**Professional Learning Community Guide:**

***Universal Design for Learning***

**2018**

**How to Use this Document**

This document can be used in a variety of ways to best suit the needs of your school.  It can be used to facilitate a building-wide professional learning experience over the span of a semester or school year, or it can be used in grade-level professional learning communities.

It will be most helpful for a facilitator to review all of the sessions prior to beginning the PLC to become familiar with the assignments, expectations, and possible timelines in the document.  Each session includes readings and/or short videos that are hyperlinked within the session.  You may choose to print the readings ahead of time.  Additionally, activities and note takers are embedded to facilitate learning and reflection.  Reflection is a crucial component of each session since it fosters a culture of professional learning.

Each session is designed around one resource. If you are using the resource in a PLC that occurs during the school day, you may need to split the session into two parts over the course of two or more weeks: (1) read and discuss the resource, (2) complete the activity and discuss the results.

Before you begin, consider using a protocol to activate prior knowledge such as a K-W-L chart or a graphic of your choice.  Whatever protocol you choose, we recommend repeating it at the end of the course to reflect on learning and growth.  In order to get the most out of this resource, it may also be helpful to set norms and define roles to ensure that everyone is clear on expectations and responsibilities.

**Session I: Meeting the Needs of All Students**

**Resource:** [*UDL — Meeting the Needs of All Students*](file:///C:\Users\dking\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\KXKR0CUU\UDL%20—%20Meeting%20the%20Needs%20of%20All%20Students) *at* <https://tinyurl.com/y82q9l98>

Universal Design for Learning (UDL) provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction. In this session you will learn more about how UDL offers options for presenting information, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning.

1. **Thinking it Through:**

UDL is a scientifically valid framework for guiding educational practice. It offers options for how information is presented, how students demonstrate their knowledge and skills, and how students are engaged in learning. Think about the last time that you presented information to your class.

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| **Think it Through** | **Notes** |
| How many different ways was information presented? |  |
| If you have not recently considered learner variability, think of a lesson you have taught recently and how you *might have provided* students the opportunity to access, participate in, and make progress in the curriculum by reducing barriers to instruction. |  |

1. **Give it a Try:**

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| In the next two weeks, plan a lesson for your students that introduces new material.  During your planning time, ***determine multiple ways to present information*** by identifying barriers in the materials, teaching methods (instruction), and assessment tools. | |
| Lesson topic: | Standard: |
| Materials: | |
| Instruction: | |
| Assessment tools: | |

1. **Reflect and Discuss:**

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| **Discussion Prompt** | **Response** |
| Based on your reading, how would you define Universal Design for Learning (UDL) to a new teacher? |  |
| Describe your experiment from your “give it a try” activity in terms of planning, execution, and results.  How do you plan to further implement UDL in next week’s lessons? |  |

**Session 2: Participation Guidelines**

**Resource:** UDL Guidelines at <http://udlguidelines.cast.org/>

The UDL Guidelines can be used by educators, curriculum developers, parents, and anyone else who wants to implement the UDL framework in a learning environment.**These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging, learning opportunities.**

The goal of UDL is represented by the bottom row of the UDL Guidelines Table. This is where we want learners to end up. We want them to comprehend, to develop, and to strengthen their executive functioning skills such as planning, setting goals, and monitoring their own progress.

1. **Thinking it Through**

Explore the UDL Guidelines, noticing:

* The “access” row includes guidelines that suggest ways to increase *access* to the learning goal by ***recruiting interest* and by *offering options***for perception and physical action.
* The “build” row includes guidelines that suggest ways **to *develop effort and persistence*,** language and symbols, and expression and communication.
* The “internalize” row includes guidelines that suggest ways to ***empower learners through self-regulation, comprehension, and executive function.***

Each box in the UDL Guideline matrix is a clickable link. Explore the different options and visit the guidelines that interest you. What is important to remember for your practice?

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| **Guideline** | **Notes** |
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1. **Give it a Try**

Utilizing the UDL participation guidelines and a current lesson plan, identify at least one way that you can increase access to the learning goal; develop effort and persistence in spite of difficulties and empower learners through self-regulation and executive functioning strategies. **Then, implement these strategies with your class.**

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| Lesson: | |
| How can you…? | Strategies |
| Increase **access** to the learning goal by recruiting interest and by offering options to learners in your classroom. |  |
| Develop effort and persistence in spite of difficulty experienced by the learners in your classroom. |  |
| Empower learners through self-regulation and executive functioning strategies. |  |

1. **Reflect and Discuss**

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| **Discussion Prompt** | **Response** |
| Considering your study and application of the UDL guidelines, which area (access, build, internalize) did you find easiest to implement? Why? |  |
| Which area was the most difficult to implement? Why? |  |
| Discuss what it means to recruit student interests and provide for self-regulation and other executive functioning opportunities for learners. |  |

**Session 3: Getting from Here to There**

**Resource:** *Getting from here to There: UDL, Global Positioning Systems, and lessons for Improving Education* at <http://www.udlcenter.org/sites/udlcenter.org/files/GPSarticle.pdf>

1. **Thinking it Through**

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| **Before Reading** | Think about the ways you use a GPS device in everyday life. How might a GPS device be helpful in the classroom? |  |
| **During Reading** | The article indicates that both UDL and GPS devices **offer options** to reach a destination/goal, and that traditional curricula typically provide “few routes” requiring individuals in all their diversity to follow the same narrow roads. Pay close attention to ways a GPS device addresses UDL Principles. |  |
| **After Reading** | Do you think a GPS device is a good analogy for thinking about the three principles of UDL?  Talk to a partner about the analogy and its implications to UDL. |  |

1. **Give it a Try**

Consider doing an activity with your class/small group where you and the students identify:

1. Their starting location or where they are currently academically (formative assessment).
2. Their destination or where they are going (set an academic goal).
3. Determine the best route for reaching their goal/destination.
4. **Reflect and Discuss**

Utilizing a Venn Diagram (see below), reflect on your instruction in light of the GPS analogy.

Are you providing learners with multiple routes to reach the destination of your instruction/standards?

Are you utilizing the 3 principles of UDL: multiple means of representation, action and expression, and engagement?

**Session 4: UDL At-A-Glance Video**

**Resource:** Video- UDL at a Glance <https://tinyurl.com/y7832t4u>

Universal Design for Learning (UDL) is a framework to meet the diverse needs of learners. The goal of UDL is to minimize barriers and maximize the learning for ALL students. UDL helps teachers provide a flexible curriculum. UDL goes beyond accessing the curriculum by building in both support and appropriate challenge.

1. **Thinking it Through**

In the video a question was posed. *How do we use the UDL framework to make learning goals, methods, materials, and assessments that work for everyone?*

* First, we identify the goal (what do I want my students to know, do, and care about)?
* Then we identify the barriers which might interfere with the diverse learner’s ability to reach these goals.

To eliminate the barriers, use the 3 UDL principles to create flexible paths to learning so that each student can progress.

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| **UDL Principle** | **Examples** |
| 1. Representation |  |
| 1. Action and Expression |  |
| 1. Engagement |  |

1. **Give it a try**

While planning your lessons in at least one subject area for the following week, identify the barriers that are present.

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| --- | --- |
| **Lesson Components** | **Barriers** |
| Materials |  |
| Instruction |  |
| Assessment |  |

1. **Reflect and Discuss**

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| **Discussion Prompt** | **Response** |
| Consider the barriers that are present in the materials, instruction, and assessments. How did eliminating them (the barriers) have an impact on the learning of struggling students? |  |
| *Personal Reflection:*  Do I look at the disability or the struggle of the learner in my classroom as the barrier to the instruction that I am presenting?  How has my study of UDL begun to shift my thinking about barriers? What can I do to support learners by eliminating the barriers in the materials, instruction, and assessments that I provide?  Does my lesson planning reflect this shift in thinking? | *Personal Response:* |

**Session 5: UDL Guidelines in Practice**

**Resources:** UDL Guidelines Put to Practice- Videos (utilizing UDL participation guidelines)

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

<https://www.youtube.com/watch?v=rfsx3DGpv5o> Explanation and breakdown of each UDL Guideline

<https://www.youtube.com/watch?v=KuTJJQWnMaQ> UDL Guidelines in Practice: Grade 1 Mathematics

<https://www.youtube.com/watch?v=zE8N8bnIlgs> UDL Guidelines in Practice: Grade 5 Language Arts

<https://www.youtube.com/watch?v=dTxFYf50l-4>

UDL Guidelines in Practice: Grade 6 Science\* co-taught classroom including students with significant disability.

The links above represent invaluable UDL resources. It would be beneficial to watch each grade level utilizing the UDL participation guidelines as you watch in order to identify each component and how they reduce barriers and improve student outcomes.

1. **Think it Through**:

Complete the following KWL Chart to see how well you know understand UDL, and to note what you still want to learn and implement.

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| --- | --- | --- |
| What I **K**now about UDL | What I **W**ant to Know about UDL | What I have **L**earned about UDL |
|  |  |  |

1. **Give it a Try**: Watch at least one of the videos listed above and use the reflection guide below to indicate your responses to the following items:

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| --- | --- |
| **Item** | **Response** |
| Make a list of the variety of the ways the teacher provides support to students in this video. |  |
| Identify at least three ways that you could incorporate these UDL principles into your teaching practices. | 1.  2.  3. |

1. **Reflect and Discuss**:

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| Identify which video each team member watched. |  |
| Share with the group the UDL principles and guidelines that you observed. |  |
| Discuss with the group the benefits of reducing the barriers in the materials, instruction, and assessment methods. |  |
| Share with the group which principles you tried in your classroom and the benefits or struggles that you experience |  |