

UDL Implementation Guide for Educators in Texas

Companion Document

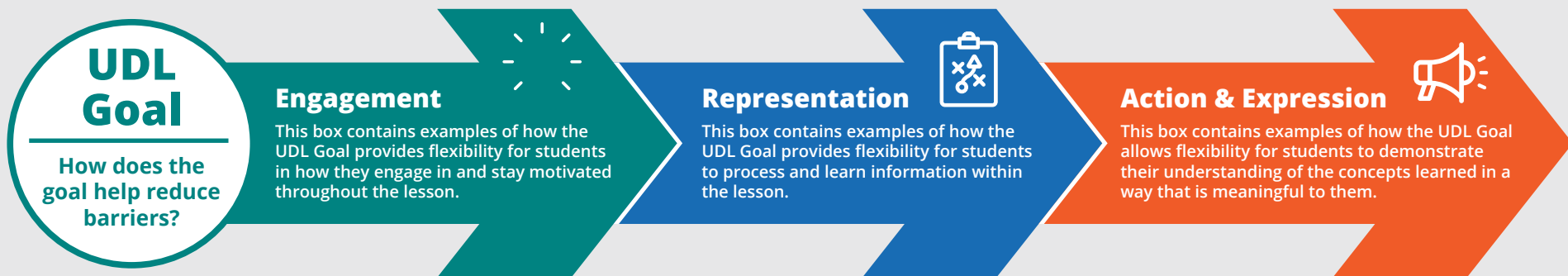
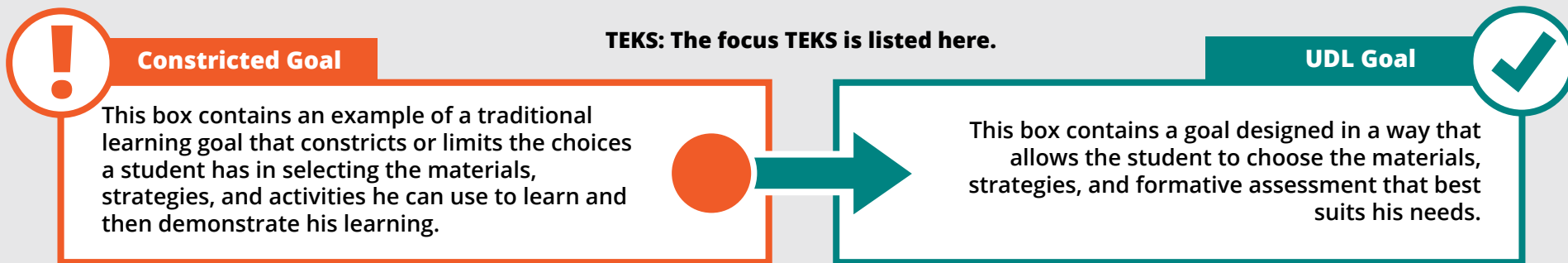
A collaborative project of the
Texas Education Agency
and the Inclusion in Texas Network



The purpose of this companion document is to provide examples in how to think through the implementation of the UDL Classroom Implementation Rubric. A variety of content areas and grade levels are provided. Educators are encouraged to use these tools to reflect on their own thought processes as they design accessible learning environments for all students.

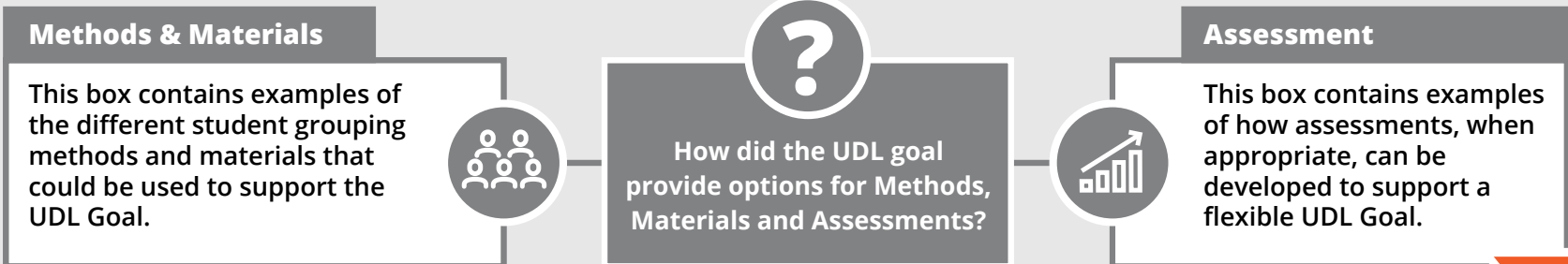


Planning with a Universal Design for Learning Lens – Understanding the Infographic



Planned Activities to Support the Goal

This box contains examples of the activities that could be embedded in the lesson which align to and support the UDL Goal.



Expert Learner

This box contains examples of how the UDL Goal is supporting students in becoming expert learners, learners who can independently identify supports and resources they need to be successful throughout the learning.

Planning with a Universal Design for Learning Lens—Elementary Reading

TEKS: 4.9D (iii) recognize characteristics and structures of informational text including organizational patterns such as compare and contrast



Constricted Goal

The students will read the article titled *Climate and Weather* and complete a t-chart identifying characteristics and details used in the compare and contrast text structure.



UDL Goal



The students will identify characteristics and details used for compare and contrast text structure in informational text.

UDL Goal

How does the goal help reduce barriers?

Engagement

The UDL goal allows students to:

- Choose a topic of interest
- Choose the appropriate level of text
- Personalize strategies for learning

Representation

The UDL goal allows students to:

- Choose how they engage in their learning
- Choose what resources and materials they use as they learn information

Action & Expression

The UDL goal allows students to:

- Choose how they demonstrate understanding
- Use multiple tools for expressing their learning
- Vary the methods in how they respond to the learning

Planned Activities to Support the Goal

- The teacher conducts a mini-lesson and models identifying the characteristics
- The teacher provides a checklist option which includes signal words for text structures
- Students choose to work in partners, groups, or individually
- The teacher provides choices for accessing information such as a short informational video, digital text, printed text
- The teacher provides an informational a rubric that describes the requirements of the assignment and outlines the point system used

Methods & Materials

- Choice of partners, stations, individual learning
- Choice of resources (i.e., digital text, printed text, etc.)
- Choice of scaffolds



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

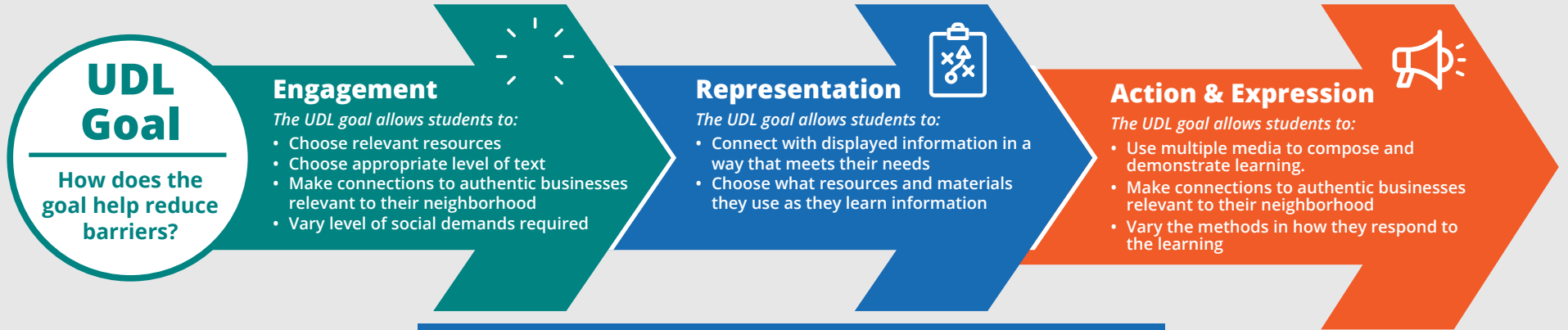
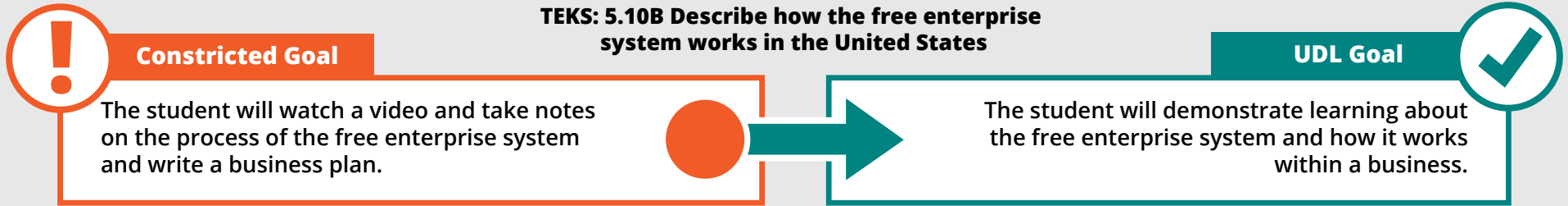
- Utilizes rubric to assess learning
- Rubric allows for flexible activities
- Self-evaluation on individual goals and learning

Expert Learner

- Students set and monitor personal learning goals
- Students identify supports and resources needed to achieve their goals

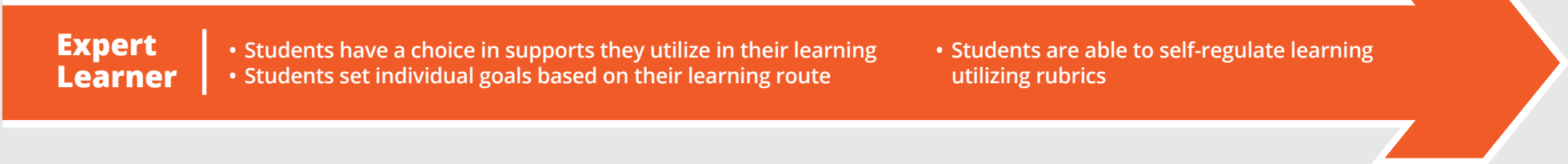
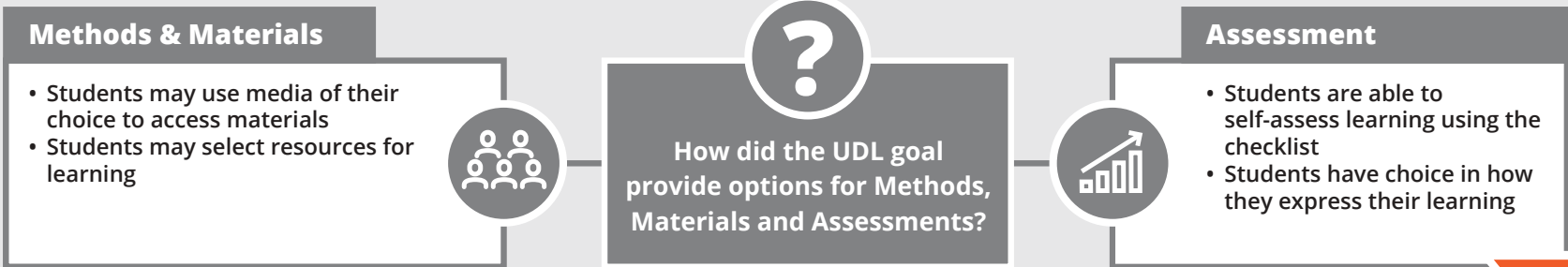
Planning with a Universal Design for Learning Lens—Elementary Social Studies

TEKS: 5.10B Describe how the free enterprise system works in the United States



Planned Activities to Support the Goal

- Students set personal learning goals
- The teacher models examples and non-examples
- Students choose resources they would like to use to investigate business plans
- The teacher provides scaffold options: vocabulary bank, small group opportunities, graphic organizers, etc.
- The teacher provides a checklist of required elements for projects
- Students self-assess using a checklist throughout learning



Planning with a Universal Design for Learning Lens—Elementary Math

TEKS: 3(4)(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts



Constricted Goal

The students will complete a worksheet on one-step and two-step multiplication and division word problems using the partial quotient and area model strategies.



Students will demonstrate solving one-step and two-step multiplication and division word problems using selective strategies.

UDL Goal

How does the goal help reduce barriers?

Engagement

The UDL goal allows students to:

- Choose problems they complete
- Choose strategies for solving problems
- Choose task for completing problems (i.e., worksheet, whiteboard, etc.)

Representation

The UDL goal allows students to:

- Choose how they engage in their learning (i.e., small groups, videos, interactive computer)
- Choose what resources and materials they use as they learn information

Action & Expression

The UDL goal allows students to:

- Choose between using physical and digital manipulatives
- Use arrays, area models, equal groups
- Demonstrate their knowledge in a variety of ways

Planned Activities to Support the Goal

- The teacher models and provides exemplars on how to solve problems
- Exemplars show each of the different strategies students could use
- Students are provided both digital and physical manipulatives to use as supports
- Students will play a points game to choose problems—higher points are higher complexity
- Students can choose any combination of points adding up to 50

Methods & Materials

- Teacher-led groups
- Independent computer application
- Peer groups with counters
- Printed, digital, video examples
- Variety of manipulatives



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

- Self-assessment of item problems
- Flexibility in how students express knowledge
- Exemplars available for self-regulation and reflection

Expert Learner

- Students select how much support they need from the teacher at any time
- Students self-select resources and materials used

Planning with a Universal Design for Learning Lens—Elementary Science

TEKS: 5.9B Describe the flow of energy within a food web, including the roles of the sun, producers, consumers, and decomposers



Constricted Goal

Students will watch a video clip and fill out a graphic organizer explaining how energy is transferred through a food chain and a food web.



UDL Goal



Students will explore and describe how energy is transferred through a food chain and a food web.

UDL Goal

How does the goal help reduce barriers?

Engagement

The UDL goal allows students to:

- Choose their preferred method of learning
- Engage in multiple activities during exploration
- Personalize strategies and supports in learning

Representation

The UDL goal allows students to:

- Choose how they engage in their learning
- Choose what resources and materials they use as they learn information
- Self-regulate pace of learning each item based on areas of need

Action & Expression

The UDL goal allows students to:

- Choose how to respond and describe their learning
- Use multiple tools to express their learning
- Set personal learning goals and develop a learning strategy aligned to the goal

Planned Activities to Support the Goal

- Students could choose to work in whole groups, small group, individually, or teacher-led small groups to learn about food chains and food webs
- The teacher explains, models, and provides exemplars breaking down steps in developing food chains and webs
- Students are provided choices in how they engaged in learning using templates, drawings, graphic organizers, visual recordings, and virtual simulations
- Formative assessments are embedded throughout lessons (i.e. stand up/sit down, thumbs up/down, first to five, white boarding, etc.)

Methods & Materials

- Choice in instructional settings
- Allows for a variety of resources, tools, and supports
- Teacher-led groups available



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

- Allows for flexible activities
- Learning preferences addressed
- Self-evaluation on individual goals
- Multiple formative assessments embedded

Expert Learner

- Students have the opportunity to choose their learning route
- Students decide what supports they need in their learning

Planning with a Universal Design for Learning Lens—Secondary Reading

TEKS: E2.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. E2.9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing



Constricted Goal

The students will use the 5-model essay builder to plan the first draft essay persuading the school board to adjust current school dress codes



Students will plan the first draft of a persuasive essay using relevant evidence to support their claim.

UDL Goal

How does the goal help reduce barriers?

Engagement

- The UDL goal allows students to:
- Choose essay topic of interest
 - Identify evidence in a relevant way
 - Personalize strategies in learning

Representation

- The UDL goal allows students to:
- Determine planning method
 - Choose what resources and materials they use as they learn information
 - Activate background knowledge for development

Action & Expression

- The UDL goal allows students to:
- Choose how they demonstrate understanding
 - Develop and monitor personal goals
 - Vary the methods in how they respond to the learning

Planned Activities to Support the Goal

- The teacher models planning a persuasive essay using different strategies
- The teacher creates a Things to Do Checklist that provides examples of steps and expectations
- Students choose to work in partners, groups, or individually
- The teacher provides a rubric that describes the requirements of the assignment and outlines the point system used

Methods & Materials

- Choice in exemplars to use as support
- Choice of resources (i.e., digital text, printed text, etc.)
- Choice of learning groups



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

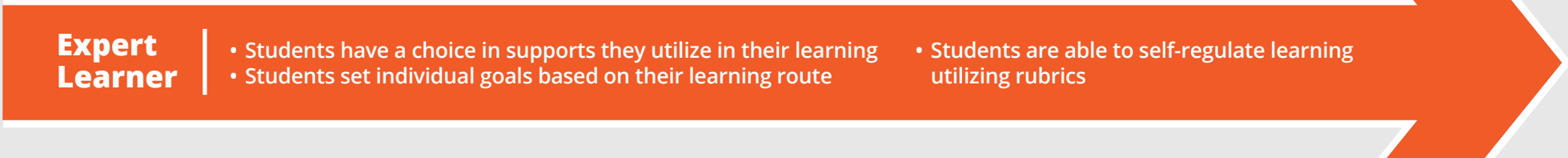
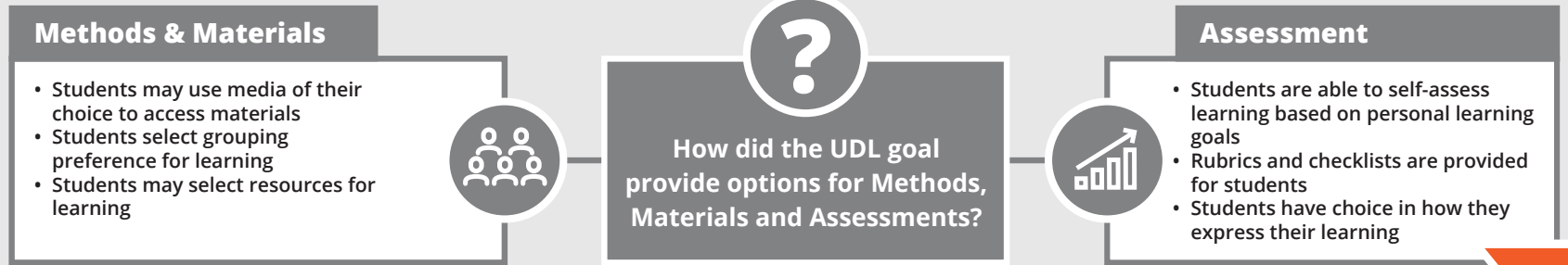
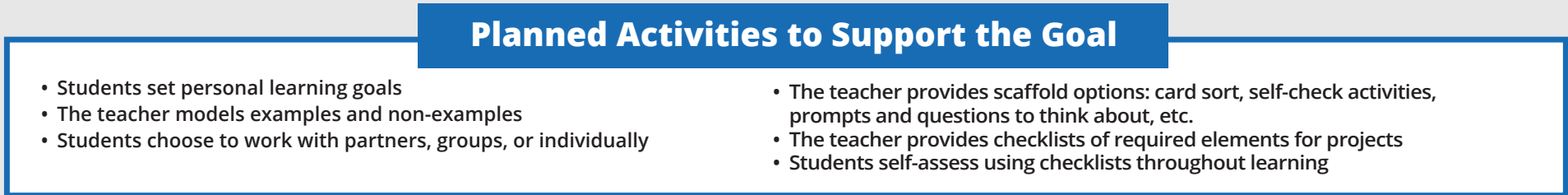
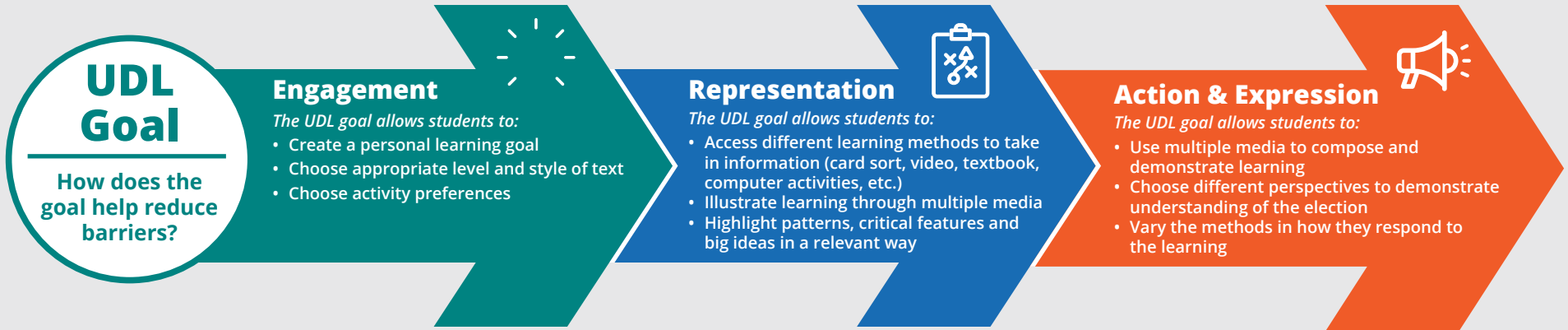
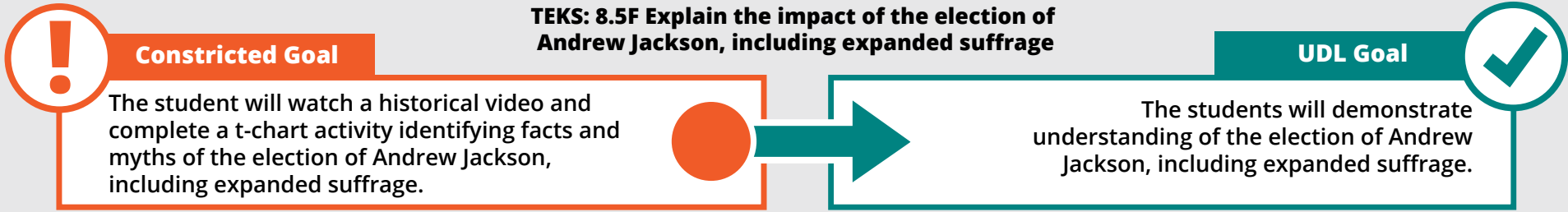
- Utilizes rubric to assess learning
- Opportunities for revising
- Self-evaluation on individual learning
- Students determine when they move forward

Expert Learner

- Students set and monitor personal learning goals
- Students use voice and choice in how they access, process and demonstrate learning

Planning with a Universal Design for Learning Lens—Secondary Social Studies

TEKS: 8.5F Explain the impact of the election of Andrew Jackson, including expanded suffrage



Planning with a Universal Design for Learning Lens—Secondary Math

TEKS: 8.8C model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants



Constricted Goal

The students will create 10 word problems that represent real world problems requiring one-variable equations with variables on both sides of the equal sign. Students will model how to solve using the whiteboard.



UDL Goal



The students will be able to model, solve, and represent one-variable equations with variables on both sides of the equal sign.

UDL Goal

How does the goal help reduce barriers?

Engagement

The UDL goal allows students to:

- Feel safe in how they model understanding
- Choose strategies for solving problems
- Choose task for completing problems (i.e., worksheet, whiteboard, etc.)

Representation

The UDL goal allows students to:

- Choose mode of instruction based on their learning preferences
- Choose resources and manipulatives to support their learning
- Customize information in a relevant way

Action & Expression

The UDL goal allows students to:

- Choose how they will model the equations
- Choose between algebra tiles, pictures, bar models/strip diagrams, virtual manipulatives or drawings to demonstrate understanding

Planned Activities to Support the Goal

- The teacher models and provides exemplars on how to solve problems in multiple ways
- The teacher models using manipulatives to support learning

- Small group instruction is available at any time for students to engage in
- Stations are set up for students to self-select working with groups on specific problems

Methods & Materials

- Teacher-led groups
- Small group instruction
- Stations available
- Printed, digital, video examples
- Variety of manipulatives



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

- Self-assessment of item problems
- Flexibility in how students express knowledge
- Exemplars available for self-regulation and reflection

Expert Learner

- Students select how much support they need from the teacher at any time
- Students self-select resources and materials used

Planning with a Universal Design for Learning Lens—Secondary Science

TEKS: 8.12C Analyze the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids



Constricted Goal

Students will read chapter 7 of their text book and will use a food chain, food web, and ecological pyramids to explain the flow of energy through trophic levels.



UDL Goal



Students will identify and describe the feeding interactions and roles of organisms in an ecosystem including, but not limited to, food chains and food webs.

UDL Goal

How does the goal help reduce barriers?

Engagement

The UDL goal allows students to:

- Make connections to their interests and familiarity with ecosystems
- Choose organizers, tables and templates to use
- Personalize strategies and supports during learning

Representation

The UDL goal allows students to:

- Explore learning through various modalities offered based on their preferences
- Choose what resources and materials they use as they learn information
- Self-regulate the pace of learning for each item based on the areas of need

Action & Expression

The UDL goal allows students to:

- Demonstrate their knowledge by choosing which model to construct
- Use multiple tools to express their learning
- Set personal learning goals and develop a learning strategy aligned to the goal

Planned Activities to Support the Goal

- Students could choose to work in whole group, small groups, individually, or teacher-led small groups to learn about food chains and food webs
- The teacher explains, models, and provides exemplars that break down the steps in developing food chains and webs
- Students are provided choices in how they engage in learning using templates, drawings, graphic organizers, visual recordings, and virtual simulations
- Formative assessments were embedded throughout the lesson (i.e. stand up/sit down, thumbs up/down, first to five, white boarding, etc.)

Methods & Materials

- The goal provides choice in instructional settings
- The goal allows for a variety of resources, tools, and supports
- The goal allows for different leveled scaffolds for all students



How did the UDL goal provide options for Methods, Materials and Assessments?



Assessment

- The goal allows for flexible activities
- The goal addresses learning preferences
- The goal allows for self-evaluation on individual goals

Expert Learner

- Students have the opportunity to choose their learning route
- Students decide what supports they need in their learning