



UDL Now! Diving Into Universal Design for Learning

45 continuing education hours

3-credit graduate option or clock hours available for an additional fee

Course Description

UDL Now will provide opportunities for PK-12 practitioners to personalize their UDL implementation experience. This course is modeled after the best-selling book, *UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms*. Whether you're a UDL beginner, or a seasoned veteran, there will be new resources and assignments that will stretch your thinking about what you and your students are capable of as expert learners. The goal of this course is to give all educators the foundation to be able to proactively design lessons and assessments that support and challenge all students in inclusive classrooms. Each module will include a variety of materials to increase options for representation and increase engagement throughout the course. Additionally, although educators are required to design and implement a UDL strategy or lesson in each module and reflect on the effectiveness of the strategy, there will be numerous options for action and expression so all course assignments are relevant, authentic, meaningful and aligned to educator practice.

Course Objectives

- Educators will understand and be able to incorporate the fundamental concepts of Universal Design for Learning (UDL) in the design of standards-based lessons, units, and assessments that consistently engage students in inclusive classrooms.
- Educators will create learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; 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 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! Evidence of going above and beyond answering the essential question	You Got This! The target/goal criteria	Almost There! Evidence of working toward answering the essential question
	Product is an original creation that: <ul style="list-style-type: none"> ● 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
	<p data-bbox="412 302 1406 373">Module 1: UDL and Reality TV Collide: The Importance of Professional Collaboration</p> <p data-bbox="412 415 570 449">Objectives</p> <ul data-bbox="461 455 1487 577" 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 data-bbox="412 619 695 653">Essential Questions</p> <ul data-bbox="461 659 1417 688" style="list-style-type: none">• <i>Why do collaboration and PLCs play such a critical role in becoming expert teachers?</i> <p data-bbox="412 730 704 764">Assignment Options</p> <ul data-bbox="461 770 1481 982" style="list-style-type: none">• Answer the essential question using writing, audio, video, etc.. Be sure you use resources from the module to support your reflection.• Design an agenda for a PLC or collaboration session that will help foster expert teaching with your colleagues.• Alternatively, work with your PLC to redesign a common assessment, lesson, etc... or incorporate at least one of the protocols, activities, resources into your PLC and reflect on its outcomes.
	<p data-bbox="412 1020 1271 1054">Module 2: Diving Deeper into UDL Guidelines and UDL Tools</p> <p data-bbox="412 1096 570 1129">Objectives</p> <ul data-bbox="461 1136 1451 1335" style="list-style-type: none">• Understand why inclusion is necessary to increase outcomes of historically marginalized learners• Understand the principles, guidelines, and checkpoints of the UDL framework as a foundation of inclusive practice• Reflect on how universal design for learning as a framework fosters inquiry and innovation by examining multiple UDL tools <p data-bbox="412 1377 680 1411">Essential Question</p> <ul data-bbox="461 1417 1414 1472" style="list-style-type: none">• <i>How can you implement Universal Design for Learning to design lessons that remove barriers and embrace variability in inclusive classrooms?</i> <p data-bbox="412 1514 704 1547">Assignment Options</p> <ul data-bbox="461 1554 1451 1675" style="list-style-type: none">• Answer the essential question using writing, audio, video, etc.. Be sure you use resources from the module to support your reflection.• Alternatively, you could use one of the provided UDL tools as a self-assessment of your practice and note your goals for UDL implementation as you take this course.
	<p data-bbox="412 1709 1003 1743">Module 3: Shining a Light on Engagement</p> <p data-bbox="412 1785 570 1818">Objectives</p> <ul data-bbox="461 1824 1390 1959" style="list-style-type: none">• Understand how the three components of engagement: interest, effort and persistence, and self-regulation are critical to build expert learning.• Learn specific strategies for supporting student engagement in your learning environment.

Essential Question

- *How can I, as an educator, impact student engagement in my learning environment?*

Assignment Options

- Answer the essential question using writing, audio, video, etc.. Be sure you use resources from the module to support your reflection.
- Design a lesson for your students on the three aspects of engagement and ask them to self-assess on their practice. Share your reflection on their responses.
- Focus on one aspect of engagement in lesson design - interest and choice, effort and persistence, or self-regulation as you “pilot” ideas and strategies you learned in this module. Reflect on their impact on students in writing, video, audio or in a multimedia presentation.
- After learning about common barriers to student engagement, give an upcoming lesson or assessment a UDL make-over. Note which engagement barriers are minimized through design.

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Module 4: Next generation skills in UDL classrooms

Objectives

- Understand the connection between being future ready and being an expert learner
- Examine how UDL provides learners with opportunities to build critical skills for their future

Essential Question

- *How does UDL provide opportunities for students to build critical skills for their future?*

Assignment Options

- Compare and contrast traditional instruction and UDL in terms of preparing students for the future-ready skills you learned about in the module.
- Reflect on your own practice and how often students have opportunities to build future-ready skills? How will you begin to shift your practice so students become expert learners?
- Create a presentation or lesson for your learners on the future-ready skills to help them to understand why you are providing them with so much autonomy and choices.
- Analyze a UDL lesson you have created through the lens of the future-ready skills to determine how you are providing opportunities for students to prepare for their future.

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Module 5: Recruiting students and their families as UDL partners

Objectives

- Learn strategies for collaborating with students and their families in lesson design.
- Understand how to co-create lessons with students as partners.

Essential Question

- *How can students become co-designers of their education as they work toward rigorous standards?*

Assignment Options

- Answer the essential question using writing, audio, video, etc.. Be sure you use resources from the module to support your reflection.
- Use the strategies from the module to co-design a lesson with a small group of students or with your entire class. Share the lesson and reflect on which aspects were contributed by students.
- Alternatively, partner with student families to get feedback on an upcoming lesson and how the partnership impacted lesson revision.

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Module 6: The best ways to teach vocabulary

Objectives

- Understand how semantic elements –the words, symbols, numbers, and icons—are differentially accessible to learners with varying backgrounds, languages, and lexical knowledge, but can be scaffolded to increase access and engagement.
- Research and explore effective strategies for building students’ academic vocabulary in your content area

Essential Question

- *How can academic vocabulary instruction be universally designed to increase academic outcomes for all learners?*

Assignment Options

- Answer the essential question using writing, audio, video, etc.. Be sure you use resources from the module to support your reflection.
- Examine an upcoming lesson. Identify target vocabulary and design scaffolding and support through universally designed vocabulary instruction. Consider quizzing students on vocabulary and asking them to reflect on how the support allowed them to build comprehension and fluency.

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Module 7: Assessments the UDL way

Objectives

- Understand how diagnostic, formative, and summative assessments are used to inform teaching and learning
- Identify common barriers with assessments and how they can be eliminated through universal design
- Understand and apply the criteria for high quality assessments to assessment design
- Design a choice assignment that allows all students to meet or exceed rigorous standards

Essential Question

- *How can teachers universally design assessments that empower students to express knowledge and skills in authentic, meaningful ways that drive future teaching and learning?*

Assignment Options

- After learning about common barriers in assessments, critically examine a common assessment to share with your colleagues and identify the barriers in the assessment
- Give an upcoming assessment a UDL make-over. Note which barriers are minimized through design.
- Critically examine high stakes tests or common assessments in your content area and create an argument as to how they could be more universally designed.

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Module 8: Technology helps!

Objectives

- Learn how tech tools can optimize universal design
- Jump out of your comfort zone and try a new tech tool that you could incorporate in your learning environment

Essential Questions

- *How can access to technology optimize and scale UDL practice?*

Assignment Options

- Your task is to post a reflection about your understanding of UDL using a tech tool you have NEVER used before (on your honor!) as a means to increase your interest and engagement in the many tech tools available to students. In the reflection, note how the using the tool felt as an expert learner. (;