



Success for Everyone – UDL Readiness

EDUO 9821 3 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Employ the principles of Universal Design for Learning (UDL) in your classroom. Utilize a flexible approach to customizing learning to fit the needs of individual students rather than a single, one-size-fits-all method. This course is designed for both general and special education educators who are looking for ways to reduce barriers and improve student achievement.

Course Objectives:

In this course, participants will have the opportunity:

- To learn the major principles of Universal Design for Learning (UDL) theories and methods
- To understand what Universal Design for Learning (UDL) is and why it should be utilized in classroom instruction
- To learn the difference between UDL and traditional curriculum
- To gain an understanding of how the three major UDL principles help to create success for everyone
- To develop a complete UDL unit plan including a description of the students that the UDL unit plan will support

Course Relation to Professional Standards

This course aligns to the standards for the teaching profession:

- Standard 2: Creating and Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 6: Developing as a Professional Educator

Course Sessions and Assignments

Session One – Introduction to UDL

Resource:

Start at the links below to begin your learning on UDL.

<http://olms.cte.jhu.edu//olms2/950>

<https://journals.sagepub.com/doi/10.1177/2158244016680688>

Read and study all the links in the resource below and then complete assignments **1a - d**.

<http://castprofessionallearning.org/free-udl-resources-and-tips/>

Assignments:

1a. Because you have taken this class you have been asked to address your school's PTA explaining what UDL is and why it should be supported.

Compose your introductory and concluding statements and outline the body of the speech.

- A. Introduction
- B. Conclusion
- C. Body – outline

After your successful speech, a parent asked this question: “I have heard that UDL is a researched based framework for designing curriculum. What does that mean? ”

1c. Cover Letter

1d. Resume

Resource: Using the information from the links above and the link below complete assignments **1e-g**.

<http://olms.cte.jhu.edu//olms2/3816>

Assignments:

1g. As a teacher now, which one of the three major UDL principles will be the most difficult for you to employ with your students? Explain.

Resource: Read, study & explore the resource below and then complete assignments **1h – i**.

<http://udlselfcheck.cast.org/learn.php>

1j. Which of the three Session One Resources that you have read, studied and explored was the greatest help in introducing you to UDL? Explain.

Session Two – UDL vs. Traditional Learning

Read and thoroughly study the following resource.

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/the-difference-between-universal-design-for-learning-udl-and-traditional-education>

Become familiar with the resource above and the additional resources provided and then complete assignments.

Assignments:

Detail the differences between UDL and traditional curriculum regarding how **goals, methods, materials and assessment** are used. Explain each component individually by means of varied communication techniques - a poem, a song, a story and a drawing. Don't stress out over your ability (or perceived lack of) in using the four creative approaches to communicate. Just have fun with the assignment and relate it to the UDL ideology.

2a Poetry- Using resource links provided, choose a poem type to creatively explain how one of the four

components of UDL (goals, methods, materials or assessment) is different from the traditional curriculum. You can integrate different poetry types in your explanation.

2c Story - Using resource links provided, write a story explaining how the third component of UDL varies from the traditional curriculum.

2d. Drawing -This can be a diagram, a chart, a cartoon or some other type of art to show how the final component of UDL is different from the traditional curriculum.

2h. What insights have you gained from doing the assignments **2a-d** about learning, teaching and UDL ideology?

Resource:

Read, study & explore the resource provided, then complete assignments **2i-k**

Assignments: You are the anchor in a debate team with an assignment of convincing the judges that UDL is different from differentiated instruction and a better classroom learning strategy. List (1) the differences between the two teaching methods and (2) the arguments that you think your opponents will use in the debate. Now (3) counter each of the arguments in (2).

2k. Counter arguments

Session 3 – Goals

Session 4 – Methods

After reading and studying the resources provided, please complete the assignments below.

Assignments: In order to be effective in your flexible and wide-ranging methods you must know the makeup of your class. Answer the following about the group of students to whom your UDL unit plan will be taught.

4a. Academic and language abilities

4e. Maturity

Assignments: Keeping in mind the students in **4a-e** and the classroom management strategies in **4f**, describe the instructional methods as they are broken down in terms of the three principles of UDL (representation, action & expression and strategic).

4i. Strategic

Session 5 – Materials

Session 6 – Assessment

Read, study and explore the resource provided and then complete assignments **6a-c**.

Assignments: A UDL unit plan will have assessment tools that allow some student choice in the multiple ways to demonstrate what they have learned. Explain how your plan will assess using the three principles of UDL (representation, action & expression and strategic) by giving students many options.

6c. Strategic

Session 7- Common Core Standards

Show how your UDL Unit plan will incorporate common core standards in one, some or all of the following five skill areas:

7a. Comprehension

7f. Show how the **standards and skill areas** in this Assignment 7 relate to the assignments **4a-f**.

Session 8 – The UDL Unit Plan

Using lesson templates and UDL resources provided, create a UDL unit plan.

8a. The UDL Unit Plan

8b. Teacher Instructions Write out instructions for this UDL unit plan so another teacher can easily follow it without needing additional communication.

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
Shows exemplary understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction.	Shows basic understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction.	Needs more time to develop an understanding of Universal Design for Learning (UDL) theories and methods and why UDL should be utilized in classroom instruction.
Shows exemplary application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone.	Shows basic application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone.	Needs more time to develop the application of new knowledge evidenced by reflection on the difference between UDL and traditional curriculum and an understanding of how the three major UDL principles help to create success for everyone.
Organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.	Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled
UDL Unit Plan shows exemplary application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized.	UDL Unit Plan shows basic application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized.	UDL Unit Plan needs more time to show application of UDL principles and theories and also contains specific objectives, targeted students the plan was created to support and is well organized.
Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and	Organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are

	labeled.	poorly labeled.
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