Are We Really Integrating Technology?

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Worksheet 2: Exploring UDL

The task:

Creating a Community Garden

Imagine that you, George and Emily have organized members of your neighborhood to turn a quarter acre vacant lot into a community garden. George, who runs a landscaping company, has lived in this community his whole life and is involved in local politics, so he is well connected and can help with getting a lease on the land and any other permits and insurance required by the municipality. George has a lot of experience building landscaped spaces, but he typically is not involved or interested in designing them. Emily, who owns a flower shop, is a fairly new member of the community. She knows a lot about flowers, but since she lives in an urban environment, she

A Community Garden

does not have much space for a garden besides what she can grow in containers. Neither George nor Emily have much experience growing vegetables, which a number of community members have expressed interest in doing. Both are very enthusiastic about the project and are committed to seeing their community garden be a success.

Analysis:

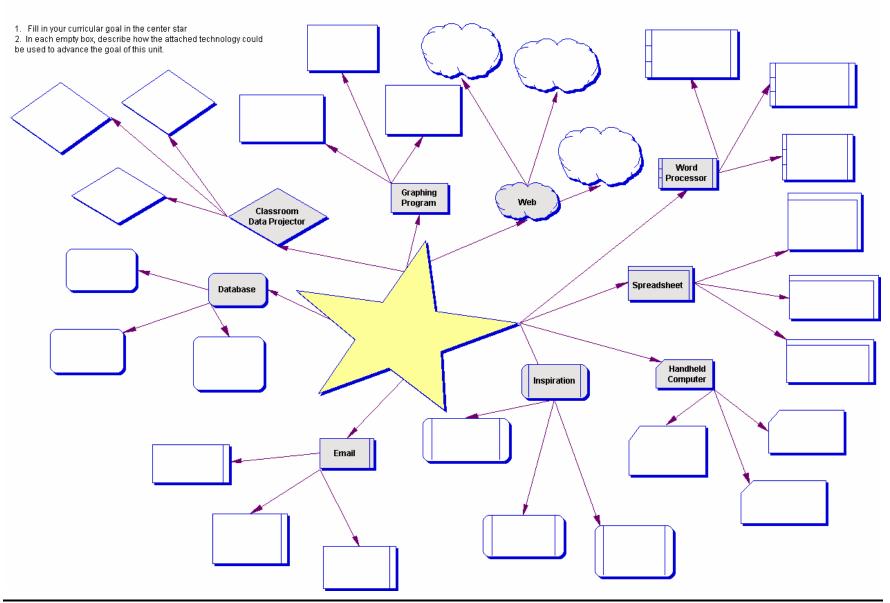What background, skills and interests do you bring to the project?

Analysis the UDL Way

Goal: Create a community garden

Individual: George

NETWORK	Strengths	Challenges
Recognition	Familiar with many landscaping plants, trees, and shrubs	not familiar with perennial and annual plants and flowers
Strategy	• knowledgeable about how to get things done in his community • good at organizing individuals to perform tasks involved in building landscaped spaces	• lack of experience in planning and designing landscaped spaces • lack of experience in growing vegetables
Affect	committed to seeing the garden be a success	lack of interest in garden design

Individual: Emily

NETWORK	Strengths	Challenges
Recognition	familiar with perennial and annual plants and flowers	not familiar with garden and landscape building materials
Strategy	• knowledgeable about growing a variety of plants in containers • good organization and communications skills and business sense from running a flower shop	• lack of experience growing plants in a garden • lack or experience in designing a garden • lack of experience in growing vegetables
Affect	• committed to seeing the garden be a success • interested in playing a more active role in the community	not very interested in growing vegetables

Individual: You

NETWORK	Strengths	Challenges
Recognition		
Strategy		
Affect		

Adapted from *Getting to Know You the UDL Way*, http://www.cast.org/teachingeverystudent/tools/main.cfm?t_id=12

Worksheet 3: Integrating Technology

1. Fill in your curricular goal in the center star
2. In each empty box, describe how the attached technology could be used to advance the goal of this unit.

Classroom Data Projector

Graphing Program

Web

Word Processor

Database

Spreadsheet

Inspiration

Handheld Computer

Email

Worksheet 4: Class Learning Profile

Source: http://www.cast.org/teachingeverystudent/tools/classprofile.cfm

MODEL TEMPLATE:

Grade: 3   **Teacher**: Mrs. G.   **Subject**: Science   **Standard**: 6.23—Plants lifecycle
Goal: *Research and present information on a flower.*

	Students—Strengths	Students—Weaknesses	Students—Preferences/Interests
Recognition (Learning "what")	*Elizabeth*—Thorough knowledge of flowers (annuals) *Jorge*—Extensive vocabulary	*Kevin*—Low vision *Brian*—Limited English proficiency *Kiwa*—Difficulty discerning key concepts when reading or listening	
Strategy (Learning "how")	*Bill*—Computer wiz; familiar with electronic encyclopedia and the Web *Marina*—Very good at oral presentations *Jake*—Talented at drawing	*Brian*—Difficulty with organization when doing a project or paper *Sarita*—Poor writing mechanics— spelling, proofreading, handwriting *Phillip*—Fine motor difficulties	
Affect (Learning "why")	*Mandy*—Very confident, strong self-esteem *Phillip*—Extremely persistent through challenges *James*—Leadership/works well in collaborative groups	*Brian*—Easily discouraged, afraid to take risks *Kiwa*—Looses focus and dreams or distracts other kids *Helen*—Personal concerns, often distracted	*Elizabeth*—Loves gardening, horses *Bill*—Loves computer graphics, the Web, any new software program *Jake*—Prefers hands-on activities *Brian*—Thrives with a lot of structure *Jorge*—Plays saxophone very well

Examples of Student Qualities

Recognition Strengths	Recognition Weaknesses
Excellent observer	Low vision
Extraordinary spatial ability	Blindness
Excellent interpretation graphs/charts	Poor visual/spatial understanding
Acute sensitivity to nuance/tone	Color blindness
Perfect pitch	Hearing impairment
Extensive musical background	Deafness
Excellent at deriving key points from spoken/written language	Difficulty processing and deriving meaning from spoken language
Extensive vocabulary	Limited vocabulary
Extensive content knowledge (list)	Limited content knowledge (list)
_____	_____
_____	_____
_____	_____
_____	
Knowledge of multiple languages	Limited English proficiency
Advanced reading abilities	Difficulty with reading:
word recognition	word recognition
word decoding	word decoding
text structures/story grammar	text structures/story grammar
author style	author style
skimming	fluency
_____	_____
_____	_____
Facility with hypertext (e.g., Web links, navigation through electronic documents)	Difficulty/confusion with hypertext
Skill with rhymes, phonemic awareness, language play	Tendency to literal interpretation
	Difficulty finding important information

Strategic Strengths

Drawing/artistic talent
Talented athlete
Skilled with 3-dimensional design
Talented singer/musician
Excellent at computer graphics
Excellent dancer
Outstanding speaker/presenter
Outstanding written expression skills:
    poetry
    narrative
    expository writing
    journal
    dialogue/drama
    songs

_____

Outstanding concentration/attention
Highly organized
Highly flexible, adaptable
Facility with constructing (building, assembling, fixing, designing)
Strong problem analysis/solving skills
Strong at summarizing, paraphrasing
Strong at composing (art, dance, multimedia, visual)

Strategic Weaknesses

Fine motor difficulties
Gross motor coordination problems
Hand-eye coordination problems
Poor handwriting
Poor spelling
Speech impairment
Difficulty with oral presentations
Written expression problems:
    selecting/narrowing topic
    planning
    organization
    proofreading
    addressing audience

_____

_____

Restless/fidgety
Poor self-monitoring
Trouble completing work
Over-focused, difficulty with transitions

Poor organization
Difficulty seeking relevant info
Poor memory for spoken information
Poor memory for written info
Difficulty taking good notes
Trouble finding key concepts
Trouble prioritizing

Affective Strengths	Affective Weaknesses	Preferences/Interests
Persistent	Discouraged	Structured tasks
Optimistic	Overconfident	Open-ended tasks
Highly confident	Low expectation of success	Hands-on activities
Outstanding leadership skills	Difficulty working in groups	Video games
High energy	Difficulty working in pairs	Work with graphics/images
Deep subject interests	Fearful	Singing
Very independent worker	Withdrawn	Drama
Deeply caring and considerate	Domineering	Art
Excellent collaborator	Problems outside of school	Collaborative work
Seeker of challenge	Gives up easily	Individual work
Focused	Difficulty with independent work	Content interests:
		_____
		_____
		_____
		_____
Good at offering and making use of constructive feedback	Tendency to clown around/disruptive	Activity interests:
		_____
		_____
		_____
		_____
Good collaborator	"Turned off" to studying	Need to be active
		Computer multimedia

Class Learning Profile
Blank Template

Grade: **Teacher**:   .   **Subject**:   **Standard**:   **Goal**:

	Students—Strengths	Students—Weaknesses	Students—Preferences/Interests
Recognition (Learning "what")			
Strategy (Learning "how")			
Affect (Learning "why")			

Worksheet 5: Making the lesson accessible

Choose one of the target webquests.

What is the central task?

What subtasks are available?

For each child in the demo class, answer one of these questions based on the three focus areas of universal design for learning: recognition, strategies, .
- What technology could the child use to make this more accessible?
- What role could the child play in completing the task?
- How could the task or subtask be modified to make the task more inclusive?

Worksheet 6: Technology Impact Checklist: Is the Activity Working?

How do you know when you have integrated technology well?

	An outside observer sees the technology activity as a seamless part of the lesson.
	The reason for using the technology is obvious to you, the students, and others.
	The students are focused on learning, not on the technology.
	You can describe how technology is helping a particular student.
	You would have difficulty accomplishing lesson objectives if the technology weren't there.
	You can explain easily and concisely what the technology is supposed to communicate.
	All students are participating with the technology and benefiting from it.

How do you know when you have NOT integrated technology well?

	You consistently see the technology as more trouble than it is worth.
	You have trouble justifying cost and preparation time in terms of benefits to you and your students.
	Students spend more time trying to make the technology work than on learning the topic.
	Students spend more time trying to make the technology work than on learning the topic.
	The problem you were trying to address is still there.

Adapted from: M.D. Roblyer, *Integrating Educational Technology into Teaching*, 3rd. edition, Pearson Education, Inc. 2003.

Worksheet 7: Rubrics

	Beginning	Developing	Accomplished	Exemplary	Score

Worksheet 8: Evaluation

What was best about this workshop?

What did you learn today that you'll put to use this month?

What was worst?

How could the workshop be improved?

Worksheet 1

I would rate my technology expertise:

4   Able to handle most technology tasks and serve as a resource to others
3   Able to handle most technology tasks
2   Often need help with technology tasks but then can succeed
1   Can use technology only when given explicit directions

I'm pretty sure today we'll be discussing ...

Before I leave today, I want to be sure I know (about, how to, ...)

Gosh, I've really been wondering ......