*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** Creating Connections with UDL (Universal Designed Learning)

## Course Description:

Universal design for learning empowers educators to look deeply at those students in hero care and both consider and out into practice the frameworks or strategies to best meet the students' needs acknowledging and embracing that reality that in every classroom is filled with diverse learners and children that have a range of strengths, backgrounds, experiences, challenges, and motivations. This course will explore UDL and various models and frameworks while looking through each with a lens of culturally responsive practices and critical consciousness. By cultivating a UDL pedagogy and practice aligned with the growing our own critical consciousness, participants will be able to better create lessons and instruction to meet the needs of all our learners and exit this course with frameworks, resources, models and lessons to do so. In addition to instructional strategies of UDL, this course will also provide resources for how UDL offers powerful connections for family engagement and ask participants to work to foster such partnerships.

## Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

## Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

| Objectives | Through the resources, instruction, reflections, assignments and collegial discussions, participants will be able to:<br>• Explore and examine UDL to understand its objectives, impact on students and their learning and impact on all students<br>• Analyze culturally responsive teaching fundamentals as a way to successfully embrace UDL<br>• Appreciate how UDL is a powerful teaching tool and style that provides inclusiveness to meet needs of all learners, notably those historically underrepresented and underserved.<br>• Evaluate common myths and misunderstanding of UDL to further strength one's understanding of it<br>• Recognize guiding principles of UDL<br>• Understand and then incorporate the tenets of equity through UDL and distinguish how this benefits student learning |
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| Topics | • What is UDL<br>• UDL and Framework<br>• UDL to enact change<br>• Culturally responsive teaching<br>• UDL and Inclusiveness<br>• Dispelling Myths<br>• UDL: An Opportunity for Equity<br>• How UDL can foster parental partnerships<br>• Resources for Parental Involvement in UDL |
| Application to Instruction & Student Learning | Participants will examine and learn about UDL and its guiding principles through the lens of CRP and most specifically equity.  Learning the alignment of how UDL offers great opportunities to create transformative instruction and that addressees all needs of all students provides participants with usable strategies and a developing mindset that is inclusive and leads to improved student outcomes.  By understanding the value and necessity of UDL and CRP working in tandem to create empowering lessons, educators will be better equipped to enact change and progress within the students in their care. |

**Session II**

| Objectives | Through the resources, instruction, reflections, assignments and collegial discussions, participants will be able to:<br>• Understand the goals and steps in revising current lesson to reflect UDL and CRP for midterm assessment<br>• Identifying the identity of our students to more closely align UDL and CRP<br>• Understand what marginalized populations are in one's care and supports to further support their needs and improve leaner outcomes<br>• Reflect and assess one's own understanding if UDL and its potential to meet needs of students<br>• Examine the differences between UDL Guidelines and framework to emphasize the focus on framework and best practices that can be incorporated into one's instruction and classroom culture |
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| | • Analyze the principle of UDL and explore ways in which one may craft lessons using UDL and CRP<br>• Present midterm assessment and collegial feedback and responses to further explore ways to embed UDL and CRP |
| **Topics** | • Goal and steps in revising current lesson to reflect UDL and CRP for midterm assessment<br>• Identifying the identity of our students to more closely align UDL and CRP<br>• marginalized populations and support for leaner outcomes<br>• personal reflection & assessment of UDL and its potential to meet needs of students<br>• differences between UDL Guidelines and framework<br>• principles of UDL and case examples<br>• role of family and parental involvement<br>• Present midterm assessment |
| **Application to Instruction & Student Learning** | Through the work and learning this week, participants will first learn to identify the student populations in their care as well as their needs and diverse backgrounds as to offer opportunities to create informed lessons that reflect UDL and CRP. This will be put into practice through the analysis of UDL principles and being able to review them in action through case studies and other examples offering educators techniques and strategies they too can employ in their own lessons and philosophy to reflect UDL and CRP. In impact this learning and practice will have on student learning is that instruction will reflect and acknowledge the diversity of the students in their care making connections and opportunities to excel while providing instruction that infuses the principles of UDL and CRP to improve student engagement, voice and overall progress in class. |

**Session III**

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| **Objectives** | Through the resources, instruction, reflections, assignments and collegial discussions, participants will be able to:<br>• Explore and learn in order to creating lessons and classroom environment that embraces and fosters UDL to improve learner outcomes for all.<br>• Examine bias and their own in deeply reflective self-reflection in order to foster CRP and create a more inclusive classroom and break down barriers.<br>• Examine how UDL works to combat boas and ways in which one may implement strategies to do so<br>• Personal reflection of understanding of UDL and CRP to evaluate growth of understanding and application<br>• Review the role of setting learning outcomes and how it connects to UDL and CRP<br>• Understand the value and power of a nurturing Classroom climate and how cultivating a brave learning environment and mindset works to accomplish this<br>• Begin creating Final Project, a culminating activity to demonstrate best practices in UDL and CRP |
| **Topics** | • Creating lessons and classroom environment that embraces and fosters UDL to improve learner outcomes for all.<br>• Examining bias and UDL addresses<br>• Personal reflection<br>• Exploring one's own bias<br>• Setting learning outcomes and communication with families<br>• Classroom climate and having family engagement to strengthen<br>• Cultivating brave learning and why in a successful UDL classroom/ lesson<br>• Introduction of Final Project |
| **Application to Instruction & Student Learning** | Educators will embark on the personal and challenging work and self-reflection in learning about and examining implicit bias and bias's impact and undercurrent in instruction. This knowledge and self-awareness will work to grow participants understanding and applications of CRP as they develop UDL. Coupled with creating brave learning spaces and culture and examining one's own classroom climate, participants will assess their current practice with newly acquired understanding and example of UDL and CRP to create more inclusive and effective classrooms and instruction and as result, improve student outcomes with learning goals. Finally, the application of UDL principles and CRP and dispositions will culminate in a lesson/ unit designs that integrate best practices for powerful and transformative instruction and student experiences as well as keeping families part of the process. |

**Session IV**

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| **Objectives** | • Through the resources, instruction, reflections, assignments and collegial discussions, participants will be able to: <br> • Craft their own Vision Statement for ensuring application of UDL and CRP in lessons and instructional practice including classroom climate <br> • Presentation of Final Project that allows educators to experience other's instruction and creativity in developing meaningful lessons/ units that reflect UDL and CRP <br> • Participate and benefit from Collegial Discussion/ Feedback and Application to One's Own teaching and philosophy and by themselves practicing brave learning <br> • Understand how and resources to support the incorporating of UDL to Digital Learning and Remote Learning while remaining vigilant in integrating CRP <br> • Reflect and apply the benefits of UDL and CRP to their own experiences and instructional practices and philosophy <br> • Final Personal Reflection to evaluate their own growth in developing UDL and CRP and the overwhelmingly powerful and positive impact such will make on students in their care. |
| **Topics** | • Vision Statement <br> • Presentation of Final Project <br> • Collegial Discussion/ Feedback and Application to One's Own teaching and philosophy <br> • Incorporating UDL to Digital Learning and Remote Learning <br> • Review Benefits of UDL and CRP <br> • Highlight role of families and fostering meaningful engagement <br> • Final Personal Reflection |
| **Application to Instruction & Student Learning** | Participants will present their final projects demonstrating their creation of relevant lessons to be used in instruction that reflects the philosophy and application of UDL and principles while simultaneously being mindful and embedding CRP and engaging families in the process that have been explored in this course. Educators will now to able to craft their own lessons and units that are UDL and CRP focused that will in turn improve student outcomes be reaching more students and highlighting their diversity and using that an avenue to engage, respect and reach those in their care. By honing one's vision statement for UDL and CRP, educators will have a clear objective to measure their lessons and instruction against in order to continually focus and assess their work to ensure it represent best practices and ideas of UDL and CRP. Examining the role of UDL in digital and remote learning offers educators an expanded view of how UDL can be successfully infused into digital/remote instruction, a new, but now lasting venue for instruction therefore meeting the needs of students whether in person or online. |