PARTNERING TO STRENGTHEN INSTRUCTION FOR ALL LEARNERS

UNIVERSAL DESIGN FOR LEARNING AND ENGLISH LEARNERS

Presented by Tony Morales
OBJECTIVES

Explore the advantages of Universal Design for Learning (UDL) in the diverse educational setting, so that students meet the increased expectations set forth by the Common Core State Standards (CCSS)

Identify ways to improve instruction in diverse school settings with UDL, so that the growing number of English Learners (ELs) advance their academic and social language development
INTRODUCTION

Teachers need to re-conceptualize instruction and evaluation to...

- meet high expectations
- improve ELs’ academic achievement along with their language proficiency
WHO ARE THE EL STUDENTS?

Come from different cultural or religious backgrounds

Come from educated families, while others have parents who do not read or write in any language

Physical and/or sensory disabilities

Conversational proficiency, but not academic proficiency

Come to the United States at different times

They have different levels of literacy in their first language

Different stages of English language development

Refugee status

Cognitive and/or emotional difficulties
SO, WHERE DO WE BEGIN?

1. How do we provide multiple ways to interest and motivate students, to reflect the different ways in which they engage in learning?

2. How do we provide multiple pathways for students’ action and expression, to address differences in ways they demonstrate learning?

3. How do we represent information in multiple formats and media, to address different ways in which students access learning?
UDL IN FEW WORDS ... AND PICTURES

UDL at the glance
THE THREE PRINCIPLES ARE...

- **Principle I**: Provide Multiple Means of Representation (the “what” of learning)

- **Principle II**: Provide Multiple Means of Action and Expression (the “how” of learning)

- **Principle III**: Provide Multiple Means of Engagement (the “why” of learning)
HOW DO WE PRESENT INFORMATION AND CONTENT IN DIFFERENT WAYS?

Guideline 1: Provide options for perception
   a) Offer ways of customizing the display of information
   b) Offer alternatives for auditory information
   c) Offer alternatives for visual information

Guideline 2: Provide options for language, mathematical expressions, and symbols
   a) Clarify vocabulary and symbols
   b) Clarify syntax and structure
   c) Support decoding of text, mathematical notation, and symbols
   d) Promote understanding across languages
   e) Illustrate through multiple media

Guideline 3: Provide options for comprehension
   a) Activate or supply background knowledge
   b) Highlight patterns, critical features, big ideas, and relationships
   c) Guide information processing, visualization, and manipulation
   d) Maximize transfer and generalization
Activity 1: On your own

PRINCIPLE I: PRESENT INFORMATION AND CONTENT IN DIFFERENT WAYS

Instructions

1.- Form three teams:
Team 1-G1, Team 2-G2, and Team 3-G3

2.- Discuss your guideline in your team, fill your hand-out, and make a poster with examples for your guideline

3.- Share your poster
Guideline 4: Provide options for physical action
a) Vary the methods for response and navigation
b) Optimize access to tools and assistive technologies

Guideline 5: Provide options for expression and communication
a) Use multiple media for communication
b) Use multiple tools for construction and composition
c) Build fluencies with graduated levels of support for practice and performance

Guideline 6: Provide options for executive functions
a) Guide appropriate goal-setting
b) Support planning and strategy development
c) Facilitate managing information and resources
d) Enhance capacity for monitoring progress
Activity 2
Team 1.- Apply Guideline 4
Differentiate the ways Marco can express what he knows

Guideline 4: Provide options for physical action

a) Vary the methods for response and navigation

b) Optimize access to tools and assistive technologies

MARCO, LEVEL 1 ELL

Born: in Brazil
Home language:
Brazilian Portuguese
Home language skills:
can read and write in Portuguese,
but probably below grade level
Enrolled in U.S. schools:
earlier this year
Educational background:
4 years of schooling in Brazil at
3 different schools with frequent absences
Background in English:
informal exposure outside of school
Placement test scores:
Level 1 Listening
Level 1 Speaking
Level 1 Reading
Level 1 Writing
Activity 2
Team 2.- Apply Guideline 5
Differentiate the ways Julia can express what she knows

Guideline 5: Provide options for expression and communication

a) **Use multiple media for communication**

b) **Use multiple tools for construction and composition**

c) **Build fluencies with graduated levels of support for practice and performance**

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**JULIA, LEVEL 3 ELL**

- Born: in U.S.
- Home language: Mexican Spanish
- Home language skills: informal speaking and listening, does not read or write in Spanish
- Enrolled in U.S. schools: in Kindergarten
- Educational background: 5.5 years in U.S. school
- Background in English: lifelong exposure within and outside school
- ACCESS for ELLs test scores:
  - Level 5 Listening
  - Level 4 Speaking
  - Level 3 Reading
  - Level 2 Writing
Activity 2
Team 3.- Apply Guideline 6
Differentiate the ways Amitabh can express what he knows

Guideline 6: Provide options for executive functions

a) **Guide appropriate goal-setting**
b) **Support planning and strategy development**
c) **Facilitate managing information and resources**
d) **Enhance capacity for monitoring progress**

**AMITABH, LEVEL 3 ELL**
- Born: in India
- Home language: Gujarati
- Home language skills: unknown
- Enrolled in U.S. schools: in the middle of last year (4th grade)
- Educational background: 3.5 years of consistent schooling in India, 1 year in U.S. school
- Background in English: 3.5 years of British English instruction with little practice in oral language
- **ACCESS for ELLs test scores:**
  - Level 2 Listening
  - Level 1 Speaking
  - Level 4 Reading
  - Level 5 Writing
**Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12**

For the given level of English language proficiency, with support, English language learners can:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
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<tr>
<td>Point to stated pictures, words, phrases</td>
<td>Sort pictures, objects according to oral instructions</td>
<td>Locate, select, order information from oral descriptions</td>
<td>Compare/contrast functions, relationships from oral information</td>
<td>Draw conclusions from oral information</td>
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<tr>
<td>Follow one-step oral directions</td>
<td>Follow two-step oral directions</td>
<td>Follow multi-step oral directions</td>
<td>Analyze and apply oral information</td>
<td>Construct models based on oral discourse</td>
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<tr>
<td>Match oral statements to objects, figures or illustrations</td>
<td>Match information from oral descriptions to objects, illustrations</td>
<td>Categorize or sequence oral information using pictures, objects</td>
<td>Identify cause and effect from oral discourse</td>
<td>Make connections from oral discourse</td>
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<tr>
<td><strong>SPEAKING</strong></td>
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<tr>
<td>Name objects, people, pictures</td>
<td>Ask WH- questions</td>
<td>Formulate hypotheses, make predictions</td>
<td>Discuss stories, issues, concepts</td>
<td>Engage in debates</td>
<td></td>
</tr>
<tr>
<td>Answer WH- (who, what, when, where, which) questions</td>
<td>Describe pictures, events, objects, people</td>
<td>Describe processes, procedures</td>
<td>Give speeches, oral reports</td>
<td>Explain phenomena, give examples and justify responses</td>
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<tr>
<td></td>
<td>Restate facts</td>
<td>Retell stories or events</td>
<td>Offer creative solutions to issues, problems</td>
<td>Express and defend points of view</td>
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<tr>
<td><strong>READING</strong></td>
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<tr>
<td>Match icons and symbols to words, phrases or environmental print</td>
<td>Locate and classify information</td>
<td>Sequence pictures, events, processes</td>
<td>Interpret information or data</td>
<td>Conduct research to glean information from multiple sources</td>
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<tr>
<td>Identify concepts about print and text features</td>
<td>Identify facts and explicit messages</td>
<td>Identify main ideas</td>
<td>Find details that support main ideas</td>
<td>Draw conclusions from explicit and implicit text</td>
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<tr>
<td></td>
<td>Select language patterns associated with facts</td>
<td>Use context clues to determine meaning of words</td>
<td>Identify word families, figures of speech</td>
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<tr>
<td><strong>WRITING</strong></td>
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<tr>
<td>Label objects, pictures, diagrams</td>
<td>Make lists</td>
<td>Produce bare-bones expository or narrative texts</td>
<td>Summarize information from graphics or notes</td>
<td>Apply information to new contexts</td>
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<tr>
<td>Draw in response to a prompt</td>
<td>Produce drawings, phrases, short sentences, notes</td>
<td>Compare/contrast information</td>
<td>Edit and revise writing</td>
<td>React to multiple genres and discourses</td>
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</tr>
<tr>
<td>Produce icons, symbols, words, phrases to convey messages</td>
<td>Give information requested from oral or written directions</td>
<td>Describe events, people, processes, procedures</td>
<td>Create original ideas or detailed responses</td>
<td>Author multiple forms/genres of writing</td>
<td>14</td>
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</tbody>
</table>
Principle III: Stimulate interest and motivation for learning

Guideline 7: Provide options for recruiting interest
a) Optimize individual choice and autonomy
b) Optimize relevance, value, and authenticity
c) Minimize threats and distractions

Guideline 8: Provide options for sustaining effort and persistence
a) Heighten salience of goals and objectives
b) Vary demands and resources to optimize challenge
c) Foster collaboration and community
d) Increase mastery-oriented feedback

Guideline 9: Provide options for self-regulation
a) Promote expectations and beliefs that optimize motivation
b) Facilitate personal coping skills and strategies
c) Develop self-assessment and reflection
Activity 3: On your own
WHEN A LESSON GOES WRONG

INSTRUCTIONS

1.- Watch the video

2.- Complete your hand-out. What’s missing from Principle III? What guidelines could you use to avoid this situation?

3.- Share your ideas with everybody
Students have different ways to perceive, to understand, to process information, and to show mastery of what they know.
REFERENCES

- Department of Language and Cultural Education (DoLCE) http://www.olce.org
- Teaching Channel https://www.teachingchannel.org
- National Center On Universal Design for Learning (NCUDL) http://www.udlcenter.org/
- Center for Applied Special Technology (CAST) http://www.cast.org/about/index.html
Thank you!

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