

S1 UDL Practices Self-Evaluation

Following Universal Design for Learning (UDL) principles makes learning accessible and inclusive. There are three main UDL principles - providing multiple means of: 1) engagement, 2) representation, and 3) action and expression. The following checklists of activities focus on each of the three principles. The score you receive represents a snapshot of your implementation of UDL principles in your current teaching practice and related ELL supports you are already providing.

Note: The checklist was adapted from the High Incidence Accessible Technology department, Montgomery County, Maryland Public Schools. "Universal Design for Learning Checklist." 2011. Accessed June 3, 2021. <https://www.montgomeryschoolsmd.org/uploadedFiles/departments/hiat-tech/training/technology-academy/workshop-reources/UDL%20Self-Reflection%20Checklist.pdf>

Providing Multiple Means of Engagement

Complete the 12 questions to determine the extent that you provide multiple means of engagement in your course. Use the total at the end to read the corresponding statement about the level of engagement you have included.

For each statement determine if you do this action Rarely/Occasionally (RO) or Usually/Consistently (UC). Record either RO or UC in the space provided.

The first self-evaluation quiz will ask questions related to the following aspects related to the "Why" of Learning.

1. **Recruiting interest:** Have you optimized your students' interest and autonomy through inclusion of learning tasks that are relevant, authentic and valued?
2. **Sustaining effort and persistence:** Have you included expectations for goal-setting and collaboration?
3. **Self-regulation:** Have you helped students develop self-regulating skills and the expectation to self-reflect?

Providing Multiple Means of Engagement – Options for Creating Interest

_____ I give students choice and autonomy when setting personal learning goals, selecting context or content for practicing skills, and selecting tools used for gathering or producing information.

_____ I try to make the major assignments in my course authentic, purposeful and targeted for real audiences. My class tasks require my students to actively participate, explore, and experiment.

_____ I vary activities and sources of information in my course so they are personalized to students' lives and reflective of the linguistic and cultural diversity of my students and are current and socially relevant.

S1 UDL Practices Self-Evaluation

_____ I consistently use charts, course calendars, visible timers, and signals to indicate changes in activities and to draw attention to important information.

Providing Multiple Means of Engagement – Options for sustaining effort and persistence

_____ I provide opportunities for collaboration.

_____ I utilize cooperative learning groups with scaffolded roles and responsibilities.

_____ I provide frequent formative feedback that encourages the use of specific supports and strategies.

_____ I provide opportunities and guidance for asking peers and/or teachers for help, peer tutoring, and participation in virtual communities of learners engaged in common interests or activities.

Providing Multiple Means of Engagement – Options for Self Regulation

_____ I include reminders, guides, rubrics and checklists that focus on students goals.

_____ I include opportunities for my students to self-reflect on their personal progress.

_____ I provide scaffolds to help students develop coping skills and monitor behavioural changes.

_____ I offer activities that include opportunities for students to get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support them in understanding their progress in a way that is clear and timely.

_____ **Total number of UC responses**

Key Takeaway

Including multiple means of engagement makes learning accessible for *all* learners. When you include these practices in your development and teaching, you are specifically supporting the ELLs in your classroom.

The second checklist will ask questions related to the following aspects related to the related to the “What” of Learning.

1. **Perception:** Have you designed your course materials so students can customize them? Have you included alternative formats for text and videos?
2. **Language and symbols:** Are your materials accessible? Have you clarified vocabulary, explaining texts, symbols, and translations, and avoiding jargon?

S1 UDL Practices Self-Evaluation

3. **Comprehension:** Have you activated your students' prior knowledge and helped them connect their learning to new contexts?

Providing Multiple Means of Representation – Options for Perception

- _____ I have changed the size of text or images and the colour I use for emphasizing key information
- _____ I provide opportunities for my students to vary the speed or timing of videos and simulations
- _____ I use text equivalents such as captions or speech-to-text software (e.g. voice recognition) for spoken language
- _____ I use descriptions (text or spoken) for all graphics, video, or animation and touch/tactile graphics for key visuals

Providing Multiple Means of Representation – Options for Language and Symbols

- _____ I pre-teach important vocabulary and symbols and I provide support for vocabulary and symbols within the text (e.g., hyper-links or footnotes that provide definitions, explanations, illustrations, connections to previous knowledge)
- _____ I clarify complex syntax by offering simpler sentence alternatives
- _____ I simplify syntax by highlighting elements within the text such as transition words in an essay, linked ideas and antecedents.
- _____ I help students decode materials by providing digital text through human voice recording.

Providing Multiple Means of Representation – Options for Comprehension

- _____ I engage students by activating prior knowledge, and having them reflect on what they “know want to Know, Learned” as well as concept maps
- _____ I highlight or emphasize key elements in text, graphics, diagrams, formulas.. I use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.
- _____ I chunk information into smaller elements. I highlight new ideas in familiar ideas, contexts, analogies and metaphors. I provide opportunities for review and practice
- _____ I provide templates, graphic organizers, and concept maps to support note-taking.

S1 UDL Practices Self-Evaluation

_____ **Total number of UC responses**

Key Takeaway

Including multiple means of representation makes learning accessible for *all* learners. When you include these practices in your development and teaching, you are specifically supporting the ELLs in your classroom.

The third checklist will ask questions related to the following aspects related to the related to the “How” of Learning.

1. **Physical action:** Have you varied the actions required for learning and provided access to assistive technologies?
2. **Expression and communication:** Have you provided multiple formats and tools for your students to learn through? Have you provided opportunities for practice and performance?
3. **Executive functions:** Have you supported the development of your students’ executive functioning skills; specifically, setting, planning for, monitoring progress toward, and modifying approaches to long-term goals?

Providing Multiple Means of Action and Expression – Options for Physical Actions

_____ I vary the requirements for rate, timing, size, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.

_____ I vary requirements for physically responding to or indicating selections among response types alternative (e.g., marking with pen and pencil instead of using a mouse).

_____ I provide opportunities for working with materials using hands.

_____ I provide opportunities for working with materials using a keyboard or an adapted keyboard.

Providing Multiple Means of Action and Expression – Options for Expression and Communication

_____ I allow students to provide products using multiple media such as: * text * speech * drawing, illustration, design * physical manipulatives * film or video * multimedia * music, visual art, sculpture

S1 UDL Practices Self-Evaluation

- _____ I provide opportunities for students to create models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.
- _____ I provide scaffolds that can be gradually decreased with increasing independence and skills (e.g., scaffolds embedded into digital reading and writing software).
- _____ I offer differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners).

Providing Multiple Means of Action and Expression – Options for Executive Functions

- _____ I model for students or demonstrate examples of the process and product of goal-setting. I offer guides and checklists for scaffolding students' goal-setting.
- _____ I embed prompts into material that reminds students to stop and think before acting.
- _____ I utilize graphic organizers and templates for collecting data and organizing information. I provide checklists and guides for note-taking.
- _____ I provide guided questions for students to self-monitor knowledge gain.
- _____ **Total number of UC responses**

Key Takeaway

Including multiple means of action and expression makes learning accessible for *all* learners. When you include these practices in your development and teaching, you are specifically supporting the ELLs in your classroom.

