Empowering educators to transform instruction so that ALL students succeed.
The challenge of College and Career Readiness

Cognitively Complex Skills:
Analyze, Evaluate, Compare, Delineate, Measure, Hypothesize, Infer, Reference, Solve, Elaborate, Define, Execute, Create

“Are teachers prepared to instruct students in the cognitively complex skills necessary to meet new college and career readiness standards? ...teachers need guidance, support, coaching, and essential tools to make the critical instructional shifts for new standards.”

–Robert Marzano
Universal Design for Learning:

How can we empower educators so that all students access grade level standard aligned rigorous instruction?
1. Demystify the UDL framework
2. Learn the UDL lesson planning process
3. Use Goalbook for UDL lesson planning
This is Joey.

He Doesn’t Like Broccoli.
What are some reasons Joey might not like broccoli?
What are some ways we can help Joey?
ACTIVITY: POST-IT CHALLENGE

Write 1 Idea on Each Post-It:

IDEA #1

IDEA #2

IDEA #3
ACTIVITY: POST-IT CHALLENGE

Discard Similar/Same Ideas

IDEA #1
IDEA #2
IDEA #4
IDEA #5

IDEA #1
IDEA #3
IDEA #5
IDEA #6
3 Principles of Universal Design for Learning

**Engagement**
How students will be motivated and sustain engagement throughout the lesson

**Representation**
How information is presented to students in the lesson (e.g. written text or verbal communication)

**Action + Expression**
How students navigate a learning environment and express what they know
3 Principles of Universal Design for Learning

**Engagement**
How students will be motivated and sustain engagement throughout the lesson.

**Representation**
How information is presented to students in the lesson (e.g., written text or verbal communication).

**Action + Expression**
How students navigate a learning environment and express what they know.
Place your post-its on the poster which **most closely aligns** with the strategy you came up with.
UDL at a Glance
3 Principles of Universal Design for Learning

Engagement

Representation

Action + Expression
Strategies in Goalbook Toolkit

STRATEGY
Read Aloud
Popcorn Reading, Readers Theater, Audio Book, Books-On-Top/CD, Text-to-Speech Software

Read Aloud refers to presenting written text in an auditory format. The teacher can read aloud to the class or students can take turns reading aloud to each other. The written text can be presented through an audio recording (e.g. tape, CD, MP3) or through the use of text to speech software.

Having access to the text via audio does eliminate the need to read the text itself. The student can be exposed to the read aloud version before they engage in reading it themselves to facilitate comprehension. Alternatively, they can listen to the read aloud as they are reading the text to facilitate accurate decoding.

Implementation Tips

Audio
For students who are auditory learners, give the student a CD of the textbook

Text-to-Speech
Strategies in Goalbook Toolkit

STRATEGY
Sentence Starters
Sentence Starters, Reading Response Starters, Sentence Frames, Cloze Sentences

A sentence starter provides a frame for students to express their thoughts in writing or speaking. It can be used to assist students to focus and organize their thoughts as well as fostering creativity. Common uses for sentence starters are to help students in describing facts, making predictions, comparing and contrasting, stating an opinion and clarifying or paraphrasing information.

Ready-to-Use Resources

SENTENCE FRAMES
Analyzing Literature: Sentence Starters
A collection of sentence starters for responding to literature. Use these sentence starters to support students while writing, participating in group discussions, and preparing for presentations.

Grade 6, 7, 8, 9, 10, 11, 12 - English Language Arts, Reading, Writing, Speaking - 1 pages
Strategies in Goalbook Toolkit

Learning Logs

Learning logs are a tool that allow students to write about key concepts they are learning. They generally look like a two-column graphic organizer. On the left-hand side, students or the teacher write topics they are learning or questions they have on a given concept they have been studying. In the right-hand column, students write corresponding notes or answers. The teacher can respond and make notes as well. Learning logs promote student reflection, allow students to monitor their own learning and push students to synthesize and organize ideas learned. Learning logs can be filled out the last few minutes of class or at the end of the week.

Ready-to-Use Resources

Basic Learning Log

Printable learning logs that can be used by students to record key information from a lesson or text to reflect on their learning. Variations with guiding questions and sentence frames are included to support learners at all levels.

Grade 5, 6, 7, 8, 9, 10, 11, 12 - English Language Arts, Reading, Listening, Math - 4 pages
Learning Lesson Design Using UDL
The Lesson Design Process

Using UDL

OBJECTIVE

BARRIERS

STRATEGIES
ACTIVITY

UDL-ification
Universal Design for Learning—Lesson Planning Activity

**LEARNING GOAL**
Students will name and describe the distinct stages of a complete metamorphosis.

**Next Generation Science Standards**

**N 3.L.1.1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**LESSON PLAN**
1. Teacher will ask students if they have ever seen a butterfly before. Teacher will ask students if they have ever seen a caterpillar before. Teacher will call on students to describe each.

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**LEARNING GOAL**
Students will argue for one side of whether the bombing of Hiroshima WWII was justified, citing strong evidence from the text.

**LESSON PLAN**
1. Teacher will show a short video clip objectively describing the bombing of Hiroshima.
## Universal Design for Learning—Lesson Planning Activity

### LEARNING GOAL

Students will name and describe the distinct stages of a complete metamorphosis.

### COMMON CORE STANDARDS

#### Reading: Informational Text

- **RI.5.4.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **RI.5.8.** Write informative and explanatory texts to examine a topic and convey ideas and information clearly.

### LESSON PLAN

<table>
<thead>
<tr>
<th></th>
<th>STUDENT STRENGTHS</th>
<th>POTENTIAL BARRIERS</th>
<th>STUDENTS' ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 strength, 1 barrier, and 1 strategy for Cesar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Teacher will ask students if they have ever seen a butterfly before. Teacher will ask students if they have ever seen a caterpillar before. Teacher will call on students to describe each.

2. Students will read the article, “The Life Cycle: Metamorphosis” describing the complete metamorphosis of butterflies.

3. Students will demonstrate their understanding by writing a multi-paragraph summary that names each stage and includes at least two relevant details for each stage.
Cesar absolutely loves school and is extremely social. On the playground and at home, Cesar is more likely to use Spanish. Cesar frequently "falls back" on his first language to help him grasp new vocabulary or concepts, and is considered an intermediate English learner. He’s working on using complete, more complex sentences—an indication of fluency.
Cesar is extremely social and very involved in the varsity football team. In social settings and at home, Cesar is more likely to use Spanish. Cesar frequently "falls back" on his first language to help him grasp new vocabulary or concepts, and is considered an intermediate English learner. He’s working on using complete, more complex sentences—an indication of fluency.
Duy Tran’s family moved to the United States from Vietnam last year. He was in a boarding school in Vietnam. When Duy entered school in the US, he spoke no English. He is now more confident in English and is currently reading at a 1st grade level. He is persistent and will reread words and sentences he did not understand for clarification. He can be shy to speak in class or in small groups. Duy is very thoughtful and caring.
Duy Tran’s family moved to the United States from Vietnam last year. He was in a boarding school in Vietnam. When Duy entered school in the US, he spoke no English. He is now more confident in English and is currently reading at a 3rd grade level in English. He is persistent and will reread words and sentences he did not understand for clarification. He can be shy to speak in class or in small groups. Duy is very thoughtful and caring.
Taylor is a 3rd grade student who has been identified as gifted and talented. She thrives during hands-on projects, particularly those involving STEM subjects. In 2nd grade the school team was concerned about ADHD for Taylor, but no formal assessment took place and no formal diagnosis was made. She is very social and popular with her peers. In addition, she loves being the line or table leader and helping her teachers.
Taylor is a 9th grade student who has been identified as gifted and talented. She thrives during hands-on projects, particularly those involving STEM subjects. In 8th grade the school team was concerned about ADHD for Taylor, but no formal assessment took place and no formal diagnosis was made. She is very social and popular with her peers. Additionally, she naturally takes on leadership roles in the classroom.
Walter is a 3rd grade student who loves collecting baseball cards. He was diagnosed with autism in kindergarten. He can read about 50 sight words and count to 20. He enjoys videos and using the computer. Walter has a tendency to spend time alone engaged with his favorite objects and toys. His teachers have found it difficult to get him to participate in class.
Walter is a 9th grade student who loves collecting baseball cards. He was diagnosed with autism when he was in kindergarten. Walter excels in math, but has difficulty explaining his reasoning, either orally or in writing. He enjoys videos and using the computer. Walter has a tendency to spend time alone and avoids social situations. Walter’s teachers have found it difficult to get him participating in class.
Rachel is a 3rd grade student who is very attentive and hardworking. Her reading lacks fluency, she needs to sound out CVC words, she and guesses at unknown multisyllabic words. She has difficulty spelling, usually only correctly writing the initial letter/sound. While she always give her best effort, she lacks confidence with academic tasks and does not ask for assistance often.
Rachel is a 10th grade student who is very attentive and hardworking. Her reading lacks fluency and she guesses at unknown multisyllabic words. In addition, she has difficulty answering who, what, when, and where questions as well as questions that require inferences and critical thinking. While she always give her best effort, she lacks confidence with academic tasks and does not ask for assistance often.
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!
PART 3

How to Use Goalbook to Design Instruction
Cesar absolutely loves school and is extremely social. On the playground and at home, Cesar is more likely to use Spanish. Cesar frequently "falls back" on his first language to help him grasp new vocabulary or concepts, and is considered an intermediate English learner. He’s working on using complete, more complex sentences—an indication of fluency.
Thank you