NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

Module 4

MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 2: Building UDL into Curriculum and Instruction

Participant Handouts

2008 National Institute for Urban School Improvement™
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Academy 2: Building UDL into Curriculum and Instruction

Academy Abstract:

The purpose of this academy is for participants to familiarize with the basic principles of Universal Design and Universal Designs for Learning. Emphasis will be made on the paradigm shift behind the philosophy of both approaches: instead of providing solutions for deficits, and make adaptations to provide accessibility, Universal Design considers accessibility for all users and students at the initial stages of planning design and curriculum.

Academy Outcomes:

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of UDL in different content areas.
- Be able to design a classroom learning environment based on an UDL approach.

Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Introductions, Greetings, & Warm-Up	15 min
Activity 1: Jigsaw a Lesson Plan	30 min
Lecturette 1: Applying UDL to Instruction	20 min
Activity 2: Completing and Improving Your Lesson Plan	30 min
Break	10 min
Lecturette 2: UDL and the Social Learning Environment	15 min
Activity 3: Presentation, Expression, and Engagement	25 min
Leave-taking and Feedback	30 min

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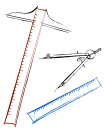

Academy Materials

You should have these materials prior to conducting the Academy:

• FACILITATOR'S MANUAL

• ACADEMY POWERPOINTS and access to a PowerPoint presentation system

• FACILITATOR LESSON PLANS: Lesson plans are provided as Appendix A.

• PARTICIPANT HANDOUTS. Handouts are provided as Appendix B and contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy evaluations and resources. (Handouts can be copied double sided and in black and white).

• NAME TAGS (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).

• CHART PAPER

• MARKER

• TAPE

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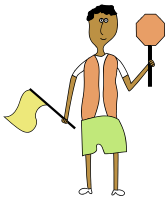

Activity 1: Jigsaw a Lesson Plan

Individually read the attached vignette.
As a small group use the following outline to develop one part of a 55 minute lesson plan for the students and classroom described. Keep in mind the 8 principles of UDL.
As a whole group discuss how you developed your part of the lesson plan and how it reflects the 8 principles of UDL.

- Equitable Use
- Flexibility
- Simple, intuitive designs
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate for size and space for approach and use
- Fully inclusive

Topic	**Math in Our Daily Lives**
Grade/Age Level	**Combined 6th-7th grade, inclusive classroom for students in general and special education, and who are learning English. See Vignette.**
Outcomes	
For All What will all students be able to do as a result of this lesson? (The roots and trunk of the tree)	
For Most In addition to the above outcomes, what will most students be able to do as a result of this lesson? (The branches of the tree)	

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For Some In addition to the above outcomes, what will some students be able to do as a result of this lesson? (The leaves of the tree)	
Media and Materials	
Student Centered Learning Environment	
Methods	
Introducing Activate students' interest and prior knowledge of lesson content. Provide students background knowledge and link to students' lives.	
Exploring Through strategically planned opportunities, students independently extend their prior and background knowledge of the lesson content. Student directed.	
Mediating Teacher directly links information from the introduction and exploration stages to lesson outcomes. Teacher directed.	

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Ending Lesson is summarized and purpose of lesson is revisited.	

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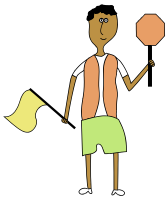
Activity 1: Vignette



On the northwest side of a dense metropolis surrounded by timeworn homes, historic churches, and a rich cultural community resides Sunny Middle School. Four years ago the school became a neighborhood school, drastically changing the make up of the student population. Since then the administration, teachers, and other school personal have had difficulty accepting and meeting the needs of the changing demographic. Parents, students and others in the community are feeling confused about the identity of the school. Sunny Middle School currently serves about 600 students, 55% Hispanic, 40% African American, 10% European American and 5% other. Two years ago a new administration team began to implement a more inclusive approach within this school. Some within the school community are excited about these changes, some are not.

You are a 6th and 7th grade general education math teacher at Sunny Middle School. Over the past four years there have been significant changes in the student population served within your classroom, each year becoming more and more diverse. With the change to neighborhood schools came students learning English from a variety of cultural backgrounds much different than your own. With the new administration and their inclusive approach came students with a variety of disabilities who in the past had been served in resource and self-contained classrooms. This approach also increased the amount of culturally and linguistically diverse students in your classroom who in the past had been served in ELL classrooms.

During 3rd period you have 26 students in your class. 14 of whom are Hispanic, 7 are African American, 3 are European American and 2 are Asian. Of these students, 6 are English language learners who seem to be able to communicate socially with their peers, but are struggling with academic language and 1 student who speaks very limited English. During 3rd period you also have 4 students identified for special education services. One of these students has a Specific Learning Disability in the areas of math and reading, 1 student has a Specific Learning Disability in the areas of math and writing, one student has a significant cognitive disability, and one student has with chronic asthma and misses school frequently.

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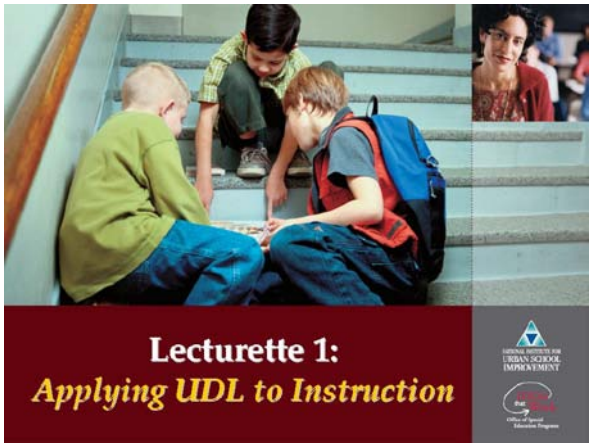

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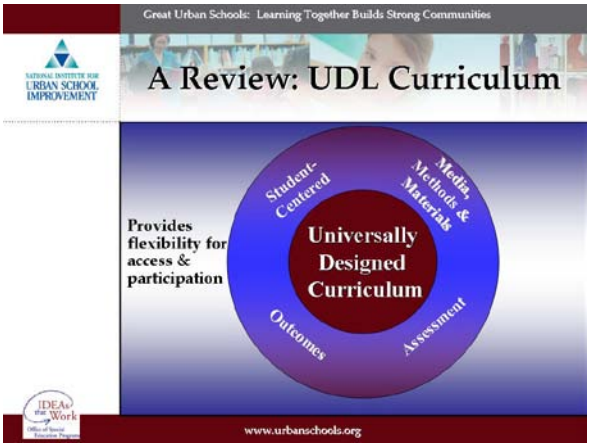

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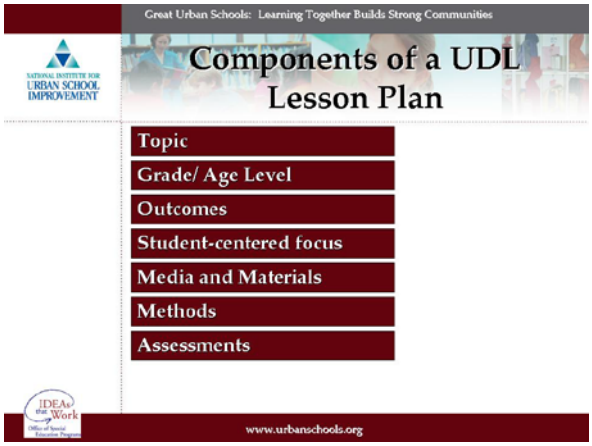

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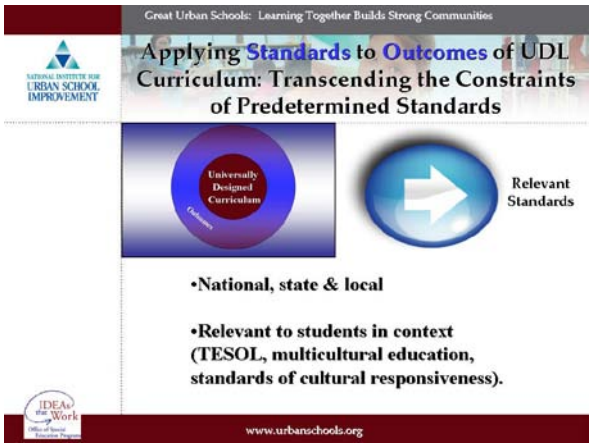

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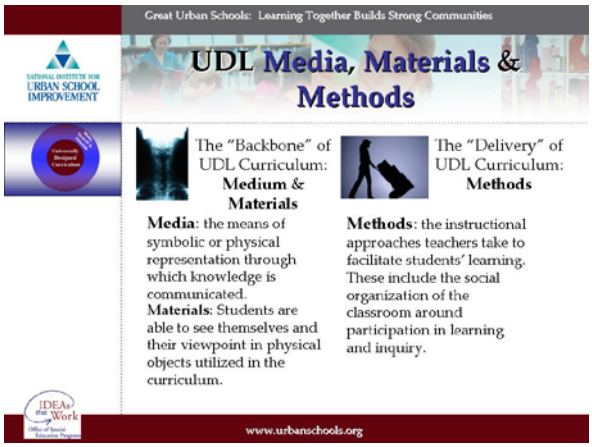

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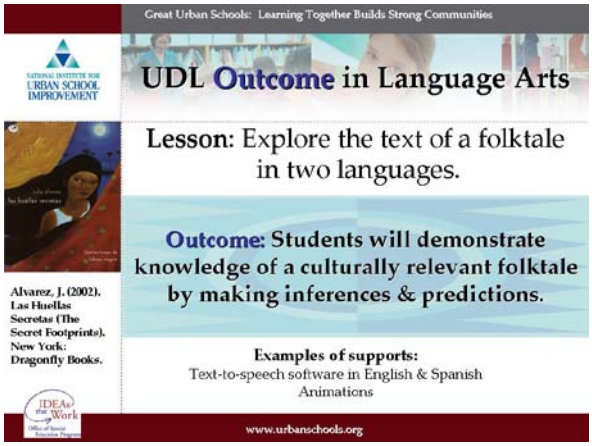

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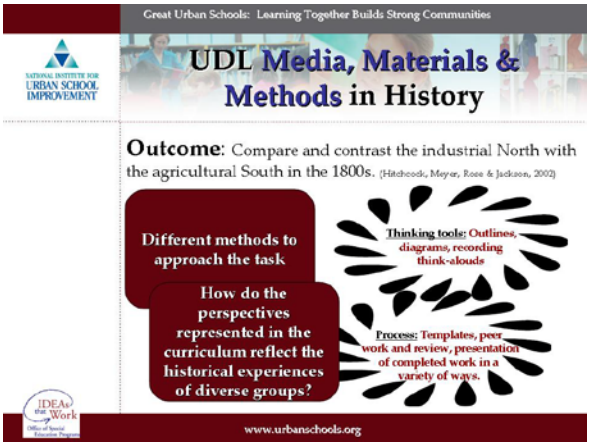

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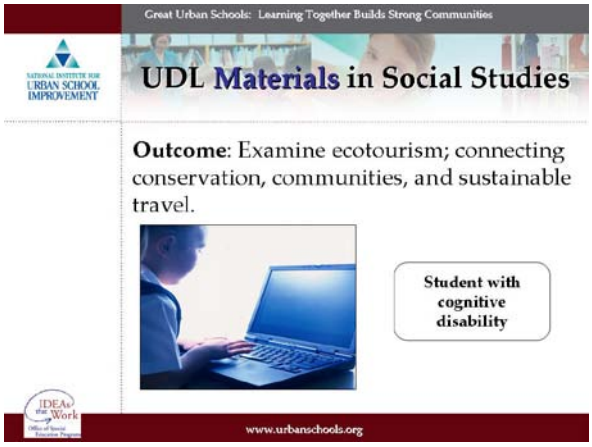

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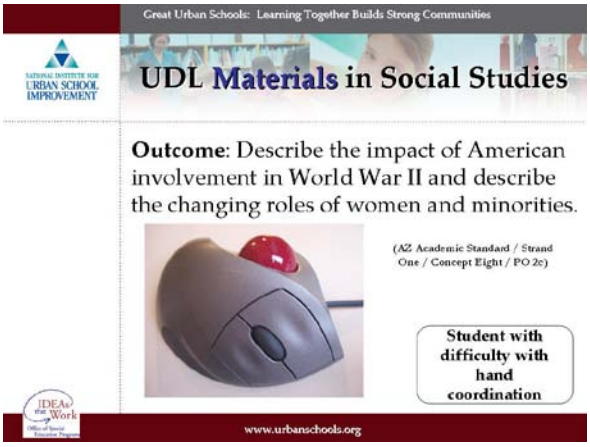

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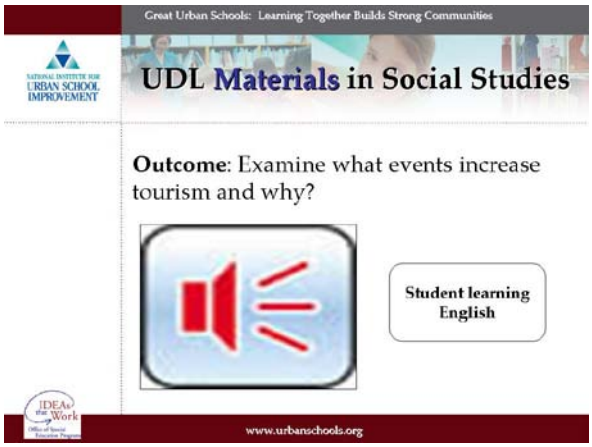

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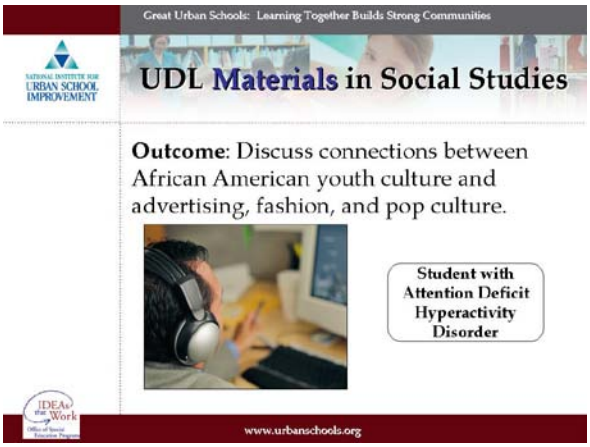

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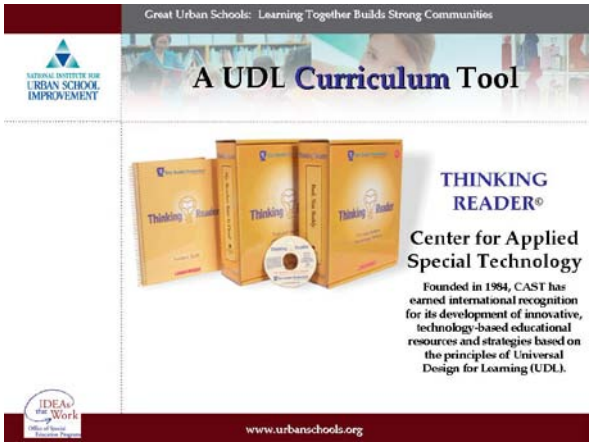

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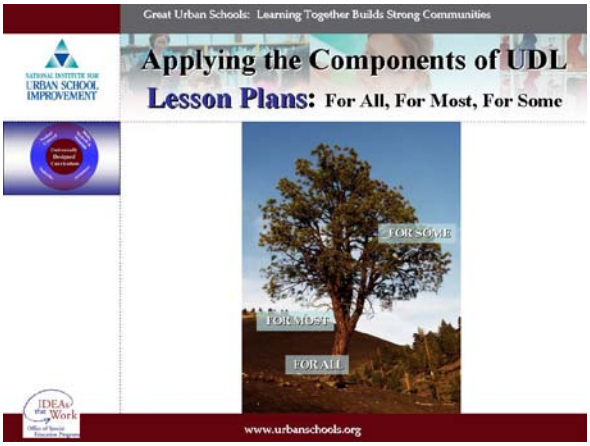

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Activity 2: Completing and Improving Your Lesson Plan

- Review the sample lesson plan on the following page.
- Review the lesson plan you began in activity 2.
- Identify strengths and areas in need of improvement for your current lesson plan and practices.
- Develop specific suggestions to improve your lesson plan which reflect the 8 principals of UDL and complete your lesson plan.
- Think, Pair, Share

Prior Practices	Improved Practices

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Topic	**Math in Our Daily Lives**
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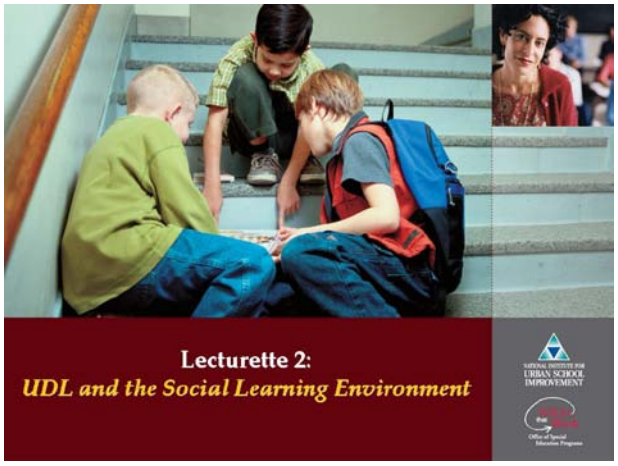

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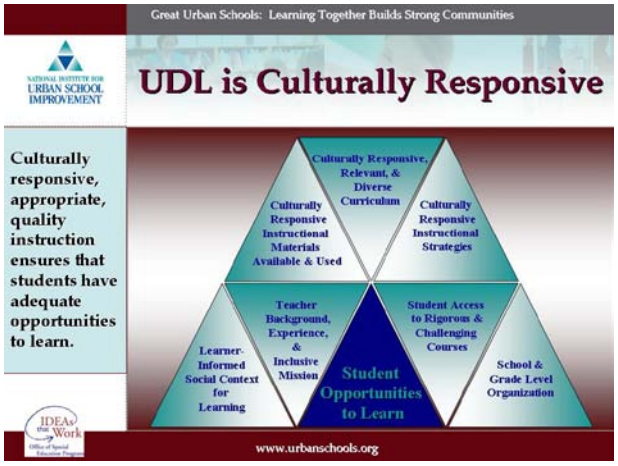

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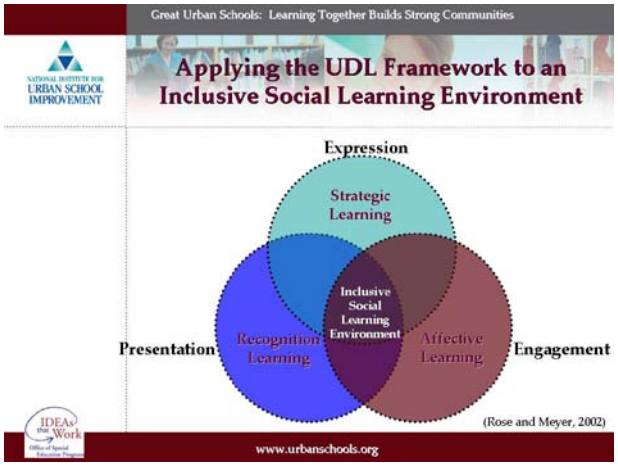

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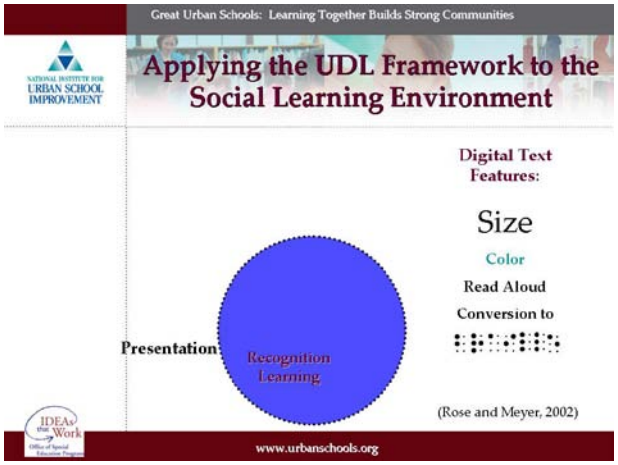

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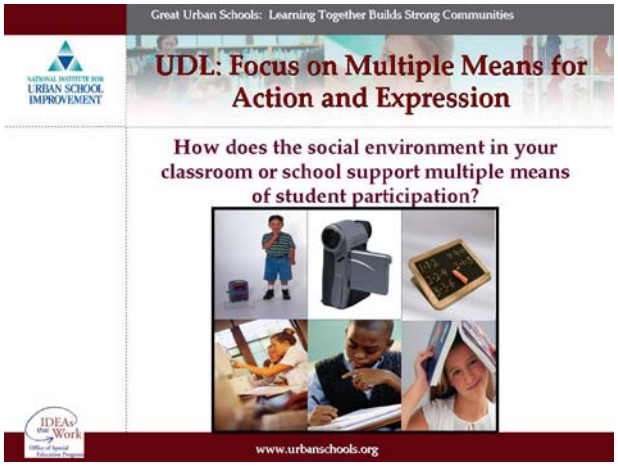

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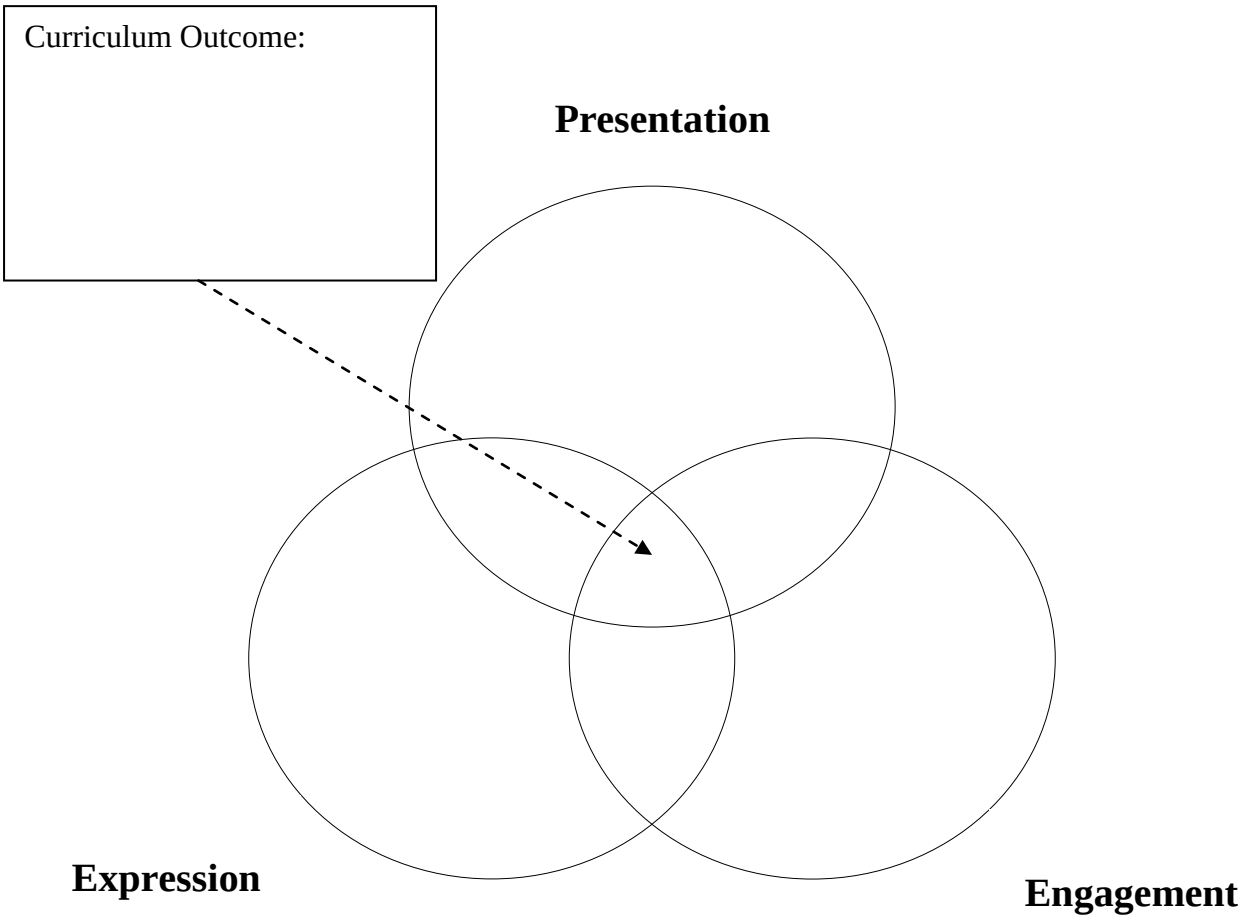
Activity 3: Presentation, Expression, & Engagement

Directions: Universal Design for Learning is grounded on these three features to create an inclusive learning environment. Include your curriculum outcome as a foundation for your ideas, which should include possible ways for information to be presented, for students to express their knowledge, and for students to be engaged in the learning process.

Curriculum Outcome:



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Academy 1 Self Assessment

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. What are the four elements of UDL curriculum? (Need a hint? Recall the diagram with of the donut with another circle in the middle.)

2. What are at least three of the seven elements of the social learning environment that a UDL approach considers? Which of these would you find a challenge to implement in your own context? Which of these may be less challenging for you?

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Academy Evaluation

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I am a
- ☐ General Ed Teacher
- ☐ Administrator
- ☐ Special Ed Teacher
- ☐ Parent
- ☐ Paraprofessional
- ☐ Other

I am affiliated with a(n):
- ☐ **Elementary School**
- ☐ **Middle School**
- ☐ **High School**

Please let us know how useful you found the topics:

Activity 1

Poor				Great
1	2	3	4	5

Activity 2

Poor				Great
1	2	3	4	5

Activity 3

Poor				Great
1	2	3	4	5

Self evaluation

Poor				Great
1	2	3	4	5

Three things I learned that made me go . . .AH HAH!

_____

_____

_____

If I were on the next academy team I would. . .

As a result of participating in this academy, I am going to . . .

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Resources

Center for Universal Design—Universal Design http://www.design.ncsu.edu

This website outlines the initial approach of Universal Design for architecture. It contains the seven principles of Universal Design in several format, and updated information on this model.

The Center for Applied Special Technology (CAST) http://www.cast.org

The CAST website contains a series of theoretical and applied resources to Universal Design for Learning.

Teaching Every Student TES Website http://www.cast.org/teachingeverystudent

Specific applications of Universal Design for Learning to the classroom, case studies, and theoretical resources are found in the TES website.

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Center for Universal Design, The (2007). About universal design. Retrieved on July 1, 2007 from http://www.design.ncsu.edu/cud/about_ud/about_ud.htm

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Rose, D. & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Retrieved on June 30, 2007, from http://www.cast.org/teachingeverystudent/ideas/tes/index.cfm

Teaching Every Student TES Website http://www.cast.org/teachingeverystudent

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Glossary

Affective Learning

Affective refers to the emotional elements of learning with the desired outcome that one feels a sense of positive emotion as a result of being engaged in the learning process.

Assistive Technology

According to the Assistive Technology Act of 1998, Assistive Technology is "...products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities..." **(http://www.rehabtool.com/at.html)**

Barriers (in terms of UD philosophy)

Barriers can be anything that inhibits a student's access to participating in activities and learning content in the school environment.

CAST

Founded in 1984, the Center for Applied Special Technology has gained international recognition for excelling in achieving their mission "To expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies" particularly in the area of Universal Designs for Learning. **(http://www.cast.org/about/index.html)**

Culturally Responsive

To be culturally responsive is to value, consider, and integrate individuals' culture, language, heritage and experiences leading to supported learning and development**.**

CUD

The Center for Universal Design (CUD) is a national information, technical assistance, and research center that evaluates, develops, and promotes accessible and universal design in housing, commercial and public facilities, outdoor environments, and products. Their mission is to improve environments and products through design innovation, research, education and design assistance.

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Retrofit

To add parts, devices, equipment, or strategies not in existence or available at the time of original design for use in or on an existing structure, which includes not only concrete structures such as a building or classroom, but also the structure of the educational setting, environment and delivery of information.

Universal Design

Universal Design is an approach to the design of products, services and places to be accessible and usable for as many people as possible regardless of age, ability, or circumstance.

Universal Designs for Learning

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences, so that all students have an equal opportunity to learn and participate. This is done using *multiple means of representation,* to give learners various ways of acquiring information and knowledge; *multiple means of expression,* to provide learners alternatives for demonstrating what they know; and *multiple means of engagement,* to tap into learners' interests, offer appropriate challenges, and increase motivation.

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