

Welcome to the Teacher Residency

What to expect...

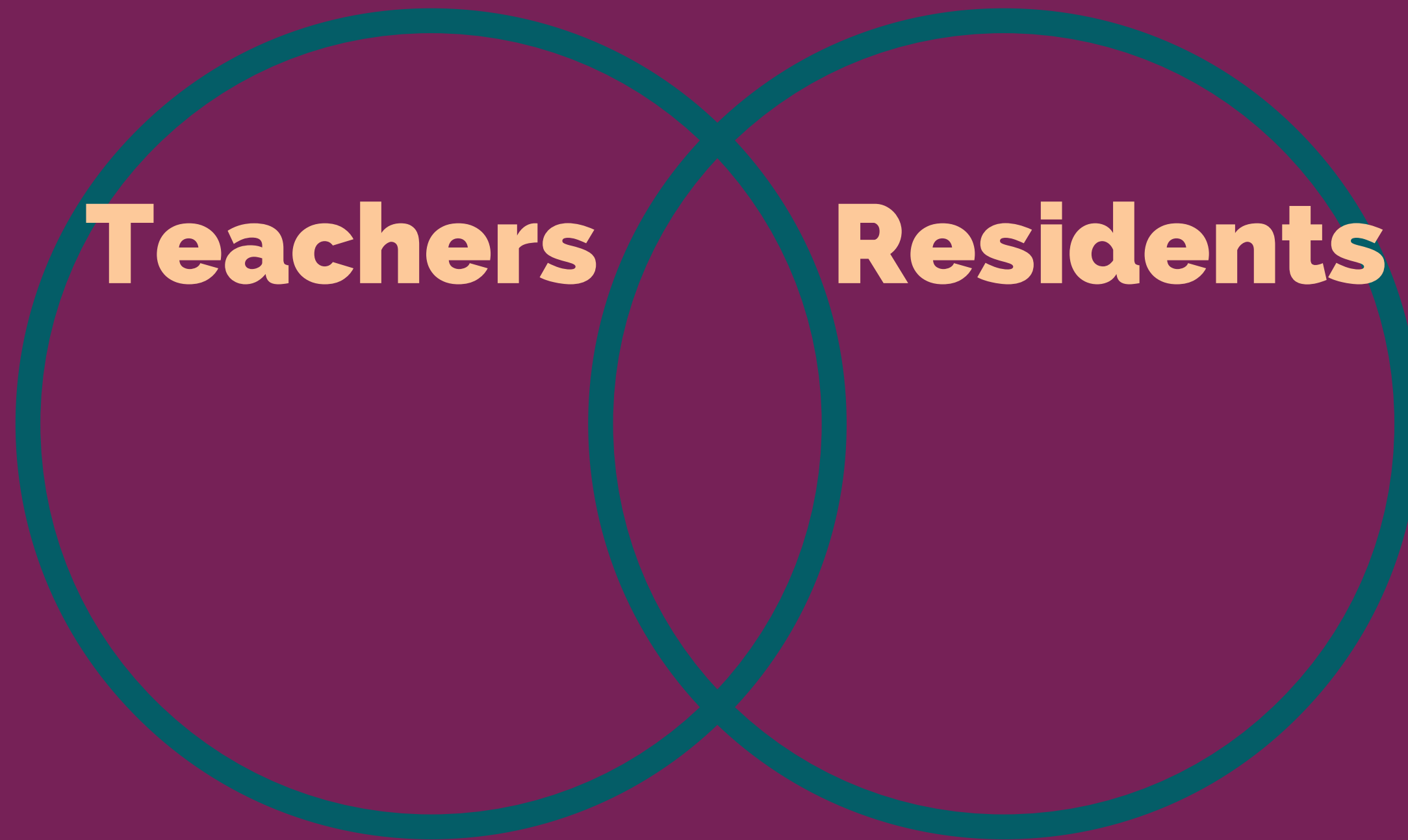
Get to know each other

Build context for the work

Define learning



Teachers



Teachers

Residents



Teachers

Residents

Community





Teachers

Learning

Residents

Learning

Residency

Project

Community

Learning



I'm Missy

Wife to Chad

Mom to Cooper, Addie, and
Connor

Teacher (HS English and Special
Ed)

Curriculum Director and
Principal in a K12 District
Director of Innovation at a
Regional Service Agency
Statewide Systems Coach for the
state UDL Project
Owner of Modern Learners

#sassybydesign

Your Turn!

**Let's Get To
Work...**





BELIEFS

CONTEXTS

**MODERN
LEARNING**

PRACTICES

BELIEFS

What do we believe about how children learn most powerfully and deeply?

What are our deepest commitments to children and their well-being?

What matters most in our school?

What is our mission and vision?

PRACTICES

What is now possible in classrooms?

What are the greatest potentials of our students?

What is the role of the teacher?

How do we share our work?

CONTEXTS

How well do we know the children we serve?

What are the collective hopes, dreams, challenges, and fears?

What are the larger global shifts that inform our work?

What skills and knowledge to students need to thrive in the future?

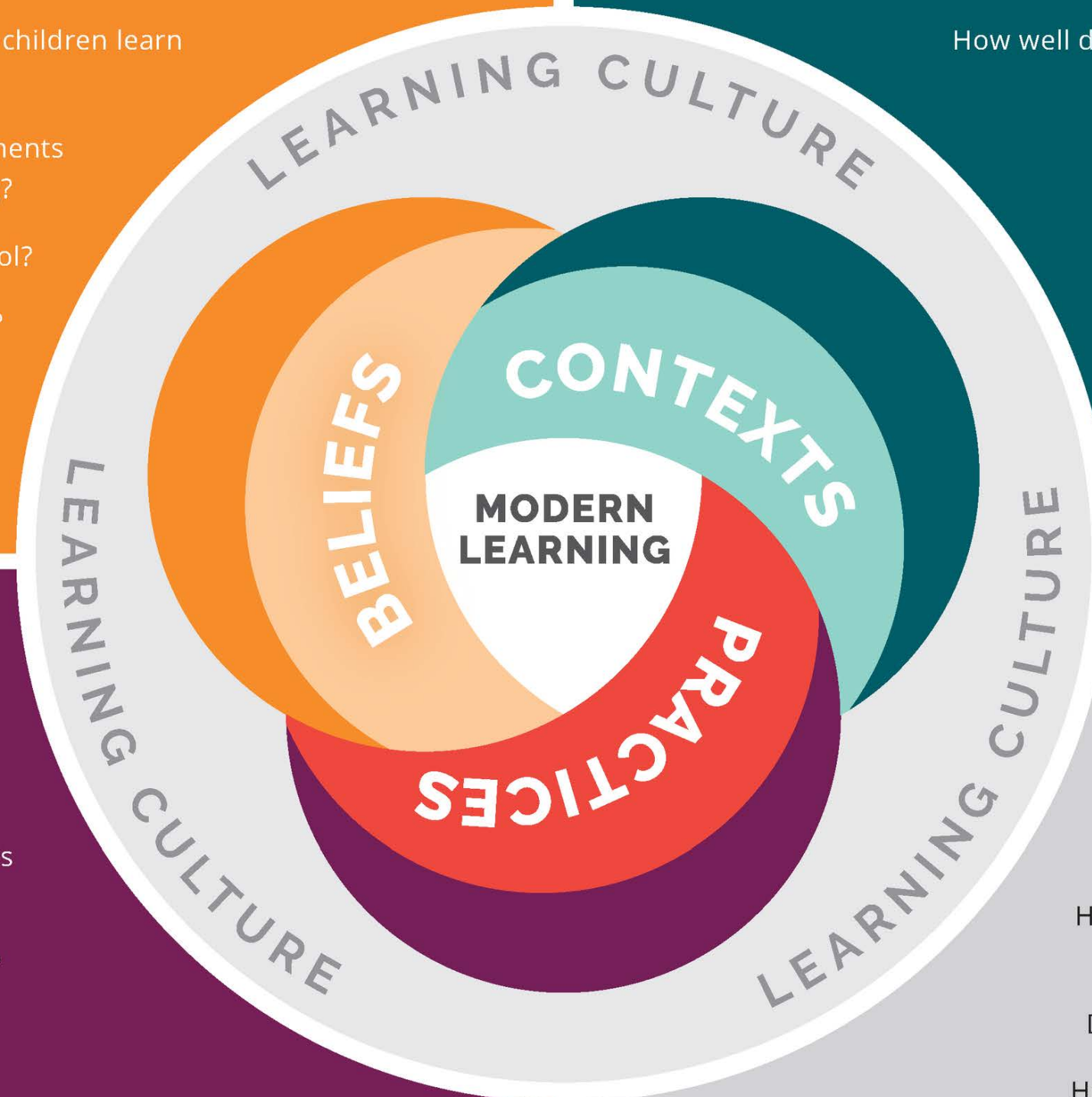
LEARNING CULTURE

Are we a learning culture or a teaching culture?

How do we support and encourage professional learning?

Do we share a common language?

How do we attend to the emotional aspects of change?



BELIEFS

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LEA

LEARNING

BELIEFS

C

MOD
LEAR

MODERN LEARNERS LENS

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MODERN
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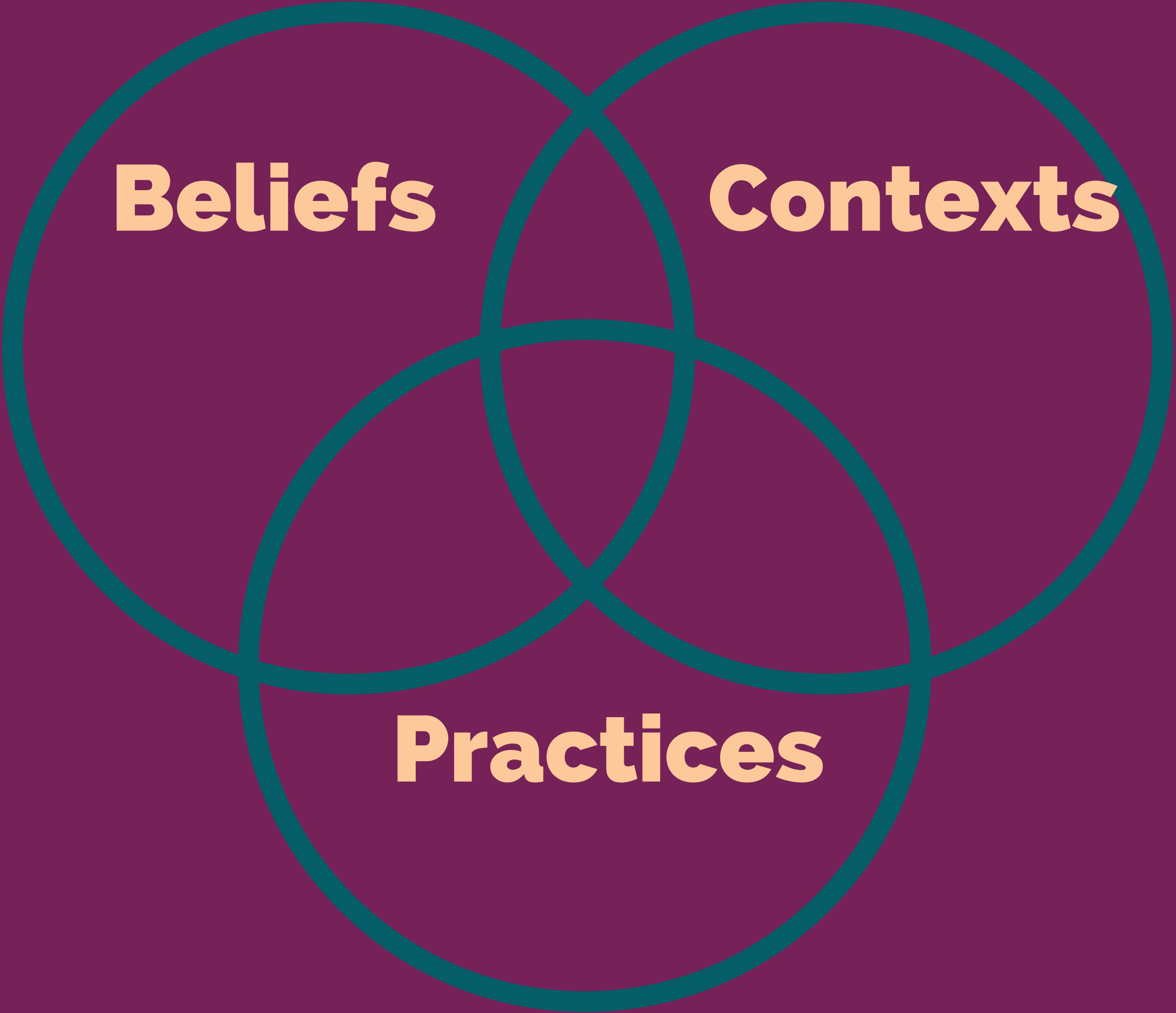
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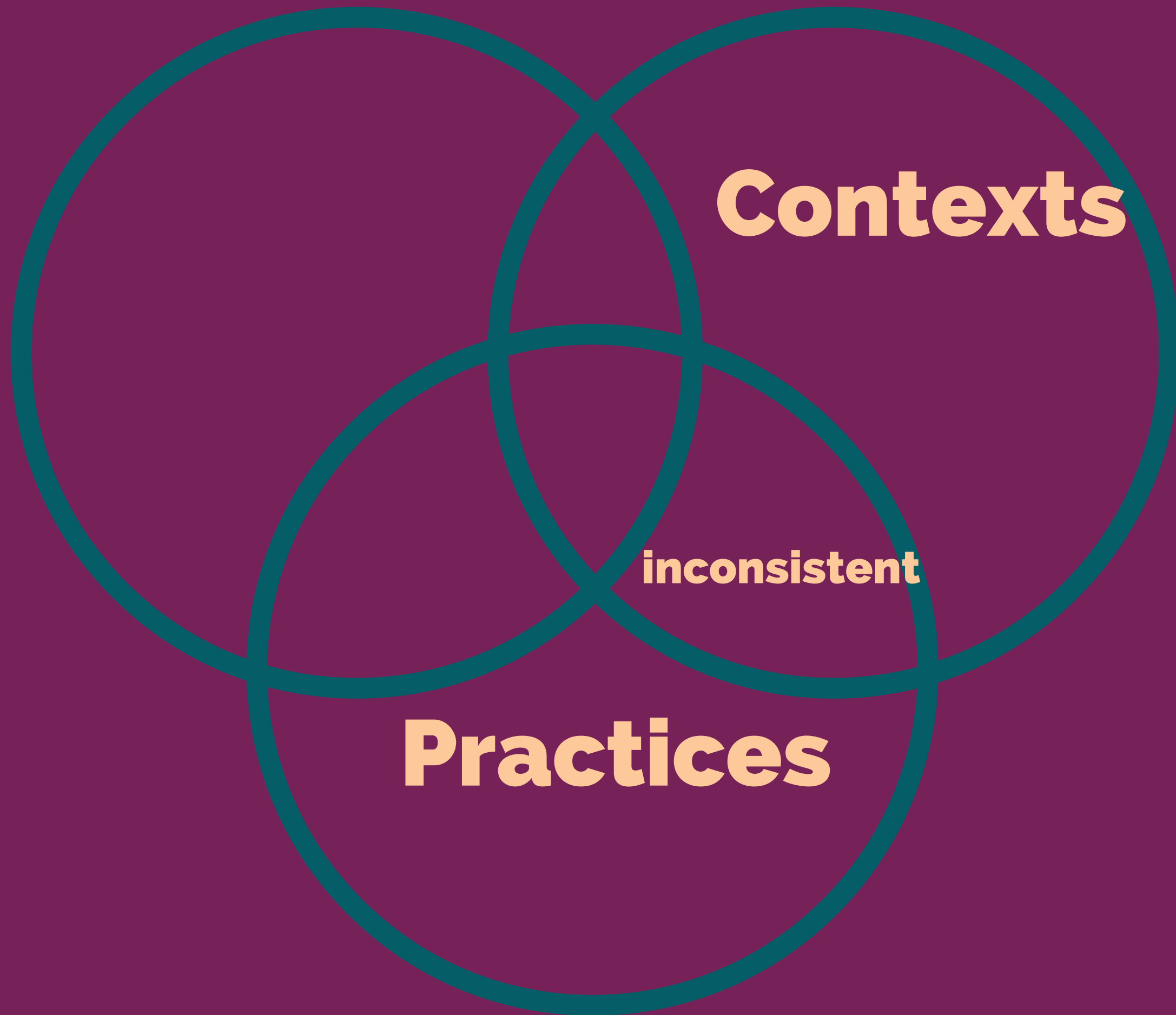
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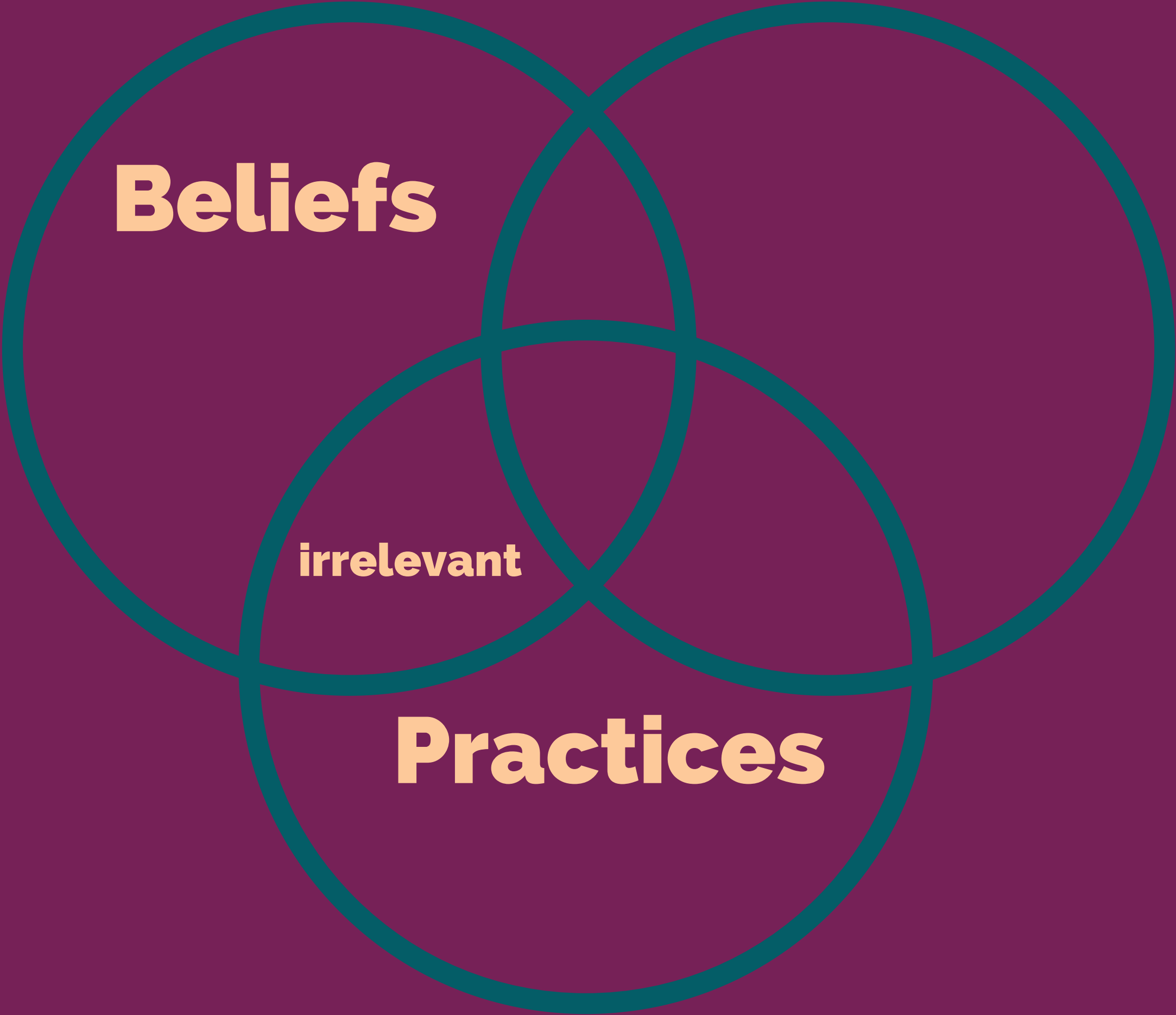




Contexts

Inconsistent

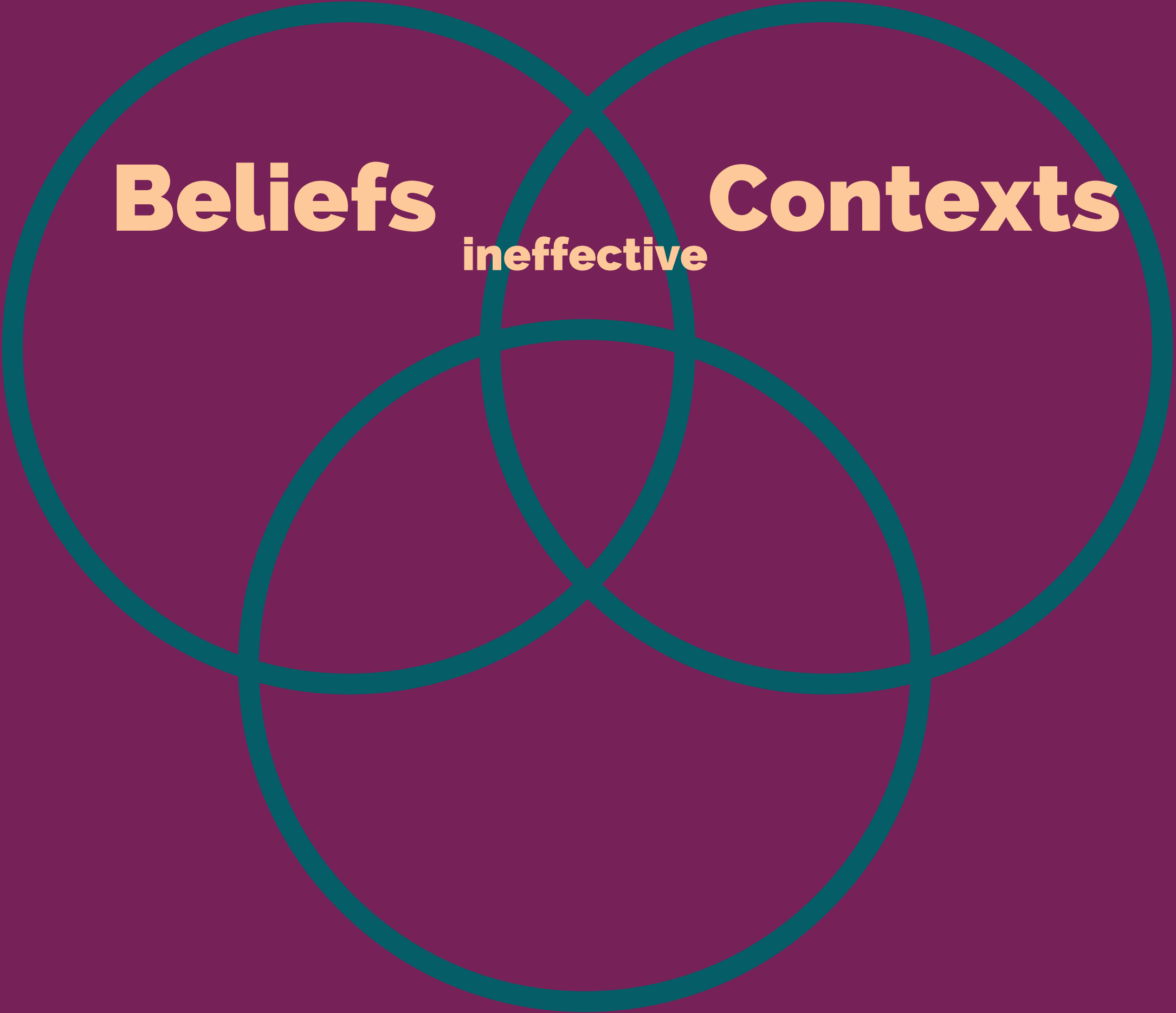
Practices



Beliefs

irrelevant

Practices



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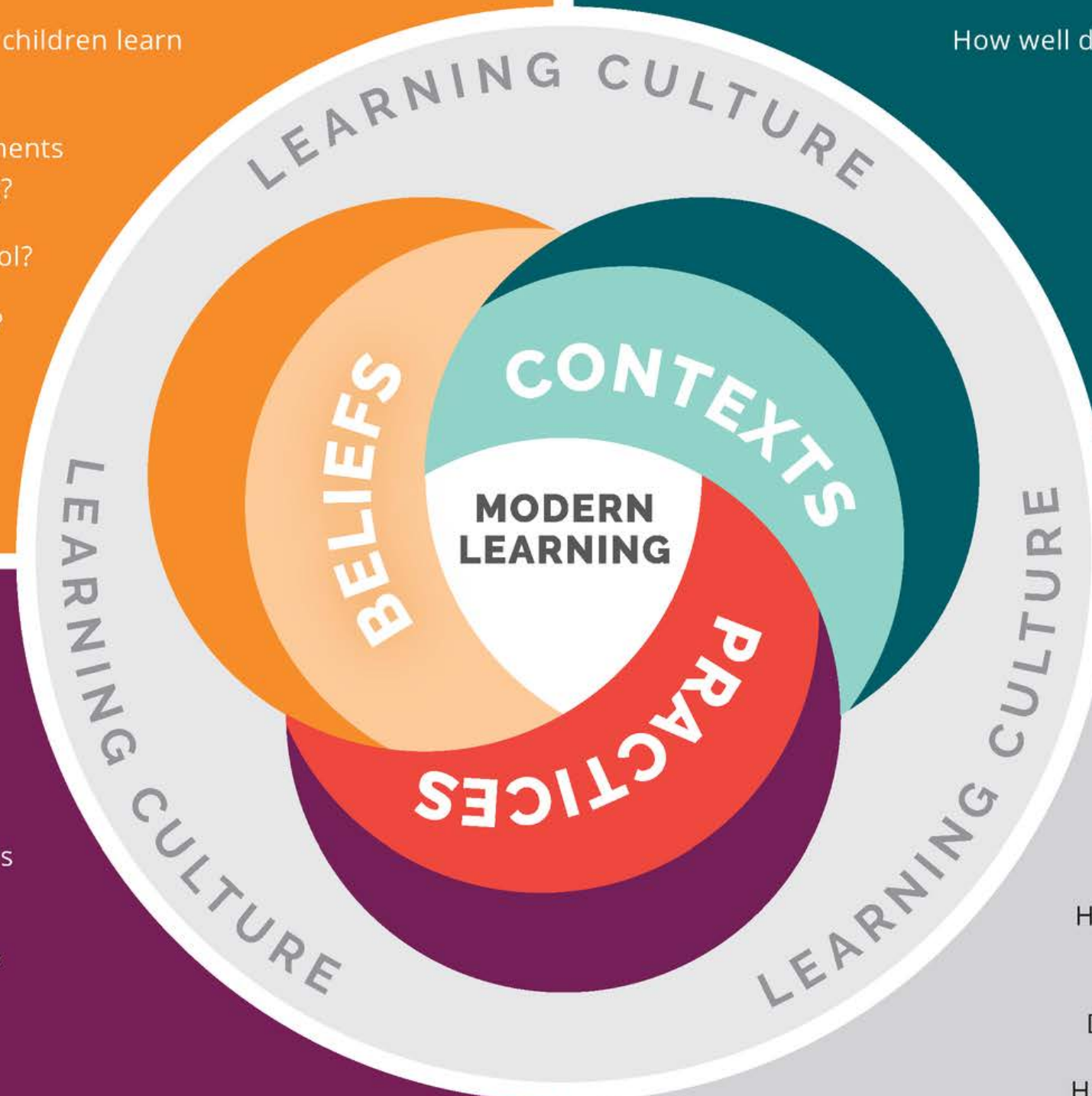
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Meet Russel Ackoff



**How will you avoid becoming ineffective,
inconsistent, and irrelevant?**

**What upskilling do you need to be more
prepared to design modern learning
experiences?**

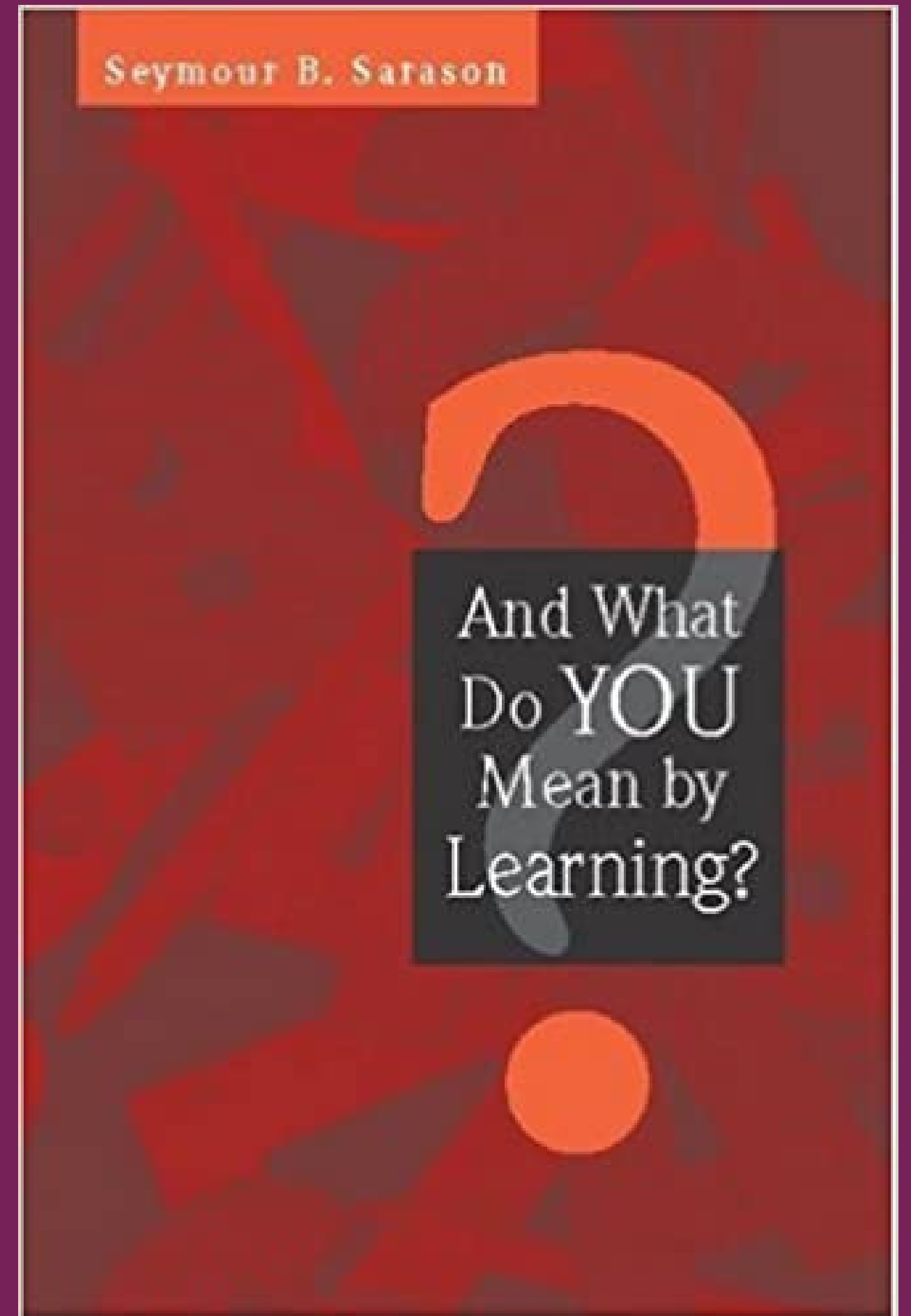
**Quick
Break...your brain
needs it...**

A man in a brown leather jacket is pouring a drink from a bottle into a glass on a street at night. The background shows buildings and streetlights. The word "LEARN" is overlaid in large white letters, with a purple play button icon over the first 'L'.

LEARN

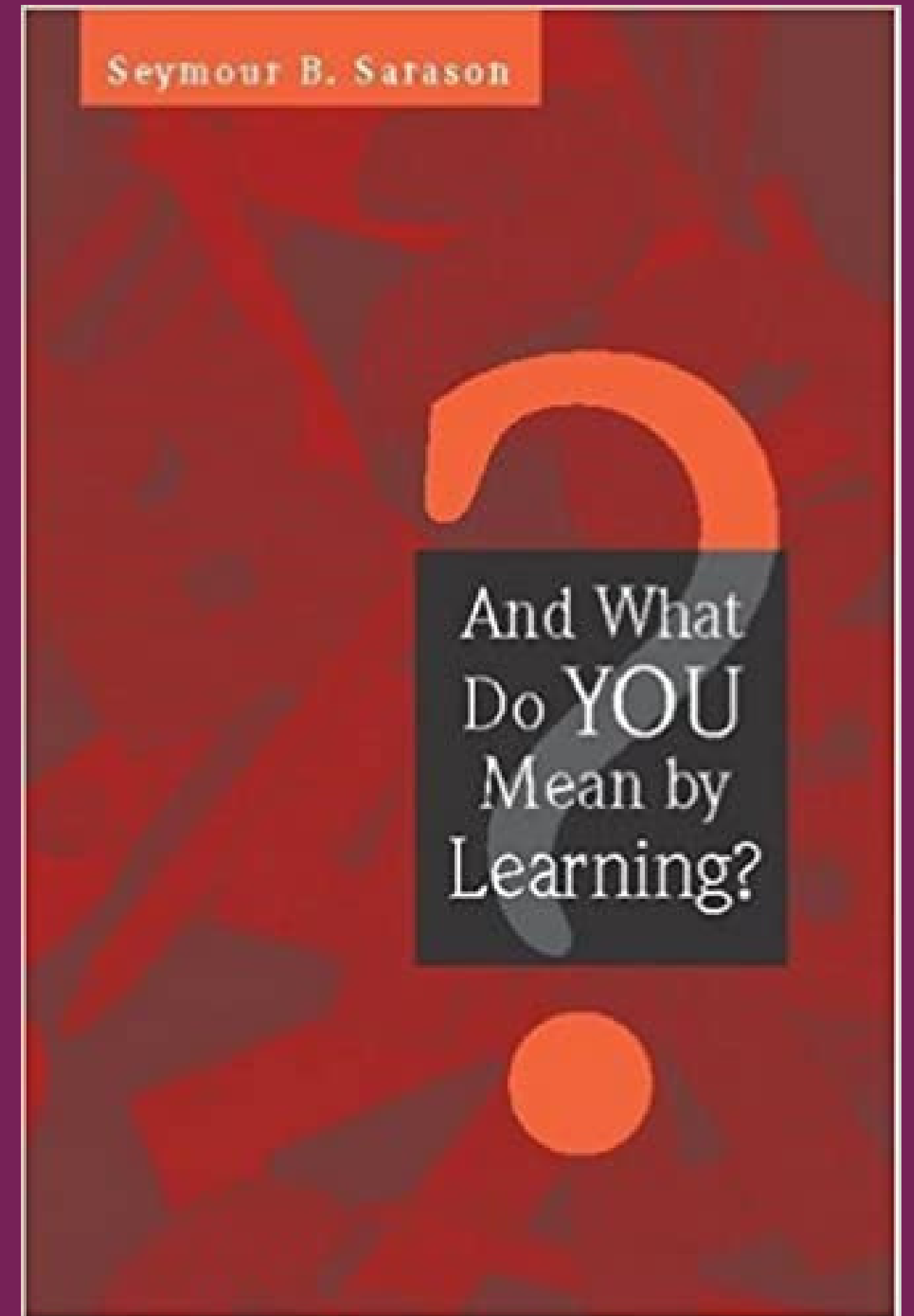
“

“We began to study simple problems...he went on to say that by simple problems he meant those the field believed it understood, those “taken for granted” beliefs which under close scrutiny prove to be misleading or wrong or grossly oversimple.”



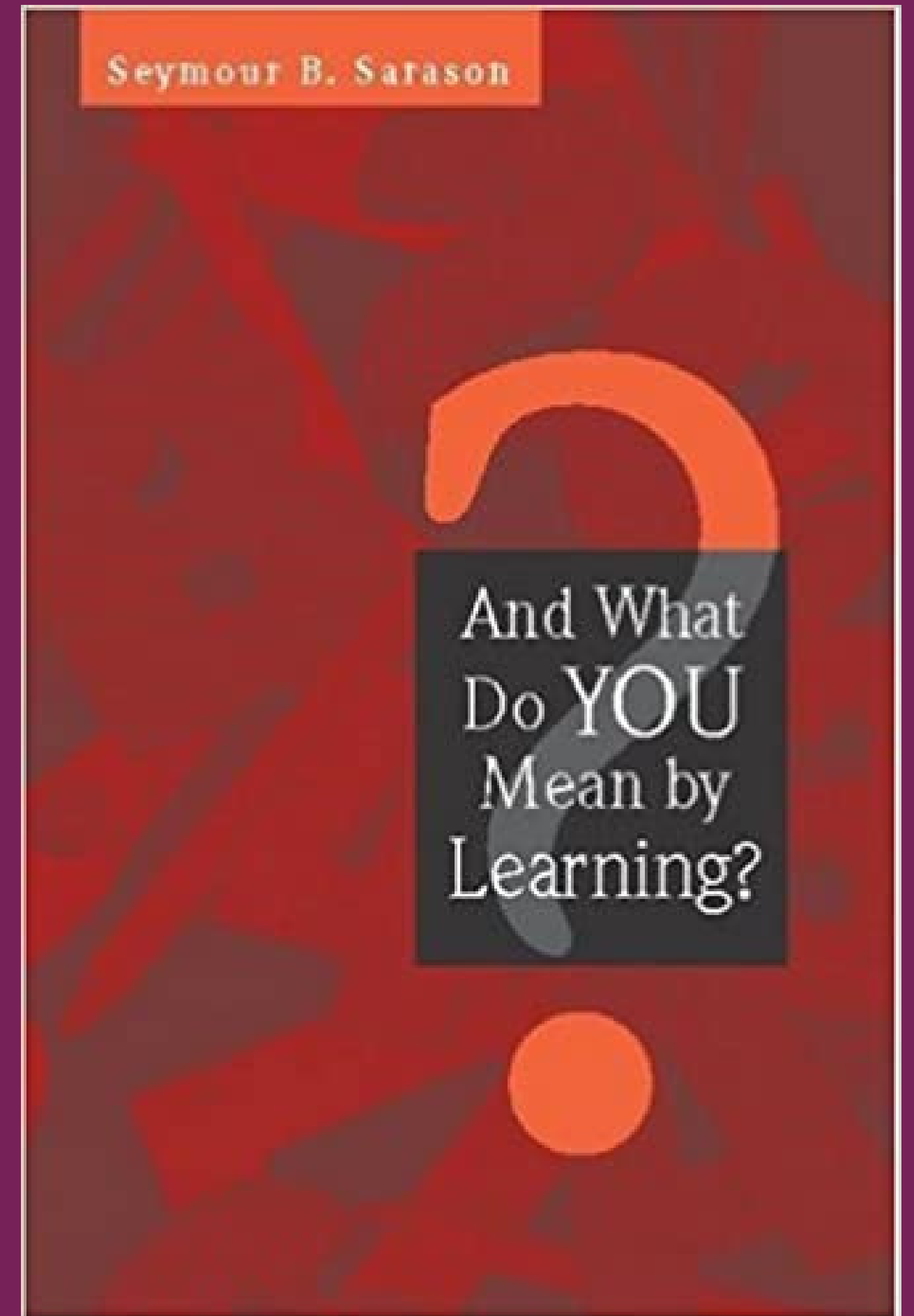
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The word and concept of learning has gone as unexamined as they are important...When we use the word, our intentions are honorable. When these good intentions turn out to result in total or partial failures, we are disappointed and puzzled, and we direct blame to various factors, but barely do we ask:



“

“Is it possible that our conception of learning was faulty, grossly simplistic, and in need of an overhaul or even discarded?”



Compare and Contrast

Learning

Achievement

**What is the focus
in your school?
your state?
your home?**

Join The Community

All info will be here!

<https://tinyurl.com/mr429car>

Sleep Well

**Which
commitment did
you have to lean
into last night?**



What is coming up...

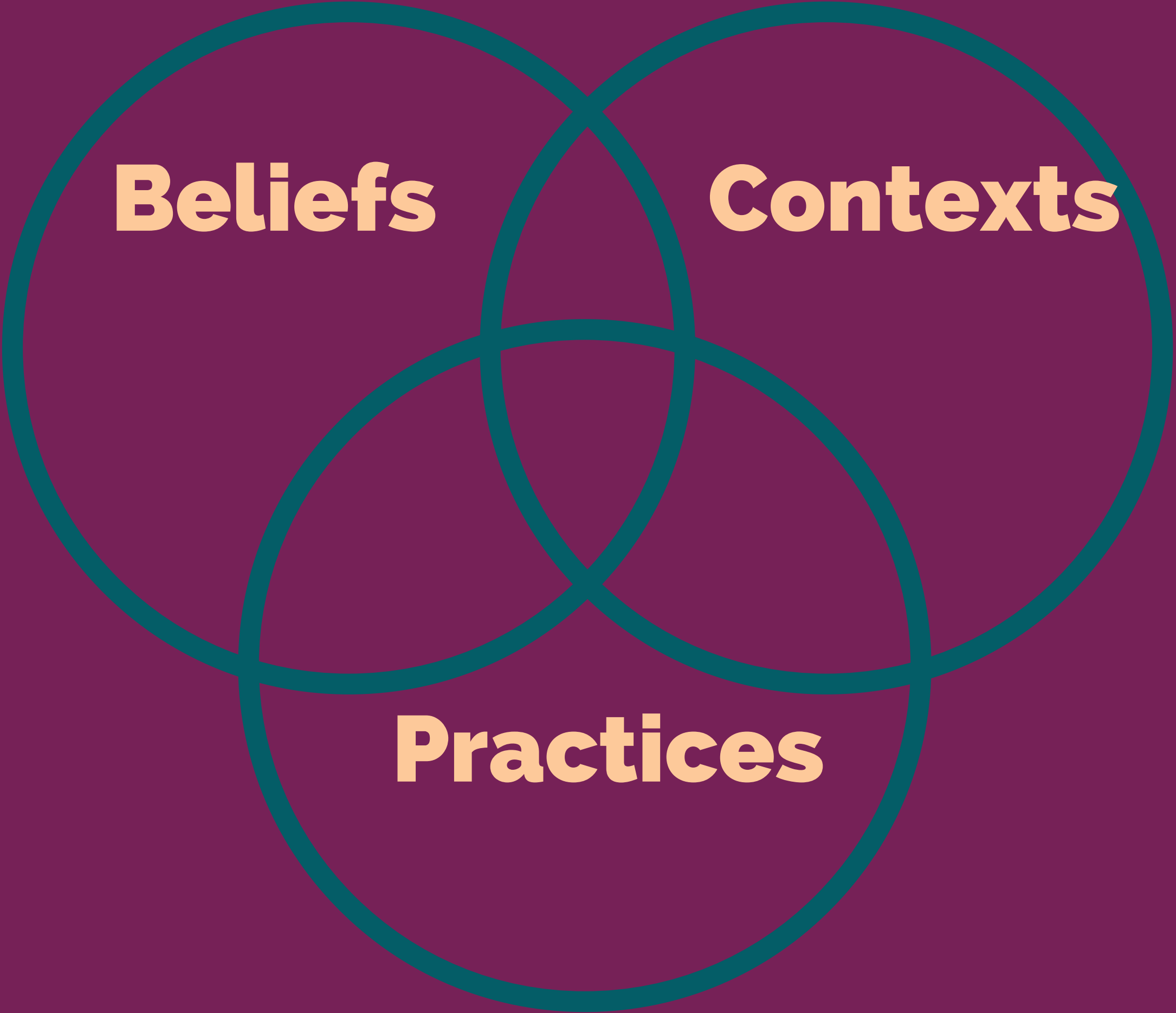
AI Demo

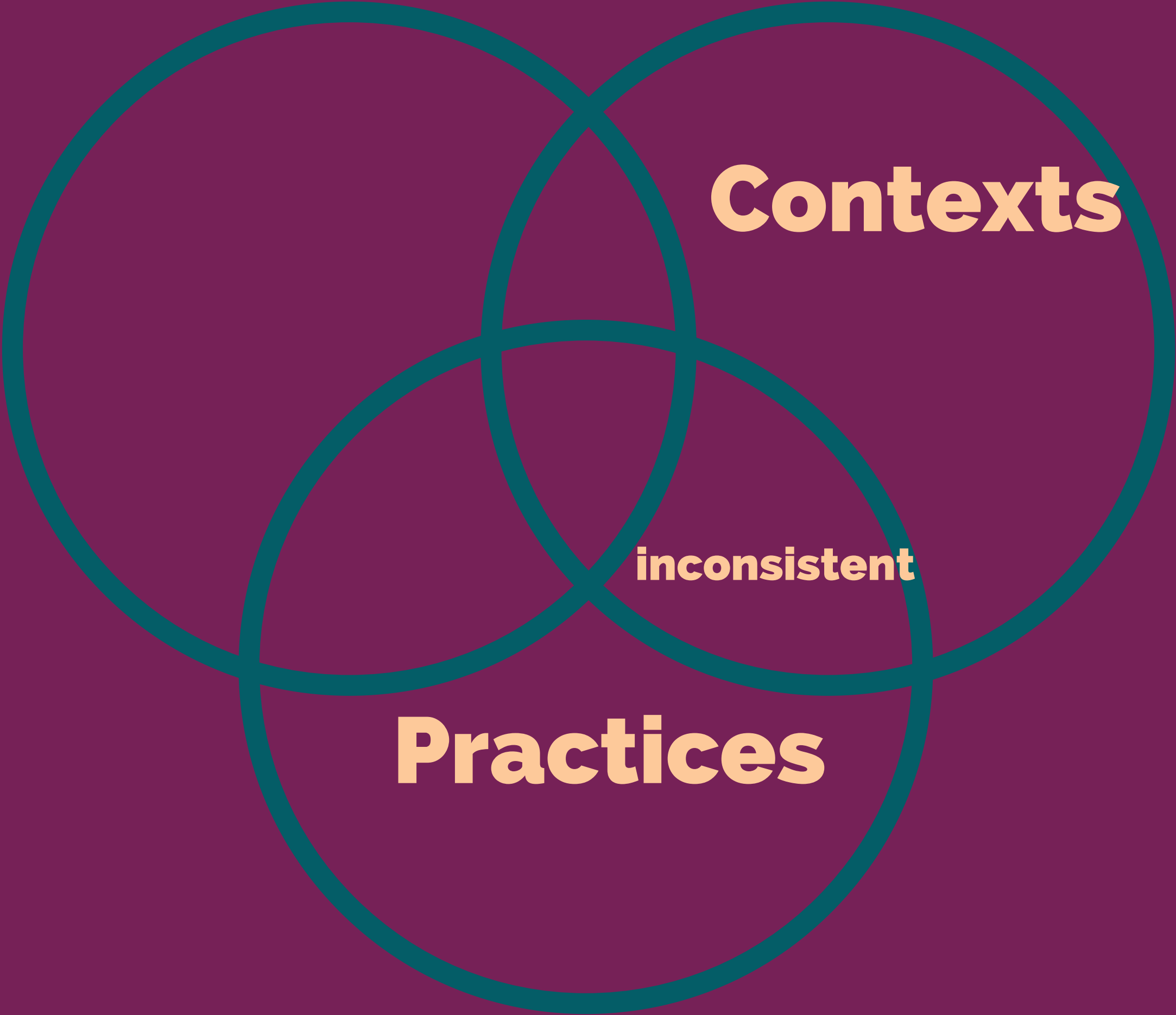
What we believe and what we do

Explore "the lens" in action

Action Planning



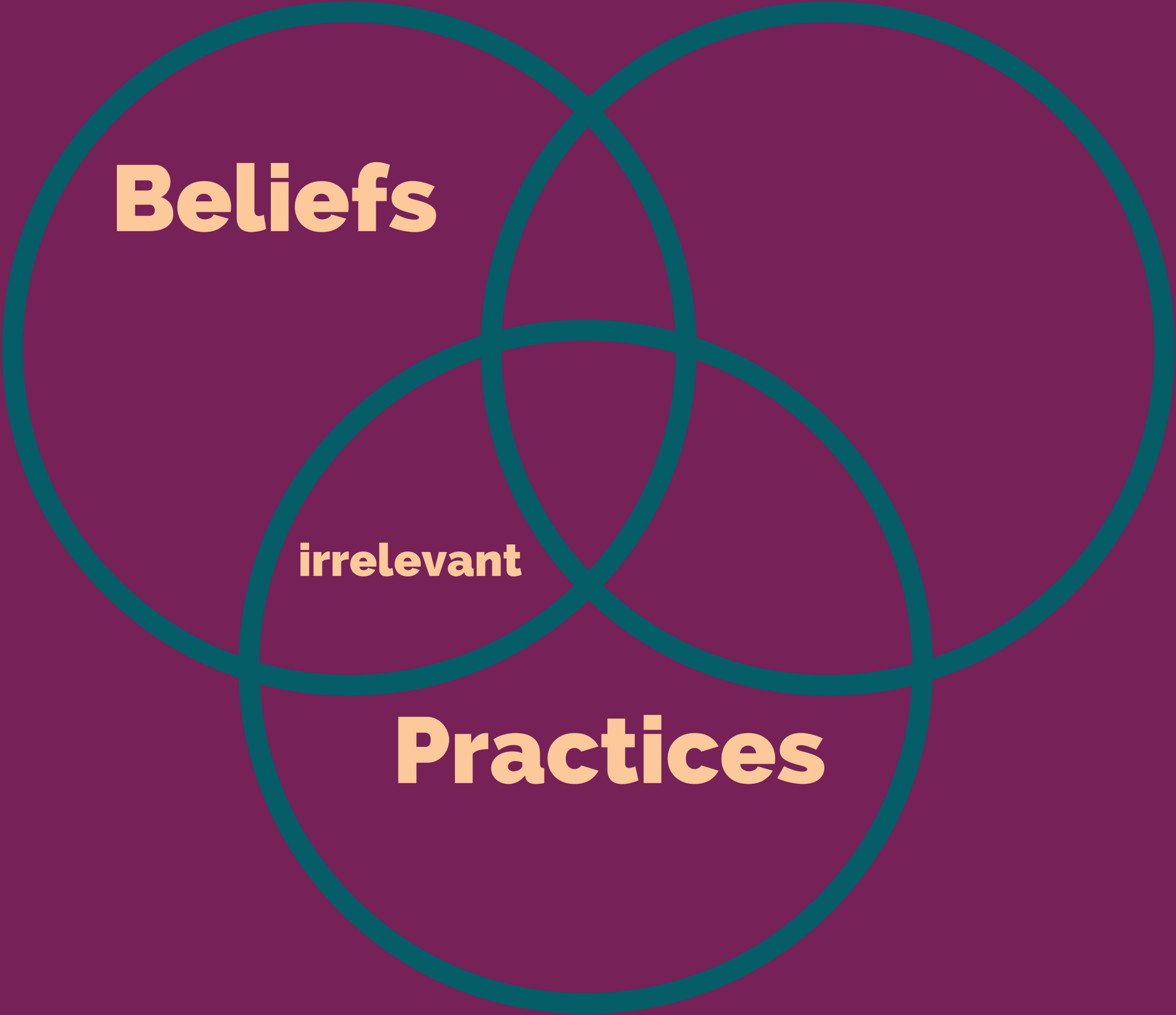




Contexts

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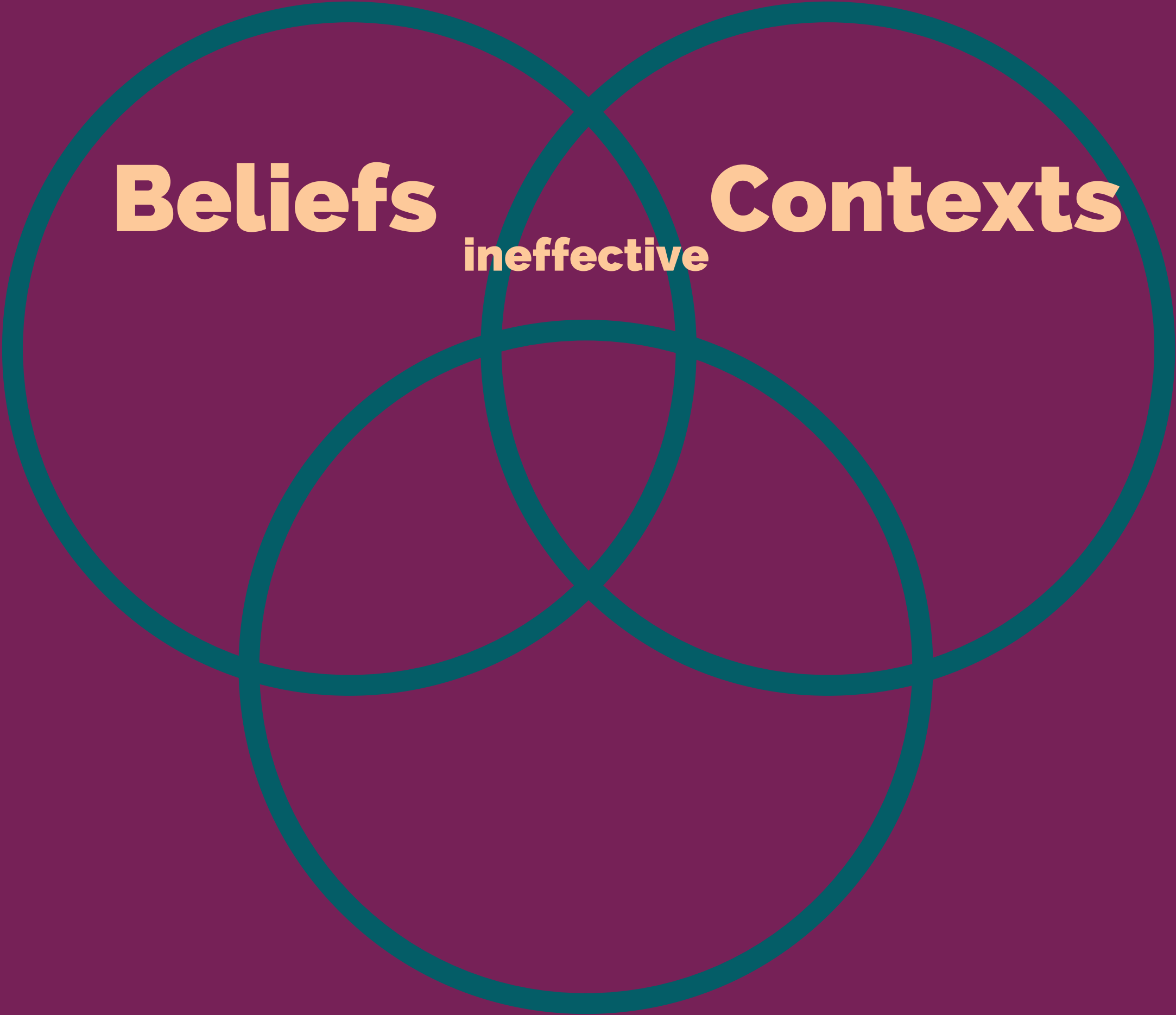
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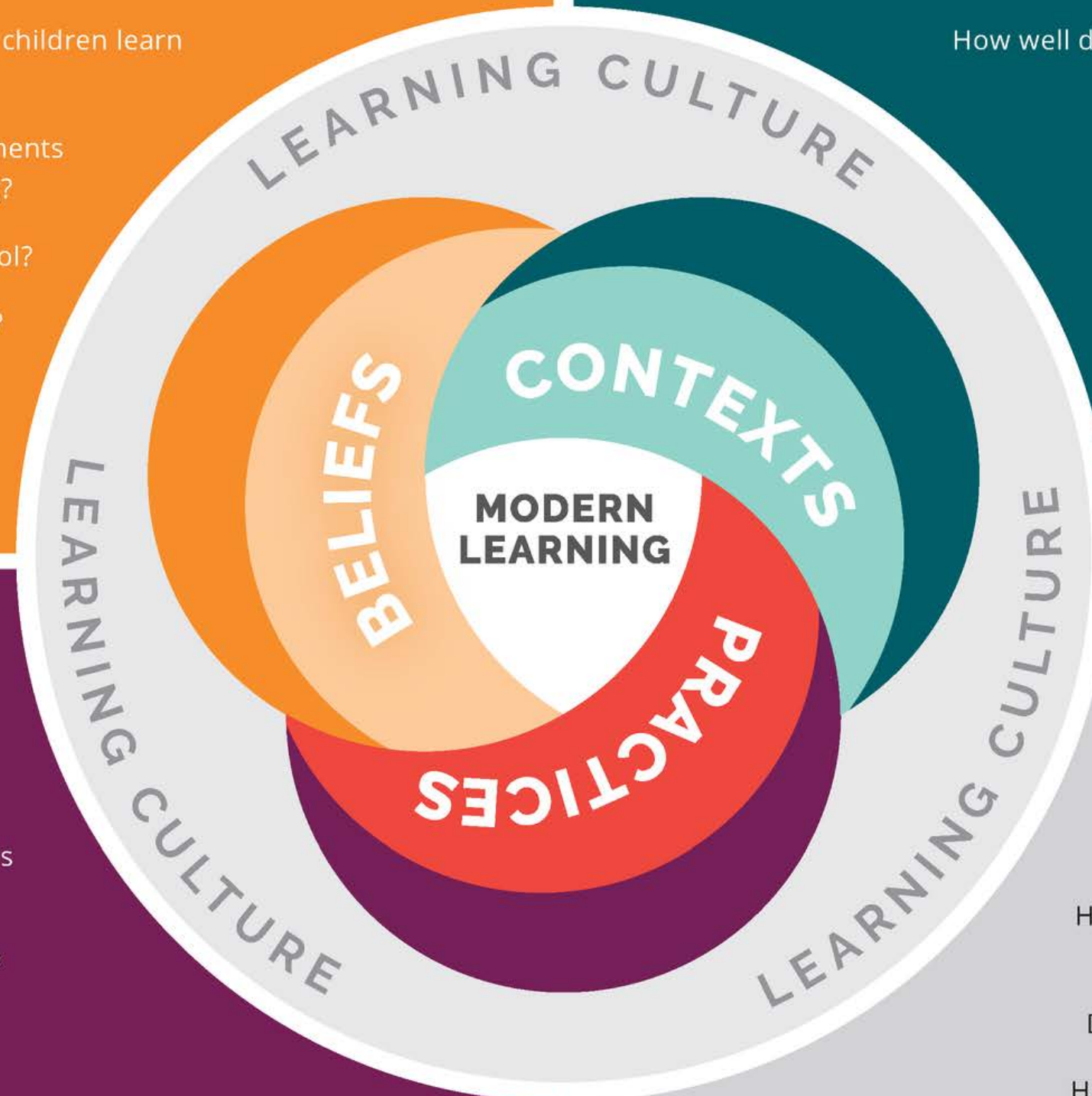
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What do you see?

What do you not see?

Investigate

Go beyond the single link

45 minutes

**Nipmuc High
School**



<https://www.nipmucprincipals.com/>

**Peel School
Board (Canada)**



<https://peelschools.org/about/eml/Pages/default.aspx>

**Springville-
Griffith
Institute**



<https://www.springvillegi.org/page/mission-vision-belief-statement>

One Stone



<https://onestone.org/>

**To what extent
do these
documents and
websites impact
student and
teacher efficacy?**

**To what extent
do these
documents and
websites impact
retention and
recruitment?**

**What makes
these schools
different?**

**Quick
Break...your brain
needs it...**

**Describe an
"expert learner"**

1

Watch a Video

2

Read an Article

3

**Search the
Googles and
select something.**

Universal Design for Learning Guidelines

	Provide multiple means of Engagement →	Provide multiple means of Representation →	Provide multiple means of Action & Expression →
	Affective Networks The "WHY" of learning 	Recognition Networks The "WHAT" of learning 	Strategic Networks The "HOW" of learning 
Access	Provide options for Recruiting Interest (7) → <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) > Optimize relevance, value, and authenticity (7.2) > Minimize threats and distractions (7.3) > 	Provide options for Perception (1) → <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) > Offer alternatives for auditory information (1.2) > Offer alternatives for visual information (1.3) > 	Provide options for Physical Action (4) → <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) > Optimize access to tools and assistive technologies (4.2) >
Build	Provide options for Sustaining Effort & Persistence (8) → <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) > Vary demands and resources to increase challenge (8.2) > Foster collaboration and community (8.3) > Increase mastery-oriented feedback (8.4) > 	Provide options for Language & Symbols (2) → <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) > Clarify syntax and structure (2.2) > Support encoding of terms, mathematical notation, and symbols (2.3) > Promote understanding across languages (2.4) > Illustrate through multiple media (2.5) > 	Provide options for Expression & Communication (5) → <ul style="list-style-type: none"> Use multiple media for communication (5.1) > Use multiple tools for construction and composition (5.2) > Build fluency with graduated levels of performance (5.3) >
Internalize	Provide options for Self Regulation (9) → <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) > Facilitate personal coping skills and strategies (9.2) > Develop self-assessment and reflection (9.3) > 	Provide options for Comprehension (3) → <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) > Highlight patterns, critical features, big ideas, and relationships (3.2) > Guide information processing and visualization (3.3) > Maximize transfer and generalization (3.4) > 	Provide options for Executive Functions (6) → <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) > Support planning and strategy development (6.2) > Facilitate managing information and resources (6.3) > Enhance capacity for monitoring progress (6.4) >
Goal	Expert Learners who are...		
	Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

CLICK ME!

UDL Goal: Create Expert Learners

Provide Multiple Means of Engagement

... for motivated and purposeful Expert Learners who:

- 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 Representation

...for resourceful and knowledgeable Expert Learners who:

- 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

Provide Multiple Means of Action & Expression

...for strategic and goal-directed Expert Learners who:

- 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

Creating the Conditions for Learning

Learning Design Lab

What to expect today

Distinction between design
and plan

Goals, Design, Assessment

Time to design



The Guiding Principles of UDL

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LEA

LEARNING

BELIEFS

C

MOD
LEAR



**Accept
people as
learners
and build
on their
assets.**

**Feature the
construction
of personally
meaningful
goals.**





**Learner
variability is
the norm
and it is
predictable.**

**Flexibility in
methods and
materials
supports
learner
variability.**





Align the design to the UDL Guidelines and Expert Learner Practices.



MARY HELEN IMMORDINO
University of Southern California

**Above all
else...**

**Honor the
learner**

Time to Explore and Investigate (30 minutes)

What is learner variability?

What is learner agency?

**Plan your inquiry
time...what will
be your
approach?**

**What did you
discover?**

**Direct correlation
between learner
agency and
personalized
learning.**

Do you see it?

Time to Design



Goals



Goals

Design



Goals

Design

Assessment



Goals

Design

**Learning
Experience**

Assessment

A Siemens MRI scanner is shown in a clinical setting. The scanner is a large, white, cylindrical machine with a patient bed in the foreground. The bed is white and has some equipment on it. The scanner has the Siemens logo on it. The text "Do you know what this is?" is overlaid on the image in white, bold font.

**Do you know what
this is?**



Compare and Contrast

Learning Design

Lesson Plan

Always start with a goal

Critical Components of the Goal



Goals must be clear and understood by the learner to make them meaningful.



Goals must be separated from the means to achieve.



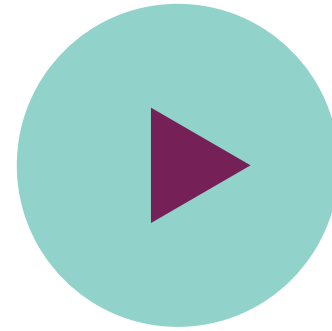
Goals must be flexibly designed to allow for variability in what success looks like.



Type of Standard Support

Example Goals

- A not so positive goal
 - I need to explain and analyze more.



**Once the goal is
established we
design the
experience...**



To what extent were you engaged?

In regards to the learning experience, what worked and didn't work for you as a learner?

What do you want to learn more about?

What will leave this room? What will you highlight for others?