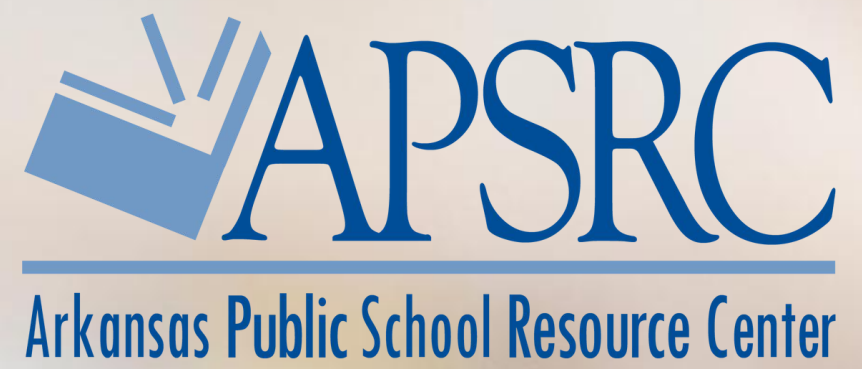




UDL and Collaborative Practices for Student Success- Practical Strategies

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Julie Amstutz, State Leadership Development Coach

APSRC and OCSS

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- SPED Teacher
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- Speech Therapist
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- Asst. Principal
- Elementary Principal
- Director of SPED
- District Student Services Coordinator



The Intersection of Collaboration & UDL

- **Definition:** UDL and collaboration go hand-in-hand. They create flexible environments and build support systems so all students can access the general education curriculum.
- **Core Belief:** Every student has variable learning needs, and inclusive design benefits the entire classroom community.



Terminology

Co-teaching and inclusion are confusing words. The meaning has shifted over time — what it used to look like is not what it looks like now. Today, we are “mapping alternative pathways” for how educators work together to support all students.

That is why I use the term Collaborative Practices — it better captures what we are actually doing: partnering, problem-solving, and designing instruction together so every student has meaningful access.



UDL PRINCIPLES

To support all learners and promote mastery of firm goals and learner agency, we must design:

- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

Turn and Talk

Do you know what UDL is?

Share with your neighbor about any UDL you are doing, already.

How effectively does your school collaborate to remove barriers and ensure success for all students? Can you share an example with your neighbor?

Take a minute and turn and talk_





The 3 Core UDL Principles

Multiple Means of Engagement (The "Why"): Provide choices to fuel interest, challenge levels, and motivation

Multiple Means of Representation (The "What"): Present information in multiple formats (e.g., visual, auditory, hands-on manipulatives)

Multiple Means of Action & Expression (The "How"): Allow students to demonstrate their learning in diverse ways (e.g., written essays, oral presentations, or multimedia projects)

Novak Education

UDL CORE IDEAS



Variability is the rule, not the exception



All students can work toward the same firm goals with flexible means and adequate support



All students can build learner agency when barriers are removed



LEARNER AGENCY

Through Collaborative Teaching



WHAT IS LEARNER AGENCY?

Learner agency is the ability of students to take ownership of their learning by making choices, setting goals, monitoring progress, and advocating for their needs.



HOW COLLABORATIVE TEACHING SUPPORTS LEARNER AGENCY

- ✓ Creates multiple opportunities for student voice and choice
- ✓ Provides flexible pathways for learning and demonstrating understanding
- ✓ Encourages self-advocacy and independence
- ✓ Models collaboration, problem-solving, and shared responsibility
- ✓ Allows teachers to personalize supports while maintaining high expectations



IN PRACTICE

Collaborative teachers ask:

- How can students have meaningful choices?
- How can students track their own learning?
- How can we help students identify what supports they need?
- How can we gradually release responsibility to students?

COLLABORATIVE TEACHING



Educators plan together, share expertise, and co-create learning experiences.

STUDENT VOICE



Students have opportunities to share ideas, ask questions, and contribute to decisions.

STUDENT CHOICE



Students make meaningful choices about how they learn and demonstrate their learning.

OWNERSHIP



Students set goals, monitor progress, and take responsibility for their learning.

LEARNER AGENCY



Students become confident, self-directed learners who advocate for themselves and pursue their goals.



When educators share responsibility for instruction, **students are better positioned to take responsibility for their learning.**



VOICE

Students' ideas matter.



CHOICE

Students have options.



OWNERSHIP

Students take charge.



SELF-ADVOCACY

Students know their needs.



ENGAGEMENT

Students are active participants.

Cultivating Learner Agency

<https://www.novakeducation.com/blog/how-to-cultivate-learner-agency>

Take about 3-4 minutes to review the article. Think about the following:

Are we already doing this? Turn and Talk

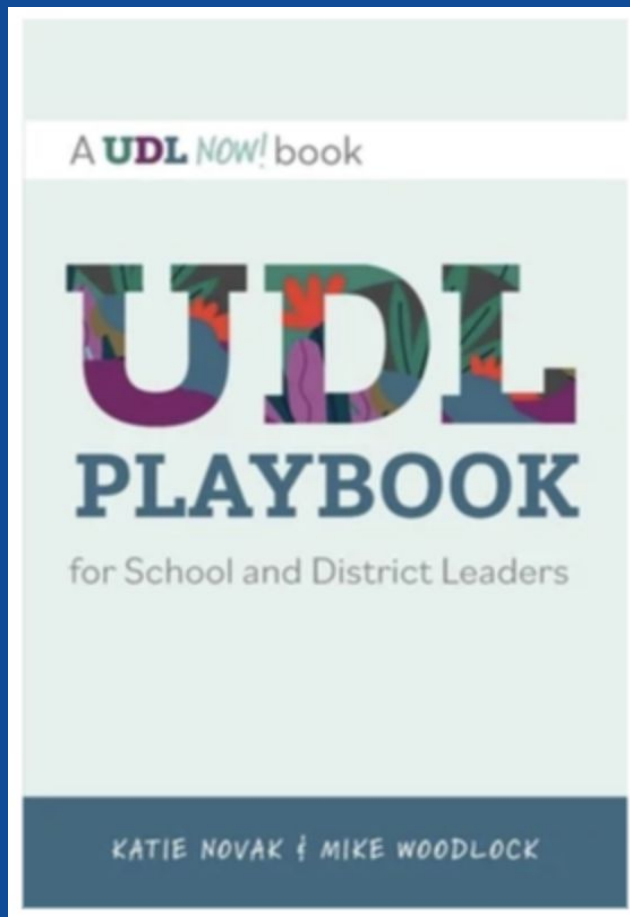
If not, how and where could we begin doing some of these things?

<https://www.online-stopwatch.com/eggtimer-countdown/>

Quote

All the UDL Guidelines in the world won't transform practice if they aren't in service of the belief that all students can learn.

- UDL Playbook for School and District Leaders



UDL LOOK-FORS



Engagement

- Clear goal-setting
- Student identity welcomed
- Social and emotional needs addressed
- Collaboration and community building



Representation

- Flexible methods
- Flexible materials



Action & Expression

- Formative assessments
- Flexible assessments
- Reflection opportunities
- Student feedback encouraged



LEARN MORE

Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



CAST UDL Guidelines, July 2024

SHIFT TO LEARNER AGENCY

Focus moved from "expert learners" to fostering learner agency by getting to know our students

LANGUAGE UPDATE

Removed "provide" to make Guidelines a tool for co-creating learning with students, not a checklist

BUILDING BELONGING

Increased focus on reducing bias and building a sense of belonging for students

EXECUTIVE FUNCTION INTEGRATION

Executive functions are woven throughout the Guidelines for better alignment with neuroscience and to incorporate a focus on SEL



Novak Ed/CAST. : [Universal Design for Learning Guidelines](#)

[UDL Flowchart](#)

[UDL Progression](#)

[UDL Lesson Plan Review](#)

[UDL Exemplar Lessons and Resources](#)

STRATEGY #3

Co-create a choice board you can use for ALL content standards



Compose a
Piece of
Writing



Audio or
podcast

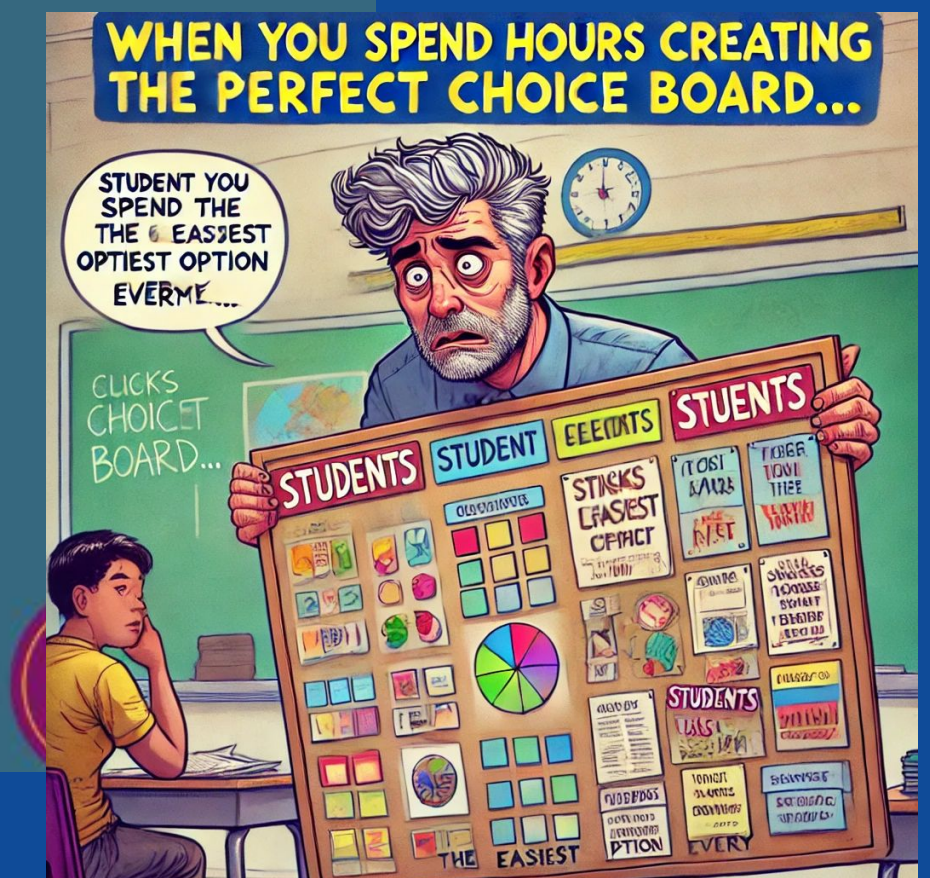


Artistic or
multimedia
presentation



Video or live
presentation

www.novakeducation.com



UDL In The Classroom

Paula Kluth's work, **Universal Design for Learning (UDL)** is presented as a framework for creating **inclusive, flexible, and accessible learning experiences** that work for *all* students, not just those with disabilities.

Kluth emphasizes that UDL is not a checklist of “required” practices, but a **mindset of continuous improvement** that proactively removes barriers and meets students where they are.



Resources

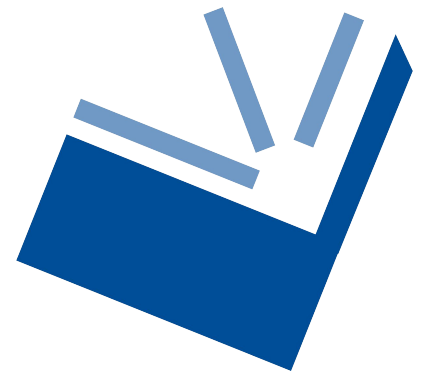
[Everway](#)

[Novak Self-Assessment](#)

[Novak Education](#)

[Stetson & Associates, Inc](#)

[Paula Kluth's Differentiation Daily](#)



*Empowerment
is the ultimate
goal of UDL.*

KATIE NOVAK

There are no labels in UDL.
There are only fabulous,
amazing students with different
levels of variability.

Katie Novak

Engagement is more about what you can do for your students, and empowerment is about helping students to figure out what they can do for themselves.

Empowerment is the ultimate goal of UDL.

- UDL Now: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms



Models of Collaborative Teaching

- **One Teach, One Assist:** One educator leads the lesson while the other circulates to provide targeted, individual support.
- **Station Teaching:** The classroom is divided into small groups. Teachers co-lead specific stations, while students rotate independently to engage with content.
- **Parallel Teaching:** The class is split into two smaller groups. Both teachers teach the same concept simultaneously to improve student-to-teacher ratios.
- **Alternative Teaching:** One teacher manages the large group for core instruction, while the other pulls a small group for remediation, pre-teaching, or advanced challenges.
- **Team Teaching:** Both teachers deliver instruction simultaneously, bouncing ideas off each other and modeling collaborative problem-solving

Collaborative UDL in Action

Flexible Grouping: Use *Think-Pair-Share* or peer-assisted learning so students can collaborate with different people based on their preferences.

Shared Digital Documents: Utilize Google Workspace for joint lesson planning, co-teaching think-alouds, and real-time student feedback.

Tiered Supports: General education teachers deliver "big idea" content while special educators and paraprofessionals provide real-time accommodations.

Choice Menus: Collaborate with your teaching team to provide students with a menu of final product options to demonstrate their learning. [1, 2, 3, 4, 5, 6]



Best Practices and Strategies for Success

Co-Planning Time: Dedicate scheduled time for co-educators to identify strengths, divide responsibilities, and adjust lessons.

Universal Design Checklists: Review lesson materials with your collaborative team to pinpoint barriers before the lesson begins.

Student & Family Involvement: Empower students to understand their own learning styles and include them in their IEP . [1, 2, 3, 4, 5]



Quick Ideas You Can Use Tomorrow

Plan Together

- Spend 10 minutes each week identifying one lesson to co-plan.
- Decide who will teach, support, and collect data.

Offer Multiple Ways to Learn (Engagement, Representation & Action)

- Provide choices (video, text, graphic organizer, hands-on).
- Allow students to show learning through writing, speaking, drawing, or technology.

Use Flexible Grouping

- Partner work
- Small groups
- Teacher-led stations
- Peer coaching

Share the Teaching

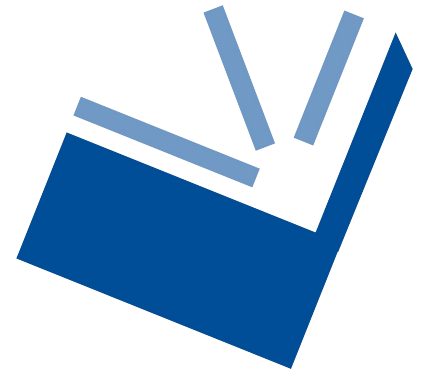
- One Teach, One Assist
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- Team Teaching

Build Learner Agency

- Let students choose tasks or products.
- Use goal-setting and self-reflection.
- Encourage students to monitor their own progress.

Use Data Together

- Collect quick formative assessment data.
- Adjust instruction in real time.
- Celebrate growth—not just mastery.



The logo for 'Universal Design Daily' is set against a yellow background with horizontal lines. The word 'Universal' is in a black cursive font, with a green pushpin on the 'i' and a grey nut on the 'l'. The word 'Design' is in a large, colorful, stylized font: 'D' is yellow with a ruler scale, 'e' is blue, 'S' is green, 'I' is grey, 'g' is orange with swirls, and 'n' is blue. Below 'Design' is the word 'DAILY' in a black, sans-serif font, underlined with a dashed line.

Universal Design DAILY

3rd
edition!

365 Ways To Teach, Support, & Challenge
All Learners Using UDL

by Dr. Paula Kluth