Repurposing Your Instruction the UDL Way to Make Your Class a TEN!

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#OLAC
Outcomes for Learning:

- Learn strategies to enhance student writing across all content areas.
- Utilize Universally Designed strategies to update instructional practices.
- Obtain ready-to-use examples and assessment tools in core content areas.
- Apply Strategies in cooperative learning groups to be utilized in your school.
Who are we?

- Grades 8-12 high school with a total population of 439 ethnically diverse students
- Subgroups consist of:
  - 91% Socio-economically disadvantaged
  - 14% Students with Disabilities
  - 40% White
  - 30% African-American
  - 18% Hispanic
  - 12% Multi-Racial
- High transient population including a large influx of ESL and SWDs
- Many teachers instruct courses in isolation due to the framework of the district
UDL Defined:

“Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.”
How Learners Learn

Universal Design for Learning

**Recognition Networks**
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

**Strategic Networks**
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

**Affective Networks**
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
- Provide options for perception
  1. Offer ways of customizing the display of information
  2. Offer alternatives for auditory information
  3. Offer alternatives for visual information
- Provide options for language, mathematical expressions, and symbols
  1. Clarify vocabulary and symbols
  2. Clarify syntax and structure
  3. Support decoding of text, mathematical notation, and symbols
  4. Promote understanding across languages
  5. Illustrate through multiple media
- Provide options for comprehension
  1. Activate or supply background knowledge
  2. Highlight patterns, critical features, big ideas, and relationships
  3. Guide information processing, visualization, and manipulation
  4. Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
- Provide options for physical action
  4. Provide options for physical action
  4.1 Vary the methods for response and navigation
  4.2 Optimize access to tools and assistive technologies
- Provide options for expression and communication
  5. Use multiple media for communication
  5.1 Use multiple tools for construction and composition
  5.2 Use multiple tools for construction and composition
  5.3 Build fluencies with graduated levels of support for practice and performance
- Provide options for executive functions
  6. Guide appropriate goal-setting
  6.1 Guide appropriate goal-setting
  6.2 Support planning and strategy development
  6.3 Facilitate managing information and resources
  6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement
- Provide options for recruiting interest
  7. Provide options for recruiting interest
  7.1 Optimize individual choice and autonomy
  7.2 Optimize relevance, value, and authenticity
  7.3 Minimize threats and distractions
- Provide options for sustaining effort and persistence
  8. Provide options for sustained effort and persistence
  8.1 Heighten salience of goals and objectives
  8.2 Vary demands and resources to optimize challenge
  8.3 Foster collaboration and community
  8.4 Increase mastery-oriented feedback
- Provide options for self-regulation
  9. Provide options for self-regulation
  9.1 Promote expectations and beliefs that optimize motivation
  9.2 Facilitate personal coping skills and strategies
  9.3 Develop self-assessment and reflection
Representation
Action and Expression
## Engagement

![Image of a poster with stars and text: \textit{You owe me!}]

<table>
<thead>
<tr>
<th>Date</th>
<th>ADM</th>
<th>Tardies</th>
<th>Basista Marafioti Walkowicz</th>
<th>Latell Henley</th>
<th>Allen Creed</th>
<th>Lowery Rauber</th>
<th>Gozur McCray</th>
<th>Duran Fowler</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/28</td>
<td>33</td>
<td>y</td>
<td>112, 124, 310</td>
<td>114, 115</td>
<td>123, 134</td>
<td>100</td>
<td>80, 87</td>
<td>81, 84</td>
</tr>
<tr>
<td>11/29</td>
<td>83</td>
<td>y</td>
<td>93</td>
<td>93</td>
<td>89</td>
<td>88</td>
<td>73, 83</td>
<td>94, 100</td>
</tr>
<tr>
<td>11/30</td>
<td>100</td>
<td>y</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>100, 95</td>
<td>94, 100</td>
</tr>
<tr>
<td>12/1</td>
<td>100</td>
<td>y</td>
<td>93</td>
<td>1</td>
<td>94</td>
<td>1</td>
<td>94, 87</td>
<td>94, 100</td>
</tr>
<tr>
<td>12/2</td>
<td>100</td>
<td>y</td>
<td>93</td>
<td>78</td>
<td>81</td>
<td>3</td>
<td>94, 88</td>
<td></td>
</tr>
</tbody>
</table>

- **ADM**: Attendance
- **Tardies**: Tardiness
- **Daily Points**: Daily participation points

Note: Letters indicate attendance status: 'y' for present, 'n' for absent.
UDL WHEEL
AN INTERACTIVE TOOL FOR UDL STRATEGIES

Universal Design for Learning Guidelines

Principle I: Provide Multiple Means of Representation - the "WHAT" of learning. Learners differ in the ways that they perceive and comprehend information that is presented to them.

Principle II: Provide Multiple Means of Expression - the "HOW" of learning. Learners differ in the ways that they can navigate a learning environment and express what they know.

Principle III: Provide Multiple Means of Engagement - the "WHY" of learning. Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine.

These UDL Guidelines and checkpoints can assist educators in designing flexible lessons and curricula that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. They can also help educators evaluate existing curricula goals, materials, methods and assessments.

This graphic was designed by the Maryland State Department of Education and Howard County Public Schools. These guidelines were developed at CAST with support from the U.S. Department of Education, The National Science Foundation, and private foundations.

For more detail, examples, and research, visit the National Center on Universal Design at http://www.udlcenter.org/
## Triple Double

<table>
<thead>
<tr>
<th>Evidence (explicit meaning of text)</th>
<th>Analysis (implicit meaning of text)</th>
<th>Connections personal, text/literary, world, history, media/news</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary with direct quote</td>
<td>inferences and conclusions drawn from evidence - not simply restating the evidence</td>
<td>• I know because...</td>
</tr>
<tr>
<td>• The author wrote...</td>
<td>• From this I can infer...</td>
<td>• This reminds me of...</td>
</tr>
<tr>
<td>• An example on page ____ is...</td>
<td>• The author's intentions were...</td>
<td>• I can compare this to...</td>
</tr>
<tr>
<td>• In the text it said...</td>
<td>• This is significant because...</td>
<td>• This relates to...</td>
</tr>
<tr>
<td>• The graph/map shows...</td>
<td>• This emphasizes the fact that...</td>
<td>• Another similar instance...</td>
</tr>
<tr>
<td>• On page _____, the author said.</td>
<td>• This demonstrates that...</td>
<td></td>
</tr>
<tr>
<td>• The illustration shows...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Triple double Resources

Triple Double Graphic Organizer

Triple Double Expectations

Triple Double Purpose
<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong></td>
<td>Summary includes relevant and sufficient textual evidence to develop a response which includes _____ direct quote(s) using one of the sentence stems provided.</td>
<td>Summary includes an insufficient amount of textual evidence in an attempt to develop a response which includes ____ direct quote(s).</td>
<td>Summary does not include textual evidence or direct quotes from the passage.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Analysis provides relevant and sufficient inferences and conclusions drawn from textual evidence. The analysis summarizes the work to the extent needed to clarify main points but does not retell the work. Word choice is consistently precise, vivid, or powerful.</td>
<td>Analysis provides insufficient inferences and conclusions with minimal textual evidence. The writing offers some new insight into the work or related works, but the analysis may not consistently summarize the work to the extent needed to clarify main points, or it may unnecessarily retell the work. Word choice is generally precise.</td>
<td>Analysis is lacking any relevant or sufficient inferences conclusions with no textual evidence. The writing does not deepen the reader’s understanding of the work or related works. Summary may be substituted for analysis. Word choice is incorrect or confusing.</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses. Makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.</td>
<td>Exhibits a level of comprehension that reflects extensions that are more literal or personal. Makes connections to personal experiences, other texts and/or background knowledge.</td>
<td>Demonstrates a limited understanding and/or interpretation of the text. Exhibits a level of comprehension that consists primarily of literal responses to the text. Makes connections between other experiences and text that are disjointed, limited and not integral to the text.</td>
</tr>
</tbody>
</table>
Focus: Cells

Claim: "Germs help each other fend off antibiotics"

Prompt: Based on information presented in the article, provide two pieces of evidence to support the claim "When germs, (bacteria) assist each other they can mutate which enables them to become resistant to antibiotics."
Prompt: Read “Barter” by Sara Teasdale. Choose one character from “Fahrenheit 451” that shares the same point of view as the speaker in the poem.

Select one piece of evidence from each stanza to support your claim and elaborate using the triple double template.
**Focus:** Foreign Policy

**Claim:** “Some people are doubtful of President Obama’s leadership against the Islamic State.”

**Prompt:** Find three pieces of textual evidence in the article “Obama addresses nation on new phase of terror threat after Calif. attack” that most strongly support the claim.
Expansion of Writing

- **Triple Double can easily be expanded into an essay format**
  - Horizontal connection: Each piece of evidence, analysis and connection can transition into a body paragraph

- **Triple Double allows for practice of testing skills such as**
  - Comparison of similar themes/topics across paired texts
  - Use of different mediums, such as videos and graphics

- **Prompt can be customized**
  - To allow for differentiation between learning levels
  - To reflect testing specifications such as Argumentative or Informational/Expository writing
THANKS!

Any questions?

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Please complete our **exit ticket** before you leave.