



The New York State Office of Religious and Independent Schools

PROFESSIONAL DEVELOPMENT RESOURCE CENTER

The Upstate Region-all regions north of NYC

Universal Design for Learning in the Virtual Classroom

Presented by Diana Straut
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April 27, 2020



Welcome

- Long Island (12)
- NYC (8)
- Upstate (10)
- Elementary Teachers (15)
- Middle School Teachers (5)
- High School Teachers (2)
- Supporting Multiple Grade Levels (8)

Non -Denominational/
Private/Christian/
Catholic/Islamic/
more...



Statement from Upstate PDRC

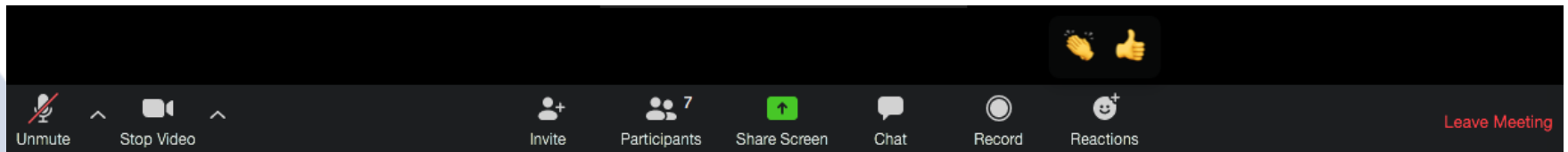
Upstate PDRC is offering training to build your knowledge base on using Zoom and Google Classroom Applications as tools to help you connect with your students.

We understand that these technologies have benefits and limitations, and we are not promoting these as sole source options for delivering remote education. We encourage each school to decide if and how the ideas shared today will serve your needs.

All questions about the use and appropriateness of Zoom, tools in G-suite, or any other technologies should be discussed with your school leadership.

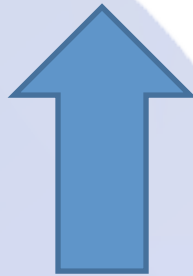


Toolbar Basics

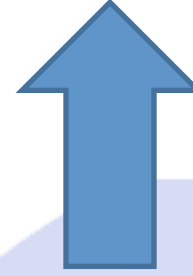


Audio

- Mute
- Video



Chat Box



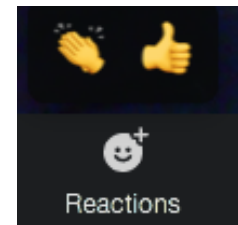
Reactions

- Clap
- Thumbs up



Norms for Today's Session

- Participate
 - ✓ Chat box
 - ✓ Reactions
 - ✓ Polling
 - ✓ Breakout rooms
- Ask questions in the chat
- Take care of yourself
 - ✓ Break as needed



Objectives

- Review basic components of Universal Design for Learning.
- Explore strategies for applying UDL principles in the design and delivery of online or remote lessons.



Learning Path

Overview of
UDL principles

WHOLE

Share examples of
what each of the
3 principles looks like
in practice:

REPRESENTATION

ACTION & EXPRESSION

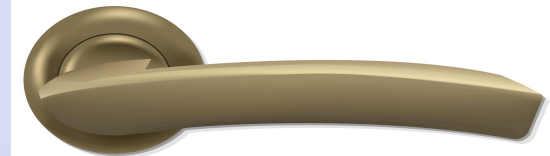
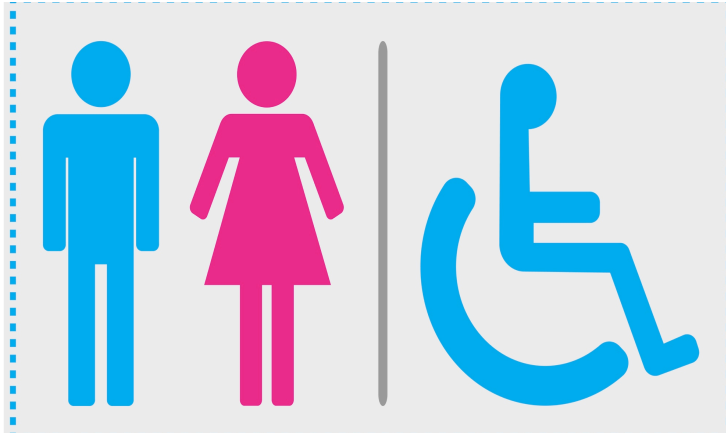
ENGAGEMENT

PART

Application and
share resources/
slides so you can
expand your
learning

WHOLE





Neuroscience

Architecture

Technology

Universal
Design for
Learning



Universal Design for Learning (UDL)

Set of principles that minimize barriers to learning and maximize students' access to curriculum.

UDL allows for multiple means of

» *Representation*

» *Action or expression*

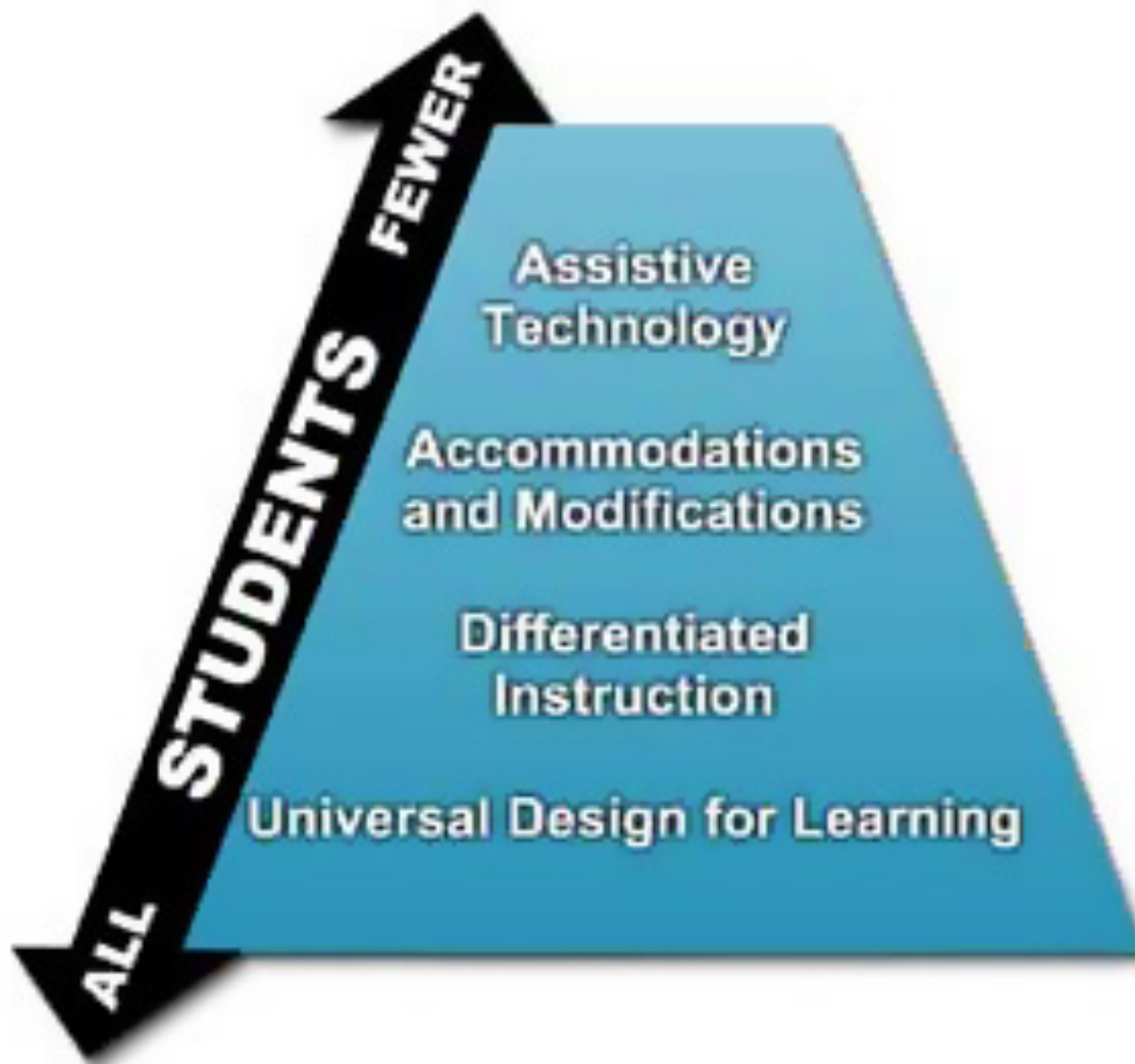
» *Engagement*



“Options are essential to learning, because no single way of *presenting information* , no single way of *responding to information*, and no single way of *engaging students* will work across the *diversity of students* that populate our classrooms. Alternatives reduce barriers to learning for students with disabilities while *enhancing learning opportunities for everyone.*”

(David Gordon, CAST)





The dinner party analogy



<https://www.youtube.com/watch?v=iY9PecIWcWE>

Universal Design for Learning

Asks you to consider the question:

*How can I structure this **activity or information** in ways that will make it **accessible** to the **greatest possible number** of individuals?*



Learning Path

Overview of UDL principles

Share examples of what
each of the
3 principles looks like in
practice:

REPRESENTATION

ACTION & EXPRESSION

ENGAGEMENT

WHOLE

PART



3 Networks = 3 UDL Principles

UDL tip: This graphic offers information in text, visuals, & color.

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.



Present information and content in different ways

**More ways to provide
Multiple Means of
Representation**

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.



Differentiate the ways that students can express what they know

**More ways to provide
Multiple Means of Action
and Expression**

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



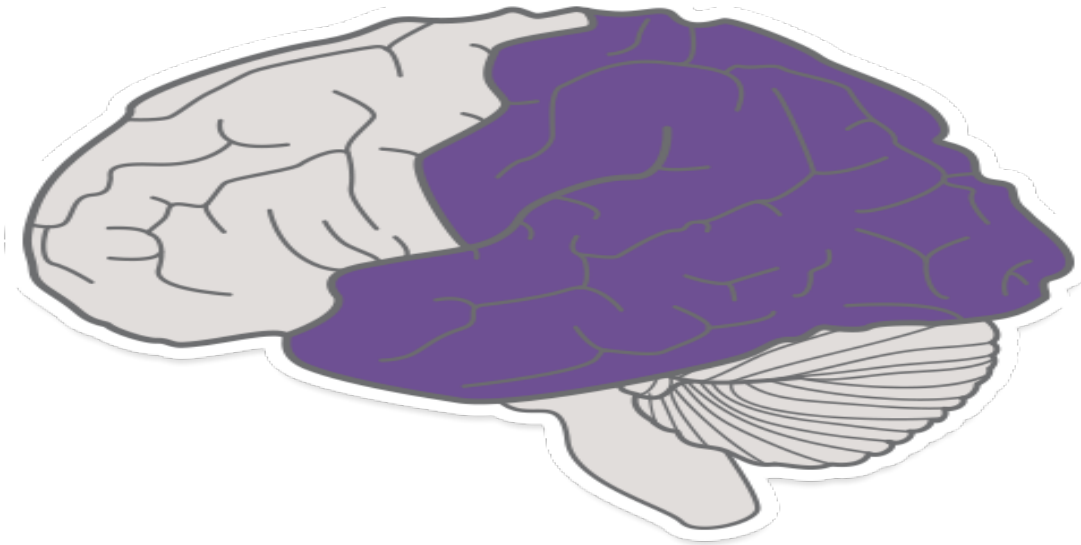
Stimulate interest and motivation for learning

**More ways to provide
Multiple Means of
Engagement**



Multiple Means of REPRESENTATION

THE **WHAT** OF LEARNING



Present *information and content* in different ways





Multiple Means of REPRESENTATION

presenting information and content in different ways

ELA Assignment

https://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/5e6fdb1ff94824017e6b37f7/1584388897244/Coronavirus+lesson+plans_rev.pdf

- ✓ Find one example of Multiple Means Representation
- ✓ Suggest one change, adjustment, addition that would make this assignment more accessible to students? (think *format or content*)

Daily writing:
Learn Magazine's Engaging Learners in Online Environments Utilizing Universal Design for Learning Principles
to write two pages (or more) a day in your writer's notebook, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you'd like. Below are some suggestions for your daily writing, but you do not need to follow them. Feel free to generate your own thinking.

Some possibilities for daily writing:

- Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
- Discuss how your daily life has been disrupted.
- Share the effect it has had on your friends and family.
- As we go into more social isolation, you might write reviews of movies, television shows, podcasts, video games to share with your classmates. We will create digital spaces on Schoology and Flipgrid to share this thinking (details to follow).
- Respond to any seed about the crisis you find interesting. A "seed" can be an article, a broadcast, a TedTalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon—anything that spurs some thinking about the crisis. This is much like the seed writing we do in class. You are encouraged to find your own seeds—whatever you think is worth writing about—but if you have trouble getting started, you might want to respond to one or more of the following seeds:

- Two Women Fell Sick, One Survived [Two Women Fell Sick From the Coronavirus, One Survived](#).
- 25 songs that matter now: <https://www.nytimes.com/interactive/2020/03/11/magazine/best-songs.html?action=click&module=moreIn&pgtype=Article®ion=Footer&action=click&module=moreInSection&pgtype=Article®ion=Footer&contentCollection=The%20New%20York%20Times%20Magazine#cover>
- Coronavirus explained in a TedTalk: [Coronavirus Is Our Future](#) | Alanna Shaikh | TEDxSMU
- Editorial cartoon: [Corona Now](#)



REPRESENTATION

is about giving access in the way you present material

Even if you just use a **MS word** or **Google document**, you can make use of **font size**, **color**, tables and icons in a way that cues students to what is expected:

🍏 This Week's Learning Target:

☐ Today's assignment:

✧ Assignments due next week:



The image shows a screenshot of a web form titled "Assignment" with a close button (X) in the top right corner. The form contains three input fields: "Title", "Instructions (optional)", and "Due" (with a date selector showing "Jan 28"). Below these fields is a horizontal bar containing four icons: a document with a plus sign, a cloud with a plus sign, a video camera icon, and a link icon. To the right of these icons is the text "Check out Google Clas..." and a blue "ADDON" button. Four arrows point from text labels below to the four icons in the bar.

Assignment

Title

Instructions (optional)

Due Jan 28

Check out Google Clas...

ADDON

Upload a file
from your
computer

Use a file that
you have
already on
Google Drive

Link to a
video that is
on You-Tube

Link to a
website
on the
internet



REPRESENTATION

includes giving access in the way you present material

SLIDESMANIA



[Slidesmania weekly planner template](#)

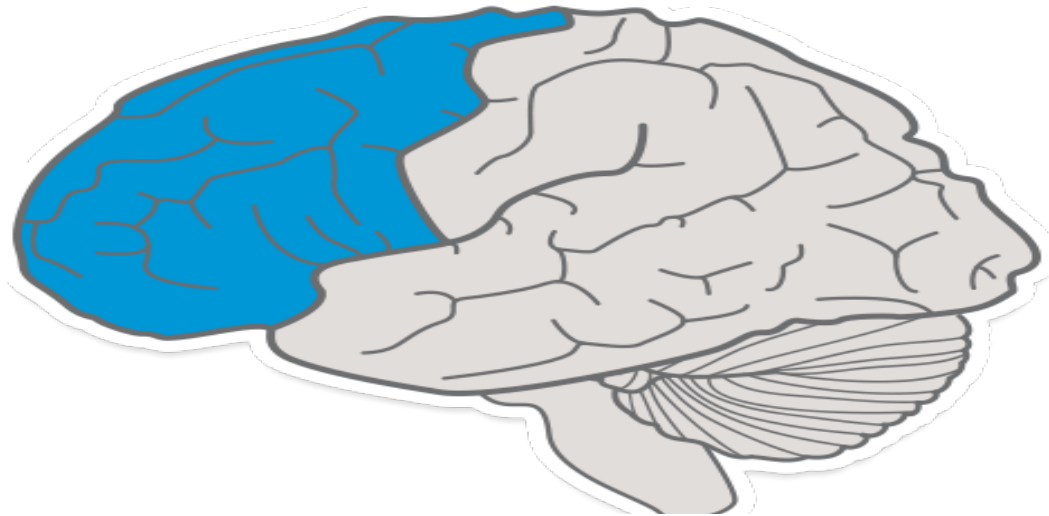


[Daily Check in Form](#)



Multiple Means of ACTION AND EXPRESSION

THE **HOW** OF LEARNING



Provide options for the ways that students can
express what they know





Multiple Means of ACTION and EXPRESSION

Learning Target:

Describe the journey of a red blood cell as it travels from the left atrium of the heart back to the same location.

Board game, dance, poem, song, story, slide show, graphic organizer/flow chart, comic strip, Flipgrid 'two voices' discussion, recorded audio response.





Multiple Means of **ACTION** and **EXPRESSION**

Considerations:

- ✓ Needs/preferences of the learners
- ✓ Linked or aligned outcomes
- ✓ Criteria/rubrics
- ✓ Grading/assessment/feedback loop



Multiple Means of **ENGAGEMENT**

THE **WHY** OF LEARNING



Stimulate **interest and motivation** for learning





Multiple Means of **ENGAGEMENT**

This looks like:

- ✓ Self-Directed or Self-Paced Learning
- ✓ Giving Students **Choice And Control**
- ✓ Creating weekly or standing assignments
- ✓ Low tech or no tech assignments





Multiple Means of ENGAGEMENT

Example Choice Board for Reading

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

Comments

Sh

100% Normal text Cambria 12 B I U A More

Tic-Tac-Toe You Pick 3 in a Row		
RL.1	RL.3	L.4
Write 3 questions about the story. Find a partner and take turns asking and answering questions each other's questions.	Draw a picture of the main character and include specific details from the story.	Select one unfamiliar word from the story and look up the definition. Then work with a partner to create a short video explanation for your peers. Post your video to our Padlet Wall .
Complete the who, what, where, when, and why Google Form after reading the story.	Describe the main character on our shared Padlet Wall .	Find 3 unfamiliar words in the story, look up their definitions, and draw a picture that shows what each word means.
Participate in the online discussion about this story. Post a response to the question and reply thoughtfully to at least three classmates.	Imagine you are the main character and write a journal entry from his/her perspective in your Penzu Journal .	Complete the Vocabulary.com review activity with the challenging words from this story.



Vocabulary Word Study Choice Menu

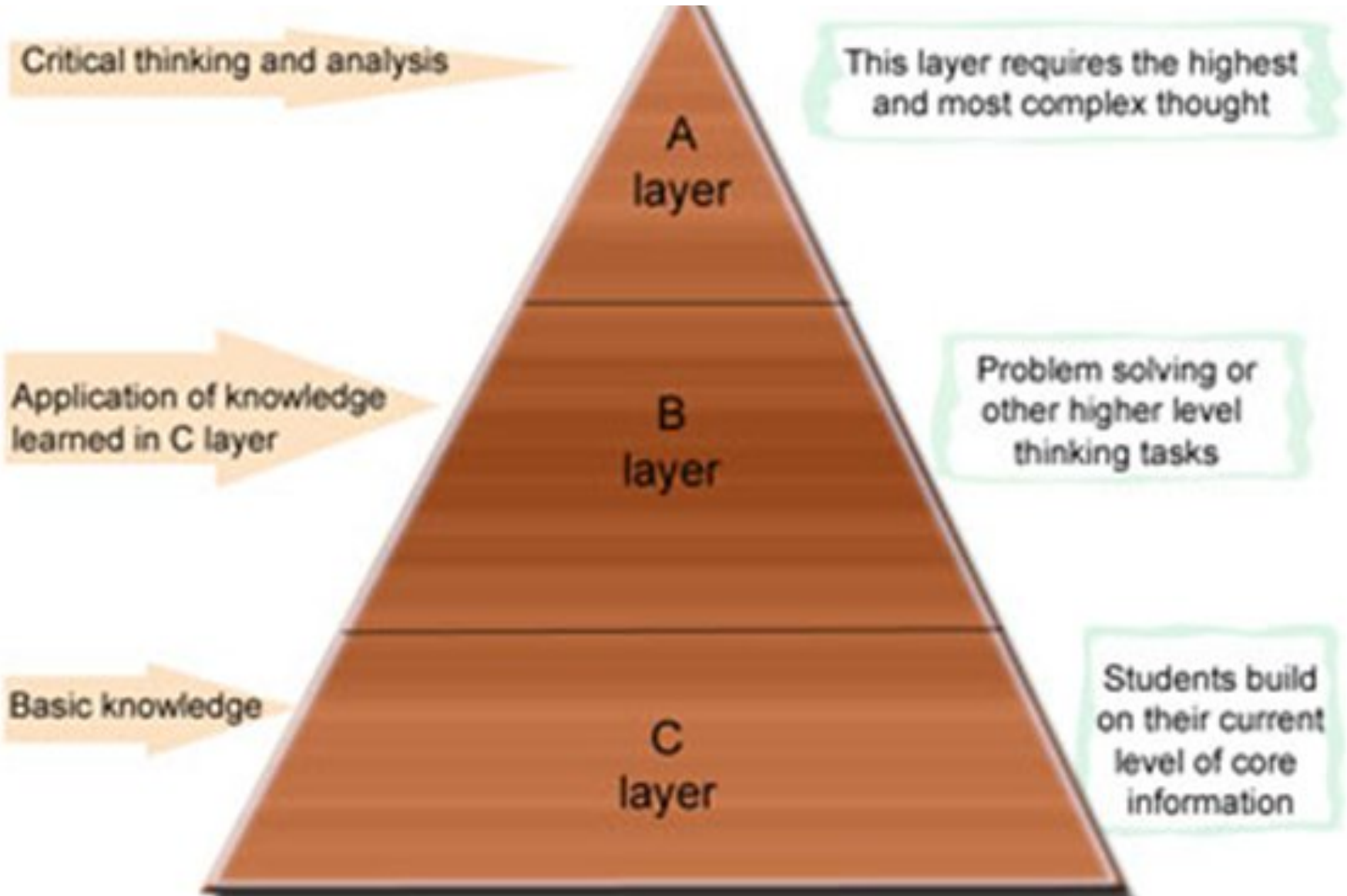


Lights, Camera, Action Find an adult and act out each of your words. See if they can guess which word you are acting out (be nice...give them your list!)	Word Web Complete a word web for 3 of your most challenging words.	Draw It! Draw a picture that represents each of your words.
Dictionary Dig See how fast you can look up each of your words in a dictionary and read the definition to an adult (you may use a standard or online dictionary)	Write It! Write sentences or a story using all of your words.	Concentration #1: Make concentration cards Concentration #2: Play your concentration game with an adult.
Crossword Make a crossword puzzle on puzzlemaker.com for someone to solve using all of your words (HINT: It is called Criss Cross)	Synonym/Antonym Write each of your words and a synonym and antonym for each.	Question It! Ask an adult or multiple adults what each of your words mean. See if they can give you a similar definitions in their own words :)

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Tiered Assignments and Layered Curriculum





Multiple Means of **ENGAGEMENT**

NAME: _____

PERIOD: _____

7th Grade / Life Science

Cells and Microscopes Goal Sheet

Topic	Green	Blue	Black
Characteristics of Living Things	Student can identify and explain the six characteristics of living things.	Through observations, students will determine whether or not objects are living or not based on the characteristics of living things.	Students will create their own organism and explain why it is living using the six characteristics of living things.
Cells and Cell Organelles	Student's cell model has all parts of the cell labeled correctly and includes a key with the function of each organelle.	Student's cell model is unique and creative, has all parts of the cell labeled correctly and includes a key with the function of each organelle.	Student's cell model has all parts of the cell correctly labeled, and each organelle is represented by an object that matches that organelle's function.
Cell Processes	Student can define osmosis and diffusion and explain why they are important to cells.	Student can define osmosis and diffusion and explain how they worked in the osmosis and diffusion lab.	Students can design their own lab where the processes of osmosis and diffusion are clearly shown and explained.
Microscopes	Student can label each piece of a microscope.	Student can label and explain the function of each piece of a microscope.	Student can label and explain the function of each piece of a microscope and compute different magnifications.

Colors =
increasing complexity

Multiple Means of Representation



Multiple Means of ENGAGEMENT

Red Blood Cell Cartoon

Circulatory and Respiratory System Project

Green	Blue	Black
Draws a "far away" or "up-close" cartoon and describes the life of a red blood cell, using green level vocabulary	Draws a "far away" or "up-close" cartoon and describes the life of a red blood cell, using blue vocabulary	Draws an "up-close" cartoon and describes the life of a red blood cell, with characters, using black level vocabulary

Goals:

- Student clearly communicates scientific processes with pictures.
- Student learns how a red blood cell moves through the body to supply cells with needed oxygen and remove waste products like carbon dioxide.
- Student learns the function of white blood cells and platelets in your circulatory system.

Project Vocabulary

Green Level Vocabulary	Blue Level Vocabulary	Black Level Vocabulary
Artery	Artery	Artery
Vein	Vein	Vein
Capillary	Capillary	Capillary
Right Atrium	Right Atrium	Right Atrium
Left Atrium	Left Atrium	Left Atrium
Right Ventricle	Right Ventricle	Right Ventricle
Left Ventricle	Left Ventricle	Left Ventricle
Red Bone Marrow	Red Bone Marrow	Red Bone Marrow
Valve	Valve	Valve
Oxygen	Oxygen	Oxygen
Carbon Dioxide	Carbon Dioxide	Carbon Dioxide
Diffusion	Diffusion	Diffusion
Platelets	Platelets	Platelets
White Blood Cells	White Blood Cells	White Blood Cells
Clots	Clots	Clots
Lungs	Lungs	Lungs
Pulmonary Artery	Pulmonary Artery	Pulmonary Artery
Pulmonary Vein	Pulmonary Vein	Pulmonary Vein
Cholesterol	Cholesterol	Cholesterol
Alveoli	Alveoli	Alveoli
	Aorta	Aorta
	Nose	Nose
	Epiglottis	Epiglottis
	Larynx	Larynx
	Pharynx	Pharynx
	Trachea	Trachea
	Bronchi	Bronchi

criteria

How I Will Grade Your Cartoon

When I grade your cartoon, I will be asking myself 2 main questions:

1. Do you understand how the circulatory system works?
2. Did you do a good job showing the processes you learned about with drawings?

Single Assignment

Grading (Green, Blue, and Black!)

1. Do you understand how the circulatory system works?

a. Is it clear which part of the circulatory system the red blood cell is in at all times?	No, Not really	Mostly	Yes, very much
b. Is it clear that you understand the way oxygen and carbon dioxide are exchanged between capillaries and the lungs?	No, Not really	Mostly	Yes, very much
c. Is it clear that you understand the way oxygen and carbon dioxide are exchanged between capillaries and our body cells?	No, Not really	Mostly	Yes, very much
d. Have you used all of the vocabulary words in a way that proves you understand how they fit into the circulatory system?	No, not really	Mostly	Yes, very much

2. Did you do an excellent job drawing the processes you learned about?

a. Are your cartoon pictures attractively drawn and colored	No, not really	Mostly	Yes, very much
b. Are your drawings large and simple enough to be understood quickly?	No, not really	Mostly	Yes, very much
c. Do your drawings and captions make sense to you and they match?	No, not really	Mostly	Yes, very much

Students can challenge themselves

Self assessment





Multiple Means of ENGAGEMENT

MENU CONTRACT

"Probability"

Due: _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.



Main Dishes (complete all)

- 1 Complete the "meteorology simulation" on p. 88-89 of your textbook.
- 2 Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.
- 3 Complete the "frequency table" assignment on p. 506-507 of your textbook.
- 4 Examine the attached list of functions and determine which functions represent probability distributions.



Side Dishes (Select 2)

- 1 Work with a partner to analyze the game of "Primarily Odd." See your teacher for game cubes and further instructions.
- 2 Design a "game spinner" that has this probability distribution: $P(\text{red}) = 0.1$; $P(\text{green}) = 0.2$; $P(\text{blue}) = 0.3$; $P(\text{yellow}) = 0.4$.
- 3 Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the "bull's eye"), $r = 1.5$; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a "bull's eye" and 2) landing in the outermost ring.



Desserts (Select 1)

- 1 Figure the probability of "Murphy's Law" and make a case for whether or not it should indeed be a "law."
- 2 Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

ALL

Choose 2

Select 1 (or optional)



Managing Feedback and Accountability

Built in

to the assignment

(K. Gallagher lesson, choice boards or tiered assignments)

Managed in

Google Forms (Learning Contracts)

Digital Portfolios



Know your learners / Plan for predictable variability

Curriculum and Lesson Planning with UDL

How can I structure this activity or information in ways that will make it accessible to the greatest possible number of individuals?

Learning Target or Goal



Provide Multiple Means of
Engagement
Purposeful, motivated learners



Provide Multiple Means of
Representation
Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Multiple
Means of
Representation

Multiple
Means of
Action and
Expression

Multiple
Means of
Engagement

Intentional design

Adapted from Lynne Silcock and Linda Ojala - CORE Education



Breakout Room Discussion

UDL asks you to consider the question:

*How can I structure this **activity or information** in ways that will make it **accessible** to the **greatest possible number** of individuals?*



Breakout Room Discussion

- Think of something that you are currently teaching or plan to teach in the future.
- What is one **change (*)** you could make to your **plans or materials** that would make that lesson or unit *more accessible to the greatest number of individuals?*

() change: add, tweak, etc*



Your Feedback Matters

- Please fill out the **evaluation link in the chat box** now, or ASAP.

<https://wh1.snapsurveys.com/s.asp?k=158687786361>

- Watch for a **follow up email** with links to the **evaluation** as well as PPT **slides and resources** from this session.



Thank you for participating!

Visit our website & reach out for support!



The New York State Office of Religious and Independent Schools
PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)
The Upstate PDRC - All NYS Regions North of NYC

WELCOME to the UPSTATE PDRC

The Professional Development Resource Center Upstate - All Regions North of NYC
Serving the All NYS Religious and Independent Schools North of NYC

The Upstate PDRC serves all New York State Religious and Independent schools north of New York City. Our mission is to design and deliver high quality professional development that meets the direct learning needs of school educators. Our Center also supports the community surrounding the school including parents and caregivers. Our ultimate goal is to improve the learning opportunities and experiences for students through our work, academically, socially and emotionally. We support schools through building knowledge and skill in research-based practices and systems change for school improvement.

Our Center is funded through Title II, Part A and Title IV, Part A of ESEA as amended by ESSA. We know and understand that these Title II and IV dollars belong to the Religious and Independent schools we serve throughout NYS and we will do our best to facilitate access to the services that these dollars support. We put a high priority on developing and sustaining strong relationships with all of our partners knowing that human relationships are at the heart of all of our success. We invite you to reach out to us at any time, our contact information is available on our website. You can also request 1:1 support on our website. We are excited to learn from you as we support you in your practice and stand ready to work with you to identify, understand and meet your learning needs to the best of our ability.

[LEARN MORE](#)

1:1 Support Request

The NYS PDRC team is ready to help in any way we can. Our staff are available for email, phone and webmeeting consults. Please fill out the form below and one of our team members will respond as quickly as possible, usually within 24 hours. By working closely with you to understand your work and to support you in your professional growth we are not only helping you move your practice forward but your helping us learn and grow as well. We welcome any and all opportunities to work with you.

First and Last Name *

What is your email address? *

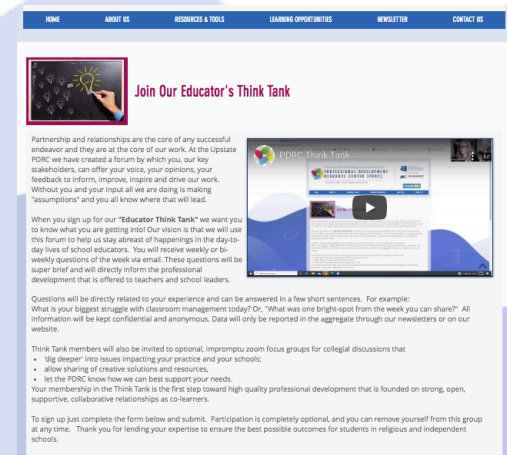
Research Question or Topic *

Choose an option

If you chose "Other" above, please specify.

What is your role? *

If you chose "Other" above, please specify.



Join Our Educator's Think Tank

Partnership and relationships are the core of any successful endeavor and they are at the core of our work. At the Upstate PDRC, we have created a forum by which you, our key stakeholders, can offer your voice, your opinions, your feedback to inform, improve, inspire and drive our work. Without you and your input all we are doing is making "assumptions" and you all know where that will lead.

When you sign up for our "Educator Think Tank" we want you to know what you are getting into! Our vision is that we will use this forum to help us stay abreast of happenings in the day-to-day lives of school educators. You will receive weekly or bi-weekly questions of the week via email. These questions will be super brief and will directly inform the professional development that is offered to teachers and school leaders.

Questions will be directly related to your experience and can be answered in a few short sentences. For example: What is your biggest struggle with classroom management today? Or, "What was one bright-spot from the week you can share?" All information will be kept confidential and anonymous. Data will only be reported in the aggregate through our newsletters or on our website.

Think Tank members will also be invited to optional, impromptu zoom focus groups for collegial discussions that:

- "dig deeper" into issues impacting your practice and your schools;
- allow sharing of creative solutions and resources;
- let the PDRC know how we can best support your needs.

Your membership in the Think Tank is the first step toward high quality professional development that is founded on strong, open, supportive, collaborative relationships as co-learners.

To sign up just complete the form below and submit. Participation is completely optional, and you can remove yourself from this group at any time. Thank you for lending your expertise to ensure the best possible outcomes for students in religious and independent schools.

<https://www.nysed-soris-upstate-pdrc.org/>

