

**Course number:** S18.PRDV 71525COA  
**Title:** Universal Design for Learning in the Math Classroom: Where Every Student Counts  
**Credit:** 1  
**Meeting dates & times:** TBD  
**Location:** Online  
**Visiting Instructor:** Katherine Kaczynski  
[kkaczynski@framingham.edu](mailto:kkaczynski@framingham.edu)

Cell: 508-574-9485

Note: When contacting me by phone or email, please state the course name in the subject area.

### Course Overview

#### Course Description:

Educators today are faced with the challenge of teaching to all students in their classrooms. Today's classrooms are blended, with students who may have special needs, be English language learners, be thought of as typical, or perhaps learners who are considered gifted and talented. This diverse mix of students presents challenges for classroom teachers. Where Every Student Counts, addresses the teaching of mathematics to diverse needs of learners through the planning and implementation of UDL, by learning how to minimize learning obstacles to the content and materials while improving student outcomes. Participatory Audience: Educators

#### The Goal:

These next four weeks, participants will:

- Become competent with the understanding, and application of UDL Principles
- Become competent with the use, and understanding Guidelines & Checkpoints
- Become competent in the use, and understanding of collecting digitized materials
- Understand how to apply the principles of UDL, in order to reach all learners by minimizing the obstacles to the content, and materials while improving student outcomes.

#### Course Objectives:

This course will enable participants to:

- Describe UDL Principles, Guidelines, Checkpoints & Student Profiles
- Apply UDL Principles, Guidelines & Checkpoints
- Apply UDL Student Profiles

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- Locate & Identify Digital resources

**The Outcome:** Students will be able to:

- Adapt a current lesson, implementing the UDL Principles & Guidelines
- Interpret Guidelines & Checkpoints for use with their students
- Create a Student Profile for one mathematics class
- Using Student Profiles, to match lesson goals to Guidelines & Checkpoints

**Module 1 Focus:**

- Gain an overall understanding of the 3 Principles of UDL and the 3 Brain Networks
- Identify & Describe the 3 Principles of UDL and the 3 Brain Networks

**Week 1 - Discussion 1:** Discuss the implications of the 3 Brain networks and the 3 Principles on the art of teaching mathematics.

**Week 1 - Assignment 1:** Choose one of the 3 Principles and indicate which Principle might be the most difficult for you to implement. Then match that Principle to one of the 3 Brain networks and address the importance of addressing this Brain Network in your math classroom. For this assignment you can write about it, create a graphic organizer, a slide show, or audio report. This should be short and precise.

**Module 2 Focus:**

- Explore the UDL Guidelines & Checkpoints
- Identify the purpose of the UDL Guidelines & Checkpoints
- Investigate how apply the UDL Guidelines & Checkpoints

**Week 2 – Discussion 2:** Discuss the impact that the principles and guidelines now have, on at least one student in your math class. Please refer to the Discussion Board Rubric before posting.

**Week 2 - Assignment 2:** Create a Lesson Plan – Directions: Choose 1 principle, then choose one set of guidelines (there will be at least 2 checkpoints). Then create 1 math lesson for 1 student in your class. Match the students learning needs to the Principle and its Guidelines. Show in a lesson plan format for clarity. You may use the UDL Lesson Plan template or your own to complete this assignment.

**Module 3 Focus:**

- Explore Student Profiles
- Identify the purpose of a UDL Student Profile
- Investigate how to use information gathered for the Profile

**Week 3 - Discussion 3:** Examine and discuss the potential impact that developing Student Profiles could have on your teaching and their learning in one

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school year.

**Week 3 - Assignment 3A & B:** Create two separate \*Student Profiles (in a Table format) of two distinctly different learners in one or more of your mathematics class. Launch one profile each under Assignment 3:A and Assignment 3:B.

**(See Example). NOTE: You will use these profiles as part of your Final Project.**

#### **Module 4 – Focus:**

- Identify the impact of using the UDL Guidelines & Checkpoints and Student Profile
- Investigate the implications of using Guidelines & Checkpoints, and Student Profiles, to develop curriculum, a lesson plan, and the selection of math materials

**Week 4 - Assignment 4:** Collect 2 or more digital tools/web sites that will meet the needs of your two students (Used in Student Profile) and the math lesson (to be used in Final Project). Create a Table, a graphic organizer, a PowerPoint slide, or use any other method in which you can display the web sites/tools gathered in an organized manner or presentation.

**Week 4 - Discussion 4:** Discuss the impact of digitized tools/web sites in addressing the diverse needs of the learners in your math class. Reference the Guidelines and Checkpoints in this discussion.

**FINAL PROJECT (Due on or before the end of class):** Create one lesson plan. Use can use a lesson that you currently have, only recreate the lesson plan now, using the 3 UDL Principles. **(Hint: Use the Lesson Plan Scoring Rubric as your guide).** Incorporate the following:

1. The two students you indicated in your *Student Profiles*. (The Profile is your reference as you recreate your lesson plan)
2. The digitized tools/web sites you already found for your students. (Indicate why and how they will be used within the lesson plan)
3. Show how you are utilizing the 3 principles for each of the two students
4. Show in the lesson plan how you are matching the Guidelines and Checkpoints to the student

### **Universal Design for Learning (UDL) in the Math Classroom: Where Every Student Counts**

#### **Week 1- 4: Keys to Understanding UDL, Student Profiles & UDL in Mathematics**

#### **URL**

#### **Week 1: What is UDL and What Are Accessible Materials?**

##### **Required Readings**

Read - What is Universal Design for Learning?

<http://www.udlcenter.org/aboutudl/whatisudl>

### **Universal Design for Learning in the Math Classroom: Where Every Student Counts**

Video 6:35 minutes UDL: Principles and Practice

<https://www.youtube.com/watch?v=pGLTJw0GSxk>

Read - K-12 technologies & AEM (Accessible Educational Materials)

<http://aem.cast.org/supporting/k-12-aem.html#.V4TxjLgrLIU>

Teaching Every Student in the Digital Age., by David H. Rose, Anne Meyer, Chapter 8. Making Universal Design for Learning a Reality

<http://www.ascd.org/publications/books/101042/chapters/Making-Universal-Design-for-Learning-a-Reality.aspx>

## **Week 2: Principles of UDL**

UDL Principle I. Multiple Means of Representation

[http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1\\_g2\\_c1](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2_c1)

Video – 2:16 - UDL Principle Multiple Means of Representation

<https://www.youtube.com/watch?v=JV2HRVpncm4>

UDL Principle II. Multiple Means of Action & Expression

<http://www.udlcenter.org/aboutudl/udlguidelines/principle2>

Video – 2:01 - UDL Principle II. Multiple means of Action & Expression

<https://www.youtube.com/watch?v=11164umpSH0>

UDL Principle III. Provide Multiple Means of Engagement

<http://www.udlcenter.org/aboutudl/udlguidelines/principle3>

Video: - 2:49 - UDL Principle III. Provide Multiple Means of Engagement

<https://www.youtube.com/watch?v=65zLErUy98U>

## **Week 3: Creating Learner Profiles**

Class Learning Profile

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<http://udlessonplans.wikispaces.com/Creating+Accessible+Lesson+Plans>

Personal Learner Profiles and Common Core

<http://barbarabray.net/2012/04/02/personal-learner-profiles-and-common-core/>

UDL Class Profile Maker Tool

<https://sites.google.com/site/udlcanisius/cast-learning-tools/class-profile-maker>

Savage, S. (2008). Curriculum Planning for All Learners. Read pages 1 -13

[http://www.udlcenter.org/sites/udlcenter.org/files/CurriculumPlanningforAllLearners\\_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/CurriculumPlanningforAllLearners_0.pdf)

Developing Learner Profiles

<http://inclusive.tki.org.nz/assets/Uploads/Developing+Learner+Profiles+infosheet.pdf>

#### **Week 4: Digital Tools**

(Video: 4:35) UDL at a Glance

<http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl>

#### **Videos & Mathematics Examples**

UDL Guidelines in Practice: Grade 1 Mathematics Video - 10:06

<http://www.youtube.com/watch?v=KuTJJQWnMaQ>

UDL Math – 2<sup>nd</sup> Grade Lesson Video - 13:58

<http://vimeo.com/38021628>

UDL Guidelines in Practice: Grade 1 Mathematics Video - 10:06

<https://www.youtube.com/watch?v=KuTJJQWnMaQ>

UDL Math Facts 3<sup>rd</sup> Grade Video - 5:57

<https://www.youtube.com/watch?v=rLb53DQfocw>

**Universal Design for Learning in the Math Classroom: Where Every Student Counts**

Making Sense of Universal Design for Learning Video - 3:52

<https://www.youtube.com/watch?v=MOUdmzaZrc8>

Udl Part 2 Math 8<sup>th</sup> Video 6:17

<https://www.youtube.com/watch?v=IOdMKbpgz3A>

## CONTACT INFORMATION

**Faculty Office hours:** If you have questions, know that my door is always open. Please make an appointment with me and feel free to do so at any time. You can meet with me in a variety of ways.

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2. Call me on my cell: 508-574-9485

## Course Expectations

Throughout this course, you are provided with several means of gathering information about UDL, as can be seen with the Read, Watch or Listen approach. As a result, you are also provided a Read, Watch or Listen approach to convey what you have learned during this course, throughout the four weeks, and including the Final Project. This means that you can choose to NOT write your responses or assignments by choosing other means of representation. You can record responses for the Discussion Board and Assignments and download these files. These basic provisions, are guided by the 3 UDL principles, multiple means of engagement, expression and representation, which you will be learning. Though not a requirement, it is an opportunity to get a feel for what UDL can be; it is completely up to you as to how you choose to experience this class.

Participants are expected to:

- Be comfortable using a PC or MAC in order to take an online course, conduct research online, and create documents using a word processor.
- Complete all readings as shown in discussions, assignments, and final project
- All discussions online have a specific window to comment and respond to a minimum of two other students. Participation in discussions must be prompt so that everyone is able to contribute and respond to a minimum of two other students. For guidelines on how to respond to the **Discussion Board**, **please** refer to: *Rubric for Asynchronous Discussion Participation: A Quality of Postings Indicator* found under **Resources**.
- Read/Listen to the Guiding Questions before gathering new information. Use these Guiding Questions to monitor your thinking, as you prepare for the Discussion Boards and Assignments.
- Note: **There are no makeups** in the **Discussion Board**.

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**Introductions format:**

Now that we are here in **Universal Design for Learning in the Math Classroom: Where Every Student Counts**, please introduce yourself.

Also, be sure to include the following information:

1. The math grade that you teach and the state in which you teach.
2. Why have you taken this course?
3. What do you hope to take away with you at the end of this course?

**Grading Components:**

Note: Readings are tied to the quality of discussions, assignments and Final Project

50% online assignments

20% online discussion (Required to reference readings, (Read, Watch, Listen)

30% Final Project

**100%**

**Final Project Grading (See Rubric)**

A - Indicates that your level of work is of superior quality and exceeds specific guidelines in one or more ways. Attendance and participation exceed expectations.

B - Indicates that you have met course work requirements and was judged to be except acceptable

C - Indicates that you have failed to meet the requirements presented anticipation and were attendance did not reflect involvement a commitment on the part of the student.

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### **Discussion Board Rubric for Asynchronous Discussion Participation**

#### **A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to.

**Post your thoughts and provide supporting evidence using the readings, viewings and audios (RVA). DO NOT just give the facts. Posts MUST reflect how the RVAs have impacted upon your thinking and the work that you do.**

Participants will use the following feedback to improve the quality of their discussion contributions.

#### **Grading Discussion Board Posts**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

**Participation** in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may actually be 5-6 postings, but participation only occurred 3 times during the week.

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### **Discussion Board Rubric**

There are five criteria, the Initial Post, Additional Posts, Details in Each Post, The Quality of Information in Response to Other's Posts, and The Frequency of Weekly Discussion Posts. The highest amount of points that can be earned in one week, for a score of excellent, is a score of 20 points.

#### **First Criteria**

First criteria, the Initial Post, responds to the Guiding Question or GQ. This is your response to the question following the completion of readings. The initial post fully addresses the Guiding Question or questions. The post demonstrates a proficient understanding, and the score would be 4 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows above average understanding scores 3 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows adequate understanding receives an adequate score of 2 points.

An Initial Post that addresses the topic Guiding Question or GQ and shows Posts not tied to the topic, or no post at all and is found unacceptable and scores 1 to 0 points.

#### **Second Criteria**

Second criteria, additional posts, addresses the need for posts following the Initial Post. Additional posts occur throughout the weekly discussions: Additional postings focus on your response to other's while you are reading, and or following the completion of weekly readings or videos. The additional posts build on other's posts and comment analytically. The additional posts quote directly from other's posts, and the score would be 4 points.

Additional posts, which follows the Initial Post, builds on others posts and comments analytically, yet does not directly quote from other's post, scores 3 points.

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Additional posts, which follows the Initial Post, respond to others posts, yet lacks depth and without quoting directly or indirectly from other's post, scores 2 points.

Additional posts, which follows the Initial Post, yet lacks depth and without quoting directly or indirectly from other's post, and comments may not relevant to the discussion, and is found unacceptable and scores 1 to 0 points.

### **Third Criteria**

Third criteria focus on details in each post and addresses the requirement for highly detailed and correct posts. Posts throughout the week would possess three or more quotes from readings, podcasts or videos to support your statements and the score would be 4 points.

Posts throughout the week are detailed and correct. Quotes taken from readings or videos are utilized to support statement at least one to two times and scores 3 points.

Posts throughout the week are somewhat detailed and correct. Quote are not utilized from readings or videos to support statements yet refers to readings and scores 2 points.

Posts throughout the week respond to others with few details or facts. No quotes or references from readings or videos are used to support statements and is found unacceptable and scores 1 to 0 points.

### **Fourth Criteria**

Fourth criteria refer to the quality of information in response to others posts. The posts a responsible for referring to what others have written and provides details from information gathered within the course and encouraged new ideas, and the score would be 4 points.

Posts refer to what others have written, provides some details from information gathered within the course and scores 3 points.

Posts refer only to what others have written, does not provide information gathered within the course and scores 2 points.

Posts do not refer to what others have posted and are found unacceptable and score 1 to 0 points.

### **Fifth criteria**

Fifth criteria refer to the frequency of weekly discussion posts. To have a dynamic class, each participant is encouraged to share their voice, opinions, and reactions to the content and how the new content has impacted upon their thinking and classroom practices. Posts are essential and are equal to

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class participation. Being present often ensures that your voice is heard. Posting at least 7-8 times throughout the week is essential, and the score would be 4 points.

Posts at least 5-7 times throughout the week and shows good effort, scores 3 points.

Posts at least 3-4 times throughout the week and shows acceptable effort, scores 2 points. Posts 0-2 times and shows unacceptable effort, scores 1 to 0 points.

Note: All Discussion Board rubric points are evaluated on a 4-3-2-1-0 basis. The highest score for each Discussion (4) would be 20 points or a total of 80 points.

Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

What to Consider when posting:

- Guiding Questions (GQ)
- Initial posting
- Refer to at least two specific points, from the article or reading.
- Conveying new information
- Contrasting earlier information learned in the course of new information (after week1).
- Convey information from the read, watch, listen information gathering, to personal experiences.
- Consider the importance of the final post to the Discussion board
- Discussion at a \*critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
- Discussion at a critical level means discussing, for example, the following:
  - Opinion of the facts gathered or facts mentioned by others in the discussion group
  - Why the opinion is held
  - What is wrong with the fact/s mentioned
  - Are the points, facts, opinions, consistent and or inconsistent with the material presented so far
  - What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?

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Note: Participants will review readings/viewings, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/viewings.

### **Final Project – Due on or before the last day of class**

Participants are required to create a Final Project. The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation or an activity. It should be short, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content.

\*Format choices:

1. PowerPoint (Visual & Audio) might be useful if the intent is to share the information.
2. A Prezi (instead of a PowerPoint)
3. A Podcast may be useful to create a report, much like a newscast \*\*
4. Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
5. Or any other application that you choose to create your Final Project.

\*\*Note: If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

### **Rubric for the Final Project**

Five criteria for the final project are as follows: Question, Information, Quotes and Encourages new ideas.

#### **First criteria, the question**

If the question directly relates to the course topics and the work that you do, this question earns a score of 4 points.

If the question is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.

If the question indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.

If the question does not directly relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

#### **Second criteria, the information**

If the information is highly detailed and correct, you earn a score of 4 points.

If the information is somewhat detailed and correct, you earn a score of 3 points.

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If the information has some detail and somewhat correct you earn a score of 2 points.

If the information lacks detail, and or is not correct, you earn a score of 1 to 0 points.

### **Third criteria, how analytical is it**

If the information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.

If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.

If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.

If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

### **Fourth criteria, using quotes**

If 4 quotes or more are used to support statements/assertions you earn a score of 4 points.

If 3 quotes or more are used to support statements/assertions you earn a score of 3 points.

If 2 quotes or more are used to support statements/assertions you earn a score of 2 points.

If quotes are not used, or 1 quote used to support statements/assertions you earn a score of 1-0 points.

### **Fifth criteria, encouraging new ideas or new thinking**

If the final project responds to the final project question and responds to misconception, new ideas or new thinking you earn a score of 4 points.

If the final project responds to the final project question and responds somewhat to misconception, new ideas or new thinking you earn a score of 3 points.

If the final project responds the final project question and responds to misconception yet does little to encourage new ideas or new thinking you earn a score of 2 points.

If the final project does or does not respond to the final project question, and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

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### **Research**

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### **Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising/or> contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu).

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### **Final Project – Due on or before the last day of class**

#### **Final Lesson Plan Scoring Rubric**

**Criteria: Meets all expectations**

#### **Lesson description:**

**4-5 Points:** Shows originality and expertise in understanding the lesson goals, materials, methods, and assessments.

#### ***UDL checkpoints analysis***

**4-5 Points:** Shows originality and expertise in understanding **multiple means of engagement**.

#### **UDL Expression**

**4-5 Points:** Shows originality and expertise in understanding **multiple means of action and expression**

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### **UDL Representation**

**4-5 Points:** Shows originality and expertise in understanding **multiple means of representation**.

### ***Description of lesson adjustments or revisions***

**4-5 Points:** Shows originality and expertise in revising a lesson using the UDL Guidelines to meet the needs of learner variability.

### ***Components***

**4-5 Points:** The lesson plan is complete. The lesson plan, shows exemplary incorporation of information from the 2 Student Profiles, and digitized tools. The lesson plan conveys exemplary evidence in the implementation the UDL Principles & Guidelines.

### **Criteria: Meets some expectations**

#### **Lesson description:**

**2-3 Points:** Shows adequate understanding of the lesson goals, materials, methods, and assessments.

### ***UDL checkpoints analysis***

**2-3 Points:** Shows adequate understanding of **multiple means of engagement**.

### **UDL Expression**

**2-3 Points:** Shows adequate understanding of **multiple means of action and expression**

### **UDL Representation**

**2-3 Points:** Shows originality and expertise in understanding **multiple means of representation**.

### ***Description of lesson adjustments or revisions***

**2-3 Points:** Shows adequate understanding of what is required to revise a lesson using the UDL Guidelines to meet the needs of learner variability.

### ***Components***

**2-3 Points:** The lesson plan is adequately complete. Few areas are not addressed or incomplete. The lesson plan, shows little an adequate incorporation of information from the 2 Student Profiles, and digitized tools. The lesson plan conveys adequate evidence in the implementation the UDL Principles & Guidelines.

**Criteria: Does not meet expectations**

### ***Lesson description***

**0-1 Point:** Shows little understanding of the lesson goals, materials, methods, and assessments.

### ***UDL checkpoints analysis***

**0-1 Point:** Shows little understanding of **multiple means of engagement**.

### **UDL Expression**

**0-1 Point:** Shows little understanding of **multiple means of action and expression**.

### **UDL Representation**

**0-1 Point:** Shows little understanding of **multiple means of representation**.

### ***Description of lesson adjustments or revisions***

**0-1 Point:** Shows little understanding of what is required to revise a lesson using the UDL Guidelines to meet the needs of learner



## **Components**

**0-1 Point:** The lesson plan is not complete. Many areas are not addressed or incomplete. The lesson plan, shows little to no incorporation of information from the 2 Student Profiles, and digitized tools. The lesson plan conveys little to no evidence in the implementation the UDL Principles & Guidelines.

Lesson Plan Rubrics information taken from [http://www.mtsu.edu/ltanditc/docs/Discussion\\_Board\\_Rubrics.pdf](http://www.mtsu.edu/ltanditc/docs/Discussion_Board_Rubrics.pdf)  
<http://www.udel.edu/janet/MARC2006/rubric.html>

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