**CEP 416-Universal Design for Learning Template**

For this assignment, you will focus on the technologies that you picked for last week's activity, and you will make sure that they comply with UDL principles. Remember that simply using technology in the classroom is not enough; we want to purposefully think about how technology enhances learning and how we can best plan it into our activity to achieve intended learning goals.

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| YOUR NAME: Andrea Shoemaker  |
| ACTIVITY GOAL(S): The goal is for the students to listen or read a text, be able to sequence the events that are happening, and then be able to verbally retell the story to their partners.**Content standard from Common Core:** CCSS.ELALITERACY. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| TECHNOLOGIES USED FOR ACTIVITY (please provide a URL link to it if applicable):SMARTboard (URL link not applicable) Ipads (if available within school district, not necessary for activity)  |

**UDL CHECKLIST**

*(adapted from CAST UDL curriculum self-check)*

Flexible media and materials play an essential role in helping students achieve activity/lesson goals. The principles below help you consider what could/could not work for all your students with the media and materials included in your activity.

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| **UDL principle** | **Example** | **Explain how the technology you picked for the activity provides that?****(add URL links, descriptions, screenshots, etc if necessary)** |
| Multiple and varied media are used to present concepts and content | Text, images, graphics, audio, video, and multimedia | Text and images are both used via the reading of *A Very Hungry Caterpillar*. Images are also displayed on the SMARTboard for students to place the events in the order that they occurred. There is no video or audio in this lesson, which could be altered by showing a video clip or a read aloud of the text on Youtube. |
| Materials and media provide visual equivalents for auditory information and vice versa as needed | Captions for videos, text outlines for lectures, text-to-speech or digital voice tools for text | The visuals of the events in the book are displayed on the SMARTboard for students to manipulate and place in order, and the book is read out loud to them as they are seeing the text in front of them, sharing their own copy with a partner.  |
| Options for diverse linguistic/language abilities are provided in materials and media | Hyperlinked multimedia glossary definitions; foreign language translations; language modality translations—ASL/speech | I feel that the use of pictures instead of words on the SMARTboard is a great option for diverse linguistic/language abilities. Although it is not a direct translation of text, the pictures would be a great aide to help students that struggle with speech or English to still be able to complete the activity using the manipulation of images on the board.  |
| Visual organizers, rubrics, and checklists are available to help students to learn, plan, and complete lessons | Using advanced organizers | This is not available in this lesson plan. * This could easily be added by making a list of objectives for students to cross off as they accomplish or understand something, organizing their learning.
* Using a visual organizer, or graphic organizer, could be the warmup activity in the following lesson to remind students what the story is about.
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| Materials and media are designed to help students monitor their own progress and promote self-reflection | Comparing work over time during the activity, picking their best work, choosing new personal goals  | I think the students are able to self-reflect when they work with partners to organize the story, but in this lesson they are not able to compare their work over time or really make goals for themselves throughout. * A way to alter this is by possibly allowing the students to redo their assignment with their partner until the events are in the correct order.
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| Materials and media provide students with varied levels of challenge and support to address diverse abilities and challenges | More structured vs. open-ended tasks in the activity, different levels of difficulty | I think this is not emphasized enough in this lesson. * A way to alter the lesson to fit this criteria is to provide another challenge following organizing the events using the pictures. After that activity, the students could be challenged to use words provided for them with the pictures and organize them in order and then another activity with just the words provided and no pictures. This also scaffolds them toward learning to organize events in a story.
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**Red represents the UDL criteria that is not met in my lesson.**

**Purple represents the UDL criteria that is met in my lesson.**

**EVALUATION**

Based on your responses, how would you modify your media and materials to address the diverse challenges, talents, and preferences of your students? (answer one)

* If your technology provides support for UDL principles (e.g., 4 out of 6 principles), what are other student challenges or preferences that you could anticipate in this activity?
* If your technology does not provide support for UDL principles (e.g., less than 4 principles), how would you modify your media and materials to address the diverse challenges, talents, and preferences of your students?
	+ After looking through the principles, I evaluated my lesson and determined that it was about 50/50 in supporting UDL principles. It did not fully support the UDL principles but parts of it did. It did not swing one way, rather it came out in the middle. I choose to evaluate my lesson as NOT providing support for the UDL principles because I found that there is a lot of room for improvement after using the checklist above. This does not mean that my choice in technology does not support UDL principles, rather the way I manipulated the technology in my lesson did not fully support UDL principles. I wrote under each criteria what could be altered to make my lesson fit the principles of UDL. Specifically, I did not provide many resources for higher order thinking. For example, it would be beneficial to provide a checklist of objectives for students so that they can visually see that they are learning. In conjunction with this, providing a graphic organizer for students to organize their thoughts, rather in drawings or words, would be another way to provide higher order thinking. Also, the lesson does not provide students with a way to self-reflect. A way to modify this would be to have them try to organize the pictures by themselves first on a piece of paper or an Ipad with partners, if available, and then use the SMARTboard as a quiz. Another way to promote self-reflection is to allow students to redo their work until it is correct. This gives them the opportunity to make goals for themselves and work to improve daily. One additional idea that I had was to make the sequencing activity a mini quiz available on the Ipad where students can redo it as many times as they need until they get it right. This would only be applicable if students have access to Ipads as a supplemental material. Expanding the activity to begin with organizing simply images, to then images supplemented with text, and then organizing just the text without images, allows for students to experience varied levels of challenge. This is another way to promote UDL principles in my lesson. Again, I do not think that my technology does not support UDL principles, rather my lesson does not support it. If the technology of the SMARTboard is manipulated in the ways described above, it can support UDL principles and be a great lesson for students.

**REFLECTION**

(participation points for this week).

Briefly describe your thoughts about the UDL-ization process:

1. How is UDL changing how you view technology for teaching and learning?
	1. UDL confirmed my belief that technology is extremely important in teaching and learning. If used correctly, it can provide multiple avenues for students to learn. The example in the video provided for this week’s lesson about the “one size fits all” shoe scenario, really hit home to me. I realized how easy it can be for educators to get stuck in one way of teaching because it has worked in the past or because they think students are comprehending the information. Instead it is important to use technology to enhance lessons to meet the needs of all students. UDL principles showed me ways that I can meet the learning styles of all students within one lesson. This provides students with the feeling that a lesson is catered towards their personal needs and is individualized towards them, even in a whole group lesson.
2. How will you implement UDL in your future classroom?
	1. I will implement UDL in my future classroom by considering the criteria above in my lessons. I think is important to take the time to do so because it could really change the way students absorb the information the first time and reduce the chance of having to reteach the lesson. Additionally, using UDL naturally provides multiple means for students to remain engaged in the classroom. Utilizing the criteria above provides multiple mediums for students to grasp the content as well as makes the instruction engaging and interesting to them. When supplementing UDL with technology, students’ interest and engagement in the activity is naturally heightened. Considering the goals of my lessons and the methods I will use to reach these goals will help me implement UDL in my classroom. Additionally, taking time to carefully consider the materials (technology) and ways to use those materials to assess the information learned, will help me implement UDL in my classroom. Overall, I think taking my time in carefully considering my lessons will help me with implementing UDL. When educators take their time and seriously consider all of the principles above when applicable, more students will experience success. After looking at my lesson created last week and using the checklist above, I have learned better ways to use technology to ensure student success in education.