

# Pam Tupy

FRIDAY

January 24, 2025

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## **Diving Deeper into UDL Best Practices for Lesson Design and Instruction**

In this session, we will examine the UDL guidelines in more depth and experiment with what they look like in practice. We will explore and discuss how to identify and predict barriers to engagement, representation, and action & expression and learn how to proactively incorporate voice, choice, and scaffolds into goals, methods, materials and assessments to help learners overcome barriers.

Session Outcomes:

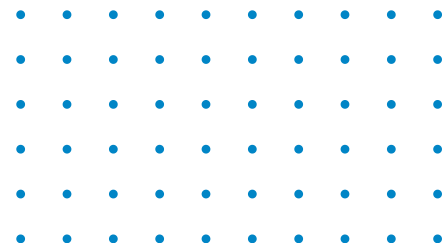
- Understand how to align goals, methods, materials and assessments to ensure students have access to rigorous grade-level instruction
- Translate the UDL guidelines and considerations into individual practice
- Understand the role of feedback is and why it is important to engage in self-reflection
- Know how to align rubrics and assessments to standards and learning goals

## **Developing Learner Agency: The Power of Student Motivation and Self-Direction**

Learner Agency is “purposeful & motivated, resourceful & knowledgeable and strategic and goal-directed”. UDL strives to engage each student so that they take responsibility for their own learning. This session will explore how to use UDL to increase student motivation and self direction by providing options and choices that help students take charge of their own learning.

Session Outcomes:

- Dig deeply into expert learning and the creation of a growth mindset
- Explore the connection between UDL and expert learning
- Design lessons and assignments to promote expert learning

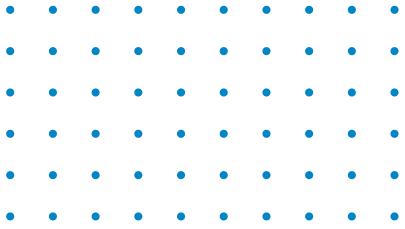


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Pam has been a public school educator for 25 years, having taught in both elementary and secondary settings. As a Studio Art major in college, her passion for teaching began when she developed an art program for adults with disabilities. Seeing how the arts could be used as a vehicle to help marginalized communities communicate and express themselves, she entered the Arts in Education program at Harvard Graduate School of Education. While working on her Master's degree, she focused on learning more about neurodiversity.

In the classroom, Pam taught special education and developed a deep commitment to supporting inclusive practices. Having worked in a variety of learning environments and co-taught classrooms, she began looking for ways to develop as a coach to support general education and special education staff. She has worked at the site, district, county, regional and state levels to support a variety of educational initiatives.

Her work currently focuses on implementation of Universal Design for Learning (UDL), Multi-tier System of Support (MTSS), supporting students with disabilities through co-teaching and other models, and supporting struggling readers. Pam lives in Orange County, California with her husband, three children, two dogs and a growing collection of indoor plants.

