

Unit 3

April 4, 2019

8:30 - 3:30



Diving Deep: INTERNALIZE

Welcome and Opening

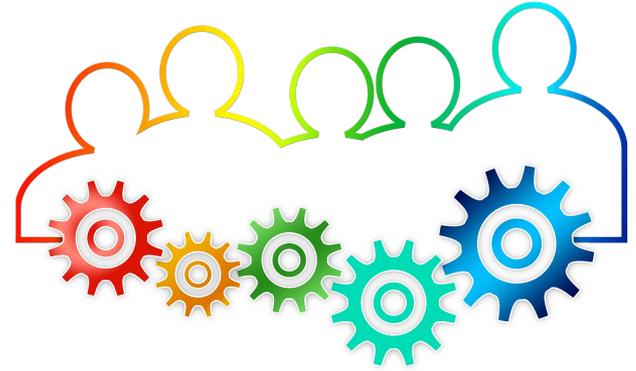


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Today's Norms

- Participate fully and reflectively.
- Practice flexible thinking which fostering growth-mindset.
- Hold the experiences and revelations of others in a safe space.
- Monitor your personal technology usage.
- Have fun and share your learning with others!





Your Comments (Unit 2- *Things You Learned*)

The UDL top 10 learning goals- this was new to me and added some great perspective to my thinking.

IEP accommodations can be available to all students. I especially love this idea because your students who actually need the accommodations won't feel like they are different because everyone has access.

A quick and easy way to remove barriers in the classroom is to build choice into our lessons.

The SAP Process

Method vs. Content standards and how they impact instruction

Strategies to make goal progress attainable

Creating lesson goals

Embrace variability

Read and Write features

Google drawing features





Your Comments (Unit 2- *Things that Resonated*)

We can't teach wifi kids with landline methods. This really resonated with me when it was mentioned. We need to change our thinking to meet the needs of our technologically advanced students.

Choices and more concrete ideas of UDL

ALL students can benefit from UDL

Method vs. Content Standards and how they impact instructions and offer different types of choice

I liked the idea of taking accommodations from IEPs and making a list for implementation for a full classroom

Identify barriers, provide options/student choice, and pay attention to how it impacts the students

We are already doing a lot of this, we just need to look at the why behind it.

The process matters more than the finished product

Applying the UDL chart to students who are struggling

All the ways to give choices without negatively impacting the learning for students





Your Comments (Unit 2- *Strengths & Barriers*)

I really enjoyed the morning session. The information provided was relevant and helpful.

The part on student and teacher choices, a better of ideas of removing barriers and teaching UDL rather than trying to fill in the gaps after the lesson

Love the laminated UDL Guide!! End of day activity went smoother than last time - good table set ups.

Build stations

Productive group collaborations with new information

In the morning, we were given plenty of time to process what we were taught.

In the morning, we had time to come up with practical applications for our classroom.

The state still uses standardized testing.....

Information overload - brain overload - lots of info/overwhelming

Not enough time to process in the afternoon

SAP Process

How to talk to general education teachers about reducing barriers without making them feel as though they are being target

A lot of sitting and listening in the afternoon

My computer wasn't working



Your Questions (Unit 2)

How do I talk to general education teachers about reducing barriers without making them feel as though they are being target?

How do I make my classroom UDL without spending hours and hours “UDLing” a lesson?

Do you have a video of the SAP Process being used in an IEP meeting? I would like to know more about the SAP process.

How do you get your coworkers invested in UDL if they haven't had the training?

How do I learn about more AT avenues? I would like to learn to use and implement more AT.

How do I get licensed curriculum onto Read and Write to help support students with disabilities within the classroom?

I would really like to have a clearer understanding of programs that will help my students who struggle to read and write.

How is this going to work with my new science curriculum? Or what should I expect?





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Objectives - Participants will

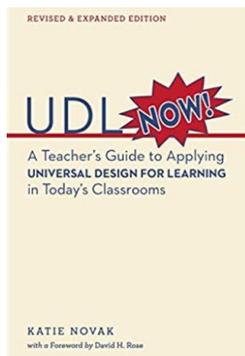
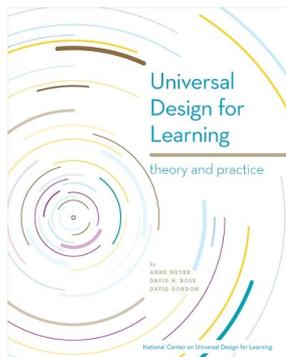


- Dive deeper into the UDL “Internalize” strand
- Learn strategies to develop *Expert Learners*
- Become more familiar with the Student Access Plan (SAP) AT Consideration portion
- Explore and become more familiar with digital tools, strategies, and resources to support “Internalize”



INTERNALIZE





UDL Now! Ch. 7-12

CAST's UDL for Learning Ch. 2 and 5

Homework Review Options:

1. Open the [CAST ebook](#) and skim the chapters
2. Open UDL Now! and skim the chapters
3. Turn and talk with a partner about what you read and what resonated with you most.
4. Self-reflect on your learning from last week perhaps by writing a most important point or thinking through a summary of the text.



Universal Design for Learning is...

A framework that embraces variability, removes barriers, and supports ALL students as expert learners through specific strategies that are based on what we know about how we learn. UDL is standards-based, goal-driven, and requires a paradigm shift in how we as educators approach the design of learning experiences.

tinyurl.com/UDLdefinition



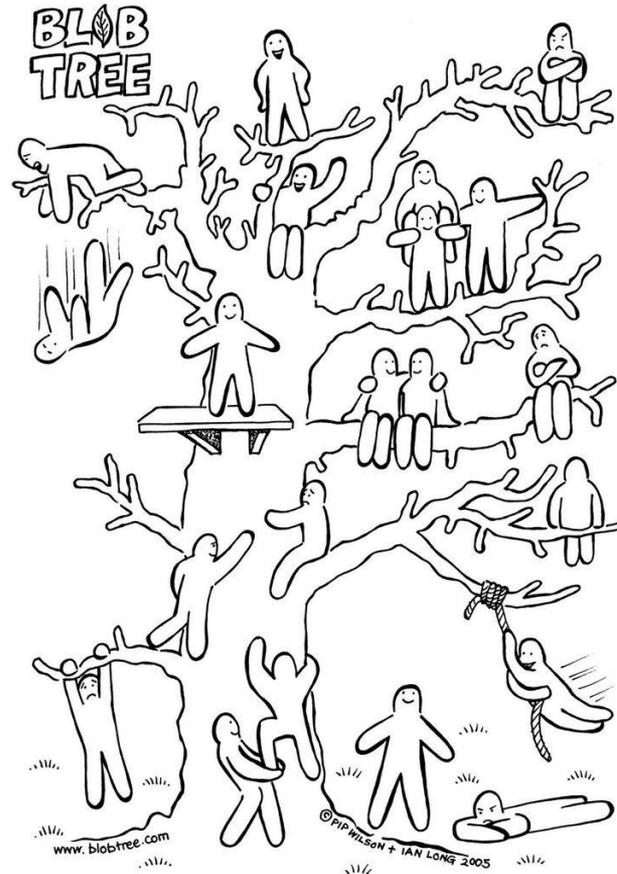
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A framework that embraces variability, removes barriers, and supports ALL students as expert learners through specific strategies that are based on what we know about how we learn. UDL is standards-based, goal-driven, and requires a paradigm shift in how we as educators approach the design of learning experiences.

tinyurl.com/UDLdefinition



Where are you right now?



Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning

Access	<p>Provide options for Recruiting Interest</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	<p>Provide options for Perception</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	<p>Provide options for Physical Action</p> <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
	<p>Provide options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	<p>Provide options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	<p>Provide options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
	<p>Provide options for Self Regulation</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	<p>Provide options for Comprehension</p> <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	<p>Provide options for Executive Functions</p> <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	<p>Expert learners who are...</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #2e8b57; color: white; padding: 5px; border-radius: 10px;">Purposeful & Motivated</div> <div style="background-color: #483d8b; color: white; padding: 5px; border-radius: 10px;">Resourceful & Knowledgeable</div> <div style="background-color: #1e90ff; color: white; padding: 5px; border-radius: 10px;">Strategic & Goal-Directed</div> </div>		

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.



UDL has 3 overarching principles.



Each guideline is made up of checkpoints.

There are 9 guidelines.

The goal of UDL is to support expert learning.



The UDL Guidelines: Access

Access

Provide options for **Recruiting Interest** ⁽⁷⁾

- 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⁾

- 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⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)



The UDL Guidelines: Build

Build

Provide options for **Sustaining Effort & Persistence** (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for **Language & Symbols** (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for **Expression & Communication** (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)



The UDL Guidelines: Internalize

Review the UDL Guidelines at udlguidelines.cast.org

- Click on each guideline and skim the summary and sample strategies

Review the UDL Flip Book for more information about these checkpoints

Internalize

Provide options for **Self Regulation** ⁽⁹⁾

- 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⁾

- 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⁾

- 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)



Internalize

Provide options for
Self Regulation ⁽⁹⁾

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

- ✓ Do I promote expectations and beliefs that optimize learning? Do I offer strategies on how to stay motivated and provide resources to prevent frustration (e.g. working in groups, accessing mentors or coaches, tips on how to persist and work through a difficult task?)
- ✓ Do I facilitate personal coping skills and strategies? Do I prevent students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time?
- ✓ Do I develop self-assessment and reflection? Do I encourage students to assess their own learning by using checklists and rubrics?



Provide options for
Comprehension (3)

- 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)

- ✓ Do I activate or supply background knowledge? Do I remind students what they already know about the content? If necessary, do I teach the necessary building blocks?
- ✓ Do I highlight patterns, critical features, big ideas, and relationships? Do I make it clear what the most important information is by modeling strategies like highlighting, asking questions, note taking?
- ✓ Do I guide information processing, visualization and manipulation? Do I provide exemplars, explicit directions, and scaffolds so students can persist through the lesson?
- ✓ Do I maximize generalization and transfer? Do I help students see how they can use the new information in other classes, units or settings?



Provide options for

Executive Functions ⁽⁶⁾

- 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)

- ✓ Do I guide appropriate goal setting? Do I begin all assignments with an objective and rationale and provide work exemplars, scaffolds and checklists?
- ✓ Do I support planning and strategy development? At the beginning of each assignment, do I give students tips and checklists to help them through the assignment?
- ✓ Do I facilitate managing information and resources? Do I give students tips on how to stay organized while they are completing assignments?
- ✓ Do I enhance my student's capacity for monitoring progress? Do I have students reflect on their learning by asking questions, and always provide many opportunities for students to get feedback before they are finished?



Mastery of the Internalize Checkpoints

Review the [Progression Rubric](#) for the Internalize Checkpoints.



Provide options for self-regulation (9)	Promote expectations and beliefs that optimize motivation (9.1)	Teach students about the power of perseverance and use language and feedback that will allow all students to see themselves as capable learners.	Foster conversations with students to develop relationships and make authentic connections and use their personal passions and interests to help inspire them and push them toward success.	Create a classroom culture where students are empowered and able to support their own self-talk and support one another's positive attitudes toward learning.
Facilitate personal coping skills and strategies (9.2)	Offer reminders, models, and tools to assist learners in managing and directing their emotional responses. For example, use stories or simulations to demonstrate coping skills. Offer options for stress release such as alternate seating, fidget tools, mindfulness breaks, etc.	Empower students to deal with difficult challenges by allowing them to choose from multiple strategies to regulate their learning for themselves and their classmates.	Encourage students to self-reflect, accurately interpret their feelings, and use appropriate coping strategies and skills to foster learning for themselves and their classmates.	
Develop self-assessment and reflection (9.3)	Provide students with tools so they are reflecting on their learning through rubrics, self-assessment, etc.	Offer multiple models and scaffolds of different self-assessment techniques so students can identify and choose ones that are optimal. For example, these might include ways to collect, measure, and display data from their own behavior and academic performance for the purpose of monitoring growth.	Create a culture where students consistently reflect on the learning process and assessments so they become self-directed learners who grow over time.	



Provide options for comprehension (8)	Activate or supply background knowledge (8.1)	Provide all students with background information on content using direct instruction with options for visuals, audio, etc.	Provide students with options that supply or activate relevant prior knowledge or link to the prerequisite information elsewhere. For example, use advanced organizers (e.g., KWL methods, concept maps) and then encourage students to select resources that will allow them to build appropriate background knowledge.	Empower students to determine gaps in their own background knowledge and then select appropriate resources to build that knowledge in order to achieve the goals of a lesson. For example, begin with a diagnostic assessment and ask students to reflect and create a strategy for filling in gaps in learning.
	Highlight patterns, critical features, big ideas, and relationships (8.2)	Provide explicit cues or prompts to help students recognize the most important features in information. For example, teach students to use outlines, graphic organizers, highlighters, etc.	Provide students with options and multiple strategies to support recognition of the most important features in information. For example, allow them to use outlines, graphic organizer, highlighter, word cloud apps, and other organizing tools.	Empower students to self-reflect to determine the most effective strategies for highlighting critical information and independently select the strategies that allow them to support recognition of patterns, critical features, big ideas, and relationships.
	Guide information processing, visualization, and manipulation (8.3)	Provide all students with materials, strategies, and tools to support processing and visualization. Tools include manipulatives (i.e., counting cubes), glossaries, graphic organizers, and more.	Provide students with options of multiple materials, strategies, and tools to support processing and visualization, such as the option to make visual notes, use technology to locate images, and/or select and use manipulatives, etc.	Empower students to self-reflect and independently choose the most appropriate materials, strategies, and tools to guide information processing, visualization, and manipulation to locate images, and/or select and use manipulatives, etc.
	Maximize transfer and generalization (8.4)	Model explicit strategies students can use to transfer the information they have to other content areas and situations. For example, show how the knowledge could be used in another class or be used to make comparisons across content in the class (such as text to text comparisons).	Provide options for meaningful transfer, such as interdisciplinary projects, where students can make authentic connections and apply knowledge in meaningful ways in other content areas and in authentic situations.	Encourage students to apply knowledge and skills learned in class to enhance their understanding of content, design of their own authentic projects, and examples of their knowledge and understanding in authentic, real-world scenarios.



Provide options for executive functions (6)	Guide appropriate goal-setting (6.1)	Provide clear goals to students so it's clear what they must do to meet or exceed expectations. For example, post standards on the board and on assignments, and articulate those standards and goals throughout the lesson.	Create conditions for learners to develop goal-setting skills. For example, provide standards on the board and on assignments, but also provide models or examples of the process and product of goal setting so all students can develop personalized goals while working toward standards.	Encourage students to create personalized learning plans that include goals that align to identified standards as well as action plans and strategies that optimize personal strengths while addressing individualized areas of challenge.
	Support planning and strategy development (6.2)	Facilitate the process of strategic planning. For example, provide students with checklists for tasks, due dates, and planning templates to keep students organized.	Facilitate the process of strategic planning. For example, provide all students with organizational tools but with scaffolds they need to create personalized strategies to meet their goals.	Empower students to self-reflect, self-assess, and create personal action plans to achieve their identified goals. For example, encourage students to reflect on how much time and resources they need to perform selected tasks and then encourage them to make personal due dates and task lists to reach their goals.
	Facilitate managing information and resources (6.3)	Provide scaffolds and supports to act as organizational aids for students. For example, provide all students with templates for note-taking.	Provide exposure to, multiple, and resources that act as organizational aids, such as a variety of graphic organizers or other strategies for note-taking.	Empower students to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organize information and resources so they can achieve their identified goals.
	Enhance capacity for monitoring progress (6.4)	Provide formative feedback tools for students so they can monitor their own progress. For example, provide students with assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.	Provide multiple opportunities for students to receive feedback from the teacher, peers, and themselves using a variety of tools such as assessment checklists, scoring rubrics, and exemplars.	Empower students to use multiple resources, including teachers and peers, to consistently reflect on their performance, collect feedback, and revise their work to promote and highlight growth.



UDL Strategies



Strategies aligned with the Guidelines

Professional Knowledge: What has worked for me in the past?

Practice Knowledge: What have other teachers done?

Research Knowledge: What does academic literature have to say?

Design/Creative Thinking: What new solutions might we design?

By yourself or with a partner, identify specific classroom strategies that remove barriers and promote expert learners within the UDL guidelines. Use each of the four types of knowledge above to come up with strategies. Write each strategy on a post-it and place on the poster. Use the [UDL Guidelines Website](#), the Laminated Flipbook, and the [Open Access FlipKit](#) as resources.



Observation Checklist for Collaborative Conversations

Use the questions below to evaluate how effectively students communicate with each other. Based on your answers, you may wish to plan future lessons to support the collaborative conversation process.

Do partners . . .

- stay on topic throughout the discussion?
- listen respectfully?
- build on the comments of others appropriately?
- pose or respond to questions to clarify information?
- support their partners to participate?



Collaboration Example



Use the Observation Checklist for Collaborative Discussions and assess this group.

Standing Pair-Share your assessment.



Increase Mastery Oriented Feedback

Mastery-oriented feedback is the type of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. It also emphasizes the role of effort and practice rather than “intelligence” or inherent “ability” as an important factor in guiding learners toward successful long-term habits and learning practices. These distinctions may be particularly important for learners whose disabilities have been interpreted, by either themselves or their caregivers, as permanently constraining and fixed.

Think **GROWTH MINDSET!**



Source: <http://udlguidelines.cast.org/engagement/effort-persistence/mastery-oriented-feedback>



Increase Mastery Oriented Feedback



- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
- Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance
- Provide feedback that is frequent, timely, and specific
- Provide feedback that is substantive and informative rather than comparative or competitive
- Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success

Source: <http://udlguidelines.cast.org/engagement/effort-persistence/mastery-oriented-feedback>



Let's Practice!



Find a partner and sit with them.

Change the *Feedback to Avoid* statements into a feedback statement that is **MASTERY-ORIENTED**. Use the [Mastery-Oriented Feedback Card](#) to support you as you complete this practice.

1. You are so smart!
2. You got a great grade on this.
3. Hey everyone, see how this student did this? Do it like they did.
4. You got 9 out of 10 right.
5. You did better than everyone else
6. It's your lucky day—a perfect score!
7. I know you didn't do as well as you wanted on this test. The next test has easier concepts, so I'm sure you'll do better on that one.



Ingredients that contribute to motivation

- **MASTERY:** A student's belief that they can do the work
- **AUTONOMY:** A sense of control over the work
- **PURPOSE:** An understanding of the value of the work; An appreciation for how the student and the work relate to a larger social group

*Drive by Daniel Pink



Self-Assessment and Self-Reflection

- Metacognition
- Fist to five; reflective exit ticket; blob tree; rubrics



Facilitate Personal Coping Skills



Distress Tolerance

ACCEPTS

- ◆ This is a skill used to distract oneself temporarily from unpleasant emotions.
 - ❖ **A**ctivities - Use positive activities that you enjoy.
 - ❖ **C**ontribute - Help out others or your community.
 - ❖ **C**omparisons - Compare yourself either to people that are less fortunate
 - ❖ **E**motions (other) - cause yourself to feel something different by provoking your sense of humor or happiness with corresponding activities.
 - ❖ **P**ush away - Put your situation on the back-burner for a while.
 - ❖ **T**houghts (other) - Force your mind to think about something else.
 - ❖ **S**ensations (other) – Do something that has an intense feeling other than what you are feeling, like a cold shower or a spicy candy

*Dr. Jennifer Katz



Facilitate Personal Coping Skills



ACCEPTS

- ◆ Create a visual script for yourself or a situation – when I am distressed I can:
 - ❖ Listen to music or ride my bike 
 - ❖ Help my mom 
 - ❖ Read blogs about people struggling 
 - ❖ Watch a funny movie 
 - ❖ Focus on a task, do a workout 
 - ❖ Talk to a friend 
 - ❖ Cook / eat something spicy or sour 

*Dr. Jennifer Katz



Facilitate Personal Coping Skills



IMPROVE the moment

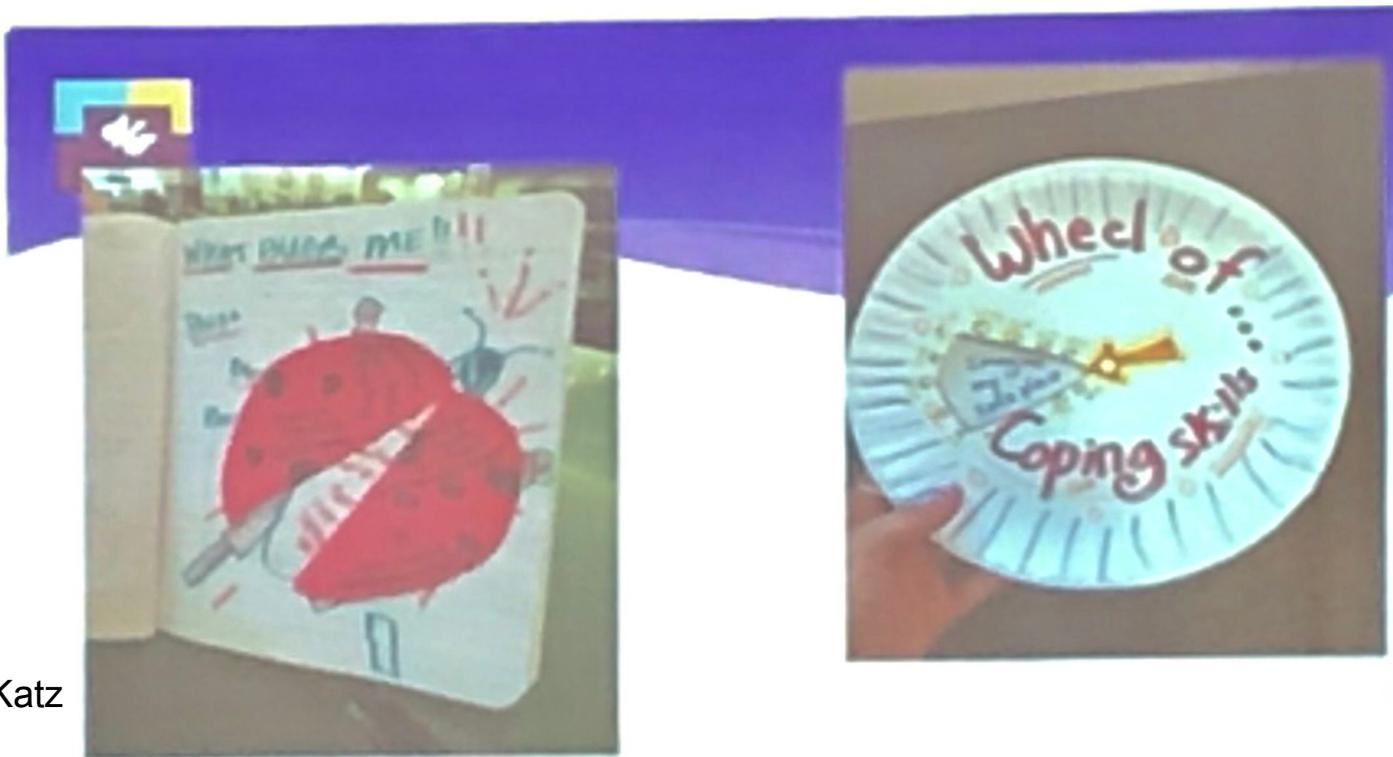
IMPROVE the moment

- ◆ This skill is used in moments of distress to help one relax.
 - ❖ **I**magery - Imagine relaxing scenes, things going well, or other things that please you.
 - ❖ **M**eaning - Find some purpose or meaning in what you are feeling.
 - ❖ **P**rayer - Either pray to whomever you worship, or, if not religious, chant a personal mantra.
 - ❖ **R**elaxation - Relax your muscles, breathe deeply; use with self-soothing.
 - ❖ **O**ne thing in the moment - Focus your entire attention on what you are doing right now. Keep yourself in the present.
 - ❖ **V**acation (brief) - Take a break from it all for a short period of time.
 - ❖ **E**ncouragement - Be your own cheerleader. Tell yourself you can make it through this.

*Dr. Jennifer Katz

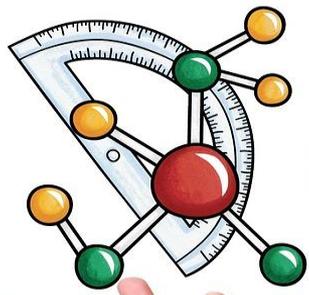
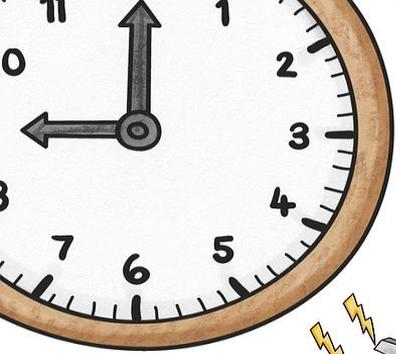


Facilitate Personal Coping Skills



*Dr. Jennifer Katz





PCOE



NEVER STOP LEARNING

Developing Expert Learners



The Functions of the Guidelines

- Mindset Shift
- A lens to look through
- Not a checklist
- A tool to support the UDL mindset:
 - Clear Learning Goal
 - Removing Barriers
 - Promote Expert Learners



One Goal of the UDL Guidelines: Expert Learning

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



What are the traits of an Expert Learner?

- Take a few minutes to jot down what you think the characteristics of an expert learner are. One idea per post-it note.
- Share your post-it notes with others at your table.
- Share out the top three characteristics



Expert Learners



Motivated

Purposeful



Knowledgeable

Resourceful



Strategic

Goal-directed

Becoming an Expert Learner

- Becoming an expert learner is all about the process
- Teachers who develop expert learners help students value their own thinking.
- Strategic instructional plans for the learning process are clearly and flexibly in place to guide students to organize their thinking.
- These enriching learning environments create expert learners who understand learning as a process—not as a product.



Strategies that Encourage Students to be Resourceful and Knowledgeable

- Incorporate [Reciprocal Teaching](#) where students predict, question, clarify, and summarize.
 - They gain knowledge while becoming immersed in the learning process.
- Include an [Anticipation Guide](#) to activate background knowledge and identify text-based evidence to deepen initial understandings.



Strategies that Guide Students to be Strategic and Goal Directed

- Frame the learning environment by communicating the standards and learning process.
 - Post the standards, agenda for the day, and any [anchor charts](#) that present strategies to guide the learning process.
- Apply [graphic organizers](#) to guide students' abilities to organize their strategic thinking and broaden their knowledge base.



Strategies that Inspire Students to be Purposeful and Motivated Learners

- Make time for [journaling](#) and encourage students to reflect on their learning experiences, while setting goals for future learning.
- Focus on effort and personal growth to inspire long-lasting learning habits of mind. Weave in [growth mindset philosophy](#) throughout each day!



Purposeful
Motivated
Resourceful
Knowledgeable
Strategic
Goal-Directed



Expert Learners...

- Know their current level of understanding (**Knowledgeable**)
- Know where they're going and are confident to take on the challenge (**Goal-Directed**)
- Select tools to guide their learning (**Resourceful**)
- Seek feedback and recognize that errors are opportunities to learn (**Motivated**)
- Monitor their progress and adjust their learning (**Strategic**)
- Recognize their learning and teach others (**Purposeful**)

Doug Fisher



Developing Expert Learners Activity

Top 5 UDL Tips for Fostering Expert Learners

1. Support relevant goal setting
 2. Communicate high expectations for all and recognize variability
 3. Promote disciplinary expertise
 4. Focus on the process, not just the outcome
 5. Guide self-reflection
- What expert learner characteristics do you see already present in your students?
 - What are you currently doing in your classroom that promotes expert learning; and/or, what are some specific strategies that can be used in the classroom to promote expert learning?
 - What is one new strategy you would like to try?



Activity, Part 1

Select a number (1-3).

Focus on characteristics of **expert learners** related to:

1. Purposeful and motivated learners
2. Resourceful and knowledgeable learners
3. Strategic and goal-directed learners

Take notes in any format that you like that highlight the characteristics that you see of expert learners.

[Notetaking Guide](#)



Example, not Exemplar

Academic Choice: Comprehending & Retelling ...
Grade 1 / ELA / Retelling
CCSS: ELA.RL.1.1 ELA.RL.1.2 ELA.RL.1.3

Like 318



2014
NATIONAL
TEACHER
OF THE YEAR
FINALISTS

13:15 13:15 HD CC



Activity, Part 2

- Combine into the following three groups:
 - Group 1
 - Group 2
 - Group 3
- Combine your findings and be prepared to share out
 - Google Doc
 - Chart Paper
 - Other



Expert Learners are...

PURPOSEFUL & MOTIVATED LEARNERS

- + 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

RESOURCEFUL & KNOWLEDGEABLE LEARNERS

- + 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

STRATEGIC & GOAL-DIRECTED LEARNERS

- + Formulate plans for learning
- + Devised 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

- Review the [Expert Learners Chart](#).
- Identify additional characteristics of an expert learner within each category.



Lunch

11:45 - 1:00





UDL Making Connections



The Big Three

- Setting a Clear, Standards-Based Goal
- Removing Barriers
- Promoting Expert Learners

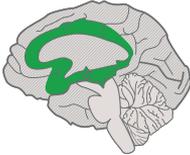




Learning to Remove Barriers

1. Identify the barrier: The assessment requires students to present verbally in front of the class
2. Determine which UDL Guidelines address this barrier.
3. Determine how to overcome or remove the barrier
 - a. Professional knowledge: What has worked for me in the past regarding removing this barrier?
 - b. Practice knowledge: What have other teachers done to address this barrier?
 - c. Research knowledge: What does academic literature have to say about addressing this barrier?
 - d. Design/Creative Thinking: What new solutions might we design to address this barrier?



Barrier	Applicable UDL Guideline	Option to Overcome or remove barrier
<p>The assessment requires students to present verbally in front of the class</p> <p><i>(Variability in comfort or ability public speaking)</i></p> 	 <p>Provide options for Expression & Communication (5)</p> <ul style="list-style-type: none"> • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3) 	<ul style="list-style-type: none"> • Record voice/video at home • Google Slides (record your voice with screencastify.)
	 <p>Provide options for Recruiting Interest (7)</p> <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) 	<ul style="list-style-type: none"> • Choice in partner/ groupmates • Different roles in the group; not all students present all components • Record voice/video at home • Allow to present at lunch in front of a smaller group



Let's Practice

1. Find a partner and sit with them.
2. Identify barriers in a recent lesson
3. Locate barrier on guidelines
4. Redesign to reduce barrier



Designing to Remove Barriers

What noticeable or potential **learning barriers** could prevent learners from achieving the goal of the lesson? How can the UDL guidelines be used to **overcome these barriers**?



Potential BARRIER	Applicable UDL Guideline	Universally designed option to overcome barrier

Graphic Organizer



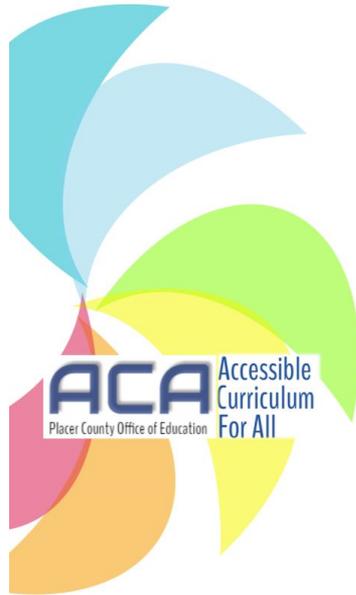
Math & Executive Function



Share Out...

- Did you explore any of the digital tools you learned about in Unit 2?
- UDL? AT?
- Did you explore on your own?
- Did you try it as a UDL strategy?
- Did you try it as AT with a specific student?





Pre-Read Review

- Math
- Executive Functioning



Key Takeaways from Pre-Reads

Math



- Supports basic life skills
- Recognition of patterns is key to number sense
- Need to connect with prior knowledge

Executive Functioning



- Essential for life skill
- Connects past experience with present actions
- Develops well into the twenties, most change age 8-16



What does the Data Tell Us?

Students with No Reported Disability

Smarter Balanced Results (2017)

Placer County

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	43.97 %	38.51 %	36.27 %	35.29 %	37.37 %	36.97 %	33.53 %	37.31 %
Near Standard	36.02 %	37.96 %	36.02 %	41.26 %	38.89 %	38.55 %	35.61 %	37.78 %
Below Standard	20.00 %	23.53 %	27.71 %	23.45 %	23.74 %	24.48 %	30.86 %	24.91 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	35.12 %	30.68 %	27.69 %	27.83 %	30.98 %	34.76 %	25.51 %	30.29 %
Near Standard	49.50 %	51.65 %	51.53 %	51.40 %	52.23 %	45.92 %	52.49 %	50.69 %
Below Standard	15.38 %	17.67 %	20.78 %	20.77 %	16.79 %	19.32 %	22.00 %	19.01 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	37.65 %	32.68 %	25.81 %	30.53 %	30.86 %	30.91 %	26.63 %	30.62 %
Near Standard	48.65 %	49.32 %	53.91 %	49.85 %	56.50 %	52.41 %	57.63 %	52.72 %
Below Standard	13.70 %	18.00 %	20.29 %	19.62 %	12.63 %	16.68 %	15.75 %	16.66 %

MATH

What does the Data Tell Us?

Students with Disability

Smarter Balanced Results (2017)

Placer County

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.75 %	17.40 %	11.60 %	10.93 %	7.65 %	6.20 %	5.06 %	12.35 %
Near Standard	25.65 %	23.41 %	19.80 %	18.64 %	22.18 %	20.16 %	13.16 %	20.80 %
Below Standard	50.60 %	59.19 %	68.60 %	70.43 %	70.17 %	73.64 %	81.77 %	66.85 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

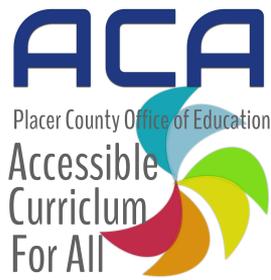
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.59 %	13.17 %	9.39 %	7.71 %	7.27 %	5.04 %	4.81 %	9.80 %
Near Standard	43.03 %	36.91 %	30.03 %	26.52 %	34.23 %	24.22 %	26.33 %	32.03 %
Below Standard	38.38 %	49.92 %	60.58 %	65.77 %	58.51 %	70.74 %	68.86 %	58.16 %

MATH

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

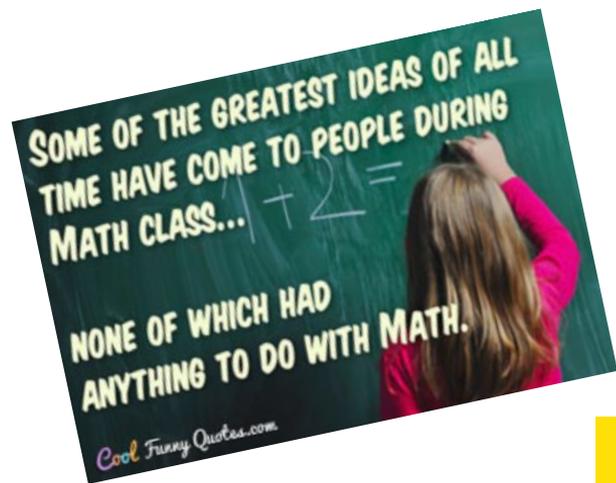
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.42 %	13.98 %	8.70 %	8.78 %	6.50 %	4.46 %	4.56 %	9.75 %
Near Standard	44.23 %	36.26 %	33.62 %	27.96 %	46.65 %	31.78 %	48.61 %	37.97 %
Below Standard	37.35 %	49.76 %	57.68 %	63.26 %	46.85 %	63.76 %	46.84 %	52.28 %

Take a moment and look at your
county or school site...



<https://caaspp.cde.ca.gov/sb2017/Search>

Math



WHAT IF THE ALGEBRA TEACHERS ARE REALLY PIRATES, AND ARE USING US TO FIND THE "X"



That awkward moment when you finish a math problem and your answer isn't even one of the choices.



What do you see with students who struggle with math?

- **Productive Disposition:** students may believe they are “just not good at math,” they may just give up and begin placing less value on it during middle school.
- **Conceptual Understanding:** struggle with seeing numbers represented in different ways, trouble making connections with what they are currently learning and what they previously learned, trouble interpreting language and symbols.
- **Procedural Fluency:** recalling math facts, lack of automaticity,
- **Strategic Competence:** inflexible problem solving ability, challenges with holding information in their working memory.
- **Adaptive Reasoning:** trouble “making sense” of mathematics and not just following procedure or recalling facts.
- **Legible Work:** challenges reading one’s own writing leading to errors and lining up problems neatly.



Dive Deeper:

[Jo Boaler's TedTalk on Math Mindset](#)

What are Math Expectations in the Classroom?

- Solve Equations
- Word Problems
- Work in groups
- Quizzes & Tests
- Note taking
- Use rulers & calculators
- Draw & Label
- Construct 3-D Models
- Insert homework info onto planners or calendars
- Complete homework assignments
- State Testing (computer access)

Digital Tools

Support Legibility

- [DAUM](#) (Chrome/Web)
- ModMath (iOS)
- EquatIO (All Platforms)

Building Concepts

- [Math Learning Center](#) (Web, Chrome, iOS)
- TedEd (Web)

Building Automaticity

- XtraMath (Web, Chrome, iOS)



Connections with Math & Executive Function

“Although multiple elements of executive function can contribute to low achievement in mathematical problem solving, **current research points to three specific domains that are most clearly associated with poor performance: attention, working memory, and mental flexibility**”.

Excerpt from the article: Improving Math Performance by Supporting Executive Function, By [Lisa Carey](#) & Taylor Koriakin, December 4, 2015



Supporting Executive Function = Supporting Math Performance

Students need to pay **ATTENTION** to directions, sort information by importance, and remained focused on the task.

Teachers can support **ATTENTION** by:

- Providing clear instructions in a variety of formats as well as for reference
- Provide key questions to help guide students to what is important
- Model how to highlight & annotate important parts of a problem
- Have students explain their thinking
- Help students make connections
- Provide physical and virtual manipulatives

When math problems become longer and complex, **WORKING MEMORY** can become overloaded. Students must juggle math facts and procedures while utilizing strategies.

Teachers can support **WORKING MEMORY** by:

- Encourage/model note-taking
- Provide a hard copy or digital copy of slides
- Allow students to take a picture of the board
- Model highlighting/annotating
- Provide scaffolds with procedural or task lists
- Provide or have students create vocabulary quick lists
- Allow students who struggle with automaticity to use calculators, math apps, or tables so they can practice higher-level problem solving

MENTAL FLEXIBILITY required when considering multiple solutions and deciding which direction to take. It also requires the reflecting on work and taking action to self-correct if needed.

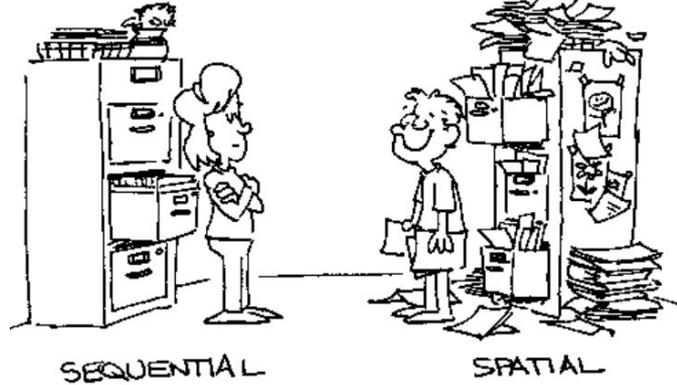
Teachers can support **MENTAL FLEXIBILITY** by:

- Model problem solving by “thinking aloud”
- Brainstorming activities with the whole class, small groups, and partners
- Talking through a problem that was done incorrectly in order to model problem solving, reflection, and flexibility

Can you think of a digital resource to support the highlighted strategies?



Executive Functioning



Activity

On your device or phone, go to nearpod.com

Use this code to access the questions:

CGXFT





< Executive functioning issues

A Day in the Life of a Child With Executive Functioning Issues

By The Understood Team

[Link:A Day in the Life](#)



EF Categories in the Educational Setting

- ▶ Organizing & Prioritizing
- ▶ Shifting & Flexible Thinking
- ▶ Accessing Working Memory
- ▶ Self-Monitoring & Self-Checking



EF Digital Tools and Resources

Organize & Prioritize

[My Homework Reminder](#)

(Chrome)

[Simple To Do List](#)

(Chrome)

[Inspiration](#) (Web, PC, iOS)

[Google Calendar](#) Tutorial

Flexible Thinking

[Explore apps that support EF](#)

Book: [Flexible
Thinking Program](#)

Read: [Choose an
article to read
about flexible
thinking](#)

Working Memory

Graphic Organizer
(gDrawings)

[Simple To Do List](#)

(Chrome)

[GoogleKeep](#) tutorial

Teacher Tool

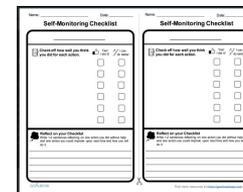
classroomscreen.com

Self-Monitor Self-Check

[Timer](#) (Chrome)

[Time Timer](#) (Web, iOS)

Checklist [examples/templates](#)



SAP: Step 3 Prioritizing & Tools



The SAP Process:

Making Connections

- ▶ Step 1: Student Abilities and Needs
 - ▶ Strengths/Barriers
 - ▶ Areas of Need (from Planning survey)
- ▶ Step 2: Identification of UDL Strategies
- ▶ Step 3: Prioritizing: student specific strategies or tools
Environment, Task, Identify Tool
- ▶ Step 4: Action Plan



The SAP Process:

Step #1

Team Consideration of UDL/AT Supports

Student: *Julia*

School Site: *XYZ Middle School*

Date of Teaming: *3/6/2019*



Participants [Name/Role]	
Ms. Garcia (ELA Teacher)	Mr. Rivers (History Teacher)
Mr. Jones (Resource Teacher/ACA Coach)	
Mrs. Estrada (Science Teacher)	

Step 1: Student Abilities and Needs

Characteristics that are STRENGTHS for this student:

- #1: Artistically creative (likes to draw/doodle)
- #2: Visual & Kinesthetic learner
- #3: Can have good focus in a quiet environment
- #4: Offers ideas & insights when interested in content

General characteristics that are potential BARRIERS to learning:

- Material is offered only in lecture format*
- Classroom environment is often noisy*
- Science Lessons have complex text and lengthy tasks*

Areas of Need: For each area of need, look at this student's variability (which content areas student struggles with, additional data reviewed), and identify the primary challenge that needs addressing:

<input type="checkbox"/> Math	
<input type="checkbox"/> Reading/Foundations	
<input checked="" type="checkbox"/> Reading for Content	<i>Julia reads below grade level and has a visual processing disorder affecting how text is perceived and processed</i>
<input type="checkbox"/> Writing/Mechanics	
<input checked="" type="checkbox"/> Writing/Composing & Use of Language Conventions	<i>Julia is a reluctant writer while composing due to spelling errors & a negative mindset about her reading/spelling errors.</i>
<input type="checkbox"/> Speaking/Listening	
<input checked="" type="checkbox"/> Executive Functioning	<i>Julia often struggles with organization of materials as well as following steps in a longer assignment</i>



Step #2

Step 2: Using the UDL Guidelines, identify 3-5 areas of instructional planning that need to be in place in order to address this student's variability:

Provide Multiple Means of Engagement	Provide Multiple Means of Representation	Provide Multiple Means of Action & Expression
<input type="checkbox"/> Provide options for recruiting interest • • •	<input type="checkbox"/> Provide options for perception • • •	<input type="checkbox"/> Provide options for physical action • • •
<input type="checkbox"/> Provide options for sustaining effort and persistence • • •	<input type="checkbox"/> Provide options for language & symbols • • •	<input type="checkbox"/> Provide options for expression & communication • • •
<input type="checkbox"/> Provide options for self-regulation • • •	<input type="checkbox"/> Provide options for comprehension • • •	<input type="checkbox"/> Provide options for executive functions • • •

Considering the UDL strategies the team identified to focus on:

Are additional strategies or tools needed? <input type="checkbox"/> No, the team will explore incorporating these UDL supports prior to moving forward with additional problem-solving <input checked="" type="checkbox"/> Yes, move on to Step 3
--



Considering the UDL strategies the team identified to focus on:

Are additional strategies or tools needed? <input type="checkbox"/> No, the team will explore incorporating these UDL supports prior to moving forward with additional problem-solving <input checked="" type="checkbox"/> Yes, move on to Step 3
--



Step #3

The SAP Process

Step 3: Prioritizing. Use the following questions to guide the identification of **THREE** specific areas the team will address in identifying student-specific strategies or tools.

What are other student's doing that this student needs to be able to do?

What does this student need to be able to do that is difficult or challenging to do independently at this time?

	Priority	Environment (in which classes, or settings, or activity are additional tools needed?)
#1:		
..		



Strategy or Tool Exploration:		
What is the Task? Strategy or Tool Features Needed	Using the FlipKit as a Guide, Identify Tools:	
	Using/Available Now	To Explore



Step #3 Prioritizing

Team Consideration of UDL/AT Supports

Student: Julia

School Site: XYZ Middle School

Date of Teaming: 3/6/2019



Participants [Name/Role]	
Ms. Garcia (ELA Teacher)	Mr. Rivers (History Teacher)
Mr. Jones (Resource Teacher/ACA Coach)	
Mrs. Estrada (Science Teacher)	

We'll show you...

Step 1: Student Abilities and Needs

<p>Characteristics that are STRENGTHS for this student:</p> <p>#1: <i>Artistically creative (likes to draw/doodle)</i></p> <p>#2: <i>Visual & Kinesthetic learner</i></p> <p>#3: <i>Can have good focus in a quiet environment</i></p> <p>#4: <i>Offers ideas & insights when interested in content</i></p>	<p>General characteristics that are potential BARRIERS to learning:</p> <ul style="list-style-type: none"> <i>The lesson/activity requires perseverance and persistence.</i> <i>Material is offered only in lecture format</i> <i>Classroom environment is visually cluttered and noisy</i> <i>Lessons do not include opportunity for physical movement</i>
<p>Areas of Need: For each area of need, look at this student's variability (which content areas student struggles with, additional data reviewed), and identify the primary challenge that needs addressing:</p>	
<input type="checkbox"/> Math	
<input type="checkbox"/> Reading/Foundations	
<input checked="" type="checkbox"/> Reading for Content	<i>Julia reads below grade level and has a visual processing disorder affecting how text is perceived and processed</i>
<input type="checkbox"/> Writing/Mechanics	
<input checked="" type="checkbox"/> Writing/Composing & Use of Language Conventions	<i>Julia is a reluctant writer while composing due to spelling errors & a negative mindset about her reading/spelling errors.</i>
<input type="checkbox"/>	
<input checked="" type="checkbox"/> Executive Functioning	<i>Julia often struggles with organization of materials as well as following steps in a longer assignment</i>



We'll show you...

Step 3: Prioritizing. Use the following questions to guide the identification of **THREE** specific areas the team will address in identifying student-specific strategies or tools.

What are other student's doing that this student needs to be able to do?

What does this student need to be able to do that is difficult or challenging to do independently at this time?

	Priority	Environment (in which classes, or settings, or activity are additional tools needed?)
#1:	<i>Executive Function-organization of classroom materials and assignments</i>	<i>ELA, Social Studies and History. Homework support in all classes</i>



Strategy or Tool Exploration:		
What is the Task? Strategy or Tool Features Needed	Using the FlipKit as a Guide, Identify Tools:	
	Using/Available Now	To Explore
<i>Organize steps to an assignment</i>	<i>Assignment written/projected on classroom Smartboard</i>	<ul style="list-style-type: none"> ● <i>Graphic organizers: <ul style="list-style-type: none"> ○ <i>Holt Interactive Graphic Organizers</i> </i>
<i>School binder- folders for each class & daily homework tracker</i>	<i>Staff checks for binder organization at the end of the day</i>	<ul style="list-style-type: none"> ● <i>Binder with color coded subject folders</i> ● <i>Google Extension: My Homework Reminder</i> ● <i>Google Keep</i>



3 Resources *for ideas...*

DIGITAL TOOLS & Supports Guide

The intended use of this guide is to assist the student's team during the Assistive Technology consideration portion of the Student Access Planning (SAP) process.

OPEN ACCESS

Learning & Participation for ALL

Home About Professional Development UDL AT AAC Blog

FLIPKIT

READING WRITING MATH

EXECUTIVE FUNCTION SPEAKING & LISTENING

DIGITAL SKILL BUILDING

Creating accessible Cases/Effect Activities

Universal Design for Learning GUIDE

THE "WHY" OF LEARNING

AFFECTIVE NETWORKS
Becoming engaged & staying motivated, feeling challenged, excited, or interested, are all examples of affective dimensions.

THE "WHAT" OF LEARNING

RECOGNITION NETWORKS
Gathering facts & categorizing what is seen, heard, and read; identifying letters, words, and author style, are all examples of recognition tasks.

THE "HOW" OF LEARNING

STRATEGIC NETWORKS
Planning & performing tasks, Organizing & expressing ideas, writing an essay or solving a math problem are all examples of strategic tasks.

Barriers to ENGAGEMENT	Barriers to REPRESENTATION	Barriers to ACTION & EXPRESSION
<ul style="list-style-type: none"> The goal or purpose of lesson is unclear Lesson requires perseverance & persistence Subject matter is deemed boring or irrelevant Assignment is too easy or too difficult Classroom environment Lesson lacks opportunity for reflection on learning Lesson focuses on teacher rather than the student and fail to provide collaboration <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Our goal is to stimulate interest and motivation for learning</p>	<ul style="list-style-type: none"> Text structure Text complexity Lesson lacks scaffolds for understanding Lesson requires background knowledge Lesson pacing is too slow or too fast Material is offered in only one format (audio, visual) Lesson is only in English, lacking support for students of other languages Lesson lacks chunking of material/information for processing <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Our goal is present information and content in different ways</p>	<ul style="list-style-type: none"> Lesson requires executive functioning skills Lesson lacks choice Rubrics are not provided Assessments required in only one format Directions presented in only one format Assessment requires rote memorization Lesson has no opportunity for students to determine strategies for completion Classroom or lesson do not provide options for physical action or movement <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Our goal is to provide options for the ways students express what they know</p>

OPEN ACCESS
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Group SAP Activity Step #3

4 Stations

You will complete two 15 minute rotations

Review Student Profiles

Student Profiles:

Step #1 Abilities Needs-*Completed*

Step #2 Using the UDL Guidelines-*Completed*



To Do:

- Prioritize Areas of Need for Student
 - document decisions
- Explore Strategies and Tools
 - document decisions



Activity Share Out



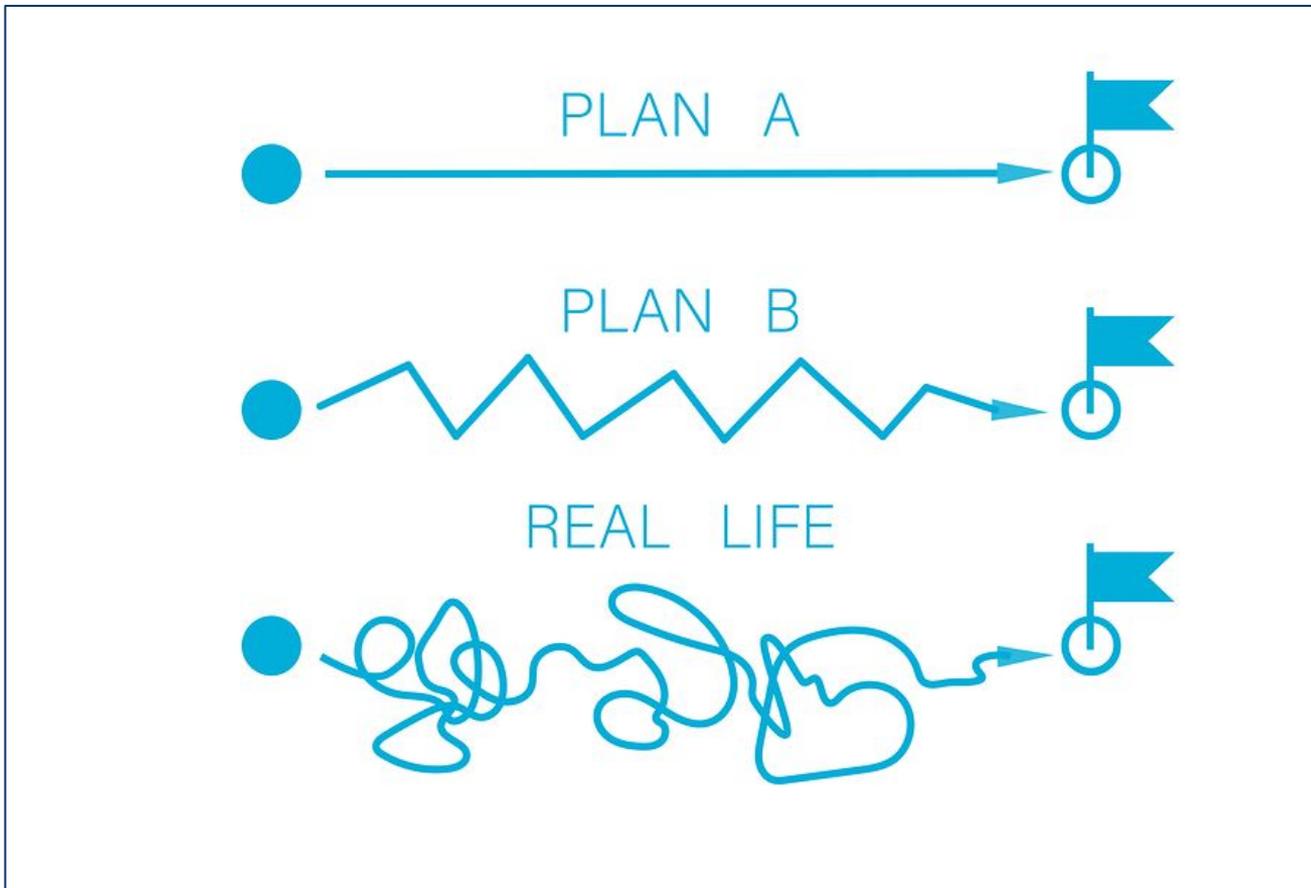
Closing



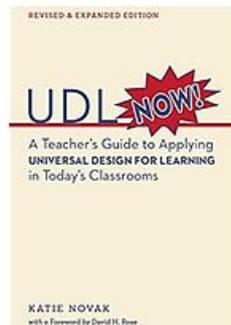
Monday/Someday

- One thing you will do MONDAY
- One thing you will do SOMEDAY





Homework



Read: Ch. 7-12

Select one UDL learning to implement in your setting.

Be prepared to share at our next meeting.



Exit Ticket Survey



- Three things you learned today
- Two things that resonated with you most
- One question you still have
- One thing that went well today
- One barrier that occurred today

Exit Survey Unit 3

***Required**

Three things that you learned today *

Your answer

Two things that resonated with you the most *

Your answer

One question you still have *

Your answer

One thing that went well today *

Your answer

One barrier you experienced today *

Your answer

SUBMIT Page 1 of 1

Never submit passwords through Google Forms.



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