



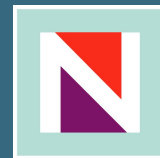
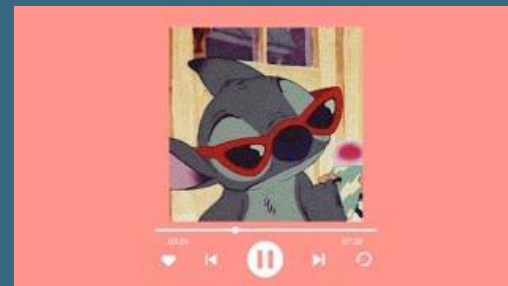
<https://bit.ly/UDL-WASA-Leaders>

# UDL-ize Your Leadership!

## Pre-conference Session

6/24/2023

novakeducation.com



# Nice to meet you!



<https://bit.ly/UDL-WASA-Leaders>



K.C. Knudson  
Senior Educational Consultant  
Novak Education  
[kc@novakeducation.com](mailto:kc@novakeducation.com)



# Quick Check

*What is your familiarity  
with UDL?*

*In the WASA IPP Project?*



# Quick Check

*Do you consider yourself  
adventurous and willing to  
try new things?*





# Group High Five!

1. Stand in a circle around your table so that your palms are touching the palms of the two people next to you.
2. On the count of three, give a solid high five to both people at the same time.
3. Can we make the sound of one clap?





# Hand Stack!

1. Stand in a circle and stack your hands in the middle.
2. On the count of three, the person whose hand is on the bottom will move it to the top.
3. Repeat this until the original person is back on the bottom.
4. Yell “Done!” when this is accomplished.

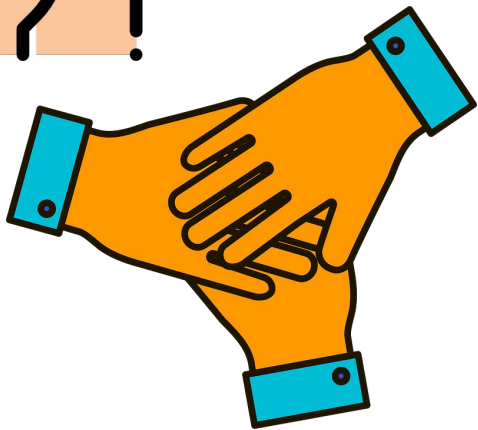


# Fist Bump Frenzy!



**Fist bump as many people as you can within the next 20 seconds!**

**When the timer ends, partner with the last person you fist bump.**



## How do these activities represent the concept of leadership?

- A connection that I am making with these activities is...
- Something these activities make me wonder about is...
- When I think about these activities, I feel \_\_\_\_ about \_\_\_\_.

2:00





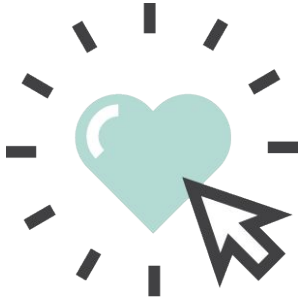


VS



VS





# CASEL 3 Signature Practices

- 1. Welcoming Inclusion Activity:**  
builds community AND connects to work ahead
- 2. Engaging Strategies:**  
anchor thinking and learning throughout (UDL)
- 3. Optimistic Closure:**  
not just “cheery” but aides in understanding of the work

# Welcoming Inclusive Opener



## Connect the Learners

*Ensure that the activity provides a way for learners to interact with each other.*



## Connect to the Learning

*Ensure that the activity connects to the learning target/essential question for the lesson.*



## Boost Flexible Thinking:

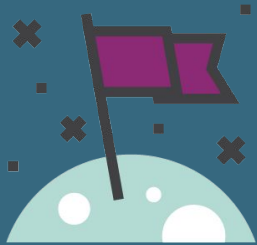
*Ensure that the activity supports “yes, and” thinking, where any perspective is valued.*



## Support Language Development

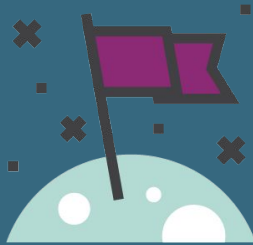
*Ensure that the activity provides a way for language learners to practice oral or written language.*





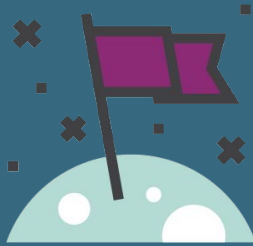
# Essential Question

How do we lead  
change in our  
schools to ensure  
the success of all  
students?



# Session Objectives

- Ensure that we have a common understanding of Universal Design, UDL, and Leadership.
- Understand the key levers available to transform learning experiences.
- Explore and consider leadership moves for yourself/your team.



# Agenda







- Universal Design and Leadership (30 minutes)
- UDL 101 (30 minutes)
- **BREAK (10 minutes)**
- UDL 102 (20 minutes)
- Transforming Teacher Practice (50 minutes)
- System Change (if time permits)

# Work Together

- Lean in; be willing to experience discomfort
- Strive for equity of voice (not equality)
- Contribute to a learning environment in which it is “safe to not know”
- Reframe deficit and dichotomous thinking and speaking
- Question what you think you know



# Talking Hands for Equitable Discussions

		I would like to contribute!		
Agree	Disagree	Build Upon	Question That	Paraphrase
				
<ul style="list-style-type: none"> <li>• I agree with ____ because...</li> <li>• I also noticed that...</li> <li>• I too think that...</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I disagree with ____ because...</li> <li>• A different perspective is...</li> <li>• Other people might see it this way...</li> </ul>	<ul style="list-style-type: none"> <li>• I agree with that, and...</li> <li>• I would also like to add...</li> <li>• Adding to _____, I think that...</li> </ul>	<ul style="list-style-type: none"> <li>• I wonder if that's true because...</li> <li>• I'm not sure I understand...</li> <li>• I'm confused about...</li> </ul>	<ul style="list-style-type: none"> <li>• So what you're saying is...</li> <li>• So what you mean is...</li> <li>• I think the speaker means that...</li> </ul>



# Time Out



1. *I want to talk about a learning strategy being used.*
2. *I want to talk about my thinking with someone near me.*
3. *I need a moment of think time.*



# What is Universal Design?



# Universal Design

---

The process of designing something to be as **functional as possible** for as many people as possible without adaptation.

**Excellence in Universal  
Design empathizes with  
ALL POSSIBLE  
end users, including them in  
the design process to the  
greatest extent possible.**

- All are able to **access** the place, tool, or service regardless of any personal, physical, mental, or emotional characteristic.
- The **function** of the place, tool, or service is the same for all.
- All feel **competent/whole** using the place, tool, or service. Options allow all to **authentically** participate.

# Universal Design is Proactive Design

Yep



Proactive Predictive Designing

Nope



Reactive Retrofit Designing







## Accessibility is a function of agency.

Accessibility doesn't come from policy or adherence to ADA guidelines. This creates dynamics between people - like recipient of support and provider - that don't lead to long-term mutual relationships. A different approach to accessibility confronts ideas of agency and power.

---

Carmen Papalia, Non-visual Artist  
Open Access Approach to Art



In order to “universally design” something, you must be clear about its intended purpose/function while simultaneously considering the widest range of possible users.

---



# What is the “function” of leadership?



**The purpose of  
leadership is to  
bring clarity,  
alignment, and  
intensity.**

Jon Gordon

**The purpose of  
leadership is to  
mobilize people  
to tackle tough  
problems.**

Ron Heifetz

**What is your purpose?**  
**What is your problem?**

# What is your purpose?



# Purpose Statements:

To develop Washington's most sought after graduates!

To ensure every student is enrolled, enlisted, or employed within 6 months of graduation.

To educate the whole child in responsive, innovative, learning environments where all students and educators are engaged, empowered and continually striving to reach their potential.





**Clarity leads to focused action. Every company has a mission, but only the great ones are on a mission.**

---

Jon Gordon, Author of *The Energy Bus*

# What is your problem?



## Side Note:

*Leithwood et al (1994) maintain that, at its root, leadership is a problem-solving process and that the problems leaders face in a school context are some of the most challenging you can find.*

*Such problems are described as ‘wicked problems’ (Rittel & Webber, 1973): problems which are difficult to define, and even more difficult to solve.*



# Pick your problem:

The right stuff is happening everyday for every student in every classroom.

The right stuff is happening everyday for many students in many classrooms, but not for some students.

The right stuff is happening on some days for some students in some classrooms.

The right stuff is NOT happening for any student in any classroom on most days.

The right stuff happens on some days for some kids in some classrooms, but when it does it is in spite of the system not because of it.

We don't know what the right stuff is.



# Problem:

As a school/district, we don't provide the necessary learning experiences for (*all or some*) students in order to achieve our mission.

# There are only 4 critical teachers in any school:

1. The one students have now.
2. The one students had before.
3. The one students will have next.
4. The one next door.

# Schools Change Life Trajectories

The cumulative positive impact of having highly effective teachers for several years in a row has been demonstrated in multiple studies.

*(Inequality in Teaching and Schooling: How Opportunity Is Rationed to Students of Color in America, Linda Darling-Hammond)*



**No school or district improvement plan has ever had an effect on student achievement unless it changed what was happening for students in classrooms.**

---

Dwayne Baker, The BERC Group

# Table Time



OR



What seems important about  
your purpose and problem?  
What questions do you have?



Discuss.



Write.



Think.



# WIN Time

1. Attend to your needs!
2. Text a friend/family member to tell them how much you love/appreciate them
3. Go for a quick walk
4. Check your phone/emails



**5:00**

What I Need - 5 minutes



# UDL 101: The Right Stuff



## Research shows that **ALL STUDENTS** benefit from:



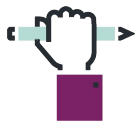
Equitable feelings of **belonging** and **hope**



Equitable **access** to inclusive classrooms with grade-level peers



Equitable **opportunities** to learn aligned to grade-level standards



Equitable **expectations** that they can be successful when provided with the **appropriate support**

# Activity Alert



Preview the article below in one of its two forms. You may do this individually or with partners.

- [Pedagogy of Poverty](#) (excerpts)
- [Pedagogy of Poverty](#) (full article)

# The UDL Guidelines

## Purposeful & Motivated



Recruiting  
Interest



Sustaining Effort  
& Persistence



Self-Regulation



## Resourceful & Knowledgeable



Perception



Language and  
Symbols



Comprehension



Physical Action

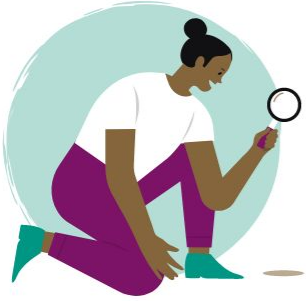


Expression and  
Communication



Executive  
Function

# Top Ten Skills of 2025



Analytic thinking & Innovation



Active Learning & Learning Strategies



Complex Problem Solving



Critical Thinking and Analysis



Creativity, Originality, and Initiative



Leadership and Social Influence



Technology Use, Monitoring and Control



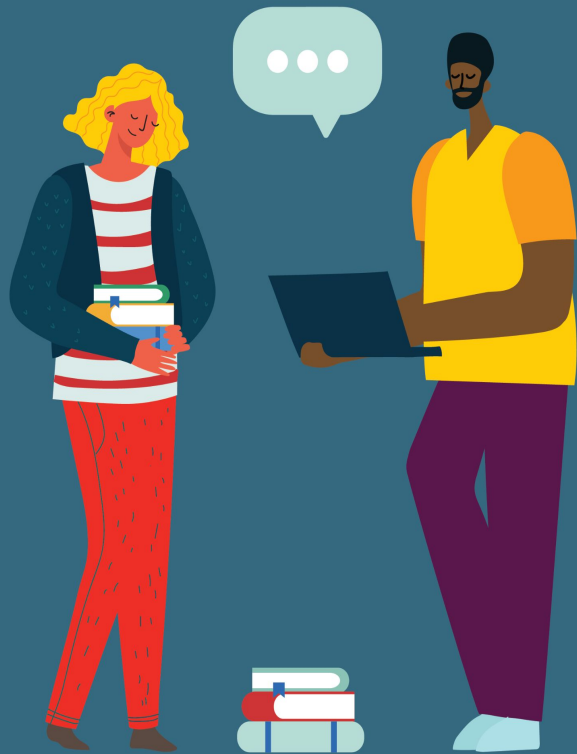
Technology Design and Programming



Resilience, Stress Tolerance, and Flexibility



Reasoning, Problem Solving, and Ideation



# KNOW & DO

novakeducation.com



# THINK & CREATE



# Learning Requires Engagement



# Intrinsic Motivation = High Attention + High Commitment

Learners are intrinsically motivated to learn when they perceive that they **have a high degree of autonomy.**



Learners are intrinsically motivated when they perceive that the **challenges of a problem or task are within their abilities.**

Learners are intrinsically motivated when they are **able to interact with, be connected to, and care for others, and when they have personal or situational interest in the problem or task.**



*Floyd Cobb &  
John Krownapple,  
Belonging through a  
Culture of Dignity*

## CONNECTION IS BELONGING

“The extent to which people feel appreciated, validated, accepted, and treated fairly within an environment.”



# Belonging

## When...

- It feels good to be in a place.
- I am able to show up as myself.
- I am welcomed and invited.
- My contributions are valued.
- I am an authentic participant.
- I am connected to others.

# Learners need to belong in order to learn!

## Maslow's Hierarchy of Needs



Self-actualization

- I am striving to grow and reach my full potential.

Esteem

- I am working to gain skills & knowledge valued by the group.

Belonging

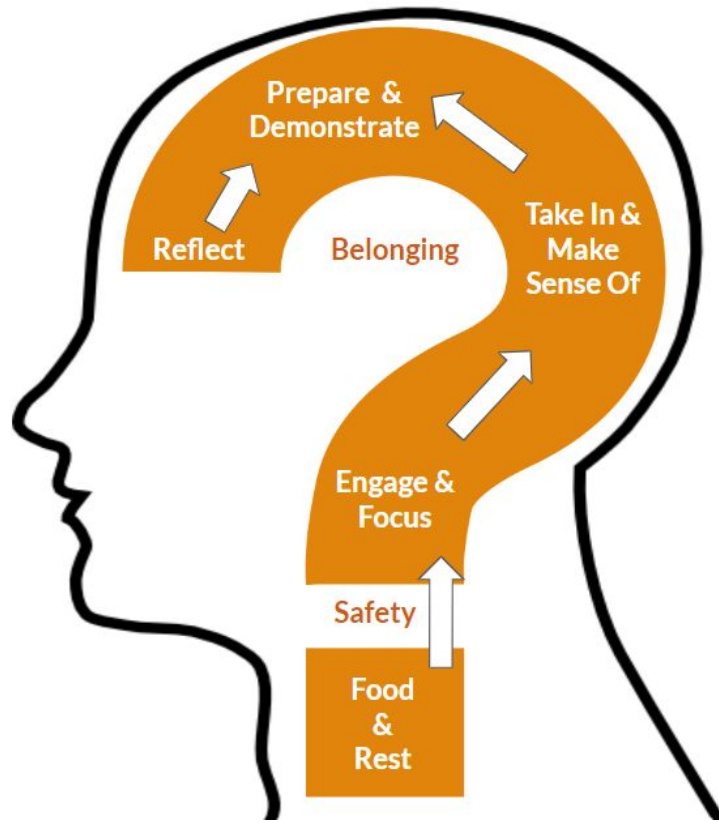
- I am an important part of the group.

Safety

- I am physically and emotionally safe.

Physiological

- I am rested and fed.



**Safety and  
Belonging are  
the Gatekeeper  
and the Guardian  
of the Thinking  
Brain.**

# Learners need to belong in order to learn!

Students who feel a sense of belonging at school:

- are typically more energized,
- more likely to spend time on-task and return to activities, and
- more likely to choose to be in the school environment.

Students who don't feel a sense of belonging at school:

- struggle to devote their full cognitive resources to tasks
- experience issues with emotional wellness
- avoid environments where they feel as though they don't belong
- might try to make up for not belonging in some way, which leads them to do things they wouldn't otherwise do

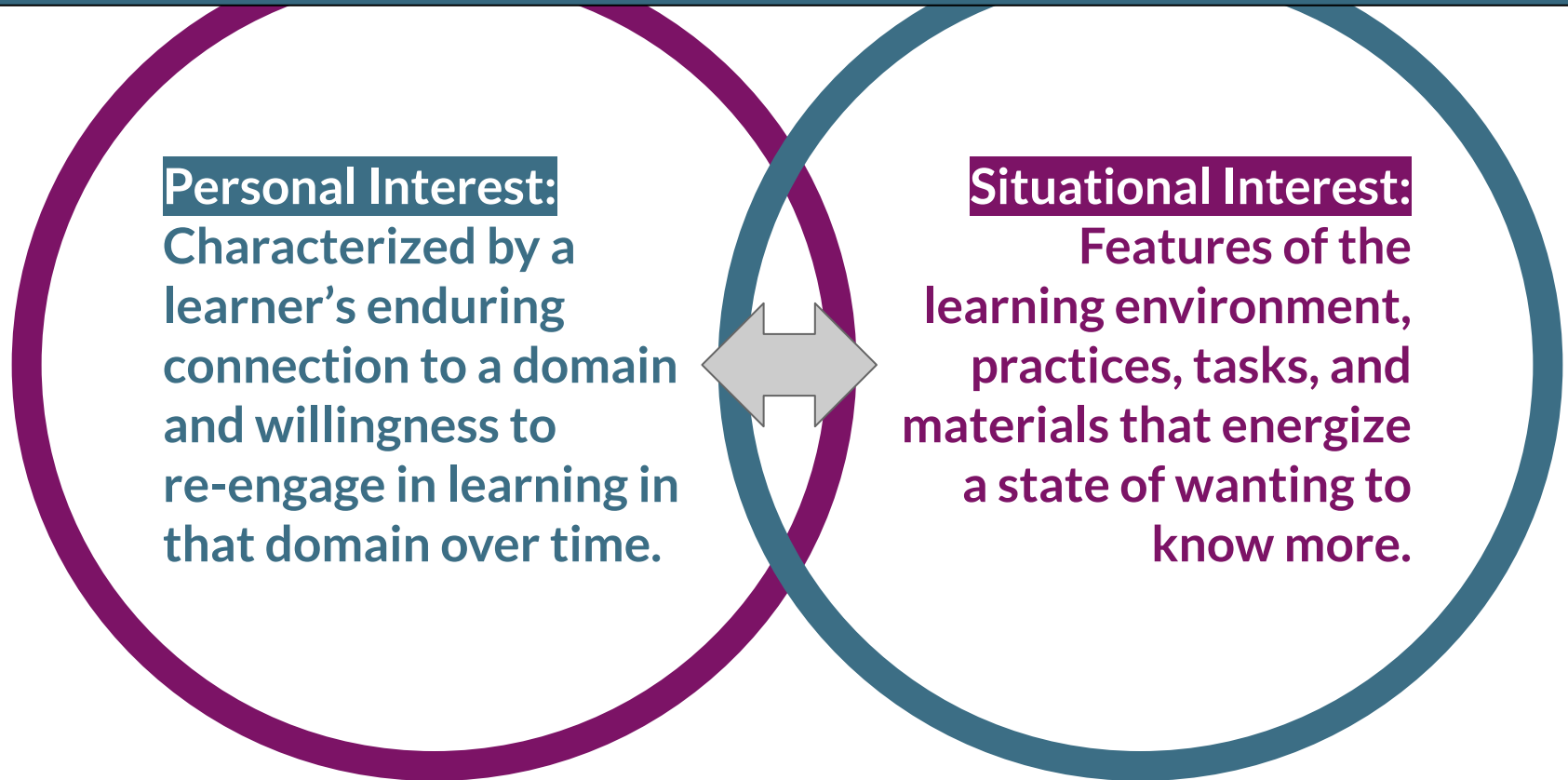
## Ask the Expert

DeLeon Gray, Ph.D.  
Associate Professor, Educational  
Psychology and Equity  
North Carolina State University



[Video Link](#)

# Learners need to be interested in order to learn!



# Neurotransmitters that support learning.

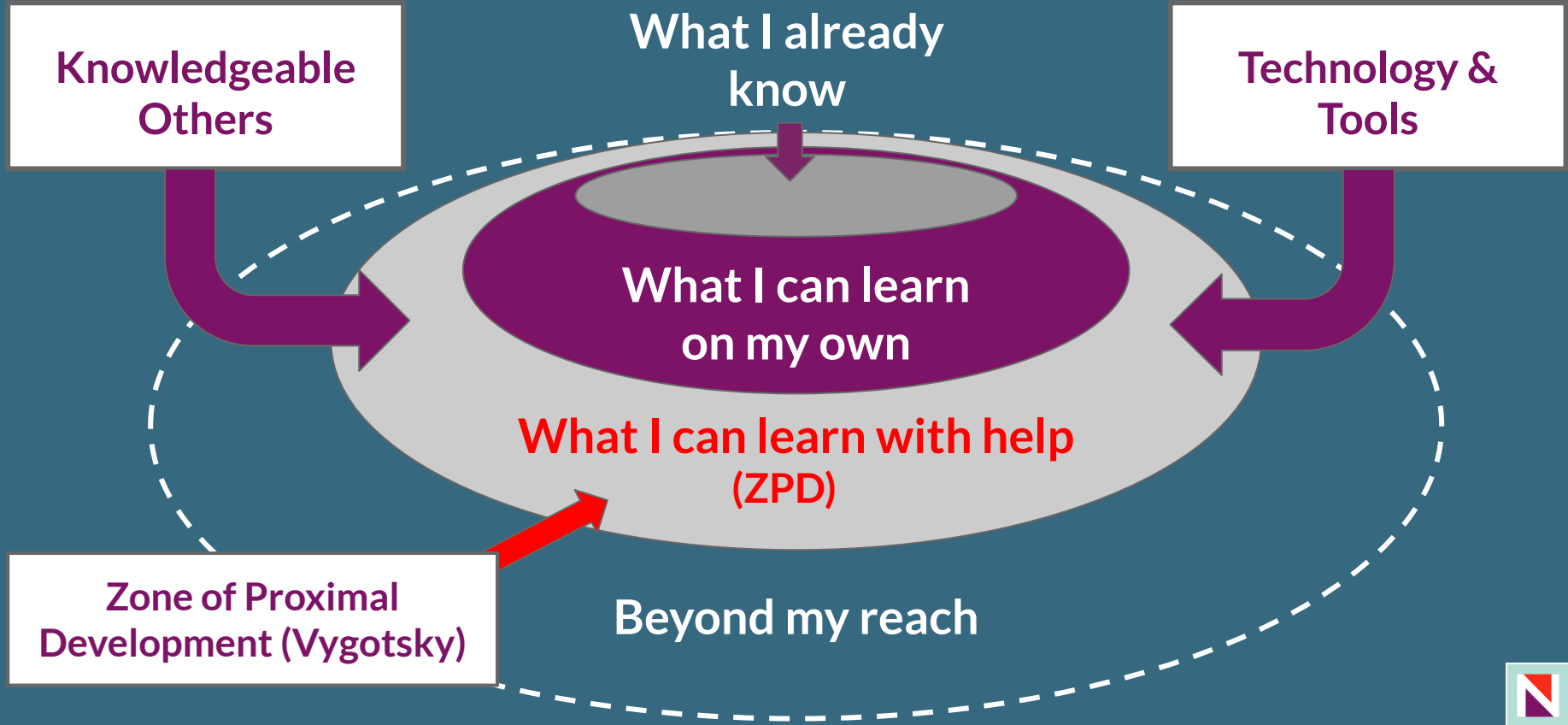


FEELINGS & ACTIONS	RELEASE	RESULTING IN
Suspense, Curiosity	Dopamine	Focus and Motivation
Connected, Concerned	Oxytocin	Bonding and Belonging
Meaningful, Joyful, Successful	Serotonin	Confidence and Optimism
Movement, Exercise, Touch	Endorphins	Pleasure and Wellbeing



**Increased Engagement**

# Learners need an appropriate level of challenge.



# Different learners need different “help” to learn.

- Relate to it
- Invest - be a part of the process
- Understand the purpose
- Find a reason to do it
- See the value in it
- Challenge themselves
- Make a learning plan
- Get started
- Focus

Provide multiple means of  
**Engagement** ➡

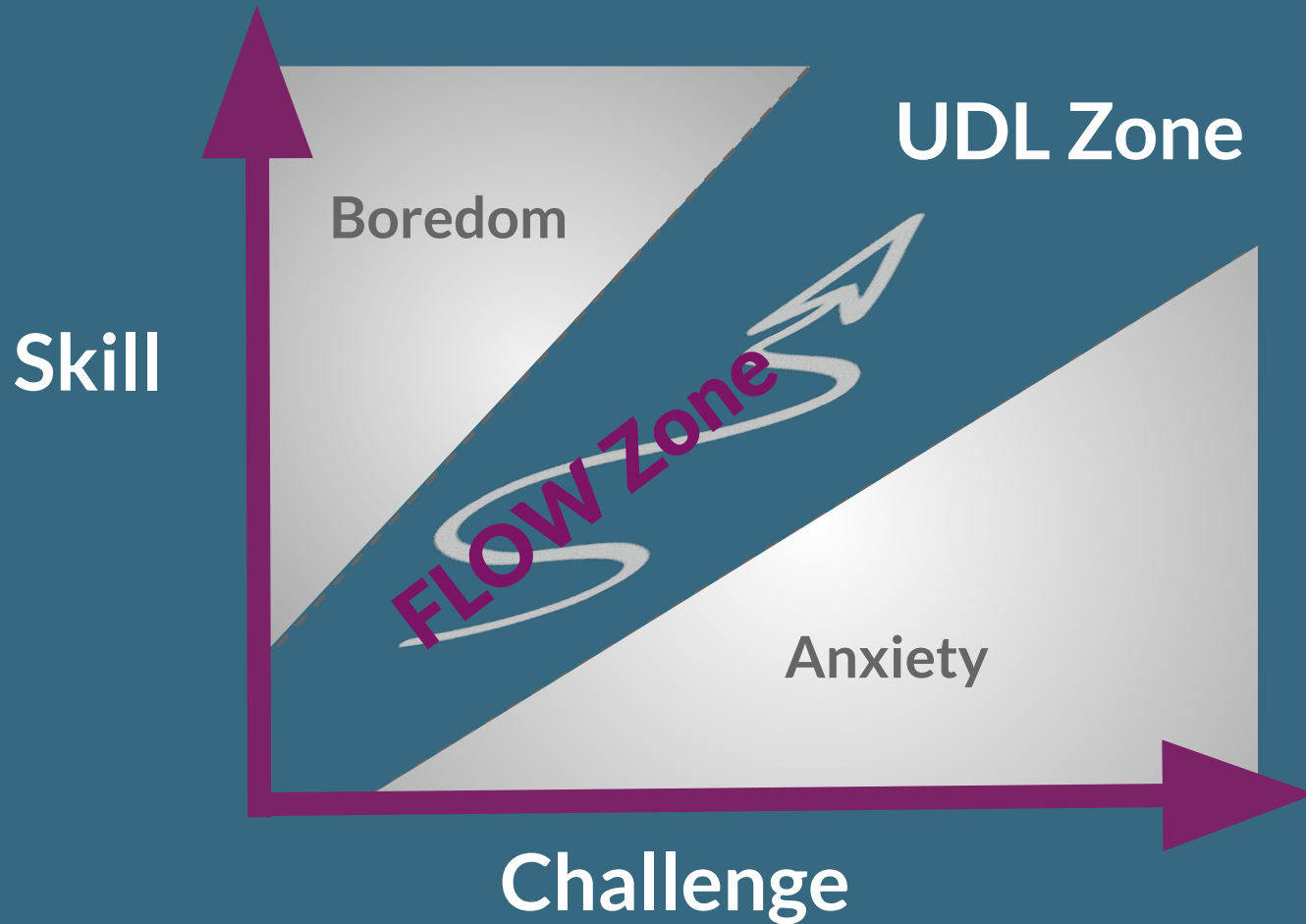
- See it
- Hear it
- Read it
- Decipher/Decode it
- Process it
- Organize it
- Navigate it
- Understand it
- Make sense of it
- Commit it to memory

Provide multiple means of  
**Representation** ➡

- Fully participate
- Communicate or demonstrate new understanding or new skill
- Self-monitor and self-assess
- Self-reflect on learning and choices

Provide multiple means of  
**Action & Expression** ➡

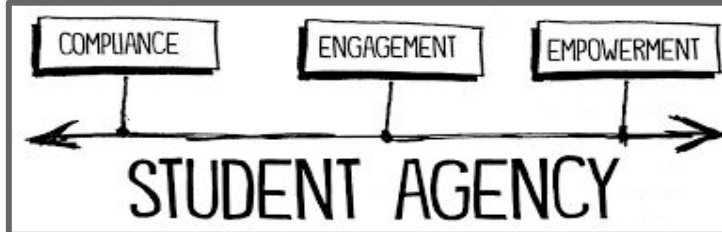




# Learners need to have a say and a choice of ways.

## Low Agency:

- Teacher Centered
- Authoritarian
- Dominant Culture
- Transmission-based
- Passive
- Assembly Line
- Limited Choice
- Limited Voice



## High Agency:

- Student Centered
- Collaborative
- Identity Relevant
- Inquiry-based
- Active
- Co-generative
- Optimal Choice\*
- Authentic Voice

\*The sweet spot is between 2-4 options.



*UDL is not something that you do **to** students.*

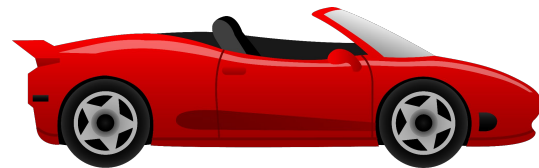
*UDL is not something that you do **for** students.*

*UDL is something that you do **with** students.*



# Putting it all together!

Competence	I feel capable of successfully completing the task.
Autonomy	I have some control over what I am doing.
Relatedness	I feel connected to others, and cared for by people I respect.
Relevance	I see the task as interesting or purposeful.



*Every  
learner  
needs a  
CARR!*

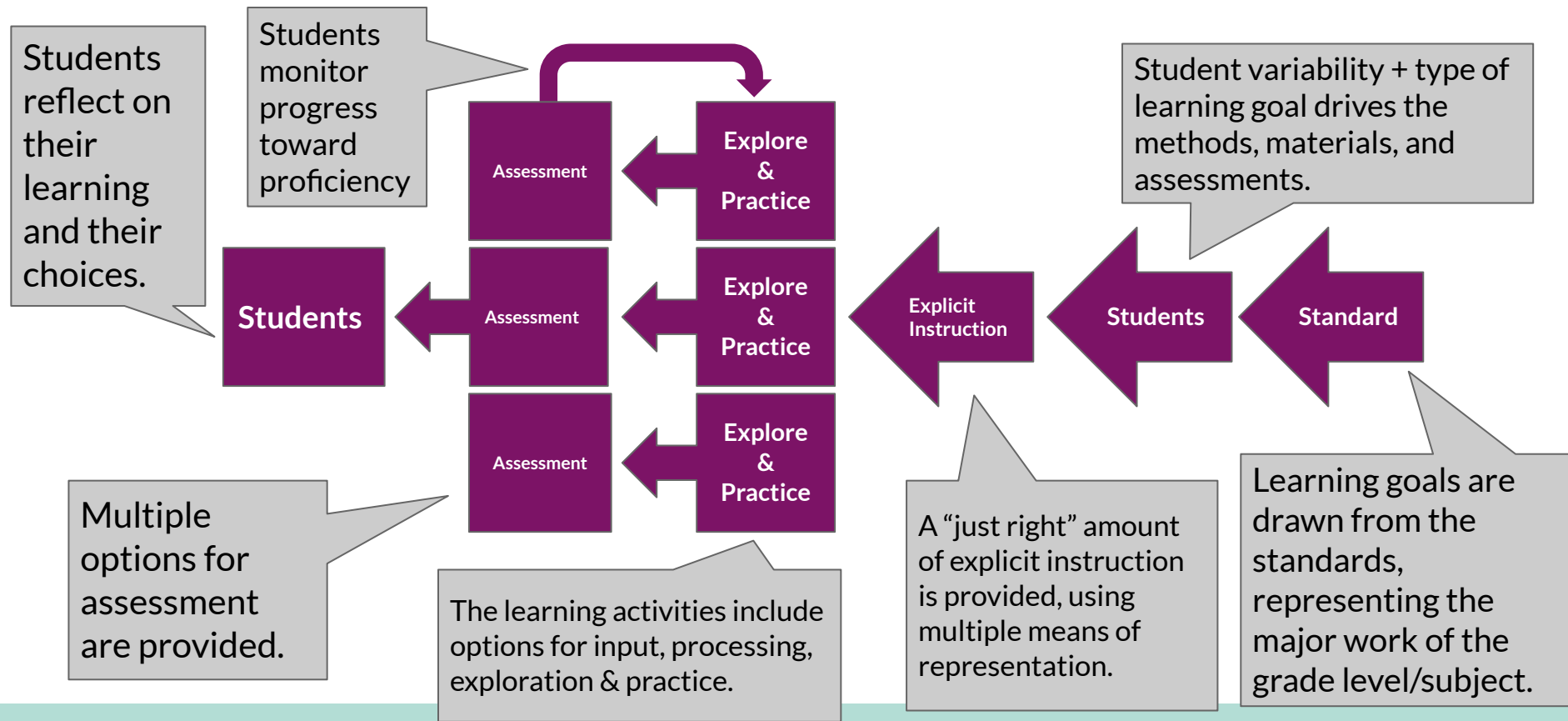
[Disengaged and Unmotivated in the Classroom](#), by Zoe Ganim and Murray Evely.

Competence	I feel capable of successfully completing the task.
Autonomy	I have some control over what I am doing.
Relatedness	I feel connected to others, and cared for by people I respect.
Relevance	I see the task as interesting or purposeful.

*The CARR  
needs to be  
driving toward  
the standards!*



# Universal “Backward” Lesson Design



# Table Time



OR



What is new to you?  
What was reinforced for you?  
What has your heart beating  
fast right now?



Discuss.



Write.



Think.





## UDL 102: More Right Stuff



# A “Fraction” of Access



# Traditional Thinking

$$\begin{array}{ccccccc} \text{Can't Read} & + & \text{Can't do} & + & \text{Doesn't Speak} & + & \text{Isn't School} \\ \text{or Write} & & \text{Math} & & \text{English} & & \text{Ready} \\ \hline & & & & \text{Misbehaves} & & \end{array} = \begin{array}{c} \text{Send} \\ \text{Away to} \\ \text{Learn} \end{array}$$

# Inclusive Thinking

Increase  
Access  
To  
Learning

=

$$\frac{\textit{Support Literacy} + \textit{Support Numeracy} + \textit{Support Language} + \textit{Value Lived Experience}}{\textit{Support Executive Function}}$$

## The 7 major types of self-regulation associated with executive functioning:

1. **Self-Awareness:** commanding self-directed attention
2. **Inhibition:** restraining yourself
3. **Emotional:** using words and images along with self-awareness to alter how you feel about things
4. **Motivation:** motivating yourself to do things when no outside consequences exist
5. **Non-Verbal Working Memory:** holding things in your mind to guide behavior
6. **Verbal Working Memory:** retaining constructive internal speech
7. **Planning and Problem Solving:** finding new approaches and solutions



# A “Fraction” of Access

$$\begin{array}{c} \text{Access} \\ \text{To} \\ \text{Learning} \\ .04 \end{array} \approx \frac{\begin{array}{ccccccc} 1 & & 1 & & 1 & & 1 \\ \text{Low} & & \text{Low} & & \text{Low} & & \text{Different Lived} \\ \text{Literacy} & + & \text{Numeracy} & + & \text{Language} & + & \text{Experience} \end{array}}{\begin{array}{c} \text{High Executive Dysfunction} \\ 100 \end{array}}$$

# A “Fraction” of Access

$$\begin{array}{c} \text{Access} \\ \text{To} \\ \text{Learning} \\ 100 \end{array} \approx \frac{\begin{array}{cccc} 25 & 25 & 25 & 25 \\ \text{High Literacy} & + & \text{High Numeracy} & + & \text{High Language} & + & \text{Same Lived Experience} \end{array}}{\begin{array}{c} \text{Low Executive Dysfunction} \\ 1 \end{array}}$$

# A “Fraction” of Access

$$\begin{array}{c} \text{Access} \\ \text{To} \\ \text{Learning} \\ 1 \end{array} \approx \frac{\begin{array}{cccc} 25 & 25 & 25 & 25 \\ \text{High Literacy} & + & \text{High Numeracy} & + & \text{High Language} & + & \text{Same Lived Experience} \end{array}}{\begin{array}{c} \text{High Executive Dysfunction} \\ 100 \end{array}}$$

# Quick Talk!

Create a group of 4.

Access the following slide deck: [Executive Function 101](#)

Assign a slide from A to D to each person.

Whip around: Share about your slide in one minute.

Discuss: What connects to your work in your school/district?





# Executive Dysfunction as both a trait and a state.

## Trait:

Shows up as a part of your personality. Doesn't require a trigger or context to activate, but can be intensified by these.

## State:

A transient reaction to a trigger or context. The state passes when the trigger or context is removed.

# Symptoms of Executive Dysfunction:

1. Time blindness, or an inability to plan for and keep in mind future events
2. Difficulty stringing together actions to meet long-term goals
3. Trouble organizing materials and setting schedules
4. Trouble controlling emotions or impulses
5. Difficulty analyzing or processing information

**Hold up a number.**

# Symptoms of Executive Dysfunction:

#s?

1. Being very distractible or having trouble focusing on just one thing.
2. Focusing too much on just one thing.
3. Daydreaming or “spacing out” when you should be paying attention
4. Trouble planning or carrying out a task because you can’t visualize the finished product/goal.
5. Difficulty motivating yourself to start a task that seems difficult or uninteresting.
6. Struggling to move from one task to another.
7. Getting distracted or interrupted partway through a task, causing you to misplace items or lose your train of thought.
8. Problems with impulse control.
9. Struggling with thinking before you talk, causing you to blurt out the first thing that pops in your head without considering that it might hurt someone’s feelings.
10. Having trouble explaining your thought process clearly because you understand it in your head, but putting it into words for others feels overwhelming.

1

Relationships

Getting to...

2

Classroom Structures &  
Protocols

3

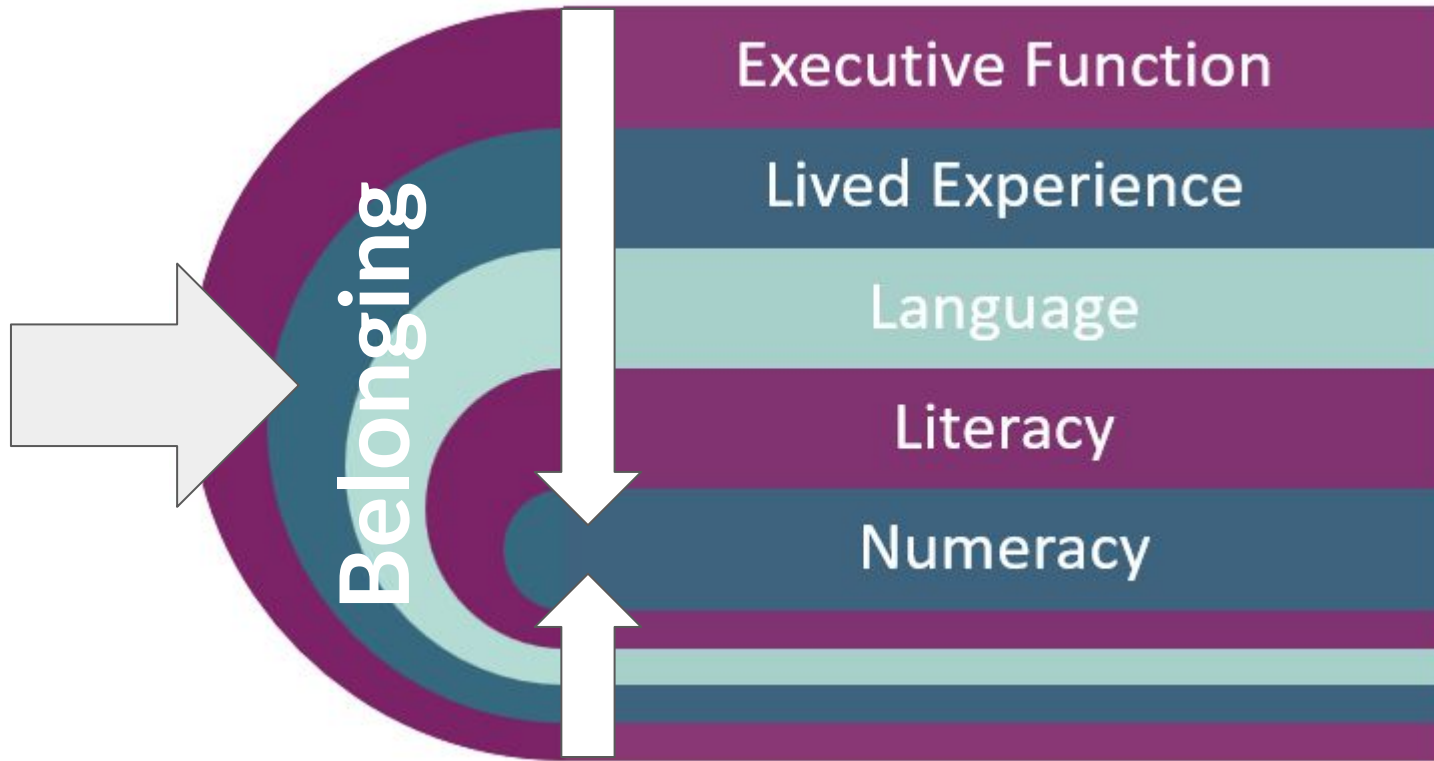
Lesson Structure &  
Planning Process

4

Learning Structures &  
Strategies

...UDL.

# Planning for Access: From the Outside In



# Remove Barriers



## Add Scaffolds



# Planning for Access\*

Self-Regulation	Emotional Acuity	Focus	Motivation	Language
<ul style="list-style-type: none"> <li>• Posted Expectations</li> <li>• Reset Process</li> <li>• Entry and Exit Routines</li> <li>• Transition Routines</li> <li>• Teach Choosing</li> <li>• Errorless Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• RULER</li> <li>• Zones of Regulation</li> <li>• Emotion-specific Vocabulary Instruction</li> <li>• Graphic Representations</li> <li>• Mindfulness Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Posted Learning Target</li> <li>• Visual Schedule</li> <li>• Visual Task List</li> <li>• Checklists</li> <li>• Anchor Charts</li> <li>• Allow Mobility</li> <li>• Flexible Seating</li> <li>• Chunk Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection of self in environment</li> <li>• Restorative Practices</li> <li>• Universally Designed Learning</li> <li>• Culturally Sustaining Pedagogy</li> <li>• Identity Relevant Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Translation &amp; Interpretation</li> <li>• Translanguaging</li> <li>• Language Buddies</li> <li>• Anchor Charts</li> <li>• GLAD Strategies</li> <li>• Sheltered Language Instruction</li> </ul>

\*School-wide common practices support students with EF challenges, preventing them from having to learn and manage new expectations from space-to-space and year-to-year.

# Table Time



OR



What is resonating with you?  
What are you questioning?



Discuss.



Write.



Think.







# Transforming Teacher Practice

Excellence in Universal  
Design empathizes with  
**ALL POSSIBLE**  
end users, including them in  
the design process to the  
greatest extent possible.

## **Problem:**

As a school/district,  
we don't provide the  
necessary learning  
experiences for (all  
or some) students in  
order to achieve our  
mission.

*UDL is not something that you do **to** staff.*

*UDL is not something that you do **for** staff.*

*UDL is something that you do **with** staff.*



**It is impossible to  
change your  
behavior without  
changing your  
mind.**

**It is impossible to  
change your  
mind without  
changing your  
behavior.**

# The Mind of Teacher!

**To understand the complexity of teaching, consider the four modes of thinking: formulaic, situational, deliberate, and dialectical.**

Each mode requires an increasing degree of conscious analysis and data seeking. Expert teachers adapt their reflective thinking to the situation, recognizing when each level of thought is sufficient to address a concern and when they need to move to the next mode.

Fostering Reflection, ASCD

Lana Danielson

Chair of Teacher Education at the University of Nebraska, Omaha.

# Formulaic Thinking

$$a+b=c$$

- Technological or formulaic thinking is based on prepackaged knowledge from an external source.
- Formulaic thinking works for many routine decisions: how a classroom teacher takes attendance, transitions students from subject to subject, implements emergency drills, and so on. As long as routines function effectively, there is no need to change them.

# Situational Thinking

$$a+b \neq c$$

- When teachers make decisions using situational thinking, they focus only on information embedded in a specific context at a specific time, such as student behavior they are observing in the moment.
- They reflect quickly and act on a problem immediately.

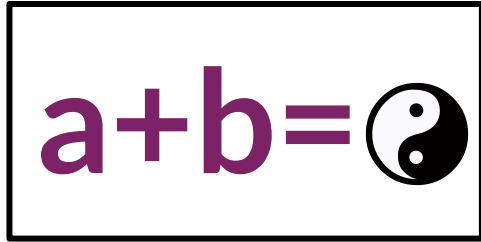
# Deliberate Thinking

$a+b \neq c$   
Why?

- With deliberate thinking, an educator purposefully seeks more information than the immediate context provides by, for example, revisiting theory, talking with colleagues, interviewing students or reviewing student records.
- The goal is to learn more to better understand the dilemma.



# Dialectical Thinking



- The dialectical mode builds on deliberate thinking to gain understanding of a situation and generate solutions. A dialectical thinker would embrace a much broader sense of the complexity of the problem and see the need for managing the solution in a multi-faceted way.
- Dialectical thinking is characterized by a change in how the thinker conceptualizes a particular episode that results in new teaching behaviors.

How do we shift minds and practices  
(or practices and minds) to transform  
student learning?



**At all levels of the school, from leader to learner, our goals is to build capacity, not dependency.**

---

# Professional Capital:

Building up the expertise of teachers individually and collectively to make a difference in the learning and achievement of all students.

*Andrew Hargreaves and Michael Fullan*

## Three kinds of capital comprise professional capital:

*Andrew Hargreaves and Michael Fullan*

- **Human Capital:** the talent of individuals
- **Social Capital:** the collaborative power of the group
- **Decisional Capital:** the wisdom and expertise to make sound judgments for learners in situations and circumstances where the evidence and the answers aren't incontrovertibly clear



# What Works?

A study in New York City with a sample of 130 elementary schools (Leana, 2011)

Schools with **high social capital** showed positive achievement outcomes. Schools with **strong social and human capital together did even better.**



# Social Capital

To what extent do teachers in this school work in a trusting, collaborative way to focus on learning and the engagement and improvement of student achievement?

## **Human Capital:**

the talent of individuals

## **Social Capital:**

the collaborative power of the group

## **Decisional Capital:**

the wisdom and expertise to make sound judgments for learners in situations and circumstances where the evidence and the answers aren't incontrovertibly



# How to increase professional capital:



Experience



Professional  
Learning



Teaming



Coaching

# Leveraging Experience:



Experience

- Do we have an evidence-based system in place to attract, recruit and retain the staff that we need?
- Are we clear on what our needs are?
- Have we identified the critical team member characteristics and competencies necessary for achieving our mission?
- Have we effectively guided each team member to their highest impact job?

# You Time!

Review one of the resources below:

- [7 Core 21st Century Teaching Competencies](#) (webpage)
- [Are You a 21st Century Teacher?](#) (video)
- [9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers](#) (infographic)

# Leveraging Professional Learning:



Professional  
Learning

- Do we have an evidence-based program of professional learning that is grounded in UDL and adult learning theory?
- Do we leverage every opportunity to “provide” professional learning?
- Is it focused on transforming the learning experience?
- Is it focused on priority people?
- Do we provide options to support the agency of the learner?

# You Time!

Review one of the resources below:

- [5 ways to drive professional learning the UDL way](#) (article)
- [Designing Highly Effective Professional Development that Models UDL](#) (video-37 min.)
- [Stop the PD Snoozefest](#) (blog)
- Hampton Meadows [Faculty Meeting Choice Board](#)

# Leveraging Teaming:

- Do we have an evidence-based model for teaming that centers on transforming the learning experience to support ALL student learning?
- Do our teams include the necessary diversity to enhance decisions and products?
- Do we have a system for knowing how the teaming is going?



Teaming

# Forced ~~Factional~~ Association:

Parties that unite in association as groups or cliques within the larger organization



# Congenial Cooperation:

Parties agreeably  
working in  
conjunction toward  
the same end





# Communal Collaboration:

Parties working mutually to produce or create something of value that is shared by all members of a community, including new knowledge and new ways of thinking





“To enact change faster and more effectively, to reduce variation in effective teaching ... use the group to change the group. This means developing how teachers as a team or group can best identify and respond to the needs of individual students.”

---

Andrew Hargreaves and Michael Fullan,  
*Professional Capital: Transforming Teaching in Every School*



**“Professional Learning Communities may perpetuate inequities by reviewing achievement or behavioral data and determining that the student needs a specific intervention, rather than determining instructional changes within the core, in order to better meet the needs of the student.”**



[Integrated Comprehensive Systems for Equity](#)

# You Time!

Review one of the resources below:

- [PLC Meeting Protocol](#) (article)
- [Collaborative Lesson Planning](#) (video)
- [UDL Four Part Lesson Structure](#) (slide deck)

# Leveraging Coaching:

- Do we have an evidence-based model for providing job-embedded feedback to priority practitioners that supports transformation of the learning experience?
- Do we leverage required observations of all practitioners to provide feedback that supports transformation of the learning experience?
- Do we get feedback from the coachee on the coaching model/process?



Coaching

# You Time!

Take an imaginary walk through your school(s). Observe the teaching using one of the tools below:

[Cliff Notes](#)

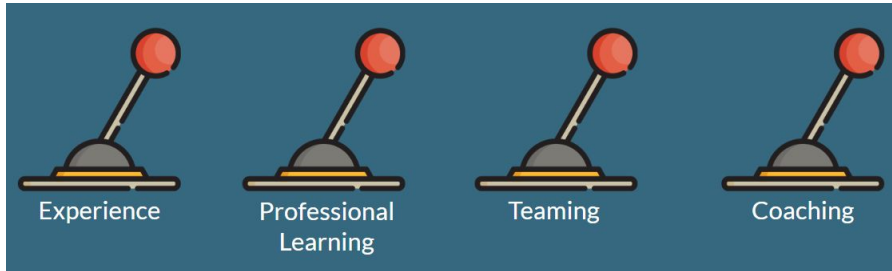
OR

[UDL look-fors](#) (expanded version)



5:00

# You Time!



Discuss.



Write.



Think.



*How much time do you need?*




# System Change






# Building to Impact: The 5D Implementation Playbook for Educators:

*(Hamilton, Reeves, Clinton, & Hattie)*

Discover	Design	Deliver	Double-Back	Double-Up
Decide on the educational challenge that is worth pursuing above all else.  	Examine options, select/design a high probability response to the challenge, create a plan for delivery, monitoring and evaluation.	Put the agreed upon response into action; collect monitoring and evaluation data.	Evaluate your delivery through monitoring and impact data; evaluate your evaluation; go backward or forward based on your evaluation	Maintain or enhance versions of the response in the same setting and/or work to embed across multiple schools (sustain and/or scale)

 **And, possibly here.**  
**Where you are now.**

# Implementation Science

**Let it  
happen**

**Diffusion**

The passive, untargeted and unplanned spread of new practices

**Help it  
happen**

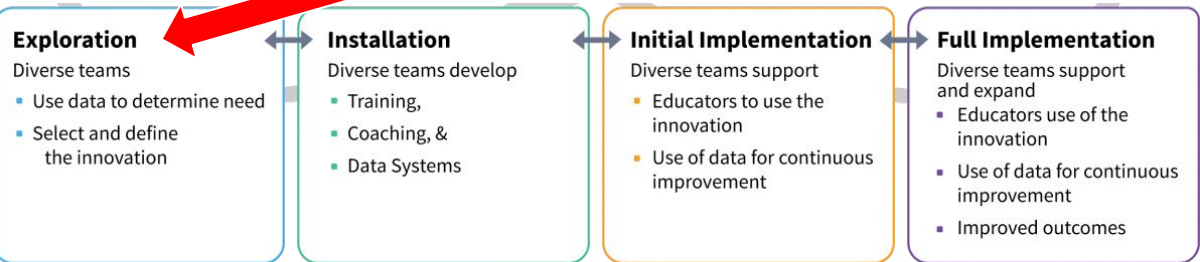
**Dissemination**

Active spread of new practices to the target audience using planned strategies

**Make it  
happen**

**Implementation**

The process of adoption, integration and use of new practices within a setting

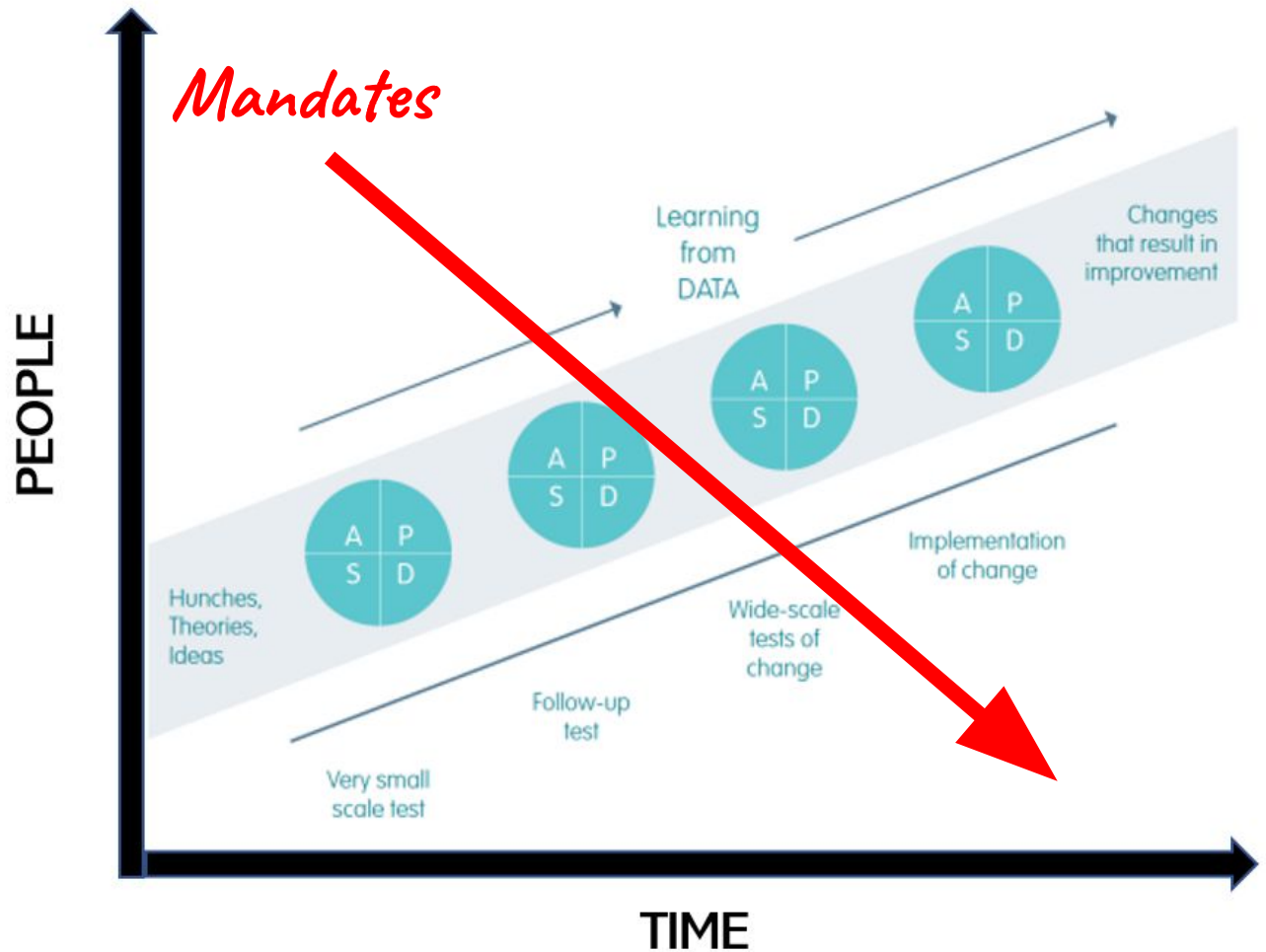




**Don't implement until you are ready,  
and start implementing in order to get ready!**

---

# Improvement Science







Research problem/solutions

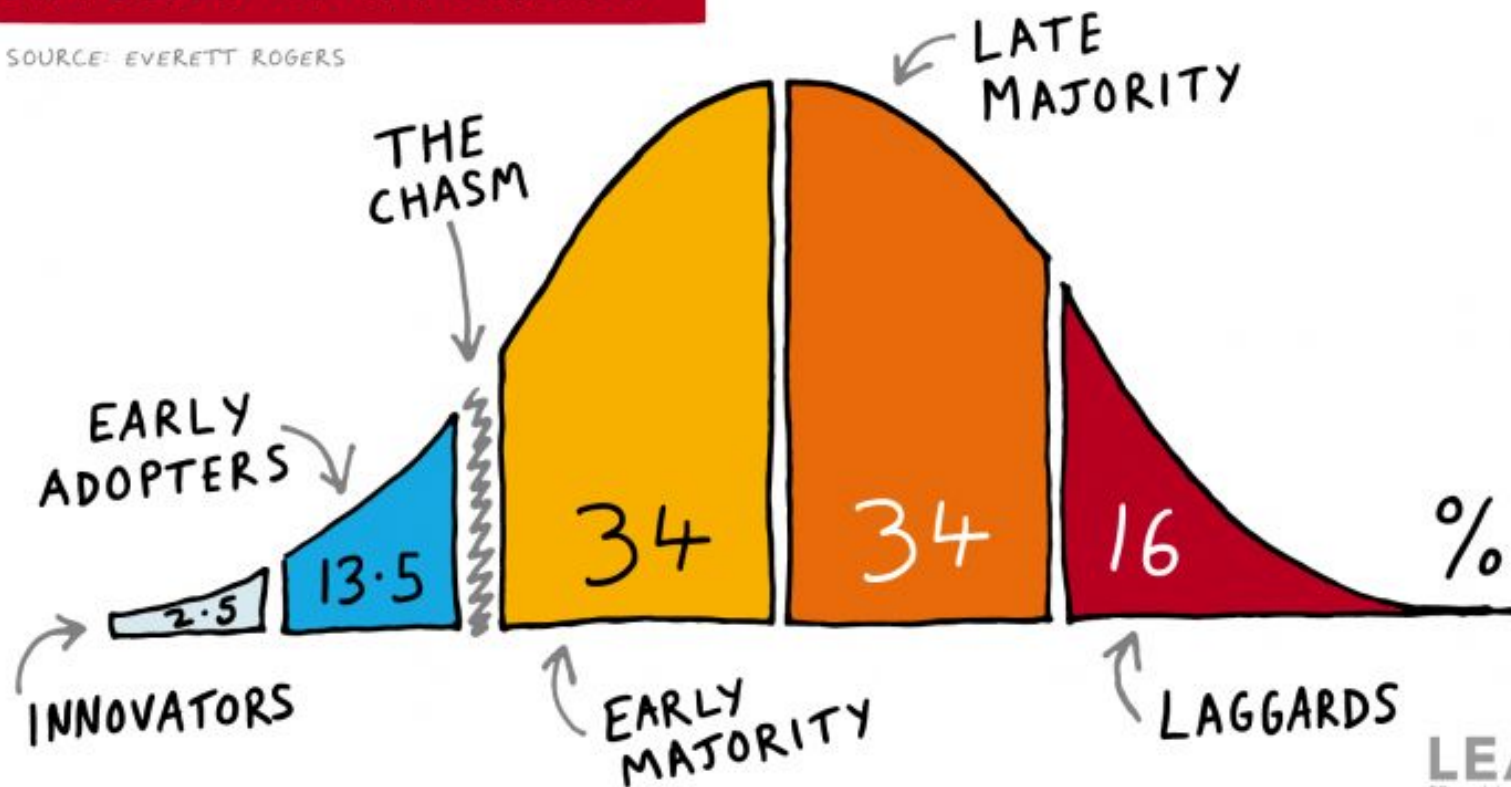


Start Implementing!



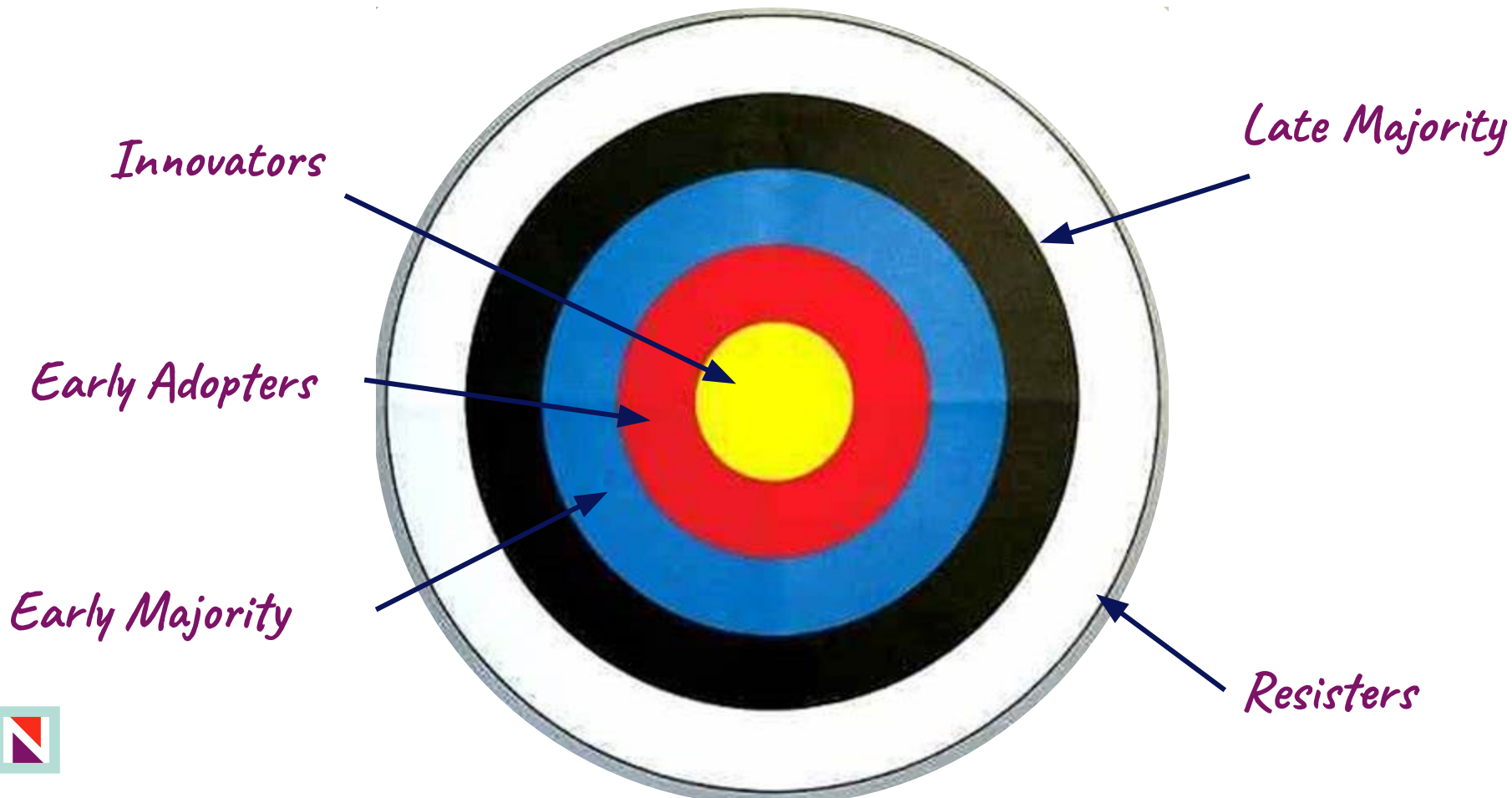
## DIFFUSION OF INNOVATION

SOURCE: EVERETT ROGERS



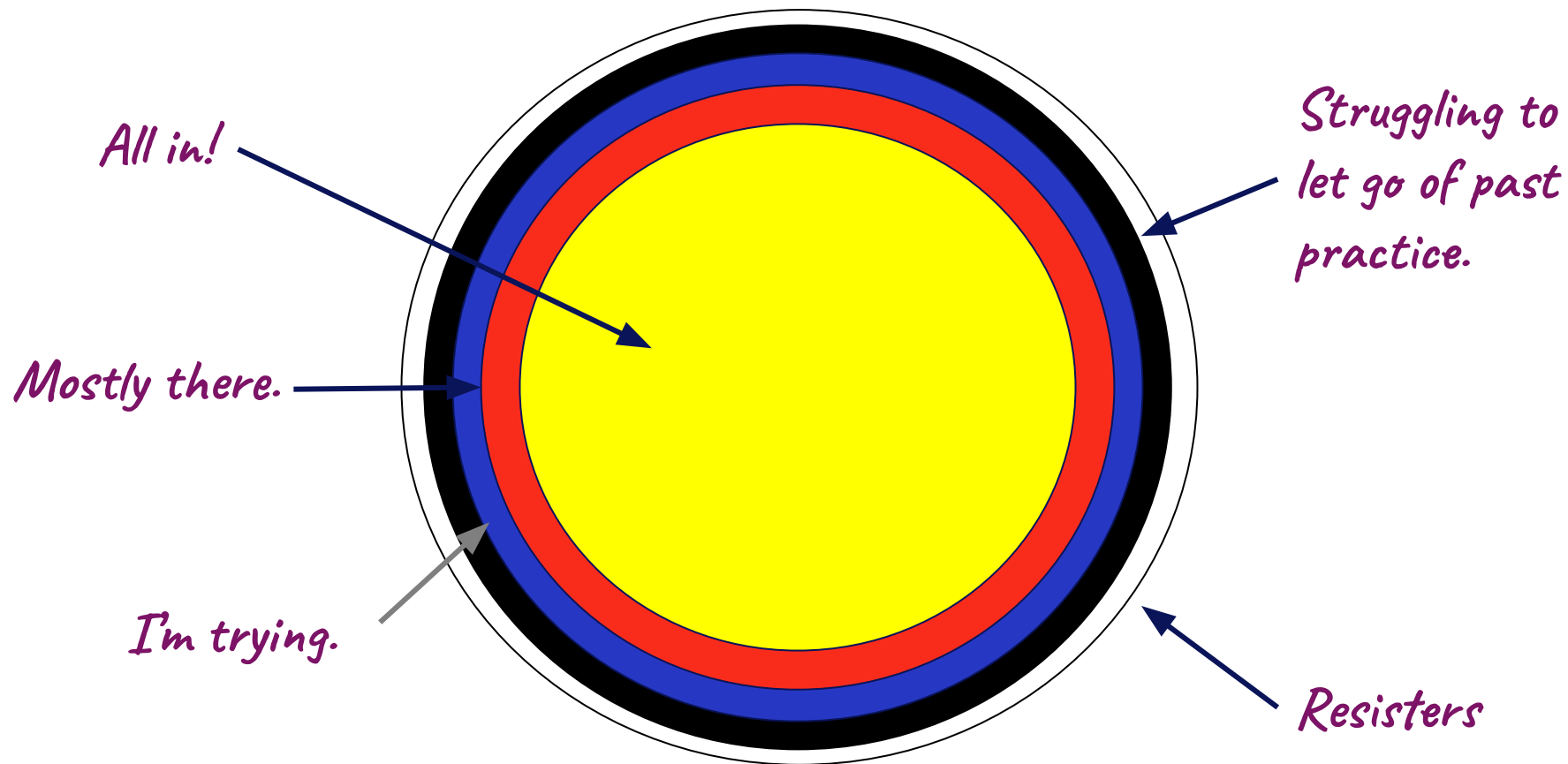


## Another view of initial reactions to innovation.



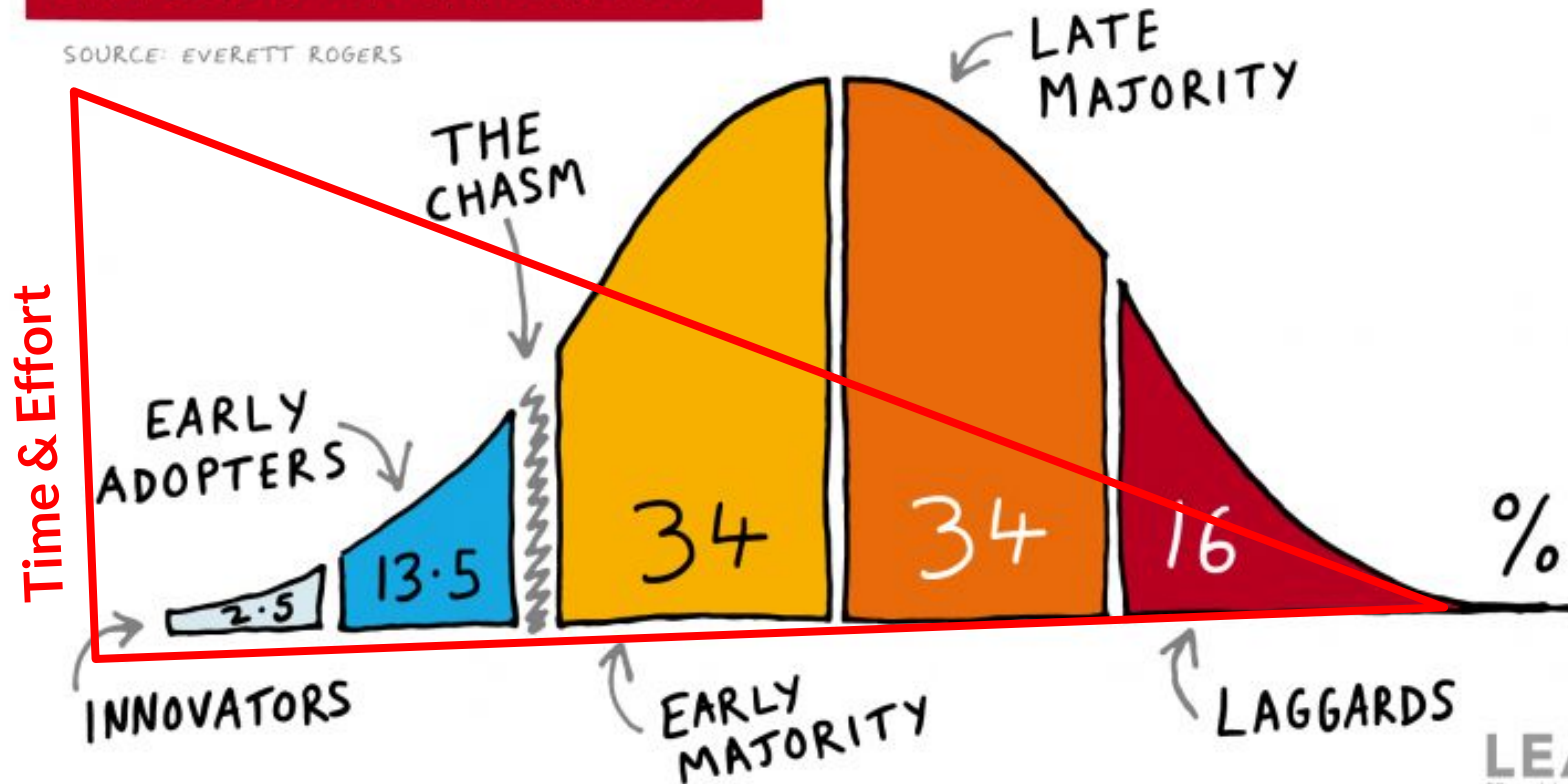


# Creating a System of Attraction



# DIFFUSION OF INNOVATION

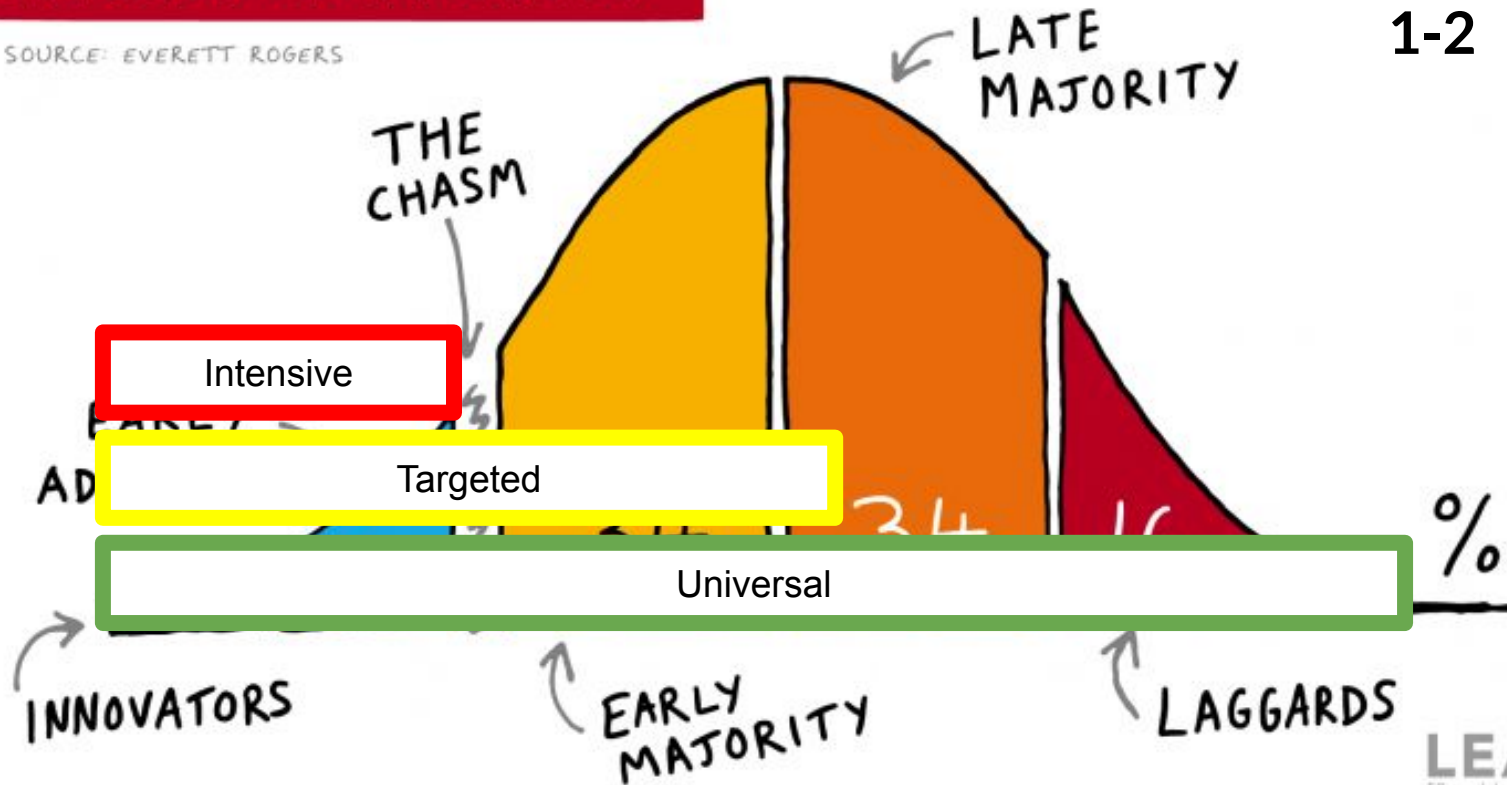
SOURCE: EVERETT ROGERS



# DIFFUSION OF INNOVATION

SOURCE: EVERETT ROGERS

Years  
1-2



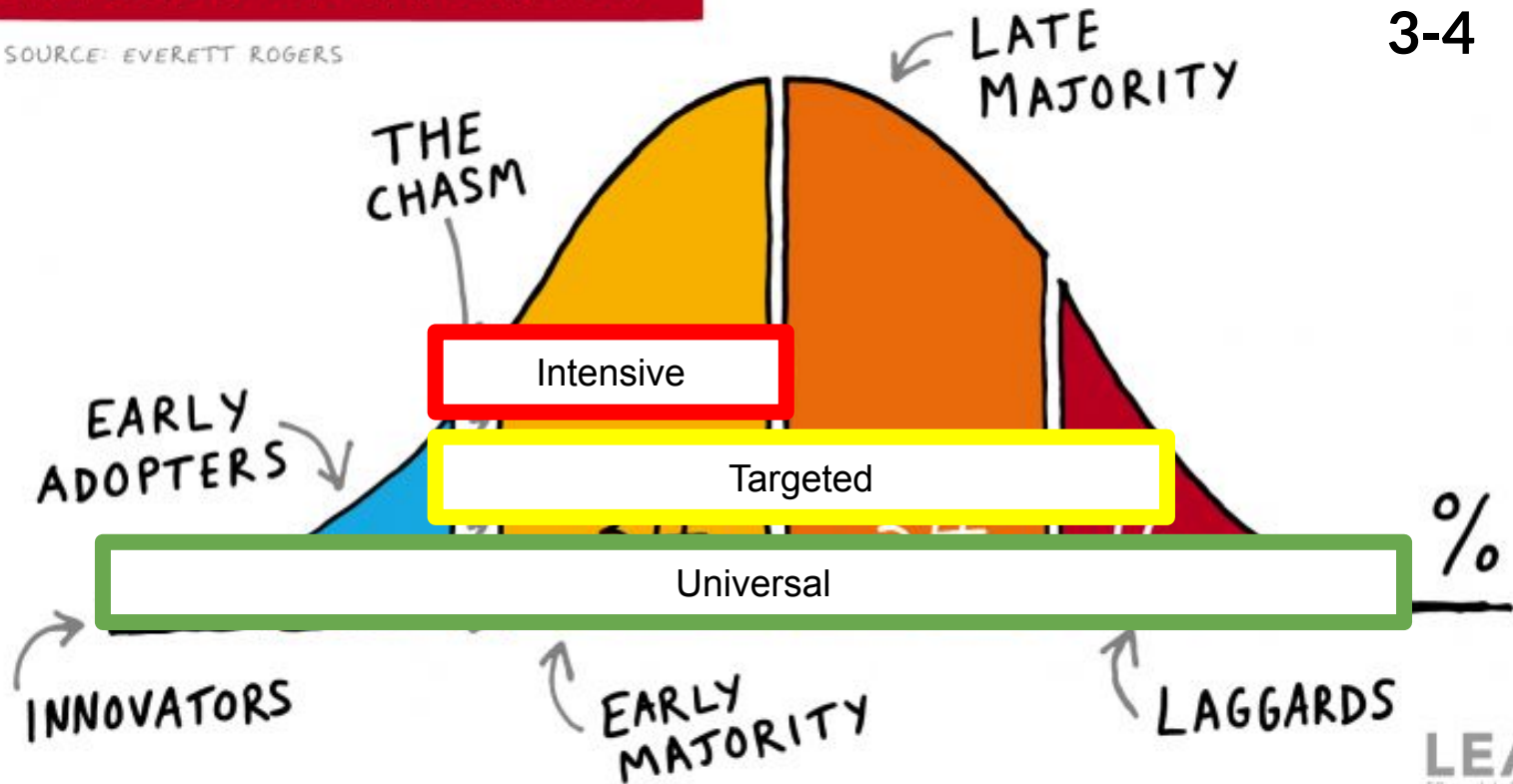
# Social Proof:



# DIFFUSION OF INNOVATION

SOURCE: EVERETT ROGERS

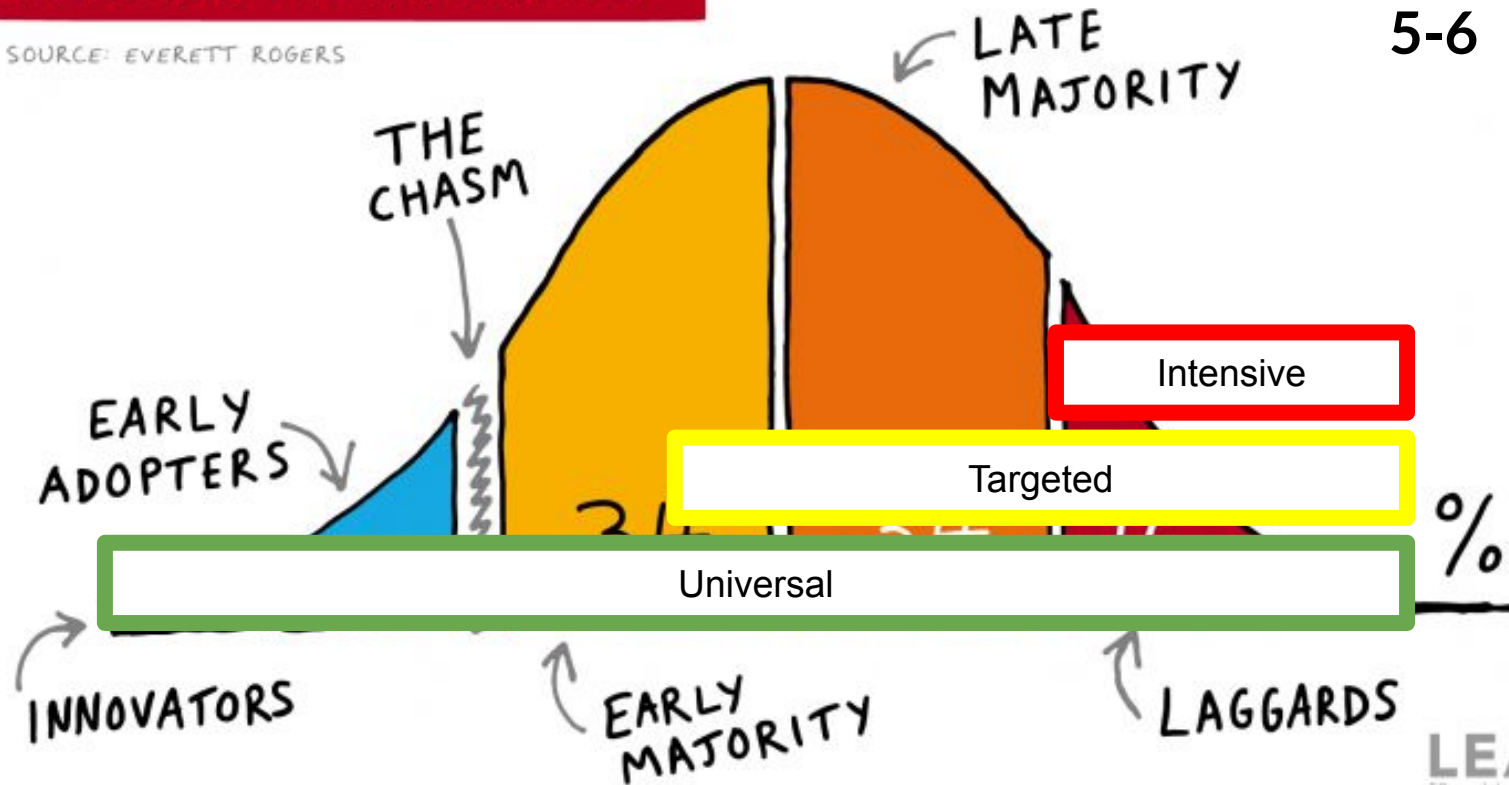
Years  
3-4



# DIFFUSION OF INNOVATION

SOURCE: EVERETT ROGERS

Years  
5-6



# Leadership From the Middle!

- On the ground
- Purpose & Mission Driven
- Daily investment through specific role/responsibility
- Informs the larger organization in “real time”

- In the air
- Sets the Direction and Coordinates Messaging
- Locates/Allocates Resources
- Orients Organization w/in Broader Community

- Both on the ground and in the air
- Builds capacity, confidence and trust
- Builds teams and “internal” accountability
- Serves as a “bridge” for the organization



# Table Time

5:00



What is resonating with you?  
What questions do you have?



Discuss.



Write.



Think.



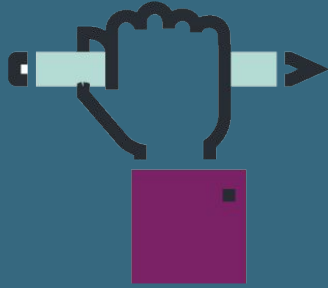




# Optimistic Closure

---

Planning Together



# Thumb Wrestle.



1. Wrestle 3 Rounds.
2. After each round name something that you are taking with you from today's learning.



# Feedback

Please take 1 minute to share your feedback for today!

[bit.ly/KC-Knudson](https://bit.ly/KC-Knudson)



## Learn More

More resources, tools, newsletters, and online courses at **novakeducation.com**

## Let's Connect!



@novakeducation

@KCKonUDL

kc@novakeducation.com