

A Self-Guided Checklist for Using Universal Design for Learning (UDL) in Physical Education Remote Teaching and Distance Learning

Adapted from UDL Checklist Presentation by Pam Tupy, Coordinator, Educational Services, Orange County Department of Education (4-16-20) by [Chris Corliss](#), Program Coordinator - Health, Wellness and Physical Education, Educational Services, Orange County Department of Education (4-17-20)

How You Might Utilize this Resource

- If you are not familiar with Universal Design for Learning, you might want to check out this 4 min [video](#) or read this brief [UDL overview](#) before reviewing and using this UDL planning tool.
- This Guide can assist you in considering certain UDL elements in your Physical Education remote teaching and distance learning planning and coursework development.
- This is a self-guided thinking tool - not a definitive, rigid checklist, and it is not intended to be used as such.
- This list includes general UDL elements you might consider using to include UDL principles of Engagement, Representation, Expression and Action in your Physical Education remote teaching and distance learning activities.
- More UDL Teacher Resources can be found at the end of this document.

Equity, Access and Innovation

- My learning activity recognizes that equitable, accessible, and innovative learning solutions will not be (nor should be) “school as usual.”
- My learning activity considers the physical, social and emotional responses of the student and their families.
- My learning activity considers students and families to have unequal access to learning activity space, technology and materials.
- My learning activity considers the responsibilities students have as part of their home and communities.
- My learning activity considers the access to safe and supportive learning spaces.
- My learning activity allows for access to peers and/or adults to support learning and sense-making.
- I provide various forms of contact information so students may contact me with questions or concerns.
- I check in with my students regularly to see how this new mode of learning is working for them and ask them for feedback, ideas and suggestions about what might work better for them.

Engagement - The “Why” of Learning

For purposeful and motivated learning, stimulate interest and motivate learners

- My learning activity is cognitively and physically demanding and challenging. It allows students to select a level of perceived challenge that meets their needs.
- My learning activity provides options and choices that are relevant and meaningful, and of high interest.
- My learning activity provides students with choices on how they can participate and/or complete a final product.
- My learning activity includes a manageable, formative assessment component, which assesses current student knowledge and skill without fear of consequences, and provides actionable feedback that is frequent, timely and specific.
- I use remote instructional methods that involve students in the learning process (watching, making, sharing videos, reading, whole group and small group virtual “breakout rooms” listening, discussion, planning, experimenting, practicing, virtual field trips, manipulatives, white-board use, etc.,)
- I developed a purposeful “essential” question to motivate and engage students in discourse (sharing critical thinking or creative problem solving with others, collaborating on a shared document, practice or game plan, chatting in small groups or pairs, shared logs and journals, etc.,)
- I use instructional routines that my students are familiar with.
- My learning activity provides opportunities for students to learn and practice (SEL) self-awareness, self-management, self-reflection and make use of self-reinforcing affirmations.

Representation - The “What” of Learning

For resourceful knowledgeable learners, present information and content in different ways

- My learning activity reinforces and enriches Physical Education content that students have already been taught, have practiced, and discussed.
- I provide explicit and supported opportunities to organize and generalize and to apply generalizations to new situations.
- My learning activity has “chunked” content with built in questions that encourage students to engage in discussions, create questions, practice/experiment with solutions, and build on each other's ideas.
- I have designed examples and non-examples, illustrations, and graphic organizers to emphasize critical ideas, keys, cues.
- I anchor critical ideas by linking them to prior student experiences and culturally relevant knowledge.
- I make use of simulations, role-playing, videos, graphics, audio, captions, manipulatives,

interactive web-tools, social media, annotation tools, storyboards, discussion boards, e-textbooks, accessible websites, etc.

- I highlight and make use of structural relations to build a deeper understanding of critical ideas.
- I have curated tools that provide access to students in their primary languages.
- I deemphasize speed by allowing time for students to process and make-sense.

Action and Expression - The “How” of Learning

For strategic, goal-directed learners to differentiate the way students can present what they know

- I encourage the use of assistive, adaptive and/or other tools and technologies to ensure my students can accurately express what they know (video cue apps, self-coaching app tools, text-to-speech, graphing calculators, dynamic graphic software, spellcheck, grammar check, animations, etc.)
- I encourage my students to select the media (virtual or video performance, oral presentation, social media, imported video, written report, dance, poem, drawing, etc.) they want to use to express what they have learned.
- My learning activities allow for multiple problem-solving strategies.
- I deemphasize answer-getting and imitation by selecting tasks that emphasize thought-process, creativity and sense making.
- I design cognitive and motor learning scaffolds and encourage students to select and use them as needed.
- I provide manageable, actionable feedback that is frequent, timely and specific on assignments. and I set the expectation that re-submission of assignments is expected, when appropriate.
- I provide clear, specific learning outcomes, guidelines, rubrics and/or checklists for assignments when appropriate.
- I trust my students can and will work independently and collaboratively to grow and learn without punitive assessment.

Learn more about UDL

- [UDL Resources for Teachers](#)
- [UDL Best Practices for Distance Learning](#)
- [List of UDL Strategies](#)

Reference source: Cast. The UDL Guidelines.

http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-home

