**Summary of feedback for each professional development session**

I shared my presentation series, Synergetic Harmonic Eudemonia Between Regular Education and Special Education Teachers, with five colleagues. My project consists of 3 professional development sessions provided through a website that includes resources for each professional development session along with an annotated bibliography, lesson plan template, an exemplar lesson plan, and a copy of my cohort’s article “The Fifth Frame” co-written for the NEC Research Journal. I asked for feedback by asking the following questions:

1. What’s the most important thing you learned from the presentation?
2. What will you take from the presentation and use right away?
3. Based on the presentation, what else would you like to know?

Session 1 The Five Frames Feedback

Many respondents remarked they had little knowledge of Bolman and Deal’s four-frame model. Comments for the first question, the most important thing learned from the presentation was a sense that the series of presentations as a group would be a jumping-off point to work together, an understanding of a model that could be used at different levels of an organization, and clarification of the role of the special ed paraprofessional.

Comments on the topic of the second question, what will you take from the presentation and use right away, was the information about special ed rules. One person remarked that they were unaware they could play such an essential role in the IEP process. Another said they appreciated the clarification of the role of the Special Education Paraprofessional and the chain of command.

The third question, what else would you like to know, garnered responses such as, “this topic is dense and would be better understood in a live presentation where questions could be asked in the moment.” Others appreciated the addition of the article for further enlightenment on the topic.

Session Two- Co-Teaching

Comments concerning the first question, the most important thing learned from the presentation were gaining the perspective that multiple models of co-teaching could be used in one lesson and that both teachers could take the lead on a lesson. Others were unaware that models had titles that gave a more precise definition of roles within a lesson.

Comments on the topic of the second question, what will you take from the presentation and use right away, were the YouTube videos that model different approaches to co-teaching and the lesson plan. One commenter wants to look at the models again and discuss the possibility of her special educator pushing into the classroom more through station teaching. This commenter appreciated the lesson plan's clarity when defining roles between the special educator and herself.

The third question, what else would you like to know, netted responses such as how to find common planning time as most special educators have large caseloads, can you incorporate a paraprofessional into the co-teaching process, and how to convince the administration that you need common planning time.

Session Three- Universal Design for Learning

 Comments concerning the first question, the most important thing learned from the presentation were thinking about barriers to learning and how vital the self-reflection piece is. Commenters discussed looking at their own classroom for barriers to mobility, access, and focus for all their students, not just the ones needing accommodations.

Comments on the topic of the second question, what will you take from the presentation and use right away, were concepts of barriers, the lesson plan, and the idea of recruiting interest by showing the topic's relevance.

The third question, what else would you like to know, elicited responses such as more information about learning and the brain, examples of ways to motivate students about topics, how a teacher can provide all the accommodations in one setting, and whether it is okay to offer accommodations to all students.

 I agree with one commenter that the first session is very information dense. As I present this live, I must consider the extra time it will take to field questions. My next step in this process will be to consider adding a presentation on how the brain learns. As UDL was inspired by cognitive neuroscience research, a presentation on brain-based learning would make sense and fit in well. In addition, a session on barriers to learning and possible accommodations to help mitigate the barriers would also give the series of professional development sessions more depth of knowledge.