



Summit On Demand Session List

*Please note this schedule is not final and additional content will be added before April 12th.

Asynchronous Sessions

Session Title	Presenter(s)	Session Description	Tags
UDL in a Virtual Environment: Maintaining Curiosity, Creativity, and Culture	Charley Hoce, Joanele Hoce, Mindy Thompson, Krista Alldred, Carly McConnell, Kylie Myers, Shelby Horsza, Taylor Hall, Jeremy Everman, Cindi Bixler	Choose your own adventure using our virtual Seesaw workshop! Pick and choose from a variety of video examples and share our experiences, resources, and journey toward intentionally developing a primary grades learning environment that meets the needs of all students and empowers them to become expert learners, whether in person or remotely. Participants control their experience based on individual and district needs. Leave the session with ready-to-implement ideas and resources for developing a culture and environment of curiosity and creativity regardless of who and where your students are!	K-12
UDL in Writing Instruction: Technology-Based Interventions to Support Students with High-Incidence Disabilities	Anya Evmenova	This presentation will provide an overview of existing technology-based interventions that support writing instruction for students with high-incidence disabilities. Innovative technology-based graphic organizers (TBGOs) with embedded self-regulated learning strategies and UDL supports will be shared. The results of the TBGOs testing with more than 1,000 4th-12th grade students including 800 struggling writers with and without high-incidence disabilities and ELLs will be discussed. Students' and teachers' perceptions will be shared.	K-12, Research



Use of Lesson Study in the Implementation of the UDL Framework	Esther Kwan	Lesson Study, a Japanese model of teacher-led research and a method of professional development has been used to aid in the implementation of the use of the UDL framework in a Special Education school in Singapore. Using Lesson Study, the school has been able to help all 80 of their teaching staff to increase in their understanding and use of the UDL framework and the subsequent impact it has had on the students.	K-12, Professional Development, Teacher Educators
From Perception to Practice: Educator Efficacy and UDL Implementation	Jo Ann Hanrahan, Angela Balsley, Rachel Herron, Gretchen Kroll	<p>Earlywood Educational Services and Goalbook partnered to explore how perceptions of educators' self-efficacy influence educator practice in applying UDL strategies to support specially designed instruction (SDI) and foster collaboration with general educators in supporting ALL students with MTSS-appropriate tier 1 best practices.</p> <p>This interactive session will dive into the findings from years 1 and 2 of this mixed-methods inquiry. The successes, challenges, and findings of UDL strategy implementation by special education personnel provide valuable insights into the connection between special educator efficacy as an "expert learning specialist" to the utilization of UDL strategies as a co-contributor to teaching and learning in the general education classroom to address learner needs.</p>	K-12, Professional Development, Teacher Educators
Assessments Don't Have to be Boring!	Kelley Culp	Throughout the pandemic I have seen many teachers asking for help in finding ways to assess learners so that the learners "can't cheat" My answer is always to rethink how we assess learners. How can we authentically assess what our learners know and how can they show us in a creative way? Participants will explore a variety of assessment strategies that will work in most secondary classroom settings. Whether learners are face to face, hybrid, or online: creating assessments that are authentic and flexible can lead to amazing work products from all learners.	K-12
Journey to UDL: Reframing lesson design using the UDL	Kelly Wylie, Shay Fairchild, Kirsten	The CAPMSE design team worked collaboratively to build a K-8 math and science lesson repository. The design team vetted lessons	K-12, Professional Development



Framework	Sarginger, Niki Reina-Guerra	<p>based on the Universal Design for Learning framework. The intention of the repository was to have ready-to-use k-8 math and science lessons that were accessible in a distance learning environment, a digital environment, and/or an in-person classroom setting.</p> <p>Analyzing lessons and recognizing barriers, the need for UDL was critical to optimize learning for all students, especially in the mist of the pandemic. Utilizing the UDL framework, lessons were redesigned and became the skeletal frame to guide the learning in the lessons.</p>	
The language of movement: Making Health and Physical Education curricula more accessible through UDL.	Janice Atkin, Sarah Humphreys	The Australian Curriculum is currently under review and a key action for the Health and Physical Education curriculum is to review the language used to ensure the curriculum is inclusive of all learners. This session will highlight how the language we use, particularly when describing learning and achievement in movement activities, can be the difference between inclusion and exclusion of students. We will model strategies for re-thinking the language used to describe learning goals, using the UDL Framework as a reference point, to ensure all learners can be included in the curricula we design.	K-12
An Effective Institutional Approach to Teaching, Learning & Assessment through a Universal Design for Learning Lens	Maureen Haran, Shelley Brady, Ellen McCabe	This session is supported by current research and will provide attendees with strong evidence related to the outcomes of UDL implementation. We employed resources to work with and support staff across a Higher Education Institute to build greater capacity to curriculum design and teaching practices to ensure a positive student experience with robust academic standards which contributes significantly to increasing retention. Establishing a strategic UDL work plan that includes a collaborative and interdisciplinary project with key initiative activities, ensures the findings add to the theoretical discourse of how accessibility can be facilitated through UDL.	K-12, Teacher Educators, Higher Education
Designing for Equity and	Kate Blanchard	How do we utilize UDL as a tool for systemic change - and in a way	K-12, Teacher



Systemic Change		that deliberately addresses equity for all learners? Join us to for a conversation and learn more about how Teach For America has worked to embed learner variability, UDL, and our ability to dismantle ableism as it intersects with other forms of oppression in throughout our model – our teacher training, ongoing teacher support, structures for adult learners, and more. We'll spotlight some key moments that have led to this change and what we're planning to do next.	Educators, Higher Education
Navigating the Changing Landscape of Online learning Through a Universal Design for Learning Lens	Lisa J. Ehlers McCuller, Jessica McKay, Lou Ann Rosario	Teachers and practitioners who are involved in the ongoing “emergency” remote learning during the COVID-19 pandemic are being faced with common barriers as they navigate the online learning “landscape”. This session will provide a map of four of the biggest issues facing online instruction. Concrete solutions for each of these issues utilizing Universal Design for Learning will be brainstormed with the session participants.	K-12, Professional Development, Teacher Educators
A Class Act: Fostering Inclusion and Alleviating Communication Anxiety for Students with SpLDs and Disabilities.	Ben Scott, Cara Hunt	50% of K-12 students struggle with their communication skills, and 86% of students with SpLDs experience communication anxiety. An effective tool that supports these concerns is essential for the classroom, higher education, and the workplace. Present Pal is a UDL implementation tool that supports users to build their communication skills and confidence through interactive and accessible flashcards. This session will demonstrate the Present Pal app and how it grows and supports UDL teaching and learning. Innovative research will also be presented, discussing the challenges faced by students when communicating and presenting remotely.	K-12, Teacher Educators, Higher Education, Research
UDL in Higher Education: Passing on the Torch	Stephanie L. Craig	The implementation of UDL in higher education provides students in all areas of study engaging, accessible, and flexible learning. This breaks the mold of how higher education has traditionally looked. Moreover, teacher preparation programs have the additional responsibility to equip their graduates with the appropriate knowledge and practices to go into the profession and provide accessible and engaging instruction for all students in K-12. This	Higher Education



		session will share the vision of one college in threading UDL throughout the entire teacher preparation program. Explicitly teaching and modeling of the UDL principles, guidelines, and checkpoints for conceptual understanding to develop skill acquisition. Additionally, providing multiple opportunities for students to apply the knowledge when they are conducting field work in local schools. Through this process, we pass on the torch of UDL practices used in college classes to K-12 classrooms.	
"Where's the Re-do Button?" Supporting Diverse Teachers through UDL	Samantha Gilbert	Despite Universal Design for Learning (UDL, Rose & Meyer, 2002) being internationally recognized as a framework that addresses students' inherent learner variability and reduces their barriers to learning (Basham et al., 2018), little work has addressed the inherent variability of diverse teachers. In particular, all teachers will at some point face barriers to executive functioning; notably, this is of relevance as teachers adapt to distanced learning. This UDL talk launches discussion around the important question, "How can UDL best support diverse teachers in designing instructional experiences inclusive of both teacher and student variability?"	K-12, Professional Development, Teacher Educators, Research
Accessibility Features in iOS	Lori Wetzel	This session provides an opportunity to learn about and explore the accessibility features of Apple devices. This session is for all teachers who are interested in better serving all students, especially students with IEPs, 504 plans, and English Language Learners. This workshop builds on the foundations of Universal Design for Learning and includes dynamic ways to use Apple devices to meet all students' needs.	K-12
Road Trip UDL: Designing Digital Environments with UDL as the Roadmap	Brenny Kummer	Remote teaching and learning might appear to be a bumpy road-but it doesn't have to be! UDL rockstars, start your engines! With UDL as a design roadmap, we can create environments that are accessible, engaging, and supportive of learner variability. In this session, we'll examine ways to use the UDL guidelines to design virtual (and hybrid) learning environments, as well as design tips that are transferable to in-person environment design. We'll explore strategies, tips, and exemplars to boost student	K-12, Professional Development



		engagement in virtual or hybrid environments, improve the accessibility of online content, and optimize choice in digital spaces. By the end of the session, participants will have concrete strategies for creating universally designed virtual environments to capture, boost, and sustain student engagement.	
Flexible Learning Spaces and Learner Centered Education	Eric Hill	In this session, participants will explore ways in which form drives function and how flexible learning spaces can support learner centered education.	K-12, Teacher Educators
Implementing Universal Design for Learning in Low-Resource Contexts: An Overview of Rwanda and Ghana	Nicholas Hoekstra, Hayley Niad	This session gives an overview of formative research on the implementation of UDL for improving literacy outcomes in large classrooms with limited resources.	K-12, Research
Growing Solutions: UDL/MTSS Integrative Project	Anne Marie Ristow, Janet Good	This session will recognize pointers on what to think about when trying to embed UDL within an MTSS. We will also encounter revelations in viewing our system of instruction and intervention as a network with the ability to make the primacy of purposeful interactions more obvious. Finally, we will embrace rejuvenation through examples of growing pains that go into an implementation and sustainability plan for an effective UDL within an MTSS.	K-12, Higher Education, Teacher Educators
Designing Choice That Empowers All Learners	Joni Degner, Bryan Dean, Alexis Reid	<p>In order to create meaningful opportunities for learners to make choices and become self-directed in their learning, we have to move away from being lesson planners and embrace our role as designers of learning opportunities and educational spaces.</p> <p>Learning designers empathize and seek to understand, define challenges and decisions to be made, share and value all ideas, create prototypes for iterations of their work, test their iterations to determine what works and how to move the design forward, and value the learner as the center of design.</p>	K12, Teacher Educators, Professional Development



Flexible Learning Environments By Design	Joni Degner, Bryan Dean, Alexis Reid	The environment is the context in which learning takes place. It mirrors the ideas, values, attitudes, and cultures of those who use the space. Educators must utilize the learning environment to communicate the beliefs that learners should be at the center of the learning experience and that intentional and inclusive pedagogy are valued in the space.	K12, Teacher Educators, Professional Development
Designing Virtual Reality for Social Skill Supports: UDL to the Rescue	Sean J. Smith, Maggie Mosher	This session will introduce to participants a virtual reality social skills tool for students with social skill deficits. Available across various platforms (e.g., Chrome, iPad, Oculus), students have the possibility of address social emotional challenges across 10 social skill domains. Participants will learn about the tool, its alignment to the UDL Framework, and how this can be used by students and their educators to address social skill deficits in a personalized user friendly format. In addition to the virtual reality tool, educators will also learn about a tool that facilitates the practice and generalization of the learning social skill in the “real” classroom.	K-12, Teacher Educators

Asynchronous Poster Sessions

Session Title	Presenter(s)	Session Description	Tags
Engagement. How?	Liliana Silvina Vidal	The aim of this presentation is to unveil how through multiple means of representation, ELS students with fixed mindset and high level of frustration can reach the eureka moment in the learning pit. “Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variations in affect including neurology, culture, personal relevance, subjectivity, and background knowledge , along with a variety of other factors”.	Early Childhood, K-12, Teacher Educators, Research



		Minimizing threats and distractions, teaching self- regulation and growth mindset, ESL teachers can provide students fundamental tools to achieve their goals.	
Designing for All Learners	Mamta Verma	This session will address affective, recognition and strategic networks for all learners. Due to challenging circumstances, educators have to change instructional delivery from face to face to virtual. The purpose of education is to engage all in all settings. Now the question is: Are we reaching out to all learners virtually? Are the lessons addressing the needs of all learners? Are we providing equity to all learners ? Are we bridging the gaps? The participant will walk away with ideas how to reduce barriers in reaching out to all learners.	K-12, Teacher Educators
S.H.I.F.T. Happens!	Hillary Goldthwait-Fowles, Mia Laudato	Schools talk about including learners with disabilities, but lack depth in including learners with significant disabilities. There is a presumption that learners with significant disabilities cannot be educated in the “typical” classroom setting, and when they ARE included, it is maybe for specials, lunch, and recess. How does this presumption impact TRUE access for learners with significant disabilities? True inclusivity (UDL) requires a SHIFT in all of these areas, and includes using UDL as the foundation for this SHIFT. We present the S.H.I.F.T. as more than just an acronym. S.H.I.F.T is a set of action steps to explore, examine, and share the ways that learners with significant disabilities can and should be included through the intentional use of UDL as a vehicle for equity.	Early Childhood, K-12, Professional Development, Teacher Educators, Research
Writing Needs, Attitudes, and Instructional Considerations: Addressing Barriers to Writing in a Graduate Course	Sara Flanagan	Students at all levels struggle in written expression. This session presents how one faculty member addressed barriers to written expression in a graduate level education course.	Higher Education, Research
(Re-)Discover UDL Design in Classroom Routines: Practicality and	Natsuko Takemae, Nicole Dobbins, Teresa Little	As teachers become more fluent and proficient in the UDL applications to instructional practices, there may be activities that are working well and some other activities that need to be changed.	Early Childhood, K-12, Professional Development,



Implementation		Finding out how to make changes to refresh and elevate both cases while keeping their core intentions can be challenging. Viewing UDL applications from different angles can leverage the current learning and instructional features. Our presentation highlights resources and strategies to refresh and advance current teaching ideas and strategies are discussed and shared during this presentation.	Teacher Educators, Higher Education
Applying UDL Concepts to Student Psychological Assessment Profiles: Understanding Common Areas of Need and Support	Colin King	Advances in UDL have supported educators to create more inclusive, responsive, and flexible classrooms for diverse learners. Incorporating the framework of UDL in school psychology may reduce implementation gaps by aligning language and strategies under a shared structure. 50 de-identified psychological reports of school-aged youth (7 to 18 years of age) experiencing learning difficulties were reviewed to investigate how UDL concepts directly map onto these student profiles. Across learning profiles and diagnoses, several UDL areas were commonly highlighted. These included language and symbols, executive functions, and self-regulation. Implications and next steps to improve UDL implementation will be discussed.	K-12, Professional Development, Teacher Educators, Research
Exploring a Coaching Model as a Means of Engaging Clinical Educators in Universal Design for Learning	Lisa L. Fanelli, Corinne Consolini	UDL's principles enable educators in higher education institutions to reach all students through multiple means of Engagement, Representation, and Action and Expression. While there is substantial evidence supporting UDL in the academic setting, the application of UDL principles in the clinical setting is less well explored. The purposes of this pilot project are (a) to develop a curriculum for coaching clinical educators in application of the UDL framework in their practice and (b) to provide coaching and technical assistance to implement UDL with students in clinical settings.	Higher Education
Designing for Variability Across the Higher Ed Curriculum	Randy Laist, Dana Sheehan, Nicole Brewer	Designing for Variability across the Higher Ed Curriculum is an interactive poster in which a spectrum of practitioners shares stories about how their UDL training has inspired them to redesign and reconceptualize the way they teach, the way they interact with	Higher Education



		<p>students, and the way they think about the role of higher education in general. This repository showcases first-person accounts of the transformative potential of a UDL-based approach to higher education, offering specific examples of what UDL-informed practice looks like in disciplines as diverse as Composition, Nursing, Welding, and Graduate Studies.</p>	
<p>Designing Higher Education Courses with Universal Design for Learning (UDL)</p>	<p>Kevin L. Merry</p>	<p>This study investigates the impact of a UDL course design methodology called CUTLAS. The study's main aim was to uncover the extent to which students on a Postgraduate Certificate in Higher Education (PGCHE) course encountered UDL learning, teaching and assessment practices, following its CUTLAS design. A secondary aim was to assess how important UDL learning, teaching and assessment practices were perceived to be in relation to learning.</p> <p>The extent to which PGCHE students encountered UDL learning, teaching and assessment practices and their importance for learning were assessed using the 36 item UDL student perception survey (Kennette et al., 2019). Results revealed that students perceived that 31 of the 36 survey items, occurred "often" or "always", on the PGCHE, with 29 of those 31 items considered as "very" or "extremely" important for learning. CUTLAS appears to effectively embed UDL into the course design process, with demonstrable perceived benefits for learning.</p>	<p>Professional Development, Teacher educators, Higher Education</p>
<p>The Four Pillars of the Student Centered Classroom</p>	<p>Heather Cowap</p>	<p>Education and Parents are calling for "student centered" classrooms, but there is a wide range of practices and expectations of what this means. This presentation will provide four pillars of practice to consider in framing a student centered classroom. Beginning with UDL as the basis for how curriculum is presented to students, the other pillars include communication practices, student and teacher accountability, and feedback to guide student progression through curriculum. This session will focus on these practices which support the student centered classroom while retaining teacher sanity!</p>	<p>K12, Teacher Educators</p>



Live Schedule (April 12th - 14th, 2021)

Monday, April 12th

***Pre-Conference sessions are sold separately and you will receive direct access to these sessions.**

Join us from 9:00-9:30pm ET for our conference welcome! This thirty minute introduction to the Summit will be repeated again on Tuesday morning at 9:00am ET so we can reach as many time zones as possible. No need to attend both as the content will be the same.

Tuesday, April 13th

Time (ET)	Session Title	Presenter(s)	Session Description	Tags
9:00-9:30	Welcome (repeated)	UDL-IRN	Welcome to the Summit On Demand! This session is the same content as the welcome on Monday at 9:00pm ET with the hope that we can reach as many time zones as possible.	General
9:30-10:00	A Pocketwatch Made me Pause	Loui Lord Nelson	Sometimes a small life event makes you think about big things. Using the story of a pocket watch that needed to be repaired, Loui will take the audience into their own reflective space about maintaining their own spirits as we continue to move through the unknown.	General
10:00-10:30	Break/Orientation to the site		Get oriented to the Summit On Demand site and take a break before we kick off synchronous breakout sessions.	General



10:30-11:30	Pennies Dropping Everywhere - How Engagement with UDL Changes Educator Behaviours & Attitudes	Dara Ryder, Terry Maguire, Lisa Padden, Trevor Boland	<p>As organisations and individuals promoting UDL and providing CPD, we're always seeking to create that 'a-ha' moment, where the penny drops. That moment when your trainees truly 'get' UDL and it begins to help them offer more accessible, engaging and rich learning experiences for their students.</p> <p>But do we really know the impact that UDL CPD has on educators? Even if we're sure it works, is it possible to deliver quality CPD on a scale that can really impact culture within an institution or indeed, a country? And most importantly, what do the students think about how their teacher's practices have changed as a result of their engagement with UDL? This session will explore outcomes of research and evaluation of a huge Irish national UDL CPD programme for educators in higher education and further education and training.</p>	Professional Development, Teacher Educators, Higher Education, Research
	Expert UDL for UDL Experts	Thomas Tobin	<p>The good news: most people in higher education have now heard about UDL. The bad news: many think it's just another facet of general accessibility efforts. The opportunity: now we can build on foundational knowledge to create UDL experts at our colleges and universities. This session will share three expert-level messages to bring back to your campus leaders and colleagues. You will learn how to go beyond the principles of UDL as they apply to individual course interactions and start designing curricula, services, and support structures in a universal and inclusive way. Not an expert yet? Come by and learn!</p>	Higher Education
	Accessibility in Multimedia: Updating the Theories Behind Online Course Design	Hal Hinderliter	<p>Convenience and accessibility have instigated strong growth in the deployment of computer facilitated learning, but the wide variations in design approaches seen today indicates the value of promulgating research-based guidelines for these courses. This</p>	K-12, Professional Development, Teacher Educators, Higher Education



			session examines recent developments in instructional design theories that impact how we prepare and present online content. Special emphasis will be given to the relationship between UDL and the Cognitive Theory of Multimedia Learning, especially how Mayer’s recent research on boundary conditions can support the tenets of UDL for learners of all abilities. Examples of accessible multimedia instruction will be shown, as well as empirical data on the efficacy of various presentation styles.	
	A UDL Approach to Dismantling Inequity by Design	Nicole Tucker-Smith	At its core, UDL is about designing new environments so that all learners can engage and excel to the greatest extent possible. But what if we need to dismantle harmful practices in conjunction with designing new opportunities? This UDL talk focuses on seeing one guideline, Recruiting Interest, through an equity lens. Pulling in recent research and real-life stories, we’ll explore a 3D process – Define, Dismantle, and Design – to envision “learning free from limits.”	K-12, Teacher Educators, Higher Education, Research
	Why Should I Care? Co-Designing Engaging Classroom Science Assessments With Students	Bob Dolan, Kim Ducharme, Allison Posey, Samantha Gilbert	Audience members will learn about a co-design method developed as part of a four-year, U.S. Department of Education-funded research study that employs Universal Design for Learning (UDL) to create engaging, equitable, and inclusive classroom science assessments that can support instructional decision-making. These assessments are designed to evaluate students at deeper levels of knowledge and skill than traditional assessments. With assistance from the presenters, audience members will try out the co-design process.	K-12, Research
11:30-12:30	Lunch			General



12:30-1:00	CIDDL Networking Discussion	CIDDL Team	Come network and learn with the Center for Innovation, Design, and Digital Learning (CIDDL).	Higher Education
	Let's Design for Difference...in Distance Learning, and Beyond! Networking Discussion	Understood	Join this networking discussion led by Understood's Trynia Kaufman as we discuss designing for difference in distance learning settings (and more!).	K12
	Let's Talk About Critical Issues in UDL Networking Discussion	Alisa Lowrey, Dave Edyburn	Alisa Lowrey and Dave Edyburn host a networking session surrounding the topics in the newly published book, Critical Issues in UDL. Beginning the conversation with topics highlighted in the book that highlight an array of issues impacting the UDL field, they'll moderate a conversation with audience members surrounding these issues. Among the issues to be addressed: the evolving language used to describe UDL, scaling UDL, UDL within special education, the status of UDL research, and the future of UDL. Participants will have the opportunity share their perspectives engage in critical conversations about these issues, as well as new issues, by exploring future implications for research and practice to extend the understanding and work in UDL.	Research, K-12, Higher Education, Teacher Educators, Professional Development
1:00-1:15	Break			General
1:15-2:15	The Empowered Learner: Future Ready with Agency and Self-Advocacy Skills	Kathleen McClaskey, Hillary Goldthwait-Fowles	Discover the ways to empower each learner to understand the what, why and how of their learning so that they can value their individual variability and uniqueness. With this rich understanding, each learner can then identify and develop the skills to support and enhance their own learning using ways to access, engage, and express in order to achieve equity among their peers in an inclusive environment and	K-12, Professional Development, Research



			then become agents and self-advocates of their own learning.	
	Universally-Designing the Remote Learning Environment	Susan Shapiro	When life necessitates remote learning, most teachers report missing their classrooms! Not the walls or the windows, but the norms, routines and ways of working they have established with their students. In the physical classroom, learners count on an anchor charts, executive function supports, tools and technology options. In the physical classroom, learners count on built-in self-regulation options and comprehension checks. These "predictable options" for learning in the classroom support learner agency. How can teachers build predictable supports in virtual learning spaces? This session uses a Learning Environment Planning Inventory tool to answer that question. Participants will work solo or with a team to imagine ways virtual learning spaces can be universally-designed - to imagine ways virtual learning spaces can be filled with relevant and reliable options for learners to engage, make meaning, and act and express their thinking. This session promises a "UDL thinking tool" for designing learning environments but the best part will be the idea sharing among participants.	K-12, Professional Development, Teacher Educators, Higher Education
	Model School Approach to Support UDL: Mission Bay School Case Study	David Reid, Lindsey Blass, Julia Pascutto, Lauren Maass	Are your learning spaces a barrier to student learning and UDL implementation? This session illustrates a process to better integrate UDL into the space design of schools, using the new Mission Bay School in San Francisco as a case study. The design principles and process tools are valuable whether you're involved in capital improvements or simply wanting to hack the spaces you have today. The session will highlight 8 key design principles every school should pay attention to.	K12, Teacher Educators



	Knowledge Sharing through Crowdsourcing of Class Notes in Higher Education	Amie E. Germain, Rodney Altemose	Crowdsourcing class notes was a UDL based tool used in the Harvard Graduate School of Education, T-560 course: Meeting the Challenge of Individual Differences, taught by David Rose and colleagues. This session presents findings from a mixed-methods research study that utilized an expanded version of crowdsourcing class notes in fourteen higher education courses with over 700 undergraduate and graduate students. In addition to class notes, students crowdsourced executive summaries and visual representations of class sessions with peers through the learning management system. This research study sought to understand how students use crowdsourced materials, and about using the materials. Participants will leave the session understanding benefits of crowdsourcing student materials and recommendations for future implementation of the tool in higher education courses.	Higher Education
	You Don't Have to be an Instructional Designer to Design Great Math and Science Instruction	Joni Degner, Louis Shanafelt	During the rapid move to remote learning, many hardworking educators were stretched to their limits. Juggling compliance with schools and state requirements, and remodeling their teaching strategies and classroom activities to ensure students kept on track. Now that we've had some time to reflect on the ongoing shift in learning environments, it's time to move beyond compliance and take a look at how to design active and engaging digital math and STEM instruction that engages and supports diverse learners.	K-12, Teacher Educators, Professional Development
2:15-2:30	Break			General
2:30-3:30	Supercharge Your PD: Build Capacity to	Kasia Derbiszewska, Nicole Tucker-Smith	This session aims to answer the question, "What strategies can educators use to support effective UDL	K-12, Professional Development,



	Facilitate Effective UDL Implementation		<p>implementation among teachers in their community?"</p> <p>Participants will learn about and experience 6 concrete strategies that have been refined through years of supporting UDL implementation and are designed to inspire and sustain changes in teaching. Using a holistic design approach, these 6 practical strategies transform traditional PD by focusing on removing barriers to adult learning, sustaining effort and persistence, and maximizing transfer of professional learning into classroom practice. These strategies help teachers understand what UDL implementation looks like in their context and provide flexible methods for monitoring progress. Participants will gain knowledge and takeaway materials to incorporate these PD strategies into their UDL implementation initiatives.</p>	Teacher Educators
	Meeting the Math Needs of ALL Students within the Virtual Environment Webinar Series: Evidence for Universal Design for Learning in Math	Shelby Robertson, Tara Jeffs	<p>This session will share the results of a just-in-time webinar series that probed into Florida's math classrooms during the pandemic. Over 700 participants provided peer-to-peer support regarding what is working within the innovative learning environments.</p> <p>Webinars within this series focused on:</p> <ul style="list-style-type: none"> -Universal Design for Learning in Math -B.E.S.T. Standards -Standards-Based Instruction <p>A quick inquiry into Florida's learning options revealed a meaningful look at the following questions pertaining to teaching math:</p> <ul style="list-style-type: none"> -What do you need immediate support with? -What is the biggest obstacle? -What have you found to be successful in increasing student outcomes (e.g., resources/strategies)? -How does UDL provide the framework for success? <p>This webinar series heard the voices of those teaching</p>	K-12, Professional Development, Teacher Educators, Higher Education, Research



			and or supporting math classrooms and provided evidence of the importance of UDL for reaching all students in teaching mathematics in the traditional and innovative learning environments. Join us on this data journey.	
	Building Teams for Transformation: UDL, Equity and the Role of High Functioning Teams	Elizabeth Berquist, Lisa Williams	With an understanding of how race and racism operate in classrooms and schools, we can harness the power of the UDL framework to tear down broken systems and design new ways of being. This can only occur if we are willing to be expert learners and look internally at our own practices and beliefs. In this session, join Lisa Williams and Liz Berquist as they share how UDL can be a lever for moving equity theory to practice. Guided by their work in the Baltimore County Public School System (BCPS), the 25th largest district in the US, Lisa and Liz will offer actionable practices for developing high functioning teams capable of disrupting oppressive practices and designing equitable, universally designed learning environments.	K-12
	Multiple Means of Entry: Discovering Different Ways to Enter UDL	Loui Lord Nelson, Allison Posey, Mindy Johnson	Educators around the world are sharing UDL with each other, but what are they sharing, why are they sharing it, and how are they sharing it? This session will tap into the vast experiences of three UDL influencers to guide participants through identifying what their participants need and where to start within the UDL framework.	Professional Development
	The New UDL School Implementation and Certification Criteria	Sue Hardin, Allison Posey, Bill Wilmot	Join the CAST/UDL-IRN team as we share the new UDL School Implementation and Certification Criteria. We'll unpack the what, why and how of effective school implementation, including assessment and implementation tools developed to support the process.	K-12, Teacher Educators, Professional Development



3:30-4:30	Asynchronous Breakout Sessions			General
4:30-5:00	Flexible Grouping and UDL: Remediating Learning Loss & Accelerating Learning After COVID-19	Ray Cañada, Meg Hutchinson	The COVID-19 crisis has caused unprecedented and inequitable learning loss across American K-12 education, particularly for students with learning differences at schools in marginalized communities. This makes equitable learning acceleration more important now than ever before. As schools adapt, how will teachers help all students catch back up? This session describes a potential solution, differentiated flexible small groups, and offers a roadmap for classrooms to implement it. Together, we'll explore how to leverage granular student data to inform collaborative planning sessions where teachers use UDL principles to design learning environments that help every student make progress, whether in-person or online.	K-12, Professional Development, Teacher Educators
8:00-9:00	Network and Learn Networking Event	UDL-IRN Professional Learning Committee	Join your colleagues for an evening of passionate conversation, idea swapping and laughs. This Network and Learn features several Summit presenters, facilitating small group UDL related discussions. This is your opportunity to dig deeper into the topics you're passionate about. You'll meet new UDL friends and connect with old friends too. The networking continues with our after hours special guest, mixologist Jimmy Drinx. We'll be making virtual Daiquiris to enjoy after the session to keep the conversation going.	General
9:00-10:00	International Watch Party		We're calling folks from every time zone to come together and choose a session (or a couple of sessions!) to watch together synchronously. Chat, network, and learn with your UDL colleagues around the globe!	General



Wednesday, April 14th

Time (ET)	Session Title	Presenter(s)	Session Description	Tags
9:00-9:20	UDL + TED Experience: A Metaphor for Engaging K-12 and Higher Education Communities	Kelly Dreyer, Julie Nelson Meers, David Reid	<p>We evaluate the 'TED Experience' through the UDL lens as a metaphor for how higher education may create more engaging, communal and real-world opportunities, bridging education and industry. Expanding recruiting and outreach approaches to engage historically disenfranchised students offers a path to weathering financially challenging times by bolstering enrollment.</p> <p>UDL provides a lens for expanding accessibility and boosting engagement. Both are urgently needed in higher education right now. While many implementations of UDL focus on formal classroom contexts, we believe a UDL approach can and should be applied to the higher education experience more broadly.</p>	Higher Education
9:20-9:40	UDL to Boost First Generation Student Retention and Success, Michael Ralph	Dolores Greenawalt, Kelly Dreyer	Today's learner variability includes an increasing number of first-time collegiate students enrolled in classes. We examine data on first generation students and their peers as an example of how data should impact program design. We can embrace this variability to boost enrollment and expand your value proposition.	Higher Education
9:40-10:00	Break			General
10:00-11:00	When Unknown Becomes Known:	Natsuko Takemae, Joan Nicoll-Senft	This research examines UDL framework applications among teacher candidates pursuing their initial or cross	K-12, Professional Development,



	<p>Progressions in UDL Applications Among Teacher Candidates</p>		<p>endorsement certification in special education at a regional comprehensive university in Connecticut. Research results examine their progression in knowledge and application of the UDL framework in the K-12 settings. Along with the UDL Reporting Criteria (Rao et al., 2019), this presentation highlights explicit examples of our program's implementation of UDL-focused preparation including instructor modeling, embedded supports, scaffolded progression, lesson planning, and classroom applications. Participants are encouraged to engage in our interactive discussions, exploratory activities, as well as multi-media and sample resources with colleagues from different disciplines.</p>	<p>Teacher Educators, Higher Education, Research</p>
	<p>Exploring Coaching as a Means to Assist the Implementation of UDL</p>	<p>Stephanie Craig, Sean Smith</p>	<p>This mixed methods study investigated the effects of coaching as professional development on teachers' knowledge and application of the Universal Design for Learning (UDL) framework. Treatment participants received a coaching cycle on UDL implementation from their building UDL coach, and comparison participants did not receive coaching. The results showed that teachers overall made gains in knowledge and application of UDL. Qualitative data revealed that teachers valued and changed practice from the use of coaching. While the results were interesting, they did not yield a statistically significant interaction between coaching and the increase in self-reported UDL knowledge, application, or observed application.</p>	<p>K-12, Professional Development, Research</p>
	<p>UDL Rising to Equity: Mobilizing the Guidelines to Bust Biases and Barriers to Learning</p>	<p>Nicole Tucker-Smith, Jenna Gravel</p>	<p>Participants will learn about UDL Rising to Equity, a community-driven project by CAST. They will have an opportunity to engage in an ongoing conversation to update the UDL Guidelines to address systemic barriers that create inequitable learning opportunities and result in inequitable outcomes for learners.</p>	<p>Early Childhood, K-12, Professional Development, Teacher Educators, Higher Education, Research</p>



			Through facilitated breakout room discussions, participants will be able to share their experiences, suggestions, and expertise regarding how UDL may be applied as a lever for equity and what gaps may exist in the current Guidelines. Participants will also hear from a school applying UDL to address equity concerns and reduce barriers due to individual, structural, and systemic bias.	
	Reducing Barriers to STEM Education in Algeria - UDL and online learning	Leah Bitat, Yacine Hakmi, Achraf Meguellati, Ismail Alem, Hiba Mobarki, Isra Chaharazad Ghomri, Yousri Kenoua	With COVID-19 closing schools and learning centers across Algeria, World Learning's STEM Team rapidly created online activities for participants in diverse communities. The UDL framework guided the creation of content and the continuous tinkering that followed to assure meaningful interaction for the maximum number of learners. Synchronous and asynchronous content targeted diverse participants from the Saharan desert to the Mediterranean coast, increasing participation by over 500% compared to physical attendance rates. Participants will be able to interact directly with STEM Mentors in Algeria to learn how to adapt online learning opportunities for diverse audiences, reducing barriers and increasing engagement using multiple means of online participation.	K-12, Professional Development
	UDL & An Accessible Driven Life	Thomas O Shaughnessy	Legislation and policy are shaping the development of all facets of Irish education. Underlining many of these developments are issues embedded in inclusive practice and rights-based approaches to education. This presentation discusses the implications of these approaches with an emphasis on the impact for higher education. Furthermore, the presentation explores accessible practice and current trends around creating accessible educational material as part of an overarching Universal Design for Learning (UDL)	Teacher Educators, Higher Education



			<p>approach in one higher education institution in Ireland. The presentation additionally focuses on an accessibility practitioner's involvement in the development of a Community of Practice (CoP) on campus that would influence and drive more inclusive educational practice. The presentation also discusses the close relationship between UDL, accessibility and technology and the impact that can have on higher education institutions. The presentation concludes with practical tips on developing accessible practice and discusses the inherent benefits of utilizing communities of practice.</p>	
11:00-11:30	Break			General
11:30-12:00	Implementation SIG Networking Discussion	Cherie Smith, Elizabeth Stark	Join the UDL-IRN Implementation SIG in a networking discussion around UDL implementation.	K12
	UDLHE Networking Discussion	Eric Moore, Jennifer Pusateri	Join the UDLHE Network in a networking discussion around UDL in higher education.	Higher Education
12:00-1:00	Lunch			General
1:00-2:00	The Importance of Flexible Design- How COVID-19 Exposed Design Issues	Aleksandra Hollingshead, Kalley Malone	<p>Universal Design for Learning framework is based on a notion of intentional and systematic process to design instruction to allow for options, flexibility, and access. During COVID-19 pandemic, instructors had to switch the modality of their teaching which exposed inherent barriers in their instruction, lack of preparation to offer flexibility, and lack of training in UDL. This presentation will describe the results of a survey of teachers' perceptions and reflections on their COVID-19 teaching experiences, their professional preparation, and barriers they encountered. Implications for future practice and professional development will be discussed, including the audience feedback.</p>	K-12, Professional Development, Teacher Educators, Higher Education, Research



	<p>The UDL Certificate Pilot</p>	<p>Ravinder Brar, Jessica Paterson</p>	<p>The Universal Design for Learning (UDL) Certificate is designed to engage professors in self-directed learning, interactive group learning, one-on-one coaching, and peer-to-peer sharing activities, as they work through understanding and applying the UDL framework at progressively deeper levels. The certificate is designed to leverage and connect UDL expertise across the college to support sustainable adoption. We compare this long-term goal to the growth of the 'rhizome'. Participants will be encouraged to reflect on how aspects of this model could be implemented at their own institutions.</p>	<p>Higher Education</p>
	<p>Space as a Catalyst for Campus-Wide UDL Implementation; Using the UDL Higher Ed Deck of Spaces™</p>	<p>David Reid, James Basham, Michael Ralph</p>	<p>Gaining campus-wide momentum in the adoption of UDL can be challenging. Educating diverse college and university stakeholders in ways UDL can support their unique goals takes finesse. The Deck of Spaces: Higher Education Edition™ is a valuable tool kit to spark ideas and initiate conversations across every facet of campus. We will engage attendees with the tool kit to explore the untapped potential of your campus spaces from furniture in the classrooms to student support services to the campus-wide user experience. The deck is also a strong advocacy tool to expand the conversation around UDL on campuses and illustrate the potential of UDL principles to impact the bottom line of collegiate institutions in these challenging times. This session will give attendees an opportunity to “test drive” the deck and understand its many possible applications in support of UDL at the higher ed level.</p>	<p>Higher Education</p>
	<p>Dismantling Barriers: Educator Shifts from Non Racist to Antiracist</p>	<p>Robin Williams, Jennifer Borrelli</p>	<p>In order to overcome or reduce barriers for students, we must be able to accurately recognize and identify the barriers to equitable systems of education. This session is designed for educators who hope to gain a deeper understanding of the systems of power that</p>	<p>Early Childhood, K-12, Teacher Educators</p>



			perpetuate racism, what implicit bias is and how it can negatively impact educational outcomes, aspects of identity that contribute to learner variability, and actionable steps they can take toward change.	
	UDL Partners: A K-12 Higher Education Implementation Partnership	Mary Murphy Budzilowicz, Ron Whitaker, Amber Gentile, Jesse Gluckman	This panel presentation highlights the work of "UDLPartners", a strategic collaboration between the Montgomery County Intermediate Unit, a professional development K-12 service provider, and the Cabrini University School of Education. The session explains our cohort model design, framing UDL implementation with an explicit lens on CRT and social-emotional learning, with the primary goal of increasing practical and theoretical capacities to engage all learners. We will share components of our professional communities and introduce our new social media and web presence to share strategies and resources to the larger UDL community. The impact of our work both in K-12 and teacher preparation will also be featured.	K-12, Professional Development, Teacher Educators, Higher Education
2:00-2:30	Break			General
2:30-3:00	Multi-Gen STEM Makerspaces in Affordable Housing: Co-Designing a Model with the Community	Kim Ducharme, Sam Johnston, Kevin Lewis	We are co-designing a program to locate multi-generational makerspace communities in affordable housing community centers to build peer-to-peer support and create opportunities for discovery, creativity, innovation, and STEM-focused futures. The goal: empower affordable housing communities, through UDL-informed antiracist practices, to achieve the futures they desire.	K-12, Research
3:00-3:15	Break			General
3:15-4:15	A Grand Experiment: Outdoor Learning in the Time of COVID	Anna Harrison, Heather MacDougall Molloy,	In May of 2020, the National COVID-19 Outdoor Learning Initiative was launched to empower schools to move learning outside. The pandemic revealed the	Early Childhood, K-12, Teacher Educators



		Prakash Nair, Helene Harte, Claire Latane	<p>true depth of the digital divide and illuminated the trauma of social isolation. Fears of learning loss exacerbated by systemic social and economic inequities began playing out across the country and the globe. The voices advocating for outdoor learning grew louder. A grand experiment was afoot. While distance learning became the norm for many, some schools took a different approach and began moving learning outdoors.</p> <p>In this session we will discuss the WHY of outdoor learning with international education architect Prakash Nair and landscape architect Claire Latane. We will discuss the HOW of outdoor learning with outdoor science educator Heather Molloy and professor of education Dr. Helene Harte. You will leave with the information necessary to activate or expand outdoor learning at your school.</p>	
	Taking Actions!: UDL Reflective Cycle through Autobiographical Memory Study	Natsuko Takemae, Megan Mackey, John Foshay	<p>This qualitative study examines experience-based UDL applications through autobiographical memory narratives among teacher candidates and educational practitioners in special education programs. This presentation highlights benefits and challenges to the UDL reflective cycle through the autobiographical memory narratives. The findings include (1) self-awareness of making meaningful changes in teaching practices, and (2) interactions with their learning experience through a UDL framework while taking the role of a teacher and learner. Participants are encouraged to engage in our interactive discussions on the development, measurements, and analysis of the UDL reflective cycle and the autobiographical memory narrative research framework along with research findings.</p>	Professional Development, Teacher Educators, Higher Education, Research



	The Power of Read&Write: Supporting Every Learner in Every Environment	Joni Degner	When literacy is a barrier for learners, it affects them in every environment. Join us for a dynamic discussion about UDL and Read&Write, a universally designed literacy toolbar that not only removes barriers to literacy and learning, but also helps students become more self-directed, strategic and resourceful learners.	Professional Development, K-12, Teacher Educators
	Teach 21st Century Skills Online with Corgi: Live Demonstration	Cara Wojcik, Bryan Dean	Check out a live demonstration of the Corgi application: CAST & KU's interactive, digital graphic organizers designed to support higher-order thinking skills, STEM learning, content organization, and collaboration. We'll utilize Corgi's Comparison Guide to showcase how learners can collaborate remotely on an NGSS-aligned science lesson. Join us to experience this free, Google-based tool and brainstorm how you could teach with Corgi in your learning setting. Get a sneak peek of upcoming developments and learn about research and co-design opportunities.	K-12, Professional Development, Teacher Educators, Higher Education
	Code Jumper: Inclusive Coding	Robin Lowell	Learning to code from a young age encourages all students to say Yes, I Can Code! In this session explore how Code Jumper creates a three-dimensional, hands-on coding experience for students of all ability levels. Explore the many ways Code Jumper engages students in the pillars of UDL, engagement, representation, and expression.	K-12
4:15-4:30	Break			General
4:30-5:00	Summit Closing			General