Summer Preparation for High School Transition:

An implementation of the UDL Framework to transform teacher beliefs

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Objectives

1. Describe the role of accommodations for students with learning differences as the initial step to igniting student engagement
2. Describe the aspects of professional collaboration based on UDL implementation principles that catalyzed changes in teacher beliefs
3. Identify the habits of mind of educational engineers that can be used to identify catalyst/allies for change in schools

In what ways were my representations limited?
1. Only auditory
2. Nothing written

In what ways did I limit your expression?
1. No speaking
2. No questions
3. No looking at your neighbors
4. Close your eyes

In what ways did I limit engagement?
1. No goals
2. No models
3. No prior guidance
Inviting students into the learning event
Engaging them in the learning task
Communicating understanding and support

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners

Americans with Disabilities Act and Independent Schools

The UDL Framework places emphasis on CONTEXT

Creating an environment where learners know they will be able to access and deliver information in a way that fits their momentary or constant needs allows them to approach learning in a more receptive state (Meyer, Rose, & Gordon, 2014).
Collaborative Process

facilitate transformation from limiting mindsets that perpetuate inequity and exclusion to empowering mindsets that support excellence with equity

Creating Brave Learning Spaces vs. Safe Spaces

A brave space acknowledges the unavoidable risk, struggle, and discomfort that accompanies authentic engagement (Arao and Clemens, 2013)

Assumptions and biases that prevent learners from acquiring and expressing their knowledge

Values differences: inclusive environments and learning, participant voice, diverse perspectives
YOUR TURN…

CREATE YOUR OWN METACOGNITIVE QUESTIONS

HABITS OF MIND of Educational Engineers

Systems thinking
Attention to ethical considerations
Creativity
Optimism

(Basham & Marino, 2013)

Call to Action...

Let us be mindful of our intent as we design our learning spaces

Let us build brave learning spaces, thriving Ecosystems not Egosystem

Let us invite learners take on the risks in those spaces to define their own identities, so that these identities become the collective identity of a just society

References
