

# Designing for the Edges

## Doris Mountain Summit Flathead High School June 26-27, 2024

Mike Sharp, Director of Strategic Projects  
Yuma Union High School District  
Yuma, Az



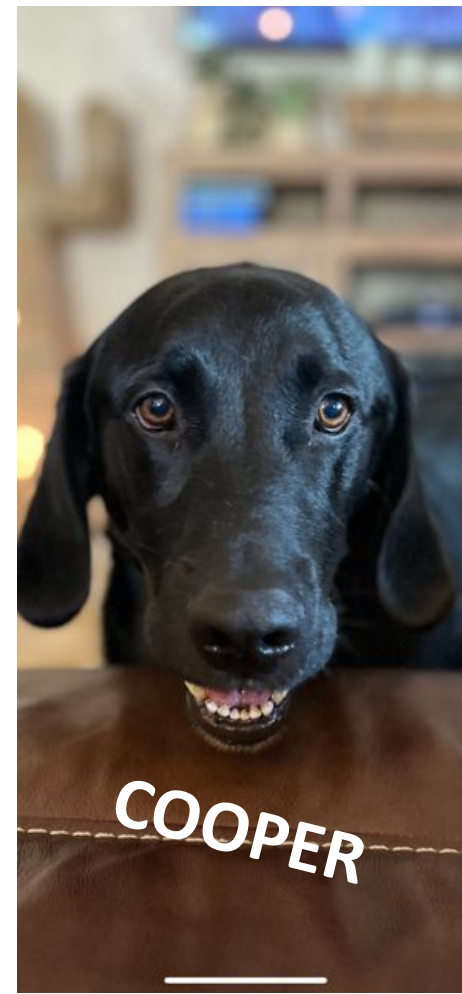
**SAMANTHA**



**MIKE AND CONNIE**



**COOPER**



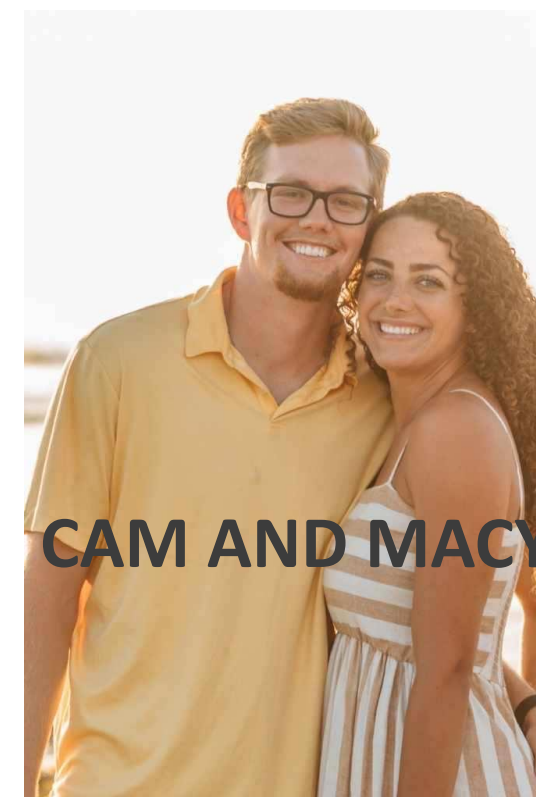
**KEI AND JARRETT**



**CHANCE AND ALEXIS**

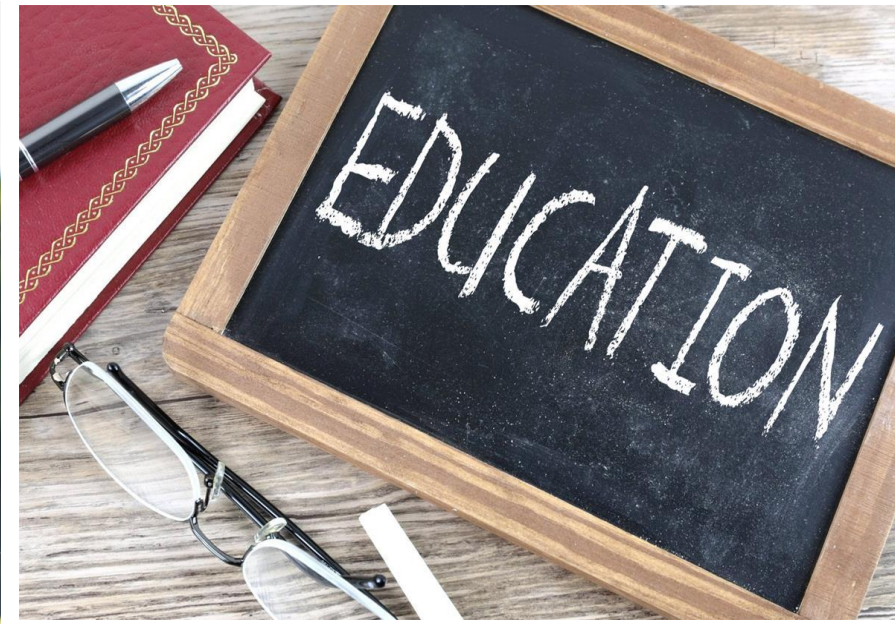


**CAM AND MACY**





# YUMA, ARIZONA





# YUHSD DEMOGRAPHICS

*Student Population 10,816*

*Minority: 9,681 (89.5%)*

*Migrant: 2,044 (18.9%)*

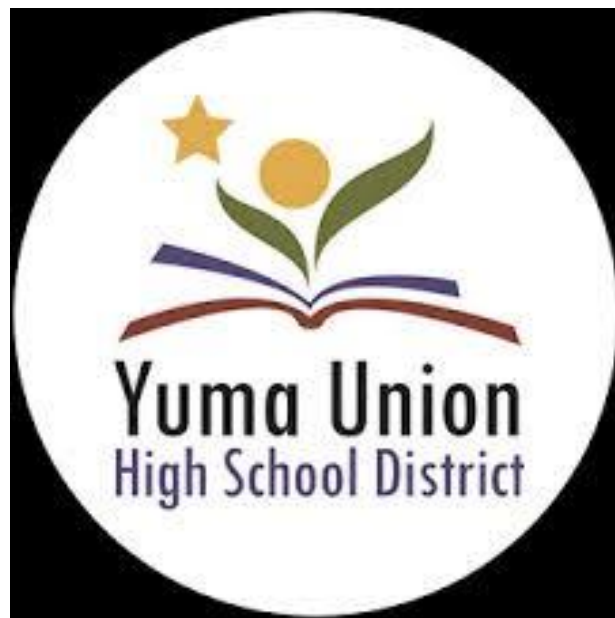
*Poverty Rate: All schools are Title 1 Schools (>40% low-income families)*

*Special Education 976 (9.0%)*

*English Language Learners 1,017 (9.4%)*



A quick look at our Yuma Union  
High School District PCBL  
journey...so far!





- ❑ Deepen understanding of Universal Design for Learning and the connection to Agency.
- ❑ Explore a strategy to design for all learners.

# **Pre- Assessment**

**What is your current level of  
understanding of UDL and  
Connection to student agency?  
(Fist to 5)**

# UDL Practitioners: Firm Goals, Flexible Means



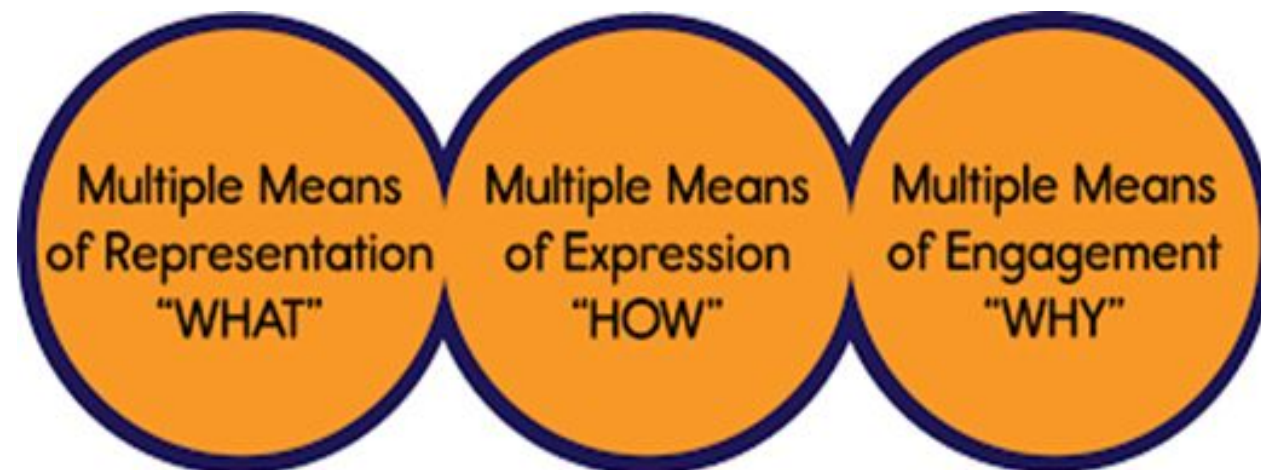
Action	Firm Goals	Flexible Means
Filing taxes		
Ordering from a menu in a restaurant		
Buying groceries		
Contacting your child's school/teacher		



# Learner Agency through UDL

Universal Design for Learning (UDL) is the practice of embedding **flexible strategies** into the teaching so that **all students can access the learning**. Built on the premise that there is not one kind of learning, UDL is a framework for **removing barriers** to the learning by anticipating the needs of every student.

- Learning differs across tasks
- Learning differs across development
- Learning differs across individuals



# Core Beliefs of UDL

## Learner variability is the norm. JigSaw!

1. Overview and One reason .... (p.2)
2. Edging into the.... (p.3)
3. Todd Rose, Director... (p.3)
4. Another researcher.... (p.4)
5. Learner Variability.... (p.4)

## JIGSAW

Identify and Read your  
section, provide summary  
for your group.

**All students are capable of working towards firm goals but need flexible means.**

**Cultivating expert learners is critical if students are going to fully engage in the learning process**

**-The Shift to Student-Led**

**Catlin Tucker, Katie Novak**



# Learner Agency through UDL

## Teachers provide

☐ Flexible ways of presenting lesson content



☐ Flexible options for student engagement



☐ Flexible methods for expression and assessment



## Students have

☐ Options for how they receive content

☐ Choices which will engage student interest

☐ Choices for how they demonstrate their learning

# Learner Agency through UDL: Choice

- ❑ **ACCESS:** How will learners process/gather content? What choices will you provide for them? What will they determine for themselves?
- ❑ **ENGAGE:** How will learners work through the content? What choices will you provide for them? What will they determine for themselves?
- ❑ **EXPRESS:** How will students demonstrate evidence of learning? What choices will you provide for them? What will they determine for themselves?

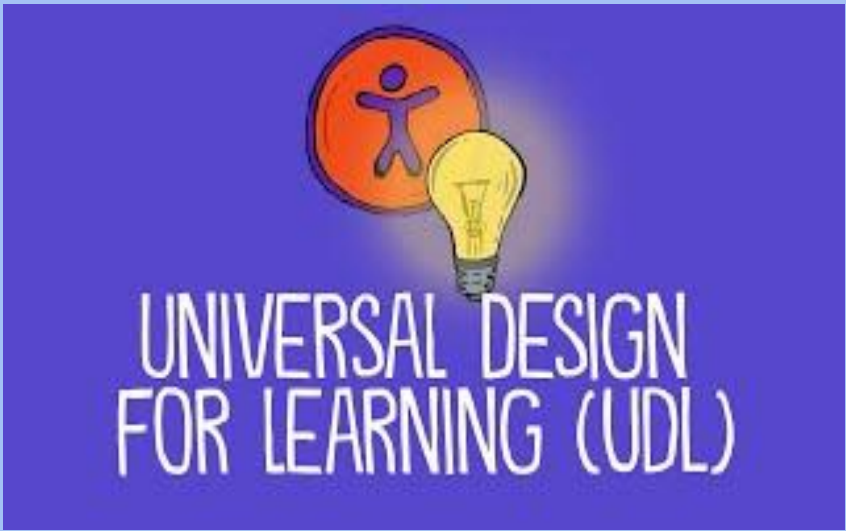


# What is UDL?

**Access** content knowledge through the resource of your choice. Partner up and share your take-aways from your resource. (Choose your own!)



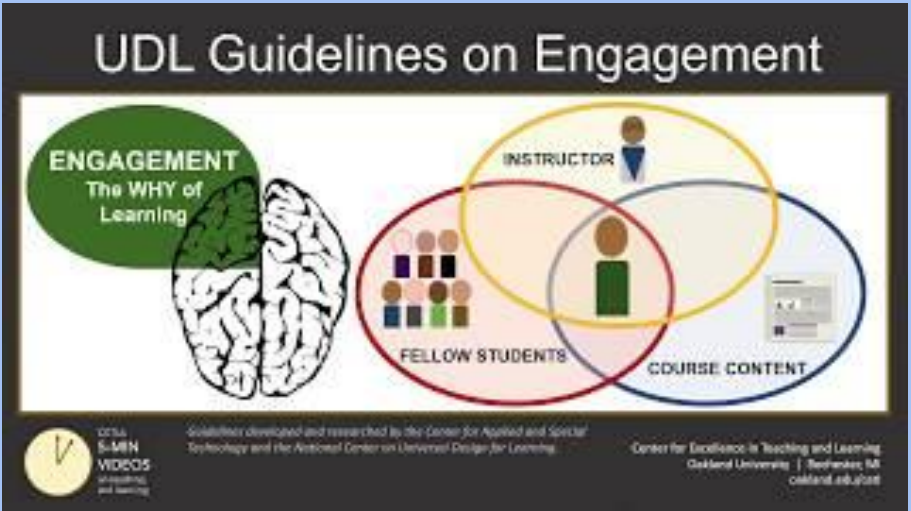
UDL and  
Personalized  
Learning - Interview



**Universal Design for Learning Guidelines**

	Provide multiple means of Engagement →	Provide multiple means of Representation →	Provide multiple means of Action & Expression →
	Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning
Access	Provide options for Recruiting Interest (7) → <ul style="list-style-type: none"><li>Optimize individual choice and autonomy (7.1) →</li><li>Optimize relevance, value, and authenticity (7.2) →</li><li>Minimize threats and distractions (7.3) →</li></ul>	Provide options for Perception (1) → <ul style="list-style-type: none"><li>Offer ways of customizing the display of information (1.1) →</li><li>Offer alternatives for auditory information (1.2) →</li><li>Offer alternatives for visual information (1.3) →</li></ul>	Provide options for Physical Action (4) → <ul style="list-style-type: none"><li>Vary the methods for response and navigation (4.1) →</li><li>Optimize access to tools and assistive technologies (4.2) →</li></ul>
	Provide options for Sustaining Effort & Persistence (8) → <ul style="list-style-type: none"><li>Heighten salience of goals and objectives (8.1)</li></ul>	Provide options for Language & Symbols (2) → <ul style="list-style-type: none"><li>Clarify vocabulary and symbols (2.1) →</li><li>Clarify syntax and structure (2.2) →</li></ul>	Provide options for Expression & Communication (5) → <ul style="list-style-type: none"><li>Use multiple media for communication (5.1) →</li><li>Use multiple tools for construction and</li></ul>

**Your Choice:  
Your Research  
Your Resource**



**What connections  
are you making to  
Learner Agency?**



**Learner variability establishes the need for learning pathways - firm goals with flexible means, as learners will not all travel from Point A to Point B effectively along the same path.**

**When provided with choices, Agency is prioritized as a vehicle to honor this variability and provides opportunities for learners to choose the best path.**

As we review this video, jot down notes and takeaways in preparation for discussion.





# UDL: Authentic Choice About Learning

## Access

- How a learner gathers content
- Visuals, audio, text, 3D models

## Engage

- How a learner works through the content
- Independent, partner, small group, whole group, differentiated tasks

## Express

- How a learner demonstrates/provides evidence of what they know
- Writing, speaking, performing, visual presentation, assessment

# Learner Agency through UDL: CHOICE!

<b>ACCESS</b> <b>content</b> (and transform into usable knowledge)	<b>ENGAGE</b> <b>with content</b>	<b>EXPRESS</b> <b>understanding</b>
printed text digital text video recording hands-on visualize connect text-to-speech	independently small group partners teacher-led interactives video problem solving designing collaboration reflection	writing presenting storytelling multimedia building making sense of learning solving

# UDL

## Foundational Strategy: Design for the Edges

Design for the Edges is a mindset that is grounded in the knowledge that LEARNER VARIABILITY is the norm - the “average learner” does not exist! Let’s design learning experiences that have the most accessible and diverse learning environments to reach the most learners possible!



## Tool: Class Learning Snapshot sample, 4 Diverse Learners

Learners	Strengths, Talents, and Interests	Challenges	Preferences and Needs:
OB	<ul style="list-style-type: none"> <li>• Works well with others</li> <li>• Great at photography</li> <li>• Wants to learn more</li> </ul>	<ul style="list-style-type: none"> <li>• Has anxiety about taking tests</li> <li>• Trouble organizing</li> <li>• Struggles to sit still</li> <li>• English is second language</li> </ul>	<p><b>Access:</b> prefers folder system for digital files; needs translator</p> <p><b>Engage:</b> prefers to collect or create images for group projects</p> <p><b>Express:</b> needs to present with visuals</p>
JT	<ul style="list-style-type: none"> <li>• Good sense of humor</li> <li>• Very artistic</li> <li>• Excellent social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Does not understand what he reads</li> <li>• Low vocabulary skills</li> <li>• Trouble putting thoughts to paper</li> </ul>	<p><b>Access:</b> prefers using digital files for instructional materials and books, needs appropriate reading level, prefers games and videos</p> <p><b>Engage:</b> prefers to lead group activities, learns with video and music</p> <p><b>Express:</b> needs to create a game, illustrate a concept, or act in a video</p>

# Design Considerations

Using the Core Beliefs of UDL and your Class Snapshot, what options will you provide learners in pathways that...

- provide choice around interests?
- encourage growth mindset, effort, persistence, and challenge?
- provide multiple ways/modalities to access content?
- allow the learners to choose how to express progress and evidence of learning?

The UDL Lens of Access, Engage and Express™		
<b>Access</b> by transforming information into useable knowledge through: <ul style="list-style-type: none"><li>• digital media</li><li>• print</li><li>• touch</li><li>• audio</li><li>• visual media</li></ul>	<b>Engage</b> with content and concepts using: <ul style="list-style-type: none"><li>• interactives</li><li>• problem-solving</li><li>• designing</li><li>• video</li><li>• graphics</li><li>• collaborating</li><li>• reflection</li></ul>	<b>Express</b> my understanding through: <ul style="list-style-type: none"><li>• writing</li><li>• presenting</li><li>• storytelling</li><li>• multimedia</li><li>• building/making</li><li>• making sense of learning</li></ul>
<small>The UDL Lens of Access, Engage and Express is a trademark of Kathleen McClaskey. All rights reserved. Reference: How to Personalize Learning by Bray and McClaskey 2016. <a href="http://bit.ly/Learner-Profile">http://bit.ly/Learner-Profile</a></small>		

Folder

# Design for the Edges: Classroom Snapshot tool

[Click here for your tool.](#)

Learners	Strengths, talents, Interests	Challenges	Preferences and Needs
			Access:  Engage:  Express:
			Access:  Engage:  Express:
			Access:  Engage:  Express:
			Access:  Engage:  Express:



Universal Design for Learning offers students a variety of ways to learn and show their learning. It's about removing the barriers that a “one-size-fits-all” learning environment puts up. Using their pre-assessment data and learner profiles allows us to revisit lessons or activities we have already (or recognize we may need to create or collect new ones) into learning pathways...giving value and ownership to a student's prior knowledge, choice, voice, and pace.



# Exercise your own Agency!



How will you implement Designing for the Edges??



Where will you focus your learning?



# **Post- Assessment**

**What is your current level of  
understanding of UDL and  
Connection to student agency?  
(Fist of 5)**

# Contact Information

**Mike Sharp**

**[msharp@yumaunion.org](mailto:msharp@yumaunion.org)**

**928-502-4688**