



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**Learning for All:
UDL in the Classroom**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Office of Education | Department of Public Instruction

NOVEMBER 3-5, 2014



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Prezi Link

<http://prezi.com/hctjn7gjbjpj/universal-design-for-learning/>



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What is UDL?

According to the Higher Education Opportunity Act of 2008 ...
Universal Design for Learning:

- provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

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Recognition Networks
The "what" of learning

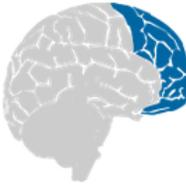


How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Present information and content in different ways

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Strategic Networks
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

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Affective Networks
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

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UDL vs. Differentiation

UDL	Both	Differentiation
<ul style="list-style-type: none"> • more proactive • core component of curriculum design • empowers students to make their own modifications • encompasses all potential learning styles 	<ul style="list-style-type: none"> • responsive to individual needs • flexible • support all learners 	<ul style="list-style-type: none"> • more reactive • modifies lessons in response to formative assessment • teacher determines modifications • responds to specific student needs

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Multiple Means of Representation

The "what" of learning deals with how we perceive new information.

When we represent information in multiple ways, we help students with:

- sensory disabilities (blind or hearing impaired)
- processing difficulties
- strengths in specific areas, such as auditory, visual, or kinesthetic

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Multiple Means of Representation

How we're using it:

- Prezi
- Video Clips
- Verbal
- Images
- Animations
- Graphic Organizers
- Demonstrations
- "Clean View" Slide Handouts

Multiple Means of Representation

Examples of Tools

- Text to speech
 - www.naturalreaders.org
- Clean view reading
 - www.readability.com
- Accessible books
 - <http://bookbuilder.cast.org>
 - www.tarheelreader.org
- Define vocabulary terms and/or simplify text
 - www.rewordify.com

Multiple Means of Engagement

Components of engagement include motivation, challenge, and interaction.

Consider:

- student choice
- variety of grouping strategies
- integration of student interests
- varied levels of challenge
- opportunities for self-monitoring

Multiple Means of Engagement

How we're using it:

- Listening
- Guided Notes
- Turn and Talk
- Technology interaction
- Padlet collaboration

Multiple Means of Engagement

Examples of Tools:

- Check readability and grade level of text in Word
- Virtual manipulatives
 - <http://nlvm.usu.edu/>
- Picture dictionary
 - <http://jammers.russmus.net/dict/>
- Use of apps, websites, movement, visuals, and activities to capture student interest
- Activity choice boards/menus/tic tac toe
 - <https://daretodifferentiate.wikispaces.com/Choice+Boards>

Multiple Means of Expression

Multiple means of expression allow students to demonstrate what they have learned.

It addresses differences such as:

- motor skills
- speech and verbal abilities
- executive functioning
- multiple intelligences

Multiple Means of Expression

How you'll use it:

- Explain to a colleague
- Write a summary
- Implement in your classroom

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Multiple Means of Expression

Examples of tools:

- Virtual presentations
 - www.voki.com
 - www.prezi.com
 - Powerpoint
 - www.glogster.com
- Identify and involve multiple intelligences: write, perform, draw, act, sing, dance, type, etc., etc.
 - <http://printables.scholastic.com/printables/detail/?id=36447>
 - <http://www.scholastic.com/teachers/article/clip-save-checklist-learning-activities-connect-multiple-intelligences>
- Flexible grading using rubrics and checklists
 - <http://rubistar.4teachers.org>
 - <http://pb1checklist.4teachers.org>

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Additional Tools:

- <http://udltechtoolkit.wikispaces.com/>
- <http://www.montgomeryschoolsmd.org/departments/hiat/toolfinder/>

For more information:

- <http://www.cast.org>
- <http://www.udlcenter.org>



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UDL Guided Notes

What is UDL?

3 Learning Networks

Network	Network	Network
Description:	Description:	Description:
Multiple Means of	Multiple Means of	Multiple Means of

UDL vs. Differentiation



Multiple Means of Representation

What does it look like?	Resources I'd like to try

Multiple Means of Engagement

Description	Resources I'd like to try

Multiple Means of Expression

Description	Resources I'd like to try