Differentiated/Universal Design Overview

"Unwrap" state standards: What students need to KNOW or be able to DO

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- Enduring Understanding = Power Standards
- Important to KNOW and DO
- Worth being familiar with

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- Identify "Big Ideas" and "Essential Questions"
- Identify other important knowledge and skills
- Identify what's worth being familiar with

Identify Unit/Lesson Objectives

Design Inquiry Question that can be explored on multiple levels and is suited to exploration through technology

Identify those students with special needs

••• *How you will adapt your instruction to ensure they can learn and achieve?*
consider changes in:
content, process, product, affect, environment

- Design Summative Assessment
- Design Formative Assessments
  Choose appropriate assessment methods
- Design and Administer Pre-Assessment
- *Adjust assessments and objectives based on pre-assessment data*

Design learning experiences based on your knowledge of:

- your students' learning and socio/emotional needs
- pre-assessment data
- expertise with the curriculum
- cognitive theory
- students' stages of development

Include technology that enhances and transforms

Conduct the lesson(s)

- *Adjust objectives, assessments, & instruction based on observations & data from the lessons*
- *Continuously evaluate student progress towards the objectives*

Teacher and students evaluate the lessons' success

- *What evidence do you have that students grasped important concepts and skills?*
- *What worked and what didn't, and why?*

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