



UNIVERSAL DESIGN FOR LEARNING CRITICAL ELEMENTS

Developed in Collaboration with Boyne City Middle School, Charlevoix-Emmet ISD, Harbor Springs Middle School, Reese Middle School, and the Center for Applied Special Technology (CAST)

Universal Design for Learning (UDL) represents a paradigm shift in education that has the potential to improve outcomes for a broad range of students. MITS, with collaborative partners, has identified four critical elements intended to serve as a foundation for implementation and further research. Instruction aligned with the framework of UDL must minimally include **each** of the four critical elements shown below.

Clear Goals

- Goals and desired outcomes of the lesson/unit are aligned to the established content standards
- Teachers have a clear understanding of the goal(s) of the lesson and specific student outcomes
- Goals are communicated in ways that are understandable by every student in the classroom, and can be expressed by them

Inclusive, Intentional Planning

- Intentional proactive planning addressing distinct student needs
 - Addresses individual differences in background knowledge, affect, strategies, etc. (Consider what students know, strengths and weaknesses, and what engages them).
 - Recognizes that every student is unique and plans accordingly, paying attention to students in the margins (i.e., struggling and advanced) in anticipation that a broader range of students will benefit
- Addresses the instructional demands including goals, methods, materials, and assessments while considering available resources including personnel
 - Maintaining rigor of the lesson while providing necessary supports
 - Reducing the barriers in the curriculum by embedding supports during initial planning

Flexible methods and materials

- Teacher uses a variety of media and methods to present information and content
- A variety of methods are used to engage students (e.g., provide choice, address student interest) and promote their ability to monitor their own learning (e.g., goal setting, self-assessment, and reflection)
- Students use a variety of media and methods to demonstrate their knowledge

Timely progress monitoring

- Formative assessments are frequent and timely enough to plan/redirect instruction and support
- A variety of formative and summative assessments (e.g., projects, oral tests, written tests) are used to assess the learning in the classroom



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