Supporting Instructional Coaching with Project COOL

SPDG Network
May 1, 2025
Link to digital handout: https://bit.ly/ProjectCOOL

CAST

Welcome!

Please feel free to introduce yourself in the chat

What is something **COOL** about you that most people don't know?

Presenter Accessibility Promise

We are committed to following the principles of UDL and to making this presentation and related materials as accessible as possible. A few strategies used today:

- Simple backgrounds with high contrast real text
- Captions
- Digital materials provided
- Shortened links, QR Codes, and hyperlinks
- Alt text images/videos
- Multiple visual examples
- Multiple opportunities and options for participation

Our Team

Goals for this session

- Explore the **goals** of Project COOL (COaching on Learning)

- Explore how instructional coaching can support the use of **UDL, HLPs, and EBPs** in educational settings

- Identify and explore resources to support you to **apply** UDL, HLPs and EBPs in your professional practice

What are your goals for joining today?
Please use your microphone, the chat, or the digital handout

From High School to Future School

Breakout Rooms

What in this video resonates with you?

What questions does it raise for you?

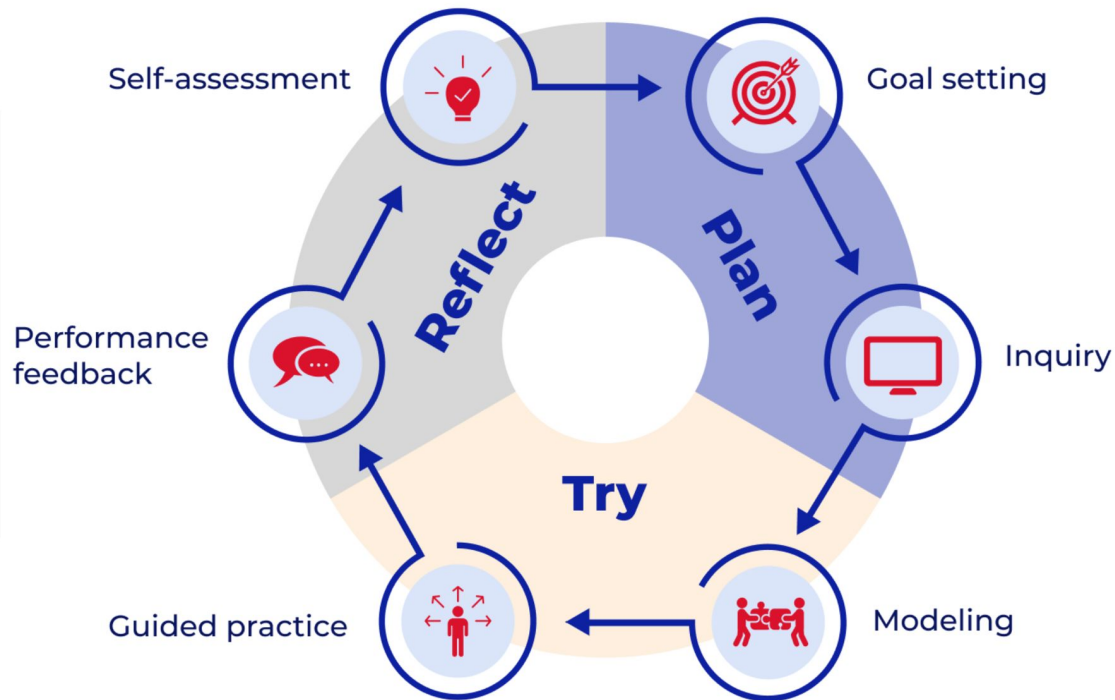Feel free to document your ideas in the [digital handout](#)

Project COOL

Project COOL is designed to

Develop, pilot, and implement a coaching model to support systemic, Universal Design for Learning (UDL) implementation with research-based practices in support of better learning, social, and behavioral outcomes for all students including those with disabilities.
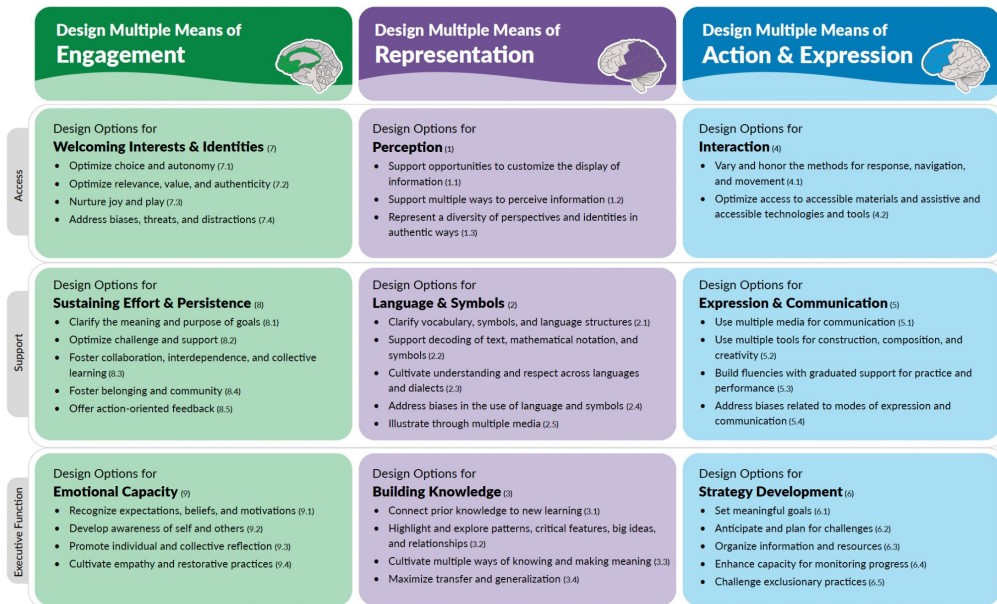
The COOL Coaching Cycle

COOL
Coaching on Learning

Self-assessment
Goal setting
Performance feedback
Inquiry
Reflect
Plan
Try
Guided practice
Modeling

Universal Design for Learning (UDL) Guidelines

The Universal Design for Learning Guidelines

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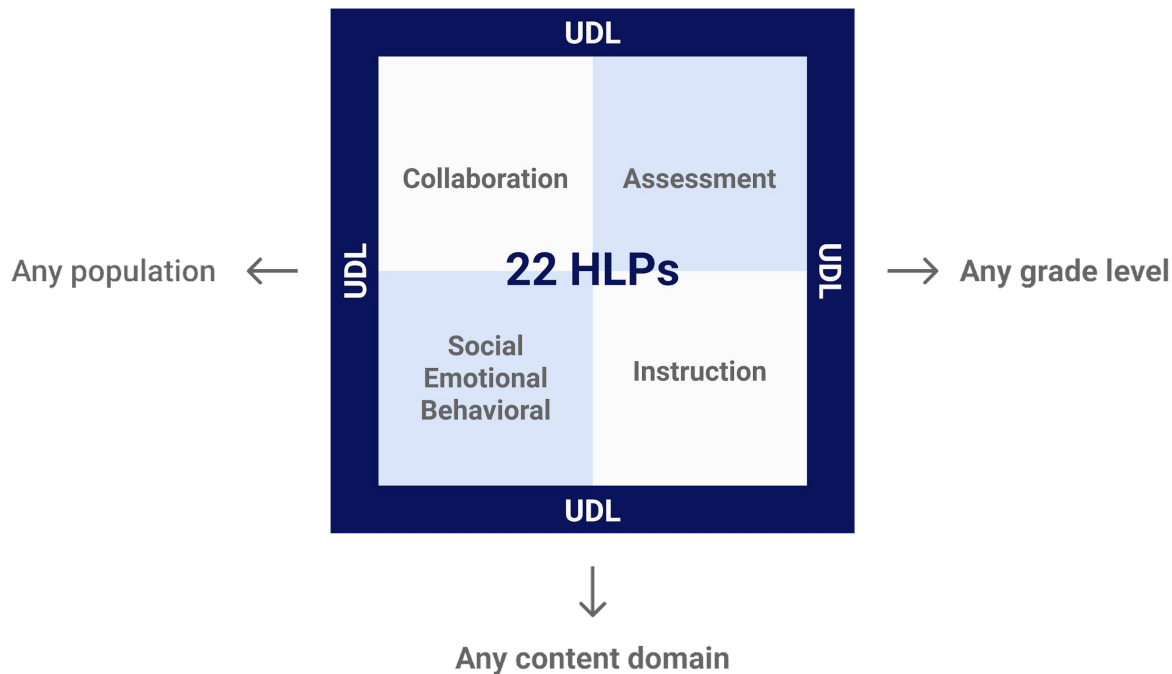
Design Multiple Means of Engagement

Access

Design Options for
Welcoming Interests & Identities (7)
- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Support

Design Options for
Sustaining Effort & Persistence (8)
- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Executive Function

Design Options for
Emotional Capacity (9)
- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Multiple Means of Representation

Design Options for
Perception (1)
- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for
Language & Symbols (2)
- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for
Building Knowledge (3)
- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Multiple Means of Action & Expression

Design Options for
Interaction (4)
- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for
Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Design Options for
Strategy Development (6)
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

CAST | Until learning has no limits®

@CAST_UDL | #CASTPL

High-Leverage Practices (HLPs)

High Leverage Practices

UDL

Collaboration | Assessment

22 HLPs

Social Emotional Behavioral | Instruction

UDL

UDL

UDL

← Any population

Any grade level →

↓

Any content domain

Evidence-Based Practices (EBPs)

COOL Lessons Learned

- Coaches and educators are eager for support in weaving together UDL, HLPs, and EBPs

- Coaches want access to resources to support engagement and effective strategies for teachers with whom they are working.

How do you imagine the intersection of UDL, HLPs, and EBPs?

Try out the shared whiteboard to represent how you imagine this intersection. Feel free to use drawing, text, color, symbols, etc.
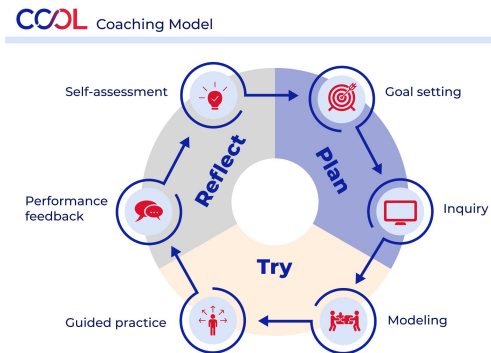
Free COOL Resources to Support You

COOL Learning Modules

Goal: The [COOL Learning modules](#) support coaches and teachers to integrate UDL, HLPs, and EBPs into ongoing instruction to support students with disabilities in inclusive classrooms

Use: Coaches and teachers complete modules asynchronously (either in-person as a team or individually) to develop their knowledge and application
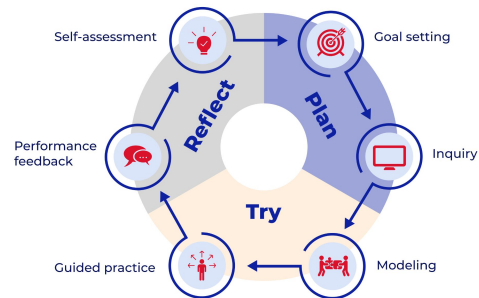

COOL Coaching Model

Self-assessment · Goal setting · Performance feedback · Inquiry · Guided practice · Modeling · Reflect · Plan · Try

UDL, HLP, and EBP Crosswalk

Goal: The [UDL, HLP, and EBP Crosswalk](#) guides coaches and teachers to explore the interconnectedness of HLPs, EBPs, and UDL and how these approaches can be used in complementary ways to support elementary learners to thrive

Use: Coaches and teachers can explore together or individually

COOL Coaching Model

Self-assessment
Goal setting
Reflect
Plan
Performance feedback
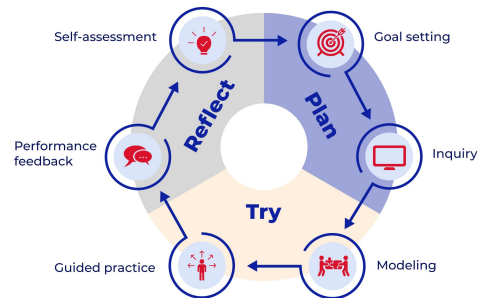Inquiry
Try
Guided practice
Modeling

COOL Expert Speaker Series

Goal: The [video series](#) offers insights and perspectives from a range of experts in the field of instructional coaching.

Use: Coaches and teachers can explore together or individually

COOL Coaching Model

Self-assessment
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Reflect
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Time to Explore!

Choose the COOL resource that you would like to explore.

COOL Modules ↗
COOL Crosswalk ↗
COOL Video Series ↗

What resonates with you?

How might you use this resource in your context?

What suggestions do you have for improving the resource?

Feel free to document your ideas in the digital handout

A final question to consider…

Project COOL explores the fluidity among and between UDL, HLPs, and EBPs.

What is one action you can take to explore this fluidity in your own contexts?