



Welcome to the Supporting Student Success VLC



Agenda for Today

1. Greetings
2. Let's hear from our esteemed Supporting Student Success:
Foundations of Universal Design for Learning Specialists
3. Looking forward to the future

Thank you to our S3 Foundations of UDL
Specialists for coming today!

Laura Holland

Natalie Dominguez

Michael Anderson

Rachael Montgomery



Your role today as we hear from our Specialists today:

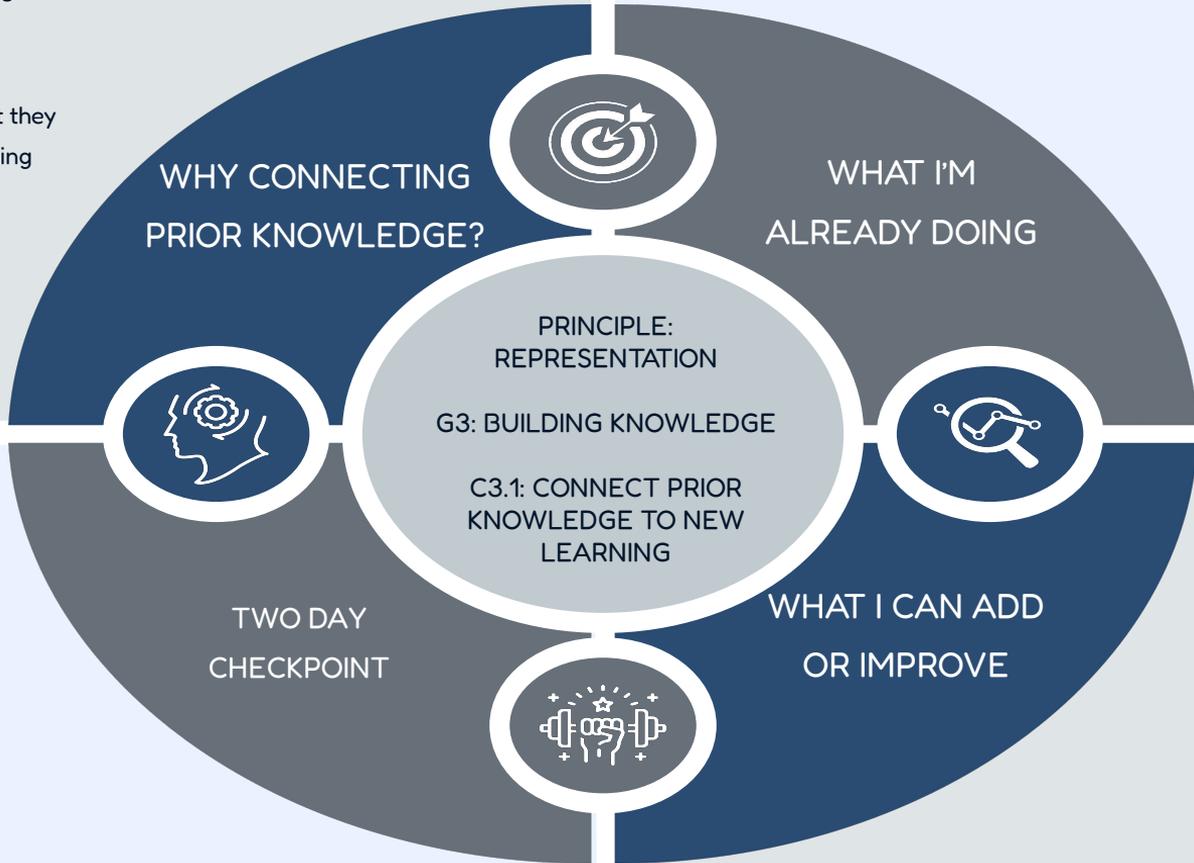
Think of one concept that you want to try or made you think “aha, that’s cool!”

Think of one question you have and put it in the chat.



GED MATH: PLACE VALUE

2/11 & 2/13



- Diverse learners
- Learners that have the background knowledge but don't recognize relevance
- Make math less intimidating
- Help students recognize what they already know when approaching concepts
- language barriers

- Start each class with Focus Activity & class discussion
- Concept Anchoring (visuals/money)
- Advanced organizers
- Pre-teach concepts/modeling
- Pre-survey
- Exit ticket
- IRL Math assignments

2/11
Focus Activity
Discussion of answer w/modeling
Anchor KWLS
Board activity KW
Place value lesson (concepts, visuals)
Worksheet - partners
Word Cloud
Practice assignment

2/13
Focus Activity
Discussion w/practice
Anchor AI vocab; group discussion "where we

- Group discussion AI Activity
- Whiteboard activity - L

- Provide more variety in assessment strategies
- Mapping connections to upcoming instruction (looking ahead vs. remember when)
- Partner discussion of focus activity before group discussion
- Background Knowledge Probe before new content

The KWL (Know, Want to Know, Learned) technique is a simple and effective approach to gather information, set learning objectives, and reflect on knowledge gained.

Class: Math 1 & 2

Topic: **Place Value**

Drag and drop sticky notes

K What you KNOW	W What you WANT to know	L What you have LEARNED	S What you STILL want to know
<div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">place values and where they go</div> <div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">precision is important when talking about numbers</div> <div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">places and what they mean</div> <div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">it helps with money</div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px;">the places tell what the number is worth</div>	<div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">more about numbers and what the letters mean in math</div> <div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">want experience</div> <div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">how the numbers get smaller</div> <div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">knowing more about PV</div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px;">what does it mean</div>	<div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">how to spread it out to understand it</div> <div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">how to love math in daily life</div> <div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">numbers are important to my every day life</div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px;">the language for places</div>	<div style="background-color: #0070c0; padding: 5px; margin-bottom: 5px;">place value with decimal numbers</div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px;">more places to practice</div> <div style="background-color: #008000; padding: 5px; margin-bottom: 5px;">thousand place when it is zero</div> <div style="background-color: #e91e63; padding: 5px; margin-bottom: 5px;">big numbers with whole parts and decimals</div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px;">to know the place value faster</div>

KWLS stands for

- K - Knowledge** (what information or experiences have I already had with the topic/content)
- W - Want** (what do I want to learn, understand, or experience when I approach this new topic/content)
- L - Learned** (what have I learned about the topic/content, about myself as a learner, or about the experience)
- S - Still** (what do I still want to know that was not addressed in my learning experience or what am I still unsure of)

When we are faced with learning a new skill or gaining new knowledge about a topic, it is sometimes difficult to know the best way to - navigate the experience. Here is one tool you can use to help you approach, understand, and evaluate your learning experience.

KWLS - What's that?

KWLS stands for

- K - Knowledge** (what information or experiences have I already had with the topic/content)
- W - Want** (what do I want to learn, understand, or experience when I approach this new topic/content)
- L - Learned** (what have I learned about the topic/content, about myself as a learner, or about the experience)
- S - Still** (what do I still want to know that was not addressed in my learning experience or what am I still unsure of)

You can look at this tool as a type of exercise. When we get ready to go running, what do we do first? Typically (if we are smart and don't want to hurt ourselves!) we will stretch and do a warm-up first. You can think of "K" & "W" as your stretch and warm-up before a learning experience (reading, watching a video, starting an assignment; group discussion, etc.).

When we do our Focus Activity at the start of each class, that is our stretch and warm-up to prepare our brains for thinking and learning about our content for the day. Thinking about what you know and what you want to learn gets your mind open for learning and lets you connect new knowledge with prior information and experiences to help it "stick".

So when do we do "L" & "S"? After completing a learning experience! Maybe that is after you submit an assignment and get feedback or after you watch a video about new content. It will look differently for different types of learning experiences. When you consider what you have learned and what you still need to feel confident about the skill or knowledge, you build an opportunity for further learning and how to approach that learning. For example, after watching one of our videos, you might not feel like you have learned much about the topic. But, after doing some practice with the information (think about our Independent Work or Live Worksheets we do in class) you might feel much more confident with the learning experience. Sometimes you may complete an assignment and still have some challenges with the topic. Practicing the skill in different ways can help you tackle the "S" part of KWLS.

PLACE VALUE CHART

MILLIONS TO ONES

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Copyright ©2020 Math, Kids and Chaos

hundred thousands	ten thousands	thousands	hundreds	tens	ones					
6	3	0	7	2	5					
600,000	+	30,000	+	0	+	700	+	20	+	5

630,725

600,000
30,000
700
20
+5

= 630,725

paycheck kids
money
borrow
shopping homework
budget
bills adding cost

Final Problem 10: What number is in the hundreds place in the number 4,620? What do you think?

K 6

S Almost! The number in the hundreds place of 4,620 is actually 4. You're doing really well, though!

The student provided a complete breakdown of the number instead of identifying the single digit in the thousands place. This may suggest a misunderstanding of the task prompt.

Rationale:

The student may benefit from clearer instructions or examples to understand the task better. This can help tailor future instructions to prevent confusion.



Student engaged but needs clearer focus on tasks.

You did really well! You clearly understand most of the place values, and with a little more practice, you'll master the tricky ones. What did you find most challenging about this activity?

DA

Done

Great job on the activity! It sounds like you have a solid grasp of place value, and it's normal to find a few spots that could use a little more practice.

To improve, you might want to:

- **Review the place value chart** to see where each digit falls.
- **Practice with more examples** to reinforce your understanding.
- **Use online games or worksheets** that focus on place value.

A Twist: UDL Outside of the Classroom

How can AE staff/administrators utilize UDL?

Need: Website/Communication updates

- Always making phone calls
 - How can we direct students to our website?
 - How do we increase accessibility to our website?

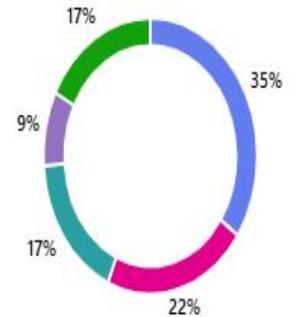


A Twist: UDL Outside of the Classroom Cont..

- Student survey created
 - 19 participants
 - 2 surveys ongoing at the same time
- Takeaways:
 - Ask instructors to survey students in class
 - Provide translations to survey ?'s

4. What, if anything, makes it hard for you to use the website?

● Hard to find information	8
● Difficult to read or understand	5
● Not enough information provided	4
● Website does not work well on my phone/tablet	2
● Other	4



Integration of UDL

Design options for Perception:

- Represent a diversity of perspectives and identities in authentic ways

CONTACT ADULT EDUCATION

Monday–Friday 8 a.m.–4:30 p.m.

**We speak Chinese, German, Hindi,
Punjabi, Russian, Spanish,
Ukrainian, and Urdu**

Design Options for Welcoming Interests & Identities:

- Address biases, threats, and distractions

Adult Education Programs

Adult Education classes and programs are non-credit, tuition-free, and part-time for community residents, including:

English as a Second Language (ESL)	+
Supplemental English as a Second Language Classes	+
High School Equivalency Preparation (HSE/GED)	+
Transition to College and Workforce	+

List your preferred or native language

Integration of UDL

Design Options for Interaction:

- Vary and honor the methods for response, navigation, and movement



[A362](#)



[\(815\) 455-8752](tel:(815)455-8752)



aeregistration@mchenry.edu

Learn More About Adult Education

Provide us with the following information if you want us to contact you about English as a Second Language, Bridge to U.S. Citizenship, or High School Equivalency Exam Preparation classes.

Name * **Phone number *** - -

First Last ### ### ####

Email

Which adult education program are you interested in? *

List your preferred or native language

Next Steps

- Following up with marketing team to discuss translation options
 - Current Polish/Spanish translations via google are outdated
 - Include translation instructions for mobile devices on website/instruct during orientation/classrooms
- Continue to incorporate UDL in day to day operations & projects



Universal Design for Learning

*Area of Irregular Polygons by
Michael D Anderson*

Column: Design Multiple Means of Engagement

- **Row:** Access: Welcoming Interests & Identities (guideline 7)
 - Optimize choice and autonomy (consideration 7.1)
 - Optimize relevance, value, and authenticity (consideration 7.2)
 - Nurture joy and play (consideration 7.3)
 - Address biases, threats, and distractions (consideration 7.4)

Why I Chose The Checkpoint Optimize Relevance, Value, and Authenticity (Consideration 7.2)

- I enjoy integrating student goals, both academic and professional, into the curriculum to ensure student interest and success
- I enjoy blending lessons that meet the ABE/ASE standards to future career growth exploration that build confidence in the curriculum among students

Importance

- Students who perceive lessons as relevant to their personal and professional lives tend to have increased perseverance and retention
- Creates more authentic discussions that promote class activities and a sense of community in the classroom
- Greater awareness of the importance of classroom lessons in everyday life

Objectives

- 2.MD.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.16 - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- 4.G.1 - Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.

Class Lesson and Activity

- One lesson I teach to incorporate UDL in my math class was solving for area of irregular polygons by practicing with measuring tape. I provide examples on the screen that we worked together as a class to practice with using area formulas. I then provided an engaging activity to measure the shape of the classroom with a tape measurer to practice solving for areas by figuring out the measurement of each side of the room. This allowed students to work together and to practice their math by figuring out the sides and using that to discern the overall area of the room. This also helped students perceive this math standard as more relevant as this knowledge could be used to help measure their own rooms and determine cost to replace carpeting or install hardwood flooring in their own homes.

Exit Ticket/Homework

- I ask students to measure a room in their home and determine square footage. I then ask them to determine what the total cost of replacing the flooring will be based on the cost of new flooring material of their choice per square foot.

Results

- Students genuinely enjoy practicing with math and are more engaged with teamwork to solve problems.
- They are also better equipped to solve area of irregular polygons after being able to perceive the equations in ways that students could better relate to by practicing with it
- Students also regularly ask what other math lessons we could incorporate future real estate/DIY projects with!

Implementations: Presentation of materials

- **Emphasis on learner choice**

- Support opportunities to customize information
 - Show learners how to use Canvas or their browser to change how information is displayed.

- **Incorporate more multimedia into materials**

- Use short, captioned videos or enable closed captions (CC) in Zoom
- Include interactive polls or quizzes.
- Add infographics and digital timelines.
- Embed podcast segments or news clips.



GET ON THE LIST!



Subscribe to the Professional Development Network's email list to find out about great PD opportunities for Illinois adult educators!

<https://rebrand.ly/pdnlist>

We do not share our email list and promise not to fill your inbox!



**Professional
Development
Network**