# Universal Design for Learning

Johanna Amaro, Ed.D.
NJTESOL
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# Objectives

Learning Objectives:

1. To introduce the Universal Design for Learning framework and guidelines to language teachers
2. To provide examples of how to utilize the UDL framework in different content classrooms
3. To participate and collaborate in a Professional Learning Community (PLC)

Overarching Objectives:

1. To understand the three principles of UDL, their guidelines and checkpoints
2. To reflect and share knowledge learned in a PLC setting

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

# Universal Design for Learning is...

According to CAST.org, Universal Design for Learning (UDL) "is a research-based set of principles to guide the design of learning environments that are accessible and effective for all."

UDL is a collection of big ideas that provide options, and there are other options within each of the three frames.
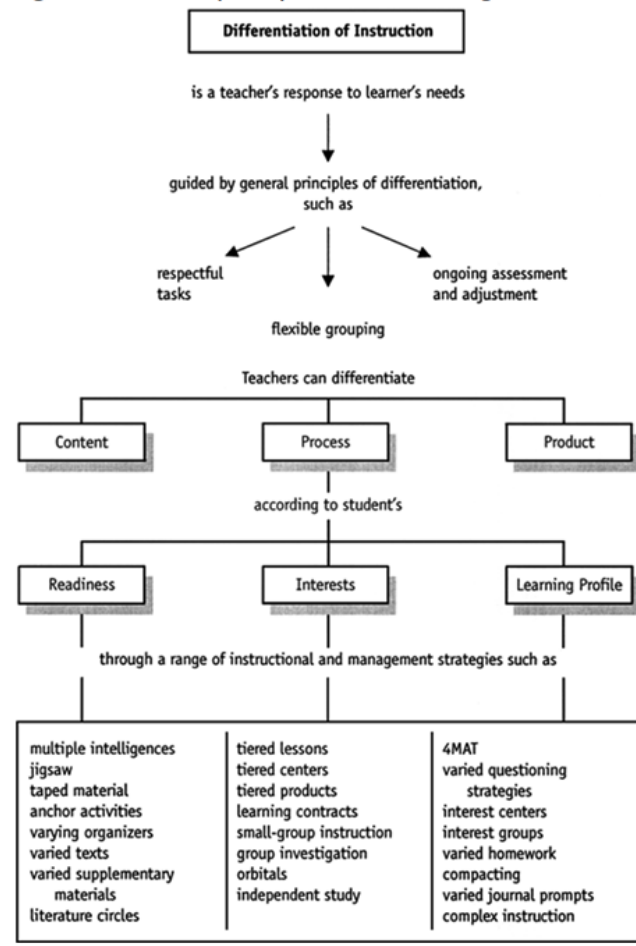
# UDL is...

The National Center on Universal Design for Learning defines UDL "as a set of principles for curriculum development that give individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone-not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."

# Differentiated Instruction:

- Makes changes to the lesson one by one
- "Association for Supervision and Curriculum Development defines *differentiation* as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike".

## Figure 1.1. A Concept Map for Differentiating Instruction

**Differentiation of Instruction**

is a teacher's response to learner's needs

guided by general principles of differentiation, such as

respectful tasks | ongoing assessment and adjustment

flexible grouping

Teachers can differentiate

Content | Process | Product

according to student's

Readiness | Interests | Learning Profile

through a range of instructional and management strategies such as

| multiple intelligences | tiered lessons | 4MAT |
| jigsaw | tiered centers | varied questioning |
| taped material | tiered products | strategies |
| anchor activities | learning contracts | interest centers |
| varying organizers | small-group instruction | interest groups |
| varied texts | group investigation | varied homework |
| varied supplementary | orbitals | compacting |
| materials | independent study | varied journal prompts |
| literature circles | | complex instruction |

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
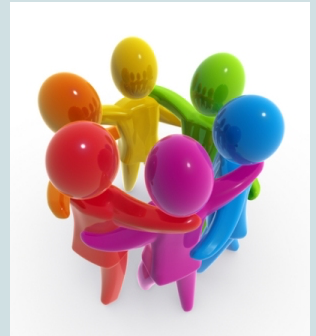CLEARS THE PATH FOR EVERYONE!

# UDL at a Glance

# History and Overview

UDL emerged from neuroscience and education research to provide learners with environments that offer diverse and flexible opportunities in digital technology (Meyer, Rose & Gordon, 2014, p. 5).
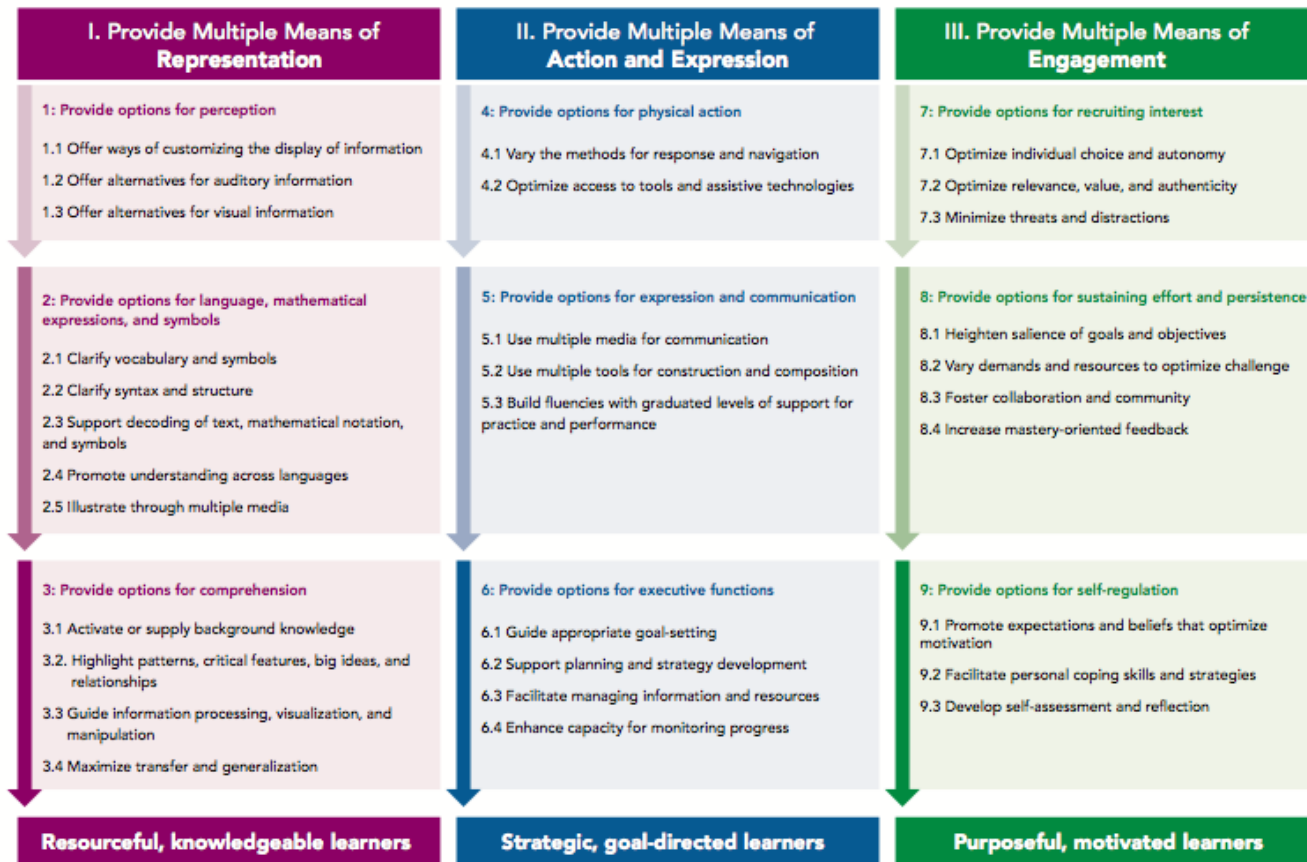
Federal government laws have forced educational settings to deliver proper instruction to all children in the least restrictive environment (Karten, 2010, p. 1).

- IDEA 1990 & Individuals with Disabilities Education Improvement Act (IDEA 2004)
- American with Disabilities Act of 1990 (ADA) American with Disabilities Act Amendments Act of 2008 (ADAAA)
- Section 504 of the Rehabilitation Act of 1973/Impact of ADAAA 2008

What building features do you use everyday that

would be considered Universal Design?

# Universal Design for Learning Guidelines

| I. Provide Multiple Means of Representation | II. Provide Multiple Means of Action and Expression | III. Provide Multiple Means of Engagement |
|---|---|---|
| **1: Provide options for perception**<br><br>1.1 Offer ways of customizing the display of information<br>1.2 Offer alternatives for auditory information<br>1.3 Offer alternatives for visual information | **4: Provide options for physical action**<br><br>4.1 Vary the methods for response and navigation<br>4.2 Optimize access to tools and assistive technologies | **7: Provide options for recruiting interest**<br><br>7.1 Optimize individual choice and autonomy<br>7.2 Optimize relevance, value, and authenticity<br>7.3 Minimize threats and distractions |
| **2: Provide options for language, mathematical expressions, and symbols**<br><br>2.1 Clarify vocabulary and symbols<br>2.2 Clarify syntax and structure<br>2.3 Support decoding of text, mathematical notation, and symbols<br>2.4 Promote understanding across languages<br>2.5 Illustrate through multiple media | **5: Provide options for expression and communication**<br><br>5.1 Use multiple media for communication<br>5.2 Use multiple tools for construction and composition<br>5.3 Build fluencies with graduated levels of support for practice and performance | **8: Provide options for sustaining effort and persistence**<br><br>8.1 Heighten salience of goals and objectives<br>8.2 Vary demands and resources to optimize challenge<br>8.3 Foster collaboration and community<br>8.4 Increase mastery-oriented feedback |
| **3: Provide options for comprehension**<br><br>3.1 Activate or supply background knowledge<br>3.2. Highlight patterns, critical features, big ideas, and relationships<br>3.3 Guide information processing, visualization, and manipulation<br>3.4 Maximize transfer and generalization | **6: Provide options for executive functions**<br><br>6.1 Guide appropriate goal-setting<br>6.2 Support planning and strategy development<br>6.3 Facilitate managing information and resources<br>6.4 Enhance capacity for monitoring progress | **9: Provide options for self-regulation**<br><br>9.1 Promote expectations and beliefs that optimize motivation<br>9.2 Facilitate personal coping skills and strategies<br>9.3 Develop self-assessment and reflection |
| **Resourceful, knowledgeable learners** | **Strategic, goal-directed learners** | **Purposeful, motivated learners** |

**CAST**

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The UDL framework is organized by three areas:

1. The principles
2. The guidelines
3. The check points

I. Engagement
    A. Guideline
        1. Check point
II. Representation
    A. Guideline
        1. Check point
III. Action and Expression
    A. Guideline
        1. Check point

What resources and opportunities do we provide our students to stay interested, "get it" and be independent?

# Multiple Means of Engagement

- Tap into the learner's interest, offer appropriate challenges, and increase motivation
- The Why of Learning
- Suggest how you can prime the students to learn, hook them into the lesson, and provide structure so the students become self-managed learners
- Recruit interest by creating choices and establishing timelines
- Create student autonomy by:
  - Allowing students to set goals (Can Do Statements)
  - Allowing students to create deadlines
- Post classroom goals and review them frequently
- Provide checklists, guides, prompts, reminders and rubrics
- Provide feedback on work progress
- Provide opportunities for self-assessment and reflection

# Multiple Means of Representation

- Give learners various ways of acquiring information and knowledge
- These guidelines broadly communicate what students need to learn by clearly defining and explaining language, syntax, and numbers and by giving students opportunities to absorb knowledge in their own way.
    - Help bring background knowledge
    - Help students see the big ideas, process the information, and see how that information connects to other topics or situations
- Providing students different experiences to receive the information.
- Expands to create experiences that are student centered, and goes beyond providing examples that tend to be teacher centered.
- Builds student's levels of comprehension.
- Demonstrating the influence other languages have on each other and using different mediums to demonstrate this.

# Action and Expression

- Provide learners alternatives for demonstrating what they know
- Teachers provide students with the opportunity to show what they know
  - Students practice goal setting, planning, strategy building, organizing and using information and resources, and monitoring their own progress in these areas.
- Encourages teachers to include physical interaction
  - The use of high-tech and low-tech or no-tech tools
- Encourages student self-management so students can fully demonstrate their knowledge
- Provide students with opportunities to demonstrate what they know through a variety of acts or creations
  - Physical actions, media, the construction of objects, and writing

How do you use UDL in your classroom?

# Group Discussion

I.   UDL Principle:

Multiple Means of Engagement

II.   UDL Principle:

Multiple Means of Representation

III.  UDL Principle:

Multiple Means of Expression

# Activities Examples

- Carousel Activity
- Critiquing Process
- Creating a brochure with a checklist and rubric
- Socrative
- Record of what was taught in class
- Visual representations
- Written and oral evaluations

# Activities Examples

- Posting lesson goals and reviewing the with students
- Provide options
- Regular feedback
- Digital and audio text
- Transcripts and closed captions

# World Language: Spanish

https://animoto.com/play/9N0PnXvpCGaaexJykanR8g

https://animoto.com/play/ovmcPmHxIc8tIdrAXbqM2Q

https://animoto.com/play/cd8eXb4nJ93egZQl38s2AA

# Professional Learning Community (PLC)

# Exit Ticket

Please complete the Google Form found on the following link:

**https://tinyurl.com/NJTESOL2018**

What did you learn today?
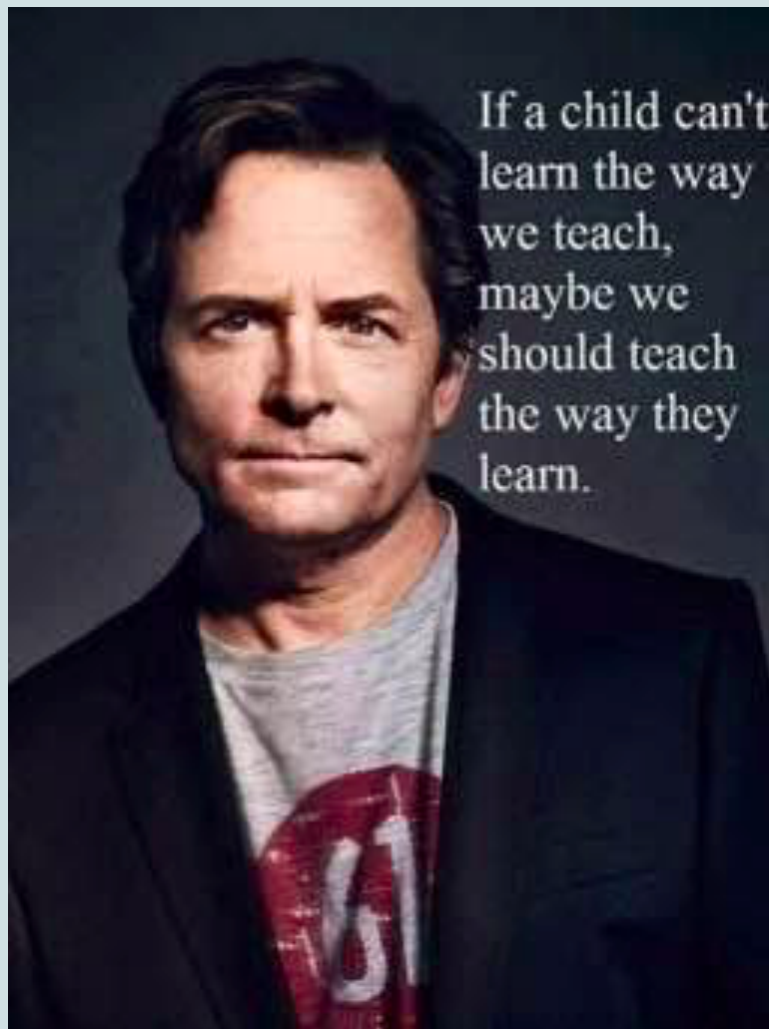
If a child can't learn the way we teach, maybe we should teach the way they learn.
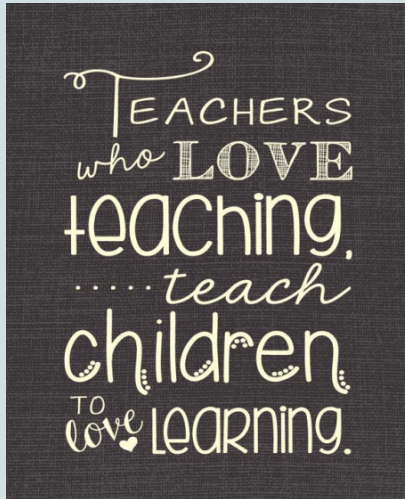
# Thank you!

Johanna Amaro, Ed.D.

Plainfield High School

Teacher of ESL

johannaamaro.com@gmail.com

@flippamaro

# Resources

Leadership for Differentiating Schools and Classrooms.  Retrieved from: http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx

How to Teach Math as a Social Activity. Retrieved from: https://www.edutopia.org/math-social-activity-cooperative-learning-video

Design and Deliver: Planning and Teaching Using Universal Design for Learning by Loui Lord Nelson

Universal Design for Learning Series.  Retrieved from: http://udlseries.udlcenter.org/

A Parent's Guide to Universal Design for Learning. Retrieved from: http://www.cpacinc.org/wp-content/uploads/2009/12/ParentsGuidetoUDL.pdf

# Resources

Kurtzweil Education. Retrieved from: https://www.kurzweiledu.com/udl-three-principles-p4.html

Universal Design for Learning: What you need to know.  Retrieved from: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works

Universal Design for Learning.  Retrieved from: https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf