

Universal Design for Learning (UDL)

at Frederick H. Tuttle Middle School

August 12-16, 2019 (8:00 - 3:30 pm)

with Michael Martin, Ed. D. (grablearning@gmail.com)

3 credit graduate course from Saint Michael's College

"The deficit model blames student failure on the students, their parents, and the community. Teachers who function under this model believe that their students do not have what it takes to succeed, and no amount of teaching will change that. Because of their low sense of efficacy, teachers lower their expectations. They change the sequence and pace of instruction and deemphasize challenging topics, simplifying others. This is *not* UDL. UDL is all about designing lessons that will challenge all students and push them to achieve grade-level standards."

— *UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms*, Katie Novak (2016)

Universal Design for Learning (UDL) has been nationally recognized as best first instruction for all learners. The basic precept of UDL is to first remove barriers in learning environments before resorting to curriculum modifications and accommodations. UDL is a framework to advance equity because its research-based, learner-centered approach emphasizes engagement, access, and expression for all learners.

But as a classroom teacher, where to begin? This course will provide educators with a foundational understanding of UDL and actionable strategies for making classrooms more inclusive. Course participants will deepen their understanding of UDL through course readings, collaborative practice, and structured work time to apply new learning to their professional practice.

Course Learning Objectives

- Develop a working knowledge of the UDL framework
- Use the UDL Guidelines to implement classroom strategies for inclusion
- Connect UDL to other ongoing school initiatives (e.g., multi-tiered system of support, proficiency-based learning, personalized learning, English learner programs, culturally responsive teaching)

Course Guidelines

- Due to the one-week seminar format, participants will attend each day of the course.
- Participants will actively participate in course learning activities and contribute to class discussions.
- Participants will model cultural competence and show respect for each other.
- Participants will bring an open mind to new ideas, and develop collaborative practice skills as members of a professional learning community.
- Participants will take an active role in their learning and seek to connect the UDL-related literature to their professional practice.

Course Work

(Additional details and assessment rubrics to be provided in class.)

Pre-Reading (20%)

Before meeting on August 12, 2019 at Frederick H. Tuttle Middle School, participants will read through their complimentary copy of *UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms* (Novak, 2016) and choose a chapter to write about. The course meetings will concentrate on Chapters 2, 3, 4 & 5, but participants should feel free to choose any chapter they like for the pre-reading.

For the reading response (approx. 500 words), participants will read the *UDL Now!* chapter of their choice and write or record audio or video responses to the Discussion Questions at the end of the chapter.

Daily Work Product (40%)

During the one-week seminar, time will be devoted each day to creating a UDL resource. The point is to apply new learning to practice. Teachers will develop tools they can use in the classroom, while administrators will develop tools to use with their teachers during inservice, faculty meetings, PLCs, etc. These resources will be included in the final course packet.

Collaborative Practice (20%)

Collaborative practice is an approach that leads to greater intentionality and ensures that allows for all voices to be heard. Participants will use group agreements and collaborative practice protocols to model as an important practice for inclusion and community-building. Participants will self-assess their class participation by using the local district's meeting agreements as criteria. At the end of each day's class, time will be provided for participants to reflect and assess their collaborative practice. These self-assessments will be included in the final course packet.

Final Course Reflection (20%)

This final piece of work is an opportunity for participants to bring together key concepts and construct meaning from new learning in the course, notably from:

- Course readings
- Course daily work time
- Course discussions with fellow educators
- Collaborative practice self-assessments
- New insights into professional practice

Grading

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|-------------------------|-----|
| Pre-Reading | 20% |
| Daily Work Product | 40% |
| Collaborative Practice | 20% |
| Final Course Reflection | 20% |

Course Overview

| Monday, August 12 | Tuesday, August 13 | Wednesday, August 14 | Thursday, August 15 | Friday, August 16 |
|---|--|---|---|--|
| <p>UDL Intro</p> <p>What is UDL?</p> <ul style="list-style-type: none"> - UDL & MTSS - Learner Variability - Expert learners - UDL vs. DI | <p>Efficacy</p> <p>Teacher Beliefs</p> <ul style="list-style-type: none"> - Latest Hattie Findings - Collective Teacher Efficacy - On Teaching Grit | <p>Inquiry</p> <p>Starting with the Why</p> <ul style="list-style-type: none"> - Learner Engagement - Essential Questions - <i>Uncovering</i> for inquiry-driven instruction | <p>Metacognition</p> <p>Learner Agency</p> <ul style="list-style-type: none"> - Class Routines - Students as Co-Designers - On Teaching Self-Control | <p>Sharing Out</p> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> - Communicating High Expectations - Culturally Mediated Instruction |
| <p>Why UDL?</p> <ul style="list-style-type: none"> - Inclusion vs. Accommodation - Everyone Benefits - Implicit bias <p><u>Work Product:</u> Create a visual schedule</p> | <p>The “Hidden Skills”</p> <ul style="list-style-type: none"> - Transferable Skills - Multiple Ways to Show Proficiency - Teaching Teamwork & Collaboration <p><u>Work Time:</u> Create a formative assessment and give it to our class.</p> | <p>Developing Options</p> <ul style="list-style-type: none"> - Choice Assignments - Scaffolding Choice - Choice Options <p><u>Work Time:</u> Use the Question Formulation Technique to delve into a topic and refine questions for investigation.</p> | <p>Expert Learners</p> <ul style="list-style-type: none"> - Reflection in Practice - Social Emotional Learning - Goal-Setting Grain Size <p><u>Work Time:</u> Adapt the WOOP goal-setting tool for your learners, whether teachers or students.</p> | <p>Reflection & Conclusion</p> <ul style="list-style-type: none"> - Housekeeping - Reflection - Next Steps - Course Evaluation <p><u>Work Time:</u> Pull together course artifacts and submit in a course packet.</p> |
| <p>Related Reading: Chapter 2 (Novak, 2016)</p> | <p>Related Reading: Chapter 5 (Novak, 2016)</p> | <p>Related Reading: Chapter 3 (Novak, 2016)</p> | <p>Related Reading: Chapter 4 (Novak, 2016)</p> | <p>Related Reading: Nelson & Ralabate (2017)</p> |

Course Text (provided)

Novak, K. (2016) *UDL Now! A Teacher’s Guide to Applying Universal Design for Learning in Today’s Classrooms*, 2nd Ed. Wakefield, MA: CAST Professional Publishing [ISBN-10: 1930583664]

Supplemental Course Text

Ralabate, P. K. & Nelson, L. L. (2017) *Culturally Responsive Design for English Learners: The UDL Approach*, Wakefield, MA: CAST Professional Publishing [ISBN-10: 1930583052]