Design to Support All Educators to Transform Instruction
SESSION OBJECTIVES

1. Demystify the UDL framework

2. Learn the UDL lesson planning process

3. Use Goalbook for UDL lesson planning
ABOUT GOALBOOK

CREATED BY TEACHERS, FOR TEACHERS

Founded by two educators and developed by experienced teachers

RESEARCH AND EVIDENCE BASED

Partnerships with universities and teachers colleges, and consultation with CAST

THOUGHT PARTNERS WITH DISTRICTS

Goalbook helps teachers design impactful instruction in over 500 districts across 45 states
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
How can we empower educators so that **ALL** students can access grade level standard aligned instruction?
Teachers reported significant growth in their comfort levels with implementing cognitively demanding tasks (CDTs) and Universal Design for Learning.
Third party research shows all participants demonstrate **growth in effectively differentiating instruction**

**STUDY DESIGN**

Researchers designed a four-month study within a large urban school district. The study focused on applying the UDL framework to instructional practice and evaluating how UDL training and coaching impacts teacher practice. Researchers recruited three instructional coaches and ten teachers for the coaches to support within the school district.

The first aspect of this study involved training the three facilitators during a one-day professional development workshop on UDL, which they in turn delivered to the teachers they coach. Coaches also learned how to utilize the UDL framework within their coaching processes. They learned how to use UDL-aligned planning and lesson observation documents and discussed how they would use these documents within their coaching cycles.

Once all participants had received training, the instructional coaches met with each of their teachers individually to discuss plans for an upcoming lesson with a specific focus on one student with an upcoming IEP. During this conference, the coach and teacher utilized Goalbook to enhance their UDL-aligned planning.

Coaches observed each teacher deliver the lesson and used a UDL-aligned rubric to rate its quality within terms of UDL. Coaches conferenced with the individual teachers following the lesson to reflect on the lesson and review student artifacts.
Goalbook *Significantly* Improves Instructional Learning Plans and IEPs

*Study conducted by professors at San Francisco State University*
It’s about

The Teacher and the Student

“The classroom teacher influences student learning more than any other variable. Multiple studies have found that teaching has 6 to 10 times as much impact on achievement as all other factors combined.”

- ROBERT MARZANO
Most students do what they’re asked in school—but still aren’t prepared to meet their goals after graduation because so few of their assignments actually gave students the chance to complete grade-level work.

Students succeeded on 71% of their assignments. They met grade-level standards on 17% of those exact same assignments.
How can we empower educators so that **ALL** students can access grade level standard aligned instruction?
KNOWING

DOING
“Instructional scaffolding” for teachers
California

1992: 46%
2004: 54%
2014: 64%
2024: 90%

National average

1992: 49%
2004: 54%
2014: 64%

Indicator 5: % of students with disabilities who are in a general education class for 80% or more of the school day

Villa, 2016
Demystifying Universal Design for Learning
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 #4
IDEA #2

IDEA #5
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
UDL at a Glance
3 Principles of Universal Design for Learning:

- Engagement
- Representation
- Action + Expression
### Universal Design for Learning Guidelines

**Provide Multiple Means of Engagement**
- Purposeful, motivated learners
  - Provide options for self-regulation
    - Promote expectations and beliefs that optimize motivation
    - Facilitate personal coping skills and strategies
    - Develop self-assessment and reaction
  - Provide options for sustaining effort and persistence
    - Heighten salience of goals and objectives
    - Vary demands and resources to optimize challenge
    - Foster collaboration and community
    - Increase mastery-oriented feedback
  - Provide options for recruiting interest
    - Optimize individual choice and autonomy
    - Optimize relevance, value, and authenticity
    - Minimize threats and distractions

**Provide Multiple Means of Representation**
- Resourceful, knowledgeable learners
  - Provide options for comprehension
    - Activate or supply background knowledge
    - Highlight patterns, critical features, big ideas, and relationships
    - Guide information processing, visualization, and manipulation
    - Maximize transfer and generalization
  - Provide options for language, mathematical expressions, and symbols
    - Clarify vocabulary and symbols
    - Clarify syntax and structure
    - Support decoding of text, mathematical notation, and symbols
    - Promote understanding across languages
    - Illustrate through multiple media

**Provide Multiple Means of Action & Expression**
- Strategic, goal-directed learners
  - Provide options for executive functions
    - Guide appropriate goal-setting
    - Support planning and strategy development
    - Enhance capacity for monitoring progress
  - Provide options for expression and communication
    - Use multiple media for communication
    - Use multiple tools for construction and composition
    - Build encyclopedies with graduated levels of support for practice and performance
  - Provide options for physical action
    - Vary the methods for response and navigation
    - Optimize access to tools and assistive technologies
Strategies in Goalbook Toolkit

STRATEGY

Read Aloud
Popcorn Reading, Readers Theater, Audio Book, Books-On-Tape/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 Stems, 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
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

PROGRESS MONITORING TOOL
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 3, 4, 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
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
CLEAR THE PATH FOR EVERYONE!
1. One important thing you learned today that you are going to implement in your position in 143 characters or less.

2. A hashtag, word, or unspaced phrase you would use to identify the main idea and theme of what you learned from today’s session.
We empower educators to transform instruction so that ALL students succeed