



# Notes - Foundations of UDL

**My question I'm hoping to answer by the end of this session is:**

**I learned:**

**What is learning? Jot down thoughts or even a short definition:**

**Learning is:**

- A change in \_\_\_\_\_
- Occurs through \_\_\_\_\_
- \_\_\_\_\_
- Indirectly \_\_\_\_\_

In the [Elephant and Rider video](#), we learn about three necessary actions for behavior change

- Address the Rider
- Motivate the Elephant
- \_\_\_\_\_

**What resonated with you from the video? How does it connect with your practice?**

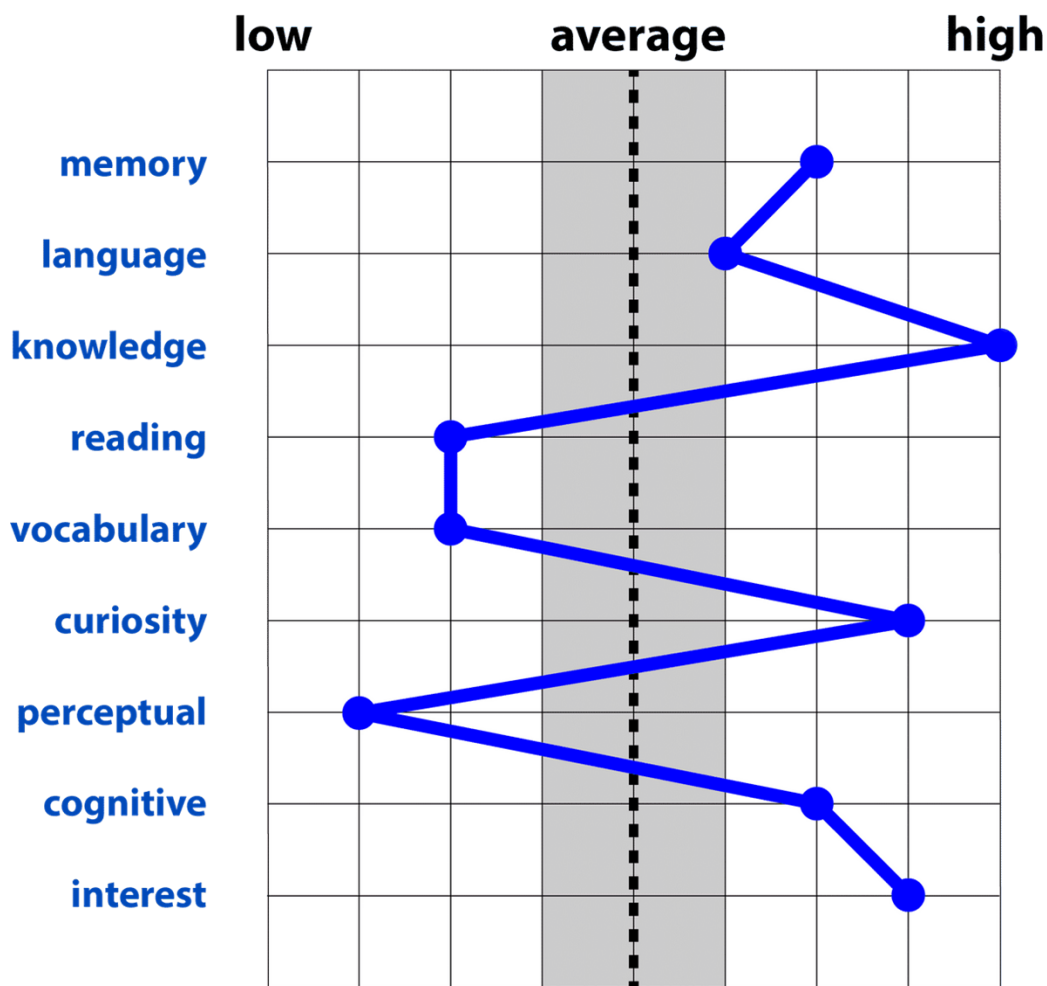
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This is an example of a jagged learning profile, showing the **variability** of learners. This variability is both contextual and plastic.

This variability requires educators to **develop firm, challenging, standards-based goals** while **allowing flexibility in the means** by which learners develop and display goal proficiency.



Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible and **accessible** methods, materials and environments that embrace **learning variability**, minimize **barriers**, and develop **expert learning** for all.

## The Goal of UDL: Becoming Expert Learners

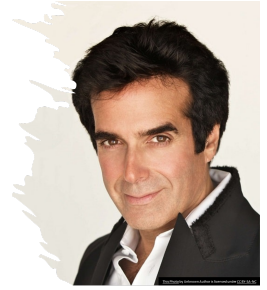
<b>Engagement</b> Purposeful & Motivated Learners...	<b>Representation</b> Resourceful & Knowledgeable Learners...	<b>Action and Expression</b> Strategic & Goal-Directed Learners...
<ul style="list-style-type: none"> <li>• Are eager for new learning and are motivated by the mastery of learning itself</li> <li>• Are goal-directed in their learning</li> <li>• Know how to set challenging learning goals for themselves</li> <li>• Know how to sustain the effort and resilience that reaching those goals will require</li> <li>• Monitor and regulate emotional reactions that would be impediments or distractions to successful learning</li> </ul>	<ul style="list-style-type: none"> <li>• Consider prior knowledge when learning (Make connections to prior learning experiences)</li> <li>• Activate that prior knowledge to identify, organize, prioritize and assimilate new information</li> <li>• Recognize the tools and resources that would help find structure and remember new information</li> <li>• Know how to transform new information into meaningful and usable knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate plans for learning</li> <li>• Devise effective strategies and tactics to optimize learning</li> <li>• Organize resources and tools to facilitate learning</li> <li>• Monitor their progress</li> <li>• Recognize their strengths and weaknesses as learners</li> <li>• Abandon plans and strategies that are ineffective</li> </ul>



## David Copperfield Activity

### Two simultaneous counting tasks

- 1.Count the number of times you see David's face or name
- 2.Count the number of times you hear the word magic



Barriers exist in  
environments, not  
people



What resonated with you from the activity?

What ideas or questions did it spark?

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UDL is a marathon, not \_\_\_\_\_

UDL is a lens, not \_\_\_\_\_

UDL is not \_\_\_\_\_

Barriers exist \_\_\_\_\_

### Mindsets for UDL

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Next Steps:

#### Suggested Reading

UDL: Theory and Practice - available for [free as an e-book](#) or for purchase in print form  
[UDL Now! Third Edition](#)

#### Free Online Modules

[UDL in Under 60 Minutes](#)

[UDL Boot Camp Online](#)

[UDL for School and District Leaders](#)

#### Interactive UDL Guidelines

[UDLGuidelines.CAST.ORG](#)

To further my learning on this topic, I intend to:

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Check out CCEE's UDL Journey Guide at [UDL.CCEE-CA.org](#)

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