**Scripted Segment**

**Day 2, Segment 1: Universal Design for Learning**

*Presenter* (*P*): Good morning! Welcome back to Day 2 of our Differentiating Math Instruction presentation. We are so happy you are back to join us for Day 2, and can’t wait to continue this training with you all.

*P*: Please take a moment to get out the research you gathered, assigned at the end of Day 1 as homework. Remember, you should have investigated one topic, and be prepared to share your findings with your group members. Please get into groups of 4, and discuss your findings. We’d like for each of you to take a role in sharing what you found, so, if you find that more than one person in your group researched the same topic, please regroup. Ideally, each group should have one of each of the topics represented.

*Allow for about 10 minutes of discussion in small groups.*

*Circulate throughout group and encourage sharing and discussion.*

*P:* We will begin our Day 2 presentation by introducing a concept called Universal Design for Learning. This, shortened to “UDL”, is a framework for teachers to use when planning for instruction with a diverse group of learners. We know you have many different ability levels represented in your classrooms, and you want and need to differentiate for their instruction in the best way possible. The UDL framework allows for teachers to design differentiation into their lesson plans, allowing them to better meet the needs of their students. You may have some students who require instruction to be provided in a different way than most, or you may have students who cannot demonstrate knowledge of skills in a typical way; this is where UDL comes into the picture. We are so excited to teach you about UDL today. We will start with a video that explains where the concept of Universal Design for Learning came from. Years ago, an architect realized that homes for aging or people with disabilities would be far more effective if they were *built* with the supports in place, instead of the supports being added when they were needed. Watch this short video, and consider how the builder provided supports within the home for a homeowner. <https://www.youtube.com/watch?feature=player_embedded&v=F8CaQ1417JI> 5:40

discussion prompts:

*BEFORE THE VIDEO: Viewing prompt--* "As you watch this 6-minute video, please consider the variety of accommodations the architect, designer, and builder built into the home. Jot down the accommodations and modifications to the home, we will discuss these after the video."

*AFTER THE VIDEO: Discussion question--* "Think about how much "easier" it is for architects, builders, and homeowners to plan ahead for meeting people's' needs, rather than coming back into the home after 10 years and making the changes after the need has been identified. How can this concept be true in education as well?" *Participants will discuss at their tables, and share any insightful comments or questions with the large group.*

*P:* Our students are not all "average". In presenting a "one size fits all" lesson, we are effectively eliminating the opportunity for the majority of our students to be successful, whether they be learning disabled, or gifted, or somewhere in the "middle". Think about your classroom; I'm sure you can easily pinpoint a handful of students that are either not being supported enough or not being challenged enough by a one-size-fits-all lesson. Now, think about yourself as a learner. We know that some people learn better through use of visuals (some with words and some without), some understand more with audio or verbal explanation, and some learn best with hands-on activities. This concept applies to your students, as I'm sure you know! We are sure that you are already using differentiation in your classroom to meet the needs of your diverse learners, but we'd like to share a new idea with you... a way to plan ahead for those diverse learning needs in a way that will really benefit ALL students!

*Display image on next slide of children at desk...*

*P*: Look at this image. Think about the five learners you can see. Chat with your neighbor about how different each student is, and how each learner is using a different modality to learn.

*Discussion questions:* What do you see in this picture? Who do you see? Which students "look" like your students, and how they learn?

*Show the “At-A-Glance” UDL video...*

*P:* This video provides a simple, easy-to-understand view of the UDL. (https://www.youtube.com/watch?feature=player\_embedded&v=bDvKnY0g6e4, 4:36)

*BEFORE THE VIDEO: viewing prompt--* "As you watch this video, keep in mind what you learned about Universal Design from the previously viewed video; consider how UDL is similar to Universal Design. Also, think about how UDL might be at play in your classroom already."

*AFTER THE VIDEO: discussion prompt--* "What are your thoughts about UDL, now that you've had a brief video introduction?"

*P:* The UDL framework is an information-dense document. At first glance, we understand that this document would be a bit overwhelmed. We completely understand if you are feeling concerned about the usability of this document. Stick with us as we unpack the UDL framework, discuss it's elements, and identify how this concept can be applied in your math lessons. In the next slides, we will discuss each UDL principle, along with the guidelines and checkpoints.

*P:* As we mentioned earlier, the UDL guidelines are information-dense and can be a bit overwhelming, at first glance. Lets take a look at each principle, and the guidelines within. After we review the guidelines in this image, you will view a video that will allow you to hear more explanation of how the principles and guidelines work within the UDL framework.

*P:* Please locate your UDL guidelines template to use as we discuss each principle within the UDL framework.

The first principle of the UDL framework is called "Representation". This principle asks teachers to consider how you can vary the way you present information to meet your students needs. Varying your means of representation will allow students to build networks between their prior knowledge and what you are teaching them. You must provide options for representation in order for all of your students to be successful. The Representation principle consists of three guidelines:

1. Provide Options for Perception:

* Offer ways of customizing the display of information
* Offer alternatives for auditory information
* Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols:

* Clarify vocabulary and symbols
* Clarify syntax and structure
* Support decoding text, mathematical notation and symbols
* Promote understanding across languages
* Illustrate through multiple media

3. Help learners develop ways to transform information into useable knowledge:

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

*P:* Continuing to discuss the UDL guidelines, lets move to the Guideline 2. This guideline is called "multiple means of action and expression", and means that as a teacher, you need to consider how you will vary the ways that students can participate and/or demonstrate knowledge or skills. We know that not all students can show mastery through a paper-and-pencil activity... we must give students options for how they will show us that they understand and can demonstrate usage of a taught skill. This principle consists of three guidelines:

1. Provide options for physical action:

* Vary the methods for response and navigation
* Optimize access to tools and assistive technologies

2. Provide learners with different ways to express what they know:

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

3. Help learners develop deliberate strategies for learning:

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

*P:* The third and final UDL guideline is titled "Multiple Means of Engagement." After learning about the previous UDL principles, what do you think "engagement" means? Think about the word-- "engagement". How do we keep kids engaged in our lessons? How can we vary the way we keep our students engaged and keep them motivated to learn?

Lets discuss the guidelines within this principle:

1. Provide options for same goal, different ways to engage student interest.

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

2. Help learners develop sustained attention and effort.

* Heighten salience of goals and objectives
* Vary demands and resources to optimize challenge
* Foster collaboration and communication
* Increase mastery-oriented feedback

3. Help learners develop intrinsic abilities to self regulate.

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

*P:* This video provides description of each of the 3 UDL principles, and each of the principle's 3 guidelines. This video is an opportunity for you to learn about the three UDL principles.

(<https://www.youtube.com/watch?feature=player_embedded&v=rfsx3DGpv5o> , 6:21)

*AFTER VIDEO: discussion prompts--* which of the UDL guidelines do you see yourself using already?

*P:* We will now open the UDL lesson planning checklist from the weebly website "PD day 2". The document is also located in hard copy form within the UDL toolkit folder. At this time, we will discuss the document's uses as a planning tool when creating a UDL lesson plan.

\*This template is also located on the Weebly website, on "PD day 2", under "UDL toolkit".

*Discussion questions:* Can you see yourself using this document in the beginning stages of UDL lesson planning? Is it something you would utilize for every lesson plan? How could this document help you as you learn about UDL lesson planning?

*P*: We will now discuss the elements of UDL within the lesson plan, and how an educator can plan a math lesson to include UDL components that will meet the needs of diverse learners.

Just a note: This lesson plan was created as an assignment for a graduate-level course; it is very detailed and probably longer than what you are used to creating in your classrooms. Using UDL does NOT mean you will be required to create 6+ page lesson plans for every single lesson you plan to implement in your math classes. Later this morning, you will have the opportunity to create a rough-draft lesson plan using some UDL components; we hope this will show you that UDL lesson planning does not need to be pages and pages long!

*Discussion questions:*

How is this lesson plan similar to lessons you teach in your classrooms?

Can you think of any specific UDL guidelines that are used in this lesson plan that you have used within a similar lesson in your classroom?
How might your future lesson plans be similar or different from this lesson plan?

*P:*  As educators, we must constantly be reviewing and revising our goals for our students. To use the phrase again, these goals cannot be "one size fits all". Each student has a unique learning profile, and our instruction must allow for every student to demonstrate understanding and mastery of the skills and concepts. Your goal for one student may be to solve 20 multiplication problems in one minute, while another student only needs to solve 5, and can use manipulatives. As the second student grows, that goal will change, and the expectation will be set a little higher. Never stop revising your goals for your students. Set goals, identify UDL elements to help students work toward them, assess the mastery of the goal, and repeat the process. If a student meets a goal, set a new goal! If a student struggles to meet a goal, consider other UDL features that could better help the student meet the goal. Never stop revising goals and revisiting the UDL framework.

*Next slide- image of circular planning--*

*P:* This graphic shows the sequence of events in using UDL to plan and implement a lesson. In planning for student success, teachers must set goals that will not only fall in line with the Common Core Standards, but will also be appropriate for the student's learning needs. Next, teachers must consider what their learners will need in order to be successful. This can include differentiation in presentation of lesson content, differentiation in methods of action or expression, or differentiation in options for student engagement. Then, teachers can utilize the UDL lesson planning template and other UDL resources to design their lesson plans, and finally, teachers implement their UDL lesson plans.

*P:* Each group will be assigned one UDL guideline, and will be given approximately 20 minutes to discuss their guideline and it's checkpoints, and make a list of possible classroom activities and teaching strategies that could be planned into a UDL lesson plan. The list will be written on chart paper, and each group will need a bucket of markers and a piece of chart paper. You may use your computers to access the digital UDL guideline documents. The objective of this activity is for you to use what you’ve learned so far today about UDL to consider possible UDL elements to use in a math lesson.

You will have approximately 15 minutes to work in groups, and then another 20 minutes to present to your peers.

*P:*  Thank you all so much for your hard work in our UDL session! We’ll now move on to our next segment, Accommodations and Modifications.