Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: Introduction to Universal Design for Learning (UDL)	
Number of Sessions: 6	**Grade Levels: K-12**
Total Hours: 45	**Total Number of Credits: 3**
Course Start Date: February 6, 2023	**Course End Date:** May 26, 2023
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Dave Beyers	**Instructor's Telephone:** 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: $149	
Materials Fee if applicable: N/A	
Registration Deadline April 17, 2023	

Course Information

Course Description

The goal of this course is to provide participants with an introductory understanding of Universal Design for Learning (UDL), as well as the skills necessary for implementing the principles of UDL into lesson planning and instructional practices ensuring that all students receive equitable experiences from unbiased pedagogical strategies. The course begins with an exploration of the history of UDL, its classroom applications, and the justifications for its use. The remainder of the course focuses on engaging diverse student populations (of varying skill and ability levels, cultures, languages, etc.) by addressing the three learning networks that make up the core tenets of Universal Design (Affective, Recognition, and Strategic) through the use of technology and other instructional strategies. Throughout the course, participants will reflect on current teaching practices, as well as their own experiences and potential biases, in the context of the UDL Guidelines.

In the final project, participants will put the knowledge and skills gained throughout the course to use in order to outline an instructional unit that incorporates the principles of Universal Design for Learning. The unit plan will demonstrate the participant's knowledge of the principles, implementation strategies, and best practices explored throughout the course, as well as a reflection and evaluation of their current teaching practices and the potential value of UDL.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards
Domain 1: Planning and Preparation
   1e - Designing Coherent Instruction
   - The concept of universal design for learning (UDL) centers on sound instructional design that meets the needs of all learners. As participants work their way through the course, they are required to compare their current lesson design strategies to the UDL framework in order to discover for themselves the benefits of quality design. In the first Authentic Task, students evaluate one of their existing lessons against the UDL framework, identify potential ways to adapt it, and reflect on the impact that those adjustments may have. The course culminates with a final project that requires participants to outline an entire unit that follows the UDL guidelines.

Domain 2: Classroom Environment
   2b - Establishing a Culture for Learning
   - When implemented effectively, universal design is a powerful tool for changing classroom culture. Throughout the course, participants will explore the power of offering options to students in how they perceive, engage with, and demonstrate their understanding of classroom material. By learning how to build choice into their lesson design, participants will take the first steps towards creating a classroom environment in which all students are engaged, active, and focused on achieving clear learning outcomes.

Domain 3: Instruction
   3c - Engaging Students in Learning
   - Student engagement is a consistent point of emphasis within universal design. Participants will reflect on their current practices and, in the Final Project, design an entire instructional unit based on UDL guidelines that ensure students are not only engaged at a surface-level, but are ultimately scaffolded towards achieving intrinsic motivation. The course provides several opportunities for participants to explore, share, and reflect on tool and strategies for addressing the guidelines in an effort to effectively engage students long-term.

Domain 4: Professional Responsibilities
   4a - Reflecting on Teaching
   - Participants learn and apply UDL through consistent reflection on their current practices and how those practices impact their students. Each module contains a reflective journal prompt and two discussions that require participants to draw on past experiences in the classroom. Each of the three Major Assessments also demand significant reflection on how what participants have learned about UDL will impact future practice.

Additional Standards
Domain 1: Planning and Preparation
   1a - Demonstrating Knowledge of Content and Pedagogy
   1c - Setting Instructional Outcomes
   1f - Designing Student Assessments

Domain 3: Instruction
   3d - Using Assessment in Instruction

Domain 4: Professional Responsibilities
　　4e - Growing and Developing Professionally

Integration of Standards

Standard 1: Designing Professional Development
- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching
- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning
- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 5: Diverse Learning
- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments
- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 8: Data-driven Professional Practice
- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Standard 9: Technology
- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

A Plus Instructional Priorities
Key Shift 1: Focus on Strengthening the Instructional Core
- Knowledge of Content and Content-Specific Pedagogy
- Engaging Students in Learning

Key Shift 2: Knowing Your Students
- Instruction that Reflects Students
- Social and Emotional Learning

Pedagogical Approach

This course consists of six modules, each one developed around a variety of strategies to meet the diverse needs of adult learners in the NYC DOE. Each module contains relevant readings and video, reflection and analysis questions, downloaded journals to encourage reflective practice and ongoing evaluation, and two discussion boards that require participants to apply the skills and concepts they've learned to a variety of scenarios and personal experiences. The course also includes two Authentic Tasks and a comprehensive Final Project.

Learning is scaffolded throughout the course and across each module with purposeful implementation of activities to bring awareness to how pedagogical review can recognize underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity. Participants interact with a variety of learning materials through which to explore and reflect on the ideas and strategies presented. That exploration is accompanied by a reflective journal activity and followed by an opportunity to apply what they've learned through a variety of reflective discussions and activities. The course modules build on each other so that participants start by gaining a basic understanding of the history and principles of UDL, then explore tools and strategies to support those principles, and culminate with a final project that requires them to apply it all to a single unit plan. All of the learning materials, reflective questions, discussion board prompts, and major assessments are designed to elicit genuine reflection on participant's current teaching practices and student population with the goal of implementing meaningful change through use of the concepts and strategies explored throughout the course.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share ideas or strategies to address the question(s) they posted using the ideas and strategies being explored.

Application to Instruction and Student Learning

Course Objectives
As a result of this course, participants will:
- Explore the origin of UDL and its adaptation to a set of guiding principles for education.
- Assess the potential of UDL to positively impact the modern classroom.
- Review and analyze current practices to help students affirm racial and cultural identities and leverage that to cultivate critical inquiry.
- Demonstrate a conceptual understanding of the Affective, Recognition, and Strategic networks.
- Apply a variety of tools and strategies in support of UDL principles and guidelines.
- Create a plan for the effective implementation of the UDL model into their classrooms.

Course Outcomes
By the end of this course, learners will:
- Develop a working journal of concepts, ideas, and strategies for implementing Universal Design in classroom that welcomes diversity of races, identities, and beliefs.
- Diagnose the strengths and weaknesses of a current lesson plan based on its adherence to basic UDL principles.
- Complete a self-evaluation of how current practices meet or fall short of each of the UDL Guidelines.
- Outline a standards-based unit plan that effectively addresses the UDL Guidelines, incorporates sound pedagogy, and includes a reflection on the process, benefits, and potential drawbacks of incorporating universal design.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participant receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

While Universal Design for Learning focuses on designing instruction that is beneficial to all students - regardless of race, culture, experience, or other differentiating factor - it does require an acknowledgement of and reflection on the differences that exist among students. These differences are inherent in and, in fact, the basis for UDL. UDL is one of the ways to create learning spaces that support students of all identities and abilities. Therefore, this course offers a framework of equity and critical consciousness and participants will consistently reflect on both their own and their students' cultures, experiences, biases, and assumptions throughout the course.

Major Assignment	Due Date
Authentic Task #1: Lesson Plan Evaluation	Self-paced. Due by May 26, 2023
Authentic Task #2: Guidelines Self-Assessment	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: Unit Plan	Self-paced. Due by May 26, 2023

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:
Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

<table>
<tr><td colspan="2">Module #1 History of UDL</td></tr>
<tr><td>Date: February 6, 2023 – May 26, 2023</td><td>Number of hours for this session: 7</td></tr>
<tr><td>Time: Self-paced</td><td>Assignments due today: May 26, 2023</td></tr>
<tr><td colspan="2">Standards and Components Alignment:</td></tr>
<tr><td>

Alignment to the Charlotte Danielson Framework for Teaching

Primary Standards
Domain 2: Classroom Environment
    2b - Establishing a Culture for Learning

Domain 3: Instruction
    3c - Engaging Students in Learning

Additional Standards
Domain 4: Professional Responsibilities
    4e - Growing and Developing Professionally

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Alignment to the New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development
- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching
- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning
- 3a - Professional development is based on current research in teaching, learning, and leadership.

Standard 5: Diverse Learning
- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

Standard 8: Data-driven Professional Practice
- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

</td></tr>
<tr><td colspan="2">Objectives:</td></tr>
<tr><td colspan="2">In this Module, learners will:</td></tr>
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- Where applicable in this course, participants will be asked to align their tasks or projects to NYS's Next Generation Learning Standards for their grade level.
- Explore the origins of universal design and its application to instruction.
- Examine research-based evidence of the benefits of universal design for learning.
- Assess the potential impact of implementing UDL in the classroom.
- Reflect on the potential for UDL to help instructors recognize the historical trend of teachers and institutions being guided in their instructional design by personal beliefs, norms, practices, and assumptions.

Topics and Agenda:

The following activities will take place during this Module:
- Creating a Brave Learning Space
  - Reading: Understanding Race and Privilege
- Downloadable Resource: Universal Design: For Architects and Teachers
- Interactive Presentation: The Origins of Universal Design
- Interactive Presentation: Universal Design for Learning
- Discussion Board: "Accessing" the Classroom
- Interactive Presentation: The Case for UDL
- Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions.
- Discussion Board: Benefits and Drawbacks of UDL

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
	● Creating a Brave Learning Space
	● Reading: Understanding Race and Privilege
	As you read, consider:
	  ○ How does our own identity shape how we see ourselves and others?
	  ○ Why do some groups have privilege and others do not?
	  ○ How are schools affected by privilege?
	  ○ How might you challenge the system in which you live?
	● Reflection: Consider historical instructional design based on beliefs, norms, practices, and assumptions. Where can you find personal or institutional bias that has negatively impacted the traditionally underserved or marginalized?
	● Video: What is Universal Design for Learning (UDL)?
	● Reading: 5 examples of Universal Design for Learning in the classroom and What is Universal Design for Learning (UDL)?

	● Listen/Read: If Equity is a Priority, UDL is a Must
	Please listen to this interview with Katie Novak and Mirko Chardin and read the article, then consider:
	   ○ How does UDL provide a more equitable learning experience and honor the individual identities of your students?
	   ○ How does UDL differ from differentiating instruction?
	   ○ How does UDL remove barriers to learning and provide students of various identities with opportunities to self-differentiate?
	● Additional Resource: Antiracism and Universal Design for Learning
	● Discussion Board: Benefits and Drawbacks of UDL

Application to Instruction and Student Learning:

In this introductory module, participants will make connections between the architectural roots of universal design and its educational applications. Through this lens, participants will begin to examine how they can "build" instructional units in ways that allow the diverse identities of student populations, including those who have been historically underserved and marginalized (people of different abilities, LGBTQ2S+, Black, Indigenous, People of Color, and other racialized and marginalized groups), to access and engage with content in a variety of ways, much like a building is designed with multiple points of entry. This shift of focus is the foundation of effective lesson planning through universal design, and is aimed at helping students become more engaged, intrinsically motivated, knowledgeable, and goal oriented.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #2 UDL in Practice	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
Alignment to the Charlotte Danielson Framework for Teaching **Primary Standards** Domain 1: Planning and Preparation 1e - Designing Coherent Instruction Domain 2: Classroom Environment	**Alignment to the New York State Professional Development Standards and Indicators** **Standard 1: Designing Professional Development** ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural,

2b - Establishing a Culture for Learning

Domain 3: Instruction
    3c - Engaging Students in Learning

Domain 4: Professional Responsibilities
    4a - Reflecting on Teaching

Additional Standards
Domain 1: Planning and Preparation
    1a - Demonstrating Knowledge of
    Content and Pedagogy

Domain 4: Professional Responsibilities
    4e - Growing and Developing
    Professionally

linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching
- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning
- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 5: Diverse Learning
- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments
- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 8: Data-driven Professional Practice
- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Objectives:

In this Module, learners will:
- Identify student populations that stand to benefit from UDL.

- Differentiate between the Affective, Recognition, and Strategic learning networks.
- Evaluate current teaching practices against UDL guidelines.

Topics and Agenda:

The following activities will take place during this Module:
- Interactive Presentation: Busting UDL Myths
- Discussion Board: Who is UDL For and How Can Racial And Cultural Identities Be Supported By UDL
- Downloadable Resource: Accessing Learning Networks
- Interactive Presentation: Learning Networks
- Interactive Presentation: UDL Guidelines
- Discussion Board: UDL Self-Assessment
- Authentic Task #1: Lesson Plan Evaluation

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity	● Discussion Board: Who is UDL for? ● Discussion Board: UDL Self-Assessment ● Authentic Task #1: Lesson Plan Evaluation ● Video: UDL in Higher Education This video provides an overview of the overall benefits of UDL for any student population. Additionally, you notice this video has closed captions available. This is an accommodation made for deaf viewers. However, it's also a useful feature for anyone trying to watch a video in a crowded area with the volume off. That's universal design! ● Reading UDL Unplugged: The Role of Technology in UDL ● Reading: Universal Design for Learning: Because One Size Fits None UDL is a great framework to engage in teaching with an equity stance because it creates space for students of all identities and abilities to succeed and achieve in school. As you read, please consider: ○ How might the term "Average Student" be harmful? ○ How can flexible, learner-centered practices support UDL's focus on creating multiple access points for all learners? ● Video: UDL At a Glance As you watch, think about how (or if) you currently address the affective,

	recognition, and strategic networks in your own classroom.

	• Reflection Question:
	  ○ What do you already know about how the brain learns?
	  ○ How does this information impact your teaching?
	  ○ How does your identity and implicit bias impact how you teach and even carry out UDL?
	A relevant resource: [Teachers Perceptions of Barriers to Universal Design for Learning.](#)

Application to Instruction and Student Learning:

The first part of this module focuses on how UDL is beneficial to all students, despite universal design being rooted in accessible design for people with disabilities. Through a series of "busted myths" participants will discover ways in which all students, whether they are learning disabled, at-risk, gifted/talented, or something else, benefit from universal design.

Additionally, UDL is a great framework to engage in teaching with an equity stance because it creates space for students of all identities and abilities to succeed and achieve in school.

The latter part of the module introduces the underlying concepts and guiding principles of universal design for learning. Participants will examine the Affective, Recognition, and Strategic networks and their role in UDL. The official UDL Guidelines for each of these networks will also be introduced and explored. The module culminates with the completion of Authentic Task #1, in which participants will assess a current lesson plan using the UDL Guidelines and reflect on how more closely addressing those guidelines might positively impact their students.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #3 The Affective Network

Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching	**Alignment to the New York State Professional Development Standards and Indicators**

Primary Standards
Domain 1: Planning and Preparation
    1e - Designing Coherent Instruction
 	
Domain 2: Classroom Environment
    2b - Establishing a Culture for Learning
	Standard 1: Designing Professional Development
	• 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that

Domain 3: Instruction
     3c - Engaging Students in Learning

Domain 4: Professional Responsibilities
     4a - Reflecting on Teaching

Additional Standards
Domain 1: Planning and Preparation
     1a - Demonstrating Knowledge of
     Content and Pedagogy

Domain 4: Professional Responsibilities
     4e - Growing and Developing
     Professionally

they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching
- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning
- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 5: Diverse Learning
- 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments
- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 8: Data-driven Professional Practice
- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Standard 9: Technology
- 9c - Professional development facilitates the ability of educators to apply

	technologies to create optimal and equitable learning environments.

Objectives:

In this Module, learners will:
- Identify the purpose of the Affective Network.
- Explore tools and strategies for addressing the Affective Network.
- Discuss ways to improve student engagement through universal design.

Topics and Agenda:

The following activities will take place during this Module:
- Downloadable Resource: Affective Network Notes
- Interactive Presentation: Recruiting Interest
- Discussion Board: The Affective Network: Access
- Interactive Presentation: Sustaining Effort & Persistence
- Interactive Presentation: Self-Regulation
- Discussion Board: The Affective Network: Build and Internalize

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity	- Discussion Board: The Affective Network - Access

Application to Instruction and Student Learning:

The Affective Network impacts student engagement. As participants work through the module, they will explore tools and strategies for providing additional opportunities to engage students in the content. From simple tools and strategies for accessing the Affective Network, to more complex ways to help students build upon and internalize how they engage, participants will learn effective ways to address the Affective Network through universal design guidelines, ultimately improving student engagement.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #4 The Recognition Network	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	

Alignment to the Charlotte Danielson Framework for Teaching	Alignment to the New York State Professional Development Standards and Indicators
Primary Standards Domain 1: Planning and Preparation 　　1e - Designing Coherent Instruction Domain 2: Classroom Environment 　　2b - Establishing a Culture for Learning Domain 3: Instruction 　　3c - Engaging Students in Learning Domain 4: Professional Responsibilities 　　4a - Reflecting on Teaching **Additional Standards** Domain 1: Planning and Preparation 　　1a - Demonstrating Knowledge of Content and Pedagogy Domain 4: Professional Responsibilities 　　4e - Growing and Developing Professionally	**Standard 1: Designing Professional Development** ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. **Standard 2: Content Knowledge and Quality Teaching** ● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. **Standard 3: Research-Based Professional Learning** ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. **Standard 5: Diverse Learning** ● 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs. ● 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. **Standard 6: Student Learning Environments**

	● 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
	Standard 8: Data-driven Professional Practice
	● 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
	Standard 9: Technology
	● 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

Objectives:

In this Module, learners will:
- Identify the purpose of the Recognition Network.
- Analyze student backgrounds to recognize their complex identities and cultures.
- Explore tools and strategies for addressing the Recognition Network.
- Discuss ways to improve content representation through universal design.

Topics and Agenda:

The following activities will take place during this Module:
- Downloadable Resource: Recognition Network Notes
- Interactive Presentation: Perception
- Discussion Board: The Recognition Network: Access
- Interactive Presentation: Language & Symbols
- Record in Personal Journal: Census and Description of Student Cultures and Identities
- Interactive Presentation: Comprehension
- Discussion Board: The Recognition Network: Build and Internalize

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)	● Discussion Board: The Recognition Network - Build and Internalize ● Journaling prompt: Record in a personal journal: a census and description of your student cultures and

	identities. During this process consider these items:
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity	• Your current representation and portrayal of students' cultures and histories in instructional choices. • What are you learning about students and their families? • How can this develop your cultural competence? • Identify the most salient information you need to know? • How can you help develop your students' socio-political consciousness? • How can you develop and include activities that relate to your students' lives (e.g., youth culture)?

Application to Instruction and Student Learning:

The Recognition Network controls how information is perceived. In this module, participants will explore tools and strategies for representing content in a variety of forms, as well as the inherent benefits in doing so. The tools and strategies covered will range from simple to more complex, but all of them focus on helping students strengthen their Recognition Networks to improve comprehension and retention.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5 The Strategic Network

Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching	**Alignment to the New York State Professional Development Standards and Indicators**
Primary Standards Domain 1: Planning and Preparation 　　　1e - Designing Coherent Instruction Domain 2: Classroom Environment 　　　2b - Establishing a Culture for Learning Domain 3: Instruction 　　　3c - Engaging Students in Learning Domain 4: Professional Responsibilities	**Standard 1: Designing Professional Development** ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. **Standard 2: Content Knowledge and Quality Teaching**

4a - Reflecting on Teaching
 	
Additional Standards
Domain 1: Planning and Preparation
      1a - Demonstrating Knowledge of
      Content and Pedagogy
 	
Domain 4: Professional Responsibilities
      4e - Growing and Developing
      Professionally
	● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
	
	Standard 3: Research-Based Professional Learning
	● 3a - Professional development is based on current research in teaching, learning, and leadership.
	● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
	
	Standard 5: Diverse Learning
	● 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
	● 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.
	
	Standard 6: Student Learning Environments
	● 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
	
	Standard 8: Data-driven Professional Practice
	● 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
	
	Standard 9: Technology
	● 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

Objectives:

In this Module, learners will:
- Identify the purpose of the Strategic Network.

- Explore tools and strategies for addressing the Strategic Network.
- Discuss ways to increase student action and expression through universal design.

Topics and Agenda:

The following activities will take place during this Module:
- Downloadable Resource: Strategic Network Notes
- Interactive Presentation: Physical Action
- Discussion Board: The Strategic Network: Access
- Interactive Presentation: Expression & Communication
- Interactive Presentation: Executive Function
- Discussion Board: The Strategic Network: Build and Internalize
- Authentic Task #2: Guidelines Self-Assessment

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity	• Reflection Question: 1. What physical requirements exist for students to be able to interact with your classroom and learning tools/materials? ***2.*** What potential barriers do these requirements present for students with a variety of abilities? • Reflection Question: Now that you've explored the importance of providing options for physical action, reflect on the following questions: 1. How well do your current practices in this area meet the checkpoints for Physical Action? 2. What new ideas, strategies, activities, or tools might you consider using to provide more options in this area? 3. What potential barriers do these ideas or strategies present for students with various identities and abilities? • Discussion Board: The Strategic Network: Access • Discussion Board: The Strategic Network: Build and Internalize • Authentic Task #2: UDL Guidelines Self-Assessment

Application to Instruction and Student Learning:

The Strategic Network centers on action and expression. In this module, participants will explore tools and strategies for providing options for how students demonstrate their understanding. The benefits of offering a variety of media and composition tools will be examined, as well as strategies for incorporating goal-setting and other executive functions that encourage students to become strategic, goal-oriented thinkers. The module concludes with the complete of Authentic Task #2, in which

participants complete a self-evaluation of their current practices against all of the networks and guidelines presented in Modules 3-5.
Assessment and Feedback:
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #6 Planning with UDL	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 10 (Including final)
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	

Alignment to the Charlotte Danielson Framework for Teaching	**Alignment to the New York State Professional Development Standards and Indicators**
Primary Standards Domain 1: Planning and Preparation 　　　1e - Designing Coherent Instruction Domain 2: Classroom Environment 　　　2b - Establishing a Culture for Learning Domain 3: Instruction 　　　3c - Engaging Students in Learning Domain 4: Professional Responsibilities 　　　4a - Reflecting on Teaching **Additional Standards** Domain 1: Planning and Preparation 　　　1a - Demonstrating Knowledge of Content and Pedagogy 　　　1c - Setting Instructional Outcomes 　　　1f - Designing Student Assessments Domain 3: Instruction 　　　3d - Using Assessment in Instruction Domain 4: Professional Responsibilities 　　　4e - Growing and Developing Professionally	**Standard 1: Designing Professional Development** ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. **Standard 2: Content Knowledge and Quality Teaching** ● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. **Standard 3: Research-Based Professional Learning** ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. **Standard 5: Diverse Learning** ● 5b - Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs. ● 5c - Professional development provides opportunities for educators to examine their

practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments
- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 8: Data-driven Professional Practice
- 8c - Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

Standard 9: Technology
- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

Objectives:

In this Module, learners will:
- Determine how UDL impacts the development of learning goals, materials, and assessments.
- Examine the potential benefits and drawbacks of using universal design as a framework for lesson planning.
- Recognize the need to reach students of non-dominant racial or cultural groups.
- Review the importance of establishing safe, brave, and welcoming learning environments through UDL.

Topics and Agenda:

The following activities will take place during this Module:
- Downloadable Resource: Lesson Plan Outline
- Interactive Presentation: UDL and Learning Goals
- Discussion Board: Using UDL to meet Learning Goals
- Interactive Presentation: UDL and Learning Activities
- Article Review: Safety & Diversity in the Classroom
- Article Review: Implementing Universal Design for Learning in Classrooms with Minorities
- Interactive Presentation: UDL and Assessment
- Classroom Practice Analysis
- Discussion Board: Impact of UDL

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity:
	- Readings: 20 Tips for Creating a Safe Learning Environment

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity	Safety is a precondition for learning – classrooms must be physically and emotionally safe places for students. Educators can work together with students to create a caring and respectful classroom community that celebrates the diverse backgrounds, different skill sets and different strengths of each and every student. Classrooms that are safe promote student well-being and allow students to learn to the very best of their ability. ● Reading: Culturally responsive teaching: What you need to know This article shows how CRT is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences and how these connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives. ● Discussion Board: Impact of UDL ● Classroom Practice Analysis ● Final Project

Application to Instruction and Student Learning:

In this module, participants take a holistic look at UDL and, ultimately, put it into practice in the Final Project that follows. Focusing on lesson planning, participants will synthesize everything they've learned to this point and examine how universal design impacts the way they frame learning goals, present content, and assess student learning throughout the course of an instructional unit. This examination culminates in the Final Project, in which participants build a unit plan that incorporates the principles of UDL, and then reflect on the process, challenges, and potential benefits of their unit plan.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

APPENDIX A
Discussion Boards and Rubric

Discussion Boards

Module:	Discussion Board:	Text:
1	"Accessing" the Classroom	*Reflect on what you've learned.*

		1. Think about how your students physically access your classroom each day. How many potential paths could they take from their homes to their desks? 2. Do the same number of "paths" exist for students to access your content and demonstrate their understanding of it? ***Post to the discussion board.*** 1. Describe some of the *physical* universal design features that your students encounter on their way to your classroom. How does the architecture allow for multiple points of access to your classroom? 2. How many different "built-in" points of access do you currently have for students to engage with your content? 3. First, consider what accessibility means in terms of creating and providing space for all learners to succeed. Then answer, where (or how) could you build in more points of access? What impact, both positive and negative, might these additional points of access have on your students' ability to learn? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
1	Benefits and Drawbacks of UDL	***Reflect on what you've learned.*** 1. In what ways does UDL seek to improve the teaching and learning process? 2. What difficulties or obstacles might you encounter when trying to implement UDL? ***Post to the discussion board.*** 1. Regarding student learning, what do you think would be the two greatest advantages of implementing UDL in your classroom? Justify your response. 2. Identify what you see as the two greatest obstacles to successfully implementing UDL in the classroom. What taken for granted assumptions or beliefs contribute to these obstacles? (institutional norms/assumptions, experience/training, student/district/community culture, etc.)? Explain. 3. Please consider your students who have been historically underserved and marginalized (LGBTQ2S+, Black, Indigenous, People of Color and other racialized and marginalized groups). Identify and list underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity in UDL for these populations.

		Respond to at least one of your colleagues' postings. 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
2	Who is UDL for?	***Reflect on what you've learned.*** 1. What misconceptions exist surrounding UDL and its implementation? 2. How does UDL allow for the support of participants' and students' racial and cultural identities through the practices that are used in UDL. ***Post to the discussion board.*** 1. Choose two different student populations (special education, historically underserved, gifted, etc.) that you work with on a regular basis. For each, describe two ways in which that population would benefit academically from the implementation of UDL. 2. How have these two student populations experienced inequalities with traditional school systems and why? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
2	UDL Self-Assessment	***Reflect on what you've learned.*** 1. How many of the UDL guidelines mirror your own goals for effective lesson planning? 2. Which of the UDL guideline seem most important? 3. Before you post, take a few moments to consider how 'who' you are impacts how you teach and carry out UDL. ***Post to the discussion board.*** 1. Identify two UDL guidelines that you are currently exceeding at in your own planning and instruction. Provide examples to illustrate your points, indicating the positive impact your practices have on student learning. 2. Identify two UDL guidelines that you could make the greatest strides towards improving on. What adjustments could you make to your current practices in order to better meet these guidelines? What improvements in student learning would you expect to see as a result? 3. Reflect on your current practices. What taken for granted assumptions or beliefs are present in your practice? In what ways do your own experiences, beliefs, culture, and assumptions contribute to the strengths and weaknesses identified above? How might you use this

		knowledge to improve your ability to address the needs of students in your classroom? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

3	The Affective Network: Access	***Reflect on what you've learned.***
		1. What strategies and tools do you currently use to engage students in your classroom?
		2. What taken for granted assumptions or beliefs are present in these strategies and tools?
		3. How effective have these strategies/tools been?
		
		Post to the discussion board.
		1. Describe your overall confidence level for Recruiting Interest in your classroom. Is this a strength or a weakness (or something in between)?
		2. Provide an example of a strategy that you currently (or could potentially) use to address each of the following guidelines:
		  ● optimizing choice and autonomy
		  ● optimizing relevance, value, and authenticity
		  ● minimizing threats and distractions
		3. Examine the current (or expected) level of effectiveness of each of the strategies you identified, keeping in mind that engaging students is often dependent on your and your students' individual assumptions, cultural norms, and other external expectations.
		
		Respond to at least one of your colleagues' postings.
		1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

3	The Affective Network: Build and Internalize	***Reflect on what you've learned.*** 1. In what ways are you helping students build and internalize the Affective Network? 2. What additional strategies or tools could you use to achieve further success in this area? ***Post to the discussion board.*** 1. Provide an example of a strategy or tool that you currently (or could potentially) use to sustain student effort and persistence in your classroom? 2. Provide an example of a strategy or tool that you currently (or could potentially) use to promote self-regulation among your students?

		3. How does (or would) the implementation of these strategies/tools improve your ability to more successfully meet the UDL guidelines and improve student learning? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

4	The Recognition Network: Access	***Reflect on what you've learned.***
		1. What strategies or tools do you currently use to present content in your classroom?
		2. How effective have these strategies/tools been?
		
		Post to the discussion board.
		1. Describe your overall confidence level for providing options for Perception in your classroom. Is this a strength or a weakness (or something in between)?
		2. Provide an example of a strategy or tool that you currently (or could potentially) use to address each of the following guidelines:
		    • offering ways of customizing the display of information
		    • offering alternatives for auditory information
		    • offering alternatives for written information
		3. Explore the potential cultural obstacles that teachers and students should consider when building and internalizing new language. What taken for granted assumptions or beliefs are present that would create obstacles that could impact instruction and learning?
		
		Respond to at least one of your colleagues' postings.
		4. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

4	The Recognition Network: Build and Internalize	***Reflect on what you've learned.*** 1. In what ways are you helping students build and internalize the Recognition Network? 2. What additional strategies could you use to achieve further success in this area? ***Post to the discussion board.*** 1. Provide an example of a strategy or tool that you currently (or could potentially) use to create language and symbols that reinforce your content? 2. Provide an example of a strategy or tool that you currently (or could potentially) use to improve comprehension among your students?

		3. How does (or would) the implementation of these strategies/tools improve your ability to more successfully meet the UDL guidelines and improve student learning? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

5	The Strategic Network: Access	***Reflect on what you've learned.***
		1. What strategies or tools do you currently use to allow for physical action in your classroom?
		2. What taken for granted assumptions or beliefs are present in these strategies and tools?
		3. How effective have these strategies/tools been?
		
		Post to the discussion board.
		1. Describe your overall confidence level for providing opportunities for Physical Action in your classroom. Is this a strength or a weakness (or something in between)?
		2. Provide an example of a strategy or tool that you currently (or could potentially) use to address each of the following guidelines:
		    • varying the methods for response and navigation
		    • optimizing access to tools and assistive technologies
		3. Examine the current (or expected) level of effectiveness of each of the strategies you identified, keeping in mind that engaging students is often dependent on your and your students' individual assumptions, cultural norms, and other external expectations.
		
		Respond to at least one of your colleagues' postings.
		4. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

5	The Strategic Network: Build and Internalize	***Reflect on what you've learned.*** 1. In what ways are you helping students build and internalize the Strategic Network? 2. What additional strategies could you use to achieve further success in this area? ***Post to the discussion board.*** 1. Provide an example of a strategy or tool that you currently (or could potentially) use to provide options for expression and communication in your classrooms?

		2. Provide an example of a strategy or tool that you currently (or could potentially) use to improve executive function among your students? 3. What taken for granted assumptions or beliefs are present in these strategies and tools? 4. How does (or would) the implementation of these strategies/tools improve your ability to more successfully meet the UDL guidelines and improve student learning? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
6	Using UDL to Meet Learning Goals	***Reflect on what you've learned.*** 1. What role do content-specific, district, and/or national learning outcomes and standards play in how you currently plan lessons? ***Post to the discussion board.*** 1. Describe how UDL might change your approach to designing instruction around specific learning outcomes and other standards. 2. How might these changes benefit your overall lesson design, as well as your ability to present and measure the identified outcomes and standards? ***Respond to at least one of your colleagues' postings.*** 1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
6	Impact of UDL	***Reflect on what you've learned.*** 1. As you prepare to build your first unit using the UDL framework, what potential difficulties do you expect to have? 2. What benefits do you hope to get from using UDL? ***Post to the discussion board.*** 1. How can you use the principles of UDL to provide more options for Engagement, Representation, and Action & Expression in your classroom? 2. What impact (positive and/or negative) do you think focusing on these areas will have on how you teach and how your students learn? 3. How might implementation of UDL look from the point of view of your diverse student populations (of varying skill and ability levels, cultures, languages, etc.)? ***Respond to at least one of your colleagues' postings.***

		1. Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way. Participant provides a low level of detail in entries. Participant typically does not include informative examples or foster discussions. Participant's responses are unclear or poorly written. Participant does not respond to colleague. Participant includes no self-reflection or consideration of issues related to critical consciousness.	Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way. Participant provides some level of detail in entries. Examples are somewhat helpful and informative and occasionally foster discussions. Participant's responses are somewhat clear and well written. Participant responds to a colleague providing basic information. Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way. Participant provides an adequate level of detail in entries. Examples are satisfactorily helpful and informative and foster discussions. Participant's responses are clear and well written. Participant responds to a colleague in a meaningful way and provides useful and relevant information. Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way. Participant provides a high level of detail in entries. Examples are very helpful and informative and almost always foster discussions. Participant's responses are exceedingly clear and well written. Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed. Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.

Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.
Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.
Facilitators will offer comments and guidance on every discussion board submission.

Facilitators will inform participants where and in what way their response was insufficient.

Assignments and Rubrics

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable	Learner provides the name of a downloadable resource with a rationale for why	Learner provides the name of a resource with a vague rationale for	Learner does not define a downloadable resource and/or fails to provide a

	resource with a clearly articulated rationale for why the resource was selected.	the resource was selected.	why the resource was selected.	description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective. Learner deeply engages with the resource on issues related to author/creator	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective. Learner engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective. Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.

	perspective and critical consciousness.			
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Authentic Task #1: Lesson Plan Evaluation

At this point, you have a basic understanding of where the concept of universal design originated and how it made its way into the field of education. You have also begun to explore the Affective, Recognition, and Strategic networks, as well as the overall guiding principles of UDL. You'll explore each of these in more detail as you progress through the remainder of the course; however, it's a good idea to pause and reflect on your current practices at this point.

For this activity, you'll be sharing a simple lesson plan that you've delivered in the past and evaluating against the basic principles of universal design for learning.

Step 1: Lesson Outline

In the table below, outline the lesson you've chosen exactly as you've delivered it in the past. You do not have to include all of the ancillary materials (i.e. test questions, assignment rubrics, etc.) as long as you provide enough detail about each to reference them in subsequent steps.

Lesson Title/Topic:
Lesson Objectives/Outcomes   1.
Materials   ●
Directions/Steps   1.
Assessments   ●

Step 2: The Affective Network

The Affective Network is focused on engagement. In the table below, explain how the lesson you outlined above currently engages students. Then, describe at least one way that you could potentially implement additional options for students to engage with the lesson, and identify the positive impact you would expect this change to have on engagement and student learning. Provide examples and references to the UDL Guidelines where appropriate.

Current	Potential

Step 3: The Recognition Network
The Recognition Network is focused on how content is presented in your classroom. In the table below, explain how content is currently presented in the lesson you outlined above. Then, describe at least one way that you could potentially implement additional options for presenting content throughout the lesson, and identify the positive impact you would expect this change to have on student learning. Provide examples and references to the UDL Guidelines where appropriate.

Current	Potential

Step 4: The Strategic Network
The Strategic Network is focused on action. In the table below, explain how the lesson you outlined above currently allows for students to physically express themselves as part of the learning process. Then, describe at least one way that you could potentially implement additional options for students to be active within the lesson, and identify the positive impact you would expect this change to have on student learning. Provide examples and references to the UDL Guidelines where appropriate.

Current	Potential

Step 5:
Write a one-paragraph reflection on what you see as the benefits and drawbacks to making the proposed changes to this lesson. What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - play in the effectiveness of this lesson? How would it impact the way you teach and the way your students learn?

RUBRIC: LESSON PLAN EVALUATION

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations	Score
Lesson Outline (Step 1)	Clearly and fully completes all sections of the lesson plan, providing the reader with a clear vision of the intended activities and outcomes	Completes all sections of the lesson plan, with few exceptions	Addresses all sections of the lesson plan, but fails to provide enough detail for the unit to be carried out	Fails to adequately complete the lesson plan	
Affective Network (Step 2)	Clearly references specific examples from the lesson that address the network Provides a practical and insightful idea to further address the network in future implementations of the lesson	References general examples from the lesson that address the network Provides an effective idea to further address the network in future implementations of the lesson	Provides vague references to the lesson that may or may not be evident in the lesson plan as provided Provides an idea to further address the network, but the idea may not tie cleanly into the lesson	Fails to provide evidence of how the current lesson addresses the network AND/OR Fails to provide an idea to further address the network in future implementations of the lesson	
Recognition Network (Step 3)	Clearly references specific examples from the lesson that address the network Provides a practical and insightful idea to further address the network in future implementations of the lesson	References general examples from the lesson that address the network Provides an effective idea to further address the network in future implementations of the lesson	Provides vague references to the lesson that may or may not be evident in the lesson plan as provided Provides an idea to further address the network, but the idea may not tie cleanly into the lesson	Fails to provide evidence of how the current lesson addresses the network AND/OR Fails to provide an idea to further address the network in future implementations of the lesson	
Strategic Network (Step 4)	Clearly references specific examples from the lesson	References general examples from the lesson	Provides vague references to the lesson that may or	Fails to provide evidence of how the current lesson	

	that address the network Provides a practical and insightful idea to further address the network in future implementations of the lesson	that address the network Provides an effective idea to further address the network in future implementations of the lesson	may not be evident in the lesson plan as provided Provides an idea to further address the network, but the idea may not tie cleanly into the lesson	addresses the network AND/OR Fails to provide an idea to further address the network in future implementations of the lesson	
Reflection (Step 5)	Clearly addresses both benefits and drawbacks for the teacher, students, and parents Demonstrates thoughtful consideration of the audience and course content	Generally, addresses both benefits and drawbacks for the teacher, students, and parents	Addresses basic benefits and drawbacks, but lacks detail or focus	Fails to address both benefits and drawbacks	
Total:					
Summative Comment:					

Authentic Task #2: Guidelines Self-Assessment

Over the last several modules, you've examined the guidelines for addressing the Affective, Recognition, and Strategic networks to allow students to better access, build upon, and internalize what you want them to learn. You likely noticed that most of these guidelines are things that good teachers typically do on a regular basis, regardless of whether or not they're familiar with UDL. However, like with all things, there is always room for improvement.

For this assignment, you'll complete a self-assessment of your current strengths and weaknesses in meeting each of the UDL guidelines.

Step 1: The Affective Network

Rank your current effectiveness in meeting each of the Affective Network guidelines listed below on a scale of 0 to 5; 0 being *not at all effective* and 5 being *extremely effective*. Then, justify your score with examples and provide at least one idea, strategy, or tool you could use to increase your effectiveness, as well as the impact that idea would have on student learning.

Guideline	Score and Justification	Opportunity to Improve
Optimize individual choice and autonomy		
Optimize relevance, value, and authenticity		
Minimize threats and distractions		
Heighten salience of goals and objectives		
Vary demands and resources to optimize challenge		
Foster collaboration and community feedback		
Increase mastery-oriented feedback		
Promote expectations and beliefs that optimize motivation		

Step 2: The Recognition Network
Rank your current effectiveness in meeting each of the Recognition Network guidelines listed below on a scale of 0 to 5; 0 being *not at all effective* and 5 being *extremely effective*. Then, justify your score with examples and provide at least one idea, strategy, or tool you could use to increase your effectiveness, as well as the impact that idea would have on student learning.

Guideline	Score and Justification	Opportunity to Improve
Offer ways of customizing the display of information		
Offer alternatives for auditory information		
Offer alternatives for visual information		

Clarify vocabulary and symbols		
Clarify syntax and structure		
Support decoding of text, mathematical notation, and symbols		
Promote understanding across languages		
Illustrate through multiple media		

Step 3: The Strategic Network

Rank your current effectiveness in meeting each of the Strategic Network guidelines listed below on a scale of 0 to 5; 0 being *not at all effective* and 5 being *extremely effective*. Then, justify your score with examples and provide at least one idea, strategy, or tool you could use to increase your effectiveness, as well as the impact that idea would have on student learning.

Guideline	Score and Justification	Opportunity to Improve
Vary the methods for response and navigation		
Optimize access to tools and assistive technologies		
Use multiple media for communication		
Use multiple tools for construction and composition		
Build fluencies with graduated levels of support for practice and performance		
Guide appropriate goal-setting		
Support planning and strategy development		
Facilitate managing		

information and resources skills				

Step 4:

Write a one-paragraph reflection on what you see as your overall strengths and weaknesses in regards to these guidelines and/or networks. Make sure to address the impact that these strengths and weaknesses may have on your teaching and your students' learning. What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - play in the overall effectiveness of UDL in your classroom?

RUBRIC: GUIDELINES SELF-ASSESSMENT

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations	Score
Affective Network (Step 1)	Provides a numeric self-assessment score for each guideline Clearly and articulately justifies the score, providing detailed examples and referencing personal experiences where appropriate Demonstrates thoughtful consideration of ideas, tools, and/or strategies to more effectively address each guideline	Provides a numeric self-assessment score for each guideline Justifies scores using a variety of examples and/or personal experiences Provides an idea, tool, and/or strategy that could be used to more effectively address each guideline	Provides a numeric self-assessment score for most guidelines Loosely justifies scores with general examples and experiences Provides some ideas for more effectively addressing the network in general, but may not address each guideline individually	Fails to consistently provide numeric self-assessment scores, AND/OR Fails to adequately justify scores, AND/OR Fails to provide applicable ideas, tools, and strategies to more effectively address the guidelines	
Recognition Network (Step 2)	Provides a numeric self-assessment score for each guideline	Provides a numeric self-assessment score for each guideline	Provides a numeric self-assessment score for most guidelines	Fails to consistently provide numeric self-assessment	

				scores, AND/OR Fails to adequately justify scores, AND/OR Fails to provide applicable ideas, tools, and strategies to more effectively address the guidelines	
	Clearly and articulately justifies the score, providing detailed examples and referencing personal experiences where appropriate Demonstrates thoughtful consideration of ideas, tools, and/or strategies to more effectively address each guideline	Justifies scores using a variety of examples and/or personal experiences Provides an idea, tool, and/or strategy that could be used to more effectively address each guideline	Loosely justifies scores with general examples and experiences Provides some ideas for more effectively addressing the network in general, but may not address each guideline individually		
Strategic Network (Step 3)	Provides a numeric self-assessment score for each guideline Clearly and articulately justifies the score, providing detailed examples and referencing personal experiences where appropriate Demonstrates thoughtful consideration of ideas, tools, and/or strategies to more effectively address each guideline	Provides a numeric self-assessment score for each guideline Justifies scores using a variety of examples and/or personal experiences Provides an idea, tool, and/or strategy that could be used to more effectively address each guideline	Provides a numeric self-assessment score for most guidelines Loosely justifies scores with general examples and experiences Provides some ideas for more effectively addressing the network in general, but may not address each guideline individually	Fails to consistently provide numeric self-assessment scores, AND/OR Fails to adequately justify scores, AND/OR Fails to provide applicable ideas, tools, and strategies to more effectively address the guidelines	
Reflection (Step 4)	Clearly addresses both benefits and drawbacks for the	Generally, addresses both benefits and drawbacks for the	Addresses basic benefits and drawbacks, but	Fails to address both benefits and drawbacks	

	teacher, students, and parents Demonstrates thoughtful consideration of the audience and course content	teacher, students, and parents	lacks detail or focus		
Total:					
Summative Comment:					

Introduction to Universal Design for Learning: Final Project

Throughout this course, you've explored the principles and guidelines for UDL. When implemented effectively, universal design for learning can improve your teaching practices, as well as the ways in which your students engage with your content and demonstrate their understanding.

For your final project, you will adapt a new or existing instructional unit to address the guidelines of universal design for learning. The plan will address specific learning outcomes and conclude with rationale for the tools and strategies chosen. It will also include an exploration of the potential challenges and intended benefits of the unit, specific to its intended audience(s).

To get started, read through all of the steps outlined below. Then follow the steps to complete the Final Project.

Step 1: Unit Description

Choose an instructional unit that could be improved through the application of universal design. It can be a unit that you currently teach, one you taught in the past, or even one that you'd like to be able to teach - it's up to you.

Make sure the unit you choose includes at least five instructional sessions and that there is opportunity to effectively address all of the UDL Guidelines for the Affective, Recognition, and Strategic Networks.

In the space below, describe the unit you chose, how each of the resources outlined above will be incorporated, and why you think this unit will be improved through the application of universal design.

| |
| |

Step 2: Unit Outline

Outline the entire unit in the tables below. You do not have to include all of the ancillary materials (i.e. test questions, assignment rubrics, etc.) as long as you provide enough detail about each to justify your rationale for including them later in the project.

| Unit Title: |
| Unit Objectives:
● |

	Materials: ●
SESSION 1	
	Directions/Outline: 1.

	Assessments (formative or summative): ●

	Materials: ●
SESSION 2	**Directions/Outline:** 1.
	Assessments (formative or summative): ●

	Materials: ●
SESSION 3	**Directions/Outline:** 1.
	Assessments (formative or summative): ●

	Materials: ●
SESSION 4	**Directions/Outline:** 1.
	Assessments (formative or summative): ●

	Materials: ●
SESSION 5	**Directions/Outline:** 1.
	Assessments (formative or summative): ●

Step 3: The Affective Network

In the spaces below, explain how the unit you outlined above follows the guidelines of the affective network to provide options that engage students at each level. Make sure to provide examples and reference the applicable UDL Guidelines where appropriate.

Recruiting Interest	
Sustaining Effort	

& Persistence	
Self-Regulation	

Step 4: The Recognition Network

In the spaces below, explain how the unit you outlined above follows the guidelines of the recognition network to provide options for how content is presented to students. Make sure to provide examples and reference the applicable UDL Guidelines where appropriate.

Perception	
Language & Symbols	
Comprehension	

Step 5: The Strategic Network

In the spaces below, explain how the unit you outlined above follows the guidelines of the strategic network to provide options for action and expression among your students. Make sure to provide examples and reference the applicable UDL Guidelines where appropriate.

Physical Action	
Expression & Communication	
Executive Functions	

Step 6: Design

Reflect on the unit you created. How did the process of addressing the guidelines of universal design for learning impact the unit overall? From an instructional standpoint, what are the potential benefits and challenges you encountered when designing the unit? In what ways do you think your own experiences, beliefs, culture, and assumptions impacted the benefits and challenges identified above?

Step 7: Delivery

What do you foresee as being the biggest benefits and drawbacks of teaching this unit? Are there personal, cultural, or institutional obstacles that you anticipate having to overcome in order to effectively deliver this unit?

Step 8: Reflection

Conclude with a one-paragraph general reflection. Based on what you've learned, what do you see as the biggest advantages and challenges for your students? What role does understanding your own culture, experiences, and bias - as well as the cultures, experiences, and biases of your students - play in effectively addressing their needs? How will what you've learned impact your current practices and philosophy? In what ways could implementing UDL impact student learning?

| |
| |

RUBRIC: FINAL PROJECT

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does not Meet Expectations	Score
Unit Description (Step 1)	Clearly addresses all required prompts Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Unit Plan (Step 2)	Clearly and fully completes all sections of the unit plan Thoughtfully and effectively incorporates the general principles of universal design for learning Demonstrates continuity and alignment of objectives, activities, and assessments throughout the unit	Completes all sections of the unit plan, with few exceptions Makes appropriate use of the general principles of universal design for learning Demonstrates thoughtful consideration of the overarching objectives of the unit	Addresses all sections of the unit plan, but fails to provide enough detail for the unit to be carried out Incorporates the general principles of universal design for learning, but may not do so consistently or do so in a way that clearly aligns to the objectives of the unit	Fails to adequately complete the unit plan AND/OR Fails to incorporate the general principles of universal design for learning	

Affective Network (Step 3)	Provides clear and compelling evidence that the network is being addressed at all three levels Consistently justifies assertions using direct references to the unit plan and applicable UDL guidelines	Provides evidence that the network is being addressed at all three levels Justifies assertions using general references to the unit plan and applicable UDL guidelines	Provides evidence that the network is being addressed in general, but does not provide compelling evidence for all three levels Provides general references to the unit plan and UDL guidelines, but fails to fully support assertions	Fails to provide evidence that the network is being addressed at one or more of the three levels AND/OR Fails to provide appropriate references to the unit plan or UDL standards in support of assertions	
Recognition Network (Step 4)	Provides clear and compelling evidence that the network is being addressed at all three levels Consistently justifies assertions using direct references to the unit plan and applicable UDL guidelines	Provides evidence that the network is being addressed at all three levels Justifies assertions using general references to the unit plan and applicable UDL guidelines	Provides evidence that the network is being addressed in general, but does not provide compelling evidence for all three levels Provides general references to the unit plan and UDL guidelines, but fails to fully support assertions	Fails to provide evidence that the network is being addressed at one or more of the three levels AND/OR Fails to provide appropriate references to the unit plan or UDL standards in support of assertions	
Strategic Network (Step 5)	Provides clear and compelling evidence that the network is being addressed at all three levels Consistently justifies assertions using direct references to the unit plan and	Provides evidence that the network is being addressed at all three levels Justifies assertions using general references to the unit plan and applicable UDL guidelines	Provides evidence that the network is being addressed in general, but does not provide compelling evidence for all three levels Provides general references to the unit plan and UDL	Fails to provide evidence that the network is being addressed at one or more of the three levels AND/OR Fails to provide appropriate references to the	

	applicable UDL guidelines		guidelines, but fails to fully support assertions	unit plan or UDL standards in support of assertions	
Design (Step 6)	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Delivery (Step 7)	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Reflection (Step 8)	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Total:					
Summative Comment:					

Universal Design: For Architects and Teachers
In this module, we'll explore the origins of universal design as an architectural concept and its eventual adaptation by educators to "build" more effective lessons. As you work your way through the module, take note of how each field views universal design, as well as the goals that each hope to achieve by implementing it. What similarities and differences do you notice?

Accessing Learning Networks
As you've learned, there are several common misconceptions about UDL. One of the biggest is that UDL is good for a specific student population (i.e learning disable, tech-savvy, etc.). In reality, UDL can benefit all students in different ways. The rest of this module will focus on the three "networks" that UDL seeks to address. As you learn about each one, reflect on how the student populations listed below might benefit from UDL. Feel free to change these or add other student populations specific to your role and explore those as well.

The Affective Network
This module focuses on the Affective Network and the guidelines that UDL provides for helping students access, build upon, and internalize what you want them to learn. For each of the guidelines examined, record the definition - in your own words - and reflect on how you are (or are not) currently meeting the guideline. If you aren't meeting it, record some ideas for how you might be able to.

The Recognition Network
This module focuses on the Recognition Network and the guidelines that UDL provides for helping students access, build upon, and internalize what you want them to learn. For each of the guidelines examined, record the definition - in your own words - and reflect on how you are (or are not) currently meeting the guideline. If you aren't meeting it, record some ideas for how you might be able to.

The Strategic Network
This module focuses on the Strategic Network and the guidelines that UDL provides for helping students access, build upon, and internalize what you want them to learn. For each of the guidelines examined, record the definition - in your own words - and reflect on how you are (or are not) currently meeting the guideline. If you aren't meeting it, record some ideas for how you might be able to.

Lesson Plan Outline
In this module, we'll look at putting it all together. How can you design lessons that address the principles of universal design? As we work through the module, record your ideas for how UDL might influence the way you build out each lesson component.