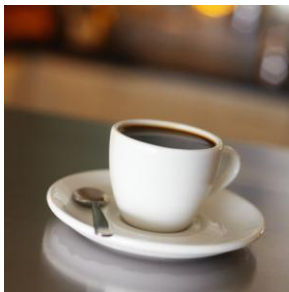


Universal Design for Learning:

Understanding What It Is
And How It Connects

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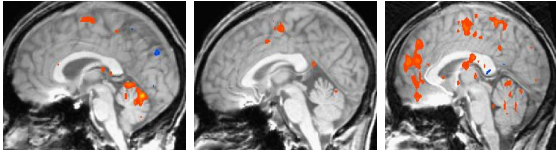
How do You Take Your Coffee?



The Way we Learn is as Unique as Our
Fingerprints



Brain Imaging Showing Individual Differences



3 different people learning the **same** task

Universal Design for Learning

- Reduces barriers
- Meets the wide range of needs of **all** learners
- One-size-fits-all approach is not effective
- Inspired from universal design in architecture

Universal Design

- “Consider the needs of the broadest possible range of users from the beginning.” Ron Mace, Architect, Universal Design
- If you design for those in the margins, it works better for everyone



Closed Captioning



Why Universal Design for Learning in Wisconsin?

Increasing diversity in today's classrooms



Why Universal Design for Learning in Wisconsin?

Shift to the Common Core State Standards



Why Universal Design for Learning in Wisconsin?

Schools in the state are moving to a new Educator Effectiveness system



Why Universal Design for Learning in Wisconsin?

Emphasis on culturally responsive high quality instruction, collaboration, and balanced assessment



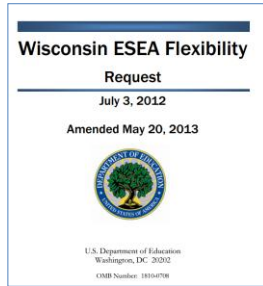
Why Universal Design for Learning in Wisconsin?

Universal Design for Learning is in the Higher Education Act of 2008



Why Universal Design for Learning in Wisconsin?

Universal Design for Learning is in our ESEA Waiver



Why Universal Design for Learning in Wisconsin?

Increased emphasis on data shows that we are not meeting the needs of ALL our learners

WSAS Achievement Gap Analysis -- All Grades
Percent of students in Achievement, High College and Career Readiness Experiences

	2008-09	2009-10	2010-11	2011-12	2012-13	Change in %	2009 to 2012-13
Mathematics							
White	52.3	53.4	53.7	52.3	52.4	2.0	Reference
American Indian	26.4	27.2	28.7	25.9	25.4	0.0	-2.1
Asian	44.1	47.1	46.4	46.9	50.2	6.1	-2.2
Black	13.8	13.8	13.8	16.1	16.1	2.3	2.5
Hispanic	23.9	26.4	27.3	26.4	26.1	4.2	-0.2
Not Disadvantaged	52.0	52.6	52.1	49.3	49.7	0.7	Reference
Economically Disadvantaged	26.2	28.9	29.4	26.9	26.3	0.3	1.4
English Proficient	44.1	46.4	46.4	46.6	46.0	1.2	Reference
English Language Learners	19.4	21.2	19.9	20.0	19.2	0.2	-0.4
NonHispanic	48.0	51.0	50.9	52.4	52.4	3.6	Reference
Students with Disabilities	26.9	27.1	28.8	25.8	24.6	-2.7	-2.7
Reading							
White	49.1	47.4	47.2	47.8	47.2	0.0	Reference
American Indian	26.9	26.2	27.1	25.1	25.0	0.0	-0.5
Asian	36.9	38.1	38.2	37.7	37.4	0.5	-0.9
Black	12.1	12.2	12.4	12.4	12.9	0.8	0.2
Hispanic	15.4	16.2	17.0	17.6	17.7	2.3	-0.5
Not Disadvantaged	49.0	48.4	48.2	48.6	47.0	1.0	Reference
Economically Disadvantaged	26.2	28.4	28.8	26.0	26.0	0.0	0.0
English Proficient	36.9	37.2	37.4	37.7	36.9	1.1	Reference
English Language Learners	14.1	14.7	14.8	14.8	14.0	0.0	-1.2
NonHispanic	38.3	38.8	39.0	38.1	38.7	1.2	Reference
Students with Disabilities	13.8	13.8	14.2	14.4	13.8	0.0	0.0

NOTE: The data change refers to the change in the achievement gap from 2008-09 to 2012-13 between white students and students from other racial or ethnic groups and between students based on economic, English proficiency, or disability status. A negative number indicates a reduction in the gap.

Universal Design for Learning



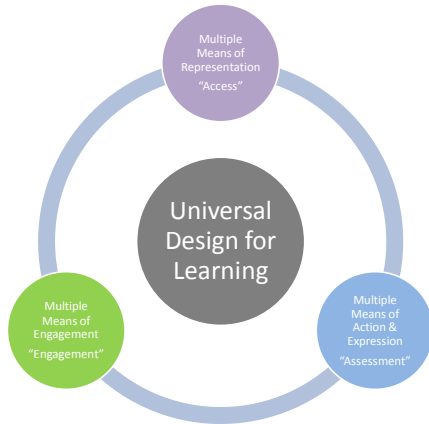
A scientifically valid framework that



provides multiple means of access, assessment, and engagement and removes barriers in instruction



to achieve academic and behavioral success for all



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 <ul style="list-style-type: none"> Options that customize the display of information Options that provide alternatives for auditory information Options that provide alternatives for visual information 	4. Provide options for physical action <ul style="list-style-type: none"> Options in the mode of physical response Options in the means of organization Options for accessing tools and assistive technologies 	7. Provide options for recruiting interest <ul style="list-style-type: none"> Options that increase individual choice and autonomy Options that enhance relevance, value, and authenticity Options that reduce threats and distractions
2. Provide options for language and symbols <ul style="list-style-type: none"> Options that define vocabulary and symbols Options that clarify syntax and structure Options for decoding text or mathematical notation Options that promote cross-linguistic understanding Options that illustrate key concepts non-linguistically 	5. Provide options for expressive skills and fluency <ul style="list-style-type: none"> Options in the media for communication Options in the tools for composition and problem solving Options in the scaffolds for practice and performance 	8. Provide options for sustaining effort and persistence <ul style="list-style-type: none"> Options that heighten salience of goals and objectives Options that vary levels of challenge and support Options that foster collaboration and communication Options that increase mastery-oriented feedback
3. Provide options for comprehension <ul style="list-style-type: none"> Options that provide or activate background knowledge Options that highlight critical features, big ideas, and relationships Options that guide information processing Options that support memory and transfer 	6. Provide options for executive functions <ul style="list-style-type: none"> Options that guide effective goal-setting Options that support planning and strategy development Options that facilitate managing information and resources Options that enhance capacity for monitoring progress 	9. Provide options for self-regulation <ul style="list-style-type: none"> Options that guide personal goal-setting and implications Options that scaffold coping skills and strategies Options that develop self-assessment and reflection

ACCESS ASSESSMENT ENGAGEMENT

CAST © 2009 by CAST. All rights reserved. APA Citation: CAST (2009). Universal design for learning guidelines version 1.0. Wakefield, MA: Author.

Recognition Network: "What of Learning"

Identify & interpret patterns of sound, light, taste, smell, and touch





INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES
 © 2012 MICHAEL F. GAMBINO. ILLUSTRATION BY KEVIN BULLIE
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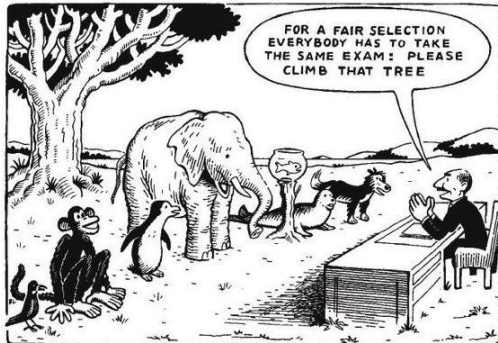
**CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS
 CLEARS THE PATH FOR EVERYONE!**

Principle 1 - Access



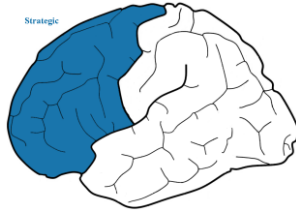
- I. Provide Multiple Means of Representation**
- 1. Provide options for perception
 - Options that customize the display of information
 - Options that provide alternatives for auditory information
 - Options that provide alternatives for visual information
 - 2. Provide options for language and symbols
 - Options that define vocabulary and symbols
 - Options that clarify syntax and structure
 - Options for decoding text or mathematical notation
 - Options that promote cross-linguistic understanding
 - Options that illustrate key concepts non-linguistically
 - 3. Provide options for comprehension
 - Options that provide or activate background knowledge
 - Options that highlight critical features, big ideas, and relationships
 - Options that guide information processing
 - Options that support memory and transfer

- Read the text in the actual novel
- Access the text in digital format
- Access the full text online
- Get text free from iBooks
- Listen to the audio book
- Watch the video



Strategic Networks: “How of Learning”

Plan,
execute,
monitor
actions, &
skills



Principle 2 - Assessment

3. Provide Multiple Means of Action and Expression

3.1 Provide options for physical action

3.1.1 Vary the methods for response and navigation

3.2 Optimize access to tools and assistive technologies

3.3 Provide options for expression and communication

3.3.1 Use multiple media for communication

3.3.2 Use multiple tools for construction and composition

3.3.3 Build fluency with graduated levels of support for practice and performance

3.4 Provide options for executive functions

3.4.1 Guide appropriate goal setting

3.4.2 Support planning and strategy development

3.4.3 Facilitate managing information and resources

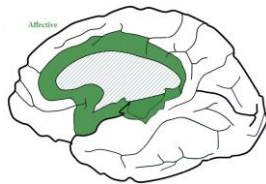
3.4.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

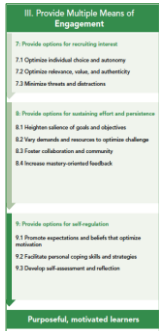
- Give a presentation
- Create a video
- Create a newspaper
- Make a poster
- Write a report

Affective Networks: “Why of Learning”

Evaluate & set
priorities

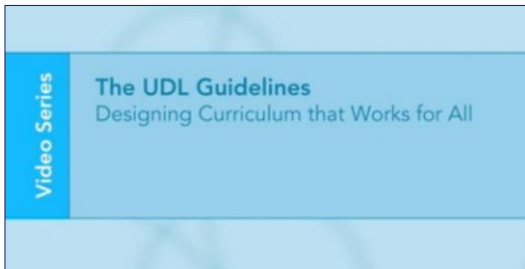


Principle 3 - Engagement



- Virtual field trips
- Google Lit Trips
- Readability
- Skype
- Blogs

Video







http://www.cast.org/library/video/udl_guidelines/index.html

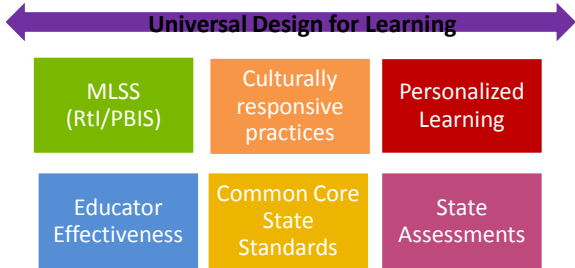
Many are Already Doing Universal Design for Learning!



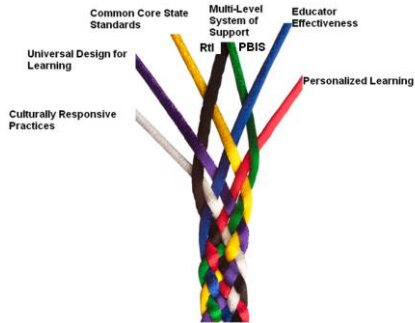
Universal Design for Learning Resources

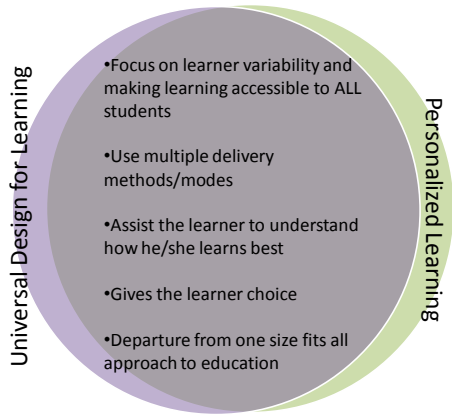
National Center on UDL	
Interactive UDL Wheel	
UDLinks App	
Free Technology Toolkit for UDL in All Classrooms	

Connections to Universal Design for Learning



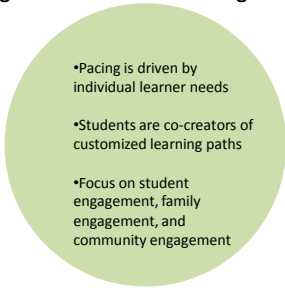
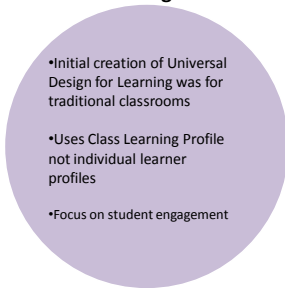
The Braiding of Our Efforts

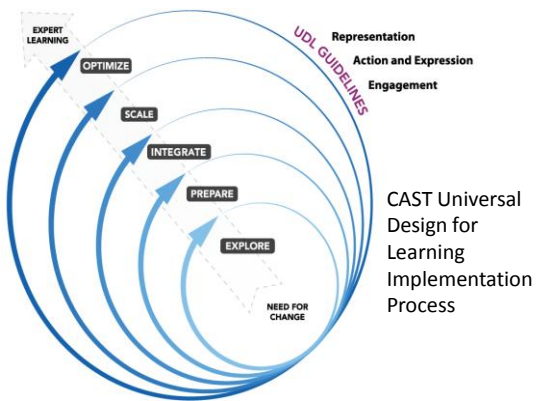




Universal Design for Learning

Personalized Learning





Belief Behind Universal Design for Learning

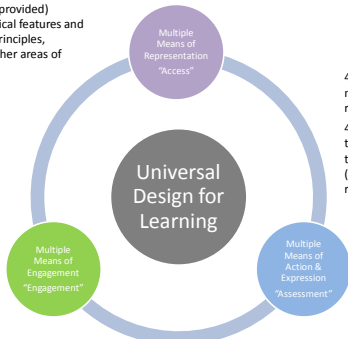
“It is more than providing flexible means of representation, action, and engagement, it must come from a deep respect for the variability of the learners. What you do does not change until you change how you believe.”

— Michael Hodnicki, Instructional Coordinator for Professional Development, Cecil County Public Schools, Maryland

What was UDL Today?

- 2.5 Illustrate through multiple media (visuals, video, examples)
- 3.3 Activate or supply background knowledge (brief summary of UDL provided)
- 3.2 Highlight critical features and relationships (3 principles, connections to other areas of education)

- 7 Provide options for recruiting interest (Use of video, cartoons, visuals)
- 8.3 Foster collaboration and community; 9.3 Develop self-assessment and reflection (coffee and closed captioning reflection)



- 4.1 Vary the methods for response
- 4.2 Optimize access to tools and technologies (various types of resources provided)
