Planning for All Learners
Universal Design for Learning (UDL)

Guidelines
Social and Emotional Learning
Provincial Implementation

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.
Outcomes/Goals
To provide optimal challenges

Representation
Describe objectives in ways that are clear and specific

Key Concept
Present ideas and information in multiple ways

The Neuroscience
Recognition networks

Goal
Knowledge building

- 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

Instructional Material
To ensure equal access

Provide options in the way information is presented

- Present information in multiple formats including text, graphics, audio, video, etc.
- 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 course pages on your class page/wiki
- Develop a FAQ list for students
- Design electronic materials to be accessible to a wide range of use display technologies. Structure materials for easy information accessing
- 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

Action and Expression
Describe objectives in ways that are measurable and achievable

Key Concept
Provide students with multiple ways to express their comprehension and mastery of a topic

The Neuroscience
Strategic networks

Goal
Skill building

- 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

- Accept alternative project formats: oral presentations, videos, news articles, photo essays, radio documentaries, community research, publications, etc.
- Adopt instructional technologies that increase communication and provide 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

Engagement
Describe objectives that motivate students to learn

Key Concept
Tap into students' interests, challenge them appropriately, and motivate them to learn

The Neuroscience
Affective networks

Goal
Attitude building

- 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

- 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) that accompany your textbook/classroom resources
- Make a detailed course outline available for students to view on the day of the class/course
<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td><strong>Provide options for building knowledge</strong></td>
<td><strong>Use assessments that accurately measure knowledge development</strong></td>
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<tr>
<td>- Whenever possible, tie new concepts to prior knowledge</td>
<td>- Develop assessments directly from the outcomes</td>
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<tr>
<td>- Provide structure to the material: highlight key concepts and explain how they relate to course objectives</td>
<td>- Consider alternatives to traditional quizzes and tests</td>
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<td>- Learning is more than a spectator sport. Make it active and participatory</td>
<td>- Provide instructions for assignments both verbally and in writing</td>
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<td>- Start each class with an outline of material to be covered and conclude each session with a summary of key points</td>
<td>- Monitor the effectiveness of instruction (e.g., quick surveys, exit slips, etc.)</td>
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<td>- Use technology to increase and enhance learning opportunities (e.g., clickers, SmartBoards, etc.)</td>
<td>- Provide clear expectations and feedback</td>
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<td>- Represent key concepts graphically as well as verbally</td>
<td>- Ahead of assessment time, create rubrics with students with a set of examples of what constitutes quality work</td>
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<td>- Adopt a &quot;learning-centered&quot; approach to teaching. Structure classes so that students take on multiple roles: facilitator, recorder, presenter, etc.</td>
<td>- For writing assignments, allow for drafts and revisions; consider using peer review</td>
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<td>- Make learning relevant. Draw on real-life examples whenever possible</td>
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<td>- Emphasize time on task. Create assignments that require students to practice reviewing and applying information. Brain research confirms the adage <em>practice makes perfect</em></td>
<td>- Allow students to submit assignments electronically, as appropriate</td>
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<td>- Allow students to grasp material in their preferred learning style and at their own pace</td>
<td>- Include stages where self and peer assessment provide ongoing feedback prior to the teacher evaluating</td>
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<td>- Help students determine how they learn through examining multiple intelligences and learning styles</td>
<td>- Give prompt, ongoing formative feedback to support learning as students prepare work prior to formal evaluation</td>
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<td>- 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</td>
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<td>- Capture students’ attention to pique their interest in the topic</td>
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<td>- Allow students to work in pairs or small groups</td>
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<td>- Create a welcoming class environment; greet students as they enter</td>
<td>- When applicable, have students explore the meaning and value of their learning experiences to themselves and to society</td>
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<td>- Encourage greater cooperation and collaboration between students</td>
<td>- For experiential learning activities, explore growth in the <em>affective domain</em> through reflection activities</td>
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<td>- Use technology to increase class communication (clickers, online discussion forums, etc.)</td>
<td>- Have students relate new concepts and information to their own lives and the lives of those explored</td>
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<td>- Create some “energy” during class (e.g., humour, anticipation, suspense) to increase attention and recall</td>
<td>- Give prompt, ongoing and instructive feedback to support learning and self-assessment</td>
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<td>- Illustrate abstract concepts with concrete examples. Point to real-life examples from your own experiences and your students</td>
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<td>- Invite guest speakers to share their perspectives on the topic at hand; use technology to connect them with students via an online discussion</td>
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<td>- Share your enthusiasm for the topic by citing personal experiences, research results, related news, etc.</td>
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<td>- Offer flexible time when students can meet with you</td>
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*From Theory to Application – Universal Design for Learning*

*Based on Universal Design for Learning Guidelines, CAST*

*Adapted from UDL Quick Tips, Access Project, Colorado State University*
What is essential for some is good for all!

- 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?

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 (UDLlinks) that has great resources for supporting your UDL planning at http://itun.es/ca/vq2fB.i