# UDL Now! Intro to UDL

**Self-Directed Course**

30 continuing education hours
Final Project Optional: 3 Graduate Credits + 15 Cont. Ed. Hours

| Course Designer | |
|---|---|
| Katie Novak<br>@KatieNovakUDL | Katie Novak, Ed.D. is an internationally renowned education consultant, a practicing leader in education, and author of 9 books published by CAST Professional Publishing, Routledge and IMPress. Katie designs and presents workshops both nationally and internationally focusing on the implementation of Universal Design for Learning (UDL) and universally designed leadership. |

# Course Description

This self-facilitated course will introduce the key concepts of Universal Design for Learning (UDL), and give you the knowledge you need to start using UDL in your lesson and assessment design both in the classroom and online. Each module will include a variety of materials to increase options for representation and increase engagement throughout the course. You will dive into the why, the what, and the how of UDL and learn how UDL creates more accessible and equitable learning environments. Throughout the course, there will be numerous opportunities to experience and practice the principles of UDL.

# Optional Course Texts

**Recommended Course Resource:**
UDL Now!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms
Second Edition
- Buy single or bulk copies through CAST Publishing
- Purchase through Amazon
- Purchase Kindle edition

NovakEducation.com

**Additional Option:**
Universal Design for Learning: Theory and Practice by David Rose, Ann Meyer, and David Gordon
- Free through CAST with login

# Course Objectives & Learning Outcomes

- Educators will dive into the theory and practice of Universal Design for Learning
- Educators will explore how UDL is used as a framework for inclusive practice that allows for more accessible and equitable learning environments
- Educators will understand what UDL is and how to apply the principles, guidelines, and checkpoints to teaching practice both in face-to-face sessions and through online learning
- Educators will learn strategies to design learning experiences using UDL best practices
- Educators will explore tools and resources that help deliver a universally designed education to learners through hybrid and remote learning environments

# Final Project for Graduate Credit

At the end of the course, learners who have signed up for graduate credit will take everything they learned in the course and put it together to create a final project. We will encourage you to **create** an amazing product to share with your network! Take a risk and share your learning in a new way - lots of options and choices available! This product will be evaluated using the five-point holistic rubric below and should take approximately 15 hours to create. Mastery must be met to pass this class. Revisions will be allowed. Learn more about underlined_universally designed rubrics here.

| Not there yet! | Met Expectations. Hooray! | Nailed It |
|---|---|---|
| | **Introduction: Before UDL** - This section describes what you have done with this lesson, course, project, etc. (LCP) before you started using UDL or improved upon it because of this course. If you are starting from "scratch" without a previous LCP you can provide an explanation of what you want to do and the reasons why you want to do it. | |
| | **Philosophical/Theoretical Understandings** - This section provides the reasons identified as potential barriers in the "before" lesson or in your original concept if you are designing the project from scratch. | |
| | **Annotated Bibliography** - You must cite at least 10 resources from the course to support what you have learned in the process of this course and the creation of your final project. To see a sample Annotated Bibliography, click here. | |

| | **Practical Understandings and Implementations:** This will be the actual "product" for this final, so it will be something tangible that you are/will/can use in your role. Again, you can choose to create a course syllabus/outline, series of lessons, an entire unit, professional learning experience for your learners, or anything else that will be/demonstrate the practical implementation of what you learned in this course into your role in education. This part of the final project can be presented in any format you choose and even be a combination of formats if/as needed (text/audio/video/multimedia/other).<br><br>Exemplary:<br>• Goals are separated from means<br>• Options and choices are embedded within the learning experience to promote learner | |
| --- | --- | --- |
| | **Reflection -** In this last section, you should take some time to just reflect on your time in this course, the final product you created, and what's next for you and your work with UDL.This section highlights the options and choices you embedded into the LCP as a result of the analysis of barriers. | |

<div style="background-color:#6d1a5a; color:white; text-align:center; padding:10px;">

5  points
Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.

</div>

# Graduate Credits

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 3 accredited graduate credits from your choice of one of our university partners (Gordon College or Teachers College of San Joaquin) and a completion certificate for 15 additional continuing education hours (in addition to the 30 hours you received for the course).

# Course Modules

| MODULE | Topics |
|---|---|
| **1** | **Module 1: Equity, Inclusion, and Variability**<br><br>**Objectives**<br>• Understand the difference between equality and equity<br>• Understand why inclusion is necessary to improve student outcomes<br>• Understand the importance of setting high expectations for creating equitable learning environments<br>• Understand the concepts of variability and barriers in education<br>• Understand why we must proactively remove barriers and plan for variability to create inclusive environments<br><br>**Essential Question**<br>• *How can you implement Universal Design for Learning to design learning opportunities that remove barriers and embrace variability in inclusive classrooms?*<br>• *Why is UDL important for creating an equitable, inclusive learning environment?*<br><br>**Activities**<br>1. Watch the module videos with Katie Novak<br>2. Explore resources from each module lesson<br>    ○ Lesson 1: Equity vs Equality<br>    ○ Lesson 2: Inclusion vs Inclusive Practice<br>    ○ Lesson 3: High Expectations<br>    ○ Lesson 4: Learner Variability<br>3. Test your you have learned to move on to the next learning module<br>4. Connect with your peers through the course discussion board, if you are interested in making connections. |
| **2** | **Module 2: The UDL Guidelines and Expert Learning**<br><br>**Objectives**<br>• Understand the principles, guidelines, and checkpoints of the UDL framework as a foundation of inclusive practice<br>• Understand what it means to be an expert learner<br><br>**Essential Question**<br>• *What does it mean to be an expert learner and how does using the UDL framework help us promote expert learning?*<br><br>**Activities**<br>1. rt learning.<br>2. Watch the introductory video with Katie<br>3. Explore 2-3 resources from each lesson to deepen your learning<br>    ○ Lesson 1: The UDL Guidelines |

| | |
|---|---|
| | ○ Lesson 2: Expert Learning<br>4. Take the module assessment to assess what you learned and to move on to the next module. |
| **3** | ## Module 3: The Why of Learning: The Affective Network<br><br>### Objectives<br>● Understand how the three components of engagement: interest, effort and persistence, and self-regulation are critical to build expert learning.<br>● Learn specific strategies for supporting student engagement in your learning environment.<br><br>### Essential Question<br>● *How can I, as an educator, impact student engagement, including in a virtual learning environment?*<br><br>### Activities<br><br>● Watch the introductory video with Katie<br>● Explore 2-3 resources from each lesson to deepen your learning<br>　○ Lesson 1: The Engagement Principal<br>　○ Lesson 2: Recruiting Interest<br>　○ Lesson 3: Sustaining Effort and Persistence<br>　○ Lesson 4: Self-Regulation<br>● Take the module assessment to assess what you learned and to move on to the next module. |
| **4** | ## Module 4: The What of Learning: The Representation Network<br><br>### Objectives<br>● Understand how to provide multiple means of representation while staying true to teaching educational standards<br>● Learn why we must clarify semantic elements —the words, symbols, numbers, and icons—to increase access and engagement.<br>● Learn how to improve comprehension through UDL best practices.<br>● Dive into techniques for scaffolding to help students learn<br><br>### Essential Question<br>● *How can we increase accessibility by providing multiple means of representation to all learners?*<br><br>### Activities<br><br>1. Watch the introductory video with Katie<br>2. Explore 2-3 resources from each lesson to deepen your learning<br>　○ Lesson 1: The Representation Principal<br>　○ Lesson 2: Technology in the UDL Classroom<br>3. Take the module assessment to assess what you learned and to move on to the next module. |

**5**

## Module 5: The How of Learning: The Strategic Network

### Objectives
- Understand what how diagnostic, formative, and summative assessments are used to inform teaching and learning
- Identify common barriers with assessments and how they can be eliminated through universal design
- Understand and apply the criteria for high-quality assessments to assessment design

### Essential Question
- *How can teachers universally design assessments that empower students to express knowledge and skills in authentic, meaningful ways that drive future teaching and learning?*

### Activities
1. Watch the introductory video with Katie
2. Explore 2-3 resources from each section lesson to deepen your learning  (2-3 hours)
   - Lesson 1: The Action & Expression Principal
   - Lesson 2: Universally Designed Assessments
   - Lesson 3: Universally Designed Rubrics
3. Take the module assessment to assess what you learned and to move on to the next module.

**6**

## Module 6: Firm Goals, Flexible Means

### Objectives
- Learn how to separate means for goals
- Learn how UDL and backwards design are similar and different
- Understand how to approach UDL lesson design using the backwards design techniques

### Essential Question
- *How can I use Understanding by Design alongside Universal Design for Learning to create lessons that promote deeper learning?*

### Activities
1. Watch the introductory video with Katie
2. Explore 2-3 resources from each section lesson to deepen your learning
   - Lesson 1: Goals vs means
   - Lesson 2: Backward design and UDL
3. Take the module assessment to assess what you learned and to move on to the next module.

**7**

## Module 7: Designing a UDL Lesson Plan

### Objectives
- Understand the four components of a UDL lesson plan
- Discuss how the components relate to the UDL guidelines

|  |  |
|---|---|
|  | • Learn about common barriers to UDL lesson design and how to overcome them<br><br>**Essential Question**<br>• How can we use the UDL guidelines to design and deliver UDL-aligned lesson plans and instruction?<br><br>**Activities**<br>1. Watch the introductory video with Katie<br>2. Explore 2-3 resources from each section lesson to deepen your learning<br>   a. Lesson 1: The Components of a UDL Lesson Plan<br>   b. Lesson 2: Diving Into UDL Lesson Design<br>3. Take the module assessment to assess what you learned and to move on to the next module. |
| **8** | **Module 8: Community & Collaboration: You Can't Do It Alone**<br><br>**Objectives**<br>• Understand the role Professional Learning Communities play in UDL implementation and your own expert learning<br>• Research PLC options and determine which would best support expert teaching at your school<br><br>**Essential Question**<br>• *Why do collaboration and PLCs play such a critical role in becoming expert teachers?*<br><br>**Activities**<br>1. Watch the introductory video with Katie<br>2. Explore 2-3 resources from each section lesson to deepen your learning<br>   ○ Lesson 1: The Importance of Community & Collaboration<br>   ○ Lesson 2: Professional Learning Communities and UDL<br>   ○ Lesson 3: Instructional Rounds<br>3. Take the module assessment to assess what you learned and to move on to the next module.<br>4. If you haven't posted to the course discussion board, now is the time, especially if you aren't connecting with other teachers in your district implementing UDL. |
| **FINAL PROJECT** | **For students taking the course for graduate credit** |