

Empowering Educators with UDL: A Coaching Approach

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Instructor



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About Lisa Bosio

Lisa Bosio has been a passionate educator for over 20 years with one goal: to equip and empower teachers to invest in and impact the whole child. Lisa has extensive experience as a classroom teacher, master teacher, district instructional coach, and induction mentor. Lisa has also been a Consulting Partner with two universities, Western Governors University and Teachers College of San Joaquin in California, and designs coursework focused on the implementation of Universal Design for Learning (UDL) and social emotional learning. [More about Lisa](#)

Course Description

In today's diverse and inclusive educational landscape, effective UDL implementation is more critical than ever. This course is designed specifically for instructional coaches, department heads, and building leaders in schools who are committed to implementing Universal Design for Learning (UDL) across their learning environments in a comprehensive and sustainable way. This course equips leaders with the tools, strategies, and mindset necessary to support transformative change. Participants will develop transformational coaching techniques, empowering them to support teachers in integrating UDL effectively, all while drawing on UDL best practices and data-focused coaching strategies.

Participants will learn how to cultivate a culture of collaboration, experimentation, and innovation, along with fostering a growth mindset among staff to ensure a shared vision and implementation of UDL. Whether you're an instructional coach looking to support individual teachers or a building leader aiming to transform your school's approach to inclusive instruction, this course will provide you with the knowledge and skills needed to support teachers with confidence and make a lasting impact on student learning outcomes.

Course Texts

All course texts will be freely available online.



Course Objectives & Learning Outcomes




- Develop Transformational Coaching Skills: Understand best practices for coaching teachers in integrating UDL and inclusive practices in sustainable ways.
- Support Sustainable UDL Implementation: Learn how to cultivate a supportive learning environment for teachers where they feel safe to challenge mindsets, take risks, and learn through reflection
- Focus on Outcomes to Drive Improvement: Practice data-driven coaching strategies for continuous improvement.

Course Requirements

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 other's work or research, make sure to cite.



Evaluation & Grading Policy

Discussions/projects will be graded based upon the following rubric:


 Killing it!	 Meeting (1)	 Not Yet	Points
	The response clearly reflects solid understanding of content and texts, uses specific textual evidence, and shows depth of insight.		
Total Points			1 pts



Course Outline

MODULE	Topics
	<p>Module 1: Understanding Universal Design for Learning (UDL)</p> <p>Objectives</p> <ul style="list-style-type: none">● Reflect and self-assess on your UDL understanding and application and create a goal for your growth.● Be able to explain the significance of Universal Design for Learning (UDL) in promoting inclusive education.● Be able to explain the three main principles of UDL and their application in instructional design. <p>Essential Questions</p> <ul style="list-style-type: none">● What is Universal Design for Learning (UDL) and why is it important for educational equity and accessibility in education?● Where am I at in my UDL journey? <p>Lessons</p> <ul style="list-style-type: none">● Lesson 1: Why UDL?● Lesson 2: What is UDL? <p>Assignment</p> <ul style="list-style-type: none">● Complete the UDL self-assessment and submit a reflection.
	<p>Module 2: Building Effective Coaching Partnerships</p> <p>Objectives</p> <ul style="list-style-type: none">● Explore strategies for creating effective partnerships between educators and instructional coaches/instructional leaders.● Identify the roles and responsibilities within these partnerships.



	<p>Essential Question</p> <ul style="list-style-type: none">• What strategies can be employed to promote collaboration and professional growth within coaching partnerships? <p>Lessons</p> <ul style="list-style-type: none">• Lesson 1: Defining Your Role as a Coach• Lesson 2: Building Trusting Coaching Partnerships• Lesson 3: Supporting Teachers with Goal Setting & Collaboration <p>Assignment</p> <ul style="list-style-type: none">• Define your role as a coach. Develop a partnership agreement outlining the roles, goals, and expectations between teachers and yourself.
	<p>Module 3: Building Inclusive Mindsets</p> <p>Objectives</p> <ul style="list-style-type: none">• Learn strategies and techniques for addressing mindsets and biases that interfere with UDL Implementation. <p>Essential Question</p> <ul style="list-style-type: none">• How can I partner with teachers to build asset-based mindsets to effectively implement UDL in their learning environments? <p>Lessons</p> <ul style="list-style-type: none">• Lesson 1: Addressing Biases• Lesson 2: Effective Strategies for Building Inclusive Mindsets <p>Activities</p> <ul style="list-style-type: none">• In order to discuss and address bias and mindsets in conversations with educators, we must first examine our own. Take Harvard's Implicit Association Test(IAT). Reflect on your results. Taking what you have learned from lesson 2, select one of the bias/mindsets you explored and articulate your own inclusive mindsets. How would you discuss and coach someone with a biased, deficient mindset regarding a student or students?



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Module 4: Implementing the Coaching Cycle

Objectives

- Understand the stages of an instructional coaching cycle.
- Equip coaches with strategies to assist educators in integrating UDL principles into their teaching practices.

Essential Question

- How can I effectively facilitate the coaching cycle to support educators in implementing UDL?

Lessons

- Lesson 1: Effective Coaching Cycles
- Lesson 2: UDL Implementation Cycles
- Lesson 3: Partnering with Teachers to Reflect on Their Practice

Activities

- Analyze a coaching cycle, either your own, or from lesson 1. Identify challenges and opportunities you foresee in implementing coaching cycles with educators.
- Next, develop a plan outlining how you will begin effectively integrating UDL principles (select one to start with) into teaching practices using the UDL Implementation Cycle as a guide.

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Module 5: Leveraging Data to Drive Student Learning Outcomes


Objectives

- Analyze different types of educational data to inform instruction and improve student outcomes.
- Develop strategies for collecting and using data in a way that supports UDL principles and affects student outcomes



Essential Question

- How can coaches support educators in effectively using data-driven practices to meet the diverse needs of their students and improve student learning outcomes?



	<p>Lessons</p> <ul style="list-style-type: none">• Lesson 1: What Data Should I Look At?• Lesson 2: Interpreting and Using Data to Improve Student Outcomes in Coaching Cycles <p>Activities</p> <ul style="list-style-type: none">• Choose a set of educational data relevant to your teaching/coaching context, such as student assessment results, universal screener data, attendance records, or behavior logs. Analyze the data to identify trends, patterns, and areas of strength and growth.<ul style="list-style-type: none">○ Based on the data, where could you begin discussing and partnering with an educator to begin implementing UDL to remove barriers? Select a UDL principle (Engagement, Representation, or Action and Expression) to focus on as a starting point.
	<p>Module 6: Coaching UDL Lesson Design</p> <p>Objectives</p> <ul style="list-style-type: none">• Equip coaches and leaders with tools and resources to support educators in proactively planning lessons and instruction using UDL best practices. <p>Essential Question</p> <ul style="list-style-type: none">• How can I coach teachers with proactively removing barriers using the UDL framework in their lesson design and instruction? <p>Lessons</p> <ul style="list-style-type: none">• Lesson 1: Unpacking Standards and Creating Firm Goals• Lesson 2: Identifying Barriers in Lesson Design & Instruction• Lesson 3: Incorporating Voice & Choice <p>Activities</p> <p>Select an exemplar lesson plan or use a lesson plan from one of the teachers you support and go through the process of revising it to provide clarity on goals, identify barriers, and incorporate voice and</p>



	<p>choice. Explain your modifications, citing evidence from the module to support your choices.</p>
	<h2 data-bbox="557 310 1279 348">Module 7: UDL Look-Fors and Observations</h2> <h3 data-bbox="557 417 711 455">Objectives</h3> <ul data-bbox="605 485 1417 621" style="list-style-type: none">• Understand what the look-fors are when conducting classroom observations.• Be able to provide mastery-oriented feedback to teachers as part of the observation process. <h3 data-bbox="557 653 821 690">Essential Question</h3> <ul data-bbox="605 720 1369 785" style="list-style-type: none">• How can I conduct effective classroom observations that promote the implementation of UDL? <h3 data-bbox="557 816 669 854">Lessons</h3> <ul data-bbox="605 884 1417 949" style="list-style-type: none">• Lesson 1: Calibrating the UDL Observation Process• Lesson 2: Providing Mastery-Oriented Feedback to Teachers <h3 data-bbox="557 980 695 1018">Activities</h3> <ul data-bbox="605 1047 1438 1255" style="list-style-type: none">• Select one of the videos listed here or one from another source. Based on your observation, what look-fors were/ were not present in the lesson and learning environment? How would you rate the teacher in the look-for area? How would you discuss your data and coach the educator to move their UDL practice forward?
	<h2 data-bbox="557 1264 1284 1302">Module 8: Creating Your UDL Coaching Plan</h2> <h3 data-bbox="557 1331 711 1369">Objectives</h3> <ul data-bbox="605 1398 1430 1535" style="list-style-type: none">• Identify barriers to coaching and implementing UDL for those you support and yourself.• Set goals and create an action plan for coaching UDL implementation for next year. <h3 data-bbox="557 1608 821 1646">Essential Question</h3> <ul data-bbox="605 1675 1255 1740" style="list-style-type: none">• What are my plans for effectively coaching UDL implementation next year? <h3 data-bbox="557 1772 669 1810">Lessons</h3> <ul data-bbox="605 1839 1422 1904" style="list-style-type: none">• Lesson 1: Barriers to UDL Implementation• Lesson 2: Reflecting & Setting Goals for Continuous Learning



Activities

- Reflect on your learning from the module and the identified barriers to UDL implementation. Set some wildly important goals and develop an action plan for the upcoming year to partner with and support educators in their UDL implementation this coming year.

Professional Learning

If you receive a grade of C or better, you will receive a completion certificate at the end of the course for 45 hours. You have the option to receive 3 graduate level professional development credits from one of our university partners upon successfully completing this course. Please check in with your school or district to determine if this alone will be sufficient for salary points or advancement.