



UDL Now!

Diving Into Universal Design for Learning

45 continuing education hours

Course Description

UDL Now! will provide opportunities for PK-12 practitioners to personalize their UDL implementation experience. This course is modeled after the best-selling book, *UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms - Third Edition*. Whether you're a UDL beginner, or a seasoned veteran, there will be new resources and assignments that will stretch your thinking about what you and your students are capable of as expert learners. The goal of this course is to give all educators the foundation to be able to proactively design lessons and assessments that support and challenge all students in inclusive classrooms. Each module will include a variety of materials to increase options for representation and increase engagement throughout the course. Additionally, although educators are required to design and implement a UDL strategy or lesson in each module and reflect on the effectiveness of the strategy, there will be numerous options for action and expression so all course assignments are relevant, authentic, meaningful and aligned to educator practice.

Course Objectives

- Educators will understand and be able to incorporate the fundamental concepts of Universal Design for Learning (UDL) in the design of standards-based lessons, units, and assessments that consistently engage students in inclusive classrooms.
- Educators will create learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.

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 on a single-point rubric. Learn more about [single-point rubrics here](#).




Killing it! Evidence of going above and beyond answering the essential question	You Got This! The target/goal criteria	Not Yet Evidence of working toward answering the essential question
	Product is an original creation that: <ul style="list-style-type: none"> models an understanding of UDL is clearly organized 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.		

Professional Development Graduate Credits

Upon successful completion of the course and with registration for credits, you will receive 3 professional development graduate credits from either University of Massachusetts Global or Teachers College of San Joaquin.

Applicability of professional development hours and credits towards salary advancement are determined by the evaluating authority for each program. Please confirm with your contact prior to enrolling.

Course Schedule

MODULE	Topics
	<p>Module 1: Don't Do It Alone</p> <p>Objectives</p> <ul style="list-style-type: none"> Understand the role Professional Learning Communities play in UDL implementation and your own expert learning Research PLC options and determine which would best support expert teaching at your school <p>Essential Questions</p> <ul style="list-style-type: none"> <i>Why do collaboration and PLCs play such a critical role in becoming expert teachers?</i> <p>Activities</p> <ul style="list-style-type: none"> Watch the introductory video Attend any live sessions (if applicable) Review the module resources in each lesson Complete the module assignment

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Module 2: UDL & Equity

Objectives

- Understand the difference between equality and equity
- Understand why inclusion is necessary to improve student outcomes
- Understand the importance of setting high expectations for creating equitable learning environments
- Understand the concepts of variability and barriers in education
- Understand why we must proactively remove barriers and plan for variability to create inclusive environments

Essential Question

- *How can you implement Universal Design for Learning to design lessons that remove barriers and embrace variability in inclusive classrooms?*

Activities

- Watch the introductory video
- Attend any live sessions (if applicable)
- Review the module resources in each lesson
- Complete the module assignment

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Module 3: Differentiating Between UDL and Differentiated Instruction

Objectives

- Understand how UDL and differentiated instruction are different frameworks and how they work together to support the needs of all students in inclusive classrooms.

Essential Question

- *How do UDL and differentiated instruction work together to ensure all students in a classroom learn at high levels?*

Activities

- Watch the introductory video
- Attend any live sessions (if applicable)
- Review the module resources in each lesson
- Complete the module assignment

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Module 4: Recruiting and Engaging Learners as UDL Partners

Objectives




- Understand how the three components of engagement: interest, effort and persistence, and self-regulation are critical to building expert learning.
- Learn specific strategies for supporting student engagement in your learning environment as you co-create the learning environment.


Essential Question

- *How can I, as an educator, help to build student engagement?*

Activities

- Watch the introductory video
- Attend any live sessions (if applicable)
- Review the module resources in each lesson

	<ul style="list-style-type: none"> • Complete the module assignment
	<p>Module 5: The Power of Expert Learning</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how to support students in becoming more expert in their learning. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can educators design learning environments, and create feedback loops, so all students become more expert in their learning?</i> <p>Activities</p> <ul style="list-style-type: none"> • Watch the introductory video • Attend any live sessions (if applicable) • Review the module resources in each lesson • Complete the module assignment
	<p>Module 6: Firm Goals and UDL Implementation</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand what is meant by construct relevance and its relationship to firm goals • Understand how to universally design rubrics to support student self-reflection and growth <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can an understanding of "firm goals," help to create flexible pathways and clear success criteria?</i> <p>Activities</p> <ul style="list-style-type: none"> • Watch the introductory video • Attend any live sessions (if applicable) • Review the module resources in each lesson • Complete the module assignment
	<p>Module 7: Unpacking Choice and Voice</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how to provide construct-relevant choices that minimize barriers to learning. • Understand what is meant by "the paradox of choice." • Consider practices to optimize student voice and be prepared to implement a new strategy in your learning environment. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can we design learning environments that optimize student choice and voice?</i> <p>Activities</p> <ul style="list-style-type: none"> • Watch the introductory video

	<ul style="list-style-type: none">● Attend any live sessions (if applicable)● Review the module resources in each lesson● Complete the module assignment
	<h2>Module 8: But What About Standardized Assessments?</h2> <h3>Objectives</h3> <ul style="list-style-type: none">● Learn that preparing learners for standardized assessments is not the same as "teaching to the test"● Learn how to universally design lessons and learning environments that prepare students for success on more inaccessible measures. <h3>Essential Questions</h3> <ul style="list-style-type: none">● <i>How can we universally design our classrooms so that all learners have equitable opportunities to be successful on more standardized measures?</i> <h3>Activities</h3> <ul style="list-style-type: none">● Watch the introductory video● Attend any live sessions (if applicable)● Review the module resources in each lesson● Complete the module assignment