

Checklist for Universal Instructional Design Principles

This checklist is a companion to the comprehensive document that defines and illustrates the principles of Universal Design for Learning. It is intended as a *Quick Check* for curriculum writers and trainers to use when they design or deliver training for early childhood educators in Minnesota. Read the items and decide if these things are happening, somewhat happening or not happening. All the items are important.

| | Yes | Some | No |
|--|-----|------|----|
| 1. What we teach/what we learn | | | |
| Identify <i>essential</i> content and skills for each course and the program as a whole. <i>Essential</i> is defined as the most important information students need in order to learn content or perform a task | | | |
| Objectives are clear | | | |
| Objectives are explained to participants | | | |
| Content is understandable by varied education backgrounds i.e., language is plain and does not require previous formal knowledge | | | |
| Participants find the content relevant | | | |
| Content is multicultural | | | |
| Content reflects multiple perspectives | | | |
| 2. How we teach/how we learn | | | |
| Provide a welcoming environment | | | |
| Attend to personal context i.e., personal stories, previous experiences, previous knowledge | | | |
| Content is developmentally appropriate i.e., tailored to current knowledge and skills of participants | | | |
| Participants have a voice for comments, questions, and reflections | | | |
| Trainer listens and responds to participants | | | |
| Trainer facilitates participants' interactions with each other about the content | | | |
| 3. How we access support services/how we support learning | | | |
| Information is in plain English and in home language | | | |
| Jargon is explained and taught | | | |
| Reflection happens at the individual, small group, and large group levels | | | |
| There is a balance between challenge and support | | | |
| Attention is paid to affective and cognitive aspects of learning i.e., <i>how I feel, how this affects me, what I know, what I want to know, what I think</i> | | | |
| 4. How we demonstrate what we have learned/how we assess learning | | | |
| Self-evaluation is part of reflection | | | |
| Time between sessions is used to reinforce knowledge and practice skills | | | |
| At the beginning of each session participants report on practice and skills learned | | | |

Make a plan to refine writing and/or training, based on the results of this quick check: