
UNIVERSITY *of* WEST FLORIDA

Impact of UDL Integration on Teacher Candidates' Knowledge, Perceptions, and Attitudes

Stacie B. Whinnery, Ed.D.

Jennifer Mesa, Ph.D.

Keri C. Fogle, Ph.D.

Keith W. Whinnery, Ph.D.

UWF Teacher Education

- General and Special Education are housed in one department
- Majority of teacher candidates are enrolled in our dual licensure program
- Faculty expressed a desire to increase collaboration and coordination
 - across general and special education courses
 - across coursework and clinical experiences
- Data reviews identified a need to more strongly infuse strategies for teaching diverse learners into general education content courses

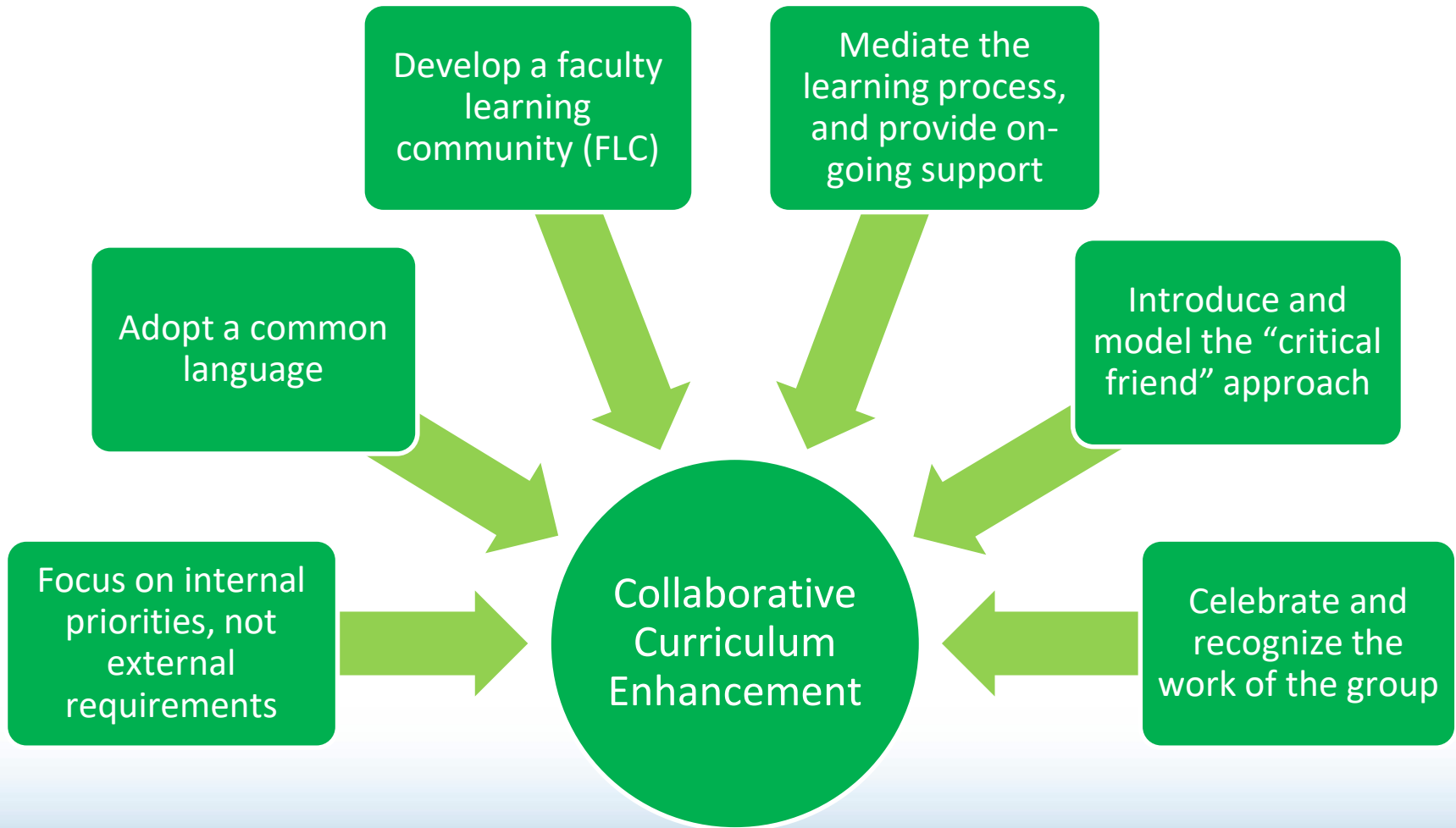
Improving Educational Outcomes for Students with Disabilities (SWDs)

- Partnership with CEEDAR Center
 - Collaboration for Effective Educator Development Accountability, and Reform
- Florida DOE/CEEDAR State Leadership Team
 - Increase the knowledge and skills of all teachers working with SWDs
 - Provide guidance to institutions of higher education to revise teacher preparation programs

UWF Project Goals

- 1. Develop a collaborative faculty-led process to enhance teacher preparation curricula**
- 2. Use the collaborative process to strengthen UDL content coverage in undergraduate teacher preparation programs**

Critical Components



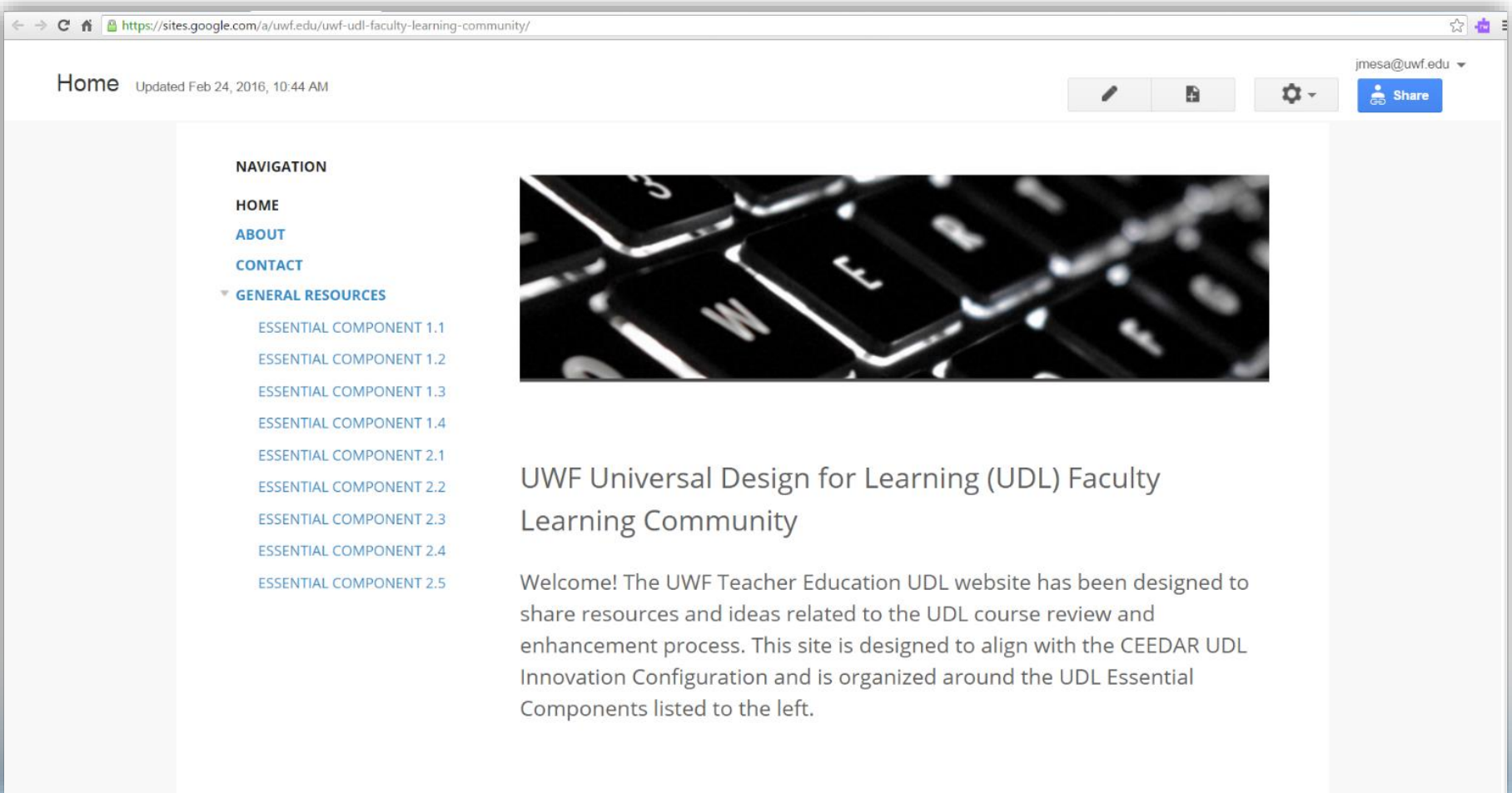
UWF Curriculum Enhancement Process



Time	Activities
Summer	<ul style="list-style-type: none">• Project team shared vision with department and college administration
Fall	<ul style="list-style-type: none">• Consultant provided UDL training to all teacher ed. faculty• Faculty volunteered to participate in Faculty Learning Community• Professional development and collaborative curriculum review
Spring	<ul style="list-style-type: none">• Collaborative development of enhanced curriculum map• Continued professional development• Collaborative course enhancements – shared ideas and resources
Fall	<ul style="list-style-type: none">• Implementation• Replication – repeated process with additional courses and programs
Spring	<ul style="list-style-type: none">• Data collection/analysis – faculty perceptions
Current	<ul style="list-style-type: none">• Data collection/analysis – student development

UWF UDL Resources

<https://sites.google.com/a/uwf.edu/uwf-udl-faculty-learning-community/>



The screenshot shows a web browser window displaying the homepage of the UWF UDL Faculty Learning Community. The browser's address bar shows the URL: <https://sites.google.com/a/uwf.edu/uwf-udl-faculty-learning-community/>. The page title is "Home" and it was last updated on Feb 24, 2016, at 10:44 AM. The user is logged in as jmesa@uwf.edu. The page features a navigation menu on the left with the following items: NAVIGATION, HOME, ABOUT, CONTACT, and a dropdown menu for GENERAL RESOURCES. The dropdown menu lists the following essential components: ESSENTIAL COMPONENT 1.1, ESSENTIAL COMPONENT 1.2, ESSENTIAL COMPONENT 1.3, ESSENTIAL COMPONENT 1.4, ESSENTIAL COMPONENT 2.1, ESSENTIAL COMPONENT 2.2, ESSENTIAL COMPONENT 2.3, ESSENTIAL COMPONENT 2.4, and ESSENTIAL COMPONENT 2.5. The main content area features a large image of a computer keyboard and a heading: "UWF Universal Design for Learning (UDL) Faculty Learning Community". Below the heading is a welcome message: "Welcome! The UWF Teacher Education UDL website has been designed to share resources and ideas related to the UDL course review and enhancement process. This site is designed to align with the CEEDAR UDL Innovation Configuration and is organized around the UDL Essential Components listed to the left."

Home Updated Feb 24, 2016, 10:44 AM

jmesa@uwf.edu

Share

NAVIGATION


HOME

ABOUT

CONTACT

▼ **GENERAL RESOURCES**

- ESSENTIAL COMPONENT 1.1
- ESSENTIAL COMPONENT 1.2
- ESSENTIAL COMPONENT 1.3
- ESSENTIAL COMPONENT 1.4
- ESSENTIAL COMPONENT 2.1
- ESSENTIAL COMPONENT 2.2
- ESSENTIAL COMPONENT 2.3
- ESSENTIAL COMPONENT 2.4
- ESSENTIAL COMPONENT 2.5



UWF Universal Design for Learning (UDL) Faculty Learning Community

Welcome! The UWF Teacher Education UDL website has been designed to share resources and ideas related to the UDL course review and enhancement process. This site is designed to align with the CEEDAR UDL Innovation Configuration and is organized around the UDL Essential Components listed to the left.

Course Enhancement Examples

- Foundations of Education
 - IRIS UDL module
- Methods of Inclusion and Collaboration
 - Introduction to UDL
 - Video – “UDL At a Glance” (CAST)
<https://www.youtube.com/watch?v=bDvKnYog6e4>
 - Article Reading - “Using a Universal Design Approach to Find Barriers and Solutions in the Curriculum”
 - Discussion Groups, Quiz
- Teaching Science in the Elementary School
 - Provide UDL Review Module (available as needed)
 - Research & design inquiry-based science instruction that engages students with diverse learning needs
 - Identify learning barriers and related UDL strategies

Student Teaching – Senior Seminar

How do you use the UDL framework to enhance an individual lesson?

- Review of [CAST UDL Guidelines 2.0](#)
- Modeling:
 - Identifying potential learning barriers
 - Using UDL Guidelines/Checkpoints to reduce barriers
- Guided Practice (small groups):
 - Identifying potential learning barriers
 - Using UDL Guidelines/Checkpoints to reduce barriers

Research Questions Addressed

- Perceived and actual knowledge of UDL
- Perceived usefulness of UDL strategies
- Perceived confidence in using UDL strategies
- Attitudes towards students with disabilities (SWDs)

Methodology

- Quasi-Experimental, static group comparison design
- Independent Variable
 - Systematic UDL enhancements across teacher education courses
- Dependent Variables
 - Perceptions/Attitude Survey
 - Lesson Plan Analysis

Measures of Student Impact

- Student Survey (Qualtrics)
 - Perceived knowledge, usefulness & confidence related to UDL framework
 - Attitudes towards students with disabilities
- Lesson Plan Analysis
 - Actual knowledge of UDL framework applied in lesson plans
 - Rubric based on [CAST UDL Guidelines 2.0](#)

Student Surveys

Construct	Pre Mean Score (n=32)	Post Mean Score (n=33)	Effect Size
Attitudes towards SWDs	45.41	45.72	
Perceived knowledge	46.84	51.19*	0.80
Perceived usefulness	49.39	53.05*	0.77
Perceived confidence	44.73	47.74	

* $p < 0.05$

Lesson Plan Reviews

- Activate prior knowledge
- Clarify vocabulary
- Guide practice
- Minimize distractions
- Mastery-feedback

Most common
pre and post

- Alternatives for auditory/visual information
- Highlighting critical features and patterns

More common
post only

- Support for executive functioning
- Self-assessment and goal-setting
- Choice and autonomy
- Support for self-regulation

Less common
pre and post

Implications

- Scripted curriculum and existing teaching practices may limit the use of some UDL strategies.
 - Action and expression
- Students need more support to transfer knowledge from content methods classes to planning instruction in K-12 classrooms.
 - Purposefully use UDL strategies to address learning barriers

Implications continued

- Intentional focus on supporting executive functioning and self-regulation.
- Importance of collaborating with cooperating teachers to guide UDL implementation
 - Teachers have requested training

Lesson Plan Review Practice

- Small Groups
 - Practice reviewing lesson using rubric
- Tools:
 - UDL Lesson Plan Evaluation Rubric
 - CAST UDL Guidelines 2.0:
<http://udlguidelines.cast.org/>

Q & A

- For more information, please contact

Stacie Whinnery

swhinnery@uwf.edu

Recommendations

- Consider providing support and scaffolding to facilitate transfer of skills to strategically use UDL in K-12 classrooms
- Develop strategies with district partners to develop a common understanding of UDL and ways to implement it across the curriculum
- Incorporate an intentional focus on executive functioning and self-regulation