

# Raising the Achievement Bar with Universal Design for Learning: *10 Things Educators Need to Know*

Joy Smiley Zabala, Ed.D., ATP  
Director of Technical Assistance  
CAST and the National Center on Accessible Instructional Materials

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This slide set contain the "bones" of this presentation. It is likely that some slides will be different when the actual presentation takes place.

The slides used in the presentation will be made available to all following the presentation.

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## In this session...

- 
**Big Ideas about UDL:**  
*What it is, where it came from, principles and components, connection to other initiatives, and resources*
- 
**Getting There Another Way:**  
*The GPS Approach to Understanding UDL*

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The UDL Framework supports the design and implementation of a flexible, responsive curriculum that provides opportunities for the participation and achievement of all students

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- ✓ Scientifically valid framework for guiding educational practice
- ✓ Provides flexibility in the ways information is presented, the ways students respond or demonstrate knowledge and skills and the ways students are engaged

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- ✓ Reduces barriers in instruction
- ✓ Provides appropriate accommodations, supports, and challenges
- ✓ Maintains high achievement expectations for all students

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## National Center on UDL



<http://www.udlcenter.org>

...supports the effective implementation of UDL by connecting stakeholders in the field and providing resources and information about...

- UDL Basics
- The value of UDL
- UDL implementation
- Research supports for UDL Framework
- Connections to others in the UDL field

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## UDL Guidelines

Three primary principles guide UDL—and provide structure for the Guidelines:

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language and symbols	Expressive skills and fluency	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

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Universal Design for Learning has roots in technology, disability, architecture, and neuroscience

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UDL

A Transformative Tool

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UDL

The Starting Point - 1985

CAST began by addressing the needs of students “in the margins”, primarily with technology-based accommodations

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UDL

Roots in Architecture

Universal Design in architecture illustrates that designing for diversity from the beginning is a more practical, elegant and effective approach than adding on.

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## UDL A Pivotal Point

Accommodations created for a subset of the population typically provide benefits for everyone

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## UDL From the Margins to the Whole

- From the context of creating responsive learning environments for students with disabilities
- To the focus on enhance learning opportunities for all students

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## UDL UDL as a Technology Initiative

Early on, Universal Design for Learning (UDL) was viewed as a technology initiative based on the process of building in accessibility and achievement supports that address the diverse learning needs of all students.

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UDL

Roots in Neuroscience



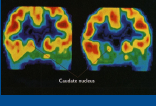
Recognition

The “what” of learning



Strategic

The “how” of learning



Affective

The “why” of learning

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UDL

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UDL is a curricular initiative that seeks to decrease unacceptable challenge while maintaining acceptable challenge and high expectations

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UDL

UDL as a Curriculum Initiative

CAST believes that “barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners' interactions with inflexible educational goals, materials, methods, and assessments.”

*Teaching Every Student in the Digital Age, p. vi*

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UDL

Universal

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UDL

Design

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UDL

Learning

Models and Mentors

Graduated Scaffolding

Progress monitoring

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There are three principles of Universal Design for Learning

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### Three Principles

Universal Design for Learning calls for ...

- **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
- **Multiple means of engagement**, to tap into learners' interests, offer appropriate challenges, and increase motivation.

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Universal Design for Learning has four interrelated components

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UDL
Four Curriculum Pillars

GOALS


INSTRUCTION


MATERIALS


ASSESSMENT


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UDL
Goals



*Firm Goals, Flexible Means*

- Clearly identified
- Separate from means

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UDL
Methods



- Varied Methodolgy
- Graduated Scaffolding
- Appropriate Supports and Services




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UDL

Assessment

- Progress Monitoring
- Authentic Assessment
- Accessibility
- Construct validity

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UDL

Materials

Emphasis on  
Flexible, Transformable Digital Media

BUT... digital media does not equal UDL  
and digital does not necessarily equal accessible!

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UDL

UDL supports achievement of a diverse  
population by providing the important  
aspects of content in different ways

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UDL

Connecting UDL and AT

- Assistive Technology looks at the specific barriers a student may face in whatever environment they find themselves.
- Universal Design looks to make the learning environment as flexible and accommodating as possible.
- Both approaches strive to insure the access, participation & progress of students

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UDL

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UDL as a bridge between general and special education

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UDL

Connecting GenEd and SpEd

- UDL is not limited to any particular instructional arrangement or scheme
- UDL does not replace the need for more intensive supports and services for some students
- Multiple Levels of Support can be seamless in UDL Environments

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## Connecting GenEd and SpEd

- UDL can enhance implementation of major initiatives already going on in general and special education
- Measurement of each student's response to these interventions
- Use of the data to inform instruction

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## Connecting GenEd and SpEd

A word about what Americans call Response to Intervention...

*Shouldn't we really be talking about RESPONSIVE INTERVENTION rather than Response TO Intervention?*

David Rose  
CAST Founder and Chief Scientist

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Access to Instructional Materials is a key element of universally designed learning environments

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UDL

Why Provide AIM?  
*The Pedagogical Challenge*

If all students are:

- expected to participate and progress in the general education curriculum
- are held accountable for high achievement they need access to the information contained in the print-based instructional materials in formats from which they can gain meaning.

Good Common Sense

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UDL

Who Needs AIM?

- Students with print-related disabilities who must gain the information they need to complete tasks, master IEP goals, and reach curricular standards
- Students who are unable to obtain information through the use of traditional print materials
- Students who sometimes prefer media other than print for learning tasks in various environments

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UDL

Leadership is essential and there are “Just in Time” supports available to help you lead!

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## Major UDL Resource Collections

The National Center on UDL  
<http://www.udlcenter.org>

The UDL Implementation and Research Network  
<http://udl-irn.org>

The National UDL Task Force  
<http://www.advocacyinstitute.org/UDL/legislative.shtml>

CAST  
<http://www.cast.org>

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## UDL in a nutshell...

- Is a framework for ensuring access, participation and progress in the general education curriculum
- Assumes and plans for diverse student strengths and needs
- Places emphasis on using digital technology and other strategies and materials to support diverse learners
- Includes assistive technology for some
- Is not limited to high tech environments

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## Vaclav Havel



*"It is not enough to stare up the steps...  
We must step up the stairs"*

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UDL

Stepping Up the UDL Stairs

**Provide Access** by planning and leading and teaching in ways that eliminates barriers to learning

**Increase Participation** by providing options that increase recognition, expression &, engagement

**Demonstrate achievement** by monitoring progress and documenting change in professional practices and student achievement

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UDL

Stepping Up the UDL Stairs

Encourage educators and families to:

- Visit the UDL Center Web Site
- Peruse the UDL Guidelines and dig deeply into them
- View examples and try out ideas
- Work through the UDL Online Modules
- Join in UDL conversations with others grappling with the same challenges and opportunities

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UDL

Stepping Up the UDL Stairs

- Think about your major national, state and local initiatives
- Identify barriers that slow progress
- Consider how UDL features can lower barriers and support achievement of those initiatives
- Demonstrate how UDL features increase efficiency and effectiveness
- ALWAYS equate ROI with student achievement!!

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**UDL** We're just a fingertip away...

Joy Smiley Zabala  
jzabala@cast.org



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