Reflection Tool: UDL and Language Considerations for Instructional Planning

This handout highlights a sampling of strategies you can consider as you plan units and lessons for multilingual students with disabilities. This handout was created by extracting ideas from the WIDA English Language Development Standards Framework, 2020 Edition, and the UDL guidelines.

1. **How is it asset-based and culturally and linguistically sustaining?**

   - [ ] I include ideas, materials and/or activities that connect to my students' experiences, cultures and/or languages.

   - [ ] I vary activities and sources of information so they can be personalized and contextualized to students' lives.

   - [ ] I involve students in setting their academic, language and behavioral goals.

   - [ ] I provide multiple entry points and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media, etc.).

2. **How do I provide multiple means of engagement, representation, and action and expression?**

   - [ ] I provide multiple ways for students to build community and interact with each other as they engage in the content and language goals for a unit.

   - [ ] I provide multiple multimodal options to engage in learning goals and demonstrate understanding.

   - [ ] I display information in a flexible format that allows the following perceptual features to be customized:

     - [ ] The size of text, images, graphs, tables or other visual content

     - [ ] The contrast between background and text or image

     - [ ] The color used for information or emphasis

     - [ ] The volume or rate of speech or sound

     - [ ] The speed or timing of video, animation, sound, simulations, etc.

     - [ ] The layout of visual or other elements

     - [ ] The font used for print materials

   - [ ] I offer alternative ways to engage in auditory and visual information, such as written video transcripts, video subtitles, written descriptions of images, graphics, videos or animations, and access to text-to-speech software.

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3. How am I attending to both language and content?

- ☐ My units contain both content and language goals in which the language goals support the interpretation and expression of content learning goals.

- ☐ I provide alternative ways to engage students across all stages of English language development in content goals.

- ☐ I provide a learning space where students are invited to use all their linguistic resources as they engage in learning.

- ☐ I make all key information in the dominant language (e.g., English) also available in home languages (e.g., Spanish) for learners developing their English language skills.

4. How are the lessons organized and paced for maximum engagement and learning?

- ☐ I logically sequence lessons to build on each other toward complexity and student independence.

- ☐ I design and sequence lessons with appropriate scaffolds that can be gradually released with increasing independence and skills.

- ☐ I provide alternatives in the requirements for rate, timing, speed and range of motor action required to interact with instructional materials, physical manipulatives and technologies.

- ☐ I plan for differentiated feedback loops depending on students' needs (e.g., small group, one-on-one, pull-out, peer-to-peer, teacher-to-peer, resource teacher-to-student, etc.).

5. How is this responsive and data-informed instruction?

- ☐ I analyze and use student performance data to inform instruction and scaffolding.

- ☐ I include opportunities to re-teach and/or reinforce learning based on feedback from assessment data.

- ☐ I provide frequent, timely and specific feedback that emphasizes effort, improvement and progress toward content and language goals.

6. How are we assessing learning targets and alignment?

- ☐ I separate the learning goals from the means of learning to allow flexibility in how students demonstrate understanding.

- ☐ I plan activities that encourage students to self-reflect on their progress toward academic, linguistic and personal goals.

- ☐ I emphasize process, effort and improvement in meeting standards as alternatives to external evaluation and competition.