

Formative assessment and revision

Lorrie Garcia

University of Texas at Brownsville

Goal Statement

Faculty in attendance will be able to identify the three networks of the brain, describe the three guiding principles of UDL, and integrate UDL principles into their lesson designs to support students in various learning scenarios.

Introduction

Upon completion of rough draft materials for this UDL Workshop, formative evaluation process for this tutorial began. Evaluators of this tutorial included a subject matter expert (SME) to review the materials and provide feedback, a member of the faculty in my target audience provided feedback and suggested revisions, and five members of the target audience were sent a request to complete the online tutorial, with two actually agreeing in the short time allotted.

1. Subject Matter Expert Review

- a. Introduction** The Subject Matter Expert who agreed to review this training is Professor Jennifer Frick-Stone of Trinity University (jfrick@trinity.edu). Professor Stone holds eight Texas teaching certificates, a Principalship certificate, M.Ed. in Special Education, a M.Ed. in Curriculum and Instruction, and is currently completing her Doctoral Thesis on the impact of Universal Design for Learning in pre-kindergarten inclusion classrooms. The materials were emailed to Professor Stone and she emailed back her response. Professor Stone and I taught together several years ago at MacArthur High School in NEISD and she interested in working together on implementing UDL in the NEISD Ready-Set-Go Pre-K/PPCD classrooms as she also strongly believes in the power of UDL.
- b. Summary of Review by Subject Matter Expert** The following table shows comments made by the SME in response to the goals of the training.

	Professor Stone	My Response
Step 1: Learners will review the UDL Guidelines Checklist	<i>There are two buttons titled "Click here to download UDL Guidelines," and you have a QR Code link. This is a little much.</i>	<i>I will simplify that page of the module. There is a lot going on visually.</i>
Step 2: Learners will select a lesson to assess	<i>The cartoon you have used is cute, but doesn't seem appropriate at the top of this page. I'm not sure how to complete this</i>	<i>I will remove the cartoon, since it is a distractor and add more detailed instructions on choosing</i>

	<i>assignment, so add more explicit directions.</i>	<i>the lesson.</i>
Step 3: Learners will determine if their lesson provides multiple means of representation	<i>You need to give more explicit directions on how to complete the next three sections, and incorporate more verbiage from the UDL Guidelines themselves to tie it in.</i>	<i>I will make it more clear.</i>
Step 4: Learners will determine if their lesson provides multiple methods of action and expression		
Step 5: Learners will determine if their lesson provides learners with multiple opportunities for engagement.		
Step 6: Learners will document their findings	<i>At first, I didn't understand where you were going with this. How will you assess their knowledge? Exactly how will they "document their findings"? You told me that originally this was going to be F2F so is there a way for you to add a blog or something for them to chat with each other ?</i>	<i>I can use an interactive forum with Weebly. Thanks for the idea!</i>
Step 7: Learners will revise their lesson as necessary.	<i>Lorrie, simplify your grammar. Not everyone taking this UDL Workshop will be a former English teacher like you ☺</i>	<i>I know my language gets too lofty, but that's how I tend to speak F2F as well. Thank you for reminding me to tone it down.</i>

- c. **Synopsis** I received some great insight and advice from my SME. She has asked if I might work with her to create a similar tutorial for her students. I have already integrated some of her suggestions into the UDL Workshop. She looked at the UDL Workshop site in its infancy and offered a few more ideas.

Here are some of the immediate changes I have made as a result of the input from my SME:

- i. limit the number of buttons on each page to make it less visually confusing
- ii. embed the quiz and Post Test, as well as added a Forum for discussion among the participants
- iii. adjust the language to a more readable level
- iv. note my district contact information, rather than my personal contact information
- v. note that this should be completed outside the work day to receive credit

Here are some of the long-term changes I will research as a result of input from my SME:

- vi. link lessons from the NEISD lesson database and samples of those same lessons that have been UDL-ized
- vii. create a video of actual NEISD students who have benefited from UDL
- viii. begin a blog on this UDL Workshop site to address UDL opportunities, trainings, and supports in the district as well as to spotlight teachers who are creating their lessons with UDL in mind

2. One-to-One Evaluation

- a. **Introduction** The one-to-one evaluation was conducted with retired SAISD Principle Sheila Smith, M.Ed. Due to time constraints, and the fact that she now lives out of town, I emailed her a link to the UDL Workshop site and requested her input. We talked on the phone as she reviewed the site.
- b. **One-to-One Evaluation Review Summary** Use the following table to show your observations and response as the learner went through each major step of your lesson. Include Start and end times for each step and total

	Start/Stop	Ms. Smith	My Response
Home Page	8:16 / 8:20	<i>This first page is very nice to look at. Which link do I click on?</i>	<i>I will remove the extra link, but you can click on either one to begin the tutorial.</i>
Anticipation Guide	8:20 / 8:28	<i>Should I use my phone and open that QR Code for the Agenda?</i> <i>Do I print this Anticipation Guide?</i>	<i>If you are comfortable with it, then you can open the QR Code. It is just another method of getting information.</i> <i>You may want to print the Anticipation Guide, some people are comfortable with marking it up digitally. I will add better directions in that section.</i>
UDL Video	8:28 / 8:37	<i>This video is very inspiring. I like the quiz being where I can review the information from the video right away. Getting my score right away was nice.</i>	<i>Thank you!</i>
Your Three Brains	8:40 / 8:54	<i>I wasn't sure if I should save this and email it to you. The instructions weren't very clear for this part once</i>	<i>I will add instructions on that. Thank you for the input.</i>

		<i>the 3 brains tutorial ended.</i>	
UDL Guidelines	8:55 / 9:09	<p><i>There was a lot packed into this page, but this is where I learned the most about applying UDL. I liked the step-by-step directions here.</i></p> <p><i>I'm not sure how to write in that forum.</i></p>	<p><i>I'm glad you liked the directions here. I am going to be making them more specific.</i></p> <p><i>I will delete all distractors possible and make it more clear.</i></p>
Post Test	9:12 / 9:18	<p><i>This post test was pretty easy after all of these activities. Do you want to increase the rigor? I love the instant gratification of knowing how I did on each question. It's like a scratch-off lottery ticket.</i></p>	<p><i>I don't want this to be a "Gotcha" test. I want this to make the learners think, while providing them a level of challenge as well.</i></p>

- c. Synopsis** Ms. Smith gave me a great perspective from an older demographic. Obviously, she will have a different perception of some activities than learners who may be digital natives. I tried to take this into account when creating my instructional unit, but there were some things I overlooked. One of her biggest issues was the visual distractions on the page, and another was pacing and what to do next.

Here are some of the immediate changes I have made as a result of the input from my one-on-one evaluation:

- i. Limit the number of visual distractors and delete extra buttons
- ii. Write directions on the QR Codes and note that they are just another option for accessing the materials

Here are some of the long-term changes I will research as a result of input from my one-on-one evaluation:

- iii. Create a fillable embedded version of the Anticipation Guide
- iv. Create and embed my own tutorial on the three brain networks
- v. Create a fillable embedded version of the UDL Guidelines Checklist

3. Small Group Evaluation

- a. **Introduction** The small group evaluation was conducted by NEISD Assistive Technology Specialist / Speech Language Pathologist Beth Coletta, and Program Coordinator for all related services in NEISD / Occupational Therapist Terri Grundy during the course of our weekly meeting on the morning of Friday 12/7/2012. They quietly went through the tutorial, typed their comments and emailed them to me.
- b. **Small Group Evaluation Summary** Due to interruptions, the completion time of the tutorial varied for each of the participants in this trial, but was approximately 45 minutes total for each person.

	Beth	Terri (my direct Supervisor)
Home Page	<i>This is very pretty. I used my iPad to open the Agenda with the QR Code. Very cool!</i>	<i>Great job! Let me know when you are ready to make it go live and I will help you promote it. We can post it on A-Train and EBD. Here is my constructive feedback. (Remember...you asked!)</i> <i>Remove your personal twitter link and place your district email contact instead</i>

Anticipation Guide	<i>I love the embedded QR Codes, opened & imported it into Paperport Notes to write on with stylus - don't have to print it!</i>	<i>I like the simplicity of the Anticipation Guide</i>
UDL Video	<i>This video made me cry! It's really nice to see actual students impacted by UDL. The quiz was a great reinforce, but I accidentally forgot to complete one section and couldn't return</i>	<i>I love that this video is CC, Good chunking of questions on the quiz and I like that it is right there under the video</i>
Your Three Brains	<i>This is my least favorite part</i>	<i>Can we use the CAST site for this ? Check the copyright requirements and Fair Use. I know you want to develop a tutorial just for our district, let's look into that as an alternative to the Your Three Brains tutorial before this goes live to the faculty in January.</i>
UDL Guidelines	<i>QR Codes and Paperport Notes again. Love it! Forum having issues?</i>	<i>No one has filled out your forum question? Am I not supposed to?</i>
Post Test	<i>I want to print my certificate!</i>	<p><i>Second section quiz- question 8 - ADHD not understanding speech? Also, I agree Strategic is the organizational part and we all know the student with ADHD has trouble organizing. But, they also have trouble modulating their arousal level, which is a part of the Affective network.</i></p> <p><i>question 15 - obviously fm skills are needed for paper pencil tasks, but there is also a need for spatial organizational</i></p>

		<i>skills. I think the average user would have difficulty delineating the difference between spatial organizational skills (where to place things- the line on the b is left of the bump) and spatial awareness (where ones body is in space - writing without looking).</i> <i>This may just be my OT brain working out the answers</i>
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- c. **Synopsis** My Supervisor gave me some fantastic feedback. I am thrilled that the district will actually be using this, but I definitely need to work on it some more.

Here are some of the immediate changes I have made as a result of the input from my one-on-one evaluation:

- i. Removal of personal information, changed to school district contact information instead
- ii. I changed the name of the forum, deleted an extra piece of it, and reset it
- iii. Double-check the accuracy of the questions/answers I developed

Here are some of the long-term changes I will research as a result of input from my one-on-one evaluation:

- iv. Request permission from CAST.org to use their materials or create my own

4. **Summary** The development of this instructional unit has been quite challenging. This unit has the potential to impact many people in my district so it has become very important to me that it be a valuable resource and worthy of their time. The formative assessment has been critical to getting me on the right path with creating this online tutorial. The feedback from each person has been both eye-opening and essential to fine-tuning this into an appropriate resource for the faculty, but I still need to complete some long-term changes.