Expert Learning. Expert Teaching.

45 Continuing Education Hours | 3-credit graduate option for an additional fee

Course Description

UDL is a framework to eliminate barriers to learning, embrace variability and eliminate inequitable opportunities for students. The focus is often on how to help students become expert learners but in this course, we will focus on what it means to be an expert teacher by focusing on improving practice through thoughtful goal-setting, reflection, collaboration, and continuous improvement. Immerse yourself in a personalized professional development experience that will allow you to grow in areas where you struggle while honoring your strengths and journey along the way. You will have the opportunity to design your own improvement targets, data sets, and artifacts as you dive more deeply into how UDL improves your practice in quantifiable ways.

Course Objectives

- Understand what it means to be an expert teacher by assessing your strengths and weaknesses and applying UDL best practices to overcome barriers
- Learn how to use goal setting, collaboration, and data to improve your teaching practice and become and expert teacher
- Design improvement targets and data sets using UDL best practices to improve your teaching in quantifiable ways

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 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 on a single-point rubric. Learn more about [single-point rubrics here.](#)

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 • is clearly organized • 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 Schedule

MODULE	Topics
1	**Module 1: What Does it Mean to be an Expert Teacher?** **Objectives** ● Evaluate your own knowledge and level of implementation regarding UDL and deepen your understanding of what it means to be an expert teacher ● Examine your own variability, strengths and weaknesses and how they shape your teaching practice ● Identify barriers to your own expert learning and analyze how those barriers could be reduced **Essential Question** ● *What does it mean to be an expert teacher and how does my own variability and barriers to learning affect my teaching practices?* **Activities & Assignments** ● **Discussion:** Reflect on your own variability as an educator. What strengths and weaknesses do you bring to the table? What barriers exist in your learning environment that get in the way of your own learning?
2	**Module 2: Designing Data Sets for Expert Teaching** **Objectives** ● Learn about the different types of data you can use to assess your effectiveness as a teacher ● Understand how to collect and analyze data that will help you reflect on and improve your teaching practice **Essential Question** ● *How can data collection and monitoring help us become expert teachers?* **Activities** ● **Assignment:** Create a data collection tool that will help you monitor how you are improving upon your teaching practice. Use a Google form, design a paper survey, or share a video for collecting regular verbal data from your students.
3	**Module 3: SMART Goals for Improving Practice** **Objectives** ● Understand how to set meaningful goals to improve your teaching practice ● Create accountability measures for meeting your SMART goals **Essential Question** ● *What are SMART goals and how can goal-setting help me progress towards expert teaching?* **Activities**

- **Assignment:** Develop 3 SMART goals for yourself and share them with your classmates. Elaborate on how your data collection tool from Module 2 can help you reach these SMART goals. Share as a traditional post, video, infographic, Prezi, or slide show.

(4)

Module 4: Engaging in Productive Struggle

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

Essential Questions
- *What is productive struggle and how do executive function and self-regulation help us engage in meaningful productive struggle?*
- *What supports can we put in place to help make our struggles productive?*

Activities
- **Discussion:** Reflect on a time where you felt your were really 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?

(5)

Module 5: Choose, Do, Review

Objectives
- Learn how to use the "Choose, Do, Review" model for your own teaching practice as a means of continuous reflection and improvement

Essential Questions
- *How can choosing to try new strategies model expert learning for our students?*
- *Why is it important to reflect on and evaluate our choices as an educator?*

Activities
- **Assignment:** Develop a UDL lesson plan and share with your classmates. Execute this lesson in your classroom prior to the beginning of module 8.

(6)

Module 6: Student Feedback

Objectives
- Understand the importance of student feedback in the expert learning process

Essential Questions
- *Why it is important to continuously collect student feedback as a means for improving our practice?*

Activities
- **Assignment:** Using UDL best practices, your data collection tool from Module 2, and what you've learned about data collection, develop a strategy for regularly collecting student feedback. Use your new strategy along with your tool from Module 2 to collect feedback on the lesson plan you developed in Module 5. Collect the feedback prior to the beginning of module 8. Share your strategy for collecting feedback with

	your classmates and provide feedback to at least two other class members. Remember to cite any resources you use in your response.
7	## Module 7: UDL-Marketing ### Objectives - Help all stakeholders understand and embrace the value of Universal Design for Learning, especially in a remote setting ### Essential Questions - *Why is is important to advocate for Universal Design and educate all stakeholders on its value?* ### Activities - **Assignment:** Create a presentation, newsletter, blog, or social media campaign where you share the power and promise of UDL.
8	## Module 8: Reflection ### Objectives - Collaborate and reflect with your classmates as part of the Choose, Do, Review process after executing your lesson plan from Module 5 - Analyze the student feedback data you collected and how it will help you move forward ### Activities - **Assignment:** Complete a reflection of how your UDL lesson went for you. Where did you struggle and where could you improve? In your reflection, share aggregate student feedback data you collected. How does this feedback and data help you determine how to move forward? How will you use these strategies in the future?