

**Audience:**

Grandview High School Social Studies teachers and Special Education teachers

**Grade Level:**

9-12 High School

**Content Area:**

Social Studies

**District Information:**

Grandview High School is located in Grandview, Missouri. It borders Kansas City, Missouri. Grandview School District is a diverse district with a 56% mobility rate, a 65% free and reduced lunch population. 58% of the students are black, 27% white, 11% Hispanic with an 84% graduation rate.

In most classrooms there is a Team Board, the internet, teacher computers, and a Ladybug Document reader/digital camera. Within the building there is a library with one computer lab and a mobile laptop cart. There are other labs, too, but access is limited by availability and grant funding.

**Time Frame for PD Program:**

Six meetings lasting 3 hours

**Goals:**

The goal of this program is to challenge general education teachers to try new techniques to reach all learners. By the end of this program teachers will be able to use multiple techniques to help all students learn.

Grandview High School's school motto is "Unleashing our potential through Rigor, Relevance, and Relationships."

**Outside reading:**

Ideally, the whole building will be studying the same book, but for now I am introducing Universal Design for Learning (UDL) to the Social Studies Department. The outside reading is the book, [\*Teaching Every Student in the Digital Age: Universal Design for Learning\*](#). We have purchased a copy for the teachers, and there is an online version at <http://www.cast.org/teachingeverystudent/ideas/tes/>.

**First meeting: September 8**

Objective: Teachers will be able to define UDL. Teachers will implement one teaching strategy into their regular lesson plan and evaluate the effectiveness in reaching more students.

12:30-1:30 pm

1. Start with [video clip](#) of Ben Stein from *Ferris Bueller's Day Off* (1:15)
2. Show [Digital Natives video clip](#) (4:09)

3. Discuss past issues with reaching students. This should not be a session of complaints, but a serious discussion and brainstorm of issues in the classroom; particularly with mixed ability classrooms. Chart paper and markers will be provided for the brainstorm session. (10-15:00)

4. Introduce and Discuss UDL

\* Video Summary (4:36):

[http://www.youtube.com/watch?v=bDvKnY0g6e4&feature=player\\_embedded](http://www.youtube.com/watch?v=bDvKnY0g6e4&feature=player_embedded)

\* Website <http://www.cast.org/research/udl/index.html>

\* First Step: Present information and content in different ways (handouts of the screens allow participants to take notes and follow along). Each guideline has examples of tools and strategies. <http://www.udlcenter.org/aboutudl/udlguidelines/principle1>

\* Presenter goes over the material (15:00)

\* Allow groups to discuss material, look at the tools, and evaluate where they could use these tools. (20:00)

\* Homework: Choose one or two techniques to implement in your current lesson plans. Keep any data necessary and reflect on the use; what worked, what didn't? Report experiences next meeting.

### *Break*

1:40-2:40

Discuss [outside reading Chapter 1](#), and [Chapter 2](#)

Final Word Protocol from [The National School Reform Faculty](#):

1. Participants have identified one "most" significant idea from the text.
2. Sit in a circle (groups no bigger than 5. There may be multiple discussion groups)
3. Each person needs to have one significant idea from the text underlined or highlighted in the book. Have a back up quote just in case.
4. First person begins by reading their quote. Refer to it by page number, read it, in less than 3 minutes describe why that quote caught him or her.
5. Continue around the circle, in less than one minute each person respond to quote or what the presenter said. (Expand, question, clarify, provide a different view)
6. The presenter has the final word (less than 1 minute). Now what is he or she thinking?
7. Being process with next person

Time (approx. 48 minutes for a group of 6)

8. End with a debriefing of the group.

### *Break*

2:45-3:45

Meet in subject groups:

Government

Intro to Social Studies

Recent American History

World History

Psychology

In these groups identify an upcoming lesson. Re-write the lesson plan using one of the UDL strategies from today. Write the lesson plan, update materials, and turn in your lesson plan.

### **Second Meeting: October 13**

Objective: Teachers will implement one teaching strategy into their regular lesson plans and evaluate the effectiveness in reaching more students.

12:30-1:30 pm

Discuss [outside reading Chapter 3](#)

Final Word Protocol from [The National School Reform Faculty](#):

1. Participants have identified one “most” significant idea from the text.
2. Sit in a circle (groups no bigger than 5. There may be multiple discussion groups)
3. Each person needs to have one significant idea from the text underlined or highlighted in the book. Have a back up quote just in case.
4. First person begins by reading their quote. Refer to it by page number, read it, in less than 3 minutes describe why that quote caught him or her.
5. Continue around the circle, in less than one minute each person respond to quote or what the presenter said. (Expand, question, clarify, provide a different view)
6. The presenter has the final word (less than 1 minute). Now what is he or she thinking?
7. Being process with next person
- Time (approx. 48 minutes for a group of 6)
8. End with a debriefing of the group.

*Break*

1:40-2:40

\* Video [Interactive Lessons](#) with Clickers and Technology

<http://www.youtube.com/watch?v=uy69m9u4zQI>

\* Website <http://www.cast.org/research/udl/index.html>

\* Second Step: Present Principle II. Provide Multiple Means of Action and Expression (Handouts of the screen allow participants to take notes and follow along) Each guideline has examples of tools and strategies.

<http://www.udlcenter.org/aboutudl/udlguidelines/principle2>

\* Presenter goes over the material (15:00)

\* Allow groups to discuss material, look at the tools, and evaluate where they could use these tools. (20:00)

\* Introduce [Free Technology for Teachers Blog](#)

<http://www.freetech4teachers.com/> This may help with teacher planning

\* Homework: Choose one or two techniques to implement in your current lesson plans. Keep any data necessary and reflect of the use; what worked, what didn't? Report experiences next meeting

*Break*

2:45-3:45

1. Share results from the lesson plans from last meeting. What worked? What didn't? How did the students do?

2. Meet in subject groups:

Government Teachers

Intro to Social Studies

Recent American History

World History

Psychology

In these groups identify an upcoming lesson. Re-write the lesson plan using one of the UDL strategies from today. Write the lesson plan, update materials, and turn in your lesson plan.

### **Third Meeting: November 10**

Objective: Teachers will implement one teaching strategy into their regular lesson plans and evaluate the effectiveness in reaching more students.

12:30-1:30 pm

\* Website <http://www.cast.org/research/udl/index.html>

\* Third Step: Principle III. Provide Multiple Means of Engagement

(Handouts of the screen allow participants to take notes and follow along) Each guideline has examples of tools and strategies.

<http://www.udlcenter.org/aboutudl/udlguidelines/principle3>

\* Presenter goes over the material (15:00)

\* Allow groups to discuss material, look at the tools, and evaluate where they could use these tools. (20:00)

\* Homework: Choose one or two techniques to implement in your current lesson plans. Keep any data necessary and reflect of the use; what worked, what didn't? Report experiences next meeting

*Break*

1:40-2:40

Discuss [outside reading Chapter 4](#)

Final Word Protocol from [The National School Reform Faculty](#):

1. Participants have identified one "most" significant idea from the text.

2. Sit in a circle (groups no bigger than 5. There may be multiple discussion groups)

3. Each person needs to have one significant idea from the text underlined or highlighted in the book. Have a back up quote just in case.

4. First person begins by reading their quote. Refer to it by page number, read it, in less than 3 minutes describe why that quote caught him or her.

5. Continue around the circle, in less than one minute each person respond to quote or what the presenter said. (Expand, question, clarify, provide a different view)

6. The presenter has the final word (less than 1 minute). Now what is he or she thinking?

7. Being process with next person

Time (approx. 48 minutes for a group of 6)

8. End with a debriefing of the group.

*Break*

2:45-3:45

1. Share results from the lesson plans from last meeting. What worked? What didn't?

How did the students do?

2. Meet in subject groups:

Government Teachers

Intro to Social Studies

Recent American History

World History

Psychology

In these groups identify an upcoming lesson. Re-write the lesson plan using one of the UDL strategies from today. Write the lesson plan, update materials, and turn in your lesson plan.

**Fourth Meeting: December 8**

Objective: The teachers will think and reflect on classroom dilemmas.

12:30-1:30 pm

\* Video Clip Mixed Ability historical interpretation <http://www.teachers.tv/videos/ks3-history-interpretation-in-action> (14:00)

\* Case Study and Discussion: UDL for Social Studies

[http://www.cast.org/teachingeverystudent/casestories/cs1/index.cfm?page\\_id=11](http://www.cast.org/teachingeverystudent/casestories/cs1/index.cfm?page_id=11)

\* Present the results of the lessons from last meeting. Discuss.

*Break*

1:40-2:40

Consultancy Protocol from [The National School Reform Faculty](#): (approx 50:00)

1. A presenter presents a problem, dilemma, or issue to the group. Give an overview to the group. Frame a question for the Consultancy group to answer. Bring artifacts to show (if necessary). The focus of the group's conversation is the dilemma (5-10:00).

2. The group asks clarifying questions. The questions have brief factual answers. (5:00)

3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand his/her thinking about the dilemma. The goal is for the presenter to learn more about the question he or she has framed and do some analysis. At the end of the 10 minutes the presenter asks the presenter to re-state the question for the group. (10:00)

4. The group talks to each other about the dilemma presented. (15:00) The presenter does not speak during this discussion, but listens and takes notes.

5. The presenter reflects on what he or she has heard, on what they are now thinking, etc... (5:00)

6. Briefly discuss the group's observations and the process.

*Break*

2:45-3:45

Meet in subject groups:

Government Teachers

Intro to Social Studies

Recent American History

World History

Psychology

In these groups identify an upcoming lesson. Re-write the lesson plan using one of the UDL strategies from today. Write the lesson plan, update materials, and turn in your lesson plan.

**Fifth Meeting: January 12**

Objective: Teachers will implement one teaching strategy into their regular lesson plans and evaluate the effectiveness in reaching more students.

12:30-1:30 pm

Reading Strategies

1. Explore and discuss [Reading Materials](#) at <http://www.readingquest.org/strat/>  
Which ones are we currently using? Are there materials that will assist students right now?

*Break*

1:40-2:40

Discuss [outside reading Chapter 5](#) and [Chapter 6](#)Final Word Protocol from [The National School Reform Faculty](#):

1. Participants have identified one “most” significant idea from the text.
2. Sit in a circle (groups no bigger than 5. There may be multiple discussion groups)
3. Each person needs to have one significant idea from the text underlined or highlighted in the book. Have a back up quote just in case.
4. First person begins by reading their quote. Refer to it by page number, read it, in less than 3 minutes describe why that quote caught him or her.
5. Continue around the circle, in less than one minute each person respond to quote or what the presenter said. (Expand, question, clarify, provide a different view)
6. The presenter has the final word (less than 1 minute). Now what is he or she thinking?
7. Being process with next person
- Time (approx. 48 minutes for a group of 6)
8. End with a debriefing of the group.

*Break*

2:45-3:45

Meet in subject groups:

Government Teachers

Intro to Social Studies

Recent American History

World History

Psychology

In these groups identify an upcoming lesson. Re-write the lesson plan using one of the UDL strategies from today. Write the lesson plan, update materials, and turn in your lesson plan.

### **Sixth Meeting: February 9**

Objective: Teachers will implement one teaching strategy into their regular lesson plans and evaluate the effectiveness in reaching more students.

12:30-1:30 pm

Discuss [outside reading Chapter 7](#) and [Chapter 8](#)

Final Word Protocol from [The National School Reform Faculty](#):

1. Participants have identified one “most” significant idea from the text.
2. Sit in a circle (groups no bigger than 5. There may be multiple discussion groups)
3. Each person needs to have one significant idea from the text underlined or highlighted in the book. Have a back up quote just in case.
4. First person begins by reading their quote. Refer to it by page number, read it, in less than 3 minutes describe why that quote caught him or her.
5. Continue around the circle, in less than one minute each person respond to quote or what the presenter said. (Expand, question, clarify, provide a different view)
6. The presenter has the final word (less than 1 minute). Now what is he or she thinking?
7. Being process with next person

Time (approx. 48 minutes for a group of 6)

8. End with a debriefing of the group.

*Break*

1:40-2:40

Team Teaching/Co-Teaching

1. Videos of examples of team teaching:

<http://www.youtube.com/watch?v=l2ZRFJDIxWE>

[http://www.youtube.com/watch?v=TUvVGyR\\_k3o&playnext=1&list=PL680FDD8F99DFABBF&index=65](http://www.youtube.com/watch?v=TUvVGyR_k3o&playnext=1&list=PL680FDD8F99DFABBF&index=65)

[http://www.youtube.com/view\\_play\\_list?p=0D27B4795183672B](http://www.youtube.com/view_play_list?p=0D27B4795183672B)

2. With Your Team Teacher pick one strategy you think you can do this week. Build that lesson. Turn in a copy of the lesson. (Optional: video tape that lesson for later reflection)

*Break*

2:45-3:45

Individual presentations: Teachers will present their resources. What have you tried these past months? What have you discovered outside of these meetings? What online sources did you find? What reading materials were useful? What lessons are particularly helpful? Videos? Websites? ETC... (Each presenter 5-10:00)

### **Evaluation of learning:**

After every meeting participants will have one or more lessons or strategies to enhance their teaching. Teachers are being asked to share their experience at every meeting and create new lessons. Not only will they be implementing the strategies from the meeting, they will also be asked to reflect and enhance what is happening. There are opportunities for discussion of dilemmas and issues; there is also opportunity to collaborate. Feedback from the teachers will enhance each new monthly meeting. Adjustments can be made to the meetings to make them more valuable to the teachers and their unique classrooms. Student work will be analyzed and discussion about students and their learning needs will happen at the department level. This is extremely important in helping all students learn.

### **Rationale for each segment:**

#### First Meeting

I wanted to start with a discussion about today's learners. The Ferris Bueller clip is a humorous depiction about what teaching should not be. Student engagement is hard and teachers are struggling to create learning for all students.

The Digital Natives video is a way to start the discussion that follows the video. The point to the discussion is to seriously face those real issues in the classroom, the ones that are road blocks to learning, like technology and distraction.

My rationale for discussing what classroom issues is not to have a complaining session, but to get those issues out in the open and maybe find a solution while we are learning with this program.

I chose UDL because it does not focus on special education, but on all students. It is a way to restructure your learning environment to allow more student involvement. There are many resources for UDL online and in the book referenced. I plan to use both to challenge my teachers to restructure their learning environment. Modification may always be necessary but UDL is a way to engage all students in the learning process.

It is extremely important to me that teachers have an opportunity to discuss and evaluate with each other. Just like students they learn from collaboration. They need to be able to discuss what was presented, they need to be able to discuss the book, and they need specific time to implement these ideas. All are built into each meeting.



### Second Meeting

The protocols are important because they provide a structure for discussion. With the structure there will be no off task time or awkward silences. The protocols are also familiar to my teachers; this was introduced a few years ago in PD. The protocols demand that teachers respond thoughtfully and on topic.

The videos allow us to see what other people are doing in their classrooms. The idea is to create discussion about what it would look like in our classroom, with our students. This will help teachers discuss ideas for their lesson plans.

What I like now, is the opportunity to discuss what worked and what they liked about their lessons planned last meeting. What modifications had to be made? This type of collaboration is exactly how teachers learn and become better teachers. It is also a challenge to try something new.

We are also going through the UDL one step at a time. Rome was not built in a day, and teachers are not going to overhaul their entire curriculum in one day; nor is it necessary to change everything. Implementing one strategy at a time allows a comfort. Completely overwhelming a teacher is no way to get results. But one person can try one strategy and evaluate the results.

Again, I gave the teachers time to collaborate and plan. From experience I know that if you want a product you have to give teachers time to create it. With all of the demands in the regular work day, there is not enough time to for teachers to do one more thing. I build in the time to work so that it is not an overwhelming process and the material is fresh in their mind.

### Third Meeting

My goal with every meeting is for the teachers to have a physical document that they can use. Hopefully it is something they can use immediately. They will also walk away with websites, handouts, and ideas to take back to their planning. A secondary goal is that they learn how to communicate effectively with each other. Too often, especially in the high school, teachers get caught in their classrooms and do not realize that they can go to each other for ideas and dilemmas.

By the end of the program teachers will be required to share some resources they have used or found through the course of their UDL training. I have to give them time to do it during the training day, or they will not have the time to do it.

By allowing them to change an upcoming lesson they are actively working in their classroom, while still learning new material.

### Fourth Meeting

This meeting is different, on purpose. We take a step away from the book study and the UDL discussion to look at case studies and dilemmas. We have spent time implementing new strategies into multiple lessons, many of the same issues are still present in the classroom. We will run a protocol to discuss a dilemma or an issue that is occurring. I will meet ahead of time with a teacher so that he or she can write up a description of the issue to present. Other teachers may have the same issue and others may have solved this issue. Now is the time in the training to attempt to address an issue head on, with collaboration. Collaborating will make them a stronger team and allow them to collaborate outside the structured protocol.

### Fifth Meeting

We know that students in our district struggle with reading. We also know that social studies and history are full of reading. By taking time to discuss different reading strategies teachers have an opportunity to change their classroom immediately. They may choose graphic organizers or they may find a way to break the reading into smaller units based around group or partner experiences.

We also continue to discuss the book and we continue to collaborate to help all students learn in the classroom. Time for collaboration has to be assigned. It is too easy to spend random planning time getting ready for school and grading papers. I want there to be a purpose for collaborating and planning. They have something immediate they can take into the classroom.

### Sixth Meeting

In today's meeting we spend a portion of the time viewing and discussing Team Teaching. This seems random, but really it is a strong way to impact your classroom. Many of the general classes are CWC (class within a class). Two teachers in the classroom can have an impact on learning. There are several ways for teachers to share the leader responsibilities and I believe they are being wasted at this school. Perhaps they have never been given training in team teaching or perhaps they are too stubborn to give over control, but the idea here is to show and discuss different ways to present material. After view the different styles they can immediately discuss with their team teacher the best way to implement one or more of the strategies immediately in their room.

The last part of the day is time for the teachers to present what they have found useful, from this training or in their own outside research. Hopefully by presenting teachers can acquire more tools to use in their classroom. Perhaps we can make a Wiki or a Google document to collect these materials. A common resource that can be added to would help with collaboration in this department.

### Resource Kit

[https://docs.google.com/document/d/1f4R6p6qJj7yyCE5MDx\\_px8kgiQk97S\\_9HYnTvoYj-Lk/edit?authkey=CMS910k#](https://docs.google.com/document/d/1f4R6p6qJj7yyCE5MDx_px8kgiQk97S_9HYnTvoYj-Lk/edit?authkey=CMS910k#)

### Implemented Segment

#### First meeting: September 8

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12:30-1:30 pm

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mixed ability classrooms. Chart paper and markers will be provided for the brainstorm session. (10-15:00)

#### 4. Introduce and Discuss UDL

\* Video Summary (4:36):

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