



Coaching and Supporting UDL Implementation Level 2

45 Continuing Education Hours

Instructor



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Welcome!

I am thrilled to collaborate with all of you as we continue to support the implementation of UDL at our organizations.. 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 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 have the power to design environments and systems of support that empower educators to grow and develop as expert learners, directly impacting the learning environments they create for students. This is a level two course and successful completion of Coaching & Supporting UDL Implementation Level One is a prerequisite. Participants in this course will dive deeper into implementation through thoughtful analysis of system drivers to support adaptive change, the study of best practices to support implementation, and the application of key learnings to their organization's current journey to UDL.

Course Objectives

As a result of completing this course, participants will:

- Deepen their understanding of UDL implementation through exploration, application, and discussion.
- Create a vision for UDL implementation and a clear plan to shift organizational policies and practices to reflect the core values of UDL.
- Develop strategies to support all UDL implementers, with a focus on those resistant to change
- Explore implementation best practices for creating a lasting impact through adaptive change

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.

Career Advancement

Graduate Level Professional Development Credits/Washington Clock Hours/CTLE Hours

- You may choose to purchase graduate level professional development credits from one of our accredited [university partners](#) at the time of registration.
- Novak Education is an approved [Continuing Teacher and Leader Education \(CTLE\)](#) provider by the New York State Education Department and a [Clock Hours](#) provider for Washington State Educators. [Contact us](#) for more information/questions.

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: The Journey Continues: Creating a Vision	12.5%	10
Activity #2:A Road Map for UDL Success	12.5%	10
Activity #3: Let the Data Be Your Guide	12.5%	10
Activity #4: Ensuring ALL Really Means ALL	12.5%	10
Activity #5: School Culture: A Building Block to Implementation Success	12.5%	10
Activity #6: Creating a Professional Learning Plan that Empowers ALL	12.5%	10
Activity #7: All Means ALL Includes Teachers Too	12.5%	10
Activity #8: A Lasting Impact for UDL	12.5%	10

Assignments/Discussions

Assignments will be an opportunity to bring together everything you have learned within a module. We will encourage you to **create** an amazing product or post to share with your **network**! Take a **risk** and share your

learning in a new way - lots of options and choices available! We will provide feedback on a single-point rubric. Learn more about [single-point rubrics here](#). Assignments/Discussions will be graded based on the following rubric:



 <p>Killing it!</p> <p>Evidence of going above and beyond answering the essential question</p>	 <p>You Got This!</p> <p>The target/goal criteria</p>	 <p>Almost There!</p> <p>Evidence of working toward answering the essential question</p>
	<p>Product is an original creation that:</p> <ul style="list-style-type: none"> • models an understanding of UDL • is clearly organized • answers the essential question of the module • is appropriate for the task, purpose, and audience. 	
<p style="text-align: center;">10 points</p> <p style="text-align: center;">Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		




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 University of Massachusetts Global or Teachers College of San Joaquin.

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

Course Road Map

Module	Topics
	<p data-bbox="613 688 1406 762">Module 1: A Macro Look at Implementation: Integrating Managing Complex Change</p> <p data-bbox="613 804 768 835">Objectives</p> <ul data-bbox="662 842 1487 1062" style="list-style-type: none">• Deepen your understanding of CAST's five-phase model for UDL Implementation• Build knowledge of Implementation Science and analyze its intersections with the UDL Implementation Model• Understand change management models and their role in UDL implementation <p data-bbox="613 1104 894 1136">Essential Questions</p> <ul data-bbox="662 1171 1487 1419" style="list-style-type: none">• How do we maintain a UDL mindset towards implementation efforts, remaining flexible and engaged, throughout the process?• How do we leverage best practices from implementation science to drive change towards UDL quickly and efficiently?• How do we apply best practices from change management to implementation efforts? <p data-bbox="613 1455 751 1486">Activities</p> <ul data-bbox="662 1493 1190 1524" style="list-style-type: none">• Creating a Road Map for UDL Success
	<p data-bbox="613 1564 1247 1596">Module 2: Developing a Clear Vision for UDL</p> <p data-bbox="613 1638 768 1669">Objectives</p> <ul data-bbox="662 1675 1317 1749" style="list-style-type: none">• Establish the WHY of UDL implementation• Create a vision to support UDL implementation <p data-bbox="613 1774 894 1806">Essential Questions</p> <ul data-bbox="662 1812 1487 1917" style="list-style-type: none">• Why is your organization engaging in this work?• What does your organization hope to accomplish through the full implementation of UDL? <p data-bbox="613 1942 751 1974">Activities</p>

	<ul style="list-style-type: none"> • The Journey Continues: Creating a Vision to Support UDL
	<p>Module 3: UDL to Disrupt Systems of Inequity</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the intersection between equitable teaching practices and UDL • Examine how implicit bias can derail UDL implementation and develop strategies for coaching through the lens of antiracism and equity <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we support and encourage courageous conversations about equity and race to ensure ALL students are provided with opportunities for success? • How can engaging teachers and staff in discussions about race and equity ensure the success of UDL implementation? <p>Activities</p> <ul style="list-style-type: none"> • Ensuring ALL Really Means ALL
	<p>Module 3: Database Decision-Making</p> <p>Objectives</p> <ul style="list-style-type: none"> • Establish a solid understanding of database decision-making and apply it to your organization's implementation plan • Determine data metrics and baseline data to analyze to ensure progress towards organizational goals is being met • Develop a plan for sharing data within the organization <p>Essential Questions</p> <ul style="list-style-type: none"> • How can we use data to monitor implementation efforts? • How can data be utilized to motivate others to shift practice? • What metrics will best communicate the organization's journey to UDL? <p>Activities</p> <ul style="list-style-type: none"> • Let the Data be Your Guide
	<p>Module 5: Fostering a Culture of Improvement Through Educator Empowerment</p> <p>Objectives</p> <ul style="list-style-type: none"> • Establish a solid understanding of strategies to promote a positive school culture focused on collective improvement • Make connections between school culture and implementation efforts • Create an environment that empowers educators to be active participants in UDL implementation at all levels. <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we foster a collaborative environment of improvement to promote UDL implementation efforts?

	<ul style="list-style-type: none"> • How do we empower educators to be an active part of the implementation process? <p>Activities</p> <ul style="list-style-type: none"> • School Culture: A Building Block to Implementation Success
	<p>Module 6: Inquiry Based Professional Development</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how to personalize professional learning while moving everyone forward towards an overarching instructional goal(s) • Design professional development experiences that are teacher-driven while exemplifying the UDL guidelines <p>Essential Questions</p> <ul style="list-style-type: none"> • What professional learning structures will empower teachers to reflect on their own practice and develop an area of focus or improvement? • How do we create teacher-driven professional learning environments while maintaining focus on UDL implementation? <p>Activities</p> <ul style="list-style-type: none"> • Creating a Professional Learning Plan that Empowers ALL
	<p>Module 7: Supporting the Reluctant Teacher</p> <p>Objectives</p> <ul style="list-style-type: none"> • Build knowledge of common barriers to implementation for those hesitant to begin their UDL journeys • Understand the change curve and how it influences the way those we support adapt to change • Develop strategies for supporting reluctant teachers and ensuring they are included in implementation efforts and supported as they explore UDL <p>Essential Questions</p> <ul style="list-style-type: none"> • What concerns and fears might some teachers hold that could prevent them from moving forward with UDL? • How do we inspire the reluctant teacher to embrace UDL? <p>Activities</p> <ul style="list-style-type: none"> • All Means ALL Includes Teachers Too
	<p>Module 8: Create a Lasting Impact Through Adaptive Change</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the difference between adaptive and technical change • Analyze your organization to determine the necessary shifts to support adaptive change

Essential Questions

- What is adaptive change?
- How can we as leaders promote adaptive change in our organizations?
- Why is adaptive change necessary for UDL implementation?

Activities

- A Lasting Impact for UDL