NDHS
Student Engagement

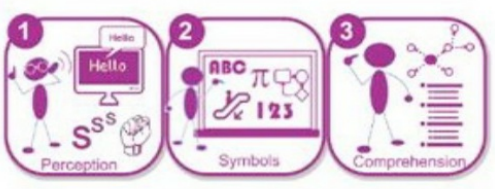
March 2017

Revisiting Universal Design for Learning

options options options options options options options options options options options options

Representation

What?
of Learning



I. Representation

Use multiple means of representation

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information
2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically
3. Provide options for comprehension
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

Observation Checklist

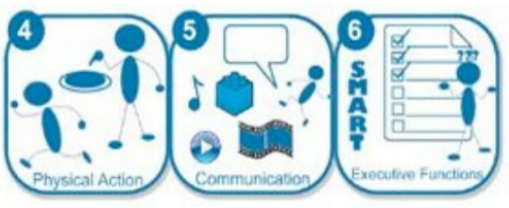
- ✓ Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.
- ✓ Teacher is aware of students' special learning and medical needs. This information is used to create instruction tailored to meet the needs of a group of students.
- ✓ Teacher's questions reflect high quality and are culturally and developmentally appropriate, and invite a thoughtful response.

Bloom's Taxonomy Action Verbs

Define
Describe
Relate
Recall
Explain
Summarize
Describe
Paraphrase
Discuss
Explain
Identify
Recognize

Action and Expression

How?
of Learning



II. Expression

Use multiple means of expression

4. Provide options for physical action
   - Options in the mode of physical response
   - Options in the means of navigation
   - Options for accessing tools and assistive technologies
5. Provide options for expressive skills and fluency
   - Options in the media for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance
6. Provide options for executive functions
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources
   - Options that enhance capacity for monitoring progress

Observation Checklist

- ✓ Students are fully aware of the criteria and performance standards by which their work will be evaluated.
- ✓ Most students are cognitively engaged in exploring content.
- ✓ Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.
- ✓ Independent and small group work is organized and students are productively engaged most of the time without required much direct supervision.

Bloom's Taxonomy Action Verbs

Use
Solve
Demonstrate
Apply
Discover
Illustrate
Interpret
Predict
Prepare
Produce
Relate
Show

Engagement

Why?
of Learning

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions
8. Provide options for sustaining effort and persistence
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback
9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection

Observation Checklist

- ✓ Independent and small group work is organized and students are productively engaged most of the time without required much direct supervision.
- ✓ Students are fully aware of the criteria and performance standards by which their work will be evaluated.
- ✓ Assessment criteria and standards are clear.
- ✓ Peer interaction occurred appropriately and successfully.

Bloom's Taxonomy Action Verbs

Analyze
Compare
Contrast
Apply
Discover
Demonstrate
Illustrate
Prepare
Produce
Solve
Create
Design
Compose
Explain
Generate
Develop
Summarize
Critique
Justify
Assess
Conclude
Plan
Evaluate
Interpret
Relate
Predict
Support

References and Resources

http://www.udlcenter.org/

If you decide to give one of these activities or resources a try I am happy to help you plan, co-teach or simply provide informal feedback on a lesson.

HAVE FUN & SHARE!

@EFitzSolava