Inclusive Academic Practices Application Activity

Description
The assessment application activity asks you to complete the UDL Unit/Lesson Plan Template process with one or more team members. You will follow the template to plan a UDL unit or lesson using High Leverage Practices with your team based on the students you currently teach.

Materials
UDL Unit/Lesson Plan Template

Objectives
By the end of the module, you will be able to:
- Explain inclusive philosophy
- Plan a lesson utilizing inclusive pedagogy
- Implement the three principles of Universal Design for Learning (UDL) in a lesson plan
- Demonstrate an ability to implement High-Leverage Practices (HLP)

Purpose
The purpose of this activity is to understand and practice implementing inclusive pedagogy to meet the diverse strengths and needs within the general education classroom. This is accomplished through the application of the principles of Universal Design for Learning, which accommodates the diverse learning needs within a classroom, as well as the High Leverage Practices that promote collaboration, meaningful assessment to inform instruction, promising evidence-informed practice, and the use of explicit and differentiated instruction.

Steps
For this activity, you will complete the following steps:
1. Coordinate time to meet with your team member(s) if possible
2. Determine the units or lessons that need to be planned
3. Using the UDL Unit/Lesson Plan Template:
- List each student in your class.
- Briefly describe current academic levels, interests, funds of knowledge, and areas in need of support.

- Use this information to build a unit or lesson plan based on your content area and learning goals.
- Be sure to include activities that tie in literacy (i.e. books, independent readers, writing activities, opportunities to present information). Be sure to reflect on UDL's multiple means of representation and expression.
- Highlight key vocabulary for the unit/lesson. Lists can be differentiated to meet the needs of students with language impairments or gifted students who may finish lessons quickly.
- List how you will assess students to inform teaching and for mastery of learning goals
- What supports are needed to implement this unit or lesson? Can the general and special educator co-plan, co-teach, and co-assess?
- Complete the table to demonstrate the use of UDL for all aspects of the unit/lesson.
- Complete the reflection activity to consider which aspects of the unit/lesson went well and which aspects need to be addressed or changed.

Context
Please include ways to contextualize the activity for different audiences, regions, and policies.
- Learn about goals, preferences, and needs of the learner and their family
- Provide documents in the language of the learner and family (e.g., Spanish support activities and resources)
- In some countries, the psychologist assess learners and the teacher monitors academic progress, find out what the process is for the school
- Test out the assessment and document and make changes as needed
- Adapt assessments and resources for the population you are serving
- Examine any biases or misconceptions you may have about the learners, family, and community members

Rubric

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
Demonstrate an understanding of Inclusive Philosophy (Objective 1)	I have a basic understanding of Inclusive Philosophy	I have some understanding of Inclusive Philosophy	I have a firm understanding of Inclusive Philosophy
Lesson plan utilizing an Inclusive Pedagogy (Objective 2)	Some aspects of my lesson planning include Inclusive Pedagogy. I used one of the Inclusive Practices: collaboration, UDL, differentiated/ explicit instruction, or assessment to inform teaching	Many aspects of my lesson planning include Inclusive Pedagogy. I used 2-3 of the Inclusive Practices: collaboration, UDL, differentiated instruction, or assessment to inform teaching.	Most or all aspects of my lesson planning include Inclusive Pedagogy. I used all of the Inclusive Practices: collaboration, UDL, differentiated instruction, and assessment to inform teaching.
Include activities that implement the three pillars of Universal Design for Learning (UDL) (Objective 3)	Some activities incorporate at least one of the three UDL pillars.	Many activities incorporate at least two of the three UDL pillars	All of the UDL pillars are incorporated into most or all of the activities
Demonstrate knowledge of High-Leverage Practices (HLP) by using collaboration, meaningful assessment to inform instruction, promising evidence-informed practice, and the use of explicit and differentiated instruction. (Objective 4)	Some high-leverage practices were utilized in the unit/lesson planning. I used at least one of HLPs in the unit/lesson.	Many high-leverage practices were utilized in the unit/lesson planning. I used 2-3 HLPs in the unit/lesson.	Most or all high-leverage practices were utilized in the unit/lesson planning. I used all of the relevant HLPs in the unit/lesson planning.