SETT FOR SUCCESS: UNIVERSAL DESIGN FOR LEARNING

LEARNING OBJECTIVES

1) Participants will define how learning brain networks are embedded within the Universal Design for Learning (UDL) principles.
2) Participants will describe how learning brain networks support the academic learning objectives used in instruction for students with significant cognitive disabilities.
3) Participants describe how learning brain networks support the design of professional development (PD) for teachers.

This guide describes the preparation, flow, and materials for a professional learning experience on comprehensive academic instruction. Facilitators should use the PowerPoint slides and corresponding notes to facilitate this professional learning. Small group discussion activities are included in the PowerPoint slides, along with potential responses.

THE MODULE AND ACTIVITIES WILL TAKE APPROXIMATELY 40-45 MINUTES.

SETTING UP

EQUIPMENT

✓ Facilitator computer to display PowerPoint slides
✓ LCD projector with sound systems to play embedded video clips
✓ A method for recording responses during group discussion
   o Examples include large chart paper, whiteboard, sticky notes, or polling software.

TRAINING MATERIALS (AGENDA, ANY HANDOUTS OR WORKSHEETS)

- ✓ Agenda
- ✓ PowerPoint slides
- ✓ Evaluation survey

AGENDA

Time (Minutes)	Section	Content	Activity
2-3	Introduction	Introduction to module, learning objectives	(No content)
5	UDL	Participants will understand the purpose of the UDL framework, its components, and how it connects to learning brain networks.	Small group discussion: Describe UDL in your own words to a co-worker who is unfamiliar with this framework. What would you make sure to include?

Time (Minutes)	Section	Content	Activity
7–10	Section 3: Engagement	Participants will define multiple means of engagement and how it can be applied to teaching and learning.	Small group discussion: Think about the greatest challenges you or teachers you know have with engaging learners. Identify one example of how teachers can provide multiple means of engagement when planning lessons or activities, **or** choose an example of how you can use multiple means of engagement in planning your PD.

Time (Minutes)	Section	Content	Activity
7-10	Section 4: Representation	Participants will define multiple means of representation and how it can be applied to teaching and learning.	Small group discussion: What kinds of challenges might teachers face when trying to represent abstract concepts in their teaching? Identify one example of how teachers can provide multiple means of representation when planning lessons or activities, **or** identify one way in which you can use multiple means of representation to plan PD.

Time (Minutes)	Section	Content	Activity
7-10	Section 5: Action and Expression	Participants will define multiple means of action and expression and how it can be applied to teaching and learning.	Small group discussion: What kinds of challenges might teachers face when they are considering how a student will demonstrate what they have learned? Identify one example of how teachers can provide multiple means of action and expression when planning lessons, **or** identify a way in which you can incorporate multiple means of action and expression in your PD.
Section 5	Wrap-up	Closing information	(No content)

ACTIVITIES OVERVIEW (APPROXIMATELY 35–40 MINUTES)

SECTION 1—NO ACTIVITY

SECTION 2—UNIVERSAL DESIGN FOR LEARNING

SMALL GROUP DISCUSSION

Question

1) Describe UDL in your own words to a co-worker who is unfamiliar with this framework. What would you make sure to include?

Potential responses could include:

- Framework to improve teaching and learning
- Based on research on how people learn
- Three brain networks
- UDL principles
- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

SECTION 3—ENGAGEMENT

SMALL GROUP DISCUSSION

Question

1) Think about the greatest challenges you or teachers you know have with engaging learners. Identify one example of how teachers can provide multiple means of engagement when planning lessons or activities, **or** choose an example of how you can use multiple means of engagement in planning your PD.

Potential responses could include:

How can teachers include multiple means of engagement?

- Connect the lesson to student interests.
- Give students choices.
- Provide a way for students to track progress.

Choose an example of how you can use multiple means of engagement in PD.

- Include meaningful, relevant PD topics.
- Connect PD to larger district goals.
- Make sure teachers have a takeaway.
- Include opportunities to engage and connect with others.

SECTION 4—REPRESENTATION

SMALL GROUP DISCUSSION

Question

1) What kinds of challenges might teachers face when trying to represent abstract concepts in their teaching? Identify one example of how teachers can provide multiple

means of representation when planning lessons or activities, **or** identify one way of how you can use multiple means of representation to plan PD.

Potential responses could include:

How can teachers include multiple means of representation?

- Use videos or audio.
- Use an organizer (like a calendar in Sophia's case).
- Provide access to necessary vocabulary.

Choose an example of how you can use multiple means of representation in PD.

- Have teachers analyze videos of a new instructional strategy.
- Model or role-play a new strategy.
- Provide options for asynchronous learning.

SECTION 5—ACTION AND EXPRESSION

SMALL GROUP DISCUSSION

Question

1) What kinds of challenges might teachers face when they are considering how a student will demonstrate what they have learned? Identify one example of how teachers can provide multiple means of action and expression when planning lessons, **or** identify a way you can incorporate multiple means of action and expression in your PD.

Potential responses could include:

How can teachers include multiple means of action and expression?

- Provide photos or visual supports for students to show what they have learned and communicate ideas.
- Allow other ways to communicate ideas such as telling or drawing.
- Help students set a goal and work towards it.

Choose an example of how you can use multiple means of action and expression in PD.

- Have teachers design an assessment that includes multiple ways for students to demonstrate their learning.
- Have teachers draft a goal to implement a new strategy.
- Have teachers draft a plan for monitoring the goal.

(**insert PDF of PPT slides after editing – one slide per page with notes)

EVALUATION SURVEY

Use the following questions to evaluate your PD.

SETT FOR SUCCESS PROFESSIONAL DEVELOPMENT EVALUATION SURVEY

Thank you for your time, input, and expertise during your participation at today's professional development. Complete the following feedback survey. Your feedback is valuable!

Indicate your level of agreement with the following statements.

1) The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
2) The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
3) I intend to apply what I learned in this PD experience to my professional practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
4) Completing this PD experience was worth my time and effort.	Strongly Disagree	Disagree	Agree	Strongly Agree
5) How will you apply what you learned in this PD experience to your own professional practice? (optional)				

Adapted from Dynamic Learning Maps (2022)

ADDITIONAL QUESTIONS

Indicate your level of agreement with the following statements.

1) The overall goals and objectives for the PD experience were clear.	Strongly Disagree	Disagree	Agree	Strongly Agree
2) The trainer was knowledgeable about the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
3) The trainer was effective at guiding teachers through the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
4) The technology used during the PD contributed to my learning.	Strongly Disagree	Disagree	Agree	Strongly Agree
5) The resources provided during the PD experience will be useful in the future.	Strongly Disagree	Disagree	Agree	Strongly Agree
6) The length of the PD experience was appropriate.	Strongly Disagree	Disagree	Agree	Strongly Agree

Adapted from Dynamic Learning Maps (2022)