Fitchburg State University
Comprehensive Syllabus

December 2019 - March 2020
Course Prefix and Number: _____
UDL Strategies
3 Credit hours
Online; dates noted below
Number of Class Meetings: 8 (online); Number of Contact Hours 37.5

Instructors: Thea Durling
Office:

Telephone: thea.durling@gmail.com
FAX: n/a
Office Hours: n/a

A. **COURSE DESCRIPTION:**

The focus in the course is two-fold: one, to introduce participants to the principles of Universal Design for Learning (UDL) and, two, to engage participants in immediately implementing these principles into their practice by revising their current work using the UDL Guidelines and the UDL Progression Rubric. All aspects of the course will include an emphasis on effectively integrating technology as a means of implementing the practices and structures of UDL.

The course uses a combination of materials (online, printable, multimedia) to help the participants build a shared background and language for each Module. Participants demonstrate understanding of the material by creating various products (i.e., a revised homework assignment or practice, a revised assessment, etc.) and by participating in online discussions in Canvas.

The course is designed to provide participants with an option to engage in professional development in Universal Design for Learning in a flexible, online structure to support the district's goals for providing in-district professional development.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. **TEXTS:**

CAST. (2014.) Universal Design for Learning: theory and practice. Wakefield, MA: Cast Professional Publishing.

Novak, K., & Thibodeau, T. (2016). UDL in the cloud: How to design and deliver online education using universal design for learning. Wakefield, MA: Cast Professional Publishing.

Novak, K., & Rose, D. H. (2016). *UDL now!: A teacher's guide to applying universal design for learning in today's classrooms*. Wakefield, MA: Cast Professional Publishing.

Fitchburg State University Teacher Preparation Programs. (2018). Conceptual framework. Fitchburg, MA: Author. [Online] Available:
http://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available:
http://www.doe.mass.edu/frameworks/current.html

Fitchburg State University Teacher Education Conceptual Framework

A. **LEARNING OUTCOMES / OBJECTIVES:**

This course will address the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will strengthen your understanding of:
- what UDL is and where you are as an educator in your understanding of UDL **(Discussion #1)**
- education technology tools that support your UDL implementation **(Discussion #2)**
- how hyperdocs can assist teachers in developing meaningful lessons/units **(Project #1)**
- how UDL and education technology can assist teachers in transforming homework **(Project #2)**
- how to universally design preparation for tests/assessments so students can access them successfully **(Project #3)**
- how to collect, respond to, and integrate feedback **(Project #4)**

- how to self-reflect and use the results of that reflection to create a meaningful teacher-designed UDL project **(Project #4)**
- how to effectively share professional learning and growth with colleagues **(Discussion #3)**

Skill: As a result of the learning experiences in the course, teachers will gain confidence in the implementation of the Universal Design for Learning (UDL) framework as a tool to foster student choice, voice and capacity to create better learning opportunities and outcomes for their students.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
- reach all students when instructing using the UDL framework
- reach all students when preparing for assessments using the UDL framework
- reach all students when developing projects using the UDL framework
- reach all students when planning lessons/units using the UDL framework
- gather feedback from students/parents to improve implementation of UDL framework

Ethical: As a result of the learning experiences in the course, participants will better understand how traditional instruction may prevent some students from learning and engaging in the curriculum.

C. **INSTRUCTIONAL STRATEGIES** **[Place an X for each strategy you use while teaching this course.]**

	Lecture	___	Data Collection and Analysis
X	Discussion/Questioning	___	Pre-Practicum
___	Laboratory	___	Role Playing/Simulation
___	Problem Finding/Solving	X	Independent Learning
X	Discovery	___	Field Trips
___	Interviewing	X	Computer Applications
X	Collaborative Learning Groups	___	Viewing or Listening to Followed by
X	Reflective Responses		Discussing
X	Creating Visual Illustrations of Concepts	___	Other_____

Technology Initiatives:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:
- a means to encourage student executive function and self-regulation
- a means to inform and improve their teaching practice
- an enhancement tool for the design of lessons and curriculum units
- a way to communicate with instructor, complete assignments & collaborate with peers

D. **COURSE REQUIREMENTS**:

This course will run from November 5, 2019 until March 30, 2020. This course requires participants to be engaged and prepared for each and every assignment. The course will be a combination of (optional) face-to-face and electronic instruction (i.e., FaceTime) and online engagement. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework). Students are expected to perform two hours of work outside of class for every hour spent in class.

Module 0 November 25, 2019 - December 1, 2019; Introductions

Module 1 December 2, 2019 - December 8, 2019; Introduction to Universal Design for Learning (UDL)
- **Discussion #1 -** Participants will share out with the group what they have learned about Universal Design for Learning (UDL). They will reflect on their current practice in light of areas of strength in UDL implementation and areas of growth. Responses can be in the form of written reflection, visuals, video or audio or a multimedia presentation.

Module 2 December 9, 2019 - December 15, 2019
- **Discussion #2** - Participants will explore how to use the Tools in the Google Apps for Education Suite (GAFE) to support students in removing and/or overcoming barriers to learning. They will reflect on their current use of various GAFE tools and areas where they can leverage these tools to support students more effectively.

Module 3 December 16, 2019 - January 5, 2020 (includes break for the holidays)
- **Project #1** - Participants will begin by exploring the concept of a hyperdoc and will look at various real-world examples from a local middle school. Participants will create their own hyperdoc that effectively includes resources and materials for the instruction of an entire standard or collection of related standards.

Module 4 January 6, 2020 - January 19, 2020
- **Project #2** - Participants will evaluate the type of homework regularly assigned to students and design some examples of alternatives as they work to bring choice to homework to increase student engagement. Participants will create an authentic document for student use in their classroom.

Module 5 January 21, 2020 - February 3, 2020
- **Project #3** - Teachers will transform a traditional assessment, or design one from scratch, and apply the principles of UDL so more students can succeed and incorporate critical habits of mind.

Module 6 February 4, 2020 - February 23, 2020 (includes one week break for vacation)
- **Project #4 -** Participants will reflect on their understanding of how students and/or parents can both inform and improve their teaching practice. They will either:
  - Create a survey tool where they ask students to provide mastery-oriented feedback to teachers on curriculum, instruction, classroom environment or level of engagement. Reflect on the possible results and consider how those results will improve their teaching practice.
  - Create a resource that they can share with students that helps them build a growth mindset as students consider what they could do differently to improve their approach or preparation for the course.
  - Design a lesson where they teach students how to provide them with feedback.

○ Develop a system for students' parents to express their feedback about curriculum, instruction, homework, etc.

Module 7 February 24, 2020 - March 9, 2020
- **Project #5 -** Participants design their own projects for this assignment. Recommended projects include going deeper into a topic from one of the two Discussions in the course and developing that into a project for student use OR creating a new version of one of the Projects but with new content (i.e., a second hyperdoc or second assessment, etc.) OR proposing a totally new topic.

Module 8 March 10, 2020 - March 30, 2020 (final work due to instructor, including any revisions and incomplete work)
- **Discussion #3** - Participants will reflect on their work in this course as a whole and will choose one assignment from the course to share with colleagues in the district.

Final wrap up (72 hours after end of course)

E. **FIELD-BASED REQUIREMENTS:** n/a

F. **EVALUATION OR GRADING POLICY:**

Activity	Percentage	Point Value
Project #1: Harnessing the Power of Hyperdocs	~17.9%	100
Project #2 : Integrating choice into homework	~17.9%	100
Project #3: Universally Designed Assessments	~17.9%	100
Project #4: Feedback and Reflection	~17.9%	100
Project #5: Teacher Choice	~17.9%	100
Discussion 1: Self-Assessment on UDL	~3.5%	20
Discussion 2: Identify and Eliminate Barriers Using GAFE	~3.5%	20
Discussion 3: Self-Reflect and Sharing Out with Colleagues	~3.5%	20

FITCHBURG STATE UNIVERSITY
GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

G. **RUBRICS**

Project Rubric (Holistic)

Criteria	Ratings	Points	Description
These criteria are linked to Learning Outcome Content	Exceeds	100	Not only does your work meet the objective of the assignment, but it is of masterful quality ready for presentation or publication.
	Meets	85	This work meets the objective of the assignment.
	Does not Meet	70	The work does not meet the objective of the assignment.
	No revision	55	Only the first draft was submitted and no revision was made after receiving mastery oriented feedback.
	No work submitted	0	No work was submitted.

H. **COURSE CONTENT/TOPICAL OUTLINE**

Date	Topic	Reading	Activity/ Project
Module 1	What is UDL? Why UDL?	Students choose from the following readings/videos to learn about UDL and to	Discussion #1

		self-assess their current practice	
		● UDL Guidelines ● What is UDL? Educator Fact Sheet ● UDL for Understood.org ● Exploration: UDL Guidelines ● Dinner Party Analogy ● Learner Variability and Universal Design for Learning ● Video: UDL at the Glance ● UDL Progression Rubric ● UDL Guidelines	
Module 2	Using GAFE to Overcome and Eliminate Barriers	Students choose from the following readings/videos to learn about the Variability of Learners, Executive functioning, Student self regulation and persistence. ● Chapter 3 in UDL Theory and Practice ● short video lecture by Todd Rose ● short explanation of learner variability from Matt Bergman ● "Addressing the Variability of Learners in Common Core Aligned Assessments ● article: learner variability ● article: Executive Function 101 ● article: 8 executive functions ● article: executive functioning issues ● article: Scholastic article. ● article: "Positive time-out" ● article: Great meta-analysis	Discussion #2
Module 3	Harnessing the Power of the Hyperdoc	Students choose from the following readings/videos to learn about the power of and process of creating a hyperdoc ● How HyperDocs Can Transform Your Teaching ● Article: Organize your UDL Lessons Using Hyperdocs! ● Write-up About HyperDocs ● HyperDocs: Digitalizing Your Worksheets ● KidsDiscover article: Using HyperDocs in Class ● How To create a hyperdoc	Project #1

		• Hyperdoc How To • Favorite Hyperdoc Apps/Websites/Extensions • Hyperdocs website	
Module 4	Integrating Choice in Homework	Students choose from the following readings/videos to learn about building engagement through choice • Universal Design for Learning: Meeting the Needs of All Students • 5 Ways to Help Your Students With Overcoming Learning Barriers • "Your school may be the biggest barriers to inclusive practice • ASCD InService	Project #2
Module 5	Universally Designed Assessments	Students choose from the following readings/videos to learn about the Every Student Succeed Act, Standardized testing through a UDL Lens and Breaking through assessment barriers • Six Ways ESSA Will Improve Assessments • Perspectives on UDL and Assessment • Using UDL to Accurately Assess Student Progress, • brief on PARCC Accommodation, and brief on Smarter Balanced assessment • 10 UDL Tips for Assessment • Durham College's page on how UDL can be used in college assessments • Addressing the Variability of Learners in Common Core Aligned Assessments • Baby Step #2: Changes to Test Format • Reflecting on student feedback–Exam Wrappers • Baby Steps #4: Resource Sheets • Cult of pedagogy - single point rubric	Project #3
Module 6	The Importance of Feedback	Students choose from the following readings/videos to learn about Growth Mindset, leveraging feedback and direct interactive instruction • False Growth Mindset	Project #4

		- How Not to Talk to Your Kids - Growth Mindset Feedback Tool - Interview with Carol Dweck - NPR story "Does teaching kids to get gritty really help them to get ahead" - Carol Dweck - The Power of Yet - Why Kids Should Grade Teachers - Feedback is Critical to Professional Growth - Tripod Project website 3 Ways of Getting Student Feedback to Improve Your Teaching - Model Student surveys - Measures of Effective Teaching: Student Feedback 4 core components of direct interactive instruction	
Module 7	Teacher Choice in Design	No new reading; teachers may choose to return to previous material to support their choices in this Module	Project #5
Module 8	Wrapping Up and Reporting Out	No new reading; teachers may choose to return to previous material to support their choices in this Module	Discussion #3

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

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FITCHBURG STATE UNIVERSITY
DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

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The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and

Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.illiad.oclc.org/illiad; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at http://www.fitchburgstate.edu/offices-services-directory/onecard/extended-campus-onecard/ or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices
Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy
The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the

rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES

Novak, K., & Thibodeau, T. (2016). UDL in the cloud: How to design and deliver online education using universal design for learning. Wakefield, MA: Cast Professional Publishing.

Novak, K., & Rose, D. H. (2016). *UDL now!: A teacher's guide to applying universal design for learning in today's classrooms*. Wakefield, MA: Cast Professional Publishing.

blog: http://katienovakudl.com/

blog: http://theadurlingudl.org/

http://www.cast.org/

http://udlguidelines.cast.org/?utm_medium=web&utm_campagin=none&utm_source=cast-home

J. FURTHER RECOMMENDATIONS: n/a