

UDL Guidelines – Educator Checklist Version 2

I. <u>Provide Multiple Means of Representation:</u>	Your notes	
1. <u>Provide options for perception</u>		
1.1 <u>Offer ways of customizing the display of information</u>	Barrier: Students must view learn the color wheel with the color wheel.	
1.2 <u>Offer alternatives for auditory information</u>	Barrier: teacher lecture only.	
1.3 <u>Offer alternatives for visual information</u>	Feature: Graphic illustration of information and text version.	
2. <u>Provide options for language, mathematical expressions, and symbols</u>		
2.1 <u>Clarify vocabulary and symbols</u>	Feature: Students will get clarity of vocabulary.	
2.2 <u>Clarify syntax and structure</u>		
2.3 <u>Support decoding of text, and mathematical notation, and symbols</u>	Feature: Students will have visual representation to assist in decoding of text.	
2.4 <u>Promote understanding across language</u>	Barrier: Information is only presented in English.	
2.5 <u>Illustrate through multiple media</u>	Feature: artwork, smartboard, and demonstration will be included.	
3. <u>Provide options for comprehension</u>		
3.1 <u>Activate or supply background knowledge</u>	Feature: Activating prior knowledge from M.S. Art.	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	Feature: Patterns and relationships of colors addressed.	
3.3 <u>Guide information processing, visualization, and manipulation</u>	Feature: Students will view and use the information learned in multiple forms.	
3.4 <u>Maximize transfer and generalization</u>	Feature: Students can use the information in a variety of situations.	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes	
4. <u>Provide options for physical action</u>		
4.1 <u>Vary the methods for response and navigation</u>	Feature: Students will be able to complete the tasks	

	in any order they choose.	
4.2 Optimize access to tools and assistive technologies	Barrier: Students will be using the same format to apply their knowledge.	
5. Provide options for expression and communication		
5.1 Use multiple media for communication	Barrier: Students will use the same form of communication.	
5.2 Use multiple tools for construction and composition	Barrier: Students will use the same tools.	
6. Provide options for executive functions		
6.1 Guide appropriate goal setting	Barrier: One goal is present.	
6.2 Support planning and strategy development	Barrier: Students do not need a plan to complete the task.	
6.3 Facilitate managing information and resources	Feature: Students will use color wheel and notes to complete the task.	
6.4 Enhance capacity for monitoring progress	Barrier: Teacher will only see end result, other than classroom observation.	
III. Provide Multiple Means for Engagement:	Your notes	
7. Provide options for recruiting interest		
7.1 Optimize individual choice and autonomy	Feature: Students create individual, independent projects implementing the information learned.	
7.2 Optimize relevance, value, and authenticity	Feature: Connecting the lesson to real world applications.	
7.3 Minimize threats and distractions	Barrier: When working on computers, students can become easily distracted.	
8. Provide options for sustaining effort and persistence		
8.1 Heighten salience of goals and objectives		
8.2 Vary demands and resources to optimize challenge	Barrier: Students will not have access to different resources.	
8.3 Foster collaboration and community	Feature: End product will be displayed to the public.	

8.4 Increase mastery-oriented feedback	Feature: Students will produce artwork implementing the learned skills.	
9. Provide options for self-regulation		
9.1 Promote expectations and beliefs that optimize motivation	Feature: Real life applications.	
9.2 Facilitate personal coping skills and strategies		
9.3 Develop self-assessment and reflection	Barrier: No reflection or self-assessment in place.	