Universally Designed Professional Development

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#BLC17

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Goals and Objectives

After this session, you will:

- Understand **WHY** universal design for learning is an effective framework to enhance your professional development offerings.
- Have at least one a-ha moment about **WHAT** PD looks like when enhanced with UDL.
- Self-reflect to identify a personalized strategy for **HOW** you will incorporate UDL into your own practice.
What is your goal?
It was believed until recently that the human brain, which consists of around 100 billion neural cells, could not generate new neural cells (the generation of new neurons is also known as neurogenesis). This old theory also thought our ability to generate new neural pathways dropped off sharply around the age of 20, and then became permanently fixed around the age of 40.
New studies have shown through PET and MRI brain scanning technology, that new neural cells are generated throughout life as well as new neural pathways. These changes are not always easy but can happen.
UDL Analogies:
A Conceptual exploration
When will you shovel the ramp so I can get in?

I will shovel the ramp after I shovel the stairs.

If you shovel the ramp first, we can all get in.
A___ Your partner says, “You did a great job on that. I appreciate it.”
B___ Your partner unexpectedly does something in or around the house or your room that you appreciate.
C___ Your partner brings you a surprise treat from the store.
D___ Your partner invites you on a leisurely walk just to chat.
E___ Your partner makes a point to embrace you before leaving the house.

So, what's your love language?
The Dance Routine Analogy
Zumba
Beginner Level
with Ain
“Have you ever noticed that anybody driving slower than you is an idiot, and anyone going faster than you is a maniac?”

-George Carlin

Begin where they are.
3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

"What does IDK, LY & TTYL mean?"

I don't know, love you, talk to you later.

OK, I will ask your sister.
WHAT IS UDL?
So, what is UDL, anyway?

The term Universal Design is defined in Federal Law. The Higher Education Opportunity Act of 2008 describes it as a scientifically valid framework for guiding educational practices that provide:

- **Flexibility** in the ways information is presented
- Flexibility in the ways students respond or demonstrate knowledge/skills
- Flexibility in the ways students are engaged
- **Reduction** in instructional barriers
- Challenges and maintains **high achievement** expectations for all students
The role Lev Vygotsky’s Work Played in the Principles

Recognition Networks  
The "what" of learning

The recognition of patterns and how we recognize information, ideas, and concepts

Vygotsky: recognition of information to be learned

Strategic Networks  
The "how" of learning

The planning and generation of patterns and how we apply strategies to process information

Vygotsky: application of strategies that process information

Affective Networks  
The "why" of learning

The selection and prioritization of patterns and how we are engaged

Vygotsky: engagement with the learning task
Provide Multiple Means of Engagement

Develop self-assessment and reflection mechanisms. Expect this as part of the RFP process and in the PD facilitator training.

It is important to offer opportunities for collaboration.

Consider the barriers for your staff/colleagues. Is technology a threat for some? How can you remove that barrier for them?
Provide Multiple Means of Representation

When providing PD on UDL, or universally designing PD in content areas, it’s crucial to show how the new initiative fits in with what teachers and staff are already doing.

- This will activate their background knowledge and allow them to transfer new skills to their practice without throwing everything away.

Provide visual representations of topics under study. Instead of just speaking about UDL, for example, provide a visual of it, a Powtoon, a video, a webinar, etc. See what GDRSD made to provide PD in Educator Evaluation.

Provide options so teachers can choose [e.g. attend a plenary session, read about the proposed initiatives, attend a book/study group, listen to a webinar or podcast, etc.]
Provide Multiple Means of Action and Expression

Having clear goals for PD sessions is only the first step of building executive function. It’s also important to ask learners to set their own goals for the PD session or series.

Providing exemplars, templates, and rubrics allow learners to access support that will guide them as they implement new knowledge and skills with their students.

During PD sessions, provide opportunities for learners to:
- get up and collaborate in person
- interact with online modules
- use multimedia tools or assistive technology to express what they are learning to implement new skills with students.
UDL: What does Universally Designed PD Look Like?
Be a Team Player

8.3 Foster collaboration and community

Vision: To empower all employees with high-quality, collaborative, and engaging PD designed to inspire excellence in teaching and learning.
ChoosY choosy

7.1 Optimize individual choice and autonomy

What choices do your teachers have for PD?
8.4 Increase mastery-oriented feedback

What is one thing that you have learned in our session that will help you in your practice?

Long answer text

What is one thing that I can do to improve future sessions?

Long answer text

What is one thing that I can do to be a better session participant?

Long answer text

Do you have lingering questions? If so, write them below.

Long answer text
TWITTER CHALLENGE!!
Tweet about something new you learned today with the following hashtags #UDL and #UDLead

“Like” as many tweets as you wish. The participant with the most likes is the winner!
Universally design an upcoming PD session!
Brainstorm with a partner (or small group)

7.1 Options that increase individual choice and autonomy
● Provide staff with as much discretion and autonomy as possible by providing choices

7.2 Options that enhance relevance, value, and authenticity
● Provide tasks that allow for active participation, exploration and experimentation
Opportunities to Extend Your Learning?

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