

Please note: This final project has been modified to remove any personal information and all links have been removed to the attached documents. I have also shortened the Annotated Bibliography. My comments are in the boxes on the right.

Submitted by a working principal

1. INTRODUCTION: BEFORE UDL

Historically, my classroom practices with students and professional learning opportunities for staff were designed totally differently. While I engaged with the UDL framework for the benefit of developing expert student learners, I totally ignored the importance of it for adults. My past practice in designing professional learning opportunities for staff consisted of a one size fits all approach. My focus was on presenting the content in a “sit and get” fashion. I did not design the professional learning opportunity with a firm goal in mind. I was more focused on content standards. Everyone received the same content in the same way and did not have an authentic opportunity to demonstrate their learning. There was no choice in how participants engaged with the content or how they applied it to improve their practice.

I wasn't satisfied with my results as the staff was disengaged. They saw little or no value in the professional learning being offered. Absences on teacher in-service days continued to increase. I wanted to find a way to engage with staff to develop expert learners who were excited about new learning experiences. I wanted to find a way to increase engagement, provide authentic learning opportunities, and find relevance in our daily practices.

In taking this course, my goal was to increase my content and methods knowledge of UDL in preparation for my dissertation work at the University of Florida and also in moving our school district forward to develop expert learners in our students and our staff, all the while removing unnecessary barriers. Our district mission is “*High Quality Learning for All.*” However, our instructional practices and beliefs are not aligned with this mission statement. Our students and staff are receivers of knowledge who must learn the way we teach, demonstrate learning

Your introduction shows that you understand UDL but that , like so many, didn't think it applied to professional development. That seems to be the way most organizations do it. What you were seeing with disengagement and absenteeism makes perfect sense...few liked the PD and tired to avoid it at all cost!

I love your motto and your statement "Our students and staff are receivers of knowledge who must learn the way we teach, demonstrate learning the way we choose to assess it, and learn at our pace. If students are successful, it's a positive reflection on the teacher; however, if students fail, it's a negative reflection on the student" is true and (unfortunately) also pretty common.

the way we choose to assess it, and learn at our pace. If students are successful, it's a positive reflection on the teacher; however, if students fail, it's a negative reflection on the student.

In September, 2021, our district was awarded a UDL grant through the Pennsylvania Training and Technical Assistance Network (PaTTAN). The ultimate goal of the grant was to provide professional learning on the principles of UDL to prepare educators with resources to reduce barriers to learning, so all students may reach their full learning potential. Another member of our district's administrative team and I participated in the UDL workshops offered, yet I was the only administrator to attend all six sessions. The workshops focused on preparing our administrative team to explain the principles of UDL, the implications of each principle for lesson design and delivery, identifying resources associated with each of the principles of UDL to reduce and/or eliminate barriers to learning, and discussing the utilization of UDL resources and the impact on learners. Due to a lack of participation from other members of our administrative team, our grant funding was reduced from \$10,000 to \$4,000.

I led a UDL book study specifically designed for our administrators. *Playbook for School and District Leaders* by Novak and Woodlock (2021) that provided a step-by-step process to co-construct and model our leadership skills through the lens of UDL. My participation in the UDL workshops and book study led to the development of a three-year UDL implementation plan for our district that begins in the 2022 - 2023 school year. Our district's professional learning plan embeds the principles of UDL throughout our professional learning communities across three domains (administrative, faculty, and students) to improve the curriculum and the culture in our district. During the on-site visits from PaTTAN to review progress in our development of UDL in our district, my contributions were commended, and I was invited to present our district's implementation plan at the Summer 2022 Leadership Academy hosted by PaTTAN.

- ★ ***UDL Presentation***
- ★ ***Leadership Academy***

It sounds like you are doing a lot to move your district/school forward with UDL...Please keep it up! Good job on the presentation and your persistence with the workshops. Were they delivered with UDL?

My unwavering desire to improve student outcomes by improving teacher practice and removing barriers to student success is reflective of my various positions within this district and the field of education in general. My previous work as a teacher and an administrator in an alternative education for disruptive youth (AEDY) program led me down the road of critical pedagogy as I was determined to prove that students were not the issue - the educational system was and continues to be the problem.

2. PHILOSOPHICAL/THEORETICAL UNDERSTANDINGS

Accommodations for all learners. Accommodations for All Learners. (n.d.). Retrieved September 8, 2022, from <http://techforalllearners.weebly.com/>

*Provides a plethora of technology tools that support an inclusive classroom.

Bosio, L. (2021, March 5). UDL and Sel - educate the whole child. Novak Education. Retrieved September 8, 2022, from

<https://www.novakeducation.com/blog/udl-and-sel?hsLang=en>

*Provides a “twofer” deal in supporting the needs of the whole child through the best practices of SEL and UDL to improve student outcomes.

Brookes Inclusion Lav. (2021, July 22). 5 tips for getting all students engaged in

Your Annotated bibliography is good and contains good resources and your comments encapsulates the main points of each. Please keep this handy for future reference.

learning. Brookes Blog. Retrieved September 8, 2022, from <https://blog.brookespublishing.com/5-tips-for-getting-all-students-engaged-in-learning/>

*Tips on recruiting interest to engage students in education.

Building Essential Skills today (best) self-direction toolkit. <https://www.best-future.org/>.

(n.d.). Retrieved September 8, 2022, from <https://www.best-future.org/wp-content/uploads/2020/10/BEST%20Self-Direction%20Toolkit-v1.pdf>

*A toolkit designed for K - 12 teachers, with a focus on grades 6 - 12, to support student learning and growth in self-direction.

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

*The CAST UDL Guidelines provide the framework to implement UDL. It provides information related to the three principles of engagement, representation, and action/expression. Provides cognitive scientific research that supports the UDL brain.

3. PRACTICAL UNDERSTANDINGS AND IMPLEMENTATIONS

★ UDL Adoption and Plans for Implementation

UDL Implementation Plan

UDL Professional Learning Calendar

UDL Areas for First Year Implementation

Book Study: Chapter 4

Grant Site Visit

UDL Implementation Checklist

UDL: Start with the WHY

UDL Considerations for District-wide Adoption

★ UDL Learning Walks

UDL Classroom Look-fors: ENGAGEMENT

UDL Walkthrough Template

Instructional Strategies: ENGAGEMENT

UDL Learning Walk Template

Learning Walk Protocols

You have done an incredible amount of work with your UDL implementation plan. You have collected a great amount of information and you are providing options and choices for how your staff are engaging with the content. You are wise to plan this out over time and in conjunction with PLC and "Friend Groups". Slow and steady wins this race and support is tremendously important. All of the checklists and plans are great and you have roles for everyone. The book club is a great idea too. Love how you will be "celebrating" the successes and learning peer to peer. Love to hear that all of this is available to your staff via a Google Classroom and that this is becoming not only a "top down" implementation but a "bottom up" one too.

★ UDL Cycle of Improvement

SPM Unit Tool

Data Analysis Tool Template

UDL Assessment Cycle

4. REFLECTION

The intersectionality of my personal and professional experiences has had a profound effect on shaping my beliefs about the purpose of education and effective practices in education. As my journey seeking transformational practices in education continues, I watch my own children struggle in the same district that I am both an alumnus of and now an administrator.

When I was accepted to the University of Florida's (UF) College of Education in the Teachers, Schools, and Society doctoral program in 2020, my equity stance in education was paved. As a member of this cohort, this program has led me to the intersection of equity and social justice and has prepared me to disrupt and challenge issues of equity in education. This scholarly work compels me to critically examine the macro and micro level historical, sociological, philosophical, and cultural perspectives of how society shapes education and vice versa in the pursuit of equitable opportunities and outcomes for all students in shaping a healthy democracy.

While I realize our district has a long journey ahead of us, I am excited and ready to move forward. I continue to gain more knowledge and application of UDL through engagement in this coursework and readings. I am preparing for our first official district-wide professional learning opportunity specific to the Principle of Engagement. Staff will have the opportunity to choose how they engage to acquire this new content and application of engagement in the classroom. They can choose to participate in-person or via zoom. They may bring their own seating. Materials will be available in hardcopy and in our district-professional learning library. We will collaborate to set learning goals for the day and reflect on those learning goals. Staff will leave

On your assessment cycle graphic, I would suggest that you find a way to minimize the testing in favor of more conscious formative assessment. I'm not saying to stop testing or gathering data but the way that you are presenting it in the cycle looks very "clinical" and no one wants our classrooms to be "clinical". We all want them to be vibrant, exciting places of expert learning. Of the 10 steps, 7 are test related. That seems to be valuing results instead of learning. I would also suggest that you make a cycle from the students point of view...what are they doing? How are they moving forward? Your cycle is very "teacher centric" when (I think) it should be student centric.

Again...great work here.

I think that your decision to do all of this work in conjunction with your doctoral work is perfect. I think that your decision to do all of this work in conjunction with your doctoral work is perfect. I would love to see your dissertation when it is done to see the results of your research.

the workshop with a list of strategies to increase student engagement in the learning process and identify at least three strategies they are willing to try that are new to them.

I have begun writing my proposal to fulfill the requirements to earn my doctorate from UF. The purpose of this study is to acquire a deeper understanding of teachers' beliefs and perceptions about teaching and learning as they conceptualize and operationalize UDL principles through the lens of providing high quality learning to improve academic outcomes for all students. I am interested in examining how teacher beliefs and pedagogical practices might change with the implementation and application of UDL principles as teachers engage in professional learning communities related to UDL.

The intent of my research is to improve pedagogical practices and students' outcomes by exploring:

1. In what ways does engaging in a Professional Learning Community focused on Universal Design for Learning impact teachers' pedagogical practices?
2. In what ways does implementing Universal Design for Learning influence what teachers say about their beliefs about teaching and learning?