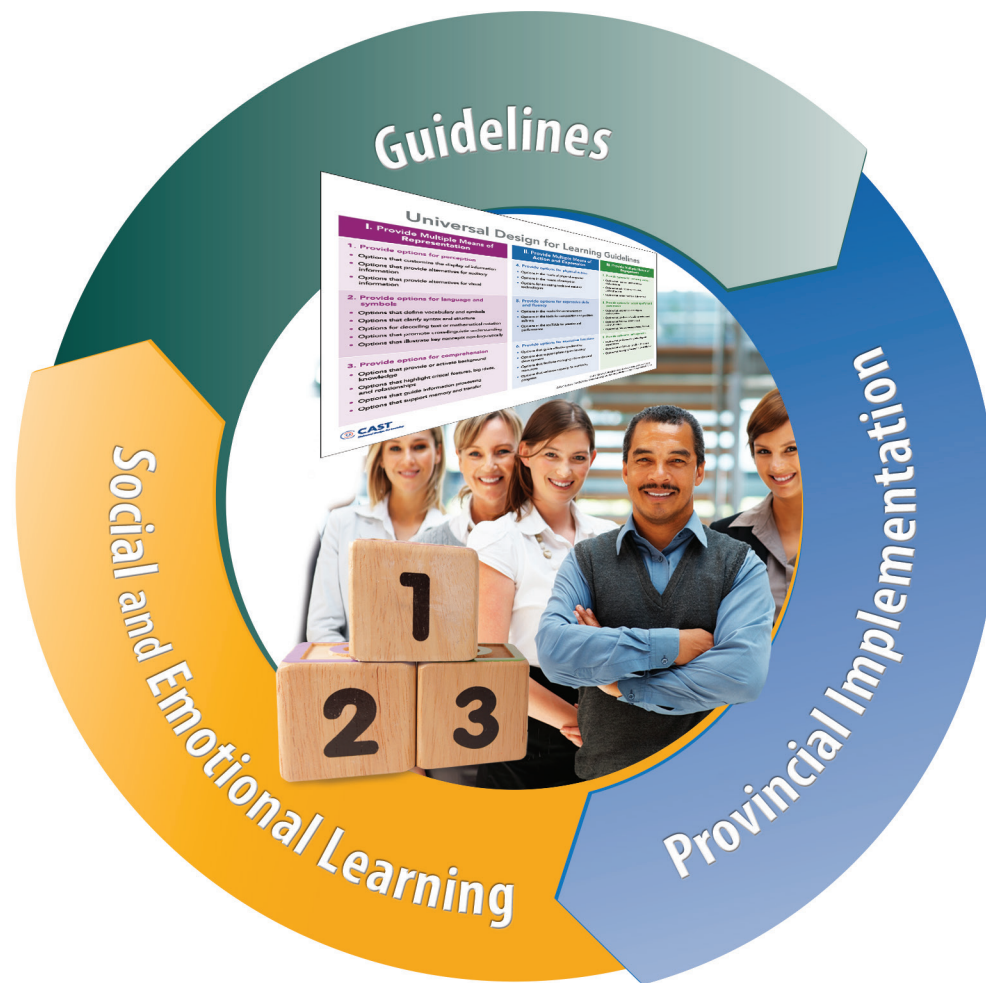


Planning for All Learners

Universal Design for Learning (UDL)



The New Brunswick model for Universal Design for Learning references three main sources: the UDL Guidelines from CAST, which outline clear principles to follow when planning for instruction and assessment in your classroom; the social and emotional learning component from Jennifer Katz's three-block model for teaching to diversity; and British Columbia's experience in successful implementation of UDL.

Universal Design for Learning

Am I...

- Getting to know my students' abilities, individual needs and learning styles?
- Planning ahead to design instructional approaches that reach the greatest number of students?
- Modelling strategies I expect students to use?
- Providing exemplars of quality work for students to see what they can work toward?
- Using formative assessment strategies to continually check for learning and guide instruction?
- Accepting multiple ways for my students to demonstrate their learning?
- Providing specific feedback to each of my students?
- Increasing independence of all of my students?
- Recording observations of student learning?
- Trying new instructional practices that embrace universal design for learning?
- Continuing to learn more about differentiated instruction and universal design?

Are my students...

- Intellectually engaged in the classroom learning?
- Setting goals to identify personal learning targets?
- Using graphic organizers and other processing strategies to comprehend information?
- Monitoring their progress and determining next steps in their learning?
- Persistent in keeping with a learning task even when it challenges them?
- Able to explain what they are learning and why it is important?

Quick Links

There's a lot to see on cast.org but look closely at the learning tools section! www.cast.org/learningtools

Teacher videos demonstrating UDL in practice and more!
<http://montgomeryschoolsmd.org/departments/hiat/udl/video/list.shtml>

Look at the social-emotional part of the 3-block model of UDL:
www.threeblockmodel.com/block-one-social--emotional-learning.html

Check out the "Our Teams" section of SET-BC to see a description of the teacher leadership happening! www.setbc.org

Have a look at the research evidence supporting Universal Design for Learning: www.udlcenter.org/research

Download a free app for Apple products (UDLinks) that has great resources for supporting your UDL planning at <http://itun.es/ca/vq2fB.i>

	Outcomes/Goals <i>To provide optimal challenges</i>	Instructional Materials <i>To ensure equal access</i>	Teaching Methods <i>To provide effective instruction</i>	Assessment Methods <i>To accurately measure progress</i>
Representation Key Concept <i>Present ideas and information in multiple ways</i> The Neuroscience <i>Recognition networks</i> Goal <i>Knowledge building</i>	Describe objectives in ways that are clear and specific <ul style="list-style-type: none"> When reviewing outcomes and establishing goals, begin by making a list of the knowledge and skills you want your students to achieve Differentiate between broadly-stated goals and specific learning outcomes Goals should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound Consider a wide range of abilities, backgrounds, and experiences of your students when designing activities and assignments Develop a class outline that clearly states expectations, due dates, and learning outcomes 	Provide options in the way information is presented <ul style="list-style-type: none"> Present information in multiple formats including text, graphics, audio, and video Make handouts and materials available well in advance of classes and related class activities Post class overview/graphic outlines (not necessarily complete notes) prior to class, which students can use as a framework for note making Create a glossary of terms for your class and link to it from the content pages on your class page/wiki Develop a FAQ list for students Design electronic materials to be accessible to a wide range of users and display technologies. Structure materials for easy information access Create an electronic archive of course materials for student reference Adopt instructional technologies that help achieve learning opportunities Provide digital equivalents of all hardcopy handouts 	Provide options for building knowledge <ul style="list-style-type: none"> Whenever possible, tie new concepts to prior knowledge Provide structure to the material: highlight key concepts and explain how they relate to course objectives Learning is more than a spectator sport. Make it active and participatory Start each class with an outline of material to be covered and conclude each session with a summary of key points Use technology to increase and enhance learning opportunities (e.g., clickers, SmartBoards, etc.) Represent key concepts graphically as well as verbally Adopt a “learning-centered” approach to teaching. Structure classes so that students take on multiple roles: facilitator, recorder, presenter, etc. Make learning relevant. Draw on real-life examples whenever possible 	Use assessments that accurately measure knowledge development <ul style="list-style-type: none"> Develop assessments directly from the outcomes Consider alternatives to traditional quizzes and tests Provide instructions for assignments both verbally and in writing Monitor the effectiveness of instruction (e.g., quick surveys, exit slips, etc.) Provide clear expectations and feedback Ahead of assessment time, create rubrics with students with a set of examples of what constitutes quality work For writing assignments, allow for drafts and revisions; consider using peer review
Action and Expression Key Concept <i>Provide students with multiple ways to express their comprehension and mastery of a topic</i> The Neuroscience <i>Strategic networks</i> Goal <i>Skill building</i>	Describe objectives in ways that are measurable and achievable <ul style="list-style-type: none"> Set goals that guide instruction and assessment Define expectations at the beginning of the class so that support services can be arranged if needed Communicate high expectations for all students, while expressing your willingness to provide flexibility in how learning is presented 	Provide options for students to express what they know <ul style="list-style-type: none"> Accept alternative project formats: oral presentations, videos, newspaper articles, photo essays, radio documentaries, community research, web publications, etc. Adopt instructional technologies that increase communication and allow for alternate modes of expression Provide ample time for online assignments to allow for technical malfunction Require students to find and rate web resources using criteria you’ve established 	Provide options for building skills <ul style="list-style-type: none"> Emphasize time on task. Create assignments that require students to practice reviewing and applying information. Brain research confirms the adage <i>practice makes perfect</i> Allow students to grasp material in their preferred learning style and at their own pace Help students determine how they learn through examining multiple intelligences and learning styles Begin each class with an essential question that you will address throughout the class. Have students answer the question at the end of the class Capture students’ attention to pique their interest in the topic Allow students to work in pairs or small groups 	Use assessments that measure skill development <ul style="list-style-type: none"> Allow students to submit assignments electronically, as appropriate Include stages where self and peer assessment provide ongoing feedback prior to the teacher evaluating Give prompt, ongoing formative feedback to support learning as students prepare work prior to formal evaluation
Engagement Key Concept <i>Tap into students’ interests, challenge them appropriately, and motivate them to learn</i> The Neuroscience <i>Affective networks</i> Goal <i>Attitude building</i>	Describe objectives that motivate students to learn <ul style="list-style-type: none"> Become familiar with student resources at your school, including the EST team, Assistive Technology, Guidance and other supports Invite students (both in writing and aloud) to speak to you if they have learning challenges Consider the career goals, personal interests, and values of students Consider student diversity – age, gender, culture, language, and ability – when writing objectives 	Provide options in the ways students can interact with instructional materials <ul style="list-style-type: none"> Ensure that examples and content used in class are relevant to people of diverse backgrounds and experiences Use online discussion groups to extend contact time and set standards for quality Consider recording classes and posting them as a podcast Provide captioning or transcripts for videos Check for ancillary electronic materials (CD-ROM and web content) to accompany your textbook/classroom resources Make a detailed course outline available for students to view on the first day of the class/course 	Provide options for building motivation and engagement <ul style="list-style-type: none"> Create a welcoming class environment; greet students as they enter Encourage greater cooperation and collaboration between students Use technology to increase class communication (clickers, online discussion forums, etc.) Create some “energy” during class (e.g., humour, anticipation, suspense) to increase attention and recall Illustrate abstract concepts with concrete examples. Point to real-life examples from your own experiences and your students Invite guest speakers to share their perspectives on the topic at hand; use technology to connect them with students via an online discussion Share your enthusiasm for the topic by citing personal experiences, research results, related news, etc. Offer flexible time when students can meet with you 	Use assessments that accurately measure emotional development <ul style="list-style-type: none"> When applicable, have students explore the meaning and value of their learning experiences to themselves and to society For experiential learning activities, explore growth in the <i>affective domain</i> through reflection activities Have students relate new concepts and information to their own lives and the lives of those explored Give prompt, ongoing and instructive feedback to support learning and self-assessment