Universal Design for Learning (UDL) and Next Generation Teaching and Learning
Curriculum, Course Requirements, and Assessments

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COURSE SCHEDULE

Monday, June 17 – 9-12 – Face-To-Face
Monday, June 17 – PM online
Tuesday, June 18 – online
Wednesday, June 19 – online
Thursday, June 20 – AM online
Thursday, June 20 – 1-3 Face-To-Face
June 21- July 5 - online

COURSE DESCRIPTION
Diversity is the norm, not the exception, in schools today. When curricula are designed only to meet the needs of a few, those with different abilities, learning styles, backgrounds, and preferences may fall behind. 21st century teaching and learning focuses efforts on ensuring that all individuals have fair and equal opportunities to learn. Universal Design for Learning (UDL) is a research-based framework that addresses learner diversity at the beginning of the design or planning effort.

This course will expose participants in learning about brain networks, the history and the principles of UDL, strategies for how we approach who we teach, what we teach and how we teach. We will experiment with technology tools and redesign a lesson using these tools to demonstrate multiple ways to access resources and content so learners are given the opportunity engage in learning.

COURSE OUTCOMES
This course supports the achievement of these outcomes:
- Demonstrate the content and pedagogical content knowledge necessary to ensure that all students learn.
- Reflect on their practice and be committed to continued professional growth.
- Communicate effectively with students, parents, and colleagues in order to facilitate learning.
- Demonstrate and promote the strategic use of technology to enhance learning.
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- Facilitate technology-enhanced experiences that address content standards and student technology standards.
- Use technology to support learner-centered strategies that address the diverse needs of students and apply technology to develop students' higher order skills and creativity.
- Facilitate equitable access to technology resources for all students.
- Manage student-learning activities in a technology-enhanced environment.

SELECTED READINGS AND BIBLIOGRAPHY

UDL Unplugged: The Role of Technology in UDL: Rose, D., Gravel, J. & Domings, Y. (2010)

The Future is in the Margins: The Role of Technology and Disability in Educational Reform: Rose, D., & Meyer, A. (2005)

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Prensky, Marc (2001). Digital Natives and Digital Immigrants.

Dobb, David (October 2011). Teenage Brains. National Geographic.
https://www.nationalgeographic.com/magazine/2011/10/beautiful-brains/

Marvland Technology Standards

- MDTECH001: Standard 1, Information Access, Evaluation, Processing and Application: Access, evaluate and process information efficiently and effectively. Apply information accurately and appropriately.
- MDTECH002: Standard 2, Communication: Use technology to exchange information and interact electronically effectively and appropriately with others. Use technology effectively and appropriately to communicate information in a variety of formats.
- MDTECH005: Standard 5, Integrating Technology into the Curriculum and Instruction: Design, implement and assess learning experiences that incorporate technology in the delivery of a curriculum-related instructional activity. Design, implement and assess learning experiences that incorporate student use of technology to support inquiry, problem solving, communication, and/or collaboration.
- MDTECH006: Standard 6, Assistive Technology: Understand human, equity, and development issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice
- MDTECH007: Standard 7, Professional Growth: Analyze the use of emerging technologies to improve teaching and learning. Develop habits of mind that support continual learning and professional growth in technology.

ABSENCE AND TARDY POLICY
Candidates are expected to attend each face-to-face session. Attendance is expected regularly during our online sessions and through the submission of assignments.

TECHNOLOGY SKILLS
At a minimum, participants should be able to work independently in word processing, navigating the Internet, and use of e-mail. Students will be required to use email for communication when we are not in class. We will deliver course materials, post readings and major assignments, as well as serve as a communication tool between students and instructors. Email is our preferred form of communication and we check regularly throughout the day. While we cannot guarantee you an immediate answer to your inquiry, we will always do our best to reply in a timely manner. It is unlikely that you will ever have to wait more than a day for a response.

GRADING POLICY
While CPD credits are pass/fail, we feel strongly that we need to model for you best practice in assessment and feedback to support your learning. Attendance at all course meetings and

June 2019

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participation in the online assignments is an indicator for course outcomes and is a factor in the final course evaluation. **The expectation is that participants attend f2f classes and online sessions and complete all assignments to receive CPD credit.** Additional indicators for course outcomes include completing all tasks on time and fully participating during class group and individual activities. All assignments must be presented to the instructor on or before the due date.

For the course assignments, we will consider the following questions as we assess your work:
- Is the completed work thoughtful and reflective? For example, does the author make quick judgments or consider multiple ideas? Does the author make connections between classes, readings, and/or his or her teaching practice?
- Does the author make specific references to illustrate his or her ideas? Does the author use specific examples to support his or her ideas?
- Is the completed work consistent with the guidelines of the assignment? Does the work product address all aspects of the assignment?

CONDUCT CODE
Students are expected to maintain appropriate classroom decorum. Students are expected to attend each class, bring appropriate materials, and devote their attention to the subject of the course. Disruptive students may be removed from the class and, if the case is sufficiently serious or chronic, may be removed from the course roster.

COURSE REQUIREMENTS
Completion of all assignments is required for a passing grade.

Assignment	Date Due
Initial Reflection	Midnight June 17
Discussion Forum #1	Midnight June 17
Lesson Unit Introduction	Midnight June 18
Blooms/Tech Tools Investigation	Midnight June 19
Discussion Forum #2	June 20 AM
Self-Assessment/Reflection	Midnight July 5
Unit Overview	1PM June 20
Class Presentation	1-3 June 20
Final Project (Unit or Plan) Due	Midnight July 5

**It is expected that required work be submitted on time. Your discussion forums and assignments will be posted in Edmodo.

Class Sessions and Assignments:

Session 1: Monday, June 17
Part A: Face-To-Face   9AM-12PM

1.   Overview of the course, syllabus (Join Edmodo)
2.   View UDL at a Glance: A Paradigm Shift

3.   Explore UDL:
http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=udlcenter&utm_content=site-banner.
      a.   Discuss what is Universal Design for Learning:
      http://www.udlcenter.org/resource_library/videos/udlcenter/udl
              Principles: Principle 1: Provide Multiple Means of Representation
               Principle 2: Provide Multiple Means of Action and Expression
               Principle 3: Provide Multiple Means of Engagement

c. UDL Guidelines: http://www.udlcenter.org/aboutudl/udlguidelines/aboutrepresentation
d. What is the role of UDL for creating instructional materials, engaging students in instruction, and
        assessing student's knowledge of learned material?

4.   Initial Reflection Assignment. Email by midnight, June 17
        This assignment focuses on your reflections/thoughts after reviewing the guidelines presented in
        Session 1. Use the **Initial Reflection** document to review options that you could use in your
        current teaching position. Create a separate Google doc or Word document to record your
        thoughts for each area: Representation, Action and Expression, and Engagement.

Monday, June 17 – Part B Online Discussion Forum

1.   Read: **UDL Unplugged: The Role of Technology in UDL:** Rose, D., Gravel, J. & Domings, Y.
(2010)
2.   Read**: The Future is in the Margins: The Role of Technology and Disability in Educational
Reform:** Rose, D., & Meyer, A. (2005)
3.   After reading the two articles, reflect on integrating technology in your lessons. Think about the
online resources that you have used or learned about. Comment about how you can use
technology in your classroom or as part of your role as a teacher. How can technology assist in the
delivery of instruction to ALL learners? After your initial post, comment on two of your
colleagues posts.

Session 2: Tuesday, June 18 - Online

1. Final Project Assignment: **Unit or Specialized Plan**
The culminating assignment for this course is a unit, specialized or school plan.

Classroom Unit	Specialization Area Plan	School or School System Plan
Develop a unit incorporating UDL in a classroom context.	Develop a professional development plan incorporating UDL for a grade level, subject area team, special student group, or program.	Develop a plan for integrating UDL into a school building or school system. You will need to focus on a specific area or need, and develop a guiding question.
Your goal is to create a unit that you will teach utilizing the UDL framework. This unit must include all of the resources necessary for this unit.	Your goal is to identify an area of concern or investigate an area of interest within a program or level within a school. You will then analyze the existing situation/PD, challenges, and create a plan that proposes enhancements, changes and/or additions to the program/PD using UDL principles.	Your goal is to identify an area of concern or investigate an area of interest on the scale of an entire school or school system. Your investigation will analyze the existing situation/challenges and create a plan that proposes enhancements, changes and/or additions to the program/PD using UDL principles.

Lesson Unit Introduction with Standards: Email by midnight June 18

1. View Common Core and UDL – although we follow the Maryland Standards, this article really shows how any Standard and UDL work together.
2. Review the Maryland State Standards.
3. Review the ISTE Standards for students; teachers
4. Consider 21st Century Skills
    a. How can UDL be used to facilitate the development of 21st Century skills?
    b. How do social networking tools facilitate the development of 21st Century skills?
    c. How do social networking sites facilitate the integration of UDL principles?
5. Consider how you will infuse UDL into a lesson and unit? Reflect on the UDL principles as well as content, process and product.
6. UDL Curriculum Self-check: http://udlselfcheck.cast.org/. The UDL Guidelines-Educator
Checklist offers a comprehensive site for locating appropriate resources for your lesson.

 Assignment:
1.   Briefly explain the general focus of the unit or specialized PD plan and give details about any knowledge and skills your students/participants have acquired and/or are using in this unit as "prior knowledge". Provide an overview of your chosen unit/plan. Think about how you traditionally taught the content in the past and how you can integrate UDL into it

now. Describe the users of the curriculum-grade, age, cultural/ethnic composition of the class, special academic challenges/student needs. Describe the context for the instruction and assessment-length of class period, times per week, primary instructional approach, and a complete list of resources to be used.

Classroom Unit: Include the standards relative to the unit focus. Present these so that the relationship between the objectives and the standards is clear. Standards show what objectives are intended to help the learner to grow toward the larger curricular picture. Determine the set of learner or achievement objectives that students are expected to reach by the end of the unit. Write the objectives in vocabulary that will clearly communicate to your students and will be "user/kid friendly".

Specialized Plan: Start to map out your professional development plan that you would implement in the next year. Eventually, this map will be expanded upon and will clearly reflect a variety of differentiation strategies/techniques you learned throughout the course. Your curriculum map should include area of concern or area of interest. Analyze the existing situation/PD, challenges, and begin to create a plan that proposes enhancements, changes and/or additions to the program/PD using UDL principles.

Session 3 Wednesday, June 19 Online
Part A:
1. Explore the Maryland Learning Links website to learn about UDL in Maryland.
2. UDL Studio: http://udlstudio.cast.org/ Participants will explore this site and its' uses.
3. Reflect on the following: (Be prepared to use your learning from today in our next sessions.)
   ● How does UDL lend itself towards personalized, learner-centered, blended instruction?
   ● How can UDL be applied to curriculum and instruction?
   ● Identify strategies that can be incorporated into the curriculum to best support you in providing equitable access to instruction for all students.
4. Review "Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT)".
5. Interactive Technologies
   a. How can interactive technologies be used to engage students during teaching and learning?
   b. We need to consider "Given the realities of our modern age and demands of our children's future, is it really ok for teachers to choose whether or not to incorporate modern technologies into their instruction?" (McLeod, 2007)
   c. For further information, read Creating Classrooms for Everyone.pdf and The Effects Interactive Whiteboards Have on Student Motivation.pdf

Assignment: Blooms/Collaborative Tool Investigation: Post by midnight June 19

While working on your assignments, you have been investigating tools you can use in your classroom/professional development that could support teaching and learning in the content area.

For this assignment, you will think about the variety of choices you could give your students so as to best meet your objectives AND their ability level.

In this activity, we would like you to explore some more of the resources that are available to you online. The majority of these sites encourage collaboration and communication (synchronous and asynchronous).

1. Use the Blooms and Web 2.0 document or research any online sites or apps that are appropriate to your content area. (Another source: https://sites.google.com/stjoanarc.org/aob-digital-resources/home)
2. Select a minimum of 3 tools/apps/sites that you would like to use in your classroom or have students/participants use as part of the products they develop for your lesson/specialized plan.
3. Reflection:
*   For each tool you selected, describe it (What does it do? How can teachers use this tool for instruction or students use the tool to show you what they know?)What tools did you select and why?
*   How can these tools be used to address student needs and provide a flexible learning experience? How will these tools help you reach learners in your plan?
*   Type your reflection in a Word document and upload it to our Edmodo Classroom by midnight June 19

Session 3 Wednesday, June 19 Online   Part B

Participants will have time to work on their curriculum unit or specialized unit and reflection.

Essential Components:
1. Curriculum Unit or Plan
    a. Unit or plan has clear goals, flexible methods/materials, means of expression, and a sound assessment.
        a.   *For example, if you create a project menu to offer students multiple means of action and expression, be prepared to share the menu. If you engage students with a form of multimedia, be prepared to link to that item.*
    b. Describe the specific UDL principles and checkpoints incorporated in your unit or plan and your rationale.
        a. *For example, if my lesson assessment includes a project planning template, one of my annotations might say: "This meets UDL Principle II, Checkpoint 6.2 because I am providing a way for students to break down this larger assessment into manageable parts. I will be checking with each student at various points using the project planning template in order to make sure everyone has thought through the necessary steps to accomplish their specific project and knows what to do next. Students will have the opportunity to use the planning template to prioritize the steps they need to take in order to produce an excellent project that meets the learning goals."*

2. A one-page reflection addressing the following questions:
*   What technological resources did you use in your lesson planning?
*   How will the technology tools that you chose to include support your teaching and your students' learning?
*   Did you run into any unexpected rewards/challenges working with the technology that you chose?

- Were there any improvements on assessments that can be attributed to the changes you implemented?
- How do you plan to incorporate the principles of UDL in your instruction in the future?

3. Presentation:
    For our final class meeting, you have the choice of how you present your unit plan. The time frame for your presentation is approximately 5 minutes, but no more than 10 minutes. Computers, the Internet and a projector will be available. If you request any additional (or special technology) please let know ahead of time and I will see what I can do.
    In your presentation, you should include the following:
- Background information about your teaching level, subject, students, school
- What are the most important aspects of the course/assignments you have completed (either information you learned or information you think the group could benefit from hearing)
- Demonstration of how you will incorporate collaborative tools and technology into your teaching.
- Your (brief) reflection on the experience (what you enjoyed, what you found challenging, what you would do differently)

Scoring Guide:
The presentation should:
- Include background information about your teaching, subject, and students.
- Clearly communicate personal goals for UDL in your classroom, school, etc.; personal connections and new understandings about differentiation of teaching and learning.
- Incorporate technology and a demonstration of how you are/will embed into teaching and learning
- Be presented in a professional manner.
- Provide the opportunity for class reflection/participation.

Thursday, June 20
Part A: AM
1.   Read the following articles:
    a. Prensky, Marc (2001). Digital Natives and Digital Immigrants.
    b. Dobb, David (October 2011). Teenage Brains. National Geographic.
        http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text?source=news_americans-bigger-heads
        http://ngm.nationalgeographic.com/print/2011/10/teenage-brains/dobbs-text

2.   Are you a digital native or digital immigrant? How do you view teaching digital natives? After reading this article, do you see a need to change any of the ways you currently teach? Explain. After your initial post, comment on two of your colleagues comments.

Part B: Face-To-Face 1-3PM Thursday, June 20 - Presentations

Friday, June 21 – Friday, July 5   Online

Participants will complete their Curriculum Unit or Plan and Reflection and post in the Edmodo group