Universal Design

Arkansas Department of Education
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What is Universal Design?

• **Universal Design** is a set of design principles that are used to provide opportunities to all individuals to ensure equitable access.

• **Historical Perspective**

• **Design Principles**

http://www.udlcenter.org/aboutudl/udldefined
What is Universal Design for Learning?

- **Universal Design for learning (UDL)** is a set of design principles that are used to provide opportunities to all individuals to ensure equitable access to curriculum, assessment and learning.

http://www.cast.org/udl/

Why is UDL Important?

- Students come to learning with a variety of skills, interests and abilities

- Universal Design for Learning provides a “blueprint” for providing instruction and supports to all students

- It is not a single design, but multiple access points to all components of learning

http://www.cast.org/udl/
Why is UDL Important?

Three primary brain networks come into play with learning

- **Recognition Networks** - The “what” of learning
  - How we gather facts and categorize what we see, hear, and read
    - Present information and content in different ways
    - Multiple means of representation

- **Strategic Networks** - The “how” of learning
  - Planning and performing tasks. How we organize and express our ideas
    - Differentiate the ways that students can express what they know

- **Affective Networks** - The “why” of learning
  - How learners get engaged and stay motivated. How they are challenged, excited, or interested

http://www.cast.org/udl/

How can I implement Universal Design in Instruction and Planning?

- Apply UDL principals in all aspects of instruction
  - Delivery method
  - Physical space
  - Technology
  - Personal interactions
  - Assessments

http://www.washington.edu/doit/Brochures/Academics/instruction.html
How can I implement Universal Design in Instruction and Planning?

**Delivery method**
- Multiple formats for presentation of information (graphs, charts, technology enhanced, etc.)
- Integrate new learning with old learning

**Physical space**

**Technology**
- Use digital formats
- Written transcripts or notes for presentations
- Speech-to-text or text-to-speech

**Personal interactions**
- Engage students in learning
- Give students opportunity to provide multiple modes for expression

**Assessments**
- Use varied formats
- Provide varied modes for response

Universal Design for Assessments

- **Universal design**, when applied to assessments, provides all students with equal access to demonstrate what they know and can do
PARCC

• By implementing Universal Design principles, leveraging technology, and offering embedded supports, PARCC intends to provide “equal access for all students to demonstrate what they know and can do.”

PARCC Goals for Student Access

• Apply principles of Universal Design
• Provide opportunity for students to accurately demonstrate their knowledge and skills
• Measure the full range of complexity of the standards
• Use technology for delivering assessment components
• Establish Committees on Accessibility, Accommodations, and Fairness
PARCC-Universal Design and Accommodations

• Assessment items
  o Are bias-free
  o Sensitive to diverse cultures
  o Written clearly
  o Linguistic complexity is appropriate
  o Consistently formatted

• May reduce need for accommodations, but does not eliminate accommodations

PARCC Accommodations Manual - Accessibility
Accessibility Features for All Students

• Are a tool, support, scaffold, or preference that is built into the assessment system that can be activated by any student, at his or her own discretion.

• Include Universal Design features that are expected to benefit a diverse array of students and are available to all students.

• Are provided onscreen, stored in a toolbar, or are accessible through a menu or control panel, as needed.

• Are available for students during the assessment to choose which accessibility features they need for specific items. Examples include: audio amplification, highlighting, pop-up glossary, etc.

Accessibility Features for All Students

<table>
<thead>
<tr>
<th>Audio Amplification</th>
<th>Blank Paper (provided by test administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate Answer Choices</td>
<td>Flag Items for Review</td>
</tr>
<tr>
<td>General Administration Directions Clarified (by test administrator)</td>
<td>General Administration Directions Read Aloud and Repeated (by test administrator)</td>
</tr>
<tr>
<td>Highlight Tool</td>
<td>Headphones</td>
</tr>
<tr>
<td>Magnification/Enlargement Device</td>
<td>NotePad – may not be available on field test</td>
</tr>
<tr>
<td>Pop-Up Glossary</td>
<td>Redirect Student to Test (by test administrator)</td>
</tr>
<tr>
<td>Spell Checker – may not be available for Windows</td>
<td>Writing Tools</td>
</tr>
</tbody>
</table>
Accessibility Features Identified in Advance

- Available to all students (i.e., not limited to students with IEPs, 504 plans, or English learners), but will be selected and “turned on” by school-based educators prior to the assessment, based on each student’s Personal Needs Profile (PNP).

- Based on each student’s individual needs, a PNP (2014-2015) is created for the student to ensure that he or she receives appropriate access without the distraction of other tools and features that are not required by the student.

- Although school-based educators will enable specific accessibility features for students, the student will decide whether or not to use the feature. These accessibility features will be readily available on the computer-delivered testing platform.

Accessibility Features Identified in Advance

<table>
<thead>
<tr>
<th>Accessibility Features Identified in Advance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Masking - EOY</td>
</tr>
<tr>
<td>Background/Font Color (Color Contrast) – select grades for field test</td>
</tr>
<tr>
<td>General Masking – may not be available on field test</td>
</tr>
<tr>
<td>Line Reader Tool</td>
</tr>
<tr>
<td>Text-to-Speech for the Mathematics Assessments (4, 7, Algebra)</td>
</tr>
</tbody>
</table>
What did you learn?

- Using Universal Design for Learning provides multiple access points for student to learn the content desired.
- Who can benefit from the use of Universal Design for Learning?
- How can Universal Design be implemented during instruction and assessment?
- What are PARCC accessibility features which support Universal Design principles?

PARCC Sample Items

- The primary purpose of sharing samples of PARCC items is to provide information about the assessment system and support educators as they transition to the Common Core State Standards (CCSS) and the PARCC tests.
http://parcconline.org/

Sample items
References

- http://parcconline.org/
- http://www.udlcenter.org/implementation/examples

Questions?

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