

InnovatED: Igniting Innovation in Education

March 28th, 8 am-3:30 pm, Senator Inn & Spa, Augusta

AGENDA		
7:30 - 8:00 am	Doors open, continental breakfast available	~30 min
MORNING SESSION		
8:00 - 8:15 am	Arrival & Welcoming Activities: facilitated by Michelle Mailhot	~15 min
8:15 - 8:30 am	Welcome Address: Jenn Page	~15 min
8:30 - 9:20 am	Keynote: Katie Novak - <i>Introduction to UDL: One size fits all fits no one</i> (introduced by Jenn Page)	~50 min
9:20 - 9:30 am	BREAK	~10 min
9:30 - 10:20 am	Keynote: Lynn Cuccaro - <i>Cultivating Curiosity, Wonder, and Play Through Pedagogical Documentation</i> (introduced by Jaime Beal)	~50 min
10:20 - 10:30 am	BREAK - Snack (make your own trail mix bar)	~10 min
10:30 - 11:20 am	Keynote: John Spencer - <i>LAUNCH into Design Thinking</i> (introduced by Erik Wade)	~50 min
11:20 - 11:30 am	Morning Closing: Michelle Mailhot, 4 book giveaways	~10 min
11:30 am - 12:15 pm	LUNCH	~45 min
AFTERNOON SESSION		
12:15 - 12:30 pm	Welcome Back Address: Kathy Bertini ~ room dividing for workshops ~	~15 min
12:30 - 3:15 pm	Afternoon Workshop Choice <ul style="list-style-type: none"> • Lynn Cuccaro (BOARDROOM) - <i>Three Principles for Unleashing Wonder, Curiosity, & Creativity in the Inquiry Classroom</i> (Jaime Beal facilitator) • John Spencer (STATE/EMBASSY) - <i>Better By Design</i> (Erik Wade facilitator) • Katie Novak (STATE/EMBASSY) - <i>Equity by Design: The power and promise of UDL</i> (Jenn Page facilitator) 	~2 hrs 45 min Break included, time TBD by presenter
3:15 - 3:30 pm	Afternoon Closing: Michelle Mailhot, 4 book giveaways	~15 min

LYNN CUCCARO

KEYNOTE: Cultivating Curiosity, Wonder, and Play Through Pedagogical Documentation

What does your classroom say about children's ideas, inquiries, play, and learning? How do we nurture children's curiosity while also keeping it alive for ourselves as educators? Insert pedagogical documentation, an invitation to walk alongside students as researchers and learners. Slowing down to look more closely at the everyday and extraordinary interactions and explorations of young children engaging with materials cultivates wonder and curiosity. Allowing ourselves to wonder and wander as we observe and document children at play can lead to transformational possibilities for both children and educators. Through the lens of teacher-researcher, Lynn will explore how curiosity, wonder, play, and learning are interwoven throughout the process of pedagogical documentation.

WORKSHOP: Three Principles for Unleashing Wonder, Curiosity, and Creativity in the Inquiry Classroom

How do we foster wonder, curiosity, and creativity in the inquiry classroom? If we want children to genuinely inquire, it's important to create the context for that to occur, a situation where wonderment and excitement become a natural part of the learning process. In this session, we'll explore three principles that can bring inquiry to life for learners of all ages.

JOHN SPENCER

KEYNOTE: LAUNCH into Design Thinking

Despite the myth of “digital natives,” most of my students have very little experience using technology as anything more than a consumer device. It doesn’t have to be this way. By using a design thinking framework, teachers can foster creative thinking in every content area and help students develop a maker mindset.

- [Embedded Video](#) shared during keynote at timestamp ~39:30
- [Resources from John](#)

WORKSHOP: Better By Design



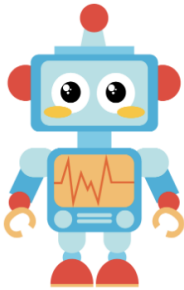

So, you’ve dipped your toes in the water with design thinking but you’re not quite sure what to think. In this workshop, we focus on how to improve student collaboration and interdependency through specific structures. We also explore ways to build additional student ownership into the inquiry, research, ideation, and iteration. Finally, we examine specific assessment processes to improve self-reflection, peer assessment, and metacognition. In the end, participants co-design a specific design thinking unit.

- [Resources from John](#)

KATIE NOVAK

KEYNOTE: Introduction to UDL: One size fits all fits no one



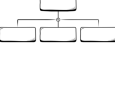



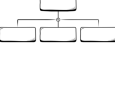



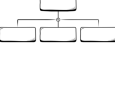


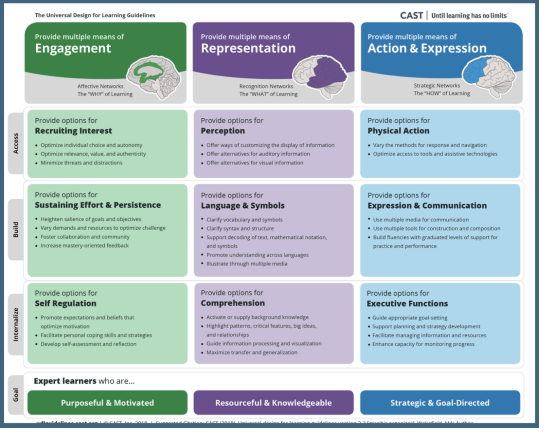
Many teachers struggle with how to support students with varying needs, strengths, and identities in inclusive learning environments. Planning different lessons for different learners is exhausting and not sustainable. Yet, through the practices of Universal Design for Learning, teachers can proactively identify barriers in lesson design and instruction and design flexible learning experiences that meet the needs of all learners, including those who require significant support and those who need additional challenge. In this session, we will explore the basics of Universal Design for Learning (UDL), a framework for inclusive education that empowers all students to become expert learners. We will dive into how we can build flexibility into our lesson design to ensure all learners have the opportunity to succeed in an inclusive learning environment.

	<ul style="list-style-type: none">• Access morning slides
	<ul style="list-style-type: none">• I'm obsessed with the self-direction rubrics for each grade band.
	<ul style="list-style-type: none">• Chat GPT or Co-Pilot by Bing (chatbots)• Magic School• Ludia - UDL• Eduaide• Goblin tools - makes checklists
 <p>Activity Alert</p> <p>You are about to take an imaginary stroll through your classroom. You will observe yourself teaching using a UDL look-fors tool.</p> <ul style="list-style-type: none">• What do you feel fairly confident about?• What have you done to prepare for this?• What are areas with opportunities for growth? Share one take-away in the chat.	<ul style="list-style-type: none">• Access the UDL Observation/ Self-Assessment Tool. <p>OR</p> <ul style="list-style-type: none">• The UDL Implementation Rubric

WORKSHOP: Equity By Design: The Power and Promise of UDL

Every student deserves the opportunity to be successful regardless of their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, their religion, and whether or not they have a disability. If we truly want to be inclusive in our learning environments, we must proactively plan for student variability and begin to see culture and diversity as an asset. This starts with examining our implicit biases, power and privilege and universally designing classrooms and schools so all students have equal opportunities to learn, share their voice, and work toward meaningful, authentic, and relevant goals. Join us for this session on how we can implement UDL to help us build more equitable learning environments.

Workshop Materials

	<p>Access slides</p>				
<p>Note-taking Choice Board As you watch this webinar, please select a strategy to capture your learning.</p> <table border="1"><tr><td>Cornell Notes </td><td>Graphic Organizer </td><td>Sketchnotes </td><td>3-2-1 </td></tr></table>	Cornell Notes 	Graphic Organizer 	Sketchnotes 	3-2-1 	<p>Access template for note-taking choice board</p> <ul style="list-style-type: none">Using the 3-2-1 strategy for note-taking.
Cornell Notes 	Graphic Organizer 	Sketchnotes 	3-2-1 		
	<ul style="list-style-type: none">Access the UDL GuidelinesView the video that discusses how the UDL Guidelines are organized (5 min)Access the UDL Look-fors to help imagine what UDL looks like in practice. You may want to use it as a self-assessment of what you're already NAILING!				

UDL Lesson Planning with a POP Template

[Learn more about planning with a POP](#)

Name:	Date:
Subject:	Unit:
Title:	
Standards:	*

Lesson Goal What is your lesson goal? Avoid prescribing the means or how to get there!

Success Criteria What knowledge or skills will students need to demonstrate mastery successfully?

Predict High-Probability Barriers	Predict What high-probability barriers exist in methods, materials, and the learning environment?	Overcome How can I overcome these barriers with flexible methods, materials, media, and assessments?
Overcome 		

- Self-Paced [Slides](#) or [Video](#)
 - [Template](#)
 - Scaffold: [Matt's Planning with a POP Template](#)
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- As another option, access the [Step-by-Step UDL Planner](#)

Make Your Own Workshop (MYOW)

What product would you like to complete by 2:00 pm? Commit at least 30 minutes to creating or revising a lesson or tool. The rest is up to you!!

Other options:

- Choose the time you want to work alone and the times you wish to collaborate.
- Play with a new AI tool
- Explore some resources
- Katie will provide "office hours." If interested, sign up for a slot on Katie's schedule!

- [Use the Make Your Own Schedule \(MYOS\)](#) resource to create a strategy for getting work done!
- Options:**
- Choose a [resource from your subject area](#) to build background knowledge to help you work toward your goals.

Exam Wrapper Reflection Prompts

Before the Formative Assessment	After the Formative Assessment
<ul style="list-style-type: none"> • How prepared do you feel to take this formative assessment? • What are the learning experiences we have had in this class that relate to the focus of this assessment? • Before you share what you know, what areas are you feeling confident in? • Before you share what you know, what specific concepts or skills are you feeling unsure of? • What did you do to prepare for this assessment? • How helpful were these strategies? 	<ul style="list-style-type: none"> • If you struggled to share what you have learned, what was the main reason why? • How will the results of this formative assessment impact how you prepare for the summative assessment? • What questions do you still have after reviewing the results of this formative assessment? • Did anything surprise you as you reviewed your results? • Did you notice growth or improvement in any areas? • What are your next steps in terms of acting on the results of this formative assessment?

- Copy of [Exam Wrapper Discussion/Reflection](#)
- Copy of [Reflecting on Feedback/Assessment](#)

UDL Exploration by Content Area

Table of Resources

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|--|--|
| <ul style="list-style-type: none"> • Early Elementary • Elementary • ELA • ELL • World Language • Math | <ul style="list-style-type: none"> • Science • Social studies/history • Fine Arts • PE/Wellness • Special education • Career/Tech ed |
|--|--|

	Read	Listen	Watch
Early Elementary	Read about how to leverage technology in universally	Listen to a 15-minute podcast where veteran	Teaching Channel video (note: gated content) 4:30 -

	<p>designed preschool classrooms</p> <p>Use UDL to Enhance Engagement in Early Childhood Classrooms</p>	<p>kindergarten discusses how UDL changed her classroom.</p>	<p>12:00 min but you can watch three (3) free videos a month!</p>
Elementary	<p>WGBH has designed numerous lessons for the NASA “Bringing the Universe to America’s Classrooms” initiative. Note how this lesson, for science in grades 3-5, on Daily and Seasonal Weather.</p>	<p>Listen to a 3rd and 4th-grade teacher who shares how to get started with student agency in a universally designed classroom (15 minutes).</p>	<p>See UDL in a fifth-grade classroom (10 minutes)</p>
ELA	<p>I wrote an article for Newsela, “Tackling Universal Design Learning to Make Teaching Easier.”</p> <p>Access the pre-writing choice board template.</p>	<p>Rachel Barillari, an 8th grade humanities teacher, shares how UDL shaped her poetry unit, how she was able to engage 100% of her diverse class (15 minutes)</p>	<p>UDL is about firm goals and flexible means. Check out this short video, where Katie Novak explains using an ELA classroom scenario as an example (2 minutes)</p>
ELL	<p>Check out this article: Why UDL Matters for English/Language Learners.</p> <p>Learn 3 strategies for supporting multilingual learners with UDL (also includes embedded 6-minute video).</p>	<p>Listen to TrUDL, a pathway for full inclusion where Dr. María Cioè-Peña discusses the importance of translanguaging and UDL with multilingual learners (40 minutes).</p>	<p>Universal Design for Learning & Digital Tools for Language Learners (23 minutes).</p> <p>This video discusses classroom strategies to leverage Universal Design for Learning to support Language Learners (17 minutes).</p>
World Language	<p>In, Designing Effective World Language Courses, Simone Aguilera suggests eight keys to creating a successful program.</p>	<p>Going Deeper with UDL Applications to the World Languages Classroom (32 minutes).</p> <p>Getting started with UDL in world languages (41 minutes)</p>	<p>Dr. Christopher Hromalik, a college Spanish professor at a Community College in New York presents about UDL in the world languages classroom (45 minutes). He starts at 2:26.</p>
Science	<p>Our team at Novak Education gave some science lesson plans for a UDL makeover. Check them out.</p>	<p>Applying UDL to a new science curriculum: Christina is seeing wonderful results (15 minutes).</p> <p>Peggy King-Sears, a leader in UDL research, shares the research from the article, “Universal design for learning: Chemistry instruction for students with</p>	<p>Watch this PBS Media webinar, Teaching Science through the Lens of Universal Design for Learning (1 hour).</p>

		and without disabilities ” (15 minutes).	
Math	<p>We created before and after lessons for 3 math levels. (includes MS math example!!)</p> <p>This is a great article about academic choice in math: “To engage students, give them meaningful choices in the classroom”</p> <p>Making Math Accessible to All Students from Edutopia.</p> <p>3 tips for increasing student engagement in math.</p>	High School Career Center math + UDL: When personal reflection leads to learning avenues (15 minutes) .	3 Ways to Assess Math Understanding More Deeply discusses assessments in math aligned with the UDL principles (3 min)
Social studies	<p>Learn how the principles of Universal Design for Learning (UDL) are used to support all learners using the U.S. History Collection at PBS Learning Media.</p> <p>Read Universal Design for Learning for Social Studies from Engage America.</p>	In Truth for Teachers, listen to one social studies teacher’s lesson planning process (and how she streamlines to stay ahead) and uses UDL (44 minutes). There is a corresponding blog with artifacts from her practice.	Breaking Barriers with Universal Design for Learning and Women’s History presented by educators from the Smithsonian American Women’s History Museum. They share transferrable techniques, visual literacy activities, and digital resources to create inclusive learning experiences for all students (58 minutes).
Fine Arts	<p>This peer-reviewed article on learner variability in music theory classrooms provides great background research on UDL, the theory of variability, and the UDL Guidelines.</p> <p>This is an article from the Harvard Review about the importance of UDL in the Arts. They discuss the “continuing marginalization of arts in education...”</p>	<p>This is an amazing podcast with Art for All author Liz Byron on universally designing an art course (15 minutes).</p> <p>Multiple means of music education (1 hr).</p>	Watch this webinar, Stories from the Field: Visual Arts & UDL (1 hour) (starts at 2:50).
PE/Wellness	Read Laying the Foundation for Universal Design for Learning in Physical Education: An Interactive Infographic . There is a QR to interact on your phone.	Doug Smith, an adapted physical education specialist , discusses his journey with Universal Design for Learning (UDL) and how he applies it in his work (15 minutes).	The video, Universal Design for Learning in Physical Education , features strategies based on the UDL framework and specific to physical education (7:30).

<p>Special education</p>	<p>Read How all Teachers Can Support Students with Disabilities in General Education Classrooms</p> <p>Learn from UDL expert, Zach Smith, in this blog, My Rookie Mistake in Special Education.</p> <p>UDL & Interventions for Emotional & Behavioral Disorders offers an analysis of interventions for students with emotional and behavioral disorders (EBD), for the presence of the three principles of Universal Design for Learning (UDL), and the use of technology.</p>	<p>Betty Lou Rowe discusses how to include students with significant disabilities in the general education setting (15 minutes).</p> <p>Universal Design for Learning (UDL) and Improving Outcomes for Students with Disabilities (25 minutes).</p> <p>Kathy Howery, Ph.D. and her colleagues discuss how teachers use of the UDL framework to include students with moderate to severe disabilities (15 minutes).</p>	<p>All videos by Shelley Moore are amazing. This one is about how to plan for ALL students, participate with students with the most significant support needs (5 minutes).</p> <p>Benefits of UDL for students with learning disabilities (3 minutes).</p>
<p>Career-Tech Ed</p>	<p>Read the blog, UDL in Voc-Tech written by my dad, the former provost of New England Tech</p> <p>5 Ways CTE Incorporates Universal Design for Learning (UDL)</p>	<p>Career and Technical Education with Luis Perez and Tracey Hall (58 minutes).</p>	<p>10 Minutes with Barb & Ron, Episode 47: Lisa Hite talks about UDL, Career Technical Education (CTE) (11 minutes).</p>