MAY 26, 2026 - JULY 7, 2026

BECOMING A UDL FACILITATOR

45 Continuing Education Hours/3 Graduate Credits

Overview

UDL provides a strong foundation for inclusive instruction, but scaling UDL requires educators who can effectively lead learning for others. This train-the-trainer course is designed for educators responsible for facilitating professional learning, coaching peers, or supporting schoolwide UDL implementation. Participants will deepen their understanding of core UDL principles while learning practical strategies for designing and facilitating engaging, UDL-aligned professional learning for adults. Through reflection, collaboration, and applied practice, participants will explore how to identify barriers, clarify goals and success criteria, model UDL, and support educators in moving from choice to purposeful instructional design. By the end of the course, participants will leave with concrete tools to design and facilitate high-quality UDL professional learning that leads to sustainable impact.

Course Objectives & Learning Outcomes

By the end of this course, participants will be able to:

- Explain and apply core principles of Universal Design for Learning (UDL), learner agency, and adult learning when designing and facilitating inclusive professional learning experiences.
- Produce a complete, UDL-aligned professional learning slide deck for a full-day session or multi-session series that is ready to implement in a school or district setting to support sustained UDL implementation.

COURSE INSTRUCTOR

Dr Christopher Bronke

Dr. Christopher Bronke is a Senior Education Consultant and Team Lead with Novak Education and a lifelong secondary educator with more than 20 years of classroom experience. He supports schools and districts in designing inclusive, engaging learning experiences grounded in Universal Design for Learning (UDL), with a focus on practical strategies teachers can use right away. Chris holds master's degrees in Teaching and Learning and Educational Leadership, an Ed.S. in Educational Leadership, and an Ed.D. in Educational Leadership and Policy Studies from Northern Illinois University.

LIVE SESSIONS

Live sessions will be held from 11 - 12:30 pm Eastern on:

- Wednesday, May 27, 2026
- Wednesday, June 3, 2026
- Friday, June 12, 2026
- Wednesday, June 17, 2026
- Friday, June 26, 2026
- Wednesday, July 1, 2026

Novak
EDUCATION

COURSE OUTLINE

This course requires participants to be engaged and prepared for each and every assignment. The course will be offered online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework). Extensions will be granted if you contact the instructor before the due date. All work should be your own - when you reference others' work, research, or use AI for any part of the writing process, make sure to cite.

1   Introduction to UDL

Lessons
- Lesson 1: Variability is the Rule
- Lesson 2: Choice and Learning
- Lesson 3: Distinguishing between UDL and DI
- Lesson 4: Supporting UDL Mindsets

Objectives
- Understand Universal Design for Learning (UDL) and describe its three core tenets.
- Explain how UDL and differentiated instruction are related but distinct.
- Recognize how variability drives instructional design
- Examine mindsets that support UDL.

Essential Questions
- How does understanding learner variability and UDL mindsets shape the way we design instruction and professional learning that supports all learners?

Assignment
- Participants will reflect on their current beliefs and practice about learner variability, choice, and rigor using the UDL Focus Areas Self-Assessment. Participants will identify patterns in their practice (or practice of others if they are not in the classroom), noting strengths as well as assumptions that may impact access, rigor, or agency in learners. Participants will identify one anticipated challenge in supporting others with developing a UDL mindset and describe a strategy for addressing it through communication, modeling, feedback, or system-level decisions.

2   UDL Principles in Action

Lessons
- Lesson 1: Engagement
- Lesson 2: Representation
- Lesson 3: Action & Expression
- Lesson 4: Adult Learning Theory

Objectives
- Learn more about the UDL principles of Engagement, Representation, and Action & Expression and their connection to brain science.
- Understand the tenets of adult learning theory and how they relate to UDL best practices.

Essential Question
- How do the UDL principles work together to create flexible pathways that support learner variability and how do they overlap with adult learning theory?

Assignment
- Create a draft slide deck in Powerpoint, Google Slides, Canva, or another tool of your choice, that explains the UDL principles and connects them to both brain science and learner variability. Language should be clear, accessible, and appropriate for adult learners. Slides should model UDL best practices (clarity, flexibility, multiple ways to engage). Include a short reflection and/or slide notes to explain why specific strategies were selected. Note, you will have the opportunity to build on these slides and refine them throughout the course to ensure you have an amazing full-day learning experience (or multi-part series) for your trainees!

3 — Building Learner Agency

Lessons
- Lesson 1: Defining Learner Agency
- Lesson 2: Feedback as a Two Way Street
- Lesson 3: The Role of Reflection in Learning
- Lesson 4: Modeling UDL in Professional Learning

Objectives
- Examine how feedback and reflection drive self-direction and agency
- Recognize the connections between feedback and self-reflection
- Explore ways to streamline feedback and reflection in everyday instruction.

Essential Questions
- How can feedback and reflection be streamlined so they are embedded into everyday instruction rather than added on?
- How can professional learning model the same UDL-aligned feedback and reflection practices we want educators to use with students?

Assignment
- Build on the slide deck you began in the previous module by adding a new slide sequence focused how to build learner agency. Using PowerPoint, Google Slides, Canva, or another tool of your choice, design slides that explain how feedback and reflection support self-direction and ownership of learning, with practical examples educators can apply in everyday instruction. Include a short reflection and/or slide notes to explain why specific strategies were selected. Language should be clear, accessible, and appropriate for adult learners, and the slides should continue to model UDL-aligned practices such as clarity, flexibility, and multiple ways to engage.

4 — A Deeper Look at Firm Goals, Flexible Means

Lessons
- Lesson 1: Anchoring flexibility in firm goals
- Lesson 2: Progress monitoring with rubrics
- Lesson 3: What does UDL look like?

Objectives
- Define construct relevance and explain why it matters when designing with UDL.
- Differentiate between firm goals and flexible means in relation to content and method standards.
- Consider strategies to design learning experiences with flexible, construct-relevant choices and assessments that maintain high expectations for all learners.

Essential Question
- How do firm goals and flexible means support high expectations while honoring learner variability?
- What does UDL look like in practice when flexibility is intentionally anchored in clear learning goals?

Assignment
- Continue building your professional learning slide deck by adding a new slide sequence focused on firm goals and flexible means. Using PowerPoint, Google Slides, Canva, or another tool of your choice, design slides that explain construct relevance, clarify the distinction between goals and methods, and illustrate how rubrics and progress monitoring can support flexible yet rigorous learning experiences. Slides should include concrete classroom examples and model UDL-aligned design practices such as clarity, transparency, and flexibility. Include a short reflection and/or slide notes to explain why specific strategies were selected.

5 — Designing a UDL Lesson

Lessons
- Lesson 1: The Five Components of UDL Lesson Design
- Lesson 2: The UDL Design Cycle
- Lesson 3: Addressing Common Barriers to UDL Implementation

Objectives
- Identify and describe the five components of a universally designed learning experience.
- Apply the UDL design process to align goals with flexible methods, materials, assessments, and environments.
- Analyze an existing lesson to identify barriers and reimagine it using UDL principles.

Essential Question
- How does the UDL design cycle support intentional alignment between goals, methods, materials, assessments, and learning environments?
- How can existing lessons be reimagined using UDL to increase access, engagement, and rigor?

Assignment
- Build on your existing professional learning slide deck by adding a new slide sequence focused on universally designed lesson planning. Using PowerPoint, Google Slides, Canva, or another tool of your choice, design slides that explain the components of UDL lesson design, and model how to identify and remove common instructional barriers. Slides should include a before-and-after lesson example that illustrates how UDL principles can be applied to reimagine instruction. Language should be clear, accessible, and appropriate for adult learners, and the design should continue to model UDL-aligned practices such as clarity, alignment, and flexibility. Include a short reflection and/or slide notes to explain why specific strategies were selected.

6 — From Design to Delivery: Facilitating UDL Professional Learning

Lessons
- Lesson 1: The Art of Storytelling
- Lesson 2: Professional Learning Best Practices
- Lesson 3: Building Accessible Slides and Learning Materials

Objectives
- Synthesize key UDL concepts and design principles introduced throughout the course.
- Refine and finalize a cohesive professional learning slide deck grounded in UDL and adult learning theory.
- Prepare to facilitate UDL professional learning with clarity, confidence, and flexibility.

Essential Question
- How can storytelling and professional learning best practices be used to design UDL experiences that resonate with adult learners and support meaningful application?

Assignment
- Finalize the professional learning slide deck(s) you have been building throughout the course by refining it for clarity, coherence, and real-world facilitation. Using the lenses of storytelling, professional learning best practices, and whole-design coherence, revise your deck so it is ready to support a full-day professional learning experience or a multi-session series in your school or district. Your finalized deck should:
  - Tell a clear and purposeful story about UDL that supports adult learner understanding and buy-in
  - Reflect professional learning best practices, including engagement, modeling, feedback, and reflection
  - Demonstrate alignment across goals, content, activities, and assessments
  - Model UDL-aligned design choices that anticipate learner variability
  - Review your results from Module 1 self-assessment. Reflect on how your understanding of UDL or implementation has changed since the beginning of this course. How will this affect how you facilitate professional learning and support others with UDL implementation?