



Supporting Emergent Bilingual Learners with Universal Design for Learning

Participant Guide

Session Objectives

As a result of participating in this learning experience, participants will...

- Understand the UDL Framework.
- Understand UDL for emergent bilingual learners.
- Understand how to apply UDL principle using a math lesson.

Table of Contents

UDL Knowledge & Goal3

Universal Design for Learning.....4

Exploration Activity.....5

UDL Application Process.....6

Mrs. Hill’s Math Lesson Note-Catcher.....7

Resources Note-Catcher.....8

Reflection Note Catcher.....9

UDL Knowledge & Goal

The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Set your personal goal for today.

UDL Framework

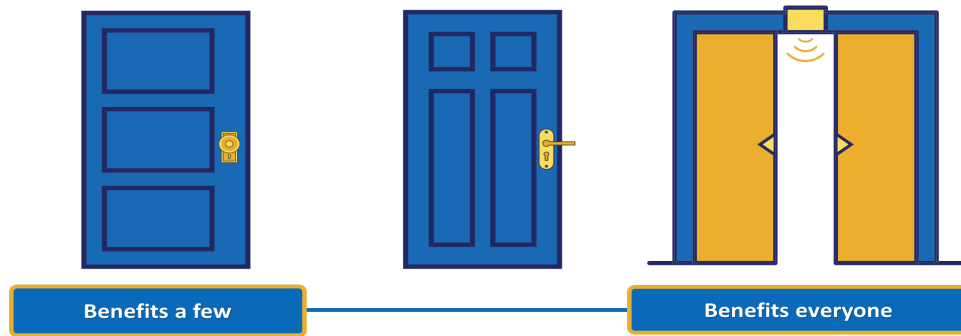
“UDL is really recognizing that one size fits all does not work.”

Universal Design

Universal Design, at a high level, is a process for creating accessible products to make them available to a wide-range of individuals. Products that are designed according to these principles intentionally consider human variability and ensure products are designed to be usable by everyone to the maximum extent possible. Designing products according to these principles supports people with a range of disabilities, and also improves the product for all users.¹

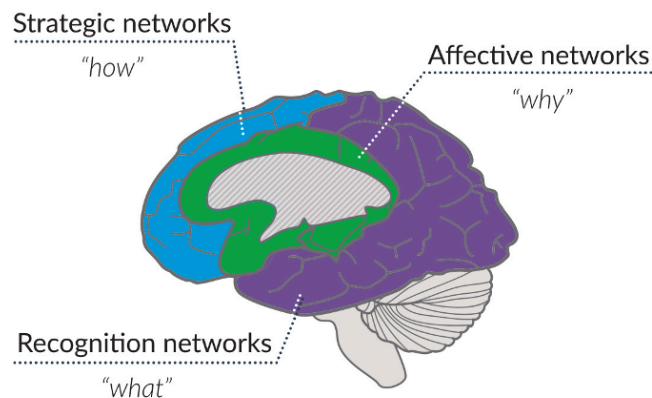
The essence of UDL lies in creating the right conditions for learning and ensuring that instructional methods are applied intentionally to benefit all learners.

¹<https://design.ncsu.edu/research/center-for-universal-design/>



Universal Design for Learning

UDL is a research-based framework developed by [CAST](#) to improve and optimize teaching and learning based on neuroscience.



The UDL framework can be used to support the design of instructional materials, learning goals/objectives, assessments, and instructional approaches to proactively address learner variability in classrooms.

Learner variability is relevant for educators because it is important to understand that learners do not have one learning style. Learners rely on multiple parts of the brain working together within a learning context. There is not one way that any brain will perceive and engage with a learning task. Educators must also consider variability not just as differences between students in a classroom, but also within each learner relative to the learning context.²

² CAST (2018). UDL and the learning brain. Wakefield, MA.. Retrieved from <https://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience>

[The UDL Guidelines](#) offer suggestions for implementation that can be applied across learning environments to maximize access to engaging, rigorous learning experiences and inclusive environments.

Exploration Activity

For this activity, on your own or with a partner, select one of the guidelines to learn more about **Multiple Means of Engagement**, **Multiple Means of Representation**, or **Multiple Means of Action & Expression**. [UDL Guidelines](#)

	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
Access	Provide options for Recruiting Interest (7) <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) Optimize relevance, value, and authenticity (7.2) Minimize threats and distractions (7.3) 	Provide options for Perception (1) <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) Offer alternatives for auditory information (1.2) Offer alternatives for visual information (1.3) 	Provide options for Physical Action (4) <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) Optimize access to tools and assistive technologies (4.2)
Build	Provide options for Sustaining Effort & Persistence (8) <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) Vary demands and resources to optimize challenge (8.2) Foster collaboration and community (8.3) Increase mastery-oriented feedback (8.4) 	Provide options for Language & Symbols (2) <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) Clarify syntax and structure (2.2) Support decoding of text, mathematical notation, and symbols (2.3) Promote understanding across languages (2.4) Illustrate through multiple media (2.5) 	Provide options for Expression & Communication (5) <ul style="list-style-type: none"> Use multiple media for communication (5.1) Use multiple tools for construction and composition (5.2) Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	Provide options for Self-Regulation (9) <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) Facilitate personal coping skills and strategies (9.2) Develop self-assessment and reflection (9.3) 	Provide options for Comprehension (3) <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, and relationships (3.2) Guide information processing and visualization (3.3) Maximize transfer and generalization (3.4) 	Provide options for Executive Functions (6) <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) Support planning and strategy development (6.2) Facilitate managing information and resources (6.3) Enhance capacity for monitoring progress (6.4)
Goal	Expert learners who are... Purposeful & Motivated	Expert learners who are... Resourceful & Knowledgeable	Expert learners who are... Strategic & Goal-Directed

Note-Catchers

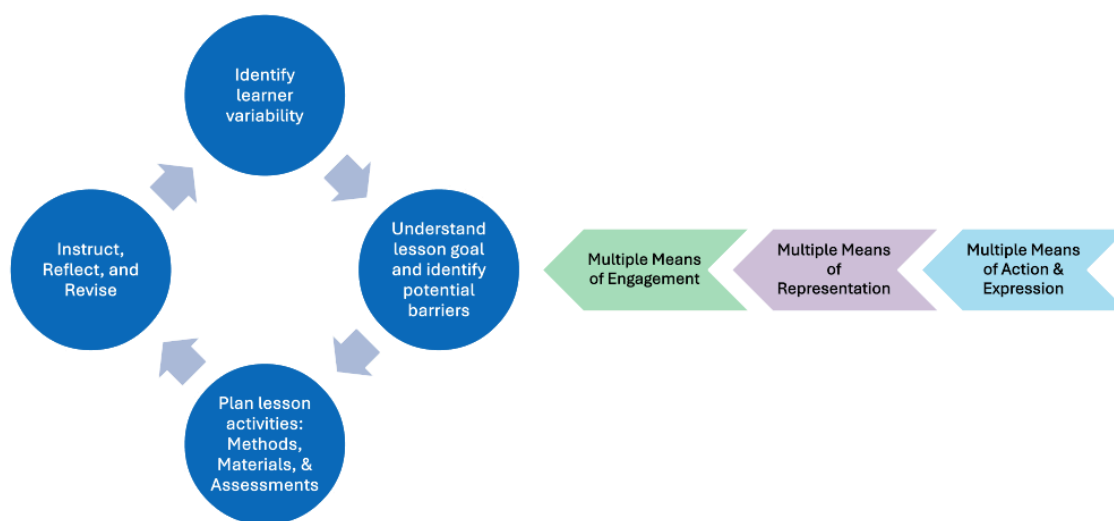
Use the note-catchers to write an example of how you could implement in the classroom.

UDL Principle	Classroom Activity/Strategy
Multiple Means of Engagement	

--	--

UDL Principles	Classroom Activity/Strategy
Multiple Means of Representation	
UDL Principle	Classroom Activity/Strategy
Multiple Means of Action & Expression	

UDL Application Process



Note-Catcher

Mrs. Hill's Lesson	Note-Catcher
Goal	
Methods	
Materials	
Assessments	

Checkpoints are NOT a checklist!

Resources Note-Catcher

Utilize the table below to take notes on resources presented and how your team could use them in the future.

spedsupport.tea.texas.gov

Resource Title	Brief Description	Future Use
Bluebonnet Learning Bluebonnet Learning Texas Education Agency		
UDL Implementation Guide and Online Courses spedsupport.tea.texas.gov		
UDL Face to Face Workshops		
TEA UDL Webpage https://tea.texas.gov/academics/special-student-populations/special-education/universal-design-for-learning-udl-guidelines		
Student-Centered Approaches Course (TIER) Student-Centered Approaches Texas SPED Support		
UDL for Students with Complex Needs Course and Fidelity Tool		

StudentswithComplexSupportNeeds		
---	--	--

Reflection

Let's reflect on the UDL goal you made at the beginning of this presentation. Where do you see yourself now? Think about what you are already doing in your classroom and what is one small step you can take to build on your implementation for UDL?

1	2	3
UDL Principle at which you excel	Guidelines that you already practice	Checkpoints that make you curious

--	--	--