



# UDL Exploration!



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## You are SO lucky...

As a teacher, I didn't realize the value of my time. The majority of my teaching career I taught in self-contained classrooms in inner city schools, without a schedule designated by my administration. I felt lucky about that. I loved being able to figure out my own schedule SO much....that is until I realized how much time I was wasting. I appreciated when my assistant principal sat down with me and helped me to structure my daily schedule in a way that allowed time for core **and** time for intervention. MY WORLD CHANGED when this happened. It was a mind shift that I made when I connected my time with the needs of my students. Well that's when I began to feel really lucky. See, I knew and understood that every student was required to receive grade level standards and instruction. That is the law for a teacher, basically. I also knew that my students *needed* intervention, but I couldn't figure how to make all this happen in one single day. That is until I gave the appropriate time to both those areas of need. I also realized that as their teacher, every student was my responsibility. I couldn't try to teach them and then give up because they had extreme deficits. I had to figure out a way to get the grade level core instruction delivered to them AND find the time to give them the intervention that they needed in order to be successful in the core. At first this was hard. But as I began filling my tool box, it became easier..much easier! You see it's all about what accommodations you can provide during core and what modifications you can make during intervention time. Both are for the same goal: to reach grade level achievement. I could not pass my students off to the specialist to fix them. Yes, they could absolutely help, but they were MY responsibility. It's just like being a parent. You can get a good dentist, doctor, tutor, and coach to support their growth, but it's up to you as the parent to teach them how to brush their teeth, how to take care of their bodies, how to be good students, and how to build their fundamental athletic skills. So...MTSS will be something that we will be **LAZER** focusing on with UDL next school year and the most important concept is to understand that Tiers Are Not A Location. Please watch this video to change your mind set, if you have not already. And remember, you are truly lucky. You have all that you need you're your students when you realize how to use your time to support your students' specific needs.

# Question Quack A T T A C K:



## Why does designing lessons for the average learner not work?

There is no such thing as normal in the classroom anymore. Learners vary dramatically and flexibility is extremely important in every classroom. Check out this video to see [why](#).

**What is MTSS?** Katie Novak says it best. Watch this [video](#) for a quick chocolate cake analogy, where the concept of “supplementing not supplanting” is key to our mind shift!

## How do I follow UDL if I already have a set curriculum in place?

Because UDL is a framework versus a curriculum or a checklist, it allows for freedom and creativity in both lesson and environment design. UDL helps teachers make informed choices about everything from what posters to put on the walls to what strategies, resources, and tools they will use to teach a lesson. This is very different from structures that ask you to perform a specific list of tasks or tell you to design lessons with a narrow scope.



## UDL is Simple. Best. Teaching. Practice. Period.

ALL Teachers! Want to know more about designing a lesson through the UDL lens? Check this guide out for any grade or content area!

[UDL Teacher's Guide](#)

High School Teachers- Check this out!

[Frey and Fisher – Read-Alouds and Shared Readings: Not Just for Elementary Anymore \(2003\)](#)

Middle School Teachers- Check this out!

[UDL in 15 Mins- 7th Grade ELA classroom producing expert learners](#)

Elementary School Teachers- Check this out!

See what UDL looks like in real classrooms! Developed by the National Center on Universal Design for Learning, this series of six brief videos will give you vivid examples of UDL in practice, in classrooms ranging from Grade 1 to Grade 6.

[WATCH THE SERIES](#)

## CAST UDL Studio!

Did you know that CAST has established an online “UDL studio” where anyone can create and share universally designed educational materials? Create a free account, and you can:

- Browse, read, and interact with the complete library of projects created by other UDL Studio users.
- Set up your own UDL studio where you can develop new projects and share them with other educators.
- Access free resources for copyright-free media to use in your UDL projects, plus guidance on developing your own text, animations, audio, and video.

[EXPLORE THE STUDIO](#)



## More Resources



### Write Directions and Steps as Checklists

Numbered, sequential directions may benefit students who have difficulty with getting started, sustaining a task or organizing work. Students can... [View Article](#)



**Actively Learn**

### Read with Actively Learn

Support student reading of complex texts by annotating, adding video and images with Actively Learn. Example: A struggling reader is... [View Article](#)



### Use Text-to-Speech for Math Word Problems

Text-to-Speech can support student decoding of symbols and understanding when doing word problems. Example: Use google docs or other text-to-speech... [View Article](#)

# Upcoming Professional Development

at EEACS



Wednesday PD Hour	Elementary School	Middle School	High School
March 2nd	Standards Deep Dive for Math (5th Grade Meeting)	Standards Deep Dive-Vertical Content Teams: (6 <sup>th</sup> -8 <sup>th</sup> SS Meeting)	Standards Deep Dive-Vertical Content Teams: 6-8 (9 <sup>th</sup> -11 <sup>th</sup> SS Meeting)
March 9th	Standards Deep Dive for Math (Kinder Meeting)	Standards Deep Dive-Vertical Content Teams: (6 <sup>th</sup> -8 <sup>th</sup> ELA Meeting)	Standards Deep Dive-Vertical Content Teams: (9 <sup>th</sup> -12 <sup>th</sup> ELA Meeting)
March 16th	Standards Deep Dive for Math (1st Grade Meeting)	Standards Deep Dive-Vertical Content Teams: (6 <sup>th</sup> -8 <sup>th</sup> Art/PE/Spanish Meeting)	Standards Deep Dive-Vertical Content Teams: (9 <sup>th</sup> -12 <sup>th</sup> Art/PE/Spanish Meeting)
March 18 <sup>th</sup> <b>Full Day In Service</b>	UDL, Teacher Choice, eSpark, and BYOC Introduction	UDL, Sped/ESL Training, BYOC Introduction	UDL, Sped/ESL Training, BYOC Introduction
March 23rd	Standards Deep Dive for Math (2 <sup>nd</sup> Grade Meeting)	Standards Deep Dive-Vertical Content Teams: (6 <sup>th</sup> -8 <sup>th</sup> Meets on Their Own)	PaTTAN Webinar: <b>A New Approach to Universally Designing Curriculum in High School Classrooms</b>
March 30th	PSSA Training	Standards Deep Dive-Vertical Content Teams: (6 <sup>th</sup> -8 <sup>th</sup> Science Meeting)	Standards Deep Dive-Vertical Content Teams: (9 <sup>th</sup> -12 <sup>th</sup> Science Meeting)