Universal Design for Learning

Culturally and Linguistically Relevant Pedagogy
Did you hear about the rose that grew from a crack in the concrete? Proving nature's law is wrong it learned to walk without having feet. Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

Tupac Shakur
A Word About Reflection

- Key to becoming culturally competent
- Key to implementing UDL
- Key in understanding students and the classroom environment that promotes independent, resourceful, knowledgeable, goal directed, purposeful, motivated learners

ShatiaRahman 04/17/2015 Chicago News
Journey

- Role of education and identification
- Students of color
- Students learning English
- Students in poverty
- How is this addressed in the research?
Current literature and pedagogy minimizes the voice and perceptions of students with disabilities

- Marginalization of students with disabilities in general education
- Disproportionality of students of color in special education
Case Study on Learning Partnerships

Eight Students

Seven Teachers

Eight different classroom settings
Classroom Support Differences

Students
- Direct explicit instruction
- Instructional Individual Supports
- Peer Supports
- Curricular Supports
- Physical Supports

Teachers
- Organizational tools (notebooks)
- Study guides
- Notes
- Calendars

Beyond the Binary
Themes
Students’ and Teachers’
Students’ Themes

• Classroom Supports
• Onus to Learn
• Equity
• Favorite classes - engaging and relevant
• Feeling of Success/Failure - rigorous and challenging general education
Teachers’ Themes

• Approaching the teacher
• Student self-advocacy
• Built-in obstacles
Transformative Findings
Students and Teachers
Transformative Findings

Students
• Holder of important knowledge
• Increased self-advocacy
• Increased self-efficacy
• Change agent in classroom
• Building learning partnerships

Teachers
• Acknowledgement of student as holder of knowledge
• Change in instruction not just special education students others as well
• Building learning partnerships
I don't know. I know we talked about the note card thing. Having them write a note card saying what they want but that I don't know is almost the face to face conversation that is better. I don't know maybe I should take the time like specially next year in Algebra One when I am going to be team teaching maybe that is something that we do you know not even just the special ed students, all the students and say: “What will help you? Let's talk about what you need.”

Ms. Adams February 18, 2013
Implications for Practice in Schools

• Classroom environment
• Instruction
• Role of administrator in influencing school culture
Understanding the Relationship

Between UDL and CLRP
Think about the information in this video and the students in your classroom.

What is your image of the perfect student?

How might your blind spot affect instruction in your classroom?

https://www.youtube.com/watch?v=zDV8OpXhI2g&t=353s
How We Interpret the World

Hammond, 2015
Research

Culturally & Linguistically Relevant Pedagogy (CLRP)
• Cultural competence
• Reshaping the prescribed curriculum
• Building on students’ funds of knowledge

Morrison, Robbins and Rose, 2008
• Bridging from students’ culture and background to the content and curriculum

• Encouraging relationships between schools and communities

(Morrison, Robbins and Rose, 2008)
• High Academic Expectations
• Modeling, Scaffolding, and Clarification of the Challenging Curriculum
• Using Students’ Strengths as Instructional Starting Points

(Morrison, Robbins and Rose, 2008)
Of course is not just the grade. But I think I might have done better in my math class, I almost got an “A” but I think I am more happy about my English grade. Because I never really had problems with math but like I always had problems with English so like doing good in English was pretty awesome. Yeah, English is still definitely the most challenging of all my classes. Justin 1/7/2013
• Investing and Taking Personal Responsibility for Students’ Success

• Creating and Nurturing Cooperative Environments

• High Behavioral Expectations

(Morrison, Robbins and Rose, 2008)
• Affirming-strives to support a sense of belonging and comfort
• Validating-acknowledges the real world in which students live
• Cognition-recognizes that culture is a filter
• Processing- utilizes talk and task routines

(http://nationalequityproject.org/; Ladson-Billings, 1995)
Universal Design for Learning Guidelines

**AFFECTIVE NETWORKS: THE WHY OF LEARNING**

**Engagement**
For purposeful, motivated learners, stimulate interest and motivation for learning.

**RECOGNITION NETWORKS: THE WHAT OF LEARNING**

**Representation**
For resourceful, knowledgeable learners, present information and content in different ways.

**STRATEGIC NETWORKS: THE HOW OF LEARNING**

**Action & Expression**
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Universal Design for Learning
Universal Design for Learning

Vary the Means of Action/Expression

Vary the Means of Engagement

Vary the Means of Representation

Providing Learning Opportunities

http://www.udlcenter.org/
# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

1. Provide options for perception
   - 1.1 Offer ways of customizing the display of information
   - 1.2 Offer alternatives for auditory information
   - 1.3 Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols
   - 2.1 Clarify vocabulary and symbols
   - 2.2 Clarify syntax and structure
   - 2.3 Support decoding of text, mathematical notation, and symbols
   - 2.4 Promote understanding across languages
   - 2.5 Illustrate through multiple media

3. Provide options for comprehension
   - 3.1 Activate or supply background knowledge
   - 3.2 Highlight patterns, critical features, big ideas, and relationships
   - 3.3 Guide information processing, visualization, and manipulation
   - 3.4 Maximize transfer and generalization

## 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

## 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

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**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**
• If we design for those at the margins we optimize learning for everyone.

• If we design for those at the margins there are frequently side benefits created that were not initially planned.

Universal Design Benefits

• If we design for those at the margins we strengthen our learning alliances with our students.

www.cast.org
Cross Walk

UDL and CLRP
UDL

- Multiple Means of Representation
- Multiple Means of Action and Expression
- Multiple Means of Engagement

CLRP

- Cognition
- Process
- Affirming and Validating

(www.cast.org; Ladson-Billings, 1995; Gay, 2000; Hammond, 2014)
Vary the Means of Action/Expression

Vary the Means of Representation

Vary the Means of Engagement

Optimize Learning

Cognition

Processing

Affirmation

Validation

Adapted from UDL and CLRP

Created by A.M. Villalobos
How can I use UDL in a CLRP manner?

• Be intentional
• Start with engagement
• Make it relevant
• Provide for a safe learning environment
• Reflect on practices
Discuss the Overlap Between UDL and CLRP

Recognition Networks: The "what" of learning

Strategic Networks: The "how" of learning

Affective Networks: The "why" of learning

http://www.udlcenter.org/
Lesson Planning Strategies

<table>
<thead>
<tr>
<th>Representation</th>
<th>Strategies</th>
<th>Overlap</th>
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<tbody>
<tr>
<td>How can you provide multiple means of representation? Think of perception, language, mathematical expression, symbols and comprehension.</td>
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<tr>
<td>Corresponding CLRP Strategy How can you affirm the unique physical, social, cultural, and language identity of each student?</td>
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Share Out
Resources

* UDL Reading Tools
  - http://udleditions.cast.org/
* UDL Writing Tools
  - http://bookbuilder.cast.org/
* UDL Science Tools
  - http://sciencewriter.cast.org/welcome
* UDL Math Tools
  - http://isolveit.cast.org/home
* UDL Tool Kit
  - http://udltechtoolkit.wikispaces.com/
National Equity Project
http://nationalequityproject.org/
CAST
http://cast.org
http://www.udlcenter.org/aboutudl/udlguidelines/downloads
The Iris Center
http://iris.peabody.vanderbilt.edu/index.html
Edutopia What Works in Education
http://www.edutopia.org/blog/five-minute-film-festival-culturally-responsive-teaching
Universal Design
http://www.udlcenter.org/

Universal Design (secondary/transition to college)
http://accessproject.colostate.edu/udl/

Universal Design Tech Tools
http://udltechtoolkit.wikispaces.com/

Down Syndrome Foundation of Orange County
http://www.dsaoc.org/resources-and-services.html

PBS Teachers | Resources For The Classroom
http://www.pbs.org/teachers/
National Equity Project
http://nationalequityproject.org/
CAST
http://cast.org
The Iris Center
http://iris.peabody.vanderbilt.edu/index.html
Edutopia What Works in Education
http://www.edutopia.org/blog/five-minute-film-festival-culturally-responsive-teaching
Research Articles

