Deriving UDL Solutions   **Model Template**

Grade: 3   **Teacher**: Mrs. G.   **Subject**: Science   **Standard**: 6.23—Plants lifecycle
Goal: *Research and present information on a flower.*

Materials & Methods	Potential Barriers/ Missed Opportunities	UDL Solutions
Printed textbook	*Kevin*—Difficulty seeing small text *Bill*—Doesn't tap his graphics skills *Brian*—Difficulty decoding/understanding word meaning	Electronic text with text-to-speech to read aloud CD-ROM or online encyclopedia; Web page with collections of images Spanish CD-ROM on flowers; link to Spanish Web site
Lecture/whole class presentation	*Jose*—Difficulty comprehending meaning *Helen*—Distracted, may miss info *Kiwa*—Distracted, may miss info	Provide Spanish/English key terms translations with text-to-speech Provide Inspiration concept map of key ideas; eText outline with text to speech that students can access
Library research	*Brian*—May have trouble keeping track. *Kiwa*—May not be able to abstract the project's important content.	Partially filled-in outlines; Web page with attached resources; collection of online resources, online or CD-ROM encyclopedia, linked to Inspiration outline of key project parts
Create written report	*Sarita*—Mechanics-based difficulty expressing her ideas *Jake*—Format doesn't tap artistic talent	Word processor with spell check; talking word processor Graphics program—Kid Pix
Flower drawing	*Phillip*—Drawing will be physically difficulty.	Word processing; selection of graphics to use in report
Oral report on flower	*Jorge*—Format doesn't tap musical talent *Brian*—May be intimidated	Provide option of live or recorded music as part of demonstration Pair Brian with James, who can support him while working
Independent project	*James*—Context won't draw on his leadership and collaboration skills. *Helen*—Could have difficulty working alone. *Elizabeth*—Deep knowledge of plants	Encourage James to support other students as they work Be sure to find aspect of project of particular interest to Helen and check in frequently. Support presentation with notes Pair Elizabeth with Jose to share her knowledge and enthusiasm

Examples of UDL Solutions

Recognition Networks

Multiple Examples

Multiple versions of story, math process, content
Multimedia collections
  Images
  Sounds
  Text
  Video/animation
  Concept maps
Links to online examples from Web page
Multimedia concept map with online/local links
Animation of text meaning (software, Web)

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Multiple Media and Formats

Multimedia glossary, online, CD-ROM or teacher-made
Alternative representations across media:
  E-text with text-to-speech
  Text and audio descriptions for still images
  Spoken descriptions for video images
  Tactile graphics
  Voice recognition—convert to text
Image collections in concept maps
Text outline, highlighting key concepts
Digital photographs from field trips or home
Recorded, digitized sounds and stories
Adjustable font size, color, background color
Adjustable digital images (e.g., maps)

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Highlight Critical Features

Visual concept maps (Inspiration)
Multimedia templates (Hyperstudio, PowerPoint)
Color highlighting in word processing
Graphic highlighting (circles, arrows, boxes)
Links to animations showing key elements
Software offering different presentations
E-text outline, main points (with text-to-speech translation)

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Support Background Knowledge

Web pages with links to related information
Links to author information
Key vocabulary (image map, hyperlinks to words)
Translation to other languages (online tools)
Expansion of information—build multimedia collections
Online links to experts
Multimedia glossary, encyclopedia

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Strategic Networks

Models of Skilled Performance
    Product models—finished versions of target skill
    Process models—showing process steps
    Collections of completed products
    (Web links/local)
        Past student work
        Work of experts
        Teacher generated examples
        Students in other settings
    Multimedia collections—stories, facts, information
    Online links to work of experts

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Practice with Supports
    Talking word processor (e.g., Write Out Loud)
    Templates to structure work as appropriate
    Scaffolds, use depending on goal:
        Spell check, grammar check
        Built-in calculator
        Clip media (all sorts), student projects
        Text-to-speech for content reading

    Graphic organizers (e.g., Inspiration)
    Hyperstudio story or presentation template
    Chapter-end answers partially structured

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Ongoing Relevant Feedback
    Digital voice record, play back
    Text-to-speech while writing
    Links to online mentors
    Links to peers/editors (e.g., www.stonesoup.com)
    Digital portfolio—review and compare
    Prompts to self-reflect, record reflections
    Online publishing, local network or Internet
    Digital graphing of progress

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Demonstration of Skills
    Multimedia presentation tools (Hyperstudio, PowerPoint)
    Web-capable graphic organizers (Inspiration)
    Publishing software (Hyperstudio, Pagemaker)
    Web site design tools (Home Page, Dreamweaver)
    Multimedia recording, image digitizing, digital cameras
    Media banks—images, sounds, animations, video
    Digital recording
    Draw tools

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Affective Networks

Choice of Content and Tools
    Selections of content for learning skills and strategies
    Web sites with supplementary, related activities
    Multimedia presentation and composition tools
    Digital cameras, recording devices
    Web page with content options and choices
    Selection of stories/non fiction for learning to read
    Tie activities to student's deep subject interests
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Adjustable Support and Challenge
    Software/Web sites offering management systems
    Optional scaffolds (– teacher/student discretion)
    Templates supporting process
    Templates supporting content
    Choice of level, same activity or goal
    Optional help (student or teacher discretion)
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Choice of Rewards
    Individualized feedback to support student needs
    Explicit feedback specific to student progress
    Minimal extrinsic "rewards" not tied to work
    Build student self-monitoring
    Feedback related to explicit student goals
    Opportunities for demonstrations
    Built-in structured peer feedback
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Choice of Learning Context
    "Web quest" designs, with varied structure
    Software/Web sites, options for feedback and support
    Flexible work groups—pairs, small groups, individual
    Templates with optional structure and support
    Earphones
    Embedded hyperlinks, used at student option
    Student choice of sources
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Deriving UDL Solutions   **Blank Template**

Grade: **Teacher**:   .   **Subject**:   **Standard**:

Goal:

Materials & Methods	Potential Barriers/ Missed Opportunities	UDL Solutions
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