



# Coaching and Supporting UDL Implementation

45 continuing education hours

## Instructor



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### Welcome!

I am thrilled to collaborate with all of you as we grow our knowledge of UDL and develop skills and strategies to more effectively coach and support individuals & teams as they implement UDL into their practice. Whether you're a principal, assistant principal, instructional coach, curriculum coordinator, or department head, this course is for you. Please feel free to contact me with any questions or feedback as this course progresses. I am committed to your success and partnering with each of you to ensure a positive and productive learning experience in this course.

## Course Texts

There are no required texts for this course; however, the text *Universal Design for Learning: Theory and Practice*, by Anne Myer, David Rose, & David Gordon is a learning option in multiple modules throughout the course. This text is completely FREE ONLINE with a created account. Access the text [HERE](#).

## Course Description

Universal Design for Learning (UDL) is a framework that recognizes all learners are varied and provides flexibility in design to optimize learning outcomes. As instructional coaches, teacher leaders, and/or administrators, it is our job to support educators as they work towards fully implementing UDL into their practice. Instructional leaders and coaches play an important role in this work because we support, encourage, and motivate educators as they integrate UDL in their classrooms and schools. Participants in this course will explore the UDL Guidelines and take a deep dive into the implementation of UDL, focusing on creating innovative learning environments for teachers that can be scaled to improve the outcomes of all students within the district, developing PLC's rooted in UDL, supporting the work in classrooms, and staying true to a vision of UDL.

# Course Objectives

As a result of completing this course, participants will:

- Establish a solid understanding of UDL through exploration, application, and discussion.
- Gain confidence in leading others in growing their UDL knowledge through lesson design, professional development opportunities, coaching, and other interactions with colleagues.
- Develop essential tools to build capacity for UDL implementation at the site or district level.

# Course Expectations




In order to get the most out of this learning experience, participants should be prepared for and engaged in all learning activities, and encompass the attitudes of an expert learner. Additionally, communication amongst all should be courteous and professional, respecting ideas and viewpoints that may differ from their own. Participants are expected to complete all assignments by the due date, but will be given the opportunity to review feedback for each assignment, reflect, and revise their work.

# Course Evaluation Policy




Below is a breakdown of each learning activity over the course of this 8-week module. Some activities are discussions, other smaller-scale assignments, and a final project which asks participants to apply their knowledge from the course. Point values and percentages of the final grade are directly correlated to the complexity of the task. All participants in this course are encouraged to reflect on each assignment to make sure it is meaningful to their own learning and are empowered to bring forth ideas of more meaningful reflections and assessments to the course instructor.

Activity	Percentage	Point Value
Activity #1: Reflecting on Your UDL Journey	5%	10
Activity #2: Analyzing the Impact of Learner Variability	5%	10
Activity #3: Leveraging Relationships to Drive Change	5%	10
Activity #4: Shifting to a UDL Mindset	16%	30
Activity #5: Designing Professional Development that Models UDL	16%	30
Activity #6: Building a Network of Expert Learners	5%	10
Activity #7: Establishing and Supporting PLC's Rooted in UDL	5%	10
Activity #8: Crafting Exemplar UDL Lessons & Supporting Teachers in UDL Lesson Design	16%	30
Activity #9: Reflecting on Your UDL Journey Round 2	5%	10
Activity #10: Putting it All Together: A Road Map for UDL Success	16%	30

**Discussions** will be graded based upon the following rubric:

	 Killing it! (5)	 Progressing (3)	 Not Yet (1)	Points
Relevance of post	The response clearly reflects solid understanding of content and texts, uses specific textual evidence, and shows depth of insight.	The response reflects understanding of course and texts but reflections and/or evidence is somewhat superficial.	The response is close to content shared but not in much depth. There is no explicit connection to content or texts.	5pts
Expression within the post	Response is authentically connected to educator's practice. Ideas and opinions are clearly expressed.	Expression is not explicitly connected to educator's practice. There is minimal expression of ideas or opinions.	There is no connection to educator's practice or topic. Opinions and ideas are not communicated clearly.	5pts
<b>Total Points</b>				<b>10 pts</b>

**Assignments** will be graded based upon the following rubric:



Criteria	 Killing it!	 Progressing	 Not Yet	Max Points
Content	The product exceeds the objective of the assignment by carefully expressing content appropriate for task, purpose, and audience. <b>15 pts</b>	The product meets the objective of the assignment by expressing content that is appropriate for the task, purpose, and audience. <b>10 pts</b>	The product is close to meeting the objectives of the assignment but the task, purpose, or audience don't align well to the task. <b>5 pts</b>	<b>10 pts</b>
Organization	Regardless of the format of the assignment, ideas are logically organized and developed; transitions easily connect content and ideas. <b>15 pts</b>	Regardless of the format of the assignment, ideas are logically organized and developed; there are some missing transitions which may be confusing. <b>10 pts</b>	There product proceeds logically but some transitions or organization problems impede the flow of organization. <b>5 pts</b>	<b>10 pts</b>
UDL Application	Practical application of UDL principles is established. Aspects from all three networks are present. <b>15 pts</b>	Some practical application of UDL principles is established. Aspects from at least 2 networks are present. <b>10 pts</b>	Very little practical application of UDL principles is established. Aspects from one network is present. <b>5 pts</b>	<b>10 pts</b>
<b>Total Points</b>				<b>30 pts</b>



# Graduate Level Professional Development Credits

Upon successful completion of the course and final project, you will receive 3 graduate level professional development credits from either the University of Massachusetts Global or Teachers College of San Joaquin.


Applicability of professional development hours and credits towards salary advancement is determined by the evaluating authority for each program. Please confirm with your contact prior to enrolling.

## Course Road Map

MODULE	Topics
	<p><b>Module 1: Building a Deeper Understanding of UDL</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Deepen your understanding of the core principles of UDL and develop the pedagogy to implement it in a professional setting.</li><li>• Evaluate your own knowledge and level of implementation regarding UDL and set a goal to improve your level of expertise.</li></ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• What is Universal Design for Learning and how does it differ from differentiated instruction?</li><li>• How do we create professional learning environments centered around the principles of UDL?</li><li>• Where am I on my UDL journey?</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• Reflecting on Your UDL Journey</li></ul>
	<p><b>Module 2: Understanding the WHY of UDL</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Understand the concept of learner variability and discuss its significance on effective implementation of universal design.</li><li>• Evaluate the learner variability present in the adult learners we serve and analyze how barriers to their learning could be reduced</li></ul> <p><b>Essential Questions</b></p>

	<ul style="list-style-type: none"> <li>• Why is an understanding of learner variability critical for effective universal design and coaching?</li> <li>• How can communicating learner variability to others impact UDL implementation within a site or district?</li> <li>• How can you address learner variability and reduce barriers amongst the adult learners you serve?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Analyzing the Impact of Learner Variability</li> </ul>
	<p><b>Module 3: Building Relationships &amp; Shifting Mindsets</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Analyze the way in which relationships influence learning outcomes and drive change for new initiatives.</li> <li>• Develop language for asking questions and reframing objections to UDL implementation.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we cultivate relationships with teachers and administrators that build trust and inspire risk-taking?</li> <li>• How can our interactions with teachers and administrators support UDL implementation that engages all and moves everyone forward in the process despite their levels of understanding and support?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Leveraging Relationships to Drive Change</li> </ul>
	<p><b>Module 4: Connecting Where We Are to Where We're Going with Universally Designed Professional Development</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Design professional development experiences that encompass the UDL guidelines and serve as a model for participants to experience the power of UDL.</li> <li>• Design professional development experiences that foster collaboration and community amongst educators and improve teacher collective efficacy.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we model UDL in professional development that addresses the variability of all participants?</li> <li>• How do we build teacher collective efficacy through universally designed professional development experiences?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Designing Professional Development that Models UDL</li> </ul>

	<p><b>Module 5: Developing PLC's Rooted in UDL</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Analyze the role Professional Learning Communities play in UDL implementation</li> <li>Research a variety of potential PLC options and determine which would best support the current level of UDL implementation at your site or district</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What role do PLC's play in UDL implementation?</li> <li>How do we support a variety of PLC types to move UDL forward in the districts or sites we support?</li> <li>How do we evaluate the influence PLC's have on UDL implementation goals?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Establishing and Supporting PLC's Rooted in UDL</li> </ul>
	<p><b>Module 6: Supporting the Development of Expert Learners</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Understand the necessary components of an expert learner</li> <li>Create opportunities that encourage and support teachers and administrators to develop as expert learners</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What is an expert learner?</li> <li>How can our interactions with teachers and administrators support the development of expert learners at the site or district levels?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Building a Network of Expert Learners</li> </ul>
	<p><b>Module 7: Supporting UDL in the Classroom</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Deepen your understanding of UDL lesson design and delivery</li> <li>Develop strategies to support teachers as they design UDL lessons, deliver those lessons, and reflect on the outcomes of those lessons?</li> <li>Create tools that allow for the observation of UDL in the classroom and discussions to reflect on the effectiveness of the lesson</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do we design exemplar UDL lessons that can be scaled for ALL teachers at our site or district?</li> <li>How do we support teachers in UDL lesson design and delivery?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do we effectively observe UDL lessons in a way that supports follow up conversations that lead to growth?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Crafting Exemplar UDL Lessons &amp; Supporting Teachers in UDL Lesson Design</li> </ul>
	<p><b>Module 8: Staying the Course of UDL</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Assess the current level of UDL implementation at the sites or districts we support and develop a plan for next steps</li> <li>• Monitor our progress over the last few weeks and set goals to drive further development</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we push forward with UDL implementation and inspire others to do the same when we have hit a roadblock?</li> <li>• How do we progress monitor ongoing implementation at our sites or districts?</li> <li>• How do we determine next steps that will propel UDL implementation forward?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Reflecting on Your UDL Journey Round 2</li> <li>• Putting it All Together: A Road Map for UDL Success</li> </ul>