Universal Design for Learning:

Understanding What It Is
And How It Connects

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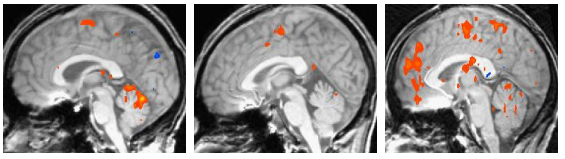
How do You Take Your Coffee?

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

Educator Effectiveness
IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

Why Universal Design for Learning in Wisconsin?

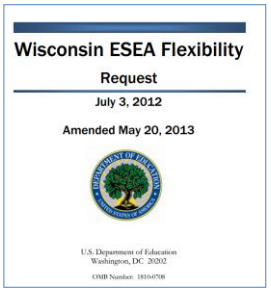
Emphasis on culturally responsive high quality instruction, collaboration, and balanced assessment

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



Wisconsin ESEA Flexibility

Request

July 3, 2012

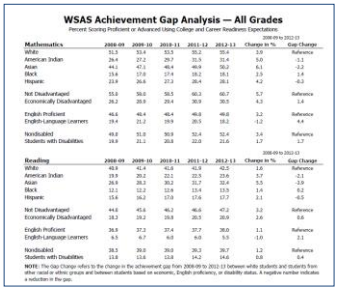
Amended May 20, 2013

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

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 Scoring Proficient or Advanced Using College and Career Readiness Expectations

Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13	Change in %	Gap Change
White	51.5	51.4	53.5	55.2	55.4	3.9	Reference
American Indian	26.4	27.2	29.7	31.5	31.4	5.0	-1.1
Asian	44.1	47.1	48.4	49.9	50.2	6.1	-2.2
Black	15.6	17.0	17.4	18.2	18.1	2.5	1.4
Hispanic	23.9	26.6	27.2	28.4	28.1	4.2	-0.3
Not Disadvantaged	55.0	56.0	58.5	60.3	60.7	5.7	Reference
Economically Disadvantaged	26.2	28.9	29.4	30.9	30.5	4.3	1.4
English Proficient	46.6	48.4	48.4	49.8	49.8	3.2	Reference
English Language Learners	19.4	21.2	19.9	20.5	18.2	-1.2	4.4
Nondisabled	49.8	51.8	50.9	52.4	52.4	3.4	Reference
Students with Disabilities	14.9	21.1	20.8	22.0	21.6	1.7	1.7

Reading	2008-09	2009-10	2010-11	2011-12	2012-13	Change in %	Gap Change
White	46.9	41.4	41.8	41.8	42.5	1.6	Reference
American Indian	19.9	20.2	22.1	22.5	23.6	3.7	-2.1
Asian	28.9	28.1	30.2	31.7	32.4	3.5	-1.9
Black	12.1	12.2	13.8	13.4	13.5	1.4	0.2
Hispanic	15.8	16.2	17.0	17.6	17.7	2.1	-0.5
Not Disadvantaged	44.0	45.6	46.2	46.6	47.2	3.2	Reference
Economically Disadvantaged	18.3	19.2	19.8	20.5	20.9	2.6	0.6
English Proficient	36.9	37.3	37.4	37.7	38.0	1.1	Reference
English Language Learners	9.5	9.7	9.0	9.0	9.5	0.0	1.1
Nondisabled	38.5	39.0	39.0	39.3	39.7	1.2	Reference
Students with Disabilities	13.0	13.6	13.0	14.2	14.6	0.8	0.4

NOTE: The Gap Change refers to the change in the achievement gap from 2008-09 to 2012-13 between white students and students from either 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

Is what?

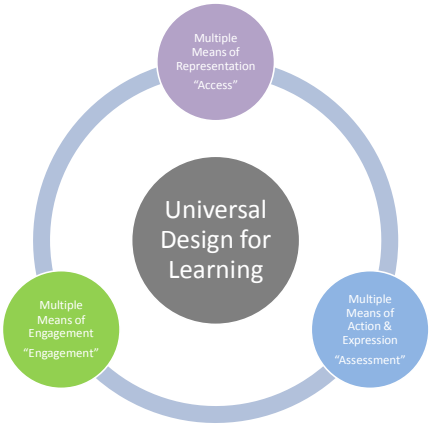
A scientifically valid framework that

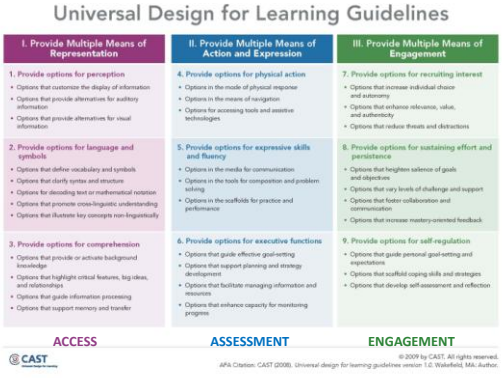
Does what?

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

For what?

to achieve academic and behavioral success for all





Recognition Network:
"What of Learning"

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

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Principle 1 - Access

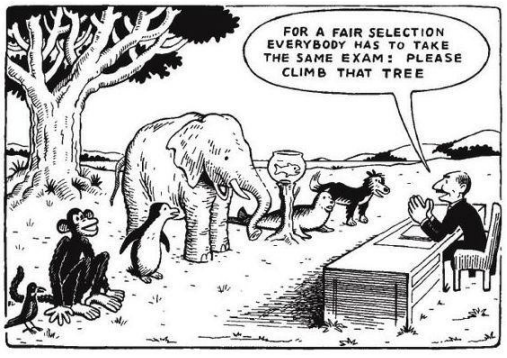
I. Provide Multiple Means of Representation

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

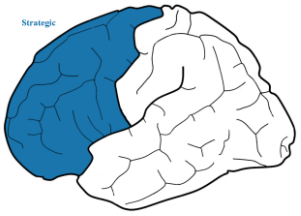
3. Provide options for comprehension
- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

- 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

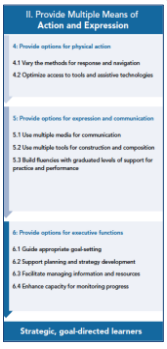


Strategic Networks: "How of Learning""

Plan, execute, monitor actions, & skills



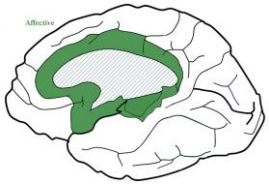
Principle 2 - Assessment



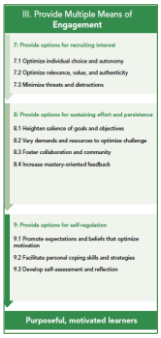
- Give a presentation
- Create a video
- Create a newspaper
- Make a poster
- Write a report

Affective Networks: "Why of Learning"

Evaluate & set priorities

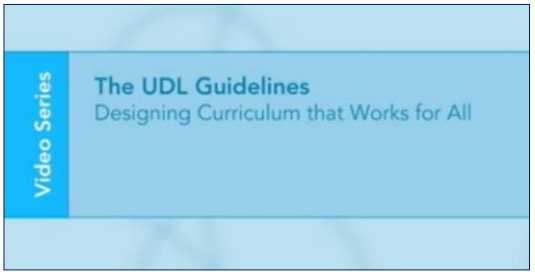


Principle 3 - Engagement



- 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

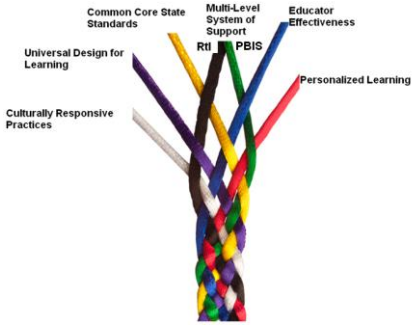
National Center on UDL
Interactive UDL Wheel
UDLinks App
Free Technology Toolkit for UDL in All Classrooms

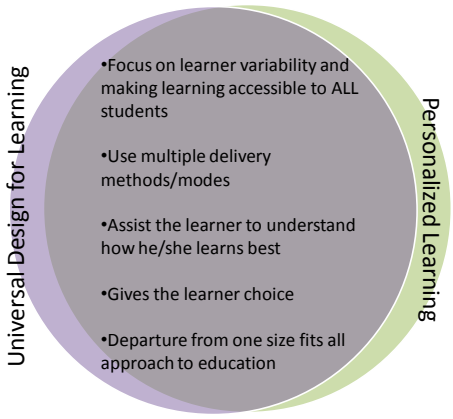
Connections to Universal Design for Learning

Universal Design for Learning

MLSS (RtI/PBIS)	Culturally responsive practices	Personalized Learning
Educator Effectiveness	Common Core State Standards	State Assessments

The Braiding of Our Efforts



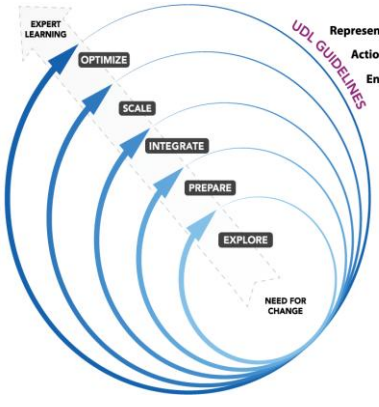


Universal Design for Learning

- Initial creation of Universal Design for Learning was for traditional classrooms
- Uses Class Learning Profile not individual learner profiles
- Focus on student engagement

Personalized Learning

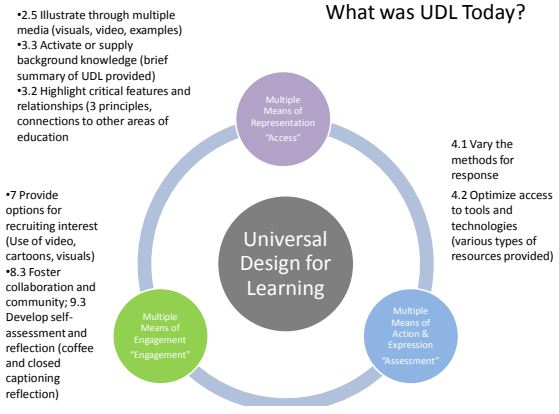
- Pacing is driven by individual learner needs
- Students are co-creators of customized learning paths
- Focus on student engagement, family engagement, and community engagement



CAST Universal Design for Learning Implementation Process

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?