Bartholomew Consolidated School Corporation:

BCSC’s Journey to Implementing Universal Design for Learning

Presenters:
Brett Boezeman, Principal
Kathy Denniston, Teacher
Tina Greene, UDL Coordinator

https://todaysmeet.com/UDLBCSC
#UDLBCSC
Goal:

To present how BCSC reached a unified vision of implementing the UDL framework.

https://todaysmeet.com/UDLBCSC

#UDLBCSC
We will touch on what you might be wondering about…

• How did we get the unified vision? What was non negotiable?
• Schools not on board? If so, what happened? Or how did you bring all classrooms on board?
• How did teachers come together around this? What support was needed?
• Teacher evaluation - how did that work?
The “other” Columbus:

- **Population**: approx. 45,775
- 40 Miles south of Indianapolis
- 20th largest city in Indiana
- headquarters of *Cummins Engine Company*
- 3 High Schools
- 1 Adult Education Center
- 2 Middle Schools
- 11 Elementary Schools

Demographic Data:

- White - 85.0%
- Asian - 5.6%
- Hispanic - 4.6%
- African American - 2.7%
- Two or more races - 1.6%
- Other race - 0.3%
- American Indian - 0.2%
We know the only thing universal... is variability.
Access for All:

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEAR THE PATH FOR EVERYONE!
Disability is Contextual

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein
How does BCSC address:

12,000 +/- Students
Speaking 51 Languages
Students with Disabilities: 13.9%
Economically Disadvantaged: 50%
Minority: 16%
English Language Learners: 11%
Time Line: Outline

• Instructional Service Delivery
  – 2001-2006
• Positive Behavior Instructional Supports
  – 2003-ongoing
• *Universal Design for Learning*
  – *2006-ongoing*
• Instructional Consultation Teams
  – 2007-ongoing
• Project based Learning
  – 2008 - ongoing  https://todaysmeet.com/UDLBCSC #UDLBCSC
Need for Change

Random Acts of Improvement

Many systems were in need of integration, alignment, and expansion
CAST’s UDL Implementation Process

- EXPERT LEARNING
- OPTIMIZE
- SCALE
- INTEGRATE
- PREPARE
- EXPLORE

UDL GUIDELINES

- Representation
- Action and Expression
- Engagement

NEED FOR CHANGE
Explore

- Each school (11 elem, 2 MS, 2 HS) created a service delivery plan
- 1 elementary school applied to PATINS to be a pilot school
- Schools began training in PBIS
Transforming Education through Universal Design for Learning

Universal Design for Learning: Theory & Practice
CAST Co-Founders Anne Meyer and David Rose present an up-to-date review of ideas and best practices from the growing UDL field. Check out the online edition (free with login) and print edition.

Who we are
About CAST
CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.
Explore CAST's history

What we do
Research and Development
CAST works to apply Universal Design for Learning to education's greatest challenges.
Read about our projects

What we offer
Learning Tools
Thanks to the generosity of our funders, CAST offers free multimedia learning tools. View all tools

Dr. David Rose
http://www.youtube.com/watch?v=bDvKnY0g6e4
Prepare & Integrate

• Trained building level teams in UDL

• Integrated UDL goals in school improvement plans

• Collaboration with Dr. Loui Lord-Nelson
District – Wide UDL Training

• Teams represented each school

• Training centered around

Teaching Every Student in the Digital Age
Universal Design for Learning

David H. Rose and Anne Meyer
with Nicole Strangman and Gabrielle Rappolt
Individual to ALL

Curriculum needs to reflect the diversity of all learners and the required 21st century literacies.
Integrate & Scale

- Integrated UDL Rubric
- Trained and implemented Instructional Consultation Teams
## UDL Rubric

<table>
<thead>
<tr>
<th>Goals</th>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Goals</td>
<td>Clarity of goals and evidence of different objectives for various learners</td>
<td>No students are clear on the overall goal and all students are expected to have the same objectives.</td>
<td>Few students are clear on the overall goal for the lesson and their learning objectives.</td>
<td>Some students are clear on the overall goal for the lesson and their learning objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UDL Principle</th>
<th>UDL Teaching Method</th>
<th>Not Yet Evident</th>
<th>Emerging</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple means of representation</td>
<td>Provide multiple examples</td>
<td>Students are only given one example of skills needed to complete the assignment.</td>
<td>In preparation for a lesson, the teacher has few examples that identify skills and concepts needed to complete the assignment.</td>
<td>In preparation for a lesson, the teacher creates some examples to find and identify skills and concepts needed to complete the assignment.</td>
<td>In preparation for a lesson, the teacher and students create multiple examples of finding and identifying skills and concepts needed to complete the assignment.</td>
</tr>
<tr>
<td>Multiple means of representation</td>
<td>Highlight critical features</td>
<td>Teacher provides critical information for the lesson through only one modality.</td>
<td>Teacher provides critical information for the lesson through only two modalities.</td>
<td>The teacher provides critical information for the lesson through oral and visual presentation and highlights critical features in written and visual form, then monitors students to check their focus on important features of the lesson.</td>
<td>The teacher provides critical information for the lesson through oral and visual presentation and highlights critical features in written and visual form, then monitors students to check their focus on important features of the lesson. Additionally, by having texts available in digital format, the teacher or students could literally highlight critical features of the text while preparing the lesson assignments.</td>
</tr>
</tbody>
</table>
Instructional Consultation Teams (ICT)

• Approach which provides academic and behavioral support to teachers and students

• develop a systematic support network within each building, including a trained team to:
  • enhance teachers’ skills in and application of best practices
  • develop school-wide norms of collaboration and problem solving
  • utilize data for classroom and school decisions
At **BCSC**, UDL is no longer a district initiative:

– *It IS the framework through which all other initiatives, policies and procedures are filtered, supported and implemented.*
Scale

- UDL Coordinator became a full-time position
- Partner with ICT coordinator
- Teacher evaluation rubric pilot
<table>
<thead>
<tr>
<th>INEFFECTIVE (1)</th>
<th>NEEDS IMPROVEMENT (2)</th>
<th>EFFECTIVE (3)</th>
<th>HIGHLY EFFECTIVE (4)</th>
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<td>□ Content is presented with few options and skills are presented without scaffolding</td>
<td>□ Content and skills are presented in multiple ways with options but with minimal scaffolding</td>
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<td>□ Students are not engaged</td>
<td>□ Students are engaged in relevant learning opportunities</td>
<td>□ Students are engaged in relevant and meaningful learning opportunities</td>
<td>□ Students are engaged in authentic, relevant, and meaningful learning opportunities</td>
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<tr>
<td>□ Students do not interact with or demonstrate content and skill comprehension</td>
<td>□ Students interact with content and skill comprehension but do not demonstrate knowledge</td>
<td>□ Students interact with content and skill comprehension in multiple ways</td>
<td>□ Students consistently interact with and demonstrate content and skill comprehension in multiple ways</td>
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Optimize

• Three UDL Coordinators

• Nine UDL Facilitators

• Four UDL coaches

• Teacher evaluation rubric implemented district-wide

• Student Learning Outcomes (SLO) developed from CAST expert learner characteristics

• UDL Summer Institute
Request for Educational Planning

Date Submitted:

Teacher name: 

Grade: If Secondary Level, course name:

Specific Request:

Check all that apply (Learning Environment Design is required for all requests)

☐ UDL
☐ PBIS
☐ ICT
☐ Technology (specific to instructional use)
☐ Literacy - Specify: ☐ reading ☐ writing
☐ Math
☐ Behavior
☐ Special Education Evaluation (Student Information Form required)

If this is a request for a Special Education Evaluation, please submit to the building administrator. All other requests may be given to the UDL Facilitator or UDL Instructional Coach.

https://todaysmeet.com/UDLBCSC
#UDLBCSC
Learning Environment Design

For each of the UDL guidelines below, please identify all the options that are available for every student in the learning environment (classroom) on a daily basis.

This may be completed by the individual requesting assistance or with the assistance of the building administrator, department chair, UDL Facilitator, UDL Instructional Coach.

<table>
<thead>
<tr>
<th>REPRESENTATION</th>
<th>ACTION/EXPRESSION</th>
<th>ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>Output</td>
<td>Connection</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Options to see,</td>
<td>Options to do, move and</td>
<td>Options to care,</td>
</tr>
<tr>
<td>hear and perceive</td>
<td>interact:</td>
<td>value and find</td>
</tr>
<tr>
<td>information:</td>
<td></td>
<td>relevance:</td>
</tr>
<tr>
<td>Options to decode</td>
<td>Options to differentiate</td>
<td>Options to vary,</td>
</tr>
<tr>
<td>language, math,</td>
<td>expression of knowledge:</td>
<td>challenge and/or</td>
</tr>
<tr>
<td>symbols:</td>
<td></td>
<td>support:</td>
</tr>
<tr>
<td>Options to make</td>
<td>Options to plan, strategi-</td>
<td>Options to set</td>
</tr>
<tr>
<td>sense and</td>
<td>ze and initiate action:</td>
<td>goals and self</td>
</tr>
<tr>
<td>understand</td>
<td></td>
<td>regulate:</td>
</tr>
<tr>
<td>knowledge:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If this is not a request for an evaluation to determine special education eligibility, this page along with the previous page(s) should be turned into your building’s UDL facilitator or UDL Instructional Coach.

Date Reviewed: 
Next Steps: 

- Document the principles/guidelines being implemented
- Can be completed with the UDL facilitator or solo
- Tool to guide collaborative, reflective discussion to support classroom implementation
From the UDL perspective, expert learners are...

<table>
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<tr>
<th>Resourceful &amp; knowledgeable</th>
<th>Strategic &amp; goal-directed</th>
<th>Purposeful &amp; motivated</th>
</tr>
</thead>
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<tr>
<td><em>Bring considerable prior knowledge to new learning</em></td>
<td><em>Formulate plans for learning</em></td>
<td><em>Are eager for new learning and are motivated by the mastery of learning itself</em></td>
</tr>
<tr>
<td><em>Activate that prior knowledge to identify, organize, prioritize, and assimilate new information</em></td>
<td><em>Devise effective strategies and tactics to optimize learning</em></td>
<td><em>Are goal-directed in their learning</em></td>
</tr>
<tr>
<td><em>Recognize the tools and resources that would help them find, structure, and remember new information</em></td>
<td><em>Organize resources and tools to facilitate learning</em></td>
<td><em>Know how to set challenging learning goals for themselves</em></td>
</tr>
<tr>
<td><em>Know how to transform new information into meaningful and useable knowledge</em></td>
<td><em>Monitor their progress</em></td>
<td><em>Know how to sustain the effort and resilience that reaching those goals will require</em></td>
</tr>
<tr>
<td></td>
<td><em>Recognize their own strengths and weaknesses as learners</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Abandon plans and strategies that are ineffective</em></td>
<td><em>Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning</em></td>
</tr>
</tbody>
</table>
### Overlay Input into School Wide Learning Outcomes (SWLO)

#### I. Provide Multiple Means of Representation

**Guidelines**
- Perception
  - Gathering knowledge through all the senses.
- Mathematical symbols
  - Thinking and communicating with clarity and precision.
- Comprehension
  - Questioning and posing problems.
  - Applying past knowledge to new situations.

**I am resourceful and knowledgeable by:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Foundational</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### II. Provide Multiple Means for Action and Expression

**Guidelines**
- Physical Action
  - Taking responsible risks.
- Expression and communication
  - Creating, imagining, and innovating.
  - Thinking flexibly.
- Executive functions
  - Striving for accuracy and precision.

**I am strategic and goal-directed by:**

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### III. Provide Multiple Means for Engagement

**Guidelines**
- Recruiting interest
  - Responding with wonderment and awe.
  - Finding humor.
- Sustaining effort and persistence
  - Persisting.
  - Listening to others with understanding and empathy.
  - Thinking interdependently.
- Self-regulation
  - Managing impulsivity.
  - Thinking about thinking.
  - Learning continuously.

**I am purposeful and motivated by:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Foundational</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATE:
Monday, July 22 - Friday, July 26

LOCATION:
Columbus Signature Academy - New Tech Campus
2205 25th Street
Columbus, Indiana 47201

TIMES:
Monday 7:30am—4pm
Tuesday—Thursday: 8am—3:30pm
Friday: 8 - 1:00

CRU'S: 25

You are encouraged to bring your laptop or other digital device to utilize during the institute.

QUESTIONS:
Rhonda Laswell
UDL Coordinator
1200 Central Ave
Columbus, IN 47201
Phone: 812.375.6709
Fax: 812.373.2188
E-mail: laswellr@bcsc.k12.in.us

UDL Implementation
Summer Institute
BCSC: July 22-26

Engagement
Representation
Action/Expression

 Applying Universal Design for Learning... by Embracing Learner Variability
CAST’s UDL Implementation Process

- EXPERT LEARNING
- OPTIMIZE
- SCALE
- INTEGRATE
- PREPARE
- EXPLORE

UDL GUIDELINES
- Representation
- Action and Expression
- Engagement

NEED FOR CHANGE
## ISTEP % Pass

<table>
<thead>
<tr>
<th>Year</th>
<th>Special Ed LA</th>
<th>Special Ed Math</th>
<th>General Ed LA</th>
<th>General Ed Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>38.5</td>
<td>53.8</td>
<td>80</td>
<td>82.4</td>
</tr>
<tr>
<td>2012</td>
<td>51</td>
<td>62.5</td>
<td>84.6</td>
<td>82.7</td>
</tr>
<tr>
<td>2011</td>
<td>36.4</td>
<td>43.5</td>
<td>80.3</td>
<td>78.3</td>
</tr>
<tr>
<td>2010</td>
<td>28.3</td>
<td>33.5</td>
<td>78.9</td>
<td>76.3</td>
</tr>
<tr>
<td>2009</td>
<td>26.5</td>
<td>29.7</td>
<td>77.1</td>
<td>73.7</td>
</tr>
</tbody>
</table>

### English Language Learners

<table>
<thead>
<tr>
<th>Year</th>
<th>LA</th>
<th>Math</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>44.4</td>
<td>60.6</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>55.8</td>
<td>60.2</td>
<td>46.3</td>
</tr>
<tr>
<td>2011</td>
<td>51.2</td>
<td>52.5</td>
<td>40.8</td>
</tr>
<tr>
<td>2010</td>
<td>49.9</td>
<td>51.5</td>
<td>38.9</td>
</tr>
<tr>
<td>2009</td>
<td>39.3</td>
<td>40.7</td>
<td>30.9</td>
</tr>
</tbody>
</table>

### Non-English Language Learners

<table>
<thead>
<tr>
<th>Year</th>
<th>LA</th>
<th>Math</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>78.3</td>
<td>81.1</td>
<td></td>
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<td>82.3</td>
<td>75.7</td>
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<td>76.5</td>
<td>75.6</td>
<td>68.1</td>
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<td>73.8</td>
<td>71.9</td>
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<td>69.1</td>
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</table>
“UDL creates a framework that other district initiatives can hang from”

A Practical Reader in Universal Design for Learning, David H. Rose & Ann Meyer, editors
Chapter 3 - Grace Meo
L.C. Schmitt Elementary

boezemanb@bcsc.k12.in.us
@BrettBoezeman
#UDLBCSC
Goal: Identify how UDL “looks” at Schmitt and identify steps to professionalize the practice.
L.C. Schmitt Elementary

- K-6 Title I
- 700 students (few disc)
- 43 students in LS
- 75% F/R
- 31% Transiency
- 15% Special Ed
- 9% ESL
- Teachers don’t know these numbers – they don’t need to.
Why does it work at Schmitt?

• Too many breakout groups to plan for
• Too wide of a range of abilities (academically, financially, etc.)
• No time to “fix” kids
• We can’t eliminate all barriers but this framework allows us to eliminate as many as possible.
How do we get there?
How does it work at Schmitt?

• Start with a goal – don’t include the means

You are assessing THIS SKILL – notice this is not an agenda
## Identify Barriers

<table>
<thead>
<tr>
<th>Barriers in this room</th>
<th>Barrier Reduction/Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</table>

What barriers exist with your students right now?
Build scaffolding

• Classroom Examples:
• Assistive technology
• Read aloud text
• Yoga balls as chairs
• Choice in expression
• Non-classroom examples:
• Training wheels
• Extra brake in driver’s ed class
How do these three things change teachers?

• 1. The focus is on the skill
• 2. Specific attention to learning environment
• 3. Tools are put in place so learning can happen

NOW teachers are ready to work
Guidelines
Don’t allow teachers to get into the guidelines until they grasp the theory.

Universal Design for Learning Guidelines

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

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

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

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners
Teacher Buy In

• It makes teachers’ jobs easier
• No more remedial work
• Get all stars on board
• Start small – take it in pieces
• Start with engagement – all can agree on that
• Focus on three – then nine
• It’s not going away
PD at Schmitt

PBIS

ICT

Daily 5

BYOD
“Flip the switch”

• Once teachers “flip the switch” it all starts rolling – paradigm shift - out of comfort zone
• Students become workers – teacher is facilitator – teacher shouldn’t be hardest worker in the room.
• Students drive their own bus
Lexile Changes 2013-2014

- 3rd grade: Expected Gain 100, Actual Gain 217
- 4th grade: Expected Gain 100, Actual Gain 155
- 5th grade: Expected Gain 100, Actual Gain 158
- 6th grade: Expected Gain 70, Actual Gain 102
K-2 Student Progress
<table>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established Teacher*</td>
<td>Dates of Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probationary Teacher**</td>
<td>Times of Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Teacher***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional</th>
<th>Optional</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective (1)</td>
<td>Needs Improvement (2)</td>
<td>Highly Effective (4)</td>
</tr>
<tr>
<td>UDL (50%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Citizenship (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement (25%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Input the number of checks from each column on the classroom success rubric into the appropriate gray boxes.

2014-2015 Goals

Evaluator signature/date

My signature to this evaluation denotes only that I have been apprised of its contents. It does not indicate that I agree with the evaluation.

*Established Teacher - under contract before July 1, 2012

**Probationary teacher - any new teacher hired by BCSC after July 1, 2012. He/she will remain probationary until receiving a rating of effective or highly effective for at least 3 years in a 5 year or shorter period, which moves them to a Professional Teacher.

***Professional Teacher - A teacher will remain at the professional level unless the teacher receives an ineffective rating. The teacher would be moved into probationary status and be required to receive a rating of effective or highly effective for at least 3 years in a 5 year or shorter period.
Inclusion at Schmitt

• All students included in gen ed classes – some more than others.
• Very little preparation for students from lifeskills classes when they arrive.
• No excuse for students not growing due to a disability
Goal: Describe a UDL Classroom
The Classroom/Learning Environment

How it looks:
* Groups-everyone can see the smart board
* Spaces around the room for kids to move
* Chairs, bean bags, pillows
* Technology available: Ipods, Ipad, Chromebooks, Smart board/whiteboard, students’ devices
The Classroom/Learning Environment

Supplies are always available (Remove barriers)

*pens, pencils, tape, stapler, paper (lined and unlined), markers, eye lighters, post it notes, clipboards, extra copies of assignments, calculators, protractors, glue
The Makeup of my class

• 5th grade
• 26 students (13 girls and 13 boys)
• 3 students tagged high ability
• 2 students English language learners
• 1 student with a learning disability in reading comprehension
• 1 student with a learning disability in math
• 3 students in Title 1
• I’m always keeping my eyes open for barriers- **road blocks**- within our learning environment.

• Barriers result in frustration, level of engagement, behavior problems, drops in effort or scores
Lesson Planning

- Forms
- Goal words
- Computer
- Curriculum guide/standards
### Universal Design for Learning: Planning Organizer

<table>
<thead>
<tr>
<th>GOAL:</th>
<th>METHODS:</th>
<th>MATERIALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Collect information about early explorers&quot;</td>
<td>Research</td>
<td>Explorer Newspapers</td>
</tr>
<tr>
<td>&quot;Demonstrate knowledge of early explorers&quot;</td>
<td>Note-taking</td>
<td>Brain Pop</td>
</tr>
<tr>
<td>Guiding ESSENTIAL QUESTION(S):</td>
<td>Role plays</td>
<td>Kidbiz Articles</td>
</tr>
<tr>
<td>&quot;What can students answer at end of unit?&quot;</td>
<td>Vocab work</td>
<td>Flip Book (Vikings)</td>
</tr>
<tr>
<td>&quot;Vocab. lists?&quot;</td>
<td></td>
<td>Timeline</td>
</tr>
<tr>
<td>&quot;Why did people explore?&quot;</td>
<td></td>
<td>Readers' Theaters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice board activity</td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td>Verbal explanation</td>
<td>Lea... 360 video &quot;Explorers&quot;</td>
</tr>
<tr>
<td></td>
<td>Webquest</td>
</tr>
<tr>
<td></td>
<td>textbooks, magazines</td>
</tr>
<tr>
<td></td>
<td>Crossword puzzle</td>
</tr>
<tr>
<td></td>
<td>Voyage maps</td>
</tr>
<tr>
<td></td>
<td>Computer/IPAD/laptop</td>
</tr>
</tbody>
</table>
Goal: Identify causes of the American Revolution

Objectives:
* Explain the French and Indian War
* Describe the Proclamation of 1763
* Compare and contrast King George III and George Washington
* Examine King George III’s taxes on the colonists
* Retell the events of the Boston Massacre
* Describe Crispus Attucks
* Describe the Boston Tea Party
* Examine the First Continental Congress
* Describe Paul Revere’s ride
* Discuss the events of and people involved at Lexington and Concord
* Explain the Battle of Bunker Hill
* Explain the Declaration of Independence
* Report the military advantages and disadvantages of American and British armies
<table>
<thead>
<tr>
<th>Verbs</th>
<th>Verbs</th>
<th>Verbs</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>demonstrate</td>
<td>express</td>
<td>propose</td>
</tr>
<tr>
<td>analyze</td>
<td>demonstrate use of</td>
<td>follow directions</td>
<td>question</td>
</tr>
<tr>
<td>apply</td>
<td>describe</td>
<td>formulate</td>
<td>read</td>
</tr>
<tr>
<td>appraise</td>
<td>design</td>
<td>identify</td>
<td>recall</td>
</tr>
<tr>
<td>arrange</td>
<td>detect</td>
<td>illustrate</td>
<td>recognize</td>
</tr>
<tr>
<td>assemble</td>
<td>determine</td>
<td>imitate</td>
<td>reconstruct</td>
</tr>
<tr>
<td>calculate</td>
<td>develop</td>
<td>infer</td>
<td>record</td>
</tr>
<tr>
<td>categorize</td>
<td>devise</td>
<td>initiate</td>
<td>relate</td>
</tr>
<tr>
<td>choose</td>
<td>diagnose</td>
<td>inspect</td>
<td>repeat</td>
</tr>
<tr>
<td>cite examples of</td>
<td>diagram</td>
<td>interact</td>
<td>report</td>
</tr>
<tr>
<td>collect</td>
<td>differentiate</td>
<td>interpret</td>
<td>respond</td>
</tr>
<tr>
<td>communicate</td>
<td>differentiate between</td>
<td>list</td>
<td>restate</td>
</tr>
<tr>
<td>compare</td>
<td>discriminate</td>
<td>locate</td>
<td>review</td>
</tr>
<tr>
<td>complete</td>
<td>discuss</td>
<td>manage</td>
<td>select</td>
</tr>
<tr>
<td>compose</td>
<td>distinguish</td>
<td>modify</td>
<td>sequence</td>
</tr>
<tr>
<td>conclude</td>
<td>divide</td>
<td>multiply</td>
<td>solve</td>
</tr>
<tr>
<td>construct</td>
<td>dramatize</td>
<td>name</td>
<td>spell</td>
</tr>
<tr>
<td>contrast</td>
<td>draw conclusions</td>
<td>operate</td>
<td>state</td>
</tr>
<tr>
<td>copy</td>
<td>employ</td>
<td>organize</td>
<td>subtract</td>
</tr>
<tr>
<td>correlate</td>
<td>engage in</td>
<td>pick</td>
<td>tell</td>
</tr>
<tr>
<td>create</td>
<td>estimate</td>
<td>plan</td>
<td>translate</td>
</tr>
<tr>
<td>criticize</td>
<td>evaluate</td>
<td>predict</td>
<td>underline</td>
</tr>
<tr>
<td>debate</td>
<td>examine</td>
<td>prepare</td>
<td>use</td>
</tr>
<tr>
<td>deduce</td>
<td>experiment</td>
<td>present</td>
<td>utilize</td>
</tr>
<tr>
<td>define</td>
<td>'explain</td>
<td>produce</td>
<td>write</td>
</tr>
</tbody>
</table>

Knight and Day clip

http://www.youtube.com/watch?v=1pBFHrTfoe0
Engagement (The WHY)

- Begin the first day of school
- Build relationships, tell stories, ask questions, have fun, build trust
Engagement (cont’d)

• Personal goal setting
• Data
• Mini economy
• Checklists
• Time to check progress
• Goal repetition
• I Wonder Projects
• Menus/choice boards
• Conferences
• Data check
• Relationship building activities
• Non-threatening
Becoming Goal Setters!

- Earn A's and B's on report card
- Earn a B or higher in English
- Read at least 9 chapter books
- Earn an A- average or higher on vocabulary words
- Improve Lexile by 55 points
- 10 articles a month
- I will raise my Lexile to 1000 or higher
- Finish forty book challenge before end of year
- Read at least 5 books
- Read at least 9 chapters
- 75 Multiplication facts in 3 minutes and division
- Do at least 4 KidBiz articles a week
- Do 50 6 and 7 facts in 5 minutes or less
- Raise Star level by 5
- In 40 books by the end of the year
Representation (The WHAT)
Representation (The WHAT)

- Providing students with different experiences to receive the information.
- Students would have these options available at all times:
  - Digital/ “Hard” copies
  - Directions on smart board
  - Read and Write Gold
  - Verbal
• Note cards with simpler directions
• Reference charts
• Word Wall
• Videos (Youtube, Flocabulary, Learn 360)
• Picture cards
• KWL Charts
• Exemplars
• Modeling through mini-lessons
• Any student can come into my classroom and learn—the barriers have been removed.
Action/Expression (the HOW)

- This is the output! It’s about choice.
- Students can work in a group, partner, solo, with me
- Ways other than pencil/paper: type, magnetic letters, scrabble, shaving cream, dry erase, verbal
- “Do overs”
- “Stretches”
- Choice boards/Menus
Action/Expression

- Moving the students toward independence
- Called “Provide options for executive functions”
- Individual conferencing (teacher or student initiated)
- Rubrics and checklists
- Schedules of due dates
- Frequent feedback
# Expression (The How)

**Unit/Theme:** _____BIOMES____________________

<table>
<thead>
<tr>
<th>Create a power point/ prezi</th>
<th>Design a poster</th>
<th>Write a paper, using correct grammar and punctuation, about your biome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a pamphlet/ brochure, including a page for each requirement</td>
<td>Diorama</td>
<td>Collage of pictures and words (include a sentence for each item)</td>
</tr>
</tbody>
</table>
GOALS:
- We will:
- ID parts of speech
- Demonstrate knowledge of American Revolution
- Explain math answers
My Old Way vs. My New Way

• I ask myself, “What is the goal?”
• Research Example:
  – Old way: require 50 note cards per student
  – New way: have students gather information in whatever form they want (note cards, recording, notebook, typed)
  – The goal is not “take notes”; the goal is “demonstrate research skills.”
ISTEP Data

5th Grade ISTEP

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Math</td>
<td>73</td>
<td>93</td>
</tr>
</tbody>
</table>
ISTEP Data

- From my classroom:
  - 1 ELL student did not pass ISTEP language arts last year; passed this year with increase of 85 points
  - Both of my students identified with learning disabilities did not pass last year and passed this year
  - 1 of my students tagged high ability passed last year and got a pass plus on both language arts and math this year
Parent and Student Satisfaction

Date: 6/5/2014 8:44 AM
Subject: **** school year

I just wanted to take a minute to thank you for making **** 5th grade easy but challenging.

I say easy because she had a hard time adjusting to the move from Greensburg. There she was the big fish in the little pond, but at Schmitt she was "just another student". **You have challenged her** and I haven't heard her say that she wanted to go back to Greensburg for quite a while.

**You helped her immensely in realizing that there are other ways to do things, especially her math.** She is a very literal child and if someone in authority like a teacher tells her to do something one way, then that is the law and I couldn't try to show her any other way.

You made it so that she wanted to try to do her best and not just skate by. We realize that she is a very bright child and she does too. **I really like the things that you did with them to instill the citizenship idea in them and that they had responsibilities.**

Please keep up the wonderful work and know that you have made a huge difference and impact on the life of our child.
## Student feedback

### BCSC Deeper Learning

**School-wide Learning Outcomes**

**Name:**

| Empowered by Knowledge  
(The "what" of learning) | Rarely | Times | Often | Regularly |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how and where to look for information to help me learn.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to learn vocabulary and symbols in different ways.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I learn something new, I can make connections to things I already know.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

| Expressed through Actions and Words  
(The "how" of learning) | Rarely | Times | Often | Regularly |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>I use multiple ways with and without technology to show what I learned.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I use learning tools - no, low and high tech</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I set goals, check on my goals and ask for feedback.</td>
<td>✔️</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Engaged through Learning  
(The "why" of learning) | Rarely | Times | Often | Regularly |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I care for, value and connect with what I learn through various choices.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I challenge myself and get help for things I don’t understand.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I can Plan. Do. Check and Improve</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
When can we expect your visit?

Books for reference:
Katie Novak UDL Now
Loui Lord Nelson Design and Deliver