

Subject	Maximizing Learning for All Learners	Date	August 2016
Teacher	Nancy Nelson	Start	
Location	CEDP Phase 1	Length	1.5 hrs

Outcomes	
1	Apply an evidence-based learning framework to ensure learning is maximized for all learners
2	Create lesson plans that address the needs of all learners
3	Incorporate methods, strategies, tools, and resources that accommodate all learners
4	Ensure educational resources are compliant with current regulatory standards

	Representation			Resources	Type of Resource			
	Percep'n	Express'n	Comprh'n		Slides	Video	Handout	Other
1	x23	5	all	Deck of Walk-a-Mile cards				x
2	3	3	34	Maximizing Learning Worksheet.docx			x	
3				Master Engagement/Learning Quadrant chart				x
4	3	5	2	Instructional Strategies Diagram			x	
5	all	5	all	UDL at a Glance https://www.youtube.com/watch_popup?v=bDvKnY0g6e4		x		
6				Maximizing Learning.pptx	x			
7	1	45	2	classroom diagram				x
8								
9								
10								

85

Lesson Plan	Description	UDL	Time (min)
B Bridge-in	<p>MOTIVATIONAL HOOK (INDIVIDUAL) <i>Learning Profile & Walk-a-Mile cards</i></p> <p>a) Reflection 1 - How does this student see themselves as a student?</p> <ul style="list-style-type: none"> - have each participant pick up a Walk-a-Mile card from a stack near the door - read description of the 'student' they are to portray during this session - have them add colour-coded sticky-note to engagement/learning quadrant (digital and/or displayed) indicating where they think this learner would fit <p>b) Reflection 2 - Where would we like all our students to be in the quadrant?</p>	Engage 7.2	5
O Outcomes (Session)	<p>ESTABLISH GROUP GOALS (CLASS) <i>Maximizing Learning.pptx (slides 2 & 3) - session goals</i></p> <p>a) Today has three areas of focus ...</p> <ol style="list-style-type: none"> 1. how our learners participate in and demonstrate LEARNING 2. how we ENGAGE our learners 3. how we REPRESENT the knowledge through the resources/activities we use <p>b) Review goals for workshop ...</p> <ol style="list-style-type: none"> 1. explore the variability of students in a classroom 2. examine instructional strategies wrt student variability 3. review concepts of Universal Design for Learning (UDL) 4. plan a lesson that maximizes the learning opportunities for all students 5. evaluate a lesson plan wrt its ability to maximize learning 	Act & Express 6.1	5

P	Pre-Test	<p>COGNITIVE HOOK (INDIVIDUAL/SMALL GROUP) <i>Maximizing Learning.pptx (slide 4) - Learning Profile (perceived average)</i> <i>Maximizing Learning Worksheet.docx - Part A- Learning Profile</i></p> <p>a) Learning Profile Introduction</p> <ul style="list-style-type: none"> - complete learning profile of the "average" student - Todd Rose - Ted Talk - Myth of Average (https://www.youtube.com/watch_popup?v=4eBmyttcfU4) US Air Force cockpit and "average pilot" ... Jagged Size Profile goal - DESIGN TO EDGES <p>b) Learning Profile Completion (INDIVIDUAL/PAIRS)</p> <ul style="list-style-type: none"> - have each participant complete a learning profile for their 'learner' <p>c) Learning Profile Review (SMALL GROUP ... size 2-4)</p> <ul style="list-style-type: none"> - compare the learning profiles to identify ... - differences in overall shapes - characteristics that are most/least similar (marginality) --> define the edges! <p>Our goal will be to DESIGN TO THE EDGES</p>	Act & Express 6.1	15
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P	Practice	<p>CONCEPT EXPLORATION (GROUPS) <i>Maximizing Learning.pptx (slide 5) - task instructions</i> <i>Walk-a-Mile cards (colour and symbols define group)</i> <i>Maximizing Learning Worksheet.docx - Part B - Instructional Strategies Diagram</i> <i>Maximizing Learning Worksheet.docx - Part C - Walk-a-Mile improvement points</i></p> <ul style="list-style-type: none"> - have participants regroup according to "marginality" (academic, social, behavioural, physical) - select top 3 instructional strategies group believes will maximize learning for their personae - select bottom 3 instructional strategies group believes will minimize their learning - assign improvement points for each of depth of learning, engagement: <ul style="list-style-type: none"> 3 = significant improvement; 2 = moderate; 1 = a little improvement 0 = no improvement or decline -3 = significant decline; -2 = moderate; -1 = a little decline - each group submits these scores for use later - facilitator collates info into scoring slide 	Act & Express 4.1	15
P	Presentation	<p>CONCEPT CONSOLIDATION (CLASS) <i>UDL at a Glance video - https://www.youtube.com/watch_popup?v=bDvKnY0g6e4</i> <i>Maximizing Learning Worksheet.docx - Part C - Universal Design For Learning Guidelines</i> <i>Maximizing Learning.pptx (slide 6) - UDL summary</i></p> <ul style="list-style-type: none"> - direct participants to learning guidelines on worksheet - watch video (make sure closed captioning is on) - review three aspects (engagement, representation and action & expression) 	Represent 1 & 3	10
P	Practice	<p>CONCEPT APPLICATION (new GROUPS) <i>Maximizing Learning.pptx (slide 7) - task instructions</i> <i>Walk-a-Mile cards (numbers define group)</i> <i>Maximizing Learning Worksheet.docx - Part D - Variability Scores (depth of learning & engagement)</i> <i>Maximizing Learning Worksheet.docx - Part E - Lesson Plan & Flip Chart Paper</i></p> <ul style="list-style-type: none"> - have participants regroup according to mixed "variability" - tally group's learning score (engagement & depth of learning scores from cards) - use UDL guidelines and lesson planning template to plan 1 hour class on one of the following: <ul style="list-style-type: none"> i) learning a new skill (ex. using a discipline specific tool) ii) learning a new process (ex. solving a particular type of problem) iii) learning a new concept (ex. extending knowledge base in a particular subject) 	Engage 7 & 8	15
P	Post-Test	<p>CONCEPT REFLECTION (CLASS) <i>Maximizing Learning Worksheet.docx - Lesson Plan flip charts</i> <i>Maximizing Learning.pptx (slide 8) - scoring card</i></p> <ul style="list-style-type: none"> - each group will present their lesson plan (at least 2 but as many as time allows) <ul style="list-style-type: none"> - using scoring slide as a basis each persona will modify their own base score <ul style="list-style-type: none"> i) if group uses an instructional strategy identified by group, points get added/subt'd - tally personal score at end of lesson - tally group's new score and determine % change <p>Group whose lesson generated best overall improvement gets bragging rights!</p>	Engage 9	15

S	Summary & Next Steps	SUMMARY - (CLASS) <i>Maximizing Learning.pptx (slide 9 - 10) - take-aways</i> <i>Maximizing Learning Worksheet.docx - Part F - Personal Goal</i> - three aspects of UDL <ul style="list-style-type: none"> - way content is presented - how students participate and demonstrate what they've learned - how student are engaged in the learning process and motivated to learn - choose an area and set a SMART goal for implementing one facet of UDL	Engage 9	5
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Reflections & Revisions Required

Empty rectangular box for reflections and revisions.