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 12 - 1:30 pm Eastern Wednesdays on the following dates:

- May 20
- May 27
- June 3
- June 10
- June 17
- June 24

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EDUCATION

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 & Collaboration
- Lesson 4: Effective Coaching & Implementation 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.
- Apply coaching and leadership frameworks to guide teacher growth and shared ownership.

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: Reframing Challenges Through Inclusive Conversations

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: Effective Coaching Cycles
- Lesson 2: Supporting Teachers with Goal Setting & Reflection
- Lesson 3: Personal Goal-Setting & Reflection to Support UDL Implementation

Objectives
- Understand and use coaching and UDL implementation cycles to drive steady, sustainable progress.
- Incorporate co-planning, modeling, evidence collection, and reflection into regular routines.
- Strengthen skills for helping educators set measurable, UDL-aligned goals.
- Set and monitor a personal, UDL-aligned coaching goal to model continuous improvement.

Essential Question
- How can coaching and implementation cycles help teachers adopt new UDL practices with confidence?
- How can we support educators with goal-setting and reflection to promote sustainable growth?
- How can leaders and coaches model continuous improvement through their own goal setting and reflection?

Assignment
- Analyze an implementation cycle to identify opportunities for stronger UDL integration and propose one adjustment to strengthen coaching impact.
- Draft a UDL-aligned educator goal and an accompanying evidence-collection routine (look-fors, quick checks, reflection prompts).
- Draft a personal coaching goal aligned to UDL implementation and identify the evidence you will use to monitor your own progress.

6 — Observing and Planning for UDL Implementation

Lessons
- Lesson 1: Calibrating Observations with the UDL Look-fors
- Lesson 2: Feedback that Works
- Lesson 3: Universally Designed Professional Development

Objectives
- Use UDL look-fors to conduct observations that identify strengths and opportunities.
- Provide supportive, actionable feedback aligned to strengths, goals, and the UDL Guidelines.
- Support teachers through universally designed professional learning and coaching to design lessons rooted in firm goals, barrier removal, and flexible pathways.
- Create a year-long UDL implementation plan for your school or coaching role.

Essential Question
- How can observations help teachers see the impact of UDL on learner success?
- What makes feedback meaningful, motivating, and connected to UDL-aligned goals?
- How do I design a sustainable plan for UDL implementation across a semester or year?

Assignment
- Using observation data or an implementation scenario, draft a brief strengths-based feedback response aligned to firm goals and the UDL Look-Fors.
- Develop your UDL Implementation Plan, including universally designed professional learning structures, and an evidence-collection routine (look-fors, quick checks, reflection prompts) to monitor progress over time.