UDL in the Primary Classroom

45 Continuing Education Hours | 3-Credit Graduate Option

Course Description

This course will engage the participant in research, activities and strategies for universally designing the PreK-3rd grade classroom. The primary focus will be on gaining a deeper understanding of the UDL Framework and how to apply the guidelines in a primary classroom, in order to reach the variability of all learners. Participants will explore various tips and techniques for universally designing the primary classroom and will develop lessons or units that implement the UDL guidelines that are aligned to educational standards.

The course uses a combination of materials (online, printable, multimedia) to help the participants build a shared background and language in each Module. Participants demonstrate understanding of the material by creating various products (i.e. ELA, Math and Science lessons or units of study and classroom design) and by participating in online discussions in Canvas. The course is designed to provide participants with an option to engage in professional development in Universal Design for Learning in a flexible online structure.

Recommended Course Texts

- Massachusetts Department of Education, Massachusetts English Language Arts and Literacy Frameworks, March 2017, http://www.doe.mass.edu/frameworks/ela/2017-06.pdf

- Massachusetts Department of Education, Massachusetts Mathematics Frameworks, March 2017, http://www.doe.mass.edu/frameworks/math/2017-06.pdf

- Massachusetts Department of Education, Massachusetts Science and Technology/Engineering Frameworks, April 2016, http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf

Course Objectives & Learning Outcomes

Knowledge
As a result of the learning experiences in the course, you will strengthen your understanding of:
- The UDL framework and where you are as an educator in its implementation
- The three primary principles of UDL
- About the Universal Design for Learning Frameworks and its application in a primary classroom

Skill

As a result of the learning experiences in the course, you will be better able to:
- Identify barriers facing students in the classroom
- Plan universally designed lessons or units of study in ELA, Mathematics and Science/Technology

Caring

As a result of the learning experiences in the course, you will become more competent in your ability to:
- Design the physical space of your classroom and materials to aid in implementing UDL on a daily basis
- Reach all students when instructing using the UDL framework
- Reach all students when planning lessons/units using the UDL framework

Ethical

As a result of the learning experiences in the course, you will become more competent in your ability to:
- Universally design lessons for struggling students as well as those performing above grade level.

Course Requirements

This course requires participants to be engaged and prepared for each and every assignment. The course will be offered fully online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. 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 Submissions

All students must create a Canvas account and login to view modules and assignments. All assignments must be submitted electronically through Canvas.

Resubmitting Assignments:
All assignments can be resubmitted for feedback and grading up until the last day of the course.

Evaluation & Grading Policy

Activity	Percentage	Point Value
Discussion 1: First Steps in implementing UDL.	5%	3
Discussion 2: Applying UDL through case studies	5%	3
Discussion 3: What physical changes are you implementing to make your classroom UDL friendly?	5%	3
Project #1: ELA UDL Lesson/Unit of Study	20%	100
Project #2: Math UDL Lesson/Unit of Study	20%	100
Project #3: Science/Technology UDL Lesson/Unit of Study	20%	100

Project#4: UDL Lesson/Unit of Study (any subject area)	25%	100

Rubrics

Projects & Assignments will be graded based upon the following rubric:

Criteria	☺ Killing it!	☺ Progressing	😐 Not Yet	Max Points
Content	The product exceeds the objective of the assignment by carefully expressing content appropriate for task, purpose, and audience. **30 pts**	The product meets the objective of the assignment by expressing content that is appropriate for the task, purpose, and audience. **20 pts**	The product is close to meeting the objectives of the assignment but the task, purpose, or audience don't align well to the task. **10 pts**	**30 pts**
Organization	Regardless of the format of the assignment, ideas are logically organized and developed; transitions easily connect content and ideas. **30 pts**	Regardless of the format of the assignment, ideas are logically organized and developed; there are some missing transitions which may be confusing. **20 pts**	There product proceeds logically but some transitions or organization problems impede the flow of organization. **10 pts**	**30 pts**
UDL Application	Practical application of UDL principles is established. Aspects from all three networks are present. **30 pts**	Some practical application of UDL principles is established. Aspects from at least 2 networks are present. **20 pts**	Very little practical application of UDL principles is established. Aspects from one network is present. **10 pts**	**30 pts**
			Total Points	**90 pts**

Discussions will be graded based upon the following rubric:

	😄 Killing it! (3)	🗨 Progressing (2)	📝 Not Yet (1)	Points
Relevance of post	The response clearly reflects solid understanding of	The response reflects understanding of course and texts but	The response is close to content shared but not in much depth. There is no	

	content and texts, uses specific textual evidence, and shows depth of insight.	reflections and/or evidence is somewhat superficial.	explicit connection to content or texts.	
Expression within the post	Response is authentically connected to educator's practice. Ideas and opinions are clearly expressed.	Expression is not explicitly connected to educator's practice. There is minimal expression of ideas or opinions.	There is no connection to educator's practice or topic. Opinions and ideas are not communicated clearly.	
			Total Points	6 pts

Course Content/Topical Outline

Session	Topics
	Module One: Introduction to UDL ● UDL Frameworks Overview ● Mastery Oriented Feedback ● UDL in a primary classroom ● Webinar Universal Design for Learning 101 Webinar with Katie Novak ● Why We Need Universal Design - Michael Nesmith Ted Talk ● National Center on Universal Design for Learning What is UDL? ● What Does UDL Look Like? - Edtalks Video Cast video ● UDL at a Glance Video Cast ● UDL Theory and Practice – Chapter 1 Assignment #1
	Module Two: Why UDL is important in primary classrooms ● Looking Closely at Primary Classrooms ● What can we learn from upper elementary classrooms? ● Review Case Studies (K,1,2) ● UDL guidelines checklists ● Engagement Strategies -Pinterest poster with ideas ● The Classroom Nook - Teacher Website teacher website – Giving Students More Choice in the Classroom ● 7 Ways to Introduce UDL in Your Classroom 7 ways to introduce UDL ● UDL Theory and Practice – Chapters 2 & 3 Assignment #2
	Module Three: Setting up a classroom that promotes UDL ● What changes can you make to the physical environment? ● What materials can you have to implement UDL on a daily basis? ● CAST UDL Lesson Builder lesson builder ● The UDL Project– lesson ideas, blogs, tools , links ● UDL Theory and Practice – Chapter 4

	Assignment #3
	Module Four: Universally Designing English Language Arts and Literacy Lessons ● Connected Learning Advisory ● Circle Maps - Teaching Channel Video video lesson all grades ● Empowering Our Littlest Learners Digital Listening Stations ● UDL Theory and Practice – Chapter 5 Assignment #4 ELA Lesson/Unit
	Module Five: Universally Designing Mathematics Lessons ● UDL Math Lesson - Grade 2 ● Teaching Channel - Let's Count Learning Numbers in Multiple Ways pre-k math lesson ● UDL Principles and Practice grade 1-6 ● Teaching Channel - Silent Signals in Math ● UDL Theory and Practice – Chapter 6 Assignment #5
	Module Six: Universally Designing Science/Technology Lessons ● K2CanToo K-2 integrating tech ● Cast UDL Exchange ● Lesson Planning -Completed Lesson and Unit Plans ● UDL Theory and Practice – Chapter 7 Assignment #6
	Module Seven: Universally Designing Lessons in any subject area. ● What subject area do you want to further explore implementing UDL? ● Take a look back at resources and ideas you've explored within this course. What will you do to break down the barriers within your classroom? Assignment #7