

Universal Design for Differentiated Instruction

Effective Teaching through Universal Design for Learning and Differentiated Instruction

Universal Design for Differentiated Instruction (UDDI) provides educators with knowledge to enhance skills in designing rigorous units of study that respect learner differences. Starting with the Understanding by Design framework (Tomlinson and McTighe, 2006), teachers apply the principles of differentiation to ensure that all students succeed in meaningful, appropriately challenging learning experiences. The principles of Universal Design for Learning (Rose and Meyer, 2002) are embedded in the instructional design process to reduce barriers to access and to provide multiple means of representation, expression and engagement and for all learners.

⊕ Essential Questions

Engaging in the work of UDDI helps educators uncover answers to some of the most vexing questions in the work of 21st century schooling:

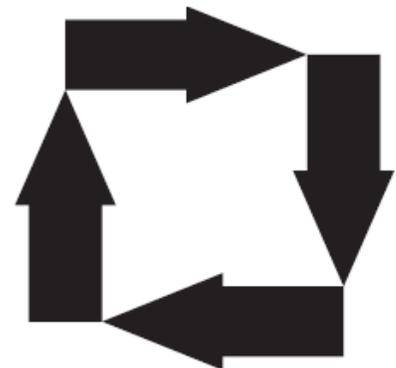
- How do I design units of instruction that support a diverse range of learners?
- How do I maintain rigorous standards while differentiating instruction?
- How do my assessments reflect what students truly know, understand, and can do?
- How do I use assessment data to make instructional decisions?
- What types of learning activities provide multiple means of representation, expression, and engagement?
- How do I minimize barriers to learning?

⊕ Knowledge, Skills, and Understanding

As teachers learn how to transform their classrooms into learning environments for all students, several skills and dispositions are developed:

Educators understand that...

- Students learn best in instructional match conditions that create moderate challenge
- Quality instruction begins by establishing clear curricular goals and outcomes
- Addressing barriers to learning during instructional design makes teaching easier
- Assessment can be used to guide instructional decisions and to measure student achievement
- Safe learning environments foster conditions for optimal brain function



...they are able to...

- Design rigorous units of study using a framework that combines Understanding by Design, Universal Design for Learning, and Differentiated Instruction
- Use technology strategically to provide access to challenging learning activities
- Build classroom climates that engender student confidence in accepting new challenges

...and they organize their instruction around key concepts...

- Students use multiple means of **expression** in delivering meaningful academic **products**
- Teachers provide multiple means of **engagement** to differentiate the **process** through which students learn
- Teachers use multiple means of **presentation** and **representation** to provide fair access to curriculum **content** for all learners

⊕ **Benefits of Universal Design for Differentiated Instruction (UDDI)**

- Much like curb cuts are useful to more people than only those who use wheelchairs, universal design permits all learners to take advantage of instructional options.
- Beginning instructional design with diverse learning in mind is more efficient and effective than “ad hoc” accommodations and modifications.
- UDDI takes place within the general education classroom, leading to great utilization of teachers and resources.
- A focus on unit design avoids the lesson-by-lesson nature of differentiating, and allows teachers to emphasize key concepts and ideas contained in state academic standards.
- Students spend the bulk of their year in “instructionally-matched” conditions, providing them a greater opportunity to truly master content.

For more information on Universal Design for Differentiated Instruction, contact Sandi Cole at the Indiana Center for Assessment and Instruction.



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