

**College of Education**

**“The College that Prepares Teachers as Facilitators of Active Learning”**

**Department of Special Education**

**SPED 413.001: Universal Design for Learning: Addressing Learner Variability**

**Spring 2019**

**Multiple Means of Engagement**

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& by appointment (in person or via WebEx)

**Class Sessions:** Mondays 11:00 A.M. – 1:50 P.M.

**Class Location:** Towson University Main Campus – HH0112

**Towson University College of Education’s Mission:** To inspire, educate and prepare educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

**Conceptual Framework:** All students should be able to identify and discuss the Conceptual Framework. It is our mission statement that is operationalized by required content, professional and pedagogical national, state, and institutional standards. To review the entire document, visit the web site at: <http://www.new.towson.edu/coe/cf2006/index.asp>

**Required Readings:**

Gierach, J. (Ed.). (2009). *Assessing students’ needs for assistive technology (ASNAT): A resource manual for school*

*district teams* (5th ed.). Milton, WI: Wisconsin AssistiveTechnology Initiative (WATI)

Retrieved online at: <http://www.wati.org/?pageLoad=content/supports/free/index.php>

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice.* Wakefield, MA:

CAST Professional Publishing, an imprint of CAST, Inc.

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Accessible here: <http://udltheorypractice.cast.org/login>

**Modules:**

* Autism Internet Modules (AIM) <http://www.autisminternetmodules.org/>
* Autism Focused Intervention Resources and Modules (AFIRM) <http://afirm.fpg.unc.edu>

**Other Highly Recommended Texts:**

Dell, A. G., Newton, D.A., & Petroff, J. G. (2017). *Assistive technology in the classroom: Enhancing the school*

*experiences of students with disabilities* (3rd ed.). Boston:Pearson.

Nelson, L. (2014). *Design and deliver: Planning and teaching using universal design for learning.* Baltimore: Brookes

Publishing Co.

Ralabate, P. (2016). *Your UDL lesson planner: The step-by-step guide for teaching all learners.* Baltimore: Brookes

Publishing Co.

**Tk20 Syllabus Statement:** TU’s College of Education uses Tk20 Watermark™ as a comprehensive online data management system for all activities in programs leading to certification for teachers or other school personnel. All signature assessment assignments, internship evaluations and other identified documentation must be submitted through the student’s Tk20 account. A subscription to Tk20 can be purchased online at <https://towson.tk20.com/campustoolshighered/shiblogin> or in the TU Bookstore. The cost online is $110 and provides 7 years of access.

**Supplemental Readings:** Additional readings may be assigned to supplement the text and class discussions. These readings will be accessible through the course Blackboard site.

**Catalog Description:** Practical application of Universal Design for Learning (UDL), using instructional and assistive technologies to support learner variability and enhance student achievement. In addition, this course will highlight strategies for increasing the access of students with disabilities to the general education curriculum under IDEA. Prerequisites: Consent of department.

**Course Objectives:** The course objectives are aligned with the current professional knowledge and skills as defined by the Interstate Teacher Assessment and Support Consortium (InTASC) and the Council for Exceptional Children (CEC).

Listed below are the specific course objectives and the specific alignment to the professional standards that are addressed by the course. An asterisk (\*) indicates mastery of the specific standard that will be addressed by the course assessment.

| **CEC Preparation Standards\*** | **InTASC Teacher Standards\*** |
| --- | --- |
| **A. Learners and Learning** | **A. Learner and Learning** |
| 1. Learner Development and Individual Learning Differences\*  2. Learning Environments | 1. Learner Development  2. Learning Differences\*  3. Learning Environments |
| **B. Content** | **B. Content** |
| 3. Curricular Content Knowledge\* | 4. Content Knowledge\*  5. Applications of Content\* |
| **C. Instructional Pedagogy** | **C. Instructional Pedagogy** |
| 4. Assessment  5. Instructional Planning and Strategies\* | 6. Assessment  7. Planning for Instruction\*  8. Instructional Strategies\* |
| **D. Professionalism and Collaboration** | **D. Professionalism and Collaboration** |
| 6. Professional Learning and Ethical Practice  7. Collaboration | 9. Professional Learning and Ethical Practice  10. Leadership and Collaboration |

|  |
| --- |
| **CEC Preparation Standards\*, InTASC Teacher Standards\*, and College of Education Standards\*** |
| 11. CEC Technology Standard: Technology\*  Teachers are expected to routinely use technology to support student learning and assessment. Use of technology has been embedded within the CEC and the InTASC standards. To ensure a clear connection between courses taught within the College of Education and the use of technology, the College of Education developed a standard specifically addressing technology within education (i.e., COE Standard 11). COE 11 also aligns with the Maryland Teacher Technology Standards http://www.towson.edu/coe/ncate/preparation/documents/MDTchrTechStdsMTTS.PDF |

**Course Objectives Continued:**

**1.** Recognize the impact of learner variability and apply this knowledge to create lessons that integrate instructional technology and support implementation of the Maryland College and Career Readiness Standards (CEC 1, 3, 4, 5; InTASC 2, 4, 5, 6, 7, 8; TU COE 11).

**2.** Apply the Universal Design for Learning guidelines as an instructional framework to support all learners (CEC 1, 5; InTASC 2, 6, 8).

**3.** Understand, develop and apply the SETT framework in order to evaluate student strengths, needs, and learning environment to facilitate appropriate selection of assistive technologies across the AT continuum (CEC 1, 2, 4, 7; InTASC 1, 2, 6, 10; TU COE 11).

**4.** Justify the selection of appropriate augmentative and alternative communication systems and assistive technologies to support the communication and learning of individuals with exceptionalities (CEC 5, InTASC 7, 8).

**5.** Share and disseminate information and technology resources with students, staff and families (CEC 3, 6, 7; InTASC 3, 9, 10).

**High Leverage Practices:**

**What are high level practices (HLPs)?**

High-Leverage Practices (HLPs) focus on the teacher-candidate practicing important clinical skills and receiving specific feedback of these practices during the completion of both education courses and the internship experience. HLPs are the basic and most essential components of teaching. The nature of “high-leverage” refers to their importance for students’ learning and the focus on these allows a teacher to advance his or her teaching skills. The HLPs listed below are the skills, specific to special education, which will be practiced most directly in this course. The instructor will incorporate these in instruction, offer students an opportunity to practice them, and will provide feedback to students as they implement them over the course of the semester.

CEC HLP #12 (Instructional Domain):

Systematically design instruction toward a specific learning goal.

CEC HLP #19 (Instructional Domain):

Use assistive and instructional technologies.

**Essential Dispositions for Educators:** At Towson University, we recognize the importance of preparing candidates who are worthy to join the education profession. All students enrolled in the Professional Education Unit programs are expected to develop a professional conscience by demonstrating important human characteristics and dispositions necessary to work with diverse and inclusive communities of learners. Following is a list of dispositions, including important diversity proficiencies, which have been identified as core behaviors expected of all graduates of all Unit programs. As candidates progress through coursework and field experiences, they are expected to demonstrate increased understanding and eventual mastery of these dispositions.

**Commitment to Professional Practice**

***The successful candidate:***

* Respects and models high academic standards, and demonstrates proficiency in academic writing and professional oral presentation.
* Demonstrates a repertoire of pedagogical skills that develop all students’ critical and

independent thinking, and performance capabilities.

* Uses ongoing assessment as an integral part of the instructional process.
* Reflects on practice regularly in order to improve student learning.
* Makes decisions based on ethical and legal principles, including respect for confidentiality.

**Caring for the Success and Well-being of All Students**

***The successful candidate:***

* Believes that all students can learn and persists in facilitating their success.
* Accepts and demonstrates responsibility for improving learning for all students.
* Values cooperation with colleagues, students, and families by respecting their views on

improving student achievement.

* Models the virtues of an educated person, including the drive to work hard and become flexible.
* Demonstrates culturally responsive teaching and celebrates cultural differences.

**Collaboration with Colleagues and Stakeholders**

***The successful candidate:***

* Establishes and contributes to a positive learning climate for all students.
* Engages in continual learning and discussion with other professionals.
* Recognizes families, colleagues, and supervisors as partners in teaching and learning by

creating opportunities to involve them in instructional decisions.

* Seeks expert knowledge in order to improve teaching and learning.
* Accepts suggestions and implements changes to improve professional practice.

**Course Policies**

**Attendance:** Per the 2017-2018 Undergraduate Catalog, students are expected to attend all classes and actively participate in all class sessions. Prior notification of intended absence to the instructor is required. Punctuality is also expected, and the student is expected to remain for the entire class period. Habitual tardiness or excessive early departures of 30 minutes or more will result in loss of grade points. Please adhere to the instructor’s attendance policies stated below:

• Excused absences – 0 points deducted from final grade – requires documentation and must be related to one of the following circumstances: illness or injury in which the student cannot attend class, religious observance, participation in university activities at the request of university authorities, or compelling verifiable circumstances beyond the control of the student.

• First unexcused absence – 0 points deducted from final grade

• Second unexcused absence – 3 points deducted from final grade

• Third unexcused absence – 6 points deducted from final grade

• More than three unexcused absences – a minimum of 10 points deducted from final grade

**If the student is absent when an assignment is due, the student is still responsible for submitting the assignment on time, unless prior arrangements are made.**

**In the event of an absence, the student is responsible for all material covered during the period of their absence and should make arrangements with a peer to access information (i.e., obtaining all notes, handouts, and quizzes and assignments)**

**Class Cancellation**: In the event of inclement weather, please listen for announcements of Towson University closings, which are made by WBAL (1090 AM), on TV, on the TU web, and through TU text messaging. In the event of a cancellation, you will be provided with an applicable on-line or other alternative assignment that requires comparable instruction and time to complete.

**Participation:** The student is expected to actively participate in class discussions and group work. Reading the assigned text book chapters and supplemental reading is mandatory. The text was carefully chosen by the instructor and will be utilized as a tool to facilitate learning in this course.

**Due Dates/Late Assignments:** Students are responsible for submitting all assignments on time. Assignments must be submitted on the due date, unless otherwise specified. If you cannot access Blackboard or will be absent from class, email the assignment to the instructor from your Towson email account. **Students who are struggling to complete any assignment by the required due date must contact the instructor in advance to discuss concerns. Assignments submitted late without prior consultation with the instructor will lead to a 10% deduction (full letter grade) with each day the assignment is late.**

Any changes to due dates, as posted on the tentative course schedule, will be discussed throughout the semester.

**Professionalism:** It is expected that all students in this course will conduct themselves in a professional manner. This includes interpersonal dealings, conflict resolution, and managing responsibilities with college staff, fellow students, and field placement personnel. The final grade may be lowered by one full letter grade for inappropriate behavior and/or failure to demonstrate the characteristics described in the essential dispositions.

**Email Communication:** All electronic communication regarding this course will be through the student’s Towson University email account only. All email communication to the instructor will be written in a professional format. Emails will contain a professional greeting and complete sentences which will be free of spelling errors and grammatical mistakes. Unprofessional emails will not be addressed by the instructor.

**Web-Enhanced Course:** Routine access to electronic mail and Blackboard is crucial to participation in this class. All students will be required to log on to the Blackboard website to access the syllabus and frequently throughout the course to obtain updates, handouts and resources. Supplemental readings, internet links, and other resources for completing assignments may be accessed through the Blackboard website. Course handouts or other materials to be discussed during

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each class session will be posted on Blackboard for students. Students should either have electronic

access to all Blackboard handouts or bring a copy with them to class. **Hard copies of all handouts**

**and other related materials may not be provided during class sessions; therefore students must make arrangements to access them electronically in advance.**

**Use of Electronic Devices:** Personal use of cellular phones, iPads and iPods are prohibited during the duration of class, unless they are incorporated through the use of the instructor to compliment instruction. The use of a laptop during class will be for coursework only. Inappropriate use of electronic devices during class will be addressed by the instructor.

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**Concentration Statement:** When completing projects and/or assignments in this course, TU students should select or will be assigned topics/observations which focus on the educational level of PreK-12 students in their declared area of special education concentration, e.g., infant/primary, elementary/middle or secondary/adult.

**Group Projects:** Group projects require equal participation among ALL members of the group. Upon the discretion of the instructor, individual assignments or one group assignment may be required for submission. In both cases, individual grades will be assigned to each member of the group and the grade assigned may vary among members of the same group. The instructor has the discretion to assign different grades among the group based on participation, quality of work, and critique of other group members.

**Meetings:** The instructor is available for meetings during office hours and by appointment. It is recommended that students who feel they are having difficulty with the course or may need clarification meet with the instructor as early as possible.

**Assignment Standards:** All assignments are to be of publication quality and adhere to the standard APA format (see APA 6th Edition Publication Manual). **There are NO make-up assignments for a low performance on any of the requirements.** The instructor reserves the right to make copies of your papers at her discretion. Please use PERSON FIRST LANGUAGE when writing about children/people with disabilities.

**American Psychological Association (APA) Formatting and Style:** The standard format for any written work in the College of Education is APA, unless otherwise indicated by the instructor. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the APA (6th ed.).

Additional resources for APA formatting are:

1. Towson University Cook Library website - http://cooklibrary.towson.edu/styleGuides.cfm#APA

2. Special Education library liaison (Claire Holmes) is also available to assist you with applying

professional writing standards. Her contact information is located at http://pages.towson.edu/cholmes.

3. APA tutorials at http://apastyle.apa.org/learn/ The tutorial for new users takes less than 22 minutes to

complete.

4. A highly recommend resource is the Purdue Online Writing Lab (OWL) http://owl.english.purdue.edu/owl/resource/560/01/

While the additional resources may be helpful, they should not be considered a substitute for directly

consulting the APA manual (6th ed.).

**Student Academic Integrity Policy-Honesty & Behavior Policy:** All students are expected to adhere to the Student Code of Conduct as outlined in the student Policy Book and summarized in the Student Handbook. Plagiarism and cheating are not acceptable behaviors. Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. **Be aware plagiarism is presenting someone else's work as your own, whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words consecutive words from a document, you should use quotation marks and a proper citation. Academic dishonesty will be reported to the appropriate authorities and handled as outlined in your student handbook. Students are encouraged to consult the following website for specific details: http://www.towson.edu/provost/resources/ studentacademic.asp

**Diversity:** Diversity is a broad, dynamic term that includes, but is not limited to, ethnicity, race, gender, socioeconomic status, exceptionality, language, religion, sexual orientation, gender identity, and geographical location. Our values, beliefs, customs, and behaviors are shaped by any one or any combination of these attributes. The lens through which our perceptions of diversity are constructed continuously change as a result of not only the context within which diversity is examined, but also the evolving of our individual sense of self.

The Department of Special Education at Towson University recognizes the importance of diversity in the development of the knowledge, skills, and dispositions required of professional educators. Each course within the department provides students in teacher preparation programs with various information, activities, and assignments to guide them in developing the knowledge, skills, and dispositions that will enable them to work within diverse communities.

**MSDE Institutional Performance Criteria for Diversity:** Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).

A. The program provides instruction to - and assesses proficiency of - teacher candidates in developing and implementing integrated learning experiences for diverse student needs

B. The program provides instruction to - and to assesses proficiency of - teacher candidates in planning instruction, adapting materials, implementing differentiated instruction, and to provide positive behavior support for students with disabilities in an inclusive classroom

C. The program provides instruction to - and assesses proficiency of - teacher candidates in how to differentiate instruction for English Language Learners (ELL)

D. The program provides instruction to - and assesses proficiency of - teacher candidates’ in how to differentiate instruction for gifted and talented students

E. The program provides instruction to - and assesses proficiency of - teacher candidates in how to collaboratively plan and teach with specialized resource personnel

Within SPED 413, ways of developing the necessary knowledge, skills, and dispositions are reflected in the signature course assignment that requires students to develop a universally designed lesson plan that models flexible approaches that can be customized and adjusted for individual needs. This lesson includes a focus on meeting the needs of all learners, including those identified as having special needs, ELLs, and/or Gifted and Talented.

**Americans with Disabilities Act Compliance:** Towson University is committed to providing equal access to its programs and services for students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Disability Support Services is the office designated to provide reasonable accommodations to students with disabilities**. If you are a student with a disability and believe you may need accommodations for this course, please notify me with a memo from Disability Support Services (DSS). Since accommodations are not retroactive, it is strongly recommended that you provide me with notification as early as possible in the term. To register with DSS, or if you have questions about disability accommodations, contact Disability Support Services at 410-704-2638, or visit the DSS office in the Administration Building, Room 232. Students seeking accommodations must identify themselves to DSS, request an appointment to discuss their needs, and provide DSS with up-to-date and complete documentation of their disabilities.** DSS determines what accommodations are reasonable on a case-by-case basis, taking into account the student’s disabilities and needs, nature of their learning task, course standards and essential requirements of the program of study, and educational environment. **Students are encouraged to register with DSS as soon as possible after admission to the University to ensure timely provision of services.** Please note: Towson University’s DSS office is willing to meet with students at the TUNE building. An appointment is necessary.

**Incomplete (I):** Please note that the grade of (I) is assigned at the end of the term because of verifiable medical reasons or other documented circumstances beyond the control of the student. Unless the course is completed within the 180 days, the grade becomes an (F) unless changed to another letter grade. It is the responsibility of the student to make arrangements to complete course requirements to change the grade of (I). Please refer to the Towson University Graduate Catalog or Towson University Undergraduate Catalog for additional information.

**Repeating a Course:** Students may not repeat the course more than once without prior permission from the Academic Standards Committee.

**Withdrawals:** Withdrawals must be completed by the date designated in the Towson University Graduate Catalog or Towson University Undergraduate Catalog. Failure to withdraw by the designated date will results in a grade of “W” on your permanent record.

**Course/Instructor Evaluation Procedures:** Student evaluations play a crucial role in the delivery of this course. All course evaluations will be administered online during the last two weeks of the course. You will receive an email with a link to the website with directions on how to access the survey. It is vitally important that you complete the survey, as the results are used to modify the course and assess my teaching, and the University uses the results to address technology and facility needs. You can be assured that your responses will be confidential as the results will be transmitted to me after the grading period and they will not include any identifying information.

**Important Towson University Phone Numbers & Web Sites:**

* Academic Achievement Center: <http://www.towson.edu/aac/>
* Blackboard: <https://bbweb.towson.edu/webapps/portal/frameset.jsp>
* Cook Library: 524, 410-704-2291 | <http://cooklibrary.towson.edu/>
* Counseling Center: 410-704-2512 | <http://www.towson.edu/counseling/>
* Disability Student Services: 410-704-2638 | <http://www.towson.edu/dss/>
* Email: <https://tiger.towson.edu/webmailgateway/>
* Writing Lab: Linthicum Hall – Room 308 | 410-704-3426
* Writing Support Center: Linthicum Hall – Room 201-B | 410-704-2857

**Course Assignment Descriptions and Rubrics**

**1. Graphic Organizer and Assessment:** Using the Graphic Organizer Menu (i.e., On the G.O. Menu), students (individually, pairs, or small groups) will be assigned each week to create a graphic organizer based on the information covered in an assigned reading. The graphic organizers should substantially summarize key information or essential takeaways from the reading. The completed graphic organizer then should be shared with peers through Padlet. Access EESE 413 Padlet Here: <https://padlet.com/bquinn1204/atflh6p8fpqj>

Based on the takeaways identified in the graphic organizer, student(s) will identify an assessment tool using the *Assessment Appetizer Menu* and create a 5-10 question assessment to administer to their peers at the beginning of that week’s class session.

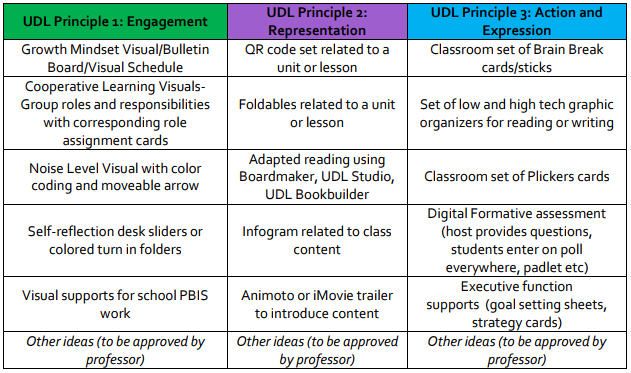
**\*\*\*\*Prior to administering the assessment, the graphic organizer should be presented and discussed. Following the assessment, peers’ assessment results should be e-mailed to Professor Quinn by the end of the week (Friday by 5pm).**

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| **1** | **Graphic Organizer and Assessment**  **(GO & A)** | **Possible Points** | | | | | | **Points Received** |
| * The graphic organizer substantially summarizes key information and essential takeaways from the reading. | | **No Evidence**  **0** | | | **Evidence**  **5** | | |  |
| *Comments:* | | | | | | *0* |
| * The completed graphic organizer have been submitted on Padlet and identifies the week number, assigned reading, and student name(s). * The graphic organizer was presented and discussed in class prior to the assessment. | | **No Evidence**  **0** | | | **Evidence**  **5** | | |  |
| *Comments:* | | | | | | *0* |
| * The 5-10 question assessment administered to peers emphasizes key information from the assigned reading * The assessment results have been e-mailed to Dr. K. | | **No Evidence**  **0** | | | **Evidence**  **5** | | |  |
| *Comments:* | | | | | | *0* |
| * Average score across all administered assessments. | | **0-**  **60%**  **2** | **60-70%**  **4** | **70-80%**  **6** | | **80-90%**  **8** | **90-100%**  **10** |  |
| *Comments:* | | | | | | *0* |
| **Total** | | | | | | | |  |
| **Out of 25** |

**2. Application Products Toolbox:** Students will work with their mentor teacher to identify 5 application products from the choice menu below that will be integrated into their classroom instruction or learning environment to support diverse learners. These products should be authentic in nature and address a barrier, enhance instruction, or some type of instructional demand that students have identified within their internship experience. These application products will provide hands-on practice with technology skills that you can use with students to meet their academic and behavioral goals, and to provide a local elementary school with high quality, flexible resources that enhance a learner-centered environment. Students are also encouraged to think beyond the menu options below and bring other suggestions to the professor.

At least 3 of the products must employ or require the use of technology (e.g., Promethean Board, SMART Board, iPads) and all 3 UDL Principles below should be addressed with at least 1 product (i.e., engagement, representation, action and expression).

Students will **create** these materials and share them with their mentor teacher and on their individual Weebly.



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| --- | --- | --- | --- | --- |
| **2** | **Application Products Toolbox** | **Possible Points** | | **Points Received** |
| * 5 Application Products were created, presented to the class, and then shared with the mentor teacher. | | **No Evidence**  **0** | **Evidence**  **5** |  |
| *Comments:* | | *0* |
| * At least 3 of the Application Products employ or require the use of technology and all each of the UDL Principles have been addressed with at least 1 product. | | **No Evidence**  **0** | **Evidence**  **10** |  |
| *Comments:* | | *0* |
| * The specific UDL Principle, Guideline, and Checkpoint is identified for each of the Application Products using the template provided. | | **No Evidence**  **0** | **Evidence**  **5** |  |
| *Comments:* | | *0* |
| * Using the template provided, each Application Product includes a paragraph on: * How the product should be applied or used by teachers and/or students. * Why the product represents the identified UDL Checkpoint(s). | | **No Evidence**  **0** | **Evidence**  **20** |  |
| *Comments:* | | *0* |
| **Total** | | | |  |
| **Out of 40** |

**3. Universally Designed Lesson Plan (UDL LP):** The purpose of this signature assessment is to develop a universally designed lesson plan that is accessible to all students, including students with disabilities. Successful completion of this assessment will demonstrate your knowledge of the UDL framework as well as your competence in the selection of appropriate technology based on individual needs. **This lesson plan contains multiple components, and drafted sections that will be submitted throughout or near the end of the semester for feedback prior to the final submission.**

Components of the UDL Lesson Plan include:

* Class description
* Assistive Technology (must use SETT framework)
* Lesson Plan (must use UDL Exchange and specific template)
* Synthesis and Reflection

Students will load their final version of the UDL Lesson Plan to Tk20 for grading. Please see the beginning of the syllabus for more information on the system. Rubrics will be found on Blackboard and Weebly.

**4. 6 Hour Classroom Observation with Instructional “Look Fors” Sheet:** One of the goals of the course is to learn about ways to integrate technology into classroom instruction to support diverse learners. Candidates will have the opportunity to visit classrooms and observe teachers at work to provide students with authentic, relevant observation experiences in local schools. Students will be accompanied by the professor during the 6-hours of observation (i.e., two 3-hour visits). An Instructional “Look Fors” Sheet will also be completed during and following the observations.

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| **4** | **6 Hour Classroom Observation with Instructional “Look Fors” Sheet** | **Possible Points** | | **Points Received** |
| * How does the physical space reflect student input and facilitate a learner-centered environment? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * What teacher behaviors contribute to a learner-centered environment? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * What teacher behaviors contribute to a learner-centered environment? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How are students acquiring, developing, using, or producing knowledge, information, and skills? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How are students utilizing technology? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * How does the teacher manage student behavior and implement effective classroom procedures? | | **No Evidence**  **0** | **Evidence**  **5** |  |
| * Additional notes, thoughts, and/or reflections from the observation. | | **No Evidence**  **0** | **Evidence**  **5** |  |
| *Comments:* | | | | **0** |
| **Total** | | | |  |
| **Out of 35** |

**5. A.I. Technology Resource Guide:** Students will build a Resource Guide on assistive technology **and** instructional technology (A.I.) to post on their Weebly. The purpose of this guide is to share resources with other teachers, related service providers, and parents. This project is designed for students to become familiar with creating an online resource and to have a collection of teacher- and parent-friendly technology tips that can be “carried” with students and updated throughout students’ careers as an educator.

The resource guide should include 20 resources that showcase a range of at least 6 of the 9 UDL Guidelines and address reading, writing, and mathematics, as well as social-emotional, communication, behavior, and/or organization. The guide may include resources explored throughout the semester, various Web 2.0 tools and apps described and reviewed, as well as technology resources utilized in your own experiences and field placements. Students will organize their 20 resources into an A.I. Technology Resource Guide Organizer, which will also

be posted on their Weebly.

Students will be given an opportunity to share with their peers 2-5 resources from their A.I. Technology Resource Guide Organizer at the end of the semester.

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| **5** | **A.I. Technology Resource Guide** | **Possible Points** | | | | | **Points Received** |
| * The A.I. Technology Resource Guide Organizer includes at least 20 resources showcasing a range of at least 6 of the 9 UDL guidelines and all links included in the guide are functioning. | | **No Evidence**  **0** | | | **Evidence**  **5** | |  |
| * Resources address reading, writing, and mathematics, *as well as* social-emotional, communication, behavior, and/or organization. | | **No Evidence**  **0** | | | **Evidence**  **5** | |  |
| * Each resource includes a brief description of its features and provides information on how the resource aligns with the specific UDL guideline. | | **None**  **0** | **Some**  **10** | **Most**  **20** | | **All**  **30** |  |
| * Participate in share-out of the A.I. Technology Resource Guide. | | **No Evidence**  **0** | | | **Evidence**  **5** | |  |
| *Comments:* | | | | | | | **0** |
| **Total** | | | | | | |  |
| **Out of 45** |

**OR**

**Learning Environment Design Guide (LEDG):** Students will build a Learning Environment Design Guide and post it on their Weebly. The purpose of this design guide is to assist you in identifying flexible options or examples that represent the nine UDL Guidelines that you can include in your learning environment. This project should showcase the range of options explored throughout the semester and during your own experiences, observations, and field placements.

The design guide will include an aerial classroom floor plan designed by the student (may be drawn or can use sites such as: http://classroom.4teachers.org/). The floor plan will then include labels of 15 flexible options or examples (should be numbered) that showcase a range of at least 6 of the 9 UDL Guidelines. Using the provided template, a short description will be written to describe and provide information on how each option or example aligns with a specific UDL guideline.

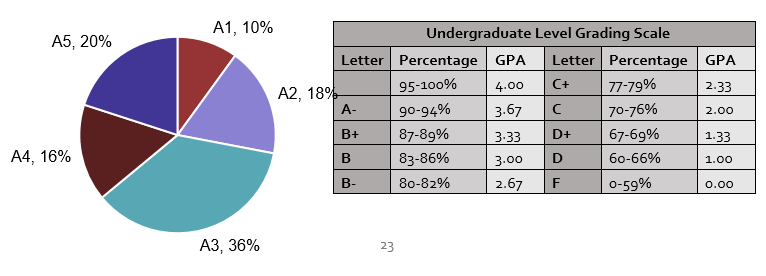
Students will be given an opportunity to share with their peers their Learning Environment Design Guide at the end of the semester.

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| **5** | **Learning Environment Design Guide (LEDG)** | **Possible Points** | | | | **Points Received** |
| * The Learning Environment Design Guide includes a student-created classroom floor plan and a brief description about the classroom (e.g., age, grade level, type of classroom, student ‘types’) | | **No Evidence**  **0** | | **Evidence**  **5** | |  |
| * Design Guide floor plan includes 15 numbered labels. | | **No Evidence**  **0** | | **Evidence**  **5** | |  |
| * Using the provided template, a short description has been written to describe and provide information on how each of the 15 options or examples aligns with at least 6 of the 9 UDL guidelines. | | **None**  **0** | **Some**  **10** | **Most**  **20** | **All**  **30** |  |
| * Participate in share-out of the LEDG. | | **No Evidence**  **0** | | **Evidence**  **5** | |  |
| *Comments:* | | | | | | **0** |
| **Total** | | | | | |  |
| **Out of 45** |

**Deadlines, Grading, and Course Schedule**

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| **Assignments** | | **Deadline\*\***  (Assignment materials are to be submitted before the start of class) | **Submission Method** | **Points** |
| **1** | **Graphic Organizer & Assessment** | Throughout the semester | In Class and Padlet | 25 |
| **2** | **Application Products Toolbox** | | | |
| Products 1 and 2 | February 25th | Weebly | 16 |
| Products 3, 4, and 5 | March 4th | Weebly | 24 |
| **3** | **Universal Design Lesson Plan** | | | |
| **\*Draft Submission of Universal Design Lesson Plan – Option A. Pieces** | | | |
| Class Description & About the Lesson | February 11th | Weebly | 5 |
| Goal & Assessment Plan | March 11th | Weebly | 5 |
| Instructional Methods AND Materials | April 1nd | Weebly | 5 |
| Assistive Technology – Student with  High AND Low incidence disability  AND Diverse Learners: GT & ELL | April 15th | Weebly | 5 |
| **\*Draft Submission of Universal Design Lesson Plan – Option B. Whole** | | | |
| Entire Draft Lesson Plan | April 15th | Weebly | 20 |
| **Final Submission of Universal**  **Design Lesson Plan** | April 29th | TK20  & Weebly | 60 |
| **4** | **6 Hour Classroom Observation with Instructional “Look Fors” Sheet and Reflection** | May 6th | In Class or Weebly | 35 |
| **5** | **A.I. Technology Resource Guide OR Learning Environment Design Guide** | TBA  *Final Exam Date* | Weebly | 45 |
| **Total Points** | | | | 225 |

\*\*All dates, including school observations, are tentative and subject to change



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| **WK** | **Date** | **Topics Covered** | **Readings & Assignments Due Before Start of Class\*** |
| 1 | Jan  28th | Introductions  Review of Syllabus, Blackboard, & Class Weebly  Create your own Weebly |  |
| **Essential Question(s) 1: What is UDL? How is the UDL framework used to design learning environments?** | | | |
| 2 | Feb  4th | Defining: Universal Design for Learning (UDL),  Assistive Technology (AT), & Response to Intervention (RTI)  Designing Positive Learning Environments  UDL Guidelines & Checkpoints | **UDL Chapters 1 & 2**  *Sign up for Draft Submission of UDL LP Option A or B* |
| 3 | Feb  11th | UDL Guidelines & Checkpoints (continued) | **UDL Chapters 3 & 4**  **Draft Submission of UDL LP**  **Option A. Pieces – 1. Class Description & About the Lesson** |
| **Essential Question 2: How do we apply UDL to the lesson planning process?** | | | |
| 4 | Feb  18th | Applying UDL to Lesson Planning: Goals | **UDL Chapters 5 & 6** |
| 5 | Feb  25th | Applying UDL to Lesson Planning: Variability | **Application Products Toolbox 1 & 2** |
| 6 | March  4th | Applying UDL to Lesson Planning: Assessments | **Application Products Toolbox 3, 4, & 5 with Presentation** |
| **Essential Question 3: What materials and media support a UDL environment?** | | | |
| 7 | March  11th | Applying UDL to Lesson Planning: Methods & Materials  The Substitution Augmentation Modification Redefinition (SAMR) Model | **Module 1**  **Draft Submission of UDL LP**  **Option A. Pieces – 2. Goal & Assessments** |
| 8 | March 18th | **SPRING BREAK( March 18th-25th)**  **TU CLOSED** | |
| 9 | March  25th | Culturally Responsive Teaching  English Using Technology to Support English Language Learners (ELLs)  Supporting Students Identified as Gifted & Talented | **Supplemental Reading 1**  *Sign up for UDL LP Conferences* |
| 10 | April  1st | The SETT Framework  AT and the IEP Process  AT to Support Students: Communication  Augmentative & Alternative Communication (AAC) | **WATI Chapter 1 , 3, & 15**  **Draft Submission of UDL LP**  **Option A. Pieces – 3. Instructional Methods & Materials** |
| **Essential Question(s) 4: What is assistive technology (AT)? How do AT and UDL work together?** | | | |
| 11 | April  8th | **Tour Maryland Department of Disabilities Technology Assistance Program (MDTAP) with Denise Schuler, Assistive Technology Specialist\*\*** | **Module 2 and 3**  *Sign up for A.I. Resource* ***OR*** *Learning Environment Design Guide*  *UDL LP Conferences begin (WK 11-13)* |
| 12 | April  15th | AT to Support Students: Reading & Writing  AT to Support Students: Mathematics | **WATI Chapters 4, 5, & 6**  **Draft Submission of UDL LP**  **Option A. Pieces – 4. AT (Student with high & low incidence disability) & Diverse Learners: GT & ELL in Instructional Methods**  **OR**  **Draft Submission of UDL LP**  **Option B. Whole – 1. Entire Draft Lesson Plan** |
| 13 | April  22nd | Classroom Observation 1 (3 hours)\*\*\*  @ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(TBD) |  |
| 14 | April  29th | Classroom Observation 2 (3 hours)\*\*\*  @ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(TBD) | **Final Submission of UDL LP on Tk20** |
| 15 | May  6th | Debrief on Observations  & UDL Lesson Plan | **WATI Chapters 7 & 8**  **Instructional “Look Fors” Sheet** |
| 16 | May  13th | \*Celebration of our learning\*  UDL “Workshop”  Work on A.I. Technology Resource Guide  **OR** Learning Design Guide  Address peers & professor with questions as needed |  |
| 17 | FINAL EXAM WK | **A.I. Technology Resource Guide OR Learning Design Guide Share-Out**  **AND**  **Extra Credit Opportunities** | |

\*Assignment submissions are to be submitted **before the start of the class session**

\*\*Tentative dates for school observations and assignments are subject to change based on scheduling coordination

**Supplemental Reading**

1. Brown University. (n.d.). Principles for Culturally Responsive Teaching. Retrieved from [https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies- 0/culturally-responsive-teaching-0](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-%200/culturally-responsive-teaching-0)

**Supplemental Modules**

1. **AFIRM Module: Visual Supports** <http://afirm.fpg.unc.edu/visual-supports>
2. **AFIRM Module: PECS** <http://afirm.fpg.unc.edu/picture-exchange-communication-system>
3. **AIM Module: Speech Generating Devices** <http://www.autisminternetmodules.org/mod_intro.php?mod_id=35>

**Highly Recommended Readings**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.).

Washington, DC: Author.

Anderson, K. & Anderson, C. (2010). Science Access for ALL. Special Education Technology Practice,

November/December 2010.

Center for Applied Special Technology. (2010). UDL Pedagogical Considerations. Retrieved from

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Center for Applied Special Technology. (2011). Universal design for learning guidelines version 2.0. Wakefield, MA:

Author. from http://www.corestandards.org/the-standards/english-languagearts-standards

Edyburn, D. (2010). Would You Recognize Universal Design For Learning If You Saw It? Ten Propositions for New

Directions For the Second Decade of UDL. Learning Disability Quarterly, (33) (1), 33-41. Retrieved from

http://www.cldinternational.org/Publications/LDQ.asp

Hall, T., Strangman, N. & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation.

Wakefield, MA: National Center on Accessing the General Curriculum.

High Incidence Assistive Technology Team (2011). Universal Design for Learning. Retrieved from:

http://www.montgomeryschoolsmd.org/departments/hiat/udl/

Higher Education Opportunity Act. United States Department of Education. Public Law 110-315. (2008).

King-Sears, M.E., & Evmenova, A.S. (2007). Premises, principles, and processes for integrating TECHnology into

instruction. Teaching Exceptional Children 40(1), 6-14.

Marino, M.T., Marino, & E.C.,Shaw, S.F. (2006). Making informed assistive technology decisions for students with

high incidence disabilities. Teaching Exceptional Children 38(6), 18-25.

McGuire, J.M., Scott, S.S., & Shaw, S.F. (2006). Universal design and its applications in educational environments.

Remedial and Special Education 27(3), 166-175.

Meo, G. (2008). Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School

Reading Comprehension Program. Preventing School Failure, 52(2), 21-30. Retrieved from http://heldref.metapress.com/app/home/journal

Nelson, L, Arthur, E, Jensen, W and Van Horn, G. Trading Textbooks for Technology: New Opportunities for

Learning. Kappan, April 2011. 46-50.

Parrette, P. & McMahan, G.A. (2002). What should we expect from assistive Technology? Teaching Exceptional

Children 35(1), 56-61.

Pisha, B. & Stahl, S. (2005). The promise of new learning environments for students with disabilities. Intervention in

School and Clinic 41(2), 67-75.

Rose, D. & Meyer, A. (2000). Universal design for learning. Journal of Special Education Technology, 15(1), 66-67.

Retrieved from http://www.tamcec.org/jset/

Rose, D. (2001).Universal design for learning: Deriving guiding principles from networks that learn. Journal of Special

Education Technology, 16(1), 66-70. Retrieved from http://www.tamcec.org/jset/

Rose, D. & Meyer, A., Eds. (2006). A Practical Reader in Universal Design for Learning. Cambridge, MA: Harvard

Education Press.

Skylar, A.A. (2008). Virtual manipulatives as an assistive technology support for students with high incidence

disabilities. Journal of Special Education Technology 23(1), 47-53.

United States Department of Education, Office of Educational Technology. (2010). National Educational Technology

Plan. Retrieved from http://www.ed.gov/sites/default/files/NETP- 2010-final-report.pdf.

Zenisky, A.L, & Sireci, S.G. (2007). A summary of the research on the effects of test accommodations: 2005-2006.

Technical Report 47. National Center on Educational Outcomes.

**Extra Credit Opportunity 1: The UDL Debate**

This extra credit opportunity is only available if the student has attempted to complete all specified requirements for the course (i.e., all course assignments and components).

The purpose of the opportunity is for student(s) to explore arguments for and against UDL. Oftentimes, as educators, we will be confronted with opposing viewpoints, and it is important to be able to respectfully and comprehensively communicate one’s own knowledge and viewpoints, and advocate for all students.

It is encouraged that this extra credit opportunity be completed by an even number of students, so that students may be divided into two debate teams. Both teams will need to research arguments for and against UDL. On the last class meeting of the semester, the professor will identify which team will argue for UDL and which will argue against UDL. Visuals may be used (e.g., PowerPoint, Prezi) during the debate.

If only one student chooses to complete this extra credit opportunity, that individual will argue both for and against UDL. This can be done as a traditional, written paper, or be done using another method (e.g., graphic organizer, presentation, podcast, infographic, animated video). The student will then present both sides of the argument on the last class meeting of the semester.

**Expectations of the UDL Debate include:**

1. Team members must meet together in preparation for the debate, so they can work together as an effective team.
2. All members of each side must participate in the debate.
3. One person speaks at a time. Side discussions are to be limited.
4. Use appropriate language and be polite in referring to your opposing team.
5. All arguments MUST address the previous student argument directly. You may not simply ignore an argument and shift the debate to an unrelated point.
6. Each person will credit the source of any statistic, quotation, survey, or other research information AT THE TIME that source is mentioned during the debate.

**Structure of the UDL Debate:**

**Total Time Allowance: 10 minutes**

“Pro” Point #1 “Con” Objection to Point #1 “Pro” Rebuttal to Point #1

“Pro” Point #2 “Con” Objection to Point #2 “Pro” Rebuttal to Point #2

**Total Time Allowance: 2 minutes**

Questions from Audience

**Total Time Allowance: 10 minutes**

“Con” Point #1 “Pro” Objection to Point #1 “Con” Rebuttal to Point #1

“Con” Point #2 “Pro” Objection to Point #2 “Con” Rebuttal to Point #2

**Total Time Allowance: 2 minutes**

Questions from Audience

**Total Time Allowance: 2 minutes**

“Pro” Concluding Remarks “Con” Concluding Remarks

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| **EC 1** | **The UDL Debate** | **Possible Points** | |
| * Arguments, whether it is for or against UDL, are comprehensive and resources have been identified for all arguments made. | | **No Evidence**  **0** | **Evidence**  **3** |
| * Presentation of debate is respectful and adheres to the Expectations of the UDL Debate. | | **No Evidence**  **0** | **Evidence**  **2** |
| *Comments:* | | | |
| **Total** | | **\_\_\_\_ 0ut of 5** | |

**Extra Credit Opportunity 2: Website Accessibility**

This extra credit opportunity is only available if the student has attempted to complete all specified requirements for the course (i.e., all course assignments and components).

Using the Web Content Accessibility Guidelines 2.0 (WCAG; <https://www.w3.org/WAI/intro/wcag> and <https://www.w3.org/TR/WCAG20/>), identify one website which meets the WCAG, and another website which does not meet the WCAG. In a Word Document, include the website link, a screen shot of the website, and a list of reasons why one website best represents the WCAG and WCAG recommendations for the second website. Remember that list should directly address the WCAG 2.0 Guidelines (i.e., Perceivable, Operable, Understandable, Robust).

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| **EC 2** | **Website Accessibility** | **Possible Points** | |
| * One website which meets the WCAG 2.0 Guidelines is identified, along with the screen shot. * A list of reasons why that directly align with the WCAG 2.0 Guidelines has been developed. | | **No Evidence**  **0** | **Evidence**  **2.5** |
| * One website which does not meet the WCAG 2.0 Guidelines is identified, along with the screen shot. * A list of recommendations that directly align with the WCAG 2.0 Guidelines has been developed. | | **No Evidence**  **0** | **Evidence**  **2.5** |
| *Comments:* | | | |
| **Total** | | **\_\_\_\_ 0ut of 5** | |