UDL Now! Part II: Putting Theory Into Practice

45 Continuing Education Hours

July 14, 2025 - August 11, 2025

Course Description

Advance your understanding and application of Universal Design for Learning (UDL) with this level 2 facilitated course designed for educators who already have a foundational knowledge of UDL and are ready to go beyond introductory practices. This course focuses on honing your skills in identifying barriers to learning, designing more inclusive lessons, and refining your teaching strategies to foster deeper learner agency.

You'll explore how to move beyond simply offering choices to students and instead cultivate environments where students are empowered to take ownership of their learning. Through practical exercises, collaborative discussions, and real-world examples, you'll learn how to design lessons that not only meet diverse learner needs but also challenge students to engage more deeply and meaningfully with the learning process

Whether you're looking to enhance your current UDL practices or seeking new ways to support all learners, this course provides the tools and insights needed to elevate your teaching. Join a community of educators committed to creating truly inclusive classrooms where every student has the opportunity to succeed.

Course Texts

All course materials and texts will be accessible online.

Course Schedule

The course will open on July 14, 2025. There will be four office hour sessions throughout the course. If you cannot attend sessions live, that is no problem, while it is recommended for an optimal experience, sessions will also be posted within the course platform in Canvas within 24 hours of each session. Live office hour sessions will be held on:

- Monday, July 14, 2025 from 2 PM-3 PM PT/11 AM-12 PM ET
- Monday, July 21, 2025 from 2 PM-3 PM PT/11 AM-12 PM ET
- Monday, July 30, 2025 from 2 PM-3 PM PT/8 AM-9 AM ET
- Monday, August 5, 2025 from 2 PM-3 PM PT/8 AM-9 AM ET

Course Objectives & Learning Outcomes

- Educators will advance their ability to analyze and design lessons that proactively remove barriers to learning, ensuring accessibility for all students.

- Educators will develop and refine lesson designs that go beyond offering student choices, fostering environments where learners are empowered to take ownership of their educational journey.

- Educators will enhance their UDL practices through practical exercises, collaborative discussions, and real-world examples, ultimately creating more inclusive and engaging learning experiences that support diverse student needs.

Course Requirements

This course requires participants to be engaged and prepared for each and every assignment. The course will be offered online yet students will have the opportunity to communicate with fellow participants and the instructor through Canvas discussion boards as well as through weekly synchronous sessions. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework).

Assignment Submission

Assignments should be submitted by the designated due dates/times as outlined within Canvas. Extensions will be granted if you contact the instructor before the due date. Students will be provided with the option to resubmit assignments to improve their practice, and enhance their learning. All work should be your own - when you reference other's work or research, make sure to use proper citations.

Evaluation & Grading Policy

The assignment/discussion forum accepts all file types, so you can contribute in writing, audio, video, or with a visual. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations and we challenge you to stretch your learning and try new ways to convey your fab ideas! In each module, we will give you some options for response, but always welcome you to share your own idea for assessment if none of the options seem like the right fit for you. We want you to be innovative, creative, and take risks!

Assignments/Discussions will be graded based upon the following rubric:

Assignments will be an opportunity to bring together everything you have learned within a module. We will encourage you to **create** an amazing product or post to share with your **network**! Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback based on this rubric!

Killing it!	You Got This!	Not Yet
Evidence of going above and beyond answering the essential	The target/goal criteria	Evidence of working toward answering the essential question

question		
	Product is an original **creation** that: • models an understanding of UDL • answers the essential question of the module • is appropriate for the task, purpose, and audience.	
10 points Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.		

Course Outline

MODULE	Topics
1	**Module 1: Where the Rubber Hits the Road: Universally Designing Lessons & Instruction** **Objectives** • Understand the four components of a UDL lesson plan and how to identify and proactively remove or reduce barriers in your lesson design and instruction • Dive into the principles of Understanding by Design (UbD) and learn how to use them alongside UDL • Discuss the Unlearning cycle and how to apply it throughout the design process • Understand the updates to the UDL Guidelines and how to put them into practice **Essential Question** • What are the four components of a UDL Lesson and how can we use the guidelines and the Unlearning cycle to universally design a lesson or unit? **Lessons** • Lesson 1: Lesson Planning & UDL • Lesson 2: Understanding by Design and UDL • Lesson 3: The Unlearning Cycle **Assignment**

	• **Barrier Identification & Backward Design:** Using an existing lesson plan from your files or adopted curriculum, identify where barriers exist through the four components of lesson design and using UDL and UbD, identify how to reduce and remove those barriers. Options for response: Screencastify, Presentation, Written Response

Module 2: Creating Firm Goals with Flexible Means

Objectives

- Understand how to engage students with the learning goal(s)
- Learn how to align your lesson goals to standards and how to separate means from goals
- Learn how teacher clarity plays a role in student understanding and growth

Essential Questions

- Why do we need to begin our lesson design with a firm goal based on the standards to support learning?
- Why is it crucial to separate the goals from the means?
- What are the best practices for helping students understand and become motivated to meet learning goals?

Lessons

- Lesson 1: Separating the Goal from the Means
- Lesson 2: Teacher Clarity: Firm Goals and Success Criteria
- Lesson 3: Engaging Learners with Firm Goals

Assignment

- **Goal Boost:** Using an existing lesson plan or adopted curriculum, create learning goal(s) and success criteria based on the standard. Identify ways you can help separate the goals from the means and how you can better engage your learners with the goals of the lesson.

Module 3: Measuring Learning with Flexible Assessments

Objectives

- Understand how we can use various data and feedback to inform teaching and learning
- Learn how to universally design high-quality assessments
- Understand how to create rubrics to assess learning
- Learn about best practices for equitable grading

Essential Question

- How can educators universally design assessments that enable students to express what they learned in relevant, meaningful ways that inform future teaching and inspire learning?

Lessons

- Lesson 1: Using Data to Build Learner Agency
- Lesson 2: Content or Method Standard: Providing Intentional Choices
- Lesson 3: Developing Executive Functions
- Lesson 4: Designing Rubrics & Grading to Assess Learning

Activities and Assignments

- **Assessment Makeover:** Redesign a series of diagnostic, formative and summative assessments for your learners to correspond with a goal and lesson plan. Think about what options and choices you can incorporate to ensure students are meeting the goal.

Module 4: Building Materials the UDL Way

Objectives

- Learn how to create accessible materials that support learning with and without technology
- Explore exemplars of universally designed materials

Essential Question

- How can educators design accessible learning materials for all students?

Lessons

- Lesson 1: Options for Universally Designing Materials
- Lesson 2: Scaffolds and Exemplars to Support Learning
- Lesson 3: No One Size Fits All: Lesson Plan Examples

Activities and Assignments

- **UDL Materials Design Jam:** Create a series of universally designed materials to support the instructional methods you redesigned in the last module assignment.

5	**Module 5: Designing Flexible Methods of Learning** ### Objectives - Examine common misconceptions about UDL: Is There a Place for Explicit Instruction? - Learn how to incorporate blended learning to support all your learners - Investigate high quality instructional methods that can be universally designed ### Essential Question - How can I create an equitable learning environment by universally designing my instructional methods? ### Lessons - Lesson 1: Common Misconceptions about UDL Instructional Methods - Lesson 2: Blended Learning: Concrete Ways to Support All of Your Learners - Lesson 3: High Quality Best Practices that Can be Universally Designed ### Assignment - **UDL Methods Reboot:** Redesign your instructional methods for a lesson or unit using a combination of the best practices you learned in this module.
6	**Module 6: Designing a Physical Space to Best Support Learning** ### Objectives - Understand how a classroom's physical space impacts student engagement and learning - Learn how to minimize threats and distractions to student learning ### Essential Question - How can educators create a physical space that is welcoming and accessible to all? ### Lessons

- Lesson 1: Creating a Welcoming and Inclusive Environment
- Lesson 2: Physical Barriers to Student Engagement and Learning

Assignments

- **Learning Space Makeover:** Examine your learning space. Reflect on what changes you can make to help eliminate academic, behavioral, and social emotional barriers to learning.

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Module 7: Supporting the Whole Child

Objectives

- Understand the role executive functions and self-regulation play in learning

Essential Question

- What is productive struggle and how can we support student's emotional capacity so that they can engage in meaningful productive struggle?

Lessons

- Lesson 1: What is Productive Struggle and How Does it Support Learner Agency?
- Lesson 2: Learning and the Brain: What Role Do Emotions Play in Learning?
- Lesson 3: Options for Supporting Emotional Capacity

Activities and Assignments

- **Support Emotional Capacity:** Create a plan for integrating practices to support student's emotional capacity into your lesson design and instruction. Reflect on the methods you chose and why.

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Module 8: The Role of Reflection in Learning

Objectives

- Learn about the reflection process and how it helps you and your students build learner agency
- Create your own goals to move your UDL practice forward

Essential Question

	• How can we learn to reflect to identify and overcome barriers, help us move forward and advocate for what works and doesn't for us? **Lesson** • Lesson 1: Teacher Reflection • Lesson 2: Student Reflection & Feedback • Lesson: Creating Goals and Finding Your Peers **Assignment** • **Goal-Setting and Reflection:** Reflect on what you have learned in this course and create a plan on how you will begin universally designing your lesson design and learning space to create an inclusive environment where all are welcomed and supported. Feel free to post your response as a video, written response, presentation, graphic, etc. Remember to reference any resources you use in your response.

Professional Learning

If you receive a grade of C or better, you will receive a completion certificate at the end of the course for 45 hours. You have the option to register and to receive 3 graduate level professional development credits from our university partners upon successfully completing this course. Please check in with your school or district to determine if this alone will be sufficient for salary points or advancement prior to registering. If you are seeking CTLE, clock hours or additional PD requirements, review our FAQs or contact us with any questions.

Technology

Courses are entirely online. To access them, you'll need a compatible web browser like Chrome or Firefox. For an optimal experience, we recommend using a desktop or laptop computer with a word processing tool or reader (i.e.Microsoft Word, Libre, or Google Docs). While our course platform is mobile-friendly, a larger screen will provide the best viewing and interactive experience. If you need personal assistance or have technical questions, you can contact us any time.

Novak Education is in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).