



Coaching and Supporting UDL Implementation Level II

45 continuing education hours

(Option for 3 graduate-level continuing education credits for an additional fee)

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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.

About the Course

In this Level II course, you will build on the learnings and skills introduced at the Level I course. This course is ideally suited for educational leaders, coaches, and administrators that are serious about implementing Universal Design for Learning (UDL).

UDL is a framework that recognizes all learners are varied and provides flexibility in design to optimize learning outcomes. It is the job of instructional coaches, teachers leaders, and/or administrators to support educators as they work towards fully implementing UDL into their practice. Through this work, leaders and coaches 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.

Participants in this course will dive deeper into the implementation of UDL through thoughtful analysis of system drivers to support adaptive change, enhance their study of best practices to support implementation, and advance the application of key learnings to their organization's current journey to UDL.

Prerequisite

Successful completion of [Coaching & Supporting UDL Implementation Level I](#).

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

Texts

There are no required texts for this course; however, the text Universal Design for Learning: Theory and Practice, by Anne Myer, David Rose, & David Gordon is an excellent resource to reference. This text is completely FREE ONLINE with a created account. Access the text [HERE](#). Additionally, there are other core texts mentioned throughout the course that support the learning in specific modules. These are only mentioned as suggested readings if you would like to expand your knowledge around a specific topic.

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.

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

Discussions will be graded based upon the following rubric:

Assignments/Discussions will be graded based upon the following rubric:



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](#).

 <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>10 points</p> <p>Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		

Course Road Map

MODULE	Topics
	<p>Module 1: Developing a Clear Vision for UDL</p> <p>Objectives</p> <ul style="list-style-type: none"> Establish the WHY of UDL implementation Create a vision to support UDL implementation <p>Essential Questions</p> <ul style="list-style-type: none"> Why is your organization engaging in this work? What does your organization hope to accomplish through full implementation of UDL? <p>Activities</p> <ul style="list-style-type: none"> The Journey Continues: Creating a Vision to Support UDL
	<p>Module 2: A Macro Look at Implementation: Managing Complex Change</p> <p>Objectives</p> <ul style="list-style-type: none"> Understand the Knoster Model for Complex Change and apply those principles to create a plan for UDL implementation. <p>Essential Questions</p> <ul style="list-style-type: none"> What elements of change are needed to ensure successful implementation of UDL? How do we diagnose problems during implementation efforts based upon the Knoster Model for Complex Change? <p>Activities</p> <ul style="list-style-type: none"> Putting it All Together: A Road Map for UDL Success
	<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 organizations 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?

	<ul style="list-style-type: none"> 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 4: 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 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 Create an environment that supports an "All Hands on Deck" model for implementation <p>Essential Questions</p> <ul style="list-style-type: none"> How do we foster a collaborative environment of improvement to promote UDL implementation efforts? 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 <p>Essential Questions</p> <ul style="list-style-type: none"> • What is adaptive change? • How can we as leaders promote adaptive change in our organizations? • Why is adaptive change necessary for UDL implementation? <p>Activities</p> <ul style="list-style-type: none"> • A Lasting Impact for UDL