Music Instruction and Universal Design for Learning (UDL), Grades TK-6

Developed by Humboldt County Office of Education, Orange County Department of Education, and Stanislaus County Office of Education

HANDOUT Title: **UDL Flow Chart** Handout #: **11**

Content:

UDL Flowchart

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Start

Is there a clear goal, aligned to state standards, for the lesson? Note: It must be clear to all stakeholders what students should know or be able to do as a result of the lesson.

- **No:** You're not quite there yet! UDL is all about "firm goals, flexible means," and requires a clear goal to design options and choices.
- **Yes:** ↓

Before the lesson begins, do students have options to self-reflect on the standard and their background knowledge; take a diagnostic assessment, or view exemplars, rubrics, etc... to help foster self-reflection and goal-setting?

- **No:** You're not quite there yet! UDL requires students to self-reflect to foster strategic planning so you need to build an opportunity for students to reflect on goal/standard and consider what they already know and how they learn best, so they can make appropriate choices to personalize their learning as they work to meet/exceed the standard.
- **Yes:** ↓

Do students have options of the methods and materials they will use to learn the content and/or skills? For example, through multiple means (books, digital tools, teacher instruction, collaboration, etc...), multiple scaffolds (exemplars, reference sheets, peer-review, rubrics), and tech materials (assistive tech).

- **No:** You're not quite there yet! UDL curriculum is focused on providing multiple pathways in to meet firm goals through multiple methods. If all students are expected to learn the same material in the same way, without options for them to build background knowledge, access additional resources for support/challenge/etc... it would be considered "one-size-fits-all."
- **Yes:** ↓

Are there numerous opportunities for students to monitor their progress so they can self-reflect and make better choices, optimize challenge and/or receive additional support as necessary?

- **No:** You're not quite there yet! The goal of UDL is to help all students become expert learners, or purposeful, strategic, resourceful students. They need numerous opportunities to reflect on their progress, set goals for their improvement, and monitor the effectiveness of their choices on their ability to meet the standard.
- **Yes:** ↓

Do students have options and choices for how they will demonstrate that they met the standard? (Note: ALL options have to demonstrate standards are met, so if the standard is that students will SOLVE quadratic equations, all options/choices/tools need to align to the standard.)

- **No:** You're not quite there yet! UDL curriculum is focused on providing multiple pathways so students can demonstrate competency using multiple means of action and expression. Without options for scaffolds and supports and/or more rigorous challenges, not all students will be equally engaged.
- **Yes:** ↓

Did all students meet/exceed the standard set forth at the beginning of the process?

- **No:** It's time to look at data and determine which students may need intervention and/or enrichment and consider which barriers prevented them from meeting the standard. This will support you in incorporating additional options and choices on the next lesson. Don't worry – you're getting close!
- **Yes:** ↓

Woohoo! It looks like you universally designed a lesson toward a specific standard. Next, maximize generalization and transfer to determine if students can apply the skill on a more standardized measure. If they know the content and can apply the skill, and they understand themselves as learners, they should be able to transfer that knowledge! If not, consider which barriers prevented the transfer and design a lesson with a goal to eliminate that barrier!

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