



UDL Playbook for School & District Leaders

Self-Directed Course

30 continuing education hours

Option for 3 continuing education graduate credits with 15-hr final project

Course Designers



Katie Novak
President, Novak Education
Co-Author of *UDL Playbook*
[@KatieNovakUDL](#)



Mike Woodlock
Education Consultant,, Novak Education
Co-Author of *UDL Playbook*
[@WoodlockMichael](#)

About UDL Playbook

Universal Design for Learning (UDL) is endorsed in federal legislation as an evidence-based framework for more inclusive and equitable instruction. Numerous state MTSS models require schools and districts to universally design instruction for all learners, and most leaders are overwhelmed with the scope of the framework and question where to start. This course, designed to align with the best-selling book *UDL Playbook for School and District Leaders*, breaks down the UDL framework and aligns UDL principles to the ongoing work of school leaders. In short, the course will provide numerous entry points to introduce, or scale, UDL in your learning environment.

Each module is designed to support school and district leaders in building the culture and systems necessary to support UDL using concrete tools and practical examples. The course will unpack the executive function of leadership and provide practicing and future leaders with resources and strategies that will foster reflection and drive continuous improvement. Specific focus will be paid to building inclusive school culture, developing continuous feedback loops, and modeling UDL in professional development, educator evaluation, scheduling, and curriculum design.

Course Texts

- Required Text: [UDL Playbook for School and District Leaders](#)

Course Objectives

- Leaders will build a foundational knowledge of how the UDL framework can be integrated into existing leadership practices
- Leaders will reflect on institutional practices as well as their own leadership practice through the lens of UDL
- Leaders will learn concrete strategies to foster continuous improvement and a culture of expert learning within their learning environments

Graduate Credits (For Professional Learning)

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + final project or add on the final project section at any time. Upon successful completion of the course and final project, you will receive 3 accredited continuing education graduate credits from your choice of one of our university partners ([Gordon College](#) or [Teachers College of San Joaquin](#)) as well as a certificate for an additional 15 continuing education hours.

Final Project



A final project is required for students taking this course for continuing education graduate credits and should take approximately 15 hours to complete. Your final project will be an opportunity to bring together everything you have learned. We will encourage you to **create** an amazing product 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, holistic rubric. Learn more about [universally designed rubrics here](#).




Not There Yet	Met Expectations	Exceeded Expectations
	Introduction: Before UDL This section describes what your leadership practice was like before you started implementing UDL or took this course.	
	Philosophical/Theoretical Understandings Create an annotated bibliography in which you share with us the key resources from the course that impacted your thinking the most and	



	<p>the ways in which your thinking was impacted by each resource. You may use any citation format to cite your work (APA, MLA, etc.). There should be at least 10 sources cited from within the course text, videos, or supplemental resources.</p>	
	<p style="text-align: center;">Practical Understandings and Implementations</p> <p>This will be the actual “product” for this final, so it will be something tangible that you are/will/can use in your role. Again, you can choose to create a faculty meeting agenda/protocol, new procedures for hiring, a professional learning experience for your colleagues, or anything else that will be/demonstrate the practical implementation of what you learned in this course into your role in education.</p>	
	<p style="text-align: center;">Reflection</p> <p>In this last section, you should take some time to just reflect on your time in this course, the final product you created, and what’s next for you and your work with UDL.</p>	


4 Points
Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.

Course Modules

MODULE	Topics
	<p data-bbox="358 386 987 422">Module 1: Preparing to be an Expert Learner</p> <p data-bbox="358 464 513 499">Objectives</p> <ul data-bbox="407 499 1386 638" style="list-style-type: none"><li data-bbox="407 499 1243 535">● Leaders will understand what it means to be an “expert leader.”<li data-bbox="407 569 1386 638">● Leaders will reflect on current leader practices and will plan to triangulate self-assessment with feedback from colleagues <p data-bbox="358 674 639 709">Essential Questions</p> <ul data-bbox="407 709 1239 745" style="list-style-type: none"><li data-bbox="407 709 1239 745">● How can leaders model what it means to be an expert learner? <p data-bbox="358 779 496 814">Activities</p> <ul data-bbox="407 814 1114 1142" style="list-style-type: none"><li data-bbox="407 814 618 850">● Watch Video<li data-bbox="407 850 1114 1045">● Review Lessons and Resources<ul data-bbox="500 890 1114 1045" style="list-style-type: none"><li data-bbox="500 890 1019 926">○ Lesson 1: Importance of Goal-Setting<li data-bbox="500 947 1114 982">○ Lesson 2: Technical and Adaptive Leadership<li data-bbox="500 1003 995 1045">○ Lesson 3: Creating Feedback Loops<li data-bbox="407 1073 919 1108">● Self-Reflection/Discussion (optional)<li data-bbox="407 1108 769 1142">● Module Self-Assessment
	<p data-bbox="358 1220 1037 1255">Module 2: The Executive Function of Leadership</p> <p data-bbox="358 1297 496 1333">Objective</p> <ul data-bbox="407 1333 1398 1409" style="list-style-type: none"><li data-bbox="407 1333 1398 1409">● Identify strategies for maintaining focus on our most important goals given the turbulence of our profession from day to day. <p data-bbox="358 1444 626 1480">Essential Question</p> <ul data-bbox="407 1480 1427 1556" style="list-style-type: none"><li data-bbox="407 1480 1427 1556">● How can we create accountability to what we identify as our <i>Wildly Important Goals</i>? <p data-bbox="358 1591 496 1627">Activities</p> <ul data-bbox="407 1627 1114 1871" style="list-style-type: none"><li data-bbox="407 1627 618 1663">● Watch Video<li data-bbox="407 1663 1114 1801">● Review Lessons and Resources<ul data-bbox="500 1703 1114 1801" style="list-style-type: none"><li data-bbox="500 1703 1068 1738">○ Lesson 1: The Importance of Goal Setting<li data-bbox="500 1738 1114 1774">○ Lesson 2: Technical and Adaptive Leadership<li data-bbox="500 1774 995 1801">○ Lesson 3: Creating Feedback Loops<li data-bbox="407 1808 919 1843">● Self-Reflection/Discussion (optional)<li data-bbox="407 1843 769 1871">● Module Self-Assessment

	<p>Module 3: Creating a UDL Foundation</p> <p>Objective</p> <ul style="list-style-type: none"> • Understand the core components of Universal Design for Learning and why UDL is an integral part of a multi-tiered system of support. <p>Essential Question</p> <ul style="list-style-type: none"> • Is your school or district ready to move towards a UDL way of teaching and learning? <p>Activities</p> <ul style="list-style-type: none"> • Watch Video • Review Lesson and Resources <ul style="list-style-type: none"> ◦ Lesson 1: What is UDL ◦ Lesson 2: Process of Creating Core Values ◦ Lesson 3: MTSS and UDL • Self-Reflection/Discussion(optional) • Module Self-Assessment
	<p>Module 4: Modeling UDL in Professional Learning</p> <p>Objective</p> <ul style="list-style-type: none"> • Identify how we can transform our time with staff members to reflect the principles of Universal Design for Learning <p>Essential Question</p> <ul style="list-style-type: none"> • What changes can you make right away that would reflect UDL practice? <p>Activities</p> <ul style="list-style-type: none"> • Watch Video • Review Lessons and Resources <ul style="list-style-type: none"> ◦ Professional Learning/Development ◦ Lesson 2: PLCs ◦ Lesson 3: Faculty Meetings • Self-Reflection/Discussion (optional) • Module Self-Assessment
	<p>Module 5: Educator Evaluation to Improve Teacher Efficacy</p> <p>Objective</p> <ul style="list-style-type: none"> • Identify how UDL can become a primary aspect of your evaluation process

	<p>Essential Question</p> <ul style="list-style-type: none"> ● What aspects of your evaluation practice have been really positive and what aspects need to change? <p>Activities</p> <ul style="list-style-type: none"> ● Watch Video ● Review Lessons and Resources <ul style="list-style-type: none"> ○ Aligning UDL to Evaluation Rubrics ○ Lesson 2: Measuring UDL ○ Lesson 3: Providing inquiry-based feedback ● Self-Reflection/Discussion (optional) ● Module Self-Assessment
	<p>Module 6: All Things Curriculum</p> <p>Objective</p> <ul style="list-style-type: none"> ● Understand the broader definition of curriculum when examining with a UDL lens. <p>Essential Question</p> <ul style="list-style-type: none"> ● Do you feel that the curriculum design in your school or district looks to proactively identify and eliminate barriers that some students would struggle with? <p>Activities</p> <ul style="list-style-type: none"> ● Watch Video ● Review Lesson and Resources <ul style="list-style-type: none"> ○ Lesson 1: What is Curriculum? ○ Lesson 2: Curriculum Adoption the UDL Way ○ Lesson 3: Infusing UDL into Existing Curriculum ● Self-Reflection/Discussion ● Module Self-Assessment
	<p>Module 7: The Magic of Staffing</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Examine traditional hiring practices and identify opportunities for improvement through the lens of UDL <p>Essential Question</p> <ul style="list-style-type: none"> ● In what ways have traditional approaches to hiring limited our ability to determine person-job fit and person-organization fit in our past hiring practice? <p>Activities</p> <ul style="list-style-type: none"> ● Watch Video

	<ul style="list-style-type: none"> ● Review Lesson and Resources <ul style="list-style-type: none"> ○ Lesson 1: The Importance of Staffing ○ Lesson 2: Hiring the UDL Way ○ Lesson 3: UDL-ing Teacher Induction ● Self-Reflection/Discussion (optional) ● Module Self-Assessment
	<p>Module 8: A Schedule that Supports Multi-Tiered Systems</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand the key role that a schedule can play in meeting UDL and MTSS goals. <p>Essential Question</p> <ul style="list-style-type: none"> ● What barriers exist in your current schedule(s) that you would prioritize as needing to be changed? <p>Activities</p> <ul style="list-style-type: none"> ● Watch Video ● Review Lesson and Resources <ul style="list-style-type: none"> ○ Lesson 1: Aligning Your Schedule to Your Priorities ○ Lesson 2: The Need for Common Planning ○ Lesson 3: The Power of Flex Time (WIN) ● Self-Reflection/Discussion (optional) ● Module Self-Assessment
<p>Final Project</p>	<p>Required for students enrolled in the final project for continuing education graduate credits</p>