

UDL Journal Day 2

Activity 1

Reflection: What examples of UDL have you seen, thought of or implemented since we last were together?

1. **What did you explore and learn about the UDL design process?**
 - How can you leverage the UDL Guidelines to identify and reduce barriers in your assessments, methods, and materials?
2. **Were there any resources you found to be helpful and want to highlight for others?**

Activity 2

Focus on the UDL Design Process

Note, if you have a gen ed and special education partner, look at a grade level standard and an IEP for a student in that grade. Break down and analyze both and determine how you could align support naturally using UDL (engagement, representation, action and expression)

- Reflect on a grade-level learning standard. Break down and analyze the standard: is it content or skills? How will you assess the learning of the specific construct/goal?
- Determine how you will assess student success of the standard.
- Reduce Barriers: What barriers exist that this student, and other students, will face to achieve the standard?
- Take out your [UDL Guidelines](#)! Identify how there is flexibility in the materials and methods in terms of Engagement, Representation, or Action and Expression. Identify how these can be part of an inclusive general education classroom.
- If you have a chance to deliver the lesson, observe and look for evidence of student learning.

Action to Try	What you did
1. Clarify the goal of the lesson (i.e., standard, IEP goal, SEL, behavior, or more).	
2. Determine the assessment, be sure it aligns to the goal.	
3. Anticipate barriers students will face in the lesson.	
4. Use the UDL Guidelines to include flexible methods and materials into the lesson.	

Here is a sample of how a teacher used this table to add UDL into the lesson:

Action to Try	What you did
1. Clarify the goal of the lesson (i.e., standard, IEP goal, SEL, behavior, or more).	Students will understand the stage of butterfly metamorphosis.
2. Determine the assessment, be sure it aligns to the goal.	Students can show their understanding of the 5 stages, including the name of the stage and what happens.
3. Anticipate barriers students will face in the lesson.	There will be a range of interest, background, and strategic planning for what they need to learn.
4. Use the UDL Guidelines to include flexible methods and materials into the lesson.	<ul style="list-style-type: none"> ● Students can collaborate or work independently or with a teacher group (UDL 8.3) ● There is a model example for students to see (UDL 3.2) ● Students can write, draw, use technology, or show their

	<p>understanding of the stages in any way (UDL 5.2)</p> <ul style="list-style-type: none"> • There will be one rubric that focuses on the 5 stages and what happens in each, so students can check themselves and each other (9.1).
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Activity 3

Reflect on what you learned

- **What did you learn in this module? How does this connect with your instruction?**

In this module, I learned... and this connects to my instruction because...

- **What key concept most resonates with your practice as a teacher of each and every learner, including students with significant cognitive disabilities?**

The concept that resonated with me is...

This connected to one of my students by...

This makes me think of many of my students because...

Try It!

Option 1: Use the 5-15-45 Tool

Identify a lesson, determine your collaboration time, then follow the protocols and use the resources to plan the lesson to include a student with significant cognitive disabilities.

- [5 minutes](#)
- [15 minutes](#)
- [45 minutes](#)
- [Go Beyond this Lesson](#)

Use the [Inclusive Strategies](#) (aligned with the UDL guidelines) to help reduce barriers as you plan. If you have a chance to deliver the lesson, observe and look for evidence of student learning.

Action to Try	What you did
1. Lesson you will use:	
2. Collaboration time scheduled:	
3. Inclusive Strategies added:	

Option 2: Focus on UDL Implementation

Get together with a small team who might become the “UDL team” in your school. **Choose one** of the following to discuss:

- Discuss what phase you are in the UDL implementation cycle. What has gone well? What opportunities are there to move to the next phase?
- Discuss classroom examples of UDL from your site. In what ways can you highlight those and use them as a foundation to continue to build additional examples? How can you begin to share how you are using UDL to design for the variability of your students? Consider how these examples differed and were similar for students with and without significant cognitive disabilities.

- Discuss ways you can model UDL in an upcoming staff meeting. How can you set goals for that meeting and then provide options for Engagement, Representation, and Action & Expression?

Action to Try	What you did
1. UDL implementation phase you and your team is in	
2. What has gone well, steps to take to move to next phase	
3. UDL-aligned classroom examples you can feature	
4. Ways you could model UDL at an upcoming staff meeting	

Option 3: Focus on UDL Alignment.

Choose one of the frameworks from your school. Build a crosswalk between UDL and the other framework. What is similar between them? What is different? What value-add does UDL bring? In what ways do they work together to support the educational goals your school has for all of your students?

UDL	Both UDL and the other initiative or framework	Other initiative or framework
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Final Reflection and Connection

Share your “Try It!” with a collaborative partner and discuss the following questions.

Reflect on what you learned

- **What did you learn throughout the modules? How does this connect with your instruction?**

In these modules, I learned... and this connects to my instruction because...

- **What key concept most resonates with your practice as a teacher of each and every learner, including students with significant cognitive disabilities?**

The concept that resonated with me is...

This connected to one of my students by...

This makes me think of many of my students because...

Recognize and consider equity:

- **What barriers do you or your students face within the instruction or curriculum (goals, assessments, methods, materials)?**

In my classroom, common barriers are ...

- **What populations are not receiving equitable access in your instruction? Which [UDL Guidelines](#) have you found help to reduce or remove the barriers that keep students from receiving equitable access?**

I wonder about the equitable access for...

A UDL Guideline that could help address this barrier is...

- **How does designing for one student provide the opportunity to benefit all students?**

By designing ___ for one student, others can benefit because...

Create new ways of instruction:

- **What did you try? What worked well? What questions do you still have?**

I tried...

It worked well (or not) to support student learning because...

I still wonder...

- **How will this change your instruction to teach students with significant cognitive disabilities? What do you want to see in terms of evidence of student learning and student autonomy in learning? How do you hope this will support many students?**

When I tried this strategy, it impacted student learning for my student(s) by...

This could support learning across students because...

- **What is your next action step to take from these modules?**

Extra Space for Notes