

Table 2-1: Engagement Considerations

Provide Multiple Means of Engagement	Considerations
<p>Provide options for recruiting interest</p> <ul style="list-style-type: none"> <li>● Optimize individual choice and autonomy</li> <li>● Optimize relevance, value, and authenticity</li> <li>● Minimize threats and distractions</li> </ul>	<ul style="list-style-type: none"> <li>● How are you designing your class to ensure that every student sees themselves in the curriculum, on the classroom walls, and within the classroom expectations?</li> <li>● How do you ask students to share their interests, their ideas for learning, and what they know?</li> <li>● How do you design your learning environment to ensure that students feel safe enough to take risks, be their authentic selves, and contribute to creating a classroom community?</li> </ul>
<p>Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> <li>● Heighten salience of goals and objectives</li> <li>● Vary demands and resources to optimize challenge</li> <li>● Foster collaboration and communication</li> <li>● Increase mastery-oriented feedback</li> </ul>	<p>How do you ensure that all learners know the purpose of the lesson and why it is important?</p> <ul style="list-style-type: none"> <li>● How do your lessons ensure varying levels of challenge so students can choose pathways that appropriately challenge and support them?</li> <li>● What are the strategies you use to ensure that all students have meaningful collaboration with diverse partners?</li> <li>● How do you ensure students receive feedback throughout each lesson through a combination of self-reflection, peer review, and teacher feedback?</li> </ul>
<p>Provide options for self-regulation</p> <ul style="list-style-type: none"> <li>● Promote expectations and beliefs that optimize motivation</li> <li>● Facilitate personal coping skills and strategies</li> <li>● Develop self-assessment and reflection</li> </ul>	<ul style="list-style-type: none"> <li>● How do you help students stay motivated and provide resources to prevent frustration?</li> <li>● How do you prevent students from getting upset or quitting when learning is challenging?</li> <li>● What strategies do you use to encourage students to effectively assess their own learning?</li> </ul>

Table 2-2: Presentational Barriers Faced by Students

Barriers in the Lecture Format	Barriers in Reading Text
<ul style="list-style-type: none"><li>• They are hearing impaired or have an auditory processing barrier</li><li>• They have attention or memory barriers</li><li>• They lack background knowledge</li><li>• They don't yet understand the vocabulary or subject-matter jargon you use</li><li>• Your language is not their first language</li></ul>	<ul style="list-style-type: none"><li>• They have a visual impairment</li><li>• They are not able to decode the text</li><li>• They read below grade level</li><li>• They lack reading stamina</li></ul>

Table 2-3: Representation Considerations

Provide Multiple Means of Representation	Considerations
<p>Provide options for perception</p> <ul style="list-style-type: none"> <li>● Offer ways of customizing the display of information</li> <li>● Offer alternatives for auditory information</li> <li>● Offer alternatives for visual information</li> </ul>	<ul style="list-style-type: none"> <li>● When providing direct instruction, how do you utilize both audio and visual components to ensure that all students can learn at high levels?</li> <li>● If you are assigning text, how do you supplement text by providing audio, visuals, and translations for students to build comprehension?</li> </ul>
<p>Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> <li>● Clarify vocabulary and symbols</li> <li>● Clarify syntax and structure</li> <li>● Support decoding of text, mathematical notation, and symbols</li> <li>● Promote understanding across languages</li> <li>● Illustrate through multiple media</li> </ul>	<ul style="list-style-type: none"> <li>● How do you teach vocabulary to ensure that all students build and can comprehend grade-level vocabulary?</li> <li>● If English is a second language for students, what techniques do you use to honor a student's first language and support their English language development?</li> <li>● How often do you use multimedia like charts, pictures, movies, audio clips, and manipulatives so they can build understanding of language?</li> </ul>
<p>Provide options for comprehension</p> <ul style="list-style-type: none"> <li>● Activate or supply background knowledge</li> <li>● Highlight patterns, critical features, big ideas, and relationships</li> <li>● Guide information processing, visualization, and manipulation</li> <li>● Maximize generalization and transfer</li> </ul>	<ul style="list-style-type: none"> <li>● How do you activate student background knowledge at the beginning of each lesson?</li> <li>● As students are learning, what scaffolds do you provide to bring student attention to the most important content?</li> <li>● How do you help all students see how they can use the new information in other classes, units, or settings?</li> </ul>

Table 2-4: Barriers to Action and Expression

Barriers to Written Responses	Barriers to Objective Tests
<ul style="list-style-type: none"><li>• They have poor handwriting or key-boarding skills</li><li>• They struggle with the organization of ideas</li><li>• They are unable to recall language necessary for response</li><li>• They struggle with spelling and/or language conventions</li></ul>	<ul style="list-style-type: none"><li>• They have test anxiety</li><li>• They lack strong test-taking techniques</li><li>• They struggle with recall/memory</li><li>• They skipped questions/tracked answers incorrectly</li><li>• They misunderstood or misread directions</li></ul>

Table 2-5: Action and Expression Considerations

Provide Multiple Means of Action and Expression	Reflection Questions
<p>Provide options for physical action</p> <ul style="list-style-type: none"> <li>● Vary the methods for response and navigation</li> <li>● Optimize access to tools and assistive technologies</li> </ul>	<ul style="list-style-type: none"> <li>● What techniques do you use in your classroom to ensure students know about the assistive technologies available to them and how do you encourage them to use all available technology (voice-to-speech, read-aloud) when they need it?</li> </ul>
<p>Provide options for expression and communication</p> <ul style="list-style-type: none"> <li>● Use multiple media for communication</li> <li>● Use multiple tools for construction and composition</li> <li>● Build fluencies with graduated levels of support for practice and performance</li> </ul>	<ul style="list-style-type: none"> <li>● How often do you provide flexible assessments so all students have options/choices to share what they know?</li> <li>● What tools and scaffolds do you provide to all students as they complete assessments so they can share their grade-level learning more independently?</li> </ul>
<p>Provide options for executive functions</p> <ul style="list-style-type: none"> <li>● Guide appropriate goal setting</li> <li>● Support planning and strategy development</li> <li>● Facilitate managing information and resources</li> <li>● Enhance capacity for monitoring progress</li> </ul>	<ul style="list-style-type: none"> <li>● How do you encourage students to set goals for their learning and monitor the progress of those goals through self-assessment?</li> <li>● What strategies do you use to ensure that all students have options to reflect on their learning, receive feedback, and have opportunities to revise their work?</li> </ul>