



Bringing Your UDL Practice to the Next Level

45 contact hours

3-credit graduate/ Washington PD units for an additional fee

Communicate with Us!

Use text or email to communicate with your classmates and me. Don't wait until you're struggling or feeling overwhelmed. Reach out when you need help developing a strategy either for a problem or for managing the course as I will help you to develop a personalized plan that will ensure your success. Also, I will ask you throughout the course what is going well and what needs improvement! I look forward to your feedback to help make this course accessible, engaging and challenging for everyone.

Course Description

UDL is an educational framework that can be used to eliminate barriers to learning, embrace variability in learners, and eliminate inequitable opportunities for students. This course is for educators who have some basic knowledge and understanding of UDL but want to move their UDL practice from the emerging level towards proficiency.

In this course, teachers and administrators will have an opportunity to dive deeper into the UDL framework to scale and optimize UDL implementation in their learning environment. We will explore social injustice, UDL culture and climate, culturally responsive teaching techniques, and implicit bias through the UDL lens. Educators will learn how to embrace their UDL failures as part of the learning experience and embrace UDL best practices to proactively design learning environments academically, behaviorally, and social-emotionally that help eliminate inequities in schools.

Course Objectives

- Become more cognizant of student variability and how that knowledge of Universal Design for Learning (UDL) can transform teaching and learning to improve the outcomes of all learners.
- Become more competent in your ability to create better learning opportunities and outcomes for students by bridging cultural differences with students and fostering social justice through a model that is built upon comprehensive feedback and an inquiry model of improvement.
- Become more competent in your ability to remove the barriers that prevent some students in the district from learning and engaging in the curriculum.

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 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).

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 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 models an understanding of UDL, is organized, and answers the essential question of the module by expressing content that is appropriate for the task, purpose, and audience.	
10 points		

Course Schedule

MODULE	Topics
	<p>Module 1: UDL Refresher on Variability and Disproportionality</p> <p>Objectives</p> <ul style="list-style-type: none"> • Deepen your understanding of variability and disproportionality in learning environments <p>Essential Question</p> <ul style="list-style-type: none"> • <i>Where and why do we have disproportionality in schools?</i> <p>Activities</p> <ul style="list-style-type: none"> • Project #1: Student variability transcends learning differences. Students have a unique mix of strengths, weaknesses, and interests. In addition, they came to us with diverse backgrounds. Their unique identities include differences in race, disability, national origin, religion, language, socio-economic status, gender, and sexual identity. The reality is, however, that are significant inequities based on variability. In this project, examine the variability of your learning environment. Who is your classroom/school working for? Who is the system failing? Be courageous in your exploration of success and inequities.
	<p>Module 2: UDL Culture & Climate</p> <p>Objectives</p> <ul style="list-style-type: none"> • Evaluate the current culture and climate for UDL in your school and learning environment. • Learn about best practices for fostering a culture of inclusion • Understand why it is important for learners to embrace failure <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can failure facilitate learning and how can we foster a culture that embraces failure?</i> <p>Activities</p> <ul style="list-style-type: none"> • Project #2: UDL Failure Resume - After exploring the resources, your task is to examine your own UDL failures. And then spin the narrative. How can you turn these failures into successes? What have you learned hasn't worked in your journey? What are your UDL mistakes? How can those mistakes and failures help move others forward?
	<p>Module 3: UDL & Your Physical Environment</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn ways to minimize threats and distractions in physical learning environments • Understand the importance of creating a flexible and safe environment to optimize learning <p>Essential Question</p>

	<ul style="list-style-type: none"> • <i>How can physical space in a learning environment provide an opportunity for all students to access and engage in meaningful learning experiences that minimize threats and distractions?</i> <p>Activities</p> <ul style="list-style-type: none"> • Project #3: UDL Make-Over - First, reflect on the resources that asked you to explore the accessibility of your classroom design. Now that you know the barriers that your physical space may create, you're going to take action. Here are your options: <ul style="list-style-type: none"> ○ Post before and after photos of your environment, with a reflection on what you did to make it more accessible. You can also consider creating a blog for this work. ○ Create an action plan for how you're going to work your tail off this summer to transform your space into UDL-topia. Sketch your vision, note what you'll need, and then make a wish list to share with parents, staff members, the PTO, etc... (consider completing this activity at a staff meeting if you're an administrator.... kind of like, "How can we UDL-ify our school). ○ Spend some time researching really amazing, innovative learning spaces online. Find a few examples of ideas that you LOVE and create a Pinterest Board with at least 20 ideas that align to the principles of UDL. In the discussion board, post the link to your Pinterest Board and a short reflection on how this will improve engagement and accessibility for all learners. Have a better idea that is more authentic to you - just let me know!
	<p>Module 4: Implicit Bias & Cogen Dialogues</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the roles executive functions and self-regulation play in expert teaching and why these two UDL guidelines are so critical <p>Essential Questions</p> <ul style="list-style-type: none"> • <i>What are cogen groups and how can utilizing them benefit your UDL practice?</i> <p>Activities</p> <ul style="list-style-type: none"> • Discussion: Reflect on a time where you felt you were struggling with your teaching practice. How did you cope with the struggle? Is there something that you think you could do differently next time when thinking about the UDL checkpoints for executive function and self-regulation?
	<p>Module 5: UDL & Cultural Responsiveness</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn how to use the “Choose, Do, Review” model for your teaching practice as a means of continuous reflection and improvement <p>Essential Questions</p> <ul style="list-style-type: none"> • <i>How can UDL help educators bridge cultural differences with students?</i> • <i>How does traditional curriculum and instruction perpetuate inequities and how can UDL mitigate those effects?</i> <p>Activities</p> <ul style="list-style-type: none"> • Project #4: We live in a world where educators have the incredible task of creating a world that is culturally responsive and socially just. After learning about how UDL can foster both justice and cultural responsiveness, you will incorporate one of the ideas/examples in your learning environment and then collect learner feedback on the effectiveness of the lesson. Regardless of the project you complete, you can just

	submit your reflection in writing/audio/video (think blog or podcast!) and be sure to connect your ideas to UDL.
	<p>Module 6: UDL & Next Generation Skills</p> <p>Objectives</p> <ul style="list-style-type: none"> Understand the importance of student feedback in the expert learning process <p>Essential Questions</p> <ul style="list-style-type: none"> <i>How can educators design learning experiences that ensure that students become self-directed, creative problem solvers who communicate effectively and are integrated thinkers?</i> <p>Activities</p> <ul style="list-style-type: none"> Assignment: In a blog/podcast/reflection/multimedia presentation/etc... you will answer the following question - How does UDL promote the development of 21st-century skills for all learners?
	<p>Module 7: Self-Regulation & Coping for Success</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 is it so important to incorporate strategies for dealing with emotional dysregulation in a UDL environment to minimize threats and distractions?</i> <p>Activities</p> <ul style="list-style-type: none"> Assignment: As the next step, you're going to share one or more of the resources in the module with your learners and/or have a conversation with learners or colleagues about self-regulation and coping, and then you're going to reflect and answer the following discussion prompt: How can you change your practice to optimize the self-regulation and coping skills of all learners so they can become expert learners? As always, you can share your answer in a blog, a podcast, a multimedia presentation, etc... If you have a better and more authentic idea, you know we'd love to see it!
	<p>Module 8: Reflection</p> <p>Essential Questions</p> <ul style="list-style-type: none"> How have I grown as a professional as a result of the learning opportunities in this course? How did my knowledge of UDL grow throughout this experience? <p>Activities</p> <ul style="list-style-type: none"> Final Reflection or Discussion Board