

SEPTEMBER 7, 2026 - MARCH 12, 2027

# BUILDING CAPACITY FOR UDL IMPLEMENTATION

45 Continuing Education Hours/3 Graduate Credits



## Overview

Building Capacity for UDL Implementation is a practical course designed for instructional coaches, department heads, teacher leaders, and school leaders who play a central role in supporting high-quality, inclusive instruction. As schools work to strengthen Tier 1 practices and remove barriers to learning, leaders and coaches need a shared set of tools, strategies, and routines that help teachers apply Universal Design for Learning (UDL) with clarity and confidence. Through readings, modeling, applied practice, and reflection, participants will learn how to support teachers in designing flexible lessons, improving student engagement, and developing classroom systems that honor learner variability. The course focuses on coaching techniques, effective feedback routines, and creating the conditions for collaboration, reflection, and sustained instructional improvement.



## Course Objectives & Learning Outcomes

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

- Support teachers in designing flexible lessons that increase engagement, access, and student agency.
- Conduct non-evaluative observations using UDL-aligned look-fors and provide clear, strengths-based feedback.
- Use student outcome data, teacher practice data, and perception data to guide coaching decisions.
- Facilitate professional learning and team structures that strengthen Tier 1 instruction and build sustainable capacity for UDL implementation.

## COURSE INSTRUCTOR



### Lisa Bosio

Lisa Bosio is an experienced instructional coach who specializes in helping schools implement Universal Design for Learning (UDL) in clear, practical ways. She builds strong partnerships with educators, models inclusive practices, and supports lesson design, observations, and reflection to strengthen Tier 1 instruction. Known for her warm, collaborative approach, Lisa helps teachers see UDL as a sustainable way to remove barriers and improve engagement for all learners. She holds an M.Ed. in Teaching and Curriculum from California Polytechnic State University.

## LIVE SESSIONS

Live sessions will be held from 3 - 4:30 pm Eastern Tuesdays on the following dates:

- September 8, 2026
- October 13, 2026
- November 10, 2026
- December 8, 2026
- January 19, 2027
- February 16, 2027

## 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

## Understanding & Applying UDL Foundations

### Lessons

- Lesson 1: Why UDL?
- Lesson 2: UDL Principles in Action
- Lesson 3: Firm Goals & Flexible Means
- Lesson 4: Building Learner Agency Through UDL

### Objectives

- Reflect on your current beliefs, practices, and readiness for UDL implementation.
- Explain UDL's purpose and principles.
- Identify firm goals, construct relevance, and predictable barriers in lesson design.
- Analyze how UDL supports learner agency and flexible instructional pathways.

### Essential Questions

- How does UDL create more inclusive and accessible learning opportunities for all learners?
- What predictable barriers exist in my current lessons or systems?
- How do firm goals, construct relevance, and flexible means support deeper learning and student agency?

### Assignment

- Complete a UDL self-assessment and write a targeted growth goal that reflects your current beliefs, practices, and readiness for implementation.
- Analyze a lesson for firm goals, flexible means, construct relevance, and choice.
- Identify one predictable barrier you can begin removing immediately and describe the first action you will take.

### 2

## Partnering with Educators & Leading UDL Implementation

### Lessons

- Lesson 1: Defining Your Role in UDL Implementation
- Lesson 2: Building Trusting Partnerships with Educators
- Lesson 3: Supporting Teachers with Goal Setting
- Lesson 4: Effective Instructional Coaching Cycles

### Objectives

- Clarify how leaders and coaches support UDL implementation through partnership, not compliance.
- Build trust-based relationships that promote psychological safety and professional risk-taking.

### Essential Question

- How do I, as a leader or coach, build the trust and clarity necessary for teachers to embrace UDL?
- How can I facilitate growth without causing overwhelm?

### Assignment

- Draft a UDL partnership agreement grounded in a coaching or implementation framework discussed in this module.
- Draft one communication routine (weekly email, PLC opener, feedback protocol) to strengthen clarity and coherence.

**3****Building Buy-In for UDL****Lessons**

- Lesson 1: Examining Mindsets to Support Inclusive Instruction
- Lesson 2: Understanding Adaptive vs. Technical Challenges
- Lesson 3: Addressing Resistance to Change

**Objectives**

- Recognize how biases, beliefs, and assumptions shape teacher readiness for UDL.
- Differentiate between adaptive and technical challenges leaders encounter during implementation.
- Use asset-based language and appreciative inquiry to shift conversations toward possibilities.
- Understand why resistance occurs and how to reframe it as valuable information.
- Build and apply strategies for communicating UDL in ways that build safety, agency, and investment.

**Essential Questions**

- How do my own beliefs and biases impact my approach to UDL leadership or coaching?
- What mindset shifts are necessary for teachers to see UDL as supportive rather than overwhelming?
- When leading UDL implementation, which challenges require technical solutions and which require adaptive leadership?
- How can I respond productively when teachers express resistance or discomfort?

**Assignment**

- Complete Harvard IAT + reflect on how bias influences design and expectations.
- Role-play coaching conversations using appreciative inquiry and reflective questioning stems, then identify one communication strategy you will intentionally use to build safety, agency, and investment in UDL.
- In a brief reflection, describe one form of resistance you've encountered (or anticipate) and what information it provides about teacher needs or system barriers.

**4****Using Data to Strengthen UDL Implementation****Lessons**

- Lesson 1: What Data Should I Look At?
- Lesson 2: Using Data to Improve Student Outcomes Through UDL
- Lesson 3: Connecting Data to UDL Entry Points

**Objectives**

- Identify which data sources best illuminate learner barriers and opportunities.
- Analyze student data to determine instructional and environmental starting points for UDL support.
- Use asset-based data conversations to support teacher learning and reflective practice.
- Connect data findings to specific UDL principles and predictable barriers.

**Essential Question**

- Which data sources help teachers understand learner variability, access, and engagement?
- How can I use data without reducing learners to numbers or creating deficit narratives?
- How can data guide UDL entry points and instructional priorities?

**Assignments**

- Analyze real data (attendance, screeners, behavior, student work) to identify patterns and opportunities.
- Determine a UDL-aligned starting point based on the data, including the predictable barrier it is intended to address.
- Draft one asset-based, data-driven coaching move you can implement immediately.

**5****Facilitating UDL Implementation Cycles****Lessons**

- Lesson 1: UDL Implementation Cycles
- Lesson 2: Calibrating Observations with the UDL Look-fors
- Lesson 3: Partnering with Teachers to Reflect on their Practice
- Lesson 4: Best Practices for Feedback

**Objectives**

- Facilitate UDL implementation cycles to drive steady, sustainable progress.
- Support reflection and progress monitoring.
- Use UDL look-fors to conduct observations that identify strengths and opportunities.
- Provide supportive, actionable feedback aligned to strengths, goals, and the UDL Guidelines.

**Essential Question**

- How do I use implementation cycles, observations, reflection, and feedback to support UDL in action?

**Assignment**

- Conduct or analyze a brief UDL-focused observation using the UDL Look-Fors. Identify one instructional strength, one predictable barrier, and one opportunity for growth. Then draft a strengths-based feedback response that includes one actionable next step aligned to learner variability and the lesson goal.

**6****Sustaining Continuous Improvement****Lessons**

- Lesson 1: Supporting Productive Struggle and Continuous Improvement
- Lesson 2: Leveraging Learning Walks & Instructional Rounds
- Lesson 3: Sustaining UDL Implementation

**Objectives**

- Support teachers through job-embedded universally designed learning walks and instructional rounds.
- Create a UDL implementation plan for your school or coaching role.

**Essential Question**

- How do I help educators persist, reflect, learn collectively, and keep improving over time?

**Assignment**

- Create a UDL Continuous Improvement Action Plan for your classroom, coaching role, team, school, or district. Your plan should outline how you will sustain UDL implementation over time rather than treating it as a one-time initiative.