

Universal Design for Learning Checkpoint Strategy Cards

15+15

with

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REACH-MS is coordinated through the University of Southern Mississippi and is sponsored by a U.S. Department of Education grant to the Mississippi Department of Education (Grant No H323A210009).

REACH MS

Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)
- Awarded to the Mississippi Department of Education in 2005, refunded in 2010, 2016, and 2021.
- Operated by the University of Southern Mississippi's School of Education.
- Areas of Focus:
 - **Academic**
 - **Universal Design for Learning (UDL)**
 - **Behavior**
 - **Positive Behavior Interventions and Supports (PBIS)**
 - **Social-emotional Learning**



REACH MS Goals

- **Goal 1:** Increase the percentage of K12 students with disabilities who are showing growth in ELA and Math on statewide assessments required for Mississippi students.
 - Integrated Whole-school/Whole-child approach
 - Universal Design for Learning
 - Positive Behavior Interventions & Supports
 - Social & Emotional Learning

REACH MS Goals

Goal 2: Increase the effectiveness of educators and school leaders in the areas of lesson design, student understanding, culture and learning environments, and professional responsibilities by implementing evidence-based academic and behavioral practices at the student and classroom levels as aligned to the Mississippi Professional Growth System.

- Alignment to Mississippi's Professional Growth System
- Targeted training and action planning based on individual needs assessment



History

The need to show “What does UDL look like?”

Heroes

The students who need us to get it right.

Heartbreak

The desire to help SEA’s and LEA’s succeed.

Hopes

To be a mentor to teachers and help them to become better than we were with better tools than we had.

What is UDL?

- An instructional practice for providing options for accessibility and equity to all students
- Supports built into the curriculum during Tier 1 instruction
- Born out of Universal Design architectural concepts (ie., ramps, elevators, etc)
- Utilizes assistive technology to provide adaptive learning environments to students

Description

The Universal Design for Learning Framework Strategy Cards (UDL Strategy Cards)

- Interactive infographics
- Describe the what, why, and how of the UDL checkpoints
- Provide a description of why the checkpoint is important
- Strategies and examples for how to implement each checkpoint
- UDL alignment to the MS Professional Growth System
- Used by Educator Preparation Programs (EPPs) for pre-service programs



Universal Design for Learning

ACTION & EXPRESSION

Provide Options for Executive Functions



WHAT

6.1 GUIDE APPROPRIATE GOAL SETTING

Setting attainable goals helps a student guide actions and effort with a clear purpose driven by strengths and interests.

Explicit, systematic instruction in goal setting strategies, along with the use of accommodations for goal setting, should be embedded in academic content.



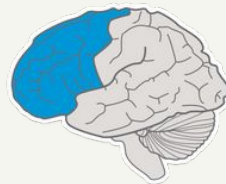
[CAST UDL Framework](#)

WHY

When students can envision a clear target, they can move flexibly between focusing on the end goal and the individual steps to reach the end.

Having a clear vision of the target increases engagement and motivation to persist when the student can see the end goal and the attainable short-term steps to reach the goal.

When students are unsure of their goals and/or how to plan action steps to achieve a goal, they begin the task haphazardly or randomly. They may become off task and experience frustration due to lack of direction and purpose.



[CAST Guiding Appropriate Goal Setting](#)

HOW

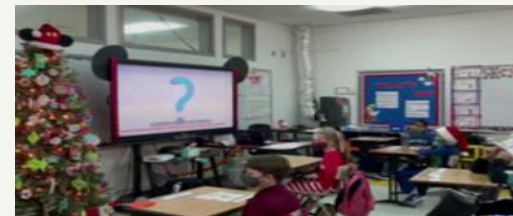
Instruction in goal setting, along with the use of accommodations, should be explicit, systematic, and embedded in the curriculum.

Explicit instruction should include development of academic self-awareness in areas such as:

- Strengths
- Resources that improve performance
- Habits that are productive or unproductive
- Motivators

Goal Setting Strategies:

- Goal setting graphic organizers
- KWL Charts (Connect previously learned material, determine current interest, and reflect on success & connection of ideas at completion of lessons)
- Examples of end products
- Provide checklists for scaffolding



[Video Commentary](#) [Video Transcript](#)

ALIGNMENT

UDL Checkpoint 6.1 is directly aligned to the following Mississippi Department of Education Professional Growth System standards:

- Standard 2: Lessons have high levels of learning for all students.
- Standard 3: Teacher assists students in taking responsibility for learning and monitors student learning.
- Standard 4: Teacher provides multiple ways for students to make meaning of content.



[MDE Professional Growth System](#)
[UDL & Teacher Growth Rubric Alignment](#)

Goal

- To use language and examples not available through UDL research
- To highlight the UDL implementation efforts of teachers throughout MS
- To provide a simple resource for obtaining UDL knowledge and proficiency



What

- Uses simple language to explain what each checkpoint is
- Explains what quality instruction should include for each checkpoint
- Provides clarity on the student outcome teachers should strive for with implementation of each checkpoint

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Why

- Provides a rationale for the checkpoint
- Describes the learning progression relevant to the checkpoint leading to expert learning
- Gives the characteristics of a student who exhibits mastery of the checkpoint

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How

- Provides strategies for implementation
- Helps to form a visual of **“what it looks like”**
- Offers products/artifacts/examples of successful implementation
- Clarification on non-examples commonly mistaken for successful implementation of the checkpoint **“what it isn’t”**



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[Video Commentary](#) [Video Transcript](#)

Alignment

- UDL checkpoints are aligned with Mississippi's Professional Growth System Standards
- Provides clear, actionable steps to improve practice when engaged in the observation and feedback cycle of the MS Professional Growth System



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Universal Design for Learning

ACTION & EXPRESSION

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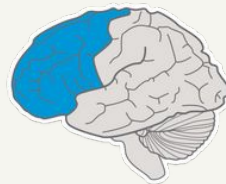
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[CAST Guiding Appropriate Goal Setting](#)

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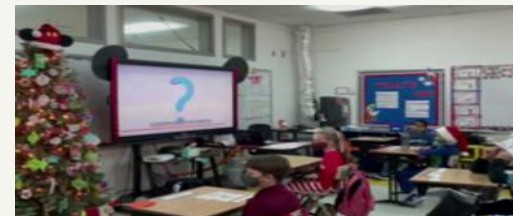
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[MDE Professional Growth System](#)
[UDL & Teacher Growth Rubric Alignment](#)

Discussion

- How could you use this resource or something similar for your work?
- Have you tried something similar before?
- If yes, what worked and what didn't work?
- Do you see any areas of improvement/suggestions/feedback?

<https://bit.ly/3BevQ2C>



Universal Design for Learning

REPRESENTATION

Provide Options for Comprehension



WHAT

3.1 ACTIVATE OR SUPPLY BACKGROUND KNOWLEDGE

Activating or supplying background knowledge helps a student connect all the relevant knowledge they currently have about a given topic to newly acquired knowledge provided to them in the learning environment.

Explicit, systematic instruction and strategies for activating or supplying background knowledge, along with the use of scaffolds and options for comprehension, should be embedded in academic content.



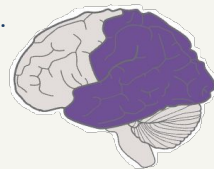
[CAST UDL Framework](#)

WHY

When students can make clear connections between what they already know and what they are about to learn, they can bridge gaps in their learning path and utilize new information more effectively and efficiently.

Having a clear connection between prior knowledge and new knowledge increases comprehension when the student can see the link between what was previously taught and new concepts currently being accessed in the learning environment.

When students are unsure of how to make connections to new material, they begin the task aimless and disordered. They may become confused and experience frustration due to lack of understanding.



[CAST Activate/Supply Background Knowledge](#)

HOW

Instruction and strategies for activating or supplying background knowledge, along with the use of scaffolds and options for comprehension, should be explicit, systematic, and embedded in the curriculum.

Explicit instruction should include development of relevant academic connections in areas such as:

- Prior knowledge of a topic
- Comprehension of a topic or passage
- Questions about a topic or passage
- Recall and Reflection on a topic or passage

Strategies for Activating or Supplying Background Knowledge:

- Direct Instruction
- Previewing and Predicting
- Field Experiences
- Reflection and Recording
- Interactive Discussion
- Answering Questions
- Graphic Organizers (K-W-L Charts)
- Interpreting Topic Related Pictures
- Modeling Comprehension

[KWL Chart Video, Commentary and Examples](#)

ALIGNMENT

UDL Checkpoint 3.1 is directly aligned to the following Mississippi Department of Education Professional Growth System standards:

- Standard 1: Lessons are aligned to standards and represent a coherent sequence of learning.
- Standard 2: Lessons have high levels of learning for all students.
- Standard 4: Teacher provides multiple ways for students to make meaning of content.



[MDE Professional Growth System](#)
[UDL & Teacher Growth Rubric Alignment](#)

Universal Design for Learning

ENGAGEMENT

Provide Options for Recruiting Interest



WHAT

7.1 Optimize Individual Choice and Autonomy

Optimizing individual choice and autonomy helps a student take responsibility for their learning. Choice provides students with appropriate opportunities to make instructional decisions based on their [learning preferences, strengths, needs and interests](#).

Autonomy should be embedded in academic instruction and content through the development of [real tools, choice and trust](#).

This support builds [awareness and personalization of learning](#).



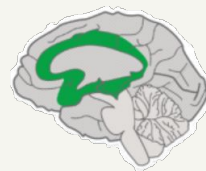
CAST UDL Framework

WHY

When students personalize their learning, they can move from the perspective of having to learn to wanting to learn. This shift promotes a progression from compliance to engagement and then finally from engagement to [empowerment](#) within a learning environment.

Student empowerment increases engagement and motivation to persist and places the student in a state of [flow](#) where a balance is achieved between skill and challenge.

When students are in flow, they begin to transform from being a consumer of learning to being a creator and designer. They then view learning as growth and not a fixed outcome, embracing mistakes as tools and not barriers.



CAST: Optimize Individual Choice and Autonomy

HOW

Optimizing individual choice and autonomy can often be misinterpreted as other isolated instructional practices such as, collaboration, cooperative learning, student jobs, learners as leaders and project-based learning etc. While these instructional practices are all examples of classroom management where learners take part, the majority of these experiences do not express true autonomy unless they are student-created or designed.

Development of true autonomy should involve customized management in areas such as:

- [Cognitive, Procedural & Organizational Choice](#)
- Degree of Responsibility
- Real World Lesson Design
- Relationship Dynamics Shift

Strategies for Optimizing Choice and Autonomy:

- Co-Design and Reflection
- Embedded Student Centering and Representation
- Student Shaped Supports

[Classroom Examples](#)

ALIGNMENT

UDL Checkpoint 7.1 is directly aligned to the following Mississippi Department of Education Professional Growth System standards:

- Standard 2: Lessons have high levels of learning for all students.
- Standard 5: Teacher manages a learning-focused classroom community.
- Standard 6: Teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
- Standard 7: Creates and maintains a classroom of respect for all students.

[MDE Professional Growth System UDL & Teacher Growth Rubric Alignment](#)



REACH MS



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