



Blending UDL and Leadership:

How Designing for All Can Empower Educators

Amy Rhone
Brooke Gebers
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Welcoming Inclusion Activity

This or That: Leadership Edition	
 A	B 
I like being given options.	I prefer clear directions.
I love big-group discussion.	I think better in writing first.
I feel energized by risk-taking.	I prefer to think things through carefully.
I plan staff PD around what's required.	I plan based on what my teachers need.



Learning Objectives

- ❑ Shift our understanding of accessibility as a compliance obligation to a proactive leadership responsibility.
- ❑ Illustrate how emotionally intelligent leadership enables the conditions necessary for Universal Design for Learning (UDL) implementation.
- ❑ Identify examples of what Universally Designed Leadership looks like in action.



From Compliance to a Culture Shift



Every Student Succeeds Act (ESSA)

- [§4104\(b\)\(3\)\(C\)\(v\)](#), "... Universal Design for Learning to support the learning needs of all students."



EVERY STUDENT SUCCEEDS ACT (ESSA)

UDL Connection 

- Is explicitly named as a method for addressing equity and learner-centered design.



Section 504 of the Rehabilitation Act of 1973

- [29 U.S.C. §794](#) "No otherwise qualified individual with a disability... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination..."
- Requires reasonable accommodations to ensure equal access to education.

UDL Connection 

- Embeds accessibility into the design of Tier 1 Core, reducing the need for case-by-case accommodations.
- Operationalizes the intent of Section 504 by reducing systemic barriers before they arise.



Individuals with Disabilities Education Act (IDEA)

- Schools must provide Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):
 - [§300.114\(a\)\(2\)](#) "To the maximum extent appropriate, children with disabilities... are educated with children who are nondisabled..."
- Requires specially designed instruction to meet unique needs:
 - [§300.39\(a\)\(1\)](#) "Special education means specially designed instruction... to meet the unique needs of a child with a disability."
- Requires access to the general education curriculum and appropriate accommodations:
 - [§300.120\(b\)](#) "...students must be provided accommodations as necessary to measure academic achievement and functional performance."

UDL Connection

- Aligns by designing Tier 1 Core instruction from the start to be accessible to all, reducing over-reliance on individualized accommodations and/or reactive supports.
- Supports compliance with IDEA by embedding access and variability into general education systems.



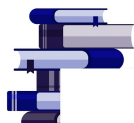
Nebraska Department of Education: Rule 51

- [Rule 51.006.04A](#) "Each child with a disability must have access to the general education curriculum to the maximum extent appropriate to meet the needs of the child..."

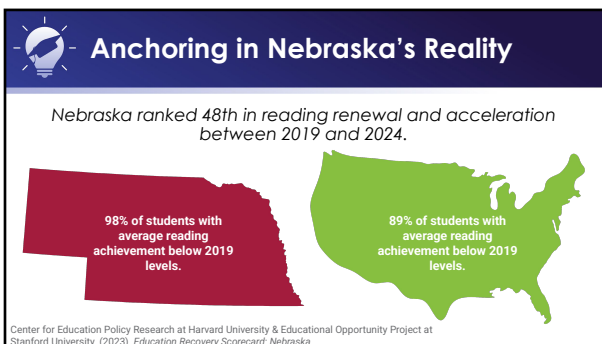


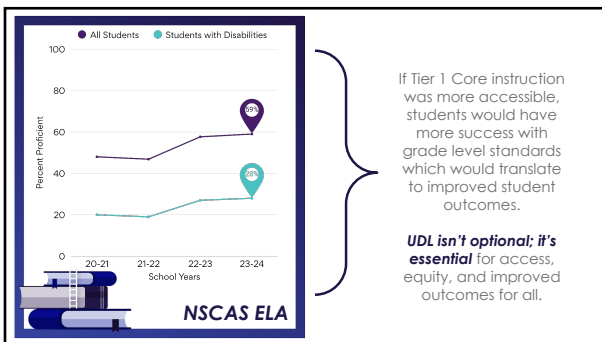
UDL Connection

- Helps meet these requirements by embedding flexible, accessible design into Tier 1 Core.
- Aligns with emphasis on access and participation.



So... how accessible is education in Nebraska?







Leading the Shift



Dissonance vs. Resonance

Dissonant Leadership

- Out of touch with the feelings of the people in the room.
- Creates environment where others feel off-balance and thus perform poorly.

Resonant Leadership

- Alludes to people's feelings and able to move others in a positive emotional direction.
- Creates environment where others feel uplifted, inspired, and engaged even in difficult moments.



"If a leader lacks resonance, people may go through the motions of their work, but doing merely a "good enough" job rather than giving their best. Without a healthy dose of heart, a "leader" may manage - but they do not lead." (Primal Leadership)

6 Styles of Leadership

- Coaching Leadership** (Blue): Coaching team members to develop themselves to become better individuals and professionals.
- Visionary Leadership** (Green): Built on inspiring and motivating people to do a long-term "team".
- Facilitating Leadership** (Red): Focused on performance and results. Leaders act as a team needed to assist in follow-through and in required.
- Democratic Leadership** (Orange): Also known as Participative Leadership, this style is about making important financial, ethical, and working decisions.
- Affiliative Leadership** (Purple): Growing personal bonds and moving towards team well-being. Focus on harmony rather than results.
- Commanding Leadership** (Yellow): Also known as Directed or Control, this style is about telling people what to do and when to do it.

Use as many of these styles as possible depending on the circumstances!

Adapted from: Daniel Goleman



Research Affirms the Need for Modeling UDL

- Leadership modeling **increases implementation fidelity** (Leithwood et al., 2004).
- Modeling creates a **culture of innovation and risk-taking** (Fullan, 2007).
- Inclusive leadership **supports staff retention and professional growth** (Learning Policy Institute, 2016).
- UDL-aligned PD **increases teacher engagement, confidence, and capacity** for inclusive teaching (Rappolt-Schlichtmann et al. 2013).

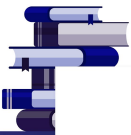




“

... maybe **[UDL] can't happen in the classroom systematically unless it's happening at a district-wide level.**

—Katie Novak”



What does Universally Designed Leadership look like in action?



“
*Universal design is design that is usable by all people, to the greatest extent possible, **without** the need for adaptation or specialized design.*
”
-Ron Mace



Accessibility
is needed by many but
benefits All.



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH, THEY'LL BE HAPPY THERE & WILL CLEAN THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP FIRST WE CAN ALL GET IN.

I NEVER THOUGHT ABOUT IT LIKE THAT.



Universal Design in the World



Images showing examples of universal design: a yellow tactile paving surface, a pair of red-handled scissors, a white electric toothbrush, a silver door handle, a car key fob, and a person using a computer with a CC logo.

Universal Design for Learning

Affective Networks:
The **WHY** of Learning

ENGAGEMENT
Design options for welcoming interests and identities, perception, and interaction.

Recognition Networks:
The **WHAT** of Learning

REPRESENTATION
Design options for effort and persistence, language and symbols, and expression and communication.

Strategic Networks:
The **HOW** of Learning

ACTION & EXPRESSION
Design options for emotional capacity, building knowledge, and strategy development.

CAST

Interactive UDL Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Overall Goals for "Learner Agency"

3 Principles of UDL
Representation
"what" of learning
Action & Expression
"how" of learning
Engagement
"why" of learning

9 Guidelines
Strategies to overcome barriers in curricula

30 Considerations
Strategy examples

The Universal Design for Learning Guidelines

Design Multiple Means of Engagement Design Options for Welcoming Interests & Motivations • Capture attention and sustain it • Capture attention, effort, and motivation • Increase persistence and effort • Address choice, challenge, and relevance Design Options for Sustaining Effort & Persistence • Clarify the meaning and purpose of goals • Offer challenge and support • Foster motivation, competence, and confidence • Foster learning and community • Offer relevant feedback Design Options for Emotional Capacity • Develop emotional literacy and resilience • Develop awareness of self and others • Develop cultural and reflective affectivity • Cultivate empathy and inclusive practices	Design Multiple Means of Representation Design Options for Perception • To support opportunities to customize the display of information • Support multiple ways to perceive information • Support clarity of language for and learning Design Options for Language & Symbols • Clarify vocabulary, symbols, and image structure • Support learning of oral, written, and symbolic communication • Cultivate understanding and respect across languages and dialects • Address issues in the use of language and symbols Design Options for Building Knowledge • Connect new knowledge to new learning • Engage and explore patterns, critical features, big ideas, and interrelationships • Cultivate multiple ways of knowing and making meaning • Develop flexibility and generalization	Design Multiple Means of Action & Expression Design Options for Interactions • Use and foster the methods for response, navigation, and movement • Offer ways to provide feedback and assistance and promote thoughtful and useful use Design Options for Expression & Communication • Clarify vocabulary, symbols, and image structure • Offer multiple ways for communication • Offer multiple ways for representation, interpretation, and meaning • Build fluency with graduated support for practice and performance • Address issues related to modes of expression and communication Design Options for Strategy Development • Set meaningful goals • Anticipate and plan for challenges • Engage, challenge, and resource • Enhance capacity for learning progress • Challenge resources and skills
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CAST: UDL. Learning has no limits. Reprinted October 2018. CAST. Universal Design for Learning Guidelines version 2.0 public version. Licensed under BY-NC-SA.

FIRM GOALS, flexible means.



Making Connections: Firm Goals

This or That: Leadership Edition

 A	B 
Engage with and respond to direction or expectations.	
Make meaning and process information.	
Approach new or uncertain situations thoughtfully.	
Provide professional learning that supports instructional improvement.	



“The goal of UDL is **learner agency** that is **purposeful** & **reflective**, **resourceful** & **authentic**, **strategic** & **action-oriented**.
-CAST”



Engagement

"**Affect** represents a crucial element to the learning process, and [educators] differ markedly in what **sparks their motivation** and **enthusiasm**... [Educators] must be able to bring their **authentic selves** to the ... environment and find connections to what matters most in their lives."

-Adapted from CAST

Design Multiple Means of Engagement

Design Options for Welcoming Interests & Identities

- Offer choice and autonomy (e.g.)
- Display relevance, value, and authenticity (e.g.)
- Nurture joy and play (e.g.)
- Address biases, myths, and stereotypes (e.g.)

Design Options for Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals (e.g.)
- Offer challenge and support (e.g.)
- Foster collaboration, interdependence, and collective learning (e.g.)
- Foster belonging and community (e.g.)
- Offer action-oriented feedback (e.g.)

Design Options for Emotional Capacity

- Manage expectations, beliefs, and emotions (e.g.)
- Develop awareness of self and others (e.g.)
- Encourage individual and collective reflection (e.g.)
- Cultivate empathy and restoration practices (e.g.)

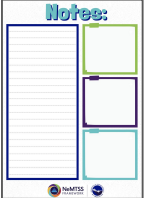


Reflect



What barriers do you encounter with your staff when it comes to Engagement?

Notes:





Clarify the Meaning and Purpose of Goals (8.1)

- Bridge the gap between district goals and individual goals (i.e. how to get all teachers to see themselves as part of a reading goal).
 - Host a collaborative session where teachers unpack the goal together.
 - Ask: "What does reading mean in your content area?"
 - Provide sentence stems:
 - "In my classroom, supporting reading might look like..."
 - "One way I can help achieve this goal is..."
- Include the "why" behind every meeting or initiative.
- Create visuals or anchor charts of goals in plain language.
- Use goal check-ins to keep it alive and celebrate the small wins.
 - [Click Here](#) for Padlet Resource (password: MTSS)





Summerland Public Schools

How can I help all teachers see themselves in a TIP or CIP goal that is tied to literacy?

	Opportunities to Respond (OTRs)	3 Inclusive Practices	Tech for Engagement	Executive Functioning
9:45 - 10:45	Group 1	Group 2	Group 3	Group 4
11:00 - 12:00	Group 4	Group 1	Group 2	
LUNCH				
12:45 - 1:45	Group 3	Group 4	Group 1	
2:00 - 3:00	Group 2	Group 3	Group 4	



45 min. content
15 min. application





Wheeler Central Public Schools



WHEELER CENTRAL
Learn More. Grow Stronger.
Believe Bigger.



What We're Working On
We want every student to be more engaged, learn at higher levels, and believe they can succeed. - Believing you can!



What This Means for You

- More challenging and fun learning
- Teachers who believe in your potential
- Lessons that help you grow and reach higher goals.



How We'll Measure Our Goals

- Where students are exposed to more challenges
- Where students will be reading at grade level.



Why It Matters
Believing in ourselves every student can succeed. And when you work hard and believe in yourself, amazing things can happen!





Offer Action-Oriented Feedback (8.5)

- Provide feedback in the form of **questions or micro-goals**.
- Offer **choice in follow-up actions** when needed.
- Allow reflection** from educators in a variety of ways.
- Make feedback **timely and ongoing**, embedding short cycles of feedback and action in multiple formats.
 - e.g. Quick hallway coaching, sticky notes on lesson plans, follow-up emails with encouragement and suggestions.

Move beyond praise to actionable items.
Instead of: "Great lesson!"
Try: "Your use of visuals during vocabulary instruction made the content more accessible. One next step might be offering students two ways to respond during discussion, like writing or speaking."

NeMTSS Proficiency Rubric



Proficiency Area	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)
Assessment Learning Objectives	Assessment objectives are not clearly defined or aligned with standards.	Assessment objectives are partially defined and aligned with standards.	Assessment objectives are clearly defined and aligned with standards.	Assessment objectives are clearly defined and aligned with standards, and include specific learning goals.
Collaboration & Communication	Minimal communication with staff and students.	Some communication with staff and students.	Regular communication with staff and students.	Extensive communication with staff and students, including sharing best practices.
Data-Driven Planning	Minimal use of data in planning support.	Some use of data in planning support.	Regular use of data in planning support.	Extensive use of data in planning support, including analysis and interpretation.
Engagement in Professional Learning and Research	Minimal engagement in professional learning and research.	Some engagement in professional learning and research.	Regular engagement in professional learning and research.	Extensive engagement in professional learning and research, including sharing best practices.
Strategic Collaboration	Minimal strategic collaboration.	Some strategic collaboration.	Regular strategic collaboration.	Extensive strategic collaboration, including sharing best practices.
NeMTSS Calendar	Minimal calendar planning.	Some calendar planning.	Regular calendar planning.	Extensive calendar planning, including sharing best practices.
Service Log	Minimal service log.	Some service log.	Regular service log.	Extensive service log, including sharing best practices.
Student Progress Report	Minimal student progress report.	Some student progress report.	Regular student progress report.	Extensive student progress report, including sharing best practices.
Targeted Assessment and Data Report	Minimal targeted assessment and data report.	Some targeted assessment and data report.	Regular targeted assessment and data report.	Extensive targeted assessment and data report, including sharing best practices.
Support Plan & Collaboration	Minimal support plan and collaboration.	Some support plan and collaboration.	Regular support plan and collaboration.	Extensive support plan and collaboration, including sharing best practices.
Instructional Support for Educators	Minimal instructional support for educators.	Some instructional support for educators.	Regular instructional support for educators.	Extensive instructional support for educators, including sharing best practices.

Options for Growth

- Read [Navigating the Targeted Improvement Plan](#)
- Explore the [TIP Website](#)
- Attend three Regional TIP Workdays
- Watch the [General TIP Information Videos](#) and the [EB Webinar Series](#)



Nurture Joy & Play (7.3)

Why should I do this for adults?

- Central to the learning process for all ages.
- Sparks curiosity, wonder, and imagination.
- Contributes to higher engagement.

Adults benefit from playful learning environments that foster imagination and exploration (Whitton, *Play and Learning in Adulthood*, 2022).

Examples:

- Incorporate laughter, lightheartedness, and creative rituals into meetings.
- Use gamification to complete actions or goals.





“...the core of the matter is always about **changing the behavior** of people, and behavior change happens in **highly successful** situations mostly by **speaking to people's feelings**.
-John Kotter and Dan Cohen”



Tap Into Emotions

Negative Emotions	Positive Emotions
Anger, dismay, fear, frustration	Joy, contentment, pride, hope, interest
Fueled by a crisis or burning platform choice 	Evoked by encouraging open minds, creativity, hope, and optimism
Narrowing effect on thoughts	Broaden and build our repertoire of thoughts and actions

Adapted from Heath, C. & Heath, D. (2010)



Wakefield Community School

PD Tomorrow: Mission Possible

April 15, 2022 12:30 PM

Meetings

Details

Close images

Your mission, Staff, should you choose to accept it, will be decided in the upcoming. Task that will be distributed to the department level PLC facilitators. Meet with your district level PLC at 1400 sharp tomorrow. Facilitators meet in the computer lab at 1415 to receive your instructions.

You must come to school tomorrow properly dressed in pants and your favorite T-shirt. Give your T-shirt title on the outside to represent your collaborative partners in Mission Possible.

As always, should you or any of your T-shirt K-12 Teachers might be called the Superintendent will observe any knowledge of your actions. This email will self-destruct in ten seconds. Good luck, Matt.

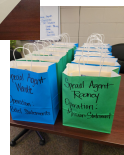
Print

Reply all

Forward

Share

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Cultivate Empathy and Restorative Practices (9.4)

- Facilitate community circles with staff and teams.
- Begin meetings with Welcoming Inclusion Activities or emotional check-ins.
- Use Affective Language.
- Celebrate wins in ways that feel personalized to reinforce relationships.





Brady Public Schools

"... I believe BP has done 3 things. We have better communication, built relationships and made stronger relationships and I feel it has increased our productivity as a staff.

[Our] staff feels heard so they open up more and therefore we have fewer miscommunications.

Within our relationships we are beginning to have "trust" in our colleagues.

Lastly, our small circle groups we have had weekly have allowed us to get to know others. We have empathy for our fellow comrades and are intentionally supporting each other."

-Teacher





Restorative Practices Training



FOUNDATIONAL RESTORATIVE PRACTICES TRAINING SERIES

What is Restorative Practices?

Restorative Practices is a process that allows us to work with students who have committed an offense or misbehavior in a way that is fair, equitable, and restorative. It is a process that allows us to work with students who have committed an offense or misbehavior in a way that is fair, equitable, and restorative.

What is the importance of this training?

Restorative Practices is a process that allows us to work with students who have committed an offense or misbehavior in a way that is fair, equitable, and restorative. It is a process that allows us to work with students who have committed an offense or misbehavior in a way that is fair, equitable, and restorative.

What are the goals of this training?

- Build a community of learners who are committed to restorative practices.
- Build a community of learners who are committed to restorative practices.
- Build a community of learners who are committed to restorative practices.

Join us at one of these upcoming Foundational Restorative Practices Training Series Events. ☞

FSU #1

FSU #3

Want to know more or interested in scheduling your own training?

Contact your NeMTSS Regional Support Team!



Foster Belonging and Community (8.4)

- Create structures where teachers co-lead data review, test instructional strategies, or co-facilitate PLCs.
 - Let teams share wins and reflect publicly on growth.
- Revamp new staff mentorship to center on inclusion and connection.
 - Intentionally pair new hires with mentors that will support their social and emotional onboarding.
 - Include relationship-building activities in your induction plan (e.g. welcome breakfasts, storytelling panels).
- Regularly highlight different staff members' strengths, stories, and backgrounds in newsletters, at meetings, or in internal spotlights.





DC West Community Schools + Get SET

Integration of Get Set into school-wide mentoring program to enhance support and teaming.

→ Intentional relationships.

→ Stronger connections.

→ Greater job satisfaction.






Representation

"[Educators] differ in the ways they **perceive and make meaning of information**. Equally important is the consideration of how people, cultures, individual and collective identities, perspectives, and ways of knowing are **represented within the content**. Learning, and transfer of learning, occurs when multiple representations and perspectives are used, because they support [educators] to **make connections** within, as well as between, concepts."

-Adapted from CAST

Design Multiple Means of Representation

Design Options for Perception 

- Support opportunities to customize the display of information (c.1)
- Support multiple ways to perceive information (c.2)
- Represent a diversity of perspectives and identities in authentic ways (c.3)

Design Options for Language & Symbols 

- Clarify vocabulary, symbols, and language structures (s.1)
- Support learning of text, mathematical notation, and symbols (s.2)
- Support understanding and support across languages and dialects (s.3)
- Address issues in the use of language and symbols (s.4)
- Facilitate through multiple media (s.5)

Design Options for Building Knowledge 

- Connect prior knowledge to new learning (k.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (k.2)
- Cultivate multiple ways of knowing and making meaning (k.3)
- Maximize transfer and generalization (k.4)



Reflect



What barriers do you encounter with your staff when it comes to **Representation**?

Notes:





Clarify Vocabulary, Symbols, and Language Structures (2.1)

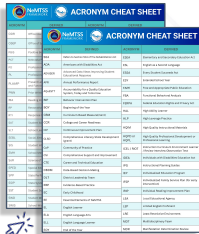
- Provide an **acronym cheat sheet**.
- Model clarifying vocabulary** in professional development or staff meetings.
- Use **icons, diagrams, or labeled visuals** to represent key concepts (e.g., NeMTSS pyramid, SEBL Skills Star, Problem-Solving Model).
 - Include a legend or brief description if symbols or visuals are new.
- Invite clarification** as a team norm.

This is a Tier 1 Core strategy. That means it's something we do for all students, not just those who are struggling.

What does that mean to you?

Do we have a shared understanding of that word?

Resource: Acronym Cheat Sheet



FOR A MORE DETAILED LIST, VISIT <https://bit.ly/NEAcronyms>

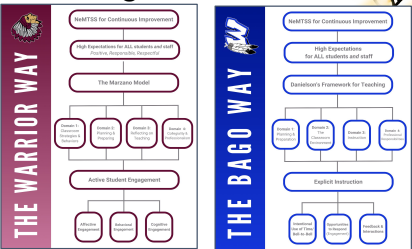


Highlight and Explore Patterns, Critical Features, Big Ideas, and Relationships (3.2)

- Design meetings with consistent structures.
 - Connect initiatives instead of layering them.
 - Make data conversations meaningful by surfacing trends.
- Guiding Questions:**

 - "What patterns or themes do you notice when you compare ____ and ____?"
 - "Which group of students is standing out to you, positively or with concern?"
 - "How does this data compare to where we were during the last testing window?"
 - "What might be a barrier to making sense of this information?"
- Use visual tools: color-coded charts, heatmaps, trendlines, etc.
 - Invite multiple voices: Have each team member surface one observation with strategies like Whip Around.
 - Give think time: Quiet reflection first, then small group sense-making.

Neligh-Oakdale & Winnebago





Action & Expression

"[Educators] differ in the ways they *navigate a learning environment, approach the learning process, and express what they know...* Depending on the context, some may prefer to *express themselves* in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of *strategy, practice, and organization*, and this is another area in which [educators] will differ."

-Adapted from CAST

Design Multiple Means of Action & Expression

Design Options for Interaction

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and content and accessible technologies and tools

Design Options for Expression & Communication

- Use multiple modes for communication
- Use multiple tools for construction, composition, and creativity
- Build resources with graduated support for practice and performance
- Address barriers related to modes of expression and communication

Design Options for Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge disciplinary practices



Reflect



What barriers do you encounter with your staff when it comes to **Action & Expression**?

Notes:





Vary and Honor the Methods for Response, Navigation, and Movement (4.1)

- Allow staff to **determine their level of engagement** in a project.
- Provide choice in how staff give input or the **ways in which you elicit feedback**.
- Encourage **flexible meeting participation** (e.g. engage through a shared live document, sticky notes, anonymous Padlet, or verbal discussion).
- Design **professional learning content in more than one format**.

25-26 SY Coffee Connect

How involved would you like to be in next year's Coffee Connect? (Check all that apply)

☐ No I would like to be involved in brainstorming topics for the year

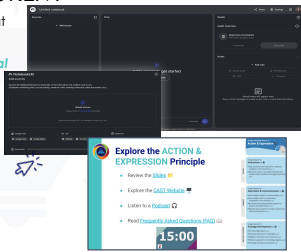
☐ No I would like to be involved in implementing a session(s)

☒ Yes I would like to be involved in co-facilitating a session(s)

Resource: NotebookLM

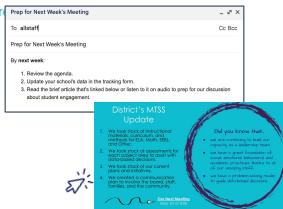
- Research and note-taking tool that uses artificial intelligence (AI).
- Can **create accessible professional learning** by providing content in more than one format (e.g. slides, website, podcast, etc.).

What would this session sound like as a podcast?



Organize Information and Resources (6.3)

- Send emails or agendas using **numbered or bulleted lists** to note next steps, deadlines, or important links.
- Offer and share **meeting note summaries**.
- **Model think-aloud strategies**.
- **Provide organizational templates and graphic organizers**, like lesson plan or meeting agenda templates.



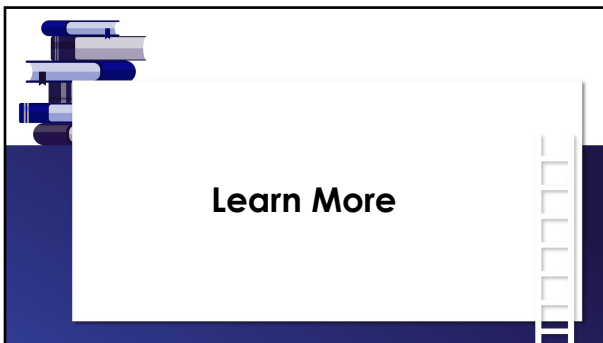
ESU #1



ESU1
Educational Service Unit 1

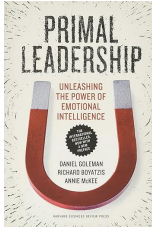
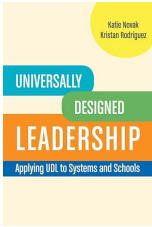
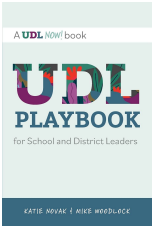


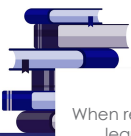






Must Reads





When requesting professional learning from outside agencies, **ask for it to be designed through a UDL lens.**

High-quality PD should reflect the same inclusive, intentional design we expect in classrooms.



HOYAK EDUCATION

PLANNING PROFESSIONAL DEVELOPMENT USING A UDL LENS






OCT
9-10

2025 NeMTSS Summit

ROADTRIP!

Navigating Literacy on the MTSS Highway

Younes Conference Center – Kearney




UNIVERSAL DESIGN FOR LEARNING (UDL)

Have you been hearing a lot about UDL lately?

Did you attend the 2019 Strategies UDL session at ESUB and wonder what comes next?

Are you wanting to increase your own knowledge about UDL?

Are you wanting to increase your students' knowledge about UDL?

Choose a professional learning model that meets your needs:

Collaborative Workshop	Individualized Support
ESUB U 10/16/2020 - 10/23/2020 2019-2020, 2020-2021 1 year of work, 1 year of feedback Meghan Dufek meghan.dufek@esub.edu	Your district or school Support tailored to your district needs and availability Contact Meghan Dufek and Brooke Gebers for more information Brooke Gebers bgebers@esub.edu




LEADERSHIP IN ACTION:

Aligning UDL, MTSS, Accommodations, and Modifications



Sept 18th
2023

Details

9:00 A
9:15 AM - 12:00 PM (Virtual - Zoom/MS Teams)

10:00 AM
10:00 AM - 12:00 PM (Virtual - Zoom/MS Teams)

Registration

Megan Dufek
ES&S Director
Coordinator
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Essential Questions

- How can I provide Universal Design for Learning to all students?
- How can I support teachers in studying, implementing, and evaluating effectiveness of accommodations and modifications support?

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ESU 1 Administrator Meetings 2025-26



Educational Services Unit (ESU1)

Save The Dates!!

ESU1 has Administrator dinner meet and calendars and plans
sessions at the following dates for Administrator Meetings:

The ESU1 Vice President and Superintendent Meetings provide great
opportunities for administrators to connect with each other and
share information. The ESU1 Professional Services Unit also
provides information and support.

ESU1 VP Principal Meetings September 2025 September 10th *November 10th 2025* December 10th 2025 January 10th 2026 February 10th 2026 March 10th 2026 April 10th 2026 May 10th 2026 June 10th 2026 July 10th 2026 August 10th 2026 September 10th 2026 October 10th 2026 November 10th 2026 December 10th 2026 January 10th 2027 February 10th 2027 March 10th 2027 April 10th 2027 May 10th 2027 June 10th 2027 July 10th 2027 August 10th 2027 September 10th 2027 October 10th 2027 November 10th 2027 December 10th 2027 January 10th 2028 February 10th 2028 March 10th 2028 April 10th 2028 May 10th 2028 June 10th 2028 July 10th 2028 August 10th 2028 September 10th 2028 October 10th 2028 November 10th 2028 December 10th 2028 January 10th 2029 February 10th 2029 March 10th 2029 April 10th 2029 May 10th 2029 June 10th 2029 July 10th 2029 August 10th 2029 September 10th 2029 October 10th 2029 November 10th 2029 December 10th 2029 January 10th 2030 February 10th 2030 March 10th 2030 April 10th 2030 May 10th 2030 June 10th 2030 July 10th 2030 August 10th 2030 September 10th 2030 October 10th 2030 November 10th 2030 December 10th 2030 January 10th 2031 February 10th 2031 March 10th 2031 April 10th 2031 May 10th 2031 June 10th 2031 July 10th 2031 August 10th 2031 September 10th 2031 October 10th 2031 November 10th 2031 December 10th 2031 January 10th 2032 February 10th 2032 March 10th 2032 April 10th 2032 May 10th 2032 June 10th 2032 July 10th 2032 August 10th 2032 September 10th 2032 October 10th 2032 November 10th 2032 December 10th 2032 January 10th 2033 February 10th 2033 March 10th 2033 April 10th 2033 May 10th 2033 June 10th 2033 July 10th 2033 August 10th 2033 September 10th 2033 October 10th 2033 November 10th 2033 December 10th 2033 January 10th 2034 February 10th 2034 March 10th 2034 April 10th 2034 May 10th 2034 June 10th 2034 July 10th 2034 August 10th 2034 September 10th 2034 October 10th 2034 November 10th 2034 December 10th 2034 January 10th 2035 February 10th 2035 March 10th 2035 April 10th 2035 May 10th 2035 June 10th 2035 July 10th 2035 August 10th 2035 September 10th 2035 October 10th 2035 November 10th 2035 December 10th 2035 January 10th 2036 February 10th 2036 March 10th 2036 April 10th 2036 May 10th 2036 June 10th 2036 July 10th 2036 August 10th 2036 September 10th 2036 October 10th 2036 November 10th 2036 December 10th 2036 January 10th 2037 February 10th 2037 March 10th 2037 April 10th 2037 May 10th 2037 June 10th 2037 July 10th 2037 August 10th 2037






NeMTSS
FRAMEWORK



SAVE THE DATE!

Connect with Nebraska educators across the state.

NOV. 19

FEB. 18

MAY 13

AUG. 19



Review Objectives

- ❑ Shift our understanding of accessibility as a compliance obligation to a proactive leadership responsibility.
- ❑ Illustrate how emotionally intelligent leadership enables the conditions necessary for Universal Design for Learning (UDL) implementation.
- ❑ Identify examples of what Universally Designed Leadership looks like in action.



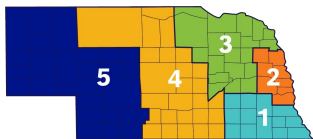
Optimistic Closure

What's one thing you can redesign in your leadership this fall to reduce barriers for your staff?

“Implementing **UDL** requires us to **unlearn** many **beliefs**, **assumptions**, and **teaching practices** that **no longer work**.
—Dr. Katie Novak, Novak Education”



The NeMTSS Implementation Support team works statewide across five regions.



If you have questions, please contact your **Regional Support Lead**.

 nemtss.unl.edu/team
