

Resources:

The Resources section provides users with links to all Guide materials, including the Procedures Chart, Templates, Component Resources, and PowerPoint® Presentations. Links to these materials are also available in the Procedures Chart.

To get the most out of the One-day Workshop Guide and gain a full understanding of the UDL design procedures, it is suggested that you read

Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved July 28, 2003, from <http://www.cast.org/teachingeverystudent/>.

Procedures Guide for a One-day Workshop, the UDL way

Download the Workshop Guide (doc) (pdf)

I. Pre-Workshop Preparation

Templates

Pre-workshop form (dot) (pdf)

Presentation space and materials checklist (dot) (pdf)

II. Designing the Workshop

Templates

Action Steps (dot) (pdf)

Goals Objectives Worksheet (dot) (pdf)

Activities

[UDL Goal Setter](http://www.cast.org/teachingeverystudent/tools/udlgoalsetter.cfm)

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

The UDL Goal Setter helps educators define clear goals for students, representing the core instructional purpose of the learning activity and support multiple pathways for achieving the goal. Although this tool is to be used for student populations, it is helpful in understanding principles of applying UDL to goal setting.

[UDL Class Profile Maker](#)

The UDL Class Profile Maker helps educators understand students' strengths, needs, and interests as individuals and as a group. The tutorial helps you learn to apply the UDL framework, and the tool and downloadable template provide structured supports for developing a learning profile for your class. Although this tool is to be used in understanding the diversity of classrooms, it is also helpful in recognizing the diversity of adult audiences.

General Resources

Characteristics of Diverse Audiences (dot) (pdf)

Case Stories - Case Stories, posted on the CAST Web site respond to critical dilemmas within general education classrooms. Each case pertains to access to

the general education curriculum and how best to meet the needs of all learners, including those with disabilities.

<http://www.cast.org/teachingeverystudent/casestories/>

Clearinghouse of Special Education Teaching Cases - This Web site offers teaching cases that aide in the attainment of knowledge areas and competencies identified as necessary for teachers who work with children and youth with disabilities and their families. <http://cases.coedu.usf.edu/default.htm>

Model Lessons – The Model Units and Model Lessons of the CAST Web site provide examples of applied UDL principles in curriculum design and implementation. <http://www.cast.org/teachingeverystudent/ideas/>

Presentation Techniques and Resources

Concept maps

Reference: Strangman, N., Hall, T. & Meyer, A. *Graphic Organizers and Implications for Universal Design for Learning: Curriculum Enhancement Report* <http://www.cast.org/ncac/index.cfm?i=4769>

Concept Map PowerPoint™ slides introduce the topic

Concept Map template opens in Inspiration 7.5

(<http://www.inspiration.com/home.cfm>) – this program can be downloaded for a free 30 day trail period.

KWL (Know, Want to Know, Learned)

Reference: This Web site provides a structure, examples, and models for using KWL. <http://www.nea.org/reading/knowwhatlearned.html>

KWL PowerPoint™ slides that introduce KWL activity

KWL template to be used by participants

Anticipation/reaction guides

Reference: The following Web sites provide information and guidelines on anticipation/reaction guides.

http://www.indiana.edu/~1517/anticipation_guides.htm and

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm>

Anticipation/Reaction PowerPoint™ slides that introduce the activity

Anticipation/Reaction Template to be used by participants

Jigsaw

Reference: Jigsaw Classroom <http://www.jigsaw.org/> and Jigsaw Lesson www.public.asu.edu/~ledlow/sledlow/jigsaw.htm provide information for using the Jigsaw structure to support learning of new content.

Jigsaw PowerPoint™ slides that introduce jigsaw activity

Jigsaw template to be used by participants

Articles

Topic: Defining Essential Questions

Essential Questions – these Web sites provide definitions, essential information for designing essential questions, and resources.

http://mathstar.nmsu.edu/exploration1/unit/content_questions.html,

<http://questioning.org/index.html>, and

http://www.myprojectpages.com/support/ess_questpopup.htm

Martin-Kniep, G.O. (2000) *Becoming a Better Teacher: Eight Innovations That Work* Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (1998) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Topic: Defining Workshop Goals and Objectives

Chapter 5, [TES: "Using UDL to Set Clear Goals"](#) (pp. 87-106)

(<http://www.cast.org/teachingeverystudent/ideas/tes/chapter5.cfm>)

Links: The following Web sites offer information and tips about writing objectives:

Tips for Writing Objectives

<http://www.okbu.edu/academics/natsci/ed/398/objectives.htm>

Understanding Objectives

<http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html>

How to write clear objectives

http://tlt.its.psu.edu/suggestions/research/Write_Objectives.shtml

Topic: Understanding the Diversity of the Audience

Chapter 2, *Teaching Every Student in the Digital Age* (TES): "[What Brain Research Tells Us about Learner Differences](#)" (pp. 10-39)

Topic: Copyright

Citation Maker: <http://oslis.k12.or.us/secondary/howto/cited/>

Copyright and Fair Use Guidelines for Teachers:

<http://www.mediafestival.org/copyrightchart.html>

Topic: Flexible and varied media and materials

Chapter 3: *Teaching Every Student in the Digital Age* (TES): [Why We Need Flexible Instructional Media](#)

(<http://www.cast.org/teachingeverystudent/ideas/tes/>)

Topic: Supporting Background Knowledge

Strangman, N., Hall, T. & Meyer, A. *Background Knowledge with UDL*.

<http://www.cast.org/ncac/index.cfm?i=5216>

Link this Web site for suggestions about activating prior knowledge:

<http://its.guilford.k12.nc.us/act/strategies/Activating.htm>

Topic: On-going assessment of participant progress

Chapter 7: *Teaching Every Student in the Digital Age* (TES) [Using UDL to Accurately Assess Student Progress](#)

<http://www.cast.org/teachingeverystudent/ideas/tes/chapter7.cfm>)

Link this Web site for suggestions about summarization of new knowledge:
<http://its.guilford.k12.nc.us/act/strategies/summary.htm>

III. Creating the Workshop Agenda

Model Agenda (doc)

Workshop Topic: "Universal Design for Learning and Differentiated Instruction"

Agenda Materials

Session 1:

Power Point Slides: Introduction

Template: Action Steps

Power Point Slides: Introducing Carousel Brainstorming

Suggested Group Roles(see Grouping Techniques and Group Roles.doc)

Carousel Brainstorming:

http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm

Session 2

Strangman, N., Hall, T. & Meyer, A. Differentiated Instruction and Implications for UDL Implementation.

<http://www.cast.org/nac/index.cfm?i=4800>

Jigsaw Activity Directions

Power Point slides introducing the Jigsaw Activity

Life Cycle of Plants Lesson

http://www.cast.org/teachingeverystudent/toolkits/tk_modellesson.cfm?tk_id=21&tkl_id=141

Differentiated Instruction Lesson

<http://www.ascd.org/pdi/demo/diffinstr/12les.html>

Facing the Challenge questions

Group Roles

Chart paper and/or post it notes

Session 3

Reflection Template

Power Point slides introducing the Reflection Activity

Session 5

Power Point slides introducing the UDL Resources

UDL Toolkits: <http://www.cast.org/teachingeverystudent/toolkits/>

Model Lessons: <http://www.cast.org/teachingeverystudent/ideas/>

Case Stories: <http://www.cast.org/teachingeverystudent/ideas/>

Differentiated Instruction Resources:

<http://www.wellesley.mec.edu/wms/pages/teachers/DI/di.htm>

Session 6

Action Steps (dot) (pdf)

Session 7

Power Point slides for Strut Your Stuff

Wrap up Session

Workshop Evaluation Form(dot) (pdf)

IV. Preparing Workshop Materials

Model materials are listed in the Model Agenda Section III

V. Implementing the Workshop

Refer to general references for information on workshop implementation

General references

Garmston, R.J. & Wellman, B.M. (1992). *How to Make Presentations that Teach and Transform*. Alexandria, VA: Association for Supervision and Curriculum Development.

George, P. (1999). *Using Cooperative Learning in the College Classroom*, *The NEA Higher Education Journal* (Spring, 1999)
<http://www.nea.org/he/heta99/s99p33.pdf>

Killion, J. & Harrison, C. (1997). *The Multiple Roles of Staff Developers*, *Journal of Staff Development*, (Vol. 18, No. 3)
<http://www.nsd.org/library/publications/jsd/killion183.cfm>

Project Briefing Designing and Running Workshops
<http://www.natdisteam.ac.uk/documents/WorkshopsS2.doc>

Saphier, J. & Gower, R. (1997) *The Skillful Teacher*, Research for Better Teaching, Inc. MA.

Sharp, P.A. (2000). *The 'Never Evers' of Workshop Facilitation, Tools for Schools*, (Dec/Jan. 2000) <http://www.nsd.org/library/publications/tools/tools12-99shar.cfm>

Smith, C., Hofer, J., Gillespie, M., Solomon, M., & Rowe, K. (November 2003). *How Teachers Change: A Study of Professional Development in Adult Education*. National Center for the Study of Adult Learning and Literacy (NCSALL).

Sparks, D. (2002). *Designing Powerful Professional Development for Teachers and Principals*. National Staff Development Council (NSDC).

Sparks, D. & Hirsh, S. (1997). *A New Vision of Staff Development*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Sparks, D. & Loucks-Horsley, S. (1989). *Five Models of Staff Development*,
Journal of Staff Development, (Vol. 10, No. 4)
<http://www.nsd.org/library/publications/jsd/sparks104.cfm>

Workshop Effective Teaching Strategies
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/05.html

Workshop Key Elements in Workshop Design
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/key_design_elements.html

Workshop Evaluations
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/13.html

Workshop Fifty Tips on Teaching
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/11.html

Workshop Generic Components
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/01.html

Workshop Guidelines for Effective Workshops
http://www.sun.com/aboutsun/comm_invest/ogp/training/downloads/workshop_guidelines.pdf

Workshop Helpful Tidbits
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/12.html

Workshop Learning is Progression: How to Teach Skills
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/07.html

Workshop Principles for Using Icebreakers/Team Builders
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/04.html

Workshop Questioning Techniques
http://www2.hawaii.edu/~jharris/wsc/workshop_design_strategies/obear_materials/08.html

[s/08.html](#)

General Links

The Cooperative Learning Network Web site contains teaching resources from the classroom of Laura Candler. <http://home.att.net/~clnetwork/>

[Encyclopedia of Education Technology](#) is a “collection of short multimedia articles on a variety of topics related to the fields of instructional design and education and training”, published at San Diego State University. Be sure to check out the Table of Contents in the left navigational bar

This Web site provides links to five professional development activities for teachers with information, articles, and strategies about [Study Groups](#), [Action Research](#), [Peer Coaching and Review](#), [Reflection](#) and [Collaborative Planning](#).
<http://www.ascd.org/trainingopportunities/ossd/activitis.html>

Icebreakers - the following links offer techniques for introducing topics and facilitating new group introductions.

<http://adulthood.about.com/od/icebreakers/>

<http://topten.org/content/tt.AU20.htm>

<http://www.learns.org/handbook/workshop/icebreakers.html>

http://www.biznb.com/jvdcreativity/free_icebreakers.htm

Grouping Techniques - the following Web sites provide activities and strategies for forming small groups.

<http://www.oberlin.edu/faculty/dmaeda/discussiontech.html>

<http://www.fhwa.dot.gov/reports/pittd/smlgroup.htm>

<http://www.inquiry.net/adult/trainer/techniques.htm>

<http://www.ncrtec.org/pd/lwtres/gpt.pdf>

<http://www2.hawaii.edu/~jharris/facil17.html>

<http://its.guilford.k12.nc.us/act/strategies/Activating.htm>