

**Accidental UDL: UDL Strategies as Identified
for Faculty by Faculty**

Directions for using this chart: Choose the question you'd like to find a UDL strategy for, or the area of your course your looking to add flexibility to. Follow the path downward for a list of UDL strategies.

		What are the most impactful UDL strategies that I should use if I just have a few moments?	How do I use technology to increase access and flexibility in my course?	How do I design my course to be flexible no matter the modality?	How do I keep my students engaged in my course?	How do I accurately measure my students knowledge?
Course Design (Multiple Means of Representation)	Use the LMS modules design system for the course.			✓	✓	
	Include general course logistics in multiple places.		✓	✓	✓	
	Use scavenger hunts to learn how to navigate the LMS for the course.		✓	✓	✓	
	Release your technology requirements before the class begins, encourage students to practice.		✓	✓	✓	
	Only use the technology your institution supports. Know who to ask for help.			✓	✓	
	Increase formal office hour options and modalities (including online, in-person and going for a walk w/ students)		✓	✓	✓	
	Increase communication with students (weekly roadmaps, course announcements, emails).		✓	✓	✓	
	Use the discussion and chat boards as additional method.	✓	✓	✓	✓	★
	Ensure that course documents are accessible.		✓	✓	✓	
	Only choose content that is captioned.		✓	✓	✓	
	Shorten class times, use of extra time for informal office hours.		✓	✓		
Reduce the number of assignments in the course, focus on those that directly relate to the course learning objectives.	✓		✓			
Instruction (Multiple Means of Engagement)	Open the classroom 10 minutes early to allow for casual conversation.		✓			
	Frame each class with an essential question or an outline of what is to be covered.		✓			
	Begin each class with a roadmap of what will be covered, circle back to that roadmap at the end of each class.		✓			
	Reduce the size of the class by meeting in small groups; meaning teaching the class a few times a week.	✓	✓	✓		
	Randomly assign a class note taker each class, ask them to take notes and post them on the LMS.	✓	✓	✓	✓	
	Ask students to lead discussions, allow them to sign up for the best time slot for them.	✓	✓			
	Create "critical friend" groups, where students are responsible for checking in on each other and their progress.	✓	✓			
	Allow students to turn off their camera or step out of class from time to time to refocus as needed.		✓	✓	✓	★
	Shift the way the content is delivered every 15 minutes.	✓	✓	✓		
	Create podcast lectures so that students can access them when convenient for them.		✓	✓	✓	
	Post all recorded PPTs ahead of class on the LMS.			✓	✓	
	Chunk all PPT recordings into 10 minute chunks.			✓	✓	
	Use pre-recorded content from experts in the field, make sure the captions are turned on before posting.			✓	✓	
Bring in guest speakers live via the web conference platform. Record those visits for students who cannot attend live.		✓	✓	✓		
Use polling, micro boards, breakout room and other like-minded tools to encourage interactions.	✓	✓	✓	✓	★	
Provided worksheets for students to use during lectures.	✓	✓	✓			
Expression)	Add details to the syllabus about assignments and course topics, including rubrics as links.		✓		✓	
	Post information about assignments and assessments early and in multiple places.		✓		✓	
	Add video explanations to all assignments.		✓	✓	✓	
	Increase the number of assignments, while also decreasing and highlighting their point values.	✓		✓		

Assessment (Multiple Means of Action/E	Offer optional sessions for students who want to go into more detail of the course.	✓	✓	✓		
	Use some of the class time as work time for students to either log off or to work on their assignments and ask for help.	✓	✓	✓	✓	★
	Encourage students to work in groups to finish assignments.	✓	✓			
	Offer hybrid labs to students.		✓	✓	✓	
	Offer take home exams and/or open book exams.	✓		✓		
	Add space at the end of each exam for students to share "other information" as they feel necessary.	✓	✓			
	Scaffold longer assignments and provide feedback throughout.	✓	✓	✓		
	Allow students to choose how they complete an assignment, provide a guiding rubric.	✓	✓	✓		
	Allow all assignments to be submitted electronically (through the LMS and/or email).			✓	✓	
	Allow students to resubmit their assignment.			✓		
	Add flexibility to the late policy for turning in work.			✓		
	Check in with each student who did poorly after each assessment.	✓	✓			

A UDL Thought Exercise

This thought exercise is designed to help you take stock of a course you have taught or are considering teaching, or an interaction in which you support learners. Take a minute and, thinking about one of your own courses or student interactions, not your responses on the worksheet below.

Name of Course/ Interaction: _____

List Your Learning Goals:

1. _____

2. _____

3. _____

List Your Objectives:

1. _____

2. _____

3. _____

	Pinch Point	+1 Strategy	Resources Needed
Course Design (single-stream materials)			
Instructional Approach (Means of interacting with learners)			
Assessment Plans (Assessments that requires learners to demonstrate their skills in only one format)			



Planning My Next Steps

Use this worksheet to think about your UDL efforts over the next 20 days and 20 months. These strategies might be more involved than the strategies we worked through today.

The Next 20 Days:




Strategy	What resources do you need to implement it?

The Next 20 Months:

Strategy	What resources do you need to implement it?

UDL Implementation Rubric

by Melissa Toland

	UDL EXPLORER	UDL NOVICE	UDL INTERMEDIATE	UDL ADVANCED	UDL IDOL
 <p>Provide Multiple Means of Engagement</p>	<p>I am aware of the process of providing students with multiple means of engagement and am exploring ways to incorporate it into my practice either through professional development, research, or some classroom application.</p>	<p>My classroom is an environment in which students are directed to share their ideas on their interests as it relates to content, and set goals for their own learning, including reflecting on their progress and achievement of those goals in some lessons, on some days.</p>	<p>My classroom is an environment in which students are encouraged to share how content is relevant and valuable to their own interests, and set goals for their own learning, including reflecting on their progress and achievement of those goals in some lessons, on some days.</p>	<p>My classroom is an environment in which students are encouraged to share how content is relevant and valuable to their own interests, and set goals for their own learning, including reflecting on their progress and achievement of those goals in most lessons, on most days.</p>	<p>My classroom is an environment in which students are empowered to make connections between content and their own interests, and make choices that drive their learning experiences, including consistently setting goals, reflecting on their progress and achievement of those goals, in every lesson, every day.</p>
 <p>Provide Multiple Means of Representation</p>	<p>I am aware of the process of providing students with multiple means of representation and am exploring ways to incorporate it into my practice either through professional development, research, or some classroom application.</p>	<p>My classroom is an environment in which students are provided multiple resources and materials to support their learning and build their understanding of concepts in order to achieve the goals of a lesson on some days.</p>	<p>My classroom is an environment in which students are provided multiple resources and materials to support their learning and build their understanding of concepts in order to achieve the goals of a lesson on most days.</p>	<p>My classroom is an environment in which students are encouraged to choose reputable resources and materials to personalize their learning and build their understanding of concepts in order to achieve the goals of a lesson on most days.</p>	<p>My classroom is an environment in which students are empowered to choose reputable resources and materials to personalize their learning and build their understanding of concepts in order to achieve the goals of a lesson every day.</p>
 <p>Provide Multiple Means of Action & Expression</p>	<p>I am aware of the process of providing students with multiple means of action and expression and am exploring ways to incorporate it into my practice either through professional development, research, or some classroom application.</p>	<p>My classroom is an environment in which students are provided options that allow them to demonstrate mastery of standards in different ways, and select which devices/ technologies they need to demonstrate their knowledge and skills, in some lessons, on some days.</p>	<p>My classroom is an environment in which students are provided options that allow them to demonstrate mastery of standards in different ways, and select which devices/ technologies they need to demonstrate their knowledge and skills, in most lessons, on most days.</p>	<p>My classroom is an environment in which students are encouraged to independently create authentic products that allow them to demonstrate mastery of standards, and choose which devices/ technologies they need to demonstrate their knowledge and skills, in most lessons, on most days.</p>	<p>My classroom is an environment in which students are empowered to independently create authentic products that allow them to demonstrate mastery of the standard, and choose which devices/ technologies they need to demonstrate their knowledge and skills, in every lesson, every day.</p>

Adapted from the UDL Progression Rubric by Dr. Katie Novak and Dr. Kristan Rodriguez