

## **Synthesis and Reflection: Universally Designed Lesson Plan**

**CEC Standards** 1(Learner Development and Individual Learning Differences), 3(Curricular Content Knowledge), and 5(Instructional Planning and Strategies) **AND InTASC Standards** 2(Learning Differences), 4(Content Knowledge), 5(Applications of Content), 7(Planning for Instruction), and 8(Instructional Strategies).

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### **1. Describe how this artifact demonstrates mastery of the identified standard(s). BE SURE TO INTEGRATE THE SPECIFIC STANDARDS INTO YOUR RESPONSE.**

*How does applying the UDL guidelines to lesson plans allow teachers to meet the needs of a diverse group of students?*

UDL has provided the opportunity for every student to learn in the general education setting and curriculum. Instructional hurdles are reduced when every student is given the opportunity to access and progress in their learning (*CEC Standard 1 and InTASC Standard 2*). UDL has divided itself into three components for teachers to use when working to meet a diverse group of students (*InTASC Standard 4*). The means in which information is presented, how students choose to respond and how engaged the students are, can be met with the application of UDL guidelines in lesson planning (*InTASC Standard 5*). Students are learning in a form that is in their best interest through options and positive communication between the student and teacher. By applying these UDL guidelines, teachers are creating lesson plans that will allow every student, regardless of learning style, the opportunity to meet the intended goals and objectives (*CEC Standard 5*).

*Explain why the two students with special needs in your description required additional supports and provide a rationale for how you made appropriate choices about assistive technology and augmentative and alternative communication?*

These two students with special needs in my description required additional supports to help meet their needs. These students are in an inclusive classroom. These supports have been put into place to help guide these students towards their intended learning goals and objectives as independently as possible (*CEC Standard 5 & InTASC Standard 7*). Student supports are put into place to allow these students to learn alongside their peers, yet be provided with the necessary tools to progress in their learning. I made appropriate choices about assistive technology, augmentative and alternative communication based on the students strengths and needs (*CEC Standard 1*). A child, such as student B with a communication need, is going to be given a device to enhance effective communication beyond just basic needs. A child struggling with a comprehension and prediction strategy, such as student A, is going to be provided with the necessary graphic organizers and charts to mold those reading strategies.

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*How does this artifact demonstrate your ability to plan instruction for diverse learners, including English Language Learners and students who are identified as gifted and talented?*

Not one student is the same. Inclusion secures the opportunity for every child, disability or no disability, to learn together in a general education classroom. This leaves responsibility on the teacher to make sure that all students' interest, strengths, and needs are being met (*CEC Standard 1*). This artifact shows that I have the necessary tools and knowledge to plan instruction that calls upon multiple means of engagement, action & expression and representation, in order to create lesson plans for diverse learners (*InTASC Standard 7*). Flexibility is key. I am able to plan ahead to prepare appropriate instruction for English Language Learners who need board maker symbols and translated vocabulary, as well as think how gifted and talented students can remain engaged and challenged during tasks (*CEC Standard 5*). I have acknowledged the gifted and talented, while still remaining aware of some of the struggles these students experience, such as rushing through tasks and skipping checking over work.

## **2. Describe how the knowledge, skills, and dispositions learned from completing this artifact have a positive impact on student learning.**

*Explain how your ability to meet the needs of diverse learners has developed.*

My ability to meet the need of diverse learners has developed through learning about UDL and the three guidelines used in lesson planning (*CEC Standard 1 & CEC Standard 3*). This has been further enforced through the writing and implementation of several lesson plans. Through hands on experience in my field placement, I have been able to implement strategies to meet the needs of diverse learners. Throughout this course I have researched low and high tech tools that can be used to modify and adapt student learning (*InTASC Standard 8*). I have then had opportunities to both observe and implement these tools with students in my placement. I am confident in my ability to provide AT to students that will benefit them in being independent learners. I have been able to listen and share with my classmates, future teachers, about what they find works best to meet the needs of diverse learners.

*How does this positively impact student learning?*

Barriers to instruction have been reduced through the multiple means of teaching a student (*CEC Standard 1*). Students are no longer constricted to one way of representation, expression or engagement in the classroom. Students will be less likely to become frustrated and defeated in their instruction, due to the teacher's unique and creative style of teaching (*InTASC Standard 7*). Being able to meet the needs of diverse learners has created a positive learning environment for students to feel comfortable and at ease (*InTASC Standard 2*). The more comfortable I feel in my ability to meet the needs of diverse learners, the quicker I will be able to differentiate instruction on the fly, when necessary, to always provide the highest quality education for my students (*InTASC Standard 8*).

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*How will you use the knowledge and skills developed in this class in your future teaching?*

This class has set a solid foundation for me to meet the diverse needs of all my students (*CEC Standards 1*). I have the necessary knowledge, resources and confidence to provide options for my students that will mold them into successful learners. I will be sure to deliver options for physical action, expression, communication and executive functions for all of my students (*InTASC Standard 5*). As teachers we want to get to know our students and provide AT tools when necessary that push them towards independence. This class has showed me the endless opportunities educators have to incorporate technology of all different forms in the classroom.

