Empower Your Students
In An MTSS Framework
With Purposeful Technology
Norms

M: Make the most of this time together
T: Take care of personal needs
S: Speak openly and share airtime
S: Signal to regroup is a raised hand
Empower Your Students

Understanding of MTSS
UDL in an MTSS Framework
Assessment
Purposeful Technology
Explore
Session Resources

goo.gl/yC8XrY
How does the use of technology enhance instruction and improve student learning, skills, critical thinking, communication, collaboration, and/or creativity?
Universal Design for Learning

Engagement
The Why
- Affective Network
  - Self-Regulation
  - Sustain Effort and Persistence
  - Recruit Interest

Representation
The What
- Recognition Network
  - Comprehension
    - Language, mathematical expression, symbols
  - Perception

Action & Expression
The How
- Strategic Network
  - Executive Functions
    - Expression and Communication
  - Physical Action

Perception
  - Executive Functions

Expression and Communication
  - Physical Action

Comprehension
  - Language, mathematical expression, symbols

Recruit Interest
  - Self-Regulation
  - Sustain Effort and Persistence
  - Recruit Interest

Affective Network
  - Self-Regulation
  - Sustain Effort and Persistence
  - Recruit Interest
Engagement
The Why

Universal Design for Learning

As a learner, what helps you to become and remain engaged?

Self-Regulation
Sustain Effort and Persistence
Recruit Interest

Affective Network
Perception
Executive Functions
Expression and Communication
Physical Action

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As a learner, what helps you to become and remain engaged?
Where are you seeing UDL at your school?
Use of Assessments In An MTSS Framework
Assessment Cycle

Source
Adapted from
Assessment FOR learning

Provides information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students’ specific needs and secure progress. ELA/ELD Framework Ch. 8
Assessment FOR Learning

Teachers who use “assessment FOR learning” involve their students in ongoing self-assessment in ways that reveal to those learners
a. where they are headed in their learning
b. where they are now in relation to those expectations
c. how each student can close the gap between the two

- Rick Stiggins
Assessment FOR Learning

Formative
Diagnostic
Process
Short-Cycle
Student Reflections
Quick Write
Involved Teachers and Students
Strategic Questioning
Survey
Progress Monitoring
Student Discussions
Exit Tickets
Journals

“What students do, say, make, or write.”

ELA/ELD Framework Ch. 8

Margaret Heritage

What Works Clearinghouse
“What students do, say, make, or write.”

Are there more?

How can we use technology to assess FOR learning?

Involves Teachers and Students

Margaret Heritage
The Center on Response to Intervention

National Center on Intensive Intervention
Let’s Explore
goo.gl/MWZi3B
After exploring a technology tool, write a review. Choose a format from the table to the right.

<table>
<thead>
<tr>
<th>Format</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Padlet Response</td>
<td>padlet.com/rmarriott2/fv1bceh6gdxy</td>
</tr>
<tr>
<td>Google Doc Response</td>
<td>goo.gl/4DbA4x</td>
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<tr>
<td>Backchannel Chat</td>
<td>backchannelchat.com/chat/n4m3x</td>
</tr>
</tbody>
</table>
Make a comment to a review. Choose a format from the table to the right.

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CA MTSS
Cohort 3

Application window:
February 1 - March 31, 2018
Request for Application:
ocde.us/SUMS
Questions?

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Academic Interventions - OCDE