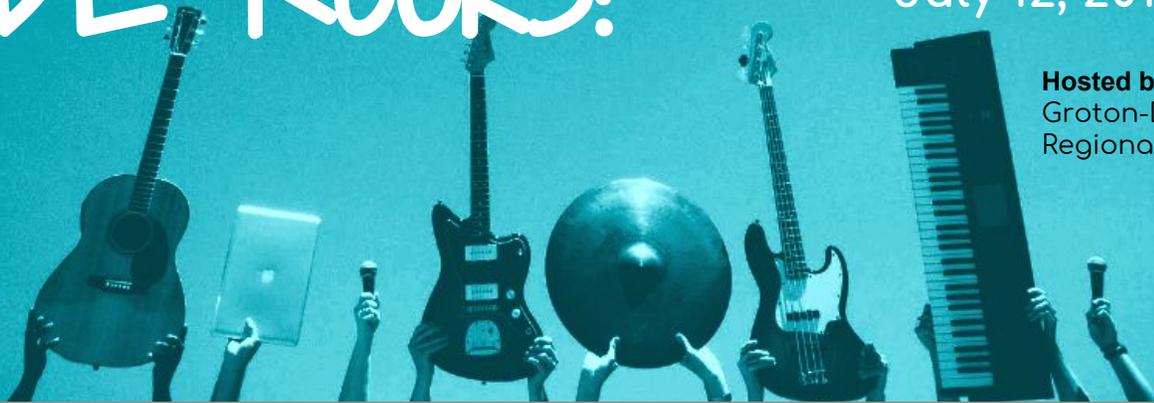


# UDL Rocks!

July 12, 2018

Hosted by  
Groton-Dunstable  
Regional School District



Ballroom

Salon A

Salon B

Devens Club

9:00 - 10:00 Plenary session & keynotes  
\* UDL Rocks! - **Katie Novak**  
\* Rocking UDL with Young Learners - **Laura Taylor**

10:00 - 10:15 Burning Questions

10:20 - 11:00 Studio Session A	When the Student Becomes the Teacher <b>Jackie Butler &amp; Kelly McManus</b>	Integrating UDL Practices into Curriculum and Daily Practice <b>Jen Dinneen</b>	Assessing Students Using Single Point Rubrics <b>Brenda Hoag &amp; Tracy Weeks</b>	
11:10 - 11:50 Studio Session B	"Lava" Hyperdocs <b>Julie Spang</b>	Organizing Units the UDL Way for a Student-Centered Classroom <b>Heather Salemme</b>	Crafting Choice through a UDL Lens <b>Jenn Maio</b>	Transforming Your Elementary Math Experience through UDL <b>Jill Pierantozzi</b>

11:55 - 12:15 UDL Discussions

Lunch 12:15 - 12:45

12:45 - 1:05 \* Breaking Barriers - **Jenny Leung**

1:10 - 1:50 Studio Session C	UDL Your Homework and Formative Assessments <b>Caitlyn Morris</b>	UDL in a Scripted Curriculum <b>Kaitlyn Manns &amp; Courtney Meisberger</b>	Cultivating a Growth Mindset in the Classroom: A Lesson from Chickens <b>Erika Gounis</b>	Administrator Think Tank Time <b>Katie Novak</b>
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1:50 - 2:05 Break - Resource "Jam Session"

2:05 - 2:40 Planning, Reflecting, and Next Steps

2:40 - 3:00 \* Snapshot of a UDL Journey - **Thea Durling**

# Studio Sessions



## Ballroom Studio Session Descriptions

When the student becomes the teacher: the power of self-directed learning to engage with difficult content

**Jackie Butler & Kelly McManus**

Do you ever feel like you are force-feeding content to reluctant students? We all have content that is fundamental to our disciplines, but seems impossible to make engaging in the classroom. Learn how the principles of UDL can empower students to take control of their own learning.

By stepping away from the front of the classroom and handing over the reins to our students, we give them the opportunity to engage with difficult content in an entirely new way. In this session we will explore how to challenge students to become self-directed learners by using the principles of UDL to master even our most painful and tedious material.

I "Lava" Hyperdocs

**Julie Spang**

Are you looking for a way to transform and personalize learning in your classroom? Hyperdocs are a great way to get your students excited about learning and produce high quality work. Teachers can package their content in a visually appealing and organized way to offer students choice and voice with their learning. Model lesson templates will be provided for participants to create their own lessons, which students can complete at their own pace using online tools.

UDL Your Homework and Formative Assessments

**Caitlyn Morris**

Tired of students not doing their homework, completing their assignments, or putting in the expected effort? Turn any short reading or review assignment into a choice assignment that best fits the needs of your students. Not a fan of homework? These ideas can also be used for short formative assessments. Encourage higher quality work with more meaningful assignments that students will be excited to complete.

## Salon A Studio Session Descriptions

Integrating UDL Practices into Curriculum and Daily Practice

**Jen Dinneen**

Are you looking for a way to assess student work that encourages them to stretch their learning? Are you focused on providing quality feedback to your students? Increase the likelihood that students will actually read the rubric before, during and after the creation of their product by simplifying the criteria and minimizing the text. Save yourself some time by describing only the criteria for proficiency. Single point rubrics are where it's at!

Organizing Units the UDL Way for a Student-Centered Classroom

**Heather Salemm**

Handing over the reins of learning to your students empowers student-subject connections and empowers students to engage in their learning rather than sitting back and passing an exam. The first essential part of making this change is how to structure and present the learning objectives and essential questions for a unit, and collecting student input and participation in the learning and assessment of the content. This session will focus on how to design a unit that supports the student centered classroom using blended and personalized learning strategies along with a UDL foundation.

# Salon A Sessions Continued (Continued)

## UDL in a Scripted Curriculum

Kaitlyn Manns & Courtney Meisberger

As pressure to "bring up the scores" takes center stage in our schools, many of us have been told to teach from scripted programs. Given that we have these constraints, how can we incorporate UDL? How do we increase engagement and choice when we have to go by the book?

# Salon B Studio Session Descriptions

## Assessing Students Using Single Point Rubrics

Brenda Hoog & Tracy Weeks

Are you looking for a way to assess student work that encourages them to stretch their learning? Are you focused on providing quality feedback to your students? Increase the likelihood that students will actually read the rubric before, during and after the creation of their product by simplifying the criteria and minimizing the text. Save yourself some time by describing only the criteria for proficiency. Single point rubrics are where it's at!

## Crafting Choice through a UDL Lens

Jenn Maio

Providing choice to students is often an educator's first experience when implementing UDL into their practice. This workshop will help educators design choices that lead students to becoming motivated, self-directed learners. We will focus on connecting choices to lesson objectives, as well as planning for other obstacles such as limited time and resources. Additionally, we'll explore the transformation of the educator's role in a classroom with choice: moving from the purveyor of knowledge to coach, mentor, and facilitator. Participants will walk away with guidelines for providing options, as well as confidence in their ability to design lessons that will break down barriers and engage all students.

## Cultivating a Growth Mindset in the Classroom: Using Your Failures to Help Students Achieve Success

Erika Gounis

With more students applying to more colleges than ever, the almighty "A" has become the coveted prize of the classroom. The focus has shifted from "learning" to "earning," and even the smallest setbacks become catastrophic. More than ever, our students have serious "mindset issues."

A growth mindset isn't easy to cultivate, but as one of the most influential role models in our student's lives, teachers have an opportunity to instill much more than the academic subjects we teach. The way we approach challenging topics, handle setbacks and disappointments, and demonstrate that learning is often a painful process may have more impact on the mindset of our students than we think. Show them how you fail, so you can show them what it really looks like to succeed!

# Devens Club Studio Sessions

## Transforming Your Elementary Math Experience through UDL

Jill Pierantozzi

As quality educators, we all know that all students have different needs in the classroom. This is especially true when it comes to math. What is the difference between differentiated learning in the classroom and a true UDL experience? Transform the elementary math experience with activities and games through a UDL lens.

## Administrator Think-Tank Time

Katie Novak

After experiencing the magic of UDL from rock star educators, administrators may ask questions about how to scale UDL within their own districts and schools. Come on and learn a little more about the process GD took to diffuse the magic and empower, elevate, and celebrate teachers and teaching and improve student achievement.

# Liner Notes

Jackie Butler



Jackie teaches AP Language & Composition at Groton-Dunstable Regional High School and has been working for the district for 6 years. She received both her Bachelor's in Secondary Education and her Masters in English from Fitchburg State University. Fun fact: not only did Jackie's two children graduate from the district, but she herself also graduated from GD - class of 1991. Also, Jackie is obsessed with her dog, Darwin who is hands down, the cutest dog in the WORLD!

Jen Dinneen



Jen has been teaching in Groton Dunstable for 26 years. She is currently teaching second grade but has also taught multiage 1-2. She received a Bachelor's in English and Elementary Education from Assumption College. She has a Masters in Curriculum and Instruction with a focus on Instructional Technology from Northeastern University. She received a C.A.G.S. in Educational Leadership from University of New England. She loves studying, modifying, and implementing curriculum in her classroom every day. When not teaching, she loves to spend time in Wells, ME with her family.

Thea Durling



Thea is in her 6th year teaching 7th grade math in the Groton Dunstable Regional School District. She has a M.Ed. in English as a Second Language from UMass Amherst and a M.Ed. Math (5-8) from Cambridge College, along with licenses in high school math and Special Education. A fun fact about Thea is that she has more English degrees than math, since she began life as an English major. She also has no television and is the proud mama of four stray cats who rule her house and two human children.

Erika Gounis



Erika has been teaching high school English at Groton-Dunstable Regional High School for the last 14 years. While she loves teaching, she lives a double life in New Hampshire with her husband of 17 years and a motley crew of farm animals that include a horse, two goats, three cats, a ridiculously resilient rabbit, and 21 chickens (all named) who are all her precious babies. She sells delicious eggs, has a passion for growing/preserving/cooking food, and has been working slowly towards sustainable living on her 38 secluded, wooded acres. She grew up in Boston, and her husband is from Long Island, so they have no previous farming experience, but it hasn't stopped them in the slightest.

Brenda Hoag



Brenda has been teaching middle school for 16 years. She has taught sixth grade social studies, language arts, and even science during her tenure at the Groton-Dunstable Middle School. Brenda earned a Master of Arts in Teaching from Simmons College, holds an undergraduate degree in Business Administration from UMass Lowell, and is currently pursuing an Education Specialist degree in Administration, Planning, and Policy at UMass. Just recently, Brenda was promoted to Chaos Coordinator in her role as mother to 22 month old twins, aka Twinado.

Jenny Leung



An enthusiastic believer that all children can learn and thrive, Jennifer Leung embraces the principles of UDL in her practice. She has taught students in every grade from 7-12 over the last 16 years and loves the challenge and passion her students bring to their work. Currently, Jennifer teaches 7th grade English Language Arts at Groton-Dunstable Regional Middle School and uses literature, art, theater, and writing to grow independent thinkers and learners. You can find her on Twitter and Goodreads (jleung10).

Jenn Maio



Jennifer is a seventh grade ELA teacher and Mentor Coordinator for the Groton-Dunstable Regional School District. She has a Bachelor's in Secondary Education from New England College and a Master's of Arts in English Literature from UMass Boston. Jennifer has presented at MTA's Summer Conference and Just for New Teachers Conference for a number years on topics such as UDL and technology, reading workshop in middle school, and becoming involved in the union. After teaching for eight years, Jennifer's favorite part of her day is the peace and joy that comes from all of her students reading and enjoying a book of their choice. Fun fact: Jennifer is a Hufflepuff and has a cat named Freckle that serves as the example student in her classroom.

Kelly McManus



Kelly is the librarian ("librarian enchantress") at GDRHS. She has her Masters in Library Science and recently completed a post graduate program for school librarians from Simmons College. Fun Fact: Kelly once jumped out of an airplane and fainted mid-descent. Nowadays, she's more likely to pretend she's a contestant on Chopped after picking up her weekly CSA bounty.

Kaitlyn Manns



Kaitlyn has been teaching third and fourth grade in Massachusetts for the past eight years. She has a B.S. in Elementary Education and a B.S. in Interdisciplinary Studies (English and Psychology) from Massachusetts College of Liberal Arts and a M.Ed. in Curriculum Writing and Instruction from Western New England University. Kaitlyn also served as Dr. Novak's teaching assistant in the spring and is currently a teaching assistant for Thea Durling. She is a mom of one rambunctious three year old, a poodle puppy and two kitties! She also has a baby due in August!

Courtney Meisberger



Courtney has extensive background in social studies, having served as the 7-12 Content Coordinator for Social Studies in Central Berkshire Regional School District for four years. She has presented at the New England Regional Conference for Social Studies and provided professional development within her district but she moved from social studies to 6th grade reading and writing this past year. She served as a teaching assistant for Dr. Novak and is currently a teaching assistant for Thea Durling. She earned a B.A. from Penn State University, and a masters degree from the University of Pennsylvania. She is a crazy dog person who loves coffee.

Caitlyn Morris



Caitlyn has been teaching middle school science in Massachusetts for 14 years. She earned a Bachelor's degree in Geophysical Sciences from Fitchburg State University and a Masters in Middle School Science Education from Lesley University. She has been lucky enough to complete 2 UDL graduate classes with Dr. Novak along with a district developed in-service course. Caitlyn recently presented at the 2017 MAST conference about how to implement UDL in the Science Classroom.

Katie Novak



Katie Novak is an Assistant Superintendent of Schools at the Groton-Dunstable Regional School District in Massachusetts. With 16 years of experience in teaching and administration, an earned doctorate in curriculum and teaching, and 4 books published by CAST Professional Publishing, (and 3 forthcoming in 2019!) Katie designs and presents workshops both nationally and internationally. For fun, Katie has four little Novaks and she loves to spend time outside with them getting muddy at the beach, in the woods, and in the yard. Her greatest accomplishment this summer was completely disassembling the washer/dryer combo to replace the motor. It was an epic success (although required quite a few youtube videos and a ratchet set).

Jill Pierantozzi



Jill has been teaching in Groton Dunstable for five years after a decade away from work to raise three boys. She previously taught in Arlington, MA and Fairfax County, Virginia. Now back in the classroom, she has found UDL to be an integral way to help frame her teaching mindset, rather than an additional teaching fad to be overwhelmed by. She has a BS from James Madison University and a Masters in Literacy and Language from Framingham State University. After her time away from education, she intended to return in a literacy specific position, but is loving the general education classroom and the fact that she's here presenting about math!

Heather Salemme



Heather has spent the past 13 years in the high school science classroom, working with multiple grade levels and subject areas. Inspired by the goal of enticing students to be motivated and engaged in content, Heather has used UDL (Universal Design for Learning) as a pedagogical structure to find and implement a number of ways for students to have choice in demonstrating knowledge of content, and encourages them to select from a wide variety of both technical tools and alternative ways of expression. Discovering the need to help students manage their choices, and learning group goals, Heather began using Scrum, an Agile method of project management, three years ago in her classroom. By combining these two methods her students are freed to embrace personalized learning goals within the context of her state standards for science.

Julie Spang



Julie is a former Grade 3-12 classroom teacher and currently the Digital Learning Coach for the Groton Dunstable Regional School District. She is a Google for Education Certified Trainer, co-organizer of Edcamp Grafton & North Shore, MakerSpace enthusiast and presenter at MassCUE and Christa McAuliffe Technology conferences. She delivers professional development in and out of the district and supports teachers in the meaningful integration of technology in the classroom. You can contact her via email and Twitter @jaspang. When not nerding out, you can find Julie meditating, gardening or being taken on a walk by her 2 dogs!

Laura Taylor



Laura is a kindergarten teacher in the Groton Dunstable Regional School District where she has been teaching young children for 26 years. All of her years teaching have been with kindergartners. She holds a bachelors and masters degree from Lesley University and is a teacher leader in her district. Laura is passionate about inspiring every child to achieve success and is known for using innovative ways to reach children. She believes that you can maintain the rigor in lessons while also creating a classroom that is stimulating and engaging.

Tracy Weeks



Tracy is a sixth grade teacher at the Groton-Dunstable Regional Middle School where she has been teaching both English Language Arts and Social Studies for the last 14 years. She has a Bachelor of Arts in English and Elementary Education from Assumption College as well as a Master of Arts Teaching English from Fitchburg State University. When not in the classroom, either as a teacher or student, Tracy can be found spending time outside or baking with her four children.