

CREATING CLASSROOMS WHERE ALL STUDENTS SUCCEED
Blueprint to creating flexible goals, methods, materials and assessments that support all learners.

CLASSROOM OBSERVATION FORM			
MULTIPLE FORMS OF REPRESENTATION (PRESENTATION) - Teacher presents information in multiple formats with uses a variety of media			
	Yes	No	Sometimes
Provides multiple examples.			
Uses multiple versions of stories, math process, and subject area content			
Uses multimedia collections of images, sounds, text, video and animations and concept maps			
Uses links to online examples from web page			
Uses multimedia concept map with online/local links			
Provides information in multiple media and formats			
Multimedia glossary, online, CD-ROM or teacher-made			
Alternative representations across media: E-text with text-to-speech Text and audio descriptions for still images Spoken descriptions for video images Tactile graphics Voice recognition—convert to text			
Image collections in concept maps			
Text outline, highlighting key concepts			
Digital photographs from field trips or home			
Recorded, digitized sounds and stories			
Adjustable font size, color, background color			
Adjustable digital images (e.g., maps)			
Highlights critical features			
Visual concept maps (Inspiration)			
Multimedia templates (Hyperstudio, PowerPoint)			
Color highlighting in word processing			
Graphic highlighting of important ideas (on screen or on paper)			
Links to animations showing key elements			
Software offering different presentations			
E-text outline, main points (with text-to-speech translation)			

Provide supports for limited background knowledge			
Web pages with links to related information			
Links to author information			
Key vocabulary (image map, hyperlinks to words)			
Translation to other languages (online tools)			
Expansion of information—build multimedia collections			
Online links to experts			
Multimedia glossary, encyclopedia			
MULTIPLE FORMS OF EXPRESSION – Teacher provides multiple pathways for students’ to show what they know about an object of study.			
Provides flexible models of skill performance			
Students demonstrate understanding using product models—finished versions of target skill			
Students demonstrate understanding using process models—showing process steps			
Students have a collection of completed products (Web links/local) Past student work Work of experts Teacher generated examples Students in other settings			
Multimedia collections—stories, facts, information			
Online links to work of experts			
Teacher and students incorporate ongoing relevant feedback			
Digital voice record, play back			
Text-to-speech while writing			
Links to online mentors			
Links to peers/editors (e.g., www.stonesoup.com)			
Digital portfolio—review and compare			
Prompts to self-reflect, record reflections			
Online publishing, local network or Internet			
Digital graphing of progress			
Teacher provides accommodations or scaffolds to support student learning.			
Talking word processor (e.g., Write Out Loud)			
Templates to structure work as appropriate			
Scaffolds, use depending on goal:			

Scaffolds, use depending on goal: Spell check, grammar check Built-in calculator Clip media (all sorts), student projects Text-to-speech for content reading			
Graphic organizers (e.g., Inspiration)			
Hyperstudio story or presentation template			
Chapter-end answers partially structured			
Student uses a variety of tools to demonstrate understanding of skills			
Multimedia presentation tools (Hyperstudio, PowerPoint)			
Web-capable graphic organizers (Inspiration)			
Publishing software (Hyperstudio, Pagemaker)			
Web site design tools (Home Page, Dreamweaver)			
Multimedia recording, image digitizing, digital cameras			
Media banks—images, sounds, animations, video			
Digital recording			
Draw tools			
MULTIPLE MEANS OF ENGAGEMENT- Teachers Provide Multiple Ways To Engage Students In Learning.			
Students are provided with extensive choice of content and tools			
Selections of content for learning skills and strategies			
Web sites with supplementary, related activities			
Multimedia presentation and composition tools			
Digital cameras, recording devices			
Web page with content options and choices			
Selection of stories/non fiction for learning to read			
Tie activities to student's deep subject interests			
Students are provided with choice of rewards			
Individualized feedback to support student needs			
Explicit feedback specific to student progress			
Minimal extrinsic "rewards" not tied to work			
Build student self-monitoring			
Feedback related to explicit student goals			
Opportunities for demonstrations			
Built-in structured peer feedback			

Software/Web sites offering management systems			
Optional scaffolds (– teacher/student discretion)			
Templates supporting process			
Templates supporting content			
Choice of level, same activity or goal			
Optional help (student or teacher discretion)			
Students are provided choice of learning context			
“Web quest” designs, with varied structure			
Software/Web sites, options for feedback and support			
Flexible work groups—pairs, small groups, individual			
Templates with optional structure and support			
Earphones			
Embedded hyperlinks, used at student option			
Student choice of sources			

Recognition: represent information in multiple formats and media

- Electronic version of the text (varying text sizes, read aloud with text-to-speech)
- CD ROM or online encyclopedia with images and spoken text
- Links to Spanish web sites on the subject
- Printed and electronic concept map with images, text & hyper-links
- E-text outline of lecture content with main ideas highlighted
- Tool to translate words or connected text into other languages
- Text-to-speech utility to read e-text aloud (English and Spanish)
- Video(s) on subject
- Graphic highlighting of important ideas (on screen or on paper)
- Digital photograph collection
- Links to web sites with primary sources, images, sounds, and video
- Additional background knowledge

Strategy: provide multiple pathways for students' action and expression

- Printed and electronic concept map to structure composition
- Printed and electronic text-based outline to structure composition
- Cheat sheet with clear steps for library research
- Library mentor lined up to help
- Set of pre-chosen links to relevant web sites
- Digital collections of images and information to narrow search
- Option to create multimedia report rather than written
- Option to use computer slide show for presentation
- Option to work in collaborative groups
- Talking word processor with spell check
- Voice recognition software to scaffold writing
- Teacher made e-templates

Affect: provide multiple ways to engage students' interest and motivation

- Option to create a graphic report with minimal text
- Use of graphics program which supports drawing (e.g. Kid Pix)
- Electronic concept map with parts filled in & limited content choices as scaffold
- Option to use Internet instead of library
- Voice recognition software to scaffold writing
- Option to choose a flower found near home
- Collaborative learning groups with different roles
- Build class library of digital photographs with students
- Links to web sites with primary sources, images, sounds, and video
- Alternative content for lessons focused on processes
- Teacher made e-templates
- Web sites/software with leveled management system

Model Two: Finding UDL Solutions

This model shows how one teacher might select some solutions to reduce the particular barriers in his or her classroom, based on the learning network involved.

Materials and Methods	Potential Barriers / Missed Opportunities	Network(s)	UDL Solutions
Printed Materials	Difficulty seeing small text	Recognition	Electronic version of the text (varying text sizes, read aloud with text-to-speech)
	Difficulty decoding & comprehending content	Recognition	Electronic version of the text
		Strategic	Concept map with images, text & hyper-links
Lecture & Chalkboard	Difficulty with extracting key points and notetaking	Recognition	E-text outline of lecture content with main ideas highlighted

		Strategic	Printed and electronic concept map to structure notetaking
	Not engaged with material, distracted from listening	Affective	Option to access content through multimedia resources
Internet research	Difficulty finding relevant information	Recognition	Teacher made e-templates for focusing search
		Strategic	Set of pre-chosen links to relevant web sites
	Trouble keeping track of information gathered	Strategic	Teacher made e-templates for organizing information
Chapter test	Some students can't effectively show knowledge on tests	Strategic	Option to demonstrate knowledge with electronic portfolio
	Text anxiety	Affective	Option to demonstrate knowledge in format of choice
Written report	Difficulty with writing mechanics	Recognition	Talking word processor with spell check
	Students with strengths in other modalities - skills not tapped	Strategic	Option to create multimedia report rather than written
Oral report	Some students intimidated	Affective	Collaborative learning groups with different roles

	Does not tap into other expressive modalities	Strategic	Option to use computer slide show for presentation
Fixed project requirements & due date	Disengages students who have alternate strategies for completing work	Affective	Option to set own learning goals and milestones
	Does not allow students to work at own level or pace	Strategic Affective	Flexible project requirements & due date

