



Welcome to the Supporting Student Success VLC



Agenda

- Book Club Book and Structure Review
- Levia Loftus, book club member
- Patricia McAuliffe-quote
- Clip from the author
- Mary Kanter-quote



ILLINOIS ADULT EDUCATION
SUMMER BOOK CLUB

JOIN US!
VIRTUAL MEETINGS 2-3 PM

JUNE 11

JUNE 24

JULY 8

Q&A with
the author!

BOOK
Club

Start off
your FY27
PD strong!
7 PD hours



The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Design Options for

Welcoming Interests & Identities ⁽⁷⁾

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for

Perception ⁽¹⁾

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for

Interaction ⁽⁴⁾

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for

Sustaining Effort & Persistence ⁽⁸⁾

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for

Language & Symbols ⁽²⁾

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for

Expression & Communication ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Design Options for

Emotional Capacity ⁽⁹⁾

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Options for

Building Knowledge ⁽³⁾

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Options for

Strategy Development ⁽⁶⁾

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)



Introduction-Chapter 3



Introduction

In the Introduction starting on page 3, the author suggests that readers "may have one of the following scenarios playing in your head, all of which make you want to close this book and donate it to the Cub Scouts used book sale." Did you have one or have you had one of these scenarios playing in your head?

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Chapter 1: *Don't Do it Alone*

Think about times in your life when you experienced the power of collective efficacy. What was the experience like for you? Why is collaboration so important when changing teaching practice?

14

Chapter 2: *UDL and Equity*

Discuss the three core beliefs or components of UDL (variability, firm goals, and expert learning) and why they are critical to designing learning for all.

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Chapter 3: *Differentiating Between UDL and Differentiated Instruction*

1. Think about all the teachers, coaches, and bosses you've had in your life. Which one is the most memorable? Reflect on how that person was able to engage you. What are some of the strategies they utilized?
2. Although UDL and DI share similarities, there are differences between the two frameworks. Imagine

Sutori

Pick a Breakout Room Discussion Path

Path A: The Historians

- Why did the US intentionally pick September instead of May 1st?
- How did the Haymarket Affair shape the global movement?

Path B: Anthropologists

- Why are the cultural tones so different (Protests vs. Barbecues)
- How do visual symbols from your sheet contrast between the days?

Path C: Modern Workplace

- What are the modern equivalents of the 8-hour workday battle today?
- Design a new holiday for modern workers—what does it feature?

- The Facilitator: Asks the conversation questions and keeps the group on track.
- The Scribe/Note-Taker: Uses the Zoom whiteboard or shares a screen to type keywords or ideas.
- The Reporter(s): Presents a summary of the group's thoughts when returning to the main room using one of these options:
 - Option 1 (Oral): Unmute and share a 60-second summary aloud
 - Option 2 (Text): Paste a pre-written bullet-pointed summary directly into the Zoom Chat
 - Option 3 (Visual): Screen-share the Zoom Whiteboard where they brainstormed their ideas.

**Reporting
Out Options**

**You Decide
How to
Share Your
Discussions**

From around the Club

Variability means that we need to be cognizant that we are working towards the goal and not change the means so much that we miss it. For example: **if the goal is reading** we can read various texts but we cannot listen to them and achieve that goal. However if **the goal is comprehension** then we can read, listen whatever we want. Firm goals means that lower students don't have lesser goals. Expert learners means growth mindset. This is the part of UDL that I am most enthusiastic about.

-Mary Kanter

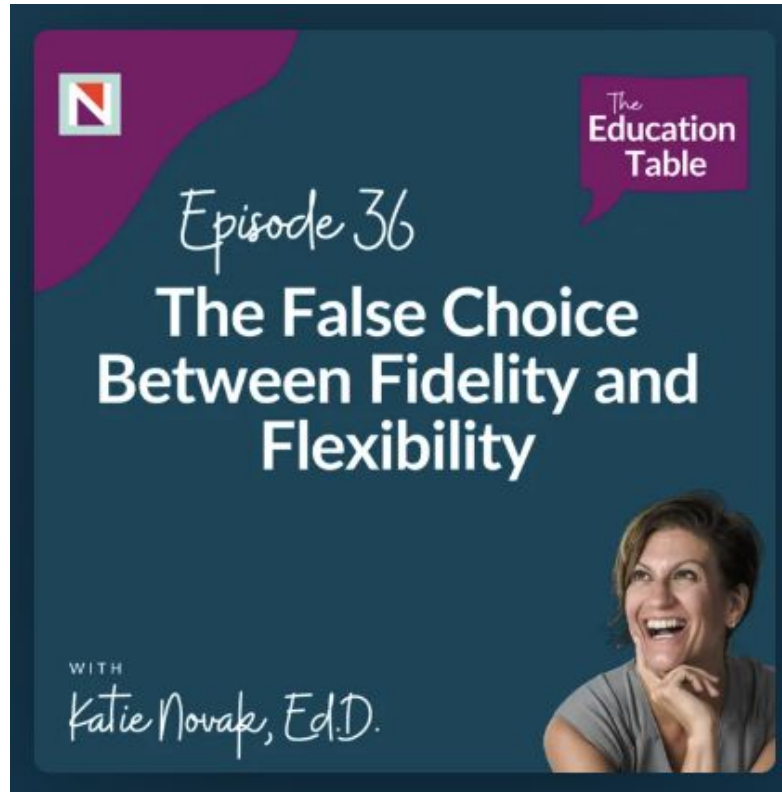
From around the Club

I am not in the classroom any more but I really liked Table 7-1: UDL Considerations for Minimizing Classroom Discussion Barriers. I know that I've tried methods to staying on task/not monopolizing conversations (Three Before Me is a big one) but the others are ones I would definitely use if I went back into the classroom.

Barrier	UDL Considerations
Students do not stay on task or one student monopolizes the discussion.	Empower students to work with peers to decide upon rules for a discussion to ensure that everyone has equitable opportunities to participate in their group.

Barrier	UDL Considerations
Students are unprepared to contribute to the discussion	Provide options/choices for students to 1. Complete anticipation guides 2. Review possible prompts before the discussion 3. Have students write questions as they review class resources so they have pre-prepared, low-risk opportunities to speak
Students lack language skills to participate effectively	1. Provide a work bank with content-specific vocabulary 2. Option to use sentence stems or sentence frames

This could be great, as adult educators sometimes have very specific curriculum or vocational outcomes, so this episode examines micro-flexibility and how you can be flexible even when using existing curriculum materials.



If the **goal** is **participating in academic discussions**, students may benefit from **sentence starters**, **rehearsal time**, or **visual supports**. Supporting access is not the same as lowering expectations. Another strategy I talk about all the time is what I call explode the verbs.

Often, curriculum materials include verbs like **discuss**, explain, analyze, compare, or reflect. But those verbs do not require a single pathway. For example, if students are expected to discuss an idea, this could happen through a turn and talk, a structured protocol, a digital discussion board, a small group conversation, or even collaborative annotation.

Thank you and see you at the next meeting!



Thursday November 19 at 2:00



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