# UDL Level 3 Credential Submission Template

## Your name: \_\_First Last\_\_\_\_\_\_\_

## Response Instructions

Put your responses directly into this document. You can type, add images, links to audio recordings, video, or use other ways to share your responses.

You can use sentence starters as jumping off points, or simply overwrite them to respond from scratch.

## Required Credential Elements

There are five parts to this credential:

* Select your learning experience.
* Plan the learning experience with UDL.
* Facilitate or teach and gather feedback.
* Revise your design with UDL.
* Reflect on your progress toward your goal for earning this UDL Level 3 credential.

## Select your learning experience

### Directions

In this part of the credential, you will select a learning experience that you will design with UDL. The learning experience you select could be a lesson, faculty meeting, training, museum exhibit, afterschool event, or any other experience. You will provide some context to help the scorer to better understand the learning experience you selected.

There are six items in this part.

* Item #1 asks you to reflect on your goals for earning this credential.
* Items #2-4 are general questions about the learning experience you selected.
* Item #5 is optional and asks you to share any standards you might be using.
* Item #6 is an opportunity to share any additional information to help the scorer understand the context of your learning experience, such as details about the learners, what came before or after, or other details.

Remember, you can use flexible ways to record your answers. For example, you might choose to record your voice, use a video, include images with descriptions, write, or use another option. Please add a link to any artifacts that you think will support your responses. You can use the optional sentence starters or delete them.

Written responses should not exceed 500 words per question and audio/video responses should be less than 3 minutes per question. Evidence submitted should reflect original work.

At any time, you can return to the [Select Your Learning Experience](https://www.learningdesigned.org/credentials/udl-initial-practitioner-level-3#leve3_tab_content_10) section of the Work on Your Credential page in Learning Designed for exemplars and the Rubric.

### Response Area

1. Share your goals for earning this credential.
	* *My goal for earning this credential is…* (remember you can write, use images, or upload links to recordings or other media)
2. Title and subject
	* *The title of the learning experience I selected is…*
	* *The subject is…*
3. Number and age of learners
	* *In this learning experience, there are … learners.*
	* *The learners are approximately … years old.*
4. Duration and location of the learning experience
	* *This learning experience is designed to take approximately … hours/minutes.*
5. Standards (if applicable)
	* *The standards that align to this learning experience are…*
6. Description to help contextualize the learning experience selected
	* *Prior to this learning experience, …*
	* *After this learning experience, …*
	* *A few things to know about this learning experience…*

## Plan

### Plan: Directions

In this part of the credential, you will share how you planned the learning experience you selected. You will use what you know about UDL to share how you designed for the diverse needs of your learners.

This part has four sections where you will describe how you:

* Develop the goal
* Anticipate variability and reduced barriers in the assessment(s)
* Anticipate variability and reduced barriers in the methods, materials, and environment
* Promote expert learning

In this section, you will share how you developed your goal. Designing the goal is a critical first step for applying UDL. Having clear goals ensures that learners know what they are working to achieve, why it matters, and what options are available to help them achieve the goal.

Remember, you can use flexible ways to record your answers. For example, you might choose to record your voice, use a video, include images with descriptions, write, or use another option. Please add a link to any artifacts that you think will support your responses. You can use the optional sentence starters or delete them.

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At any time, you can return to the [Plan](https://www.learningdesigned.org/credentials/udl-initial-practitioner-level-3#leve3_tab_content_11) section of the Work on Your Credential page in Learning Designed for exemplars and the Rubric.

### Response Area: Develop the goal

1. **Clearly state the goal for your selected learning experience.**
	* *The goal for this learning experience is …*(remember you can write, use images, or upload links to recordings or other media)
2. **Describe how the goal will be communicated so it is understandable for the learners.**
	* *The goal will be communicated so it is understandable for the learners by …*
3. **Describe how the goal will be perceivable in more than one way to learners.**
	* *The goal will be perceivable in more than one way to learners by …*
4. **Describe how the goal will be separate from the means, where possible. If the means were embedded in the goal, share a plan to show how the means is also supported.**
	* *The goal is separate from the means by …*
	* *The means is part of the goal. But the means will be supported by …*
5. **Describe how the relevance of the goal will be highlighted for learners.**
	* *The relevance of the goal will be highlighted by …*

### Response Area: Develop the assessment(s)

In this section, you will showcase how you developed your assessment(s). Having assessment options allows learners to show what they know in a way that best demonstrates their understanding or skill. In this part you will share how you anticipate variability of your learners and reduce barriers in the assessment(s).

1. Describe an assessment(s) that will be used in this learning experience.
	* *An assessment in this learning experience is …* (remember you can write, use images, or upload links to recordings or other media)
2. Describe how learners will be made aware of the assessment(s).
	* *Learners will be made aware of this assessment by …*
3. Describe one barrier in the design of the assessment(s).
	* *A barrier in the design of the assessment is …*
4. Describe an option to reduce the barrier in the assessment(s).
	* *An option I have included to reduce that barrier is …*
5. State a UDL Guideline or checkpoint that relates to the design option you included in your assessment(s).
	* *This option aligns with the UDL Guideline/checkpoint …*

### Response Area: Develop the materials, methods, and/or physical environment

In this section you will showcase how you develop your materials, methods, and/or physical environment. You will focus on the proactive nature of UDL to anticipate learner variability. You will share how you will reduce barriers in the design of the materials, methods, and/or physical environment. This is important to provide access and engage more learners from the start.

1. Describe a barrier in one of the materials, methods, or physical environment.
	* *A barrier in one of the materials/methods/physical environment is …*(remember you can write, use images, or upload links to recordings or other media)
2. Describe an option that will reduce the barrier in the material, method, or physical environment.
	* *An option to reduce this barrier is …*
3. State a UDL Guideline or checkpoint that relates to the design option.
	* *This option aligns with UDL Guideline/checkpoint …*
4. Describe how the option will support the stated learning goal.
	* *This option supports the learning goal by …*

### Response Area: Promote expert learning

In this part, you will showcase how you promote expert learning in the design of your learning experience. This part focuses on the ultimate goal of UDL: supporting all learners to develop as expert learners. This is important to promote high expectations and life-long learning for each and every individual.

1. Describe how one part of the design of the learning experience (i.e., goal, method, material, physical environment, or assessment) promoted expert learning.
	* *The design of this learning experience supports expert learning by …* (remember you can write, use images, or upload links to recordings or other media)
2. Describe how the design related to one of the UDL expert learning descriptors.
	* *The design aligns to the UDL expert learning descriptor … because …*

## Facilitate or Teach and Gather Feedback

### Directions: Facilitate or Teach

Once you design your learning experience with UDL, you are ready to facilitate, teach, or deliver it. In this part of the credential, you will gather feedback about how your design supported learners to achieve the goal. It is important to gather feedback to understand where the design supported learning. It provides opportunities to further reduce barriers in the design.

### Response Area: Gather Feedback

Choose **two** of the following options to gather feedback on your design. You can use the templates provided (please make your own copy), or modify them to create your own. Please be sure the links you include work and that, if necessary, sharing settings are open.

* A self-reflection (optional [self-reflection template](https://docs.google.com/document/d/1wv8itDibHvLckErHkUPI436_fDaV1q90/edit)),
* Feedback from an observer, such as a colleague, UDL coach, department head, supervisor, professor, or other (optional [observer feedback template](https://docs.google.com/document/d/16st9OgFWLET9iOg-TJwFx2xbjwdBGirF/edit)).
* Feedback from the learners, such as an exit ticket or survey (optional [learner feedback template](https://docs.google.com/document/d/1k1MW78pBPzIfHYiLCWGJ3DBpSvpkq22g/edit)).

For your submission, please be sure that there is no identifying information (such as images, names, or school information) in any of your submitted materials.

At any time, you can return to the [Facilitate or Teach and Gather Feedback](https://www.learningdesigned.org/credentials/udl-initial-practitioner-level-3#leve3_tab_content_12) section of the Work on Your Credential page in Learning Designed for exemplars and the Rubric.

## Revise the Design

### Directions: Revise the Design

UDL is iterative: the learning design is never completely finished. There are always additional opportunities to consider learner variability and reduce barriers.

In this part of the credential, you will use the feedback you gained in Part D. From this feedback, you will:

* identify areas of strength in the design of your learning experience.
* identify where there are additional barriers to address in the design of your learning experience.
* offer a suggestion for how to revise the design of your learning experience.

Remember, you can use flexible ways to record your answers. For example, you might choose to record your voice, use a video, include images with descriptions, write, or use another option. Please add a link to any artifacts that you think will support your responses. You can use the optional sentence starters or delete them.

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At any time, you can return to the [Revise the Design](https://www.learningdesigned.org/credentials/udl-initial-practitioner-level-3#leve3_tab_content_13) section of the Work on Your Credential page in Learning Designed for exemplars and the Rubric.

### Response Area: Revise the Design

1. Describe what worked well in the design to support the learning.
	* *In this learning experience, something that worked well to support the learning was …* (remember you can write, use images, or upload links to recordings or other media)
2. Align your response to feedback gathered.
	* *I know that this design worked well from the feedback/observation…*
3. Identify an additional barrier based on the feedback gathered.
	* *A barrier during the learning experience was …*
4. Align the additional barrier identified to feedback gathered.
	* *I know this was a barrier because the feedback/observation …*
5. Make a suggestion to revise the design of the learning experience to address the new barrier that was identified.
	* *To reduce that barrier, I will …*
6. State a UDL Guideline or checkpoint that relates to the design option.
	* *This design aligns with the UDL Guideline/checkpoint …*

## Reflect

### Directions: Reflect

In this part, you will return to your original goal for earning this UDL Level 3 credential. You will have the opportunity to reflect on how you progressed toward this goal. This part encourages you to return to your goal for participating in this UDL Level 3 credential to consider how you are growing as an expert learner in your implementation of UDL.

Remember, you can use flexible ways to record your answers. For example, you might choose to record your voice, use a video, include images with descriptions, write, or use another option. Please add a link to any artifacts that you think will support your responses. You can use the optional sentence starters or delete them.

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At any time, you can return to the [Reflect](https://www.learningdesigned.org/credentials/udl-initial-practitioner-level-3#leve3_tab_content_14) section of the Work on Your Credential page in Learning Designed for exemplars and the Rubric.

### Response Area: Reflect

1. Describe how you progressed toward your stated goal for obtaining this UDL Level 3 credential.
	* *I progressed toward my goal for this credential by…* (remember you can write, use images, or upload links to recordings or other media)

## Congratulations on Completing the UDL Level 3 Credential!

Before you submit:

* Please be sure there is no learner identifying information in the submission.
* Please double check your responses using the Level 3 rubric.

There are a total of 25 possible points to earn on this credential. You must earn at least 21 points to earn this credential. Please pay attention to the minimum points required for proficiency within each section.

* There is no point value earned for Select Your Learning Experience. It is marked as complete or not.
* Each item in the Plan, Facilitate, Revise, and Reflect sections are given a rating of +1 if it shows evidence of the success criteria and a rating of +0 if it does not show evidence of the success criteria. To earn this credential, you must earn the required points in each section.

You have two attempts to earn this credential. Once you receive your score and feedback, you may refine and re-submit your application if you did not achieve a proficiency rating.

### Submission Accessibility Check

UDL begins with accessibility. Take time to check to see if your submission meets some fundamental accessibility checks (if applicable).

Need tips on how to check for this? Check out this resource: [Making Content Accessible: Documents](https://aem.cast.org/create/creating-accessible-documents)

### Submit Your UDL Level 3 Credential

To submit your UDL Level 3 credential, please upload this document to the Learning Designed site or copy and paste the URL into the Learning Designed site. Please make sure you open sharing permissions, if applicable.