



# Gear Up!

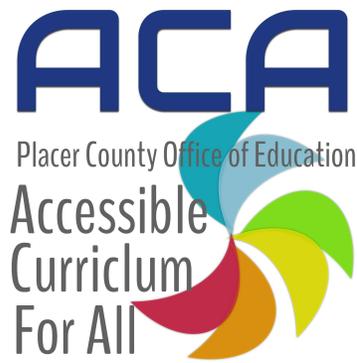
January 17, 2019

# Overview for today:

- What is the ACA project?
- Intro to the Course & Website
- Course Content & Expectations

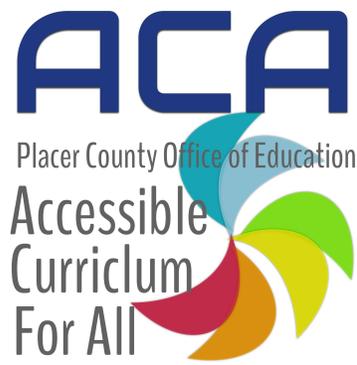
# The ACA Team

*Collaboration across PCOE departments, bridging general and special education*



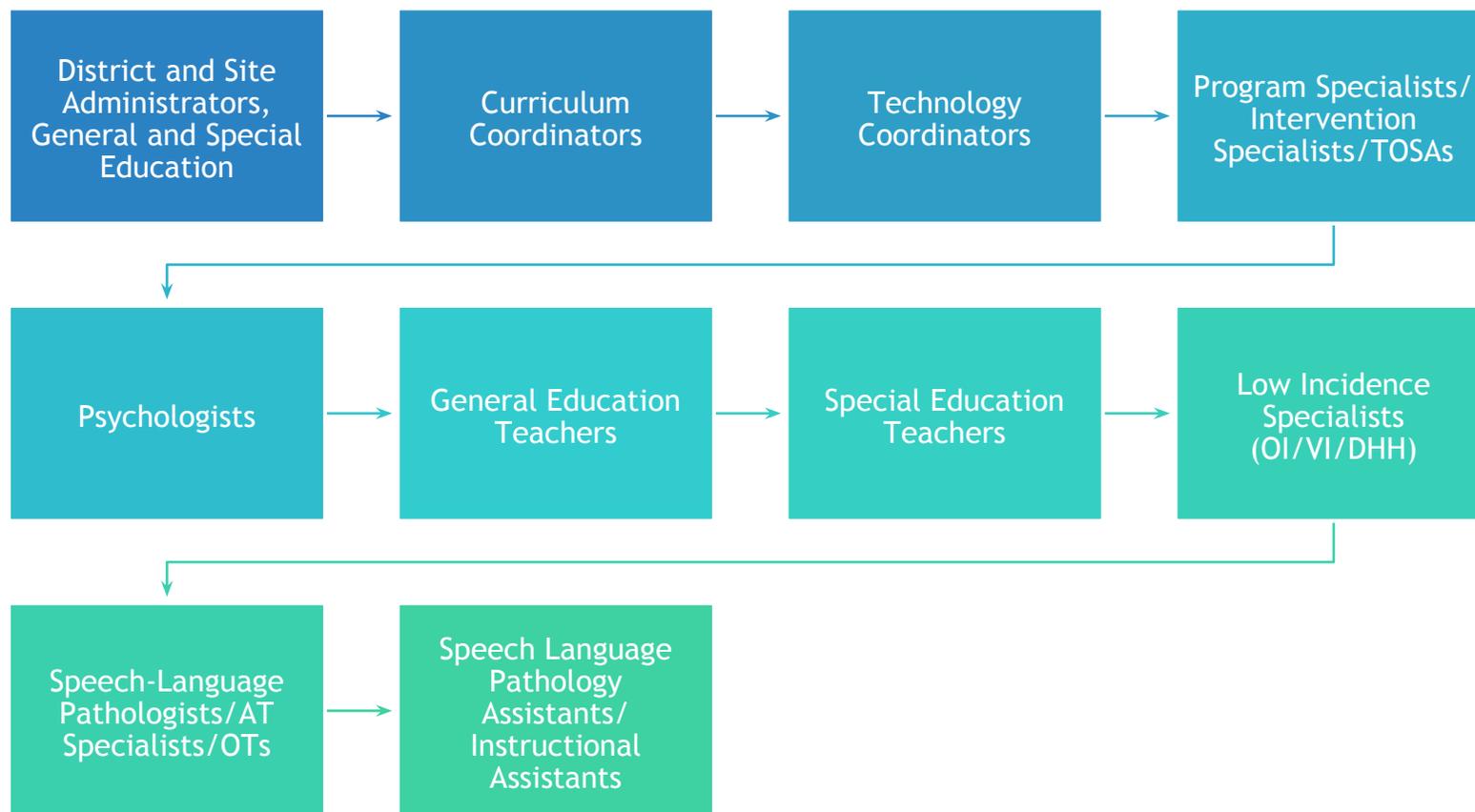
- **Jillian King**, Support Coordinator, Placer County SELPA
- **Anna Kauble**, SELPA Program Specialist, Placer County SELPA
- **Ashley Serin**, Coordinator Curriculum and Instruction
- **Jill McCann**, Assistive Technology Specialist, Special Education
- **Maureen Bern**, Assistive Technology Specialist/OT, Special Education
- **Bryan Givens**, AT Provider/SLPA, Special Education

# The ACA Mission Statement:



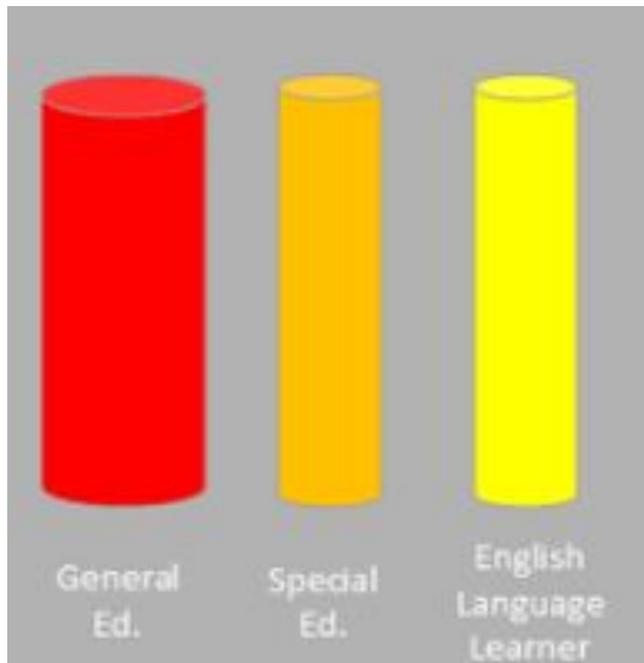
The Accessible Curriculum for All (ACA) project was developed to support the progression towards *one* educational system for *all* students. By using the principles of **Universal Design for Learning (UDL)** and **Assistive Technology (AT)**, we believe we can empower school sites and teams to build the capacity to support **all** students in being successful.

# Participants come from a variety of roles responsible for supporting students:



Our participants have crossed all levels of district personnel, from superintendents, assistant superintendents and principals to speech language assistants and instructional assistants! We're all working on this together.

# Why do we train UDL/AT Coaches that from various roles? (we are talking about you!)



*Silos*

Coaches come from **BOTH** special education **AND** general education and a wide variety of roles.

This is a **blended** effort in order to impact:

- How we collaboratively increase student engagement and motivation for ALL students.
- How we collaboratively support effective teaching practices in all classrooms on a daily basis.
- How we collaboratively address the instructional needs of students who are struggling. As well as...
- How we collaboratively reduce referrals for special education, AND for students already identified or needing to be identified, how we *proactively* provide supports.

*We are all teachers first, and our students are students first.*

# What drove the decision for us to design this program?

**#1** The need to shift our model for providing AT services from an expert-driven model to a capacity-building model.

**#2** To assist our districts in aligning with key recommendations from the California statewide special education task force.

## Began identifying concerns in 2014

- *Scalability* – can we continue to support the increasing demands without increasing AT program staff or costs?  
**No!**
- *Tiers of support* – do we need a fully trained AT specialist to support every need or decision? **No!**
- *Implementation and integration* – could we improve on the integration and use of tools with a different kind of model? **Yes!**

## Supporting California's priorities

- After an intensive, privately funded, 2-year review of what's working and not-working in supporting California's students with disabilities, the special education task force released a report: "One System: Reforming Education to Serve All Students."
- These recommendations are currently driving legislation, budgeting, policy changes and initiatives, and program reviews across California.
  - For more information or to review the report, [click here](#)

# KEY recommendations from the CDE report that informed the project design:

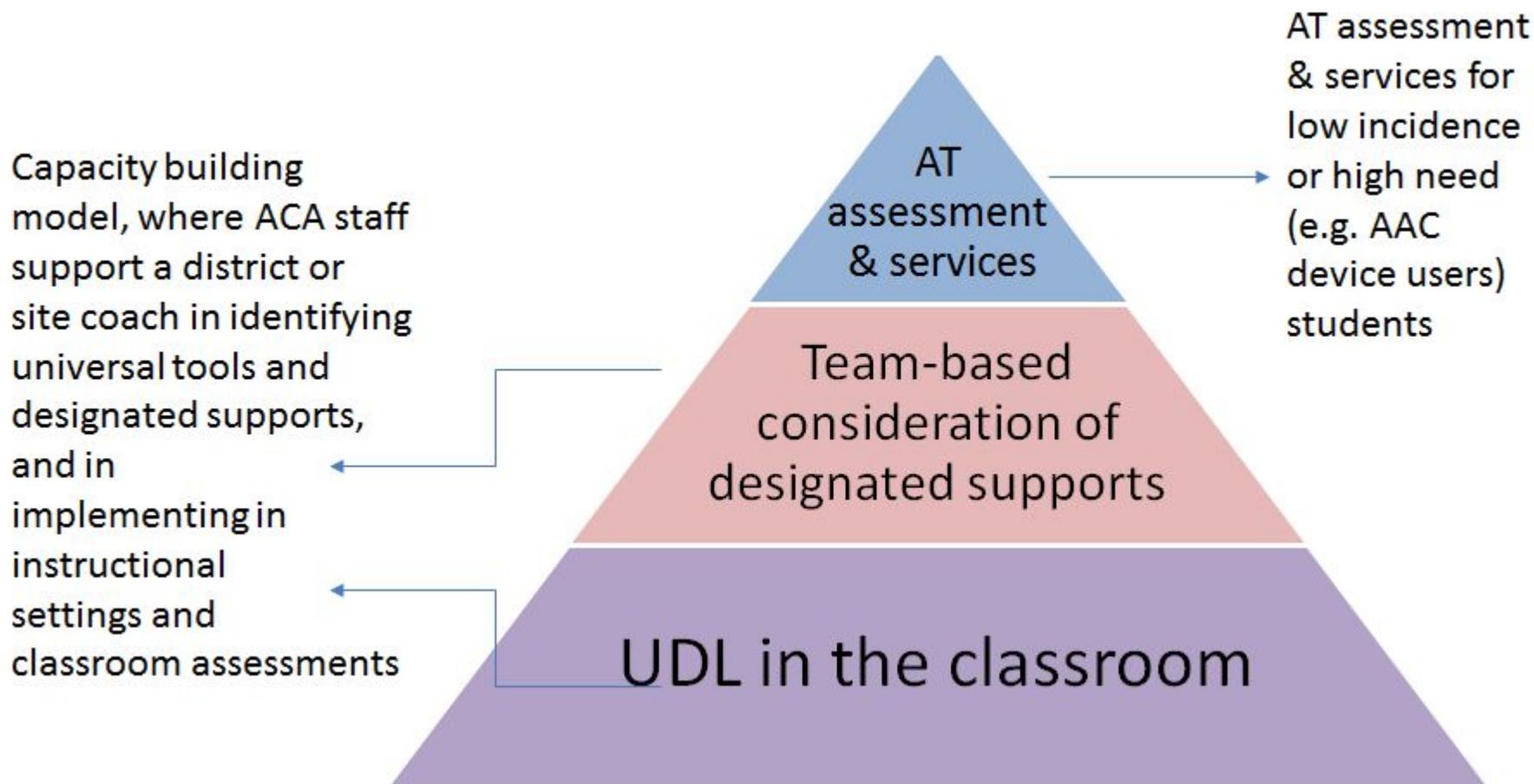
- The need for one coherent system of supports for all students. “All” does mean “all”.
- To ensure that Universal Design for Learning is understood, established as a key area for PD, and implemented in all schools.
- Ensure multi-tiered system of supports (MTSS) are developed in all schools.
- To ensure that teachers are prepared in UDL and MTSS, digital literacy and instructional technology.
- To ensure special educators are trained in AT and AAC.
- To ensure that professional learning for all educators is purposely integrated (general and special education).

# How can we support ALL students?

- **By building capacity across our region rather than focus on student, by student, expert-based AT assessments:**
  - Focus the time and resources of county-level, AT professionals on training and mentoring district-level (or site-level) leaders or coaches,
  - and building and supporting over time on-demand resources.

*In Placer County, our UDL/AT Coaches function as the direct resource to teach, coach and support site-level staff on how to incorporate UDL practices into the classroom, and when needed how to assess needs and further explore UDL/AT options for individual students. Our AT staff support our Coaches in doing this work.*

# How does this work within an MTSS model?



# Course Content

# Deep Dives into: UDL & Digital/AT Resources

## Universal Design for Learning

*extending the application of UDL principles into action on a school site or classroom*

## Integration of Digital Tools

*facilitate the individual consideration of UDL/AT tools for classrooms and students with specific needs*

# Units 1, 2, and 3

## ALL participants will learn about/explore resources to support:

### Foundational knowledge of UDL

- *UDL Now! book*
- *CAST e-book*
- *UDL Handbook*

### "Looking for" UDL across the classroom and content areas

- *Videos at the end of each unit*
- *UDL "look for" tool*

### Need & challenges for some students across content areas

- *Supporting Reading, Writing, Math, Executive Functioning handouts*

### Key tools and strategies to support these needs

- *ACA FlipKit (online)*

# The content for the course will include the following:

Deeper dive into the 3 principles upon which the UDL Framework is built

- *UDL Now! book*
- *CAST e-book*
- *UDL Handbook*

Strategies, tips, tools and tricks for applying each of the principles in the classroom

- *Discussion, videos and activities*

How to "UDL" lesson plan

- *UDL Lesson Plan template*

Deeper dive and some hands-on exploration for our four "focus" content areas students struggle in \*reading, writing, math, executive functioning

- *ACA FlipKit (online)*
- *Web-based access to download and explore*

# Unit 4 - we will explore and practice with resources to support the consideration process for UDL & AT supports:

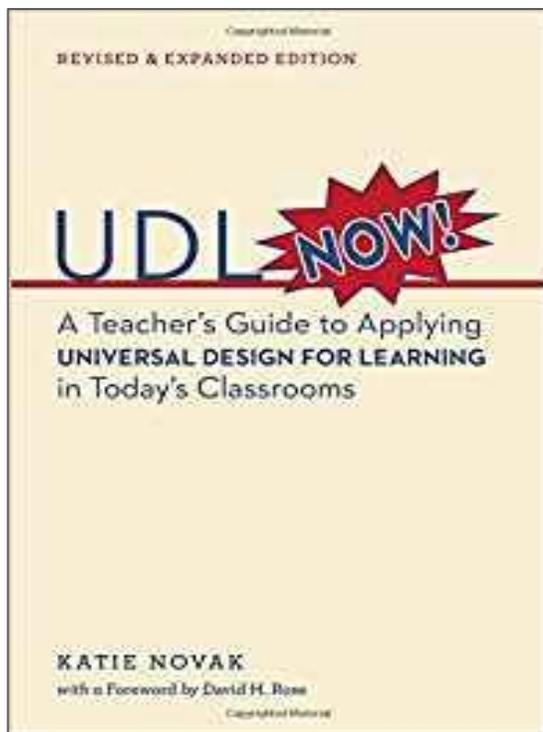
A team-based process for considering and documenting the need for specific UDL strategies and/or assistive technology tools for students who are struggling

- *UDL Handbook*
- *ACA FlipKit (online)*
- *The "Student Access Plan" Manual & Resources*
  - *Information Gathering Tool*
  - *Data Gathering Forms*
  - *SAP Team Consideration Tool*
  - *AT Implementation Plan*
  - *AT Trial Summary*

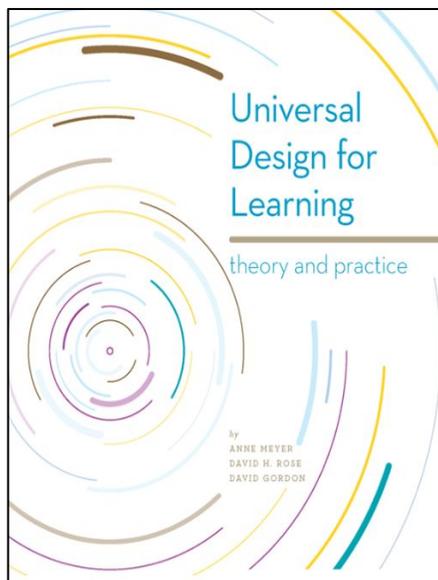
# Continuing Education

- ▶ We are approved to offer **3.0** units of continuing education through UC Davis Extension .
- ▶ The cost for obtaining this is \$140.
- ▶ The requirement is that you participate in ALL trainings, and that you complete all assignments/activities, including a final extension activity.
- ▶ You won't need to decide or do anything until we complete the cohort on April 24th.

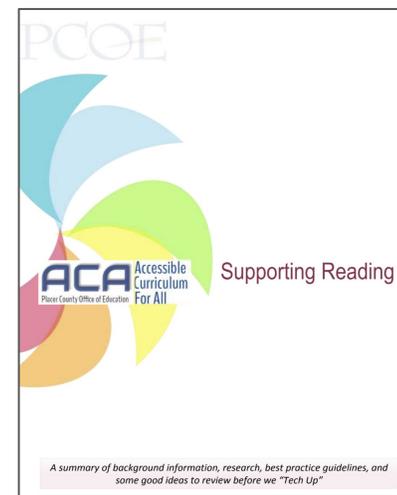
# Required Reading Resources for the Course:



This hard copy book will be provided to you during Unit 1



This FREE ebook is linked in the course website. You'll need to log in/register.



These pre-read PDFs will be on the website available in the units. They include: Reading, Writing, Math, Executive Functioning.

# Introduction to UDL

# What is UDL?

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.

## What is UDL?

Throughout this cohort, we will dive deep into this definition, breaking it apart phrase by phrase. The goal is that by the end of our time together you will have a UDL mindset and will be able to share the UDL big three:

- What is the standards based goal of my lesson?
- How am I removing barriers and providing access for ALL students to reach that goal?
- How am I supporting all students as expert learners?

# Introduction to Digital Tools & Assistive Technology

# What is Assistive Technology (AT)?

Assistive technology (AT) is an important factor in **reducing barriers** for students in order to access the curriculum.

The Federal definition from IDEA defines **Assistive Technology** as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability".

# Digital & AT Tools

Throughout this cohort, we will dive deep into the digital tools to support Universal Design for Learning AND Assistive Technology tools to support individual student needs.

The goal is that by the end of our time together you will have a greater knowledge of:

- Guiding principles of Assistive Technology in K-12 settings
- Digital tools to support UDL and also Specific student's individual needs
- Digital tools to support specific CCSS areas of: Reading, Writing, Math, and Executive Function.

# Introduction to the *Consideration Process* for UDL & AT

# Consideration Process

Unit 4 will focus on creating a Student Access Plan (SAP) that can be used by teams to help the process of considering UDL & AT strategies and tools to support ALL students.

The goal is that by the end of our time together you will have a greater knowledge of and tools to:

- Facilitate and contribute to a SAP team meeting by utilizing the SAP guide & forms and your knowledge of UDL strategies and digital/AT tools.

# What do I need to do before 2/13?

**Please come prepared...**

- *CAST e-book “UDL Theory and Practice” (create login/pw, Read Chapter 2)*
- *Review the “Supporting Reading” document (on the [website](#) or this [link](#))*
- *Please bring your laptop/device to the in-person workshop on 2/13*

