

# Universal Design for Learning (UDL)

Chelsey Porter, ELA 8th Grade





# Let's Plan a Dinner Party...

Your task is to plan a menu for a dinner party that includes an appetizer, entree and dessert...

HOWEVER

- One of your guests is vegetarian
- One of your guests is gluten-free
- One of your guests is allergic to peanuts and tree nuts
- One of your guests can't have dairy
- One of your guests is allergic to tomatoes
- One of your guests won't eat seafood

Feeling overwhelmed?



## **What's the Solution?**

Make an extremely limited meal that no one will enjoy?

Make different dishes for different guests?

***Offer a BUFFET menu of choices!***



## **Our Goals Today**

1. Gain a basic understanding of what UDL is
2. Learn how it can be used in any classroom for any subject or grade level
3. Focus on UDL in the ELA classroom
4. Brainstorm ideas for incorporating UDL into YOUR classroom



## UDL = Classroom Buffet

Our classrooms are a complex dinner party with guests that each have [different needs](#)

Not new - we know this...

So what is UDL?

Something you are likely **already doing**...

The idea that students choose from a “buffet” menu **HOW**  
they will learn



# UDL Background

- ★ First formulated by Ronald L. Mace at NC State University
- ★ PD Day in Wooster City Schools lead by Dr. Katie Novak
- ★ I am by no means an expert

## What is it?

- How do we increase student engagement?
- Choice
- Choice → Independent Learners



## **3 Main Ideas**

1. Removing Barriers
2. Providing Choice
3. Facilitating Reflection that leads to Independence



## **Removing Barriers**

*What barriers do you encounter in your classroom?*

Example: My students don't all have access to school supplies

*How can we remove the barriers?*

Example: I have bins to create easy access to the necessary daily supplies





## Removing Barriers

- Supplies
- Hunger
- Economic (general)
- Literacy
- Language
- Learning Styles
- Home Life
- Prior Knowledge



## **Providing Choice**

*What choices do you already provide your students in your classroom?*

Example: My students often have the choice between two novels/short stories

*Ask yourself - what's necessary and what can I provide flexibility on?*

Example: If the assessment is an essay - can the students choose how they prewrite?



# Examples

Science - [Video Example](#)

History - Original Project: Poster timeline; UDL Project: options for showing sequence including a PowerPoint, posters, essay, video, etc.; same rubric used for each project

Math - Computer vs. Paper Problem sets

ELA - Next slide :)



# *Life of Pi* - Novel Study

Tuesday 11/14/2017

## What you need:

- Pencil/Pen
- Notebook
- *Life of Pi*

## What we're doing:

1. Comparison paragraph for the tone and mood of *Life of Pi* and *Lord of the Flies*
2. When you are done, read chapters 65, 66, 67, 68, and 69 (pages 192-200)
  - a. Read to yourself
  - b. Outloud with a partner
  - c. Audiobook at **6:24:00**
3. Answer the comprehension questions
  - a. Notebook
  - b. Post-Its
  - c. Google docs



## Example with Essays

The essay is a must - so how do I create UDL?

*PreWriting Choices:*

- Outline
- Notecards
- Visual Outline
- Slop it together stream of consciousness



# **Reflection for increasing independent learning**

*What did you choose?*

*Why did you choose it?*

*Did this work for you? Why/Why not?*



## Your Turn

- Questions?
- Apply it to your classroom!
  - 10 minutes to write a UDL lesson plan for your classroom
- Share out



## **Resources and Further Reading**

*UDL Now!* by Dr. Katie Novak

*UDL in the Cloud!* by Dr. Katie Novak

*Universal Design for Learning in Action: 100*

*Ways to Teach All Learners* by Whitney H. Rapp

National Center on the Universal Design for  
Learning - [udlcenter.org](http://udlcenter.org)