



UDL Now! Intro to UDL

Self-Directed Course

30 continuing education hours

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 identifying and eliminating barriers that prevent all learners from succeeding in your learning environment. 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 for all. Whether you teach Pre-K or higher ed, throughout the course, there will be numerous opportunities to experience and practice the principles of UDL.

Course Text

[UDL Now!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms. Third Edition](#)

- Buy single or bulk copies through [CAST Publishing](#)
- Purchase through [Amazon/Kindle](#)/Audiobooks available including [Audible](#)

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 learn strategies to design learning experiences using UDL best practices

Final Project for Graduate Credit

At the end of the course learners, who have signed up for continuing education graduate credits, 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 universally designed rubrics here](#). Contact education@novakededucation.com to register for graduate credits if you have not already done so.


Not there yet!

Met Expectations

Nailed It!

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| | 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. | |
| | 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). Exemplary: <ul style="list-style-type: none"> • Goals are separated from means • Options and choices are embedded within the learning experience to promote the learner | |
| | Reflection | |
| | In this last section 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. | |
| 5 points | | |
| Meeting the standard, or going above and beyond, will earn you the full point value for the assignment. | | |

Course Modules

| MODULE | Topics |
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|  | <p>Module 1 You Can't do it alone. Community and Collaboration</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the importance of collaboration in the process of implementing UDL |

- 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

Essential Question

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

Activities

1. Watch the module videos with Katie Novak
2. Explore resources from each module lesson
 - Lesson 1: The Importance of Community and Collaboration
 - Lesson 2: Professional Learning Communities and UDL
 - Lesson 3: Instructional Rounds
3. Take the module assessment to assess what you have learned to move on to the next learning module
4. OPTIONAL: Post to the unmoderated discussion forum.

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Module 2: The UDL Guidelines and Expert Learning

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 learning opportunities that remove barriers and embrace variability in inclusive classrooms?*
- *Why is UDL important for creating an equitable, inclusive learning environment?*

Activities

1. Watch the module videos with Katie Novak

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| | <ol style="list-style-type: none"> 2. Explore resources from each module lesson <ul style="list-style-type: none"> ○ Lesson 1: Equity vs Equality ○ Lesson 2: Inclusion vs Inclusive practice ○ Lesson 3: High Expectations ○ Lesson 4: Learner Variability ○ Lesson 5: What is UDL 3. Take the module assessment to assess what you have learned to move on to the next learning module 4. OPTIONAL: Post to the unmoderated discussion forum. |
|  | <p>Module 3: Differentiating Between UDL and Differentiated Instruction</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand how UDL and differentiated instruction are different frameworks and how they work together to support the needs of all students in inclusive classrooms. <p>Essential Question</p> <ul style="list-style-type: none"> ● <i>How do UDL and differentiated instruction work together to ensure all students in a classroom learn at high levels?</i> <p>Activities</p> <ul style="list-style-type: none"> ● Watch the introductory video with Katie ● Explore 2-3 resources from each lesson to deepen your learning <ul style="list-style-type: none"> ○ Lesson 1 - Diving Into Differences in UDL and DI ● Take the module assessment to assess what you learned and to move on to the next module. ● OPTIONAL: Post to the unmoderated discussion forum. |
|  | <p>Module 4: Recruiting and Engaging Learners</p> <p>Objectives</p> <ul style="list-style-type: none"> ● 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. <p>Essential Question</p> <ul style="list-style-type: none"> ● <i>How can I, as an educator, help to build student engagement?</i> <p>Activities</p> |

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| | <ol style="list-style-type: none"> 1. Watch the introductory video with Katie 2. Explore 2-3 resources from each lesson to deepen your learning <ul style="list-style-type: none"> ○ Lesson 1 The Engagement principle ○ Lesson 2 Recruiting interest ○ Lesson 3 Sustaining Effort and persistence ○ Lesson 4 Self-regulation 3. Take the module assessment to assess what you learned and to move on to the next module. 4. OPTIONAL: Post to the unmoderated discussion forum. |
| <div style="text-align: center;">  <p>5</p> </div> | <p>Module 5: The Power of Learner Agency</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand how to build learner agency. <p>Essential Question</p> <ul style="list-style-type: none"> ● <i>How can educators design learning environments, and create feedback loops, so all students have learner agency?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Watch the introductory video with Katie 2. Explore 2-3 resources from each section lesson to deepen your learning (2-3 hours) <ul style="list-style-type: none"> ○ Lesson 1: What is learner agency? ○ Lesson 2: Why do we need students to have agency? ○ Lesson 3: Assessments and Reflection to Drive Expert Learning 3. Take the module assessment to assess what you learned and to move on to the next module. 4. OPTIONAL: Post to the unmoderated discussion forum. |
| <div style="text-align: center;">  <p>6</p> </div> | <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> |

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| | <p>Activities</p> <ol style="list-style-type: none"> 1. Watch the introductory video with Katie 2. Explore 2-3 resources from each section lesson to deepen your learning <ul style="list-style-type: none"> ○ Lesson 1 - Firm Goals, Flexible Means ○ Lesson 2 - Universally Designed Grading 3. Take the module assessment to assess what you learned and to move on to the next module. 4. OPTIONAL: Post to the unmoderated discussion forum. |
|  | <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"> ● How can we design learning environments that optimize student choice and voice? <p>Activities</p> <ol style="list-style-type: none"> 1. Watch the introductory video with Katie 2. Explore 2-3 resources from each section lesson to deepen your learning <ol style="list-style-type: none"> a. Lesson 1 - The Power and Paradox of Choice b. Lesson 2 - Optimizing Student Voice 3. Take the module assessment to assess what you learned and to move on to the next module. 4. OPTIONAL: Post to the unmoderated discussion forum. |
|  | <p>Module 8: But What About Standardized Assessment?</p> <p>Objectives</p> <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. <p>Essential Question</p> |

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| | <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> <p>Activities</p> <ol style="list-style-type: none"> 1. Watch the introductory video with Katie 2. Explore 2-3 resources from each section lesson to deepen your learning <ul style="list-style-type: none"> ○ Lesson 1: Don't Teach to the Test 3. Take the module assessment to assess what you learned and to move on to the next module. 4. If you haven't posted to the unmoderated course discussion board, now is the time, especially if you aren't connecting with other teachers in your district implementing UDL. |
| <p>FINAL PROJECT</p> | <p>For students taking the course for graduate-level credit (See details above). To add on the final project for 3 graduate-level credits, register here.</p> |

