

Instructional unit #3: REVISED

Performance objectives and assessments in UDL Faculty Workshops

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Introduction

This instructional unit, developed for the purpose of extending knowledge of Universal Design for Learning to educators, will build on components of previous submissions with revisions in the lesson's overall focus. This document will identify performance objectives and develop assessment for determining mastery of those performance objectives.

Specific Goal

Faculty participating in the UDL Workshop will demonstrate their ability to integrate the three guiding principles of Universal Design for Learning into lesson plan development to include 1) recognizing there are three networks of the brain, 2) describing the three guiding principles of UDL, and 3) integrating UDL principles into their lesson designs to support students in various learning scenarios.

Overview

This instructional unit was created to instruct Northeast ISD faculty in Universal Design for Learning (UDL). The workshop is voluntary for professional educators employed by the district. As a codicil of employment, faculty is required to complete basic technology proficiency exams and, therefore, it can be assumed they hold fundamental computer knowledge. All faculty are also required to hold certificates in teaching through the Texas Education Agency and be highly qualified in their content area, therefore they will be able to isolate the essential elements of the Texas Essential Knowledge and Skills for developing their own lessons. The UDL Workshop being developed is part of a larger district initiative focus on fostering a supportive environment of Universal Design for Learning across all campuses.

Anticipation Guide

The faculty in attendance at the UDL Workshop will be asked to complete an Anticipation Guide prior to beginning the training. This will pique their interest and activate any prior knowledge they have in Universal Design for Learning. After lesson delivery, the learners/faculty will be asked to revisit the Anticipation Guide and note the progress they have made in their understanding of UDL. This will also be used for data collection within the district for assessing the effectiveness of current

Application Questions

A quiz after the video, helps the student assess their own level of understanding. This quiz is a self-assessment only and a minimum score is not necessary to earn credit for this course. A forum embedded into the UDL Workshop site allows participants to document how their lesson compares to the UDL Guidelines, and gives them the opportunity to read what their peers in the course have also determined. The Post Test consists of True/False and fill-in-the-blanks questions. The learners will complete the document and grade the assessment themselves or in peer groups. The learners will be encouraged to discuss the given scenarios and apply that information to their experiences with student barriers.


Post Test

This Post Test will be taken and submitted electronically after instruction. Both will be used for district data collection to determine effectiveness of current strategies in disseminating information about UDL, and to create advanced trainings in UDL.

Performance Objectives		
CN=Condition B=Behavior CR=Criteria		
Instructional Goal	Instructional Goal with Performance Context	Assessment
<p>Goal:</p> <p>Faculty participating in the UDL Workshop will demonstrate their ability to integrate the three guiding principles of Universal Design for Learning into lesson plan development to include 1) identifying the three brain networks, 2) describing the three guiding principles of UDL, and 3) integrating UDL principles into their lesson designs to support students in various learning scenarios.</p>	<p>After completing the UDL Workshop (CN), participating faculty will be able to: identify the three networks of the brain (B), describe the three guiding principles of UDL (B), and integrate UDL principles into their lesson designs (B) to support students in various learning scenarios (CR).</p>	<p>Anticipation Guide, posted below, will be used to activate prior knowledge before activity and to self-assess knowledge gained from the activities.</p> <p>Post Test must be completed with a score of 70% at the end of the course to receive credit.</p>
Steps in Instructional Goal	Performance Objectives	Assessment
<p>I. Learners will review the UDL Guidelines Checklist.</p>	<p>Using the UDL Guidelines Checklist (CN) the learners will compare specific strands (B) to the materials and methods they are currently familiar with (CR).</p>	
<p>II. Learners will select a lesson to assess.</p>	<p>The participating teachers will select (B) previously-developed lessons (CR) either from their own archives</p>	

	or from the NEISD database of lessons (CN).	
III. Students will determine if their lesson provides multiple means of representation.	Using the UDL Guidelines Checklist (CN), participating teachers will determine if the selected lesson provides options (B) for perception, languages and symbols, and comprehension (CR).	Participants will document their notes on strand I of the UDL Guidelines Educator's Checklist
IV. Students will determine if their lesson provides multiple methods of action and expression.	Using the UDL Guidelines Checklist (CN), participating teachers will determine if selected lessons provide multiple ways (B) for students to demonstrate their knowledge through actions and expressions (CR).	Participants will document their notes on strand II of the UDL Guidelines Educator's Checklist
V. Students will determine if the lesson provides learners with multiple opportunities for engagement.	Using the UDL Guideline Checklist (CN), participating teachers will determine if their lesson provides multiple methods (B) for students to be engaged with the lesson (CR).	Participants will document their notes on strand III of the UDL Guidelines Educator's Checklist
VI. Students will document their findings.	Using the forum embedded into the UDL Workshop (CN), participants will respond (B) to the given prompt (CR) of, "How	The forum for documenting their findings is located at http://lgassistivetech.weebly.com/udl-guidelines.html#/

	do your lessons compare to the UDL Guidelines?”	
VII. Students will revise their lesson as necessary.	Using their completed UDL Guidelines Checklist as a guide (CN), the participants will revise their lesson (B) to include embedded UDL supports (CR).	

POST-TEST			
Question	Answer	Points Earned	Pts Possible
True or False: The goal of providing multiple means of engagement is to enhance student involvement.	<i>TRUE</i>		5
True or False: UDL has the potential to impact academic opportunities for a few students.	<i>FALSE</i>		5
True or False: UDL helps identify the one right way to teach a lesson because there is one type of “expert learner.”	<i>FALSE</i>		5
Modern digital imagery of the brain can help us develop better ways to _____.	<i>CREATE LESSONS</i>		5
Which brain network helps us identify this image as a table: Recognition, Strategy, or Affective? 	<i>RECOGNITION</i>		5
If the assignment is to read Cask of Amontillado, what is an example of integrating UDL into the	<i>i.e., provide each- a paper copy/digital</i>		5

lesson to support many learners?	<i>format/CC video</i>		
The _____ network of the brain enable us to plan, execute, and monitor actions and skills. This is why we allow students multiple methods of action and expression in demonstrating what they know.	<i>STRATEGIC</i>		5
People diagnosed with ADHD may recognize speech but not understand it at times, because ADHD affects the _____ network of the brain.	<i>STRATEGIC</i>		5
The brain's _____ network motivates us each day and helps us set priorities. This network is why we make the commitment to learn.	<i>AFFECTIVE</i>		5
True or False: One way of attending to the Affective network in a lesson is to design authentic and purposeful activities to spark learner interest.	<i>TRUE</i>		5
Research on the _____ supports developing lessons which can be appropriate for all levels and needs of students, from Gifted/Talented to Autistic.	<i>BRAIN</i>		5
It is essential to look at the true goal of a lesson. Determine the goal of this activity: "The learner will color each feather of a numbered pilgrim hat based on the coded answers to single-digit multiplication problems."	<i>TLW KNOW SINGLE-DIGIT MULTIPLICATION</i>		10
In what way could traditional text present a barrier to learners?	<i>REQUIRES VISION, DECODING SKILLS</i>		10
In what way could video present a barrier to learners?	<i>REQUIRES SIGHT, BACKGROUND KNOWLEDGE OF THE MATERIAL AND CULTURE, ABILITY TO FOCUS ON STORYLINE AND MAKE MEANING</i>		10

	<i>FROM IT</i>		
In what way could paper, pencil, crayons, or manipulatives present a barrier to learners?	<i>REQUIRE FINE MOTOR SKILLS, SPATIAL ORGANIZATIONAL SKILLS, AND SPATIAL AWARENESS</i>		10
True or False: UDL requires technology.	<i>FALSE</i>		5
<i>TOTAL</i>			<i>100</i>

<i>ANTICIPATION GUIDE</i>	<i>BEFORE</i>	<i>AFTER</i>
<i>Please select the statements you agree with before the training and after the training</i>		
I am familiar with the term Universal Design for Learning (UDL).		
I understand Universal Design for Learning is based on brain research identifying the three brain networks: Recognition, Strategic, and Affective.		
Providing multiple means of representation aligns with the Recognition network of the brain.		
Providing multiple means of action and expression for learners aligns with the Strategic networks of the brain.		
Providing multiple means of engagement aligns with the Affective networks of the brain.		
One easy way to attend to the needs of multiple learners is to ensure that all videos are Close Captioned.		

Students with a wide variety of disabilities and needs are in every classroom in our district.		
UDL means being proactive and building supports in to lessons from the beginning, rather than being reactive and adjusting to student needs as barriers arise.		
Text-to-speech software can support students with the following barriers: physical access to textbooks, visual impairment, a learning disability, or even English language learners.		
Text-to-speech software is available on every computer at each campus in Northeast ISD to support all learners and not just those identified as having a disability.		