


Universal Design for Learning

An Effective Instructional Strategies Mini-Module to Support Co-Teaching for Student Success

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Welcome to this mini-module on Universal Design for Learning.

Purpose of the Effective Instructional Strategies Mini-Module Series

- This mini-module series has been developed in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The purpose of the mini-module series is to provide information on effective instructional strategies designed to ensure the success of ALL students in the classroom.
- This mini-module focuses specifically on the framework of **Universal Design for Learning (UDL)**.

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The mini-module series is designed to be a companion to the co-teaching series developed by the GaDOE in collaboration with GLRS. This module on Universal Design for Learning can be used at any time during the co-teaching series however it will probably be most useful around the same time you are conducting Module 2 (co-planning) or Module 3 (co-instructing) as this is where the UDL framework is most likely going to be considered.

Learning Targets

- I can define Universal Design for Learning (UDL) and explain the benefits of utilizing a UDL approach when designing and delivering instruction.
- I can identify the four components of UDL lesson design and discuss some of the specific considerations for each of the components.

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This module is designed to give you a quick overview of Universal Design for Learning and to provide you with considerations for planning for and implementing UDL in the co-taught classroom. If participants want more in-depth information regarding UDL it is suggested that they visit the GaDOE website and search Universal Design for Learning in the search bar to access a number of resources that are available. Additionally, participants can find a wealth of information on the CAST website (www.cast.org)

Review the two learning targets...

Universal Design for Learning (UDL)

Universal Design for Learning is a scientifically valid framework for guiding educational practice that:

- Provides flexibility in the ways
 - information is presented
 - students respond or demonstrate knowledge and skills
 - students are engaged
- Reduces barriers in instruction
- Provides appropriate accommodations, supports, and challenges
- Maintains high achievement expectations for **all** students

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Read the slide and emphasize that this approach includes ALL students, including students with disabilities and students who are limited English proficient.

Universal Design for Learning (UDL) is a framework for designing instructional environments to meet the needs of **ALL** learners.

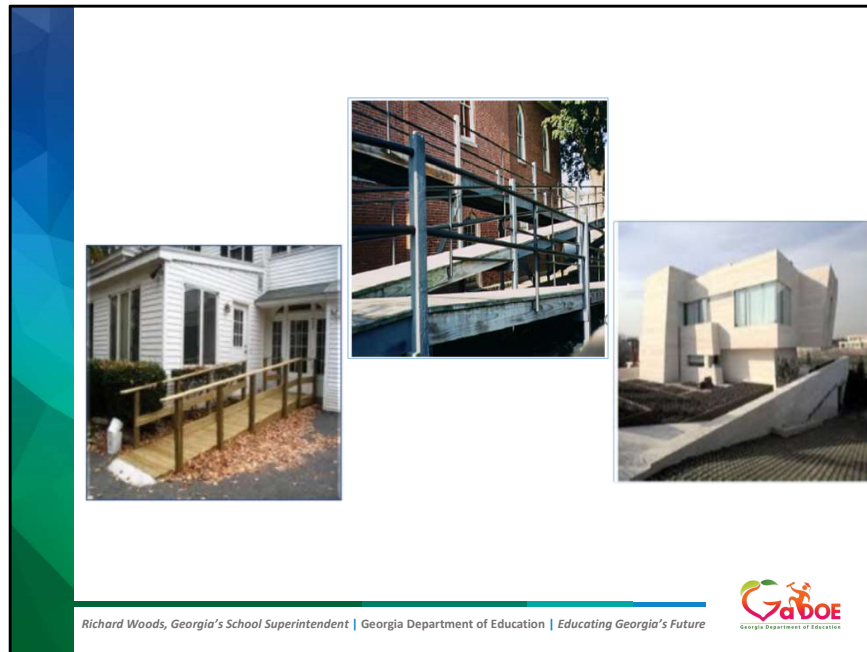
**Universal Design for Learning:
A framework for access and equity**



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Considering the information on the last slide with your elbow partner summarize or restate the concept of UDL as it relates to the graphic seen on this slide. If you are completing this module on your own, attempt to write a sentence (or no more than 2) that do this. Be sure and emphasize that they should look at the graphic and discuss how it relates to the concept of UDL.



Universal Design has its roots in architecture where the focus was on ensuring that everyone had equal access to buildings and all the facilities within them. Here you see three examples of buildings that have worked to ensure that everyone has access.

The 1st and 2nd pictures show an access ramp added.

There are drawbacks of retrofitting:
Each retrofit solves only one local problem
Retrofitting can be costly
Many retrofits are ugly!

However, when we plan ahead access can be built into the original design.

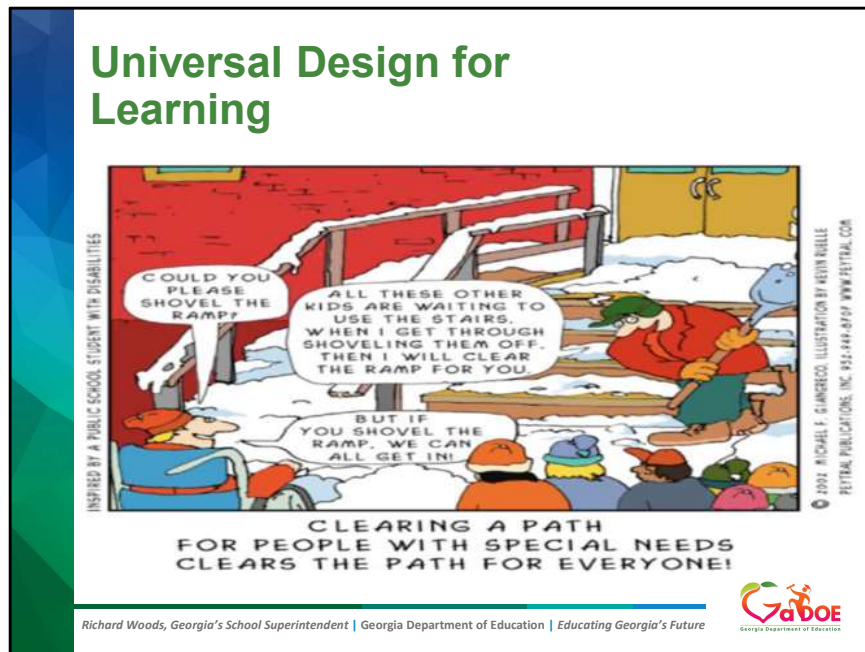
**Universal Design for Learning (UDL)
is a proactive design or curricular
(educational goals, methods,
materials and assessments) that
enable all individuals to gain
knowledge, skills, and enthusiasm for
learning.**

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Read this slide

Universal Design for Learning



This cartoon makes a great case for how we should think about setting up our schools, our classrooms, and our instruction and how it should be done from beginning rather than after you've provided instruction and realized that there were some within the classroom who were not successful or who could not access it due to learning barriers. Read the cartoon to them.

How does each item address a specific need?

How can designing for specific individuals benefit others?

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While certain adaptations may have been designed with a certain set of needs in mind, there is no doubt that almost always, those adaptations benefit everyone in some way.

In small groups or with their elbow partner, have participants discuss their answers to the two questions on this slide. (some responses might include when people have their hands full, the automatic doors and this light switch might work better, a person who has knee pain issues could benefit from the escalator, people who are running late benefit from escalators, etc.) How do each of these benefit EVERYONE?

Make the point that with Universal Design for learning, it's not a one size fits all approach but rather having something available for everyone. Additionally, it's not retrofitting what you already have, but instead considering potential barriers ahead of time and planning for them at the outset.

Traditional Approach	UDL Approach
Assumes that student diversity is a <u>problem</u> and that barriers to learning are inherent in the <u>capacities of learners</u> .	Assumes that student diversity is the <u>norm</u> and that barriers to learning arise in learners' interactions with <u>inflexible "one-size-fits-all" curricula</u> .

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With UDL, we consider the potential learning barriers up front and plan to remove the barriers at the outset.

Definition

Universal Design for Learning is an educational approach to teaching and learning, and assessment, drawing on new brain research and new media technologies to respond to individual learner differences.



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Read this slide

Universal Design for Learning

Provide Multiple Means of **Engagement**
Purposeful, motivated learners

Provide Multiple Means of **Representation**
Resourceful, knowledgeable learners

Provide Multiple Means of **Action & Expression**
Strategic, goal-directed learners

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action and Expression

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Universal Design for Learning is grounded in what we know about the brain and how it is best engaged, motivated and learns.

This concept incorporates a set of principles that teachers can use to develop their instruction from the beginning that gives all students an equal opportunity to learn. This is done by identifying and eliminating barriers within the learning environment that may prevent some learners from succeeding.

The three principles of UDL are:

Multiple means of engagement –this is the “why” of learning, it involves the affective networks in the brain

Multiple means of representation – this is the “what” of learning, it involves the recognition networks in the brain

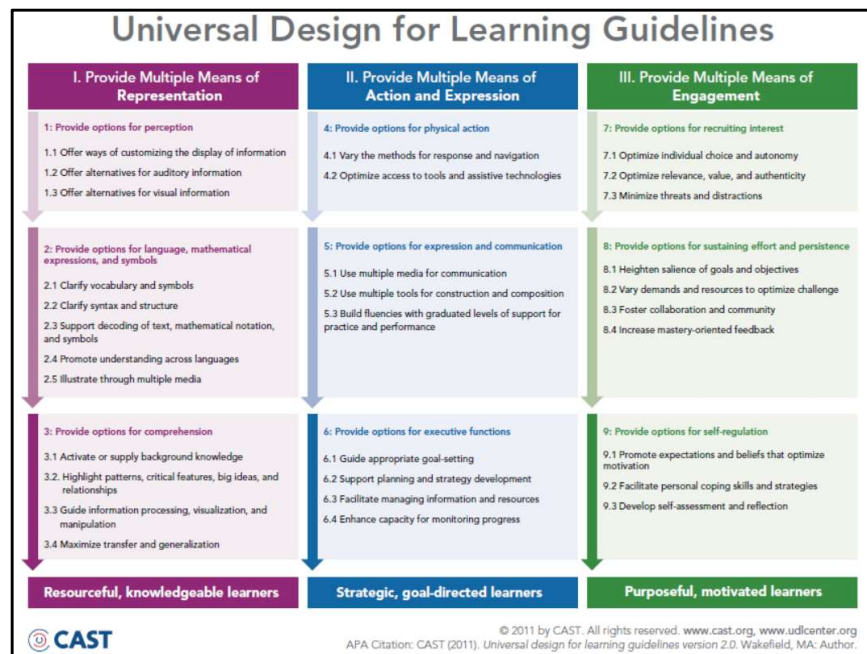
Multiple means of action and expression - this is the “how” of learning, it involves the strategic network in the brain

These principles provide a blueprint for creating goals, methods, materials and assessments that allow all students opportunities to become successful learners. For additional information on Universal Design for Learning in Education, visit the National Center on Universal Design for Learning at <http://www.udlcenter.org/>.

When we talk about multiple means of engagement we have to recognize that a curriculum is not student centered when it only uses one way to engage and motivate all the students in the classroom. Students exhibit a wide range of differences in regards to how they are motivated to learn or be engaged. Some students enjoy novel and spontaneous tasks while others may be really upset by this as they prefer predictability and routine. When considering multiple means of engagement, we must also consider what is culturally and developmentally appropriate and remember that what is “authentic” in terms of engagement for one student may be “off-putting” to another. Technology certainly provides us with a broader range of options for student-centered engagement. For more information on ways to provide multiple means of engagement we will be looking at two neat tools called the UDL Guidelines and the UDL Wheel in just a few minutes.

When we talk about multiple means of representation we mean giving or guiding students to content in a variety of formats. This is probably one of the east principals to plan for as we’re talking about things like recording your lecture for students to review later, offering a glossary of key terms at the beginning of a unit of study, turning closed captioning on in videos, or utilizing graphic organizers to help students make connections about the content they are learning. Again the UDL Guidelines & the UDL Wheel are great tools to use when thinking about multiple means of representation.

Finally, when we talk about multiple means of action and expression we’re talking about giving students options about how they will demonstrate or express what they have learned. This might be done by oral reports, writing a song, drawing a picture or creating a digital presentation just to name a few. Regardless of the options given, the important thing is that options are provided which take into account student learning preferences and what we know about “Multiple Intelligences.” Again, the UDL Guidelines/Wheel will prove valuable especially as you are getting started with the implementation of UDL principles in your classroom.



Provide participants with a copy of this. Take time to really review and talk about it.

These UDL guidelines serve as a tool we can use in the implementation of UDL. The guidelines “offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.” (CAST - <http://udlguidelines.cast.org/>)

As you can see the guidelines are organized both horizontally and vertically. When you look at them vertically, they are organized according to the 3 Principles of UDL that we just discussed (**ASK PARTICPANTS WHAT THE 3 PRINCIPLES OF UDL ARE?** **Representation, action and expression & engagement**) So if you look down the columns you can see suggestions for ways in which you might approach each of the principles throughout the lesson.

The guidelines are also organized vertically with the first set of boxes indicating the “access” row which suggest ways to increase access to the learning goal by promoting interest and offering options for students to engage with information from a sensory or physical standpoint.

The second set of boxes going down vertically are called the “build” row which includes guidelines for ways to develop student effort and persistence, language and symbols, and expression and communication.

Finally, the last row is referred to as the “internalize” row as it provides suggestions on ways to empower students through self-regulation, comprehension and executive functions.

When all of these guidelines are used together it helps to develop “expert learners” who are uniquely resourceful and knowledgeable, strategic and goal-oriented, purposeful and motivated.

Lesson Design with UDL



Watch the video below to learn about UDL and how to use the principles of UDL in planning lessons for **ALL** students.

[Implementing Universal Design for Learning](#)

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Provide participants with the UDL Wheel. If time permits, you can have them put them together. If not, just talk with them about who it might be used with to assist with lesson planning using a UDL framework as it makes suggestions on strategies that might be used to ensure that all three principles of UDL are included within classroom instruction.

Rose, David, The National Center on Universal Design for Learning (2010, March 17). Implementing UDL. [Video file]. Retrieved from <https://www.youtube.com/watch?v=vr3ardmq0a0>

This video (3:33) entitled Implementing UDL demonstrates teachers teaming to plan, an administrator discussing successes and barriers and students working with varying abilities.

Lesson Planning with UDL Approach

- Assists teachers in considering flexible options
 - Student diversity
 - From the start
- Start with the broad goals from the standards to develop accessible learning objectives for every student
- Consider barriers to learning from the start
- Consider multiple means of representation, engagement and expression

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Approaching lesson planning and especially co-planning from a UDL format assists teachers in considering flexible options for a highly diverse group of students before instruction ever begins.

As teachers consider the broad goals they need to accomplish in order for students to meet the content standard, they should consider the barriers that students may experience. They will do this prior to designing or delivering instruction so that they can purposefully design multiple ways that students might be introduced to the content or express what they have learned as a result of the instruction. It is in this way that teachers can ensure that all students have equal access to the content and an equal opportunity to experience success in comprehending, retaining and ultimately utilizing the content in meaningful ways.

Four Components of UDL Lesson Design

- 1) Identify the **GOALS** or “Big Ideas”
- 2) Determine how you will **ASSESS** what the students understand, know and are able to do
- 3) Determine the Evidence Based **METHODS** that will be utilized to provide instruction to the students
- 4) Identify the **MATERIALS** and **RESOURCES** needed to ensure success.

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Review this slide – each component will be reviewed in more detail in the next few slides that follow

Goals

- Determine the overall goal of the lesson
- Create learning objectives
 - Support the goals
 - Accessible to ALL students
 - Use verbs like *“identify, summarize, express or select”*

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- The first thing the co-teaching team must do is identify the overall goal of the lesson – what are the “big ideas” or what do you want students to take away from the lesson. Teachers should ask, “What are the core concepts, themes, or processes that will give meaning to the facts and skills that are learned in a subject area?” “What learning is important and why?” This helps students see the “big picture” and connections of what they are learning and why it is important.
- Setting appropriate goals will help set the stage for all teaching.
- When setting goals we should keep an eye on curriculum pacing guides as well as student Individual Education Plans (IEPs).
- After the overall goal has been established, the team should write learning objectives that support the goals or “big ideas” and are accessible to all students within the classroom.
 - When writing the learning objectives, in order to make it more accessible to ALL students in the classroom, using verbs like *“identify, summarize, express, determine, solve, justify or select”* rather than *“write, speak, draw or spell”* will ensure the greatest number of students in the classroom can participate.
 - For example, some students in our classrooms may need to listen to the

text digitally because they struggle with reading decoding. If the learning objective is for them to comprehend a certain concept in science, we shouldn't let a reading decoding barrier from holding them back from learning the concept.

- Using these types of verbs increases accessibility as students who have skill deficits in areas such as writing, reading, speaking or spelling are likely to not be able to participate as easily.
- Using these types of verbs helps to eliminate barriers for the student being able to access the learning however, we will want to ensure that students are receiving help with their skill barriers at other times during the day (for example, we may provide direct instruction for the student on reading decoding).

Assessment

- Link assessments to learning objectives up front
- Consider your learners
- Consider use of rubrics



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You can't separate assessment and objectives because assessment informs instruction. It tells us what we need to adjust, where we need to do additional practice, and what students have mastered so we can move forward.

Planning for assessment up front also ensures that the students know what is expected of them.

When considering assessment and lesson design we almost must think about the learners in our classroom:

- We must consider potential learning barriers for our students
 - When considering this, we should think about the students with IEPs, BIPs, 504 plans, students who are EL, etc. as well as past assessment data and our knowledge and observation of students in our classrooms.
- We should also consider such things as learner preferences, our knowledge of multiple intelligences and student interests.

Whenever possible provide students with a rubric that will be utilized for assessment. This assists them in knowing what is expected of them up front and helps them to

determine where they want to be in regards to their performance.

Methods

- Evidence-based methods matched to student needs
- Use a [direct/explicit](#) instruction approach
- Consider [multiple intelligences](#) and learning preferences
- Consider the [3 Principles of UDL](#)
 - Multiple means of REPRESENTATION
 - Multiple means of ENGAGEMENT
 - Multiple means of EXPRESSION
- Plan for co-teaching

[Theory of Multiple Intelligences Explained](#)

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When considering the instruction methods that will be utilized, you should consider the needs of your students and the method(s) that would support those needs and enable the student to be successful in reaching the overall goal. On the slide that follows we're going to provide a list of some of the most common evidence-based instructional methods.

Using a direct instruction or explicit instructional approach – which is similar to a “Release of Responsibility” or the “I Do, We Do, and You Do” approach. The two links in this presentation take you to one video explaining what Direct Instruction is and what it would look like in practice while the other approaches it through the lens of explicit instruction. No matter what you call it, the utilization of this approach will greatly increase the likelihood of your students' success. There are a lot of other really great videos out there which cover direct or explicit instruction. Encourage participants to do more research or to participate in the GaDOE's Mini-Module on Explicit Instruction.

When considering instructional design, you should also consider what we know about multiple intelligences and student learning styles. Howard Gardner's work around these topics have provided teachers with a great deal of information about the best

way to engage students in order to ensure that we are maximizing student learning. There is a video link available on this slide so that participants can learn about Gardner's "8 Intelligences" – Logical-Mathematical, Verbal-Linguistic, Interpersonal, Body-Kinesthetic, Musical, Visual-Spatial, Intrapersonal, Naturalistic

Another great video that covers Gardner's findings on Multiple Intelligences can also be found on the slide as well.

When we talk about "learner preferences" we are not talking about "learning styles" we're talking about the strengths of the students, the context of the lesson and their preferences within that context. We all have preferences and we can use the UDL to help address these preferences.

We have to also consider the 3 principles of UDL that we talked about earlier in this presentation: multiple means of representation, engagement and expression. The embedded video found on this slide provides an example of a 5th Grade ELA lesson being taught with the UDL Principles highlighted throughout the lesson. We do recognize that when considering the UDL Principles, it is a lot of different things to think about. Participants should be encouraged to start small – if teachers have a very clear goal in mind, they should be able to identify one potential learning barrier that might be prevalent within the classroom, they should then plan for how they will address that one barrier while utilizing the Principles of UDL. In this way, they can become very proficient with one or two principles as they continue to add others using small steps.

Finally, when planning for and providing instruction, if there is a co-teaching team involved, then co-teaching must be planned for. What model of co-teaching might work best? How will they share roles, work together to ensure success? How does each teacher's teaching style lend itself to ensuring that the 3 Principles of UDL are present in the classroom?

Additionally, when planning, it will help to think about what ALL students will do, what MOST students will do, and what SOME or a few students will do. When doing this it might help for you and your co-teacher to actually sketch out a pyramid with your lesson plan to identify how you might plan for ALL, MOST and SOME.

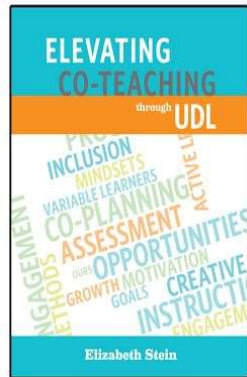
For example, in science ALL students might conduct a series of experiments that reinforces the core concepts being taught. While some students may stay at the basic level of where all students were to gain more confidence with the content or to build prerequisite skills most of the students will move on. At this level, we should be planning what we want most students in the class to do. For example, might be asked to investigate the concept being taught further or to compare and contrast two or

more concepts. Finally, at the top level, we must plan for what only a few students will do. These are students who need their learning enriched or extended so that they are challenged.

As we think about how to adapt the learning for the three levels of student learning, we need to keep in mind that some students may require accommodations or in rare cases, modifications. Remember that ACCOMODATIONS typically don't change the curriculum but rather the physical or sensory way the student has access to the curriculum. (student with visual impairment is provided with larger text or a student with a hearing impairment is provided with an amplification device). MODIFICATIONS on the other hand, actually change the cognitive level or structure of the curriculum. (students may all be doing subtraction in math however some are doing problems that require "regrouping" while other students are doing problems that do not require it). It is important to only use modification when absolutely necessary because MODIFICATIONS actually change the expectations for students. However, modifications if used appropriately can provide students who wouldn't otherwise have access to the general curriculum to still be able to access the same "big ideas" and content as everyone else.

Universal Design for Learning helps aid in the planning for diverse learner needs from the start and for the type of flexibility we just talked about.

Resources for Co-Teaching and UDL



[Elizabeth Stein on Elevating Co-Teaching Through UDL](#)

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CAST has an excellent YouTube video of a webinar conducted by Elizabeth Stein called “Elevating Co-Teaching Through UDL.” The link is provided on this slide. Participants should be encouraged to watch this hour long video at another time.


Elizabeth Stein has written a book focused on how UDL can be used to make what’s happening in the co-taught classroom more effective.

Common Evidence-Based Methods

Advanced Organizers	Graphic Organizers	Modeling
Think Aloud	Manipulative/Multi-Sensory Instruction	Cooperative Learning
Self-Monitoring	Peer Tutors	Cueing/Prompting Success

[Marzano's Nine Strategies for Effective Instruction](#)

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The list shown here is not an all inclusive list of evidence-based methods that might be used during instruction however, these are some of the most common. Each of the methods in this list has a “YouTube Video” link embedded. These videos are simply provided to give participants a quick resource to ensure their understanding of each strategy. These videos are certainly not the only examples out there. Participants are encouraged to explore available information and resources on their own to learn more and to become proficient in each teaching methods use.

Additionally, this slide includes a link to Marzano’s 9 Most Effective Instructional Strategies. This video is simply an overview and introduction to what Robert Marzano’s research has identified as those instructional strategies that are going to have the greatest positive impact on student learning.

Materials and Resources

- Consider the types of materials and resources that are available to you:
 - Technology
 - Digital media
 - Assistive Technology
 - Leveled readers
- Consider having students help with the development of materials
- Consider both high-tech and low-tech options

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Teacher lectures and text books alone are no longer acceptable.

Technology and digital media such as computer software, audio books, etc. provide almost endless possibilities when it comes to planning for student diversity within the classroom.

Assistive Technology is another consideration that should be made when considering barriers to student learning and the overall goals and learning objectives of a lesson. Are there students who would benefit from some sort of Assistive Technology? Does he/she know how to use it within the context of the lesson? If not, how can you ensure that he/she does?

Additionally, many curriculum companies now provide leveled readers over the same big ideas to ensure that all students have access.

Allowing students to help with the development of curriculum materials such as powerpoints, powerpoint books, digital media such as videos, photographs, etc. can also prove beneficial for ALL learners – both those who utilize the materials as well as those who had to ensure they understood the material at a deep enough level to

successful create the material

When considering resources, we should consider both high- and low-tech options.

Considerations for Materials and Resources

HIGH-TECH	LOW-TECH
Digital text, eBooks, WebQuests, videos with closed caption, electronic translations	Text books, printed material, dictionaries, printed reference materials
Multi-media presentation, podcast	Lecture, interview, speech
Graphing calculators, Excel spreadsheets, Geometer's Sketchpad	Graph paper, geoboards/rubber bands, peg boards
Virtual manipulatives, GPS, talking rulers	Base ten blocks, tiles, geoboards, compasses, braille measuring tools
Virtual simulations, virtual field trips	Demonstration, role play, field trip
Word processing, note-taking pen, audio recording, iPod, iPad	Notebooks, journals,
Classroom response system, electronic games	Response cards, scavenger hunt review

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Discuss this chart briefly. Ask participants if there are any other materials or resources not mentioned here that they have used successfully in their classroom. Additionally, you might ask teachers to share specific examples of the types of materials/resources they utilize. For example, when thinking about “classroom response systems,” there are a number of different options out there – Kahoots!, Plickers, Poll Everywhere, ClassKick, and ExitTicket just to name a few. This website has information about a large number of options that our high-tech (<https://www.edsurge.com/product-reviews/teacher-needs/classroom-response-system>)

The Four Components of UDL Lesson Design in Action

As they listen, participants should utilize the UDL Guidelines chart, the UDL Wheel and their knowledge about co-teaching to reflect upon the following questions:

- What did you really like about this co-planning conversation? What were the strengths you noted?
- Name some other learning goals, methods of assessment, instructional methods, or materials/resources that might be utilized but were not mentioned in this example.
- Do you have any questions about this example?
- As a first step, what might you do differently during your co-planning conversations in order to begin to implement UDL?

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Ask for volunteers (2) or more if you have a really large group.

If you have a small group you will only need the two volunteers to read the teacher scripts and you can read the intro/conclusion.

If you have a really large group you may want to break the group into smaller groups and have volunteers of 3 read the script (one person will be the narrator who reads the intro and conclusion sections, the other two will serve as the two teachers – Ms. Kim & Ms. Reese).

All participants will receive a copy of the article, “A Co-Teaching Conversation: Using Universal Design for Learning (UDL) to Plan Lessons Together for the Inclusive Classroom” however, for this activity, you should make copies of only pages 7-11 for the volunteers.

Participants should listen to the volunteers as they read through the script and should reflect upon what they are hearing. Once the volunteers are finished, lead the large group (or have a facilitator in each of the small groups) in a discussion of the questions found on this slide.

Mapping Co-Teaching Models to UDL and the Brain Networks

Brain Network	UDL Guidelines	Example of Co-Teaching Model
The Recognition Network Strategies that support the <i>what</i> of learning, so learners may recognize the information being taught.	Provide multiple examples Outline and highlight key information Include options for recognition through multimedia and other formats	Station teaching or parallel teaching allows options for each teacher to present information in diverse ways – while keeping the same objective and high standards.
The Strategic Network Strategies that support the learning process, so learners understand <i>how</i> to learn.	Provide options for strategic thinking and organizing of information Provide ongoing, immediate, and relevant feedback Provide flexible opportunities to practice skills	Station teaching or parallel teaching allows for both teachers to provide options for strategic thinking and ongoing feedback. The occasional, one-teach, one-assist, allows teachers to provide students with immediate, relevant feedback as one teacher focuses on instruction and the other assesses and evaluates students' performance. Teaming can provide the option for one teacher to present the content while the other teacher focuses on the process of note taking. The occasional alternative teaching can focus on one teacher pulling a small group to review a concept while teaching a specific strategy to guide learners' understanding.
The Affective Network Strategies that support engagement, so learners remain motivated and engaged throughout the learning process.	Provide options for levels of thinking and levels of challenge Provide options for choice Offer various options for the context of learning Provide supports to guide learners to self-regulate and monitor their performance	Station teaching may enable teachers to provide choice to students and provide time to guide self-monitoring and executive functioning skills. Teaming may provide the option for teachers to balance out the teaming of the content while ensuring the salience of high standards by supporting the process of thinking needed to master learning skills.

Stein, Elizabeth. *Elevating Co-Teaching through UDL. Massachusetts: CAST Professional Publishing, 2016. Print.*

This chart was taken directly from Elizabeth Stein's book, *Elevating Co-Teaching through UDL*.

During this presentation we've looked at the 3 Principles of UDL – Multiple Means of Engagements, Multiple Means of Action and Expression, and Multiple Means of Representation. We've also spent time looking at the UDL Guidelines. Finally, we've discussed the 4 Components of UDL lesson design and how they can be used when co-teaching teams engage in co-planning.

This chart is here to demonstrate how all of these pieces come together.

Each of you have a copy of this chart in your handouts. Please take those out and let's explore this chart more deeply.

Let's look at the column called "brain network."

- Please remember that when we're talking about the "recognition network" we're talking about the "what" of learning so that students have multiple ways for them to take in and process the content being taught. In regards to the UDL Principles,

this is most often related to providing Multiple Means of Representation. You may want to write that in the box under “The Recognition Network.”

- When we talk about the “strategic network” we’re talking about the “how” of learning so that students have multiple ways of expressing what they understand about the learning. Encourage participants to write “Multiple Means of Action and Expression” in this box.
- Finally, the “affective network” has to do with the “why” of learning and provides options for students to engage in the learning process – write “multiple ways of engaging” in this box.

Let’s look across the rows now –

- When we think about how we might provide options for how the concepts are presented so that students have multiple ways of taking in and processing the information, we see some of the UDL Guidelines that might be considered. Please be aware that this chart does not include ALL of the guidelines. Neither does it provide all of the possibilities when it comes to the co-teaching model that might be utilized. Anyway, we see that the UDL guidelines we might consider here is “providing multiple examples” for students to see or “outline and highlight key information” for students as you present the content. Additionally, providing options for students to have exposure to the concepts through a multi-media presentation such as a video or other virtual experience will also ensure that more of the students in the classroom actually make connections and gain understanding of the concepts being taught. Finally, we see an example of how the co-teaching model of “station teaching” or “parallel teaching might be good options for allowing students to experience the content in different ways as they move through the stations or as they work in smaller groups.
- When thinking about how we might provide options for how students will demonstrate what they know, understand and can do (which happens in the strategic network of the brain and aligns to the UDL principle of “multiple means of expression.” Discuss the UDL guidelines suggested here as well as the co-teaching models that might lend themselves to the implementation of these guidelines and ensuring we provide students with adequate options for expressing what they know, understand and are able to do.
- Finally, when thinking about how we might provide options for how we will get students engaged in the learning, (which happens in the affective network of the brain and aligns to the UDL principle of “multiple means of engagement.” Discuss the UDL guidelines suggested here as well as the co-teaching models that might lend themselves to the implementation of these guidelines and ensuring we provide students with adequate options encouraging authentic engagement among our students. The reason this principle relates to the “affective network” is that it has to do with processing the sensory information that we’re taking in (what we see and hear) and making sense of it. We should use what we know about

multiple intelligences and learning preferences at each phase of the UDL principles including providing options for getting students engaged.

Participants have an optional handout/article from CAST called “UDL & the Learning Brain” that may help them understand all of this better. You can provide them with the article and either discuss it or simply provide as something they can read later. If you choose to do it during the session, you may want to use a jigsaw approach.

General Educator: _____ Special Educator: _____

Week of: _____

Subject: _____

* Ask: How is what we are doing together substantively different and better for students than what one teacher would do alone?


*completed by General Education Teacher or Together

Targeted Students:

Day/Date	#1 Lesson Big Idea/Goals/Objectives	Evidence-Based Methods/Activities #3	Assessment #2	
			Standard	Modification
Monday	All/Some			
Tuesday	All/Some			
Wednesday	All/Some			
Thursday	All/Some			
Friday	All/Some			

Adapted from: [Diaper, Lisa A. The Co-Planner: Two Professionals + One Plan for Co-Teaching](#), Whitefish Bay, WI, 2015

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Here you see the lesson plan template that was introduced in Module 2 of the Co-Teaching series on Co-Planning. As you can see, this lesson plan is designed to account for the 4 Components of UDL Lesson Design while also considering the provision of co-teaching. On this template you see component #1 – Identifying the **overall goals, big ideas and learning objectives**. You also see #2 – the consideration of how students will be **assessed** – remember, this should be done up front to ensure they are linked closely to learning objectives and so that students will know what is expected of them up front – consideration for multiple means of representation should be considered here. #3 – the evidence-based **methods** that you will utilize to ensure that students are engaged and are able to comprehend the content, make learning connections and process the concepts should be considered when providing options for how you not only engage students but also how you will provide for multiple means of representation.

Co-Teaching Models: (TO) one <u>teach</u> , one observe (TA) one <u>teach</u> , one assist (S) station teaching (P) parallel teaching (TT) team teaching (A) Alternative teaching		Students with Disabilities: _____ _____ _____ _____		Consideration for UDL: Does your lesson meet the needs of students who cannot? <input type="checkbox"/> Walk <input type="checkbox"/> Talk <input type="checkbox"/> See <input type="checkbox"/> Hear <input type="checkbox"/> Behave <input type="checkbox"/> Learn the way you traditionally teach?	
<i>* completed by Special Education Teacher or together</i>					
Co-Teaching Model	Academic Adjustments (as needed for gifted & SWDs) – could include accommodations & SDI	Behavioral Considerations	Materials/Resources /Support Needed	Data & Notes	

Adapted from: [Dodge, Lisa A. The Co-Planner: Two Professionals + One Plan for Co-Teaching](#). Whitefish Bay, WI, 2015

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Finally, you see #4 consideration of the materials and resources you will utilize with students to ensure that you incorporate multiple means of engagement, multiple means of representation and multiple means of action and expression.

This template also enables you to consider the co-teaching model(s) that will be most effective in ensuring that ALL students are able to access the learning and are successful in meeting the learning objectives.

Reflection Activity: Participant Choice

- 1) Work individually or with a small group to read the article *UDL: A Blueprint for Learning Success* by Salend and Whittaker and summarize your findings utilizing the 3-2-1 handout. Be prepared to share.
- 2) Work individually or with a small group and choose one of the UDL lesson plans depending on the grade you teach. Read through it. Utilize the provided *UDL Lesson Plan Analysis Guide* to identify the principles or features of UDL that are represented in the lesson. Be prepared to share.
- 3) Work individually or with a small group to create a graphic or visual representation of the concept of Universal Design for Learning within a co-taught classroom. Be prepared to share.
- 4) Individually or in a small group, reflect upon this presentation on UDL. Using the graphic organizer provided, identify the UDL Guidelines that you recognized being used as a part of this presentation and suggestions for others that may have been included.

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We've covered a lot of material. We've looked at the 3 Principles of UDL – Multiple Means of Engagements, Multiple Means of Action and Expression, and Multiple Means of Representation. We've also spent time looking at the UDL Guidelines. Finally, we've discussed the 4 Components of UDL lesson design and how they can be used when co-teaching teams engage in co-planning.

Now it's time for you to demonstrate what you know, understand, and can do. In order to do that, you have 4 choices of reflection activities. Create 4 corners in the classroom to represent each of the 4 choices. If participants choose to work alone, they do not need to choose a corner, however, if they wish to work in a small group, they should go to the respective corner so that participants can regroup and get started. Once participants are in their corners, provide them with the materials they need in order to complete the activity. This activity will likely take 45 minutes to an hour. Once completed, each group and each individual should share their product.

MATERIALS NEEDED: **in addition to these specific materials, participants may use any of the materials/handouts from this presentation*

Activity 1: copies of the article referenced & 3-2-1 handout

Activity 2: copies of the lesson plans (early childhood/secondary) – this small group could break into even smaller groups if people wish to work with a lesson plan for the grade level they teach & the UDL Lesson Plan Analysis Guide.

Activity 3: Post-it paper (large pad), markers, post-it notes & anything else you have on hand that might aide in the creation of the visual

Activity 4: Graphic organizer

Can You Answer These Learning Targets?

- I can define Universal Design for Learning (UDL) and explain the benefits of utilizing a UDL approach when designing and delivering instruction.
- I can identify the four components of UDL lesson design and discuss some of the specific considerations for each of the components.

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Ticket out the door – On one side of the post-it note, have participants write one or two sentences describing the benefits they see to utilizing a UDL approach in the co-taught classroom. On the back side of the post-it note, have them write one step or goal they have for moving towards the utilization of UDL in their classroom.

UDL Resources

- [Georgia Department of Education: UDL](#)
- [OCALI: Universal Design for Learning](#)
- [CAST](#)
- [UDL Center](#)



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These are some resources for learning more about UDL. The link to the GaDOE only takes you to the Division of Special Education Services and Supports however, school improvement and curriculum also have resources related to UDL.

References

- “CAST.” CAST, 4 Apr. 2019, www.cast.org/.
- CAST (2018). *UDL and the learning brain*. Wakefield, MA: Author. Retrieved from <http://www.cast.org/our-work/publications/2018/udl-learning-brain-neuroscience.html>
- Dicker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching*. Whitefish Bay, WI, 2015
- Metcalf, D. (2011). *Universal design for learning: Elementary lesson planning – A PowerPoint presentation for professional development*. Modules Addressing Special Education and Teacher Education (MAST). Greenville, NC: East Carolina University.
- Rao, Kavita and Berquist. *A Co-Teaching Conversation: Using Universal Design for Learning (UDL) to Plan Lessons Together for the Inclusive Classroom*. University of Hawaii & Towson University.
- Stein, Elizabeth. *Elevating Co-Teaching through UDL*. Wakefield, Massachusetts: CAST Professional Publishing, 2016. Print.

These are the resources that were primarily used in the creation of this presentation.

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