Universal Design: Creating Lessons to Include ALL Learners

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BSN SPORTS
PHYSICAL EDUCATION

US Games
A little about me..
Today’s Ground Rules

1. Suspend Judgement
2. Remain Curious
3. Ask “Tell Me More” Questions
Essential Questions

- How do we know students are engaged?
- How do I engage the learner that seems less than interested?
- How do I help the student that continually interrupts the learning?
- How can I create a lesson that is culturally inclusive of ALL learners?
Once upon a time....
How do we build Social Emotional Learning in our classrooms?

Authentic Relationships + High Student Engagement + Vigorous Instruction = Limitless Learning Potential
Authentic Relationships

Cause I Ain’t Got a Pencil
by Joshua T. Dickerson

I woke myself up
Because we ain’t got an alarm clock
Dug in the dirty clothes basket,
Cause ain’t nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain’t on
Even got my baby sister ready,
Cause my mama wasn’t home.
Got us both to school on time,
To eat us a good breakfast.

Then when I got to class the teachar fusssed
Cause I ain’t got a pencil.

You Have to Maslow
Before You Bloom
The Educator’s Room
**Authentic Relationships**

Education research tells us that students learn best in an environment where strong relationships with the teacher and classmates are cultivated. I want this classroom to be a place where you feel supported and valued. I am asking you to include your name so that I may follow up with you as needed. Thank you for your honest responses!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>My teacher knows and cares about me</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>What I say matters to my teacher</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Other students respect me for who I am</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Other students in this class know me and care about me</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>My family knows and cares about what I do in this class</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Please share anything else you would like me to know</td>
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Culture is Unique
Culture on a Continuum

Work to keep expanding your use of learning strategies and structures that engage a wider range of student cultural strengths. Include:

- individual, paired and group structures
- restrained and expressive communication
- quiet reflection and enthusiastic sharing
- stillness and movement, rhythm and music
- turn-taking and overlapping responses
Instructional Strategies to Consider....

Attention Signal:
1. High Five
2. Call and Response

Discussion
1. Turn and Talk
2. Quiz, Quiz, Trade

Participation
1. Action Thermometer
2. Walk and Talk
Implicit Bias

• Unconscious, automatic
• Based on stereotypes
• We all have it (even those affected by it)
• Generally not an indication of our beliefs and values
• More likely to influence:
  • Snap decisions
  • Decisions that are ambiguous
Using Universal Design for Culturally Inclusive Teaching

1. Intentionally plan for a range of strategies that match and stretch them
2. Choose a workable number of strategies that span the cultural range and repeat them.
3. Use interactive modeling to teach the HOW
4. Teach students WHY
Physical literacy is the ABILITY, CONFIDENCE, and DESIRE to be physically active for life.

Ability = Basic Movement Competency
Confidence = Knowledge and Attitudes
Desire = Intrinsic Enthusiasm

From The Aspen Institute: Project Play
What is Vigorous Instruction?

True rigor is **creating an environment** in which each student is **expected** to learn at high levels, each student is **supported** so he or she can learn at high levels, and each student **demonstrates** learning at high levels.

OPEN’s Academic Rigor Tools

We build academic rigor into each OPEN module

• Outcomes-based Backward Design
• Academic Language Connections, Cards and Quizzes
• Depth of Knowledge Debrief Question Sets
• Marzano’s 13 Essential Teaching Strategies
• Danielson’s 4 Domains of Instructional Practice
DEBRIEF QUESTIONS

- **DOK 1:** What are the 4 components of the FITT formula?
- **DOK 2:** What do you know about the overload principle?
- **DOK 3:** How is the overload principle related to the FITT formula?
- **DOK 4:** Complete the FITT Formula Activity Log and create a plan to apply the overload principle to your physical activity routine.

TEACHING STRATEGY FOCUS

**Help students process content.** The debrief questions above will help students to begin thinking about how the FITT formula and overload principle apply to fitness as a general concept. In order to truly help students to process this information and apply it to their personal experience, use the FITT Formula Activity Log and then take time to review the questions and content in order to stimulate further discussion.
OPEN up your lessons!

OPEN activities can help you plan a full lesson start to finish!

All activities can be downloaded in **PDF** or **WORD** for free!
Sign Up for OPEN

- **Step 1:** Visit www.OPENPhysEd.org

- **Step 2:** Select “Register for Free”

- **Step 3:** Complete the Form

- **Step 4:** Click “Register”
The Backward Design of OPEN

Components of Backward Designed Lessons

✔ **Unpack** Each Targeted Grade-level Outcome
✔ **Determine** Evidence of Learning
✔ **Design** / Select Assessment Tools
✔ **Design** / Select Instructional Activities
✔ **Plan** Learning Sequence and Lessons

IMPORTANT NOTE: This is a lot of work! OPEN authors and contributors have done all of this in order to help you be more effective and efficient with your students.

#TeachersHelpingTeachers
OPENPhysEd.org
Outcomes-Based Backward Design

01. Grade-level Outcomes
02. Module Holistic Rubric
03. Lesson Targets
04. Activity Procedures
05. Depth of Knowledge Debrief Questions
06. Academic Language Tools
<table>
<thead>
<tr>
<th>Standard</th>
<th>Kindergarten</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3.E.1$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical activity knowledge</strong></td>
<td>Identifies active play opportunities outside physical education class ($3.E.1.a$)</td>
<td>Discusses benefits of being active and exercising/playing ($3.E.1.b$)</td>
<td>Describes large motor and/or manipulative physical activities for participation outside physical education class—before and after school, e.g., at home, at the park, with friends, with the family ($3.E.1.c$)</td>
<td>Charts participation in physical activities outside physical education class ($3.E.1.a$)</td>
<td>Identifies physical activity benefits as a way to become healthier ($3.E.1.b$)</td>
<td>Charts and analyzes physical activity outside physical education class for fitness benefits of activities ($3.E.1.c$)</td>
</tr>
<tr>
<td>$3.E.5$</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Assessment &amp; program planning</strong></td>
<td>Demonstrates, with teacher direction, the health-related fitness components ($3.E.5.a$)</td>
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Breaking Down an OPEN Module

All modules include:
- ✔ Materials List
- ✔ Activity Plans
- ✔ Block Plans
- ✔ Sample Lesson Plan
- ✔ Academic Language Cards
- ✔ Station Cards
- ✔ Student Assessments
- ✔ Teacher Reflection Guides

ENTHUSIASM
(noun)

An intense feeling which motivates action and accomplishment with love and purpose, and as part of a search for something believed in and desired.

Mr. Kline’s enthusiasm for physical education was contagious and his students learned with excitement and joy.
Breaking Down an **Activity Plan**

All Plans Include:
- ✔ Student Targets
- ✔ Activity Set-Up & Procedure
- ✔ Teaching Cues
- ✔ Easy to Follow Diagram
- ✔ Universal Design
- ✔ Suggested Academic Language
- ✔ Tiered-Questioning (DOK)
Academic Language (noun)
The vocabulary, symbols, icons, signals, and non-verbal communication that students must know and be able to apply in order to be competent/proficient in a specific academic area.
Depth of Knowledge

An instructional model for increasing cognitive complexity.
✔ Each of the 4 levels represent the level of complexity needed to respond correctly to a specific task or assessment.

As an informal rule...
✔ Levels 1 & 2 could be tested via a multiple choice test.
✔ Levels 3 & 4 would be measured against performance criteria with multiple answers / alternative performances possible.
Depth of Knowledge in PE

DOK 4: Extended Thinking
- What would happen if…?

DOK 3: Strategic Thinking
- How can I use what I know?

DOK 2: Applications of Skills & Concepts
- Why & when do I apply what I know.

DOK 1: Recall & Reproduction
- Define & demonstrate what I know.
DOK and Bloom’s Taxonomy

DOK 1: Recall & Reproduction

DOK 2: Application

DOK 3: Strategic Thinking

DOK 4: Extended Thinking

Remember

Understand

Apply

Analyze

Evaluate

Create
# Reflection Tool

## General Comments / Notes for Planning Next Year's Module
- Comment 1
- Comment 2
- Comment 3

## Self-Reflection Across Danielson's Four Domains of Teaching

### Domain 1: Planning & Preparation
1a: Demonstrating Knowledge of Content
   - Reflection 1
   - Reflection 2
   - Reflection 3

1b: Demonstrating Knowledge of Students
   - Reflection 1
   - Reflection 2
   - Reflection 3

1c: Selecting Instructional Outcomes
   - Reflection 1
   - Reflection 2
   - Reflection 3

1d: Selecting Knowledge of Resources
   - Reflection 1
   - Reflection 2
   - Reflection 3

### Domain 2: Classroom Environment
2a: Evidence of Respect and Rapport
   - Reflection 1
   - Reflection 2
   - Reflection 3

2b: Establishing a Culture for Learning
   - Reflection 1
   - Reflection 2
   - Reflection 3

2c: Managing Classroom Procedures
   - Reflection 1
   - Reflection 2
   - Reflection 3

2d: Organizing Physical Space
   - Reflection 1
   - Reflection 2
   - Reflection 3

### Domain 3: Instruction
3a: Communicating with Students
   - Reflection 1
   - Reflection 2
   - Reflection 3

3b: Using Questioning and Discussion Techniques
   - Reflection 1
   - Reflection 2
   - Reflection 3

3c: Engaging Students in Learning
   - Reflection 1
   - Reflection 2
   - Reflection 3

3d: Using Assessment in Instruction
   - Reflection 1
   - Reflection 2
   - Reflection 3

3e: Demonstrating Flexibility and Responsiveness
   - Reflection 1
   - Reflection 2
   - Reflection 3

### Domain 4: Professional Responsibilities
4a: Reflecting on Teaching
   - Reflection 1
   - Reflection 2
   - Reflection 3

4b: Participating in a Professional Community
   - Reflection 1
   - Reflection 2
   - Reflection 3

4c: Maintaining Accurate Records
   - Reflection 1
   - Reflection 2
   - Reflection 3

4d: Growing and Developing Professionally
   - Reflection 1
   - Reflection 2
   - Reflection 3

4e: Communicating with Families
   - Reflection 1
   - Reflection 2
   - Reflection 3

4f: Showing Professionalism
   - Reflection 1
   - Reflection 2
   - Reflection 3

### Self-Rating with Rationale
Choose One:
- Innovative (4):
- Proficient (3):
- Basic (2):
- Unsatisfactory (1)

Provide rationale:
- Evidence 1
- Evidence 2
- Evidence 3

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Danielson’s Framework for Teaching

The Framework for Teaching identifies aspects of a teacher’s responsibilities that have been documented through research as promoting improved student learning.

They are organized into 4 domains:
1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

www.danielsongroup.org
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OPEN Provides Equity of Access to Empower Teachers & Activity Leaders

We serve...
✔ 65,000+ teachers
✔ 34 million students

We provide...
✔ $47 million in curriculum resources

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BSN SPORTS™
PHYSICAL EDUCATION
Why are we even doing all of this?!?!?

To help every teacher focus on being the best practitioner she or he can be.

We give teachers back the time to focus on students.
How Engaged Was I Today?

3
I was engaged and tried really hard today.

2
Class was ok, but I didn’t participate a lot today.

1
I wasn’t really part of the learning today.

Exit Slip-Relationship Survey
Two More Things...

1. Complete our online evaluation at: www.bit.ly/OPENPD

2. OPEN is a public service of US Games
Resources

Teri Lewis and Bonnie Dahlhauser
Dr Sharroky Hollie
Culturally Inclusive Teaching- Zaretta Hammond
OPENPhysEd.org
Charolette Danielson
Plickers.com
Teaching Strategies
ACTIVELY ENGAGE
(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

The OPEN National Training Team is actively engaged in the physical education community and strives to set an example of excellence and enthusiasm.