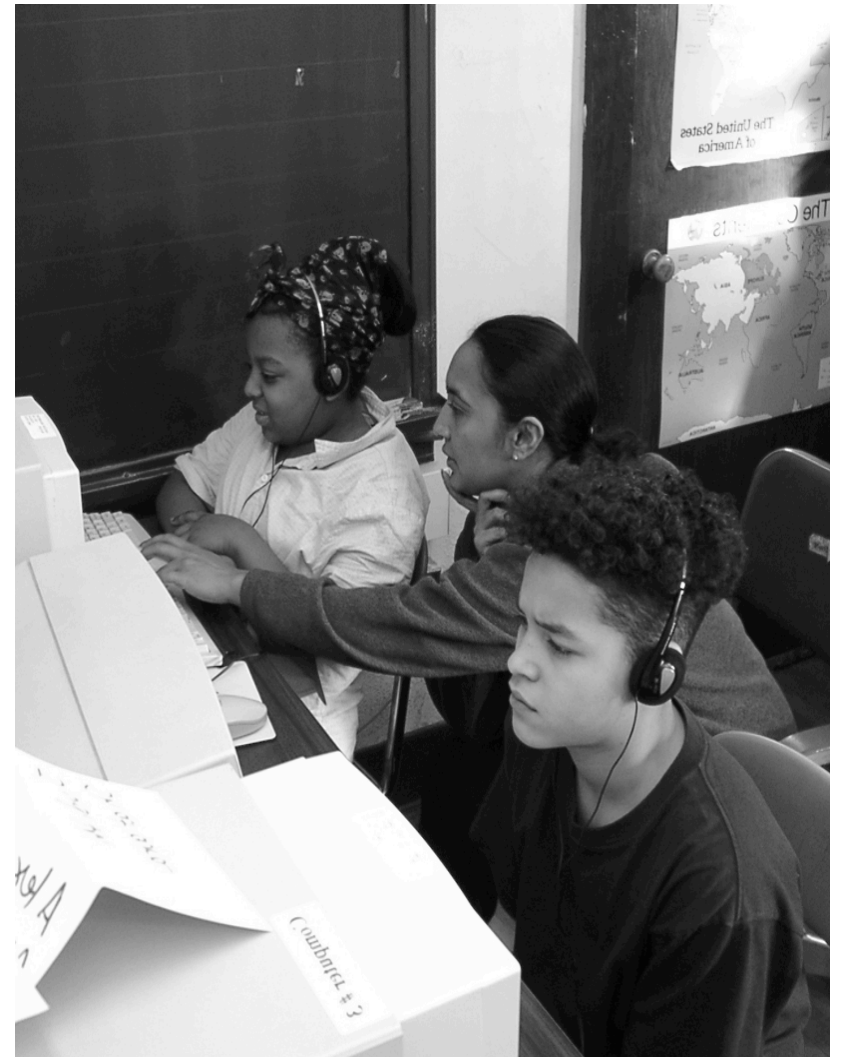


Common Core and Universal Design for Learning: Balancing Rigor and Access for All

IRA

April 19, 2013

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Public Schools
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Goal

As states and districts produce CCSS curriculum, understanding how the principles of UDL support student achievement of the standards and can improve the implementation for all learners.

Also,

To illustrate that when UDL principles are embedded into the design of curriculum, students become self-regulated learners.

They know how to use scaffolds and tools in learning and to more accurately demonstrate what they know.

Standards

College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade 4

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Diverse Learners

Key Point:

Every student is expected to meet the ELA Standards, no matter what their strengths or challenges. However, instruction and assessment does not need to be the same for all students.

Source: Literacy Implementation Guidance for the ELA Common Core State Standards white paper, issued by the IRA Common Core State Standards (CCSS) Committee.

Recommendations Related to Diverse Learners

- The CCSS require equal outcomes for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.
- Monitor student learning and provide adjustments and supplements based on that information.



Policy

Higher Education Opportunity Act 2008

- Universal Design for Learning **is legally defined** in the US within the Higher Education Opportunity Act enacted August 14, 2008
- **SEC. 103. ADDITIONAL DEFINITIONS.**
 - (24) **UNIVERSAL DESIGN FOR LEARNING.**--The term `universal design for learning' means a scientifically valid framework for guiding educational practice that--
 - (A) 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
 - (B) 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.

Policy

National Educational Technology Plan

Universal Design for Learning Defined within the US National Educational Technology Plan (**NETP**)

Universal Design for Learning

Making learning experiences accessible to all learners requires universal design, a concept well established in the field of architecture, where all modern public buildings, including schools, are designed to be accessible by everyone. Principles and guidelines have been established for universal design in education based on decades of research and are known as Universal Design for Learning (UDL). The UDL principles reflect the way students take in and process information (Rose & Meyer, 2002). Using them to develop goals, instructional methods, classroom materials, and assessments, educators can improve outcomes for diverse learners by providing fair opportunities for learning by improving access to content.

Policy

General Education

ESEA Blueprint, March, 2010
Literacy & STEM

adopted common, state-developed, college- and career-ready standards. Priority may also be given to states that use technology to address student learning challenges, which may include the principles of universal design for learning.

Duncan, Secretary of Education

UDL at a Glance



Universal Design ... an example of change



UD- A Conceptual Shift



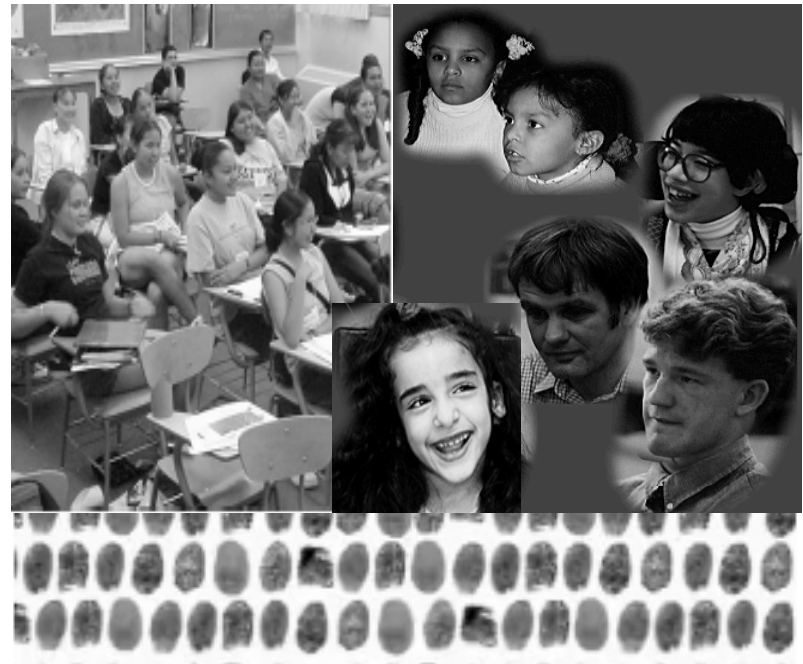
“

users from the beginning”

-- Architect, Ron Mace

UDL Assumptions

Learners in any
classroom are
VARIED

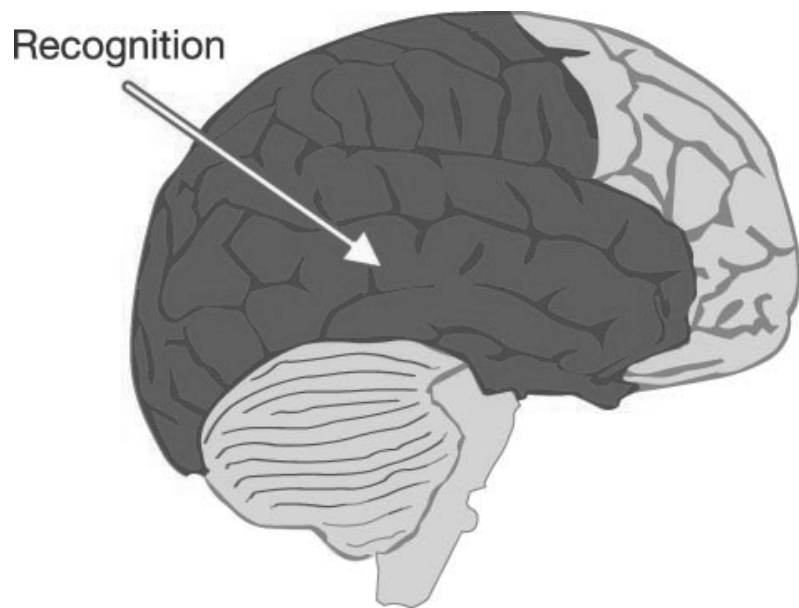


What is Universal Design for Learning?

A Framework

UDL is framework for designing curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

UDL and the Learning Brain



Recognition Networks: “the what of learning”

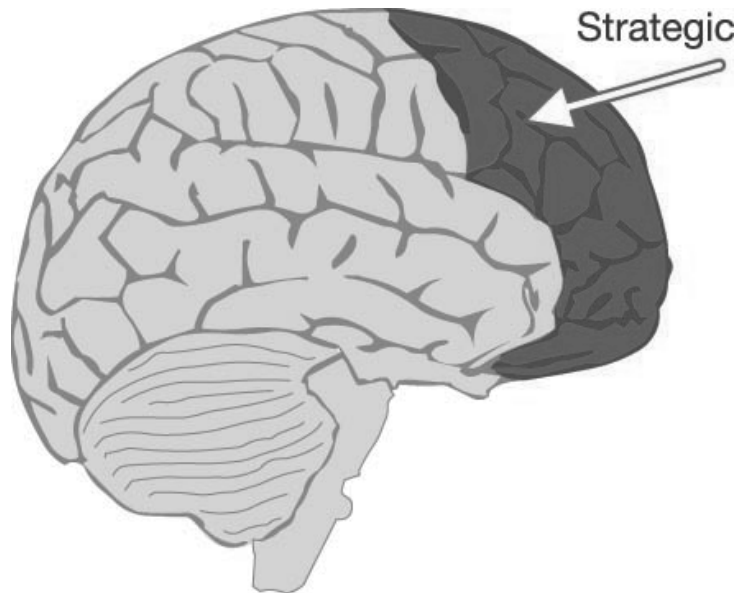
identify and interpret patterns of sound, light, taste, smell, and touch



UDL and the Learning Brain



UDL and the Learning Brain



Strategic Networks:
“the how of learning”

plan, execute, and
monitor actions and
skills



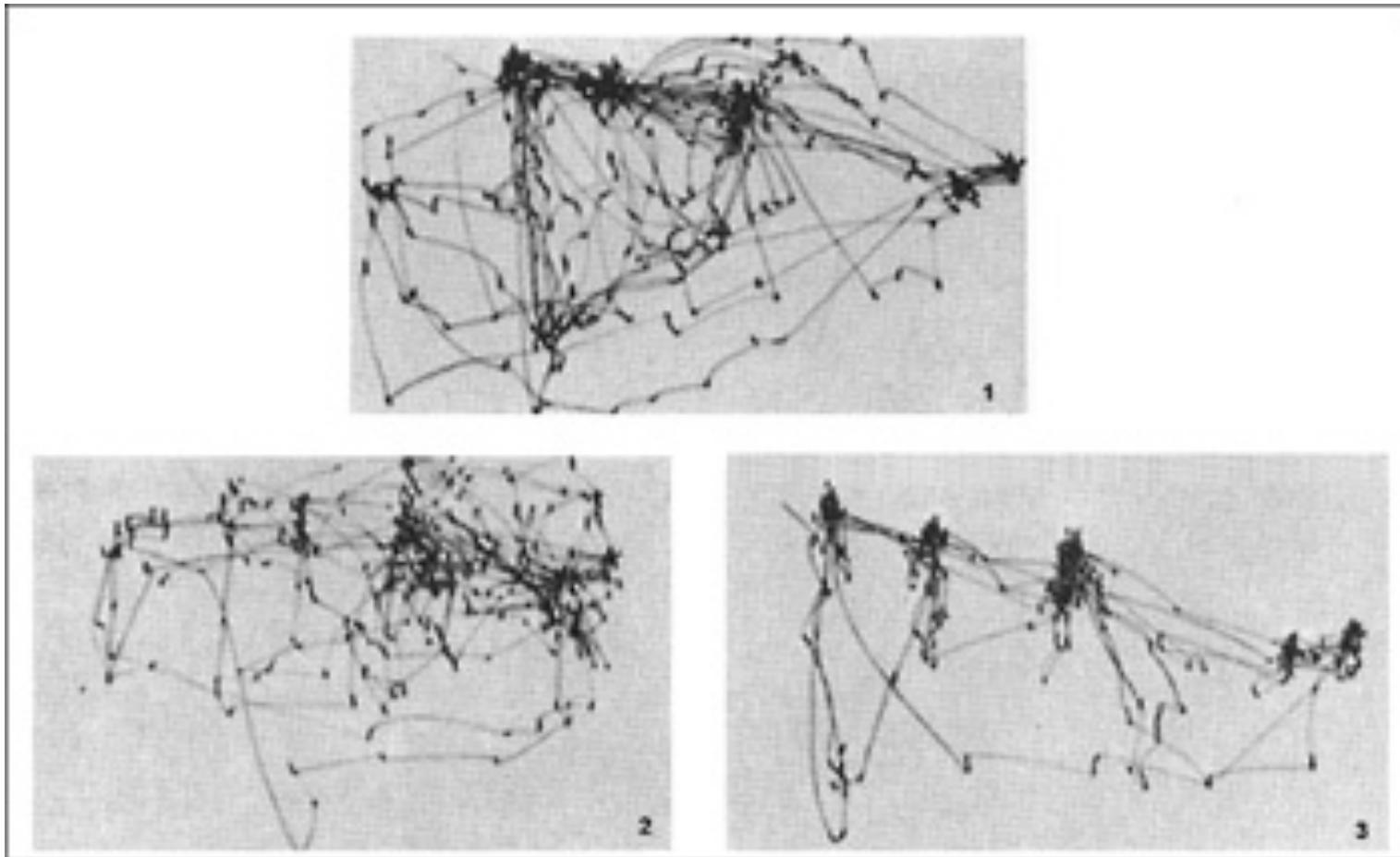
UDL and the Learning Brain



Look at the picture.

- What are the ages of the people?
- What are the financial circumstances of the people?

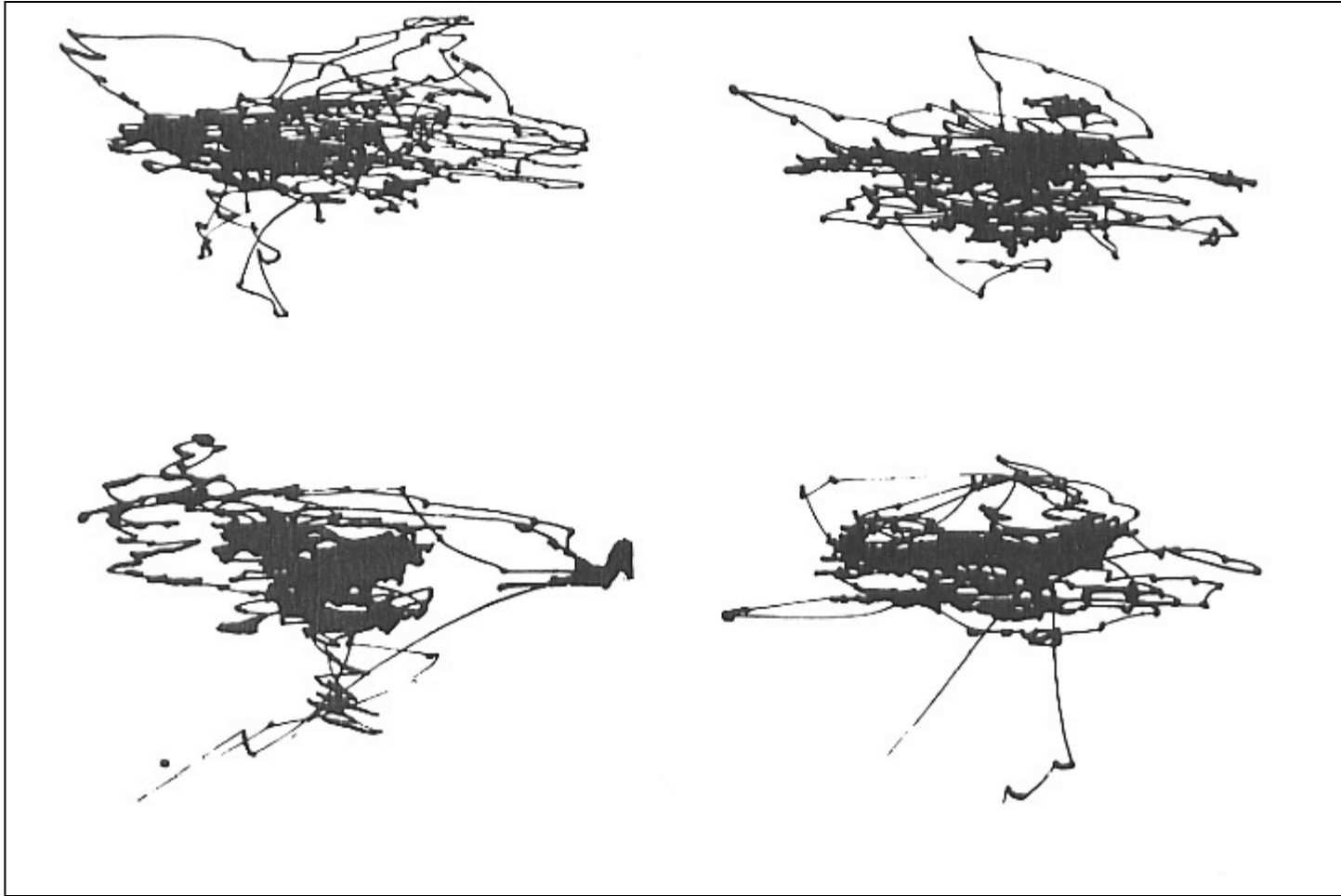
UDL and the Learning Brain



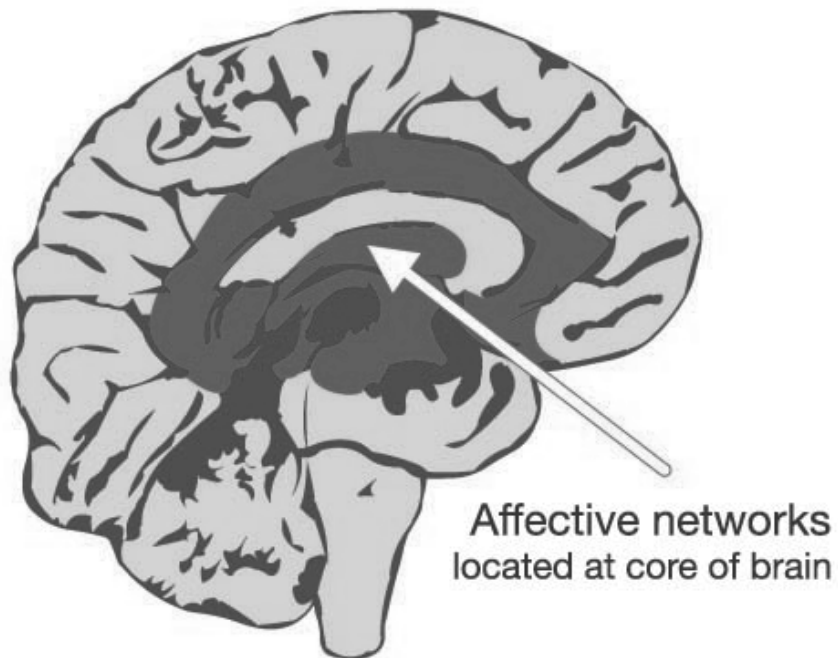
Eye Movement: Three Viewing Strategies

Reprinted by permission of the publisher from *Eye Movements and Vision* by Alfred L. Yarbus © 1967 by Plenum Publishers, Inc.

UDL and the Learning Brain



UDL and the Learning Brain



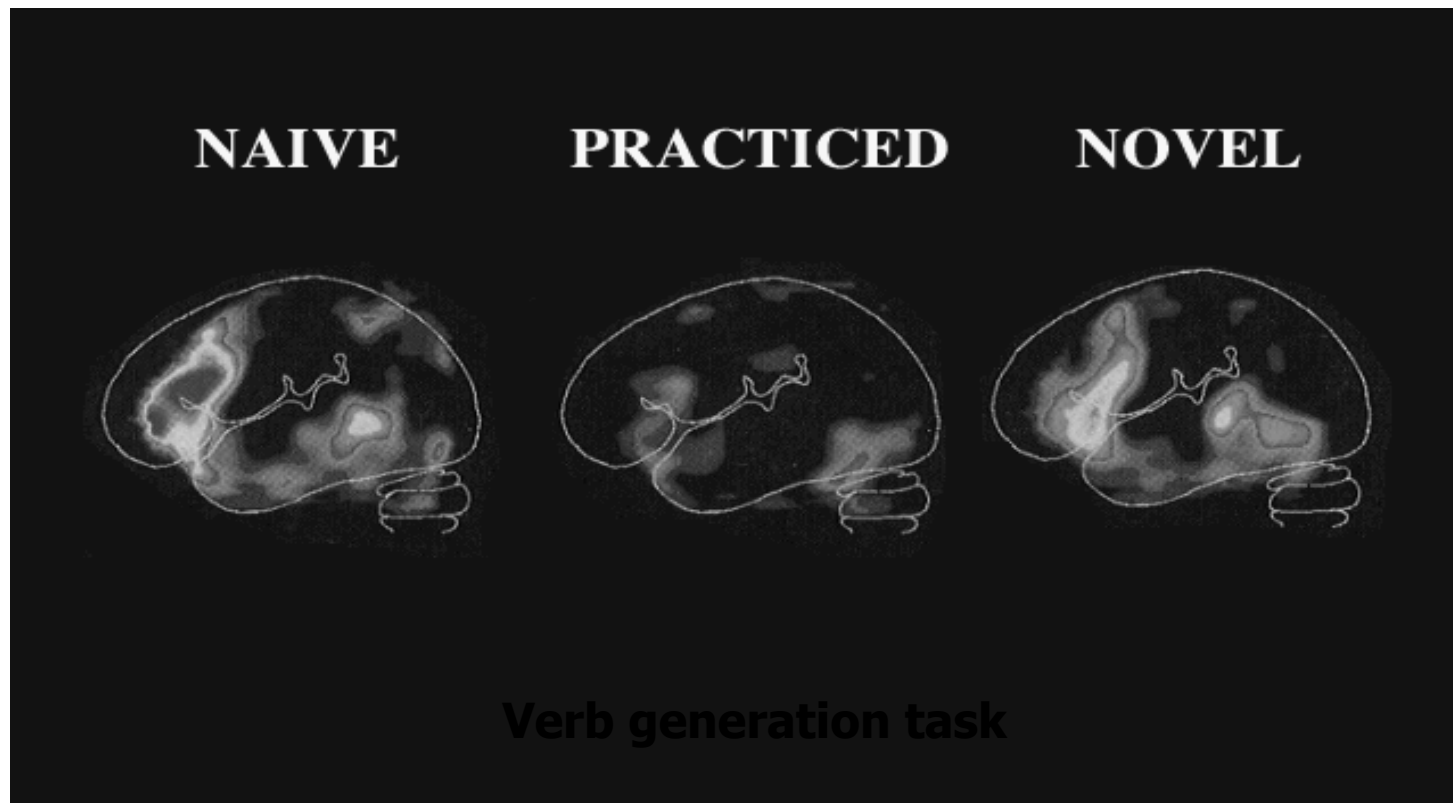
Affective Networks:
“the why of learning”

evaluate and set
priorities



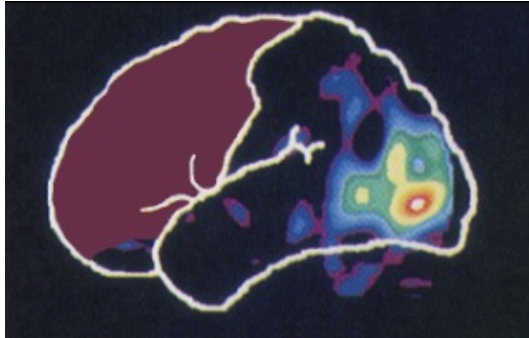
Pop Quiz

UDL and the Learning Brain

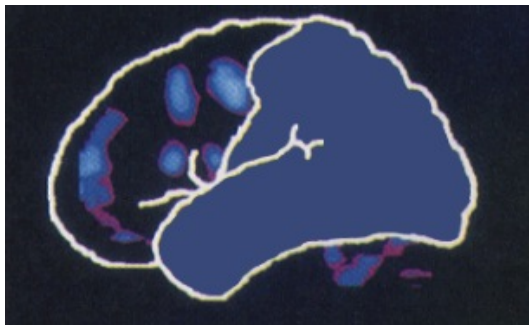


STEVEN E. PETERSEN*†‡§¶, HANNEKE VAN MIER*, JULIE A. FIEZ||, AND MARCUS E. RAICHLE*†‡

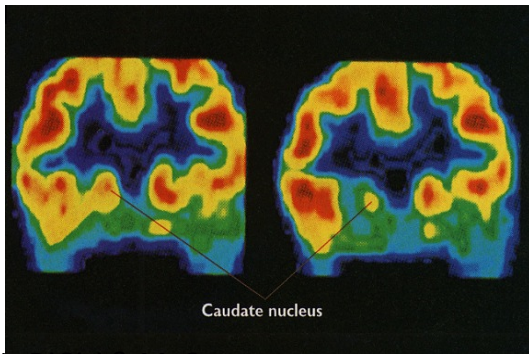
UDL - The Three Networks



- - Multiple means of representation

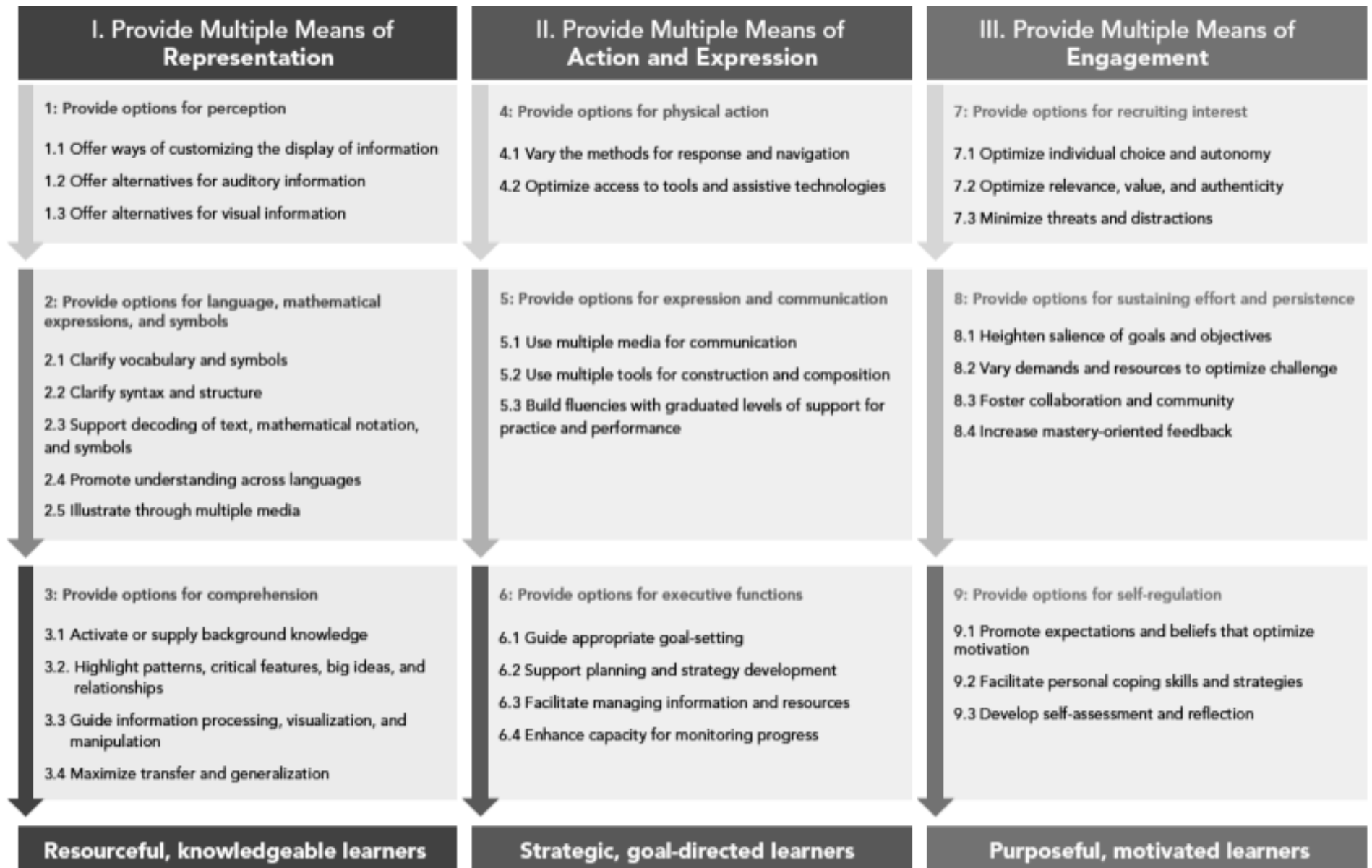


- Strategy: the “how” of learning
 - Multiple means of action and expression

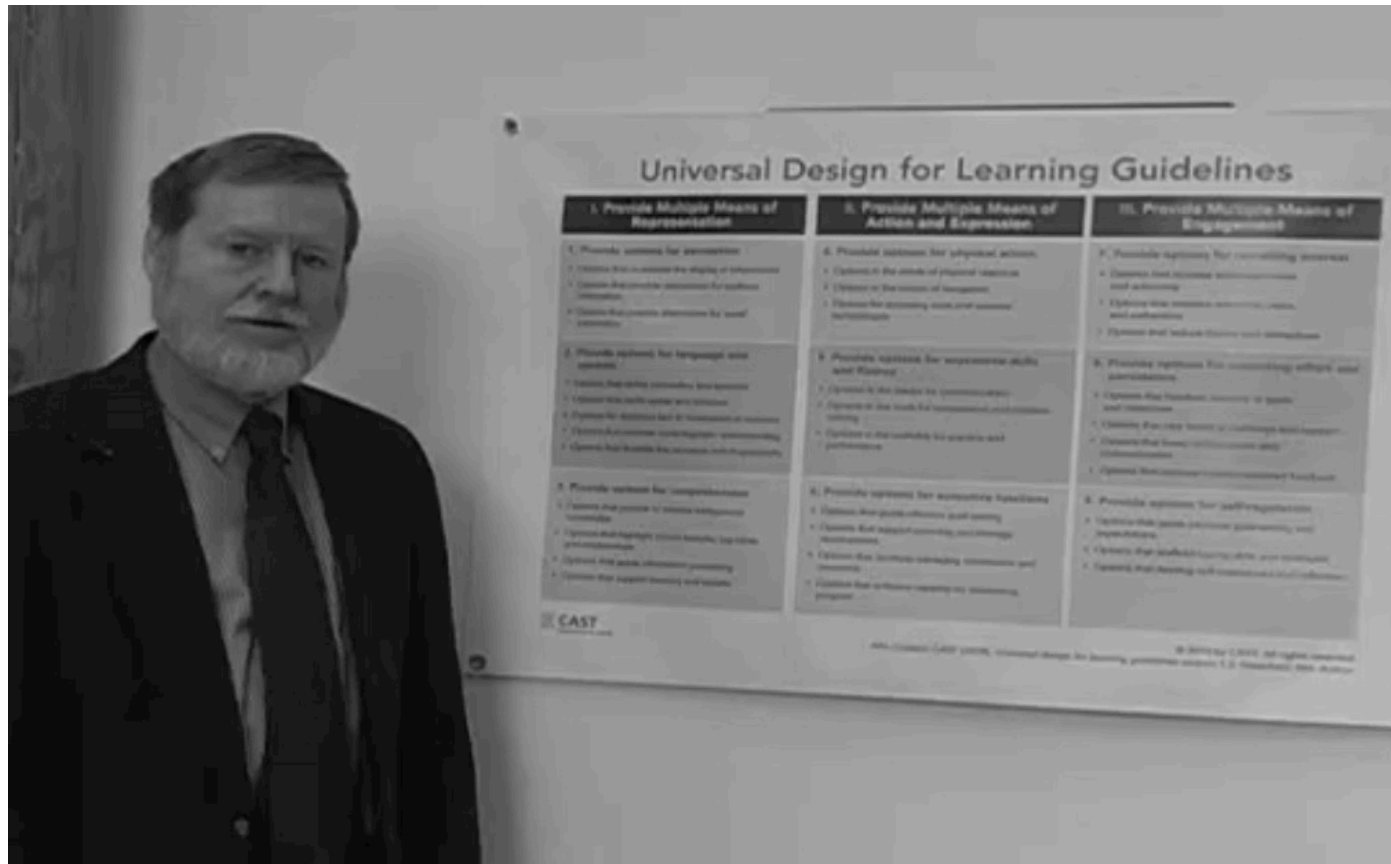


- Affect: the “why” of learning
 - Multiple means of engagement

Universal Design for Learning Guidelines



The Structure of the Guidelines



http://www.udlcenter.org/resource_library/videos/udlcenter/udl#video1

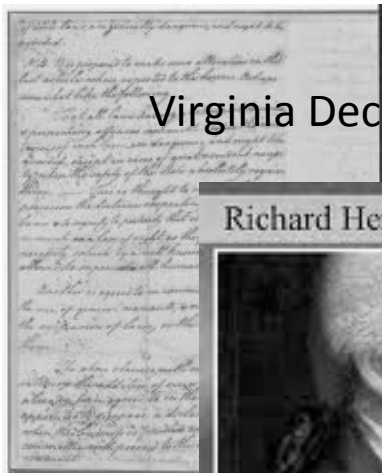
CCSS and UDL



Teaching Channel- <https://www.teachingchannel.org/videos/share-common-core-with-students>

CCSS and UDL

Declaration of Collaboration



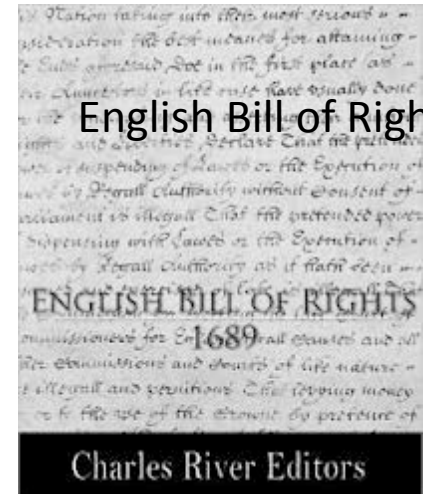
Virginia Declaration

Richard Henry Lee



Declarer of Independence

Richard Henry Lee (1732-1794) of Virginia was a delegate to the Continental Congress who proposed the motion for Congress to declare American independence from Great Britain. He would later serve as president of the Continental Congress and a U.S. senator.



English Bill of Rights

CCSS and UDL



[Teaching Channel-https://www.teachingchannel.org/videos/descriptive-details-sensory-language](https://www.teachingchannel.org/videos/descriptive-details-sensory-language)

Supporting Teacher Development

Variability is the norm
for teachers too!

Knows pedagogy Comfortable with technology	Does not know pedagogy Comfortable with technology
Understands pedagogy Not comfortable with technology	Does not know pedagogy Not comfortable with technology

Supporting Teacher Development

Turn and Talk

Who is responsible for teaching literacy in your schools?

Supporting Teacher Development

Teachers need
scaffolding too.

Multiple Means of Representation

Hide and Seek - Microsoft Internet Explorer provided by Ver...

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites

Address C:\Program Files\CAST\CAST ULE Picture Book v2.0\stories\hidean...

Hide and Seek, page 5

Home My Work Real Life Read Aloud

Vocabulary

Look at the pictures in the story. They give you clues about where the children are hiding.

He loo...

closet

in

looked

Let's make a prediction.

Choose the best prediction.

I think Miguel will find his friends in the closet.

I think Miguel will play with his toys.

I think Miguel will keep looking for his friends in the house.

Send

start

Inbox - Microsoft Out...

Screen shots doc - Mi...

Hide and Seek - Micro...

11:18 PM

Background Knowledge-
Videos and photo essays

Audio/Picture
Enhancements

Vocabulary

Text to Speech

Multiple Means of Representation

- **Sentence by sentence- human**
- **Word by word digital**
- **Animation and oral – onset rhyme**
- **Hyperlinked glossary items**
- **Story illustration enhancements**
- **Videos and photo essays**

Multiple Means of Action and Expression

Hide and Seek - Microsoft Internet Explorer provided by Verizon Online

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites

Address C:\Program Files\CAST\CAST ULE Picture Book v2.0\stories\hideands

Work log

Hide and Seek, page 5

Home My Work Real Life Read Aloud

Vocabulary

- closet
- in
- looked

He looked at the pictures in the story. They give you clues about where the children are hiding.

Let's make a prediction.

Choose the best prediction.

- I think Miguel will find his friends in the closet.
- I think Miguel will play with his toys.
- I think Miguel will keep looking for his friends in the house.

Send

start

Inbox - Microsoft Out... Screen shots doc - Mi... Hide and Seek - Micro... 11:18 PM

Comprehension strategy prompt

Three levels of scaffolds to support comprehension

Coaches and Models

Written or audio responses

Multiple Means of Action and Expression

- **Comprehension strategy prompts**
- **Animated coaches providing models and hints**
- **Varied response modes**
- **Models for fluency**
- **Student work logs**

Multiple Means of Engagement

The screenshot shows a Microsoft Internet Explorer browser window displaying a story page titled "Hide and Seek, page 5". The page features a navigation menu with buttons for "Home", "My Work", "Real Life", and "Read Aloud". A "Vocabulary" section lists words: "closet", "in", and "looked". A cartoon character is speaking, saying: "Look at the pictures in the story. They give you clues about where the children are hiding." Below this, there are three prediction options, each with a radio button and a speaker icon:

- I think Miguel will find his friends in the closet.
- I think Miguel will play with his toys.
- I think Miguel will keep looking for his friends in the house.

A "Send" button is located at the bottom right of the prediction area. The browser's address bar shows the file path: "C:\Program Files\CAST\CAST ULE Picture Book v2.0\stories\hideandseek\ur".

Callouts from the slide point to specific features:

- Engaging text**: Points to the story text and the cartoon character's speech bubble.
- Ability to Monitor Progress**: Points to the navigation menu.
- Appropriate levels of challenge**: Points to the prediction options.
- Choices**: Points to the radio buttons for the prediction options.

Multiple Means of Engagement

- **Popular children's stories**
- **Students can decide when to click on supports**
- **Students can decide response option**
- **Replay oral readings**
- **Prompts to reflect on progress**
- **Can use independently**

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Resources

<http://community.udlcenter.org/group/ira-institute-assessment-in-the-era-of-the-common->