Broward County Public Schools
Office of Academics
UDL & MTSS/RtI Instructional Planning Map
2016 – 2017 SY

School Name: Sandpiper Elementary Principal: Ms. Camille LaChance Date: June 5, 2017	Barrier(s): Various languages, Social diversity, Parent involvement.	Data Source(s): BASIS 3.0 RtI Data and Data Chats

Universal Design for Learning Guideline/Principle/Checkpoint: Guideline-Research Evidence   Principle-Recruiting Interest
Checkpoint-Promoting expectations and beliefs that optimize motivation.

Key Considerations: How does this help learners meet the goal?
How does this account for the variability of all learners.

High Quality Core Instruction (Tier 1)	Barriers	Provide Multiple Means of Engagement "the Why"	Provide Action & Expression "the How"	Provide Multiple Means of Representation "the What"	Multi-Tiered System of Supports/Response to Intervention
Instruction **"How we teach?"**	-Unclear goals and expectations. -Limited instructional approach. -Methodology of Differentiated Instruction and higher level question stems.	-Optimize individual choice and autonomy. -Provide relevance, value and authenticity -Various means of response. -Stimulate interest.	-Model, guided practice, independent practice and teach beyond pencil-paper assessments. -Monitor progress.	-Activate background knowledge and guide information processing.	-More intensive and targeted approach as student progresses from Tier 1 to Tier 2 to Tier 3.
Curriculum **"What we teach?"**	-Organization and structure of the curriculum. -Lack of real-world application. -Higher level thinking stems are very difficult.	-Highlight patterns, critical features, big ideas and relationships throughout all curriculum.	-Provide students with access to a variety of learning tools. -Differentiate the ways that students can express and show what they know. -Graphic outlining tools.	-Provide instruction using various modalities. -Provide options for perception. -Offer alternatives for auditory information. -Offer alternatives for visual information.	-Provide research based instruction. -Core curriculum aligns with targeted and intensive supports and interventions. -Targeted/intensive instruction prerequisite skills required to demonstrate learning.
Environment **"Where we teach?"**	-Offer alternatives to visual information.	-We offer choices of content and tools to provide diverse learners with the opportunity to engage in learning. -Multiple levels of scaffolding, instructions and task structure.	-Provide a multi-sensory learning approach -Choice Board.	-Flexible seating arrangement. -Areas for auditory learners. -Provide areas for sensory output. -	-Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time.
Learner **"Who we teach?"**	-Goals are not differentiated for a wide range of learners. -Flexibility to address the needs of all learners. -Students lack proficiency in English language.	-Provide students with a list of higher order questioning stems. -Use a variety of active learning strategies to engage a variety of learners in the classrooms. -Technology, visual guides.	-Vary the social demands required for learning or performance. -Use a variety of methods to allow students to express what they know in multiple ways.	-Optimize individual choice and autonomy. -Teach a wide range of diverse learners from various backgrounds who bring an array of learning styles.	-Complete student interest inventory. -Student conference./Parent conference. -Family needs survey.