

Universal Design for Learning Reflection

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<https://youtu.be/nDKLfERI0qc>

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For the first practicum, SPED 775, the focus was on lesson planning, with an assignment on Universal Design Principles (UDL). The assignment included a lesson plan, a teaching video, and a journal Reflection about the teaching video. First, a UDL planning guide was completed to have a framework for creating lessons that followed UDL guidance. Then the first lesson plan was to be submitted one week before teaching to provide feedback. Once the first lesson plan was reviewed, revised, and approved, filming the lesson began. After filming, the video was watched and studied for a journal reflection. The assignment followed the Kansas Performance Teaching Portfolio (KPTP) model.

Revision & Feedback

My professor was proud of my lesson plan and video reflection work, stating that I “nailed it.” I did my best to merge UDL guidelines with COVID guidelines. My video was longer than the requested time, but due to the COVID pandemic, my professor accepted my video as it was. In watching my video, which only showed a few of my students, my professor noticed them enjoying themselves during the lesson, even with masks on. I had students use hand motions to understand, breaking up word sounds and putting words together to make compound words. They enjoyed this, and it helped them stay engaged while being spaced out in an open area. In my reflection, my professor had many positive things to say. I mostly had some formatting issues with spacing and using the correct tense in my writing. The best comment was that despite the challenge of COVID, I could adjust and “keep student learning in mind.”

Reflection

This was my first assignment that was affected by COVID. In March 2020, I had only completed the UDL planning guide. I took an incomplete and finished the work the following school year amidst COVID protocols in schools. The lesson plan, video, and reflection were not completed until January 2021. For that reason, my assignment was slightly different than the original intent but stuck to the UDL guidelines and COVID guidelines. I took time off to prevent more incomplete classes and learn how to teach during a pandemic. That was ultimately the best decision for me. I grew closer to my professor due to unforeseen circumstances and learned to be even more adaptable than I already thought.

With my students, I developed closer bonds as I taught students in smaller groups, online and in person. They also responded to COVID in different ways, with some working hard at home and others refusing to work at school. Some students were transferred to their home schools, some opted for remote learning for the whole school year, and some were able to come in before others for in-person learning. Teaching online and in-person six feet apart was not a school year filled with growth for many of my students. However, it was a time when we came together and simply did our best.