Empowering Diverse Learners: Integrating Student-Paced Lesson Planning with MTSS and UDL Frameworks

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Scientist (2000's)
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About This Session

How student-paced lesson planning can be effectively integrated with Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) frameworks to meet the diverse needs of students and foster inclusive learning environments.

Please type into the chat

Are you familiar with MTSS / UDL?

Does your school currently have an MTSS / UDL system?

What is MTSS?

Multi-Tiered System of Support

The goal of MTSS is to have supports and resources in place so they may be seamlessly put into practice as a result of data-based monitoring. MTSS implementation is ==rooted in a benefit mindset==. It ==uses tools that most schools currently have== and views them with a new lens seeing the ==system as the component that needs to be fixed.==

MTSS Triangle

Tier 1   Universal support and curriculum for all students

↑↓   Progress Monitoring

Tier 2   Targeted support for small groups

↑↓   Progress Monitoring

Tier 3   Intensive support for individual students

Social-Emotional

Tier 1

Tier 2

Tier 3

Academic
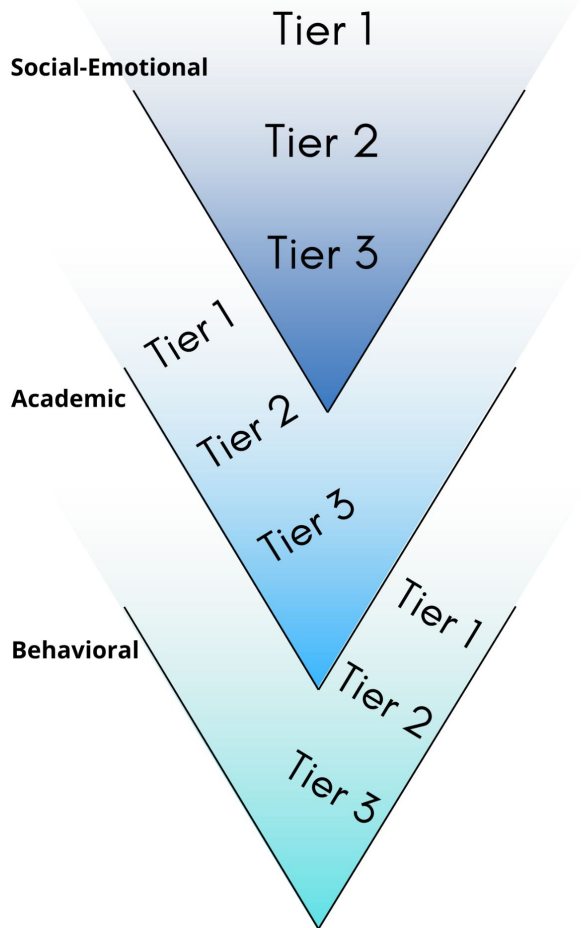
Tier 1

Tier 2

Tier 3

Behavioral

Tier 1

Tier 2

Tier 3

Image: © Educate on Purpose

This means that any student could be receiving instruction at any of these tiers at any given time.

What Questions do you have about MTSS basics?

Please type into the chat

UDL Framework

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

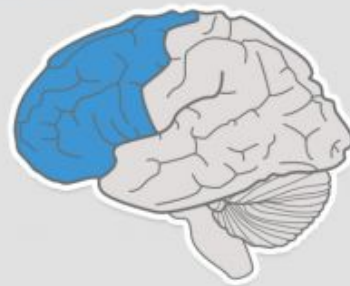For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.
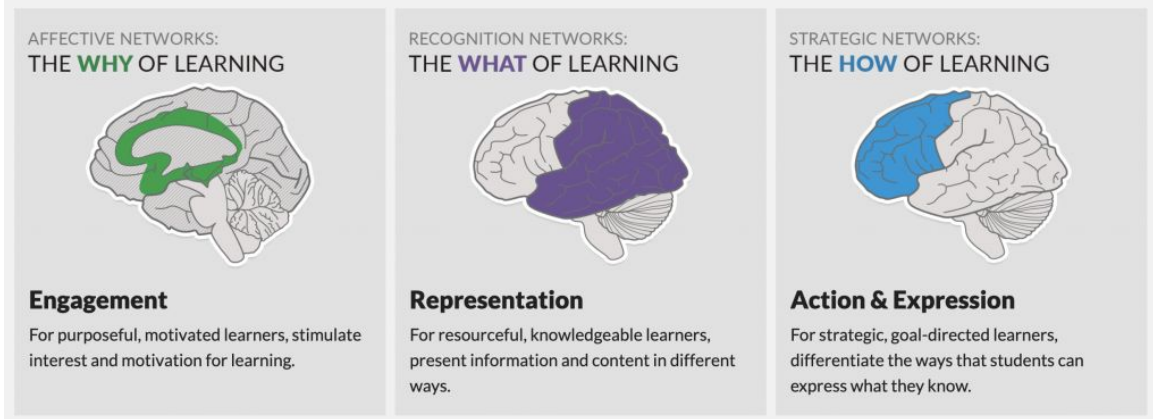
MTSS + UDL

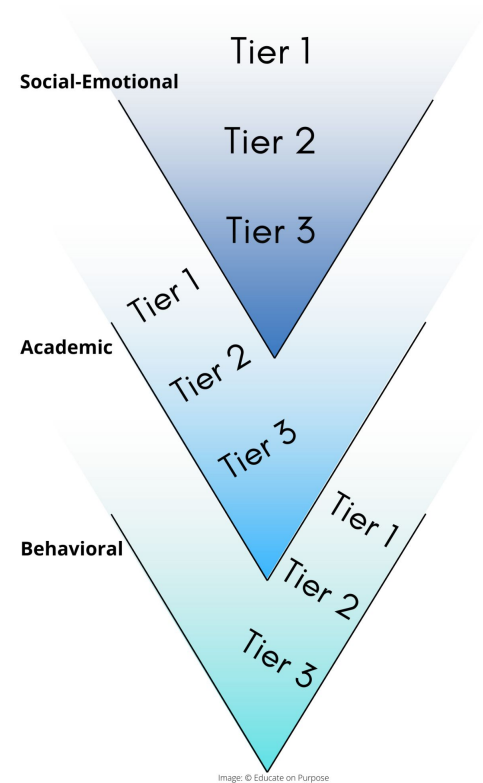AFFECTIVE NETWORKS:
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STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Each student gets what they need in the way that makes the most sense for & to them.

Social-Emotional — Tier 1, Tier 2, Tier 3

Academic — Tier 1, Tier 2, Tier 3

Behavioral — Tier 1, Tier 2, Tier 3

How can we individualize in a standardized environment?

Below are some instructional methods suggested by Collaborative for Academic, Social, and Emotional Learning CASEL.org. It is likely that you already use similar strategies. Focusing on the intention is key.

- **Co-construct classroom community agreements** for behavior, how to treat one another.
- Design learning **activities that empower students** to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.
- Make connections between SEL and academic instruction; initiate **reflection and discussion**.
- Guide students through the process of setting goals, encourage and commend academic risk-taking and incremental progress. Frame **productive struggle** as part of the learning process; **coach** students on how to correct mistakes and recover from setbacks.
- **Balance class time** with periods of direct instruction, student cooperative work, and time to work/reflect alone.
- Elicit student thinking by asking open-ended questions and **encouraging students to elaborate** on their response.
- Provide **opportunities for students to reflect** on cooperative group work and what made that work successful and/or challenging and plan for improvement.
- **Affirm students' diverse identities and cultures** through activities and interactions.
- **Provide space for students to share and learn about each other's lives and backgrounds**.

Learning Pathways

Use the resources you already have to create learning pathways that empower students to decide which is best for them.
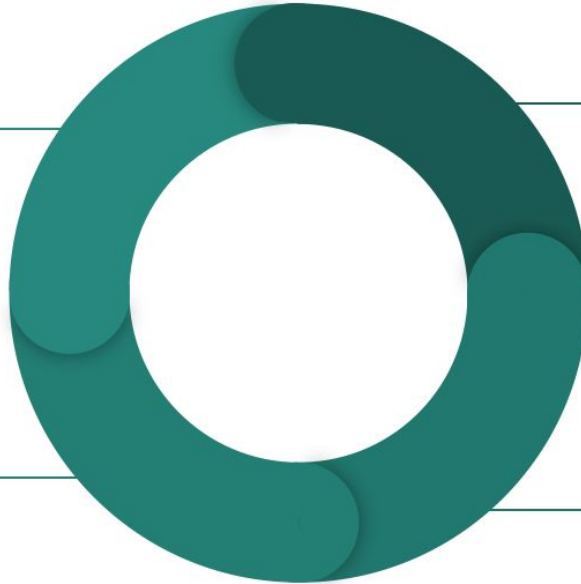
In my classroom, we call them workflows.

Why is Choice Important?

Supports children's intrinsic motivation to learn

Academic Choice helps children meet their innate need to feel competent, to belong, and to have some degree of freedom or autonomy. This frees them to pursue constructive learning experiences.

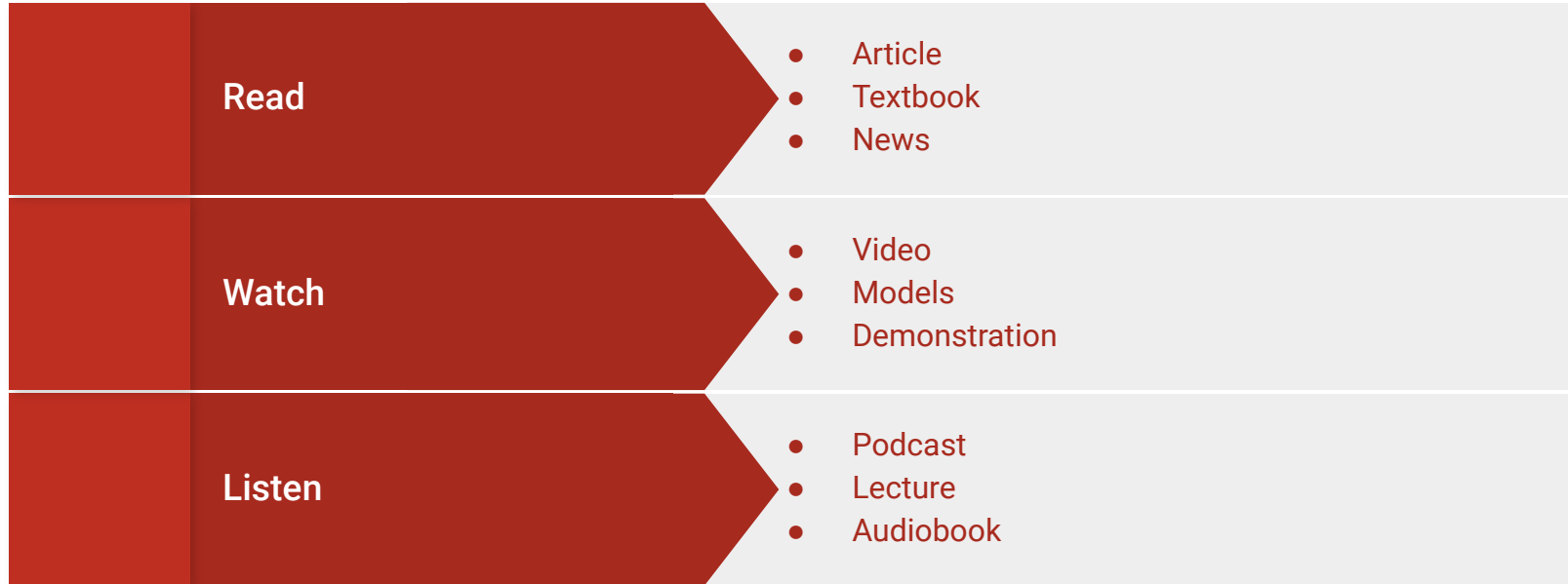**Draws on different strengths, abilities, and interests.**

Having choices allows children to work from their areas of strength and personal interest. They're then more likely to feel invested in their work and to draw personal meaning from it.

Encourages children to learn from each other

Academic Choice gives children opportunities to consult each other about their work, see each other's finished products, and talk with each other about how they achieved their final result.

Maximizes children's learning

The planning, working, and reflecting process mirrors how children naturally learn. It allows them to generate their own goals, actively interact with concrete materials, and make sense of their experiences. This gradually broadens their knowledge and makes them more sophisticated thinkers.

Responsive Classroom Newsletter, Spring, 2005

Reimagine Choice Boards

From Knowledge *Demonstration* to Knowledge *Acquisition*

Read
- Article
- Textbook
- News

Watch
- Video
- Models
- Demonstration

Listen
- Podcast
- Lecture
- Audiobook

Consider all the places where you have seen relevant, engaging content that you wanted to use but might not have found the ideal opportunity.

Virtual field trip, Newsela, Edpuzzle, Videos, Documentaries, Simulations, Graphic Novels, Picture Books
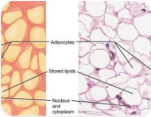
Curate your materials
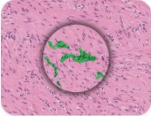
CK-12 Foundation

CK12-Foundation

Openstax

4.3 Connective Tissue Supports and Protects - Anatomy and Physiology | OpenStax
By the end of this section, you will be able to: Identify and distinguish between the types of connective tissue: proper, supportive, and fluid Explai

Kenhub

Overview and types of connective tissue
In this article we explore connective tissue. What is connective tissue? Which are the main types? Find here an overview of connective tissue.

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Epithelial and connective tissue
Academy

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Types Of Connective Tissue

YouTube
Tissues, Part 3 - Connective Tissues: Crash Course Anato...
TISSUES Part 3
INTRO CONNECTIVE TISSUES

Umich

Virtual Microscope

I use Wakelet to curate and deliver content to students.

Identifying and addressing barriers to student success

Elevate the importance of non-academic performance.

Integrate activities that focus on academic content AND behavioral/social-emotional instruction at the same time.

Provides you with insights into the whole child.

Identifying and addressing barriers to student success

Check-in / check-out, think-pair-share, reflection prompts, and goal-setting are examples of tier 1 instructional methods for academics.

Add a behavioral/SEL component, consider prompts that elicit student dispositions such as resilience, independence, creativity, and self-motivation.

You can easily incorporate some successful examples from my classroom are visible thinking and retrieval practice activities.

Starter Activities

Start, **Stop**, **Keep**

Name one thing you want to start.

Explain one thing you want to stop.

Describe something you want to keep.

Awesome **HIGH, LOW, BUFFALO**

HIGH - What is the best thing that happened last week?

LOW - What is something that you wish had gone better?

BUFFALO - Anything you want to share.

Middle Activities:

Gallery Walks

Think, Pair, Share

R.A.F.T. Writing

Vocabulary Dice

Vocab Dice

1. Write 6 vocab words on the board.
2. Students roll 2 dice and write down the corresponding words
3. Students write a sentence using those words.
4. Score the sentences.

Step 4

Accuracy +5
Example from class +2
Example from out of class +3

Score the sentences.

Semicolon -1
Two sentences -1

Made with **vimeo**create

https://vimeo.com/702548933

Wrap-Up / Reflection Activities

Rose, Thorn, and Bud

Thorn: What is one challenge you had?

Rose:
What is one thing you know about this topic?

Bud: What is one new or unexpected idea that was sparked by this concept?

Future Forgetful Self

Don't FORGET!

What are you going to write down now so that, in three weeks, you will remember what you learned today?

Why is this important to remember?

More Beginning, Middle, End activities

https://docs.google.com/document/d/187qZXP7XsyPVSO4TO5CKZVES01jfY1mPwU3On45CPCY/edit?usp=sharing

I hope that we have been able to accomplish these goals.

Better understanding of what MTSS is and what it means to your classroom.

Better understanding of what UDL is and what it means to your classroom.

Use learning pathways to empower students to work at their own pace.

Use formative assessments to evaluate non-academic indicators.

Questions or comments?

Please type into the chat

Want to learn more?

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Using reflection as a tool to teach with C.A.R.E
and assess what really matters

educate
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