Beliefs of UDL in Practice

This document provides the UDL-IRN's current belief structure related to the implementation of UDL. When UDL provides a basis for instruction and curriculum design, these core beliefs should holistically provide the foundation of these practices.

As a framework, we believe UDL...

- Maintains high expectations for all learners.
- Maintains high expectations for all instruction.
- Clarifies the means to meet these high expectations.
- Engages all learners to maximize each learner's potential.
- Purposefully provides multiple ways of representing information to meet the needs of all learners.
- Uses learner-centered proactive instructional design that includes both learning strategies and tools.
- Designs instruction that connects and supports the critical understanding of the big ideas.
- Embeds reflective instructional practice that rapidly responds to learners through continuous feedback, progress monitoring, and data-based decision making.
- Purposefully integrates multiple means of expression for students to demonstrate knowledge, understanding, critical thinking and synthesis of ideas.
- Leverages the supports, engagement, and flexibility offered by technology.
- Proactively overcomes instructional, curriculum, and environmental barriers that impede learner success
- Leverages innovation that emerges from addressing the needs of diverse learners.

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