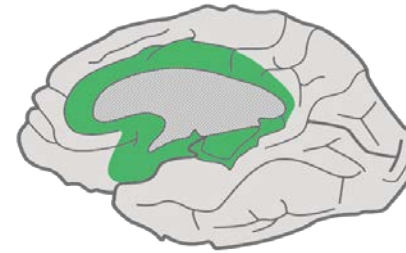


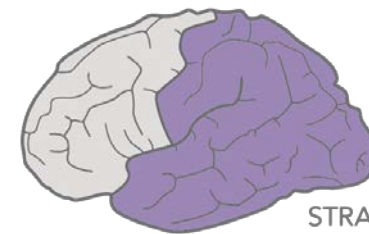
UDL-TPLC #2: October 26, 2017

UNIVERSAL DESIGN FOR LEARNING
(UDL) IS A FRAMEWORK TO IMPROVE
AND OPTIMIZE TEACHING AND
LEARNING FOR ALL PEOPLE BASED ON
SCIENTIFIC INSIGHTS INTO HOW
HUMANS LEARN.
—CAST, 2015

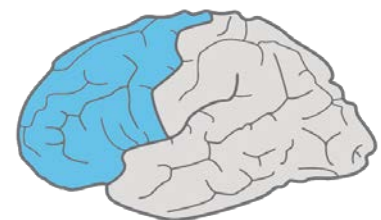
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Teacher PLC Agenda (3:45-5:00pm)

3:45-4:15
pm

Topic: Learning Walk Debrief

Goal: Connect learning walk "learnings" to content from Chapters 1 and 2 in Design and Deliver.

Exercise: [Making Connections](#)

4:15-4:55
pm

Topic: What is an Expert Learner?

Goal: To identify the characteristics of an expert learner in order to plan with the end in mind.

Exercise: Examine expert learning characteristics in ourselves and in our students.

4:55-5pm

Wrap Up, Evaluations, Q and A

Looking ahead:

Next UDL LPLC and TPLC #3 (times TBD) : Nov 3, 2017

Next Saturday Session PD DAY: Saturday Dec 9, 2017

Please read: Design and Deliver Chapter 3: Engagement

EVAL LINK: <http://tinyurl.com/thseeval>



October 2017

Teacher and Leadership PLC Resources

- . **Agenda**
- . **Slidedeck**
- . **Evaluation or <http://tinyurl.com/thsleeval>**

Leadership PLC Resources

- . **Learning Walk Protocol '17-'18**
- . **Adult Learning Graphic Organizer**

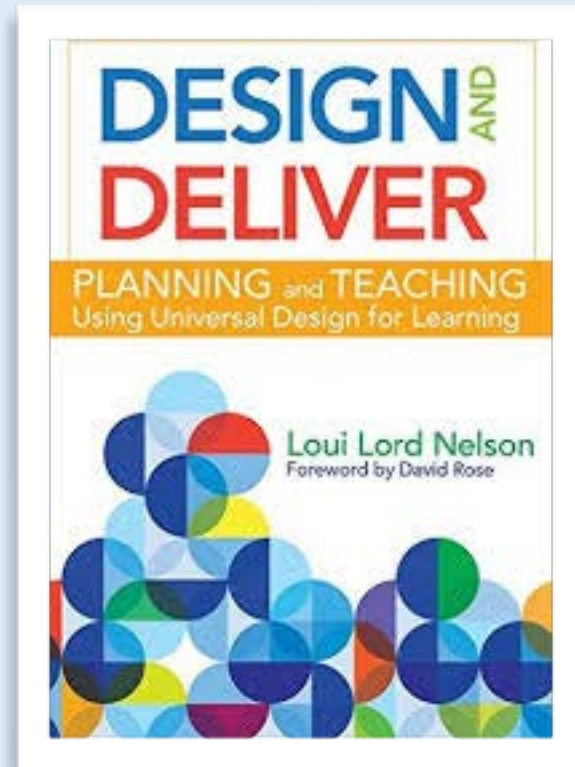
Teacher PLC Resources

- . **Expert Learner Characteristics**
- . **Evaluation or <http://tinyurl.com/thsleeval>**

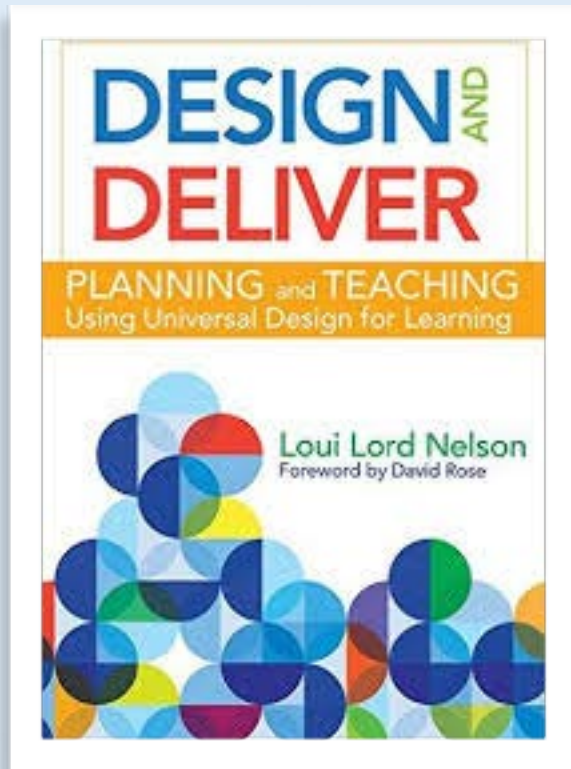
Search Groups:
UDL THSLE

Making Connections: Text to Self

*Design and Deliver, Planning and Teaching with Using Universal Design
for Learning by Loui Lord Nelson, PhD*



Making Connections Discussion Prompts



Focusing on text-to-self connections:

- Relate your learning walk observations to the content of Chapters 1 and 2.
- How does the content in these chapters remind you of your own classroom? Your own planning process?

Focus on: Chapters 1 and 2: Introducing Universal Design for Learning and The Vocabulary and Myths of Universal Design for Learning

What is an expert learner?

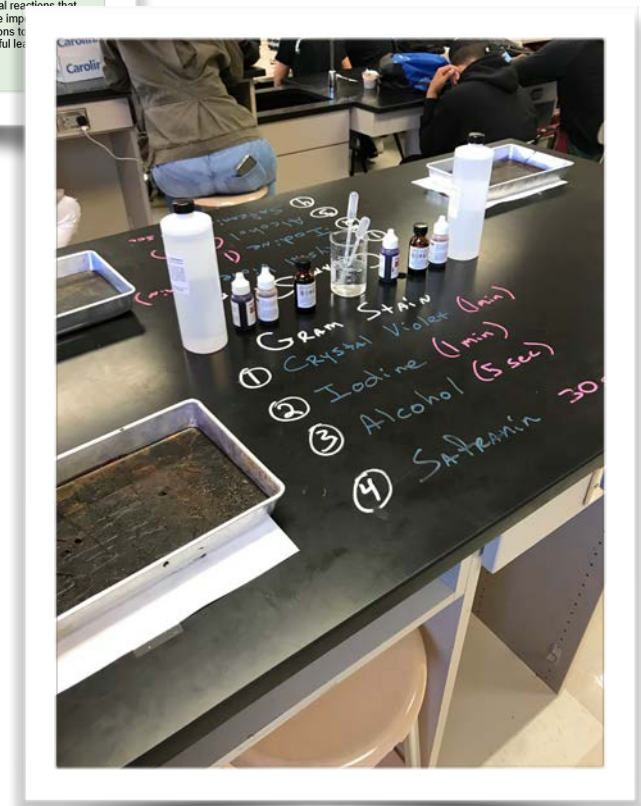
Begin with the end in mind!

Learning Outcomes:

- PLC members will discuss the characteristics of an expert.
- PLC members will discuss and determine the characteristics of an expert learner.
- PLC members will explore how to develop expert learners within the learning environment.

From the UDL perspective, expert learners are...

Resourceful & knowledgeable	Strategic & goal-directed	Purposeful & motivated
<ul style="list-style-type: none">• Bring considerable prior knowledge to new learning• Activate that prior knowledge to identify, organize, prioritize, and assimilate new information• Recognize the tools and resources that would help them find, structure, and remember new information• Know how to transform new information into meaningful and useable knowledge	<ul style="list-style-type: none">• Formulate plans for learning• Devise effective strategies and tactics to optimize learning• Organize resources and tools to facilitate learning• Monitor their progress• Recognize their own strengths and weaknesses as learners• Abandon plans and strategies that are ineffective	<ul style="list-style-type: none">• Are eager for new learning and are motivated by the mastery of learning itself• Are goal-directed in their learning• Know how to set challenging learning goals for themselves• Know how to sustain the effort and resilience that reaching those goals will require• Monitor and regulate emotional reactions that would be impeded by distractions to successful learning



This is where we want to be... how will we get there?

Are You An Expert?

- 1) In what area would you consider yourself an expert?
- 2) Why are you an expert?
- 3) How did you become an expert?



Chart your expertise!

- Purposeful and Motivated
- Resourceful and Knowledgeable
- Strategic and Goal-Directed

From the UDL perspective, expert learners are...

Resourceful & knowledgeable

- Bring considerable prior knowledge to new learning
- Activate that prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognize the tools and resources that would help them find, structure, and remember new information
- Know how to transform new information into meaningful and useable knowledge

Strategic & goal-directed

- Formulate plans for learning
- Devise effective strategies and tactics to optimize learning
- Organize resources and tools to facilitate learning
- Monitor their progress
- Recognize their own strengths and weaknesses as learners
- Abandon plans and strategies that are ineffective

Purposeful & motivated

- Are eager for new learning and are motivated by the mastery of learning itself
- Are goal-directed in their learning
- Know how to set challenging learning goals for themselves
- Know how to sustain the effort and resilience that reaching those goals will require
- Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

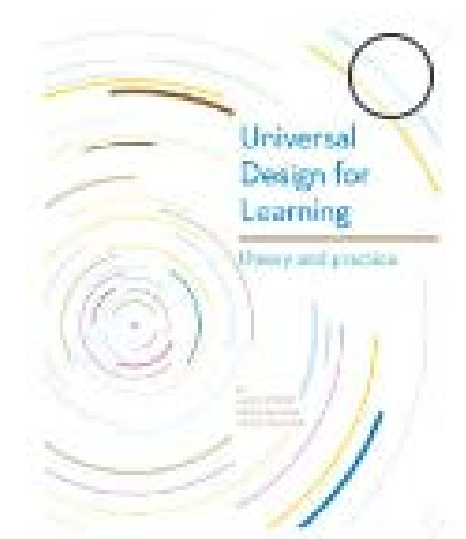
Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

What is an expert learner?

“We define expertise not as a destination but rather as a process of becoming more expert on a continuum of development.”

“An expert at learning is someone who is continually growing and developing through introspection and guided feedback from other experts and peers.”



How do we develop expert learners within the learning environment?

- **Why is this important?**
- **What needs to be done?**
- **How do we make it happen?**

Learning Outcomes- How did we do?:

- PLC members will discuss the characteristics of an expert.
- PLC members will discuss and determine the characteristics of an expert learner.
- PLC members will explore how to develop expert learners within the learning environment.

Where will you put this???

From the UDL perspective, expert learners are...

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Looking ahead

Next UDL LPLC and TPLC #3 (times TBD) : TBD

Next Saturday Session PD DAY: Saturday Dec 9, 2017

Please read: Design and Deliver Chapter 3: Engagement

Evaluation:

<http://tinyurl.com/thseeval>