# Welcome to the UDL Core Foundation - Level 2 Credential!

## **Your name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scenario you selected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Directions

You have chosen to use this Word template to submit your UDL Core Foundation - Level 2 credential. Everything you need to submit for this credential is included in this template so you can respond directly into the cells titled “Your Response.” Be sure to save your work frequently!

## Keep in Mind: Tips

* Please choose to focus on one piece of evidence for each question that strongly supports your answer. The goal is to use one strong piece of evidence that showcases how the design anticipates variability and reduces barriers for each UDL Core Knowledge Statement. The goal is not to list all evidence; if multiple pieces of evidence are listed in your answer, only the first piece of evidence will be counted toward the answer.
* As you craft your answers, be sure that all three parts of your answer align. For example: in the first part of the question, state one piece of evidence you find in the scenario that illustrates the knowledge statement. Then in the second part of the question, describe how that evidence anticipates variability in learners and reduces a barrier in the learning environment. In the third part of the question, align the evidence you described to the most relevant UDL guideline or checkpoint. You will not receive full credit if you submit evidence that does not connect the design to a barrier, variability, and a UDL Guideline.
* For this credential, you are asked to connect at the UDL guideline or checkpoint level.

## Here is a sample answer to help guide your response:

### Question X.

### **Knowledge Statement X**: There are opportunities for flexible assessment options.

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| --- | --- | --- |
| Questions to answer: | Optional sentence starter: | Your response: |
| In the design of the scenario, give evidence of flexible assessment options. | “The design includes flexible options for assessment because…” | The design includes flexible formative assessment options in that students can see themselves in the mirror, in addition to the feedback from the instructor. This provides them two ways to assess how well they are doing with their poses. |
| How does this design anticipate variability and reduce barriers? | “This design option anticipates variability in how learners…”  “This design reduces barriers in the learning experience because…” | There is variability in student awareness of body position in any yoga class. This is an important skill to assess as students work to successfully complete the poses. By providing the mirror as an option for perception, in addition to the verbal feedback from the instructor, this option reduces a barrier related to how students are able to assess their understanding and progress for each yoga pose. |
| As applicable, use the UDL guidelines to discuss the evidence you chose from the scenario. | “This design aligns with the UDL Guideline...” | This evidence aligns with UDL Guidelines 1.2 (offer alternatives for auditory information). It also aligns with 6.4 (enhance capacity for monitoring progress). |

# Get Started!

## Question 1.

### **Knowledge Statement:** The goal is presented so that learners can perceive and understand the goal.

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| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, give evidence of how the goal is presented so learners can perceive and understand it. | “The design includes flexible options for how the goal is presented so learners can perceive and understand it because…” |  |
| How does this design anticipate variability and reduce barriers? | “This design option anticipates variability in how learners…”  “This design option reduces barriers in the learning experience because…” |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design option aligns with the UDL guideline…” |  |

## Question 2.

### **Knowledge Statement:** Goals are separate from means\* where possible. Note: \*means can be defined as how a learner achieves a goal.

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| --- | --- | --- |
| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, give evidence that the goal is separate from the means. | “The goal for the lesson is…”  “The means is separate from the goal, as evidenced by…” |  |
| How does this design anticipate variability and reduce a barrier? | “This design anticipates variability in how learners…”  “Having the goal separate from the means reduces barriers in the learning experience because…” |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design aligns with the UDL guideline…” |  |

## Question 3.

### **Knowledge Statement:** Goals are presented to highlight their relevance.

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| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, give evidence that the goal is presented to highlight relevance. | “The design includes flexible options for how the goal is presented to highlight relevance by…” |  |
| How does this design anticipate variability and reduce barriers? | “This design option anticipates variability in how learners…”  “This design reduces barriers in the learning experience because…” |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design aligns with the UDL guideline…” |  |

## Question 4.

### **Knowledge Statement:** The goal promotes expert learning by encouraging challenging ways of thinking and doing.

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| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, give evidence that the goal promotes expert learning by encouraging challenging ways of thinking and doing. | “One way the goal promotes expert learning in the scenario is by …”  “This aligns to the UDL definition of expert learning by…” |  |

## Question 5.

### **Knowledge Statement:** There are opportunities for flexible assessment\* option(s).

Note: \*Assessment includes the process of gathering information about a learner’s progress and performance to inform decisions.

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| --- | --- | --- |
| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, give evidence of a flexible assessment option. | “A flexible assessment option includes…” |  |
| How does this reduce barriers and anticipate variability? | “This design option anticipates variability in how learners…”  “This design option reduces barriers in the learning experience because… |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design aligns with the UDL guideline…” |  |

## Question 6.

### **Knowledge Statement:** Flexible methods are available for learners.

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| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, describe an option for flexible methods available for learners. | “The design includes a flexible option in one of the methods by…” |  |
| How does this anticipate variability and reduce a barrier? | “This design option anticipates variability in how learners…”  “This design reduces barriers in the learning experience because… |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design aligns with the UDL guideline…” |  |

## Question 7.

### **Knowledge Statement:** Flexible materials are available for learners.

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| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| In the design of the scenario, describe an option for flexible materials available for learners. | “The design includes a flexible option within one of the materials by…” |  |
| How does this anticipate variability and reduce a barrier? | “This design option anticipates variability in how learners…”  “This design option reduces barriers in the learning experience because… |  |
| As applicable, use the UDL guidelines to discuss the evidence from the scenario. | “This design aligns with the UDL guideline…” |  |

## Question 8. Final Summative Question.

### List one additional barrier you anticipate related to learner variability in the design of this scenario. How would you design this scenario differently to reduce that barrier? Use the UDL guidelines to support your answer.

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| --- | --- | --- |
| **Questions to answer:** | **Optional sentence starter:** | **Your response:** |
| What is one additional barrier you anticipate related to learner variability in the design of this scenario? | “An anticipated barrier that is not already addressed in this scenario is…” |  |
| What design option do you recommend including to help reduce that barrier? | “To reduce this barrier, I recommend…”  “This anticipates learner variability because…” |  |
| How does your design option align to the UDL guidelines? | “This design aligns with UDL guideline…” |  |

## Final check:

* **Did you focus on *one piece* of evidence for each question that strongly supports your answer**?

For each UDL Core Knowledge Statement, the goal is to use one strong piece of evidence that showcases how the design anticipates variability and reduces barriers. NOTE: The goal is not to list all evidence; if multiple pieces of evidence are listed in your answer, only the first piece of evidence will be counted towards the answer.

* **Did you make sure that all three parts of your answer align?**

For example: in the first part of the question, did you state relevant evidence that you found in the scenario? Then in the second part of the question, did you describe how that evidence anticipates learner variability and reduces a barrier in the environment? NOTE: Anticipating learner variability is different from reducing a barrier – be sure you have addressed each part!

* **Did you align the evidence you described to the *most relevant* UDL guideline or checkpoint?**

Remember, you only need to describe one piece of evidence that aligns with the UDL Knowledge Statement. Be sure that that evidence aligns with the UDL guideline or checkpoint you share.

## Thank you for taking the UDL Core Foundation - Level 2 Credential! You are now ready to submit your credential.