Universal Design for Learning: The Impact on Instructors in One Southern AZ District

Jon Lansa

Senior Director of Grants Federal Programs

Shayla Samuels

Program Manager of School Improvement

TUCSON UNIFIED SCHOOL DISTRICT

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AGENDA

The Educational Landscape – Post COVID

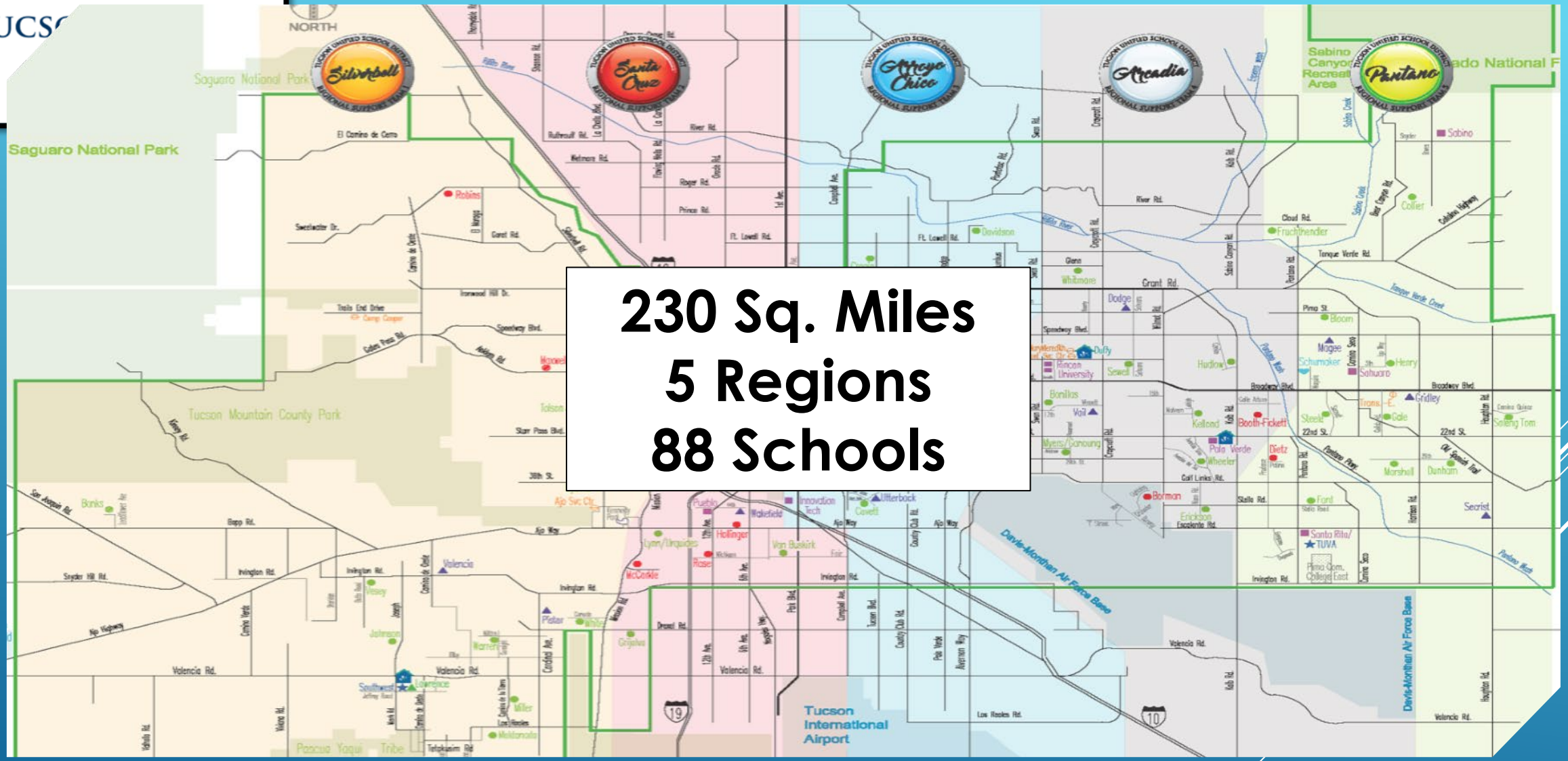
Data Trends & Research Based Practice

Intro to UDL & Teacher Clarity for Diverse Learners

Implementation

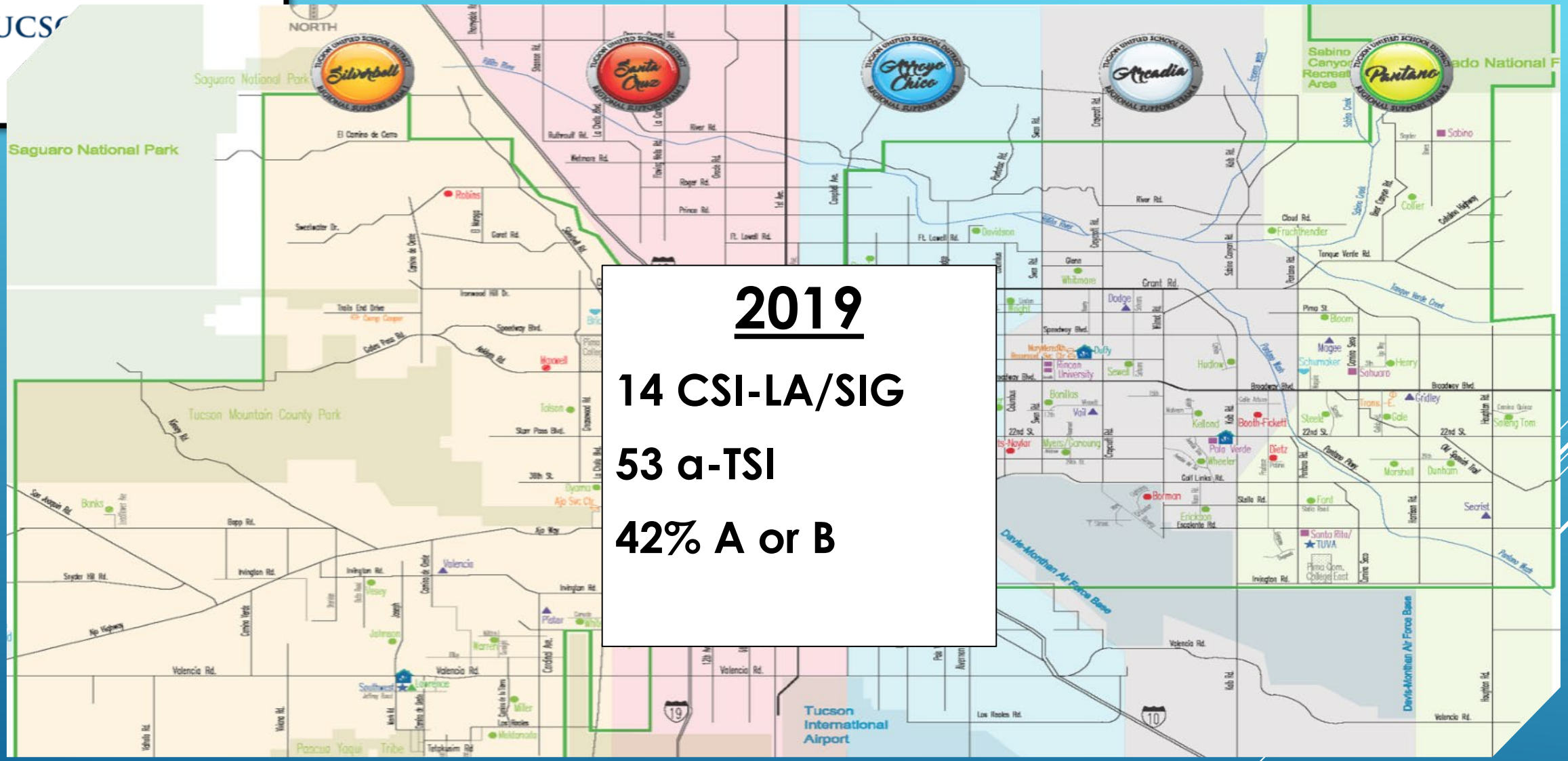
Q&A

TUCSO



230 Sq. Miles
5 Regions
88 Schools

TUCSON



2019

14 CSI-LA/SIG

53 a-TSI

42% A or B

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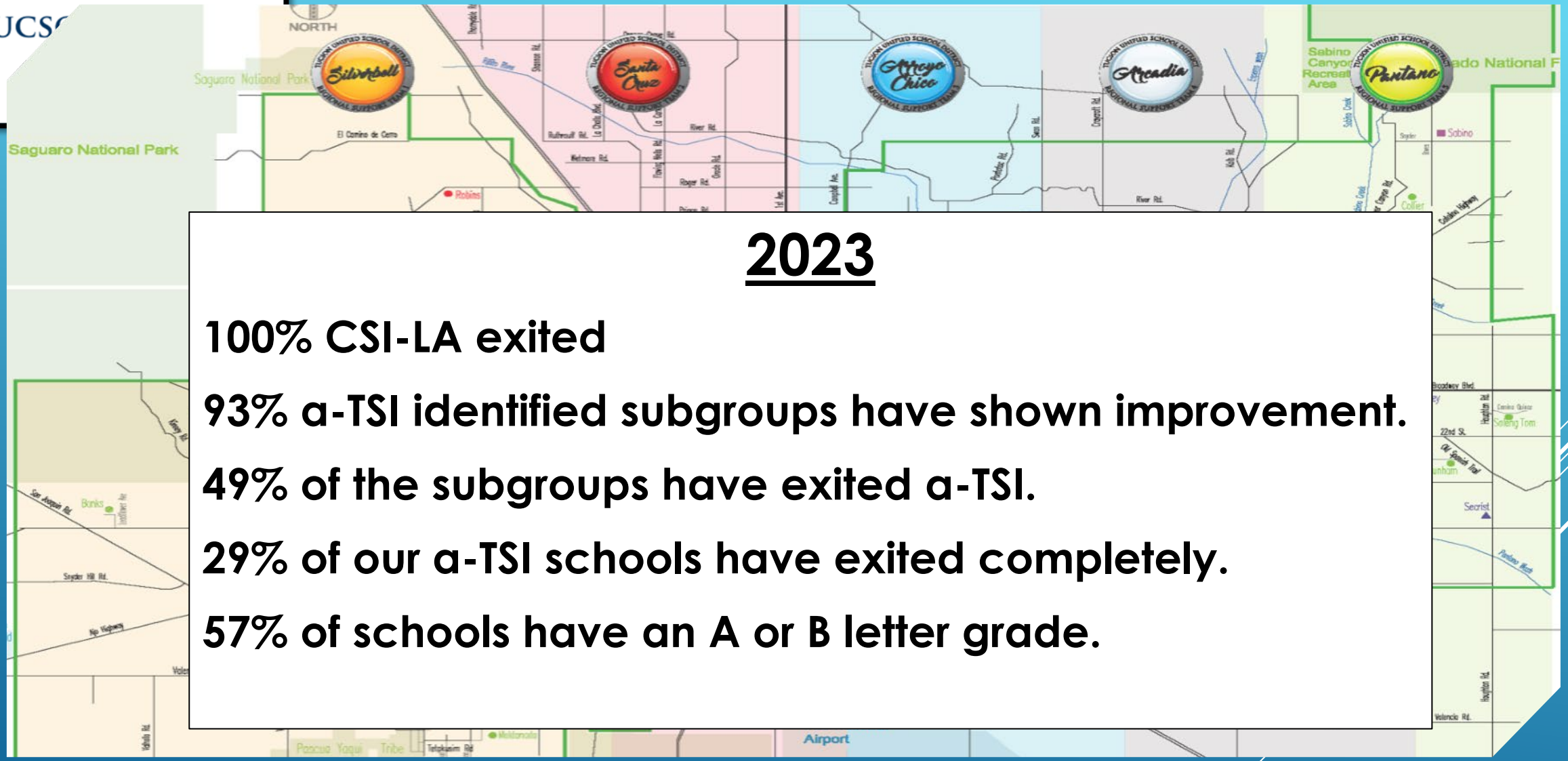


2023

100% CSI-LA exited

93% a-TSI identified subgroups have shown improvement.

49% of the subgroups have exited a-TSI.

29% of our a-TSI schools have exited completely.

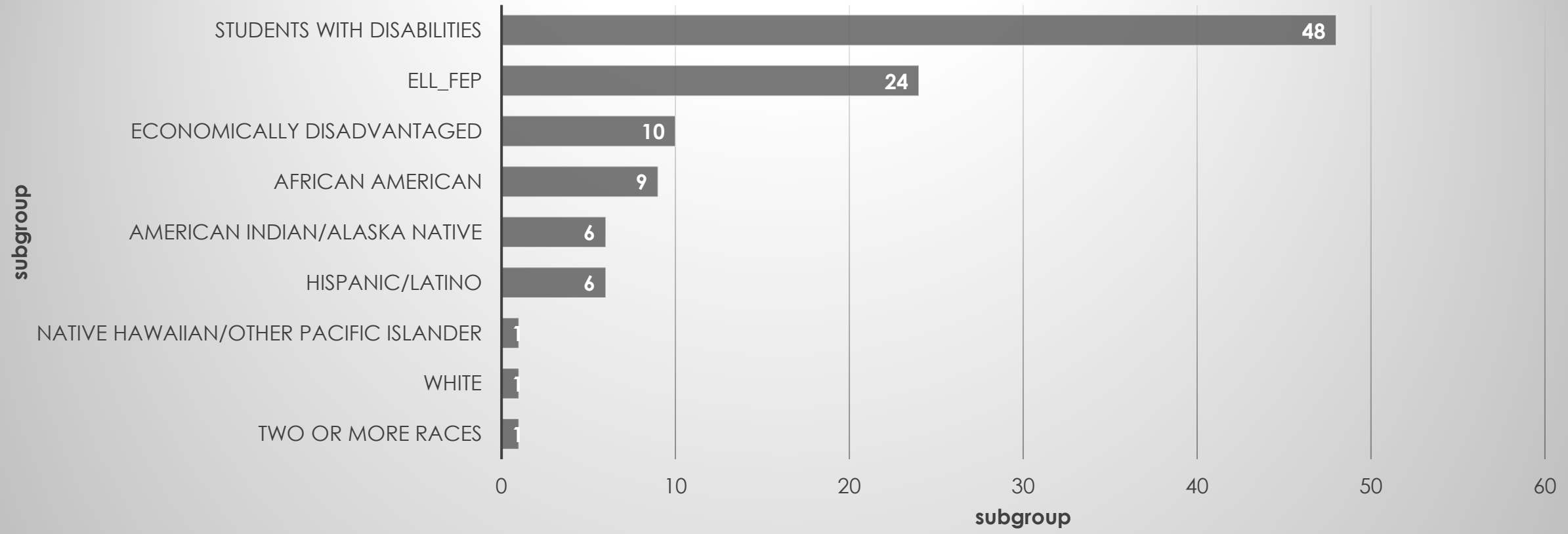
57% of schools have an A or B letter grade.

COMPREHENSIVE SCHOOL IMPROVEMENT (CSI)

CSI-LA

TARGETED SUPPORT AND IMPROVEMENT (TSI)

2018-2019 TSI Identifications



Responding to Changing Education Landscape

- Post COVID Instructional Haze
- Alternative Certified Teachers
- Moving from Compliance to Alignment

Data & Research Based Practice

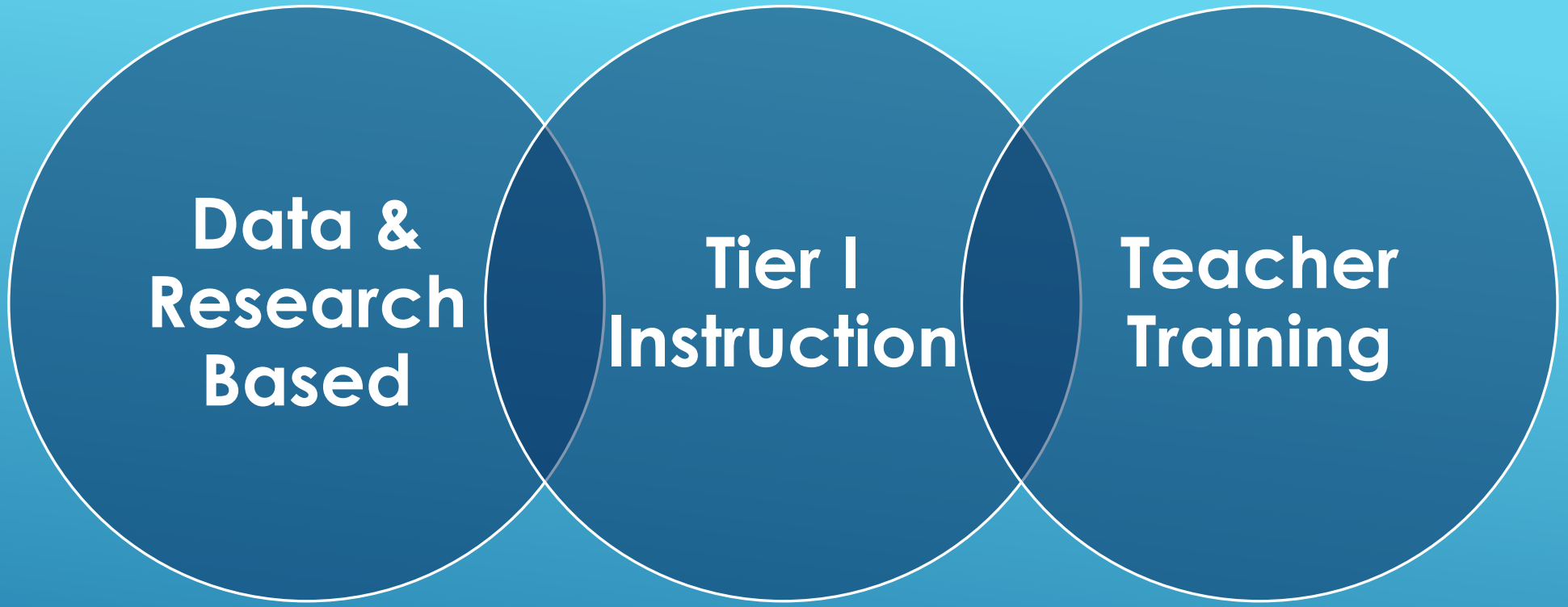
- CNA, Walk-Throughs
- Hattie Correlates

Teacher Training

- Teacher Preparation Academy
- Professional Learning Days (4 x year)
- Wednesday Early Out PD
- International Teachers
- Constant Training – Provide Subs

Tier I Instructional Practices

- Consistent Curriculum
- Unpacking of Standards
- Universal Design For Learning
- Teacher Clarity
- Learning Targets
- Success Criteria



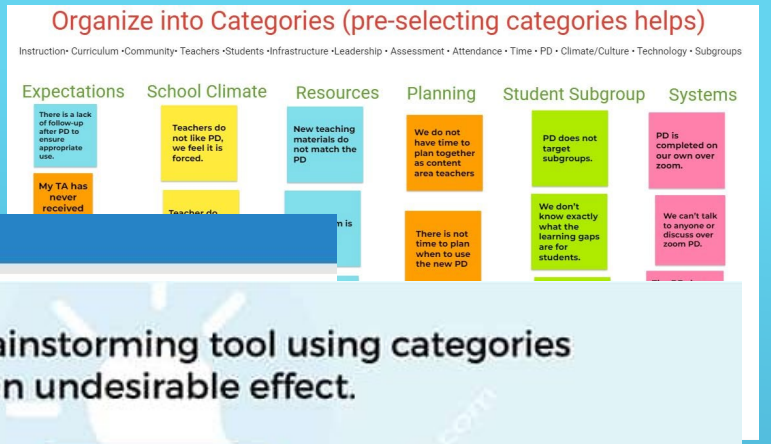
TO ADDRESS THESE AREAS…… WE DEVELOPED A PD PLAN ON UDL AND TEACHER CLARITY

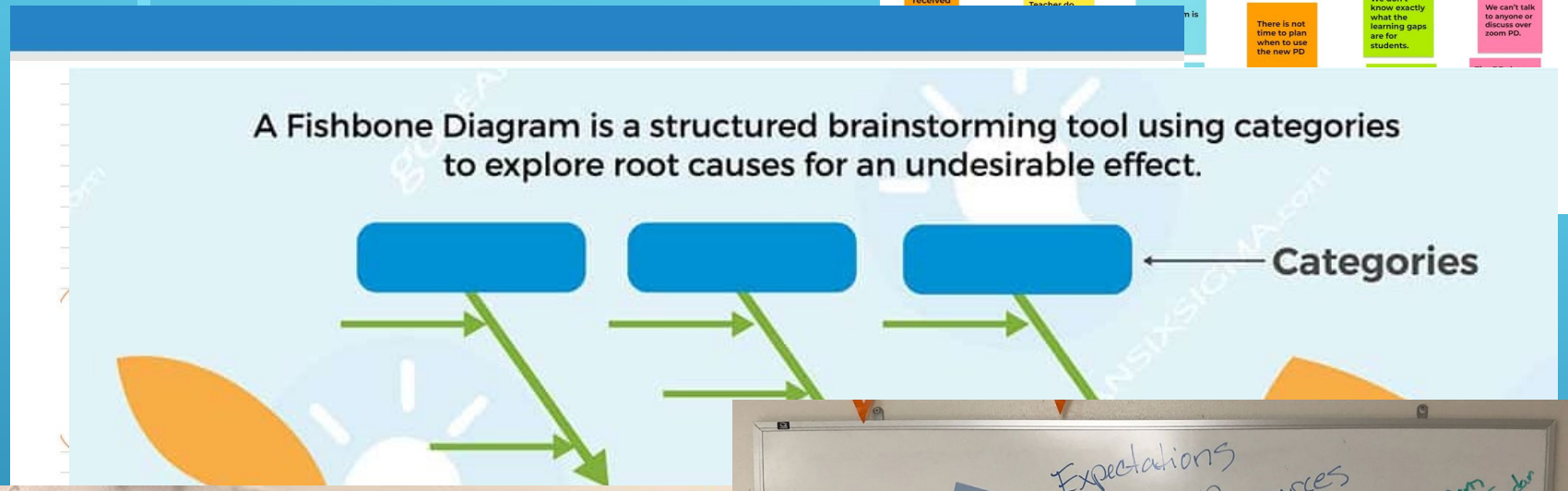
DATA TRENDS & RESEARCHED BASED PRACTICE

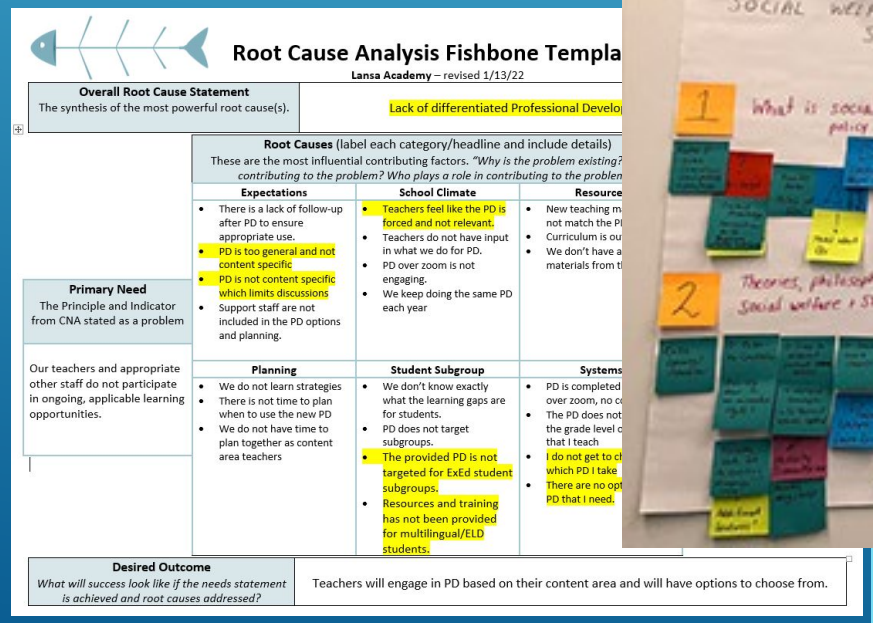
IN GOD WE TRUST,
ALL OTHERS BRING DATA.

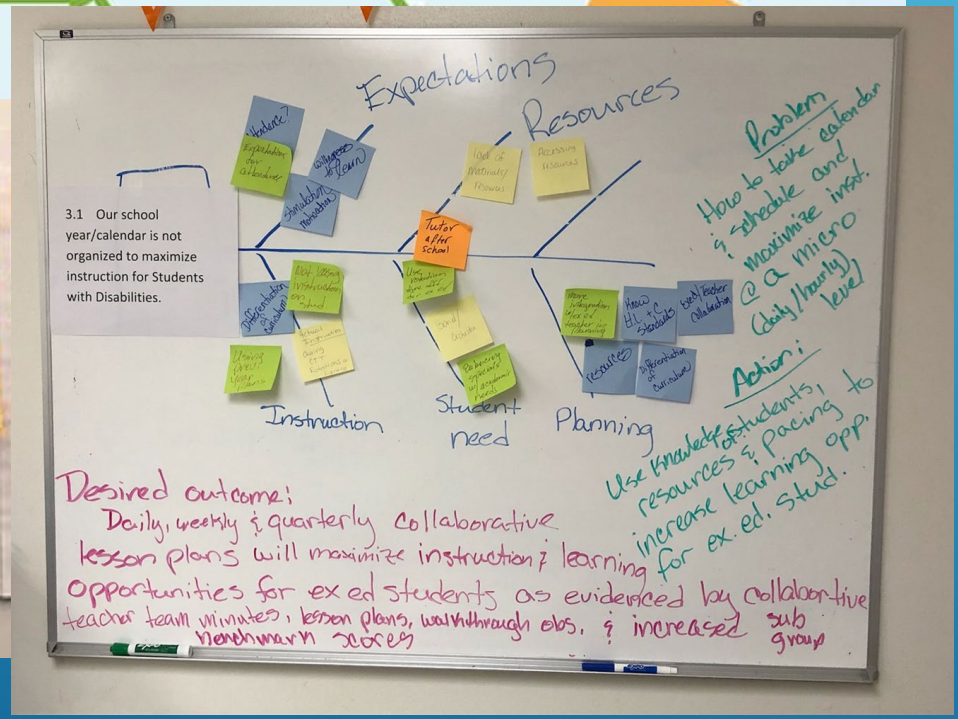
- W. EDWARDS DEMING

- Comprehensive Needs Assessment
- 6 Principles
- 35 Indicators
- 154 Questions
- Root Cause Analysis
- Fishbones

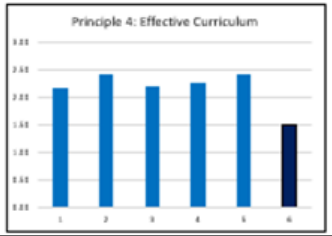


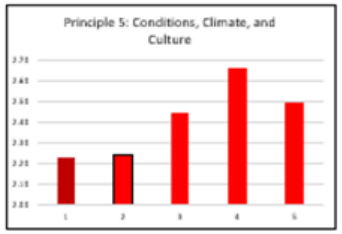






School Name	Principal 1 Effective Leadership									Effective Teaching and Instruction								Effective Organization of Time					Effective Curriculum						Conditions, Climate, and Culture					Family and Community Engagement		
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.1	2.2	2.3	2.4	2.5	2.6	2.7		3.1	3.2	3.3	3.4	3.5		4.1	4.2	4.3	4.4	4.5	4.6		5.1	5.2	5.3	5.4	5.5		6.1	6.2	6.3
Cragin	3	3	2.67	3	2.75	3	3	3	3	2	2	2	2.36	2.56	2.4	2.67		3	2.8	2.33	3	3		2.5	3	2.17	2.75	3	2		2	2	2.5	3	2.8		2.67	3	2.75
Davidson	2.75	2.83	3	2.8	2.62	3	3	3	2	2.14	2.5	1.6	2.27	2.44	3	2.83		1.5	3	3	2.5	3		2.5	3	2.33	2.75	3	2		2	2.25	2.83	2.67	2.8		2.33	3	2.5
Davis	2.5	2.33	2.67	3	2.75	3	3	3	3	3	3	2.6	2.91	2.67	3	2.67		2.5	2.6	2.67	2.5	2.33		2.75	3	2.83	2.75	3	2		3	3	2.83	2.67	2.6		2.33	2.8	2.25
Dietz K-8	3	2.5	3	2.6	2.75	3	3	3	2.5	2.29	2.25	1.8	2.09	2.56	2.6	2.83		1.5	2.4	2.67	2.25	3		2.25	3	2.67	2.75	3	1		2.5	2.75	2.5	3	2.6		2.67	3	3
Dodge Middle	3	3	3	2.8	1.88	3	3	3	3	2.71	2.75	2.4	2.18	2.44	2.6	2.5		3	3	3	3	2.67		3	3	2.83	3	3	1		3	2.5	3	3	3		1.83	2.8	2.75
Doolen Middle	3	2.5	2.33	3	2.88	3	3	3	2.5	2	2.5	2	2.45	2.44	2.2	2.17		3	2.4	3	2.5	1.67		2.5	2	2.17	2.25	3	2		2	2	2.67	3	3		2	3	2.75
Drachman K-8	3	3	3	3	3	2	2	3	3	3	2.5	2.6	2.55	2.89	2.6	2.83		1.5	2.4	3	3	3		2.25	3	2.67	2.75	3	1		3	2.75	2.83	2.67	2.6		2.67	3	2.5
Dunham	3	3	3	2.8	3	3	3	3	3	3	3	2.8	3	3	3	3		1.5	2.6	3	2.5	2.67		2.5	2.5	2.17	2.75	3	2.33		3	3	3	3	1.8		2.5	3	2.75
Erickson Elementary	3	2.5	2.33	2.6	3	3	3	3	2.5	2	2.25	2	2.18	2.22	2	2.17		1.5	1.8	2.67	2.75	2.33		2.5	2	2.5	2.75	3	1		2	2.25	2.5	2.67	2.8		2.33	2.8	2.75
Ford Elementary	3	3	3	2.8	3	3	3	3	3	3	2.75	2.6	3	3	3	2.83		3	2.6	2.33	2.5	3		3	3	3	3	3	2		2	2.25	2.67	2.33	2.8		2	2.6	2.5
Gale (TA)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	0		0	0	0	0	0		0	0	0
Gridley Middle	2	2	2.33	2	2.25	2	0	0	1.5	2	2.25	2	2	2.22	2	2.17		3	2.6	2.67	2.75	3		2.75	3	2.5	2.5	3	2.33		3	2.5	3	3	3		2.33	3	3
Grijalva Elementary	2.5	2.5	2.67	2.8	2.75	3	3	3	2	1.14	1.5	1.4	1.18	1.33	2.2	1.83		1.5	1.8	1.33	3	3		2.5	2.5	2.17	2	3	1		1	1.5	2.33	2.67	2.8		2.17	2.2	2
Henry	2.75	2.83	3	2.6	3	3	3	3	2	2.57	2.75	2	2.45	2.44	2.8	2.33		1.5	1.6	2.33	2.25	2.33		1.75	3	2.33	2	2	1.67		2.5	2.25	2.83	3	2.4		2.67	3	2.25
Holladay Elementary	3	2.83	2	2.8	2.88	3	3	3	2.5	2.86	2.5	2.2	2.82	2.44	2	2		3	2.2	2.67	2	2.67		1	3	2.17	2.75	3	2.33		3	2.75	2	3	2.6		2.83	3	3
Hollinger K-8	2.5	2.83	1.67	2.2	2.38	3	3	3	2	2.86	2.75	2.8	3	2.89	2.2	2.33		2	2.4	2.33	2.5	3		1.5	3	2.67	2	3	1.33		2	2.25	2.83	2.67	2.8		2.17	3	1.75
Howell Elementary	3	2.83	2.67	2.8	2.88	2.33	2	2	2	2.71	3	2.6	2.91	2.44	3	2.5		1.5	3	2.67	2.5	3		1.75	3	2.5	2.25	3	2		2.5	2.5	3	3	3		2.83	2.8	2.25
Hudlow Elementary	3	2.83	2.67	2.8	3	3	3	3	2.5	2.71	2.25	2.4	2.55	2.78	2	2.33		3	3	1.67	2.5	3		2.5	3	2.17	2.75	3	1		2.5	2.75	2.83	1.67	3		2.67	3	2.75
Innovation Tech	3	2.83	2.67	2.8	2.88	3	3	3	2.5	2.14	2.75	2.2	2.64	2.11	2.8	2.67		1.5	2.8	3	3	2.33		2.5	3	2.33	3	3	2		2.5	2.75	2.83	3	3		2.5	3	2.5
Johnson	3	2.83	3	3	3	3	3	3	3	2.71	2.5	2.4	2.45	2.89	3	3		3	2.4	2.67	3	3		2.5	3	2.67	2.75	3	2		3	3	3	3	3		3	3	3
Kelland	3	2.83	3	2.8	2.88	3	3	3	3	2.71	2.25	2	2.45	2.78	3	2.33		1	2	2.67	2.5	2		2.25	3	2.83	2.5	2	1		2.5	2.5	2.5	3	3		2.33	2.6	3
Lawrence 3-8	2.75	3	3	3	3	3	3	3	3	3	2.75	2.6	2.91	2.67	3	3		3	2.6	2.67	3	2.33		3	3	3	2.25	3	1.67		2.5	2.25	2.33	3	3		3	3	3
Lineweaver	2.25	1.83	2	2.4	2.62	2.67	2.33	3	2	2	2.25	1.8	2.64	2.67	2.4	2.17		2	2.6	2.67	2.5	2.67		3	3	2.67	2.25	2	1.33		2.5	2.75	2.83	3	2.8		2.5	2.8	2
Lynn Urquides	2.75	2.5	2.33	2.6	2.62	3	3	3	2	2.14	2.75	2.4	2.82	2.67	2	2.83		2	2.8	2.33	3	2.67		2.25	2	2.5	2	3	1.33		2.5	2.5	2.83	3	2.6		2.83	3	3
Magee Middle	2	1.17	2	1.2	1.5	1	0	0	1	1.29	1	1	1.27	1.22	1.8	0.83		2	1	2.33	2.25	1.67		2.75	1.5	2	3	0	2		1.5	2	2	3	0.6		1.67	1.6	1.25
Maldonado Elementary	3	2.5	2.67	2.6	2.62	3	3	3	2.5	2	2.25	2.2	2.36	2.89	2.4	2.5		1.5	1.8	2.67	2.75	2.67		2.5	3	2.5	2.5	2	2		2.5	2.25	2.33	2.67	2.8		2.67	2.8	3
Manfeld Middle	2	1.33	2	1.4	1.25	2	1	2	1	2	2.5	2.2	2.27	2.11	2	1.83		2	1.4	2	2.5	2.33		2.75	2.5	1.83	2.5	2	1		2	1.5	1.67	2.33	2.4		1.83	2	1.5
Manza	2.5	3	3	2.8	3	2	3	3	3	2	3	2	3	2.89	3	2.33		2.5	2.8	2.33	2.75	3		2	2.5	2.5	2.75	3	3		2.5	2.75	2.33	3	3		2.5	2.8	2.25
Marshall	1.5	1.5	2.67	1	1.12	3	3	3	1	1.86	2.5	2	2.18	2.44	3	1.67		2	2	2	2.25	2.33		0.5	3	2.67	3	2	1		3	3	2.83	2.33	2.6		2.83	2.6	2.25
Mary Meredith K-12	3	2.83	3	3	3	3	3	3	3	2.86	2.75	3	3	3	2.8	3		0	3	2.67	2.5	2.67		2.75	3	2.83	3	3	2.67		3	2.75	3	3	3		3	3	2.75
McCorkle PK-8	2.5	2.5	3	2	2.38	2.67	3	2	2	2.14	2.5	2.6	2.27	2.67	1.4	2.33		2.5	2.6	2.33	2.75	3		3	2	2	2.5	3	1		2	2.5	2.33	3	2.6		1.83	2.8	2
Miller Elementary	2.25	2.17	2.33	1.4	2.62	3	3	3	3	3	2.5	2.6	2.73	2.67	2.6	2.67		3	1.6	1.67	2	1		1.75	1.5	1.17	1	3	1.33		1.5	2	2.5	2	2.8		2.5	3	3
Mission View	2.25	2.5	2.67	2.8	3	3	2	2	2.5	2	2	1.2	1.64	2.11	2.2	2.33		2	2.8	2.33	2.5	3		2.5	2.5	1.83	1.25	3	0		3	2.5	2.67	3	3		2.83	3	2
Morgan Maxwell K-8	1.75	1.83	1.67	2.2	1.88	3	2.67	2	1	1.71	1.25	1	1.45	1.78	1.8	1.67		1.5	1.4	2	2.25	1.67		2	2	1.5	1.75	3	1		1	1.75	1.5	2.67	2.2		2.17	2.6	2
Myers Ganaway	3	2.5	2.67	2.4	2.88	3	3	3	2	2.29	2.25	1.6	2.45	2.22	1.6	2		1.5	1.8	2	2.25	2.33		2.5	3	2.33	2.25	3	1.67		2	2.75	2.83	3	1.8		1.67	2.6	2.75
Ochoa Elementary	3	2.83	2.67	2.6	3	3	3	3	3	2	2.25	1.6	2.73	2.78	3	3		3	2.4	3	2.25	0		1.75	3	2.83	2.5	1	1		3	2.75	2.83	3	2.2		2.67	2.8	2.5
Oyama	2	2.5	3	3	2.88	3	3	3	2.5	2.14	2.25	2	2.09	2	3	1		2	2.2	2.33	2.5	2		1.75	2.5	2.5	2.25	3	1		2.5	2.25	2.67	2.67	2.2		1.33	2	2.25
Pala Verde High	3	2.83	2.67	2.4	3	3	3	3	3	2	2.75	2.4	2.73	2.56	2.6	2.67		3	2.6	3	2.5	1.67		3	3	2.83	3	3	2		2	2.25	3	3	3		2.5	2.8	3
Porter Middle	3	2.67	2.33	2.6	2.75	3	3	3	2.5	2.29	2.25	2	2	2.33	2.2	2.17		2.5	2.2	1.67	2.5	2.33		2.25	2	1.83	2	3	2		2	2.25	2.33	2.33	2.6		1.67	3	2.75
Project MORE	2.5	2.83	2.67	2	2.75	1.33	2.67	2	3	2.29	2.5	1.8	2.18	2.33	1	2.5		1	2.4	2.33	2.25	3		1.75	3	2.33	2.5	3	2		2.5	2	3	2.67	2.8		2.17	2.8	2.5
Pueblo Gardens K-8	3	2.67	2	2.8	2.88	3	3	2	2.5	2.57	2.5	2.2	2.82	2.67	3	2.5		3	2.4	2	2.75	3		2.5	2	1.83	1.75	3	1		3	2.5	3	2.67	2.8		2.67	3	2.75
Pueblo High	2.5	2.17	2.67	2.6	2.62	3	3	3	3	2	2.5	1.6	1.73	1.89	2.2	1.5		3	2.4	2.67	3	2		1.75	2	2.33	2	2	1		2	2	2.17	2.67	2.6		2.17	2.2	2.25
Rincon High	3	2.17	2.33	2.2	2.12	2	2	2	2	2	2.5	2	2.09	2.11	3	2.17		2.5	2.2	1.67	2.5	2		2.5	2	2.17	2	3	2		2	2	2.17	2.67	2		1.83	2.4	2.25
Roberts Naylor K-8	3	3	3	3	3	3	3	3	3	2.86	3	2.2	2.18	2.78	3	2.83		3	3	3	2.75	2.67		2.75	3	2.83	3	3	3		3	2.5	3	3	3		2.83	2.8	3
Robins K-8	2.75	2	3	2.6	2.5	3	3	3	1.5	1.86	1.75	1.2	2.18	1.67	2	1.5		2.5	2.2	2.67	2.25	2.33		1.5	2	0.5	1	0	1		2	1.5	2.17	3	2.6		2	3	2.75
Robison	3	3	2.67	2.8	3	3	3	3	3	2.71	2.75	2.8	3	2.89	3	3		3	3	2.33	2.75	3		2.75	2.5	2.33	2.75	3	0.33		3	3	2.5	2.67	2.2		3	3	3
Rockrage K-8	2	1.17	1.67	1.6	1.88	1.33	2	0	1	2.29	2.75	2.4	2.73	2.56	1.6	2.5		2.5	0.8	0.33	2	1.67		2.25	2	1.83	2.25	1	1		2	2.75	2.5	2	3		2.83	3	3
Safford K-8	2.25	2.33	2	1.8	1.88	2	2	3	1.5	0.57	1	0.8	0.91	1	1.6	1.33		1.5	1.6	1.67	2	2.67		0.5	1.5	1	0.75	1	1.33		1.5	0.75	0.67	1	2.2		1.33	2	1.25
Santa Rita High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	0		0	0	0	0	0		0	0	0
Secrist Middle	3	2.33	3	2.6	2.38	3	2.67	3	2.5	2.29	2.5	1.4	2.64	2.56	1.8	2.67		1.5	2.4	2.67	2.5	3		2	1.5	2	2.25	3	2		3	2.75	2	2.33	2		2.67	3	3
Sewell	2.75	3	3	3	2.88	3	3	3	3	2.57	1.75	1.6	1.91	2.11	2.2	1.83		3	2.8	2.33	3	2.67		2.25	2.5	2.5	3	2	3		1	1.75	2.17	3	2.8		1.67	3	2.25
Steele Elementary	2.75	2.67	2.33	2.6	2.5	3	3	3	2	2	2.5	1.6	2.18	2.33	2	2		1	2.2	2.33	2.25	2		2.25	2	2.17	2.5	2	1		2.5	2.75	2.83	2.67	3		2.83	2.8	2.5
Teenage Parent Program	2.25	1.67	1	1.2	1.12	1.33	1.33	2	0.5	2.29	3	2	2.36	2.22	1.8	1.83		0.5	2	2	2.5	2.33		1.75	1	1.67	1.75	1	1.33		1.5	1.75	1.5	2.67	2.6		1.33	2.2	0.75
Tolson	3	2.67	2.33	2	2.62	3	3	3	2	2.43	2.5	1.8	2.27	2.67	2.2	2.5		2.5	3	2.67	3	3		3	3	2.83	2.75	3	2		3	2.75	2.83	3	2.6		2.83	3	3
Tucson Magnet High	2.25	2.5	2.67	2.6	2.75	3	2.67	3	2.5	2	2	1.6	1.64	2.33	2.2	2.5		3	2.2	3	2.5	2.67		2.75	3	2	2.5	2	2		2	2.5	2.67	2.67	1.8		1.83	2.8	1.75
Tully Elementary	2.25	2.33	3	2.6	2.38	3	3	3	2.5	2.14	2.25	2	2	2.33	2.2	2.5		3	2.4	3	2.5	2.67		3	3	2.33	2.25	3	2		3	2.25	2.67	3	2.2		2.83	2.8	2.25
Utterback Middle	2.75	2.5	2	2.8	2.88	3	3	3	3	2.86	1.75	1.8	2	1.78	2.2	2		3	3	3	2.75	2.67		2.25	1.5	2.33	2	2	1		2	2.25	2.5	3	2.2		2.83	3	2.75
Vail Middle	3	2.5	2	2.6	2.38	3	2	3	2.5	2	2.25	2.4	1.82	2	2	2.17		1.5	1.8	2.33	2.5	2		2.25	2.5	2.33	2.5	2	1		2	2.25	2.5	2.67	2.8		2.5	2.6	2.75
Valencia Middle	2.75	2.83	2.33	2.6	2.5	3	2.67	3	2	2.14	2.25	2	2.27	2.11	1.8	2.33		2.5	2.8	3	2.5	3		2.5	3	2.33	2.25	3	1		2	2	2.67	2.67	2.8		2.17	2.8	2.5
Van Burkirk	2.5	2.5	3	2.6	2.88	3	2.67	3	2	0	0	0	0	0	0	0		1.5	2.8	2	2.5	2.67		0	0	0	0	0	0		3	2.75	2.5	3	3		2.5	2.8	2.25
Vesey Elementary	2	2	2.67	2.4	3	3	3	3	3	2	2	2	2.27	2.33	3	2.33		1.5	2.8	3	3	3		2.75	3	2.83	3	2	1		2	2.25	3	3	3		2.33	2.8	3
Wakefield Middle	2.25	2.33	2.33	2.2	2.12	2	2.33	3	2.5	2	2.5	2.4	2.55	2.11	2.2	2.33		1.5	2.2	2.67	2.25	3		2.5	3	2.67	2	3	2		2.5	2.25	2.17	3	2.2		1.83	2.4	1
Warren Elementary	3	3	3	3	3	3	3	3	3	2.71	2.5	2.8	3	2.67	3	3		2	3	3	3	3		3	3	2.67	3	3	1.67		2.5	2.75	3	3	2.6		2.67	3	2.75
Wheeler Elementary	2.5	2.83	3	1.8	2.75	3	3	3	1.5	1.86	2.5	2	1.91	2.56	2.6	2.17		3	3	3	3	3		2	2.5	2.83	3	3	2		2	2	2.5	3	1.8		1.83	2.6	2.25
White Elementary	2	1.5	1	1.6	2	2	1.67	2	1.5	1.29	1.5	1.4	1	2	2	1.17		1	0.6	1.67	1.75	1.67		1.5	1.5	2	2	2	1.33		1.5	1	1.5	1.33	1.4		1	2.2	1.75
Whitmore Elementary	2.75	2	2	2.4	2.25	3	3	3	1.5	2.43	2.5	1.6	2.09	1.78	1.2	1.17		2.5	2.4	3	2	2.33		2	1.5	1.33	2	2	1		3	2.5	2.67	3	2.8		2.67	2.8	2.5
Wright Elementary School	2.5	2	3	2.8	3	3	3	3	3	2.86	2.75	2.6	2.73	2.78	2.2	2.33		3	2.6	2.33	2.75	2.33		2.25	2.5	2.5	2.5	3	2.67		3	2.75	2.83	2.67	2.8		2.5	2.6	1.75
Average Score	2.50	2.41	2.47	2.37	2.50	2.65	2.61	2.63	2.41	2.17	2.26	1.96	2.19	2.27	2.20	2.17	2.17	2.04	2.25	2.35	2.46	2.39	2.30	2.19	2.42	2.21	2.28	2.41	1.49	2.17	2.22	2.24	2.45	2.66	2.49	2.41	2.23	2.67	2.34





CNA Principles

Principle 1 : Effective Leadership

Principle 2 : Effective Teachers & Instruction

Principle 3 : Effective Organization of Time

Principle 4 : Effective Curriculum

Principle 5 : Conditions, Climate, and Culture

Principle 6 : Family and Community Engagement

Spring 2019	District-Wide Lowest CNA Ratings Primary Needs - By Principle
2.3	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.
4.6	Our staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring improvement for all students.

Spring 2020	District-Wide Lowest CNA Primary Needs - By Prin
2.3	Based on all available student dat intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.
4.6	Our staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring improvement for all students.

Spring 2021	District-Wide Lowest CNA Ratings Primary Need
2.3	Based on all available intentionally plan instr every student in meet goals by differentiatin implementing Univers
4.6	Our and effe imp

Spring 2022	District-Wide Lowest CNA Ratings Primary Needs - By Principle
2.3	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning nd earning.
	views, nd nsuring

Spring 2023	District-Wide Lowest CNA Ratings Primary Needs - By Principle
2.3	Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.
4.6	Our staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring improvement for all students.

FISHBONE TRENDS

AREAS OF NEED DIRECTLY FROM SCHOOLS

Leadership Commitment to School Improvement

Training on Inclusion, and Other PD specific to Teaching Students with Disabilities

Meeting the Needs of All Students through Universal Design for Learning and Differentiation

Planning Intentional Lessons with High Expectations for All Students

Monitor, Review, Evaluate, and Implement the Effectiveness of Adopted Curricula

Professional Learning (PLCs, PD, Collaboration between Staff)

Tier I Instruction → Hattie Research → Instructional Framework → Teacher Clarity

CNA Needs 2.6, 4.3 → Universal Design for Learning → Hattie Research → Teacher Clarity

SWD Subgroup → Universal Design for Learning → Inclusion

1.2 M TSI Grant

What is UDL?

Leadership Commitment to School Improvement

Training on Inclusion, and Other PD specific to Teaching Students with Disabilities

Meeting the Needs of All Students through Universal Design for Learning and Differentiation

Planning Intentional Lessons with High Expectations for All Students

Monitor, Review, Evaluate, and Implement the Effectiveness of Adopted Curricula

Professional Learning (PLCs, PD, Collaboration between Staff)

Image by vecstock on Freepik

Image by vecstock on Freepik

The problem stemmed from the cockpit design.

But how many people fit these dimensions?

FLAW OF AVERAGES

THE CORE OF UNIVERSAL DESIGN

UNIVERSAL DESIGN FOR LEARNING (UDL)

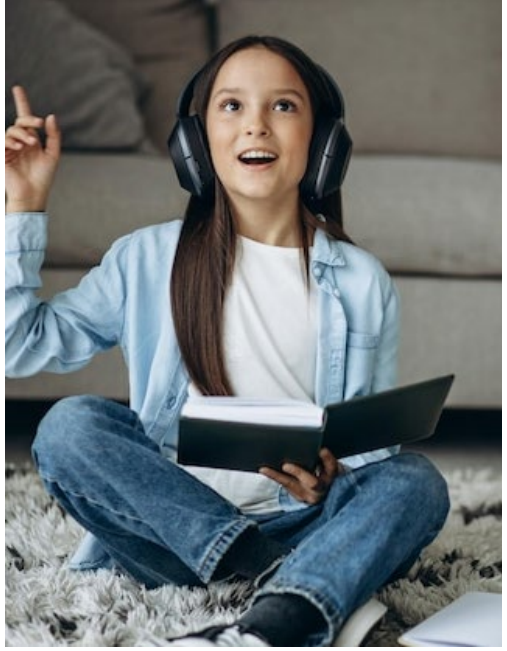
BELIEFS OF A UDL PRACTITIONER

Variability is the rule, not the exception. Students don't have to do the same things at the same time.

All students can work toward the same **firm goals** and grade-level standards.

All students will become expert learners if **barriers are removed**.

PRINCIPLE 1: MULTIPLE MEANS OF ENGAGEMENT



PRINCIPLE 2: MULTIPLE MEANS OF REPRESENTING CONTENT

3: MULTIPLE MEANS OF ACTION AND EXPRESSION

EQUITABLE ACCESS WITH UNIVERSAL DESIGN

A CLOSER LOOK AT EQUITY

- Equitable **access** to inclusive classrooms with grade-level peers
- Equitable **opportunities** to learn aligned to grade-level standards.
- Equitable **expectations** that they can be successful when provided with the appropriate support.
- Equitable feelings of belonging and **hope**

WHAT IS THE DIFFERENCE BETWEEN EQUALITY AND EQUITY?

EQUALITY

EQUITY

UNIVERSAL DESIGN FOR LEARNING

What is it that **all learners** need to be able to **know or be able to do**?

What **barriers** may prevent students from learning?

How do I design **flexible** pathways for **all learners**?

DIFFERENTIATION

How should students be **flexibly grouped**?

What **experiences** are necessary for each group to be appropriately **challenged or supported**?

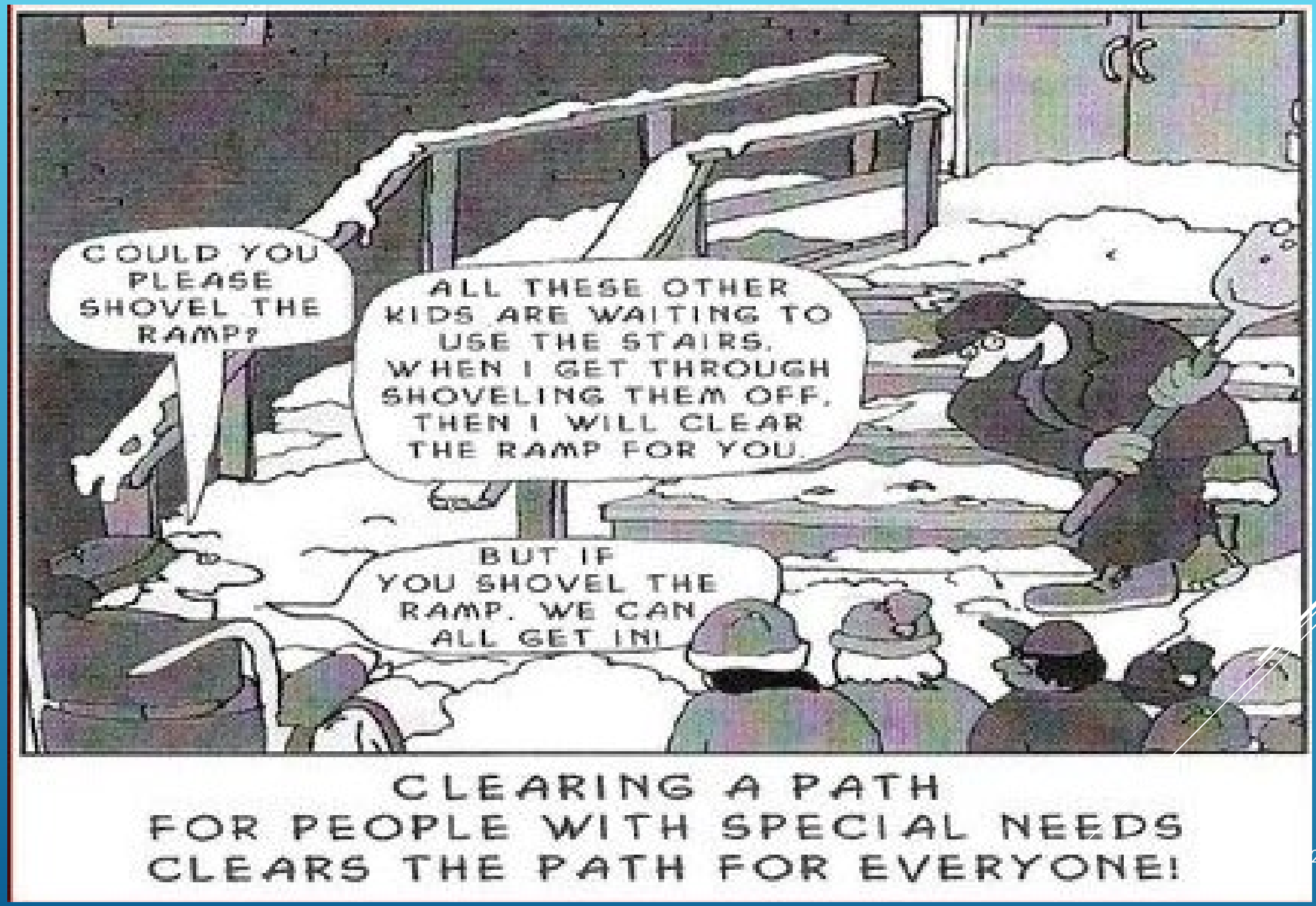
EQUALITY

EQUITY

UDL

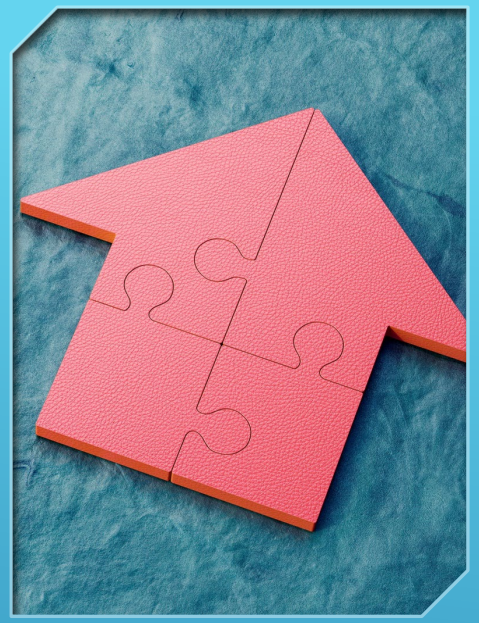
EQUALITY

EQUITY


COULD YOU PLEASE SHOVEL THE RAMP?
ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.
BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!
CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

UNIVERSAL DESIGN FOR LEARNING

- **Teacher Training in SY23** - 3,300 teachers trained in SY22, intro level courses, during Quarterly PD Day
- **Teacher Training in SY24 -** Anticipate 4,000 teachers, second level training, Quarterly PD Day
- **All Administrators – Katie Novak Key-Note**
- **New Teacher Induction – Katie Novak Key-Note**
- **Leading & Coaching -** 45-Hour Course, 31 trained
- **Virtual Learning Institutes** – 500+ Teachers
- **UDL Book Studies -** SY22, SY23, SY24
- **UDL Summer Courses**



What is Teacher Clarity?

Leadership Commitment to School Improvement

Training on Inclusion, and Other PD specific to Teaching Students with Disabilities

Meeting the Needs of All Students through Universal Design for Learning and Differentiation

Planning Intentional Lessons with High Expectations for All Students

Monitor, Review, Evaluate, and Implement the Effectiveness of Adopted Curricula

Professional Learning (PLCs, PD, Collaboration between Staff)

Take out a sheet of paper or use the back of your agenda

Step #1—Draw a house

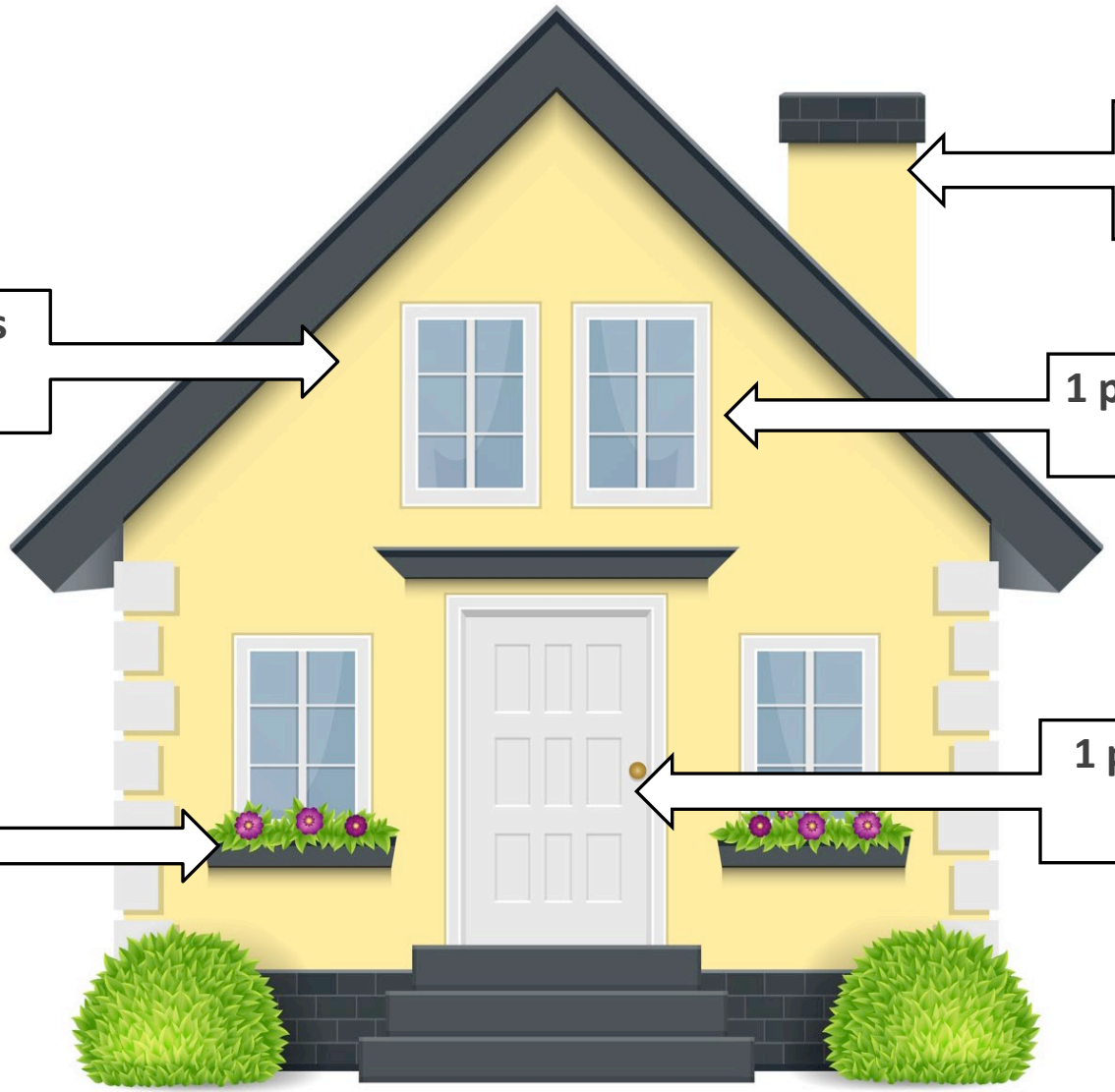
Step #2—Exchange your drawing with a shoulder partner

Step #3—Shoulder partner review your peer's drawing and give them feedback that would help them to improve their drawing

Step #4—Return the other person's drawing

Step #5—Use the feedback received to improve your drawing

Assessing yo



1 point for a chimney

3 points if your house is yellow

1 point for four windows with windowpanes

2 points for flowerpots under each window

1 point for a door in the center of the house

2 points for steps or sidewalk to the door

Subtract 10 points if you included smoke coming from chimney

Without clear learning goals and success criteria…

- What am I learning ? **I’m drawing a house!**
- How will I know I've learned it? **I don't know. My teacher just tells me how many points I get.**
- Why am I learning this? **Because they said so.**

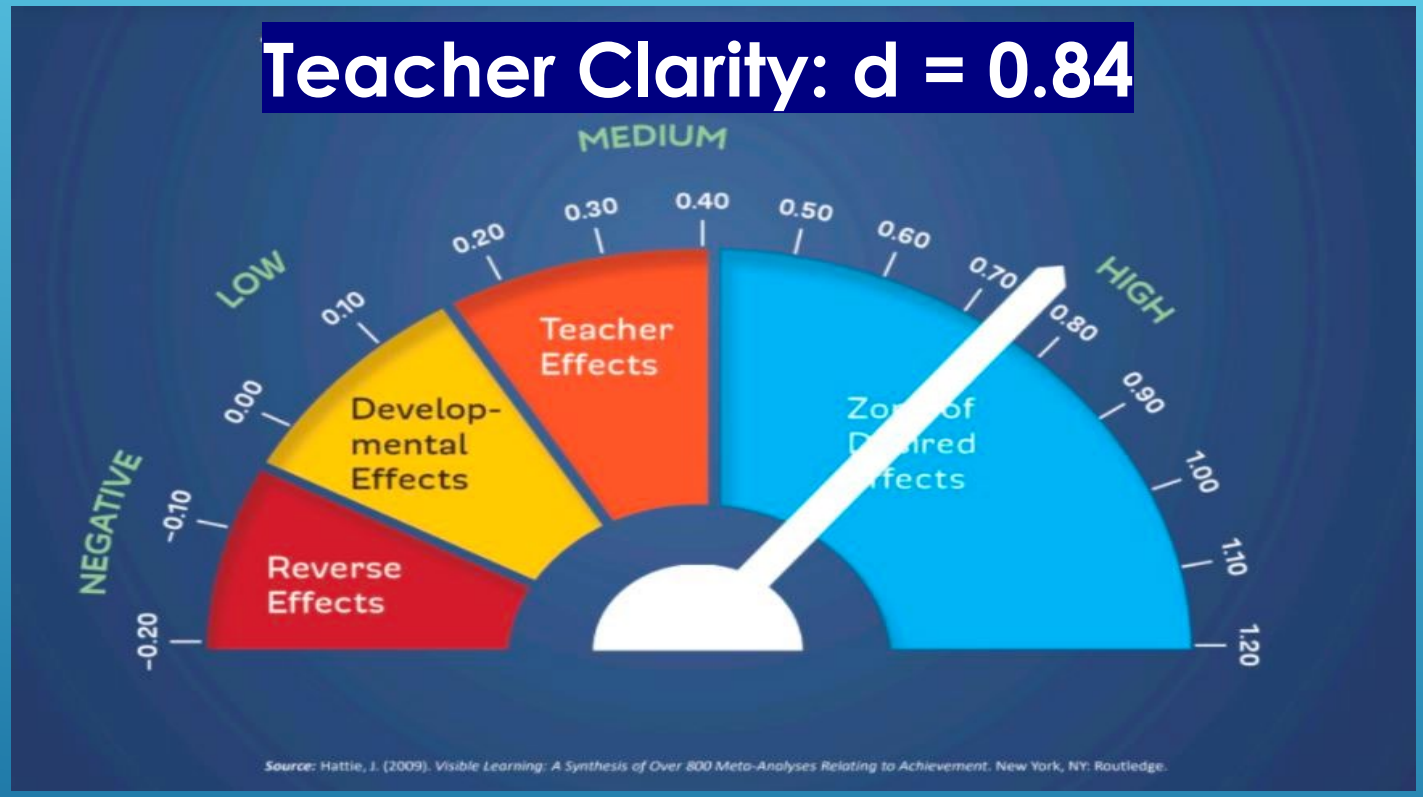
What do I want my students to **know** (*content*) or **do** (*skill*)?

Why do I want my students to learn it?

How will I know if my students learned it?

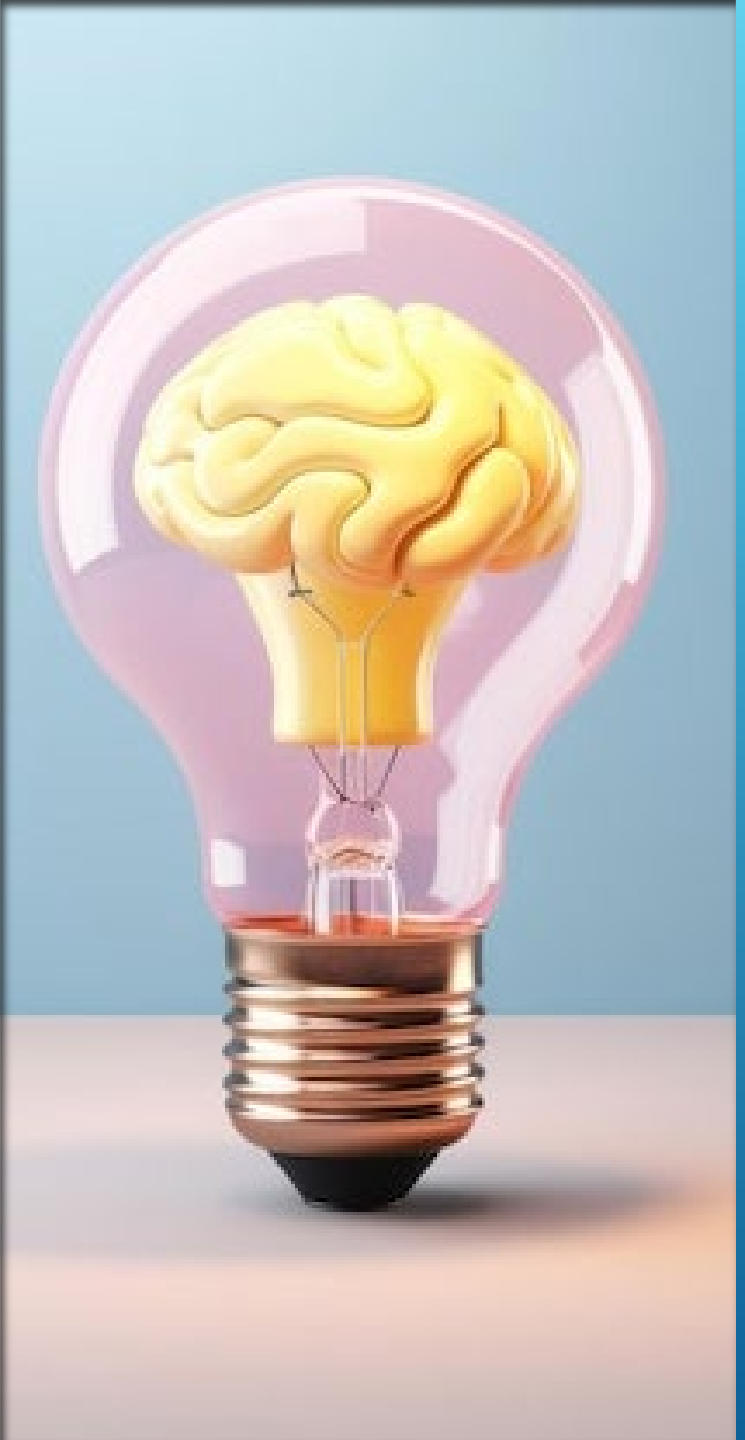
TEACHER CLARITY

Visible Learning Meta Analysis (Hattie)



- Analyzed 320+ factors that **influence student achievement**
- Every factor has an **"effect size"**
- Average effect size was 0.4 - Represents an average year's growth per year of schooling for a student

Factors greater than 0.4 have more than a year's worth of growth in student learning!



Clear Learning Targets → Aligned Assessments → Values Feedback → Relevancy → Focus on Inclusivity → Student Agency → Reducing Barriers to Understanding → Importance of Student Engagement → Promotes Ongoing Reflection → Supports Diverse Learners

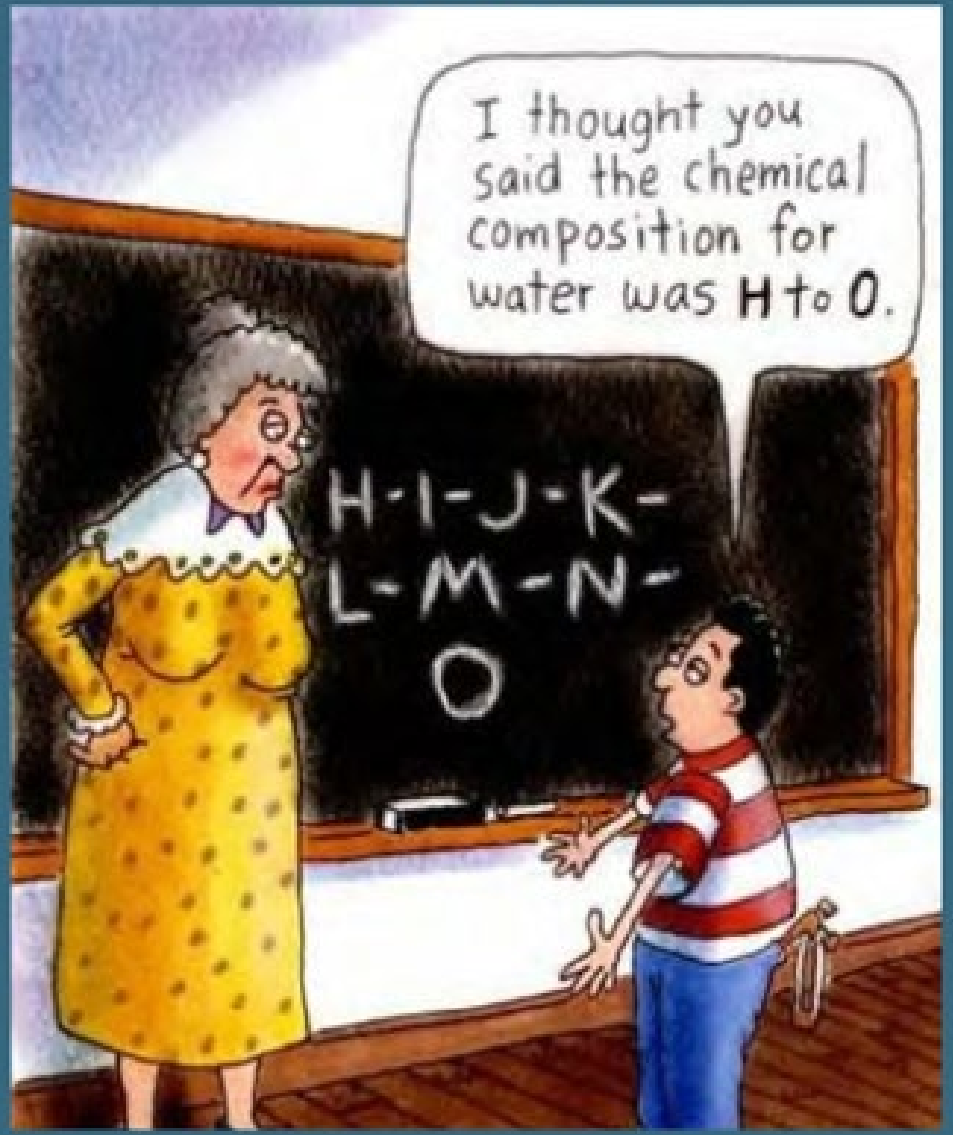
TEACHER CLARITY & UDL

"CLARITY IS THE ANTIDOTE TO ANXIETY"

- MARCUS BUCKINGHAM

Student Clarity

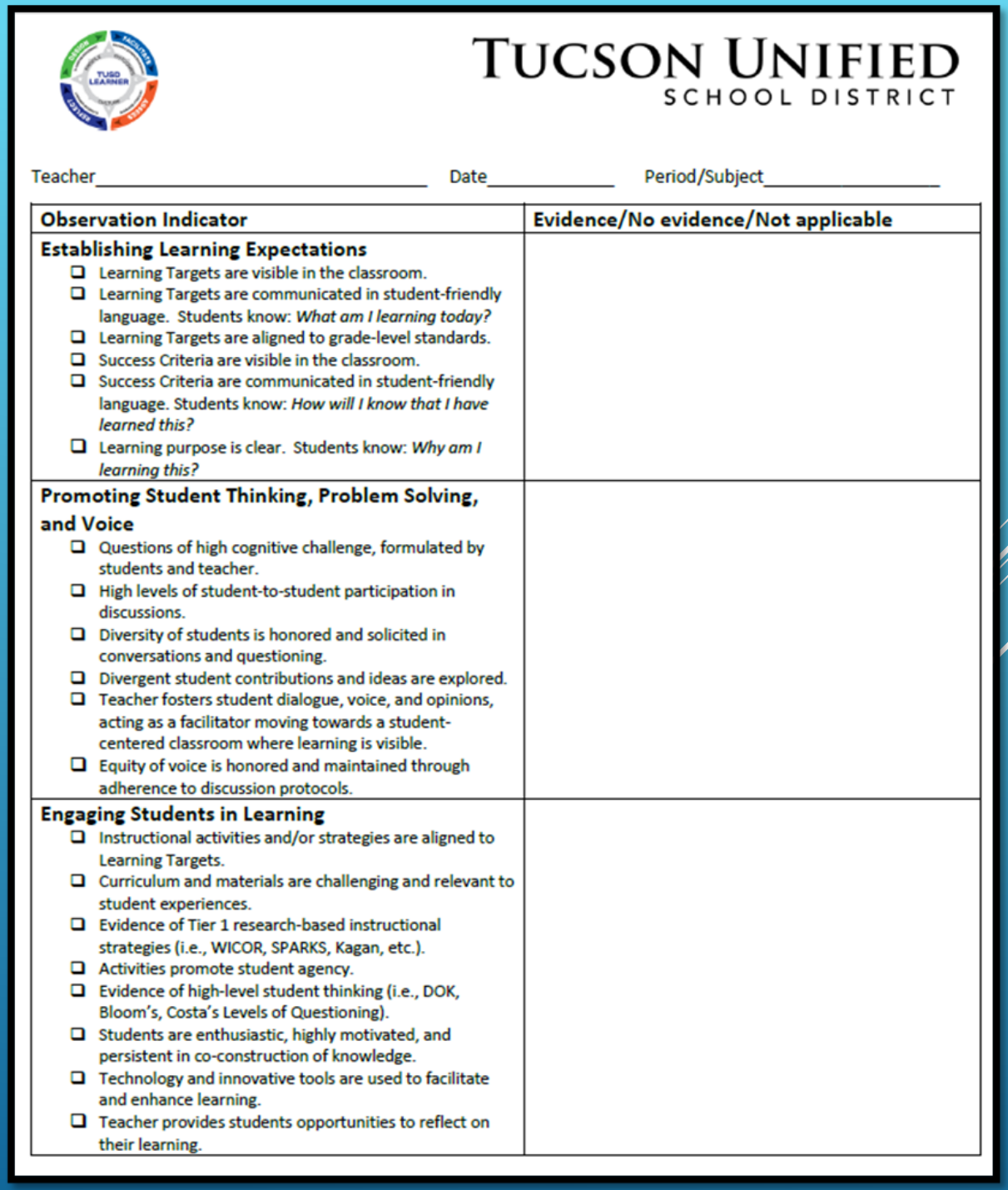
Litmus Test



TEACHER CLARITY

- **Teacher 2 day Workshop Training in SY24 –** Goal was to train 1,400 staff … currently at 1,200 …. new goal is 2,000
- **Teacher 2 day Workshop Training in SY24 –** Scheduled for offer 30 two-day workshops
- **All-Administrators – Nancy Frey Key-Note and Admin PD**
- **AZ Visible Learning Conference –** early adopters, trainers and key prinicpals.
- **Certified Teacher Clarity Trainers –** 28 staff members, lead the 2-day workshops for TUSD
- **Fine Arts Dept & CTE Dept Specific Training** -

TUSD Observational Instrument



TUCSON UNIFIED SCHOOL DISTRICT

Teacher_____ Date_____ Period/Subject_____

Observation Indicator	Evidence/No evidence/Not applicable
Establishing Learning Expectations ❑ Learning Targets are visible in the classroom. ❑ Learning Targets are communicated in student-friendly language. Students know: *What am I learning today?* ❑ Learning Targets are aligned to grade-level standards. ❑ Success Criteria are visible in the classroom. ❑ Success Criteria are communicated in student-friendly language. Students know: *How will I know that I have learned this?* ❑ Learning purpose is clear. Students know: *Why am I learning this?*	
Promoting Student Thinking, Problem Solving, and Voice ❑ Questions of high cognitive challenge, formulated by students and teacher. ❑ High levels of student-to-student participation in discussions. ❑ Diversity of students is honored and solicited in conversations and questioning. ❑ Divergent student contributions and ideas are explored. ❑ Teacher fosters student dialogue, voice, and opinions, acting as a facilitator moving towards a student-centered classroom where learning is visible. ❑ Equity of voice is honored and maintained through adherence to discussion protocols.	
Engaging Students in Learning ❑ Instructional activities and/or strategies are aligned to Learning Targets. ❑ Curriculum and materials are challenging and relevant to student experiences. ❑ Evidence of Tier 1 research-based instructional strategies (i.e., WICOR, SPARKS, Kagan, etc.). ❑ Activities promote student agency. ❑ Evidence of high-level student thinking (i.e., DOK, Bloom's, Costa's Levels of Questioning). ❑ Students are enthusiastic, highly motivated, and persistent in co-construction of knowledge. ❑ Technology and innovative tools are used to facilitate and enhance learning. ❑ Teacher provides students opportunities to reflect on their learning.	

TUCSON UNIFIED SCHOOL DISTRICT

Teacher_____ Date_____ Period/Subject_____

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This document is designed to only be used for Title I Walk-Throughs

TUCSON UNIFIED SCHOOL DISTRICT

Date_____ Class Code _____ Observation Team _____

Observation Indicator	Evidence/Notes
Learning Expectations ___ / 6 ❑ Learning Targets are visible in the classroom. ❑ Learning Targets are communicated in student-friendly language. Students know: *What am I learning today?* ❑ Learning Targets are aligned to grade-level standards. ❑ Success Criteria are visible in the classroom. ❑ Success Criteria are communicated in student-friendly language. Students know: *How will I know that I have learned this?* ❑ Learning purpose is clear. Students know: *Why am I learning this?*	
Student Thinking, Problem Solving, Voice ___ / 6 ❑ Questions of high cognitive challenge, formulated by students and teacher. ❑ High levels of student-to-student participation in discussions. ❑ Diversity of students is honored and solicited in conversations and questioning. ❑ Divergent student contributions and ideas are explored. ❑ Teacher fosters student dialogue, voice, and opinions, acting as a facilitator moving towards a student-centered classroom where learning is visible. ❑ Equity of voice is honored and maintained through adherence to discussion protocols.	
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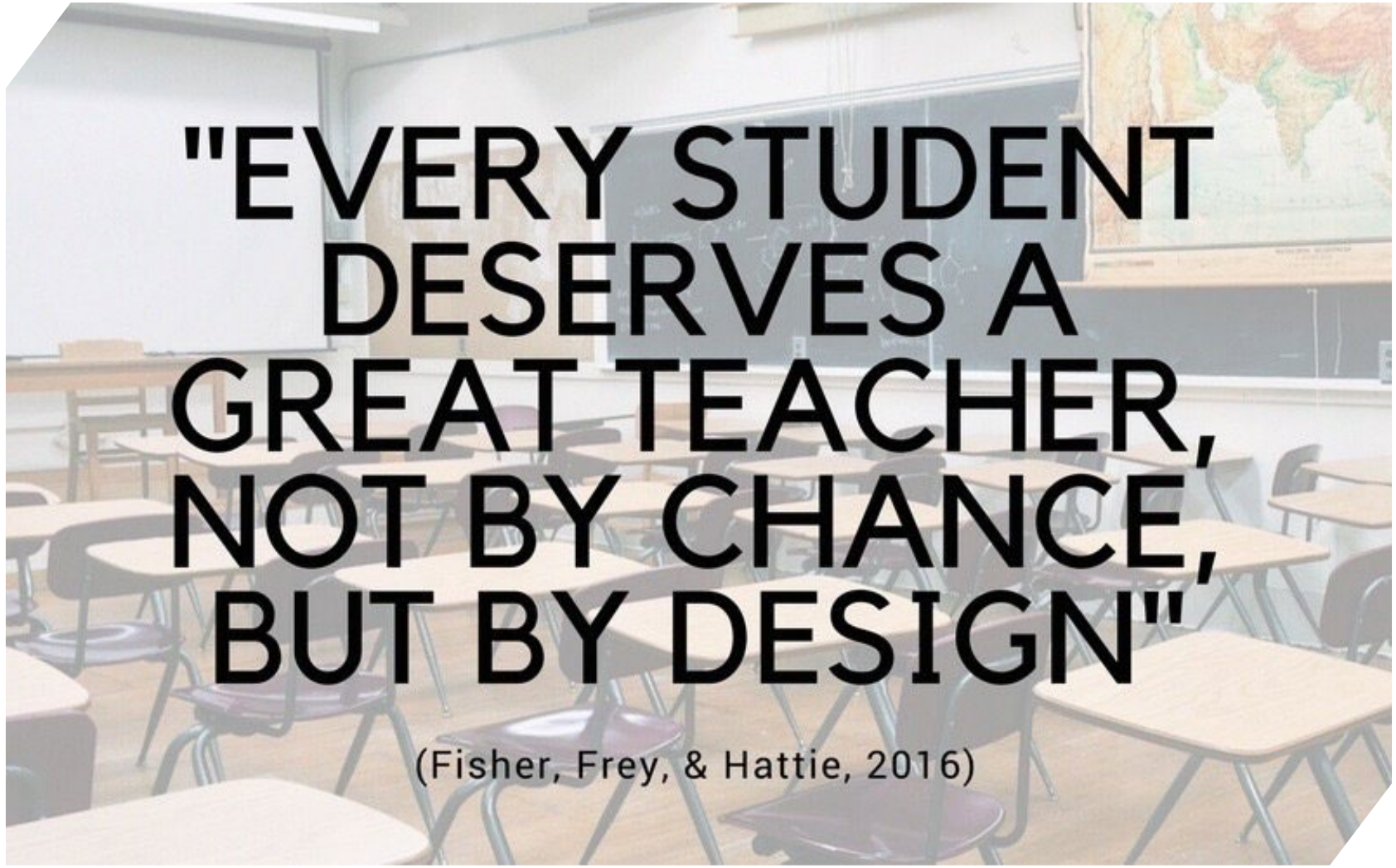
"EVERY STUDENT DESERVES A GREAT TEACHER, NOT BY CHANCE, BUT BY DESIGN"
(Fisher, Frey, & Hattie, 2016)

QUESTIONS?

Jon Lansa, Senior Director of Grants and Federal Programs

Jon.Lansa@tusd1.org

Shayla Samuels, Program Manager of School Improvement

Shayla.Samuels@tusd1.org

TUCSON UNIFIED
SCHOOL DISTRICT