Focus Areas for Universal Design for Learning Observations

This tool can be used by teachers and evaluators to observe and set goals for more universally designed learning opportunities in Preschool and Primary Schools.

1. The Affective Networks/ Provide Options and Supports to Motivate Learners

What	Why	How

a. Goals
Goals are visible to students and referred throughout the lesson.
	We want to develop expert learners who are purposeful and motivated.
	
	Learners need to understand learning objectives to work towards them. Learners differ in their motivational drive and it is important that we appeal to all levels of motivation.
		• Communicate lesson objectives on various platforms:
		   ○ Write
		   ○ Pictures
		   ○ Tell
		• Relate goals to real world context multiple times throughout the lesson
		• Provide opportunities for students to discuss and reflect on goals
		• Clearly align instructional materials and assessments to stated goals
		• Provide opportunities for students to provide feedback about their achievements/ non achievements

b. Student identity Students need to feel that they belong to the learning environment and lesson design.	We want to develop expert learners who are purposeful and motivated. Learners who feel that teachers are looking out for them and are genuinely	• Demonstrate a deep understanding and appreciation for students' perspectives, experiences, and feelings and fostering an environment of trust, respect, and

	concerned about them will feel motivated to do their best. Learners who feel connected to their peers can also foster purpose and motivation. In a positive learning environment, students lift one another up and create an atmosphere where it is the norm to take risks, ask questions, make mistakes, and learn collaboratively. Learners differ in their levels of belonging and it is important we find different ways to connect with them.	support in the classrooms, particularly in diverse student populations
		  ○ Acknowledge students' perspectives and feelings
		  ○ Use inclusive language that reflects a sense of community and mutual respect. E.g. "Let us".
		  ○ Ask open-ended questions, listening attentively, responding thoughtfully to students to create space for them to express themselves
		  ○ Responsive and accommodating to individual needs. Mindful of:
		    ▪ Learning differences
		    ▪ Learning preferences
		    ▪ Culture
		    ▪ Interests
		    ▪ Strengths
		  ○ Use materials that reflect the lived experiences and identities of all learners

c. Collaboration and community The classroom fosters engagement, collaboration and community.	We want to develop expert learners who are purposeful and motivated.	● Provide opportunity for learners to collaborate with diverse partners – rotation.

	All learning is both social and emotional. Many learners improve sustained effort and persistence when they have options to collaborate with peers. Learners differ in their levels of connection with their classmates and it is important we find different ways to help them connect with one another.	
d. Facilitate persistence and sustaining effort	All learning is both social and emotional. They must know the growth mindset: improving themselves through hard work.	- Provide opportunities to use growth mindset language - I give up VS I will try a different way - This is too hard VS it will get easier with practice - I don't know how VS I can learn how

2. The Recognition Networks/ Provide Options and Supports to enable Learners to Access and Understand Information

What	Why	How
a. Flexible Methods The learning design provides students with flexibility in how they learn, make sense of language and build understanding.	We want to develop learners who are resourceful and knowledgeable. Learners have a variety of learning needs and preferences. By providing students with a variety of options, students are more likely to engage in deep learning.	- Change the work environment to create various spaces for children to thrive. - Learning centres - Independent learning - Pair work - Use various modalities to support understanding - Visual

		○ Auditory ○ Movement ○ Tactile ○ Music - Offer variety of tools during reading comprehension ○ App or programme with text to speech function ○ Reading pen
b. Flexible Materials The learning design provides students with flexibility in the scaffolds, strategies, and tools they use as they work towards learning objectives.	Even though not all students need the same level of support to work toward mastery of grade-level standards, UDL teachers provide accommodations to students with SEN and make the support and scaffolds available to all learners. "What may be essential for some are good for others".	- Offer variety of tools while teaching letter-sound correspondence ○ Visual cards ○ Tactile mats ○ Key word objects ○ Kinesthetic movements - Offer variety of tools during spelling ○ Fingerfastspell ○ Elkonin boxes ○ Lined paper - Present options in presentation of worksheet content: ○ Text (Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded) ○ Images ○ Colours

3. The Strategic Networks/ Provide Options and Supports to Enable Learners to Demonstrate and Share Learning

What	Why	How

a. Assessments
Formative assessments help to develop learners who are more in tune with their learning, strategic and goal-oriented.
	We want to develop learners who are strategic and goal directed.
	
	Using diagnostic and formative assessments provides timely feedback that encourages learners to be responsible for their learning. A choice of the type of formative assessments allows learners to express their understanding in the best possible way.
		● Give options as to what type of show and tell children can do. For example, they can choose:
		   o Share an experience or game
		   o Bring an object
		   o Bring a picture
		   o Make a collage
		   o Screen pre-recorded video of any of the above
		● Give options as to what type of assessment they can choose to demonstrate a concept:
		   o Role play
		   o Writing
		   o Modelling
		   o Video

b. Self-assessment and feedback
Opportunities are provided for students to provide feedback formally and informally.
	We want to develop learners who are strategic and goal directed.
	
	Self-assessment will challenge learners to become more resourceful and reflective, create new goals for themselves and move forward in becoming an expert learner.
		● Provide different avenues to build awareness of self:
		   o Self-assessment
		   o Peer assessment
		   o Teacher assessment
		● Elicit feedback during class in different ways:

		o Check-ins using motor response, drawing or pointing a picture e.g. Hop like a bunny, draw a bunny, or point to a bunny o Check-ins using digital responses e.g. Kahoot feedback o Check-ins using verbal response e.g. feedback sheet