

# ALL MEANS ALL

JANUARY 2022

## MODULE 3: DESIGN

During January's in-service, staff across the district engaged in professional learning around the next module in Universal Design for Learning, which focused on PROACTIVELY DESIGNING LESSONS to meet the needs of all students. The definition of proactive design (when relating to curriculum/instruction) shows us how all of our learning around UDL connects; each Module is building upon the other to help build a foundational understanding of what UDL is.

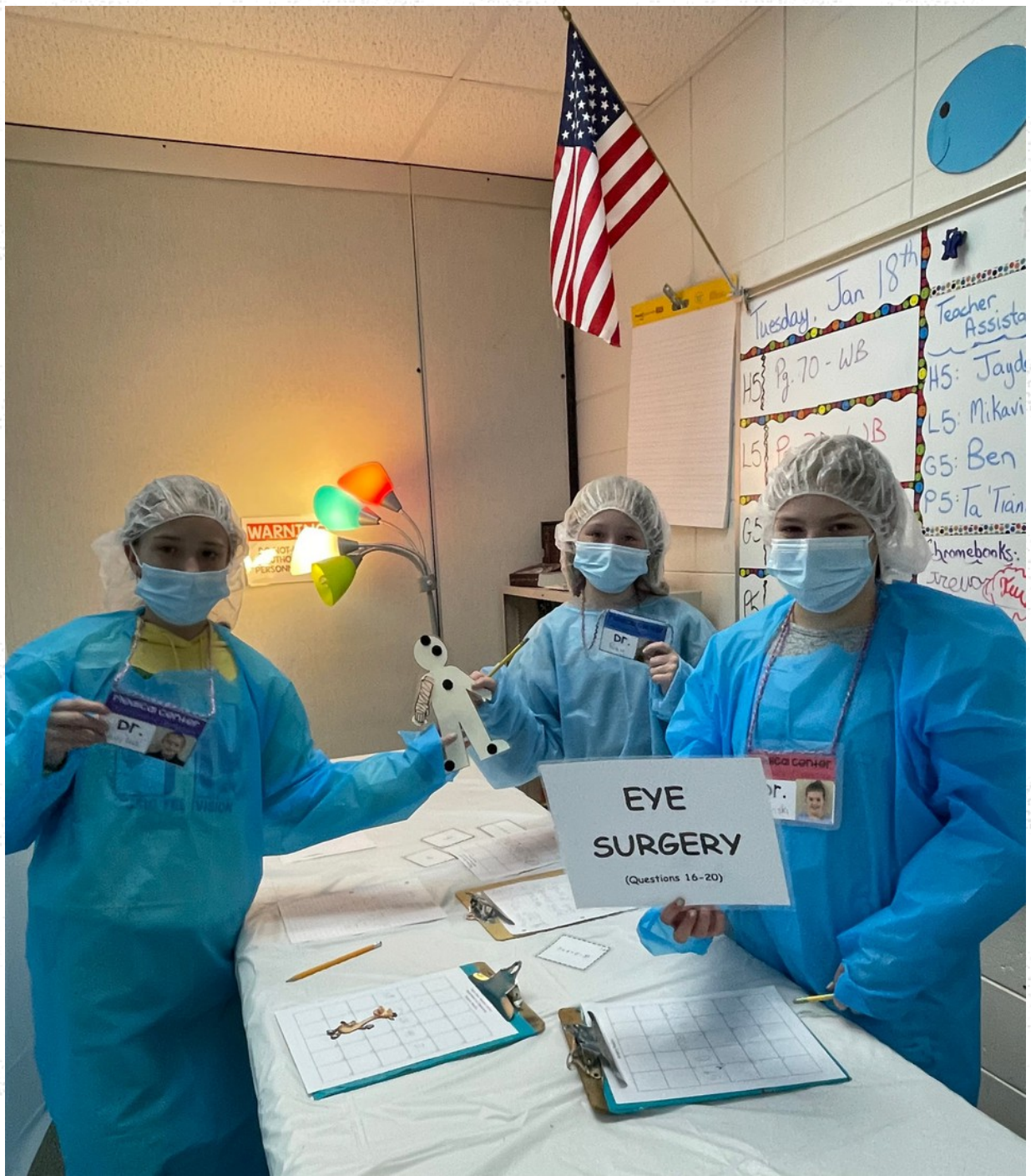
**Proactive Design:** To analyze the goal of the lesson (Module 2), anticipate the variability of your students (Module 1), and add design strategies into the lesson (Module 3).

*Definition taken from Allison Posey's article,  
"Lesson Planning with Universal Design for Learning"*

As discussed in the last newsletter, it is important to remember this year is all about learning the basics of UDL. In future years, we will take this learning further and go more in depth. Right now we are learning small "take it and try it" strategies as a way to begin to apply basic concepts to our teaching. This learning will continue to grow and alongside the curriculum work, will be a support as we develop co-serving teams and have collaborative conversations around student outcomes, needs, and interests (PLC).

**THE CURRICULUM WORK (unit plans built on learning priorities) + UDL (instructional strategies to meet the diverse needs of students) = STRONG COLLABORATIVE TEAM MEETINGS THAT POSITIVELY IMPACT STUDENT LEARNING (strong PLC culture)!**

Pictured Below: Mrs. Peyer's class completing a math lesson on "The Order of Operations."  
#Relevancy!



## A LITTLE MORE ON PROACTIVE DESIGN

Proactive design allows us to reduce barriers to ensure all students have access and are engaged in the lesson (ultimately allowing them to achieve our essential learning targets or goals). Steps to proactive design:

### **Analyze the goal (Module 2)**

*Why?*

- We want our students to reach our goals, preparing them for life.
- Clear goals analyzed at a high level ensure we are reaching the rigor expected.
- Helps ensure our instruction and assessment practices truly align to our goal.

*How?*

- Look at your essential learning targets in a unit or lesson. Separate the how (how students demonstrate knowledge) from the what (content).
- Reflect on your goal to ensure what you are asking students to do measures what the target/standard is asking.

### **Anticipate Variability** (Module 1)

#### *Why?*

- Once you identify the essential learning targets in a lesson, you can then reflect upon the variability of your students. Some have a lot of background knowledge and skills while others may still be learning basic language and academic vocabulary. Some may have individualized plans that need to be considered (GT plans, intensive support plans, selected supports in small group instruction, IEP's, etc.). After analyzing the variability that exists among all students, you can then create flexible options in the design of the goals, assessments, methods, materials, and environments and make them available for all students.

#### *How?*

- **Tight on goal, flexible on means** (same goal, different way to get there)
- Integrate options for engagement (student choice, using their interests/strengths as entry points)
- Integrate options for representation (visuals, auditory supports, graphic organizers)
- Integrate options for action and expression (assistive technology, checklists, flexible ways to draw, record, write, or build communication)

### **Implement:** Facilitate and observe

#### *Why?*

- We are creating "expert learners." Consider "facilitating lessons" instead of solely "teaching lessons." This allows a deep understanding of content.

#### *How?*

- Observe, work with students, offer immediate feedback. Connect the feedback to the essential learning target.

### **Reflect and Re-Design** (Module 3)

#### *Why?*

- This is a formative assessment for you. This will help you plan upcoming lessons.

#### *How?*

- Collect feedback from students.
- Did the ELT hit the rigor expected?
- Were there enough options for variability?
- Could the lesson further reduce barriers?

As we learn more about UDL, we will continue to become more knowledgeable about how to meet the needs of all learners. This work will support us in creating expert learners, better allowing each child a learning experience that meets their needs and ensures proficiency of district promise standards!

Pictured Below: Great projects in Tech Ed!

