Universal Design for Learning

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

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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)**.

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.

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

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

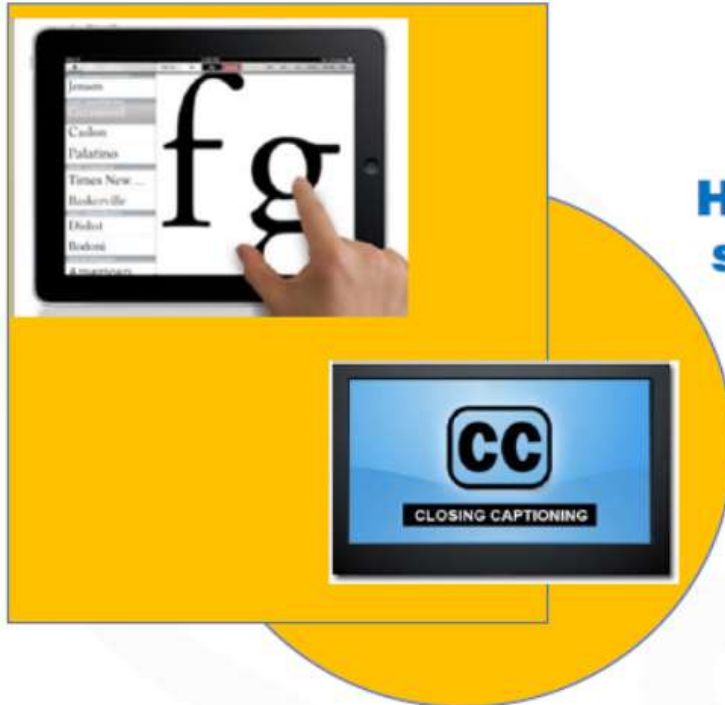Universal Design for Learning: A framework for access and equity

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.

Universal Design for Learning

How does each item address a specific need?

How can designing for specific individuals benefit others?

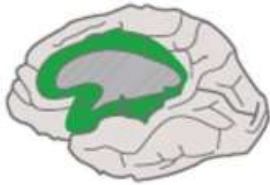| Traditional Approach	UDL Approach
Assumes that student diversity is a <u>problem</u> and that barriers to learning are inherent in the <u>capacities of learners</u>.	Assumes that student diversity is the <u>norm</u> and that barriers to learning arise in learners' interactions with <u>inflexible</u>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

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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.

Universal Design for Learning

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide Multiple Means of
Representation
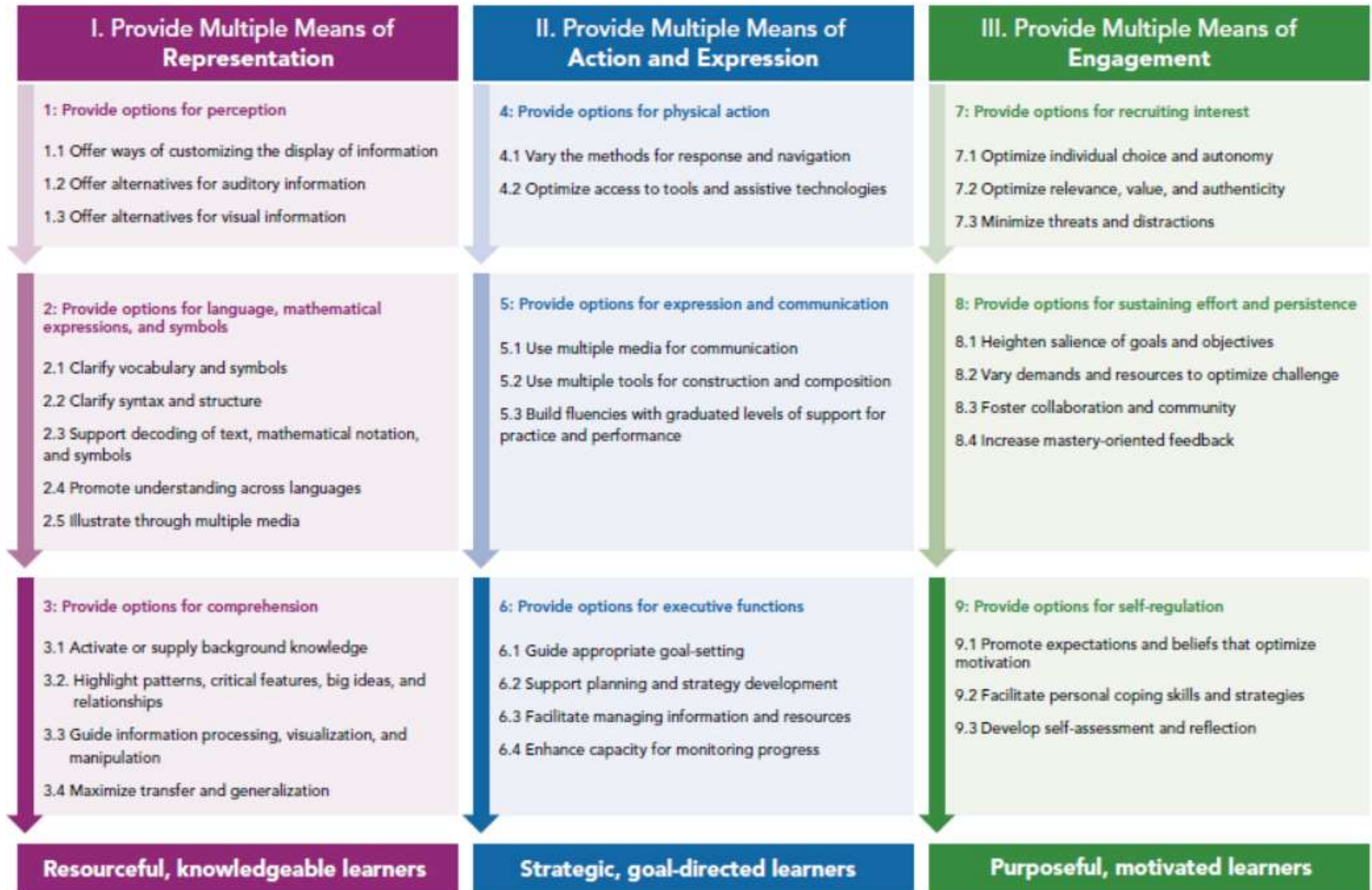*Resourceful, knowledgeable learners*

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

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action and Expression

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

CAST

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](#)

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

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.

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"*

Assessment

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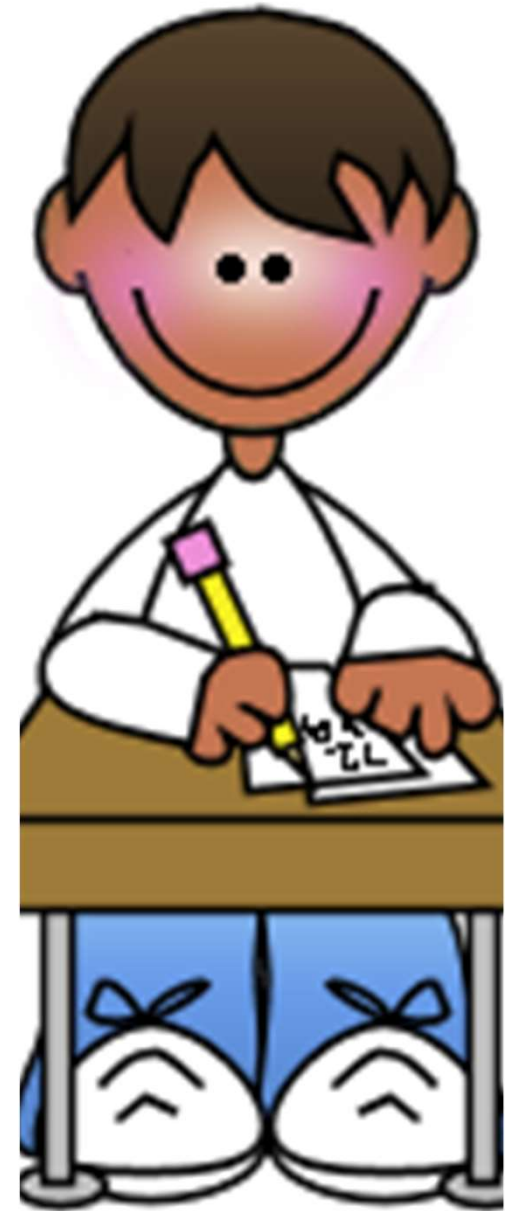
Methods

- 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]

Resources for Co-Teaching and UDL
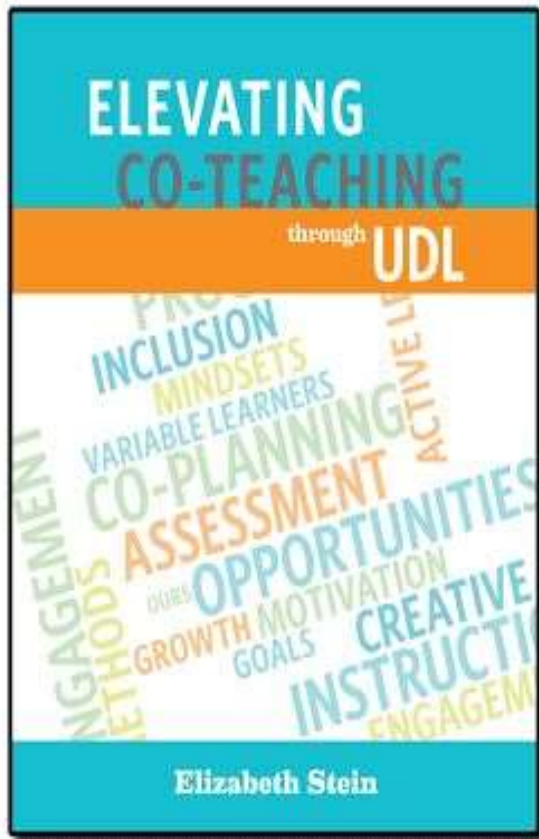
Elizabeth Stein on Elevating Co-Teaching Through UDL

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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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

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

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?

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 *what* 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 *how* 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.*

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	Modifications
Monday	All/Some			
Tuesday	All/Some			
Wednesday	All/Some			
Thursday	All/Some			
Friday	All/Some			

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching.* Whitefish Bay, WI, 2015

Co-Teaching Models:
(TO) one teach, one observe
(TA) one teach, one assist
(S) station teaching
(P) parallel teaching
(TT) team teaching
(A) Alternative teaching

Students with Disabilities:

_____
_____
_____
_____
_____
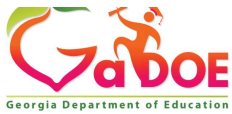_____

Consideration for UDL:

Does your lesson meet the needs of students who cannot?

☐Walk ☐Talk ☐See ☐Hear ☐Behave
☐Learn the way you traditionally teach?

* completed by Special Education Teacher or together

Co-Teaching Model	Academic Adjustments (as needed for gifted & SWDs) – could include accommodations & SDI	Behavioral Considerations	Materials/Resources /Support Needed	Data & Notes
		#4		

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching.* Whitefish Bay, WI, 2015

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.

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.

UDL Resources

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

References

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- 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
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- 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.
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