

Module 1b
Participant Guide

Universal Design for Learning

Meeting the Challenge: CT Core Standards Success for English Learners and Students with Disabilities

Grades K–12

*A Professional Learning Series for
School Teams Dedicated to the Success
of ALL Students*



Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education. The development team would like to specifically thank Ellen Cohn, Megan Alubicki Flick, Rhonda Kempton, Colleen Hayles, Jennifer Michalek, Janet Stuck, and Jennifer Webb from the Connecticut State Department of Education; and Robb Geier and Elizabeth O’Toole from Public Consulting Group.

The *Meeting the Challenge* project includes a series of professional learning experiences for school teams on Connecticut Core Standards Success for English Learners and Students with Disabilities.

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the *Meeting the Challenge* Learning from Public Consulting Group were: Dr. Barbara Flanagan, Mary Ellen Hannon, Michelle Wade, and Melissa Pierce.

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Afternoon Session Agenda

Universal Design for Learning (UDL)

- Introductory Activities
- The Foundation for UDL
- UDL in Practice
- UDL for Unit & Lesson Planning
- Reflection, Next Steps, and Session Evaluation

Introductory Activities

Introductory Activities

Pre-Assessment–Universal Design for Learning (UDL)

DIRECTIONS

Using your cell phone, answer the poll statements below regarding Universal Design and Universal Design for Learning. As participants begin to answer, the results will show on the screen.

<p>Statement 1: I understand the term “Universal Design.” (Y-N)</p>
<p> </p>
<p>Statement 2: I understand the term “Universal Design for Learning.” (Y-N)</p>
<p> </p>
<p>Statement 3: I believe that all students can meet the Connecticut Core Standards (CCS). (Y-N)</p>
<p> </p>
<p>Statement 4: I know how to design instruction to support all students to meet the CCS. (Y-N)</p>
<p> </p>
<p>Statement 5: When it comes to planning and implementing curriculum using UDL, I consider my skill level to be _____. a) basic; b) intermediate; c) advanced; or d) expert</p>

Activity 1: Myth of Average

DESCRIPTION

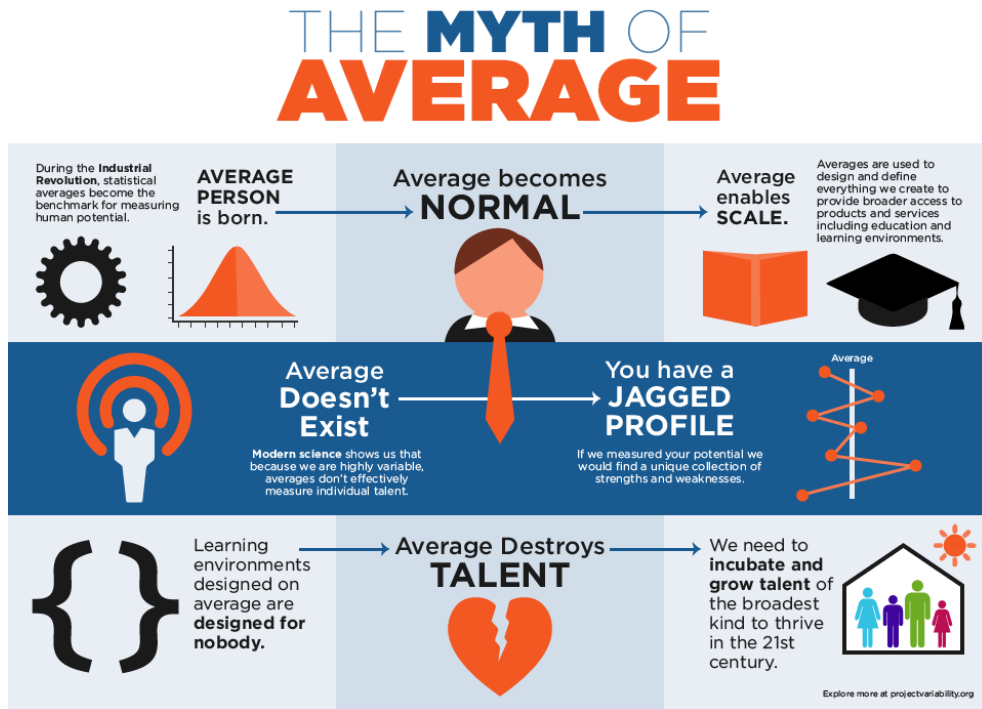
Participants view a video clip and take notes on their Note Catcher. Then, participants share their reflections. When prompted, participants will text responses to create a word cloud that reflects connections they made between the ideas in the video clip to designing curriculum and instruction to support a wider range of learners.

DIRECTIONS

1. View the video clip, *The Myth of Average*, [taking notes](#) on the Note Catcher on the following page.
2. When the video has ended, stand and locate someone you don't know and share your reflections and responses to the questions on *The Myth of Average* Note Catcher, considering some of the points made in the video clip (e.g., jagged learning profile, ban the average, design to the edges, cockpits of our economy).
3. When prompted, return to your table group. Discuss your responses.
4. When prompted, text your responses to create a word cloud of connections to instructional lesson design.

RESOURCES

- Video: *The Myth of Average* (2013). Todd Rose at TEDxSonomaCounty. Retrieved from <https://www.youtube.com/watch?v=4eBmyttcfU4>
- *The Myth of Average* Note Catcher



Retrieved from: <http://www.individualopportunity.org/infographic/>

The Myth of Average Note Catcher

Notes:

How might a "one size fits all" classroom present challenges to learning like a "one size fits all" cockpit presents challenges to flying? What connections can you make to designing lessons to support a wider range of learners?

Part 1: The Foundation for Universal Design for Learning

Part 1: The Foundation for Universal Design for Learning

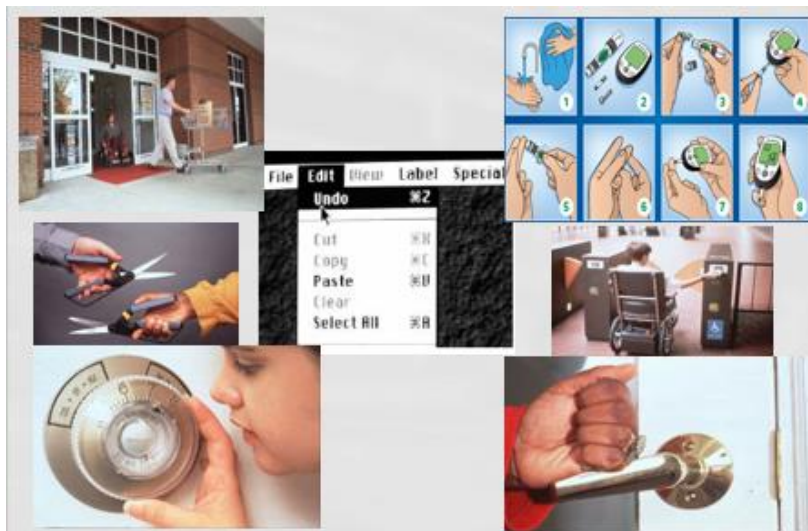
Activity 2: Defining Universal Design

DESCRIPTION

Participants discover and discuss the meaning of Universal Design.

DIRECTIONS

As a table group, based solely on the clues provided below (no internet search!), discuss each of the pictures from the standpoint of how users are supported. Then come to a consensus about the “common thread” that makes these all examples of “Universal Design” and record it at the top of your team’s chart paper (5 minutes).



- Top, Left _____
- Middle, Left _____
- Bottom, Left _____
- Center, Middle _____
- Top, Right _____
- Middle, Right _____
- Bottom, Right _____

Activity 3a: Defining Universal Design for Learning

DESCRIPTION

This 3-part activity leads participants through exploring features of UDL, discussing and prioritizing its elements, and finally, as a team, developing a lay definition of Universal Design for Learning. Afterwards, teams review their definition considering an “expert” definition.

DIRECTIONS

1. View a brief video clip, *UDL at a Glance*, and take notes on the next page so you can capture the *key ideas*. **These will be used in building your definition of UDL in Activity 3b.**
2. After viewing the video, individually create your *keys*.
3. Next, you will join 2 other non-table participants and share your *keys*.
4. Be prepared to return to your table group and share the most important *keys*.

RESOURCES

- Video: *UDL at a Glance*. Cast (2010). Retrieved from <https://www.youtube.com/watch?v=bDvKnY0g6e4>
- *UDL at a Glance* Note Catcher

UDL at a Glance Note Catcher

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Activity 3b: Defining Universal Design for Learning (continued)

DIRECTIONS

Based on what you’ve learned about Universal Design for Learning, your table group will discuss, come to a consensus, and develop a working definition for “Universal Design for Learning” on your chart paper (15 minutes).

Activity 3c: Defining Universal Design for Learning (continued)

DIRECTIONS

Review your definition of Universal Design for Learning and discuss how yours compares with the “expert” definition provided in the PowerPoint. Revise/adjust your definition on your chart paper to include all essential elements, but in your own terms. Be prepared to share. Display your chart paper with the definition on the wall (15 minutes).

Part 2: UDL in Practice

Part 2: UDL in Practice

Activity 4: UDL Principles Jigsaw

DESCRIPTION

Participants read an article and learn more about the UDL Principles (Engagement, Representation, and Action and Expression) and how classroom practices align with each principle.

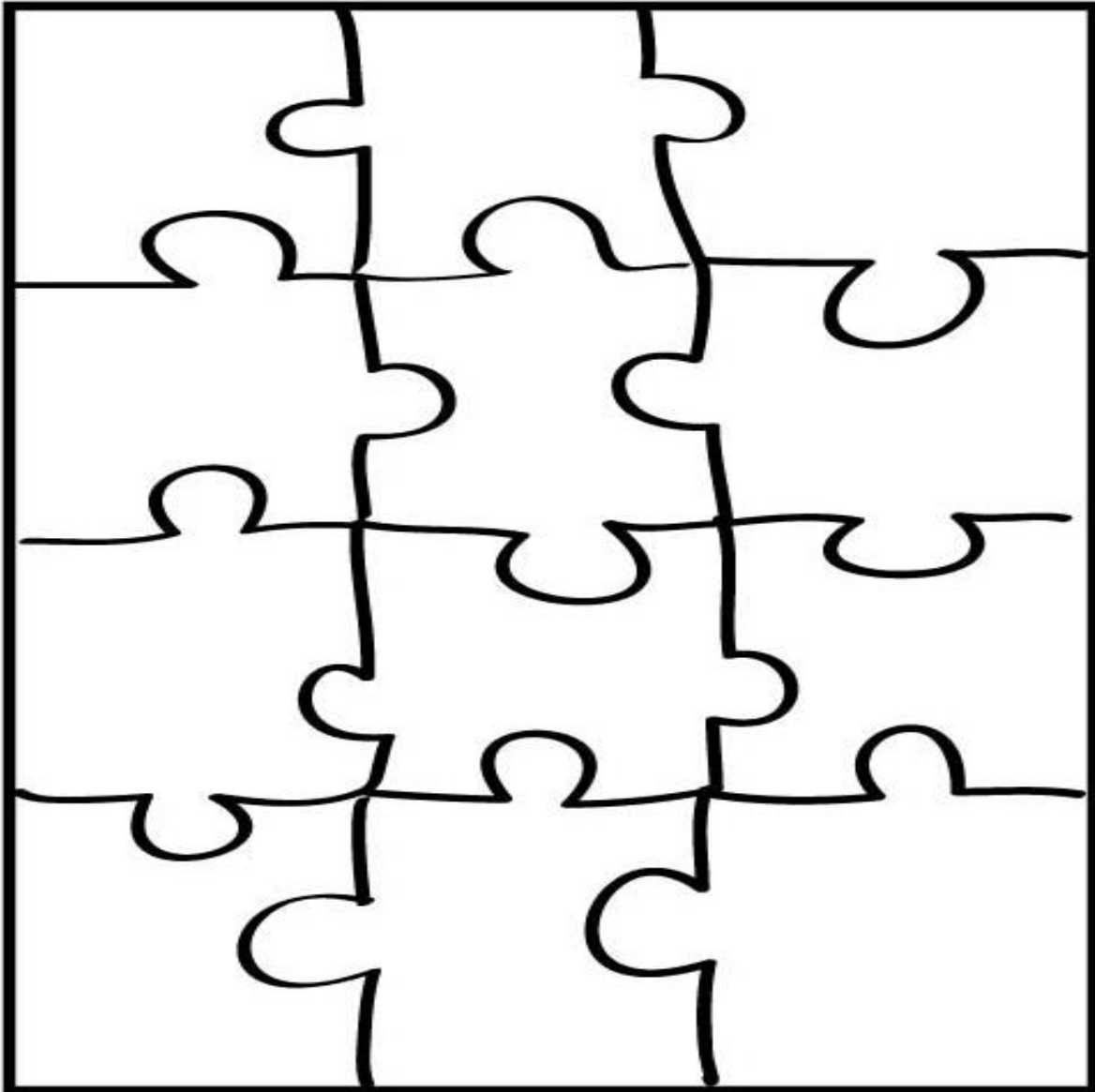
DIRECTIONS

1. Number off at your table: 1, 2, 3 (1-Engagement; 2-Representation; 3-Action and Expression).
2. Position yourself next to your tablemates with the same number.
3. With your tablemates, read and discuss the corresponding UDL Principle from the handout *Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms* (Representation pp. 13–16; Action & Expression pp. 16–17, and Engagement p. 17) to:
 - be able to explain the principle
 - gather examples of the principle in practice
4. Use the puzzle form on the next page to record examples of the principle in practice.
5. Be prepared to share with your tablemates.
6. As your colleagues share, you may wish to continue recording examples of each principle in practice.

RESOURCES

- Interdisciplinary Journal of Teaching and Learning. *Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms*. Retrieved from http://rtc-udl.weebly.com/uploads/1/1/8/5/11854759/3_udl_in_the_inclusive_classroom.pdf
- UDL Principles Jigsaw (puzzle form)

UDL Principles Jigsaw



Activity 5: UDL Principles, Guidelines, and Checkpoints

DESCRIPTION

Participants review the UDL Guidelines on the following page and then find examples of as many of the UDL Guidelines as possible in the article, *Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms*.

DIRECTIONS

1. Review and discuss each UDL Guideline associated with the UDL Principle that you read about in the article. What do these mean?
2. Next, return to the article and match specific recommendations in the article to each guideline for the principle that you read. Place one example from the article on a Post-It and position it next to the guideline to which it relates.
3. Be prepared to share examples as they relate to specific guidelines or checkpoint for each principle.

RESOURCES

- Interdisciplinary Journal of Teaching and Learning. *Universal Design for Learning: Assistance for Teachers in Today's Inclusive Classrooms*. Retrieved from http://rtc-udl.weebly.com/uploads/1/1/8/5/11854759/3_udl_in_the_inclusive_classroom.pdf
- UDL Guidelines, CAST (2014). Retrieved from <http://castprofessionallearning.org/wp-content/uploads/2014/05/UDL-Guidelines-2014.pdf>

Universal Design for Learning Guidelines



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

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



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

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



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

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build uencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

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Activity 6: UDL in Practice

DESCRIPTION

After viewing a video clip, *Exploring Imagery through Beowulf*, participants work with their teams to discuss and summarize their notes on the UDL principle assigned to them. Participants will then share out a few of their observations with the large group.




DIRECTIONS

1. Using your UDL Guidelines, view a video clip of a classroom, *Exploring Imagery through Beowulf*, with an eye toward identifying practices that reflect your team's UDL principle, guidelines or checkpoints. Record your notes and observations on the blank UDL Guidelines template on the following page.
2. After viewing the video clip, work with your partner to discuss and summarize your notes.
3. Be prepared to share out in the large group a few of your observations.

RESOURCES

- Video: The Teaching Channel. *Exploring Imagery through Beowulf*. Retrieved from <https://www.teachingchannel.org/videos/descriptive-details-sensory-language>
- UDL Guidelines Template

Activity 6: Universal Design for Learning Guidelines

 Multiple Means of Engagement	 Multiple Means of Representation	 Multiple Means of Action & Expression
Options for self-regulation	Options for comprehension	Options for executive functions
Options for sustaining effort and persistence	Options for language, mathematical expressions, and symbols	Options for expression and communication
Options for recruiting interest	Options for perception	Options for physical action

Part 3: UDL for Unit and Lesson Planning

Part 3: UDL for Unit and Lesson Planning

Activity 7: Instructional Design: *UDL-izing* Your Planning Process

DESCRIPTION

Participants will have the opportunity to think about and discuss the UDL Guidelines and the UDL Habits of Design and consider aspects of these tools and how they will help the participant in the planning process.

DIRECTIONS

In groups of 3 at your tables, consider:

1. How can the UDL Guidelines and their checkpoints help you in the planning process? What do you think is most helpful? Why? (5 minutes)
2. How do you think the UDL Habits of Design can help you to *UDL-ize* your lessons? Which step do you think will help you the most as you start off? (5 minutes)
3. Be ready to share!

RESOURCES

- UDL Guidelines, CAST (2014). Retrieved from <http://castprofessionallearning.org/wp-content/uploads/2014/05/UDL-Guidelines-2014.pdf>
- UDL Habits of Design

UDL Habits of Design

<p>Step 1: UNIT OVERVIEW, LESSONS, AND PERFORMANCE TASKS</p>	<ul style="list-style-type: none"> • Are outcomes separated from the means to meet the outcomes? • Do outcomes support higher-order skills and encourage a deeper connection with the content? • Are there ways I can promote learners’ ability to monitor their own learning (e.g., goal setting, self-assessment, and reflection)?
<p>Step 2: CURRICULUM SUPPORTS</p>	<p>The goal is to adapt a lesson or unit in ways that will help all learners access rigorous content. Some key questions to ask are:</p> <ul style="list-style-type: none"> • Where can I add flexible ways for my students to engage with and stay motivated by the lesson? How can I engage them to become more independent learners? • Where might my students benefit from different methods of representing the lesson? • Where might my students benefit from different ways of interaction with and expressing what they learn?
<p>Step 3: POTENTIAL LEARNING BARRIERS PRESENT IN THE INSTRUCTIONAL METHODS AND MATERIALS</p>	<p>Have I identified <i>potential barriers to learning</i> (e.g., physical, social, cultural, or ability-level) that may be present in the <i>instructional methods</i> (e.g., lecture, group discussion) and <i>materials</i> (e.g., text, handouts) given what I know about my students’ learning characteristics?</p>
<p>Step 4: CONSULTATION</p>	<p>Have I considered that some learners with significant learning challenges require <i>consultation, support, and planning</i> with specialists? Presume learner competence and maintain a growth mindset about these learners.</p>

Part 4: Reflection, Next Steps, and Session Evaluation

Part 4: Reflection, Next Steps, and Session Evaluation

Activity 8: Reflection and Next Steps

DESCRIPTION

Participants reflect on today’s UDL presentation and write a UDL Brief in their own words. They will then prepare next steps for their team that they can share when they return to their school/district.

DIRECTIONS

1. On the following page, develop a UDL Brief in your own language that reflects your understanding of UDL and its salient features and characteristics so you can take it back and share it with your colleagues.
2. Then, develop next steps to “shape the path” for your use of UDL in lesson design at your school. Discuss and develop: a) at least one doable action you will take to “tweak your environment” to support UDL lesson design and b) “build at least one habit” that is easy enough and not taxing (such as using the UDL Habits of Design Tool). Record your next steps on page 25 of this Participant Guide.

RESOURCES

- UDL Brief
- Next Steps Template

UDL Brief

A large, empty rectangular box with a black border, intended for writing a UDL Brief.

Our Team’s Next Steps

Tweak the Environment

- 1.
- 2.
- 3.

Build UDL-izing habits

- 1.
- 2.
- 3.

Session Evaluation

Thank you for attending Module 1b. Your feedback is very important to us! Please fill out a short survey about this afternoon’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-Module-1b>.

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Figures

<http://castprofessionalllearning.org/wp-content/uploads/2014/05/UDL-Guidelines-2014.pdf>

Universal Design for Learning Guidelines (figure) in Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing.

Infographics

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Videos

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Rose, Todd, A. (2013, June 20). *The Myth of Average*. Retrieved from
<https://www.youtube.com/watch?v=4eBmyttcfU4>