



Meeting the Needs of All with UDL

45 continuing education hours

Live Sessions

All sessions are held virtually on Mondays from 4-5 pm Pacific/7-8 pm Eastern via Zoom.

- **September 23, 2024:** UDL Overview - Big Picture Ideas featuring Katie Novak
- **October 7, 2024:** Connecting UDL, Inclusive Practice & Equitable Access featuring Mirko Chardin
- **October 21, 2024:** A Deeper Look at Firm Goals and Construct Relevance featuring Matt Bergman
- **November 4, 2024:** The Power of Learner Agency featuring Jeff Horwitz
- **November 18, 2024:** Four Components of UDL Lesson Design featuring Mirko Chardin
- **December 2, 2024:** The UDL Principles in Teaching Practice featuring Matt Bergman
- **December 16, 2024:** Assessments, Feedback and Reflection featuring Chris Bronke

Course Description

"Meeting the Needs of All with UDL" offers PK-12 practitioners an exciting opportunity to personalize their UDL journey. Whether you're just starting out or are diving deeper into UDL, you'll discover fresh resources and engaging assessments that will push the boundaries of what you and your students can achieve. This dynamic course is designed to empower educators with the tools to create lessons and assessments that not only support but also challenge every student in inclusive classrooms. Each module is packed with diverse materials to boost representation and engagement, ensuring a vibrant learning experience. You'll complete thought-provoking assignments and reflective activities, with plenty of options for action and expression, making every task relevant, authentic, and deeply connected to your practice. Get ready to revolutionize your approach and make a real impact in your classroom!

Course Objectives

- Educators will understand how UDL impacts their schools and communities and discover ways to implement it into their practices.
- Educators will design and implement UDL strategies and lessons, reflecting on their effectiveness to ensure they support and challenge all students in inclusive classrooms.
- Educators will create learning experiences that help students identify their strengths, interests, and needs, solve problems, ask for support when needed, 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 fabulous ideas! In each module, we will

give you some options for response, but always welcome you to share your own ideas 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 on the following rubric. Note that all assignments that meet the “essential” requirements will be marked “Complete” and will receive full credit. That being said, we challenge you to challenge yourself and work toward higher levels of complexity to share your brilliance with your colleagues or - dare we say - the world!?

Criteria	Essential	More Complex	Even More Complex
Discussion Posting/Reflection	The response Demonstrates a solid understanding of the content and texts. Uses specific textual evidence and shows depth of insight.	The response goes beyond demonstrating understanding by offering innovative insights, connections, or applications to educator practice.	The response shares insights with an authentic audience, such as colleagues, through presentations, blogs, on social media, or proposals for conference sessions.

Course Schedule

MODULE	Topics
	<p>Module 1: UDL Overview - Big Picture Ideas</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the three core beliefs of UDL • Learn more about the UDL principles • Understand the connection between UDL, Differentiated instruction, and MTSS <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can I begin to think and instruct like a UDL practitioner?</i> <p>Lessons</p> <ul style="list-style-type: none"> • Lesson 1: Learner Variability • Lesson 2: What is UDL? • Lesson 3: UDL, Differentiated Instruction, and MTSS <p>Assignment</p> <ul style="list-style-type: none"> • Option 1: Using materials from the course, brainstorm a list of learner variabilities that walk into your classroom each day. Given those variabilities, what barriers arise? Create a three-column chart listing variabilities, barriers, and ways to eliminate the barrier through inclusive practices.. • Option 2: Review the "Would You Rather" resource provided in the course and write a blog post or record an audio response using Vocaroo. Describe how you could leverage these no prep, low prep ideas in your classroom to reduce barriers and meet learner variability. In your response, reflect on how this resource aligns with the UDL three core beliefs and principles discussed in the course. • Option 3: Complete the UDL Self-Assessment provided in the course. Which focus areas do you already do well? Provide examples using course materials. Which of the UDL Look Fors would you like to focus on learning more about and applying in your classroom soon.

2

Module 2: Connecting UDL, Inclusive Practice & Equitable Access

Objectives

- Understand the difference between equality and equity
- Understand why inclusion is necessary to improve student outcomes

Essential Question

- *How can Universal Design for Learning help you create inclusive, equitable classrooms?*

Lessons

- Lesson 1: Equity vs Equality
- Lesson 2: Inclusion vs Inclusive Practice
- Lesson 3: High Expectations

Assignment

- Option 1: Answer the essential question, "How can Universal Design for Learning help create more inclusive, equitable classrooms?" using writing, audio, video, etc. Be sure to incorporate and cite resources from the course or live session to support your reflection.
- Option 2: Convince your colleagues that UDL can help them create more equitable learning environments. Create an artifact (essay, presentation, infographic - get creative!) to persuade them. Include suggestions for improving equity in learning environments using UDL best practices, incorporating resources from the course or live session.

3

Module 3: A Deeper Look at Firm Goals and Construct Relevance

Objectives

- Be able to distinguish between different types of standards/learning objectives
- Learn how to embed construct relevant options into learning experiences based on standards

Essential Question

- *How can we create construct relevant choices designed to all meet the same firm goal??*

Lessons

- Lesson 1: Firm goals, Flexible Means
- Lesson 2: The Power and Paradox of Choice
- Lesson 3: Universally Designed Choice Boards

Assignment

- Review 5-10 of your grade-level standards (if you're an admin, you can use teacher evaluation standards) and categorize them as either content standards or methods standards. Choose one standard and design a lesson plan incorporating flexibility in methods, materials, and assessment. Reflect on the difference between content and methods standards and explain why this distinction is important in your discipline. Share your reflection in an audio, video, text, or multimedia format.

4

Module 4: The Power of Learner Agency

Objectives

- Understand why is important to create learning experiences that build motivation, self-awareness, and responsible decision making
- Understand how UDL helps build future ready skills
- Explore ways to develop and empower students in your lesson design and learning environment

Essential Question

- *How can I, as an educator, help prepare my learners for their futures using UDL best practices?*

Lessons

- Lesson 1: The Process of Making Choices
- Lesson 2: Building Future-Ready Skills
- Lesson 3: Assessments and Reflection to Drive Self-Awareness and Responsible Decision Making

Assignment

- Option 1: Critically examine an upcoming assessment and identify the barriers to creating more self-directed and self-aware learners. Reflect on how to transform the assessment by providing more flexible pathways. Share your findings with your classmates, citing textual evidence from course materials to support your reflection.
- Option 2: Give one of your lesson plans a UDL makeover. Note which barriers are minimized through design and how the lesson promotes self-awareness and self-direction. Be sure to cite textual evidence from the course to support your changes.
- Option 3: Answer the essential question, "How can I, as an educator, help prepare my learners for their futures using UDL best practices?" Use and cite textual evidence from the course to support your response.
- Option 4: (For those leading PD or in administration) Describe ways you can assess whether your work results in changed practices. Explain where UDL helps you determine the impact of your efforts and how you support adults in their learning. Be sure to cite textual evidence from the course to support your strategies.

5

Module 5: Four Components of UDL Lesson Design

Objectives

- Understand the UDL design process
- Take a look at UDL makeovers to understand what adding flexibility to lesson design looks like in practice
- Explore how to structure a UDL lesson

Essential Question

- *How can educators universally design a lesson?*

Lessons

- Lesson 1: Reflection and Goal Setting
- Lesson 2: Mini-Lessons
- Lesson 3: Self-Differentiated Learning
- Lesson 4: Self-Differentiated Assessments

Assignment

- Option 1: Use your own lesson plan, or access a sample from here, and go through the Lesson Plan Flow Chart or UDL Makeover tips to pick an area that you would like to make over. Reflect on the changes you made and cite textual evidence from course materials to support your decisions.
- Option 2: Review Katie Novak's blog about the lesson design flow chart. As a UDL practitioner, describe where you will focus on meeting the needs of all learners in your classroom based on the flow chart. Be sure to include textual evidence from the blog and other course materials to support your focus areas.
- Option 3: Review these [exemplar lessons](#). What do you notice about the UDL version vs the traditional version? Reflect on how you can apply these observations to your practice, citing specific examples from the exemplar lessons and course materials.



Module 6: The UDL Principles in Teaching Practice

Objectives

- Understand what UDL looks like in teaching practice
- Understand how to apply UDL best practice to your instruction and lesson design

Essential Question

- *What does UDL look like in teaching practice?*

Lessons

- Lesson 1: Optimizing Student Voice
- Lesson 2: Scaffolding Up

Assignment

- Option 1: Choose a content standard your learners need to work toward. Design a choice board for learning or demonstrating learning that gives students agency in their learning. Remember, firm goal, flexible means! Reflect on where you embedded voice and choice and how this models UDL in teaching practice. Be sure to cite textual evidence from course materials to support your design and reflection.
- Option 2: Choose a method standard your learners need to work toward. Design scaffolds to support your learners with learning and/or demonstrating their learning. Reflect on where you embedded voice and choice and how this models UDL in teaching practice. Be sure to cite textual evidence from course materials to support your design and reflection.

7

Module 7: Assessments, Feedback and Reflection

Objectives

- Be able to employ strategies for providing effective action-based feedback and opportunities for reflection
- Explore best practices for providing feedback and grades to learners
- Explore strategies for empowering learners in the formative assessment and feedback process

Essential Question

- *How do we leverage feedback & reflection to develop self-aware and self-directed learners?*

Lessons

- Lesson 1: Universally Designed Grading
- Lesson 2: Providing Learner Feedback
- Lesson 3: Reflection and Goal Setting

Assignment

- Option 1: Select a piece of student work that isn't quite there yet. Write or record your feedback to that student. Try it out in real life if you are currently in the classroom! Reflect on the process of how your feedback can help build self-awareness and self-direction in your student. Be sure to cite textual evidence from course materials to support your design and reflection.
- Option 2: Explore the resources around feedback. Describe how you will incorporate one or more of them into the classroom or create your own anchor chart, exit ticket, or assignment to gather feedback and how that will help to impact self-awareness and self-direction in your learners. Be sure to cite textual evidence from course materials to support your design and reflection.
- Option 3: Explore the resources for reflection in the classroom. Describe how you will incorporate one or more of them into the classroom or create your own anchor chart, exit ticket, or assignment to incorporate reflection into your classroom routines. Explain your choices and how they will help to build self-awareness and self-direction in your learners. Be sure to cite textual evidence from course materials to support your design and reflection.

8

Module 8: Power in Numbers

Objectives

- Understand the role community and collaboration play in UDL implementation and your own expert learning

Essential Questions

- *Why do collaboration and community play such a critical role in becoming expert teachers?*

Lessons

- Lesson 1: The Importance of Community & Collaboration
- Lesson 2: PLCs & UDL
- Lesson 3: Instructional Rounds

Assignment

- Option 1: Answer the essential question, "Why do collaboration and community play such a critical role in becoming expert teachers?" using writing, audio, video, etc. Be sure you use and reference resources from the module to support your reflection.
- Option 2: Design an agenda for a PLC or collaboration session that will help foster expert teaching with your colleagues. Reflect on what you did differently in the redesign process with UDL and how it affects the final outcome. Be sure to cite textual evidence from course materials to support your design and reflection.