Universally Designed Leadership

Dr. Kristan Rodriguez

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#BLC17
Goals and Objectives

After this session, you will:

- Understand **WHY** universal design for learning is an effective framework to enhance leadership practice
- Have at least one a-ha moment about **WHAT** UDL looks like in administrative practice
- Self-reflect on your own practice to identify a personalized strategy for **HOW** you will incorporate UDL into your own practice
1. Go to Kahoot.it
2. Enter PIN #
3. Why SHAPES, COLORS, WORDS, read aloud
UDL Analogies: A Conceptual exploration
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed.
### Summary > Students w/disabilities

#### Progress and Performance Index (PPI) Subgroup Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>View Detailed 2016 Data for Each Indicator</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Narrowing proficiency gaps (Composite Performance Index)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Growth (Student Growth Percentiles)</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Extra credit for decreasing % Warning/Failing (10% or more)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Extra credit for increasing % Advanced (10% or more)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Narrowing proficiency gaps (Composite Performance Index)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Growth (Student Growth Percentiles)</td>
<td>50</td>
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<td>Extra credit for increasing % Advanced (10% or more)</td>
<td>0</td>
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<tr>
<td><strong>Science</strong></td>
<td>Narrowing proficiency gaps (Composite Performance Index)</td>
<td>25</td>
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<tr>
<td></td>
<td>Extra credit for decreasing % Warning/Failing (10% or more)</td>
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<tr>
<td></td>
<td>Extra credit for increasing % Advanced (10% or more)</td>
<td>0</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td>Annual dropout rate</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Cohort graduation rate</td>
<td>-</td>
</tr>
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</table>

Points awarded for narrowing proficiency gaps, growth, and high school indicators

<table>
<thead>
<tr>
<th>Points awarded</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>175</td>
<td>200</td>
<td>350</td>
<td>475</td>
</tr>
<tr>
<td>Total points awarded</td>
<td>175</td>
<td>250</td>
<td>450</td>
<td>550</td>
</tr>
</tbody>
</table>

Number of proficiency gap narrowing, growth, and high school indicators

<table>
<thead>
<tr>
<th>Number of indicators</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

**Annual PPI** = (Total points / Number of indicators)

<table>
<thead>
<tr>
<th>Annual PPI</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>42</td>
<td>64</td>
<td>79</td>
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</tbody>
</table>
The Shoe Analogy
1970 - Let’s Party!

You own a catering company in 1970. You are hired to bring dinner to a client’s house party. Decide on an appetizer and a main dish. Remember, you can only use ingredients that were popular and available during that period.
Nationally/internationally

- 2016 U.S. Department of Education’s National Education Technology Plan
- 2015 The Every Student Succeeds Act (ESSA)
- 2008 Higher Education Opportunity Act (HEOA)
- IB UDL Initiative
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
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.
UDL: What does it look like in administrative practice?
I. Provide Multiple Means of Representation

1. Provide options for perception
   1.1 Offer ways of customizing the display of information
   1.2 Offer alternatives for auditory information
   1.3 Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols
   2.1 Clarify vocabulary and symbols
   2.2 Clarify syntax and structure
   2.3 Support decoding of text, mathematical notation, and symbols
   2.4 Promote understanding across languages
   2.5 Illustrate through multiple media

3. Provide options for comprehension
   3.1 Activate or supply background knowledge
   3.2 Highlight patterns, critical features, big ideas, and relationships
   3.3 Guide information processing, visualization, and manipulation
   3.4 Maximize transfer and generalization

Change the Font
Translate your newsletter
Begin a mtg. with an activator

Representation
For resourceful, knowledgeable learners, present information and content in different ways.
II. Provide Multiple Means of Action and Expression

4: Provide options for physical action
4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication
5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition
5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions
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

Use of video, cartoons, speakers
Response through kahoot, fist of five, plickers
Support goal setting & action planning with templates and protocols
III. Provide Multiple Means of Engagement

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

8: Provide options for sustaining 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

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

Small group work
Topics chosen by participants
Provide time for reflection during the meeting
<table>
<thead>
<tr>
<th>1: Provide options for perception</th>
<th>1.1 Offer ways of customizing the display of information</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Progressing Toward Expert Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display information in a flexible format so that the following perceptual features can be varied: - The size of text, images, graphs, tables, or other visual content - The contrast between background and text or image - The color used for information or emphasis - The volume or rate of speech or sound - The speed or timing of video, animation, sound, simulations, etc. - The layout of visual or other elements - The font used for print materials.</td>
<td>Allow staff to use their own devices to interact with information, view handouts and presentations, and video so they can personalize, take notes, increase/decrease size/volume</td>
<td>Empower staff to curate their own content and/or provide multiple options for staff to choose the resources that best meet their needs. Staff can watch a video OR read a book, but the choice isn't leader-directed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Engagement Defined

Engagement
High Attention + High Commitment

Strategic Compliance
High Attention + Low Commitment

Ritual Compliance
Low Attention + Low Commitment

Retreatism
No Attention + No Commitment

Rebellion
Diverted Attention + No Commitment

“Engagement is equal parts attention and commitment.”

Levels of Student Engagement

based on P. Schlechty and visualization by R. Rios
Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

Professional Standards for Educational Leaders (October 2015)
National Policy Board for Educational Administrators
Implementation Examples from UDL Guidelines:

- Provide **feedback** that **encourages perseverance**, focuses on **development of efficacy and self-awareness**, and encourages the use of **specific supports and strategies** in the **face of challenge**.
- Provide feedback that **emphasizes effort, improvement**, and **achieving a standard** rather than on relative performance.
- Provide feedback that is **frequent, timely, and specific**.
- Provide feedback that is **substantive and informative** rather than comparative or competitive.
Have at least one a-ha moment about **WHAT** UDL looks like in **faculty meetings**

What were your last 3 faculty meetings like?

**Answer A:** Assigned seats mostly because everyone hates each other. Think bad wedding table planning.

**Answer B:** Staff sat in factions. You know how it is when the entire English department sit in a cluster. They work well together but no science teacher dared sit with them. They knew their place.

**Answer C:** Staff chose where they sat based on the flexible options that they helped design and topics that were relevant to their practice.
## Faculty Meeting Agenda

**Tuesday, 3:00-4:15, HS Cafeteria**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 - 3:20</td>
<td>Shit that could have been summarized in an email.</td>
</tr>
<tr>
<td>3:20 - 3:50</td>
<td>An administrator will read a PowerPoint to you.</td>
</tr>
<tr>
<td>3:50 - 4:15</td>
<td>Stupid questions.</td>
</tr>
</tbody>
</table>
Fixing Faulty Faculty Functions

**Answer A:** Exhibit A (to your left). Staff passively listen to a PowerPoint presentation on UDL. They ask stupid questions and leave the meeting. UDL is not brought up again.

**Answer B:** Staff walk in and learn that the topic of the meeting is UDL. The principal prepared 3 “stations” based on the 3 principles of UDL. Staff choose which station they want to sit at (albeit with no prior knowledge of what the principles actually entail). Well choice is available unless there was no one at station 3. In that case, staff are “encouraged” to choose #3. You put in all that prep work after all. Once seated in a station, staff participate in an already defined tasks. They have to read an article on that principle of UDL and discuss it.

**Answer C:** Staff helped define the agenda (e.g. exit ticket feedback from the previous meeting or online surveys) and participated in the planning and facilitation of a meeting that includes flexibility, choice, and the removal of barriers.

How might you get from Answers A or B to Answer C? What guidelines or checkpoints would be helpful when designing the agenda?
Sample: Universally Designed Agenda

(Exemplary) Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues.

5.3 Build fluencies with graduated levels of support for practice and performance.

Activities:
- Participate in discussion around key vocabulary and concepts
- Share graphic organizer for engagement in classroom lesson demonstration
- Break out session to identify best practices related to key vocabulary/share out with larger group

Exit Ticket:
- List 1-3 strategies you could implement in your classroom
Identify UDL Checkpoints in a Universally Designed Meeting
(Activating the Recognition Network)

Get into groups of 2–3.

Complete the scavenger hunt and race your completed form to me! The first team to answer all correctly, will get a prize!

- Read the sample agenda
- Complete the scavenger hunt (using times or agenda headers)
PROJECT REDESIGN
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!
Opportunities to Extend Your Learning?

Contact Me...

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