



1.

**Universal Design for Learning:
Designing Learning Experiences
That Engage and Challenge
All Students**

Description:

Universal Design for Learning:
Designing Learning Experiences
That Engage and Challenge All
Students

Notes: _____



2.

Mr. Hughes
Elementary School

Ms. Tong
Middle School

Mrs. Rios
High School

Description:

In this module, you will meet three educators. Mr. Hughes is an elementary school teacher, Ms. Tong is a middle school teacher, and Mrs. Rios is a high school teacher.

Notes: _____



3.

Mr. Hughes
Elementary School

Ms. Tong
Middle School

Mrs. Rios
High School

Description:

Their classrooms are filled with students who have a wide range of life experiences, interests, background knowledge, and preferences.

Notes: _____



4.

Description:

They also vary in many other ways, such as what motivates them to learn,

Notes: _____



5.

Description:

how they make connections to previously learned information,

Notes: _____



6.

Description:

and how they demonstrate what they have learned.

Notes: _____



7.

Description:

Because of this variability in learning, the teachers feel that even their “best” lessons do not work for many students. Let’s take a closer look at some of the lessons that they thought would be effective and engaging for all their students.

Notes: _____



8.

Description:

Mr. Hughes’ elementary class is learning to represent and interpret data using graphs. Mr. Hughes models examples of bar graphs on an interactive whiteboard using simple concepts like favorite colors and favorite foods.

Notes: _____



9.

Description:

Then, he divides students into small groups and provides each group with a fictional data set to graph on their own.

Notes: _____



10.

Description:

He reserves time at the end of the lesson for independent practice, in which students individually complete a worksheet.

Notes: _____



11. Identify the theme

Description:

Ms. Tong’s middle school class is learning to identify the theme in fictional text. Ms. Tong teaches this standard using the book *Fish in a Tree*.

Notes: _____



12.

Description:

She has her students read one chapter independently each night

Notes: _____

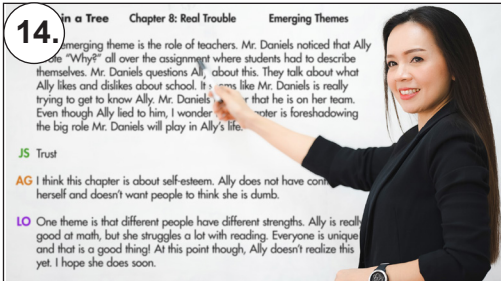


13.

Description:

and record their ideas about emerging themes in a shared online document.

Notes: _____



14. In a Tree Chapter 8: Real Trouble Emerging Themes

Identifying an emerging theme is the role of teachers. Mr. Daniels noticed that Ally was asking “Why?” all over the assignment where students had to describe themselves. Mr. Daniels questions Ally about this. They talk about what Ally likes and dislikes about school. It seems like Mr. Daniels is really trying to get to know Ally. Mr. Daniels is really trying to get to know Ally. Mr. Daniels is really trying to get to know Ally. Even though Ally lied to him, I wonder what Mr. Daniels’ role is foreshadowing the big role Mr. Daniels will play in Ally’s life.

JS Trust

AG I think this chapter is about self-esteem. Ally does not have confidence in herself and doesn’t want people to think she is dumb.

LO One theme is that different people have different strengths. Ally is really good at math, but she struggles a lot with reading. Everyone is unique and that is a good thing! At this point though, Ally doesn’t realize this yet. I hope she does soon.

Description:

Each day, Ms. Tong displays the document on a whiteboard and facilitates a whole-group discussion about the chapter.

Notes: _____

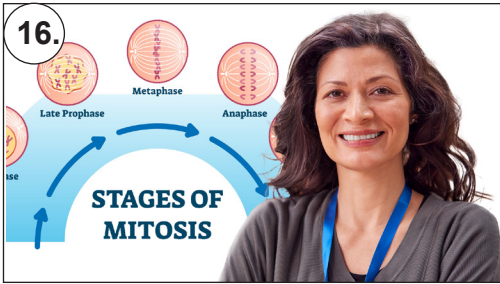


15.

Description:

At the end of the unit, each student chooses the theme they think is most important and writes a five-paragraph essay about how the theme is evidenced throughout the text.

Notes: _____



Description:

Mrs. Rios' high school biology class is learning about the process of mitosis.

Notes: _____



Description:

Mrs. Rios uses presentation slides during a lecture to teach key vocabulary and concepts while her students take two-column notes.

Notes: _____



Description:

She then has students independently read the textbook chapter and draw and label a model of the cell cycle in their science notebooks.

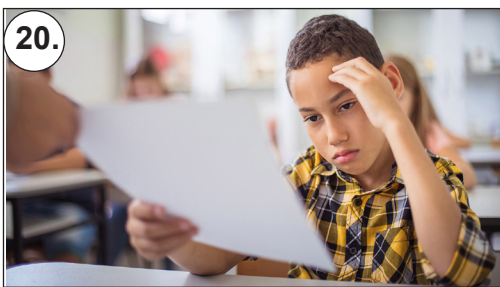
Notes: _____



Description:

At the end of the week, Mrs. Rios assesses the students using a multiple-choice exam.

Notes: _____



Description:

Despite their hard work in planning their lessons, these teachers noticed that many of their students are hitting roadblocks or barriers that are preventing them from participating in and demonstrating their learning.

Notes: _____



Description:
More specifically, some students are not engaged during instruction,

Notes: _____



Description:
others seem to try hard but don't grasp the content,

Notes: _____



Description:
yet others seem to understand the material in class

Notes: _____



Description:
but do poorly on the independent practice or assessment.

Notes: _____



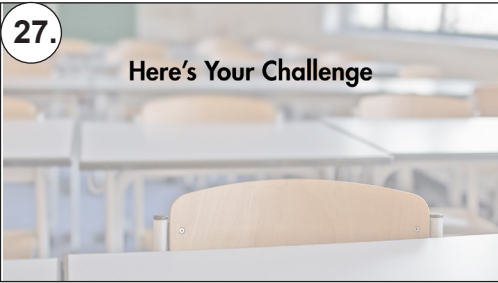
Description:
The teachers realize that their lessons are not meeting the needs of every learner and they need to make changes to their instruction.

Notes: _____



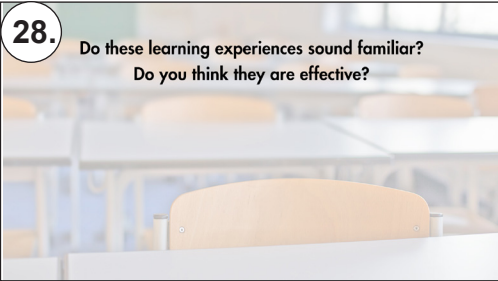
Description:
However, they are unsure about how they can change their instruction to engage all students and help them become successful learners.

Notes: _____



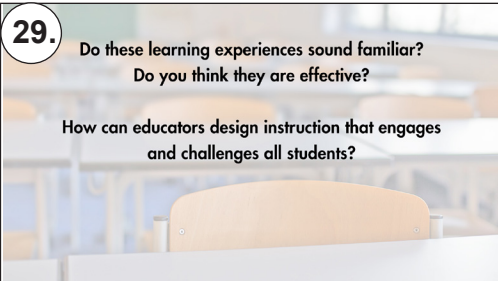
Description:
Here's your challenge:

Notes: _____



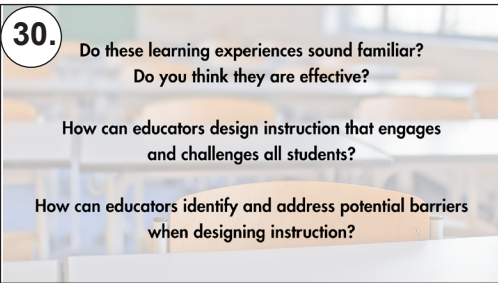
Description:
Do these learning experiences sound familiar? Do you think they are effective?

Notes: _____



Description:
How can educators design instruction that engages and challenges all students?

Notes: _____



Description:
How can educators identify and address potential barriers when designing instruction?

Notes: _____

31.



For more open educational resources (OERs) about evidence-based instructional and behavioral practices, visit:
iris.peabody.vanderbilt.edu
or
iriscenter.com

IRIS CENTER

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