Crosswalk: UDL 3.0 & FTEM & MOI

Universal Design for Learning 3.0 &
Marzano Focused Teacher Evaluation Model &
IE Model of Instruction for Deeper Learning

Universal Design for Learning (UDL 3.0)	Marzano Focused Teacher Evaluation Model (FTEM)	IE Model of Instruction for Deeper Learning (MOI)
Goal: Learner Agency 3.0 version: emphasizes the value of interdependence and collective learning.	**Goal:** Teachers become proficient in the use of strategies that will increase the probability that students will achieve the standards.	**Goal:** Students, in teams, think critically and solve complex problems, communicate effectively, work collaboratively, and manage their own learning.

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UDL 3.0	FTEM	MOI
REPRESENTATION — **Perception (1)** • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3) **Language & Symbols (2)** • Clarify vocabulary, symbols, and language structures (2.1) • Support decoding of text, mathematical notation, and symbols (2.2) • Cultivate understanding and respect across languages and dialects (2.3) • Address biases in the use of language and symbols (2.4) • Illustrate through multiple media (2.5) **Building Knowledge (3)** • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization (3.4)	Domain: **Standards-Based Planning** • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain: **Standards-Based Instruction** • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences Domain: **Conditions for Learning** • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Organizing Students to Interact with Content • Communicating High Expectations for Each Student to Close the Achievement Gap	Lever: **Target Task Alignment** • Students access information and resources to demonstrate intent and rigor of standards. Lever: **Student-Led Teaming** • Teammates leverage individual strengths as they share their thinking and productively struggle.

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ACTION & EXPRESSION		
Interaction (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	Domain: **Standards-Based Planning** • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain: **Conditions for Learning** • Organizing Students to Interact with Content • Using Engagement Strategies • Communicating High Expectations for Each Student to Close the Achievement Gap	Lever: **Target Task Alignment** • Students access information and resources to demonstrate intent and rigor of standards. Lever: **Student-Led Teaming** • Teammates leverage individual strengths as they share their thinking and productively struggle.

INSTRUCTIONAL EMPOWERMENT

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ACTION & EXPRESSION **Expression & Communication (5)** • Use multiple media for communication (5.1) • Use multiple tools for construction, composition, and creativity (5.2) • Build fluencies with graduated support for practice and performance (5.3) • Address biases related to modes of expression and communication (5.4) **Strategy Development (6)** • Set meaningful goals (6.1) • Anticipate and plan for challenges (6.2) • Organize information and resources (6.3) • Enhance capacity for monitoring progress (6.4) • Challenge exclusionary practices (6.5)	Domain: **Standards-Based Planning** • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain: **Standards-Based Instruction** • Identifying Critical Content from the Standards • Helping Students Process New Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge Domain: **Conditions for Learning** • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap	Lever: **Target Task Alignment** • Students access information and resources to demonstrate intent and rigor of standards. Lever: **Assessing Collaboratively** • Instructional decisions made by students and teachers, through co-agency, are based on student evidence and its alignment to the standard(s).

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ENGAGEMENT — **Welcoming Interests & Identities (7)** • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4) **Sustaining Effort & Persistence (8)** • Clarify the meaning and purpose of goals (8.1) • Optimize challenge and support (8.2) • Foster collaboration, interdependence, and collective learning (8.3) • Foster belonging and community (8.4) • Offer action-oriented feedback (8.5)	Domain: **Standards-Based Planning** • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain: **Standards-Based Instruction** • Identifying Critical Content from the Standards • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Engage in Cognitively Complex Tasks Domain: **Conditions for Learning** • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap	Lever: **Target Task Alignment** • Students access information and resources to demonstrate intent and rigor of standards. Lever: **Student-Led Teaming** • Teammates leverage individual strengths as they share their thinking and productively struggle. Lever: **Collective Agency** • Student teams leverage their strengths in their interactions as they focus on learning. Lever: **Assessing Collaboratively** • Instructional decisions made by students and teachers, through co-agency, are based on student evidence and its alignment to the standard(s).

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ENGAGEMENT — **Emotional Capacity (9)** • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2) • Promote individual and collective reflection (9.3) • Cultivate empathy and restorative practices (9.4)	Domain: **Standards-Based Planning** • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain: **Conditions for Learning** • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Using Engagement Strategies • Organizing Students to Interact with Content • Communicating High Expectations for Each Student to Close the Achievement Gap	Lever: **Student-Led Teaming** • Teammates leverage individual strengths as they share their thinking and productively struggle. Lever: **Collective Agency** • Student teams leverage their strengths in their interactions as they focus on learning. Lever: **Assessing Collaboratively** • Instructional decisions made by students and teachers, through co-agency, are based on student evidence and its alignment to the standard(s).