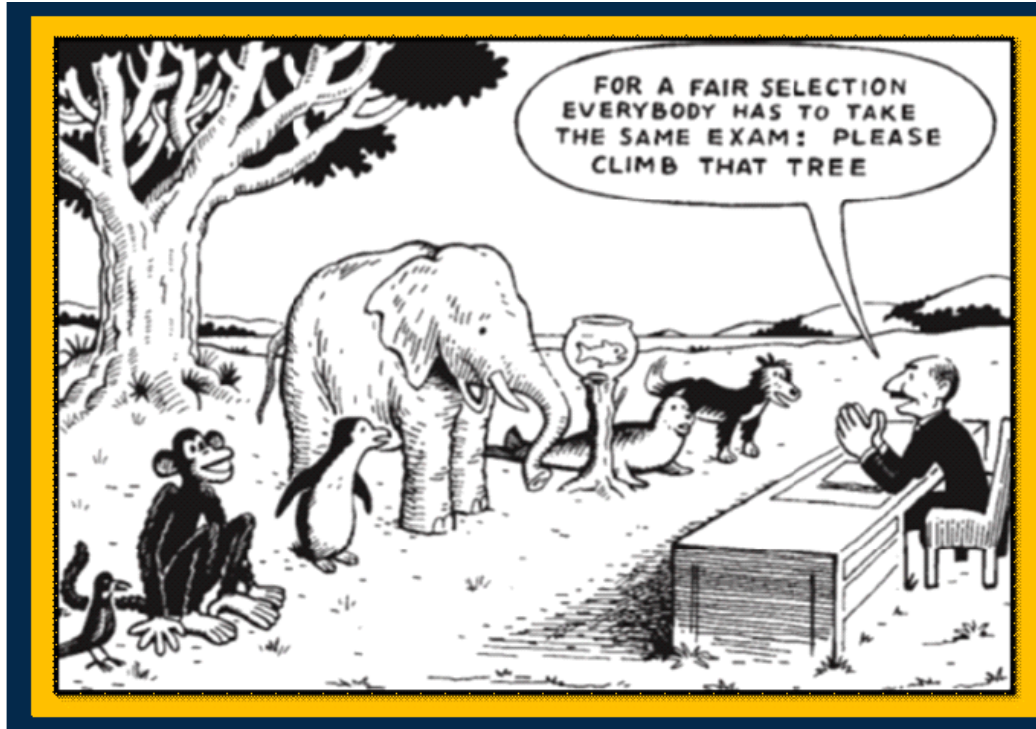


# Increasing Student Engagement with Universal Design for Learning (UDL) & Culturally Responsive Teaching (CRT)



“If you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

–Albert Einstein

# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

### Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

### Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions



## Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

### Provide options for comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing, visualization, and manipulation
- Maximize transfer and generalization

### Provide options for language, mathematical expressions, and symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

### Provide options for perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information



## Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

### Provide options for executive functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

### Provide options for expression and communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

### Provide options for physical action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

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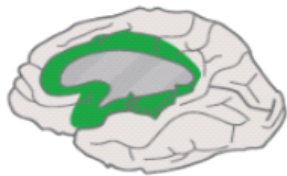


# Universal Design for Learning Guidelines

## LEVEL 1-External Access

### Provide Multiple Means of Engagement

*Purposeful, motivated learners*



#### RECRUITING INTEREST

*(Options to care, value & find relevance)*

##### Learner attention and engagement through:

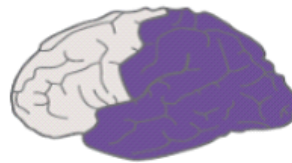
- Choice in how to meet learning goals
- Choice in the tools
- Choice in the supports
- Optimizing what is relevant, valuable & meaningful
- Minimizing threats and distractions

##### Ask yourself:

- Have I offered choice in meeting the objective?
- Have I made topics relevant to my students?
- Is the learning environment safe and free from distractions?
- Have I simplified directions?

### Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*



#### PERCEPTION

*(Options to see, hear & perceive information)*

##### Display of:

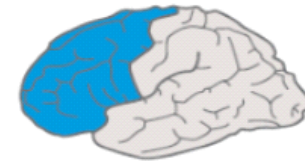
- Print materials
- Digital materials
- Audio materials
- Authentic objects
- Spatial models

##### Ask yourself:

- Can I present this information in a different modality (MARSH)?
- Can this information be represented through vision, hearing or touch?
- Can the font be enlarged?
- Can sound be amplified?

### Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*



#### PHYSICAL ACTION

*(Options to do, move & navigate)*

##### Motor demands to navigate:

- Instructional materials
- Physical manipulatives
- Technologies
- Physical environment

##### Ask yourself:

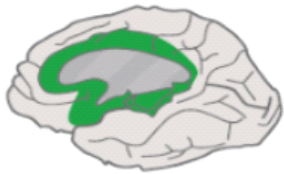
- What options exist to allow students to navigate material and show what they know in multiple ways?
- Are there multiple methods for response?
- Have I provided training with tools?
- Have I considered alternatives to pencil/paper?

# UDL Guidelines: Engagement

## LEVEL 1-Recruiting Interest

Provide Multiple Means of  
**Engagement**

*Purposeful, motivated learners*



### RECRUITING INTEREST

*(Options to care, value & find relevance)*

#### Learner attention and engagement through:

- Choice in how to meet learning goals
- Choice in the tools
- Choice in the supports
- Optimizing what is relevant, valuable & meaningful
- Minimizing threats and distractions

#### Ask yourself:

- Have I offered choice in meeting the objective?
- Have I made topics relevant to my students?
- Is the learning environment safe and free from distractions?
- Have I simplified directions?

**1. Choice in how to meet learning goals**

**2. Choice in the tools**

**3. Choice in the supports**

**4. Optimizing what is relevant, valuable and meaningful [to students]**

**5. Minimizing threats and distractions**



# How to spot a *Culturally Responsive Teacher*



Poetry: Analyzing  
Rhyme and  
Meter in Rap  
Music

## Lessons validate students' interests

Culturally responsive teachers use the variety in students' interests, backgrounds, and passions to plan engaging lessons.

## Reads books and articles on CRT

- "Culturally Responsive Teaching: Theory, Research, and Practice"- by Geneva Gay
- "The Dream Keepers: Successful Teachers of African American Children"- by Gloria Ladson-Billings
- "Culturally Responsive Teaching and the Brain"- by Zaretta Hammond

## Establishes trusting relationships

Culturally responsive teachers take the time and initiative to build meaningful relationships with students and families.



## Aware of own implicit bias

Teacher has reflected on her own implicit bias, and keeps this in mind when planning lessons



## Wears and displays artifacts from cultures other than her own

When a teacher displays artifacts from a variety of cultures, she shows that culture is an important part of learning for her students as well as for herself.

## Becomes an "Ambassador"

Intentionally forges authentic relationships with people from diverse backgrounds.



## Listens to a wide variety of music

Being aware of the music students listen to gives insight into their likes and dislikes. It also validates the student's background and interests.



## Classroom may appear to be chaotic, but students are engaged

The classroom may be very active or noisy and students may be involved in a variety of activities, thus providing a more individualized approach to learning.

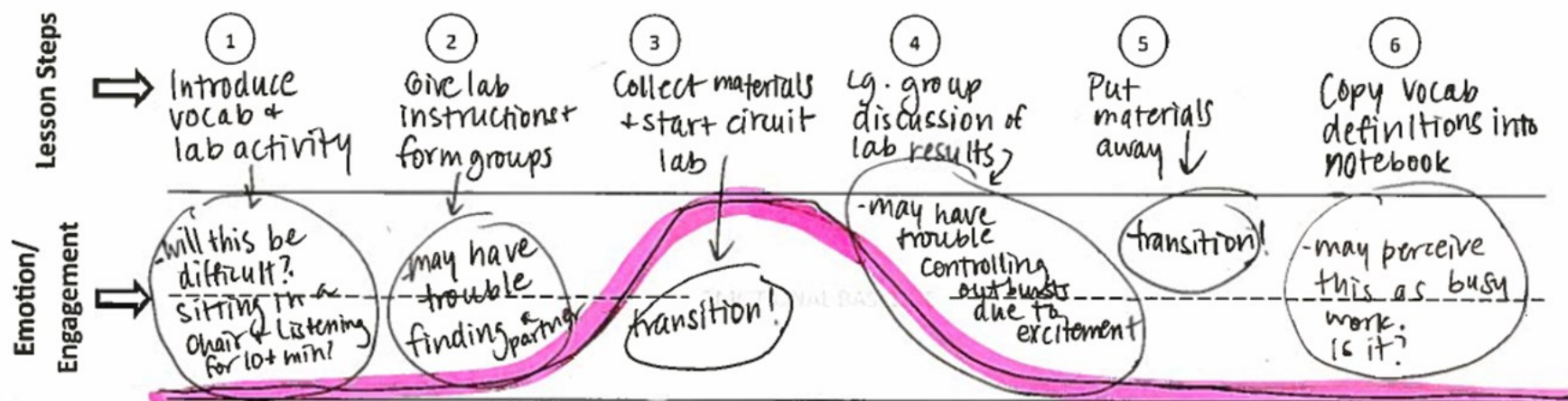




**Lesson:** Electrical circuits

**Unit:** Electricity + Magnetism

Student: Jamison



Provide OPTIONS for

Engagement

- Let students work alone or in groups
- Give students simple + complex options for materials
- parallel vs. series circuit?
- Switch?
- Christmas lights?
- different sized batteries

Transitions ↑

- Could J. be in charge of checking in materials?
- would it keep him busy?
- would he be able to handle it?

Representation

- Add graphics to PP to clarify vocab

Action & Expression

- Allow students to show their findings using vocab (drawing, verbally?)
- May need to change vocab activity for all?

Lesson:  
Unit:

Student : \_\_\_\_\_

Lesson Steps  
⇨

\_\_\_\_\_

Emotion/  
Engagement  
⇨

----- EMOTIONAL BASELINE -----

\_\_\_\_\_

Provide OPTIONS for

Engagement

Representation

Action &  
Expression



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