



# Technology Tips, Tools, & Strategies

Sean J. Smith, Ph.D.  
seanj@ku.edu

<https://bit.ly/3FrqyFB>



1. **Bitly** - <http://bitly.com>
2. **QR Code Generator** - <https://www.qr-code-generator.com/>





**Nolan Patrick Smith**





## NO TECH

Pencil grip  
Post-it-notes  
Slanted surfaces  
Raised line paper  
Covered overlays  
Tactile letters  
Magnifying bars  
Weighted pencils



## LOW TECH

Buzzers  
Portable word processors  
Talking Calculator  
MP3 player  
Electronic organizers  
Switches/Buzzers  
Lights



## HIGH TECH

E-Readers  
Touch screen devices  
Computerized testing  
Speech Recognition Software  
Word Processors  
Text-to-Speech (TTS)  
Progress Monitoring Software



# Priority #1 - Assistive Technology

# AT Must be Considered for every IEP

1. Required since 1997
2. Every IEP has a statement/check box.
3. Every Team Must Consider AT.
4. Congress determined technology could/would be a critical tool for Students with Disabilities.



Inclusion through Innovation



# The Goal of SETT Framework

...to help collaborative teams create

**S**tudent-centered,

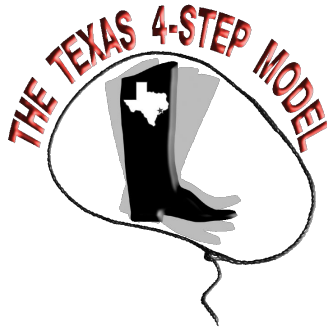
**E**nvironmentally-useful, and

**T**asks-focused

**T**ool systems

That foster the educational achievement of  
students with disabilities

# Consideration Resources



## Assessing Students' Needs for Assistive Technology (ASNAT)

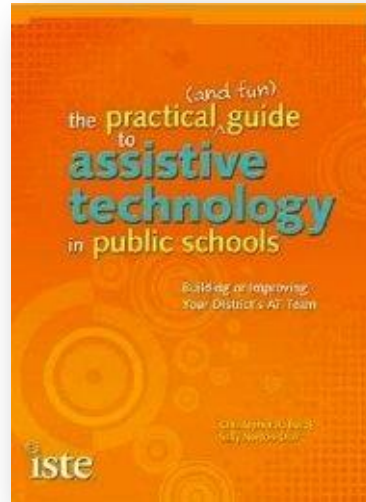
A Resource Manual for School District Teams

5th Edition  
June 2009

Bill Gierach, Editor



Wisconsin Assistive Technology Initiative  
CESA #2  
448 East High Street  
Milwaukee, WI 53202  
www.wati.org



# Quality Indicators for Assistive Technology

A COMPREHENSIVE GUIDE TO ASSISTIVE TECHNOLOGY SERVICES

## THE QIAT LEADERSHIP TEAM



Gayl Bowser | Diana Foster Carl | Kelly S. Fonner | Terry Vernon Foss  
Jane Edgar Korsten | Kathleen M. Lalk | Joan Breslin Larson | Scott Marfillius  
Susan R. McCloskey | Penny R. Reed | Joy Smiley Zabala

# Q uality I ndicators for A ssistive T echnology

## Module Navigator

[Print Assessment Results](#)

**Welcome to the Assistive Technology Internet Modules (ATIM)!** ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, professional development certificates and graduate credits hours are available for a fee. Continuing education credits are coming soon. **Need assistance?** Visit the [help page](#).

-  AT for School Age
-  AT Problem Solving Across the Lifespan
-  AT for Early Childhood
-  AT for Adult Life
-  Using the WATI Assessment Process
-  Browse Alphabetically

### AT for School Age

- [AT Assessment Process in the School Environment](#) 
- [AT Consideration in the IEP Process](#) 
- [AT for Administrators](#) 
- [AT Implementation](#) 
- [AT Supports and Services in the IEP](#) 
- [Automatic Speech Recognition \(ASR\) / Speech-to-Text](#) 
- [Navigating Accessible Instructional Materials](#) 

# ATIM Modules

Let's head over there and do the following:


1. Create an Account - It is Free - <https://atinternetmodules.org/>
2. Then view the List of all Modules (see <https://atinternetmodules.org/search>)
3. With a Partner, select one of the Modules
4. Review what is there and be ready to report back.



**A Family-Centered Approach to Assistive Technology in Early Childhood**  
1 1/2 hours AT for Early Childhood  
Module Overview



**AAC Assessment: Adults with DD**  
2 hours AT for Adult Life  
Module Overview



**AAC Implementation: Adults with DD**  
AT for Adult Life 2 hours  
Module Overview



**ADL: Independent Living - WATI**  
1 hour Using the WATI Assessment Process  
Module Overview



**An Overview of Using the WATI AT Assessment Process**  
2 hours Using the WATI Assessment Process  
Module Overview



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## Priority #2

# Design & Plan for ALL Learners

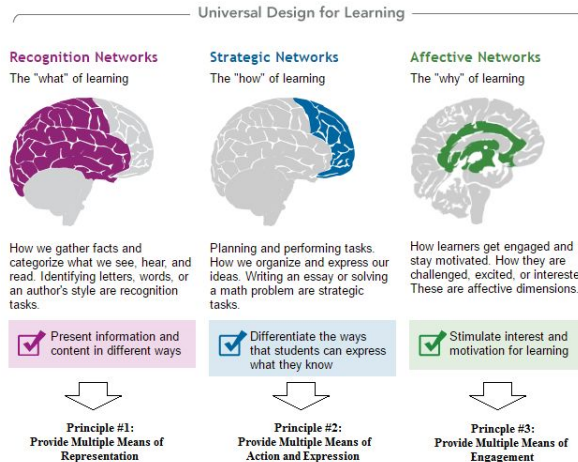
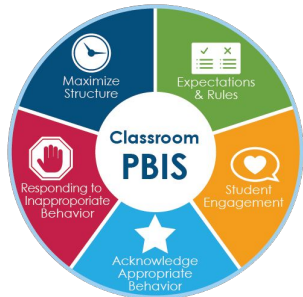


Inclusion through Innovation



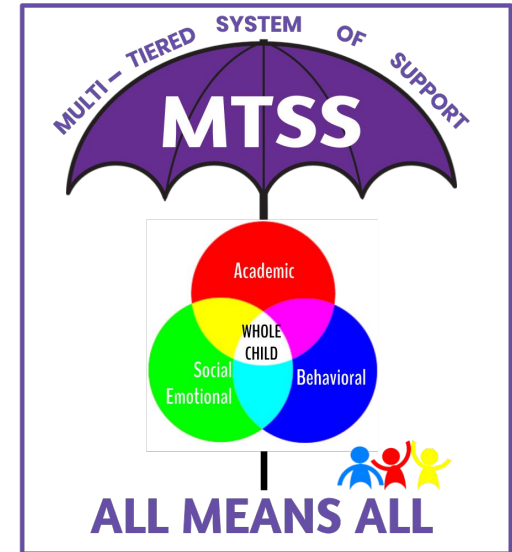
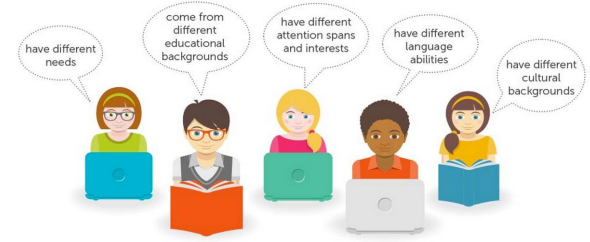
# How - What - Design & Plan?

1. Personalize for ALL Learners
2. Individualize - Unique & Specific
3. Instructional Frameworks
4. Systems of Supports
5. Pathway - Map



## WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:





# Learning Barriers



# Common Barriers & Challenges

Academic Challenges	Executive Function	Learning behaviors
<p><b>When reading text:</b></p> <ul style="list-style-type: none"><li>● Decoding</li><li>● Vocabulary</li><li>● Comprehension</li></ul> <p><b>When writing:</b></p> <ul style="list-style-type: none"><li>● Generating ideas</li><li>● Organizing ideas</li><li>● Drafting writing</li><li>● Mechanics of writing</li></ul>	<p><b>Understanding Expectations</b></p> <ul style="list-style-type: none"><li>● Remembering instructions</li><li>● Following step-by-step instruction</li><li>● Knowing how and when to ask for help</li></ul> <p><b>Planning and Organization</b></p> <ul style="list-style-type: none"><li>● Breaking tasks down and setting realistic goals</li><li>● Time management</li><li>● Self-monitoring progress</li><li>● Managing resources</li></ul>	<p><b>Motivation</b></p> <ul style="list-style-type: none"><li>● Engaging in tasks</li><li>● Persisting with tasks</li><li>● Focus/Attention</li></ul> <p><b>Self regulation</b></p> <ul style="list-style-type: none"><li>● Confidence (learned helplessness)</li><li>● Strategies to cope</li><li>● Using feedback</li></ul>

## Instructional Goals:

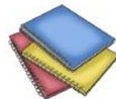
Content	Skills and Strategies
Learn to read Learn to read content for meaning Learn science content and vocabulary Learn social studies content and vocabulary Learn and apply math concepts and procedures Learn and apply language concepts Analyze literature Other:	Decode text Read strategically Research and gather information Write effectively Listen and speak effectively Other:

Instructional Material:	Teaching Method:	Practice/Application Method:
Printed textbook Trade book Workbook/worksheets Newspaper or magazines Printed notes/outlines	Lecture Hands-on teacher demonstration Chalk/white board presentation Overhead visual presentation Large group instruction	Workbook/worksheets Homework In-class assigned writing Research paper Group project

# Executive Functioning Skills



**Planning** is the ability to figure out how to accomplish our goals.



**Organization** is the ability to develop and maintain a system that keeps materials and plans orderly.

## Time Management

is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



**Task Initiation** is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



**Working Memory** is the mental processes that allow us to hold information in our minds while working with it.



**Metacognition** is being aware of what you know and using that information to help you learn.

**Self-Control** is the ability to regulate yourself, including your thoughts, actions, and emotions.



**Attention** is being able to focus on a person or task for a period of time and shifting that attention when needed.



**Perseverance** is the ability to stick with a task and not give up, even when it becomes challenging.



**Flexibility** is the ability to adapt to new situations and deal with change.

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- Flexible Thinking
- Working Memory
- Self-monitoring
- Planning & Prioritization
- Time-Keeping
- Impulse Control
- Attention & Focus
- Organization
- Task Initiation
- Emotional Control

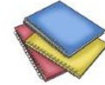


# Inclusion through Innovation

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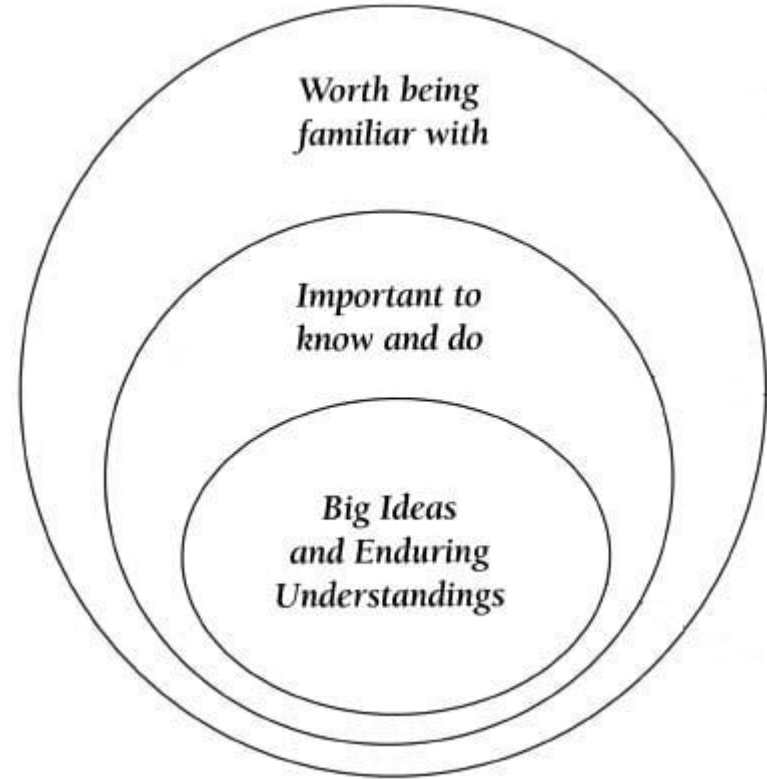
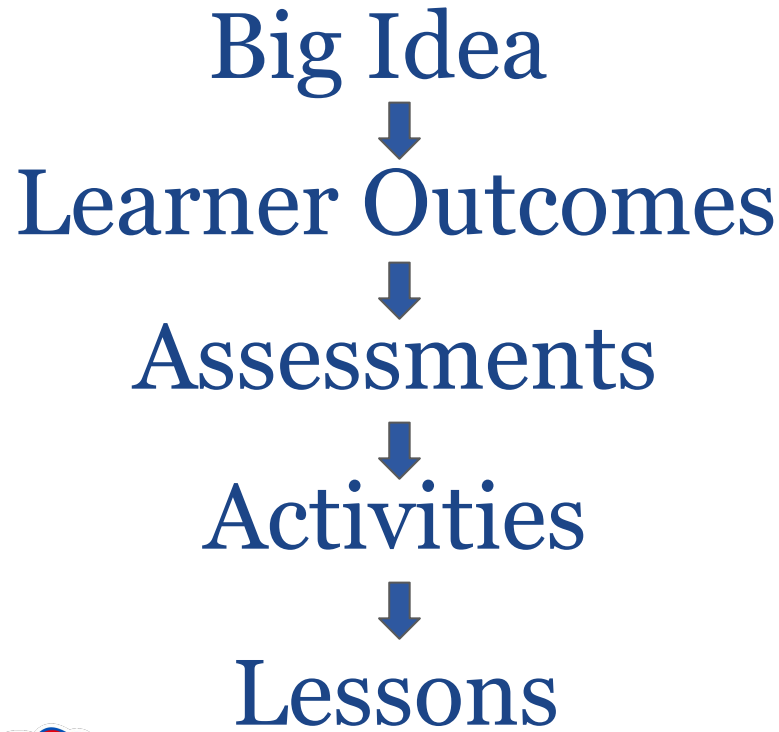
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# President Report

- ❑ Library Research
- ❑ Organize Information
- ❑ Answer Questions
- ❑ Outline
- ❑ Write a Report
- ❑ Share a Poster



# President Report

- ❑ Purposeful Goals
- ❑ Measurable Goals
- ❑ Determined Options for Assessment
- ❑ Multiple Means of Representation
- ❑ Multiple Means of Action & Expression







## **EQUALITY**

Everyone is treated the same because it is assumed the same supports will benefit everyone.



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Everyone is given different supports to have access. They are treated equitably.



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## **UDL**

The cause of the inequity has been addressed. The systemic barrier has been removed.

# Plan & Design for Variability?



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# UDL

## Representation

### What?

*of Learning*



## Action and Expression

### How?

*of Learning*



## Engagement

### Why?

*of Learning*



- To provide multiple means of **Representation** to address the **WHAT** of learning

- To provide multiple means of **Action and Expression** to support the **HOW** of learning

- To provide multiple means of **Engagement** to answer the **WHY** of learning.

CAST  YEARS OF  
INNOVATION  
1984-2009

*Transforming education through Universal Design for Learning — <http://www.cast.org>*

# UDL at a glance

### 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



Provide options for **Recruiting Interest**

Provide options for **Perception**

Provide options for **Physical Action**

Access

Provide options for **Sustaining Effort & Persistence**

Provide options for **Language & Symbols**

Provide options for **Expression & Communication**

Build

Provide options for **Self Regulation**

Provide options for **Comprehension**

Provide options for **Executive Functions**

Internalize

<https://udlguidelines.cast.org/>



	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 <b>Recruiting Interest</b> (7) ✓</p> <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy (7.1)</li> <li>Optimize relevance, value, and authenticity (7.2)</li> <li>Minimize threats and distractions (7.3)</li> </ul>	<p>Provide options for <b>Perception</b> (1) ✓</p> <ul style="list-style-type: none"> <li>Offer ways of customizing the display of information (1.1)</li> <li>Offer alternatives for auditory information (1.2)</li> <li>Offer alternatives for visual information (1.3)</li> </ul>	<p>Provide options for <b>Physical Action</b> (4) ✓</p> <ul style="list-style-type: none"> <li>Vary the methods for response and navigation (4.1)</li> <li>Optimize access to tools and assistive technologies (4.2)</li> </ul>
Build	<p>Provide options for <b>Sustaining Effort &amp; Persistence</b> (8) ✓</p> <ul style="list-style-type: none"> <li>Heighten salience of goals and objectives (8.1)</li> <li>Vary demands and resources to optimize challenge (8.2)</li> <li>Foster collaboration and community (8.3)</li> <li>Increase mastery-oriented feedback (8.4)</li> </ul>	<p>Provide options for <b>Language &amp; Symbols</b> (2) ✓</p> <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols (2.1)</li> <li>Clarify syntax and structure (2.2)</li> <li>Support decoding of text, mathematical notation, and symbols (2.3)</li> <li>Promote understanding across languages (2.4)</li> <li>Illustrate through multiple media (2.5)</li> </ul>	<p>Provide options for <b>Expression &amp; Communication</b> (5) ✓</p> <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1)</li> <li>Use multiple tools for construction and composition (5.2)</li> <li>Build fluencies with graduated levels of support for practice and performance (5.3)</li> </ul>
Internalize	<p>Provide options for <b>Self Regulation</b> (9) ✓</p> <ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation (9.1)</li> <li>Facilitate personal coping skills and strategies (9.2)</li> <li>Develop self-assessment and reflection (9.3)</li> </ul>	<p>Provide options for <b>Comprehension</b> (3) ✓ ✓</p> <ul style="list-style-type: none"> <li>Activate or supply background knowledge (3.1)</li> <li>Highlight patterns, critical features, big ideas, and relationships (3.2)</li> <li>Guide information processing and visualization (3.3)</li> <li>Maximize transfer and generalization (3.4)</li> </ul>	<p>Provide options for <b>Executive Functions</b> (6) ✓</p> <ul style="list-style-type: none"> <li>Guide appropriate goal-setting (6.1)</li> <li>Support planning and strategy development (6.2)</li> <li>Facilitate managing information and resources (6.3)</li> <li>Enhance capacity for monitoring progress (6.4)</li> </ul>

## Barriers - Solutions

- Multiple ways to respond
- Self-regulation support
- Task options
- Support in synthesizing information
- Activate background knowledge
- Text in multiple formats



## UDL In the Classroom - A Review



# Classroom Application

NEXT STEPS

A hand holding a piece of white chalk is positioned on the right side of the image, as if about to write or having just finished writing. The chalkboard background features the words 'NEXT STEPS' written in white chalk. A yellow chalk outline of a square is drawn around the text. A semi-transparent white box is overlaid on the left side of the image, containing the text 'Classroom Application'. The overall scene is set against a dark, textured chalkboard background.

# Elements of UDL

1. All learners knowing the goals
2. Intentional, flexible options for all students to use
3. Students access to resources from the start of a lesson
4. Students building and internalizing their own learning



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## Traditional Route

Students will write a  
descriptive essay about Greek  
mythology

Back

Detour

G·P·S



# Traditional Route

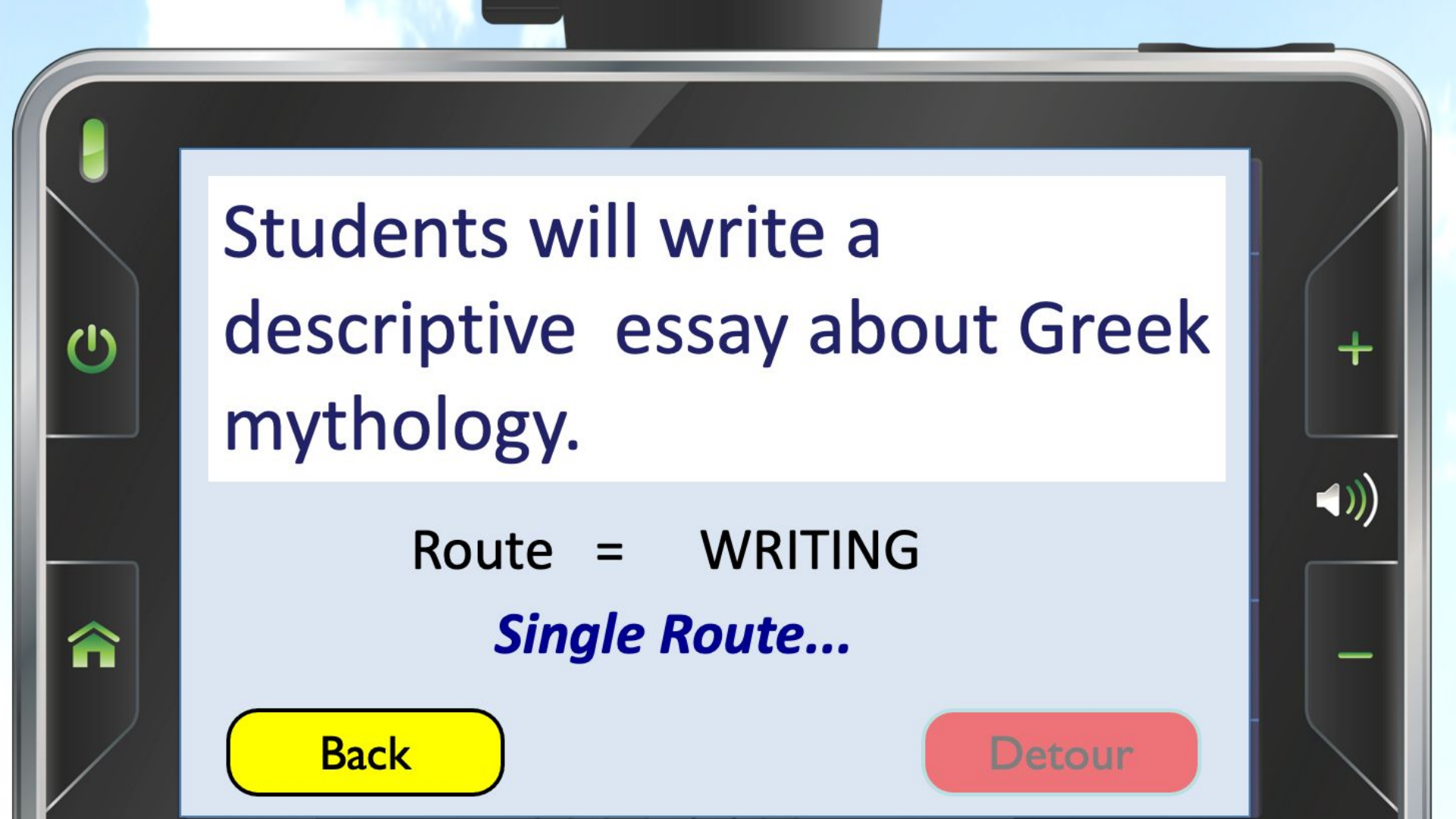


Back

Detour

G.P.S.



A smartphone interface with a dark grey border. On the left side, there is a vertical bar with three icons: a green battery indicator at the top, a green power button icon in the middle, and a green home button icon at the bottom. On the right side, there is a vertical bar with three icons: a green plus sign at the top, a green speaker icon in the middle, and a green minus sign at the bottom. The main screen area is light blue and contains a white text box at the top with dark blue text. Below the text box, the text "Route = WRITING" is displayed in black, followed by "Single Route..." in dark blue italics. At the bottom, there are two buttons: a yellow "Back" button on the left and a red "Detour" button on the right.

Students will write a  
descriptive essay about Greek  
mythology.

Route = WRITING

*Single Route...*

Back

Detour



Goals



UDL

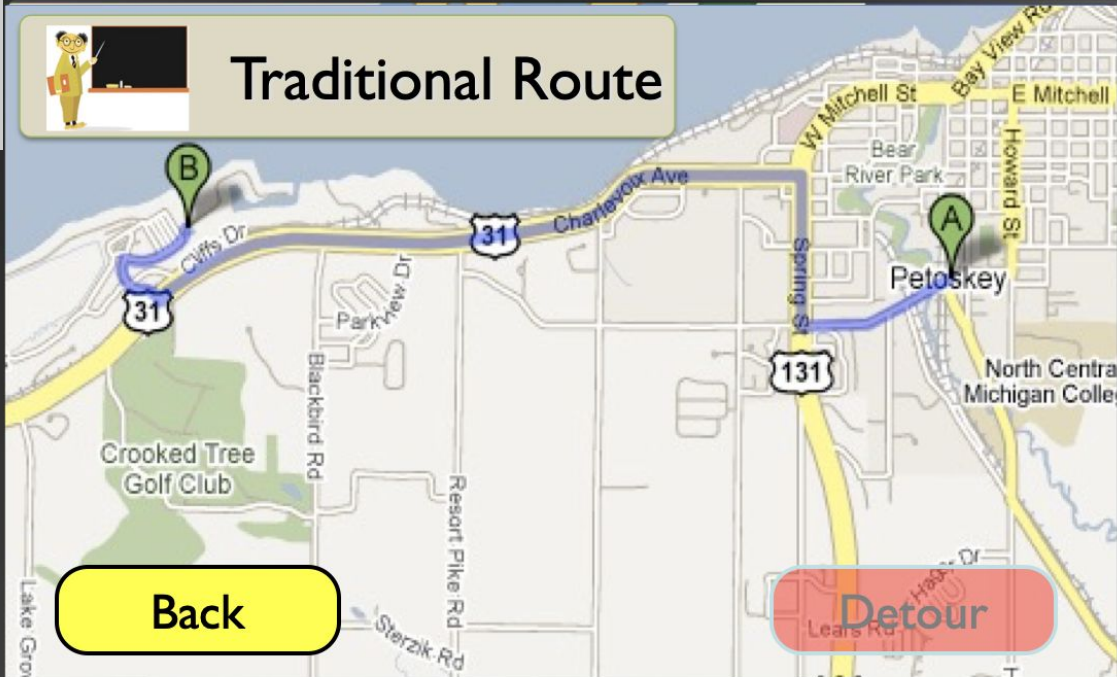
Student will demonstrate  
knowledge of Greek  
mythology

Back

Detour



## Traditional Route



Back

Detour

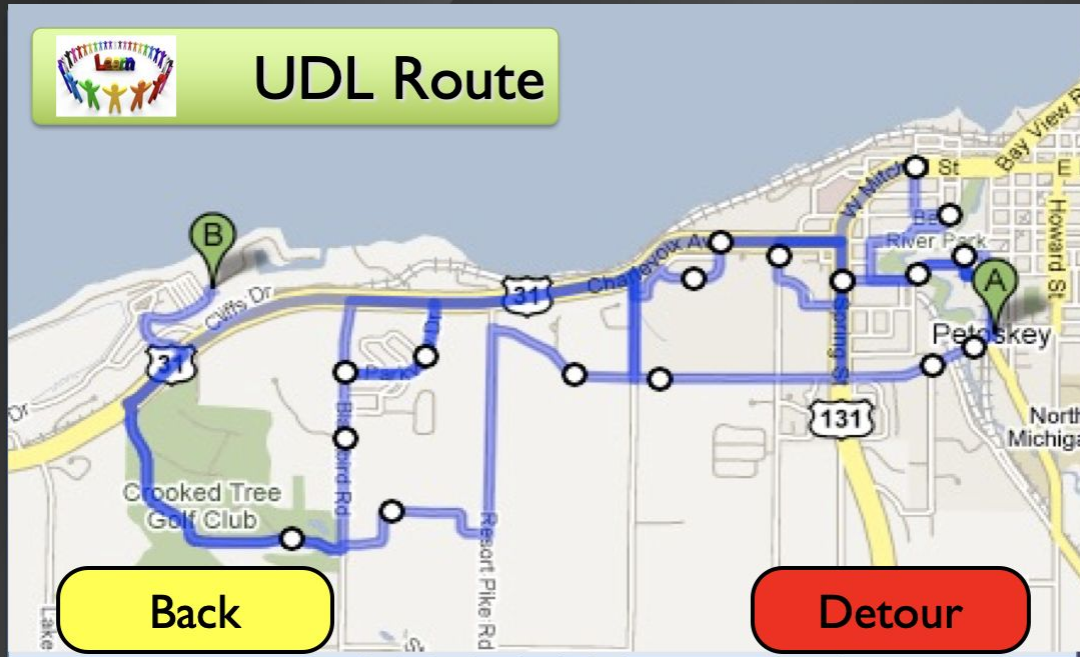


G · P · S





# UDL Route



Back

Detour



G · P · S

# Putting UDL to Practice

## Step-by-Step UDL Lesson Plan Template

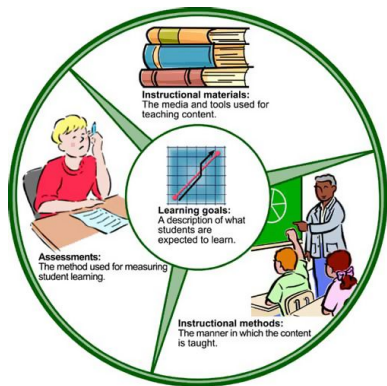
1. Understood's Version
2. Tips for Developing Learning Goals
3. Tips - Example 2
4. Top Ten Tips for Engaging Students through UDL



Inclusion through Innovation

# the UDL approach

Loui Lord Nelson, Ph.D.



# UDL-IRN

## UDL Flowchart

Dr. Katie Novak, EdD



# UDL in Practice During COVID

Tool	What You Can Do	Ideas for Use Online	UDL Connections
<p>“Speak text” accessibility feature on iOS MacOs, and other operating systems.</p> <p><a href="#">Read &amp; Write Chrome Plugin</a></p> <p>(also available as an iPad Keyboard)</p>	<ul style="list-style-type: none"><li>• Provides literacy support tools, such as text to speech, fluency tutor, word prediction, and word lookup</li><li>• Text-to-speech can support reading fluency and comprehension</li><li>• Word look-up supports comprehension and vocabulary development</li><li>• Supports language learners &amp; students with reading-based disabilities whose listening skills are often much stronger than their reading skills.</li></ul>	<p><u>Asynchronous</u></p> <ul style="list-style-type: none"><li>• Tool can be used with digital files provided for instruction (PDFs, Google Docs, online text).When students read independently, these tools can provide various literacy supports.</li></ul>	<p>1.1 Offer options for customizing the display of information</p> <p>1.3 Offer alternatives for visual information</p> <p>2.1 Clarify vocabulary and symbols</p> <p>2.3 Support decoding of text</p>



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# UDL in Practice During COVID

1. Digital Tools for Representation
2. Digital Tools for Action & Expression
3. Digital Tools for Engagement

schoolvirtually



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**Beyond Accommodations**

# Accommodations

1. Extended time
2. Note taker
3. Quiet place
4. Audio digital text
5. Text is larger
6. Dictate to a scribe
7. Special lighting/sound
8. Outline of a presentation
9. Text-to-speech
10. Record a lesson instead of taking notes



#### TO MAKE DESK WORK EASIER

- Provide desk closest to teacher
- Provide alternate desk away from group activities
- Assign desk at front of class
- Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table)
- Provide rubber band around chair legs for child's feet
- Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air cushion
- Allow child to stand
- Allow child use of weighted lap pad
- Allow frequent breaks

#### FOR SITTING IN A GROUP

- Allow child to sit on a carpet square
- Mark child's spot on carpet with tape
- Allow child to use chair or beanbag
- Seat child closest to teacher
- Seat child at edge of group
- Seat child at back of group
- Seat child at front of group
- Allow use of handheld fidget toys/manipulatives
- Allow child to sub-vocalize
- Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc)

#### FOR WRITING

- Provide a pencil grip (specify kind \_\_\_\_\_ )
- Provide angled writing desk or slant board
- Always provide lined paper or specialized paper
- Provide visual instructions for common written tasks
- Assist with brainstorming for written work
- Help organize thoughts for long writing tasks
- Give extra class time to finish
- Allow the option to finish at home without penalty
- Provide a list of common words and their correct spelling at desk
- Allow dictation to a scribe
- Allow assistive technology (specify kind \_\_\_\_\_ )
- Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home

#### FOR READING

- Allow child to read out loud
- Give child a book mark to hold place and help to follow along while reading
- Minimize visual distractions on the page
- Allow child to move/change position/take breaks

#### FOR CLASSWORK

- Allow child to move to a quieter area/out in hallway
- Repeat instructions to child 1:1
- Allow child to take work to Resource Room
- Provide visual instructions
- Cover page to show only 1-2 problems at a time

#### FOR HOMEWORK

- Allow extra time to complete assignments
- Give modified assignments that require less writing
- Give modified assignments that require less reading
- Give option of drawing in lieu of writing
- Allow work to be typed
- Allow work to be scribed
- Allow work to be modified at the parent's discretion
- Decrease amount of work required

#### FOR TRANSITIONS

- Prepare student ahead of time verbally or with a timer
- Follow schedule as accurately as possible
- Allow child to bring a "transition toy" with them
- Give child something to carry with them
- Have child be the "door holder"
- Have child be the "caboose" (last in line)
- Have child be the "leader" (first in line)
- Remind child to keep his/her hands to themselves
- Remind child about "personal space bubble"

#### FOR RECESS

- Do not take recess away for mis-behavior in class
- Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging

#### FOR CHILD TO HOLD SIGNS

- Allow child to wear weighted back pack
- Allow child to pull the lunch wagon
- Allow child to push adult in a wheeled chair
- Allow child to wipe down tables
- Allow child to carry books to/from the office/library
- Allow child to carry Xerox paper to/from copy room

#### FOR SENSORY BREAKS

- Make child "classroom messenger"
- Allow child to pass out papers
- Allow child frequent trips to the bathroom or drinking fountain as needed
- Sing songs that encourage movement
- Encourage whole class stretching
- Allow child access to sensory tub, sand, beans, rice
- Do chair pushups or tailor sit pushups as a class

#### TIPS FOR GENERAL SENSORY SUCCESS

- Give child warnings before a fire drill or other bells
- Explain false alarms to child when applicable
- Provide 'Quite Chill' out space, under a desk, in a corner where they can be alone and safe
- Allow noise-canceling head phones
- Allow gum chewing, hard candy, or other food
- Allow water bottle w/straw at desk or other chewy
- Allow fidget toys
- Post visual routine in classroom
- My child is very sensitive to smells
- My child is very sensitive to touch: Please DO NOT TOUCH HIM/HER
- Keep visual distractions in the room to a minimum
- Play calming music in the background
- Allow modifications to art activities with possible use of tools to increase participation
- Please share my child's 504 with all para-educators in contact with my child
- My child is on a special diet, you can support this by: \_\_\_\_\_
- My child needs a modified dress code as follows: \_\_\_\_\_



**Posted lesson goals** - Having goals helps students know what they're working to achieve.

**Assignment options** - For instance, students may be able to create a podcast or a video to show what they know. They may even be allowed to draw a comic strip.

**Flexible work space** - This includes spaces for quiet individual work, small and large group work, and group instruction. If students need to tune out noise, they can choose to wear earbuds or headphones during independent work.

**Regular feedback** - At the end of a lesson, teachers may talk with individual students about lesson goals. Students are encouraged to reflect on the choices they made in class and whether they met the goals.

**Provide scaffolds** - embedded notes, sentence starters (e.g., lab reports), guided notes, word prediction, digital readings with notes, etc.

# UDL Templates

## -Multiple Means of -

- Representation
- Action & Expression
- Engagement

## -Considerations for the Classroom

<p>or recruiting interest individual choice and y e relevance, value, and tivity ize threats and ctions</p>	<ul style="list-style-type: none"> <li>• How are you designing your class to ensure that every student sees themselves in the curriculum, on the classroom walls, and within the classroom expectations?</li> <li>• How do you ask students to share their interests, their ideas for learning, and what they know?</li> <li>• How do you design your learning environment to ensure that students feel safe enough to take risks, be their authentic selves, and contribute to creating a classroom community?</li> </ul>
<p>options for sustaining effort and nce Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and communication</p> <ul style="list-style-type: none"> <li>• Increase mastery-oriented feedback</li> </ul>	<p>How do you ensure that all learners know the purpose of the lesson and why it is important?</p> <ul style="list-style-type: none"> <li>• How do your lessons ensure varying levels of challenge so students can choose paths that appropriately challenge and support them?</li> <li>• What are the strategies you use to ensure that all students have meaningful collaboration with diverse partners?</li> <li>• How do you ensure students receive feedback throughout each lesson? What combination of self-reflection, peer, and teacher feedback?</li> </ul>
<p>Provide options for self-regulation</p> <ul style="list-style-type: none"> <li>• Promote expectations and beliefs that optimize motivation</li> <li>• Facilitate personal coping skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• How do you help students stay on task and provide resources to prevent frustration?</li> <li>• How do you prevent students from becoming upset or quitting when learning is challenging?</li> </ul>

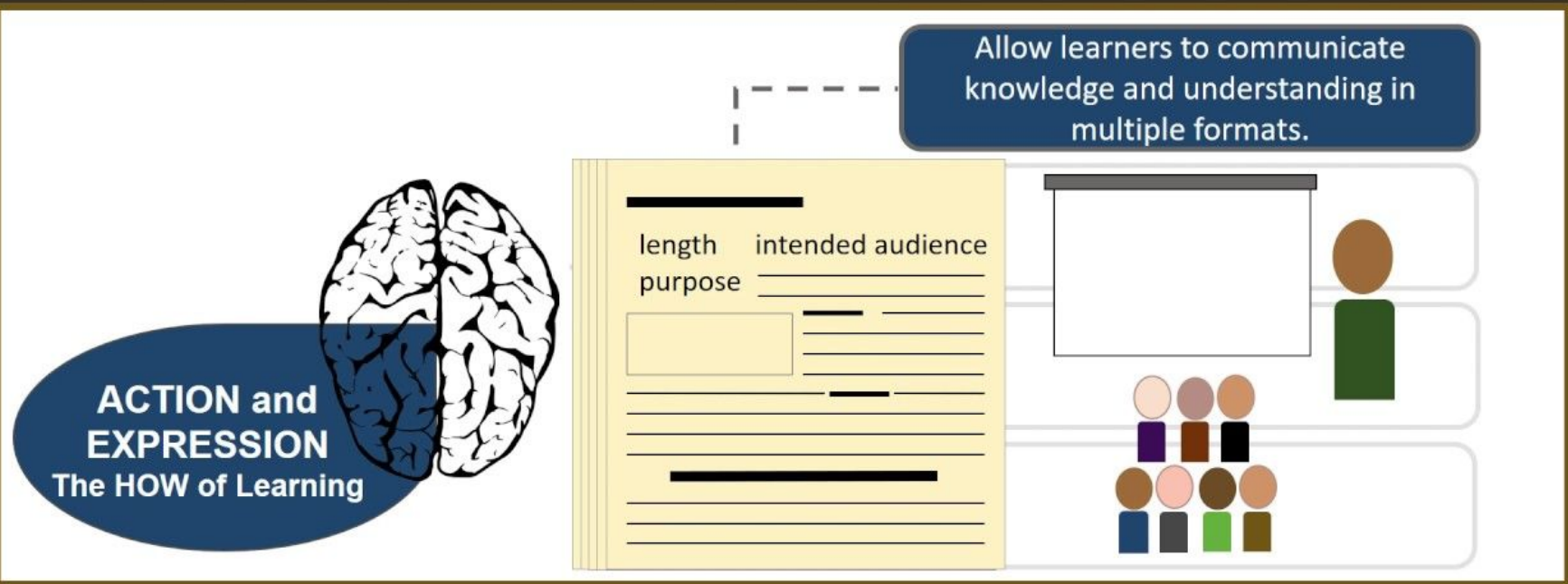


<https://bit.ly/3SSqGSP>



**UDL**

# UDL Guidelines on Action and Expression



CETL's  
**5-MIN**  
**VIDEOS**  
on teaching  
and learning

*Guidelines developed and researched by the Center for Applied and Special Technology and the National Center on Universal Design for Learning.*

Center for Excellence in Teaching and Learning  
Oakland University | Rochester, MI  
[oakland.edu/cetl](http://oakland.edu/cetl)

**E X A M P L E**

The image shows the word "EXAMPLE" spelled out using seven light-colored wooden blocks with dark brown letters. The blocks are arranged in a single row on a smooth, light-brown wooden surface. The background is a soft, out-of-focus green wall. The lighting is even, highlighting the texture of the wood and the grain of the surface.



# Assessing with Video

1. Biographies....interviews
2. Presentations
3. Demonstration of knowledge and skill acquisition
4. Students create how-to videos
5. Perform a lab experiment – home – outside
6. Proper sport technique









**Strollin'  
With  
Nolan**



# Creating the Video

Identified the interviewees

Develop the questions

Storyboard/Outlined the video shoot

Practiced and applied articulation/fluency - speech & language skills

Knowledgeable of the content to facilitate discussion

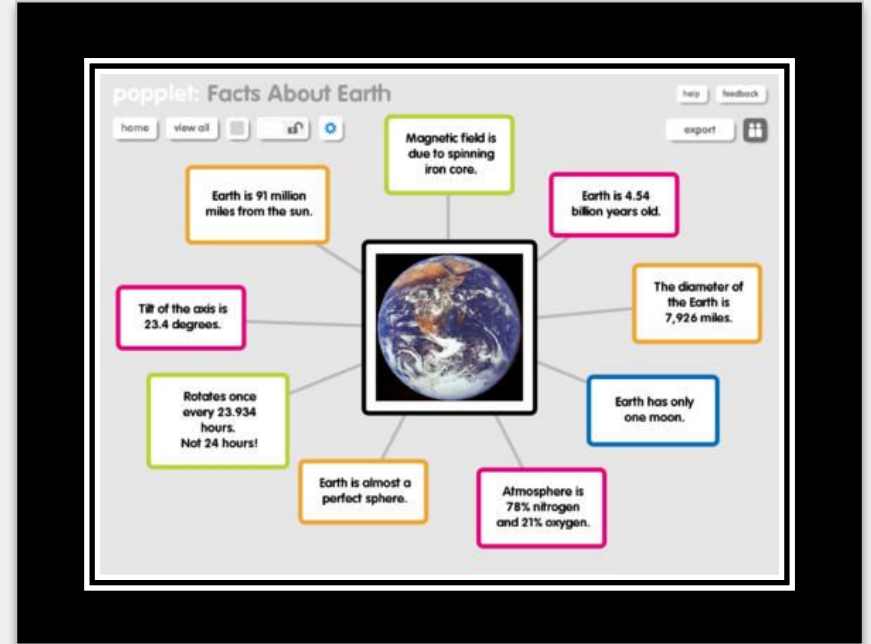
Edit and produce subsequent video



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# Interactive Graphic Organizers

- Color to Differentiate
- Manipulate
- Shapes & Lines & Objects...Oh My
- Images
- Video
- Audio



# Organizing Video

## Storyboard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books



Create your own at [Storyboard That](#)

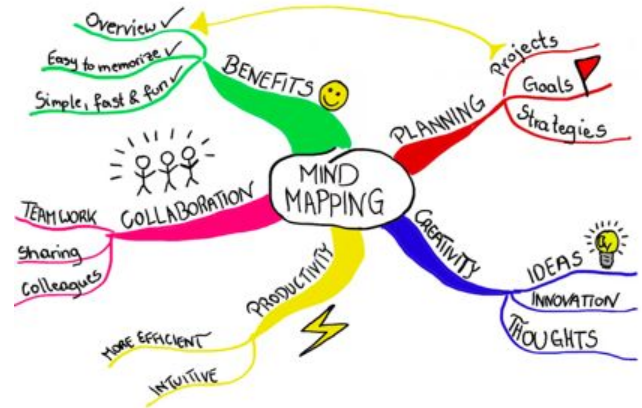


Inclusion through Innovation

# Organizing Video

## Interactive Graphic Organizers - Resources

- [BubblUs](#)
- [iBrainStorm](#)
- [Checkvist](#)
- [ConceptBoard](#)

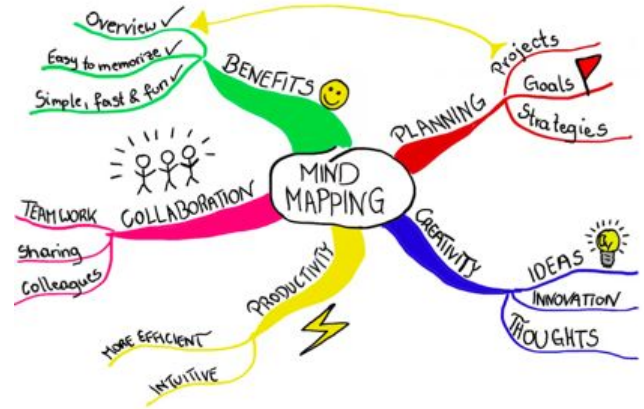


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# Organizing Video

## Interactive Graphic Organizers - Resources

- [MindMeister](#)
- [MindDomo](#)
- [Mural](#)
- [Popplet](#)



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*Instructional Video*

# Instructional Video

UDL in Practice

# What's the Practice? - Explicit Instruction

Archer and Hughes (2010) describe explicit instruction as being systematic, direct, engaging, and student oriented.

Six suggested steps:

- (a) strategically sequence content into manageable parts,
  - (b) pre-teach the prerequisite skill,
  - (c) provide clear and concise directions,
  - (d) model and demonstrate,
  - (e) scaffold the instruction, and
  - (f) constantly monitor student progress.
- (Archer & Hughes, 2010)



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# Grade/Content Instruction

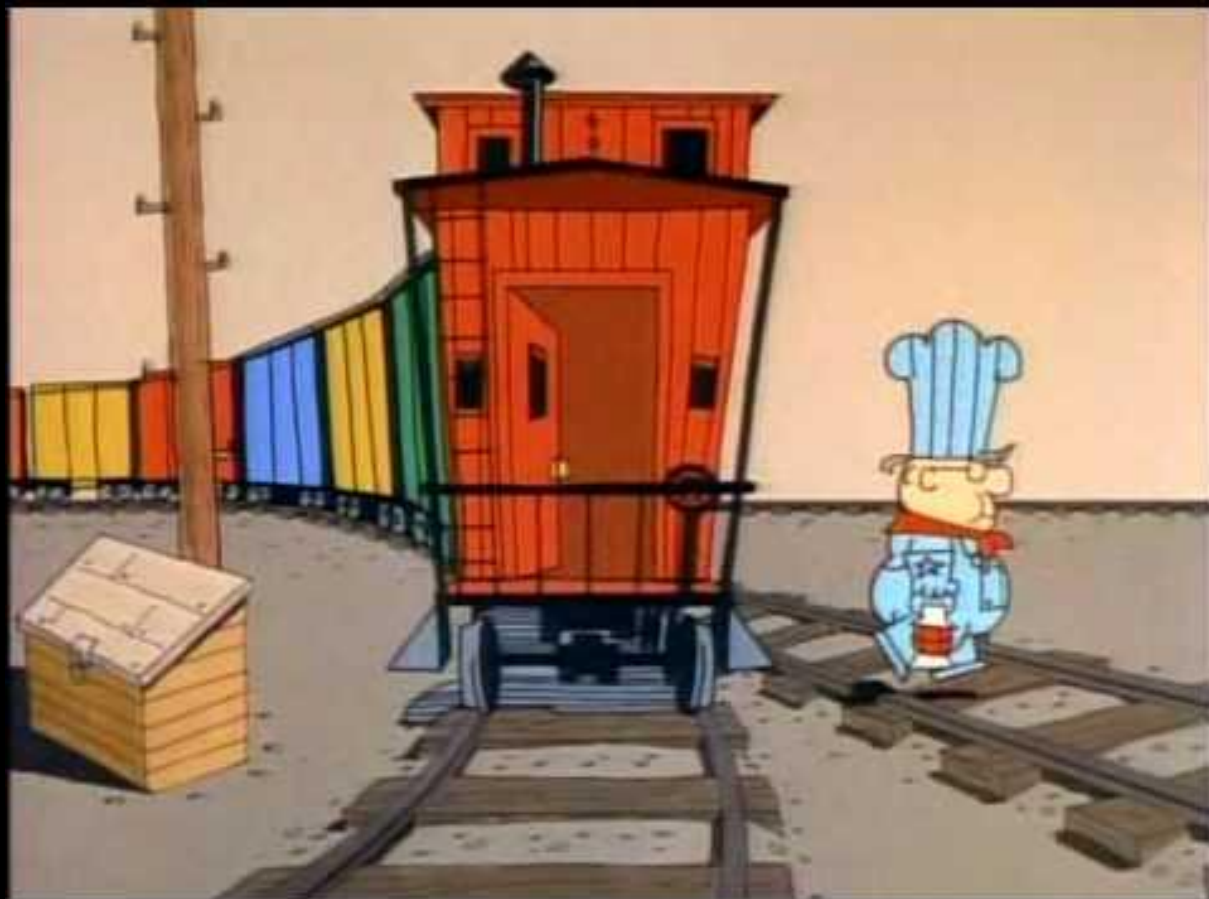


1. Embed these in our LMS
2. [Explicit Instruction](#)
3. [Visual Organizers](#)
4. For Students & Parents
5. Rinse & Repeat
6. and more...



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# Instruction & Video

1. Multiple ways to Display information
  - a. Alternative for visual
  - b. Alternatives for audio
2. Promotes understanding
  - a. Across languages
  - b. Across reading levels
3. Illustrates through a variety of perspectives
4. Activitates or supplies background knowledge
5. Maximize transfer and generalizability
6. Provide scaffolds that can be gradually released with increasing independence and skills



# Assessing with Video

1. Virtual Exit Slips – Post a Short Video
2. Explain a Math problem
3. Demonstrate a Skill
4. Peer review for writing/online work
5. Narrative to a student artifact
6. Fluency in reading assignments – Vocabulary meaning



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# Formative Assessment with Video

1. Graphic Organizers & Mind Maps to brainstorm, organize information, sequence thoughts, and structure the narrative/text/ideas.
2. Visuals that represent the ideas/concepts.
3. Script - text and the narrative of what I'll say.
4. The list goes on with how I prepare for and create the video.



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# Communicate - Tech we will Use

1. Audio - Podcast & More
  - a. [Step-by-Step Guide](#)
  - b. [Podcasts for Instruction](#)
2. Video Modeling
  - a. [Step-by-Step Guides](#)
  - b. [Video Modeling 101](#)



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# Communicate - Podcasts for Teachers



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# Resources for Instructional Video



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# How to Use Screencastify

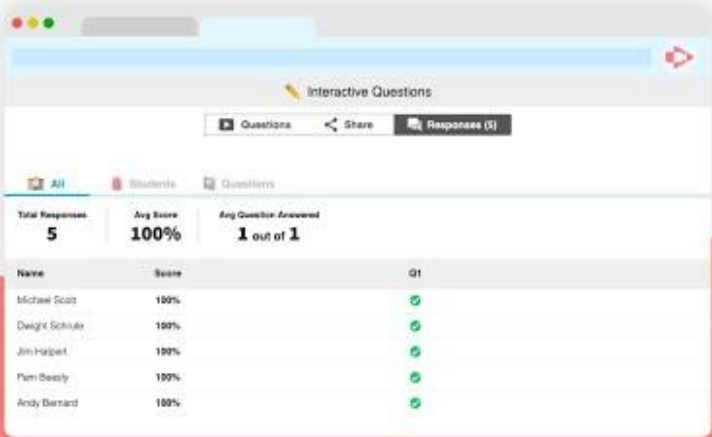
1. Basics of screen capturing your screen.
2. Used across devices & platforms.
3. Capturing & Editing.
4. Download for use.



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# Screencastify - Beyond Video

- Monitor Engagement
- Check for Understanding
- Student understanding
- View & Editing



The screenshot displays the 'Interactive Questions' interface. At the top, there are buttons for 'Questions', 'Share', and 'Responses (1)'. Below this, there are tabs for 'All', 'Students', and 'Questions'. A summary section shows 'Total Responses: 5', 'Avg Score: 100%', and 'Avg Question Answered: 1 out of 1'. A table below lists the names of five students, all with a score of 100% and a green checkmark in the 'Q1' column.

Name	Score	Q1
Michael Scott	100%	✓
Dwight Schrute	100%	✓
Jim Halpert	100%	✓
Pam Beesly	100%	✓
Andy Bernard	100%	✓



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# How to Make Effective Videos for Learning?

1. [4 Ways to Use Video to Improve Teaching](#)
2. [Using Video to Improve Your Teaching](#)
3. [Tips to Using Video in Teaching](#)



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# How to Make Effective Videos for Learning?

1. [Video Editing Tech for Teachers](#)
2. [Creating Video from Different Apps/Tools](#)
3. [Tips to Using Video in Teaching](#)



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# Communicate - Class Instruction

1. Explicit Directions
2. Step-by-Step Supports
3. Assignment/Instruction Expectations
4. How To Information
5. Instruction
6. Rinse & Repeat

[Tips for Teaching with Video](#)

[Top Tech Tools for Teachers](#)

[Best Screen Recorders - 2021](#)

[Understood's Video Tips](#)

[10 Ways to Use  
Video for Hybrid  
Instruction](#)



CULT OF PEDAGOGY

 common sense education®

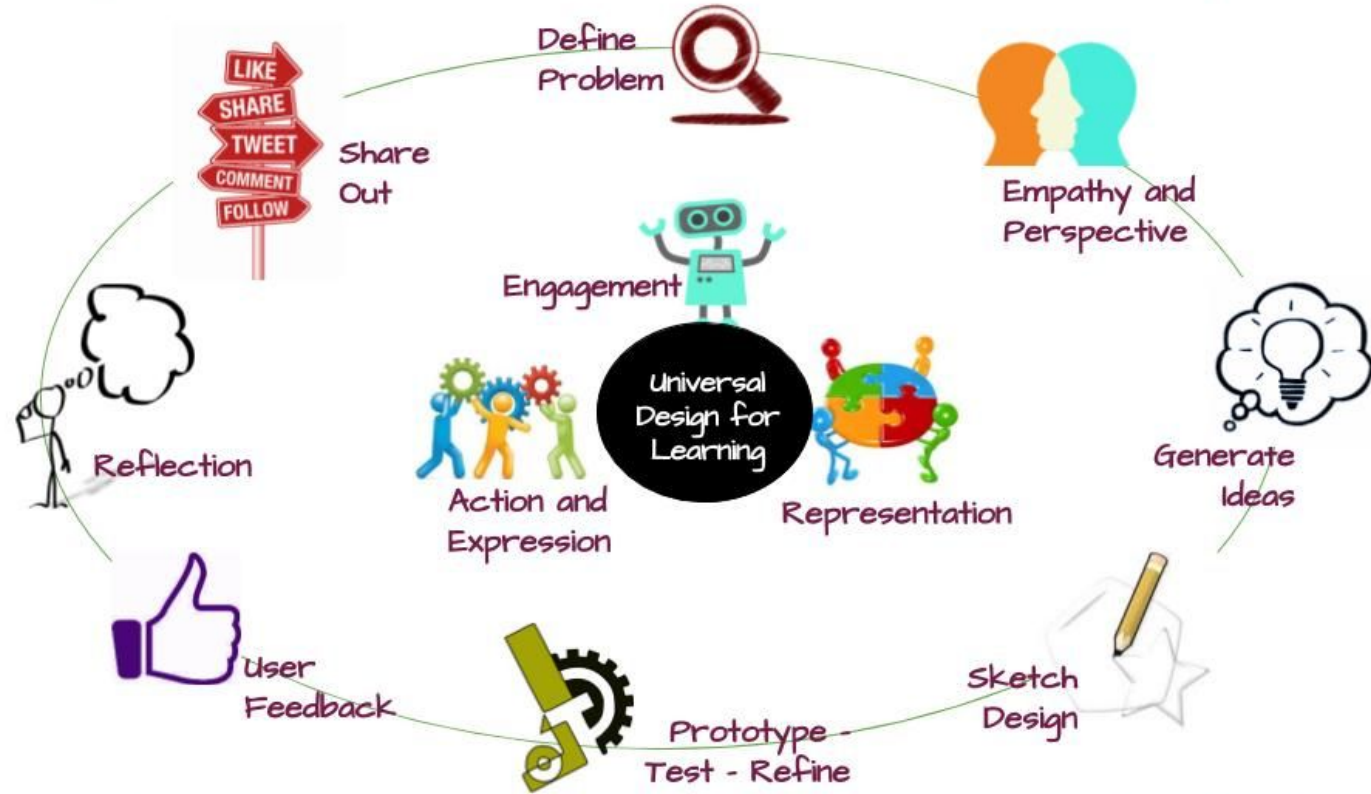


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# Design Thinking Process and Universal Design for Learning

[goo.gl/OVOhOn](http://goo.gl/OVOhOn)



Barbara Bray  
@bbray27

Jackie Gerstein  
@jackiegerstein










A young man in a dark blue school uniform with a striped tie is looking down at a laptop. The background shows a classroom with other students, bookshelves, and a bulletin board. A semi-transparent white box is overlaid on the image, containing the text "Assessing our Students".

## **Assessing our Students**

# Rubrics

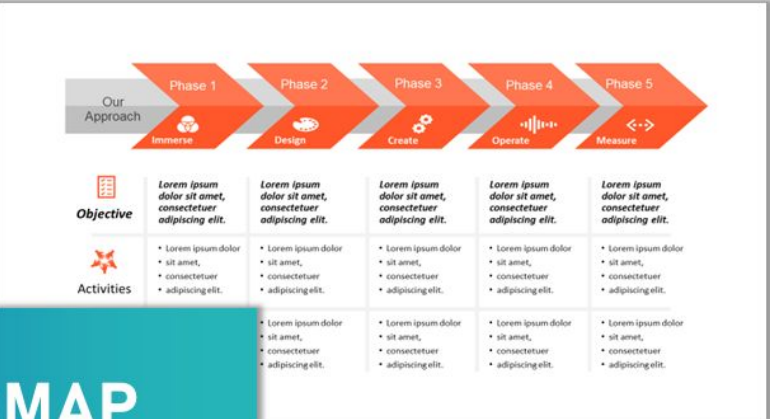
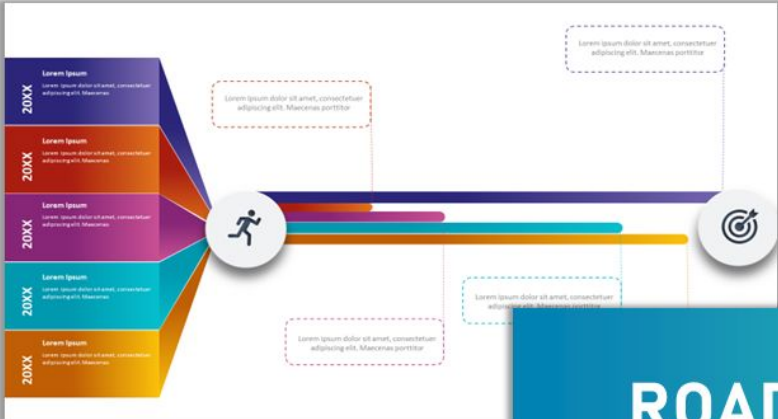
1. Pathway
2. Checklist
3. Communicating to the student/parent
4. Options for proficiency
5. Multiple means to demonstrate knowledge & understanding

## Mind Map Rubric

	5	4	3	2	1
					
<b>Neatness and Presentation</b> 	The mind map was well presented and all the information is easy to understand	The mind map was well presented and most of the information is easy to understand	The mind map was mostly well presented but some of the information was difficult to understand	The mind map was not neat enough to understand most concepts	The mind map was not neat enough to understand
<b>Use of images/symbols</b> 	Most categories are enhanced with simple symbols or diagrams	Some categories are enhanced with simple symbols or diagrams	A few categories are enhanced with simple symbols or diagrams	The mind map includes some images	The mind map includes a few images
<b>Use of colour</b> 	Has included colour to show all connections and/or to categorise topics throughout the mind map	Has included colour to demonstrate some connections and or topics throughout the mind map	Has included some colour in the mind map but has not used colour to categorise throughout the mind map	Has used very little colour in the mind map and has not used colour to categorise throughout the mind map	Has failed to include colour in the mind map

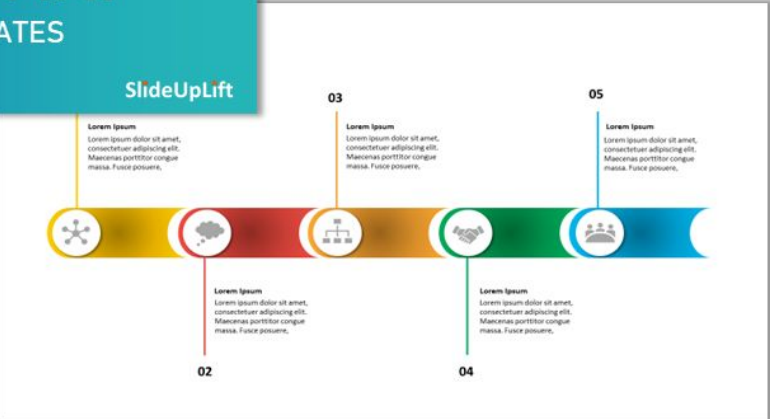
Criteria	Your Score	Possible Points	Feedback
<p><b>Model accuracy:</b> All 8 lunar phases are represented correctly, placed in the correct order, and accurately labeled on the model. Model accurately represents the physical relationship between the sun, moon, and earth.</p>		25	
<p><b>Model functionality:</b> Model is designed to show or suggest the rotation of the earth and the point of view of a person standing on a fixed point on the earth.</p>		25	
<p><b>Presentation:</b> The presentation accurately and thoroughly describes the cyclic patterns of lunar phases, eclipses, and seasons, referencing specific features in the model to illustrate those patterns.</p>		40	
<p><b>Aesthetics and mechanics:</b> The presentation is delivered clearly, neatly, and is free from distracting errors.</p>		10	
<p><b>Total</b></p>		100	

# Rubrics



## ROADMAP TEMPLATES

SlideUpLift



# Rubrics - Tool for Learners

- Provides an example!
- Best to Least
- Allows for Peer Interaction - Feedback
  - Targeted Feedback
  - Positive Language - They are Engaged
  - Opportunity for Students to Give Constructive Feedback
  - List goes on.



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Total Score: ____/30	3 points 	2 points 	1 point 
Handwriting 	the Handwriting is excellent with no reversals	The Handwriting is fair with few reversals	hG Handwriting is poor with many reversals.
Capitals/lowercase D or d	It is hot.	it is hot.	iT Is hOt.
Spacing 	It is cold. Spacing is appropriate and consistent.	It is cold. Spacing is inconsistent or incorrect.	Itiscold. Student did not have any spacing.
Details in illustration 			
Use of color & coloring appropriately 	Used lots of Color and Colored items Appropriately	Used 3-4 colors and Items were/were not Colored appropriately	Used only one or two Colors and items were Not colored Appropriately
Coloring inside the lines 			
Punctuation ? !	Is that it? Punctuation is included and is appropriate	Is that it. Punctuation is included, but is not appropriate	Is that it Punctuation is not included
Use of sight words is and the it	I like it. Used the appropriate sight words and used conventional spellings for sight words.	I lik it. or I little it. • May/may not have used the appropriate sight words • May/may not have spelled sight words correctly.	I k t Did not use the appropriate sight words to convey a complete thought.
Progression of temporary spelling to Conventional spelling	I have a truck. Used sight words and conventional spellings.	I hav a truc. Used sight words and temporary spellings.	I vt svb Did not use sight words or phonetic spelling.

number	self reflection
4	I know this VERY well. I feel like I could teach it to someone else.
3	I feel like I know this pretty well. I get almost every question right the first time.
2	I feel like I am still learning this. I still have some questions and am unsure sometimes.
1	I have LOTS of questions. I am not sure what to do most of the time.

©Number Two Pencils

## Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Name: Kranti Modi

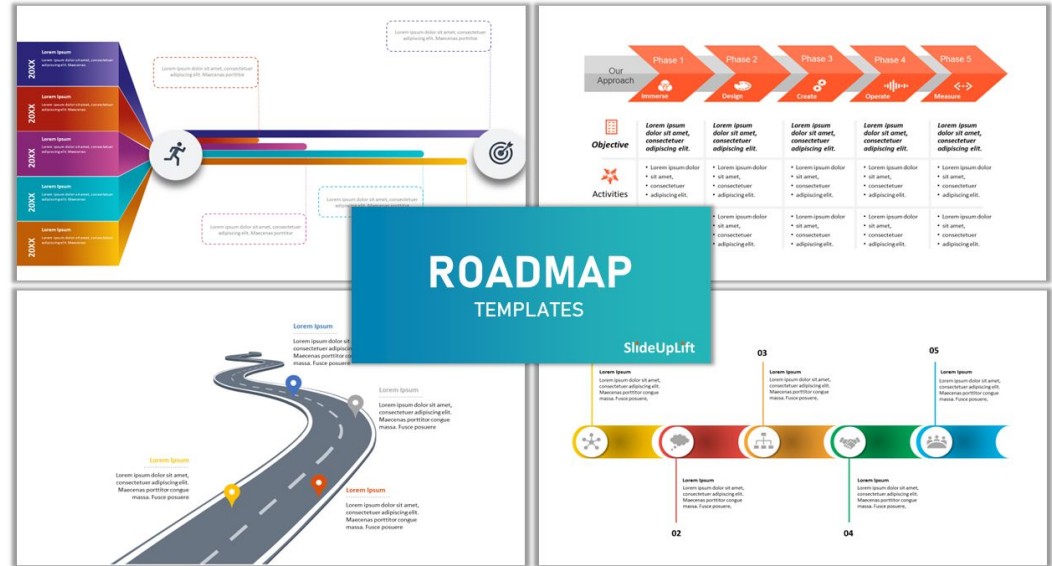
Project: Tecumseh's War

Goal:	Evaluation	Rating	Score
Make a video about the westward expansion	The footage looks good!	Beat 60 Met 40 Didn't 20	40
Objectives:			
1 I'll write, direct, and act.		Beat 10 Met 6 Didn't 2	6
2 We'll make a short video.	It should be shorter. Part of it is boring.	Beat 10 Met 6 Didn't 2	6
3 We'll write in class and shoot in the park.		Beat 10 Met 6 Didn't 2	6
4 We need to be done in 2 weeks.	We have 2 days to go!	Beat 10 Met 6 Didn't 2	10
5 We'll show what the expansion was like for Native Americans.	We need another scene showing Tecumseh's side.	Beat 10 Met 6 Didn't 2	2
6 We'll use Mom's camera and make props/costumes.		Beat 10 Met 6 Didn't 2	6

TOTAL: 76

# Rubric Tools & More

- [Fundamentals of Rubrics](#)
- [Rubrics 101 and More](#)
- [Creating and Using Rubrics](#)
- [Create Your Own Rubric](#)
- [List of Rubric Creators](#)
- [RubiStar](#)
- [Rubric Maker](#)



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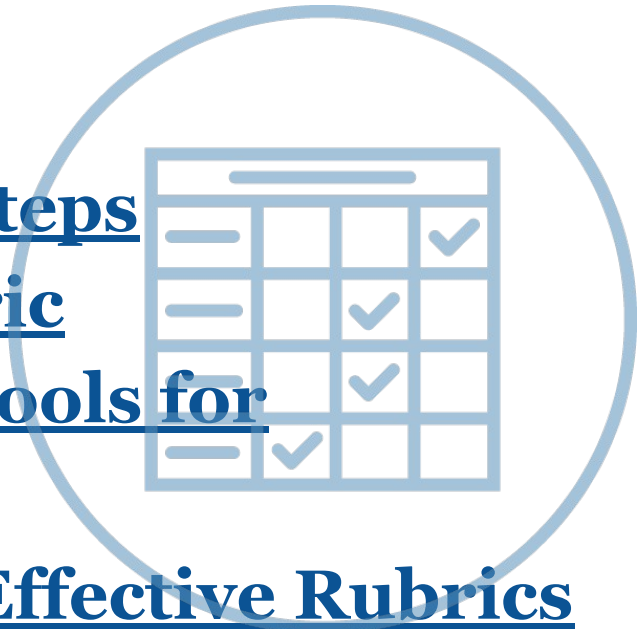
# Rubrics Creation

- Include Action verbs (e.g., Demonstrate, Express)
- Provide Qualifiers (what it takes to achieve certain points)
- Describe the expected task.
  - Pose questions - self-reflective.
  - Students Test on your Models
  - List goes on.



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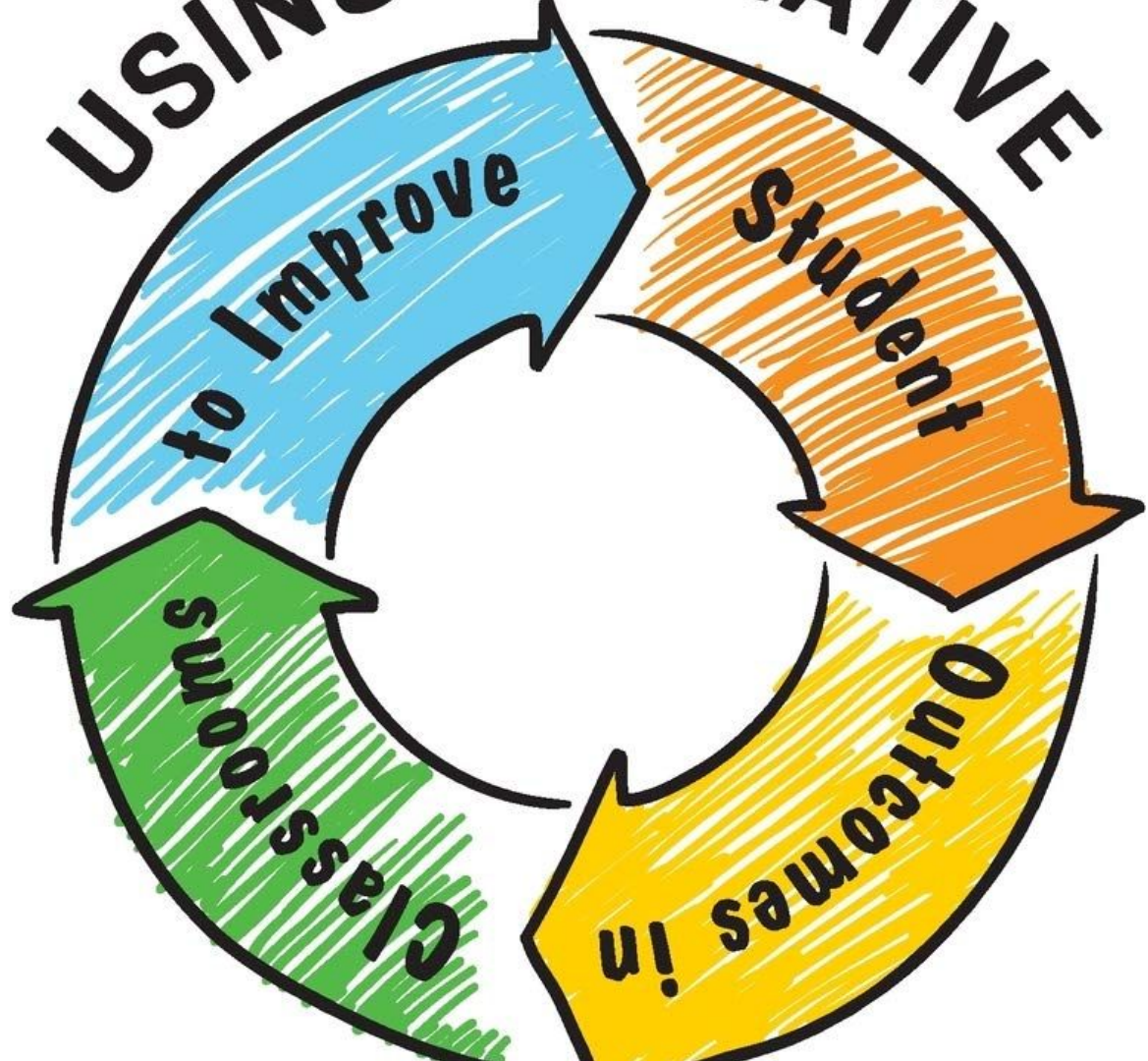
1. [How to Create a Rubric in 6 Steps](#)
2. [Tips to Writing a Strong Rubric](#)
3. [5 of the Best Rubric Making Tools for Educators](#)
4. [Best Practices for Designing Effective Rubrics](#)



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# Examples of Formative Assessments

1. Exit Slips
2. Student Checklists
3. Three-Minute Paper
4. One-minute sentence summary
5. Misconception check - provide them with misconceptions and ask them to agree or disagree
6. ...



# Entry and Exit Slips

1. Written out on Chart Paper
2. Padlet
3. Poll everywhere
4. Google Classroom Tool
5. Google Forms
6. Flubaroo
7. Edulastic



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# Low stake quizzes and polls

1. [Quizlet](#)
2. [Socrative](#)
3. [Quizalize](#)
4. [Kahoot](#)
5. [Gimkit](#)
6. [Plickers](#)
7. [Flippity](#)

Quizlet



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# Formative Assessment Resources

[Five Formative Assessment Strategies: Special Needs Students and Distance Learning](#)

[How-to: Adapt Formative Assessment for Distance Learning](#)

[Tips for Formative Assessment in Distance Learning](#)

[Tech Tools for Formative Assessment](#)



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# Summative/General Assessment Resources

[Summative Assessment in Distance Learning](#)

[9 Ways to Assess Student Learning Online](#)

[Microsoft: Feedback and Assessment Tools for Remote Learning](#)

[Supporting Remote and Hybrid Teaching and Learning](#)

[Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

[Online Tools for Supporting Students with Disabilities in Distance Learning](#)



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# Technology Tools for Online Assessment

[75 Digital Tools and Apps for Online Formative Assessment](#)

[30 Of The Best Tools For Remote Teaching And Learning](#)

[10 Best Tech Tools for Student Assessment \(with Video Explanations\)](#)

[27 Formative Assessment Tools for Your Classroom](#)



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# Priority #4

## Digital Revolution/Evolution

*Beyond Digital Solutions*



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[udlguidelines.cast.org/representation](http://udlguidelines.cast.org/representation)

GUIDELINE 1

## Perception

Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch.

CHECKPOINT 1.1

- Offer ways of customizing the display of information 

CHECKPOINT 1.2

- Offer alternatives for auditory information 

CHECKPOINT 1.3

- Offer alternatives for visual information 

GUIDELINE 2

## Language & Symbols

Communicate through languages that create a shared understanding.


CHECKPOINT 2.1

- Clarify vocabulary and symbols 

CHECKPOINT 2.2

- Clarify syntax and structure 

CHECKPOINT 2.3

- Support decoding of text, mathematical notation, and symbols 

CHECKPOINT 2.4

- Promote understanding across languages 

CHECKPOINT 2.5

- Illustrate through multiple media 

GUIDELINE 3


## Comprehension

Construct meaning and generate new understandings.

CHECKPOINT 3.1

- Activate or supply background knowledge 

CHECKPOINT 3.2

- Highlight patterns, critical features, big ideas, and relationships 

CHECKPOINT 3.3

- Guide information processing and visualization 

CHECKPOINT 3.4

- Maximize transfer and generalization 

# Text-to-Speech (TTS)

## Text-to-Speech Tools

- Read Write
- Bookshare
- Learning Ally
- Snap & Read



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# Read and Write for Chrome



Dictionary

Picture  
Dictionary

TTS

Audio  
Maker

Screen  
Mask

Translator

Highlighter

Practice Read  
Aloud

The image shows a Google Docs interface with several red arrows pointing to specific menu items and their functions. The interface includes a browser window at the top with the URL <https://docs.google.com/a/speechtechie.com/document/d/1m1sS05R14mx-ieAxqfvcueRNZWmUmwGRXUzzbzQyONo/edit>. The main menu bar includes File, Edit, View, Insert, Format, Tools, Table, Add-ons, and Help. Below the menu bar, there are various icons for text-to-speech, highlighting, and other features. The document content is partially visible, showing the text "Book it, Part 26: The Way to A...Better Day".

**Turn word prediction on/off** (points to File menu)

**Access word or picture dictionary** (points to Edit menu)

**Play/Pause/Stop text-to-speech** (points to View menu)

**Add or remove highlights** (points to Add-ons menu)

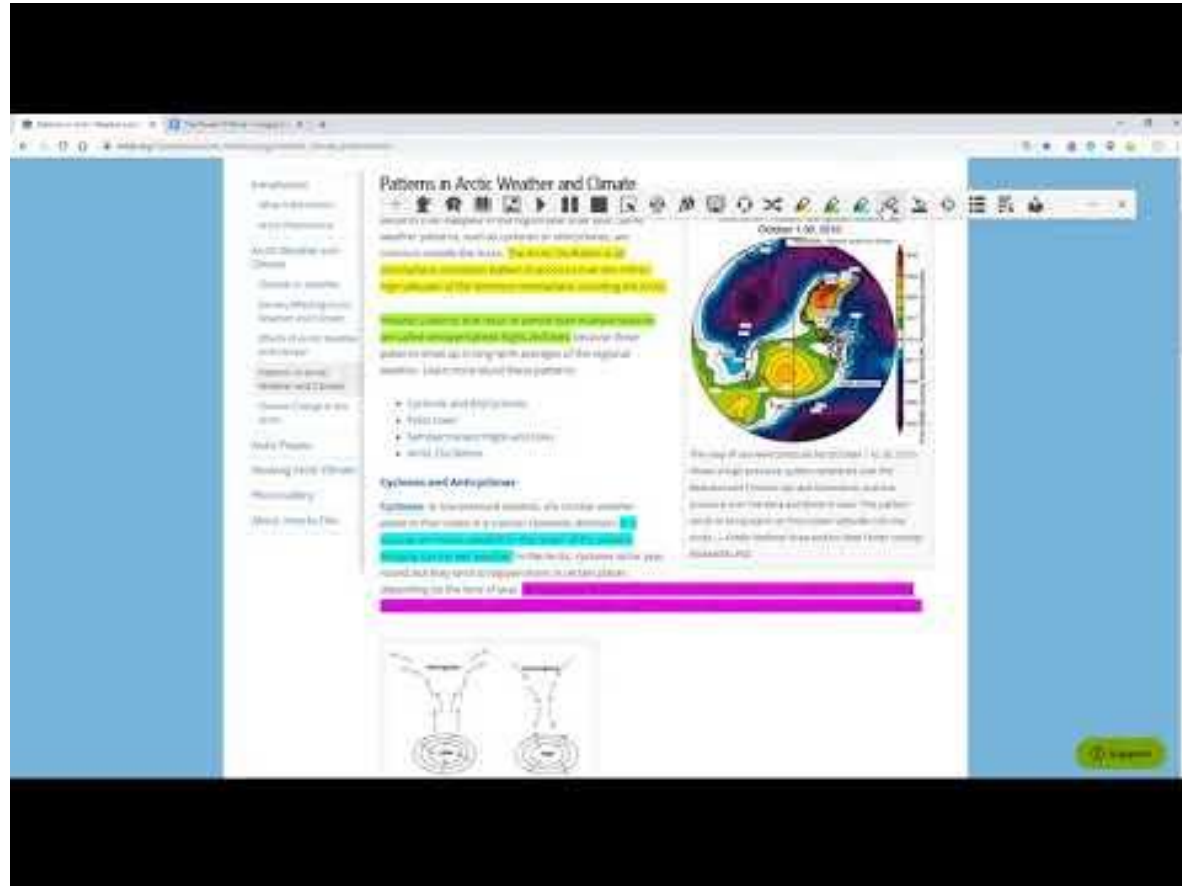
**Collect highlights or highlighted vocab words into separate Google Doc** (points to Help menu)

**Customize features such as speaking voice, # of predicted words** (points to Comments/Share area)

Book it, Part 26: The Way to A...Better Day

Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve

# Read and Write for Chrome: Collecting Highlights





Collecting Highlights (1 minute)

<https://www.youtube.com/watch?v=sRw2Ka5WSqg>

# Read and Write for Chrome: Vocabulary Tool

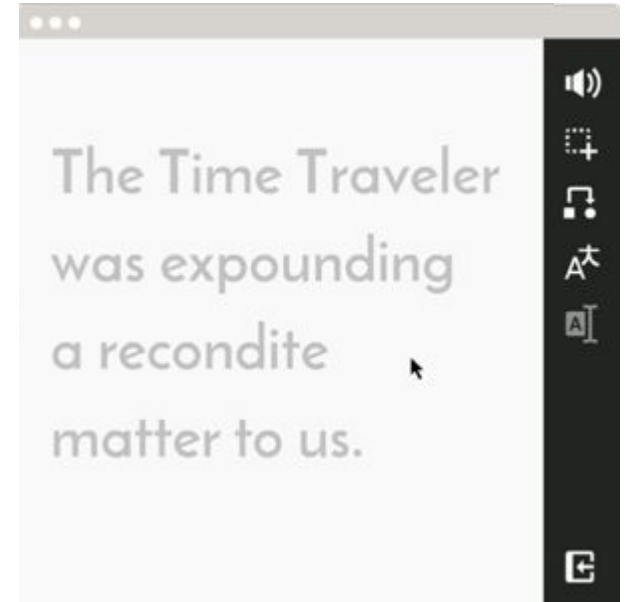
Vocabulary Tool (1 minute)  
<https://www.youtube.com/watch?v=BNks9ofZbO0>

The screenshot shows the Read and Write for Chrome Vocabulary Tool interface. The tool displays a table with two rows, each representing a vocabulary word. The first row is for the word "humid", and the second row is for the word "ingredients". Each row includes a definition, a visual icon, and a text input field for writing.

	<p>Having a high humidity level. The amount of water in the atmosphere. (Change to identify your own weather?)</p>		
	<p>Something that you use to make something, especially food. What ingredients do we need to make the cake? A component of a mixture or compound. An essential part of something. "Energy was a component of his character"; "The consistency of a musical composition lets melody and harmony"; "The government elements of a strategy"; "Quality factor in her success"; "Theater, an artistic ingredient of a speech"; "Salt flats is a component of a</p>		

# Snap & Read

- Read Aloud
- Dynamic Text Leveling
- Translates
- Study Tool
- Removes distractions





# Bookshare

- Digital Text
- Adjustable text format
- Read Aloud
- Digital books for accessible materials
- FREE








Bookshare



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# Tar Heel Reader

Enter text to search  All Topics  Reviewed only   
Rated E/Everybody  English

<p><b>Decorating a Cake</b></p> <p>Jane Farrall</p> <p>★★★★</p>  <p>21</p>	<p><b>Working with Junk Mail</b></p> <p>S5@Aspley</p> <p>★★★☆☆</p>  <p>9</p>	<p><b>Making Pizza</b></p> <p>S4@Aspley</p> <p>★★★★</p>  <p>10</p>	<p><b>I See Yellow</b></p> <p>CLDS</p> <p>★★★★</p>  <p>8</p>
<p><b>Our Favourite Cats</b></p> <p>Mount Ommaney A1</p> <p>★★★★</p>  <p>11</p>	<p><b>Peppa Pig Alphabet</b></p> <p>cassieblower2</p> <p>★★★☆☆</p>  <p>8</p>	<p><b>Sally is Hungry</b></p> <p>Jane Farrall</p> <p>★★★★</p>  <p>29</p>	<p><b>Fashion Models</b></p> <p>Caroline Musselwhite &amp; KH</p> <p>★★★☆☆</p>  <p>15</p>



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# Website & Extensions that support reading

<b>Access &amp; Readability</b>	<a href="#"><u>Mercury Reader</u></a> (Chrome Extension) <a href="#"><u>Just Read</u></a> (Chrome Extension) <a href="#"><u>Read Mode</u></a> (Chrome Extension)
<b>Decoding &amp; Fluency</b>	<a href="#"><u>Snap and Read</u></a> <a href="#"><u>Fluency Tutor</u></a> <a href="#"><u>Natural Reader</u></a>
<b>Comprehension</b>	Chrome Extensions: <a href="#"><u>Scribl</u></a> , <a href="#"><u>Kami</u></a> Multimodal Reading websites: <a href="#"><u>UDL Book Builder</u></a> <a href="#"><u>TarHeel Reader</u></a> Web-based Digital Text <a href="#"><u>Newsela</u></a> , <a href="#"><u>TweenTribune</u></a> , <a href="#"><u>Wonderopolis</u></a> Digital Text Resources: <a href="#"><u>Bookshare</u></a> , <a href="#"><u>ReadWorks</u></a> , <a href="#"><u>ReadWriteThink</u></a>



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# NEWSELA Reading Levels

**740L**

Tom Brady has been one of the NFL's greatest quarterbacks.

Even star quarterbacks have to play by the rules.

**870L**

New England Patriots quarterback Tom Brady has been an NFL golden boy.

But even a golden boy has to play by the rules.

**1050L**

With movie-star good looks and four Super Bowl championships, Tom Brady has been an NFL golden boy,

But even a golden boy has to play by the rules.

**1230L**

With movie-star looks, a supermodel wife and four Super Bowl championship rings, quarterback Tom Brady has been an NFL golden boy,

But even a golden boy has to play by the rules.

**MAX**

Tom Brady has been an NFL golden boy, with movie-star looks, a supermodel wife, four Super Bowl championship rings, and a regular-guy-makes-good back story — he went from being a sixth-round draft pick to one of the greatest quarterbacks in league history.

But even a golden boy has to play by the rules.

ARTICLE CLIPS FROM NEWSELA.COM



TEACHING

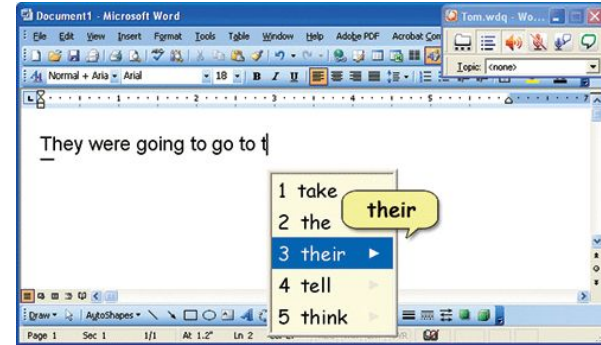
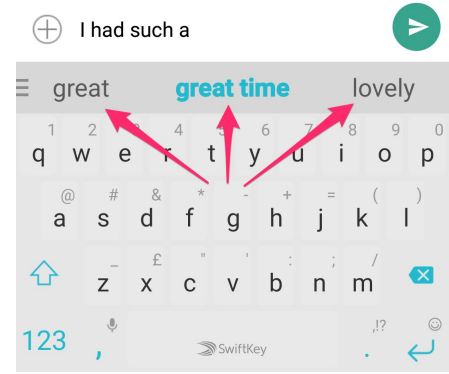
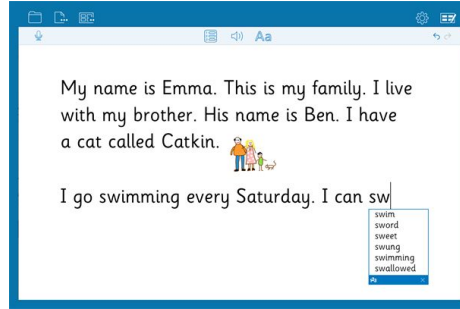
WRITING

SKILLS



# Word Prediction

1. Word Lists
2. Spelling
3. Vocabulary
4. Quantity
5. Fluency

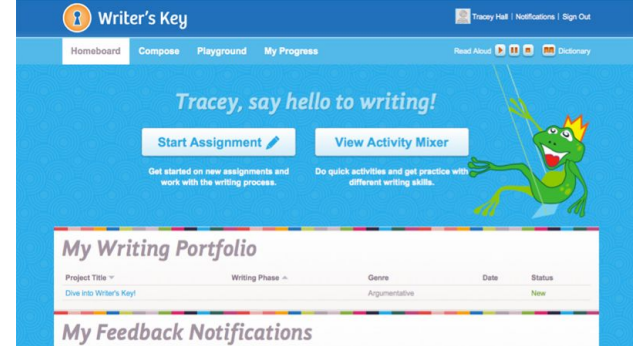


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# Writing Assistance

- Mechanics
- Spelling
- Grammar
- Word usage
- Punctuation
- Style
- Effective Strategies



Inclusion through Innovation

# Writing Assistance

- Integrating strategies
- Progress Monitoring
- Writing tools
- Brainstorming
- Organizing
- Drafting
- Editing



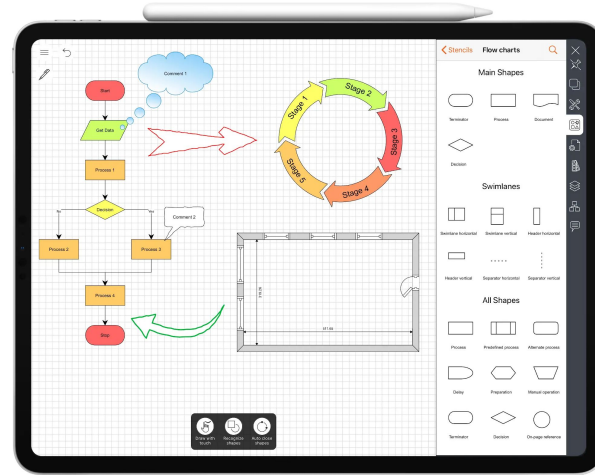
**HyperDocs**



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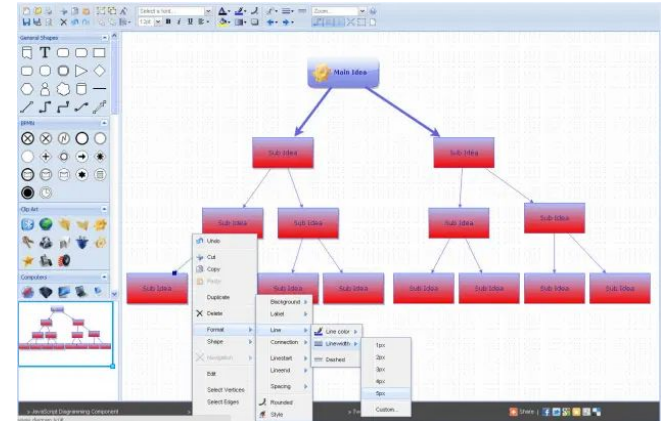
# Graphic Organizers

1. Visual
2. Audio
3. Interactive
4. Mind Maps
5. Visual Connectors
6. Contextualize
7. Organize
8. Draft
9. Outline

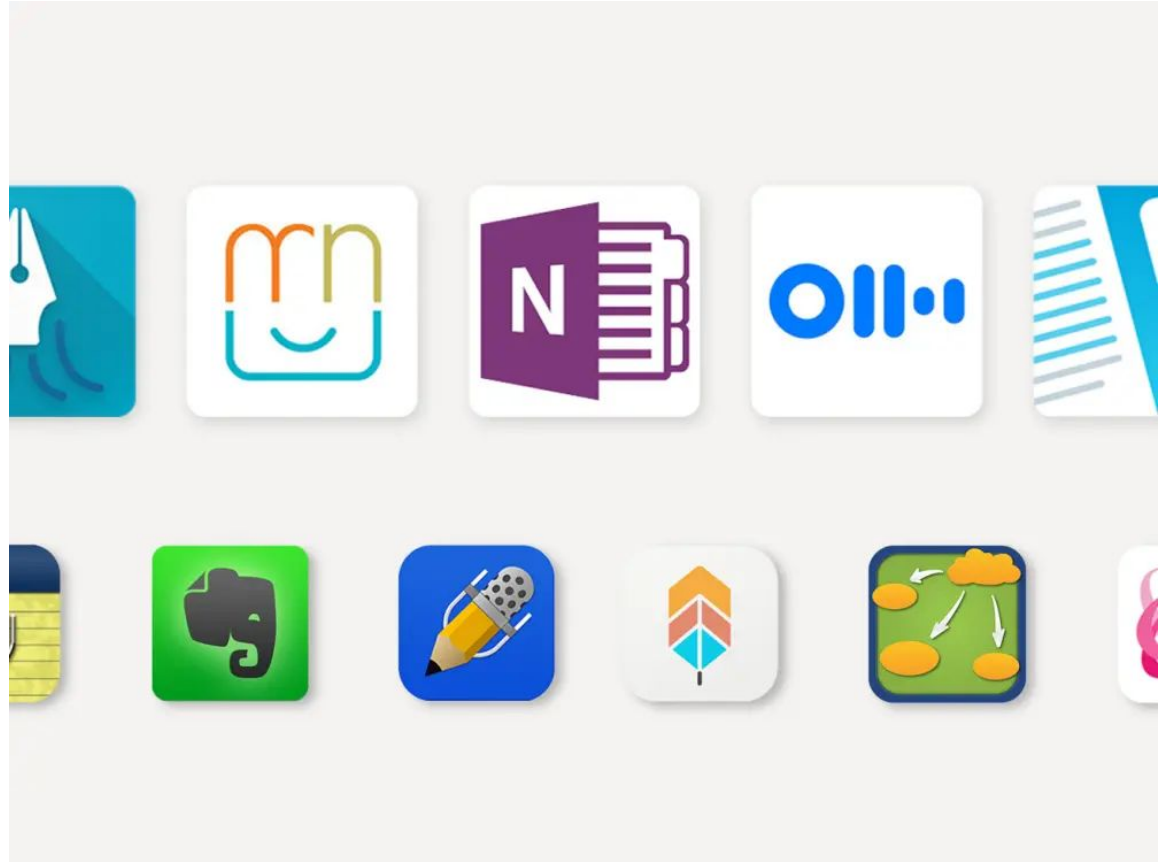


**bubbl.us**  
Brainstorming made simple

**popplet**



# Understood's 11 Apps for NoteTaking



# Collaborative Writing

1. Engaging
2. Supportive
3. Peer Tutoring
4. Interactive



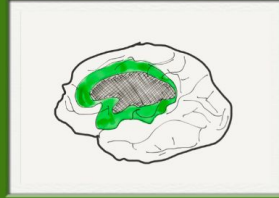
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A pair of hands holds a white rectangular sign against a plain white background. The sign features the text "HOW DO I START?" in a bold, dark red, sans-serif font. The text is arranged in two lines: "HOW DO I" on the top line and "START?" on the bottom line. The hands are positioned at the left and right edges of the sign, with fingers gripping the paper. The lighting is even, highlighting the texture of the paper and the skin of the hands.

**HOW DO I  
START?**

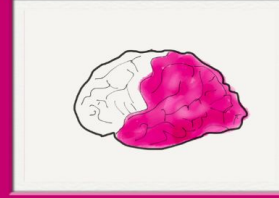


## Engagement



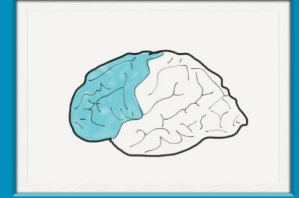
Offer options and supports to stimulate motivation and sustained enthusiasm for learning

## Representation



Present information in different ways to support access and understanding

## Action & expression



Offer options and supports to all so everyone can create, learn, and share

**Universal Design for Learning: 3 principles**





**S** Specific

**M** Measurable

**A** Action-orientated

**R** Realistic

**T** Timed

**E** Evaluated

**R** Reviewed

# UDL - Goals

- Clear Goals
- Goals with Expert Learner in Mind
- Goals = Assessment
- Personal Connections with Goals

## UDL Tips for Developing Learning Goals

Goals are the foundation of any effective learning experience — whether it is a face-to-face class, a remote learning opportunity, or other kind of learning interaction. When we clarify what we want learners to accomplish, then we can select flexible assessments, methods, and materials that effectively support that goal.

### Start with a clear goal.

It is critical that learners know the intended goals of the learning experience. This is the first step to developing flexible and accessible opportunities. Make sure the goals are crafted using language that is easy for your learners to understand. Each should know exactly what they are working to achieve — whether it is independent, remote, or collaborative team work.

Ask yourself:



- Do my learners know what the goal is and what the goal means?
- Are my learners able to visualize and/or describe the goal in their own way?

### Share goals in multiple ways.

Sharing the goal in multiple formats ensures learners can access what it is they are working to achieve.

**For example**, you may share the goal verbally, have it posted at the top of a digital handout, or ask learners to restate the goal in their own words.

Ask yourself:



- What options do my learners have to perceive the goal?
- Do all of my learners know where to find the goal of the learning experience and reference it at any point during their work?

# Goals

**Clear Goals** - learner knows the intended goal of the learning experience - enhance engagement - understanding - when they have achieved it - ...

**Share the Goal in Multiple ways** - verbal, post it, ask the student to restate in their own words - they know when they have achieved - they can access it.

**Frame the Goal with Expert Learner in Mind** - How are my goals encouraging challenging disciplinary expertise or habits of mind?

**Separate Goals from Means** - separate the goal from the means, or “how” learners can achieve the goal - When there are clear goals, we can open the door to flexible methods, materials, and assessments.

**Align Assessments to Goals** - measure what you have intended - avoid barriers.

# Read and Write for Chrome



Dictionary

Picture  
Dictionary

TTS

Audio  
Maker

Screen  
Mask

Translator

Highlighter

Practice  
Read Aloud

The image shows a Google Docs interface with several red arrows pointing to specific menu items and their functions. The interface includes a browser window at the top with the URL <https://docs.google.com/a/speechtechie.com/document/d/1mlSs05R14mx-ieAxqfvcueRNZWmUmwGRXUzzbzQyONo/edit>. Below the browser window is a toolbar with various icons. The main menu bar includes File, Edit, View, Insert, Format, Tools, Table, Add-ons, and Help. The text area contains the following text: "Book it, Part 26: The Way to A...Better Day" and "Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve".

**Turn word prediction on/off** (points to File)

**Access word or picture dictionary** (points to Edit)

**Play/Pause/Stop text-to-speech** (points to View)

**Add or remove highlights** (points to Add-ons)

**Collect highlights or highlighted vocab words into separate Google Doc** (points to Help)

**Customize features such as speaking voice, # of predicted words** (points to Comments)

# Read and Write for Chrome: Collecting Highlights

The screenshot shows a web browser window displaying a document titled "Patterns in Arctic Weather and Climate". The document content includes:

- A paragraph starting with "Arctic weather patterns are different from those of the rest of the world..." with a yellow highlight.
- A paragraph starting with "Arctic weather patterns are different from those of the rest of the world..." with a green highlight.
- A list of bullet points: "• Cyclones and depressions", "• Foggy days", "• Severe weather events", and "• Windy conditions".
- A section titled "Cyclones and Anticyclones" with a paragraph starting "Anticyclones are large-scale weather systems..." with a purple highlight.
- A paragraph starting "Anticyclones are large-scale weather systems..." with a purple highlight.
- A paragraph starting "Anticyclones are large-scale weather systems..." with a purple highlight.

On the right side of the document, there is a globe titled "October 1, 2010" showing a weather map with a color scale on the right. Below the globe, there is a paragraph of text starting with "The weather in the Arctic is different from the rest of the world..." and another paragraph starting with "The weather in the Arctic is different from the rest of the world...".

At the bottom of the document, there are two diagrams of weather systems, one showing a cyclone and one showing an anticyclone.



Collecting Highlights (1 minute)

<https://www.youtube.com/watch?v=sRw2Ka5WSqg>

# Read and Write for Chrome: Vocabulary Tool

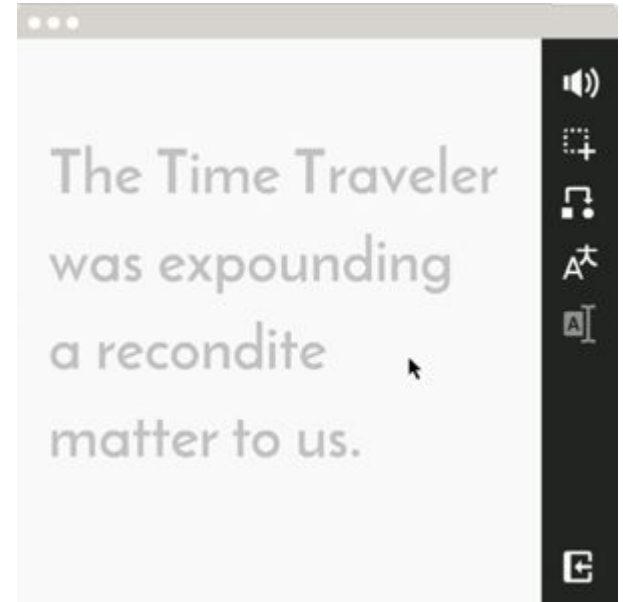
Vocabulary Tool (1 minute)  
<https://www.youtube.com/watch?v=BNks9ofZbO0>

The screenshot shows the Read and Write for Chrome Vocabulary Tool interface. The tool is open in a browser window, displaying a table with four columns. The first column contains the word, the second column contains the definition, the third column contains an illustration, and the fourth column is a blank space for writing. The words 'humid' and 'ingredients' are shown as examples.

	It is having a high amount of water in the air. The official word for it is "humidity". (I suggest you look up the word "humidity".)		
<b>humid</b>	Humid is characterized by a great deal of water vapor. "Humid air" "Humid weather"		
<b>ingredients</b>	Something that you use to make something, especially food. What ingredients do we need to make the cake? A component of a mixture or compound. An essential part of something. "Energy was a component of his character"; "The consistency of a musical composition lets melody and harmony"; "The government elements of a strategy"; "A key factor in her success"; "Theater, an artistic ingredient of a speech"; "Salt flats is a component of a		

# Snap & Read

- Read Aloud
- Dynamic Text Leveling
- Translates
- Study Tool
- Removes distractions





# Bookshare

- Digital Text
- Adjustable text format
- Read Aloud
- Digital books for accessible materials
- FREE



Bookshare



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# Website & Extensions that support reading

<b>Access &amp; Readability</b>	<a href="#"><u>Mercury Reader</u></a> (Chrome Extension) <a href="#"><u>Just Read</u></a> (Chrome Extension) <a href="#"><u>Read Mode</u></a> (Chrome Extension)
<b>Decoding &amp; Fluency</b>	<a href="#"><u>Snap and Read</u></a> <a href="#"><u>Fluency Tutor</u></a> <a href="#"><u>Natural Reader</u></a>
<b>Comprehension</b>	Chrome Extensions: <a href="#"><u>Scribl</u></a> , <a href="#"><u>Kami</u></a> Multimodal Reading websites: <a href="#"><u>UDL Book Builder</u></a> <a href="#"><u>TarHeel Reader</u></a> Web-based Digital Text <a href="#"><u>Newsela</u></a> , <a href="#"><u>TweenTribune</u></a> , <a href="#"><u>Wonderopolis</u></a> Digital Text Resources: <a href="#"><u>Bookshare</u></a> , <a href="#"><u>ReadWorks</u></a> , <a href="#"><u>ReadWriteThink</u></a>



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# Marcus Shusta

2020-2021 Create

## Student Information

<b>78%</b> Full Day Rate	<b>98.9%</b> SIS Reported Rate	<b>24</b> Forms	<b>27</b> Comments	<b>4</b> Tags	<b>2</b> Observations	<b>4</b> Thresholds
-----------------------------	-----------------------------------	--------------------	-----------------------	------------------	--------------------------	------------------------

### Demographics



DOB: 2014-03-06 Gender: M

# Classwide & Individual Data Trends

- Student Data
- Attachments: 2
- Assigned Staff: 2

### Incidents

Anecdotal	3
School Psychologist Visit	2
Health Office Visit	1
Outside Agency Contact	2
Minor	1

### Interventions

Number Sense Intervention  
Math - 2020-2021

**Not on Track**

Plan ROI: 0.75  
Goal ROI: 1.25  
Latest Score: 11.00

### Emotional Management

SEL - 2020-2021

**On Track**

## Latest Assessment Scores

All Literacy Mathematics SEB Specials

### Literacy

DnA Benchmarks	
Pre: 73.00	Post: 97.000
FastBridge aReading	
Fall: 123	Winter: 170

### Mathematics

District Benchmarks	
Pre: 73.00	Post: 97.000
FastBridge aMath	
Fall: 216.6	Winter: 232

# GOOD

### Reading Level

Beg: C	Mid: D	End: G
--------	--------	--------

### iReady Overall Reading

Fall: 569	Winter: 630
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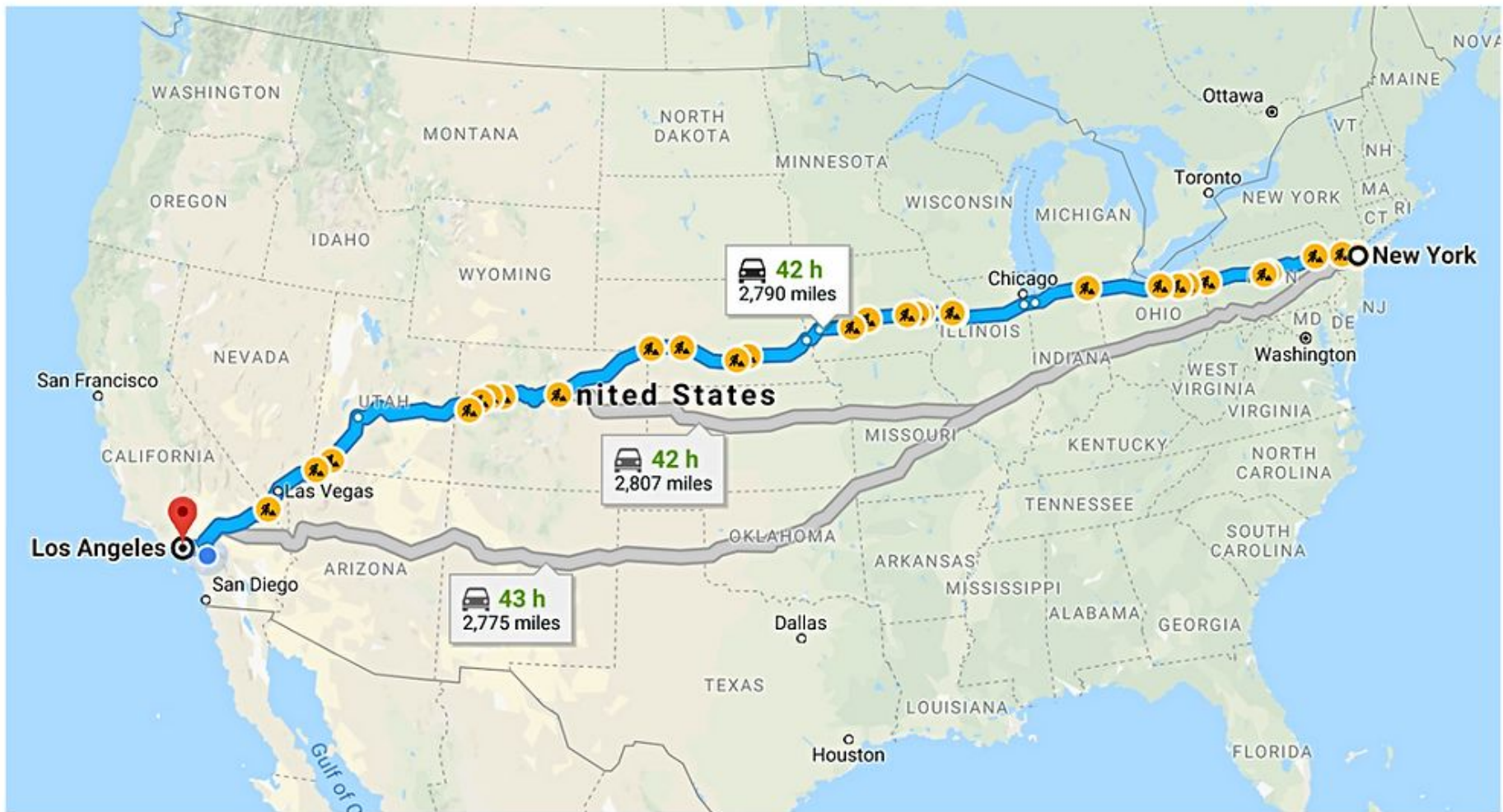
### Social-Emotional/Behavior

My SAEBRS

Term 2 MP:1: 87.660	Term 2 MP:2: 78.630	Term 2 MP:3: 81.960	Term 2 MP:4: 81.430
---------------------	---------------------	---------------------	---------------------

### Combined Performance

<b>Student Engagement</b> Pre: Strength, Inst: Average	<b>Parent Engagement</b> Pre: Need	<b>Home WiFi/Internet</b> Pre: No, Inst: Modem	<b>Participation</b> Q3: 50, Q4: 80
---	---------------------------------------	---	--



# Formative Assessment

1. Shorter and Frequent
2. Help determine Gaps during Learning
3. Assessments for Learning

*An assessment become formative when we use the assessment to inform our teaching practices to support student learning.*



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# Progress Monitoring Tools

National Center on

Intensive Intervention

Academic Progress

Monitoring Tools Chart



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**FILTER RESULTS**

**Subject**

Mathematics

Reading

Spelling & Written Expression

**Grade**

Elementary (K-5)

Middle School (6-8)

High School (9-12)

Pre-K

**Apply** **Print Chart**

**Hide/Show Advanced Filters** **Clear Filters**

					Performance Level Standards		Growth Standards	Usability
All	Title	Area	Grade	Measure	Reliability	Validity	Bias Analysis Conducted	
<input type="checkbox"/>	aimswebPlus Math	Math Facts Fluency-1 Digit	1	Short Term Skill	<input type="radio"/>	<input type="radio"/>	No	
<input type="checkbox"/>	aimswebPlus Math	Number Comparison Fluency-Pairs	1	Short Term Skill	<input type="radio"/>	<input type="radio"/>	No	
<input type="checkbox"/>	aimswebPlus Math	Number Naming Fluency	K	Short Term Skill	<input type="radio"/>	<input type="radio"/>	No	
<input type="checkbox"/>	aimswebPlus Math	Number Sense Fluency	2	End Year Goal	<input type="radio"/>	<input checked="" type="radio"/>	No	
<input type="checkbox"/>	aimswebPlus Math	Number Sense Fluency	3	End Year Goal	<input type="radio"/>	<input checked="" type="radio"/>	No	

# Content Management Systems



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# Learning Management Systems



Google Classroom



Blackboard



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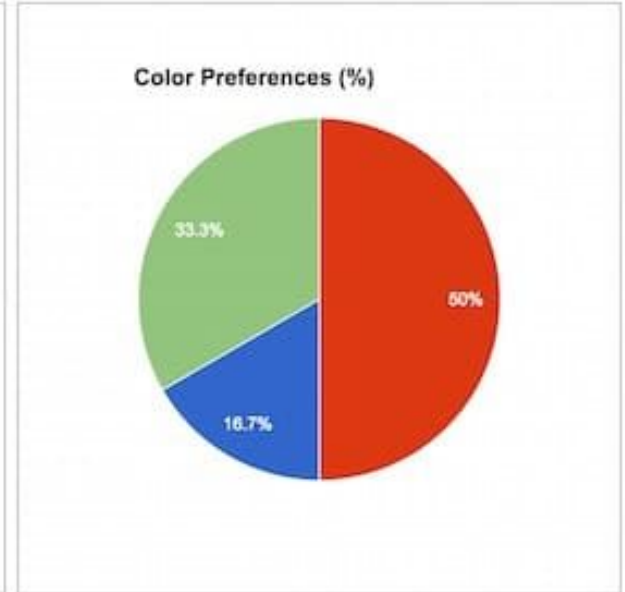
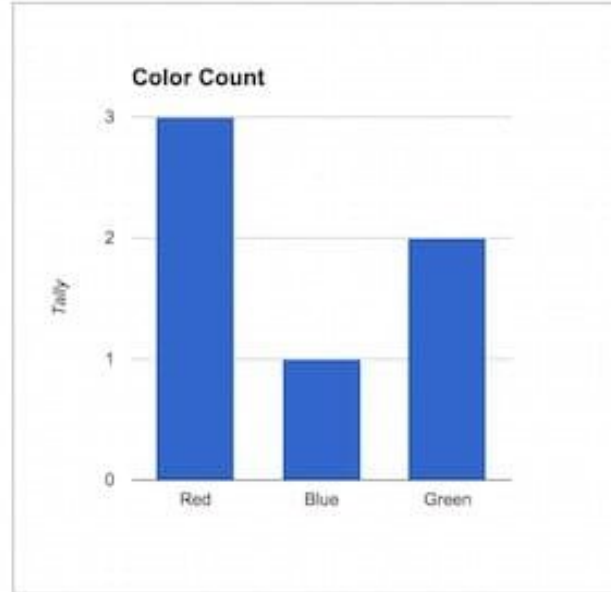
D24

fx [=TREND(D23:O23,D22:O22)]



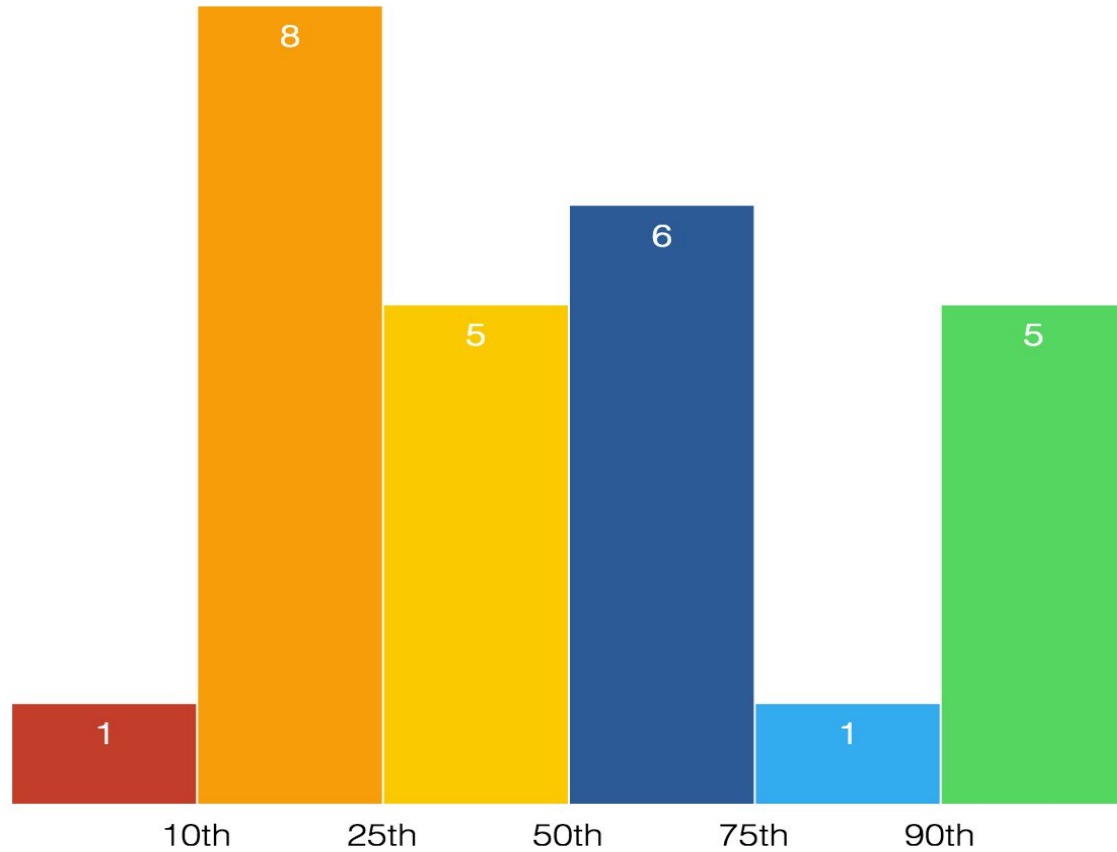
# Google Form Dashboard Example

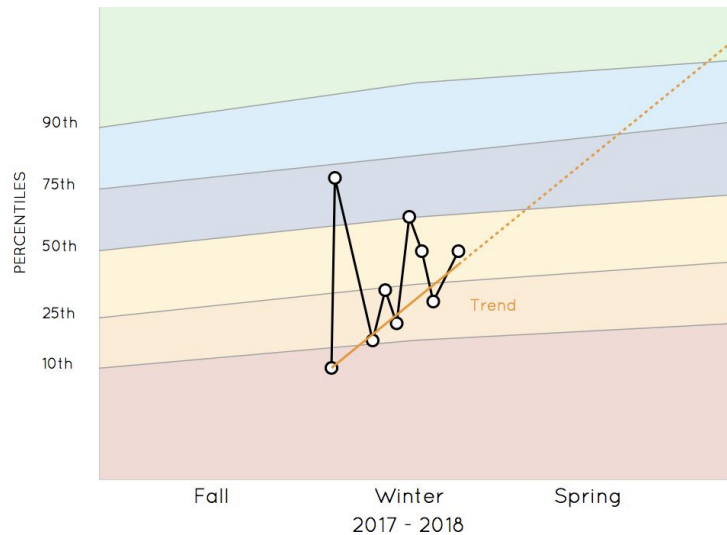
Color	Tally	%
Red	3	50%
Blue	1	17%
Green	2	33%
<b>TOTAL</b>	6	



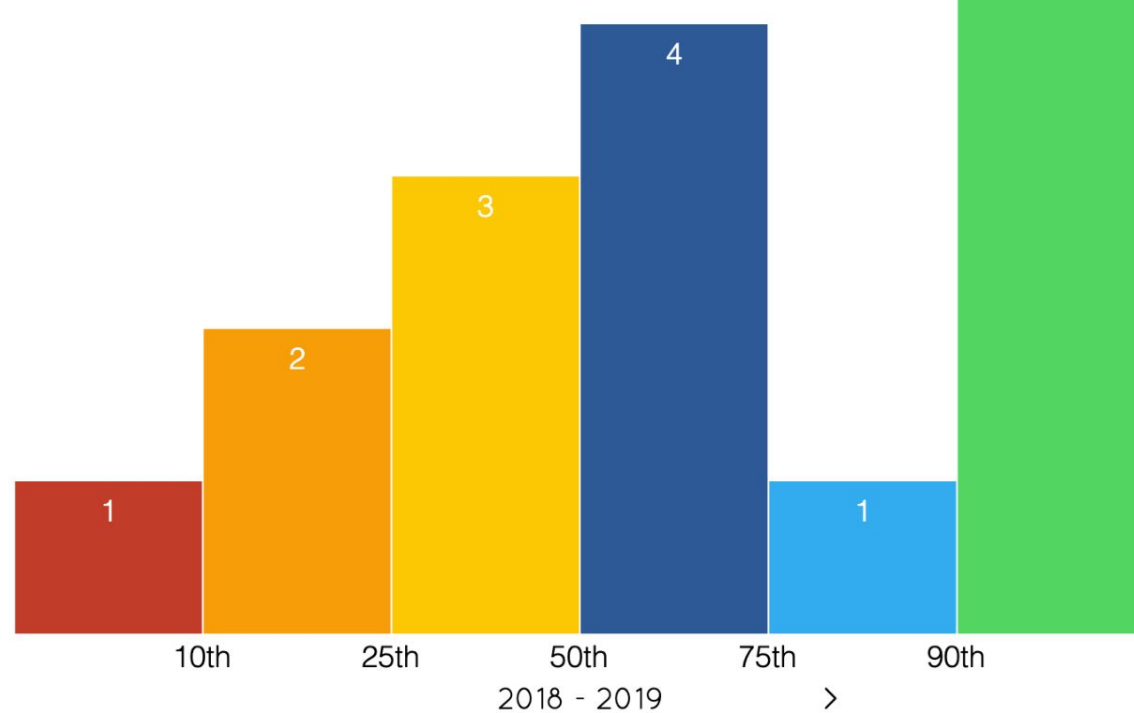
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# Correct Writing Sequence Percentiles Compared to National Handwriting Norms





Date	Words	Letters	Correctly Spelled	Sequences
2/23/18	50	191	49	41
Were being controlled by a witch that wants to take all of the chairs, and garbage cans. So i was going to have to save them because no one could live without thier chairs and garbage cans. I grabbed the want out of her hand and made her fly so				
2/9/18	46	166	46	32
decided that i would be kind and say no thanks Ill pass so i started to walk home then i came across some bullies that hang out by the short cut i always take home. They all started to come towards me so i ran ba				
2/2/18	45	198	43	41
then found out that some maniac was smoking and he dropped his cigarette by a propane tank and it exploded, and almost everyone around the propane tank got injured from the explosion, then some guy pulled out a fire hidrent out of a building an				
1/26/18	59	202	56	47
infact i would go back to Michigan to see my best friend, and he is the only friend that would care if i got hurt, and he would act like he was my own brother i wish i didnt have to leave Michiqan in the 1st place, this is where i				



Students Currently In Need of Intervention.

Student Name	Trend	Correct Writing Sequences	Recommendations	Identify Challenges
Aneth	Slightly Down	49, 62, 31,	<a href="#">Conventions</a> <a href="#">Spelling</a> <a href="#">Sentence Fluency</a>	<a href="#">Other Challenges</a>
Bryce	Down	55, 43, 32,	<a href="#">Conventions</a> <a href="#">Spelling</a> <a href="#">Sentence Fluency</a>	<a href="#">Other Challenges</a>
Mackenzie	Down	50, 47, 38,	<a href="#">Conventions</a> <a href="#">Spelling</a>	<a href="#">Other Challenges</a>

# An Illustration - **1** of Many.....

1. Automatic sign in
2. Usability
3. Features - Access...
4. One Stop Shop...docs, sheets, forms, slides...



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# Creating Quizzes in Google Classroom



# Creating your Own Quiz - Beyond PM

1. Whole Class
2. Small Group
3. Individual Student
4. Schedule when the question or quiz

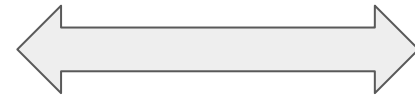
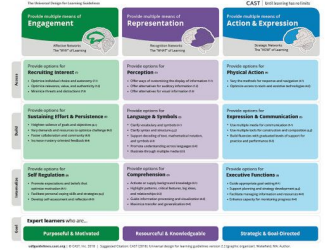


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# Quiz Format

1. Text
2. Images
3. Video
4. The list goes on and on....



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# Quiz Format



1. Customize themes
  - a. Prompt the students
  - b. Visual directions
  - c. Contextualize Quiz Topic



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# Settings

1. Forms - Sheets - Google Classroom
2. Automatic - Delayed Feedback
  - a. Audio - Images - Video
3. Embedded Reinforcement - Unique Directions - Accessibility
4. Shuffle the Questions



# Demonstrating what they know

1. Multiple format for responses
2. Student upload
  - a. Audio - Images - Video
  - b. Direct to google classroom
  - c. Link to resources - examples



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# Grading



1. Automatic - Preset
2. Students can see what this missed
3. Students can see what they got correct
4. Embedded feedback - redirect - instruction - audio
5. Point values
6. List goes on



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# Other tools to consider

- ❑ Quizzes
- ❑ Live Polling
- ❑ Data Management
- ❑ Automatic Scoring
- ❑ Embedded Images, Media
- ❑ Group students
- ❑ Database of Quizzes - Questions



Quizlet



# Priority #5

## Collaborate - Family & Educator

*Home - School / School - Home*



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# Collaborate - Learning Coach

**“It Takes a Village to Raise a Child”**

Pandemic - Resulted in Role Changes

1. Social Emotional Development
2. Executive Functioning Skills
3. Technologist
4. Master Communicator

What about the Parent/Family?



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# Learning Coach...

- Empower parents/family members
- Engage parents
- Ensure the home can support/reinforce
- Effective communication
- ....



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# Learning Coach...

1. What strategies have we employed to communicate/connect/engage parent/family member?
2. How have we gone about empowering the parent/family member - hybrid/virtual/F2F learning?



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# Why Communicate?

- Direct/Support/Facilitate Instruction
- Support/Facilitate Learning.
- Improve Learner Outcomes.
- Engage and Empower (e.g., use of strategies).
- Share Information, Resources, Knowledge, & More.



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# Why Communicate?

- Hybrid
- Virtual
- Periodic F2F disruptions
- Reinforcement on School-based learning
- Online - extended learning



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# Supporting Families +



- <https://www.pealcenter.org/>
- Designated State Parent Training Center
- Personalized to the Needs of PA
- Experts in Family Engagement
- Identified and proven strategies, processes, etc.



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# IEP Process

1. **Use School's Platform (LMS - Suite)**
  - a. Send Meeting Announcements
  - b. Safe and Protected
  - c. Shared Information - Connecting Tools
  - d. It's protected
  - e. It's familiar

Cloud-based apps - Microsoft Teams - Etc.



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# IEP Process

I. INDIVIDUALIZED  
E. EDUCATION  
P. PLAN

*Summarized*



**2. Consider varied web-conferencing tools** (video, phone, organizing emails and communication)

**3. Synchronize calendars** (Google Calendar, Doodle, Outlook, etc.)

**4. Create a Digital Agenda** (organize the meeting, keep folks on track and informed)

**5. Use confidentiality features of tech** (e.g., email functions)



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# IEP Process

## 6. Maximize the power of Zoom

- a. Master the tech features
- b. Ensure accessibility
- c. Use the various features
- d. Be creative
- e. Be collaborative












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## Virtual IEP Meetings: Technology Tips for All Participants

**Have the  
Tech  
Work for  
You**

**WI's  
Example**

	Be patient—technology may not work as intended. Assume that everyone is doing their best.
	Test out technology in advance, and make sure all devices are charged.
	Have a back-up plan ready in the event technology issues arise.
	Join the meeting about 10–15 minutes in advance to troubleshoot any technology issues.
	Actively listen and participate in the meeting.
	Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
	Ensure the security of confidential information before, during, and after the meeting.
	Turn off any notifications on your computer—they may show up on others' screens.
	Use headphones or a headset with built-in microphone, when possible.

# Let the Tech Work for You

- ❑ Flexible Meeting Time
- ❑ Engage More Members
- ❑ Use the Power of Video (e.g., recorded data, student messages, educator message/example)
- ❑ Share Digital Information (e.g., work samples, data)
- ❑ Efficient and Effective
- ❑ Record - Let's Ask David



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# Let the Tech Work for You

## Presentation

- ❑ Successes
- ❑ Challenges
- ❑ Dreams
- ❑ List goes On

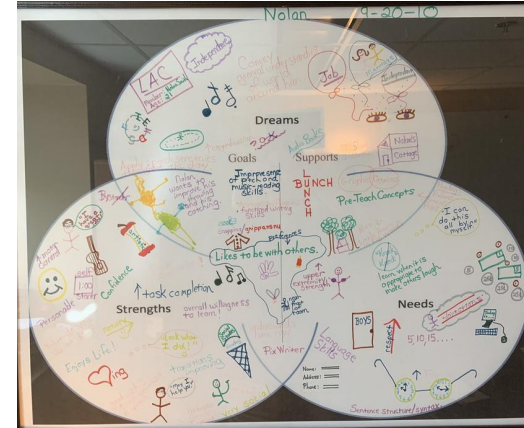


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# Tech - Work Outside the Norm

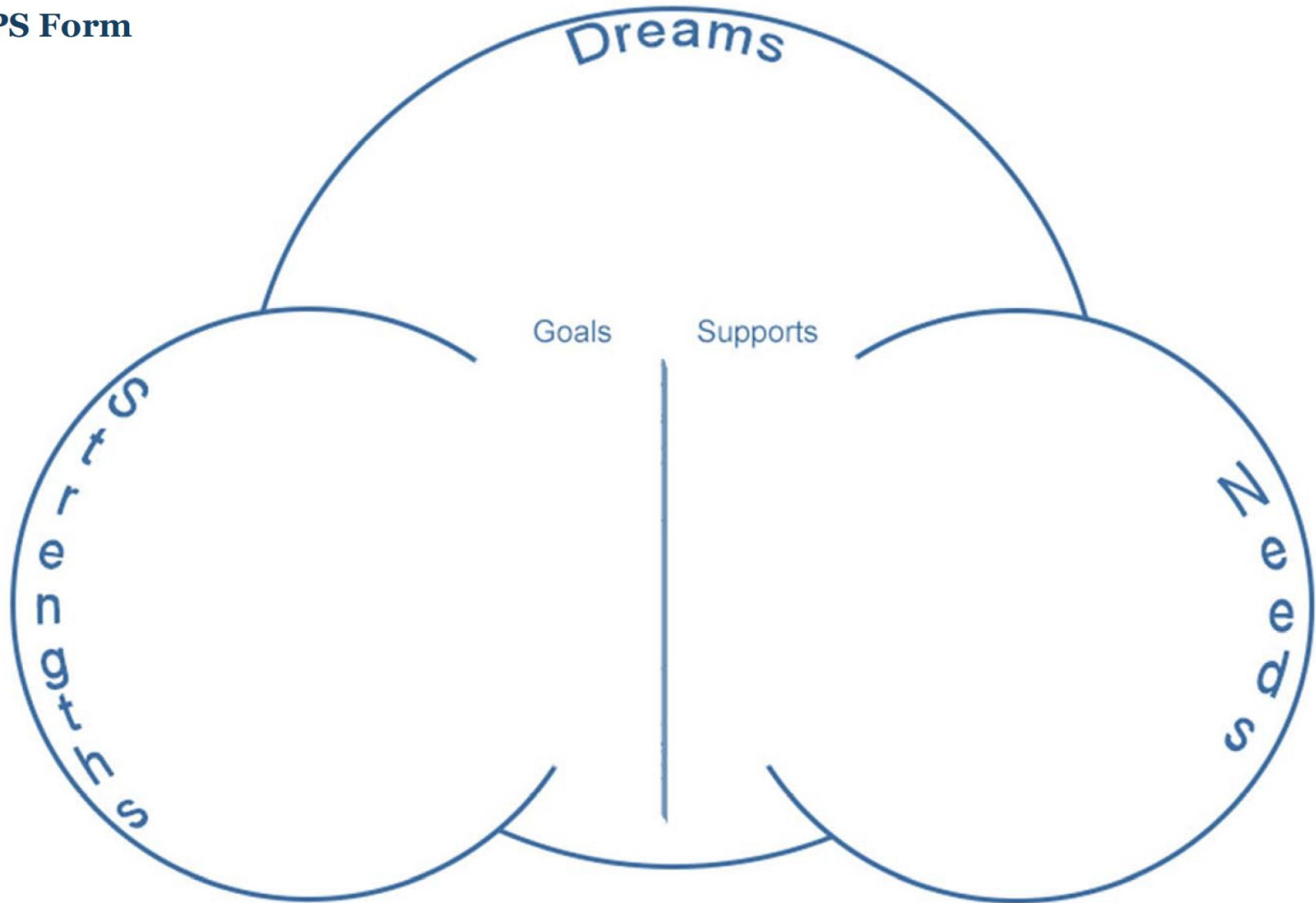
## Making Action Plans (MAP) Process

- ❑ [MAP](#) - Including Samuel
- ❑ Vermont's [MAP](#)
- ❑ Brookes Publishing - [MAPs](#)
- ❑ [Video Illustration of the MAP Process](#)



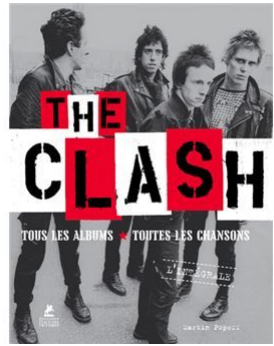
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**MAPS Form**



# Virtual vs F2F - Future IEPs

1. Can make scheduling and attendance easier...
  - a. Parent - Related Service Provider - General Educator - Peer
2. Improved focus and purpose of the meeting -
  - a. What information & material is essential
3. Improved power dynamic
4. Increased collaboration
5. Districts have created virtual PDs on effective IEPs



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# Virtual vs F2F - Future IEPs

1. [Video Overview of Virtual IEP Tips](#) - Special Education Teacher
2. Virtual IEP Meeting Suggestions - [Tip Sheet](#)
3. [OSEP's TIP Sheet](#)
4. [PATTAN's](#) Virtual Learning Resources
5. [Podcast](#) - How to Run a Virtual IEP Meeting



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# Communicate - Instruction +

1. Class Directions
2. Class Expectations
3. Strategy Applications - Student Empowerment
4. Tips & Strategies for the Home
5. Assessment - Determining Progress
6. Executive Functioning Skills
7. Social Emotional Supports

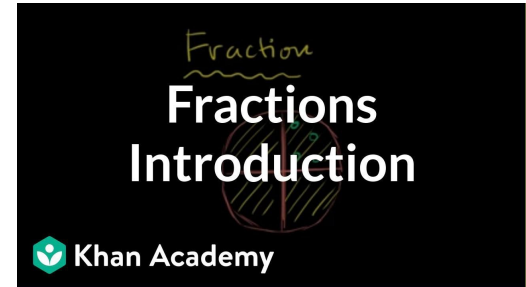


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# Communicate - Class Instruction

1. Explicit Directions
2. Step-by-Step Supports
3. Assignment/Instruction Expectations
4. How To Information
5. Instruction
6. Rinse & Repeat



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[Tips for Teaching with Video](#)

[Top Tech Tools for Teachers](#)

[Best Screen Recorders - 2021](#)

 **common sense** education®

[Understood's Video Tips](#)

[10 Ways to Use  
Video for Hybrid  
Instruction](#)

  
**CULT OF PEDAGOGY**



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# Communicate - Teach Stakeholders

1. Strategies - In the Home
2. Strategies - Student Empowerment
3. Strategies - Engagement
4. Strategies - Social Emotional

[Learning Coach 101](#)



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# Communicate - Tech we will Use

1. Audio - Podcast & More
  - a. [Step-by-Step Guide](#)
  - b. [Podcasts for Instruction](#)
2. Video Modeling
  - a. [Step-by-Step Guides](#)
  - b. [Video Modeling 101](#)



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# Communicate - Podcasts for Teachers



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# Parent-Teacher Communication Tools

Teacher-Parent  
Communication  
Strategies

Best Family  
Communication  
Platforms - With  
Teachers

Best Classroom  
Messaging Software

12 Ways to Use  
Social Media for  
Education

The Secret to Remote  
Learning Communication  
with Parents (Includes  
Podcast)

Webinar: Tips And  
Tricks For  
Communicating With  
Parents Remotely

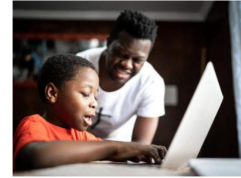


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# Resource Highlight: Parent University

Parent University: Created by Broward County Public Schools (FL) to help parents with transitioning to remote learning

Includes pre-recorded webinars and slide



Pre-K – 1



Grades 2 – 5



Grades 6 – 12



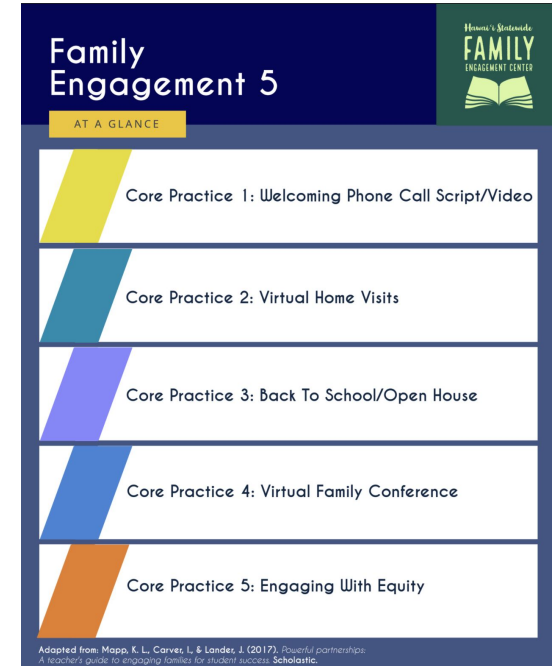
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# Resource Highlight: Remote Parent Engagement Strategies

[Hawai'i Statewide Family Engagement Center: 5 Remote Family Engagement Strategies \(Tips, Examples, and Step-By-Step Guides\)](#)

Online Tools for Parent Engagement: Resources from [Education World](#), [Edutopia](#), and [Common Sense Education](#),

Creating Virtual Parent-Teacher Events: Resources from [ParentSquare](#) and [Albert](#)



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# Parent-Teacher Communication Tools

## Virtual Meeting Platforms



zoom



Google Hangouts



## Social Media: Create Classroom Accounts/Pages



## Direct, Individual Communication



## Create Newsletters/Virtual Handouts



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