Instructor's Guide for Universal Design for Learning

Topic Area: Instruction

Module: Universal Design for Learning

Case Study: How Can I Engage All These Students?

Summary: Jackie Johnson, a fifth grade teacher, and Anita Sanchez, a special education teacher, have been working at Kennedy Elementary School for three years. Kennedy School has recently changed to a more inclusive model of serving students with special needs in the general education classroom. Although considerable thought and training went into preparing the staff for this new way of teaching all children, many staff members still struggle with how to serve their students.

Characters and Roles:
- Anita Sanchez, fifth and sixth grade special education teacher at Kennedy Elementary School
- Jackie Johnson, fifth grade teacher at Kennedy Elementary School
- Maria, Ally, Jack and Tye, fifth grade students
- Lindsey, paraeducator
- Ken, fifth grade teacher

Tools:
- Guided Notes
- Text to Speech
- Cooperative Learning
- Rubric

Artifacts:
- Blank Lesson Planning Form
- Completed Lesson Planning Form
- Audio Recording of Dr. Suzanne Robinson Discussing Three Principles of Universal Design for Learning
- Example of Guided Notes
- Audio Recording of Jackie and Anita Discussing Guided Notes
- Audio Recording of Jackie and Anita Discussing e-Reader
- Audio Recording of Jackie and Anita Discussing Cooperative Learning
- Information About How to Set Up a Jigsaw
- Sample of Venn Diagram
- Audio Recording of Jackie and Anita Discussing Various Options for Expression/Output
- Example Rubric
Glossary Terms:
- Accommodation
- Learning Disability
- Attention Deficit-Hyperactivity Disorder (AD-HD)
- Mental Retardation
- Paraeducator
- Modifications
- Collaboration
- Universal Design for Learning
- Guided Notes
- e-Reader
- Process /Engagement
- Cooperative Learning
- Jigsaw Strategy
- Expression/Output
- Venn Diagram
- Performance Based Assessment
- Rubric

Web Sites:
- www.ldonline.org
- www.nichcy.org
- http://seriweb.com
- http://curry.edschool.virginia.edu/sped/projects/ose/information

Discussion Points:
- Discuss the learning differences you have experienced as a preservice teacher, volunteer, or teacher.
- Discuss Universal Design for Learning teaching strategies.
- When students with special needs are having difficulty being successful in the regular education classroom, who should initiate a meeting to discuss their progress, the classroom teacher or the special education teacher? Explain your reasoning.
- What are the advantages and disadvantages of using guided notes?
- What are the advantages and disadvantages of using rubrics?

Activities:
- Debate the pros and cons of inclusion.
- Brainstorm ways for teachers to get more time to collaborate without decreasing instructional time.
- Plan a school staff development session where several teachers share Universal Design for Learning teaching strategies.
- Plan a staff development session for someone to discuss and demonstrate text-to-speech software.
- Prepare guided notes for something you are studying or teaching.
- Create a rubric for something you are studying or teaching.
- Roleplay a scene where two educators differ on how students should be evaluated.

Reflective Question: Scene 5, Question 2 - What advantages do you think rubrics have for a classroom of students with various learning needs? *When people are being evaluated, it is important for them to know the criteria by which their work will be judged. Rubrics provide a clear and detailed way for individuals to see what is expected of them. Teachers can easily make accommodations for students with special needs be individualizing the rubric. In this manner, all students will have the opportunity to be successful by being evaluated based on their ability.*

Connections:
- Topic Area: Assessment; Module: Performance Based Assessment
- Topic Area: Assessment; Module: Grading
- Topic Area: Instruction; Module: Accommodations
- Topic Area: Instruction; Module: Cognitive Strategies