Our UDL Implementation Journey:

Chavez High School
Houston, Texas
Monday, July 30th, 2017 • 1:00pm – 1:55p

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Project Goals: 3-5 Year Journey (2017 is Year 4)

1. Build campus-wide capacity in UDL
2. Create a common language
3. Implement through research-based instructional practices
4. Model and support through PLCs
5. Demonstrate change in beliefs, knowledge, and practices
6. Demonstrate academic benefit
7. Become an exemplar of UDL implementation
Agenda

Resources and UDL-THSLE Overview (10 minutes)
Deep Dive Roundtable (two 20 minute rotations)
Q and A (5 minutes)
Multiple options for participants:

Note-taking guide (digital)
http://tinyurl.com/udlthslenotes2017

Presentation
http://tinyurl.com/THSLEslides2017
Multiple options for participants:

Questions? Lino
http://tinyurl.com/udlthsle

UDL Connect (Group: UDL THSLE)
http://tinyurl.com/thsle
Why UDL?

Railroads, Port of Houston, Interstate Highways, International Airport, and more than a dozen multinational and local petrochemical plants and refineries... ("Down-the-Line")
Why UDL?
Table 1: Summary of Selected Professional Learning Options

<table>
<thead>
<tr>
<th>Professional Learning Option</th>
<th>Participants</th>
<th>Required or Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPLC</td>
<td>Open to any professional staff member who wants to participate</td>
<td>Optional</td>
</tr>
<tr>
<td>LPC</td>
<td>All campus administrators</td>
<td>Required</td>
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<tr>
<td>Two-day UDL institute for campus administrative team</td>
<td>LPLC Members</td>
<td>Required</td>
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<tr>
<td>Three-day co-teach institute for co-teach partnerships</td>
<td>TPLC and noncohort co-teachers</td>
<td>Optional</td>
</tr>
<tr>
<td>Half-day campus-wide UDL professional development and break-out sessions during beginning of year staff development</td>
<td>Entire professional staff</td>
<td>Required</td>
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<tr>
<td>Book studies</td>
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<tr>
<td>Year 1</td>
<td></td>
<td></td>
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<tr>
<td>• UDL Theory to Practice</td>
<td>Entire professional staff</td>
<td>Optional</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
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<tr>
<td>• End of Average</td>
<td>Entire professional staff</td>
<td>Required</td>
</tr>
<tr>
<td>• UDL Now!</td>
<td>TPLC</td>
<td></td>
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<tr>
<td>Early dismissal professional development sessions on UDL</td>
<td>Noncohort staff</td>
<td>Required</td>
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<tr>
<td>Professional development “Saturday Sessions”</td>
<td>TPLC and LPLC</td>
<td>Optional</td>
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<tr>
<td>External visits to observe UDL in action</td>
<td>Select members of TPLC and LPLC</td>
<td>Optional</td>
</tr>
<tr>
<td>UDL campus-based “Spotlight” practices shared at each faculty meeting</td>
<td>Entire professional staff</td>
<td>Optional</td>
</tr>
<tr>
<td>Facilitated learning walks</td>
<td>TPLC and LPLC</td>
<td>Required</td>
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<tr>
<td>UDL instructional rounds</td>
<td>TPLC and LPLC</td>
<td>Required</td>
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</tbody>
</table>
Years 3 and 4

✓ UDL Facilitator
✓ Multi-year-What's new in Y3?
✓ Campus support-expanding PLC work
✓ UDL framework-modelling of framework, application to learning environment
✓ Professional learning-book study, LWs, rounds, opportunities to share
✓ Designing for every learner- options for each phase

https://www.lobocademy.com
YEAR 3

INTRODUCED THE ROLE OF THE UDL FACILITATOR

MORE THAN DOUBLED THE MEMBERS OF THE UDL COHORT

BOOK STUDY (LESSON PLAN)

THE FOCUS OF THE FRAMEWORK WAS ON ENGAGEMENT

THIS WAS THE YEAR OUR PROGRAM REALLY STARTED TO “MAKE NOISE” AROUND THE DISTRICT AND BEYOND, WE HAD VISITORS FROM THE WHOLE COUNTRY COMING TO OBSERVE US.
Upcoming YEAR 4. Objectives:

INCREASE THE NUMBER OF UDL COHORT MEMBERS

HAVE NON COHORT MEMBERS MORE INVOLVED IN UDL PRACTICES

THE FOCUS OF THE FRAMEWORK WILL BE ON REPRESENTATION

LOBOCADEMY – DOING PD THE UDL WAY.

IB ⇌ UDL
Roundtables: 20 minutes, select 2 options:

- Rene: Administrator Role
- Liz: Leadership and teacher professional learning communities
- Juan: UDL Facilitator Role
- Courtney, Brittany, Michael: Teacher Panel
Questions?

Lino

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Thank you!