educators don’t receive the support they need to support students, nor is there an integrated and sustainable plan to remove barriers that would prevent a successful program.

This article provides a strong explanation of the difference between RtI and MTSS. It’s a short read - please read it. It also provides a visual to show how MTSS surrounds the RtI programs we create. Optional: You can also read a short explanation of the difference here which is about how MTSS considers the needs of the adults (teachers and administrators) so they can meet the needs of their students.

As the article notes, the benefits of an MTSS system are:

» MTSS provides specific types of support for teachers such as professional development, technical assistance, and instructional coaching
» MTSS outlines clearly defined roles, responsibilities, and accountability for teachers, building leaders, and district personnel
» MTSS provides a coherent system for continuous improvement
» MTSS ensures that a common understanding/language exists when discussing implementation and expected outcomes
» MTSS allows district policies to remove barriers to effective implementation
» Most importantly, ALL students should benefit when the model is implemented with fidelity

Next, you may want to explore Chapter 7 in UDL Theory and Practice, Learning from Practice: Voices from the Field. Pay particular attention to pg. 95 as it focuses on Universally Designed Professional Development, a core component of MTSS. After examining pg. 95, consider why MTSS needs to support teachers as well as students.
PART 3  What is Universal Design for Learning (UDL)


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Consider the Dinner Party Analogy in your own learning environment, school, or district. What is the most common analogy: casserole teaching? Making individual meals? Or a universally designed buffet?

» Why is inclusive practice so much bigger than trying to get kids together in a room to learn?

» What is the connection between Inclusive Practice, multi-tiered systems, and Universal Design for Learning (UDL)?

For additional resources to explore the UDL Framework, choose one or more of the following resources:

» View a graphic organizer of the UDL Guidelines. If you’d like to view the translations in a Word document so you can write notes, access the UDL Now! translations.

» Spend some time viewing the UDL Progression Rubric, and use it as a self-assessment tool to determine areas where you may be already implementing UDL principles and think about which aspects you want to work on in your learning environment, school, or district.

» View how the Common Core standards are aligned to the UDL framework and how they differentiate between knowledge and skills and also cite UDL as best practice to reach them using the Guidelines.
Facilitation Notes

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Click the video clip to view
PART 1  Video & UDL

[0:00 to 1:52] Watch section 1 of the video, “Video & UDL”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How does video and other forms of multimedia support and build upon the UDL framework and why is that important?
» Why does the independent control of a video help provide support for all learners?
» Have you used all of the capabilities of video in the classroom? Turned on Closed Captioning? Used an alternate language? Why or why not?

For additional resources to explore the concept of video & UDL, choose one or more of the following resources:

» Read the blog, “Optimal Video Length for Student Engagement” by Phillip Gou
» Review an Infographic by Kaltura on The state of video in education 2017: An Infographic or download the report
» Read Chapter 1 in UDL Theory and Practice (free with login)
PART 2  Types of Video


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How would the different types of videos help support your classroom, school, or district?

» Have you ever used a live video conference in your classroom, school, or district and how did that go or why haven't you used it?

» Have you experimented with Augmented Reality or Virtual Reality in your classroom, school, or district and has it been an effective tool?

For additional resources to explore the types of video and their best use cases, choose one or more of the following resources:

» Read this article on “39 Fascinating and Incredible YouTube Statistics” by Kit Smith from Brandwatch, 18 Jan. 2018

» Learn more about the power of TED videos with this TED data analysis from R Banik in 2017

» Read the article “Virtual reality and education: A look at both sides of the sword” available on Cite Seer X


» Explore Why Video Is the Future of Online Learning
PART 3  Creating Your Own Videos

[7:33 to 17:03] Watch section 2 of the video, “Creating Your Own Videos”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Have you tried to create or produce your own videos for your classroom, school, or district? Discuss the process, challenges, and opportunities it presented. Why did you decide to create your own video?

» Do you have any video production support in your classroom, school, or district and if you do, has it helped? If you don’t, would it help?

For additional resources to explore creating your own videos, choose one or more of the following resources:

» Learn about “The Best Video Conferencing Software of 2020” from PCMag, 2 Aug. 2019

» Read a step-by-step guide on video production by Jonathan English

» Explore why educators should use video

» Read 10 Ways to Use Student-Created Videos in the Classroom
MODULE 3

The Importance of Self-Regulation to Increase Expert Learning in All Students

Featuring Dr. George Van Horn

Facilitation Notes

This video can be used to facilitate a one hour faculty meeting or professional development session, or you can use the video independently to reflect on your practice.

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Essential Questions
1. Why is self regulation important?
2. What is self regulation?
PART 1  The Importance of Self-Regulation

[0:00 to 4:06] Watch section 1 of the video, “The Importance of Self-Regulation”.

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Why is it important to focus on the system and not the students when focusing on inclusive practice?

» Why is self-regulation important for all learners to be successful in an inclusive learning environment?

» What does it mean to be an expert learner and how does the concept of “expert learning” relate to self-regulation?

For additional resources to explore the concept of expert learning, choose one or more of the following resources.

» Read Chapter 2 in UDL Theory and Practice Expert Learners. (free with login)

» Read this blog in the Swift Newsletter, “Creating Expert Learners in Every Classroom,” by Elizabeth Stein, an experienced UDL co-teacher and the author of Co-Teaching Through UDL

» Learn about the continuum of developing expert learners in this blog. It discusses how the goal is that students transition from being participants in their own education to leaders of it.
PART 2  What is self-regulation?


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How is Dr. Van Horn’s definition of self-regulation different from your previous understanding of self-regulation?

» What do teachers need to give themselves permission to do in order to foster student self-regulation?

For additional resources to explore the concept of self-regulation, and how it differs from self-control, review the following resource:

» This short NPR article is worth the read as it explains the difference between self-control and self-regulation, which is the skill that UDL is focused on to increase success for all students: Why self-regulation is more important than self-control for kids

» This is a great resource that notes how emotion affects academics and how educators can design instruction to optimize choice emotionally using the principles of UDL.

» Building Emotional Literacy with teachers Kristin Alfonzo and Sarah Dietz provides tips and strategies to build social and emotional literacy skills.
PART 3  How to Foster Self-Regulation in Inclusive Practice

[7:49 to 14:55] Watch section 3 of the video, “How to Foster Self-Regulation in Inclusive Practice”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What is a personalized learning plan and how does it help students to become expert learners?

» If you were to create a personalized learning plan for your own professional development, what would it look like? How would it help you to increase purpose and motivation?

» What are some tools that you use in your classroom or learning environment to foster self-regulation and self-assessment in students?

» How often do you provide choices to students when they demonstrate mastery to help them practice self-regulation?

For additional resources to explore the tools shared by Dr. Van Horn, choose one or more of the following:

» Here is a comprehensive guide that will support educators in creating personalized learning plans for every student.

» The Vermont Department of Education requires personalized learning plans for all students. See this template for the information that students are empowered to learn as they set meaningful, authentic goals for their success.

» Read the top 10 UDL Tips for Assessment, published by CAST. Check out #3 and learn about the Mood Meter.
MODULE 4
Universally Designed Environments as a Key to Engagement
Featuring Andratesha Fitzgerald

Facilitation Notes
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PART 1  Implications of Our Learning Environment

[0:00 to 6:00] Watch section 1 of the video, “Implications of our Learning Environment”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Think of a significant micro-moment from your own life when you felt safe. Think of one when you felt threatened. How have those moments shaped the way you design your learning environment?

» Consider the rituals and routines that are in place in your learning environment, school and/or district. Are the practices universally designed to account for variability in students/families?

» Respond to this quote from UDL Theory and Practice: “A universally designed learning environment is planned around learning goals and the predictable range of variability. Teachers take advantage of the built-in range of options in order to calibrate learning for each student.”

» How do you define engagement? Compare and contrast engagement in the UDL learning environment to engagement in a “traditional classroom.”

For additional resources to explore the concept of safe learning environments choose one or more of the following resources:

» Read Chapter 5 in UDL Theory and Practice: A Framework for UDL Implementation (create a free login to access).

» Watch this short video lecture by Simon Sinek who discusses why good leaders make you feel safe.

» Read this article, “Is Your Classroom Academically Safe?”
PART 2  
Eliminating Threats with T.E.R.A.


Explore the following and discuss the strengths and weaknesses of your learning environment

Implementation of UDL looks differently for each practitioner. When thinking about universally designed learning environments, it is important to consider the big picture of UDL implementation as well as the subtle nuances of practices that are individualized. Read this article to think about how to begin putting the principles into practice in your learning environment, school, and/or district.

Zoom in on engagement. Zoom out to UDL implementation as a whole. Create a promise card as a personal commitment to try one UDL practice.

This video explains the connection between fear and procrastination. Neuroscience gives a glimpse into what happens in the brain when the pre-frontal cortex goes to war with other sections of the brain in the face of a threat. Think about the implications for students in your school, or parents interacting with faculty and staff. Optional: You can read this article about activities to minimize threats and distractions.

» Create a graphic, a chart, or a non-linguistic representation that sorts the suggested activities under the letter of T.E.R.A. where it would best fit. Discuss why you made your choices.

Next, you may want to explore Chapter 5 in UDL Theory and Practice: The Strategy Principal. Pay particular attention to pg. 124 where the implications of the pre-frontal cortex in Universal Design for Learning are explained.
PART 3 Reducing Threats, Increasing Success


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Consider the alley analogy in your own learning environment, school, or district. What is the most common threat facing students? What practice do you already implement to minimize threats?
» Why is it important to anticipate what practices may be viewed as threatening to students?
» What is the connection between Inclusive Practice, neuroscience, and Universal Design for Learning (UDL)?
» What is your most powerful take-away from this module? How will you use what you have learned? How could you share this information?

For additional resources to explore the reducing threats, choose one or more of the following resources.

» View a graphic organizer of the UDL Daily Checklist to begin thinking about implementation strategies. Access the UDL Now! translations in a Word document so you can write notes.
» Spend some time viewing the UDL Examples and Resources and use it as a self-assessment tool to determine areas where you may be already implementing UDL principles and think about which aspects you want to work on in your learning environment, school, or district.
» Answer the reflection questions at the end of this blog post. Use these questions as a self-assessment.
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Keep Goals Short Term

Click the video clip to view
PART 1  

Opening

[0:00 to 5:24] Watch section 1 of the video, “Sustaining Effort and Persistence”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» The UDL framework puts equal emphasis on all three networks: affective, recognition, and strategic. Do you believe that one network is more important than the others? Explain the reasoning behind your decision.
» Why is the ability to sustain effort and persistence important for all learners to be successful in an inclusive learning environment?

PART 2  

Be Goal Focused

[5:26-9:00] Watch section 2 of the video, “Be Goal-Focused”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What does it mean to be goal-focused?
» What strategies may you use in the classroom to help students focus on the learning goal?
» How is Dr. Berquist’s description of goal-setting with students different from your previous understanding of this process?

For additional resources to explore the concept of being goal focused choose one or more of the following:

» Read the section on the Affective Networks in Chapter 3 in UDL Theory and Practice: The Variability of Learners. (free with login)
» Read the Top Ten Tips for Developing Learning Goals from CAST Professional Learning. This document is aimed at teachers but how can these tips be used to help heighten the salience of goals for students?
» Explore this UDL Classroom Simulator. What structures are in place in this classroom that support a focus on goals?
PART 3

Set High Expectations


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

› Why do teachers need to carefully consider which resources and flexible tools they provide students? How is this connected to goal-setting?
› How may you explain the use of scaffolds to learners in the classroom?
› What resources or strategies can you identify to help students sustain their effort over time?

For additional resources to explore the concept of setting high expectations, choose one or more of the following:

› This is a great article from Edutopia about setting high expectations for students and how this practice influences their outcomes and helps them create a more meaningful educational experience for themselves. The story of Luis is so similar to so many students. How can expecting more of our students send the message that we believe in them and ultimately, how can that change their mindsets?
› Explore this UDL Classroom Simulator. What flexible resources, tools or supports are in place to support all learners?
› Explore this resource on Chunking to Vary Demands and Resources to Optimize Challenge from LessonCast.
› Review this white paper from the Education Hub on setting high expectations for students. There is a great chart contrasting differences of high expectation teachers vs low expectation teachers. As you review, think about where you might be exhibiting practices of low expectation teachers. How does the research inspire you to change your practices?
PART 4  Build Community


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How is peer support a way to build community in your classroom?
» If you were to create flexible groups in your classrooms, what would the process look like?
» What are some strategies that you use in your classroom or learning environment to foster an understanding of group work roles and expectations?
» How you provide expectations for group work or collaboration?

For additional resources to explore the concept of building community, choose one or more of the following:

» Learn more about setting up groups with clear goals, roles, and responsibilities.
» Examine resources on positive behavior support by visiting the SWIFT Center.
» Use Rubistar to create expectations for group work.
PART 5  Increase Mastery Oriented Feedback

[15:10 to 18:17] Watch section 5 of the video, “Increase Mastery Oriented Feedback”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How does formative feedback drive the choices that we make in our own instruction? How does formative feedback help us to guide students in their own learning?

» What are some tools that you use in your classroom to collect formative feedback? Once you collect that assessment data, how do you use it with your learners?

For additional resources to explore mastery-oriented feedback, choose one or more of the following:

» Review this teaching resource on Mastery Oriented Feedback. Print out the card and practice using these phrases with your learners.

» Read the article “Thoughtful Assessment with the Learner in Mind.” How does this article challenge you to re-think your conception of formative assessment?

» Read the top 10 UDL Tips for Assessment, published by CAST. Focus specifically on #4 and #8.
MODULE 6

MTSS & Assistive Technologies and Accessible Technologies & Materials

Featuring Dr. Joy Zabala

Facilitation Notes

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Click the video clip to view
PART 1  Assistive Technologies & Accessible Technologies

[0:00 to 07:19] Watch section 1 of the video, “Assistive Technologies & Accessible Technologies”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What is the distinction between assistive technologies and accessible technologies?

» How does accessibility differ from availability? What accessible materials and technologies are available in your classroom, school, or district?

» When we expand the definition of reading, we create a more inclusive environment. What other modalities can we broaden in scope to be more inclusive in the classroom?

For additional resources to explore the concept of assistive technologies, choose one or more of the following resources:

» Research accessible education materials at The National Center on Accessible Educational Materials

» Review the quick start questions at AEM for K-12 Educators

» Find AEM Events & Learning Opportunities
PART 2  Variability Instead of Disability

[07:20 to 11:03] Watch section 2 of the video, “Variability Instead of Disability”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Why is it important to provide accessible technologies and materials to students of all variabilities and not just students with disabilities?

» How can taking a functional approach to providing accessible technologies and materials help reduce barriers? What barriers exist in your classroom, school, or district that you may be able to remove by introducing more accessible technologies and materials?

» Respond to the notion that redundancy is a failsafe that broadens usability. How is redundancy viewed in your classroom, school, or district? How can you include more redundancy in your instruction?

For additional resources to explore the concept of variability, choose one or more of the following resources:

» Watch videos, stories, and read case studies at AEM in Action

» Learn more about Audio Supported Reading

» View resources on AEM in the IEP

» Learn more about the Regulations of Individuals with Disabilities Education Improvement Act of 2004 (IDEA):
  » Section 330.5 Assistive Technology Device
  » Section 300.6, Assistive Technology Service
  » Section 300.105 Assistive Technology Requirements for FAPE
  » Section 300.172 Access to Instructional Materials
PART 3  Students with Individual Support Needs in UDL Environments


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What is interoperability and why it is important in an inclusive learning environment?

» Dr. Zabala uses the example of a ramp and wheelchair as accessible and assistive technologies. Think of other examples of how assistive technologies and accessible technologies can work together in your classroom, school, or district.

» What actions can you take to help expand the use of accessible technologies in your UDL environment?

For additional resources to explore the concepts shared by Dr. Zabala, choose one or more of the following resources:

» The National Center for Online Learning and Students with Disabilities

» Joy Zabala’s website
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PART 1  Going Beyond Access

[0:00 to 3:13] Watch section 1 of the video, “Going Beyond Access”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Does your school or district value the impact of teaching and learning moves and decisions that are made over the intentions behind them?
» Are you sure that all learners see themselves reflected in and through the work?
» Is the work authentically relevant to your current students?
» How can personal connections help to facilitate the development of inclusive environments?

For additional resources to explore the concept of going beyond access, choose one or more of the following resources:

» Read: Why are all the Black kids sitting together in the cafeteria?: And other conversations about race - Tatum, B. D. (2017)
» Read: For White folks who teach in the Hood... and the rest of y’all too: Reality pedagogy and urban education - Emdin, C. (2016).
PART 2  Cogenerative Dialogues


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What are cogen groups and how can utilizing them benefit your practice?
» Respond to this quote from Dr. Christopher Emdin: “Equity is hearing somebody’s voice about what they need and providing with that.”

For additional resources to explore the concept of Cogenerative Dialogues, review the following resource:

» Watch Dr. Christopher Emdin share about 5 strategies to transform urban education:

5 Steps to Overhaul Teaching

» Watch Dr. Christopher Emdin speak about peace, justice, and equity:

Reality Pedagogy: Christopher Emdin at TEDx TeachersCollege
PART 3 Learner Visibility in the Work


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What are things that you can do to ensure learner visibility in the work?
» Respond to this quote from Dr. Sara Lawrence-Lightfoot, “The way we see ourselves in the world directly impacts our performance and whether we think we can be successful, as does the way others see and value us.”

For additional resources to explore the concept of learner visibility, choose one or more of the following resources:

» Review this Teaching Tolerance strategy guide on Windows or Mirrors
PART 4  Stories of Self


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What are the elements of a story of self?
» How do we help facilitate the development of inclusive environments by sharing stories of self?

For additional resources to explore stories of self, choose one or more of the following resources:

» Read Why Stories Matter by Marshall Ganz
» Review the public story worksheet by Marshall Ganz
» Watch Marshall Ganz speak about public narratives

» Listen to a 16 year old share a public narrative

Marshall Ganz on public narratives
Facilitation Notes

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PART 1  What is Executive Function?

[0:00 to 5:30] Watch section 1 of the video, “What is Executive Function?”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Executive function is an umbrella term for several skills used for goal-directed behavior: inhibitory control, working memory, and flexible thinking. In thinking about your own classes and schools, what moments stand out to you as having a lot of heavy demands on student executive function?

» How might you reduce executive function demands for students in those moments?

For additional resources to explore the concept of executive function, choose one or more of the following resources:

» Read Interview with Neuropsychologist Dr. Lisa Jacobson – What is Executive Function?

» Watch Cookie monster singing about executive function
PART 2  Executive Function Development


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» How does knowing that certain disabilities, life experiences, and contexts make executive dysfunction more likely help you to plan inclusive practices?

» We can reduce executive function demands by making skills automatic. What are ways to help students develop automaticity that are more in line with student-centric learning than traditional drills?

For additional resources to explore the concept of developing executive function, choose one or more of the following resources:

» Read this interview with neuropsychologist Dr. Lisa Jacobson – Anxiety and Executive Function

» Read this article from Edutopia about helping students develop executive function skills

» Read this article from Understood about classroom accommodations for executive functioning issues. Think about how these accommodations can help support all students, not just those with disabilities.
PART 3  Supporting Executive Functions


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Executive function skills vary among adults as well as children and adolescents. How can your school or school district become more supportive of everyone's executive functions?

» Emotional regulation and executive functions are HIGHLY linked. Heightened emotions make executive functioning more difficult. How might we use this knowledge to intentionally plan our learning environments?

For additional resources to explore the concept of supporting executive functions, choose one or more of the following resources:

» Supporting and Developing Executive Functions- Infographic
» Harvard Center on the Developing Child – Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence
MODULE 9

Optimizing Learner Voice through Universally Designed Feedback
Featuring Dr. Kristan Rodriguez

Facilitation Notes

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PART 1  The Value of Mastery Oriented Feedback

[0:00 to 4:39] Watch section 1 of the video, “The Value of Mastery Oriented Feedback”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» There are three types of feedback: appreciation, evaluatory, and mastery-oriented. Provide an example of each type of feedback. When is it most appropriate to use each type in the classroom and how is mastery-oriented feedback different from the others?

» Think back to when you received mastery-oriented feedback and how it changed your practice. What was most meaningful about that feedback?

» How can mastery-oriented feedback between educators such as teachers, staff, and administrators, help promote inclusive practice?

For additional resources to explore the concept of feedback, read the following resources:

» Read this book excerpt, “The three most important kinds of feedback you can give and receive” from Thanks for the Feedback that unpacks and explains the three types of feedback.

» See UDL Progression Rubric for more information about feedback at the emerging, proficient, and expert level.
PART 2 | Optimizing Learner Voice


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What steps can you take to encourage students to provide mastery-oriented feedback to each other and to you as a teacher? How can you build upon this practice to assist students with self-reflection and growth?

» Think of examples of how mastery-oriented feedback can help with academic, behavioral, and social-emotional learning and discuss.

» What accessible technologies might assist you with facilitating meaningful mastery-oriented feedback?

Choose at least one of the following resources to learn more about why leveraging student feedback will improve instruction, students’ knowledge of themselves as learners, and their academic outcomes.

» In MA, the results of student surveys are a part of the teacher evaluation process. View the model surveys here.

» Read the article, Why Kids Should Grade Teachers, by Amanda Ripley, published in the Atlantic Monthly.

» Visit the Tripod Project website to explore videos, articles, and research on why collecting student feedback improves teacher instruction.

» Read this article “3 Ways of Getting Student Feedback to Improve Your Teaching” which identifies 3 ways you can get feedback from students. Although the article is about collecting feedback at the end of the year, the strategies could be used any time.

» Learn more about Exam Wrappers here.
You may want to check out one of the following Teaching Channel resources that exemplify the importance of student feedback.

» Sean McComb shares how to improve practice and class culture by [Getting Better Through Authentic Feedback](#).

» Watch the Teaching Channel video, [Measures of Effective Teaching: Student Feedback](#), with Paul Ronevich and consider how Mr. Ronevich encourages student voice in his classroom.

» Sarah Brown Wessling uses the [Stoplight Method](#) as an exit ticket strategy to get feedback on student learning, which she uses to reflect on her teaching.

» Watch the Teaching Channel video, [Measures of Effective Teaching](#) (7 min.) and consider the following questions as you watch:

  » In addition to giving the survey, how does Mr. Ronevich encourage student voice in his classroom?

  » What are the challenges of asking for student feedback?

  » How can students be taught to give constructive feedback?
PART 3  Soliciting Feedback


Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» Take a minute to reflect on Ms. Alcala’s daily warm up routine with her students. What creative ways can you make providing mastery-oriented feedback fun and engaging?

» How can scaffolds and rubrics assist students with their self-assessments and future growth? What tools do you currently use and what new tools would you like to introduce in your learning environment to assist with self-assessments and mastery-oriented feedback?

Self-assessment is an important aspect of students’ self-regulation. When you incorporate self-assessment in your learning environment, you empower students to understand their strengths and weaknesses and set goals to drive toward improvement. Choose one of the following options to explore:

» Read pages 9-12 in a peer-reviewed journal article, “Self-Assessment Methods in Writing Instruction: A Conceptual Framework, Successful Practices and Essential Strategies” This article outlines specific strategies for self-assessment based on presence in at least 3 journal articles.

» Another peer-reviewed article, “Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement” discusses how self-assessment must be aligned to student goal-setting, bringing together self-regulation and executive function. Focus on pages 40-42.

» This site, Foundation for Critical Thinking, discusses structures that need to be in place to guide student self-assessment in reading, writing, listening, and speaking. The site begins with, “Critical thinking is thinking that assesses itself. To the extent that our students need us to tell them how well they are doing, they are not thinking critically. Didactic instruction makes students overly dependent on the teacher.”
MODULE 10

UDL as a Lens for Students in Emotional Dysregulation

Featuring Bryan Dean

Facilitation Notes

This video can be used to facilitate a one-hour faculty meeting or professional development session, or you can use the video independently to reflect on your practice.

If you are facilitating this video at a faculty meeting or professional development session, please be prepared to project the video and pause at the appropriate times to ensure there is an opportunity for discussion. Also, you may choose to provide time for participants to explore provided resources during the meeting, or you may provide the resources as optional extension activities.

Click the video clip to view
PART 1  Emotional Dysregulation

[0:00 to 4:43] Watch section 1 of the video, “Emotional Dysregulation”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What are some signs of emotional dysregulation?
» Think of a time when a student was experiencing emotional dysregulation. How did you handle that situation and what could you have done differently?
» How would you define the relationship between emotional dysregulation and executive function?

For additional resources to explore the concept of emotional dysregulation, choose one or more of the following resources:

» Learn more about the Developmental Assets framework at the Search Institute
» Explore academic resilience at Why Try
» Read 10 Steps to Create a Trauma Informed School by Caelan Soma
» Explore the 40 developmental assets from the Search Institute
» Take a free webinar on Social Thinking
» Watch videos on emotional dysregulation, student variability, and more at Why Try
PART 2 Strategies for Dealing with Emotional Dysregulation

[0:00 to 5:30] Watch section 2 of the video, “Strategies for Dealing with Emotional Dysregulation”

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.

» What tools, resources, and strategies do you already incorporate into your classroom, school, or district to assist students experiencing emotional dysregulation? Which of the strategies discussed by Mr. Dean would you like to implement next and why?

» Develop a self-talk script for a moment when you commonly experience emotional dysregulation. Dedicate yourself to testing it and all other tools you create for you students to determine if they are effective for yourself. Ask your students for feedback on the tools you have made accessible.

» Why is it so important to incorporate strategies for dealing with emotional dysregulation in a UDL environment?

For additional resources to explore the concept of executive function, choose one or more of the following resources:

» Explore teaching social competencies at Social Thinking

» Watch quick tips and download fact sheets on trauma, resiliency, hope, and wellness from the Treatment and Services Adaption Center

» Read How to Motivate Reluctant Learners by Robyn Jackson

» Watch videos on Treatment and Services Adaption Center

» Read Culturally Responsive Design by Patti Ralabate & Loui Lord Nelson