



UDL Now!

A Teacher's Guide to Applying Universal Design
for Learning in Today's Classrooms

Book Club Guide

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USING THIS GUIDE

As you facilitate your book club, remember to incorporate the principles of Universal Design for Learning (UDL). For example, consider offering opportunities for synchronous or asynchronous sessions, in person and/or virtual sessions, and options for participants to respond to prompts using multiple means of action and expression. Consider setting up a free course in a platform like Moodle or Canvas so you can utilize discussion boards where participants can post reflections in written form, audio, and video. Alternatively, you can use social media platforms like Twitter, Instagram or Facebook to host a book club chat (don't forget to create a hashtag for everyone to use and follow!). Although virtual is great for some, you may also want to have the option for participants to attend a traditional book club where small groups meet in person.

TIPS FOR FACILITATING A SUCCESSFUL BOOK CLUB



Have a designated point person for each book club option (i.e, the social media maven, the check-in person for in-person sessions, and the course manager if setting up a virtual course). This person can check in with the teams to monitor progress, provide feedback, and offer motivation to keep on reading!



Regardless of the pathways the participants select, consider offering synchronous Zoom sessions periodically where participants can share their thoughts, questions, and “aha!” moments as they read the book.



When participants are posting online, be sure to keep the conversation going - ask questions, share resources, make comments, and provide feedback.

Book Club Modules

This book club guide for UDL Now! by Dr. Katie Novak is broken into “modules” which correspond to each chapter in the book. You can determine the pace of getting through the modules based on the preferences of the group. In each module, participants read the associated chapter, consider the reflection questions at the end of the chapter, and/or choose one of the resources to further explore and put learning into practice.

OPTIONS FOR PARTICIPATING



Host an online book group on Canvas, Moodle, or other free tool.



Select 2-3 online tools or social media sites for people to respond to weekly prompts using a hashtag.



Offer opportunities for teams to meet in person and have discussions and then email notes.

Chapter 1

UDL & Reality TV Collide

Chapter 1 suggests that a shift in teaching practice is similar to a new weight loss program—both endeavors require commitment, time, and support. **Support is important because it will increase collective efficacy and make it more likely that all teachers will continue to implement UDL, even when moving through phases similar to those new teachers go through.** In the text, I encourage teachers to form or participate in PLCs in their own schools to enlist other teachers to implement UDL simultaneously, so you can channel the Biggest Loser to use effective, research-based practices to keep your practice in tip top shape. As I noted in the book, UDL is a lifestyle change – it's not a fad diet. You have to make real, long-term changes in your practice.

If you have a group of like-minded teachers already, you may consider meeting before or after school to discuss each chapter and peer review each others' lessons. If you'd like to join a virtual PLC, connect with other UDL educators on Twitter using the hashtag #UDLchat. At your first meeting, it would be awesome to not only learn about best practices in PLCs, but also review WHY UDL is necessary to transform learning. View [this short video presentation I recorded](#), which includes an embedded presentation, on how UDL helps to transform teaching and learning.



Resources

- Explore aspects of PLCs, including evidence of their efficacy, at [All Things PLC](#).
- Learn more about [Best Practices for Professional Learning Communities](#).
- [Download a guide on best practices for virtual PLCs](#).
- YouTube video on [Functional vs Dysfunctional PLCs](#).
- Hear from teachers in [Supporting Individual Professional Development](#).
- Teachers and administrators talk about PLCs in [Learning for the Future: Professional Learning Communities](#).

Another great way to help build your PLC is to institute instructional rounds. You may want to explore a little more about instructional rounds and consider how you can collaborate with other teachers to implement UDL while improving your practice. Select one or more of the resources below to learn more about Instructional Rounds and their ability to improve teacher practice.

- If you'd like a more detailed explanation of what UDL Rounds are, and how to implement them, view the [complete protocol for Instructional Rounds](#), including the observation forms used in classrooms.
- Here is a PDF of an article on instructional rounds and on [how to implement UDL Rounds](#) that provides a nice overview of the purpose and the process.
- Watch a 7 minute video on how to implement Instructional Rounds: [Collaborating to Improve Instruction: Instructional Rounds](#).

Chapter 1 Discussion Questions



1. Think of all the teaching initiatives you have been encouraged to try in your career. Which ones do you continue to implement and which ones were phased out? Why do you think some strategies remained in your practice while others did not?
2. Why is collaboration so important when changing teaching practice? When losing weight?
3. Think about times in your life when you experienced the power of collective efficacy. What was the experience like for you?
4. How does the concept of collective teacher efficacy affect student learning?



Chapter 2

The UDL Guidelines for Educators

Before diving deeper into the UDL Guidelines, it's important to reflect on why UDL is so necessary. The three UDL principles were designed to ensure that all students become expert learners. If you'd like to learn more about what it means to be an expert learner, [check out video explanation \(14 min\), with an embedded Google Slideshow to help clarify what it means to be an expert learner.](#)

Now, back to UDL Now! Chapter 2 focuses on the [UDL Guidelines](#), which are teaching strategies that are necessary to meet the needs of all learners. It's easier to appreciate the guidelines when you realize the variability among your own PLC group. To provide an analogy, you're going to complete an activity to prove how different you all are.

Here's the question: What is your favorite shoe and why? Choose one of the following activities:

- Write a short paragraph about your favorite shoe.
- Write an ode to your favorite shoe.
- With colored pencils, pens, or pencils, draw a picture of your favorite shoe.

When finished, share your favorite shoe with the group and note how different you all are. Imagine you were all forced to wear the same shoe... how would you feel? Now, also consider why being an expert learner is important when choosing the perfect shoes for yourself!



Resources

- Watch the video [UDL at a Glance](#).
- Read more detailed information about the [UDL Guidelines from CAST's web site](#).
- Watch an [8-minute talk by Todd Rose](#), author of the End of Average, who discusses why variability matters.
- Watch this quick video from CAST, "[UDL at a Glance](#)" or view the [What is UDL? infographic](#).
- Read this blog in the Swift Newsletter, "[Creating Expert Learners in Every Classroom](#)," by Elizabeth Stein, an experienced UDL co-teacher and the author of Co-Teaching Through UDL.
- Learn about the [continuum of developing expert learners](#) and how to transition students from being participants in their education to leaders of it.
- This peer-reviewed article, [Helping Students become Expert Learners](#) discusses three specific strategies that align to UDL: 1) meta-attention, 2) meta-comprehension and 3) meta-cognitive reflection.
- This [video is of David Rose](#), the father of UDL, as he explains what an expert learner is. The video is closed captioned if it's helpful.

Chapter 2 Discussion Questions



1. Which UDL Guidelines/checkpoints do you use already with students? It may be helpful to go back and highlight all the strategies you use on a regular basis.
2. Which UDL Guidelines/checkpoints would have a difficult time implementing? Ask yourself why. Do you think students would not be receptive to them, or do you think you would have a difficult time with the strategy? Why? If you're with colleagues, ask them their opinion.
3. How do you feel about the fact that student effort is theoretically under a teacher's control? Does it feel like too much responsibility? Why or why not?
4. Think about the best lesson you have ever taught. How did you know it was such a success? Which Guidelines/checkpoints were at work in that lesson?
5. Think of one lesson you have taught recently that was a bomb. Looking at the Guidelines/checkpoints, were there any barriers in that lesson that could have been avoided by using some the suggestions?



Chapter 3

Shining a Light on Engagement

As stated in the chapter, engaging a student is a little like plugging in a lamp. It doesn't matter what type of shade we buy, or what light bulb we use... if there is no electricity, there is no light. If there is no engagement, there is no learning. As an activity to kick off a reflection on engagement, view the following video excerpt from the hit show, Big Bang Theory, "[Is Howard Smart Enough?](#)" After watching it, consider the following questions:

- How does Howard move from being engaged to being rebellious based on the teacher interaction?
- Using the UDL Guidelines, consider/discuss what Sheldon could have done to ensure that Howard remains engaged?

After reading the chapter, hopefully it's clear that in order to be engaged, students must be challenged but also supported so they can sustain effort and persistence. The barrier to that is that because of student variability, there is a significant difference in the level of challenge necessary for each student. One great way to start thinking about how to create varying levels of challenge is to review the research on the zone of proximal development. Next, it may be helpful to learn more about growth mindset, which is another critical component of engagement.



Resources

Vygotsky's Zone of Proximal Development

- Read Lev Vygotsky's journal publication titled, "[Interaction Between Learning and Development](#)" for a short introduction to ZPD from its origin (6 pages).
- Read "[More Than Mindsets: Why Vygotsky Still Matters](#)" for a blog that examines how the ZPD complements Dweck's research on growth mindset (2 pages).
- Google "The Zone of Proximal Development" and follow what intrigues you.

Growth Mindset

- Read the article, "[How Not to Talk to Your Kids](#)," in New York Magazine, which explores the danger of "fixed mindset" and praise.
- Check out this [Growth Mindset Feedback Tool](#) which provides prompts for giving students mastery-oriented feedback that will build a growth mindset.
- Read an interview with [Carol Dweck in Education World](#), which explores the importance of teachers instilling growth mindset in students.
- Listen to an NPR story (7:48) which explores the question, "[Does teaching kids to get "gritty" help them to get ahead?](#)"
- Watch a video of [Carol Dweck presenting at Stanford University](#) (9:37) where she discusses how to build growth mindset.

Chapter 3 Discussion Questions



1. Although UDL and DI share similarities, there are differences between the two frameworks. Imagine someone asks, “They sound the same to me. How are they different?” Practice your answer.
2. Think about all the teachers, coaches, and bosses you’ve had in your life. Which one is the most memorable? Reflect on how that person was able to engage you. What are some of the strategies he or she utilized? Bonus points if you can connect those strategies back to the UDL Guidelines.
3. With your colleagues, create a PD wish list by answering the following questions. What would PD nirvana look like? How would the PD provider build engagement with all learners?
4. Why is it important to start with why?



Chapter 4

Recruiting and Engaging Students as UDL Partners

In Chapter 4, I discuss the importance of sharing the UDL Guidelines with students. As consumers of learning, our students, regardless of age and variability, should understand learning standards and the instructional strategies we use.

I also provide templates for two lessons: [Our Classroom Routines](#) and [Who Is My Favorite?](#) Feel free to download as Word documents or make a copy of the Google Doc to adapt for your own use. You can also access [a copy of the reflection sheet](#).



Optional Activities

Now that you have learned about the Guidelines and considered how to communicate them to students, choose one (or more) of the following activities to help to deepen your understanding.

- Spend time reviewing [the Guidelines](#) and highlight the ones you think you'll want to concentrate on this year and share with students.
- Write a list of questions that you have about [the Guidelines](#). Review the questions with your PLC.
- Write a paragraph about what you're feeling right now in regards to the Guidelines and why it's important to share them with students.
- Write or discuss all or some of the following questions: What is the most important Guideline to share with students, in your opinion? Which guidelines would be the most difficult for you to implement with students and why?
- Watch a [Teaching Channel video of Katie Novak](#) sharing standards with students in a UDL Lesson. How does this relate to sharing the Guidelines with them?

Chapter 4 Discussion Questions



1. Why is it so important to share the UDL Guidelines with your students?
2. Think back to your own schooling. Can you think of any hidden curriculum, or unintended messages, communicated to you or your classmates by your teachers?
3. Which Guidelines are most likely to get students involved in setting up your learning environment?
4. Which ideas outlined in this chapter will you implement right away? Can you think of any to add to the list?



Chapter 5

Next-Generation Skills in Today's Classrooms

After learning about the importance of next generation skills, it may be valuable to consider why those skills will be so critical in the future and why education today needs to include opportunities for students to build those skills in a universally designed education.

- Read this peer reviewed article, "[Using Classroom Assessment to Promote 21st Century Learning in Emerging Market Countries](#)" that highlights the research on six assessment strategies that should be part of a 21st century learning environment. This aligns to the UDL framework.
- View a graphic that sums up the [21st century skills](#).
- This is a great [comprehensive site that really unpacks all the 21st century skills](#).
- Read this comprehensive article on [Critical 21st Century Skills Every Student Needs and Why](#).



Resources

Now, you may choose one or more resources to learn about the application of these skills for future success.

- Cool perspective on what it means to be a next-generation success story and the importance of "human only" skills. This is a principal's perspective on "[Preparation for the New World of Work](#)."
- [20 Tips on Preparing Students for Employment](#)- Starts with Goal-Setting which is the next generation skill.
- [Social emotional learning will play a pivotal role](#) in improving children's chances of success in facing challenges of the 21st century Hint: It's all about gaming!

Chapter 5 Discussion Questions



1. Review all the next-generation skills. Which skills are your strengths and which skills do you still want to strengthen? How can UDL help you build those skills?
2. Which skills are the ones that are most lacking in your students? If your students never build those skills, how will that affect their futures?
3. After viewing the list of positive teamwork behaviors, how would you assess your students' abilities to work as a team?
4. Prepare an elevator speech: How does UDL help students build critical next-generation skills?



Chapter 6

Two Types of Learning Standards and UDL Implementation

Chapter 6 asks you to examine your teaching standards to determine which are content standards and which are methods standards. The first PLC assignment requires you to separate your standards and simplify the language so you can share the product with students and their families. This is important because different types of standards lend themselves to different UDL strategies.

If your PLC is meeting to discuss Chapter 6, you may want to view this supplemental [Google Slideshow](#), which includes activities that will prompt you to consider what UDL looks like when considering the two types of standards. Activating your prior knowledge will help you as you read the rest of the book. Also, if you need additional support to answer the question, “What does UDL look like?” check out this blog I wrote, [Million Dollar Question: What Does UDL Look Like?](#) that answers the question.



Optional Activities

At this point, you should have some knowledge of the [UDL guidelines](#) and how they influence lesson design. Think of one lesson you taught last week. Look at the [Guidelines](#) and think about how the lesson would have been different if you designed the lesson using those Guidelines. How would have students received the new UDL lesson?

Choose one of the following:

- Pretend you are a student in your class. Write your reaction to learning the lesson that utilized more UDL principles (be sure to write using student dialect!)
- Write or discuss with a partner what you would actually do to change the lesson.
- Write or discuss the following: Do you think the lesson would be better? Why? Also, what would be the challenges of creating or implementing the lesson?
- If the group decides, act out a skit in which one of you is the teacher with the UDL lesson. Ask your “students” how they are enjoying the lesson. What don’t they like about it?

Chapter 6 Discussion Questions



1. If you were asked “Do you teach a standards-based curriculum in this school?” and “how do you feel about doing this” what would your answer be and why?
2. When examining your standards, do you have more content standards or methods standards? Does that change the way you view your curriculum-design process?
3. Are you more comfortable providing students with choice or scaffolded instruction? Why?
4. At this point, what are your thoughts about UDL?



Chapter 7

Choice Assignments: Expressing Knowledge in Endless Ways

Want to increase engagement? Add choice. If you're teaching content standards, allow students to think creatively and choose their own assignment. Throughout the chapter, I provide templates for a number of assignments, including the [Business Email Protocol](#), [My Name is Brian: Theme Assignment](#), [Warts: How to Prevent and Treat Them](#), and [Hooray! Hooray! It's Rewrite Day](#). Feel free to download/use and revise to customize for your students.

Also, I encourage you to create your own Choice Assignment during, before, or after this PLC session. Have fun with it and be amazed at the quality of student work. Discuss and reflect after you've taught your lesson. If you'd like to use the holistic Choice Assignment Rubric presented in the text, feel free, or create your own.



Resources

For additional resources, read the following blog post, which includes even more examples of the type of choices that students have in a UDL environment: [What Does UDL Look Like?](#) Additionally, you may want to explore resources on the importance of executive function and self-regulation in students, as they need support to make effective choices:

- This is a great ebook, [Executive Function 101](#) prepared by the National Center for Learning Disabilities. It was written for parents but it does an awesome job explaining what executive functioning skills are, what happens when students have deficits, and also tips for teaching the skills that are lacking. Would be awesome to read and then share with your parents in weekly email tips or a newsletter.
- Great article on Understood.org that [explains the 8 executive functions and what occurs when students are lacking those functions](#). Quick and easy reference. You will note that many of the functions overlap with self-regulation as those parts of the brain are so interconnected.
- Learn about [executive functioning issues and how they impact student learning](#) on this resource page at Understood.org

Finally, you may want to select one of the following resources to learn more about how to teach students how to self-regulate, so they are able to persist and work toward their goals when their strategies may need adjustment. The ability to cope, and find another way to reach a goal, is a skill that students must have if they are going to be successful.

- Learn about how self-regulation is one of the [6 core strengths of healthy emotional development](#).
- This article discusses teaching "[Positive time-out](#)" as a way to self-regulate.
- Great [meta-analysis on what the research says about teaching self-regulation](#) to students.

Chapter 7 Discussion Questions



1. How does student choice relate to student engagement?
2. How does the new ESSA provide you with more choices as you implement multi-tiered systems in your classroom environment?
3. How does choice relate to engagement in your own teaching practice? Do you feel more or less engaged when you're required to teach certain content in specific ways?
4. Can you think of any additional choices you could offer to students? If so, what are they?



Chapter 8

Scaffolding: Setting the Bar High and Raising Students to It

When it was time to paint my house, I had to recruit skilled laborers (i.e, my dad and brother-in-law) and borrow a bunch of ladders in order to get the job done. This scaffolding is not only for home improvement though – skilled teachers, and instruction that builds ladders, is crucial.

In this chapter, I discuss the importance of scaffolding skills necessary for success. One way to model, or scaffold these skills is to create a Literacy Trekker. I provided the [Literacy Trekker on The Outsiders](#), but the same template can be used from kindergarten to college, with increasing complexity.

Scaffolding writing is also important when students first learn to write. As they grow comfortable with the provided template, they can begin to break rules of form, but they must first understand the rules they are breaking. An example of this is the Assignment Organization for the [Early Explorer Persuasive Letter](#).

Providing students with rubrics and checklists is also important. The [Revision Checklist](#) is one example for middle grade students, while the [Checklist](#) is appropriate for early elementary students.



Optional Activities

In Chapter 8, you learned about reading strategy instruction. Given that one of goals of the Common Core is to improve literacy across the content area, this impacts all of us. Think about how you currently teach reading strategies. If you don't, why not? Choose one of the following and work alone or with a partner:

- Read this great, free text, [Teaching Reading in the Content Areas: If Not Me, Then Who?](#), published by ASCD and available online.
- Here is a great resource that allows you to [learn more about teaching reading in the content area](#) and how to do that if you're not familiar.

After examining the resources above, you may want to complete one of the following prompts.

- Make a list of pros and cons about teaching reading strategies in your subject area, regardless of what it is.
- Write to discuss your comfort level with teaching reading strategies.
- Write a letter to your colleagues, noting why it's important that everyone teach reading strategies.

Chapter 8 Discussion Questions



1. How much scaffolding do you do already in your learning environment? Are there any tasks that you assume students have background knowledge about and now you can see that scaffolding would be beneficial?
2. Why is it important for all teachers, across the content area, to model effective reading and writing strategies?
3. How can you implement more reading and writing instruction in your own learning environment?



Chapter 9

The Best Ways to Teach Vocabulary



In chapter 9, a Word Wall is discussed as a UDL strategy because it provides a place of permanence for words that you expect students to use, to own, throughout the year. On the left is a picture of a Word Wall used in [Clare Eggleston's music class](#).

The chapter also notes the importance of game playing when learning vocabulary. Here is [a great Pinterest board](#) that includes ideas for a number of fun vocabulary activities.



Resources

In addition to the ideas in the chapter, the Teaching Channel also has a number of short videos (5 min.) which showcase creative ideas for teaching vocabulary. Choose one of the videos below to see vocabulary game-playing in action.

- This video, [Vocabulary Paint Chips](#), featuring Sarah Brown Wessling, National Teacher of the Year, includes a great technique for teaching vocab. As you are watching, consider the following questions:
 - What scaffolds does Ms. Wessling put into place to get her students using new vocabulary?
 - Which words are best suited for paint chips?
 - How could you use paint chips in your classroom?
- Or you may watch this video, [Kick Me: Making Vocabulary Interactive](#), with Jodi Macauley and consider the following questions.
 - Why is setting a time limit essential to this activity?
 - How can this activity be used as both a pre-teaching and review activity?
 - What are the learning benefits of allowing students to be mobile?

Chapter 9 Discussion Questions



1. What are all the benefits of students increasing their vocabulary?
2. How do you currently teach vocabulary to your students?
3. Are there any strategies in this chapter that you could implement immediately to help students increase their vocabulary in your subject area?



Chapter 10

Using Student Feedback to Inform Instruction

Student voices are the most important voices in education. To improve education, we need to listen to them.

It's critical to have students share feedback about their experience in your class, so you can learn what options and choices they need to fully engage. Consider exploring some of the following resources on feedback to help to capture students' voices as they become partners in the design and delivery of their education.



Resources

- Read the article, [Why Kids Should Grade Teachers](#), by Amanda Ripley, published in the Atlantic Monthly.
- Visit the [Tripod Project website](#) to explore videos, articles, and research on why collecting student feedback improves teacher instruction.
- Read this article “[3 Ways of Getting Student Feedback to Improve Your Teaching](#)” which identifies 3 ways you can get feedback from students. Although the article is about collecting feedback at the end of the year, the strategies could be used any time.
- In MA, the results of student surveys are a part of the teacher evaluation process. [View the model surveys here.](#)
- Watch the Teaching Channel video, [Measures of Effective Teaching: Student Feedback \(7 min.\)](#) and consider the following questions as you watch:
 - In addition to giving the survey, how does Mr. Ronevich encourage student voice in his classroom?
 - What are the challenges of asking for student feedback?
 - How can students be taught to give constructive feedback?

Chapter 10 Discussion Questions



1. Student feedback is beginning to be incorporated into many teacher evaluation tools. How do you feel about that?
2. How do you currently collect feedback from students to inform your instruction?
3. Are you more comfortable with collecting student feedback in formal or informal ways? Which ideas from the chapter will you implement immediately?
4. How is the practice of learning about students related to the quality of their feedback later in the year?



Chapter 11

Assessments the UDL Way

Ah yes...standardized assessments. Regardless of their limitations, they are here to stay and students deserve to be prepared for them. So, what can UDL educators do? They can be upfront and honest about the true purpose of testing, teach students important test taking strategies, and scaffold coping strategies so students are not anxious about test administration. Other than that, the best we can do is teach them the standards and keep our expectations high. If we teach them to think critically, and help them learn the content and the methods outlined in the standards, they will be successful. We have to believe that.

Many standardized assessments that students are required to take contain barriers that may prevent them from being successful. For example, many tests are now computer-based, timed, and require keyboarding skills and technological skills that may be obstacles for students. Although there are barriers, we must be prepared to universally design our preparation for these tests, and other assessments, so our students can access them. In short, we have to teach in an accessible way so students can succeed on an inaccessible test.



Resources

Before you begin to select optional resources, consider the requirements of the [Every Student Succeed Act](#) that note that standardized assessments must be universally designed. Now, read this article from the National Education Association about [how ESSA will improve standardized assessments](#).

Time for Options! Choose at least one of the following resources to read about standardized testing through the UDL lens and consider how standardized assessments will have to be improved through ESSA (thank goodness!).

- Read a chapter, “[Using UDL to Accurately Assess Student Progress](#)” from Teaching Every Student in the Digital Age which discusses what teachers should consider before designing assessments. The article also discusses large scale assessments.
- CAST (the UDL gurus) commented on the [PARCC Accommodation Manual in this brief](#), and the [Smarter Balanced Assessment in this brief](#), citing specific areas in need of improvement. Definitely an interesting read when thinking about what it would really mean to universally design a large scale assessment.
- Read the top [10 UDL Tips for Assessment](#), published by CAST. Check out #3 and learn about the Mood Meter. It’s pretty cool!!
- Check out Durham College’s page that discusses [how UDL can be used in college assessments](#) (this would be a great choice for high school teachers!) There are a couple of great exemplars to explore as well as an audio file that is used as a means of representation for an assessment.

Chapter 11 Discussion Questions



1. How does your school currently view test preparation? Is it different from the philosophy outlined in this chapter? How so?
2. After reading this chapter, can you explain how standardized test prep can align with the principles of scaffolded instruction?
3. How can we use scaffolding before standardized test to “raise the floor” and have all students lifted up? Is it also possible to diminish or completely delete test anxiety in the classroom?
4. In order for students to appreciate the importance of testing, you have to believe in its value, at least a little. Search yourself and identify some benefits to standardized testing.



Chapter 12

Technology Helps!



Chapter 12 outlines a number of websites that you can use while representing information to students or allowing them to express their knowledge to you. Either way, student engagement always seems to heighten when technology is introduced into the learning environment.

Always remember that leveraging technology is a great way to connect with students. Create a Twitter, start a blog, or design a class web site. Doing so provides additional options to reach students and provide instruction 24/7. Isn't that a scary thought?

Most importantly, technology provides endless opportunities for you to connect with like-minded educators across the world. Whether or not you worked

with a PLC while reading this book, you need to know that endless PLCs await you on sites like the [Teaching Channel](#) and [Twitter](#). The picture on the left was taken at ECET2, a conference in Snowbird, Utah that celebrates leaders in American education. I was lucky enough to present with three renowned educators, (from L to R) Josh Underwood, Chris Crouch, and Brent Balkaran. Technology allows us to stay in touch, share resources, and support each other in our practice. Grow your own PLC, both in person and virtually, and watch your practice grow and your student learning increase.



Optional Activities

Choose one of the following activities for a final reflection.

- Write about your thoughts regarding UDL. Think back to where you were when you started. How has your education philosophy and classroom practice changed?
- Create a series of 5 comics that make light of the struggle of getting all students to learn and how UDL is the answer.
- What does UDL mean to you? Write your response with words, pictures, or a combination of both methods.
- Create a multimedia presentation, using a fabulous new technology, to present your thoughts about UDL.

Chapter 12 Discussion Questions



1. How can the concept of UDL change your teaching?
2. In regards to UDL, what teaching or leadership skill do you need to continue working on?
3. What aspects of UDL will be the easiest to implement? What will be the most challenging?
4. If someone asked you about Universal design for Learning, what would you say?

