

Universal Design for Learning Badge

The UDL Badge at MC is an ideal of comprehensive development and proof of mastery in essential skills and competencies crucial for grasping and applying the three principles of UDL. Before embarking on this educational journey, participants must pass a 20-question UDL prerequisite quiz with a score of at least 85%. This step ensures a solid foundational understanding of UDL principles, ensuring participants are well-prepared for earning the badge. Taking an integrated approach, the badge program intertwines self-assessment, action planning, and consistent evaluation to manifest holistic educational development. It prioritizes tangible demonstrations of understanding and practical application, ensuring that the knowledge and skills acquired are not just theoretical but functionally impactful in educational settings. Badge recipients must earn at least 5 points assessed as competent or above for each competency to earn this badge.

| Competency | Description | Developing (0) | Competent (1) | Accomplished (2) |
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| Decision Making | Making informed choices that align with UDL principles to cater to all students' diverse needs and abilities. | Self-Assessment: Rarely make informed decisions aligned with UDL principles. Action Plan: Not created. Goal Setting: No short or long-term goals are set. | Self-Assessment: Regularly make informed decisions aligned with UDL principles. Action Plan: Clear and specific. Goal Setting: Short-term goals are set and often achieved. | Self-Assessment: Consistently make exceptionally informed decisions aligned with UDL principles. Action Plan: Extensively detailed and followed. Goal Setting: Both short and long-term goals are set and consistently exceeded, promoting continuous enhancement in decision-making aligned with UDL principles. |
| Planning and Organization | Organize and plan the educational environment and curriculum to seamlessly incorporate the three UDL principles. | Self-Assessment: Not effectively planning and organizing with UDL principles. Action Plan: Not created. Goal Setting: No short or long-term goals are set. | Self-Assessment: Effectively planning and organizing with UDL principles. Action Plan: Comprehensive and integrates UDL principles. Goal Setting: Short-term goals are set and often achieved. | Self-Assessment: Mastery in planning and organizing with UDL principles. Action Plan: Seamless and innovative integration of UDL principles. Goal Setting: Both short and long-term goals are set and consistently exceeded, pioneering advancements in UDL-aligned planning and organization. |

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| Facilitation and Engagement | Actively facilitate and engage all students by providing multiple means of representation, expression, and engagement. | Self-Assessment: Rarely employ UDL-aligned strategies. Action Plan: Not created. Goal Setting: No short or long-term goals are set. | Self-Assessment: Regularly employ UDL-aligned strategies. Action Plan: Clear and specific, regularly followed to enhance UDL-aligned strategies. Goal Setting: Short-term goals are set and often achieved. | Self-Assessment: Consistently and innovatively employ UDL-aligned strategies. Action Plan: Exceptional, proactive enhancement of UDL-aligned strategies. Goal Setting: Both short and long-term goals are set and consistently exceeded, ensuring outstanding facilitation and engagement aligned with UDL principles. |
| Caring and Inclusiveness | Foster a caring, inclusive environment where all students feel valued, supported, and understood. | Self-Assessment: Not effectively fostering a caring, inclusive environment. Action Plan: Not created. Goal Setting: No short or long-term goals set. | Self-Assessment: Effectively fostering a caring, inclusive environment. Action Plan: Created and includes comprehensive strategies for inclusivity. Goal Setting: Short-term goals are set and often achieved. | Self-Assessment: Exceptionally fostering a caring, inclusive environment. Action Plan: Comprehensive, innovative strategies for inclusivity are consistently and proactively applied. Goal Setting: Both short and long-term goals are consistently exceeded, setting new standards in fostering an inclusive and caring learning environment. |
| Flexibility and Adaptability | Showcase flexibility and adaptability in implementing UDL principles to ensure learning is accessible and meaningful for all students. | Self-Assessment: Not flexible/adaptable in implementing UDL principles. Action Plan: Not created. Goal Setting: No short or long-term goals are set. | Self-Assessment: Flexible/adaptable in implementing UDL principles. Action Plan: Created and fully adaptive to diverse learning needs. Goal Setting: Short-term goals are set and often achieved. | Self-Assessment: Exceptionally flexible/adaptable in implementing UDL principles. Action Plan: Agile, innovative, and continuously responsive to diverse learning scenarios and needs. Goal Setting: Both short and long-term goals are consistently exceeded, ensuring pioneering, flexible, and adaptable implementation of UDL principles. |

* [CAST](#) and the [InTASC](#) Teaching Standards have informed the competencies.