Collaborative Cycle of Planning for Elementary School Teams:
Grades 2-5
Summer 2011
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Summer 2011
Post a dot on the **Consensogram** - color coded to your participation in summer **Special education professional development**

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**Dot Color Code**

- **Red:** Attended the **Delivery of Special Education Services,** **Summer 2010**
- **Blue:** First time attending **Special Education summer professional development**
WELCOME!

AGENDA

Outcomes for today
Outcomes

By the end of the professional development participants will be able to—

- examine the roles of the special educators, general educators, speech-language pathologists, paraeducators, and staff development teachers in supporting instruction in an inclusive environment,

- identify the 3 Basic Principles of Universal Design for Learning
Outcomes

- Collaboratively analyze practices that support differentiated instruction, assessment, and classroom routines to address the positive characteristics and challenges for all students with disabilities and those in need of accelerated instruction,
Outcomes

- plan with universal design for learning in mind in order to differentiate instruction by frontloading strategies to address student barriers, curriculum barriers and instructional barriers, and

- identify equitable practices that support an inclusive environment that meets the needs of students with disabilities.
GROUND RULES:

- Honor time limits.
- Invest in the work of the team.
- Use reflection to push practice.
- Ask questions.
- Be technologically responsible.
- Limit sidebar conversations.
• Provides safety
• Allows for questions of personal nature
• Allows for follow up
• Respects time
Welcome Message

Mrs. Gwendolyn J. Mason, Director
Department of Special Education Services
DAY 2 NUTS & BOLTS
Day 2 UDL Break Out Sessions
Organizational Plan

Schools have been assigned into either GROUP A or GROUP B by cluster:

- To accommodate a large number of participants
- Teams are placed in the same group to collaborate on the discussion
- Plan to eat lunch together
- Finalize with team members that each session on Day 2 is attended by at least 1 team member
Day 2 Groups:

GROUP A
- Cluster name
- Cluster name
- Cluster name

Group B
- Cluster name
- Cluster name
- Cluster name

GROUP ASSIGNMENTS WILL ALSO BE POSTED AT THE SIGN-IN TABLES
Day 2 Organizational Plan

Group A
8:30 AM – Break Out Sessions
- Session 1 8:30 – 10:05
- Session 2 10:15 – 11:45

Lunch 11:45-1:15

1:15 - Report to Auditorium
- lecture on “UDL Overview”

END DAY 3:30pm

Group B
8:30 AM – Report to Auditorium
- lecture on “UDL Overview”

Lunch 10:45-12:00

12:15 – Break Out Sessions
- Session 1 12:15-1:45pm
- Session 2 2:00-3:30pm

End Day 3:30pm
Sign - up Process

- Each group has an area to sign up
  - AM: Sessions 8:30-10:05 & 10:15-11:45
  - PM: Sessions 12:15-1:45 & 2:00-3:30
- Sign up during breaks and lunch
- Class capacity varies - first come, first served
- **CHECK SIGNING UP FOR CORRECT SESSION**
- Receive ticket after signing up
- **BRING TICKET TO BOTH SESSIONS**
Session Topics

- Online Reading Resources
- Flexible Writing Tools: Inspiration, Kidspiration and Clicker 5
- ARRA Funded Math Manipulatives
- Organizational Strategies
- Elmos and LCDS in the Classroom
- What’s New? Resources for you and Your Students – An Overview of ARRA Funded Tools
TICKET AND FINDING
Your Room

- **Session Ticket**
  - Will show Session Name & Time
  - Will be collected when you enter the sessions

- Posters will mark the classrooms

- Sign in at each session

- Staff available to assist

- **HAVE A GREAT DAY……………..SMILE!**
Imagine 28 students anxiously waiting to meet you the first day of school

What unique gift do you bring to their educational experience?

Draw “YOUR GIFT“ on Post-it-Note

Place: “YOUR GIFT” inside the car..the way it arrives @ school!

Post your cars on the wall.

Gallery walk
Our Gift

- We all bring a special gift each and every day we teach our students.

- These gifts will make a life long lasting difference in the lives of our students.
Our purpose for these 2 days is to increase the capacity of special educators, general educators, staff development teachers, speech language pathologists and paraeducators on the topics of Universal Design for Learning and Collaborative Cycle of Planning.
Delivery of Special Education Services
Text Marking Strategy

- New Information
- Current Practice
- Need Further Clarification
REFLECT and SHARE

How do the messages in these 2 documents relate to your work with students?

1. Special Education Service Delivery Models (Department of Special Education Services)

2. Excerpts from September 25, 2008 Special Education Service Delivery Models
Read and reflect on the question:

*How am I as a _____________ implementing the stated strategies from Attachment B for service delivery?*

- Record ideas on the Reflection Sheet.
- Reflections will be shared within small group.
Universal Design For Learning
Guided Notes:

Option 1: UDL Full Text

Option 2: UDL Guided Text

Option 3: UDL Guided Notes with images
UDL AT A GLANCE

http://www.youtube.com/watch?v=bDvKnYN0g6e4&feature=relmfu
Federal Definition

State of Maryland Task Force Recommendation for Statewide Implementation of Universal Design for Learning
UDL in the State of Maryland

Task Force Recommends Use of UDL Throughout State School Systems
Frayer Model Definition

- a word categorization activity
- offers students an opportunity to analyze, develop and refine concepts/vocabulary
- Used before an activity or instruction it acts as previewing
- Used during a lesson it may be used to further a concept
- Used after a lesson as a way to confirm or revise previous understanding of the concept.
FRAYER MODEL

- BARRIERS ARE...
- BARRIERS ARE NOT...
Identifying student barriers to learning
Identifying Instructional Barriers
Identifying Curriculum Barriers
The student doesn’t follow directions and doesn’t keep pace when reading in class.

- Doesn’t follow directions
- Doesn’t keep pace

Decoding and fluency issues

Restate the directions

Text reader to enable independent reading
The student’s written response is indecipherable

Work can’t be read by the teacher

Rewrite or scribe

Handwriting, fine motor problems

Independent writing using a word processor
During a writing task, the student can’t seem to finish his work in class.

- Doesn’t finish writing tasks in class
- Work at lunchtime, Send work home
- Writing is arduous due to spelling deficits
- Word Q and / or word banks
Division lesson: Could not demonstrate groupings using manipulatives

- Doesn’t understand division
- ESL/ vocabulary issue; Didn’t understand the meaning of “item” vs. “group”
- Use graphics to illustrate this
- Re-model how to group items
Identifying Underlying Barriers

Instructional or curriculum barriers

Student learning barriers
Ongoing diagnostic process is needed to accurately identify student learning barriers, so that solutions match instructional needs.

Understand why the student is unable to demonstrate learning.
Who Do We Teach?

- High Incidence Disabilities
- Student Challenges & Positive Characteristics
Major Principles of UDL

- **Multiple Means of Representation**

  Teachers provide multiple ways of presenting lesson content. Students have options for how they learn.
Major Principles of UDL

Multiple Means of Action and Expression

Teachers provide multiple means of expression and assessment.

Students have choices for how they demonstrate their learning.
Major Principles of UDL

Multiple Means of Engagement

Teachers provide multiple means of student engagement.

Students have choices that engage student interest.
What is the content I must teach students? Who gets left out?

What are the potential instructional and curricula barriers?

What will the instruction look like?

What are my students’ potential barriers?
FOCUS

- What strategies may I infuse upfront for my students to access the curriculum and make progress?
- How will my students demonstrate their skills?
- What choices will students be given to allow them to play to their learning strengths?
- How will I assess my students individually keeping the end in mind?
UDL IN THE CLASSROOM

- UDL Guidelines in Practice:
  Grade 5 Language Arts

Video

http://www.udlcenter.org/resource_library/videos/udlcenter/guidelines#video03
Morning Recap

- Building a common vocabulary,
- Sharing how schools implemented Expectations from Summer 2010,
- Defining Universal Design for Learning,
- Identifying Barriers:
  - Student, Instructional, Curriculum
- Discussing Who We Teach
- Identifying 3 Principles
- UDL in the Classroom: *What it looks like*
Check off the strategies you experienced this morning.

Call out strategies.

**Strategies:**

- Consensogram
- Ground rules
- Gallery walk
- Issue bin
- Dip sticking
- Random calling patterns
- Reflection, turn and talk/elbow partners
LUNCH

ENJOY!
Welcome Back
Afternoon Focus

- Planning
- Building collaborative structures
- Identifying potential instructional and curricula barriers in the Curriculum
- Work as “simulated” grade level teams for the purpose of engaging in a collaborative planning process simulation utilizing a lesson from the beginning of QUARTER 1
Planning

Thirteen Indispensable Basic Decisions
TASK

- Read and Rank PLANNING: *The Thirteen Indispensable, Basic Decisions*
- Utilize the following text marking strategy
  - P- Proficient
  - IP- In Progress
  - NY- Not Yet
Sharing our Rankings

Share Rankings in table groups

Come to consensus where you can begin as a team to infuse these 13 decisions into your team planning sessions.
How do I make planning in my school a collaborative process?
Think Abouts?

“How do I plan integrated lessons that reach all students?”

“How do I make planning in my school a collaborative process?”
Thinking About...

- content of the Saphier article...

- 13 Indispensible Decisions ... 

- What should occur before instruction begins?
Thinking About...

- Scheduling and Communication of the planning decisions TO:
  - educators SUPPORTING teachers in their delivery of instruction
- How... IF NOT present during the planning session
Planning with UDL in MIND!

***ANTICIPATING BARRIERS***

student
curriculum
instruction
Vision of Collaborative Planning Process
(adapted from EIC Team)
BREAK>>>>

- See you in 10 minutes...
- General Educators - Return to sit with Grade level Teams

Self Select Grade Level
- SDTS
- SLPS
- Paraeducators
Team Collaborative Planning Expectations

- Expectations for Instructional Planning
- Who should attend
- Format of the Instructional Planning Session
- Content of Planning Session
Applying UDL to the Classroom

- Teacher adjustments for learner differences should be made for all students.
- Focus lessons should be planned and delivered so that ALL students are engaged in the learning.
- Energy must be placed into frontloading accessibility strategies rather than retrofitting our instruction.
How does demonstrating effective teamwork help you learn?

Working with others during literacy stations helps me practice reading skills and strategies.
What strategies do good readers use to understand informational text?
Science Lesson 1

What is an Environment?
GR. 5

Social Studies Lesson

QUARTER 1:

Pre-Assessment

“Pursuing Happiness”
# Grade Level Teams Planning Session

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Look at the Unifying Question/indicators</td>
<td>Utilize UDL Guidelines, generate possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>solutions to upfront address barriers</td>
</tr>
<tr>
<td>2.</td>
<td>Identify potential barriers student/curriculum/instruction</td>
<td>Chart 3 strategies to address barriers</td>
</tr>
<tr>
<td>3.</td>
<td>Chart 3 Potential Barriers Student/Instructional/Curriculum</td>
<td>Conduct Gallery Walk Docent: person with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>most years in MCPS</td>
</tr>
</tbody>
</table>
Let’s take a walk and...

Look for instructional practices that address potential barriers before beginning instruction
Share Out...

Were there any trends that stood out on the T charts?
Expectations For Taking OUR Learning Back...
Next Steps

- Discuss initial ideas for implementing the Collaborative Team Planning Process and Resources at your school.
Group A 8:30 AM – Break Out Sessions
Session 1 8:30 – 10:05
Session 2 10:15 – 11:45

Lunch 11:45-1:15

1:15 - Report to Auditorium lecture on “UDL Overview”

END DAY 3:30pm
DAY 2 GROUP B
ORGNAIZATIONAL PLAN

- Group B
  8:30 AM – Report to Auditorium
  lecture on “UDL Overview”
  Lunch 10:45-12:00

12:15 – Break Out Sessions
- Session1 12:15-1:45pm
- Session2 2:00-3:30pm

End Day 3:30pm
• Evaluation

• Closure
Thank You...

for all you do
to support
our students!