



CRESST and UDL Discussion Tool

This tool is for use by teachers and those who support teachers for reflection and discussion.

Derived from the CRESST Fundamentals of Learning and Universal Design for Learning framework, it highlights the emphases needed in classroom practice to prepare our students to thrive in the world today. Color of the “More About” phrase corresponds with the color of the neural network on the UDL framework below.

MAKING MEANING		
MORE ABOUT	⇌	LESS ABOUT
Generating and Using Knowledge	⇌	Just Acquiring Knowledge
Authentic Contexts	⇌	Only Classroom-Based
Making Connections Among Ideas	⇌	Learning Only Discrete Ideas
A Focus on Deeper Learning	⇌	Just Superficial Learning
Using Language and Symbols to Learn	⇌	Using Only Didactic Teaching
Generating Thoughtful Questions	⇌	Getting the Right Answers
Supporting Arguments with Evidence	⇌	Reciting Rote Arguments
Assessment that informs Teaching and Learning	⇌	Assessment that Ranks Students
Appropriate Cognitive Demand for Each Student	⇌	Uniformity of Learning Activities
Learning	⇌	Teaching
PARTICIPATING AND CONTRIBUTING		
MORE ABOUT	⇌	LESS ABOUT
Decision-Making by Students and Teacher	⇌	Decision-Making Only by Teacher
Student-Initiated Learning	⇌	Entirely Teacher-Initiated Learning
Collaboration with Others	⇌	Exclusively Individual Learning
Valuing Other Perspectives	⇌	Tolerating Other Perspectives
Thoughtful Responses	⇌	Race to the Answer
Teacher as Mediator or Participant in Conversations	⇌	Teacher as Lecturer
Personally Significant Content	⇌	Generic Content
Reflecting On and Learning from Mistakes	⇌	Avoiding Mistakes
Intellectual Curiosity and Risk-Taking	⇌	Rigid or Overly Scripted Lessons
MANAGING LEARNING		
MORE ABOUT	⇌	LESS ABOUT
Learning to be a Life-Long Learner	⇌	Just Learning for the Here and Now
Developing the Capacity to Learn	⇌	Just Storing Existing Knowledge
Adapting to Unknown Situations	⇌	Focusing Only on Immediate Concerns
Students Recognizing Mastery/Success	⇌	Teacher Declaring Mastery/Success
Students Articulating their Learning Status	⇌	Teacher as the Sole Expert on What Students Know
Reflecting on Learning	⇌	"Checking a Box" and Moving On
Valuing Generative Struggle and Confusion	⇌	Avoiding Cognitive Struggle

**From Pg. 14 and 15 CRESST Fundamentals of Learning Resource 2*



Universal Design for Learning Framework

Provide multiple means of...	Engagement <small>Affective Networks The "WHY" of learning</small>	Representation <small>Recognition Networks The "WHAT" of learning</small>	Action & Expression <small>Strategic Networks The "HOW" of learning</small>
Access	Provide options for Recruiting Interest (7) <ul style="list-style-type: none"> • <u>Optimize individual choice and autonomy (7.1)</u> • <u>Optimize relevance, value, and authenticity (7.2)</u> • <u>Minimize threats and distractions (7.3)</u> 	Provide options for Perception (1) <ul style="list-style-type: none"> • <u>Offer ways of customizing the display of information (1.1)</u> • <u>Offer alternatives for auditory information (1.2)</u> • <u>Offer alternatives for visual information (1.3)</u> 	Provide options for Physical Action (4) <ul style="list-style-type: none"> • <u>Vary the methods for response and navigation (4.1)</u> • <u>Optimize access to tools and assistive technologies (4.2)</u>
Build	Provide options for Sustaining Effort & Persistence (8) <ul style="list-style-type: none"> • <u>Heighten salience of goals and objectives (8.1)</u> • <u>Vary demands and resources to optimize challenge (8.2)</u> • <u>Foster collaboration and community (8.3)</u> • <u>Increase mastery-oriented feedback (8.4)</u> 	Provide options for Language & Symbols (2) <ul style="list-style-type: none"> • <u>Clarify vocabulary and symbols (t.2.1)</u> • <u>Clarify syntax and structure (2.2)</u> • <u>Support decoding of text, mathematical notation, and symbols (2.3)</u> • <u>Promote understanding across languages (2.4)</u> • <u>Illustrate through multiple media (2.5)</u> 	Provide options for Expression & Communication (5) <ul style="list-style-type: none"> • <u>Use multiple media for communication (5.1)</u> • <u>Use multiple tools for construction and composition (5.2)</u> • <u>Build fluencies with graduated levels of support for practice and performance (5.3)</u>
Internalize	Provide options for Self Regulation (9) <ul style="list-style-type: none"> • <u>Promote expectations and beliefs that optimize motivation (9.1)</u> • <u>Facilitate personal coping skills and strategies (9.2)</u> • <u>Develop self-assessment and reflection (9.3)</u> 	Provide options for Comprehension (3) <ul style="list-style-type: none"> • <u>Activate or supply background knowledge (3.1)</u> • <u>Highlight patterns, critical features, big ideas, and relationships (3.2)</u> • <u>Guide information processing and visualization (3.3)</u> • <u>Maximize transfer and generalization (3.4)</u> 	Provide options for Executive Functions (6) <ul style="list-style-type: none"> • <u>Guide appropriate goal-setting (6.1)</u> • <u>Support planning and strategy development (6.2)</u> • <u>Facilitate managing information and resources (6.3)</u> • <u>Enhance capacity for monitoring progress (6.4)</u>
Goal	Expert Learners who are... Purposeful & Motivated	Expert Learners who are... Resourceful & Knowledgeable	Expert Learners who are... Strategic & Goal-Directed