



# Universal Design for Learning Continued

It can also be beneficial for students who are learning English, struggling readers, suffering from attention deficits, or noisy classroom environments ([www.cast.org](http://www.cast.org))

There are a variety of instruments available to plan lessons based on UDL principals. Mrs. Daggett recently shared a one page table that can be used to identify barriers in your classroom and UDL solutions you will utilize to address them. In the what's cool on the web section of this newsletter I will provide some links to UDL resources.

## Rethinking Goals

High School social studies goal may read something like: By the end of this unit, every student will read chapter two in the textbook and will write an essay on the origins of the Civil War". A goal like this can be challenging to students who struggle with the writing process. Those whose disabilities make decoding

text difficult or make it hard to organize an essay may not even be able to participate. The UDL framework provides Mr. Jenkins with a means to rethink the unit goal, analyze its true intent, and adjust how the goal is articulated to refocus attention on the content rather than on the methods used to express that knowledge. *Is reading a printed text the only way to acquire the information? Is it important that students demonstrate what they know in a particular medium—writing an essay—or are there other ways to communicate their understanding?*

Establishing a clear goal helps Mr. Jenkins determine how to develop flexible learning environments that open the door for more students' participation and success. For example, a UDL goal for the Civil War unit may be restated to say that "By the end of the Civil

War unit, all students will demonstrate an understanding of the origins of the Civil War." ([www.cast.org](http://www.cast.org))

By changing the goal the students can be afforded the opportunity to demonstrate knowledge of content by developing a [digital poster](#), recording an audio podcast or audio [Moodle](#) recording, creating a video with images and narration, developing a presentation with [PREZI](#) or acting out a skit.

The next time you are planning a unit or lesson take some time to think about the barriers that exist in your classroom. Analyze your delivery methods, materials, and assessments. What technology tools will assist you with these barriers? What tools are available? If you are ready to plan a UDL lesson, give me a call or send an email. We can work together to explore the resources available in order to maximize each students classroom experience.

## ..... Blogging in the Classroom—Authentic, Engaging, Inspiring

Have you considered using blogging in your classroom? Did you know that our district has its own Wordpress blog server? If you are a high school teacher you are already using a blog as your website. Have you considered using it with your student?

Teachers around the world have had success using blogs in the classroom. It provides a medium for students to publish their written work for a global audience. It also allows for immediate feedback and an opportunity for reflection. Our blog

server allows for teachers to setup blogs in which students can publish posts (articles). These posts can be moderated by the teacher before they appear live on the blog. I recently added a theme that replicates an online magazine. This theme would work well for a teacher/student blog.

[Take a look at a sample teacher/student blog that is published by Mr. Baker, a high school biology teacher in the northeast.](#) He and his students publish articles about biology on a frequent basis. We

have a similar blog template available. A blog of this type can be used as a class newsletter as well. I have found that a great way to engage a student in a lesson is to have them responsible for publishing a blog posting on the topic.

Each blog posting can accept threaded comments that are moderated by the teacher. We can also invite subject area experts, parents, or other classes to submit comments and interact with our published work.

# Science—Interactive Curriculum MAPS—A UDL Resource

[Mrs. Nadler, \(District Supervisor\)](#) and [I](#) have taken on the task of developing an online interactive curriculum bank for our grades 3-8 science curriculum.

The original goal of this project was to develop an online repository for all of the various instructional materials that our faculty use to teach science. We wanted a central place where faculty could share instructional materials such as interactive websites, SmartBoard lessons, documents and PowerPoint presentations that they have found to be effective for teaching the science curriculum.

Based on this goal we selected our [Moodle server](#) to be the repository of these resources. By visiting our [Moodle site](#) you will find a new category titled Faculty Resources. Within that category is a section on Curriculum. There you will find pages for each grade level. Within each grade level

are the units that are covered in the curriculum and a collection of websites, Smartboard lessons, documents and PowerPoint presentations for each unit.

This is still a work in progress. We encourage everyone to share resources that they find that fit an instructional unit. This initiative is a true collaboration among faculty members who each share a common goal of maximizing student achievement.

When building a lesson based on the Universal Design for Learning principals we are hoping that this repository of instructional materials will simplify the process and in turn save countless hours of sourcing new resources. As we develop this resource we hope to share model lesson plans as well as sample student projects.

This is a living curriculum. As new ideas are shared and new resources be-

come available we will be adding them to these sites.

Please continue to check the sites for updates.

In the near future we will be expanding our instructional resources located on this site to include an

interactive pyramid of intervention

as well as some more professional development courses that are open to all faculty and are approved for PD hours. To share a resource for the sites please email Mrs. Nadler at [vnadler@jefftwp.org](mailto:vnadler@jefftwp.org).

**"It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed."**

**- Charles Darwin**

## What is cool on the web?

### Universal Design For Learning

#### Toolkit of Resources

<http://udltechtoolkit.wikispaces.com/>

Center for Applied Special Technology

[www.cast.org](http://www.cast.org)

#### UDL Goal Setter Tools

<http://www.cast.org/teachingeverystudent/tools/udlgoalsetter.cfm>

### Writing Resources

#### StoryBird

Have your students create digital storybooks with their own illustrations. Easy setup of student accounts.

[www.storybird.com](http://www.storybird.com)

#### Story Jumper

Students create their own page turning story books with text and illustrations

[www.storyjumper.com](http://www.storyjumper.com)

### Bibme

A free bibliography maker

<http://www.bibme.org/>

Examples of Student Made Math Podcasts

[http://students.saugusd.org/bagu\\_emath/weblog/](http://students.saugusd.org/bagu_emath/weblog/)