Universal Design for Learning Planning Guide

Overview

Step 1	
Get Tight on Goals	
Step 2	
Recognize Variability & Anticipate Barriers	
Step 3	
Plan for Flexible Means of	
• Engagement	
• Representation	
• Action & Expression	

The Teaching & Learning Cycle

Elicit student excellence & empowerment

Plan — for equitable instruction

Teach — Including bi-directional feedback

Gather — student voice & learning evidence

Analyze — student voice & learning evidence

Give Feedback — to students & families

Adapt — Respond to strengths and needs

Reflect throughout all stages of the T&L cycle.

Source: Meyer, Rose, & Gordon. *Universal Design for Learning: Theory and Practice*, 2013, Figure 6.3. *Illustration was by Chris Vallo.

Step 1: Get Tight on Goals

Step 1: Get Tight on Goals	Planning Notes
• **Do the work expected of students (reading, writing, math). Ask yourself:** ○ WHY is this worth putting in front of my students? ○ What do I want them to take away from this text and/or task? ○ What are my expectations for student mastery? Are they in alignment with my beliefs? • **Study the standards using myANet to get clear on how the grade level standards build and progress coherently from year to year. Ask yourself:** ○ What is the grade-level expectation for this content standard? ○ How does it build on previous standards? ○ What will it set up my students to know and be able to do? • **Read any curriculum overviews as well as assessment or remediation guides to understand the context in which the unit or lesson fits. Ask yourself:** ○ What is the "whole puzzle" picture? ○ What is this piece of the "puzzle" that I'll be working on with students this month, week, day? ○ How do the pieces all fit together? And how can I communicate that effectively to students?	Tight goals for the (year, unit, lesson):

Step 2: Recognize Variability & Anticipate Barriers	Planning Notes
CONTENT (based on diagnostic data!)	

• **Variability:** What content have individual students mastered from previous grades?
• **Barriers:** What prerequisite skills have individual students not yet mastered?
    ○ *Pitfalls:* Lowering expectations and/or "blanket review"
    ○ *Solutions:* Diagnostic assessments (formal or informal) & just-in-time interventions	

LEARNING (based on student experience/voice)	

• **Variability:** What are your individual students' superpowers? How do they learn best?
• **Barriers:** What in the learning environment gets in the way of your individual students being able to use their superpowers?
    ○ *Pitfalls:* Under-planning or overplanning for flexible options
    ○ *Solution:* Talk to your students! Make time for them to be metacognitive about why/what/how they learn best! ...in every subject area, at least once a week.
 	
Provide multiple means of Engagement → Affective Networks The "WHY" of learning **Provide multiple means of Representation** → Recognition Networks The "WHAT" of learning **Provide multiple means of Action & Expression** → Strategic Networks The "HOW" of learning	

Step 3: Plan for Flexible Means	Planning Notes
We are ALL neurodiverse! Diverse in **WHY** we are motivated to learn ■ Recruiting Interest ■ Sustaining Effort & Persistence ■ Self Regulation Provide multiple means of **Engagement →** Affective Networks The "WHY" of learning Diverse in **WHAT** modes best support our learning ■ Perception ■ Language & Symbols ■ Comprehension Provide multiple means of **Representation →** Recognition Networks The "WHAT" of learning Diverse in **HOW** we learn and express our understanding ■ Physical Action ■ Expression & Communication ■ Executive Functions Provide multiple means of **Action & Expression →** Strategic Networks The "HOW" of learning	Based on the variability and barriers recognized above, plan for **one or two** flexible means that will provide enhanced access for your students.