Workbook

# MTSS/UDL/DI Professional Development Module

The intent of this professional development module is to give instructors of candidates in teacher and administration preparation programs the opportunity to develop the knowledge and skills necessary to equip candidates with the practice of providing multi-tier instruction and interventions matched to students’ needs. All materials and resources in each chapter are included for the dual purpose of: (1) instructor professional development; and (2) effective preparation of teacher and administration candidates in the skills needed to instruct and support all preK thru high school students including students with disabilities, students who are English learners, and advanced students. Instructors have permission to use materials and resources contained in this module in their courses.

## INSTRUCTIONS FOR THE WORKBOOK:

Similar to the Professional Development Module, this worksheet is organized into three chapters, Multi-Tier System of Supports (MTSS), Universal Design for Learning (UDL), Differentiated Instruction (DI). Assessments (Pre and Post), exercises, and supplemental materials are arranged to follow along with the website. We suggest you begin with the pre-assessments, proceed through the exercises and materials, and conclude with the post-assessment to compare with the pre-assessment for your own reflection.

Although we have provided space for your answers in the workbook, please feel free to edit the document and expand your workbook as you need. The Microsoft Word document is editable as is the Pdf. Below is a table of contents with links to each section.

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# I. MTSS Chapter:

## MTSS Pre Assessment

1. Which of the following is NOT one of the key principles and practices of MTSS?
   1. Intervening early
   2. Data-based decision making
   3. Integration and sustainability
   4. Focus only on students with disabilities
   5. Use of evidence-based practices
2. According to research, what percentage of California high school students require differentiated instruction?
   1. 30%
   2. 50%
   3. 70%
   4. 90%
3. State data indicates that while progress has been made, there remain significant achievement gaps between general education students and which categories of learners?
   1. English learners
   2. Students with disabilities
   3. Economically disadvantaged
   4. All of the above
4. MTSS leverages the principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and integrates a continuum of system-wide resources, strategies, structures and practices to offer a comprehensive and responsive framework for systematically addressing barriers to student learning.
   1. True
   2. False
5. In MTSS, universal screening is used to:
   1. Identify students who need specific intervention
   2. Identify students who require referral for special education assessment
   3. Establish intervention tiers
   4. Predict students at risk
   5. Develop entry and exit criteria for intervention tiers
6. Progress monitoring is a scientifically based practice that is used to
   1. assess students' academic performance
   2. evaluate the effectiveness of instruction
   3. assist teachers in making instructional decisions for individual students or an entire class
   4. all of the above

#### This concludes the Pre-Assessment. The answers are at the end of the MTSS Section but we suggest you wait until the Post-Assessment to check them and then compare your ANSWERS PRE and Post.

## MTSS Implementation Worksheet

### Andrew Case Study

After reading the Andrew Case Studies about the academic history of a boy named Andrew, please complete the table below. Describe Tier 2 and Tier 3 interventions that were implemented in the Alternative Scenario for Andrew before he was referred for special education evaluation.

|  | **Describe Intervention and Duration** | **Grade** | **What additional interventions could be implemented?** |
| --- | --- | --- | --- |
| **Tier 1** | Solid core reading program, universal screening | Kindergarten | Click or tap here to enter text. |
| **Tier 2** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Tier 3** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

### Articles Activity

Read one of the articles listed below( MTSS/UDL/DI Professional Development Site link needed when live) and answer these questions.

1. Select one course that you teach, how would you integrate the discussion of MTSS into course lecture?

Click or tap here to enter text.

1. What course project can you assign students for them to demonstrate understanding and beginning skill in implementing MTSS to address tiered intervention in an academic area?

Click or tap here to enter text.

##### Articles to choose from:

* [Hunter, W.C., Maheady, L., Jasper, A.D., Williamson, R.L., Murley, R.C., & Stratton, E. (2015). Numbered heads together as a Tier 1 Instructional strategy in multi-tiered systems of support. Education and Treatment of Children, 38, 345-263.](file:///C:\Users\isabel2\Desktop\CEEDAR\WebSiteMTSS\mtssUdl\pdfs-worksheets\mtss\Numbered_Heads_Together.pdf)
* [Wilson, J.A., Faggella-Luby, & Wei, Y. (2013). Planning for adolescent Tier 3 reading instruction Teaching Exceptional Children, 46, 26-35.](file:///C:\Users\isabel2\Desktop\CEEDAR\WebSiteMTSS\mtssUdl\pdfs-worksheets\mtss\Planning%20for%20Adole%20Tier%203%20Rdg%20Instruct.pdf)
* [Danielson, L., & Rosenquist, C. (2014). Introduction to the TEC special issue on data-based individualization. Teaching Exceptional Children, 46, 6-12.](file:///C:\Users\isabel2\Desktop\CEEDAR\WebSiteMTSS\mtssUdl\pdfs-worksheets\mtss\Danielson%20and%20Rosenquist%20-%20Intro%20to%20DBI.pdf)
* [Fuchs, D., Fuchs, L.S., & Vaughn S. (2014) What is Intensive Intervention and why is it important? Teaching Exceptional Children, 46, 13-18.](file:///C:\Users\isabel2\Desktop\CEEDAR\WebSiteMTSS\mtssUdl\pdfs-worksheets\mtss\Fuchs,%20D.,%20Fuchs,%20L.S.,%20%20Vaughn,%20S.%20(2014).%20What%20is%20intensive%20instruction%20and%20why%20is%20it%20important_%20Teaching%20Exceptional%20Children,%2046,%2013-18..pdf)

### Supporting Behavioral Needs:

Watch this video. Supporting Behavioral Needs: A Multi-Tiered Approach (5.52 min) <http://www.edutopia.org/practice/supporting-behavioral-needs-multi-tiered-approach>

**After viewing this video, answer this question:**

What course project can you assign students for them to demonstrate understanding and beginning skill in implementing MTSS to address tiered intervention in behavior and social-emotional support?

Click or tap here to enter text.

## MTSS POST Assessment

1. Which of the following is NOT one of the key principles and practices of MTSS?
   1. Intervening early
   2. Data-based decision making
   3. Integration and sustainability
   4. Focus only on students with disabilities
   5. Use of evidence-based practices
2. According to research, what percentage of California high school students require differentiated instruction?
   1. 30%
   2. 50%
   3. 70%
   4. 90%
3. State data indicates that while progress has been made, there remain significant achievement gaps between general education students and which categories of learners?
   1. English learners
   2. Students with disabilities
   3. Economically disadvantaged
   4. All of the above
4. MTSS leverages the principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and integrates a continuum of system-wide resources, strategies, structures and practices to offer a comprehensive and responsive framework for systematically addressing barriers to student learning.
   1. True
   2. False
5. In MTSS, universal screening is used to:
   1. Identify students who need specific intervention
   2. Identify students who require referral for special education assessment
   3. Establish intervention tiers
   4. Predict students at risk
   5. Develop entry and exit criteria for intervention tiers
6. Progress monitoring is a scientifically based practice that is used to:
   1. Assess students' academic performance
   2. Evaluate the effectiveness of instruction
   3. Assist teachers in making instructional decisions for individual students or an entire class
   4. All of the above

## Final Reflection

Respond to the questions below:

1. Briefly state what you believe Multi-Tiered System of Support is:

Click or tap here to enter text.

1. Why is MTSS recommended for all classrooms?

Click or tap here to enter text.

1. How might you use MTSS in your own teaching?

Click or tap here to enter text.

1. How might teacher candidates demonstrate that they can/will use MTSS in their teaching?

Click or tap here to enter text.

## You Have Completed the MTSS Chapter!

### Answer Key: MTSS Pre & Post Test:

1. D 2. D 3. D 4. A 5. D 6. D

# II. UDL Chapter:

## UDL Pre-Assessment

1. Which of the following is NOT one of the key principles of Universal Design for Learning (UDL?)
2. Multiple means of representation
3. Multiple means of action and expression
4. Multiple means of initiation and differentiation
5. Multiple means of engagement
6. Universal Design for Learning (UDL) is a set of principles that aims to do the following:
7. reduce barriers in instruction
8. provide appropriate accommodations and supports
9. maintain high expectations for achievement
10. provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
11. All of the above
12. Universal Design for Learning (UDL) applies to the whole curriculum, including:
13. Goals
14. Instruction
15. Materials
16. Assessment
17. All of the above
18. In Universal Design for Learning (UDL), multiple means of representation refers to the following:
19. The way information is presented to increase recognition and understanding
20. The way information is assessed to determine recognition and understanding
21. The way students respond or demonstrate their skills and knowledge
22. How accessible products are developed for students
23. In Universal Design for Learning (UDL), multiple means of expression refers to the following:
24. The various means with which students express their creativity through art
25. The way students respond or demonstrate their skills and knowledge
26. The way information is presented to increase recognition and understanding
27. Graphic organizers for all students who request to use them
28. In Universal Design for Learning (UDL), multiple means of engagement refers to the following:
29. Expanding purposeful output through visual displays
30. How information is presented in a clear and accessible manner to all students
31. The way students demonstrate their skills or knowledge
32. How students are engaged and involved in their learning
33. An example of multiple means of representation is:
34. Choosing which writing tool to use
35. Enhancing students’ involvement in discussions related to the topic
36. Visual displays of information contained in lesson
37. Flexible groupings for cooperative learning

1. An example of multiple means of engagement is:
   1. Visual displays
   2. Teacher’s creative use of multimedia resources
   3. Graphic organizers
   4. Choice of tools or activities during lesson
2. An example of multiple means of action and expression is:
   1. Using sentence starters or story outlines during writing
   2. Listening to audiotapes of written materials
   3. Choice of tools or activities during lesson
   4. Peer tutoring

## Activity #1: watch the UDL “at a Glance” Video

After watching the UDL” At a Glance” video [need link after site is live]and reflect on the following questions using the following scale:

1 = Not much 2= sort of 3= okay 4- pretty high 5= high

1. To what degree did this video increase your understanding of UDL?
2. To what degree did this video motivate you to implement some aspects of UDL?
3. Did you learn anything from the video that you can apply to your profession?

**Please reflect on the following:**

What information was most beneficial to you and why?

## Activity #2: Read an Article on UDL

Read an Article on UDL: [Technology and Learning: Meeting Students’ Needs by Rose and Gravel (2010)](http://www.udlcenter.org/sites/udlcenter.org/files/TechnologyandLearning.pdf) reflect on the following questions using the following scale:

1 = Not much 2= sort of 3= okay 4- pretty high 5= high

1. To what degree did this article increase your understanding of UDL?
2. To what degree did this article motivate you to implement some aspects of UDL?
3. Did you learn anything from the article that you can apply to your profession?

**Please reflect on the following:**

What information was most beneficial to you and why?

## Activity #3: The UDL Wheel

Download and cut-out the UDL wheel as a quick reference for implementing UDL.

[Wheel Template Download from UDLCenter.org](http://www.udlcenter.org/sites/udlcenter.org/files/UDL%20DIY%20Figure.pdf)

## Activity #4: Compare and Contrast Model UDL Lesson Plans

### Select one of the sample UDL lessons below. Click on the link and read the lesson plan.

#### HINT: There are "UDL Connections" buttons throughout these Model lessons (next to Goals, Methods and more) that reveal UDL Features and Reflections!

SAMPLE LESSONS:

* Grade Pre-K to 2 Life Cycle of Butterflies <http://lessonbuilder.cast.org/explore.php?op=static&pid=butterflies_1>
* Grade 3-5 Rocks and their properties  
  <http://lessonbuilder.cast.org/explore.php?op=static&pid=rocks_1>
* Grade 8-10 identifying and evaluating point of view
* <http://udlexchange.cast.org/lesson/9604>

*As you browse through the lesson plan, complete this table. Think about which principles or features of UDL are represented in these lessons.*

Title of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Component of Lesson** | **UDL Feature** |
| *Example:* Students will have multiple **opportunities to respond to questions** embedded in the text in this lesson, including **multiple choice assessments** with instructional feedback and strategy tips, **maze assessments** with immediate feedback and strategy tips, and **open-ended responses** with multiple response options. | *Example:* This is an example of the UDL principle of **Multiple Means of Action and Expression**. Giving several options in assessment allows students to demonstrate their knowledge of the topic in flexible ways. |
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## Activity #5: Explore UDL Lesson Plans and UDL Case Studies

If you have not done so already, sign up for a free CAST account and explore UDL Lesson Plans and UDL Case Studies at the CAST Curriculum Self-Check Website:

[SELFCHECK HERE](http://udlselfcheck.cast.org/resources.php)

[and IDEAS HERE](http://udlselfcheck.cast.org/resources.php#ideas)

Reflect upon the following:

* What principles of UDL can you find in the lesson(s)?
* How does this lesson provide more access to students with disabilities and English learners?

## Activity #6: Browse and build lessons on CAST UDL Exchange

[Follow this Link to browse and build lessons on CAST UDL Exchange.](http://udlexchange.cast.org/home)

## Activity #7: Analyze one of your own lesson plans using the UDL self-assessment tool

[Link to UDL Self-Assessment Tool PDF](http://sde.ok.gov/sde/sites/ok.gov.sde/files/UDL%20Instructions.pdf)

## Activity #8: Explore Additional REsources

Return to the Professional Development Module Website for a full and updated list of resources. [insert link when live]

## UDL POST-Assessment

1. Which of the following is NOT one of the key principles of Universal Design for Learning (UDL?)
2. Multiple means of representation
3. Multiple means of action and expression
4. Multiple means of initiation and differentiation
5. Multiple means of engagement
6. Universal Design for Learning (UDL) is a set of principles that aims to do the following:
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10. provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
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   1. Using sentence starters or story outlines during writing
   2. Listening to audiotapes of written materials
   3. Choice of tools or activities during lesson
   4. Peer tutoring

### Answer Key: UDL Pre and Post Assessment Measures

1: c, 2: e, 3: e, 4: a, 5: b, 6: d, 7: c, 8: d, 9: a

# III. DI Chapter

Before we begin, download the Self-Assessment Zip file HERE. In that file you will find both the instructor and administrator versions in PDf format. Or the Once you are ready, proceed to the Introduction.

## Take the DI Self-Assessment

## Video Activity

1. After watching the 2 clips, what are some examples of differentiation of content, process, product, affect and learning environment can you name?
2. What are some differentiation strategies discussed in the videos?
3. How can you adapt these strategies to your own instruction within the specific content area? Describe a specific activity that can be differentiated for diverse learners.

## Activity A: Critique the provided sample lesson plan.

[**http://digitalcommons.pace.edu/elem\_soc/1**](http://digitalcommons.pace.edu/elem_soc/1)

**Questions as follow up for the activity:**

* How does the instructor plan for differentiating the instruction?
* Do you think that these accommodations/modifications are good/sufficient? Why or why not?
* Choose one differentiated instruction strategy used. Discuss its purpose, planned delivery, and other points you consider important for this type of accommodation.

## Activity B: Watch a video of an actual teaching of a lesson.

[**https://www.youtube.com/watch?v=g2Z2wAg1Vs0**](https://www.youtube.com/watch?v=g2Z2wAg1Vs0)

**Questions as follow up for the activity:**

* How did the instructor differentiate the instruction?
* Do you think that these accommodations/modifications are good/sufficient? Why or why not?
* What would you tell the instructor to improve his/her differentiated instruction? Support your suggestion(s).

## Final section: Additional Ideas for Activities: Choose A or B

**Additional ideas for activities**

**Choose A or B:**

1. Think back to a class you took in high school or when you were in elementary school. Describe both the class and how the teacher typically conducted it. Describe five elements that you would change to make it more differentiated. (Make sure to include at least one each for content, process, and product.)
2. Write your own lesson plan on a topic of your choosing. Make sure that the differentiated instruction is included in the lesson plan.