
UDL in CVUSD

Universal Design for Learning

October 9, 2024



What is UDL?

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.



UDL...

- is CVUSD's common instructional framework
- embraces learner variability
- intentionally removes the barriers to student learning
- is the only pedagogical framework included in the Every Student Succeeds Act, and State Board of Education adopted California Frameworks for Arts, English Language Arts/English Language Development, Health, History/Social Science, Mathematics, and Science.

UDL Supports All Learners

UDL enhances inclusive learning environments by allowing students to participate through their strengths by:

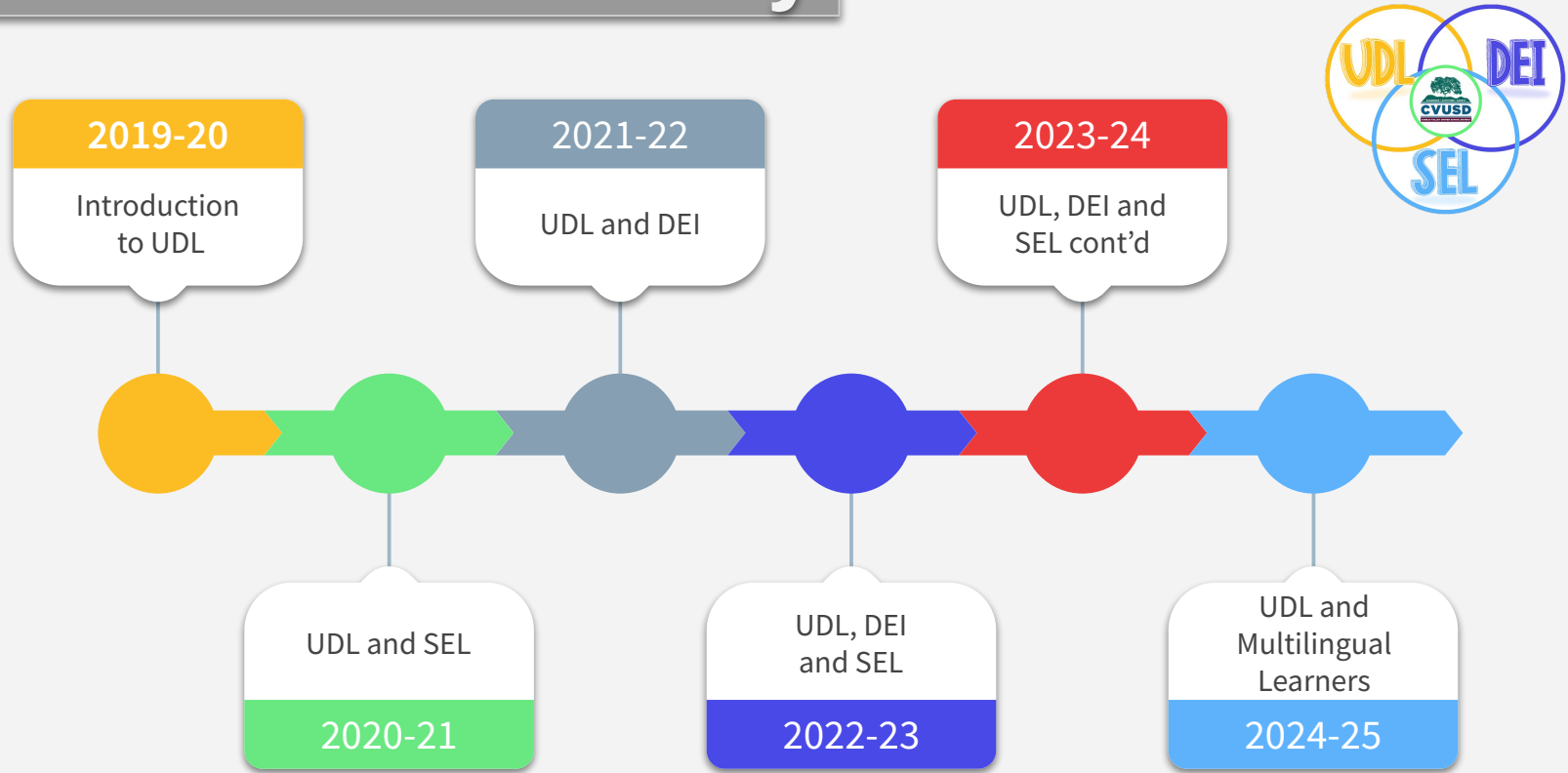
- Removing barriers
- Enhancing learning experiences
- Reducing stigma
- Playing to strengths
- Developing skills
- Supporting positive behaviors



will cost to start my business and when I should see a profit. Then you can contact potential customers. I can do this by advertising, so the customers are aware of my lemonade stand, so they can purchase from my store. Lastly, you keep an eye on your business, checking to see how it is doing. If I am making a profit or losing money. Following this plan will help ensure I have a successful business.

included on page 88 of Starting a Successful Business

Our CVUSD UDL Journey



UDL Principles

**Design Multiple Means of
Action & Expression**

Strategic Network – the “HOW”



**Design Multiple Means of
Engagement**

Affective Network – the “WHY”

**Design Multiple Means of
Representation**




Recognition Networks – the “WHAT”

UDL 3.0

This new update aims to work toward fulfilling the promise of the Guidelines as a tool to guide the design of learning environments that more fully honor and value every learner.

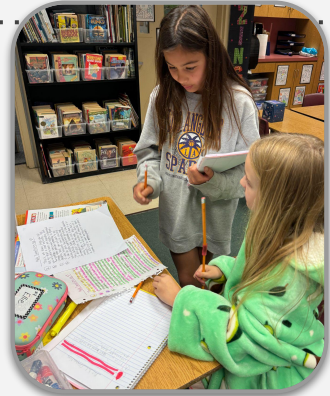
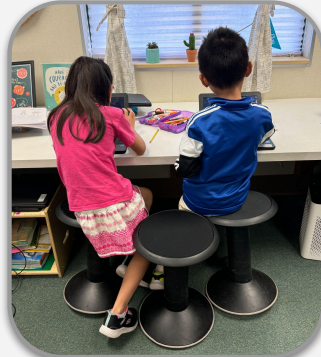
The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">Optimize choice and autonomy (7.1)Optimize relevance, value, and authenticity (7.2)Nurture joy and play (7.3)Address biases, threats, and distractions (7.4)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">Support opportunities to customize the display of information (1.1)Support multiple ways to perceive information (1.2)Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">Vary and honor the methods for response, navigation, and movement (4.1)Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">Clarify the meaning and purpose of goals (8.1)Optimize challenge and support (8.2)Foster collaboration, interdependence, and collective learning (8.3)Foster belonging and community (8.4)Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">Clarify vocabulary, symbols, and language structures (2.1)Support decoding of text, mathematical notation, and symbols (2.2)Cultivate understanding and respect across languages and dialects (2.3)Address biases in the use of language and symbols (2.4)Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">Use multiple media for communication (5.1)Use multiple tools for construction, composition, and creativity (5.2)Build fluencies with graduated support for practice and performance (5.3)Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">Recognize expectations, beliefs, and motivations (9.1)Develop awareness of self and others (9.2)Promote individual and collective reflection (9.3)Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">Connect prior knowledge to new learning (3.1)Highlight and explore patterns, critical features, big ideas, and relationships (3.2)Cultivate multiple ways of knowing and making meaning (3.3)Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">Set meaningful goals (6.1)Anticipate and plan for challenges (6.2)Organize information and resources (6.3)Enhance capacity for monitoring progress (6.4)Challenge exclusionary practices (6.5)

Common UDL Practices in CVUSD

Flexible Seating



Ch 1.2 Review

Step 1: Draw the [graphic organizer](#) in your spiral and answer the questions.

Step 2: Work independently on one of the following tasks:

- ❑ Complete [chapter work](#)
- ❑ Complete [Project Log](#)
- ❑ Work on [notes](#)
- ❑ Organize [Spiral for test](#)
- ❑ Complete [chapter review](#)
- ❑ Complete [study guide](#)
- ❑ [Assign Student Stamps](#) (STEMessages)
- ❑ Work with a partner to "teach" each other

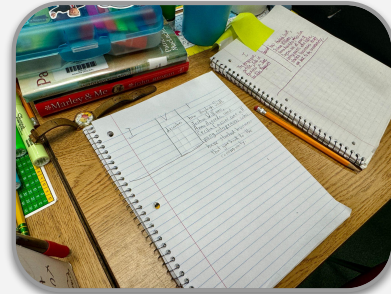
2:00

Starbucks Mode

- ❑ Headphones in if you want jams
- ❑ Ms Max needs to be able to get your attention still
- ❑ It's Starbucks, so we're all strangers here.
- ❑ *Don't be the weird person who talks to strangers in a coffee shop.*
- ❑ Quiet, zen coffee shop vibes

Ch 1.2 Assignment Stamps

- Project Log
- Notes
- Graphic Organizer
- Final opportunity for assignment stamps



Choices & Options



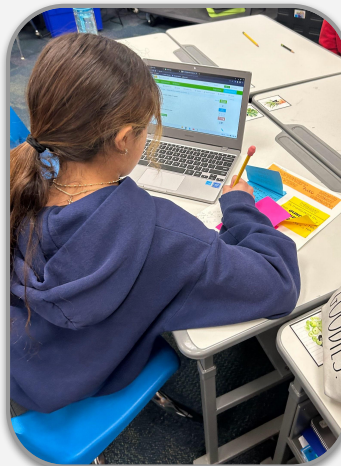
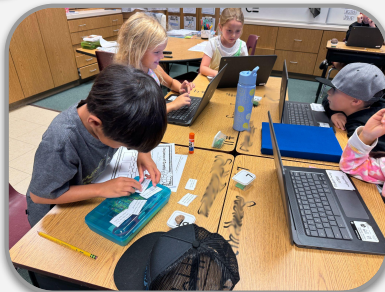
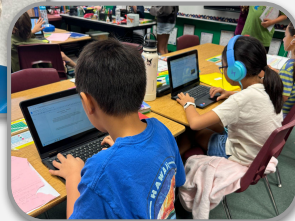
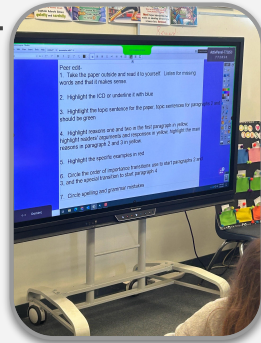
Common UDL Practices in CVUSD

Centers or Workshops

Workshop

- Grammar: Predicates
- Reading: sequence of events
- Vocabulary: fill in the blank
- Computer: SeeSaw- 100 words

Done? **TURN IN ALL WORK**
*EPIC *Boddle *KazKids
*Read *Challenge work



Technology

Design Multiple Means of Engagement

- Welcoming Interests & Identities
- Sustaining Effort & Persistence
- Emotional Capacity

Social Emotional Learning

Community Circles

Self - Expression Assignments

Cooperative Groups

Partner Work

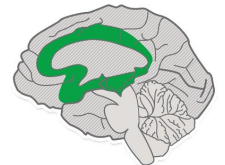
Manipulatives

Movement

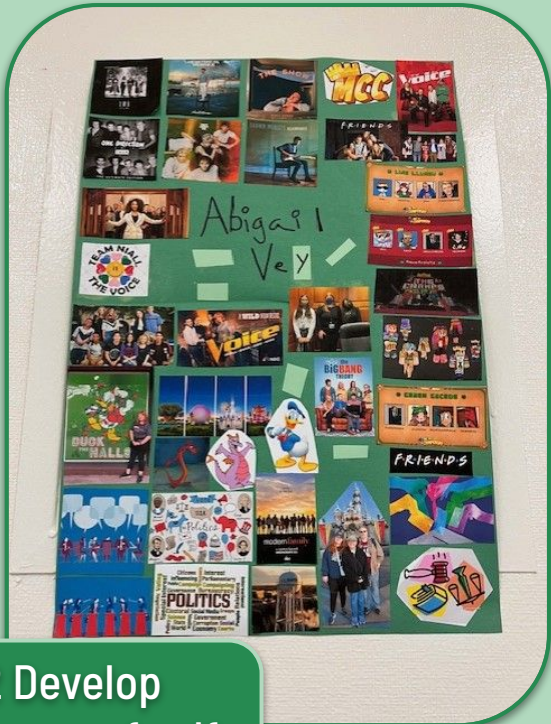
Debates

Role Play/Simulation

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

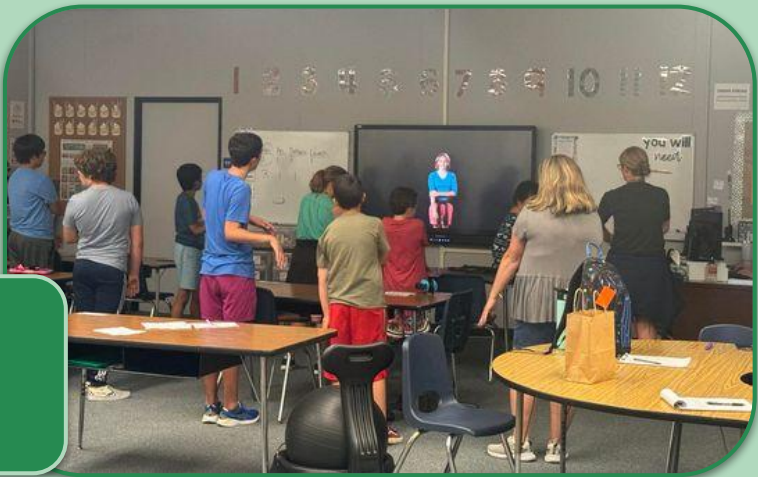


ENGAGEMENT



9.2 Develop awareness of self and others

8.2 Optimize challenge and support



7.1 Optimize choice and autonomy

ENGAGEMENT

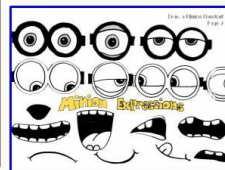
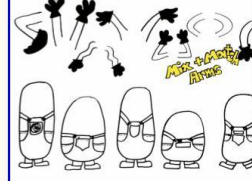


8.4 Foster belonging and community

Directions:

1. Get a Sticky note from your teacher.
2. Use the following picture slides to help you draw your self portrait as a Minion. (Pencil 1st)
3. After creating your minion self portrait be sure to add accessories and items that tell about you.
4. Last add color!

Draw a Minion Handout



7.2 Optimize relevance, value, and authenticity



8.3 Foster collaboration, interdependence, and collective learning

ENGAGEMENT



9.4 Cultivate empathy and restorative practices



9.1 Recognize expectations, beliefs, and motivations



7.3 Nurture joy and play

CABE: Multilingual Learners Engagement Strategies

8.5 Offer
action-oriented
feedback

T Tell something you liked....	<ul style="list-style-type: none"> • I think your example was... • I really enjoyed...because... • Your work displays... • The strongest part of your work was... • It really touched my heart when... • I could really connect with...
A Ask a question...	<ul style="list-style-type: none"> • What are...? • What do...? • Should you...? • Why is...? • Why do...? • Where is...? • When does...? • Did you consider...?
G Give a positive suggestion...	<ul style="list-style-type: none"> • One suggestion would be... • I think you should add... • Don't forget to... • Think about adding... • I'm confused by... • You might want to change... • One problem I see...

Language Objectives

Function + Content + Form + Mode of Communication

Examples

Students will **describe** the **stages** of **photosynthesis** using **temporal adverbs** during **collaborative conversations**.

Emerging Students will...

Arrange pictures of the **stages of photosynthesis** in the **correct sequence** using **first, second, then and last** during **small group work**.

Describe using **simple sentences** while using a graphic organizer, the **stages of photosynthesis** using **first, second, then and last** during **small group work** with the support of an aide/teacher.

Feed up, back, and forward



Feed up 01

Provide clear objectives
Provide clear success criteria
Prepare the learner for instruction

02 Feedback

Tell something you liked
Ask a question
Give a positive suggestion



03 Feed forward

Assess to check for mastery of objective
Plan for re-teach (model or guided discourse)

ML Scaffolds

Feed-up: Write clear content AND language objectives

Feedback: needs to be

- balance attention to form, meaning, and appropriateness
- differentiated based on need (content-based or language-based)
- supportive and positive (i.e. recasting)

Feed forward: think of additional scaffolds learners might need based on their level

Design Multiple Means of Representation

- Perception
- Language & Symbols
- Building Knowledge

Artifacts

Pictures/Graphics

Graphic Organizers

Video Clips

Audio recordings

Lab

Lecture

Instructional Charts

Realia

Flow Charts

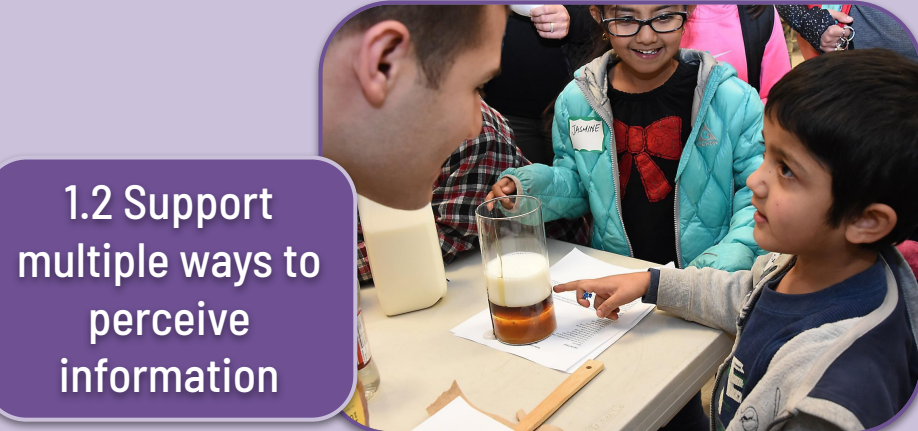
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



REPRESENTATION

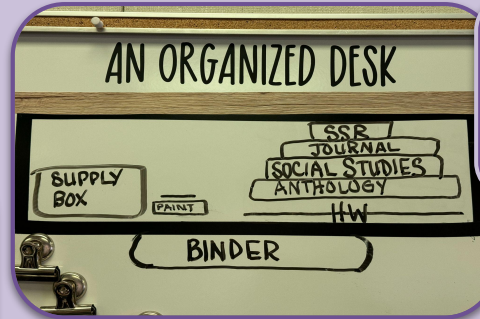


3.3 Cultivate multiple ways of knowing and meaning making



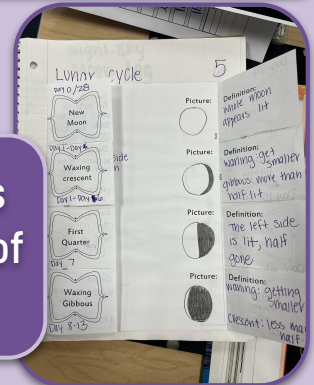
1.2 Support multiple ways to perceive information

2.1 Clarify vocabulary, symbols, and language structures



3.1 Connect prior knowledge to new learning

1.1 Support opportunities to customize the display of information



REPRESENTATION



1.3 Represent a diversity of perspectives and identities in authentic ways

Student 1	Student 2	Student 3	We all have!
<p>A bacterial organism exists as a single cell.</p> <p>The capsule prevents harmful materials from entering.</p> <p>A protective lipid bilayer surrounding each cell.</p> <p>Cell walls provide strength and maintain the cells shape.</p> <p>This jelly like substance, composed of water, lies within the cell membrane.</p> <p>The cytoskeleton aids in cell movement and gives the cell its shape.</p> <p>A hair-like organelle that cells uses for</p>	<p>Unlike plants and animals, bacteria is only made up of one cell.</p> <p>The capsule protects the cell by keeping out unwanted substances, regulating the moisture level of the cell, and creating a barrier between the cell and white blood cells.</p> <p>The cell membrane controls everything that goes in and out of the cell.</p> <p>The cell wall keeps the cell strong and its shape intact.</p> <p>The cytoskeleton also helps the cell keep its shape, as well as helps the cell move.</p> <p>The flagellum is a tail-like structure that the cell uses to move forward.</p>	<p>The cell wall is the second protective layer that surrounds the bacterial cell.</p> <p>The capsule is outermost layer of a bacterial cell.</p> <p>-Plasmids are independent pieces of DNA</p> <p>- Bacteria is only made up of one cell</p> <p>- Nucleoid is the region inside the cell that holds the most genetic material</p> <p>- Plus helps the bacteria stick to other surfaces and attach</p> <p>- Ribosomes are all around the cell and they are the site for protein synthesis in the cell.</p>	<p>Bacteria is only made up of one cell.</p> <p>There is a second protective layer around the cell.</p> <p>The cell wall and cytoskeleton keep the cell's shape intact.</p> <p>The capsule is the outermost layer in the bacterial cell</p> <p>The bacterial cell uses the flagellum, a hair-like tail, to move forward.</p> <p>The nucleoid is the region inside the cell that holds the most genetic material</p>

1.1 Support opportunities to customize the display of information



3.2 Highlight and explore patterns, critical features, big ideas, and relationships

(When answering questions use ...)

- R - restate the question
- A - answer the question
- C - cite text evidence
- E - explain the evidence
- S - Summarize

Question: Why is kindness important?

Kindness is important because it makes people feel better.

complete answer } For example, when you are kind you can make someone feel better. This proves that kindness makes people feel better. Therefore, you should be kind.

(When solving word problems use...)

- C - Circle the key numbers
- U - underline the question/task
- B - box any key words
- E - evaluate (what steps do I take?)
- S - solve and check!

3.4 Maximize the transfer of information

Name _____ P. _____

Legislative Branch

House of Representatives	Senate
<p>Structure:</p> <ul style="list-style-type: none"> Members _____ Term _____ Year terms _____ <p>Responsibilities:</p> <ul style="list-style-type: none"> Initiate _____ laws Initiate _____ bills Break _____ (for President) vote 	<p>Structure:</p> <ul style="list-style-type: none"> Members _____ Term _____ Year terms _____ Up for election every 2 years <p>Responsibilities:</p> <ul style="list-style-type: none"> Approve Presidential (for Judges, Cabinet) Appointive Hold _____

Shared Responsibilities

- _____ things happening in the country (e. g. tax, bill, etc.)
- _____ (for President)
- Have Committees to run the branch/government

How a Law is Made

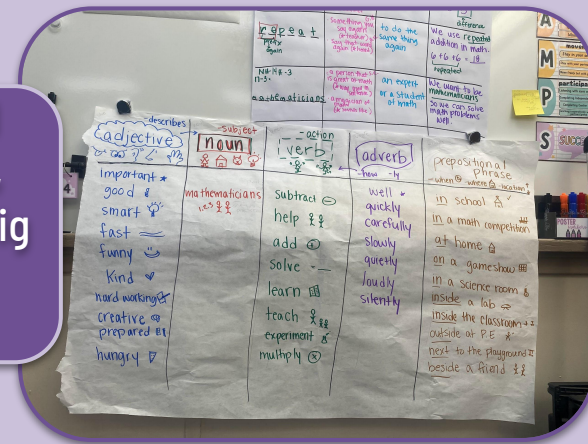
If the President Vetoes, Congress can still make it a law

HOUSE OF REPRESENTATIVES	SENATE	THE PRESIDENT
<ul style="list-style-type: none"> Bill _____ Committee on _____ Voted on _____ 	<ul style="list-style-type: none"> Bill _____ Passed on _____ 	<ul style="list-style-type: none"> Signs bill into law Can _____

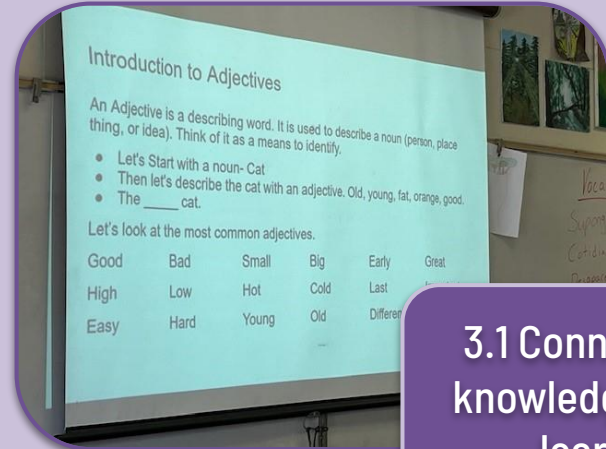
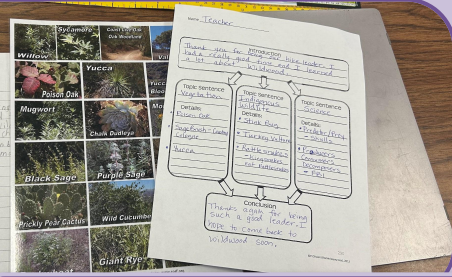
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REPRESENTATION

3.2 Highlight and explore patterns, critical features, big ideas, and relationships



2.5 Illustrate through multiple media



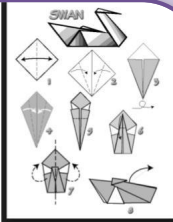
3.1 Connect prior knowledge to new learning

1.2 Support multiple ways to perceive information

Origami Art Lesson

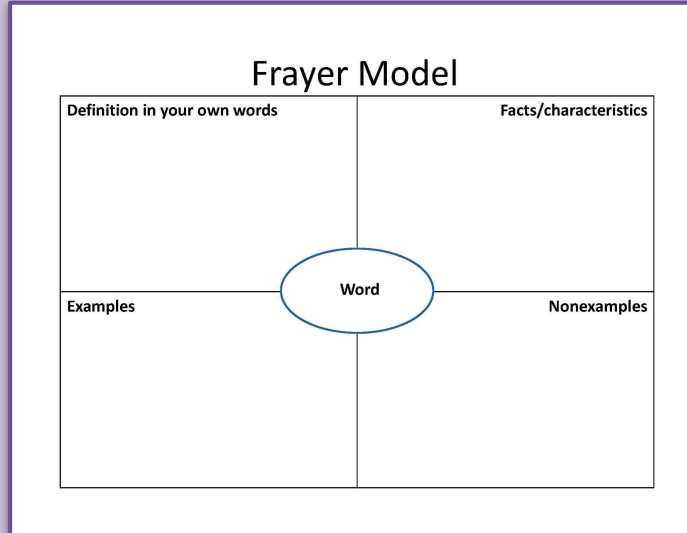
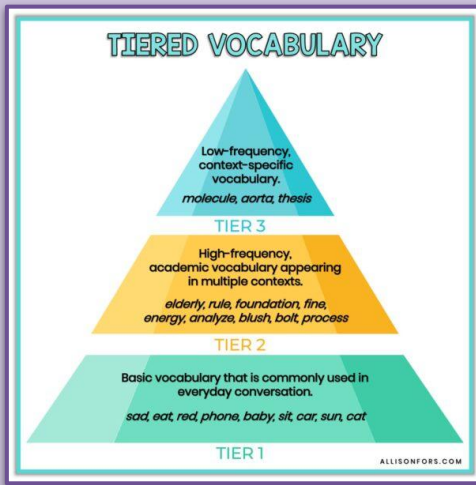
Goal: Make a paper swan

Environment: use options for directions (video, text in video, image directions)



CABE: Multilingual Learners Representation Strategies

2.1 Clarify
vocabulary,
symbols, and
language
structures



MARZANO'S 6 STEPS FOR TEACHING ACADEMIC VOCABULARY

Provide a description, explanation, or example of the new term.

Ask students to restate the description, explanation, or example in their own words.

Ask students to construct a picture, symbol, or graphic representing the word.

Engage students periodically in activities that help them add to their knowledge of the terms.

Periodically ask students to discuss the terms with one another.

Involve students periodically in games that allow them to play with terms.

Design Multiple Means of Action & Expression

- Interaction
- Expression & Communication
- Strategy Development

Written Responses

Illustrated Responses

Oral Responses

Model Creation and Construction

Accessible and Assistive Tech

Spelling and Grammar Checkers

Models and Examples

Reflection Prompts

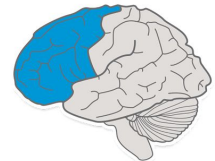
Templates

Feedback

Self-Assessment

Checklists and Rubrics

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



ACTION & EXPRESSION

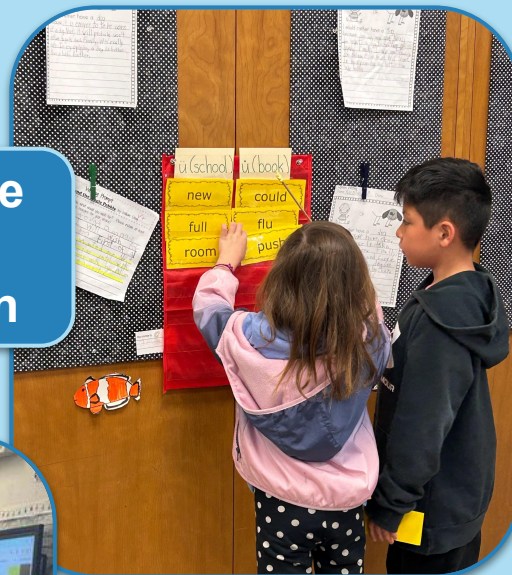


4.1 Vary and honor the methods for response, navigation, and movement

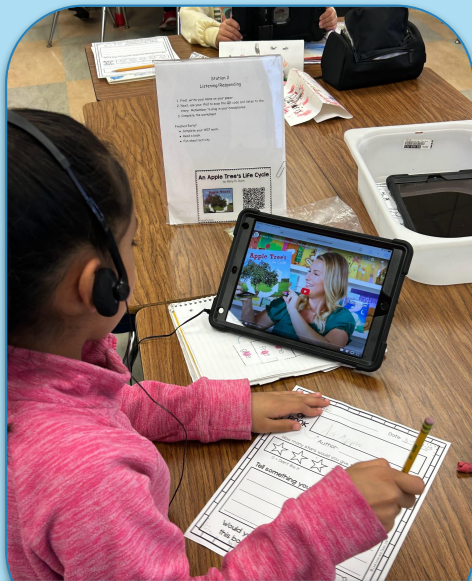
5.1 Use multiple media for communication



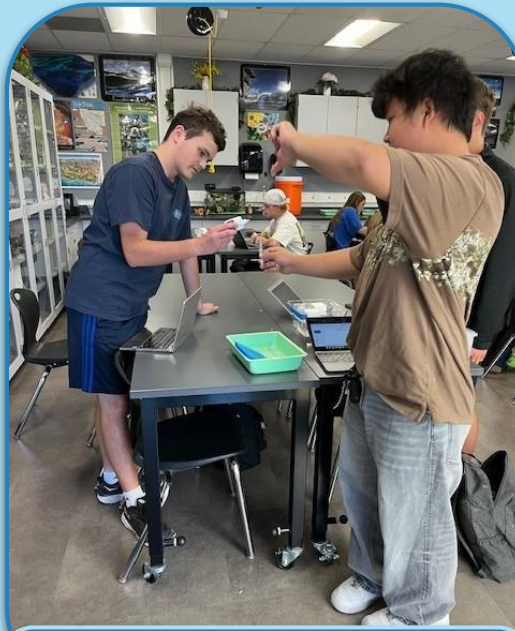
5.3 Build fluencies with graduated support for practice and performance



ACTION & EXPRESSION

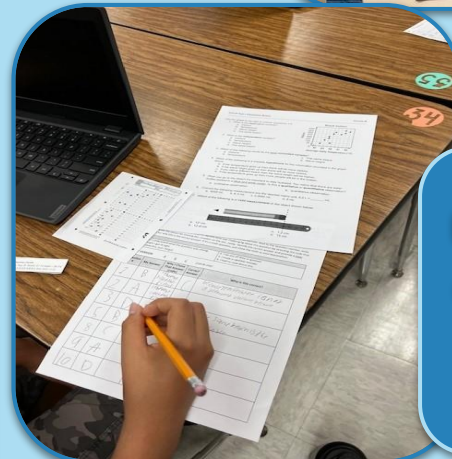


5.2 Use multiple tools for construction, composition, and creativity.



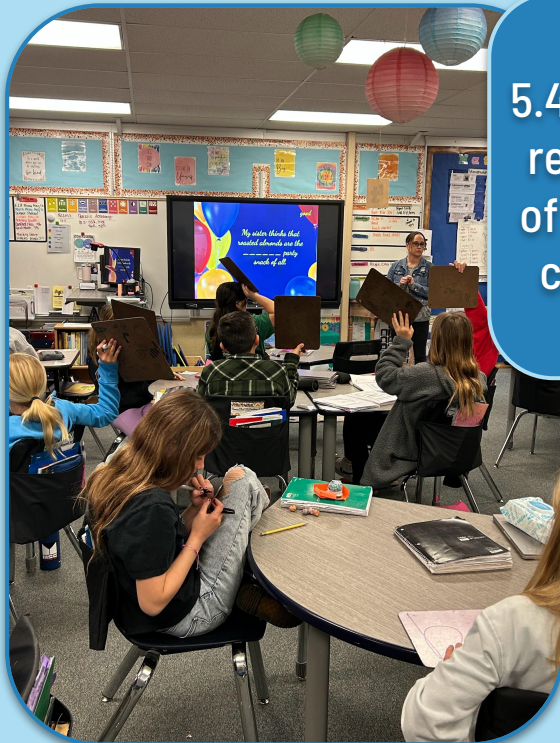
4.2 Optimize access to accessible materials

6.3 Organize information and resources



6.4 Enhance capacity for progress monitoring

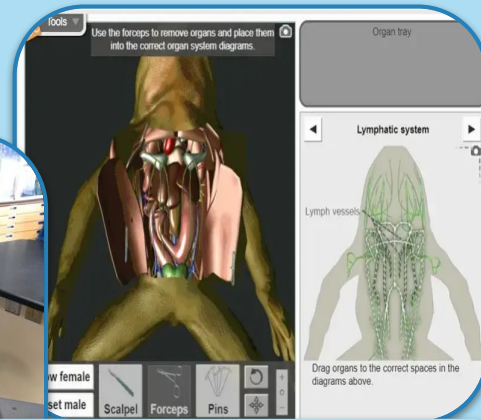
ACTION & EXPRESSION



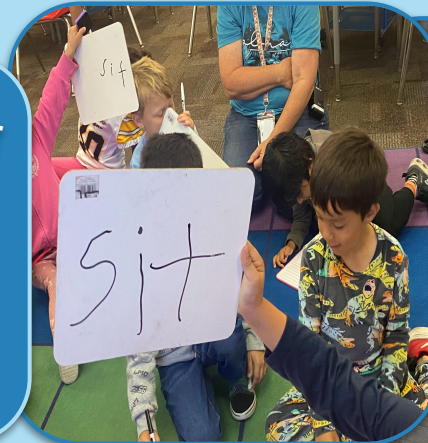
5.4 Address biases related to modes of expression and communication



6.2 Anticipate and plan for challenges



4.1 Vary and honor the methods for response, navigation, and movement



CABE: Multilingual Learners Action & Expression Strategies

5.3 Build fluencies
with graduated
support for
practice and
performance

Talk-Read-Talk-Write for ELs

Article # 29

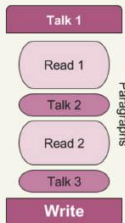
1 Talk

Invite ELs to talk about what they think they know about a topic, share a relevant connection, or list what they want to learn.

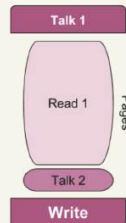
Beginning



Developing



Expanding



3 Talk (2)

Talk collaboratively to develop an understanding of the text and share findings.

Differentiate like the image above.

4 Write

ELs Quick Write to identify facts, sequence events, form opinions, or explore implications.

2 Read

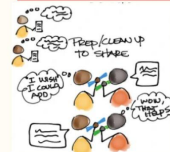
Read aloud a section of text that provides ELs with information about the topic.

Differentiate the reading based on language development like below.

EmpoweringELLs.com

Nancy Motley, (n.d.). Retrieved from <http://www.seidilizeducation.com/nancy-motley.html>

STRONGER, CLEARER STRATEGY



1 THINK TIME

Teacher poses a question
Student thinks about response



2 PRE-WRITE

Students write their initial response
Student prepares to share



3 PAIR SHARE

Students are paired
S1 responds while S2 listens
S2 responds while S1 listens

4 REVISE PRE-WRITE

Pair takes a moment to jot down new ideas, evidence, or language they can use in their next partnership

5 SWITCH PARTNER AND REPEAT

Students repeat steps 3-4 with at least 2 more partners building and borrowing from the previous partner to make their answer stronger and clearer



ML Scaffolds

- Level 1:** Give directions in L1, allow student to write first answer in L1, give word bank with visual supports, provide sentence stems with blanks for words
- Level 2:** Provide sentence stems with blanks for phrases, provide clear language features or structures students should listen for
- Level 3:** Give time to rehearse response, provide sentence starters

SYCAMORE CANYON

use of ai as the students practice integrating quotes

The collage features several elements: a central illustration of a girl with glowing bubbles and a 'Messenger' sign; a top-left text box with a quote from 'City of Ember' and a summary; a bottom-left anime-style character with a quote; a bottom-right illustration of a boy with a quote; and four photos of students working on laptops.

In the novel, "City of Ember" by Jeanne DuPrau a young girl named Lina Mayfleet expresses a Guilt of the Past and Relief of a new beginning.

When Lina was younger she was friends with Doon, but their friendship ended one day, there was a competition of races with other kids, Lina could do every one of them until she took on climbing a light pole and failed, others tried but were not successful. Then Doon tried he got higher than Lina, fell and he landed on his bottom with his legs poking up in the air. Lina laughed. She shouldn't have, he might have been hurt. But he looked so funny that she couldn't help it" (15).

Doon was tired of the constant issues happening around his city and finally got fed up with it when the mayor started talking about Ember prospering if everyone worked "The enough, which caused Doon to exclaim in anger about "The blackouts! cried Doon. He jumped from his seat. "The lights go out all the time now! And the shortages, there's shortages of everything! If no one does anything about it, something terrible is going to happen!" (10)

After Lina found out she'd be working in the pipe works for the next three years, disappointed Doon asks if she wants to trade, shocked by this Lina asks why. Doon had wanted the job because of the generator that he has ideas about. Finally he asks one final time "will you trade? ... Yes! ... Messenger is the job I want most!" (11).

In the novel "The City of Ember" by Jeanne DuPrau, the character Doon Harrow shows that he desires change and wants to take risks to save his city.

The story "City of Ember" by Jeanne DuPrau features Doon Harrow who demands a desire for change and shows great determination.

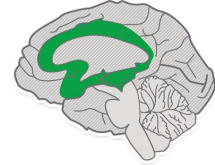
As Doon graduates school, he is assigned a job to keep the city of Ember running. After being assigned a job that is not very important to the problems that Doon feels are impacting the city, Doon confronts the mayor explaining that "Ember is not prospering" he cried "Everything is getting worse and worse!" (10).

UDL PRINCIPLES:

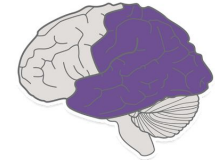
- **ENGAGEMENT**
 - choosing a character
 - choice in design
- **REPRESENTATION**
 - encourages students to connect to literary themes - linking abstract concepts
 - clarify vocabulary
- **EXPRESSION**
 - model how to integrate quotes, strategies for selecting relevant text
 - using AI caters to different learning styles
 - students express their interpretation of creativity, beyond traditional writing

Questions?

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

