

# UNIVERSAL FOR DESIGN LEARNING



## THE STEP-BY-STEP PROCEDURE FOR IMPLEMENTING THE UDL FRAMEWORK

Proactively designing lessons that plan for learner variability to reduce barriers and increase student ownership

### #1: GOALS

Create clear learning goals and targets that are aligned to state standards

#### Questions to think about

What are the potential misunderstandings, misconceptions, or areas where learners may meet barriers specific to the standard(s), learning targets, and assessment?

### #2: ASSESSMENTS

Create formative and summative assessments that accurately measure the learning targets/goals/standards

#### Questions to think about

What scaffolds/supports might students need to be successful on the assessment? Do students have different options in showing their understanding?

### #3: INSTRUCTIONAL ACTIVITIES

Design instructional activities that provide multiple means of:

- Engagement
- Representation
- Action & Expression

## UDL Guidelines

### ENGAGEMENT

#### THE "WHY" OF LEARNING

How are you going to engage and motivate your students? What do you anticipate the range of student interest will be?

#### Implementation Tips

- Explicitly tell students why a lesson is relevant
- Offer opportunities for consistent feedback like self-reflection, peer review, and teacher feedback.

### REPRESENTATION

#### THE "WHAT" OF LEARNING

How will you present the information to students? What do you anticipate as barriers to comprehension?

#### Implementation Tips

- Provide visual, auditory, and digital materials.
- Provide scaffolds to support students.
- Offer visuals like charts, pictures, audio clips, and resources students can touch and manipulate
- Model comprehension strategies like note-taking and asking questions.

### ACTION & EXPRESSION

#### THE "HOW" OF LEARNING

How will students express their knowledge back to you?

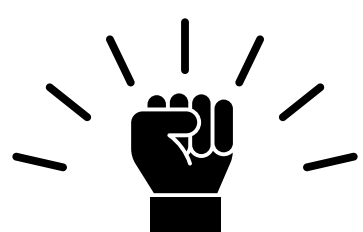
#### Implementation Tips

- Give students a choice in how they express what they know or can do.
- Provide feedback while students work
- Have students reflect on their own learning
- Allow students to use technology, resources, and tools to express knowledge

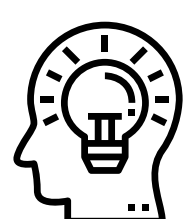
### #4: REFLECT & REDESIGN

How did the lesson go? Why did it go that way? What are some changes you would make next time? Did your lesson design anticipate variability?

The goal of UDL is to create learners who are



Purposeful & Motivated



Resourceful & Knowledgeable



Strategic & Goal-Directed