



# UDL Accommodations Faculty Meeting Protocol

By Maggie Moriarty and Katie Novak



## Objective

As we say in Universal Design for Learning, what is necessary for some is good for all. Accommodations and scaffolds aren't just for students receiving special education services. Accommodations can make learning accessible for all students. Accommodations are about providing an environment and scaffolds that support growth and meet students where they are. You will use this protocol along with this [presentation](#) to administer a 1-hour faculty meeting or professional learning community (PLC) on learning design to help educators better understand how to incorporate accommodations and scaffolds to improve outcomes for all learners.



## Handouts

We recommend having a copy of each of the below handouts printed for each participant (or shared with digitally before the meeting).

- [ELA Lesson - Before](#)
- [ELA Lesson - After](#)
- [PE Lesson - Before](#)
- [PE Lesson - After](#)



## What to Bring

- Ask teachers to bring an upcoming lesson or assessment. There will be time for a UDL makeover at the end of this protocol!
- Encourage educators to bring devices so you can share a copy of the presentation as well as a digital version of this protocol.



## Protocol

### View the Short Videos

Start off by stating the objective of the meeting/PLC.

The goal of this meeting is to help you understand how to embed scaffolds and accommodations into lesson and assessment design using the principles of UDL ([slide 1](#)).

We can't think of a better way to help teachers understand accommodations than with these short videos (we dare you to try not to smile!). Project these two short videos ([slide 2](#)).



Step 1  
5 min



#### Before Accommodations

Not Quite There

(click the photo to view)



#### After Accommodations

Accessible

(click the photo to view)

Provide options for participants to reflect on the videos in writing, through a discussion or on social media. Provide the sentence stems:

- I notice..
- I wonder...



## Step 2

7 min

### Review ELA Example

As a group, take a look at **slide 3** (and have teachers refer to their handouts). Ask the group to weigh in on what might be challenging about the assignment for some students. Encourage them to think about predictable variability. Use the sentence stem, “What can you predict some students may struggle within an inclusive classroom?”

You can brainstorm barriers as a whole group, in small groups, or individually. Record responses in some way.

Next, move on to **slide 4** and view some of the barriers with the original assignment. Compare/contrast your lists to the list on Slide 4.

- How did your list compare? Did you miss anything on the list or identify a barrier that isn't listed?



## Step 3

7 min

### Dive Into the ELA Assignment Makeover

View the UDL makeover on **slide 5**. Discuss the changes as a group.

- How does the assignment feel to you in comparison to the original?
- Do you still see any barriers with the new assignment?
- What similarities do you see in your own assignments to the “before accommodations” example? What about the “after accommodations” example?



## Step 4

5 min

### Resource Review

Give everyone 5 minutes to review one of the below resources that provides strategies for accommodations and scaffolds.

- [Sentence Starters Resource For All Disciplines](#)
- [Generating Effective Questions](#)
- [Pre-teaching vocabulary](#)
- [Teaching strategies and some activities/websites for spatial scaffolding skills](#)
- Six [Scaffolding Strategies](#) from Edutopia
- Five [Scaffolding teaching strategies](#) from Teach Hub
- [Scaffolding Instruction Strategies](#)



- [Scaffolding strategies to support writing](#)
- [ScreenCastify Recording of assessment](#)



Step 5  
8 min

## Review PE Example

As a group, view **slide 6** (refer to handout). Ask the group to provide their thoughts based on what they have learned on where there may be barriers in the assignment.

Next, move on to **slide 7** and view some of the barriers with the original assignment.

- What did you miss as a group?
- What did you come up with that isn't listed?
- Was this process easier than the first time?



Step 6  
12 min

## Dive into the PE Assignment Makeover

View the accommodation makeover on **slides 8 & 9**. Discuss the changes as a group.

- How does the assignment feel to you in comparison to the original?
- Do you still see any barriers with the new assignment?



Step 7  
15 min

## Review Next Steps & Start Breaking Barriers

After the presentation and discussion, teachers will be encouraged to choose an assignment or assessment of their own that could benefit from scaffolding and revise it (**see slides 10 & 11**).

- Their artifact should be grounded in the [4 Essential Questions to Generate True PLC Work](#)
- Provide 10 minutes for brainstorming how to change the assignment or working on it directly.
- Provide clear instructions for how they can share their work (add it to a slide within the presentation, submit through a Google form, use an LMS - it is up to you!)