Universal Design for Learning (UDL)
Creating Accessible Environments for All

Jolene Troia
Education Consultant
Wisconsin Department of Public Instruction
Different Entry Points with Universal Design for Learning
Where is Wisconsin in relation to Universal Design for Learning?

- Preliminary data from an informal needs assessment shows the majority of K-12 educators (65%) in Wisconsin rate themselves as a beginner when it comes to familiarity with Universal Design for Learning.
Education is in a state of CHANGE!
Why Universal Design for Learning in Wisconsin?

- Increasing diversity in today’s classrooms
Why Universal Design for Learning in Wisconsin?

- Shift to the Common Core State Standards & Common Core Essential Elements
Why Universal Design for Learning in Wisconsin?

• Schools in the state are moving to a new Educator Effectiveness system
Why Universal Design for Learning in Wisconsin?

- Emphasis on culturally responsive high quality instruction, collaboration, and balanced assessment
Why Universal Design for Learning in Wisconsin?

- Universal Design for Learning follows naturally Wisconsin’s Guiding Principles for Teaching & Learning.
Why Universal Design for Learning in Wisconsin?

Agenda 2017

“Every child must graduate ready for further education and the workforce. We must align our efforts so all our students are prepared to succeed in college or a career.”

– State Superintendent Tony Evers
Why Universal Design for Learning in Wisconsin?

- Increased emphasis on data shows that we are not meeting the needs of ALL our learners.
Why do we need to make adjustments?

• Traditional methods are not working for all our students…

http://www.youtube.com/watch?v=KdxEAt91D7k
Universal Design for Learning
Strategic Planning

- Regional Service Network (RSN)
- English Language Learners (ELL) Coordinators
- Association of Wisconsin School Administrators (AWSA)
- Educational Technology
- Institutes of Higher Education
- Parent Organizations
- General Education Teachers
- Special Educators
- Transition Coordinators
- Culturally Responsive Practices Coordinators
- Assistive Technology Coordinators
- Department of Public Instruction Consultants
- Wisconsin RtI Center/PBIS Network
- Wisconsin School Psychologists Association (WSPA)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin Association for Supervision and Curriculum Development (WASCD)
- CESA Representatives
Universal Design for Learning in Wisconsin

Areas of Focus:
- Initiative Integration
- Align Professional Development & Resources
- Build Common Language
- Develop materials that center on Teachers, Administrators & Districts
- Examine Policies and Practices that support UDL

Stakeholder Driven
How do you take your coffee?
The way we learn is as unique as our fingerprints.
Brain Imaging Showing Individual Differences

3 different people learning the **same** task

http://old.cast.org/tesmm/example2_3/brain.htm
Universal Design for Learning

*Is what?* A scientifically valid framework that

*Does what?* Provides multiple means of access, assessment, and engagement and removes barriers in instruction to

*For what?* achieve academic and behavioral success for all
Universal Design for Learning

• Reduces barriers

• Meets the wide range of needs of all learners

• One size fits all approach is not effective

• Inspired from universal design in architecture
Universal Design

• “Consider the needs of the broadest possible range of users from the beginning” Ron Mace, Architect, Universal Design

• If you design for those in the margins, it works better for everyone
Closed Captioning
Universal Design for Learning

**Recognition Networks**
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

**Strategic Networks**
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

**Affective Networks**
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
Three Principles of Universal Design for Learning

- Multiple Means of Representation
  "Access"

- Multiple Means of Action & Expression
  "Assessment"

- Multiple Means of Engagement
  "Engagement"
Recognition Network: “what of learning”

Identify & interpret patterns of sound, light, taste, smell, and touch
Principle 1 - Access

1. Provide Multiple Means of Representation

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer
Mark Twain

The Adventures of Tom Sawyer

• Read the text in the actual novel
• Access the text in digital format
• Access the full text online
• Get text free from iBooks
• Listen to the audio book
• Watch the video
Pat Mora
*Tomas and the Library Lady*

Video:

Highlights from play:
- [http://www.youtube.com/watch?v=H3pgTw9nTKo](http://www.youtube.com/watch?v=H3pgTw9nTKo)

Extras
- [http://www.inclusiveclassrooms.org/inquiries/tom%C3%A1s-and-library-lady](http://www.inclusiveclassrooms.org/inquiries/tom%C3%A1s-and-library-lady)
Other Examples of Principle 1

Stand up and share with a neighbor
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE
Strategic Networks: “how of learning”

Plan, execute, monitor actions & skills
Principle 2 - Assessment

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action
4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication
5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition
5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions
6.1 Guide appropriate goal-setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

http://www.youtube.com/watch?feature=playerembedded&v=Nowid-MhBMU#

http://icreatetoeeducate.com/student-creations/science/

http://www.youtube.com/watch?feature=playerembedded&v=Nowid-MhBMU#
Other Examples of Principle 2
Stand up and share with a neighbor

Universal Design for Learning

Multiple Means of Representation
“Access”

Multiple Means of Engagement
“Engagement”

Multiple Means of Action & Expression
“Assessment”
Affective Networks: “why of learning”

Evaluate & set priorities
Principle 3 - Engagement

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest
7.1 Optimize individual choice and autonomy
7.2 Optimize relevance, value, and authenticity
7.3 Minimize threats and distractions

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
8.3 Foster collaboration and community
8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation
9.1 Promote expectations and beliefs that optimize motivation
9.2 Facilitate personal coping skills and strategies
9.3 Develop self-assessment and reflection

Purposeful, motivated learners

http://blabberize.com/view?id=1016347

http://www.googlelittrips.com/GoogleLit/Home.html
Other Examples of Principle 3

Stand up and share with a neighbor

Universal Design for Learning

Multiple Means of Representation
“Access”

Multiple Means of Engagement
“Engagement”

Multiple Means of Action & Expression
“Assessment”
What does Universal Design for Learning look like?

http://www.cast.org/library/video/udl_outro/
Many are already doing Universal Design for Learning!
Diving into the Universal Design for Learning Framework

### Universal Design for Learning Guidelines

**I. Provide Multiple Means of Representation**

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

**II. Provide Multiple Means of Action and Expression**

4. Provide options for action and expression
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

5. Provide options for expressive skills and fluency
   - Options in the media for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance

6. Provide options for executive functions
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources
   - Options that enhance capacity for monitoring progress

**III. Provide Multiple Means of Engagement**

7. Provide options for recruiting interest
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

8. Provide options for sustaining effort and persistence

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection

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ACCESS | ASSESSMENT | ENGAGEMENT

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Components of the Universal Design for Learning Framework

- 3 Principles
- 9 Guidelines
- Checkpoints
- Examples
David Rose discusses the guidelines

http://www.youtube.com/watch?v=wVTm8vQRvNc
## Activity – Exploration of the Universal Design for Learning Framework

<table>
<thead>
<tr>
<th>Website</th>
<th>App</th>
<th>Wheel</th>
<th>Paper</th>
</tr>
</thead>
</table>

**Website**

- Welcome to UDLinks
- Class Profile
- Resources
- Favorites
- UDL Principles

**Wheel**

**Universal Design for Learning (UDL) Guidelines: Full-Text Representation**

- Version 2.0
- February 1, 2011

**Paper**

- UDL Guidelines Version 2.0
Links for Universal Design for Learning Exploration

- National Center on UDL
  http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1

- Interactive UDL Wheel
  http://udlwheel.mdonlinegrants.org/

- UDLinks App
Another Way to Explore Universal Design for Learning

http://udltechtoolkit.wikispaces.com/
Share Your Thoughts
4 Components of Universal Design for Learning

- Goals
- Materials
- Methods
- Assessments

Adapted from the National Center on Universal Design for Learning
Goals

Traditional
• Goals may get skewed by the inflexible ways and means of achieving them

Universal Design for Learning
• Goals are attained in many individualized ways, by many customized means

Adapted from the National Center on Universal Design for Learning
Materials

Traditional

• Mostly print (text) and everyone gets the same materials

• Few options

Universal Design for Learning

• Variety of materials, media, and formats to reach learners with diverse abilities, styles, and needs equally well

Adapted from the National Center on Universal Design for Learning
Methods

Traditional

• Teacher centered (lecture)

• Burden on student to adapt to “get it”

Universal Design for Learning

• Teacher is a facilitator of learning, students are interactive

• Burden is on the curriculum

Adapted from the National Center on Universal Design for Learning
Assessment

Traditional
• Confuse goals with means
• Summative – when it’s too late to adjust instruction

Universal Design for Learning
• Many possible means as long as they measure learning
• Uses a variety of formative and summative means and is flexible enough to provide accurate, ongoing information that helps teachers adjust instruction and maximize learning in a meaningful way.

Adapted from the National Center on Universal Design for Learning
### Traditional Learning vs. Universal Design for Learning

<table>
<thead>
<tr>
<th>Traditional Learning</th>
<th>Universal Design for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is a passive process</td>
<td>Learning is an active process</td>
</tr>
<tr>
<td>Instruction demands all of students’ attention</td>
<td>Instruction is engaging</td>
</tr>
<tr>
<td>Instruction is the same for all</td>
<td>Instruction is individualized</td>
</tr>
<tr>
<td>Education environment is not a major consideration</td>
<td>Educational environment is safe</td>
</tr>
</tbody>
</table>

Adapted from The Council for Exceptional Children, Universal Design for Learning: A Guide for Teachers and Education Professionals
Connections to Universal Design for Learning

Universal Design for Learning

- MLSS (RtI/PBIS)
- Educator Effectiveness
- Personalized Learning
- Common Core State Standards
- State Assessments
- Assistive Technology
Universal Design for Learning and RtI/PBIS Connections

• Research validated frameworks

• Recognize barriers and provide direction in breaking them down

• Proactive and preventative approaches

• Requires district wide or school wide change

• General education initiatives that benefit ALL students
Lessons Learned

• “What we’ve learned is that UDL is a great theory but to move from theory to practice requires a lot of dedication from all stakeholders (teachers, administrators, parents, etc). If you fail to consider the system you are attempting to implement UDL in then it’s likely it will fail or not be sustained.”

  – Jeff Diedrich, Director of Michigan’s Integrated Technology Supports
<table>
<thead>
<tr>
<th>Connections to Educator Effectiveness</th>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrating Knowledge of Students</td>
<td>Domain 1</td>
</tr>
<tr>
<td>• Designing Student Assessments</td>
<td>Domain 1</td>
</tr>
<tr>
<td>• Engaging Students in Learning</td>
<td>Domain 3</td>
</tr>
<tr>
<td>• Demonstrating Flexibility and Responsiveness</td>
<td>Domain 3</td>
</tr>
<tr>
<td>• Growing and Developing Professionally</td>
<td>Domain 4</td>
</tr>
</tbody>
</table>

Universal Design for Learning Connections to Personalized Learning

http://www.cesa1.k12.wi.us/institute/designdevelop/honeycomb_confirmation.cfm#d242363
Core Components of Personalized Learning

• A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences. There are three core components to a personalized learning system:

  – Comprehensive, data-rich learner profiles
  – Customized learning paths
  – Proficiency-based progress

http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm
Personalized Learning

• The learner experience must be engaging, relevant, and personalized.

• The traditional paradigm of assessment needs to change. Purposeful assessment should drive instruction and should facilitate allowing for the students’ voices in the assessment of their learning.

• Teachers should have a sort of “Assessment toolbag” to draw from that includes formative and summative options.

• All students must have access to tools that support and enhance anywhere, anytime learning.

• All students can customize their learning.

• Teachers should no longer be the source of knowledge. Instead they should be guides and facilitators for learning.
Key Characteristics of Personalized Learning

- **Instruction** is customized to individual learning styles and preferences and builds on learner strengths
- **Learning** can take place anytime, everywhere utilizing a wide variety of delivery methods
- **Curriculum** is dynamic, individually paced and acknowledges learner interests
- **Standards** are rigorous, comprehensive and relevant; they provide a consistent, clear understanding of what students are expected to learn, but do not dictate when or how students learn
- **Students** are authentically engaged in their education experience; they co-create their own customized learning path
- **Teachers** assume new roles (e.g. learning coordinators, facilitators and assessors) both individually and as part of instructional teams
- **Assessment** is varied, relevant, and utilizes sophisticated systems to track, illustrate, and translate student performance data; it incorporates innovative practices such as performance-based ePortfolios and embedded formative assessments that produce immediate results
- **Feedback** occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process

http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm
Universal Design for Learning Connections to Personalized Learning

- Start with the learner and understand learner variability
- Assist the learner to understand how he/she learns best
- Give the learner choices
- Focus on student engagement
- Demand a departure from one-size-fits-all education
Universal Design for Learning Connections to the Common Core State Standards

• “All Wisconsin students need relevant and rigorous literacy and mathematics instruction to ensure academic proficiency and success beyond graduation”
Universal Design for Learning and Common Core State Standards

• Common Core State Standards for Mathematics, Grade 7, The Number System, 7.NS, item 2
  ✓ “apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.”

• Common Core State Standards for Mathematics, Grade 1, Measurement and Data, 1.MD, item 3
  ✓ “tell and write time in hours and half-hours using analog and digital clocks.”
Universal Design for Learning and Common Core State Standards

• Interpret the standards in a way that allows for flexibility

• The Center for Applied Special Technology (CAST) is working with several districts specifically on connecting the Common Core State Standards with UDL
### Wisconsin Education Initiatives

#### Unit and Lesson Plan Alignment

The Unit and Lesson Plan Alignment is intended to demonstrate the specific places in which the Unit Lesson Plan Template that reflects critical Wisconsin education initiatives. The Unit and Lesson Plan Alignment Key and Resource Sheet provides additional information about each of the Wisconsin initiatives included in the alignment.

<table>
<thead>
<tr>
<th>Standards (Unit and Lesson)</th>
<th>1a</th>
<th>2a</th>
<th>3a</th>
<th>4a</th>
<th>CRP</th>
<th>MOQ</th>
<th>WS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Targets (Unit and Lesson)</td>
<td>1a</td>
<td>2a</td>
<td>3b</td>
<td>4a</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>Engagement</td>
<td>WS</td>
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<tr>
<td>Essential Questions</td>
<td>1b</td>
<td>2b</td>
<td>3c</td>
<td>4a</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>Engagement</td>
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<tr>
<td>Concepts and Academic Vocabulary (Unit and Lesson)</td>
<td>1a</td>
<td>2a</td>
<td>3a</td>
<td>4d</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>Access</td>
<td>WS</td>
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<tr>
<td>Assessments</td>
<td>1a</td>
<td>2a</td>
<td>3a</td>
<td>4a</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>BA</td>
<td>Assessment</td>
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<tr>
<td>Prior Knowledge Needed to Support Learning &amp; Pre-Lesson Data Analysis</td>
<td>1a</td>
<td>2a</td>
<td>3a</td>
<td>4a</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>BA</td>
<td>Assessment</td>
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<tr>
<td>Lesson Procedures</td>
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<td>2a</td>
<td>3b</td>
<td>4a</td>
<td>Interpersonal</td>
<td>CRP</td>
<td>MOQ</td>
<td>BA</td>
<td>Assessment</td>
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<tr>
<td>Teacher Reflection</td>
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<td>2a</td>
<td>3a</td>
<td>4a</td>
<td>CRP</td>
<td>MOQ</td>
<td>BA</td>
<td>Assessment</td>
<td>WS</td>
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</tbody>
</table>
Universal Design for Learning Connections to State Assessments

• Smarter Balanced

• Dynamic Learning Maps
Smarter Balanced

Universal Tools

Embedded

Non-embedded
- Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
- Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded
- Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Accommodations

Embedded
- American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded
- Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text
Assistive Technology

• Assistive technology is any tool or device that a student with a disability uses to
  • perform a task that he or she could not otherwise do
  • do a task more easily, faster, or in a better way
## Differences of UDL and AT

<table>
<thead>
<tr>
<th>UDL</th>
<th>AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UDL is given to everyone at the start</td>
<td>• AT is delivered after consideration of an individual student</td>
</tr>
<tr>
<td>• UDL is proactive</td>
<td>• AT is reactive</td>
</tr>
<tr>
<td>• UDL targets the larger system</td>
<td>• Targets the individual</td>
</tr>
<tr>
<td>• UDL views the curriculum as having the disability</td>
<td>• AT views the individual as having the disability</td>
</tr>
</tbody>
</table>

(Adapted from Rose, Hasselbring, Stahl, & Zabala, 2005)
UDL and Assistive Technology
UDL and AT work together to:

- Develop and implement a well-designed learning environment focused on various abilities
- Provide individual support when systems change is not enough
- Support access and improvement for all individuals, including students with disabilities
Assistive Technology and Transition

Wisconsin Assistive Technology Initiative (WATI) Resources

http://www.wati.org/content/supports/free/pdf/TeacherTransitionPortfolioDec08.pdf

Teacher Resource Guide on Transition

http://www.wati.org/content/supports/free/pdf/StudentTransitionPortfolioDec08.pdf

Student Resource Guide on Transition
Barriers

Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in.

Clearing a path for people with special needs clears the path for everyone!
CAST Universal Design for Learning Implementation Process
Critical Factors to Universal Design for Learning Implementation

1. State and district leadership need to embrace UDL
2. UDL must be understood as a general education initiative that moves beyond special education
3. System level changes can be sustained when time and resources are committed to build UDL expertise
4. Collaboration is vital

Adapted from Universal Design for Learning (UDL): Initiatives on the Move and http://www.udlcenter.org/implementation/fourdistricts
Ways to Get Started…..

- Book Group
- Engage in an article
- Listen to a speaker
- Attend a conference
- Community Visit
- Coaching and Modeling
Next Steps

- Coach others to work toward systemic change
- Take small steps
- Design environments with UDL principles
- Continue to explore the UDL framework and UDL resources
Belief behind Universal Design for Learning

“It is more than providing flexible means of representation, action and engagement, it must come from a deep respect for the variability of the learners. What you do does not change until you change how you believe.”

– Michael Hodnicki, Instructional Coordinator for Professional Development, Cecil County Public Schools, Maryland
Why Universal Design for Learning in Wisconsin?

- Increased emphasis on data shows that we are not meeting the needs of ALL our learners.
### BCSC Percent Passing on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Assessment for Students with and Without Disabilities from 2009 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Arts (LA)</th>
<th>Mathematics</th>
<th>Both LA and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special Education (SE)</td>
<td>Regular Education (RE)</td>
<td>Special Education (SE)</td>
</tr>
<tr>
<td>2012</td>
<td>51.0</td>
<td>84.6</td>
<td>62.5</td>
</tr>
<tr>
<td>2011</td>
<td>36.4</td>
<td>80.3</td>
<td>43.5</td>
</tr>
<tr>
<td>2010</td>
<td>28.3</td>
<td>78.9</td>
<td>33.5</td>
</tr>
<tr>
<td>2009</td>
<td>26.5</td>
<td>77.1</td>
<td>29.7</td>
</tr>
</tbody>
</table>

ISTEP+ consists of two criterion-referenced components – multiple choice assessment and applied skills assessment – designed to measure students’ mastery of the Indiana Academic Standards.

### BCSC Percent Passing on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Assessment for English Language Learners and Non-English Language Learners from 2009 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Arts (LA)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Language Learners (ELL)</td>
<td>Non-English Language Learners (ELL)</td>
<td>English Language Learners (ELL)</td>
</tr>
<tr>
<td>2012</td>
<td>55.8</td>
<td>83.1</td>
<td>60.2</td>
</tr>
<tr>
<td>2011</td>
<td>51.2</td>
<td>76.5</td>
<td>52.5</td>
</tr>
<tr>
<td>2010</td>
<td>49.9</td>
<td>73.8</td>
<td>51.5</td>
</tr>
<tr>
<td>2009</td>
<td>39.3</td>
<td>71.9</td>
<td>40.7</td>
</tr>
</tbody>
</table>

ISTEP+ consists of two criterion-referenced components – multiple choice assessment and applied skills assessment – designed to measure students’ mastery of the Indiana Academic Standards.

Advice from Bartholomew Consolidated School Corporation, Indiana

1. Just start!
2. Have a strong overriding framework and use it to focus and align the work and your resources in support of the work.
3. Use common vocabulary and a common language – don’t be an island.
4. Make data use a foundational practice at all levels of the district.
5. Ask the hard questions. For example, is what you’re doing related to improving curriculum and instruction? If the answer is “no,” don’t do it!
6. Engage in persistent and consistent professional conversations about student learning.
7. Develop sustained support from the board and key stakeholders.
8. Develop strong school-community/business partnerships and help everyone understand the connection between school improvement and economic development.
9. Really put all kids first, even when it’s easy to say and difficult to do.
10. Stick with it.

UDL and AT Implications for Transition

Students will:

• Have greater success in school & therefore will be college and career ready

• Better understand their unique strengths, needs, and learning styles

Transition staff will:

• Help apply the UDL principles to other environments beyond educational environments

• Learn about assistive technology, digital media, apps and tools that can help reduce barriers
Universal Design for Learning and Transition

• While UDL is often applied in education settings, it is also a valuable practice for workforce development and employment training programs to learn and adopt. Using principles of UDL, workforce development professionals can design programs that are accessible to as many youth as possible from the start regardless of whether participants’ disabilities have been identified.

– Mindy Larson, Senior Program Associate with the National Collaborative on Workforce & Disability for Youth

http://www.ncwd-youth.info/blog/?p=611
# Universal Design for Learning Applied to Secondary Transition

<table>
<thead>
<tr>
<th>Principle 1 Access</th>
<th>Principle 2 Assessment</th>
<th>Principle 3 Engagement</th>
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</thead>
<tbody>
<tr>
<td>Example – Use Voki (personal speaking avatar) to provide auditory prompts for</td>
<td>Example – Use Microsoft Accessibility Options to help students compose written materials</td>
<td>Example – Use Goal Setting Worksheets to help students record their goals they have</td>
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<tr>
<td>transition based or employment activities</td>
<td>including filling out job applications, resumes, etc.</td>
<td>set for employment, behavior, academics, etc.</td>
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<tr>
<th>Processing Challenges in Work Experiences or Training Settings</th>
<th>Long Term Instructional Goals</th>
<th>How Workforce Development Professionals Can Facilitate Learning</th>
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</thead>
<tbody>
<tr>
<td>Job tasks and training materials that require substantial abstract reasoning</td>
<td>- Learn to seek more examples, explanations, and interpretations through questioning and research</td>
<td>- Provide multiple examples and interpretations</td>
</tr>
<tr>
<td>Complex job tasks or training materials that are not clearly organized</td>
<td>- Learn to chunk tasks</td>
<td>- Present tasks and information in multiple ways (i.e., written, typed, in audio format, on the internet, etc.)</td>
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<tr>
<td>Job tasks or training materials that require basic academic skills or cognitive strategies beyond those of the individual</td>
<td>- Receive intensive instruction in learning strategies</td>
<td>- Provide cues and prompts about how to approach completing tasks (i.e., number list of tasks, a schedule with tasks, etc.)</td>
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<tr>
<td>Job tasks and training materials that may not have a connection with an individual’s previous experiences, do not connect with current life activities, or are not initially interesting</td>
<td>- Search for personal connections to make content relevant</td>
<td>- Provide information and assignments in ways that build on an individual’s strengths and interests (i.e., explain how task connects to future career interests)</td>
</tr>
<tr>
<td>Job tasks and training materials that may seek responses and look for outcomes that are unfamiliar to youth and young adults</td>
<td>- Learn to check and redo work</td>
<td>- Utilize activities that are similar in format to past activities</td>
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Universal Design for Transition (UDT)

• Created as a framework for applying Universal Design for Learning (UDL) to secondary transition.

• Focuses on creating accessible opportunities related to transition from school to post-school services for students with disabilities including the design, delivery, and assessment of services.

• Creates a greater link between academic content and transition planning, instruction and goals.

What was UDL Today?

1. Offer ways of customizing the display of information (Multiple Ways to Explore Framework)
2. Illustrate through multiple media (visuals, videos, activities)
3. Activate or supply background knowledge (UDL history and research provided)
4. Vary the methods for response and navigation (neighbor/partner share, table talk)
5. Use Multiple tools for construction and composition (can use technology if you are comfortable but other options provided)
6. Provide options for recruiting interest (Use of video, humor, choices)
7. Optimize individual choice and autonomy (choices provided for activities)
8. Develop self-assessment and reflection (reflect and share after discussions and activities)