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# Guiding Questions for Incorporating Principles of UDL into Education Activities

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The guiding questions in this annex are designed to support you in identifying next steps for incorporating the Universal Design for Learning (UDL) principles in your work. They are organized by the five entry points discussed in this Guidance Note: supportive policies, local partnerships, professional development for instructional leaders, teaching and learning materials (TLMs), and summative and formative assessment.

## How to Use the Guiding Questions

1. **Review the relevant section.** Select the set of guiding questions that corresponds to the entry point you wish to explore.
2. **Reflect on current practices.** Consider your current strategies and approaches within the chosen entry point.
3. **Engage in discussion.** The guiding questions are designed to prompt thoughtful discussion with your team. Use the questions as a catalyst for conversations that explore the nuances of UDL incorporation within your unique context.
4. **Identify next steps.** As you discuss each question, reflect on potential actions you can take that will support the incorporation of the UDL principles. This process will help you tailor strategies to the specific needs and goals of your Mission.

## Supportive Policies Guiding Questions

Use these guiding questions to explore how you can encourage supportive policies that incorporate the UDL principles and create inclusive learning environments for all. Reflect on the existing policy landscape, discuss opportunities for encouraging supportive policies, and identify next steps you can take to incorporate the UDL principles into policy frameworks.

1. What is the current status of inclusive education policies and guidelines in the target region or country?
  - a. Are there existing policies that can be leveraged to support the incorporation of UDL?
  - b. Is there a need to advocate for new policies?
2. Who are the key stakeholders responsible for policy development and implementation, and how can you engage with them?
3. What strategies can be used to build awareness and support for UDL among policymakers, education officials, and relevant government agencies?
4. What cultural context must be considered for the region or country?

## NEXT STEPS

## Local Partnerships Guiding Questions

Use these guiding questions to explore how you can build local partnerships that can enhance the reach and impact of your efforts to incorporate UDL principles into education programs. Reflect on existing and potential partners, discuss opportunities for collaborating on common goals, and identify next steps you can take to work with local partners to support UDL incorporation.

1. Are there any potential local partners or organizations with expertise in UDL or inclusive education practices? Who are they?
2. What common goals can you identify to foster collaboration with local partners?
3. What resources, expertise, or best practices can local partners contribute that would support UDL incorporation?
4. What strategies can be used to communicate and collaborate with local partners in a way that will build strong, respectful relationships?

## NEXT STEPS

## Professional Development for Instructional Leaders Guiding Questions

Use these guiding questions to explore how you can design meaningful and engaging professional development opportunities that equip instructional leaders with the knowledge and skills they need to effectively incorporate the UDL principles. Reflect on existing professional development opportunities, discuss instructional leaders' needs, and identify next steps you can take to support instructional leaders in incorporating UDL principles.

1. What professional development opportunities do instructional leaders currently have?
2. How can you assess the readiness and specific needs of instructional leaders related to incorporating the UDL principles?
3. Once needs are identified, what training and support mechanisms can be provided to instructional leaders?
4. How can you generate and sustain interest among instructional leaders' interest in incorporating the UDL principles?
5. How can you evaluate the effectiveness of professional development in building capacity to incorporate UDL?

## NEXT STEPS

## Teaching and Learning Materials Guiding Questions

Use these guiding questions to explore how teaching and learning materials can be used to meet the needs of diverse learners. Reflect on TLMs that are currently being used, discuss their alignment with the UDL principles, and identify next steps you can take to ensure that TLMs are flexible and promote accessibility for all learners.

1. What types of TLMs are currently being used in education activities in the target region or country?
2. How can you assess the alignment of existing TLMs with the UDL principles?
3. What strategies can be used to create or adapt TLMs that are flexible and promote accessibility for diverse learners, or adapt existing TLMs?
4. What resources are available to support creating or adapting TLMs?

## NEXT STEPS

## Summative and Formative Assessment Guiding Questions

Use these guiding questions to explore how assessments aligned with the UDL principles can provide all learners with opportunities to demonstrate their knowledge and skills. Reflect on current assessment practices, discuss their alignment with the UDL principles, and identify next steps you can take to ensure that assessments recognize learner variability and give all learners options for demonstrating their knowledge and skills.

1. What are the current assessment practices in education activities, and how do they align with the UDL principles?
2. What strategies can be used to create or adapt assessments that recognize learner variability and give all learners options to demonstrate their knowledge and skills?
3. How can you assess the impact of UDL-aligned assessments on learner outcomes and engagement?

### NEXT STEPS