Course Requirements for Continuing Education Credit

Instructor:	Brynn Cadigan
Location:	Virtual
EDUC 1591 **Title of Course:**	***Inclusive Learning for All: UDL and Differentiation for all K-12 Classrooms***
1 CREDIT **Date of Course:**	July 26-27, 2021

Description: Exposure to mass media and societal complexity have altered students' needs and made differentiated learners of them all; making the job of teaching increasingly more difficult & involved. Join one special educator as she shares her years of experience differentiating curriculum, instruction and classroom management in both the special and general education setting. Throughout the two day course, participants will learn and apply the fundamentals of universal design for learning, differentiated instruction, accommodations, and modifications across a variety of different educational contexts. Participants will leave with a differentiation plan for use in their personal classroom.

Text: N/A

Outcomes:
Participants will: create a plan for utilizing a specific UDL strategy(ies) and accommodations and/or modifications to teach content within their classrooms. Their plan will be assessed using the rubric below.

CATEGORY	Master	Experienced	Novice	Pre-Service
Lesson Objectives	(20) Lesson objectives provide a clear sense of what students will know, do, and understand as a result of the lesson. All objectives are clearly and closely related to standards.	(18) Lesson objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	(16) Lesson objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	(14) Lesson objectives are missing, unclear, or are unrelated to standards.
Use of UDL	(20) Plan clearly offers appropriate, creative, and well-integrated UDL strategy(ies) to address a specific student need. The plan thoughtfully engages strategies to leverage student interest, level of readiness, learning profile, etc. and comprehensively support their specific need.	(18) The plan includes some UDL ideas to address a specific student need. The lesson engages strategies to leverage student interest, level of readiness, learning profile, etc. and support their specific needs.	(16) Plan includes minimal UDL and/or minimally addresses a specific student need.	(14) Plan does not effectively utilize UDL or target specific student needs.
Rationale	(20) The rationale articulates specific needs and realistic benefits for student growth and development. Needs are derived from both student learning profiles and connected to specific objectives.	(18) The rationale leaves doubt in the reader as to the reasons for unit design. AND/OR The rationale lacks specificity in the student learning profile, or objectives.	(16) Either the rationale is missing or vaguely communicates purpose, goals, learning needs and connection to objectives.	(14) Rationale is missing, unclear, underdeveloped,disorganized or irrelevant.

Lesson Procedure	(20) The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them. Procedures are clear and detailed to enable a third party follow the lesson without aid.	(18) The lesson is introduced in a manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required for a third party to follow the lesson.	(16) The lesson is poorly introduced. Procedures are unclear and difficult to follow.	(14) Lesson procedures are incomplete or missing.
Assessments	(20) The lesson utilizes some form of assessment (formal or informal) that is well aligned and provides valid, concrete data that allow the teacher (and potentially students) to gauge student progress. The lesson provides detailed explanations as to how assessments will be used (i.e., potential feedback provided to students and plans for adjusting instruction as needed)	(18) Some, but not all, assessments are aligned and provide valid, concrete data that allow the teacher (and potentially students) to gauge student progress. The lesson provides a general explanation as to how formative assessments will be used (i.e., potential feedback provided to students and plans for adjusting instruction as needed)	(16) If assessments are present, they are not aligned to the learning objectives and, therefore, do not allow the teacher (and potentially students) to gauge student progress The lesson provides little explanation as to how assessments will be used	(14) The lesson assessments are missing, unclear, underdeveloped or provide no clear tie to student progres. Little to no explanation is provided.

Evaluation:

Grade points will be accumulated throughout the workshop with the grading scale as follows:

GRADE:	PERCENTAGE NEEDED:
A	100-90 percent
B	89-80 percent
C	79-70 percent

For graduate level coursework, a grade below a "C" is considered a failing grade.