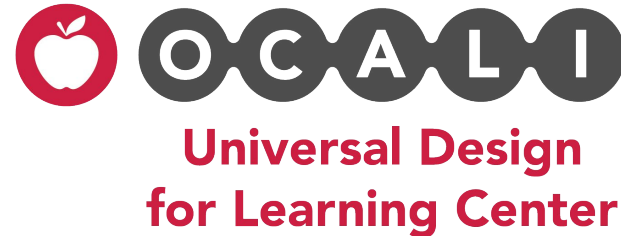


This Isn't Your Parents OIP-You Know the "Why,"  
but Do You Really Know the "How?"

Taking a UDL Approach to the Ohio Improvement Process at  
the Teacher, Building, and District Levels

# Welcome



# Who Are We?

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<http://bit.ly/OLAC-UDLPadlet>

... here you can find today's materials, resources,  
and much more!





# What's on my table?

- Hard copies of resources
- Fidgets
- Post-It Notes
- Markers
- Treats



# Options for Self-Regulation

- Stand, walk, move to a comfortable place in the room
- Grab a fidget
- Doodle
- Converse, brainstorm, record ideas

# Options for Perception

- Follow the large projection
- Follow digital materials
- Ask questions
- Write questions or “ah-ha” moments on post-its, card stock, etc





# Take a Stand

- ...if you have been an educator for under 5 years
- ...if you have been an educator for more than 20 years
- ...if you are not a classroom teacher (admin, academic coach, consultant, ESC, etc.)
- ...if you have training in Special Education
- ...If you already have a working knowledge of UDL
- ...if you hardly know what the U, D, and L stand for
- ...if you are a member of:
  - TBT
  - BLT
  - DLT



# Session Goals. . .I Can:

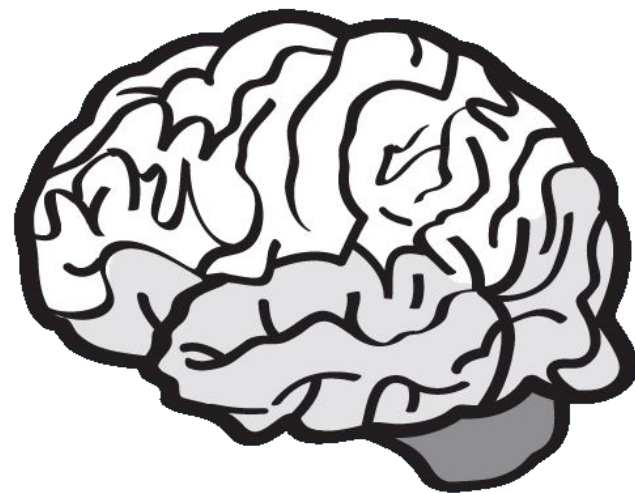


- understand the definition of an expert learner
- explain the UDL ten tips for creating an engaging learning environment, with connections of clear learning goals, to teacher clarity across grade levels
- explore and model the use of OLAC Modules

# When Thinking About the Session Goals

Please use them in the context of

- District Leadership Teams
- Building Leadership Teams
- Teacher Based Teams
- The Ohio Improvement Process
- Ohio's 5 Year Strategic Plan



LOADING

# Mentimeter



Please enter the code

You must enter a code to continue.

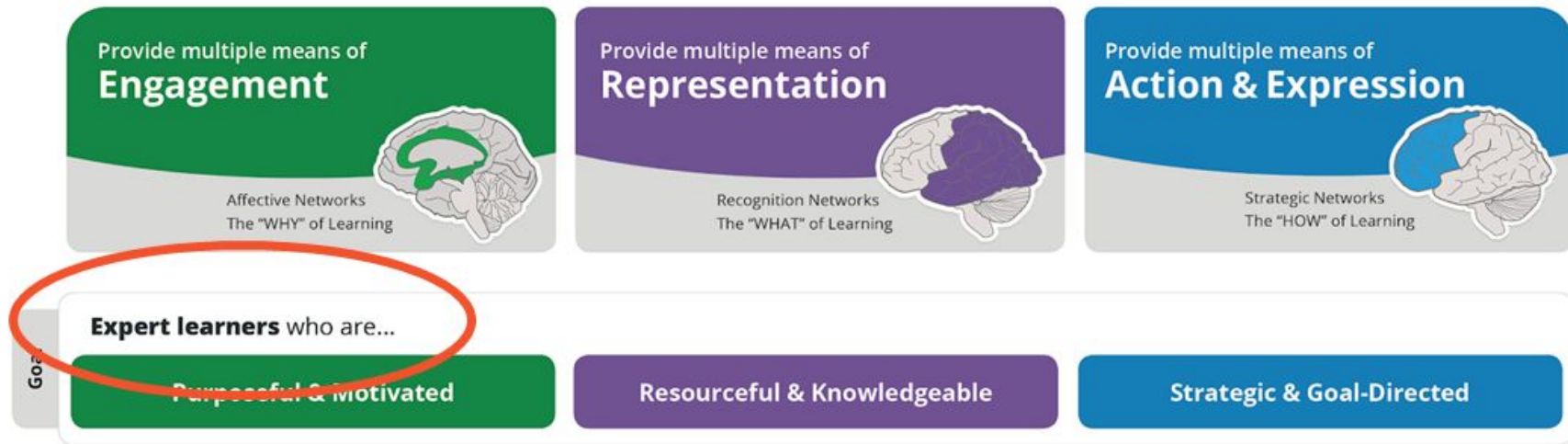
Submit

The code is found on the screen in front of you



<https://www.menti.com/>

# The Goal of Universal Design for Learning



# Table Talk!

-What do you hope to walk away with after this session?



# History Lesson

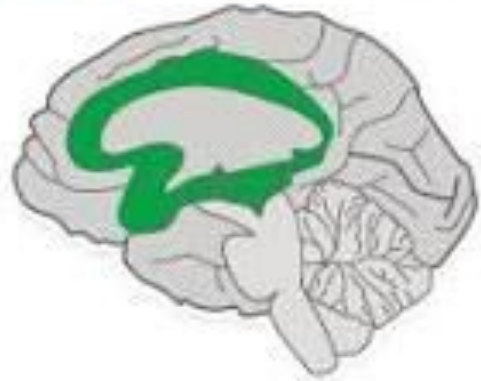
While watching  
this video what  
did you think  
about?



# Multiple Means of Engagement

1. Create clear, specific goals
2. Minimize distractions
3. Present flexible assessment options
4. Provide frequent, formative feedback
5. Incorporate authentic and relevant examples

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING





# Multiple Means of Engagement

6. Ensure resources and supports meet the demands of a task

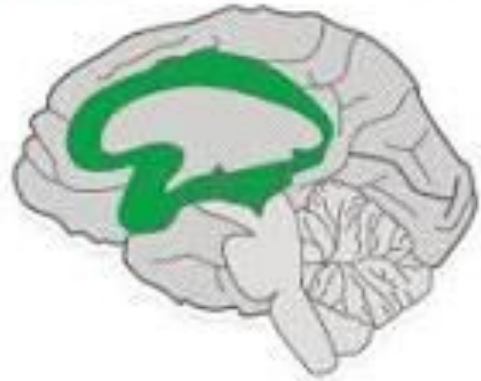
7. Increase opportunities for collaboration

8. Share examples and non-examples

9. Offer time for active reflection on learning and engagement

10. Support risk-taking

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



# Room Activity



## Coaching

*Last Updated: November 9, 2018*



## Teams Using Data Wisely

*Last Updated: August 13, 2018*



## Family and Community Engagement

*Last Updated: September 19, 2019*

# Crosswalk Tool For Coaching

A tool that can be used quickly to link UDL and the OLAC resources.

Tool One is for everyone to collaboratively create and share ideas on coaching.

<http://bit.ly/a11Coachsht>

Tool two is for someone that wants to create their own or for their own team.

<http://bit.ly/2toolsinpers>

# Crosswalk Tool For Data

A tool that can be used quickly to link UDL and the OLAC resources.

Tool One is for everyone to collaboratively create and share ideas on Data.

<http://bit.ly/Teams0data>

Tool two is for someone that wants to create their own or for their own team.

<http://bit.ly/data4person>

# Crosswalk Tool For Family, Community, Engagement

A tool that can be used quickly to link UDL and the OLAC resources.

Tool One is for everyone to collaboratively create and share ideas on Family, Community, Engagement.

<http://bit.ly/3familyengall>

Tool two is for someone that wants to create their own or for their own team.

<http://bit.ly/2famengageperperson>

# THANK YOU

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