

CHOICE SPECTRUM

The world of 'choice' is colorful and diverse. Integrate choice strategically to fit your style, your school, and your students.



LIMITED CHOICE

Packaged Curriculum

Educator designates lesson, subject, technique, and materials. Choice is infrequent and limited in scope.

DBAE

Educator offers limited elements of choice within each assignment, using differentiation as necessary.

Creative Curriculum

Educator allows learners increased choice on specific days/weeks/occasions. Level of choice varies.

PBL • Design Thinking

Learners work within groups to design unique strategies and creatively solve common project goals.

Montessori

Learners choose from a wide variety of options, each with its own set of constraints and boundaries.

20% Time • Genius Hour

Learners have the freedom to work on a project of their own choosing for a limited amount of time ranging from 1 hour to 20% of class time.

Waldorf • Reggio

Educator observes learners' interests and prepares the environment to match, but does not plan projects.

NCCAS • UbD

Artwork is learner-directed a majority of the time. Educator may set constraints like time allowed or theme.

TAB

Artwork is consistently learner-led. Educator supports learning with demonstrations and centers.

MODERATE CHOICE

ABUNDANT CHOICE

1. Choice in Content Providing students with options in what they learn can increase motivation and investment in the material.	Topic Selection: Offer students a choice of topics for projects, essays, or presentations. Book Selection: Allow students to select from a curated list of books that meet learning goals. Student-Generated Questions: Encourage students to formulate their own questions for discussion or research within a given framework.
2. Choice in Process Empowering students with control over how they engage with material enhances comprehension and retention.	Flexible Grouping: Give students the option to work individually, in pairs, or in groups. Different Learning Modalities: Provide various ways to explore content, such as videos, podcasts, readings, or hands-on activities. Pace and Order of Learning: Introduce self-paced modules or station-based learning where students determine the sequence of tasks.
3. Choice in Product Allowing students to demonstrate their understanding in different ways caters to diverse strengths and interests.	Project-Based Learning: Give students choices in how they present their work (e.g., essays, videos, games, podcasts, artwork). Creative Assessments: Let students propose their own assessment methods to show mastery. Real-World Applications: Encourage students to design projects addressing real-world problems related to the subject.
4. Choice in Classroom Management Providing students with autonomy in structuring their learning environment promotes responsibility and accountability.	Student-Created Rules: Co-create classroom norms and expectations with students. Flexible Seating Arrangements: Allow students to select seating that helps them learn best. Time Management: Empower students to plan their schedules for completing assignments within a set timeframe.

5. Gamification & Role-Based Learning

Incorporating choice through game mechanics and role-based activities makes learning more interactive and engaging.

Leveling Up System: Introduce a system where students progress at their own pace through different learning levels.

Roles and Responsibilities: Rotate classroom roles (discussion leader, researcher, note-taker, presenter) to encourage leadership and ownership.

Scenario-Based Learning: Use simulations, debates, or role-playing activities where students must make decisions and justify them.

1 Sorting Challenge

1. Pick a Choice Area, e.g. "Choice in Content" and talk about the 3 strategies there e.g. **"Topic Selection,"** etc.
2. Discuss what makes this strategy easier or harder to use
3. Sort them into 3 groups: **"Easy to Use," "Takes Some Planning," "More Difficult"** - and write a little chart of this on a paper

2 Scenario Match-Up

1. As a group, write down 5 *typical* "difficult" scenarios you have: eg, **"A group of students is not paying attention during lessons"** or **"Students learn at very different speeds"**
2. Look at the Choice Areas and strategies. Choose the best ones to solve each problem
3. Explain your choices and discuss them with the group

3 Design Your Choice Plan

1. Individually, pick *at least one* strategy from each Choice Area:
Content, Process, Product, Classroom Management, Gamification
2. Plan how you would use these *specific* strategies in your own classroom
3. Share your plan with the group and get feedback from each person

4 Pick & Pitch

1. Pick a **random** choice strategy from the paper - point your finger without looking?!
2. Think for 30 seconds, then in **one minute**, explain how you would use it in your classroom
3. Listen to questions and ideas from your partners to improve your plan!

5 Role-Playing Choice

1. Each person act as a **different type of teacher**, e.g. one is a teacher who is unsure about student choice, another is experienced but has limited resources, a third is a super-creative teacher, etc. Choose roles for each of you.
2. Discuss the challenges and benefits of using different strategies **from your character's point of view**. Change roles if you do it again?

Is your school ready for UDL?

Indicator	Questions to consider	0: not in place	1: partly in place	2: fully in place	Comments
Shared Vision for Change	Do stakeholders (teachers, directors, parents!) know that the current system is not working for all students?				
	Do they know how the system is failing?				
	Is there any collected data which supports the idea of a change?				
	Is there shared ownership for the change - does everybody take some responsibility ?				
Leadership Commitment	Do school leaders demonstrate new practices?				
	Do they learn together with teachers?				
	Do they recognise and celebrate success ?				
	Do they give regular feedback about progress?				
	Does your school have a system for providing teachers with mastery-oriented feedback - progress towards targets?				

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Indicator	Questions to consider	0: not in place	1: partly in place	2: fully in place	Comments
Educator Support	Is there sufficient time to provide professional learning in UDL?				
	Are resources available to give quality UDL professional development?				
	How is your school currently providing job-embedded support (in-class help, expert observation)?				
	How comfortable is the faculty with job-embedded support (time, money, staff...)?				
Infra-structure Support	Does the school have a systematic data collection process?				
	Does it provide regular and reliable data on how the new system is working? Is this data actionable?				
	Does the collected data reflect the opinions/decisions of all stakeholders (staff, parents, etc)?				
	Does your school have a culture of engaging in data-discussions: reviewing data, making changes based on what you find in the data?				

Is your school ready for UDL?

Step-by-step planner: UDL lesson design

Step 1: Proactively design

Analyze the lesson goal

Record what students will know, do, and care about in this part of the lesson. (Think about the content they need to understand, group work there may be, and different skills in the activity or task.)

Next, decide on the primary goal for this part of the lesson. Craft a clear, specific goal for students to focus on.

Optional tool: [Top 10 UDL Tips for Developing Goals](#)

Ask yourself or a planning partner:

- ☐ Is my goal **clear** and **specific**?
- ☐ Have I separated the **primary goal** from the other parts of the lesson?

Anticipate variability: Engagement

What do you anticipate the range of student interest and effort will be for this part of the lesson?

What do you anticipate as barriers to student engagement?

What one or two design strategies can you include in your lesson to increase engagement?

Ask yourself or a planning partner:

- ☐ Do the design strategies support the learning goal?
- ☐ Do the design strategies support the range of my students' **interest, effort, or self-regulation**?

Optional tool: Use CAST's [UDL Engagement Guidelines](#) to explore options for engagement. Examples:

- Choice boards to get students' interest
- Options for collaboration to sustain effort
- Options for self or group reflection for self-regulation



Anticipate variability: Representation

What do you anticipate the range of student background experience, vocabulary, and perception will be for this part of the lesson?

What do you anticipate as barriers to student comprehension?

What one or two design strategies can you include in your lesson to increase options for representation?

Optional tool: Use CAST's [UDL Representation Guidelines](#) to learn more.

Examples:

- Different ways of presenting directions
- Clarifying vocabulary to support with language
- Activating background knowledge to improve comprehension

Ask yourself or a planning partner:

- ☐ Do the design strategies support the learning goal?
- ☐ Do the design strategies support the range of my students' **perception, language and symbol knowledge**, and comprehension?

Anticipate variability: Action and expression

What do you anticipate the range of student action and expression will be for this part of the lesson?

What do you anticipate as barriers to students demonstrating what they know?

What one or two design strategies can you include in your lesson to increase options for action and expression?

Optional tool: Use CAST's [UDL Action & Expression Guidelines](#) for more ideas about how students can show what they know. Examples:

- Different tools for physical action
- Different forms of media to communicate
- Goal-setting to support executive functioning

Ask yourself or a planning partner:

- ☐ Do the design strategies support the learning goal?
- ☐ Do the design strategies support the range of my students' **physical action, expression and communication, and executive function**?

Step 2: Implement

Facilitate the lesson and observe

How are students using the available options, resources, and tools?

Where are students getting stuck or not achieving what you had hoped?

Where do you have to reteach?

Ask yourself or a planning partner:

- ☐ Am I using feedback from my students about how they're learning during the lesson?
- ☐ Am I keeping the focus on the intended goal?



Step 3: Reflect and redesign

Reflect on your lesson

How did the lesson go? Were all students able to progress toward the goal? How could you tell?

What are some ideas you want to integrate into the lesson design next time?

How did the goal drive the design decisions?

Ask yourself or a planning partner:

- ☐ Do I need to reframe or refocus the **goal**?
- ☐ Did the design **anticipate variability**?
- ☐ Did the additional design strategies further **reduce barriers**?



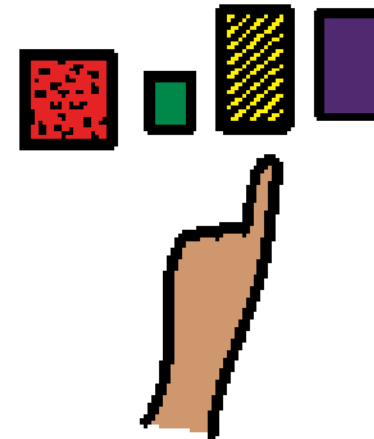
Choices and



Have to Do's



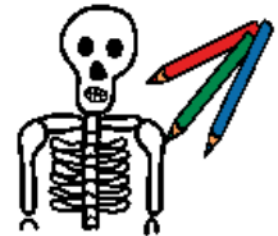
A choice is a
decision that I get
to make.



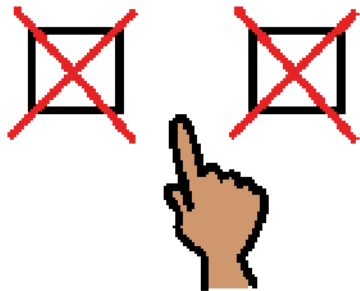
At home I can
make a choice
about what game
I play on my DS.



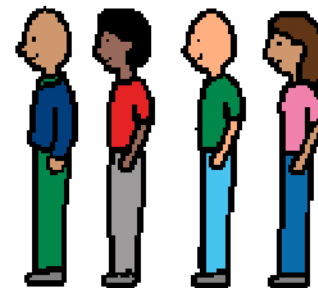
At school I can
make a choice
about what I would
like to do during
free time.



Sometimes I don't
get a choice.
Sometimes there
are **Have To Do's**.
A **Have to Do** is
something that I
must do.



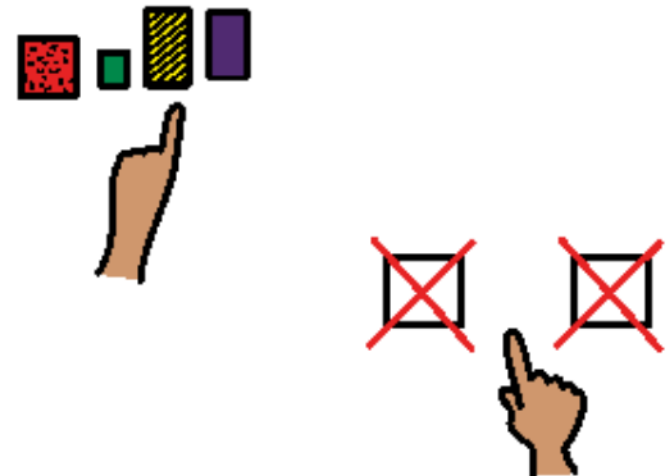
At school I have to
wear a hat when I
go outside to play
and I have to line
up when the bell
goes.



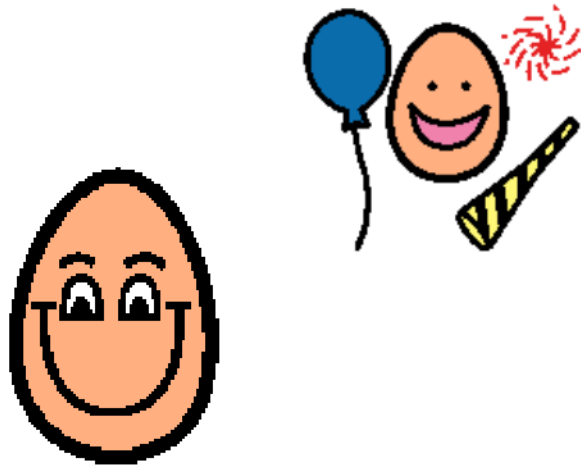
I have to listen to my teacher and do what she asks.



My teacher will help me to know when I can make a choice or when something is a **Have to Do**.



When I make a
choice and do all
of my **Have to**
Do's my teacher
feels happy. I feel
happy too.

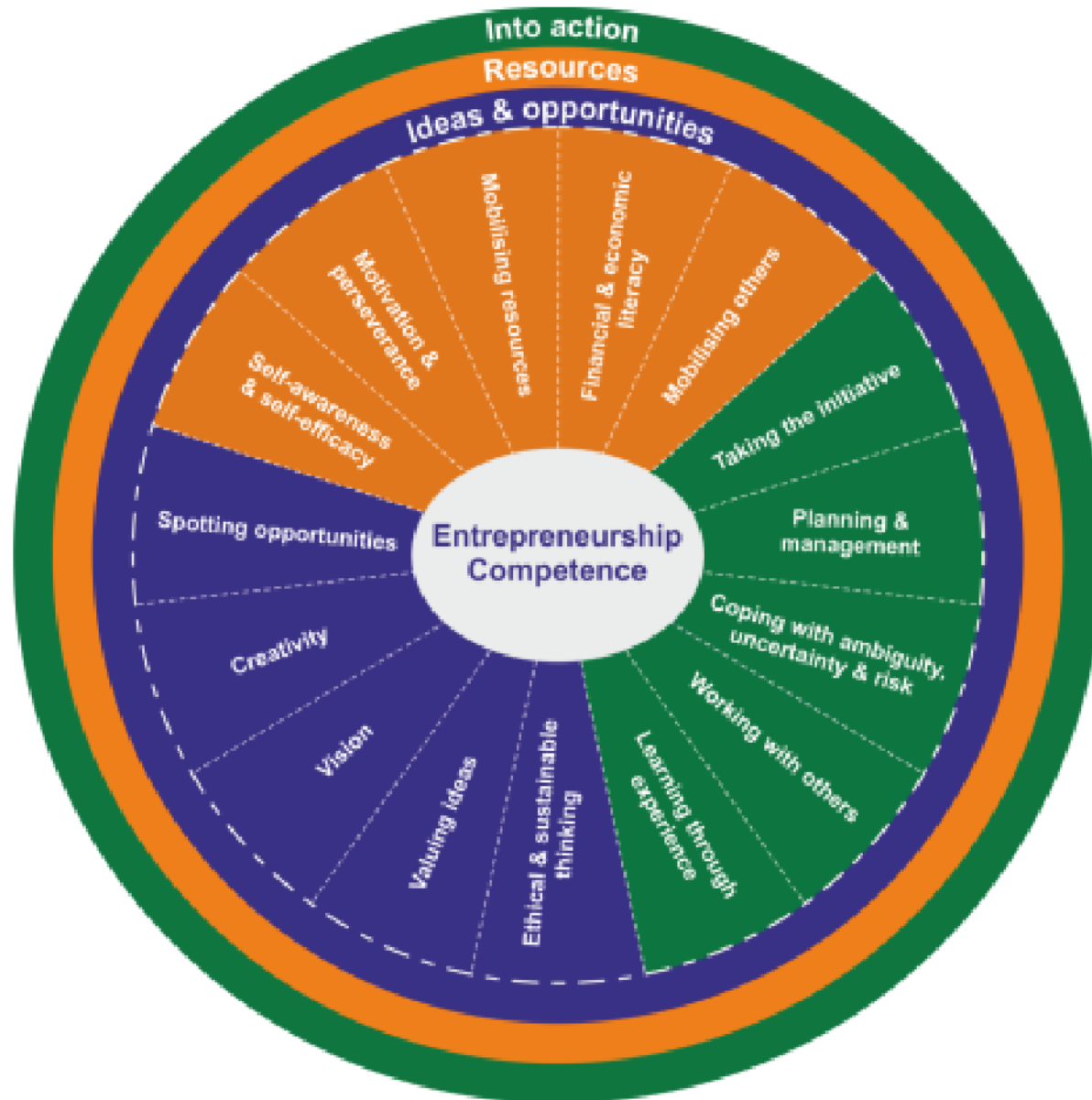


Talking Matters

www.talkingmatters.com.au







Some students love cooking & food

- Scale recipes up or down (e.g., double $\frac{3}{4}$ cup of flour)
- Divide portions for sharing
- Interpret fractions on nutrition labels

Some students love gaming & game design

- Calculate win/loss ratios (e.g., 7/10)
- Manage game resources using fractions
- Design mechanics that rely on fractional values

Some students love art & design

- Mix paint colors in fractional ratios (e.g., $\frac{2}{3}$ red + $\frac{1}{3}$ blue)
- Divide canvas space for layouts
- Create patterns based on fractional symmetry

Some students love music

- Understand rhythm with quarter, half, and eighth notes
- Combine note lengths (e.g., $\frac{1}{4}$ + $\frac{1}{8}$)
- Divide measures into equal fractional beats

Some students love puzzles & board games

- Track progress using fractions (e.g., $\frac{3}{5}$ complete)
- Divide pieces or resources fairly
- Calculate fractional odds and probabilities

Some students love sports stats

- Analyze shot accuracy (e.g., 8 out of 10 = $\frac{4}{5}$)
- Compare players using fraction-based stats
- Create bar graphs with fractional data

Some students love baking

- Halve or double recipes (e.g., $\frac{2}{3}$ cup of sugar)
- Convert fractions to decimals for measuring tools
- Use real utensils marked with fractional amounts