

Missouri Department of Elementary and Secondary Education
**Integrating Universal Design for Learning (UDL) into
 Missouri Model Curriculum and Core Academic Standards**

UDL for ALL Missouri Students

The Missouri Model Curriculum units eradicate “one-size-fits-all” curricula and instead targets specific strategies and methods that address the needs of all learners, including gifted and talented students, students with disabilities, and English learners. The strategies and resources are designed around three basic principles, **Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement**. The UDL strategies and resources listed below are appropriate for ALL Missouri students, including accommodations, supports, and challenges of gifted and talented students, students with disabilities, and English learners.

<i>UDL and Gifted and Talented Students</i>	<i>UDL and Students with Disabilities</i>	<i>UDL and English Learners</i>
<p>By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, including those who are academically advanced.</p> <p>In accordance with the definition of giftedness which is set forth in the law, the programs for the gifted will be in the general academic areas and/or in the fine arts. It should be recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking and reasoning abilities contribute singly and in various combinations to such performance. Consequently, school districts will need to assess a variety of student abilities and to design appropriate program services that will challenge and develop these abilities.</p> <p>For gifted students, UDL helps to frame the differentiation necessary in all academic settings in the area of the student’s gifted identification(s).</p>	<p>Students in Missouri can be identified with one of 13 disabilities that exhibit a significant amount of diversity between and within each category.</p> <p>Students with disabilities are able to perform at high levels of proficiency given appropriate instructional strategies, accommodations, and supports when integrated into classrooms with students without disabilities to the maximum extent possible.</p> <p>The UDL framework allows teachers to design curriculum, instruction, and assessment for a wide range of learners, such as using multiple media sources (video, voiceover PowerPoint presentations, animations, visual art, and storyboards to demonstrate mastery.</p>	<p>Missouri’s English learners represent a variety of home/native languages, cultural backgrounds and levels of English proficiency. These students may be refugees, or U.S. born, with extensive school experiences or with little or no prior schooling. Although English learners have limited English proficiency, their native/home language skills and cultural experiences are useful assets in learning content knowledge and process skills.</p> <p>Teachers with strong background knowledge about the academic strengths and needs of their English language students, as well as their physical, social, and emotional well being, will be able to integrate strategies and resources under the UDL framework that will help them access the content and skills necessary to master Missouri’s core academic standards.</p>