UDL Now! Part II: Putting Theory Into Practice

45 Continuing Education Hours | Option for 3 Graduate Credits

Course Description

This level 2 facilitated course will help educators move from UDL theory to the implementation of UDL in their classrooms and answer questions like, "Where do I get started?" and "What does UDL look like?" As educators, we want to encourage our students to make choices, take risks, and learn from their mistakes. To get started with implementing UDL, we must model this practice and understand that every trial won't be a success. By embodying expert learning and a growth mindset, we will learn and adapt and eventually reach our goals.

In this course, we will explore options for diving deeper into UDL lesson design and instruction. Together, we will unpack lesson plans, dive into universally designed learning strategies, and discuss tools and scaffolds that can support you on your UDL implementation journey.

Course Texts

All course materials and texts will be accessible online.

Course Objectives & Learning Outcomes

- Educators will be able to unpack a lesson plan and identify barriers that exist that may prevent all learners from accessing the learning and from experiencing success.

- Educators will be able to revise learning experiences to include flexible materials, methods, and assessments based on meeting a firm goal.

- Educators will understand how UDL connects to the best practices of social emotional learning and be able to design a learning environment that supports social emotional health and academic success.

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).

NovakEducation.com

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 question	The target/goal criteria	Evidence of working toward answering the essential 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 ## 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
2	**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: Creating Equitable Assessments the UDL Way

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 for Expert Teaching and Learning
- 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.

4

Module 4: Creating Equitable 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: Utilizing Equitable Methods to Engage Your Learners

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.

Module 6: Creating an Equitable Physical Space

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.

Module 7: Supporting Self-Regulation

Objectives

- Understand the role executive functions and self-regulation play in expert teaching and why these two UDL guidelines are so critical

Essential Question

- What is productive struggle and how does self-regulation help us engage in meaningful productive struggle?
- What supports can we put in place to help make our struggles productive?

Lessons

- Lesson 1: What is Productive Struggle and How Does it Support Expert Learning?

- Lesson 2: Learning and the Brain: What Role Does Self-Regulation Play?
- Lesson 3: Options for Supporting Student Self-Regulation

Activities and Assignments

- **Support Self-Regulation:** Create a plan for integrating practices to support self-regulation into your lesson design and instruction. Reflect on the methods you chose and why.

Module 8: Reflection: Expert Teaching and Expert Learning

Objectives

- Learn about the reflection process and how it helps you and your students become expert learners as part of the Choose, Do, Review process.
- 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.