Universal Design for Learning: A Framework for Teaching All Learners

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Introductions

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How many years in education?

- Less than 2 years
- Between 3 and 10 years
- Over 10 years
- Over 20 years!
What is your role?

- K–12 Administrators
- Department Heads
- Elementary Educators
- Middle Educators
- High School Educators
- Special Educators
- Professional Learning Providers
- Other

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Where are you in your understanding about UDL?

- New to UDL: 18
- Somewhat familiar: 6
- Know about UDL and principles: 5

Principle 3: Develop self-assessment
What do you expect to learn?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
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<tbody>
<tr>
<td>Tech</td>
<td>1</td>
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<tr>
<td>Lesson Development</td>
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<td>General background</td>
<td>5</td>
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<tr>
<td>Implementation</td>
<td>9</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>
What do you want to learn?

- What is UDL? 9
- How do you do UDL? 15
- Why do UDL? 3

CAST 2014
Tweet: #UDL
CAST social media

Use Twitter? Use #UDL and/or #UDL2014 in your tweets during the workshop!

#UDLchat: 1st & 3rd Wednesdays of the month, 9–9:30pm ET
UDL Connect:
http://community.udlcenter.org/

For Online Resources & discussions

A place to stay connected
1. Sign up for the site
2. Join our group: UDL in Oceanside

Workshop Goals

• The “what”: To understand that UDL is a framework for designing learning experiences that address learner variability

• The “how”: To develop strategies for applying UDL to educational practices

• The “why”: To understand “why UDL”
As we work, think about taking UDL home

• What will you share with colleagues?

• What will you do to take this workshop beyond today?

• What motivates you to think about UDL in your work?
This workshop

Learn more about implementation

http://www.udlcenter.org/implementation
One new name in each square.

Quadrant 1: discuss your job description

Quadrant 2: discuss where you were born, geographic background

Quadrant 3: discuss your favorite school activity from either elementary, middle school, high school, or college

Quadrant 4: discuss your favorite time of day, why
What are your goals?

• For this workshop today?

• For your professional learning?
The Marshmallow Challenge

Goal: to build collaboration around design
The Challenge

Eighteen Minutes
Teams of Four
Tallest Freestanding Structure

20 sticks of spaghettis + one yard tape + one yard string + one marshmallow
The task

• In 18 minutes, teams of 4 must:

• Build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow.

• The marshmallow needs to be on top.

*Have fun, collaborate & be creative*
What worked? **Variability!**

- Strategy
- Representation
- Engagement
Watch the TED talk
http://marshmallowchallenge.com/Welcome.html
Why begin with this exercise?

* Goal driven *
Many goals: CCSS, district, lesson, department

• Write goals clearly, all understand

• Consider flexible means to reach goal (UDL)
Learner Variability

When it comes to learning, natural variability is the rule, not the exception.

Individual Variability
Individual Variability
Developmental Variability

Steven E. Peterson, Hanneke VanMier, Julie A. Fiez & Marcus E. Raichle
Context matters
UDL: Variability & Context Matter

As you watch, think about: what you learned, what you can do, why this is important?

https://www.youtube.com/watch?v=8WClnVjCEVM

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Quadrant 1 Partner

• Share a key take-away: What resonated?

• What does learner variability look like in your classroom, school, district?

• What is something that you will share with your colleagues?
Key Ideas

• Variability is the rule.

• Context matters.

• UDL is a framework to address learner variability.
Inspired by Universal Design

... “all new environments and products, to the greatest extent possible, should be usable by everyone regardless of their age, ability, or circumstance.”


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