

Welcome!

UDL Classroom Look-fors and Other Implementation Protocols

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Session Goals

1. Learn about transitions of an educator implementing UDL.
2. Learn about the design approach when using UDL in the classroom.
3. Apply UDL Classroom Look-fors when observing classroom practice.

Getting to know you:

Go to www.menti.com

Enter this code: 21 17 24

Why UDL?

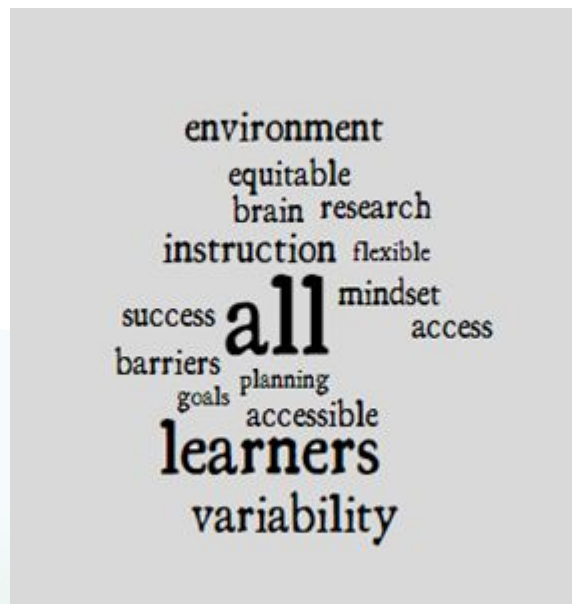
Turn and Talk

Write notes




Draw images

What is UDL?

UDL connects learners to learning, by design.



UDL Guidelines v 2.2 (2018)

	Provide multiple means of Engagement → <i>Affective Networks</i> The "WHY" of learning 	Provide multiple means of Representation → <i>Recognition Networks</i> The "WHAT" of learning 	Provide multiple means of Action & Expression → <i>Strategic Networks</i> The "HOW" of learning 
Access	<p>Provide options for Recruiting Interest (7) →</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) > Optimize relevance, value, and authenticity (7.2) > Minimize threats and distractions (7.3) > 	<p>Provide options for Perception (1) →</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) > Offer alternatives for auditory information (1.2) > Offer alternatives for visual information (1.3) > 	<p>Provide options for Physical Action (4) →</p> <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) > Optimize access to tools and assistive technologies (4.2) >
Build	<p>Provide options for Sustaining Effort & Persistence (8) →</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) > Vary demands and resources to optimize challenge (8.2) > Foster collaboration and community (8.3) > Increase mastery-oriented feedback (8.4) > 	<p>Provide options for Language & Symbols (2) →</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) > Clarify syntax and structure (2.2) > Support decoding of text, mathematical notation, and symbols (2.3) > Promote understanding across languages (2.4) > Illustrate through multiple media (2.5) > 	<p>Provide options for Expression & Communication (5) →</p> <ul style="list-style-type: none"> Use multiple media for communication (5.1) > Use multiple tools for construction and composition (5.2) > Build fluencies with graduated levels of support for practice and performance (5.3) >
Internalize	<p>Provide options for Self Regulation (9) →</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) > Facilitate personal coping skills and strategies (9.2) > Develop self-assessment and reflection (9.3) > 	<p>Provide options for Comprehension (3) →</p> <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) > Highlight patterns, critical features, big ideas, and relationships (3.2) > Guide information processing and visualization (3.3) > Maximize transfer and generalization (3.4) > 	<p>Provide options for Executive Functions (6) →</p> <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) > Support planning and strategy development (6.2) > Facilitate managing information and resources (6.3) > Enhance capacity for monitoring progress (6.4) >
Goal	<p>Expert Learners who are...</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #2e8b57; color: white; padding: 5px; border-radius: 5px;">Purposeful & Motivated</div> <div style="background-color: #483d8b; color: white; padding: 5px; border-radius: 5px;">Resourceful & Knowledgeable</div> <div style="background-color: #0070c0; color: white; padding: 5px; border-radius: 5px;">Strategic & Goal-Directed</div> </div>		

<http://udlguidelines.cast.org/>

Learning about UDL

5 General Phases (per CAST, Oct 2017):

1. Options
2. Goals and Barriers
3. Variability and Context
4. Maximizing Engagement
5. Reflection, Intentionality, Transfer

UDL Learning - Phase #0:

Rejection > Acknowledge > Affirmation
...but no change

Phase 1: It's all about Options

I offered many options for bio students to learn today, they hated it!

I don't have time to offer all these options. I offered 6 options to do the writing project, how do I assess?

I know this kid... or options for learning style.

UDL is not just about facilitating options

Phase 2: I need a Goal!

- To select options, I need a goal!
- Options help remove barriers, by design!
- I need specific options for some students!
- I have this goal, and I see the barriers embedded!



Affective networks:
The **WHY** of learning



Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

Recognition networks:
The **WHAT** of learning



Representation
For resourceful, knowledgeable learners, present information and content in different ways.

Strategic networks:
The **HOW** of learning



Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Phase 3: Variability and Context

I have a clear goal and I know that these barriers may exist... .. and there is variability (viewed not in terms of a deficit in the student, but in terms of the learning *context/goals)



* learning environment, goals, methods, materials, assessments

-- *teacher as equity designer*

Phase 4: Maximizing Engagement

- Engagement + goals, barriers, variability, context, & options = **powerful** combination
- Student voice, agency, autonomy
- Feedback, rubrics, collaboration, resources goals-driven
- Reflection, high expectations for every learner
- Purpose and Motivation



Phase 5: To Infinity and Beyond

Reflective

Intentional

Transfer

Phase 5: To Infinity and Beyond

Where do you see UDL thinking in other contexts?

How can you design with variability in mind in school assemblies, with parents, bus riding?

How does UDL connect to serve initiatives in your CESA, district, school or family?

What phase are you working towards?

1. Options
2. Goals and Barriers
3. Variability and Context
4. Maximizing Engagement
5. Reflection, Intentionality, Transfer

Turn and Talk

Write notes

Draw images

UDL and Expert Learners:

- ...know what they are working on and why it's relevant.
- ...know how to use resources to serve goals and can reflect on choices made.
- ...are purposeful and motivated, knowledgeable and resourceful, and strategic and goal-directed in discipline-specific ways.
- ...understand learning is a process and takes effort, and value relevant feedback.

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HIGH EXPECTATIONS

UDL and Expert Learners

UDL Progression Rubric

By Katie Novak and Kristan Rodriguez

Teachers as Expert Learners

UDL Progression Rubric

Katie Novak & Kristan Rodriguez

Provide multiple means of
Engagement



Provide options for recruiting interest (7)	Optimize individual choice and autonomy (7.1)	Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").	Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.	Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction.
	Optimize relevance, value, and authenticity (7.2)	Offer options that highlight what your learners deem relevant, valuable, and meaningful. For example, you may conduct a student	Encourage students to share what is relevant, valuable and authentic to them and encourage them to suggest teaching and assessment options	Empower students to make connections between the content, their own interests, and then push them to link their understanding to

UDL and Design for Learning

What kind of thinking is necessary to connect every learner to learning?



UDL and Design for Learning

What kind of thinking is necessary to connect every learner to learning?

+Goals with multiple means for achieving them

+Variability is planned for in advance

+Options to support Expert Learning

OASD and UDL Implementation

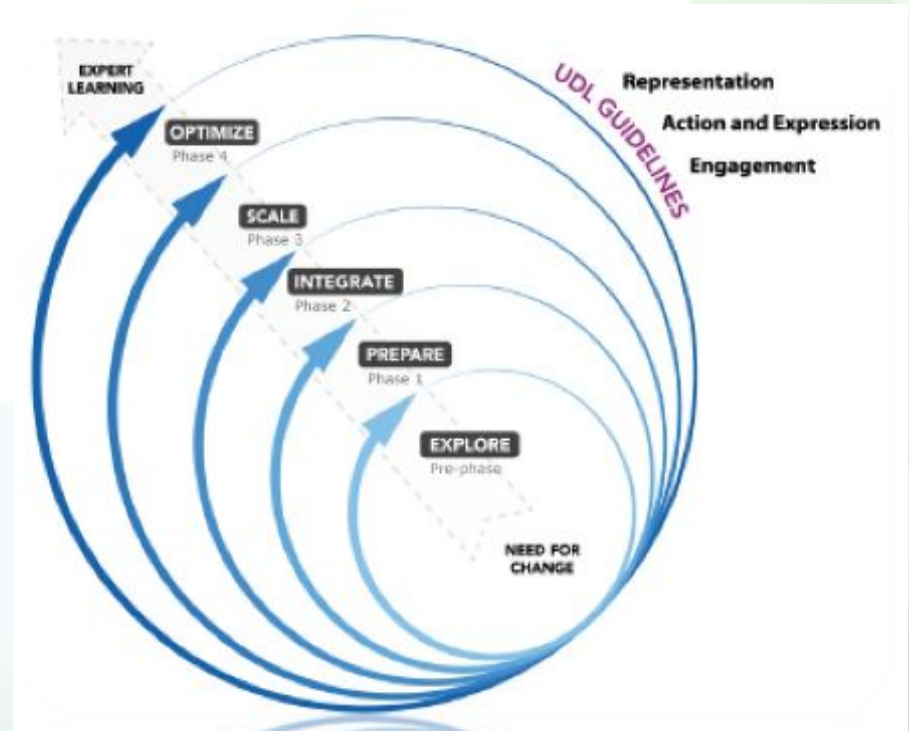
Explore, Prepare, Integrate, Scale, Optimize

OASD at each stage:

goo.gl/Cx61Xu

Questions to ask at each stage:

<https://goo.gl/hjxa21>



From Concept to Classroom:

Why? We get “why” we need UDL.

What? We get the concept of UDL.

How? How do we practically apply UDL in the classroom?

How?

The power of proactive planning.



Try it



What did you observe that proactively addresses

- **learner variability?**

How? Stronger Together

Co-planning “must haves”:

- Common planning structures.
- Collaboration between content experts and design experts (strategists).

Results:

- Increased collective teacher efficacy.
- UDL framework comes to life in practical ways. (The “how”)

Protocols to Guide Planning

Kim and some sample templates 2-3

[UDL Process: Planning template](#)

[Planning with a POP template](#)

Variability is influenced by Goals

Establishing Learning Goals

Standards: Content verses Method

Content standards define the **knowledge**, and **concepts** that students should acquire. (Choices on how to access and use information)

Methods standards outline **specific skills** students will have to complete in specific ways. (Scaffolds to support process).



Assessment is influenced by Goals

Assessment - Options for engagement, representation, and action to best show what students know and can do.

- Tight goals, loose on the means
- If the means are essential then provide scaffolds.
- Rubrics aligned to goals and flexible where possible.



Try it



What do you observe that proactively addresses

- learner variability?

Do you see evidence of expert learner characteristics?



Identify Barriers/Solutions

- Proactively identify barriers in the learning environment (physical classroom, curriculum, methods/materials).
- Use the UDL principles and guidelines as solutions to barriers.

Classroom Look-Fors

Presentation of Goal

Presentation of Content

Presentation of Task/s

Options for students to learn content

Options for students to act strategically

Options for students to respond to learning

UDL in Action

What did you observe?

Table talk (3 minutes)

Elevator speech from each table (30 seconds)

Other Useful Protocols and Tips

- [UDL Matrix Planning Sheet](#)
- [Looking for UDL Protocol](#)
- [UDL Progression Rubric](#)

Reflection Goals

1. Learn about transitions of an educator implementing UDL.
2. Learn about the design approach when using UDL in the classroom.
3. Apply UDL Classroom Look-fors when observing classroom practice.

Try it



Try it



UDL Tips and Resources

CAST PROFESSIONAL
LEARNING

Until Learning Has no Limits

- Developing Learning Goals with UDL lens
- Designing an Engaging Learning Environment
- Assessments
- Reducing Stereotype Threat
- Fostering Expert Learners
- Articles and Whitepapers

UDL Mindset

UDL requires a conviction that the regular system is responsible for educating all children - each and every one.

UDL Connects Learners to Learning

1. Learners vary. There is no average learner.
2. Variability is systematic and predictable.
3. Context effects variability.
3. There is not one means of *Engagement, Representation, and Action & Expression* that will be optimal for all learners in all contexts; providing multiple options is essential.

UDL Connects Learners to Learning

4. The goal of UDL is to create Expert Learners who are:

- ❑ Purposeful and motivated (The WHY of learning)
- ❑ Resourceful and knowledgeable (The WHAT of learning)
- ❑ Strategic and goal-directed (The HOW of learning)

Access > Build > Internalize

UDL Principle of Engagement - *The WHY



Learner, “**Why engage?**”

*Learners must:	By choosing from options for:
Access	Recruiting Interest
Build	Sustaining Effort and Persistence
Internalize	Self-Regulation

UDL Principle of Representation - *The WHAT



Learner, “**What information ?**”

*Learners must:	By choosing from options for:
Access	Perception
Build	Language & Symbols
Internalize	Comprehension

UDL Principle of Action & Expression - *The HOW



Learner, “How to ___?”

*Learners must:	By choosing from options for:
Access	Physical Action
Build	Expression and Communication
Internalize	Executive Functions

UDL Guidelines Graphic Organizer



Teachers as Equity Designers

Design thinking requires thinking about the user.

Is it accessible?

_____ x x

Is it useable?

_____ x x

Is it effective?

_____ x x

Teachers as Equity Designers

Design thinking requires thinking proactively about the user.

Is it accessible?

_____ x x x

Is it useable?

x _____ x x

Is it effective?

x x x _____

Teachers as Equity Designers

