Closing the Achievement Gap Through Universally Designed Leadership

Dr. Kristan Rodriguez
Co-author of Universally Designed Leadership

Slides/Links HERE
**Objectives**

After this session, you will:

- Understand **WHY** universally designed leadership is an effective framework to achieve success for all students
- Have at least one a-ha moment about **WHAT** Universally Designed Leadership looks like in practice
- Self-reflect on your own practice to identify a personalized strategy for **HOW** you will incorporate universally designed leadership to address an issue of inequity in your district

Simon Sinek’s Golden Circle with UDL inspiration
## District Information

<table>
<thead>
<tr>
<th>District</th>
<th>Groton-Dunstable (06730000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>Northeast</td>
</tr>
<tr>
<td>Title I Status</td>
<td>Yes</td>
</tr>
<tr>
<td>Accountability and Assistance Level</td>
<td>Level 2</td>
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</table>

### Summary > Students w/disabilities

#### Progress and Performance Index (PPI) Subgroup Data

**View Detailed 2016 Data for Each Indicator**

<table>
<thead>
<tr>
<th>Metric</th>
<th>2013</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Narrowing proficiency gaps (Composite Performance Index)</td>
<td>25</td>
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<tr>
<td>Growth (Student Growth Percentiles)</td>
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<tr>
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<tr>
<td><strong>High School</strong></td>
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<tr>
<td>Annual dropout rate</td>
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<tr>
<td>Cohort graduation rate</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Points awarded for narrowing proficiency gaps, growth, and high school indicators</strong></td>
<td>175</td>
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<tr>
<td><strong>Points awarded for extra credit</strong></td>
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<td><strong>Total points awarded</strong></td>
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<td>Number of proficiency gap narrowing, growth, and high school indicators</td>
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<td><strong>Annual PPI = (Total points / Number of indicators)</strong></td>
<td>29</td>
<td>42</td>
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</table>
## 2016 Accountability Data - Groton-Dunstable

### District Information
- **District:** Groton-Dunstable (06730000)
- **Region:** Northeast
- **Title I Status:** Yes
- **Accountability and Assistance Level:** Level 2

### Summary > Students w/disabilities

#### Progress and Performance Index (PPI) Subgroup Data

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<td><strong>2013</strong></td>
<td><strong>2014</strong></td>
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</tbody>
</table>
| English Language Arts
  Narrowing proficiency gaps (Composite Performance Index)                | 25             | 25       | 25       | 50       |
  Growth (Student Growth Percentiles)                                       | 50             | 50       | 25       | 75       |
  Extra credit for decreasing % Warning/Failing (10% or more)                | 0              | 0        | 0        | 0        |
  Extra credit for increasing % Advanced (10% or more)                       | 0              | 0        | 25       | 25       |
| Mathematics                                                               |                |          |          |
  Narrowing proficiency gaps (Composite Performance Index)                  | 25             | 50       | 75       | 75       |
  Growth (Student Growth Percentiles)                                       | 50             | 50       | 75       | 75       |
  Extra credit for decreasing % Warning/Failing (10% or more)                | 0              | 0        | 25       | 0        |
  Extra credit for increasing % Advanced (10% or more)                       | 0              | 25       | 25       | 25       |
| Science                                                                   |                |          |
  Narrowing proficiency gaps (Composite Performance Index)                  | 25             | 0        | 75       | 75       |
  Extra credit for decreasing % Warning/Failing (10% or more)                | 0              | 0        | 25       | 0        |
  Extra credit for increasing % Advanced (10% or more)                       | 0              | 25       | 0        | 25       |
| High School                                                               |                |          |          |
  Annual dropout rate                                                       | 0              | 25       | 0        | 25       |
  Cohort graduation rate                                                    | -              | -        | 75       | 100      |

- **Points awarded for narrowing proficiency gaps, growth, and high school indicators:** 175, 200, 350, 475
- **Points awarded for extra credit:** 0, 50, 100, 75
- **Total points awarded:** 175, 250, 450, 550
- **Number of proficiency gap narrowing, growth, and high school indicators:** 6, 6, 7, 7
- **Annual PPI = (Total points / Number of indicators):** 29, 42, 64, 79
Our journey
WHOOPS!

Success

what people think it looks like

Success

what it really looks like

EVERY MISTAKE YOU MAKE IS PROGRESS
What We Are  
What We Are Not  
What Do We Want to Become?

Promote expectations and beliefs that optimize motivation
Vision Statement/Core Values

Current Draft: Vision Statement

Guiding students to learn today, lead tomorrow, and reach the world.

In our vision of education, students are curious, engaged learners who are gaining the tools and knowledge to become positive contributing members of local and global communities. Our model of instruction meets the needs of ALL students and is based on a comprehensive curriculum assessed with real-world tasks. Educational funding is provided by a highly engaged community based on student and district needs. We employ strong professionals, who are enabled by continuous training and support to make decisions based on expertise, data, and research. The schools are physically and emotionally safe spaces.

Current Draft: Core Values

The Groton-Dunstable Regional School District believes in:

- An Engaging, Relevant, and Research-Based Curriculum and Instructional Model
- A Holistic Education
- A Safe and Positive Learning Environment
- Curiosity and Creativity
- A Growth Mindset
- Personalized Learning
- A Collaborative Community
Vision Refinement

Check Out Our New Vision Statement

As you may remember, community members, parents, school staff, board members, school employees, municipal officials, and staff, business leaders, and representatives from nonprofit organizations participated in the Future Search event on January 28 and 30 at the Chelsea County Club. Nearly 150 members of the community gathered for the day and a half day workshop aimed at shaping the future for the Duxbury-Scituate Regional School District. We were driven by the question: What are your hopes and dreams for Duxbury in the future? During that work, over 20 members of the original group came together to write a vision statement. From this work, on March 30, over 30 members

Building Students to learn today and tomorrow, and reach the world:

- Students are diverse, engaged lifelong learners who are capable of communication and collaboration and who are gaining the tools and concepts to become positive and contributing members of a local and global citizenry.
- We have a university designed, personal, flexible, inclusive, liberal educational model that includes a rich, rigorous, comprehensive, and aligned curriculum that is measured by authentic assessment.
- We are a financially stable district that provides appropriate resources for a quality and responsible education, and where the support and learning of our children is a shared responsibility of a highly engaged community.
Vision Statement

Below is the vision for our school district. It is the depiction of what we hope to be.

*Guiding students to learn today, lead tomorrow, and reach the world.*

- **Embrace a growth mindset.** In our district, talents and abilities develop through effort, purposeful teaching, and persistence. Our students become curious, engaged learners ready to become positive contributors to local and global communities.

- **Eliminate inequities for all students.** Our students are an active part of the design and delivery of their own education so they become self-directed, creative problem solvers. Our universally designed, tiered instructional model meets the needs of all students, is based on a comprehensive standards-based curriculum, and assessed by authentic tasks.

- **Broaden the meaning of success.** We have an expansive definition of student success that encompasses academic achievement, integrated arts, athletics, as well as social, emotional, and behavioral learning.

- **Create environments for innovation.** Our schools provide interactive, inclusive environments that enhance student success through design, technology, creative spaces, and collaboration.
Updated the PD Model (Choice and Flexibility)
Collaborative with Staff
Enough Time for PD in Our Calendar?
Minimize threats and distractions
Adopted Power Elements Supporting Inclusive Practice

Sample Related SMART Goals

Embedded Observation Protocol?

Increase mastery-oriented feedback
Use Those Guidelines!

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Provide options for perception</td>
<td>4: Provide options for physical action</td>
<td>7: Provide options for recruiting interest</td>
</tr>
<tr>
<td>1.1 Offer ways of customizing the display of information</td>
<td>4.1 Vary the methods for response and navigation</td>
<td>7.1 Optimize individual choice and autonomy</td>
</tr>
<tr>
<td>1.2 Offer alternatives for auditory information</td>
<td>4.2 Optimize access to tools and assistive technologies</td>
<td>7.2 Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td>1.3 Offer alternatives for visual information</td>
<td></td>
<td>7.3 Minimize threats and distractions</td>
</tr>
<tr>
<td>2: Provide options for language, mathematical expressions, and symbols</td>
<td>5: Provide options for expression and communication</td>
<td>8: Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>2.1 Clarify vocabulary and symbols</td>
<td>5.1 Use multimedia for communication</td>
<td>8.1 Heighten salience of goals and objectives</td>
</tr>
<tr>
<td>2.2 Clarify syntax and structure</td>
<td>5.2 Use multiple tools for construction and composition</td>
<td>8.2 Vary demands and resources to optimize challenge</td>
</tr>
<tr>
<td>2.3 Support decoding of text, mathematical notation, and symbols</td>
<td>5.3 Build fluencies with graduated levels of support for practice and performance</td>
<td>8.3 Foster collaboration and community</td>
</tr>
<tr>
<td>2.4 Promote understanding across languages</td>
<td></td>
<td>8.4 Increase mastery-oriented feedback</td>
</tr>
<tr>
<td>2.5 Illustrate through multiple media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Activate or supply background knowledge</td>
<td>6.1 Guide appropriate goal-setting</td>
<td>9.1 Promote expectations and beliefs that optimize motivation</td>
</tr>
<tr>
<td>3.2 Highlight patterns, critical features, big ideas, and relationships</td>
<td>6.2 Support planning and strategy development</td>
<td>9.2 Facilitate personal coping skills and strategies</td>
</tr>
<tr>
<td>3.3 Guide information processing, visualization, and manipulation</td>
<td>6.3 Facilitate managing information and resources</td>
<td>9.3 Develop self-assessment and reflection</td>
</tr>
<tr>
<td>3.4 Maximize transfer and generalization</td>
<td>6.4 Enhance capacity for monitoring progress</td>
<td></td>
</tr>
</tbody>
</table>

- Resourceful, knowledgeable learners
- Strategic, goal-directed learners
- Purposeful, motivated learners
This Works with Adults Too...Who Knew?!
Develop self-assessment and reflection
Future Search: Our Proud

Proud

1. **District Performance**: Strong district performance over time and current programs such as the Big Book of Peace, PAVE program at the HS, international student programs, the rigor of AP course options, and the many after school offerings in arts and athletics.

2. **Existing Faculty/Staff**: High quality, hard-working, collaborative, and dedicated teachers and staff.

3. **Current Administration**: Talented, supportive, accessible, and invested leadership.

4. **Parents/Community**: Parent and community members are supportive and invested.

5. **Students**: Trustworthy, respectful, and students who are committed to excellence.
Future Search: Our “ Sorries”

1. Cuts to Staffing and Programming
2. School Finances
3. Social/Emotional Needs of Students
4. Meeting the Needs of All Students
5. Outside Factors Impeding District Focus
Articulating the Need

KEY FINDING 4

We need to improve performance of students with disabilities while meeting the needs of all learners.

Our students with disabilities have experienced declines in performance in all subject areas. Additionally, this population of students is increasing.

- District-wide, composite performance index scores for students with disabilities continue to decrease. State reports showed that comparable districts did not have a similar downward trend.
- 2014 MCAS data for students with disabilities was below the state average and at a 5-year low.
- The number of special education students at Groton-Dunstable has increased from 13.8% in FY2010 to 14.8% in FY2015.
- Recent staff surveys and municipal and school leaders open forums identified "a need to improve intervention and support for special needs students."
Articulating the Why

**VERIFIED ROOT CAUSES**

- Although the state of Massachusetts developed a blueprint for a Multi-Tiered System of Supports (MTSS) in October 2011, the blueprint was only integrated into the district improvement plan this school year.
- While required IEP’s and 504 plans are being met, past cuts eliminated specialized staff who had provided intervention to students below grade level.
- Failure to use data effectively in all tiers of instruction.

**SUPPORTING DATA**

- From FY2009 through FY2013, the district cut 2.5 reading teachers. There are currently no math interventionists at the elementary level.
- We currently only have two co-taught classes at the elementary level that offer special education and general education support in the classroom all day.
- Data is not used regularly and continuously to improve student learning because the district lacks:
  - A learning management system.
  - The resources to track assessment data over time to measure student growth.
  - A consistent universal screening measures.
  - Progress monitoring tools to determine baseline needs and progress towards benchmarks.
Support planning and strategy development
Developing Strategy

Report of Entry Findings

Annual District Improvement Plan Released

Needs Assessment Released

Future Search Conducted

Technology Plan Released

Capital Plan Released

Strategy Coming in Fall of 16
Articulating the Response

**RECOMMENDED SOLUTIONS**

- Establish a functioning [Multi-Tiered System of Support](#) (inclusive of standards-based instruction and assessment, research-based [Universal Design for Learning](#), the [Co-Teaching](#) model, and the incorporation of [Growth Mindset](#) models) to meet the needs of all learners.
- Implement a student data management system to track performance and progress at all levels.
- Create district-wide protocols to use instructional data.
Our Response

Our Theory of Action

If we implement a multi-tiered system of support, establish a financially sustainable model, and engage with our community, then we will reach our vision of guiding students to learn today, lead tomorrow, and reach the world.

Our Strategy

Curriculum, Instruction, and Assessment

Objective: In order to increase achievement for all students, we will develop and implement a multi-tiered system of support with a focus on frameworks-based curriculum, Universal Design for Learning (UDL) and co-teaching.

Initiative: GDRSD will develop and deliver a comprehensive tiered instructional model.
<table>
<thead>
<tr>
<th>Objectives &amp; Initiatives</th>
<th>Related Needs Assessment Findings</th>
<th>Related Vision Statement</th>
<th>Relate Core Values</th>
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<td>We need to reverse declining student performance in core areas caused by the loss of essential staffing and resources. We need to improve performance of students with disabilities while meeting the needs of all learners.</td>
<td>Embrace a growth mindset. In our district, talents and abilities develop through effort, purposeful teaching, and persistence. Eliminate inequities for all students. Our students are an active part of the design and delivery of their own education so they become self-directed, creative problem solvers. Our universally designed, tiered instructional model meets the needs of all students, is based on a comprehensive standards-based curriculum and assessed by authentic tasks.</td>
<td>an engaging, universally designed curriculum and instructional framework curiosity and creativity growth mindset personalized learning</td>
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Enhance Capacity for Monitoring Progress
Logic Model

Objective: In order to increase achievement for all students, we will develop and implement a multi-tiered system of support with a focus on frameworks-based curriculum, Universal Design for Learning (UDL) and co-teaching.

Inputs/ Resources
- Substitute and PD materials to cover PD costs and observation costs of model classes
- Money to pay stipends for multi-part series and courses
- Substitutes for release time for MTSS Academic Task Force members
- Associated staffing (e.g., math specialists)
- Associated supplies (e.g., curriculum, assistive technology, manipulatives)
- Student assessment database
- Schedules that support the three-tier model
- Resources to pay for an outside consultant for a program review

Activities
- Develop an annual MTSS Implementation Action Plan that includes integrate (Years 1 & 2), scale (Years 3 and 4), and optimize (Years 5) for the academic component.
  - Ensure the plan includes curriculum, instruction, assessment, and technology integration
  - Ensure adequate staffing for all three tiers. These positions are articulated in the Needs Assessment and will be reassigned annually based on the pace of student needs and annual goal progress
  - Select curriculum resources that are evidence-based and aligned with Massachusetts Curriculum Frameworks (21% of tiered resources, such as specialized programs when needed, and 31% Meaningful Integration of Technology in Tier 2 and 3)
  - Include curriculum-based common assessments, universal screening measures and progress monitoring tools in articulated assessment resources inventories
  - Ensure there is a plan developed and implemented for family and community engagement
  - Include scheduling recommendations that support the three-tier model (e.g., common planning time, intervention time, etc.)
  - Integrate this work into the NEASC process

- Ongoing development of a new professional development program using Massachusetts Curriculum Frameworks (e.g., Universal Design for Learning (UDL), and co-teaching (such as multi-part series, instructional rounds, observations, and graduate courses, book clubs, cross district grade-level team meetings, etc.) to include Unit A and Unit D faculty.
- The professional development committee will make recommendations for necessary professional development time to meet the needs of our plan, which will be reflected on the school calendar.

Outputs
- PD brochure
- District and school improvement goals
- Samples of instructional artifacts (e.g., lesson plans)
- A five-year action plan with prospective goals
- Grant applications (e.g., Title I, Title IIA)

Outcomes
- By 2022, all schools within the district will have a cumulative PPI (Progress and Performance Index) score of 90 or higher for all students and 75 or higher for students with disabilities (Level 1 status).

Measures
- Outcome Measures: Norm referenced assessment measures (e.g., statewide measures, SAT)
- Process Measures: The district will monitor measurable student growth in district benchmark assessments in ELA and math (e.g., Fountas and Pinnell)

Assumptions
- Budgets will be requested, approved, and subsequently adopted to ensure adequate funding for professional development, staffing, and curriculum supplies and material to meet the measurable outcomes.
- If staff are provided with the professional development time and resources to invest in applying the MTSS framework to their practice, student achievement will increase.
# Measuring Outputs and Outcomes

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Community Visibility

Sample List of Local Meetings I Attended and/or Presented At:

1. August 24: Meeting with Lawrence Academy Head
2. September 11: 9/11 Peace Night to Recognize First Responders by GFC
3. September 19: Grotonfest (Attendance and Presentation)
4. September 24, 2016: Joint Chiefs and Superintendents DA Breakfast
5. September 25: Meeting with Dunstable Fire Chief and Visit to Fire Station
6. October 6: Meeting/Introductions with Dunstable Town Administrator
7. October 15: Meeting with Members of the North Middlesex Savings Bank
8. October 19: Meeting with Groton’s Women’s Club Members
9. October 28: Meeting with Seniors at Groton Council On Aging
10. January 26: Presentation to FR/BW PTA
11. January 27: Presentation to Dunstable Seniors
12. January 29: Meeting with Senator Donahue
14. February 10: Meeting with Lowell General’s Circle Health Members
15. February 22: Meeting with Lawrence Academy Head
16. February 23: Meeting with Groton School Head
17. February 26: Meeting with Groton BOS Member
18. March 8: Mass. Assoc. Of Regional Schools Legislative Breakfast
20. March 24: Groton-Pepperell Rotary Meeting Attendance and Presentation
21. March 28: Presentation to Interfaith Council
22. March 29: Meeting with the School Community Advisory Group
23. March 29: Meeting with Area Realtors
24. April 26: Attend the Day on the Hill (MASC at State House)
Partnering With the Towns

Sample of Meetings I Attended and/or Presented At:

1. October 20: Regional Agreement Amendment Meeting
2. November 10: Regional Agreement Amendment Meeting
3. November 30: Multi Board Meeting
4. December 8: Regional Agreement Amendment Meeting
5. January 2: Regional Agreement Amendment Meeting
7. January 7: Tri-board meeting with Groton SC, BOS, FinCom
8. January 14: Attendance at Dunstable BOS Meeting
9. February 9: Regional Agreement Amendment Meeting
10. March 28: Attend Groton BOS Meeting
11. March 30: Public Budget Information Session
12. April 4: Budget Meeting with Groton Seniors
13. April 4: Attend Groton BOS Meeting
14. April 6: Attend Dunstable BOS/FinAdv Meeting
15. April 25: Attend Groton Town Meeting
16. April 27: Budget Meeting with Dunstable Seniors
17. May 3: Regional Agreement Amendment Meeting
18. May 5: Co-Present at Budget Information Session
Making Connections for GDRSD

News from Commissioner Mitchell Chester & the MA Department of Elementary and Secondary Education

Picture of the Week:

Groton-Dunstable Regional High School teacher Keith Woods and his Advanced Placement U.S history students talked to Commissioner Chester last week about history, civics, and education policy. Today, the commissioner visited two elementary schools in Worcester: Union Hill and Roosevelt.

Frain, Jane M. (SAD) <jane.m.frain@states.ma.us>

Good Afternoon Kristian,

I am following up to your earlier e-mail. I have listed below a couple of available dates that Auditor would be available to speak at the Public Forum.

Wednesday, October 12th or Wednesday, November 30th

Please let me know at your earliest convenience which date would be suitable.

I can be reached at 617-727-2073.

Thank you!

Kristian Rodriguez @DrRodriguez21 - Apr 26

This is “Senior Center Spotlight - April 2017” by thegrotonchannel on Vimeo, the home for high quality videos and the people who love them.

Vimeo.com
Enhancing 2 Way Communication

- Provide options for perception
- Provide options for language
- Provide options for expression and communication
Communication Enhancement

Communication Survey Conducted and Results Shared

Local Television:
- Around Town
- Dunstable 9-11
- Back to School

Release of an Enhanced Website

Creation of Weekly Blogs

Creation of a District Facebook Page

Creation of a Superintendent’s Twitter Account

Creation of a GDRSD Youtube Channel

Multiple Open Forums

Development of a Press Release Template

Monthly Site Visits in Each Building
TWITTER CHALLENGE!
Tweet something new you learned today @Dr_Rodriguez21 with the following hashtags #UDLead & #UDL4JUSTICE
WHAT
KEEPS YOU
UP AT NIGHT?
Use UDL!

Take a look at the Guidelines.

- Using at least one checkpoint, what is ONE thing that you can do differently to support equity and access in your district?
Join Me in the UDL Movement!

Dr. Kristan Rodriguez
Author of Universally Designed Leadership

- [https://rodriguezeducationalconsultingagency.wordpress.com](https://rodriguezeducationalconsultingagency.wordpress.com)
- dr.kristanrodriguez@gmail.com
- Twitter: @Dr_Rodriguez21