October 5th Goals/Reflections

I spent my day reading article, searching for resources online and creating a Science unit. I used the UBD template created by a colleague and added some UDL elements. My plan is to finish creating the unit and begin teaching thse unit by the beginning of November. I will then be able to reflect on my progress and make some adjustments. I would also like to create another unit and read the resources I have ordered between now and December 3.

Jamie Stevens

Denise Stanger/Indus School/ UBL Differentiation:

Spent time in the whole group discussing the purpose of the group and where we wanted to go in terms of UDL. Websites, books, and documents were discussed and shared.

I felt that I needed to spend time defining and understanding UDL more. I read/explored the website,  [http://www.udlresource.com/](http://www.udlresource.com/%22%20%5Ct%20%22_blank) and [http://www.cast.org/](http://www.cast.org/%22%20%5Ct%20%22_blank) . From these readings I decided to take my already existing unit on colour for Grade one Science and re-write it and re-think how I will differentiate it in the style of UDL. I also spent time incorporating a chart on UDL that I will use within my UBD unit on Colour. Unit template was provided by a colleague in the group.

My next steps will be to write the unit on Colour in the style of UBD. From there I will examine lesson activities and decide on individual student modification and differentiation based on UDL.

Spent time finding articles and unit plans using UBD.  Found some awesome resources.  Printed many and put in my new UBD binder.

Very useful day.

Thanks Jud

Meghen Mikkelsen – CofP – Day 1

1. I read the article “Where Great Teaching Begins” by Anne R. Reeves
2. Researched UDL online and bookmarked websites
3. Read the article “Inquiry-Based Learning”
4. Started making UBD unit for Grade 2 Science – Magnet Unit. Started to incorporate UDL charts (potential learning barriers, possible solutions and resources)

Thanks for your help today, Jamie!
So wonderful to see you, as always!
Submitted by Paul Ainsley :0)

Outcomes and Deliverables:
I plan to read Teaching Every Student in the Digital Age: Universal Design for Learning
I plan to create at least one UBD unit with UDL Solutions.

Project Description:
How do I plan keeping UDL solutions in mind?
I plan on submitting the unit, once completed.

Ainsley Paul

    So for today, I've started by getting my head around what is UDL and how is it different from UBD.  I looked at my long range plans and started working on areas where I could be using more differentiation for my students across each subject.  My initial plan was to work on a specific unit, but with all the information I was collecting from various websites and several of the teachers here today, I started working on a bank of UDL strategies that I could use across the curriculum.  Here are some of the ideas I am planning on using across the curriculum:

- Offering alternatives for auditory information (such as visuals)
- Offer vocabulary lists for students who are unable to research that information on their own before teaching a unit
 - Allow students to choose how they want to demonstrate their knowledge by allowing them to choose how they want to submit their final projects (diagram, poster, pamphlet, essay, etc.) (choice for students for final projects)
- Use a variety of stations (visual, auditory, kinesthetic) to allow more variety in how students learn
- use guided questions at each station so students are able to gather information in a way that is easiest for them to come up with an answer to the problem
- post visual representations around the room
- Vary the amount of teacher scaffolding for students (process)
- where needed, give direct student instruction or offer an assistant for those who need that extra assistance
- Provide outlines
- Use simple to complex ideas (content/product)
- Provide different levels of resources (ie, research books at different reading levels or provide computer stations for research)
- model research and writing
- Provide research and report templates
- provide charts for students to fill out during a unit
- minimize threats and distractions (allow students to use headphones to block noise, preferred seating, etc)

I didn't compile as much as I wanted to today, but now I have a decent foundation to work with......at least, I hope so!

Cheryl Broxham

CoP write-up – Oct.5 – Adam Winters

Goal: Set up UBD units that reflect UDL principles, in that it provides open ended “big ideas”  that will be adaptable to all student skill sets.  Some adaptations will also be present in the specific project planning sections of the units. I may include some work with accommodating material to accompany my UBD planning page (if time permits).

1st Day work:

I Created a UBD for my 1st Unit in LA. I included connections to curriculum and broad questions to help with differentiation in the classroom.  Also, assignments that were added are easily adaptable to variable skill levels.

We began the morning with a short meeting to discuss the meaning of UDL.  Our group shared some helpful websites, educational articles and templates used when planning.  I reviewed the articles and templates.  I shared my year plans with some other Grade 6 teachers in my C of P.

I searched for more information on UDL and swapped info. with other group members.  I began creating a unit plan for Grade 6 Sky Science.  I used the UBD template given to me by a group member to implement key questions and outcomes.  I integrated a UDL section, which outlines the differentiation strategies that I will use while teaching this unit.

Erin Sefton

**October 5, 2012 Community of Practice**

**UDL/Differentiation**

**Contributors:**

* Leah Ficaccio
* Chelsey Bird
* Christy Toews

**Planned Outcomes/Deliverables:**

* Cross curricular unit “Global Awareness Travelogue Project”

**Project Description**

* Inquiry Question:
	+ To what extent is learning impacted when we utilize the Langdon Learning Model as a tool for planning authentic, engaging and universally accessible lessons and units?
* Planned Data to be Collected:
	+ Observation of student engagement
	+ Connection of learning to prior knowledge and understandings
	+ Learning inventory completed to understand student learning needs
	+ Student directed presentation of findings (based on learning needs)

**Today’s Productivity:**

* Completion of Professional Readings
	+ “Where Great Teaching Begins” by Anne R. Reeves
	+ “Inquiry Based Learning,” a RVS Resource by Barry Allen & Joshua Hill
* Development of Key Understandings in the Instructional Design Framework
* Identification of Learning Outcomes (ELA and Social 6)

**Goal for December 3, 2012**

* Authenticity Brainstorming in the Instructional Design Framework
* Essential Questions
* Setting the Direction
* Preliminary Pitch

**Goal for April 8, 2013**

* 21st Century Competencies
* Develop Task Scaffolding
* Develop Assessment Rubrics