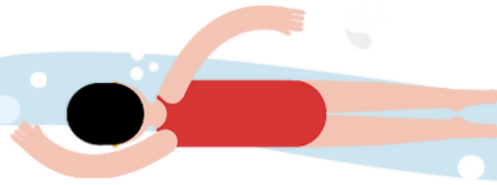


Dive Into UDL



Chapter 10 Pause and Reflect: Ownership of Learning - Supporting the Hidden Curriculum

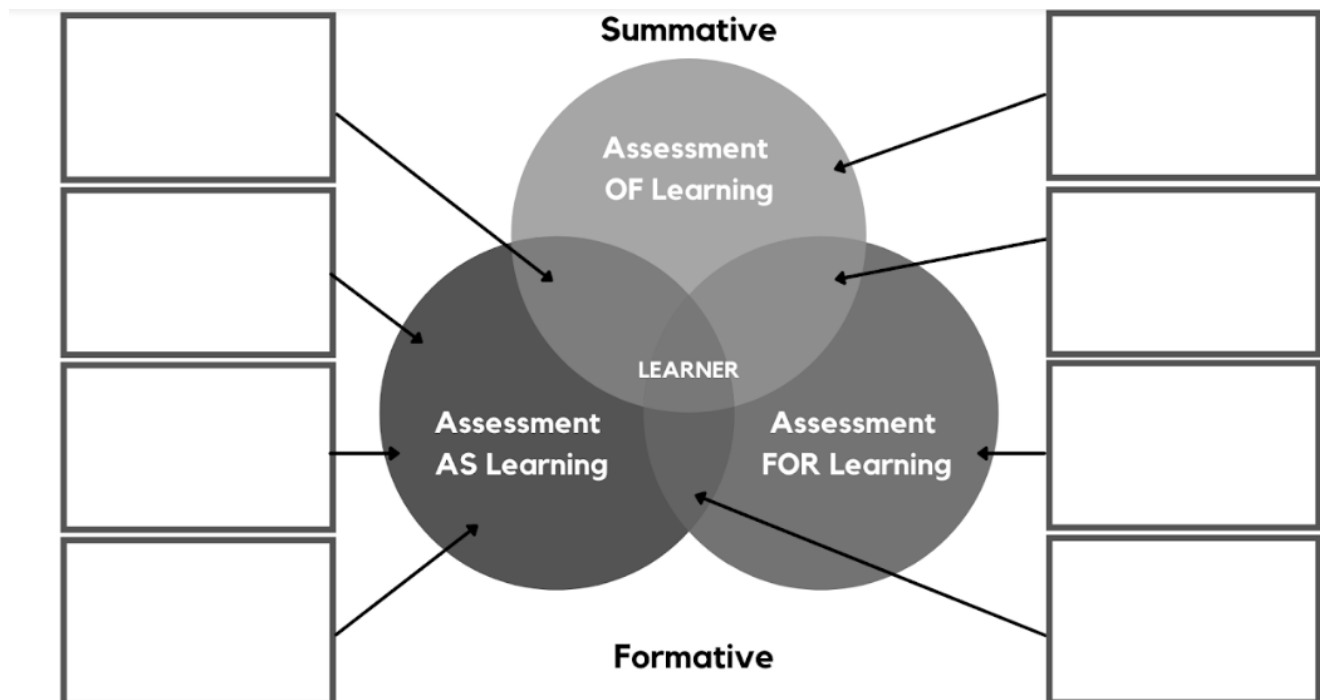
Wade In

Review the [Colorado Department of Education's "Student Reflection Questions" chart](#), which includes reflection and metacognition questions to consider, as well as student responses.

Based on what you know about UDL, self-reflection, and metacognition:

- If the reflection questions were from a student in your class, what did you learn about them? What might you change for them?
- Why do you think many of the responses merely skim the surface? How would you elicit more in-depth responses from the learner?
- What would you change about the chart's format, content, and design?

Review Dr. Dwayne Harapnuik's blog post and video "Assessment OF/FOR/AS Learning." As you'll see, Dr. Harapnuik presents a Venn diagram that shows examples of and the interconnection between the three types of assessment, and he advocates that a balanced approach to assessment is more achievable.



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Adapted from: The National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland (2017)

After watching the video and reviewing some of the assets listed in the blog, create your own three-set Venn diagram (Figure 10.5). Include examples of the various assessments you are currently doing, and then add examples of both shared and student-owned assessment you plan to add to your practice. Remember, at the Wade In level you might only think about these ideas and consider adding them at a later date. When you do include students in traditional teacher-owned assessment, start with something “low stakes” such as asking students to grade a short assignment using a rubric and then comparing (privately) your grade (and reasons) with their assessment.

Shallow Swim

Think about goals you have set for yourself in the past. Perhaps they were health-related or professional ones. Did you accomplish them? Luis and Kendra are about 50/50. Interestingly, we often met professional goals, but our health goals fall by the wayside in our busy schedules! If we’ve learned anything during the pandemic, it’s that our physical, mental, emotional, and social health are non-negotiable.

Teachers are front-line workers, often the first to see the effects of trauma and disruption on children. Because we care about our students, we often ignore our own needs until we burn out. Think of the oxygen mask analogy: Put your mask on first before you help others.

Self-care isn’t selfish. It’s necessary to ensure that you maximize your health and well-being. According to the National Alliance of Mental Illness (NAMI, 2008), there are six elements to self-care:

- Physical
- Psychological
- Emotional
- Spiritual
- Social
- Professional

A one-size-fits-all approach to self-care is ineffective. Each educator must determine what works for them. The goal is to approach self-care like brushing your teeth—something you do every day.

Take some time to design your self-care plan. Make it a priority. For more ideas to help you and your students, click the links to read “[Why Teacher Self-Care Matters and How to Practice Self-Care in Your School](#)” (Waterford.org, 2021).

Deep Dive

Remember the gorilla from Chapter 4? We missed it because we weren’t looking for it. The same is true for executive functions. We may get frustrated with negative and unproductive behaviors—wandering, incomplete assignments, repeated requests for instructions, angry outbursts, unproductive groups—and miss the underlying cause. Reframing behavior problems as an issue with executive functions helps remove the stigma and emphasizes the potential to change.

Consider students you currently have (or had in the past). Record the behaviors you see (or saw) and consequences to the class and/or the learner. Then reframe these as executive function issues. Although not every problem in the classroom is an EF issue, reframing them this way can help remove the stigma of the

student as a “behavior problem” and help focus on actionable steps rather than character flaws. (See Table 10.2.)

Table 10.2 - Reframe Behaviors as Executive Function Challenge

Behavior	Reframe as Executive Function	Possible Strategies
Luis always hands in his assignments late or not at all. It's so frustrating. He often gets a failing grade or an incomplete. He just doesn't seem to care.	Luis has difficulty with organization and planning (which affects his ability to initiate and complete tasks); this also relates to focus and perseverance	• He may need frameworks to help break down the task into manageable chunks. A reminder app might help him set mini deadlines to avoid leaving everything to the last minute. • Multiple check-in points with the teacher or a peer may help him stay on track. • Create a rubric with executive functions listed to help him self-assess.
Kendra always gets into arguments with other students, especially when she is in a group. This disrupts the whole class. She often needs a timeout to calm down.	Kendra has difficulty with emotional regulation, especially at the end of the day or when there are multiple people to deal with.	• She may need strategies like a thermostat to help keep self-regulation top of mind. • She may respond to a strategy like a self-selected timeout to regroup when frustrated. • A rubric that outlines positive group behavior could be included in her digital portfolio, and a reflection post could be part of an end-of-day activity.