



Universal Design for Learning Coaching Academy Workshop Series

FNLDC - 2022 - 2023

Your Facilitator

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Google Site: <https://fnldc.cast.org/home>

Session Google Slides:
<https://bit.ly/FarNorthCoaches>

Zoom link for virtual sessions
<https://us02web.zoom.us/j/85461576392?pwd=aBhSGVLN3AveUdUUHBDWGsWVg3Zz09>

Schedule of Sessions

Dates	Topics	Recording Link
9/27/22	Introduction to Instructional Rounds	Recording
10/26/22	Instructional Rounds Debrief	Recording
11/15/22	Designing a Vision	Recording
12/13/22	Self-Assessment	Recording
1/17/23	Designing an Change Idea	Recording
2/14/23	Continuous Improvement Cycle	Recording
4/25/23	Continuous Improvement Cycle Part 2	Recording
5/23/22	Preparing for Future Implementation	Recording

Session 7: May 23

Today's Goals:

1. To acknowledge and celebrate our UDL journey thus far
2. To reflect on how implementation has evolved and consider what to focus on next
3. To preview next year's learning

Your goals for today:

- Gain a better understanding of next steps +1
- Learn how UDL will be combined with literacy going forward
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Reflection: How has implementation evolved?

What progress have you made in implementing UDL?

- I'm very optimistic based on the most recent IR's. Teachers have goals and new admin coming in will support PD!
- My team of teachers have grown confidence and competence as teachers implementing UDL strategies and helping inspire/grow the love of reading. Looking at the SICCC - they have made great strides in teaching and learning.
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What would you like to focus on moving forward?

- Continuing to identify barriers and provide options for student access
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Acknowledgements & Appreciations

- I appreciate the teachers who participate with fidelity
- I appreciate the cooperation of admins at the sites
- The enthusiasm of leaders
- Teachers who have overcome obstacles and continue to seek best options for our students and fellow staff.

Butte
Plumas
Shasta
Modoc

UDL SICC Game:

- [Player 1 Deck](#)
- [Player 2 Deck](#)
- [Player 3 Deck](#)
- [Player 4 Deck](#)

Self-Assessment Resources

- [UDL-SICC Self Assessment](#) - This will give you an editable copy of the self-assessment.
 - [UDL-SICC Website](#)
 - [SelfAnatomy of the Self-Assessment Slides](#) - If you are totally new to the UDL-SICC these slides can help you understand the structure.
 - [Ratings](#) - This slide explains the ratings in the self-assessment. The same content is available in the self-assessment document itself.
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Session 5: February 14

Today's Goals:

7. Develop a Theory of Improvement
8. Understand PDSA Cycles and their role in UDL Implementation.
9. Plan a PDSA Cycle

Your goals for today:

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- Gather some new coaching ideas, specifically how to encourage literacy in the classroom. +1
- Continue to build on my coaching abilities so that we can grow UDL practices and build literacy in the county.
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- Learn from FNLDC implementation to help inform practice in CCIL project as well
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- Planning for next steps with our teachers and how it fits with the other work they are currently doing

- Refine understanding of of PDSA cycles and collective efficacy
- Introduce PDSA “light” to the teachers so it is useful but not overwhelming +1 yes!!
- Gain some new ideas to support teachers in improvement so it’s not “one more thing” on their plate
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- Learn about how PDSAs can be used with UDL
- Identify the next steps to support our literacy grant teachers in PDSA.
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Continuous Improvement Cycle Resources

- [Change Cycle Planner](#)
 - [SICC Indicators](#)
 - [Vision Statements](#)
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Session 4: January 17

Today’s Goals:

10. To turn SICC self-assessment data into a change idea
11. To explore the SICC domain most relevant to your vision

Your goals for today:

- Learn more about the SICC and how to leverage it to facilitate making positive changes in the districts and schools we serve
- Setting criteria via the SICC to evaluate growth in literacy
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- Continue to learn about the SICC and how it can be implemented in our district
- Get back in the UDL game. Where are we going? Where have we been?
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- Refocus on UDL vision and support within the context of literacy. Learn more about SICC
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Change Ideas Resources

- [Vision Statements](#)
- [SICC Indicators](#)
- [Optional Flowchart](#) (Domain→Element→Indicator→Change Ideas)

Session 3: December 13

Today's Goals:

- 12. Articulate the importance of data
- 13. Revisiting our vision & questions
- 14. Self-assess with data

Your goals for today:

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- Find ways to promote engagement with complex texts, and help teachers facilitate learning with those texts
- Personal Goal: Continue to build my capacity as a coach. Team Goal: what are next steps for our team and then whole school
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- Decide on some next steps for our team. Think about how we expand our experiences beyond our small group and to the rest of the school.
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- Get my brain back into the realm of this grant after being gone :) Look at next steps, etc.
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Spotlight Reflection: Please share your experience from today

Something that stopped your learning today	Questions you have	Something you are excited about

Session Resources:

- [Glean Education Coaching Model](#)
 - [SICC Self-Assessment](#) (full version)
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Session 2: November 15

Today's Goals:

1. To develop a vision for school wide UDL implementation
2. To shift mindsets from “doing UDL” to “using UDL”

Your goals for today:

- Help narrow the focus in order to implement lasting, impactful change without increasing teacher workload
- Hear what is happening in other schools. How is it going? Think about UDL and our school as a whole. I'd like to learn how to develop a vision with a collaborative group at our school.
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- Develop a vision for UDL that has long lasting, meaningful change that benefits all!
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- Develop a vision that exemplifies UDL practices and Literacy Strategies designed to improve literacy outcomes across content areas
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- Develop a vision for UDL implementation that supports teachers where they are and helps them imagine the possibilities and impact
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- How are others shifting the mindset?
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Developing a Vision

Example

School Name: Sylvia's made up school

Teachers are...

- Asking each other to observe their classrooms
- Consulting the guidelines, specific to literacy practices

- Asking each other about barriers and how they are designing learning environments
- Seeking feedback from students

Administrators are...

- Making sure they create enough time for teachers to collaborate with each other
- Not treating UDL like a checklist of look-fors in the school
- Offering feedback
- Seeking feedback from teachers
- Redirecting student-blaming conversations
- Taking responsibility for supporting teachers to help students successfully engage
- Investigating systemic barriers by talking to teachers and students

Systems support by...

- Creating time for adults to co-design collaboratively
- The schedule supports or at least doesn't get in the way of expert learning - including goal setting, monitoring progress, identifying tools and resources, developing a learning plan

Consequently students are...

- Critical, reflective humans who know themselves as learners. They are taking more ownership in their learning and, in some cases, relying less on the teacher and more on their peers and themselves.

Key questions to consider:

1. When do students feel most in charge of their learning?
2. How effective is student reflection and what are they doing with it?
3. How are students who are below grade level in reading reflecting on their learning?

School 1

School Name: Chester Jr/Sr High School

Teachers are...

- Enabled with the tools and resources to create curriculum that meets the needs of all students
- Observing each other and offering cooperative feedback
- Are spending time planning together to create supportive environments and co-teaching opportunities
- Feel safe and supported by admins, coaches, and parents

Administrators are...

- Proactive and present in classrooms and on-campus
- Educated and certificated
- Following through on consequences and upholding zero tolerance policies in order to create a safe and representative environment for all students
- Providing useful feedback and PD
- Ensuring teachers have access to every tool and resource available to them
- Support staff, students, and teachers first & foremost

Systems support by...

- Implementing practical PD, assessments, and tools
- Present in classrooms and campuses to better understand reality
- Actively meeting with teachers and administrators to create ongoing conversations
- Provide ample teacher prep time

Consequently students are...

- Engaged, inspired learners who

Key questions to consider:

School 2

School Name: Happy Valley Elementary School

Teachers are...

- Supported by highly skilled coaches
- Inspired by UDL practices and collaboration among staff
- Spending time collaborating and creating meaningful instruction and learning experiences
- Well-informed and confident about their practices and the impact on student learning

Administrators are...

- Supportive
- Well-informed
- Listening to understand
- Removing barriers and supporting staff and students
- Meeting with teachers and staff to check progress, understanding current practices, and provide support

Systems support by...

- Scheduling professional development opportunities
- Support the opportunity for teachers to observe peers and collaborate with each other
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Consequently students are...

- Engaged in learning
- Inspired by their connection to their progress
- Enthusiastic about discovery and life-long learning
- Making progress every day

Key questions to consider:

1. For students with difficulties self-regulating, how are they doing academically and socially?
2. Are there opportunities for self-reflection?
3. What is the through-line between professional development and student achievement?

School 3

School Name: Quincy Jr/Sr High School

Teachers are... learning every single day, aware of UDL and passionate about it, collaborating with other teachers and with students, observing one another, supporting each other through opportunities to plan together, growing in their understanding of UDL practices and eventually UDL becomes ingrained, automatic and foundational.

Administrators are...visible in the classrooms, providing professional development opportunities, collaborating with teachers, supporting teachers by providing time for collaboration and reflection

Systems support by...teacher planning time, time for observations, time for reflection and revision of lesson plans, common prep periods for teachers who share students,

Consequently students are...reflecting on their own learning, engaged in the learning process, excited about learning, happy to be at school, focused on their learning and their goals.

Key questions to consider:

1. How effective is student reflection and what are they doing with it?
2. What are the opportunities for students to engage in the learning process and are they excited about learning?
3. How are teachers supported with the use of UDL in their classrooms?

School 4

School Name: Modoc Middle School

Teachers are... Listening and learning from their students, collaborating with other professionals, using a growth mindset, looking at opportunities for all students to be successful

Administrators are... dedicated to the time for PLC and dedication to training to really understand so much that they can lead the vision themselves. UDL becomes their vision!

Systems supported by... data and strategy.

Consequently students are... excited and engaged!

Key questions to consider:

1. How do we bring the UDL experience from our Lit Grant experience to the rest of the school site?
2. How are you supported with the implementation of UDL at our sites?
3. Can we expand the walk through experience to the rest of the staff to see how increased engagement means decreased negative behavior?
4. Can we use our AVID schoolwide approach to showcase the UDL crosswalk?

School 5

School Name: Tulelake High School

Teachers are...lifelong learners! They are excited about growing in their craft and ready to take on challenges. Plan lessons with the whole child in mind, by ensuring access for ALL students!

Administrators are...engaged, learning along with staff and leading the charge!

Systems support by...dedicated PLC time

Consequently students are...engaged!

Key questions to consider:

1. Do students feel in charge? Are they engaged in learning? Is it relevant to them?
2. Are ALL student groups included in this vision? What groups are we most concerned about? What are we doing to plan for this?
3. How can we bring this vision to life?

School 6

School Name: Biggs Elementary

Teachers are facilitators who engage student and help them take ownership of their learning

Administrators are able to support teachers carry out the school's vision and mission in their classrooms

Systems support by providing time for teachers to collaborate and work together toward a shared goal

Consequently students feel valued and are engaged

Key questions to consider:

1. Do students feel like their experiences are reflected in class content?
2. Do students feel like they have a voice in their learning?
3. Are teachers given the support they need to meet students' learning needs?

School 7

School Name:

Teachers are...

Administrators are...

Systems support by...

Consequently students are...

Key questions to consider:

School 8

School Name:

Teachers are...

Administrators are...
Systems support by...
Consequently students are...

Key questions to consider:

School 9

School Name:
Teachers are...
Administrators are...
Systems support by...
Consequently students are...

Key questions to consider:

Session 1: September 27

Beginning-of-the-Year Reflections

<p>What are some key takeaways from the kick-off event (KeyNote Speaker + Lesson Design Workshop)</p>	<p>What are you most looking forward to in year 2 of the FNLDC?</p>
<ul style="list-style-type: none">••• I loved seeing teachers think deeply about their design in new and iterative ways•• Shelley Moore was incredibly inspirational! She was just as engaging and genuine in person as she is on film:)•• At one point during the workshop I looked around and saw everyone truly	<ul style="list-style-type: none">•• Teaching supporting one another in coalitions/PLCs• UDL as a tool for inclusion and equity•• Building Teacher capacity around UDL and Literacy so this work lives beyond the life of the grant:)•• Really building literacy in as a key focus.• Continuing to build teacher capacity on each campus.

<p>engaged and working together. Loved it!</p> <ul style="list-style-type: none"> ● ● Shelley was inspiring and very real. It was a great way to get us in the mindset of UDL. ● ● ● Shelley!! She is so authentic and inspirational! ● ● Shelley has so much knowledge about inclusive practices and is so passionate about her work! I am spending a lot of time diving more into her videos and resources! ● Our team appreciated Shelley's presentation and the time to collaborate and learn the system. Our team members are brand new to the team (we have several new teachers on our sites). ● I can't believe how inspired I felt on a Friday afternoon/evening. Shelley's use of humor combined with vulnerability made me feel excited and motivated to make positive changes in my classroom, but also on a larger scale. ● ● I think we needed to anticipate that we would have brand new people to this grant due to turnover or reassignments; I think they were left in the dust a little bit. I know that as a COE we tried to fill in some gaps, but they need more UDL basics. ● Shelley was so inspiring and packaged the information in such a digestible pack. 	<ul style="list-style-type: none"> ● All of the creative ways that my teachers will build competence and be creative with UDL and literacy. ● ● Building teacher confidence in UDL & literacy ● Focus on UDL ● ● Learning practical ways to support teachers in implementing UDL strategies in their classrooms ● ● ● Really expanding UDL implementation in our cohort of teachers. ●
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Your goals for today:

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- Understand the importance of Instructional Rounds and how they can be used to improve student outcomes across content areas and grade levels +1

- Know what I need to get done prior to instructional rounds+1
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- Gain a better understanding of instructional rounds so that I can prepare teachers.
- Bridging my knowledge of Instructional Rounds to PLC to Lesson Study
- Helping our new teachers acclimate and fully understand the purpose of the instructional rounds and UDL as a foundational philosophies
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- I am in need of some specific advice on how to support our math teacher-not related to instructional rounds, but she is struggling with how to implement UDL when her students are at all different levels in terms of content knowledge.
 - I would love to talk to you more about this!

Expert Learning: Reflection

What are you already doing to support **educators** in becoming **expert learners** in your setting?

- Taking teachers on a walkabout in classrooms to learn from other teachers and make peer reflections meaningful.
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- Starting lesson study rounds in one of the districts
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- Asking about potential barriers regularly and how to overcome them
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- My visit notes have three columns: 1. Seen & heard (like a camera) 2. Kudos, Questions, Suggestions, Barriers 3. Space for teachers to respond to columns 1 & 2. This is our discussion basis.
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Exit Ticket

<https://bit.ly/FarNorthExit>

Session Resources:

- [Practices of an Expert Learner](#) (list version)
- [Practices of an Expert Learner](#) (Google doc)
- [Instructional Rounds Observation Form](#) (Google doc)