



## **Model for Quality Instruction**

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## **FOREWORD**

“I consider the use of sound lessons to be a civil rights issue, in that such lessons reflect an active, organized concern for all students, including those who struggle. When we ensure that all teachers master and implement effective lessons, we are sending a strong, simple message; that we care enough about every single individual who might need additional clarification or encouragement.”

Mike Schmoker  
*Leading with Focus*

**Carroll County Public Schools**  
**Model for Quality Instruction**  
**Instructional Priorities**

**Desired outcome for our focus on instruction initiative:**

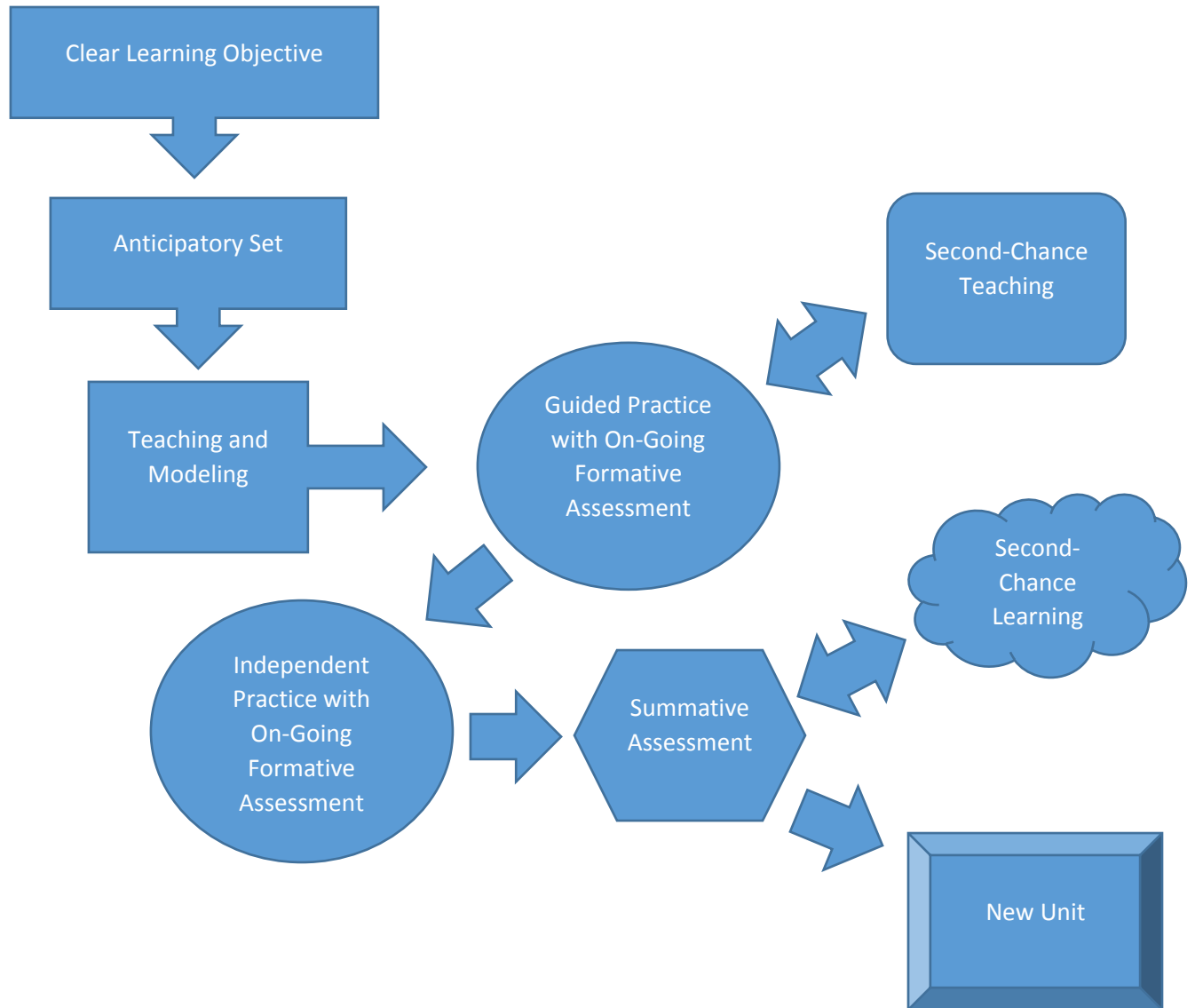
WHAT-	To ensure that all teachers consistently provide quality, effective instruction
HOW-	By focusing on the empirically established design of soundly structured lessons
WHY-	To advance student learning

**Instructional Priorities**

- Clear Learning Objective
- Anticipatory Set (ENGAGE)
- Teaching and Modeling (EXPLORE and EXPLAIN)
- Guided Practice with On-Going Formative Assessment (EXPLORE and EXPLAIN)
- Independent Practice with On-Going Formative Assessment (ELABORATE)
- Summative Assessment (EVALUATE)

**Adapted from** Schmoker, M. (2016). *Leading with focus: Elevating the essentials for school and district improvement*. Alexandria, VA: ASCD.

# Carroll County Public Schools Model for Quality Instruction





#### 4. Reflections

**Student Learning Expectations:**

Did students achieve the stated objectives? How do you know? If not, why not?

**Implementation:**

How effective was the unit? What went really well? What would you do differently?



# Carroll County Public Schools Lesson Planning Template

Clear Learning Objective	
What are we learning?	
How are we going to learn it?	
Why are we learning it?	
How will we prove our mastery of the learning?	

\_\_\_\_\_ minutes

## **Anticipatory Set**

How will you hook students into the lesson?

\_\_\_\_\_ minutes

## **Teaching and Modeling**

### **Guided Practice with On-Going Formative Assessment**

### **Independent Practice with On-Going Formative Assessment**

Outline thoughtfully sequenced, step-by-step teaching of the knowledge and skills that students need to achieve the learning objective and to be successful on the assessment. Chunk the presentation of the content into small manageable sections.

#### **First Content Chunk**

**Guided Practice-** How will students practice and process the new content presented in this chunk?

**Formative Assessment-** How will you check for student understanding of the content taught in this chunk? Be sure to plan for second-chance teaching for students who are not mastering the content.



**Independent Practice-** How will students apply and extend the new content presented in this chunk?

**Formative Assessment-** How will you monitor student work and provide constructive feedback to solidify mastery? Be sure to plan for second-chance teaching for students who are not mastering the content.

### **Second Content Chunk**

**Guided Practice-** How will students practice and process the new content presented in this chunk?

**Formative Assessment-** How will you check for student understanding of the content taught in this chunk? Be sure to plan for second-chance teaching for students who are not mastering the content.

**Independent Practice-** How will students apply and extend the new content presented in this chunk?

**Formative Assessment-** How will you monitor student work and provide constructive feedback to solidify mastery? Be sure to plan for second-chance teaching for students who are not mastering the content.

\_\_\_\_\_ minutes

**Closure**

Have students achieved your desired learning objective? What are the next steps? When will the summative assessment be given?



Carroll County Public Schools  
Quick Plan Template

Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

The purpose of this short form, which is based on the CCPS lesson planning template, is to provide a common structure for teachers to plan everyday instruction. This structure can be used inside of a plan book, electronically, or printed. In special circumstances, teachers may be asked to use the full lesson planning template.

Learning Objective(s)-

Hook/Anticipatory Set-

Content for Teaching and Modeling-

Practice/Guided & Independent-

Formative/Summative Assessment-

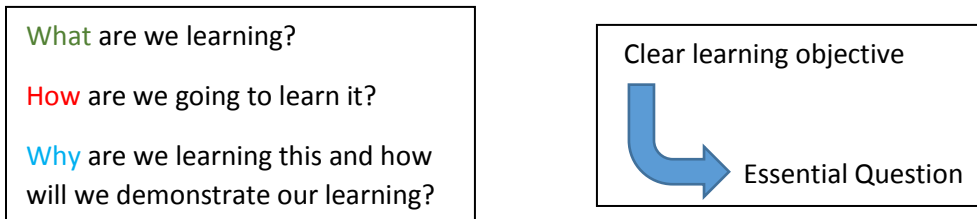
# Clear Learning Objectives Check List and Models

Objectives define the learning that will occur.

In CCPS, all learning objectives will:

- Be based on the county curriculum;
- Be written in student-friendly language;
- Clarify what will be learned;
- Specify how the learning will be demonstrated or assessed;
- Be prominently posted in the classroom; and
- Be referred to throughout the lesson.

Frameworks for stating learning objectives:



Examples of clear learning objectives:

- A. **What**- Today we will analyze the fall of the Roman Empire  
**How**- By identifying and discussing factors contributing to its collapse  
**Why**- In order to draw lessons from history that might help our society
- B. **What How Why**  
Today I will create sentences that focus on my main idea by using a personal narrative graphic organizer in order to draft my personal narrative.

- C. Students will **hear and identify** contrasting **musical phrases** demonstrating **AB form** in order to **compose their own AB musical piece**.
- D. Today you will **examine and discuss** the events leading to the **Boston Massacre** in order to **argue a position on its root cause**.



Essential Question- Who is to blame for the Boston Massacre?

## Anticipatory Set Purpose and Ideas

### Purposes:

- To establish a preview, background, or purpose for the upcoming lesson
- To engage learners by motivating, connecting, or provoking curiosity
- To provide continuity from previous lessons, if applicable
- To activate the students' existing knowledge base about the upcoming content
- To pique the students' interest for the content to come

### Ideas for Hooks in the Anticipatory Set (3 to 5 minutes):

Thought-provoking experiences	Student-to-student questions
Pre-reading activities	Attention grabbers
Real world problems or issues	Review of prior learning
Puzzles	Role play
Roll call- Give a word or phrase related to ....	Far-out theories
Paradoxes	Incongruities
Weird facts	Anomalies or Oddities
Challenges	Case studies
Mystery	Drama
Brainstorming (round-table, exclusionary, list)	Games
Pair drawings	Tell the story a picture depicts
Video clips	Music/lyrics related to content

# Teaching and Modeling

Direct instruction / I do / Explore and Explain:

- Start with the learning objective in mind
- Ask, "What do students need to know and do to accomplish the objective?"
- Determine how you will assess student achievement of the objective by asking, "How will students demonstrate their learning of this objective?"
- Outline carefully sequenced, step-by-step teaching of the knowledge and skills that students need to achieve the learning objective and to be successful on the assessment
- Chunk the presentation of the content into small manageable sections (each section to be followed by guided practice and formative assessment of the chunked learning)

Direct instruction can be:

- Deductive Teaching
  - Rules, theories, patterns, or generalizations are presented first, followed by examples and ample opportunity for practice
- Inductive Teaching
  - Examples, models, and observations are presented first, followed by practice and the generalization or rule that students formulate as a result of the inductive approach
- Constructivist Teaching
  - Student-centered, discovery learning

Direct instruction must:

- Incorporate principles of Universal Design for Learning (UDL):
  - Present information and content in different ways (Representation)
  - Differentiate the ways that students can express what they know (Action and Expression)
  - Stimulate interest and motivation for learning (Engagement)

 National Center On Universal Design for Learning

Published on *National Center On Universal Design for Learning* (<http://www.udlcenter.org>)

[Home](#) > UDL Guidelines: Theory & Practice Version

# UDL Guidelines: Theory & Practice Version

This is an alternate version of the UDL Guidelines found in the new book *UDL Theory and Practice*. The principles, guidelines and research basis are the same, however the order of the principles and the guidelines have changed.

## Universal Design for Learning Guidelines



### Provide Multiple Means of Engagement

*Purposeful, motivated learners*

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize



### Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and



### Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition



challenge

- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions

symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information

- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

**Source URL:** [http://www.udlcenter.org/aboutudl/udlguidelines\\_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)



# UDL

## A Blueprint for Learning Success

*Teachers who implement Universal Design for Learning are educational architects, creating learning structures that support all students' success.*

**Spencer J. Salend and Catharine R. Whittaker**

**D**ylan is an enthusiastic 3rd grade student who wants to do well in his inclusive classroom. His teachers are concerned about his inconsistent performance, and they note that he's easily distracted and often doesn't follow instructions. When Dylan is able to concentrate, he can compute math facts on grade level, but he finds math word problems challenging. He is polite when interacting with adults, but friendships don't come easily to him.

Like Dylan, all students have learning strengths, challenges, and preferences that affect the way they learn. Recognizing that no two students are alike, effective educators differentiate their practices to accommodate their students' learning differences. One 21st-century framework educators can use to accomplish this goal is Universal Design for Learning (UDL).

JASON WINTER / SHUTTERSTOCK



the building—what “goals” users must be able to accomplish. Similarly, educational architects begin to design student learning experiences by identifying the academic goals and learning objectives each student needs to master as a result of the instruction he or she receives. The goals for students who have individualized education plans (IEPs) or 504 plans should be consistent with those documents; the goals for students who are English language learners should be individualized based on their proficiency in English and their first language; and the goals for gifted-and-talented students should strengthen their critical thinking, problem solving, and creativity. Learning objectives may vary in the amount of content to be learned, the level of difficulty of that content, the pace at which students are expected to learn, and the ways in which students are expected to demonstrate their learning.

For example, Dylan receives instruction connected to his school’s curriculum for all students, which is based on the Common Core State Standards. But whereas the Common Core stipulates that 3rd graders should be able to represent and solve multistep word problems involving multiplication and division, Dylan is still working on one-step problems—a goal that appears in his IEP. The Common Core standards for speaking and listening require that students “engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts.” Dylan’s challenges related to paying attention and maintaining friendships affect his proficiency on this standard. His IEP contains goals for paying attention when others are speaking and developing friendships with peers. Because there are other students in his class who also struggle with attention, his teachers often focus on these goals when designing group work.

### **STEP 3: Examine Aspects of the Learning Environment**

When designing buildings, architects identify the factors that may influence how a range of individuals will use the various spaces. Likewise, educational architects can perform an ecological assessment of the learning environments they create to examine the factors that may affect student performance. These factors may include their

curricular, social, and behavioral expectations and interventions; technologies; assessment strategies; and classroom layout. An ecological assessment also identifies family involvement, collaboration strategies, available support personnel, and student interaction patterns that educators employ.

Dylan’s inclusive classroom contains 27 students, 7 of whom have IEPs or 504 plans. Students in the class are expected to work both independently and collaboratively, pay attention, respect their peers, comply with the classroom procedures, and make numerous transitions. In addition to Dylan’s general education teacher, available support personnel include a teaching assistant and a special education

## **In creating UDL instructional blueprints, educational architects identify factors that may hinder student success.**

teacher who are in the classroom for half of the day. Because this team has not worked together for long, they’re experimenting with a variety of groupings and instructional approaches, including teacher-directed instruction, co-teaching, cooperative learning, and small-group instruction.

### **STEP 4: Identify Barriers to Student Success**

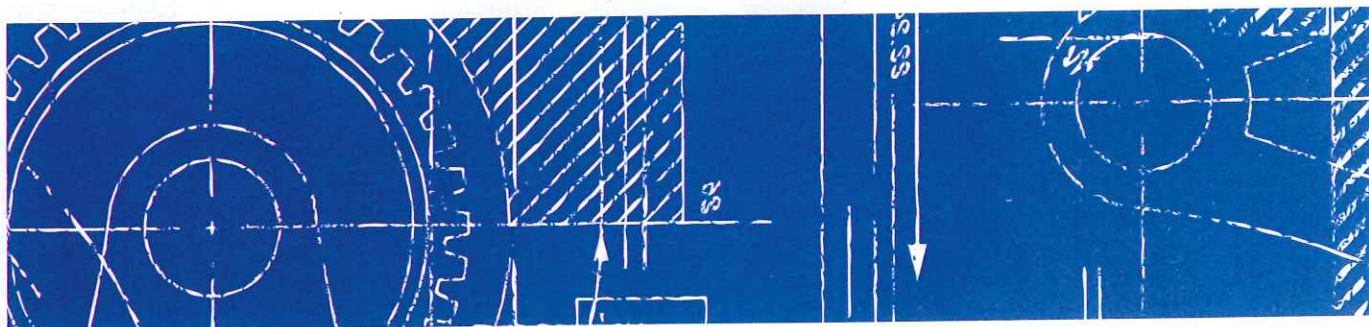
In formulating blueprints for universal design, architects examine the information they’ve collected about individuals and buildings to identify the barriers that may prevent some people from accessing and using specific aspects of the building. Similarly, in creating UDL instructional blueprints, educational architects identify factors that may hinder student success by reviewing the information they’ve collected related to students’ individual characteristics and learning differences, the educational goals and learning objectives, and the learning environment. They ask themselves what barriers exist in the three components of UDL differentiation:

- (1) how content, learning activities and materials, directions, and academic language are presented;
- (2) how students are allowed to demonstrate what



UDL is rooted in the architectural concept of universal design, which calls for designing buildings, products, and services so that *all* individuals can use them. For example, a ramp represents a universal design that provides access for a variety of individuals who find stairs to be a barrier—not only people who use wheelchairs, but also people pushing strollers or making deliveries.

classroom activities by seeking to understand each student's academic, behavioral, and social strengths, challenges, preferences, and interests, as well as their cultural, linguistic, and experiential backgrounds. Teachers gather this information through a range of assessment strategies: by observing students' interactions with others; reviewing their academic records; examining their work; surveying



UDL is based on brain research that applies universal design to teaching and learning (CAST, 2011). To differentiate instruction for students with a range of learning differences, UDL provides multiple means of

- *Representation* (presenting content in a variety of ways);
- *Action and expression* (varying the ways in which students are encouraged to respond and show their learning); and
- *Engagement* (using a range of practices to heighten student motivation).

Just as architects create blueprints to design buildings that everyone can use, the UDL framework encourages teachers to be educational architects who build student success (Salend, 2016). Here, we describe a seven-step pedagogical model to guide educational architects in developing UDL instructional blueprints. (For a one-page template of the model, go to [www.ascd.org/el0417salend](http://www.ascd.org/el0417salend).) Let's see how educators might follow this model to create an instructional blueprint for Dylan.

### **STEP 1: Understand Students' Learning Differences**

Architects begin the design of a building by identifying the various individuals who will use the building. Educational architects start to design their

them (and others who know them) about their interests and activities; noting the learning conditions that affect their engagement and motivation; and analyzing their performance on classroom-based and standardized assessments (Doubet & Hockett, 2016).

Interviews with Dylan and his parents have revealed that he loves to talk about his dog, Legos, trains, boats, planes, being a movie producer, and the funny stories he reads. Dylan's teachers have observed that he performs well with technology, but struggles to pay attention during traditional academic instruction and becomes frustrated when solving word problems or writing extended responses. An analysis of his math assignments and assessments shows that he often makes mistakes because he skips steps or copies numbers incorrectly from one space to another. His teachers note that when the class learns anything related to mechanical vehicles, Dylan is the first to raise his hand. They also observe that when Dylan tries to make friends with peers, he seems to misread facial expressions and actions.

### **STEP 2: Identify Educational Goals and Learning Objectives**

In the initial stages of designing a building, architects also determine *how* individuals will use



they know and can do; and (3) how students' attention, involvement, and motivation are fostered and maintained.

Dylan's teachers have identified several factors that seem to hinder his performance. They've noted that although Dylan is very engaged when learning about topics that interest him and using technology, he has difficulty paying attention, following directions, and completing his work during most large-group and small-group instruction. He also has trouble concentrating when he works alone to solve math word problems. During cooperative learning activities, Dylan's performance varies depending on the peers with whom he is working.

## **Effective professionals in all fields examine the efficacy, acceptability, and fidelity of their practices.**

### **STEP 5: Select UDL Solutions to Address the Barriers**

Just as architects use universal design to remove barriers that limit access to buildings, educational architects employ UDL solutions to address the barriers to student success they have identified. UDL solutions are research-based instructional practices, accommodations, technologies, and policies that offer appropriate supports and challenges to students by providing multiple means of representation, action and expression, and engagement. Educational architects consider a range of evidence-based UDL solutions and select those that best address each student's learning differences.

Dylan's teachers have implemented several UDL solutions, which they also employ with some of Dylan's classmates who are in his small group for math. For example, they use color and enlarged type size to highlight important information in the math word problems they create. They make the problems more interesting and relevant to Dylan by incorporating animals and mechanical vehicles into them. They also use explicit instruction to teach word problems in small steps, and they've taught

Dylan and other students to use manipulatives like Legos and graphic organizers like tape diagrams and number bonds (a mental picture of the relationship between a number and the parts that combine to make it). Students use response boards and think-alouds to explain their answers so that the teachers can monitor progress and give immediate and appropriate feedback.

To help Dylan follow directions and pay attention, his teachers present directions orally and visually, limit the number of directions presented at one time, and prompt him to paraphrase the directions. For any written task, they give him support to complete the first part. When improvement of writing is not the primary goal of the lesson, they allow him to respond orally. They have also taught Dylan to use a self-monitoring system to keep track of his on-task behavior. When he meets a goal, he earns time to work on a computer.

To promote positive relationships among students, the teachers provide social skills instruction and periodically implement community-building activities. For Dylan, they supplement their social skills instruction with social stories and role playing. For example, they've worked with Dylan to create and review brief, personal stories that illustrate appropriate behaviors during a range of social situations, such as how to listen without interrupting when others tell a funny story, or how to understand why a peer might be frowning.

### **STEP 6: Ensure that UDL Solutions Are Well-Implemented**

Architects develop detailed blueprints, specifying dimensions and materials to help ensure that buildings are built as they were designed. Educational architects also need to take steps to ensure that their UDL solutions are implemented well (McKenna, Flowers, & Ciullo, 2014). Educational architects make sure everyone understands the specific actions and conditions associated with the UDL solutions, including (a) when solutions will be employed; (b) which individuals will be responsible for implementing them; (c) what materials, resources, technologies, locations, and grouping arrangements will be needed for implementation; and (d) what preparation and education students and educators need.



To ensure fidelity in the implementation of the UDL solutions for Dylan, his teachers created a checklist of the essential features of the strategies. They periodically analyze lesson artifacts and samples of Dylan's work. They help Dylan learn the self-monitoring system by having him role-play how to pay attention and self-record, and they occasionally check his accuracy in using the system. As Dylan's teachers become sure that the UDL solutions are well implemented, they collect fidelity data less frequently.

### **STEP 7: Evaluate the Efficacy, Acceptability, and Fidelity of UDL Solutions**

Effective professionals in all fields examine the efficacy, acceptability, and fidelity of their practices. After UDL solutions have been implemented, educational architects collect and analyze classroom-based data to assess how the solutions are affecting student learning, behavior, and socialization (Salend, 2016). Through observations, self-reflection, and interviews with students, educators examine whether they and their students view the UDL solutions as appropriate and effective (Chorzempa, Maheady, & Salend, 2012). They also gather information to determine the extent to which the UDL solutions are being implemented with fidelity (McKenna, Flowers, & Ciullo, 2014). Effective and acceptable UDL solutions are continued as needed. Ineffective, unacceptable, or difficult-to-implement solutions are revised or replaced by other solutions.


Dylan's teachers use work samples, observations, interviews, and self-reflection to evaluate their UDL solutions. They periodically examine the data that provide evidence of Dylan's improvement in solving word problems, following directions, and paying attention. When they evaluate their efforts to help Dylan's socialization, teachers note that although they observe him socializing with more peers, these interactions tend to be brief and initiated by others, so they need to step up social skills instruction for him.

Dylan has said that he likes using the self-monitoring system and has offered ways to make it better—for example, he suggested that his self-recording sheet include a pictorial depicting him paying attention, and that he be allowed to choose

## **All students have learning strengths, challenges, and preferences that affect the way they learn.**

a classmate to work on the computer with him if he achieves his goal. The teachers agree to try these strategies.

### **Building Student Success**

Educators are challenged to teach students with a range of learning differences. If these differences are not addressed, they can hinder students' learning and educators' instructional effectiveness. By serving as educational architects who use Universal Design for Learning, educators can acknowledge their students' learning differences and build student success. 

*Authors' note:* Teachers can learn more about UDL at the National Center on Universal Design for Learning ([www.udlcenter.org](http://www.udlcenter.org)), the Center for Applied Special Education Technology ([www.cast.org](http://www.cast.org)), and the IRIS Center ([www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)).

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# Guided Practice with On-Going Formative Assessment

Guided Practice / We do / Explore and Explain:

- Opportunity for students to practice and process the new content in visible ways after each brief step or chunk of the lesson
- Can be completed individually or in pairs/small groups under direct teacher supervision
- Time limit given
- Teacher observes and monitors how well students are progressing
- Teacher checks for understanding during each chunk of guided practice using quick, informal formative assessment strategies

On-Going Formative Assessment

- A process designed to check for student understanding of the lesson chunk and to guide next-step instruction
- Formative assessment's raison d'être is to improve student learning (Popham, 2008), not to grade student learning (that's what a summative assessment is for)
- Teachers and students use formative assessment evidence to adjust what they are currently doing; teachers give students targeted feedback on their learning

- Examples of formative assessment strategies:

Observation of student work	Brief selected-response items
Brief constructed-response items	Student response tools
Random response Q&A	Exit slips
Reflective journal response	Self/Peer evaluation
Analyzing work of varying qualities	Student conference
Back channeling	Graphic organizer
Answering the essential question	Teach a friend
Repeat pre-assessments	Hand signals
Examples/non-examples	12 word summary
Muddiest point	Think-pair-share

- Following a formative assignment that evidences student deficiencies or misunderstandings, it is appropriate to give second-chance teaching and practice

## Second-Chance Teaching

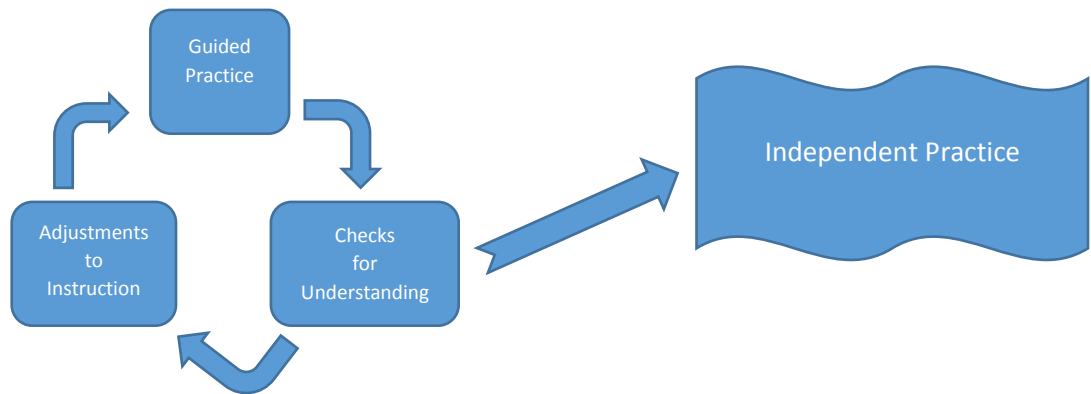
- Based on the formative assessment evidence, ask yourself, "Can we move on to the next step in the lesson, or do I need to re-teach?"
- Brief, targeted re-teaching to the entire class or to a targeted group of students
- Follow the re-teaching with additional guided practice



# Independent Practice with On-Going Formative Assessment

Independent Practice / You do / Elaborate:

- Given after guided practice once students have demonstrated mastery of each requisite step in the lesson



- The student is ready to solidify mastery of the objective on his/her own
- Provide opportunities for application and extension of knowledge and skills
- Consider different factors when deciding how you want students to practice (solving problems, performance tasks, paper/pencil, technology, etc.):
  - student needs and interests
  - the nature of the content
  - time and resources available
- Determine how students will be grouped:
  - Individually – the most common way of organizing students as they practice independently
  - Small Groups – if utilized, make sure you can measure each student's individual level of mastery
- Determine how much time to devote to this part of your lesson
- Double check the alignment of your practice examples - are all problems or questions aligned to what your objective requires?

## On-Going Formative Assessment

- Plan what you will be doing as students practice – think about how to monitor student work and provide feedback to student questions and responses

## Second-Chance Teaching

- If necessary, individual tutoring or small group assistance should be provided to those students needing additional help as others are working independently

# Summative Assessment

## Second-Chance Learning

### Summative Assessment / Evaluate:

- Measuring the degree to which students have achieved the pre-identified learning objectives
- Can occur at the end of a unit when all of the learning objectives have been taught and practiced, at the end of several lessons that form a subset of meaning in the unit, or even at the end of a single lesson if the lesson objective has been fully met and students have had adequate opportunity to achieve mastery (Tomlinson & Moon, 2013)
- The types of learning objectives should determine which type of assessment is most appropriate for gathering information to document student mastery:
  - Selected response or brief response items (multiple choice, short answer, fill-in-the-blanks, true/false, etc.) for declarative knowledge objectives (know and understand)
  - Constructed response items (essays, products, projects, portfolios, performances, etc.) for procedural knowledge objectives (do)
- A good summative assessment:
  - Is designed before the unit is taught
  - Accurately measures student achievement of the learning objectives
  - Focuses on the most important knowledge, understandings, and skills
- Results from the summative assessment should be reviewed to provide feedback to students on their learning and to teachers on their instruction.

### Second-Chance Learning:

- Teachers are encouraged to provide second-chance learning.
- Either the teacher or the student can request second-chance learning.
- All students have second-chance learning opportunities, regardless of their grade on the original assessment.
- To be effective, second-chance learning cannot consist solely of a retest. Academic gains result from a combination of remediation and retesting.
- Under the direction of the teacher, students will develop a second-chance learning plan and provide evidence that they have completed the plan before they are allowed a re-assessment opportunity.
- Students may demonstrate their new learning through a variety of avenues, which may include alternate versions or formats of the assessment or a redo of just the portion on which they performed poorly.
- Replace the grade with the highest mark; don't average the two.
- The demands of second-chance learning must be shared by the teacher and the student. Teachers provide the opportunity, and students take on the responsibility of completing some correctives and demonstrating their learning.