Far North Admin / Coaches UDL Beyond the Basics Digital Learning Series

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Schedule and Access

Access

- Access the course on Learning Designed in "My Hub" OR Go directly to the Far North Admin / Coaches Collaboration Session
- Video on Finding Modules in Learning Designed
- Go straight to the Far North Admin / Coaches Collaboration Session
- Need a reminder of how to log-in. Watch the Two-Minute Tutorial

Schedule

- Pre-Session: Tuesday, Nov. 2, 2021 - 3:30 - 4:00 - Zoom link
  - Recording - Access Passcode: wJzas1+%
  - Access Module 1: Apply and Integrate
- Live Session 1: Tuesday, December 7, 2021- 3:30 - 4:15 - Zoom link
  - Recording - Passcode: ^r7DGjQZ
  - Access Module 2: Engagement
- Live Session 2: Tuesday, January 11, 2022- 3:30 - 4:15 - Zoom link
  - Recording - Passcode: 0wm3x$Ti
  - Access Module 3: Representation
- Live Session 3: February 8, 2022 - 3:30 - 4:15 - Zoom link
  - Recording
  - Access Module 4: Action & Expression
- Live Session 4: March 8, 2022 - 3:30 - 4:15 - Zoom link
  - Recording
  - Access Module 5: Expert Learning
- Live Session 5: April 5, 2022 - 3:30 - 4:15 - Zoom link
- Final Debrief: May 10, 2022 - 3:30 - 4:30 - Zoom link

Pre-Session - 30 minutes

Recording - Access Passcode: wJzas1+%
- Ice Breaker
- Access and Schedule
- Goals for participating in the UDL Beyond the Basics Digital Learning Series
- Introduce three framing options
  - Professional learning goal
  - Problem of practice
  - Teaching and learning scenario
- Online Discussion of Module 1

Team Ice Breaker

Something you need from the team

Sign your name if you are comfortable.
- Doug Kaelin
- Jennifer Andrade - frequent communication and calendar invites :-)
  - Great idea. I will do these for each of our meetings. BW
- Jeanette Spencer - Grace for not always being on top of zoom links.
  - Totally my fault Jeanette - I didn't actually include it in the email which I intended to. BW
- Minden King - Communication from you all with regards to your needs and wants
  - All of them?!! Minden thank you for leading the way in our work together. BW
  - Well, there is only so much I can do:) I can't have us all win the lottery:)
  - Minden I will be letting you know a whole laundry list of things I need. Thank you. JS
- Susan Hughes - Calendar invites with links to zooms and access to the modules please :)
  - Will do! BW
- Stephanie Byars -communication about expectations; reminders; information in one place
- Michelle Sanchez - Communication, reminders of "to do tasks", organization of content in an easy to use and find format and sharing your great practices and ideas
- Susan Frediani - communication and reminders. I need to remind my team of teachers with Zoom links and the like so I appreciate frequent communication with easy to access information
- Trudy Pellizzari- frequent communication and "stuff" being housed in one spot that's easy to navigate
  - If you were to bookmark one thing - it should be this document. Everything will be linked out from here.

Something you can offer the team:

- Minden King- Project Director so we can make changes based on all of our needs.
- Susan Frediani - I have a lot of experience as a professional development consultant in ELA
  - This is great to know Susan.
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- Trudy Pellizzari- I have a lot of experience with large projects over time such as WASC visits, etc. and I love to plan in a backwards map style. I taught ELA for 27 years; admin for 6

- Stephanie Byars- I have lots of experience as a classroom teacher
- Shelly Craig- I have had extensive training and experience with implementing and guiding systematic use of improvement science strategies and practices in the classroom and at the school and district levels.
- Michelle Sanchez - I have a lot of experience with professional development, use of hyperdocs and choice boards, and an open, curious and inquisitive mind. I also do a LOT of reading and research.
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Goals for Beyond the Basics

Name	Your Goals
Doug Kaelin	Learn more about UDL to continue its growth in the district
Jeanette Spencer	Better understanding of the big picture and how administrators can support implementation of UDL. What I can be looking for and be encouraging with my staff. How I might incorporate more choice in our PD offerings.
Minden King	Learn how to best coach our teachers in effective UDL implementation to improve all student outcomes
Jennifer Andrade	Continue to build my capacity as a coach, but also deliver PD at our districts regarding UDL
Susan Hughes	Build the next layer of UDL implementation ideas and have opportunities to share/gain/gather/borrow/steal ideas to expand the PD in Modoc county. Continue my personal growth as a coach.
Susan Frediani	How to best support our teacher team; how to connect UDL and literacy strategies; how to make the most of this amazing opportunity
Trudy Pellizzari	To dive deeper into UDL and refamiliarize myself a few years after initial training all with the end goal of helping teachers and admin involved in the grant
Michelle Sanchez	● To deepen my own understanding and capacity in order to best support the educators I work with ● Explicit connections between UDL and other initiatives (SEL, trauma informed practices, culturally relevant practices, etc.) ● How to better and more intentionally use the guidelines and core principles in my own meetings and professional learning offerings ● To learn ways to best support district implementation efforts

Stephanie Byars	To learn more about UDL and how to support teachers in utilizing the framework
Shelly Craig	Support faculty and staff as they implement strategies for student engagement, visible goals, vertical alignment.

Live Session 1: Module 1 - Apply and Integrate Discussion

Agenda

- Record and review personal framings - Comment on 2-3
- Vision of success and initial barriers
- Learning Experience / Learning Environment
- Preview Module 2 - Engagement

Personal Framing

What **professional learning goal**, **problem of practice**, or **teaching and learning situation** have you identified that you want to work on over the course of the digital learning series.

Name (optional)	Personal Framing
Susan F	Problem of Professional Practice: I work with both brand new teachers and experienced teachers in mixed groups both in summer teacher trainings and throughout the year with instructional coaching and PD. My problem of practice is how do I best serve all teachers within these mixed groups? ● UDLize the PD! :-) We have been trying to think of how to morph our support for various levels of learners. ● I would say that regardless of experience level, you can start with each teacher where they are; focus on strengths and challenges. ● Lots of different levels of background knowledge all in one space. I wonder what ways this could become an asset. Also, you could consider building in review and then linking out for deeper information to videos, or previous training slides. Building the background knowledge into the design. I also often try to think about how to build something so that everyone has an entry point no matter their level of background. Hard issue to wrestle with. BW
Trudy	Problem of Professional Practice: In my experience as a learner as well as an instructor, it seems there is often a lack of clarity when it comes to what participants are supposed to do in breakout rooms, as well as a lack of accountability. I would like to improve this as a learner (ask for clarification before we are put into breakout rooms) and as an instructor (be sure I include the directions/expectations in the chat, on their collaborative document, and to repeat the directions prior to sending them into breakout rooms so that we may engage in meaningful conversations.) ● Maybe some key phrases or key words to begin the sessions...or a key person who has some thought-questions or introduce topics for conversation ● I can't tell you the number of times I have ended up in a breakout with no idea what the prompt was. Ha!

	● I think the accountability piece that you highlighted is really important. I am often trying to think about how do we make the results of a breakout room necessary for the next step and then communicating that ahead of time so that it feels like part of a larger plan and relevant. Also, I find asking people to take notes in a shared doc creates some accountability and it also lets you see if there are no notes being recorded then you can go check in. Interesting zoom problem but it probably was always this way in live trainings too. BW
Stephanie	Problem of Professional Practice: I am in a new position as a coach and have noticed a need to support teacher participation in breakout rooms, especially with multi-step directions. As a learner myself, I have experienced entering a breakout room without fully understanding the question or assignment. My problem of practice is how do I best support participants in breakout rooms to encourage effort & engagement? ● I have recently learned about the ability to share screen into a breakout room in zoom. THis is a new option so you might need the latest update from zoom to be able to do it. This way you can put directions on a slide and then share the slide. I also tend to put them in the chat and ask does anyone have any questions about what we are doing or why we are doing it. ● Have you tried ice breaker activities within the group to help build trust? ● I feel like this is a perennial problem for me. I have started asking people, "Any questions about what we are doing and why we are doing it?" Just to get everything out on the table. I also find myself reiterating directions in a couple of different ways. The interesting thing about this problem is that I think there are engagement, representation, and action & expression aspects to it. There is a lot to investigate and will probably provide other ideas about possible design changes. BW
Jeanette	I, like so many others, are trying to juggle so many different projects and initiatives. POP: How to work efficiently and effectively...and not drop any of the balls I am juggling. ● I'm with you Jeanette! This is an area I need to focus on as well. ● If only we could practice what we preach and focus on fewer things and do those really well! (sigh) ● I wonder how all of these projects might connect or integrate. Obviously there are the logistical demands of each project which probably don't connect that much - answering an email is answering an email no matter how much it might overlap with someone's email from another project. So aside from those logistics, I wonder if UDL could ever be a common framework for looking at the content and work of different

	projects. BW
Susan H	Teaching and Learning Situation~ As an Instructional Coach, we have an alternative education school that is being "revamped". We are looking at academic barriers, behavior concerns, motivation etc. which really means we are looking at implementing UDL. The difficult situation is that there are so many areas to focus on including the renaming of the school, admin and staff. ● That is so difficult to walk in and support the entire revamping of a school and maintain momentum in the initiatives that will truly make a difference in student achievement. ● Is there a priority list of tasks? Otherwise this is overwhelming for sure. +1 ● Maybe work as a team to prioritize the areas of focus? ● Susan this is a difficult and great problem to solve. I have been involved with a couple of schools that are either brand new or exactly this situation - revamping an existing alternative school. I would love to talk more about this work. Going through some process of intentional design about what we are hoping for from the redesign / renaming/ relaunch and how do we get everyone's perspectives and opinions on this. Feel free to reach out if you want to discuss. BW bwilmot@cast.org
Lily	I'm coaching teachers and one of the commitments I've made this year is to utilize UDL in all of my coaching cycles. I'm also trying to embed the foundations of UDL into different aspects of our work such as IEP meetings, classroom management, UDL and SEL, etc. POP: How do I get teachers to buy-in to UDL and keep the momentum going? ● That sounds amazing and similar to what I'd like to do. I'm excited to hear how it goes! ● How exciting to get started with teachers and be able to observe the work in action! ● Lily, here is a process that we have used before in this context. Outlined in these slides. Here are the coaching prompts that are embedded in those slides. I really appreciate your strategy for keeping momentum of just embedding UDL in different places as a model. BW ●
Minden	Goal- utilizing the learning platform to deepen my own understanding of UDL and help teachers and administrators to apply UDL in their learning systems everyday ● Support for our teachers & administrators by making UDL applicable and practical is so important. ● It might be interesting to identify the crucial interactions that you have with teachers and administrators and then consider how you might integrate a UDL lens or way of thinking in each of these. These could range from one on one meetings to

	coaching to professional development sessions. Always coming back to
	   ○ Why are we having this meeting?
	   ○ What are different ways I could represent information?
	   ○ How can I provide different ways for people to participate? BW

Jennifer	I really connected to the professional learning goal video with Coach Lizzie Fortin. I share a similar goal in that I want the frameworks to drive my conversations with teachers, drive how I model lessons and how I run professional developments. ● I love it. We will do lots of exploration around embedding in lessons and professional development. Embedding it in the coaching model itself is an area that we should explore. This is definitely an area of exploration currently at CAST. We have a project currently that is looking at a model for this and the possible impact. Also, these slides present a basic model. Finally, many of the tools that we will introduce in the interactive workshops will support this as well. BW
Shelly Craig	I am currently seeking the best way(s) to support my staff and acknowledge the foundation we have established as we narrow we focus and refocus on high-leverage purposeful change ideas. Re-establishing supportive teaching/learning environment. ● Acknowledging the foundation, establishing a culture (and tools / framework) of careful examination of instruction, and identifying a need for change all seem like essential steps in a change process. Re-establishing this after/during the fracturing effects of COVID is really challenging. Thinking about ways to use UDL to help do this could be a good first step. Rather than getting them to use UDL we can think about how we might use UDL to increase engagement and access for teachers. BW

Visioning and Barriers

Room 1 - Teaching and Learning Situation / Problem of Practice: UDL Buy-in from Teachers

| Vision:
What would students and teachers be doing and saying?
● Ts choose strategies to implement with fidelity and see the benefit.
● As teachers see benefits, implementation becomes standard and consistent. | Barriers:
What is preventing us from getting there?

● Low motivation of teachers to implement UDL strategies "Just another thing"
● |

| Room 2 - Teaching and Learning Situation / Problem of Practice: |

| Vision:
What would students and teachers be doing and saying? | Barriers:
What is preventing us from getting there? |

| Room 3 - Teaching and Learning Situation / Problem of Practice: |

| Vision:
What would students and teachers be doing and saying?

● Kids showing respect to each other.
● Intrinsic motivation
● Empower staff member to believing in himself
● Environment to Engagement needs transformation
● Fun, learning, positive academic talk | Barriers:
What is preventing us from getting there?

● Lack of motivation and sense of purpose from teachers
● Funding
● Resources for academics
● Scheduling needs and conflicts
● Edgenuity can be a barrier
● Overcoming old ideas |

| Room 4 - Teaching and Learning Situation / Problem of Practice: Implementation of UDL |

| Vision:
What would students and teachers be doing and saying?
● Students would be engaged and enjoying learning | Barriers:
● What is preventing us from getting there?
● Students- new and different from what they are used to and may push back
● Teachers- Overwhelmed and abandoning |

- students would be successful

What would the teachers be doing?
- Teachers take on the role of facilitator, not sage on the stage
- plan and mitigate barriers to learning enjoying student success

What would the admin be doing?
- Supporting UDL implementation
- asking teachers what are the challenges, what is working, how can we help support…
- Admin would be promoting UDL and sharing with parents and caregivers the changes we are implementing and why
- sharing success, not being complacent but always striving for more.
- Admin continuously coaching.

UDL when it gets hard
- Trying to implement too much at once and too quickly
- Need to stick with it in order to reap the benefits but start small
- Need a community of practice along the way to support and gain momentum.
- Admin- need to see this in action and be part of the conversation,
- Always support and have growth in mind.
- Admin feeling totally overwhelmed with Covid restrictions, testing, plans, monies, etc.,

Room 5 - Teaching and Learning Situation / Problem of Practice: Differentiated instruction for adult PD to engage all learners

Vision: What would students and teachers be doing and saying?	Barriers: What is preventing us from getting there?
- Participants would be open to learning from each other regardless of experience - Participants would collaboratively share ideas - everyone contributes - Participants would share leadership roles regardless of experience - for example facilitating a breakout room or sharing out group insights - Practicing every voice matters - Participants would have more choices - Participants would engage regularly in temperature checks regarding their comfort level with the material. They would have opportunities to communicate frequently regarding questions and	- My own "disease to please" - I become so focused on everyone having a takeaway that I tend to assume the more experienced participants will not find value in the training - It is hard for me as the trainer to turn over more of the training process to the participants because I fear the new teachers will feel intimidated by those with more experience - I have had experienced participants in the past who dominate - so I am almost too fearful of this scenario based upon past experience - I have had new teachers who are very fearful of participating - some have even

concerns - via chat, parking lot, exit tickets, etc.
- Participants would leave saying "That is the best PD I have ever experienced!" And then recommend it to their colleagues!

shared they have "imposter syndrome" due to comparing themselves to the experience in the room. Because I want so much to help them to feel comfortable, perhaps I overlook that many of the new teachers are OK with the process.
- Limited experience with UDL

Room 6 - Teaching and Learning Situation / Problem of Practice: I am currently seeking the best way(s) to support my staff and acknowledge the foundation we have established as we narrow we focus and refocus on high-leverage purposeful change ideas. Re-establishing supportive teaching/learning environment.

Vision:	Barriers:
What would students and teachers be doing and saying?	What is preventing us from getting there?
Teachers are in sync	Time
There is peace and calm	Not enough focus on positive acknowledgement
They are focused on goals they have already set	Overwhelm
They are in it for the kids	Navigating emotions of families, students, political arena.
Focused on improving literacy	Negative emotions from families that then get projected onto teachers
Pimrpvoging social eomtoinoal behaviors	Families focused on things teachers can't control
And Sense of belonging.	Loss of a sense of control / focused environment
Remembering and getting back	Don't have a clear map any more
We need something and someone responds with I've got your back	Don't know what we are planning for.
Teachers supporting outreach to students	Are we going to have a job
Student support team.	
Have a pretty clear vision	
Re-establishing walkabouts	
Re-establishing clarity for students	
Recognizing positive things again.	
We are finally setting into a routine where we have a full teaching staff.	

Room 7 - Teaching and Learning Situation / Problem of Practice:

Vision:	Barriers:
What would students be doing and saying?	What is preventing us from getting there?

Room 8 - Teaching and Learning Situation / Problem of Practice:	
Vision: What would students be doing and saying?	Barriers: What is preventing us from getting there?

Room 9 - Teaching and Learning Situation / Problem of Practice:	
Vision: What would students be doing and saying?	Barriers: What is preventing us from getting there?

Room 10 - Teaching and Learning Situation / Problem of Practice:	
Vision: What would students be doing and saying?	Barriers: What is preventing us from getting there?

Room 11 - Teaching and Learning Situation / Problem of Practice:	
Vision: What would students be doing and saying?	Barriers: What is preventing us from getting there?

Room 12 - Teaching and Learning Situation / Problem of Practice:	
Vision: What would students be doing and saying?	Barriers: What is preventing us from getting there?

Related Lesson Design, Learning Experience, and/or Learning Environment

When do you see this problem the most? Is there a particular lesson / learning experience and/or a learning environment that you think is particularly connected to the framing that you identified.

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Module 2 Discussion: Engagement

Agenda

Recording - Passcode: ^u*d*44w

- Reflect on Module 2 down below: What resonated and what challenged your thinking?
- Reminder of your personal framing - Learning situation to change, problem of practice, or professional learning goal
- Share new ideas about how to provide multiple means of engagement
    - Options for recruiting interest
- Preview Module 3 - Representation
- Stoplight Reflection
- Share Other Resources here

What resonated with your thinking?

- Students used to extrinsic motivations are less likely to take risks, seek out new learning, have a diminished sense of well being, and have a lower self esteem
- Becoming a more expert learner requires the opportunity to make a lot of learning decisions
    - To me this is one of the strongest arguments when talking with educators new to UDL about expert learning about the importance of choice. BW
    - We may need to help educators develop classroom culture that builds trust so they feel confident when they offer students choices.
- "So, engaging emotion doesn't mean making kids happy all the time, it means engaging their brains in new learning, learning that matters to them. This is especially challenging when as is usually the case, the learning goals come from outside of them. Our job is to design to show the relevance and importance of the learning goals." To me, this is the core and the beauty of UDL. +1
- Cultural responsiveness goes hand-in-hand with engagement
    - Totally agree with this. They are very linked around relevance especially and ensuring a depth of background knowledge. BW
- Loved when Susan shared in her Stone Soup Reflection that she was doing the best she knew how at the time which gives us all the grace to forgive our past transgressions in our careers and now we can do better because we know better… +1!+1
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What challenged your thinking?

- Minimizing the "threat" of my curriculum/content - I had never thought of my curriculum/content as threatening - it has caused me to think about delivery in new ways +1
- The three types of regulation: integrated, identified, and introjected; I had not seen those before and their explanations make perfect sense. +1

Totally agree:)
- How best to balance novelty and routine to promote engagement.
  - Good point - also varies for every learner so how do we make that work? BW
- I was really interested in the 3 types of regulation - looking forward to sharing it during my work with PLCs next month
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Options for recruiting interest

- [Optimize individual choice and autonomy](#)
- [Optimize relevance, value, and authenticity](#)
- [Minimize threats and distractions](#)

Consider a learning experience or the teaching and learning environment itself related to your problem of practice or professional learning goal. What changes have you or might you make related to **recruiting interest**?

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
- Coaching that is truly guided by the goals that professionals bring to the coaching relationship. - Staff meeting with clear goals of what we wanted staff to learn or accomplish during a meeting. Connecting this back to their own practice and classrooms. Maybe even choices for different ways to engage. - Meetings — invite input from all participants, particularly those who are often in the margins and go unheard. - Asking learners to choose based on their interests and what is important to them - Sending out a Google form that allows for learners to add goals that relate to the topic - Staff Meeting- providing the agenda in advance with a hyperdoc of options how to engage with the learning and at the staff meeting providing options of how staff will interact with the content and colloborate - Providing options for how staff will receive information at a training, i.e. having access to a choice menu vs listening to the presenter. Also providing access to slides in advance, allowing for both in person and virtual options.	- I loved the reference to connecting the dots to learners' own lives - so making sure whatever product I ask for them to complete is directly related to their unique teaching/learning experience - Embracing that everyone values different things and finding a place for people to share this, express it, and be celebrated for it. - The environment would have that combination of purpose and enthusiasm that you can almost feel. (I think early elementary, CTE and the arts teachers create this quiet well. There's no reason it can't occur in every subject area and grade level, age or staff role.)

Module 3 - Representation
Recording - (Passcode: 0wm3x$Ti)

Agenda

1. Record!
2. Reflect on Module 3
3. Sylvia and Becky Visiting - week of 2/21
4. Reminder of your personal framing - Learning situation to change, problem of practice, or professional learning goal
5. Share ideas about how to provide multiple means of representation
   a. Perception
   b. Language and Symbols
   c. Comprehension
6. Lingering Questions
7. Preview Module 4 - Action & Expression
8. Stoplight Reflection

Share Other Resources here

What's one thing you have tried out since our last meeting?

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- I have been more mindful of multiple means of representation when building slides for professional development (images, video) and offering options for input.
  - Yay! Slides have so many great options for supporting comprehension of text. SRD
-
- I have worked on slides for a staff training - I have been much more mindful of utilizing multiple means of representation - because this is new to me, I have only tried a couple of different means of representation - i.e. text with more options such as hyperlinks as well as some picture representations. I have been much more mindful of use of color to ensure that slides are easily read where there is text.
  - Awesome! Just being mindful of these features is a win. It reminds me that when we design with learner variability in mind we are helping create a truly inclusive space – one that lets the learner know that we thought about them before they arrived. SRD
- Presented PD around engagement with one of our districts. UDLizing our meeting with our superintendents to meet their diverse needs
  - Fantastic! Yes, even the superintendents are variable learners :) SRD
- Initially designing adult PD utilizing UDL :) *Yes! All learners, including adults, can benefit! +1 SRD*
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- Finally coaching teachers! We are starting very small by focusing on one learning goal, one potential barrier, and one potential way to minimize that barrier. Love this approach for now since teachers are so overwhelmed. *AWESOME!!!!!!! So great to hear:) Can't wait to hear about your successes:) +1 SRD Love that you are starting small!*

- Consistent use of the language in all aspects of coaching teachers… What barriers can you predict? How can we plan to make the barriers into successes? If this is good for student A would it also be good for the other students?
  - Yes! This is also a great example of maximizing transfer and generalization for adult learners. The more we can reinforce consistent language across different content areas/scenarios the more opportunities there are for the concepts to crystalize. SRD

- Having a heightened awareness of when various entities don't utilizes UDL and how that may impact viewership, listeners, participants, etc.
  - I would love to learn more about this. We can definitely see what impact UDL does have on students when they are able to access the curriculum in ways that they couldn't before. SRD
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Options for perception

- [Offer ways of customizing the display of information](#)
- [Offer alternatives for auditory information](#)
- [Offer alternatives for visual information](#)

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
- Staff meeting- providing agenda digitally as well as printed for those who prefer, taking notes on the digital version projected on the screen for all to see, providing hearing devices for those who need it - Staff development- provide hyperdoc prior to meeting that has choices to access PD content and then providing multiple means of expressing mastery of content during the context of the PD in breakout rooms- create a skit, create a powerpoint, create a rap song, create a one page flyer to describe etc… - Perhaps a Google survey to allow for staff to choose best means of delivery - i.e. text, video lesson, F2F, etc. Ask about any special needs such as speaker microphone volume, etc - in the same way we ask for any special dietary needs - asking for any representation requests would be beneficial - Offering a hybrid meeting; agendas & materials shared ahead of time digitally & hard	- Allow students to use text to speech and vice versa - Give students meaningful options - Closed captioning on videos, hearing devices, larger font, text to speech, speech to text, - Be sure to include auditory and physical cues, not just visual ones.

copy; options to provide input ● ● Offering materials in both print and digital. Offering different ways to take notes; agenda in calendar invite, on forced copy of slides, hard copy (single sided, double sided). Allow for everyone to choose ahead of time how they need them printed or if they need to bring a device. ● ● ● Check ADA screener for compliance with digital and print materials ● When discussing articles, allow them to read in a quiet space or process with a partner prior to group sharing. Also, written materials provided as a single side or double sided option. ● ● Materials send out in advance helps with processing time, not seeing something important for the first time as soon as you get into a meeting ● ● ●	● When using something like Google Classroom, have the graphic organizer, for example, on big screen, on their screens to use, and possibly a paper version; don't give students too much at once; avoid big packets.

Options for language & symbols

- [Clarify vocabulary and symbols](#)
- [Clarify syntax and structure](#)
- [Support decoding of text, mathematical notation, and symbols](#)
- [Promote understanding across languages](#)
- [Illustrate through multiple media](#)

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●

Options for comprehension

- [Activate or supply background knowledge](#)
- [Highlight patterns, critical features, big ideas, and relationships](#)
- [Guide information processing and visualization](#)
- [Maximize transfer and generalization](#)

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
- Follow up on each PD versus a one and done model. Helping teachers transfer the information from the PD into the classroom with real time support and reflection. +1 - Allowing time within the PD to bring their own examples and "what ifs" to the conversation vs constant sit and get. - Providing background information prior to the staff meeting or PD, beginning the meeting with a opener that activates prior knowledge and sparks interest, giving adults time to process and discuss in breakout rooms, ending with a closing reflective question and allowing adults to discuss their reflections of learning and how it will apply in their context. - Providing materials ahead of time for processing time - Documenting/charting ideas & concepts "Parking lot" for clarifying questions - Allowing time to share - Always ask, how else could you use this? - In person, I love using gallery walks to disseminate info and also get feedback to see where a particular group is with a concept	- I have started wondering a lot about the role of transfer and the transition between different grades. How can we support learners to carry some of their skills that they have developed over the course of a year into the next grade and use these to hit the ground running a little more. AND how can we support teachers around understanding who learners are a little faster. - Teacher and student think alouds during a process can be powerful in any subject - I've seen great things with vocab when more than one teacher uses the list for the unit, etc. - Especially with student attendance being what it is with quarantines, etc., activating and supplying background knowledge is so important, as well as showing how "this" is related to "that"-- something we looked at earlier, etc.

Resources / Ideas to Share
- [Color Blind Web Filter](#)
- [Color Contrast Checker](#)
- [AEM Center](#)
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Module 4 - Action & Expression

Recording

Agenda

9. Record!
10. Celebration of first in-person visits!
11. International Women's Day: Who is a woman you admire?
12. Reflect on Module 4
13. Reminder of your personal framing - Learning situation to change, problem of practice, or professional learning goal
14. Share ideas about how to provide multiple means of action & expression
    a. Physical Action
    b. Expression & Communication
    c. Executive Functions
15. Preview Module 5 - Expert Learning
16. Wins & Wishes
17. Stoplight Reflection

Share Other Resources here

Reflection:

Start-What have you started doing?	**Keep** - What might you want to keep doing?	**Stop -** What is something you might want to let go of for now?
	Keep holding space and time for the work to move forward at its own pace. You can't force or rush the work.	
	Meeting people where they are in their UDL journey and being mindful of how much bandwidth our educators have right now Thank you for naming this! I feel like we can have big ambitions, especially when the content inspires us. However, we know that the chances of long-term success are greater when teachers/educators feel supported in this work. SRD	Trying to do it all.

Weekly in-person coaching	Finding ways to help teachers make learning relevant to students (Engagement principle)	Trying to carry out everything at once. Cultivate practice, not perfection.+1
Encouraging teachers to consider multiple possible outcomes. What other ways might there be for students to show what they know? +1+1	I would like to continue to communicate with teachers the idea that considering multiple means of expression does not mean sacrificing rigorous instruction and learning. This is huge and such an important misconception to debunk. Ideally, when we are offering choices, those choices are not any more or less rigorous. They are just different means of reaching the same goal! SRD	Trying to cover all of the guidelines!
Taking time for personal reflection	Continue this practice	Stressing about things I cannot control +1000000000!!!
Encouraging teachers to think about other ways to present and allow students to share info +1+1	Recognizing teachers' capacity and encouraging them to take small steps for big results.	Same as above!! Focus on what I can control +1
Coaching/collaborating more frequently +1	Keeping the coaching/collaboration very focused and simplified So helpful to remember that starting small and specific is the way to go so as not to overwhelm. SRD.	Spending too much time on details that really don't matter in the larger picture. +1+1
Working with school site teams	Continue to collaborate across departments	Being the lead in the design or facilitation, I want to provide more opportunities for my team members to lead
Conversations with teachers to learn about their practices	Work more collaboratively with the participating teachers and continue to support them as they learn from coaches and each other +1	

Options for physical action

- [Vary the methods for response and navigation](#)
- [Optimize access to tools and assistive technologies](#)

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
- Post-it notes & moving around a room - Closed captions wherever possible 4 Corners - Good, Better, Best, Boo - Heavier reading should be frontloaded prior to meeting	- PBL - Provide multiple means of answering prompts including ways that get them up and moving - Practice saying your answer/idea with a partner before going public; feedback in between– esp. With groups who don't know each other well yet

Options for expression & communication

- [Use multiple media for communication](#)
- [Use multiple tools for construction and composition](#)
- [Build fluencies with graduated levels of support for practice and performance](#)

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
Multiple options for output: slideshow, written response, etc.	Sketch notes, photo responses, etc. with rationale for the choices

● Individual/small group/pair responses ● ● ● ● ● ● ● ●	● Options for individual/collaborative work ● ● ● ● ● ● ● ●

Options for executive functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

In **learning experience** / staff meeting / professional development design	In the Teaching and Learning **Learning Environment and Culture**
● Set and communicate clear goals ● Provide opportunities for participants to monitor progress and reflect throughout session ● Graphic organizer to support the organization and retention of information ● ● ● Guide students to set their own goals and help them plan to overcome barriers ● ● ● ● ● ● ● ●	● Planning templates ● Provide opportunities to reflect and monitor progress throughout learning experience ● Share what it looks like to achieve the goal: exemplars, annotated work samples, rubrics, checklists, etc. ● Graphic organizers to support the organization of information ● Self-assessment (e.g. exit tickets, fist to five, etc.) ● Peer / Partner check-ins ● Use of planners & calendars ○ Yes! And I am always wondering: how can the LMS system support this? ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Wins & Wishes

Wins	Wishes
- Finally getting into a coaching cycle groove - Hearing teachers considering UDL options which were not on their radar before - Getting a coaching schedule finally! - Teachers being aware of barriers and thinking about how to remove them	- Wish that communicating with teachers was more streamlined

Module 5 - Expert Learners

Agenda

1. Record!
2. Check-in: Mood Meter
3. Incorporating Feedback from In-Person Visit Debrief
4. Coaching Reflection
5. Reflect on Module 5-Coaching for Expert Learners
6. Preview next steps:
   a. UDL FAQ
   b. Guest Speaker
   c. Instructional Rounds
7. Stoplight Reflection

Reflection: Coaching UDL is …

Supporting teachers to become **expert learners** about their practice. Making **design thinking visible** so teachers can identify barriers, embrace learner variability and design for expert learning in their students. Developing a habit of mind in teachers for using **UDL as a lens** for seeing problems of practice.

Practices of Expert Learners
Practices of Expert Learners (List Version)

What resonates with you?
- I love changing mindsets—making it a habit of mind for using UDL as a lens+1
  - +1 It can be so powerful to have folks start to view their learners differently. SRD
- I love the idea of making design thinking visible, almost like a metacognitive process.
- Honoring the fact that we all come to the table as expert learners already
  - I love this! We can recognize that we all come with so many gifts already. SRD
-
- Developing a habit of mind +1
-
- Making design thinking visible
- Identifying barriers to design for student success
-
- Supporting teachers to become expert learners about their practice
- The importance of reflection in expert learning. We so often skip or don't have time for the critical reflection piece. I was very guilty of rushing past that as a teacher and wish I knew then what I know now. +1 (I was also guilty of this!)

In what contexts have you seen educators practicing expert learning?
- Making choices in what, when and how they engage with content
- Working collaboratively with others
  - This is so essential to breaking down silos and leveraging the strengths of a community of learners. We are all lifelong learners! SRD
- Revisiting, revising and rethinking design
- Rethinking education in a pandemic has show the true innovation in our profession
-
- Recognizing tools and resources that would help them find, structure and remember new information.
- Asking for further education in areas such as SEL, pedagogical training, and putting their takeaways into practice
- Willingness to think out of the box and try a new approach when the standard method may not be working
  - I love it when a teacher is able to just "give it a try." Was there anything that helped support their willingness to give it a go? SRD
- Teachers and administrators have to become experts at monitoring and regulating their own emotional reactions
  - I love this one. Self-regulation demonstrated as a model for students
- Thinking as a designer rather than a planner
  - I love this reframe! For years, I thought of myself as a planner and/or "prepper." It feels like we have so much more agency when we think of ourselves as true designers. SRD
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What does expert learning look like at the site(s) you support?
- For teachers it looks like using their time and resources efficiently, taking advantage of opportunities to learn and collaborate with others to best meet the needs of their learners
- Reflection and advocacy for needs.
  - Yes advocate!
- Focusing on continuous improvement which falls under the strategic and goal-directed strand
-
- Asking for another set of eyes such as those of an instructional coach
- Lesson studies
- Encouraging collaboration and group reflection on classroom practices – especially within the same subject area.
- Relentless reflection and collaboration… growth mindset!
  - I love the use of the term "relentless" here! SRD
-

UDL Coaching Questions:

1. What barriers might exist in the curriculum (methods, materials, assessments, and environment)?
2. What learner variability are you anticipating and designing for?
3. How does this lesson build expert learning?

Options for Expert-Learning-Focused Coaching Questions:
- Expert Learner Organizer + Coaching Prompts

Resources:
- Practices of Expert Learners
- Practices of Expert Learners (List Version)
- Expert Learner Organizer

Final Discussion -The UDL Journey
Link to [slidedeck](#)

Agenda

1. Record!
2. Check-in: Mood Meter
3. Reflection on UDL Journey
4. Looking for the UDL guidelines
5. Coaching Prompts
6. Preview 2022-2023 school year
7. Acknowledgements & Appreciations

Reflecting on the UDL Journey:

- UDL is less likely to take root when teachers are overwhelmed and have little to no time to collaborate about design. Giving choices to students is wonderful, but there is so much more to UDL.
- I am learning new ways of connecting UDL with context-specific needs around collective trauma and resilience
- Students are far more engaged when we put deliberate intention into creating UDL opportunities - engagement is heightened - discourse heard and enthusiasm seen.+1
- We are truly engaging and enriching our educational programs when UDL is applied and we see student outcomes improve. +1
- Our team is enthusiastically engaged in developing vertically aligned, thematic UDL strategies in order to have the greatest impact on student outcomes. The staff has been known to engage in "midnight texts" as they share excitement and new ideas. We are strengthening teams and ongoing conversations that reflect UDL strategies and mindset of continuous improvement within our system design.
- I am learning that new teachers coming into the profession are quite aware of UDL theory and strategies. What I realize is that for the experienced teachers (including myself), this is a newer concept. I have learned to look at lesson planning through a roader lens, and in working with teachers I focus on the intentionality of "UDLing it" - students as well as teachers have responded positively and gratefully. I have also become more aware of my own learning preferences which has been an added bonus.
- Students appreciate having options, high standards, and equally high support.
- Teachers are eager to implement UDL in their classes
- Students are more engaged when they are offered instruction in a variety of ways; the new teachers who have not student taught are in need of support for implementation strategies.

- The design in advance of a lesson and in anticipation of where students may need support has made huge differences in instruction and learning. Where it is thoughtful and intentional, the students thrive.+1

Looking for the UDL Guidelines

- [Public Speaking Video](#) (9 minute YouTube)
- [UDL Inventory](#)

UDL Coaching Questions:

1. What is a barrier you can anticipate for your students?
2. What is one option you might consider offering?
3. What barriers might exist in the curriculum (methods, materials, assessments, and environment)?
4. What learner variability are you anticipating and designing for?
5. How does this lesson build expert learning?
6. How do you know if the students are successful?
7. How are you inviting students to self-assess?
8. Think about one student who you anticipate will struggle with this. What is a barrier you can anticipate for them? What design options might you incorporate?
   a. Think of a time they were successful. What conditions helped them?
9. By overcoming the barrier with _____, would that help any other students in your class?
10. What SEL strategies may need to be incorporated so that everyone feels safe with this particular assignment?

Acknowledgements & Appreciations

As a result of our time together, I…
- End my days with a little more hope for the future and joy for the career. :) Thank you Sylvia for being so positive!!!
- Feel well-supported by my COE team, CAST, and the FNLDC.
- I have met wonderful, passionate educators who are committed to improving our systems for our children and so glad that we have this opportunity to join forces!
- As a result of our time together, I have come to appreciate the tremendous work our COEs engage in and have appreciated the collaboration and growing relationships.
- Have experienced a much more enriching school year.
- I feel excited for the direction we are headed!

- As a result of our time together, I am reminded of what amazing leaders and colleagues there are sharing this work.
- Teachers have had a rough couple of years; calling out what they are doing right has been affirming for them.
- As a result of our time together, I have developed an appreciation for the concerted effort of our team members and those in this learning community. I am inspired by the learning and growth of each team member and of the team as a whole. I am proud of the progress the team has made and excited to see how it impacts student success. I appreciate the conversations that have taken place in this group and I am inspired by your commitment to this important work.
- Have been more intentional about practicing the concepts in my work with teachers and colleagues
- Appreciate all the hard work and leadership from our friends at Butte COE; to be awarded a grant was wonderful, but then it was like OHHHHH, we got the grant (insert gritted teeth emoji here)+1:)
- The site visits were great; I hope we can do that earlier in the year and at least one more. +1 +1
- Appreciate Sylvia for being so welcoming, engaging, and knowledgeable. +1
- Grateful to the Shasta County principals who graciously put up with my many emails and requests. :)
- Am thankful for the support and time to connect