



Universal Design for Learning (UDL)

The Merrimack School District UDL PREK-12 Implementation Report out from schools 2022

CAST: Bill Wilmot – facilitator

District: Kimberly Yarlott, ASCIA

MHS: Christine Reinart

MMS: Nicole Diggins and Kristen Peterson

JMUES: Laura Piccollo and Bethany Taylor

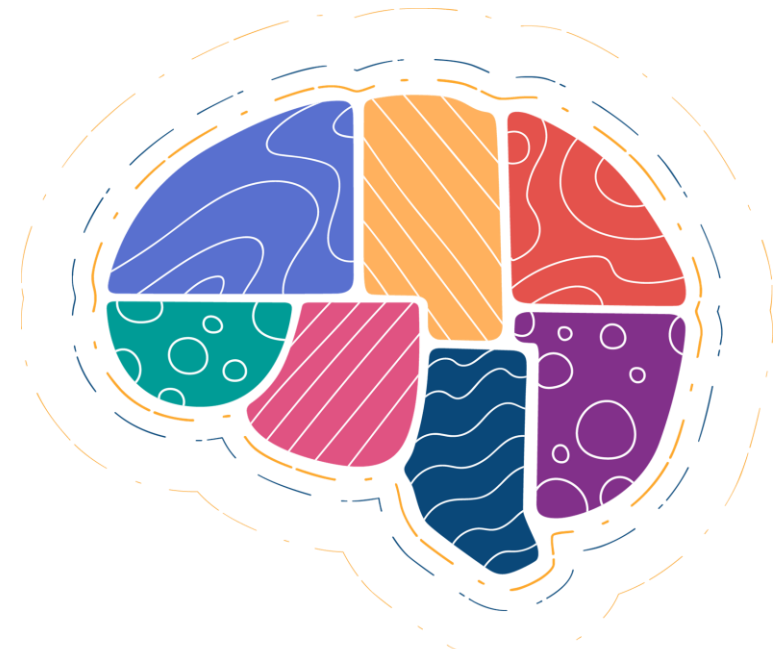
MES: Marissa Ricard and Holly Lubelczyk

RFS: Jeanette Cote and Bonnie Painchaud

TFS: Julie Deluca and Barb DeFrancisco

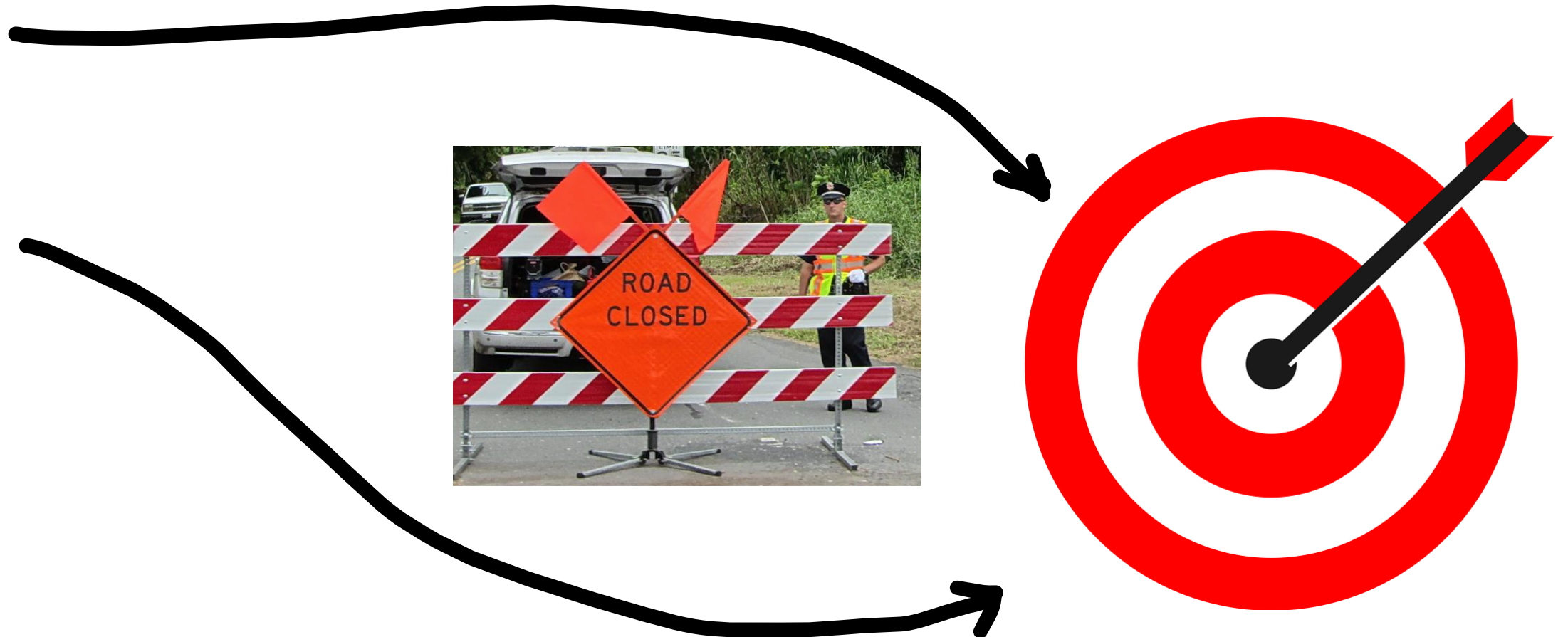


Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for *all* by setting clear, rigorous **goals**; anticipating **barriers**; and proactively **designing** to minimize those barriers.



One Slide Summary of UDL

Framework to design multiple ways to get the same learning goal



UDL Guidelines

Provides a common instructional language

Help educators make sense of the variability of learners

Help educators analyze barriers to students accessing learning

Summarizes educational research

Offer design advice



Expert Learning is the Goal of UDL

UDL Guidelines support us to design for the development of expert learning.



The Goal of UDL: Becoming Expert Learners		
Engagement Purposeful & Motivated Learners...	Representation Resourceful & Knowledgeable Learners...	Action and Expression Strategic & Goal-Directed Learners...
<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 impediments or distractions to successful learning 	<ul style="list-style-type: none"> Consider prior knowledge when learning (Make connections to prior learning experiences) Activate that prior knowledge to identify, organize, prioritize and assimilate new information Recognize the tools and resources that would help find structure and remember new information Know how to transform new information into meaningful and usable 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 strengths and weaknesses as learners Abandon plans and strategies that are ineffective

UDL In Merrimack

2018-2019 – MMS and JMUES launched teams

2019-2020 – All schools and the district launched teams

What's involved?

- Team meetings
- Statewide conferences
- Online learning resources
- School visits using instructional rounds to study practice

Theme of 2021-2022 - Ownership

What's next?

- Scaling to the whole school in each school
- Embedding sustainable UDL thinking and practices
- Scaling UDL practice to support curriculum development



MES



UDL in Action at

Mastricola Elementary School

MES UDL TEAM

Sue Bradford

Carissa Carrier

Elizabeth Compton

Molly DesRoches

Morgan Ireland

Alisha Hansen-Proulx

Erica McLaughlin-Pereira

Holly Lubelczyk

Marissa Ricard

Michelle Romein

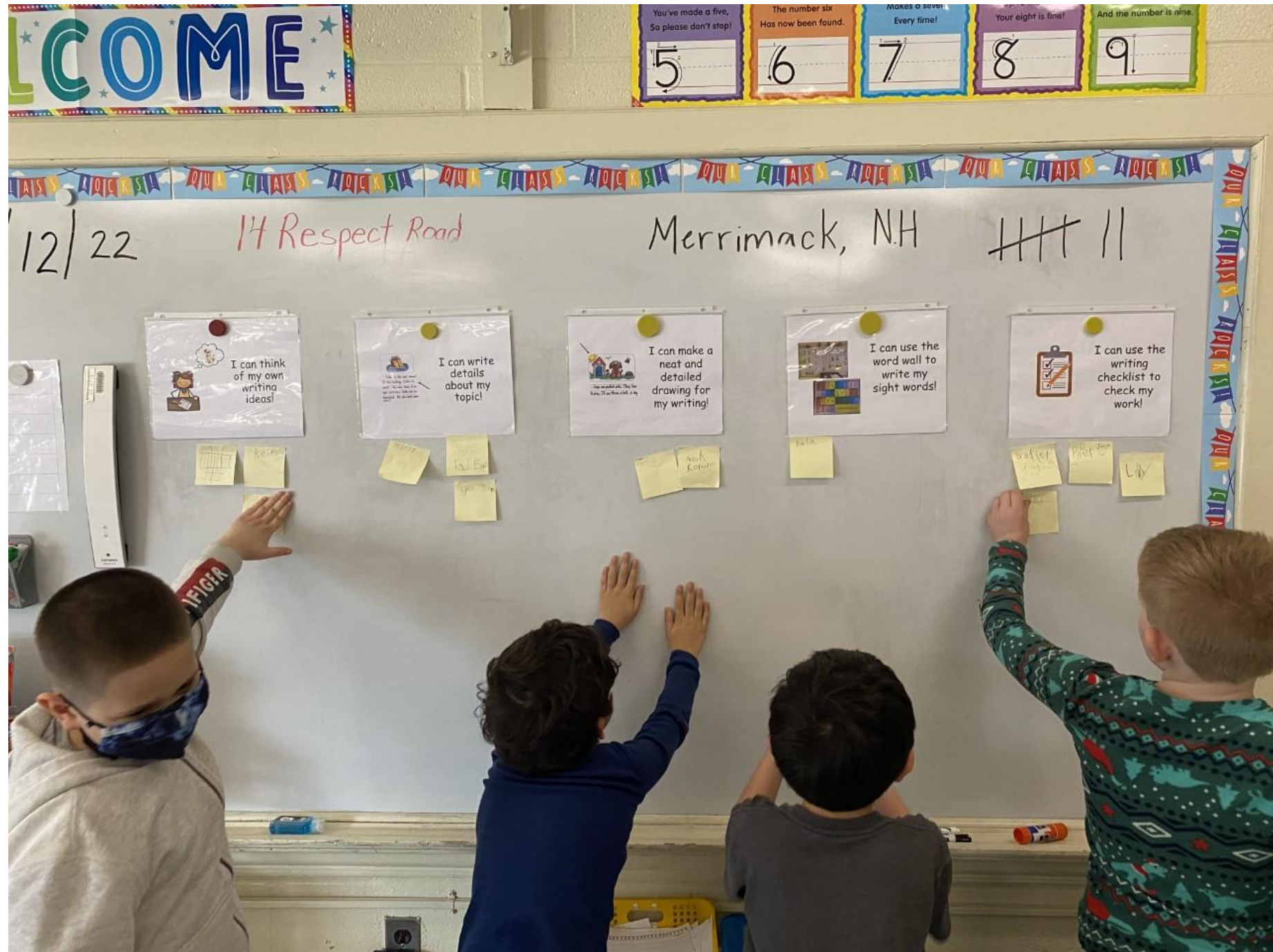


Recruiting Interest in Learning

How are classrooms designed to support all students to use the tools and strategies available to transfer their learning?

Goal Directed Learners

First grade learners choosing a writing goal.



/12/22

14 Respect Road

Merrimack, N.H

||||| ||




I can think of my own writing ideas!

ideas



I can write details about my topic!

details




I can make a neat and detailed drawing for my writing!



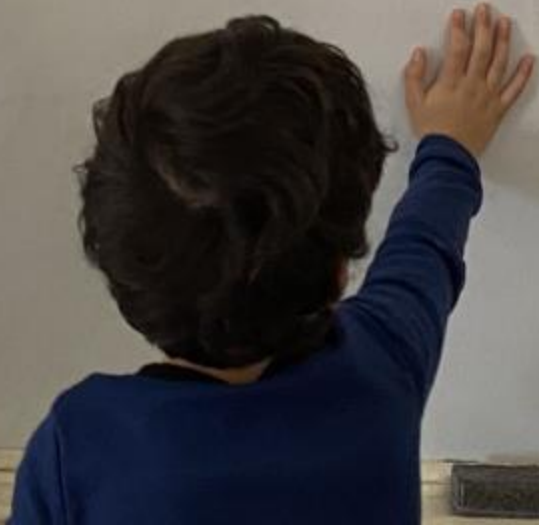
I can use the word wall to write my sight words!

word



I can use the writing checklist to check my work!

checklist

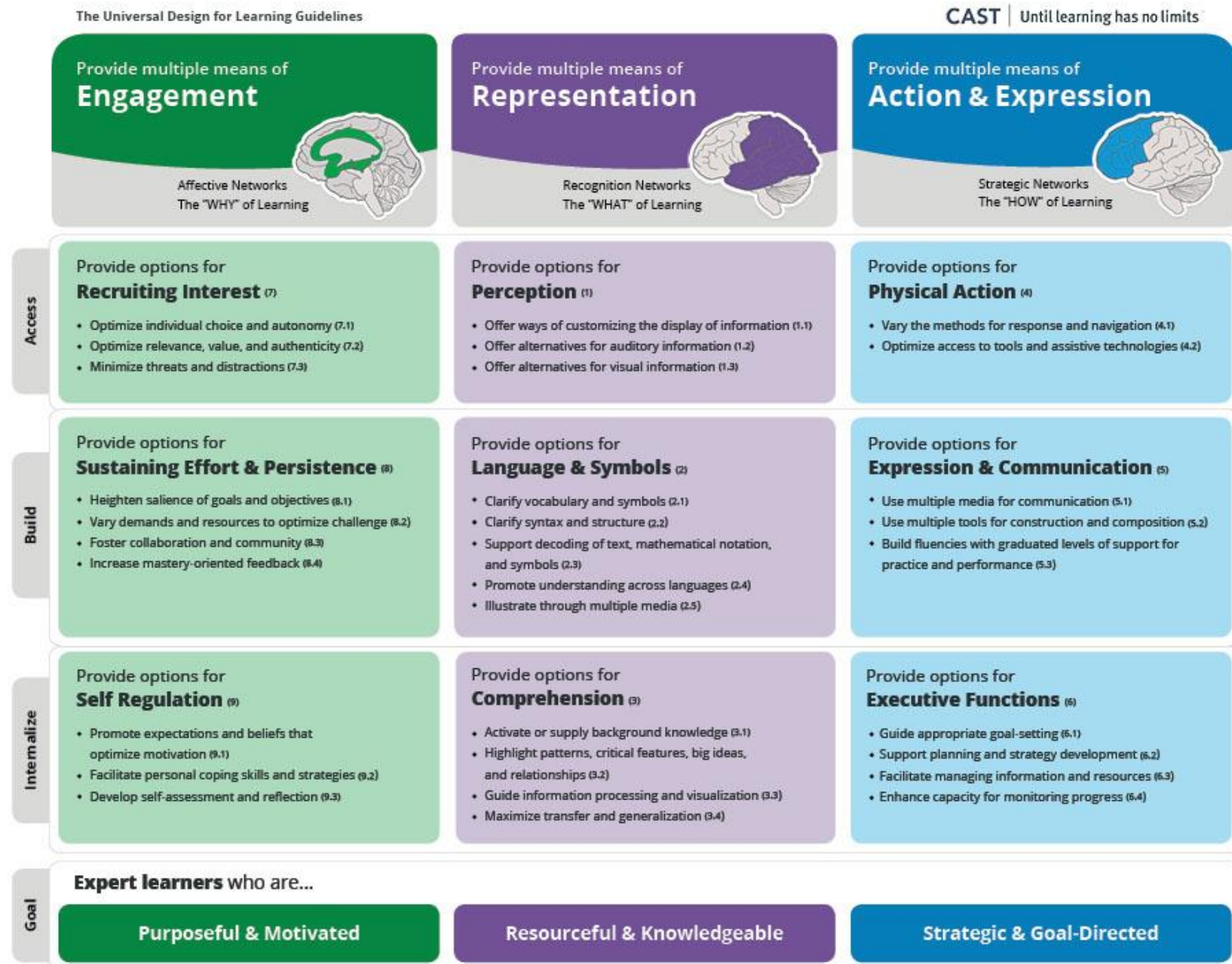




TFS



Thorntons Ferry School UDL 21-22



Instructional Rounds – Reflections & Strengths

- Our initial understanding self-regulation changed through the rounds
- Committee need to unpack self-regulation more and the connection to Engagement
- Teacher supported self-regulation vs. student driven regulation (self-monitoring)
 - Educators focused on self-regulation and offer a variety of supports and practices
 - Focus on engagement – continue into 22-23.
 - Educators support growth mindset and giving opportunities for students to “fail” and try again.

What does engagement look like in a third/fourth classroom?

Recruiting Interest



Self Regulation



Sustaining Effort & Persistence



Morning Meeting

1) Greeting

- Around the circle
- Invisible ball
- What are you doing?
- Share about a topic

2) Game or Song

- Hello My Name is Joe
- Black Socks
- Ram Sam Sam
- Buzz
- Skip Count

3) Joke of the Day

4) Announcements about the day/ Birthdays

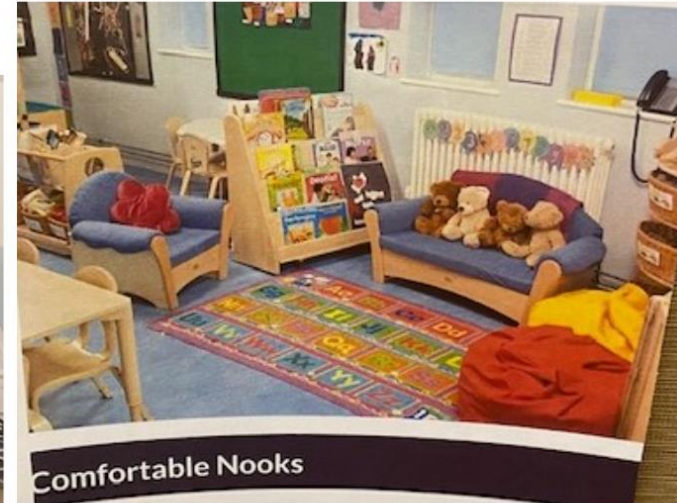
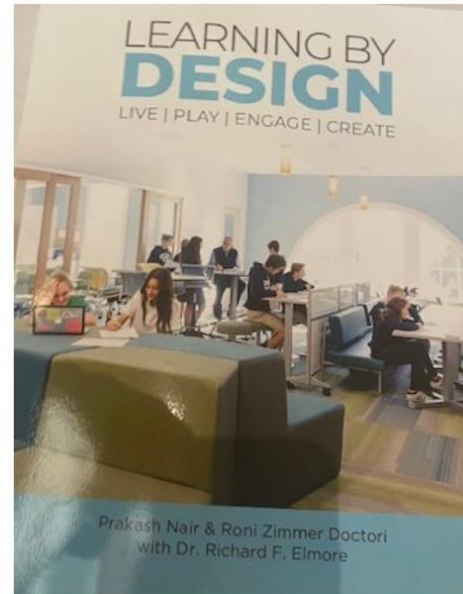
• New Friends

• Alice

• Horse and cow

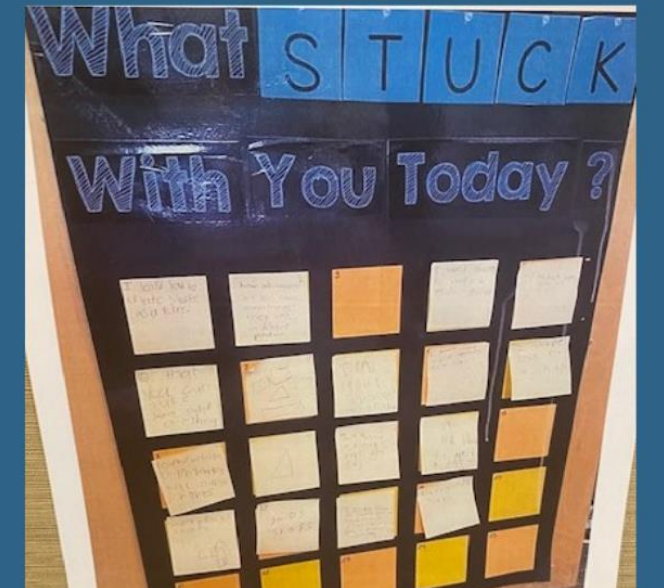
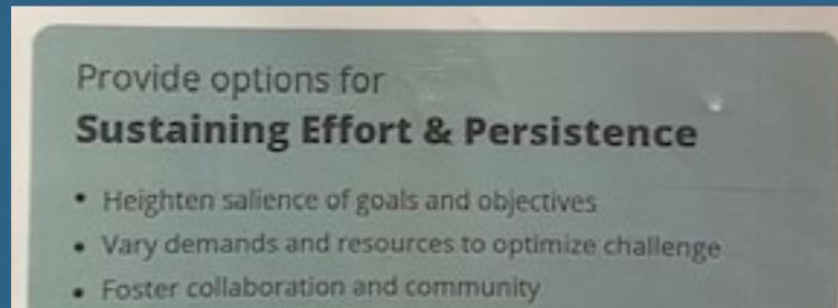
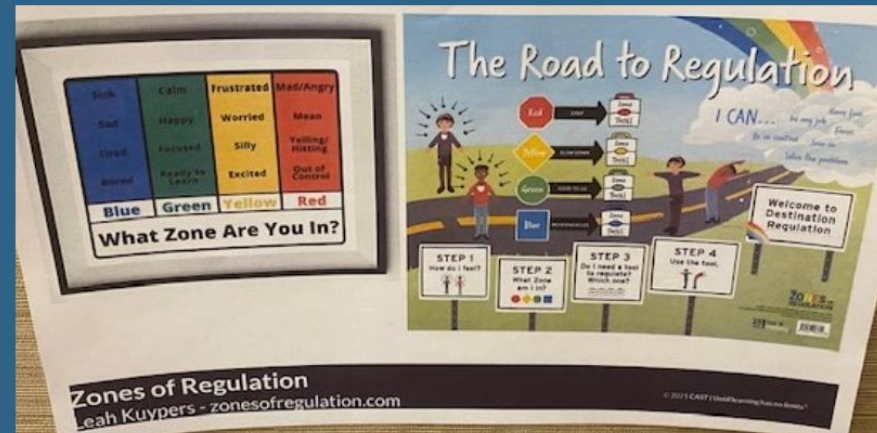
TFS June Staff Meeting - 2022

Designing Learning Spaces for Access and Agency with all learners in mind



Provide Multiple Means of Engagement

Network Validations





RFS

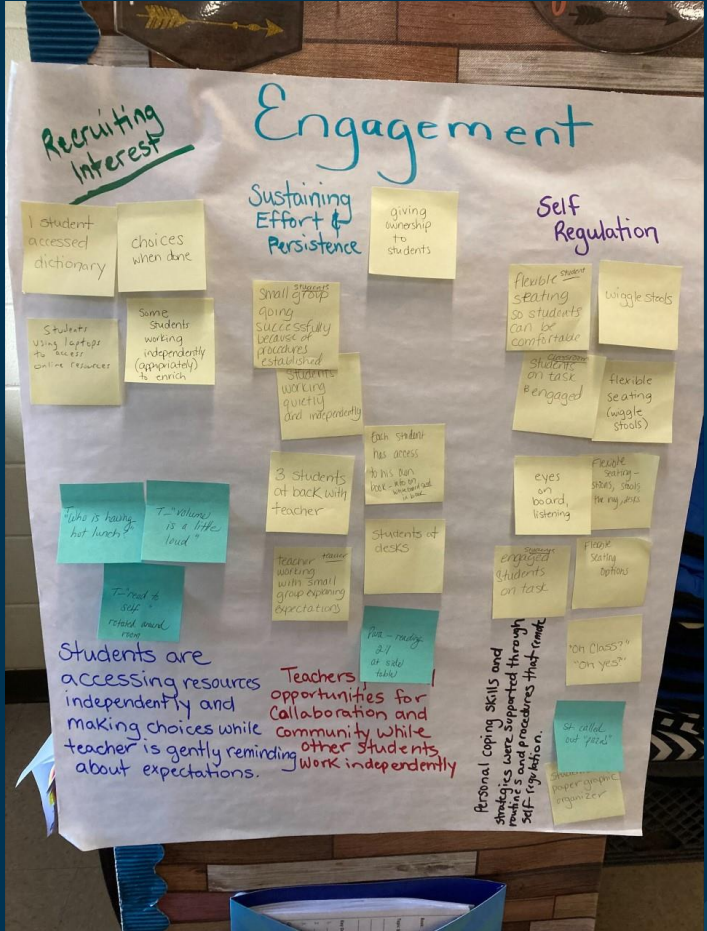
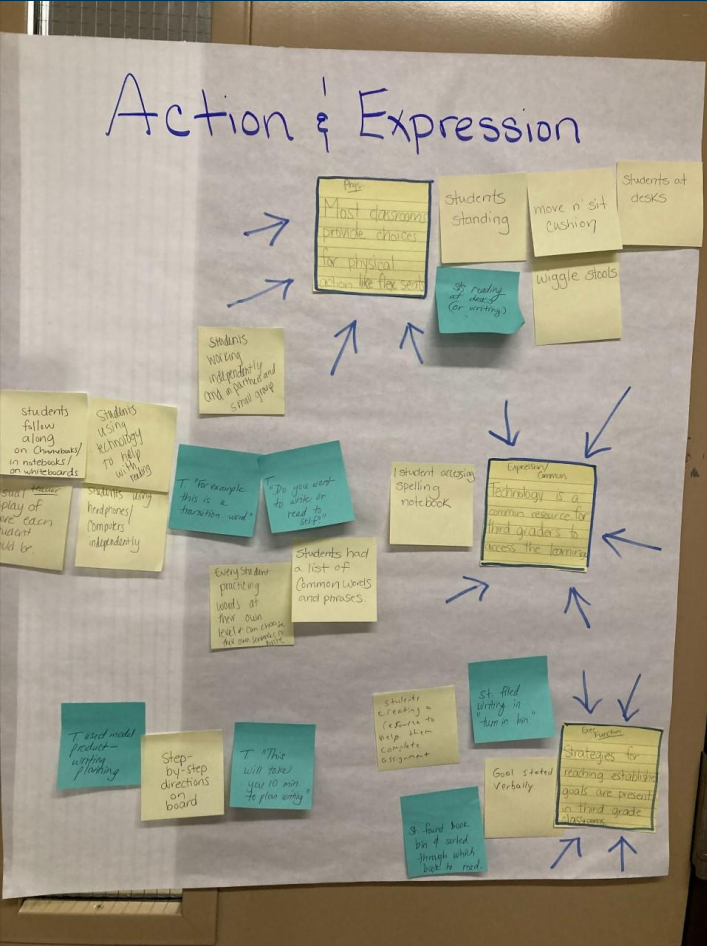
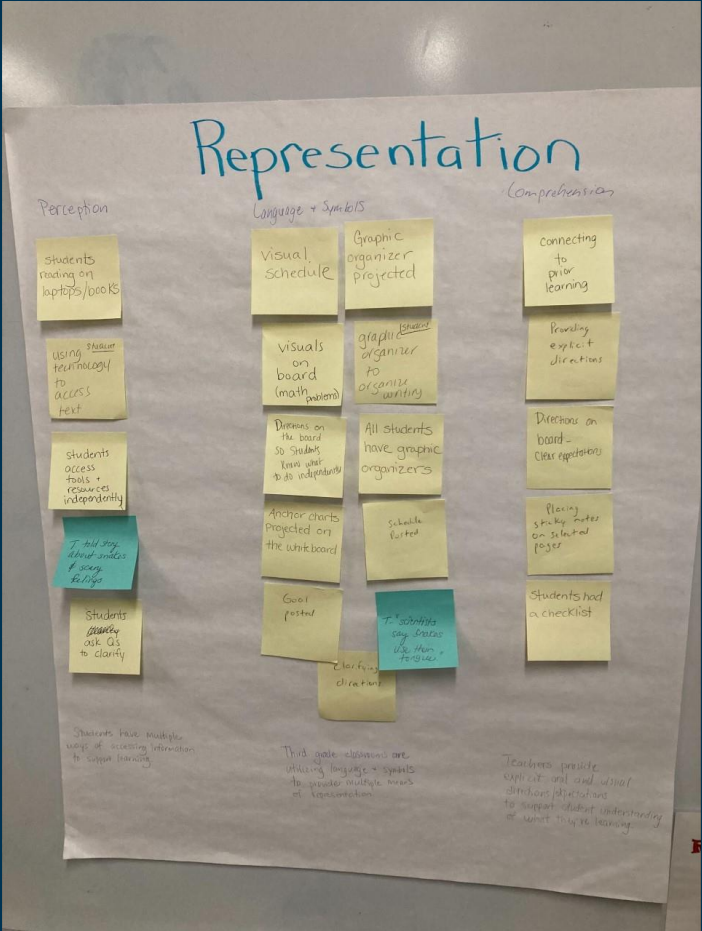


RFS Whole School PLT Instructional Rounds

March 2022

- Each Grade Level PLT Member will visit **at least two** other team member's classroom/instructional space for 5-10 minutes.
 - PLT members will complete instructional rounds notes:
 - See learning goal at the top of the notes page.
 - Write non-evaluative notes about what teachers and students are saying.
 - Transfer your notes from each observation to 5-10 sticky notes
 - UDL team members will collect their PLT's sticky notes in an envelope and put them in Jeanette's mailbox with your grade level on the outside.
 - Trash your notes page
- PLTs will debrief at their grade level UDL PLTs

PLT Instructional Rounds



Action & Expression

Physical Action	Expression & Communication	Executive Functions
<p>Easy access to materials</p> <p>Sty does not spend hours</p> <p>Thousands up for connections to book</p> <p>Sty didn't know what to do. He walked to floor to write. He said "then said"</p> <p>Children on floor with eyeboards along the listening center</p> <p>Children quietly gather materials for writing this poem.</p> <p>Teacher says "enough! Give me a one day at you time. Making the same thing."</p>	<p>"Challenge can be done backwards"</p> <p>Puncting out words then writing on white boards</p> <p>us of song for rehearsal</p> <p>Students using cones to repeat vocabulary</p> <p>Teachers provided students with opportunities to express their learning through challenges, music, and options for making sight words.</p>	<p>Chime to give 3 minute warning</p> <p>Organized learning environment</p> <p>"The number line" from point to it's to run</p> <p>Tables organized by center / group</p> <p>Teachers provided students with executive function support with routines and an organized learning environment.</p>

Engagement

Recruit Interest

- flexible seating
trays, cushions, floor chairs
- Individual Check ins
- earning tokens
- "Give an ability, two or three."
- "I like to see how you like to do it."
- Teacher's voice is calm and gentle. Sometimes even a whisper.
- Student voice lots louder independent for answer questions
- Silly voices to spell sight words
- all students engaged in task
- Children using books time to choose book to read
- Working in small groups
- Students recruit interest by providing choice, check-ins, tangible rewards, & expressive language instruction & connections.
- Students choose when activity to do
- Students choose when to do it with
- Students choose when to do it with

Sustaining Effort & Persist:

- "That's a great choice!"
- "Let's do it again but this time I will mix it up!"
- Students are sharing with partner in the class
- Some children working in small groups with a partner or independently
- Teacher said "I like you thinking you're super class"
- "Have a great hand!"
- "Let's count together!"
- "Ready, go!"

Teachers facilitate sustained effort by whole-group & partner collaboration & responses.

Self-regulation

- ok "this is fun" that wasn't hard at all!"
- Flexible Seating
- "Let's see if we can finish doing up before the song is over."
- Laughing students & happy noise
- Quiet music in room
- praise for students remember parts of a story
- Small group Seating
- quiet learning environment
- lights dimmed
- Soft music playing
- flexible seating for math
- Quiet music in room
- Use of flexible seating for math
- Students are using their own strategies
- Students are using their own strategies
- Students are using their own strategies

Teachers promote self-regulation & student independence through flexible seating, calm environment & positive feedback.

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Staff Meeting Debrief

In vertical groups, staff analyzed the PLTs' charts using the characteristics of expert learners.

Engagement	Frequency of observation
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 successful learning	
Summary Statement:	



JMUES





JMUES UDL TEAM

Facilitators

Laura Piccolo- LAC

Bethany Taylor - DLS

Marsha McGill-Principal

Nicole Rheault-Asst. Principal

Nancy Romero-SEC

Meg Fowler-Gifted & Talented

Cathy Goodman-5th Grade Teacher

Louis Mailloux- 5th Grade Teacher

Lisa Hargreaves-5th Grade Sp. Ed.

Erin MacLean-6th Grade Sp. Ed.

Mark Tyers-6th Grade Special Educator

Lisa Labreche - 6th Grade Teacher

Melanie Sadek - 6th Grade Teacher

Cecilia Laysone – Library Media

Jeannie Wagner – 5th Grade Special Educator

Courtney McDonald-6th Grade Teacher

Child Talk Pre-Conference

Checklist:

1. File Review
2. Complete this sheet
3. Meet with LA Coordinator
4. Complete Action Steps

Student Name:

Referring Teacher Name:

Referring Year:

FILE REVIEW

Observations (Report Card Notes, Child Team, File 1, etc):

Inactive File (work done to explore possibility of referral)? No ____ Yes ____

Notes from inactive file:

ENGAGEMENT

Self-Regulating Strategies in Current Classroom

☐ Preferential Seating

☐ Standing to learn

☐ Walk Break

☐ Use of fidget

☐ Other:

Write from progress monitoring or anecdotal

Opportunities for Engagement & Student Response

☐ Goal/Standard/Essential Question posted and communicated verbally and visually

☐ Student can communicate the objective(s) for lesson

☐ Choice of Topic

☐ Choice of How to Show Competency

☐ Collaborate with Peers

☐ Other:

How have the task expectations been differentiated (quality vs quantity)?

How does the student know they are making growth (goal setting, self-assessment, data, reflection)?

For the 3rd and 4th grade, this question seems more subjective in being the student about a specific subject area. How does a teacher know that?

How has the student responded to opportunities for engagement?

What social/emotional behaviors have been observed in and out of the classroom?

What instructional/environmental barriers have/could prevent access to the curriculum?

Who can help/has helped? – What was the response?

REPRESENTATION

Different Platforms Used to Understand Concepts

☐ Video

☐ Audio

☐ Pictures/Images

☐ Build Background Knowledge

☐ Vocab Support

☐ Manipulatives

☐ Instructional/Independent level resources

☐ Other:

How has the student responded to opportunities for representation?

How has the student responded to opportunities for action and expression?

ACTION AND EXPRESSION

Opportunities to Show Competencies

☐ Video

☐ Digital Presentation

☐ Verbal Responses

☐ Student Choice (other):





ENHANCE, INCREASE AND DEVELOP UDL KNOWLEDGE

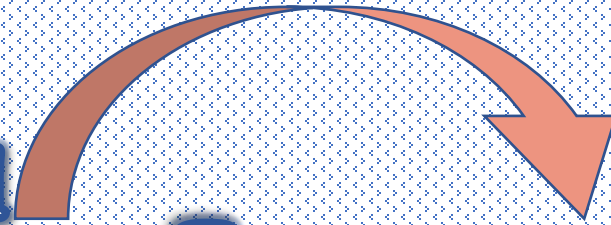


MMS



UDL at MMS

**Instructional
Rounds**



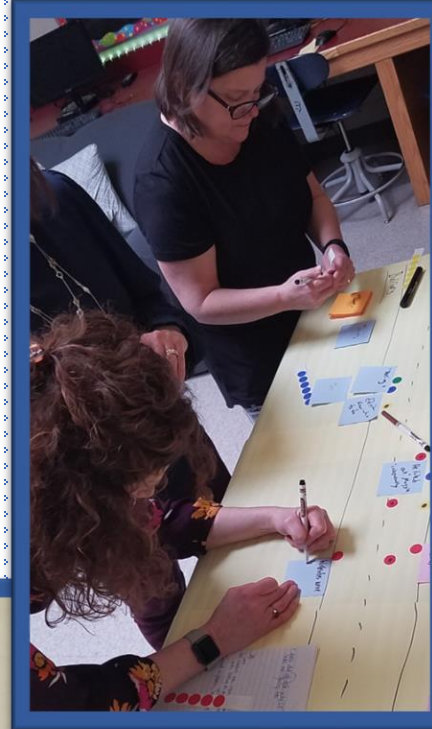
**Lesson Design
Studio**



- At MMS, we did Instructional Rounds in the fall, and after we went through the data, we discovered a common trend.
- From this data, we found that students were receiving resources from all angles but not correctly using them or using them at all.
- This led us into our UDL “Lesson Design Studio” task, in which we sought to create a lesson and implement strategies to address this problem
- But first, what exactly is “Lesson Design Studio,” and how does it work?

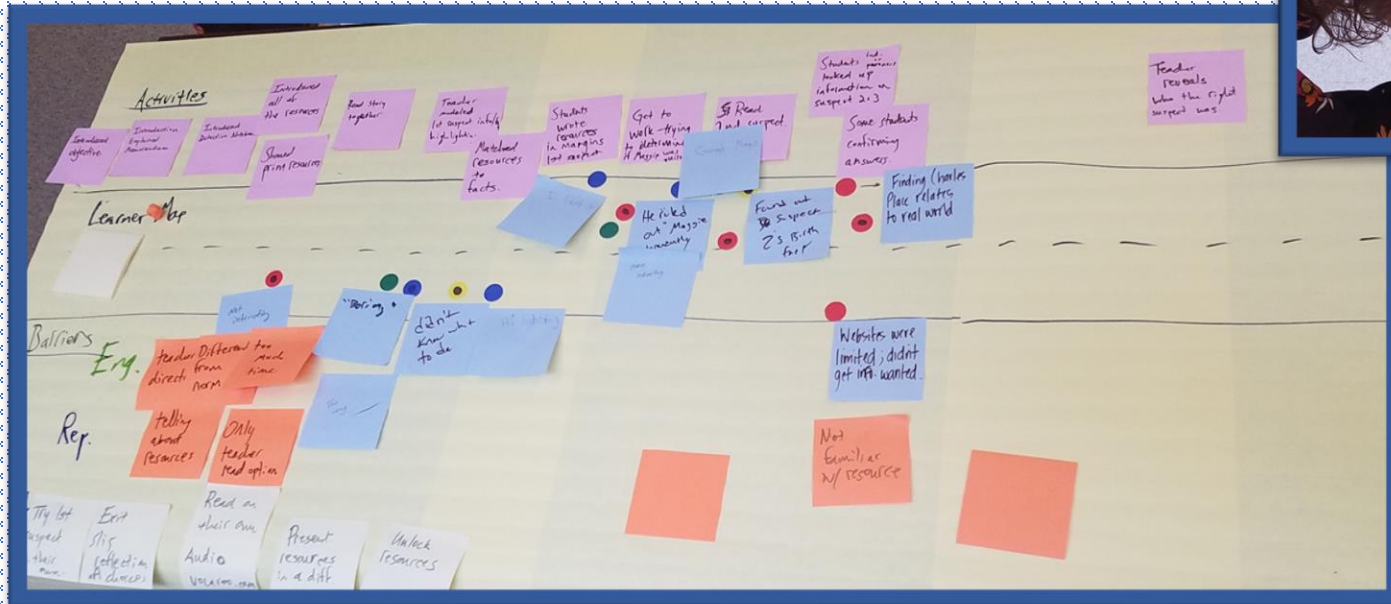
What is Lesson Design Studio?

An approach to collaborative lesson planning. Collaborative lesson planning supports all educators to honor their experiences, recognize their own and others' variability, and grow as designers with UDL. This meeting protocol supports educators to set goals, share their lessons, use tools for probing design, and solicit feedback from their teammates.



Collaborative Lesson Planning Protocol Overview:

1. Team sets a goal.
2. Team describes the lesson.
3. Team chooses and uses a tool for design such as Lesson Design Protocol or Journey Mapping.
4. Following observation of lesson implementation, team shares out.
5. Team incorporates feedback to redesign the lesson.



Lesson Design Studio at MMS

Today's Mystery

The Mystery of the Footloose Fleas

The Crime

Norma Jean was looking good. Her lovely white and black-colored coat was smooth and soft as summer clouds. Her breath was minty fresh. She held herself alert, yet royally aloof. The bulldog mix was everyone's bet to win the Best in Show ribbon at the Merrimack Middle School Downtown Dog Show, until she raised her tiny hind foot and scratched behind her ear. The judges, correctly discerning the cause of Norma Jean's itchy discomfort, ordered her removed, not just from the dog show but from the entire building. "We cannot risk contaminating the other contestants," one of the judges explained. "Fleas are a serious matter to the dog show community. I doubt that Norma Jean, or any other canine belonging to the same owner, will be allowed in the Downtown Dog Show again."

Assistant Principal of Merrimack Middle School, Nichole O'Brien, Norma Jean's owner, was beside herself at the decision. "Norma Jean never had a flea before the Dog Show!" she insisted adamantly. "Look at this! I found this vile on the floor of the waiting room assigned to Norma Jean. Can you read this tiny writing on the label? It reads S-i-p-h-o-n-a-p-t-e-r-a. The vial is open. You know what that means, don't you? Someone sabotaged Norma Jean's chances of winning Best in Show. I want you to find out who that was. I want you to bring me his head on a platter! Well, maybe not that," Mrs. O'Brien amended quickly. "I'm sorry, I'm just very upset right now."

The Question

Who gave Norma Jean fleas?



- **Focus:** How are classrooms and instruction designed to support students to recognize, reflect on, and use tools to support future learning?
- **Lesson:** "The Mystery of the Footloose Fleas"- A research-based assignment with MMS-based suspects.
- **Takeaways:** We found students were engaged with the mystery activity itself; however, they were less engaged when teachers "front-loaded" the process and resources available to use.
- **Going forward...** We would like to further explore how to use a version of this lesson as a blueprint for other teachers/teaching teams to use to enhance student recognition of and reflection on resources



MHS



UDL Team Report

Merrimack High School

2021-2022

Team facilitators:

Naomi Halvorson & Christine Reinart

The Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest

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

Provide options for Perception

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

Provide options for Physical Action

- Vary the methods for response
- Optimize access to tools and assistive technology

Build

Provide options for Sustaining Effort & 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 Language & Symbols

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

Provide options for Expression & Communication

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

Internalize

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 Comprehension

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

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information
- Enhance capacity for monitoring and self-regulation

Objective:

*To provide an overview of the MHS team's UDL learning and practice for school year 2021-2022.



2021-2022



September 2021

District provided UDL training

Bill Wilmot presentation to the school



September 2021

NH UDL Network Meeting



October 2021

Team decides on school implementation plan

2021-2022



December 2021
Instructional Rounds



January 2022
Revision of implementation plan (NEASC data driven)



March/April 2022
NH UDL Network Meeting

Instructional Rounds Takeaways

- Two-week observation window model worked well
- Resources we created worked well for current and future instructional rounds (whole school sustainably)

[Instructional Rounds Protocol Informational Sheet](#)

Whole-School Implementation Revision



MHS Vision of a Graduate feedback/data analysis resulted in:

Students would like more choice in how to demonstrate knowledge and engage with curricula.

Which shaped a School Growth Plan goal #2

Students need opportunities, tools, and scaffolding for self-reflection to be able to make informed choices about how to demonstrate knowledge, make changes in their practice, and engage with curricula to become expert learners.

Whole-School Implementation Revision

Standards for Accreditation

Standard 1 LEARNING CULTURE	Learning Culture promotes shared values and responsibility for achieving the school's vision.
Standard 2 STUDENT LEARNING	Student Learning practices maximize the impact of learning for each student.
Standard 3 PROFESSIONAL PRACTICES	Professional Practices ensure that practices and structures are in place to support and improve student learning.
Standard 4 LEARNING SUPPORT	Learning Support ensures that the school has appropriate systems to support student learning and well-being.
Standard 5 LEARNING RESOURCES	Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

2.4

Instructional practices are designed to meet the learning needs of each student.

Instructional practices include:

- strategically differentiating, individualizing, and/or personalizing based on student learning needs
- using formative assessment to adjust instruction
- purposefully organizing group learning
- providing additional support and alternative strategies within the regular classroom

NEASC goal #2 growth plan



Action Steps	Timeline
List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Use actual dates if possible.
Conduct staff UDL moments during staff meetings throughout the school year	2022-2023
Create a shared folder system to house model UDL aligned lesson plans across all disciplines for all staff to access.	By November 2022
Train staff in the use of the lesson design protocol in order to add to the UDL aligned lesson plan shared folder.	2022-2023
Expand UDL Instructional Rounds protocols to include more staff	2023-2024
Evaluate staff needs to continue growth in the area of UDL implementation	2023-2024

2021-2022 Team Members

Aaron Regis

Amy Larkin-
Perez

Kathie King

Ryan
Farnsworth

Tammy
Lambrou

Harley Hall

Eleni Floras

James Davis

Milagros
Santiago

Naomi
Halvorson

Christine
Reinart

Richard
Zampieri

Steven
Claire

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UDL 2022

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Questions?