

UNIVERSAL DESIGN FOR LEARNING: CREATING A LEARNING ENVIRONMENT THAT CHALLENGES AND ENGAGES ALL LEARNERS

CHALLENGE

- **Media:** Sycamore Middle School is an urban school with a large percentage of the students from diverse backgrounds. Eleven percent of the students have disabilities, a typical number for this district, and eighty-five percent of the student body receives free or reduced lunches. Though some of the students perform well academically, a number of them are not scoring in the proficient range on the required subject areas on the end-of-year standardized test. Even though the teachers are aware of the great range of interests and abilities of their students, they find it difficult to meet all of their learning needs. (movie)

INITIAL THOUGHTS

- How can teachers at Sycamore Middle School meet the diverse educational needs of all of their students?
- To meet the needs of the widest range of students, what should teachers consider when planning their instruction?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should:
- Understand the principles of Universal Design for Learning (UDL)
- Be able to apply the Universal Design for Learning principles to the components of a curriculum

▶ **Page 1: Universal Design for Learning**

- Did You Know? (box with link)
 - *Link:* Universal design in architecture
 - *Link:* “Americans with Disabilities Act” (definition)
- Traditional Instruction v. Universal Design for Learning Instruction (table)
- **Media:** David Rose describes UDL (audio)
- **Media:** Grace Meo describes UDL (audio)
- “UDL benefits all students by...” (bulleted list with link)
 - *Link:* Universal design in architecture
- **Media:** David Rose discusses the benefits of UDL (audio)
- **Activity:** It is helpful for teachers and students to be aware of their learning preferences (box with link)
 - *Link:* Barsch Inventory

▶ **Page 2: UDL Principles**

- Three principles of UDL (Graphic and table)
- **Media:** David Rose discusses the role of technology in UDL (audio)
- FYI (box with bulleted list)

🎧 Page 3: Curricular Components

- Four main curricular components (box with bulleted list)
- Four main curricular components (graphic)
- **Media:** David Rose describes the interconnected relationships between the four main curricular components (audio)

🎧 Page 4: Learning Goals

- Traditional Goal
 - Representation barriers (box with bulleted list)
 - Action and Expression barriers (box with bulleted list)
 - Engagement issues (box with bulleted list)
- UDL Goal
 - Representation barriers (box with bulleted list)
 - Action and Expression barriers (box with bulleted list)
 - Engagement issues (box with bulleted list)
- *Link:* “scaffolded instruction” (definition)
- **Media:** Grace Meo further describes how teachers can identify a goal that is independent of the means by which students achieve the goal (audio)
- **Activity:** Help the teachers at Sycamore Middle School to rewrite an instructional goal so that it incorporates UDL principles (box with link)
 - *Link:* Feedback

🎧 Page 5: Instructional Materials

- Sycamore Middle School Instructional Materials (table with bulleted lists)
- *Link:* Benefits of digital text
- FYI (box with link)
 - *Link:* Sources of digital books and other resources
- *Link:* “scaled models” (definition)
- *Link:* “tactile materials” (definition)
- **Media:** David Rose provides an illustrative example to emphasize the need for flexible materials (audio)
- Keep in Mind (box with bulleted list)
- Sycamore Middle School: UDL Materials for Ancient Egypt Unit (table with bulleted lists)
- **Activity:** Help Mr. Cottrell to brainstorm UDL materials to use during a lesson on basic geometry (box with link)
 - *Link:* Evaluation

🎧 Page 6: Instructional Methods

- Sycamore Middle School Traditional Instructional Materials (table with bulleted lists)
- Representation (box with bulleted links)
 - *Link:* Provide multiple examples
 - *Link:* Highlight important information
 - *Link:* Present content utilizing multiple media and formats
 - *Link:* Build or activate background knowledge
- Action and Expression (box with bulleted links)
 - *Link:* Model skills in a variety of ways
 - *Link:* Provide opportunities to practice with scaffolds and supports
 - *Link:* Provide corrective feedback
 - *Link:* Allow alternatives for students to express or demonstrate their learning

- Engagement (box with bulleted links)
 - o *Link*: Offer choices of content and tools
 - o *Link*: Provide adjustable levels of challenge
 - o *Link*: Allow students to choose from a variety of reinforcers
 - o *Link*: Allow options for the learning environment or context
 - o *Link*: Utilize flexible grouping
- Sycamore Middle School: UDL Instructional Materials for Ancient Egypt Unit (table with bulleted lists)
- **Activity**: Mrs. Hunter, a seventh-grade science teacher at Sycamore Middle, is teaching a chapter on cell division (box with link)
 - o *Link*: Evaluation

▶ Page 7: Assessment

- Sycamore Middle School Traditional Assessments (table with bulleted list and link)
 - o *Link*: “summative assessment” (definition)
- Reflect the learning goal (drop-down window)
- Provide flexible opportunities to demonstrate knowledge or a skill (drop-down window)
- Allow for scaffolds and supports (drop-down window)
- Be conducted in an ongoing manner (drop-down window)
- **Media**: David Rose discusses why it is important to use universally designed assessments (audio)
- **Media**: Grace Meo discusses the importance of using summative and formative assessments (audio)
- Sycamore Middle School UDL Assessments (table with bulleted lists)
- Research Shows... (box with bulleted list)
- *Link*: General procedures for developing a rubric
- **Media**: David Rose discusses grading universally designed assessments (audio)
- **Activity**: Help Ms. Alvarez develop a rubric to grade her students’ projects (box with bulleted list and link)
 - o *Link*: Feedback

▶ Page 8: UDL in Practice

- *Link*: Ms. Sung’s chart
- *Link*: Traditional Lesson Plan
- *Link*: UDL Lesson Plan
- **Media**: Grace Meo explains that many teachers begin by identifying lesson plans that are not effective (audio)
- Learning modalities and examples (table with bulleted lists)
- Cole
- Abigail
 - o *Link*: “related service provider” (definition)

▶ Page 9: Implementation Issues

- Step 1: Acquire Knowledge of UDL Practices (drop-down window)
- Step 2: Move Beyond the Textbook (drop-down window)
- Step 3: Design Curriculum (drop-down window)
- Step 4: Obtain Administrator Support
- Step 5: Educate and Involve Parents
- “Differentiated Instruction” (definition)
- “Accommodations” (definition)
- “Modifications” (definition)
- “Assistive Technology” (definition)
- **Media**: Grace Meo discusses the distinctions among four instructional approaches (audio)

- **Media:** David Rose emphasize that UDL is the foundation of a good learning environment and may minimize the need for some of these supports (audio)

Page 10: References, Additional Resources and Information

ASSESSMENT

- Complete the items below (numbered questions)

WRAP UP

- **Media:** Summary of the module (movie)