



Empowering Educators with UDL

2024-2025 Coaching Institute

Live Sessions from 10:00 - 11:30am Pacific

Sept 9, 2024 - Oct 7, 2024 - Nov 4, 2024 - Dec 2, 2024 - Jan 13, 2025 - Feb 10, 2025 - March 10, 2025 - April 7, 2025

About the Institute

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

The year-long approach is designed to ensure that teams have an opportunity to learn and engage with the materials while putting their learning into practice and execution. 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.

Instructor



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 and content focused on the implementation of Universal Design for Learning (UDL) and social emotional learning. [More about Lisa](#)

Texts

All texts will be freely available online.

Objectives & Learning Outcomes

- Develop Transformational Coaching Skills: Understand best practices for coaching educators in integrating UDL and inclusive practices in sustainable ways.
- Support Sustainable UDL Implementation: Learn how to cultivate a supportive learning environment for educators 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.

Requirements

The institute will be offered online yet students will have the opportunity to communicate with fellow teams through Canvas discussion boards. Teams will be expected to pass in work by the due date. This institute requires teams to be engaged and prepared for each and every assignment. Just as students within our classrooms should be given the opportunity to revise and improve upon their work using the UDL framework, teams will also be given to revise and improve their assignments within one month of the original deadline. All work should be your own - when you reference other’s work or research, make sure to cite. If needed, extensions will be granted if you contact the instructor before the due date.

For each assignment/discussion - there will be one submission per team so be prepared to collaborate and work together, consider:

- Designating one point person that will be in charge of submitting assignments and discussions
- Pre-scheduling time on your calendars to meet and collaborate outside the class
- Setting up a public work space like in Canva or in google docs to collaborate on the assignments
- Organizing your group in a way that reflects how you work together in your current roles - to truly make the systems work in your environment

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

Professional Learning

If your group receives a grade of C or better, each individual will receive a completion certificate at the end of the institute for 45 hours. Individuals have the option, with registration, to receive 3 graduate level professional development credits from one of our university partners ([University of Massachusetts Global](#) or [Teachers College of San Joaquin](#)) upon successfully completing this institute and fulfilling the individual requirements. Please check in with your school or district to determine if this alone will be sufficient for salary points or advancement.

Engagement and active participation are paramount for students seeking graduate credit in this course. Beyond attendance and regularly logging into the course platform to explore resources, consistent involvement in discussions, assignments, and collaborative activities fosters deep learning and application of concepts. Active participation not only enhances individual understanding but also enriches the collective learning experience, contributing to a vibrant academic community. Therefore, a commitment to sustained engagement throughout the duration of the course is essential for achieving the rigorous standards expected at the graduate level.

Institute Outline

MODULE	Topics
	<p data-bbox="557 1161 1328 1241">Module 1: Understanding Universal Design for Learning (UDL)</p> <p data-bbox="557 1308 711 1339">Objectives</p> <ul data-bbox="605 1373 1414 1583" 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 data-bbox="557 1614 837 1646">Essential Questions</p> <ul data-bbox="605 1680 1377 1818" 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"> • Each team member should individually complete the UDL self-assessment. Collaborating as a team, consider the variability in the group, and submit a reflection on where your group is in terms of implementation.
	<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 <p>Assignment</p> <ul style="list-style-type: none"> • Define your roles as a coach. Develop a partnership agreement outlining the roles, goals, and expectations between teachers and coaches/leaders who will be supporting the UDL implementation process through a coaching and observation model.
	<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. Each team member should take Harvard's Implicit Association Test(IAT). Next, meet as a team to discuss your results. Taking what you have learned from lesson 2, select one of the bias/mindsets you explored as a team and articulate how to address that bias with more inclusive mindsets. How would you discuss and coach someone with a biased, deficient mindset regarding a student or students? As a team, come up with, and submit a plan or protocol.
	<p>Module 4: Implementing the Coaching Cycle</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the stages of an instructional coaching cycle. • Equip coaches with strategies to assist educators in integrating UDL principles into their teaching practices. <p>Essential Question</p> <ul style="list-style-type: none"> • How can I effectively facilitate the coaching cycle to support educators in implementing UDL? <p>Lessons</p> <ul style="list-style-type: none"> • Lesson 1: Effective Coaching Cycles • Lesson 2: UDL Implementation Cycles • Lesson 3: Partnering with Teachers to Reflect on Their Practice

	<p>Activities</p> <ul style="list-style-type: none"> Analyze a coaching cycle, either your own, or from lesson 1. As a team, identify challenges and opportunities you foresee in implementing coaching cycles with educators. Next, develop a plan outlining how you will systemically begin effectively integrating UDL principles (select one to start with) into teaching practices using the UDL Implementation Cycle as a guide.
	<p>Module 5: Leveraging Data to Drive Student Learning Outcomes</p> <p>Objectives</p> <ul style="list-style-type: none"> 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 <p>Essential Question</p> <ul style="list-style-type: none"> 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. Based on the data, identify a UDL focus area (or areas, if your team spans multiple schools) and develop a plan for address that area of need through your coaching processes.

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Module 6: Coaching UDL Lesson Design

Objectives

- Equip coaches and leaders with tools and resources to support educators in proactively planning lessons and instruction using UDL best practices.

Essential Question

- How can I coach teachers with proactively removing barriers using the UDL framework in their lesson design and instruction?

Lessons

- Lesson 1: Identifying Your Current Reality: Supporting Teachers with Goal Setting
- Lesson 2: Unpacking Standards and Creating Firm Goals
- Lesson 3: Identifying Barriers in Lesson Design & Instruction
- Lesson 4: Incorporating Voice & Choice

Activities

- Select an exemplar lesson plan or use a lesson plan from one of the teachers your team supports and go through the process of revising it to provide clarity on goals, identify barriers, and incorporate voice and choice. Explain your modifications, citing evidence from the module to support your choices.

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Module 7: UDL Look-Fors and Observations

Objectives

- 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.

Essential Question

- How can I conduct effective classroom observations that promote the implementation of UDL?

	<p>Lessons</p> <ul style="list-style-type: none"> • Lesson 1: Calibrating the UDL Observation Process • Lesson 2: Providing Mastery-Oriented Feedback to Teachers <p>Activities</p> <ul style="list-style-type: none"> • Select one of the videos listed here or one from another source. Watch the video individually and evaluate the teaching using the Novak UDL Observation Tool. As a team, compare results. Reflect on where you were aligned, and where you need to calibrate your understanding as a team. Next, based on your collective observations, 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?
	<p>Module 8: Creating Your UDL Coaching Plan</p> <p>Objectives</p> <ul 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. <p>Essential Question</p> <ul style="list-style-type: none"> • What are my plans for effectively coaching UDL implementation next year? <p>Lessons</p> <ul style="list-style-type: none"> • Lesson 1: Barriers to UDL Implementation • Lesson 2: Reflecting & Setting Goals for Continuous Learning <p>Activities</p> <ul style="list-style-type: none"> • Reflect on your learning from the module and the identified barriers to UDL implementation. As a team, 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.