# Your UDL Journal

CAST and the TIES Center developed this UDL Journal as part of the UDL Module series. These modules support educators to learn about Universal Design for Learning (UDL). You can use this UDL Journal for personal reflection or to generate discussion about the application of UDL in alignment with the UDL Modules.

## Opening Reflection

1. **My vision of inclusive instruction:** 
   * When I visualize inclusive instruction, I picture….
   * I hear students…
   * Teachers are…
   * The learning space looks...
2. **Consider a time each and every student was valued, contributing and engaged in a meaningful learning experience.**
   * I remember a time when all students were engaged in this learning experience…
   * The instruction that facilitated this learning was…
3. **Goals for your learning:**
   * In these modules, a goal for my own professional learning is ...

## UDL Journal: Module 1

### Build Background

1. **What did you learn about the vision of UDL:** 
   * What is the vision of UDL?
   * How does UDL align with or differ from traditional instruction?
2. **What did you learn about expert learning:** 
   * How does UDL define expert learning?
   * What does expert learning look, sound, and feel like in a classroom?
   * How is expert learning a goal for all students, including students with significant cognitive disabilities?
3. **What did you learn about variability:** 
   * What is variability?
   * How is it different from learning styles?
   * How does the context, or design of the environment, impact variability?
4. **What did you learn about clear goals and flexible pathways:** 
   * How can you develop clear goals and flexible pathways in your instruction?
5. **Were any of the resources so helpful that you would like to share them with others?**

### Try It!

#### Option 1: UDL Language Reflection Organizer

Reflect on the language that is used in your classroom or school. As you have conversations with students, other teachers, administrators, parents, or colleagues, notice and observe the language that is used.

How is your site using language that aligns to variability and that places the barriers in the environment, not the student. Are all students included in the idea of barriers being in the environment?

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| **Traditional language** | **UDL-aligned language** |
| This student struggles with… | There is a barrier in this lesson… |
| I don’t think this student can … | What might be the pain point for this student? How might we change that? |
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#### Option 2: Observe for Expert Learning

Use CAST’s [Expert Learner table](https://www.learningdesigned.org/resource/goal-udl-becoming-expert-learners). On your own or with a colleague, observe for evidence of expert learning in your classroom or site. How is the design of the learning environment providing options for each and every student to develop as an expert learner, including students with significant cognitive disabilities? Notice what students are communicating, sharing, and doing that aligns with expert learning.

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| **Expert learner description** | **What did you observe in your classroom?** | **How is the design supporting each and every learner?** |
| Each and every learner is **purposeful and motivated.** |  |  |
| Each and every learner is **resourceful and knowledgeable.** |  |  |
| Each and every learner is **strategic and goal-directed.** |  |  |

### Reflect and Connect

Share your “Try It!” with a collaborative partner and discuss the following questions.

#### Reflect on what you learned:

* **What key concept or resource most resonated with your practice to support each and every learner, including students with significant cognitive disabilities?**

The concept or resource that resonated with me is…

This connected to one of my students by…

This makes me think of many of my students because...

#### Recognize and consider equity:

* **What barriers did you or your students face within the instruction, curriculum (goals, assessments, methods, materials) or biases?**

In this lesson, a barrier a student faced was…

Designing for one student provides the opportunity to benefit all students by…

#### Extra Space for Notes

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## UDL Journal: Module 2

### Build Background

1. **What did you learn about the UDL Guidelines:**
   * What is the structure of the UDL Guidelines (hint: think about the vertical and horizontal structure)?
   * What does each of the 9 UDL Guidelines mean, in your own words?
2. **What did you learn about the UDL framework:**
   * How can the UDL Guidelines be applied to the UDL framework (which includes the goals, assessments, methods, and materials)?
   * How do you decide the goals, assessments (formative and/or summative), methods, and materials for a lesson?
3. **What did you learn about accessibility:**
   * Why is designing for accessibility critical for learning?
   * What did you learn about POUR or other accessibility strategies?
4. **Were there any of the resources you found to be helpful and want to highlight for others?**

### Try It!

#### Option 1: Focus on one UDL Guideline

Choose one UDL Guideline to focus on for a lesson. On your own or with a colleague, define the meaning of that UDL Guideline in your own words. Identify examples of tools and resources you use or you already use or that you could add into the lesson that aligns with that UDL Guideline. Infuse that option into one of your lessons this week. Observe how it impacts student learning toward the goals. For ideas, click on the relevant UDL Guideline on this [CAST website on the UDL Guidelines](http://udlguidelines.cast.org).

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| **Action to try** | **What you did** |
| 1. Select a UDL Guideline |  |
| 1. Define what this UDL Guideline means to you in your own words. |  |
| 1. Describe strategies you use or could include in your lessons that aligned with this UDL Guideline. |  |
| 1. Note how you observed students using this strategy to progress toward the learning goal. |  |

#### Option 2: Focus on the accessibility of your coaching or professional development materials

Use one of the accessibility tools to model UDL implementation by making one of your documents or videos more accessible for professionals or families. Note what you changed and how it supported access to this document. Also, reflect on how having a clear learning goal helped you to better understand how to make this resource more accessible.

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| **Action to try** | **Notes** |
| 1. Identify a document you will be using with professionals or families. |  |
| 1. Use one of the accessibility tools to make that document more accessible. |  |
| 1. How did this change support coaching or professional learning? |  |
| 1. Reflect on how having a clear goal and accessible resources and tools improves participation and engagement. |  |

### Reflect and Connect

Share your “Try It!” with a collaborative partner and discuss the following questions.

#### Reflect on what you learned:

* **What key concept or resource most resonated with your practice to support each and every learner, including students with significant cognitive disabilities?**

The concept or resource that resonated with me is…

This connected to one of my students by…

This makes me think of many of my students because...

#### Recognize and consider equity:

* **What barriers did you or your students face within the instruction, curriculum (goals, assessments, methods, materials) or biases?**

In this lesson, a barrier a student faced was…

Designing for one student provides the opportunity to benefit all students by…

#### Extra Space for Notes

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## UDL Journal: Module 3

### Build Background

1. **What did you explore and learn about the UDL design process?**

* How can you develop goals in your lessons, including IEP goals?
* How can you leverage the UDL Guidelines to identify and reduce barriers in your assessments, methods, and materials, especially for a student with significant cognitive disabilities?

1. **What did you explore and learn about the 5-15-45 collaborative design process?**

* How can you use the 5-15-45 tool to support collaboration to provide inclusive education for students with significant cognitive disabilities?
* Which resources can you use to advocate for common planning time or to include strategies that support all students in your classroom?

1. **Were there any of the resources you found to be helpful and want to highlight for others?**

### Try It!

#### Option 1: Focus on the UDL Design Process

Identify a lesson, determine your collaboration time, then follow the protocols and use the resources to plan the lesson to include a student with significant cognitive disabilities.

* [5 minutes](https://publications.ici.umn.edu/ties/5-15-45/five)
* [15 minutes](https://publications.ici.umn.edu/ties/5-15-45/fifteen)
* [45 minutes](https://publications.ici.umn.edu/ties/5-15-45/forty-five)
* If you have time, [Go Beyond this Lesson](https://publications.ici.umn.edu/ties/5-15-45/resources/i-am-ready-to-go-beyond-this-lesson)

Use the [Inclusive Strategies](https://publications.ici.umn.edu/ties/5-15-45/resources/list-of-inclusive-strategies) (aligned with the UDL guidelines) to help reduce barriers as you plan. If you have a chance to deliver the lesson, observe and look for evidence of student learning.

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| **Action to Try** | **What you did** |
| 1. Select a lesson |  |
| 1. Schedule collaboration time |  |
| 1. Include Inclusive Strategies |  |
| 1. Note what you observed in student learning (if you delivered the lesson) |  |

#### Option 2: Support your coaching or professional development by using the 5-15-45 Tool

Introduce and use the 5-15-45 Tool with the professionals you are coaching. Have them identify the lesson, determine their collaboration time, then follow the protocols and use the resources to plan the lesson to include a student with significant cognitive disabilities.

Guide them through the [Inclusive Strategies](https://publications.ici.umn.edu/ties/5-15-45/resources/list-of-inclusive-strategies) resource (aligned with the UDL Guidelines) to help them reduce barriers as they plan. If they have a chance to deliver the lesson, observe and look for evidence of student learning.

Reflect on how leadership in the school can set expectations for educators to use this time to engage in collaborative discussions about the design of curriculum and standards-based instruction to meet the needs of each and every learner.

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| **Action to Try** | **What you did** |
| 1. Introduce the 5-15-45 Tool |  |
| 1. Use the Inclusive Strategies resource with the professionals you are coaching to support them to reduce barriers in the lesson they selected |  |
| 1. Reflect on how leadership can support collaborative discussions about the design of curriculum and instruction to meet the needs of all learners |  |

### Reflect and Connect

Share your “Try It!” with a collaborative partner and discuss the following questions.

#### Reflect on what you learned:

* **What key concept or resource most resonated with your practice to support each and every learner, including students with significant cognitive disabilities?**

The concept or resource that resonated with me is…

This connected to one of my students by…

This makes me think of many of my students because...

#### Recognize and consider equity:

* **What barriers did you or your students face within the instruction, curriculum (goals, assessments, methods, materials) or biases?**

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#### Extra Space for Notes

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## UDL Journal: Module 4

### Build Background

1. **What did you explore and learn about the UDL implementation?**
   * Where are you in the UDL implementation phase?
   * How have you implemented UDL - and what can you share (scale) and improve on (optimize)?
   * How can you begin to work with other educators on learning about and trying UDL?
2. **What did you explore and learn about UDL alignment to other work at your site?**
   * How can you work with members of your school community to align UDL to already existing initiatives?
   * What is unique to UDL and what is different about UDL?
3. **Were there any resources you found to be helpful, especially to include students with significant cognitive disabilities and want to highlight for others?**

### Try It!

#### Option 1: Focus on UDL Leadership and Implementation

Get together with a small team who might become the “UDL team” in your school. Use the UDL Module Guide and support the team through the modules. The Getting Started section has suggestions for developing your goals, becoming familiar with the content in the modules, building a UDL team, and proactively busting barriers in your professional learning.

#### Option 2: Focus on UDL Alignment to Current Work

Choose one of the frameworks from your school. Build a crosswalk between UDL and the other framework. What is similar between them? What is different? What value-add does UDL bring? In what ways do they work together to support the educational goals your school has for all of your students?

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| **UDL** | **Both UDL and the other initiative or framework** | **Other initiative or framework** |
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#### Option 3: Focus on Instruction

Return to the reflection you composed at the start of the modules. What was your vision of inclusion for “each and every learner” in your classroom? Who is included and who is not included? Discuss with colleagues how your vision has changed as you progressed through the modules. Make a list of key takeaways from this learning experience.

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| **Action to Try** | **Reflections and Notes** |
| 1. Return to your vision of inclusion. Who is included and who is not? |  |
| 1. Discuss how your vision has changed through this work. |  |
| 1. Make a list of key takeaways. |  |

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### Reflect and Connect

Share your “Try It!” with a collaborative partner and discuss the following questions.

#### Reflect on what you learned:

* **What key concept or resource most resonated with your practice to support each and every learner, including students with significant cognitive disabilities?**

The concept or resource that resonated with me is…

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* **What barriers did you or your students face within the instruction, curriculum (goals, assessments, methods, materials) or biases?**

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#### Extra Space for Notes