Universal Design for Learning Practitioner Skill Set: Self-Assessment

Adapted from: In Support of Students: A Leader's Guide to Equitable MTSS (Novak & Rodriguez), Table 3.2, pgs. 48-49

Assessment Instructions

This self-assessment tool enables educators to reflect on how frequently they encounter predictable learning barriers in their environment and rate their current level of practice for each skill associated with removing the barrier.

Barrier Scale: Rate how frequently you encounter this barrier in your classroom/school on a 5-point scale:
1 = Never to 5 = Consistently (almost daily basis).

Skill Rating: Rate your familiarity with each respective skill using the three-point scale:
[ ] Unfamiliar — Concept/strategy is new to you.
[ ] Heard of it — Aware of the practice, but not yet routine.
[ ] Common practice — Routinely integrated into your daily practice.

Predictable Barrier 1	Respective Skills & Familiarity Rating
Predictable Barrier: Students may not be interested in content, or may not know why content is important. **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 - Often ☐ 5 - Consistently	• Building meaningful relationships with students to learn more about their interests and needs as learners is critical to ensure options that align with their interests and needs. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Given the wealth of diversity in our public schools, culturally responsive pedagogy is necessary to create a comfortable and academically enriching environment for students of all ethnicities, races, beliefs, and creeds. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Ability to articulate essential standards and why they are important. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Predictable Barrier 2	Respective Skills & Familiarity Rating
Predictable Barrier: Students may lack motivation to persist when there is a significant challenge. **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 - Often ☐ 5 - Consistently	• Foster growth mindset in students. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Understand and model self-regulation strategies so all learners have tools to persist when struggling. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Understand what executive function is (attention, working memory, and flexibility) **and** how to support all learners. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

	• If students are struggling, offer them mastery-oriented feedback, or concrete suggestions about how to get back on track. Learn more about providing effective feedback to better support learners. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Predictable Barrier 3	Respective Skills & Familiarity Rating
Predictable Barrier: Students may struggle with self-regulation and expected behaviors. **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 - Often ☐ 5 - Consistently	• Understand the functions of behavior. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Implement a robust tiered behavioral system (i.e., PBIS) so there are clear behavioral expectations in every learning environment that are consistently modeled and reinforced. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Facilitate social emotional learning in all aspects of curriculum and teaching. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Be trauma-informed. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Understand restorative practices and how they can minimize threats and distractions for learners. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Predictable Barrier 4	Respective Skills & Familiarity Rating
Predictable Barrier: Students may not be able to comprehend instruction if only a single modality is used (overreliance on lecture, or text, for example). **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 - Often ☐ 5 - Consistently	• Support learners in accessing and using multiple representations of the same information (i.e., podcasts, videos with captions, text). **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Provide explicit and direct comprehension instruction. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Predictable Barrier 5	Respective Skills & Familiarity Rating
Predictable Barrier: Students may struggle to comprehend the language or symbols used in the learning environment. **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 - Often ☐ 5 - Consistently	• Provide explicit vocabulary instruction and use visual resources to clarify vocab. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Implement sheltered-English immersion strategies to support English language learners in accessing rigorous content. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Predictable Barrier 6	Respective Skills & Familiarity Rating
Predictable Barrier: Students may struggle to express what they know if given a single modality without adequate scaffolding. **How frequently do you encounter this barrier?** ☐ 1 - Never ☐ 2 - Rarely ☐ 3 - Sometimes / Neutral ☐ 4 -Often ☐ 5 - Consistently	• Universally design assessments to ensure that the assessment is reflective of what the student has learned, rather than being reflective of a barrier they are experiencing. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice • Understand the three types of scaffolding (linguistic, conceptual, and sociocultural) and how to universally design instruction with the scaffolds embedded. **Familiarity:** ☐ Unfamiliar ☐ Heard of it ☐ Common practice

Reflection:

Which barriers do you rarely or never encounter? (ratings of 1s or 2s)

Which barriers do you encounter often or consistently? (ratings of 4s and 5s)

Which skills are well developed within your practice?

Which skills are priorities for you to develop?

How do the barriers you encounter relate to your skills and practices?