COACHING WITH A UDL LENS

GETTING STARTED

DR. LIZ BERQUIST

LIZBERQUIST@ALLINED.COM
What is instructional coaching?

“Instructional coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.”

-Jim Knight.
GOAL

To explain how the UDL framework can be used as a guide for instructional coaching.
Our Agenda:

- Coaching & The Guidelines
- Top 10 Strategies To Get Started
- Exploration

Learn More?

Check out Chapter 2: Changing Beliefs: A View Inside A Coaching Experience Based On UDL (Berquist, Carey, Ralabate, Sadera)
What is instructional coaching?

“Instructional coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.”

-Jim Knight.
### Universal Design for Learning Guidelines

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Representation</th>
<th>Action &amp; Expression</th>
</tr>
</thead>
</table>
| Provide options for self-regulation  
  + Promote expectations and beliefs that optimize motivation  
  + Facilitate personal coping skills and strategies  
  + Develop self-assessment and reflection | Provide options for comprehension  
  + Activate or supply background knowledge  
  + Highlight patterns, critical features, big ideas, and relationships  
  + Guide information processing, visualization, and manipulation  
  + Maximize transfer and generalization | Provide options for executive functions  
  + Guide appropriate goal-setting  
  + Support planning and strategy development  
  + Enhance capacity for monitoring progress |
| Provide options for sustaining effort and persistence  
  + Heighten salience of goals and objectives  
  + Vary demands and resources to optimize challenge  
  + Foster collaboration and community  
  + Increase mastery-oriented feedback | Provide options for language, mathematical expressions, and 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 | Provide options for expression and communication  
  + Use multiple media for communication  
  + Use multiple tools for construction and composition  
  + Build fluencies with graduated levels of support for practice and performance |
| Provide options for recruiting interest  
  + Optimize individual choice and autonomy  
  + Optimize relevance, value, and authenticity  
  + Minimize threats and distractions | Provide options for perception  
  + Offer ways of customizing the display of information  
  + Offer alternatives for auditory information  
  + Offer alternatives for visual information | Provide options for physical action  
  + Vary the methods for response and navigation  
  + Optimize access to tools and assistive technologies |
What is instructional coaching?

“Instructional coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.”

-Jim Knight.
HELLO
my name is
EXPERT
1. VOLUNTEER VS...

voluntold

to be told that you have been volunteered for *something*, volunteered without your *express* consent or *knowledge*.

I was voluntold for the **charity** event at my **fraternity house** by my brother.

#volunteered #voluntary #involuntary #consent #participant
2. MINDSET SHIFT
3. COLLABORATION

Affective Networks: The Why of Learning

Professional Development vs. Professional Learning Communities

- **PD** is specialized training or education designed to advance individual competencies.
- The purpose of PD is to support district priorities or individual needs.
- PD is often led by district leaders or outside experts/consultants.
- PD participants are given information and tasked with applying new information to their context.

- **PLC** is a team that regularly collaborates toward a shared vision focused on improvement.
- The purpose of a PLC is to advance a shared goal based on district or school priorities.
- PLCs are led by a non-evaluative facilitator and are driven by participant needs.
- PLC members are responsible for collaborating to find answers.
4. WHAT DOES UDL LOOK LIKE?
MULTIPLE REPRESENTATIONS
5. WHAT DOES UDL LOOK LIKE?
MULTIPLE REPRESENTATIONS
6. MULTIPLE REPRESENTATIONS OF THE GUIDELINES

**Principles**

- Provide Multiple Means of Engagement
  - Purposeful, motivated learners
- Provide Multiple Means of Representation
  - Resourceful, knowledgeable learners
- Provide Multiple Means of Action & Expression
  - Strategic, goal-directed learners

**Guidelines**

- Provide options for self-regulation
  - Promote aspirations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-assessment and reaction

- Provide options for sustaining effort and persistence
  - Heighten salience of goals and objectives
  - Vary demands and resources to optimize challenge
  - Foster collaboration and community
  - Increase mastery-oriented feedback

- Provide options for language, mathematical expressions, and 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

- Provide options for physical action
  - Offer ways of customizing the display
  - Vary the methods for response

- Provide options for perception
  - Offer ways of customizing the display

- Provide options for expression and communication
  - Use multiple media for communication
  - Use multiple tools for construction and composition
  - Build stories with graduated levels of support for practice and performance
7. MULTIPLE REPRESENTATIONS "IN REAL LIFE"
8. USE THE GUIDELINES AS STRUCTURE

“...educators may find an array of individual uses for the guidelines... they can be most useful...as tools to support the design of lessons or units, as tools to assess instructional methods and materials and as tools for facilitating discussion...”
# 9. Begin with the Learning Environment

## Learning Environment Design

<table>
<thead>
<tr>
<th>Provide Multiple Means of Engagement</th>
<th>Provide Multiple Means of Representation</th>
<th>Provide Multiple Means of Action &amp; Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful, motivated learners</td>
<td>Resourceful, knowledgeable learners</td>
<td>Strategic, goal-directed learners</td>
</tr>
</tbody>
</table>
| - Promote expectations and beliefs that optimize motivation  
- Facilitate personal coping skills and strategies  
- Develop self-assessment and reflection | - Activate or supply background knowledge  
- Visually represent patterns, critical features, big ideas, and relationships  
- Guide information processing, visualization, and manipulation  
- Maximize transfer and generalization | - Guide appropriate goal-setting  
- Support planning and strategy development  
- Facilitate managing information and resources  
- Enhance capacity for monitoring progress |
| Provide options for sustaining effort and persistence  
- Heighten salience of goals and objectives  
- Vary demands and resources to optimise challenges  
- Foster collaboration and community  
- Increase mastery-oriented feedback | Provide options for language, mathematical expressions, and symbols  
- Clarify vocabulary and symbols  
- Support decoding of text, mathematical notation, and symbols  
- Promote understanding across languages  
- Illustrate through multiple media | Provide options for expression and communication  
- Use multiple media for communication  
- Use multiple tools for construction and composition  
- Build fluency with graduated levels of support for practice and performance |
| Provide options for recruiting interest  
- Optimize individual choice and autonomy  
- Optimize relevance, value, and authenticity  
- Minimize threats and distractions | Provide options for perception  
- Offer ways of customizing the display of information  
- Offer alternatives for auditory information  
- Offer alternatives for visual information | Provide options for physical action  
- Vary the methods for response and navigation  
- Optimize access to tools and assistive technologies |
10. PROVIDE RISK FREE OPPORTUNITIES TO IMPLEMENT

UDL Rounds Organizer
Use the space below to record any relevant notes on school context and the focus for today’s UDL Rounds:

Our campus problem of practice is...

My personal learning goal for today’s observations is...

Look for evidence of our problem of practice and your personal learning goal

<table>
<thead>
<tr>
<th>Problem of Practice</th>
<th>Personal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation #1 Evidence</td>
<td></td>
</tr>
</tbody>
</table>
COACHING WITH A UDL LENS

QUESTIONS?
STAY CONNECTED

DR. LIZ BERQUIST

LIZBERQUIST@ALLINED.COM