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From PLC to Practice: Transforming Classroom Instruction



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Macomb Intermediate School District Lakeview Public Schools Michigan

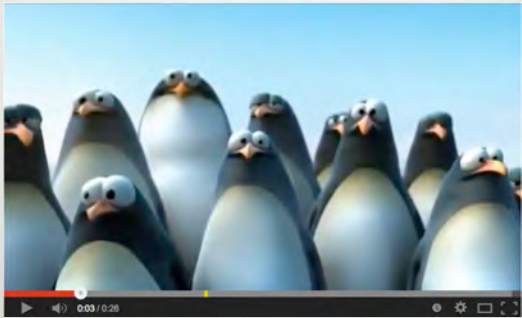
*Susan Hardin, Assistive Technology Consultant
Sarah Bowman, 8th Grade Science Teacher
Lisa Beckman, 8th Grade Science Teacher*

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MACOMB COUNTY, MI

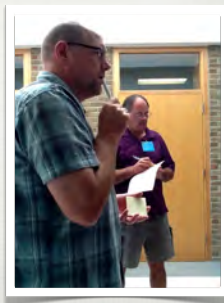
"Instead of looking for superheroes, we need to work collectively to help everyone be successful." Richard DuFour



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Today's Big Ideas

- Building a successful PLC is essential to UDL Implementation
- Successful PLC's require diversity, leadership, collaboration, shared focus
- Successful UDL PLC's Result in teachers who help all students learn



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Engage, Expand and Encompass Through Technology

- ☐ Interdisciplinary Planning Team
 - Technology
 - Curriculum
 - Special Education
- ☐ Secondary Education Teams
- ☐ Professional Learning Communities
- ☐ Lesson Planning Focus
- ☐ Leadership Support




Est.org

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Engage, Expand and Encompass Through Technology

- 8 years
- 18 Districts
- Teams, departments, schools, and districts
- Over 425 SECONDARY educators



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E3T Professional Learning Community

Goals
To create teams of educators who are proficient at working together to minimize curriculum barriers in order to increase learning opportunities for all students. These professional learning community teams will:
provide opportunities for all students to make progress in the general curriculum.
create learning environments that are supportive, engaging and flexible.
Methods
Ongoing intense professional development: face to face and online
Professional learning community structure
Teacher centered, personalized, school-based support
Fostering effective UDL school leaders
Materials
Online, anywhere, anytime learning modules and teaching resources
Online collaborative "teacher's lounge"
Flexible technology tools
Lesson plan structure
Assessment
Classroom application
UDL Lesson Plan development and feedback
Capstone project

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Why an Interdisciplinary Planning Team?

- Remove inefficient, ineffective Silos
- Ensure Solid Content and street Cred
- Focus on Student Diversity
- effective, flexible Technology use



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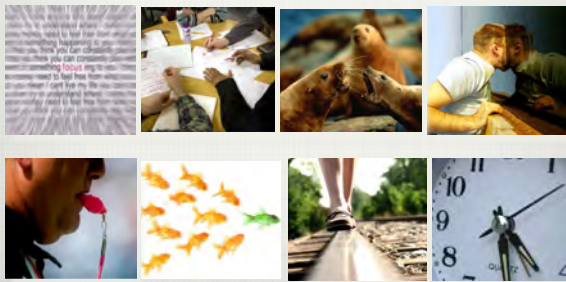
Why A PLC?

- ☐ Focus on student learning
- ☐ Focus on changing practice
- ☐ Collaborative and supportive
- ☐ Excellent model for ongoing learning



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Professional Learning Communities



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Homogenous vs. Heterogeneous PLC's

- ☐ Content homogenous
 - ☐ more variability between departments than schools
- ☐ socioeconomic homogeneity
- ☐ shared culture, infrastructure, community support

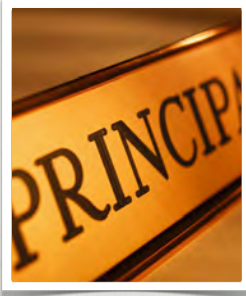


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Principals as PLC Leaders

Transformational change is dependent on active nurturing


- ☐ interview
- ☐ plan for support
- ☐ participation
- ☐ monthly meetings
- ☐ follow up



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Changing Practice Takes Time

49 hrs of professional development can boost students' achievement scores by about 21%.



Scaling up Instructional Improvement Through Teacher Professional Development, Weiss & Pasley 2007

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The tension...

10 days of teacher absence reduces students' achievement scores by standard deviation of about 3.3%




- (Miller, Raegen T., Richard J., Murnane, and John B. Willett. "Do worker absences affect productivity? The case of teachers." *International Labour Review*. 147.1 (2008): 71-89.)

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Due in part to...




- a decline in instructional intensity and consistency
- discontinuity of instruction
- disruption of regular classroom routines and procedures

(Randall, 1986; Turbeville, 1987)

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Blended Instruction


- 25 hours of face to face instruction
- 30 hours of online instruction (often done in building level PLC)
- in building follow up and coaching



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Getting the UDL PLC Started

- ☐ Respect change
 - ☐ Acknowledge good instruction
 - ☐ Aligning with other initiatives
 - ☐ Patience
- ☐ Model expectations
 - ☐ Teaching and learning with UDL in mind



Professional Development

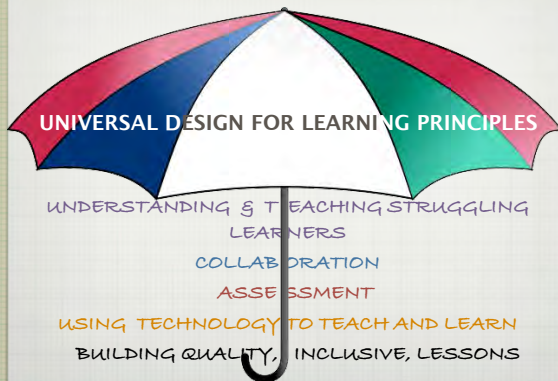
- ☐ Explicit Expectations
- ☐ Multiple formats/means.
- ☐ Interactive.
- ☐ Clear examples.
- ☐ Linked to the 3 networks.
- ☐ Frequent checks for understanding .
- ☐ Referenced to the project's goal
- ☐ Clear link between technology and educational purpose



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E3T Course Content



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Professional Development Course Sequence

Course Sequence	Delivery
Introduction to UDL	face to face
E3T Module: Students in the Margins	on line
E3T Module: Developing a Web Presence	on line
E3T Module: Framing the Learning	on line
Exploration	face to face
E3T Module: Lesson Opener	on line
E3T Module: Supporting Text	on line
Complex Text and Struggling Students	Face to face
E3T Module: Strategic Lecture	on line
E3T Module: Supportive Notes	on line
Formative Assessment	face to face
E3T Module: Vocabulary	on line
E3T Module: Extended Practice	on line
Summative Assessment	face to face
E3T Module: Capstone Total	on line
Share Your Learning	face to face

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Online Modules



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Addressing Student Diversity

- Lack of knowledge about the complexity of students with disabilities
- We need to shift ownership
- Experience is powerful

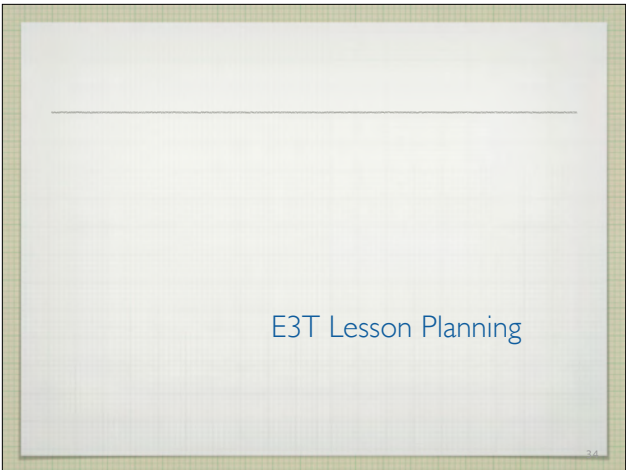


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Addressing Barriers

Universal Design for Learning Solutions			
Teacher/Class: Wyandot			
Curriculum Unit: <i>The Cay</i> Imagery/Characterization			
Goal: Students will be able to identify and label the author's use of imagery to create the story's setting and develop the story's characters.			
Current Method(s)	Challenges Presented	UDL Solution	Co-Teaching Model
Lesson 1 Overhead map of the location of the shipwreck	The students may not be able to picture where the shipwreck occurred in <i>The Cay</i> .	Students will have a copy of the map and teacher will have the same map on the overhead.	All three teachers will be moving constantly around the room to facilitate the various activities.
Lesson 2 Read Ch. 3 and 4 of <i>The Cay</i> Lifting Text	<ul style="list-style-type: none"> Many students have difficulty reading along with the text independently. Students don't understand how to lift text info. 	<ul style="list-style-type: none"> Provide audio CD to support understanding the important elements of the story. Listen to podcast describing how to lift text info. 	Teachers will stop the story along the way to highlight critical points and check for understanding.
Lesson 3 Check for Understanding	Many students may not be able to communicate their understanding of imagery.	different method such as a clicker presentation, think-pair-share, quick write and blog prompts.	All three teachers will be moving constantly around the room to facilitate the various activities.
Lesson 4 Literary Devices	Students may not understand such devices as dialect, narration, imagery, characterization and dialogue.	Model dialogue, narration, characterization, text-lifting, inference, and prejudging. <ul style="list-style-type: none"> Blog responses Show examples of prejudice and prejudging Podcasts Data Wall 	<ul style="list-style-type: none"> Whole group instruction to begin Small group instruction for those who are struggling.
Lesson 5 Creation of Phillip	Students may not understand the full characterization of Phillip without a visual representation.	<ul style="list-style-type: none"> Students work in partners Text-lift dialogue and write on graphic organizer Create a Phillip from a model 	Support is given from the team of teachers by offering examples as to how to develop the final product.
Formative Assessments <ul style="list-style-type: none"> Group Responses Imagery/Characterization forms 	Teachers need concrete evidence that their students have mastered the key concepts.	<ul style="list-style-type: none"> Clickers Graphic organizer 	Clickers and facilitate around the room while the students fill out the graphic organizer.
Summative Assessment Students' choice of video, Podcast, or digital story of their creation of Phillip	Students feel limited in their options to demonstrate proficiency of the concepts they have mastered.	Offering students choice such as video, Podcast or digital story of their creation of Phillip.	Each teacher will be in charge of a specified media and assist the students as needed.

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Why Lesson Planning?

- Frames the conversation
- Provides a place to hang the learning
- Enables a way to begin in a place of comfort
- Guides strong content connections
- Shifts the focus from student deficit to curriculum deficit

A photograph of two students, a boy and a girl, working together on a project. They are both smiling and looking at something they are holding. The boy is wearing a pink shirt and the girl is wearing a purple shirt. They appear to be in a classroom setting.

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Developing a UDL lesson

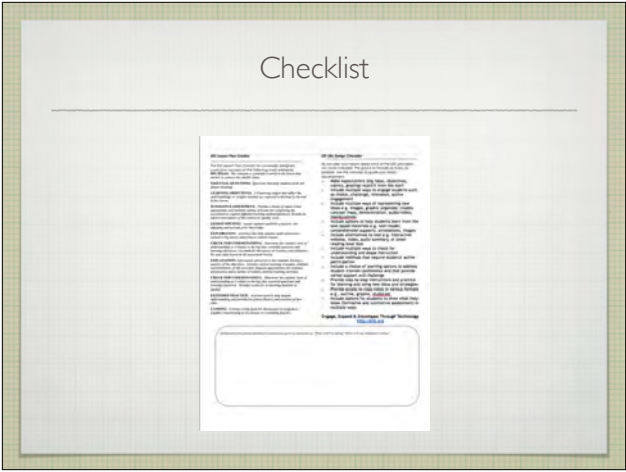
<ul style="list-style-type: none">• Pre-Planning<ul style="list-style-type: none">◦ Content Expectations (GLCE, HSOE, METS)◦ Big Idea◦ Essential Questions◦ Objectives• Lesson Opening• Exploration	<ul style="list-style-type: none">• Check for Understanding (Formative Assessment)• Explanation• Check for Understanding (Formative Assessment)• Extended Practice• Summative Assessment
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ADAPTED FROM:
PLANNING EFFECTIVE INSTRUCTION (PRICE, NELSON 2009)

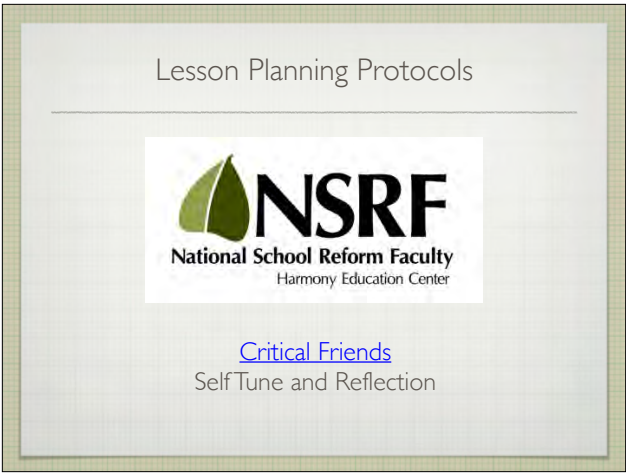
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Pre-Planning



- Big Ideas
- Essential Questions
- Learning Objectives
- Content Expectations

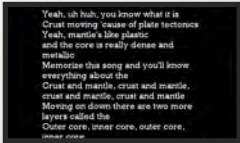
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Engagement

- Recognition
 - Activates background knowledge
 - Illustrates key concepts visually
 - Targets various learning styles
- Affective
 - Captivating
 - Relevant
 - Recruits interest
 - Generates questions
 - Maximizes motivation

- Example
 - Science lesson
 - Video/song opener



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Shifting Gears

Before UDL:

- Start lesson with explanation
- Often addressed single learning style
- Strictly informational
- Introduces new concepts

After the Shift:

- Interest promoted prior to lesson
- Target multiple learning styles
- Promotes questioning
- Activates prior knowledge



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Exploration

- Recognition
 - Abstract to Concrete
 - Alternative to language based learning
 - Varied challenge and support
 - Built in support for practice
- Strategic
 - Built in support for practice
 - Options for problem solving
- Affective
 - Engaging
- Examples
 - Webquests
 - Models
 - Simulations



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Why the shift?

Before UDL: <ul style="list-style-type: none"> • Teacher led • Students background knowledge varied • Disinterested 	After the Shift: <ul style="list-style-type: none"> • Student led • Bridges gaps in student understanding • Excited and engaged 
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Formative Assessment: Check For Understanding

- **Recognition**
 - Illustrates key concepts through multiple media
 - Opportunity to respond to misunderstanding
- **Strategic**
 - Take ownership of own learning
 - Immediate feedback for learner
 - Monitoring progress
 - Optional method for showing what you know
- **Affective**
 - Reduced threat
 - Allows for evaluation and self reflection
 - Fun!

- **Examples**
 - Classroom response system (clickers, plickers)
 - White Boards
 - Exit/entrance tickets
 - Think Pair Share
 - Peer/Self Assessment



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Shifting Philosophies

Before UDL:	After the Shift:
<ul style="list-style-type: none"> • One assessment – SA (End of unit) • Curriculum-driven instruction • Correct answers/content • Too late for intervention <p>“Kid Chat”-Sound byte on using plickers</p>	<ul style="list-style-type: none"> • Multiple assessments – FA (Throughout unit) • Student needs/data drives instruction • Application of content and skills • Targeted intervention – Allows for flexible grouping

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Flexible Groupings Based on Formative Assessment Results

- Targeted remediation/extension
 - Provide differentiated mentors
 - Deliver tiered models of support
 - Target specific areas of need
 - Lab/Hands-on activities
 - Illustrate through multiple media
 - Reading with text-to-speech

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Explanation

- Recognition
 - Alternatives to written text
 - Options for highlighting critical features
 - Customized layout of printed materials
 - Strategic
 - Multiple tools for construction and composition
 - Built in prompts to stop and think
 - Breaks to link abstract to concrete
 - Affective
 - Relevance
 - Authenticity
- Examples
 - Video clips
 - Interactive simulations
 - Tiered reading
 - Text-to-speech and speech to text
 - Lecture burst with scaffolded notes



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Shifting Roles

Before UDL:

- Instructor
 - Deliver all content material
 - Before content interaction
 - Auditory learners
- Single means of representation

After the shift:

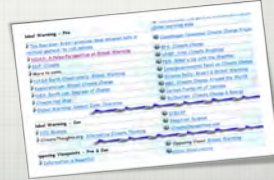
- Facilitator
 - Clarify misconceptions
 - Support framework
 - Link with prior knowledge
 - After content interaction
 - All learners
- Multiple means of representation

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Extended Practice

- **Recognition**
 - Information displayed in flexible format
 - Clarity of vocabulary
- **Strategic**
 - Respond to content at own pace
 - Scaffolds to practice toward independence
- **Affective**
 - Individual choice based on need and interest
 - Relevant



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Shifting Focus

Before UDL:

- Only remediation
- During school hours
- More of the same



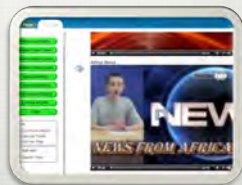
After the shift:

- Tiered remediation and extension based on flexible groupings
- 24/7 access through web presence
- Flexible scaffolds in place to support students

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Summative Assessment

- **Recognition**
 - Visual, auditory and kinesthetic
 - Clarity of vocabulary
- **Strategic**
 - Show what you know in alternate ways
 - Varied levels of challenge and support (roles)
- **Affective**
 - Choice
 - Novelty



Summative Assessment: Why Do We Allow Choice?

- They go to where they are comfortable
- Allows them to target their strength
- Addresses apathy - to enjoy what you do when you're learning, then you can connect
- Resources available to you - learning continues when you're making something vs. answer the question and moving on
- Creative outlet in science
- Test anxiety, doubting themselves
- More time on the topic



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Shift In Expression

Before UDL:

- No choice
- Learning ends prior to assessment
- Bored
- Limited support structure
- Lack of ownership



After the Shift:

- Choice
- Continuous learning throughout assessment
- Engaged
- Built in scaffolds for support
- Pride in work



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Overall Shift

Before UDL:

- Teaching in isolation
- Apathetic students
- Unclear unit expectations
- Passive learners
- We were working too hard!

After the Shift:

- Teacher collaboration
- Motivated students
- Clearly defined expectations
- Active learners
- Working efficiently

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UDL Lesson Supports

- Provide multiple representations for the BIG IDEAS
- Include multiple ways to engage students
- Make expectations (objectives, rubrics, grading, assessments) explicit from the start
- Use formative assessment to shape instruction.
- Provide a choice of options that provide greater support and greater challenge.
- Offer alternatives to text
- Provide options to help comprehend written material
- Step by step instructions/ models
- Access to class notes in a variety of formats
- Options to show what they know

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Questions?



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Contact us:

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UDL Lesson Plan Creator

The E3T Lesson Plan Creator for universally designed curriculum focuses on the following main elements.

BIG IDEAS: *The concepts or principles central to the lesson that anchor or connect the smaller ideas.*

ESSENTIAL QUESTIONS: *Questions that help students probe for deeper meaning.*

LEARNING OBJECTIVES: *2-4 learning targets that reflect the understandings or insights students are expected to develop by the end of this lesson.*

SUMMATIVE ASSESSMENT: *Provide a choice of topics (when appropriate) and multiple options of means for completing the assessment to support different learning needs/preferences. Include an explicit description of the criteria for quality work.*

LESSON OPENING: *Lesson openers establish a purpose, are engaging and activate prior knowledge.*

EXPLORATION: *Activities that help students make discoveries related to big idea(s) and promote student inquiry.*

CHECK FOR UNDERSTANDING: *Determine the student's level of understanding as it relates to the big idea, essential questions and learning objectives. Use methods that assess all learners and addresses the next steps based on the assessment results.*

EXPLANATION: *Information delivered so that students develop a mastery of the objectives. Includes explicit learning strategies, multiple representations of info provided, frequent opportunities for response and practice and a variety of student centered learning activities.*

CHECK FOR UNDERSTANDING: *Determine the students' level of understanding as it relates to the big idea, essential questions and learning objectives. Includes a plan for re-teaching material as needed.*

EXTENDED PRACTICE: *Activities used to help deepen understanding and provide for greater fluency and accuracy of new skills.*

CLOSING: *A review of big ideas for the purpose of tying ideas together, transitioning to next lesson or continuing practice.*

E3T UDL Design Checklist

As you plan your lesson, keep track of the UDL principles you have included. The goal is to include as many as possible. Use this checklist to guide your lesson development.

- Make expectations (big ideas, objectives, rubrics, grading) explicit from the start
- Include multiple ways to engage students such as choice, challenge, relevance, active engagement
- Include multiple ways of representing new ideas e.g. images, graphic organizer, models concept maps, demonstration, audio/video, manipulatives
- Include options to help students learn from the text based materials e.g. text-reader, comprehension supports, annotations, images
- Include alternatives to text e.g. interactive website, video, audio summary, or lower reading level text
- Include multiple ways to check for understanding and shape instruction
- Include methods that require students' active participation
- Include a choice of learning options to address student interest/preference and that provide varied support and challenge
- Provide step by step instructions and practice for learning and using new ideas and strategies
- Provide access to class notes in various formats e.g., outline, graphic, studycast
- Include options for students to show what they know (formative and summative assessment) in multiple ways

Engage, Expand & Encompass Through Technology

<http://e3t.org>

Brainstorm ideas about methods of instruction, actives, materials etc. What will I be doing? What will my students be doing?

Intentional Planning Template

Names:

Lesson Topic:

Grade Level:

Standard(s):

What do we want students to know? Why is it relevant or important for students to know this?

Big Ideas

Essential Questions

Learning Objectives

Brainstorm ideas about materials, activities, methods of instruction... What will I be doing? What will my students be doing?

What is your plan for formative assessment?

What classroom environment/set-up will be most effective?

Launch/Opener

Exploration

Explanation



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