

David Gonzales, MSIDT: Portfolio Website Design Document

Version 1.2 · October 27, 2026 · Prepared by David Gonzales

1. Project overview & goals

David Gonzales's portfolio lived on a three-page Google Site (Home, Resume, Project Page) that embedded only two of his six published projects. This project replaces it with a hand-coded static site that presents his instructional design, creativity, training and leadership work as one story for L&D hiring teams.

Goals

- Show, in under a minute, that David designs learning that changes on-the-job behavior.
- Surface all six published learning projects with live previews and one-click launch.
- Show leadership and training impact with real, verifiable metrics.
- Show credible AI-in-L&D capability (7 credentials plus hands-on tools).
- Make Universal Design for Learning (UDL) visible in both the work and the site itself.
- Serve as a portfolio piece in its own right: this document is the case study.

Constraints

- No invented facts, metrics, clients or testimonials. All content comes from David's résumé and published projects.
- Static HTML/CSS/vanilla JS hosted on Google Cloud Storage with relative links only.
- WCAG 2.1 AA accessibility, extended by CAST UDL Guidelines 3.0.

2. Target audience

Persona	Needs	What they scan for
Hiring manager / L&D leader (enterprise learning design and enablement roles)	Evidence of behavior-change design, inclusive/scalable design, measurement, AI fluency	Featured work, UDL notes, impact numbers, approach
Recruiter / talent partner	Fast fit check against modern L&D and enablement roles	Title, years, credentials, résumé PDF, contact
Peer designer / panel interviewer	Craft quality and process	Project interactivity, this case study, UDL mapping

3. Needs analysis

Current state (Google Sites)

- Only 2 of 6 projects (Locating a Library Book, Pour-Over Coffee) were visible.
- No statement of design approach, impact metrics, AI capability or UDL.
- The template styling limited visual polish and brand differentiation.

Desired state, mapped to role requirements

Modern L&D and enablement roles ask for scenario-based learning for behavior change, reusable and scalable frameworks, measurement tied to business impact, ADDIE / Design Thinking / backward design, facilitation, leadership programs, and building AI capability at work. Inclusive, scalable learning design (UDL) strengthens that story.

Gap & intervention

- Gap: evidence existed in the résumé and the bucket but wasn't organized around these competencies. Intervention: build the information architecture around them, including UDL.
- Gap: projects were buried. Intervention: a project grid with thumbnails, tags, UDL-in-action notes, preview and launch.

4. Information architecture & sitemap

```
index.html
├── #approach    Approach (6 pillars) + UDL Guidelines 3.0 band
├── #work        Featured projects (6 cards with UDL notes + preview)
├── #impact      Leadership & training impact (metrics + timeline)
├── #ai          AI in L&D (credentials, toolkit, frameworks)
├── #resume      Résumé (resume.pdf)
├── #contact     Email + LinkedIn
├── case-study.html  This design document (incl. UDL Framework)
├── docs/        Design document (PDF, DOCX)
└── resume.pdf
```

A single scrolling page keeps the hiring story linear and skimmable. The case study is a separate page because it's long-form reading. Multiple navigation paths (sticky nav, in-page anchors, case-study TOC) are themselves a UDL choice.

5. User journey

Stage	User goal	Design response
Land	Who is this, and are they relevant?	Hero: name, MSIDT, a behavior-change value proposition, and two CTAs (work, résumé)
Orient	How does he think?	Approach: six pillars plus a UDL band with Engagement, Representation, and Action &

		Expression
Evaluate	Can he build it?	Project cards: cover, description, UDL-in-action note, tags, quick preview, launch
Verify	Does it work at scale?	Impact metrics (number + caption) and career timeline
Differentiate	AI-ready and inclusive?	Credentials list, AI tools, and UDL evidence
Act	Next step	Résumé PDF, email, LinkedIn

6. UDL Framework

The site and the featured projects are framed with CAST's Universal Design for Learning Guidelines version 3.0. UDL's goal is learner agency that is purposeful and reflective, resourceful and authentic, and strategic and action-oriented. The three principles are Design Multiple Means of Engagement (the "why" of learning), Design Multiple Means of Representation (the "what" of learning), and Design Multiple Means of Action & Expression (the "how" of learning).

Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0. Lynnfield, MA:

Author. <https://udlguidelines.cast.org/>

How the three principles show up on this site

Principle	Site decisions	Project evidence (verified in the published files)
Multiple Means of Engagement (why)	Multiple paths into content (nav, anchors, case-study TOC); clear progress cues in the impact section; reduced-motion respect so motion never becomes a barrier	Job Description Coach: learners name their own industry (choice and relevance). Drag Match: hints, scoring and coach feedback. COPE and Rise modules: self-paced paths with progress or scrollable pacing.
Multiple Means of Representation (what)	Metrics shown as large numbers and plain-language captions; screenshots plus written descriptions; typography and color designed for contrast	COPE Adapt course: text, graphics with alt text, accordion, narrative, hotspots, matching and MCQ, plus downloadable worksheets. Storyline and Rise modules: on-screen visuals paired with narration audio.
Multiple Means of Action & Expression (how)	Keyboard-accessible preview dialog; clickable cards and text links to the same	Drag Match: drag-and-drop or an accessible click/keyboard alternative.

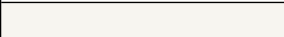
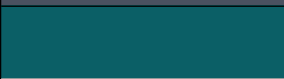
	project; skip link and focus rings	Job Description Coach: judge a posting and write why. COPE: on-screen practice plus printable worksheets.
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What we did not invent

UDL-in-action notes appear only where the published project HTML (or its course JSON / media assets) supports them. Closed captions, for example, are not claimed for the Storyline or Rise modules because they were not verified in the source files.

7. Visual design system

Direction: clean, modern and human, with editorial warmth. A warm paper background and a deep ink color give calm contrast. Teal suggests trust and clarity, and a restrained coral marks focus and emphasis. The visual system is unchanged from the approved direction.

Swatch	Name	Hex	Use
	Paper	#F7F5F0	Page background
	Ink	#16181D	Text, primary buttons
	Slate	#4A5160	Secondary text
	Teal	#0B5F66	Accent, links, eyebrows
	Coral	#B4441B	Focus rings, numerals
	Mist	#E6EEEE	Tags, table headers
	Line	#DEDAD0	Borders
	White	#FFFFFF	Cards, alt sections

Typography

- Display: Fraunces (variable serif, 400–600, italic accents for key words).
- Body/UI: Inter (400–600).
- Scale: fluid clamp() headings, 17px body at 1.65 line-height.

Components

- Sticky translucent navigation with mobile menu toggle
- Pill buttons (primary ink / ghost outline)
- Approach pillars with numbered eyebrows
- UDL band with three principle cards
- Project cards with UDL-in-action notes
- Modal preview dialog (native <dialog>) with iframe
- Stat blocks (number + caption) and a career timeline
- Credential list and tool chips
- Dark call-to-action panel

Motion

Subtle 0.8s fade-and-rise reveals on scroll and gentle hover lift on cards. All motion is turned off under prefers-reduced-motion (a UDL Engagement consideration as well as an accessibility one).

8. Accessibility plan

WCAG 2.1 AA is the floor. UDL Guidelines 3.0 go further by designing for learner variability from the start, not only for compliance after the fact.

Area	Approach
Contrast	Body text Ink on Paper about 16:1, Slate about 7.6:1, Teal links about 7:1, Coral about 5.5:1. All pass WCAG AA.
Keyboard	Skip link, logical tab order, visible 3px coral focus rings, and native <dialog> with Esc to close and focus returned to the trigger
Semantics	Landmarks (header/nav/main/footer), ordered headings, labeled tag lists
Media	Descriptive alt text on every thumbnail; iframe titles
Motion	prefers-reduced-motion disables reveals, transitions and smooth scrolling
Responsive	Fluid grid from 1440px down to 320px; content reflows without horizontal scroll
Beyond WCAG (UDL)	Multiple means to find content; metrics as number + language; UDL notes on projects; case-study TOC as a second representation of the document structure

9. Content strategy mapped to competencies

Content is mapped to the competencies of modern L&D and enablement roles:

Role competency	Evidence on the site
Scenario-based learning for behavior change	Job Description Coach (judge postings and get coaching), Job Analysis Drag Match
Reusable, scalable frameworks	COPE certificate module series (350+ Scholars), job aids, LAUSD review template
Inclusive, scalable learning design (UDL)	Approach UDL band; per-project UDL-in-action notes grounded in published features; site modeling of Engagement, Representation, and Action & Expression
Measurement tied to business impact	60%→91% shift compliance; program metric analysis and client reporting
ADDIE, Design Thinking, backward design	Approach section; MSIDT coursework; Boys & Girls Club ADDIE training

Facilitation	Disney Imagination Campus programs; quarterly COPE workshops
Leadership programs	LAUSD leadership training for 100+ colleagues each quarter; 200+ staff onboarding
Building AI capability	7 AI-for-L&D credentials; Mindsmith and Claude Design

Voice: first person, plain language, outcomes first. Every claim comes from David's résumé or the published projects.

10. Evaluation & success metrics

The plan uses Kirkpatrick-style levels for a portfolio, with UDL-specific checks added:

- Reaction: qualitative feedback from 3–5 peers or recruiters on clarity, visual appeal and whether UDL is understandable without jargon.
- Behavior: time to find a project and launch it (target under 15s); résumé PDF opens; contact clicks; readers can name at least one UDL principle after a short visit.
- Results: interview invitations and recruiter responses for roles where the portfolio was shared, tracked in David's job search.
- Quality gates: Lighthouse accessibility ≥ 95 , all links return HTTP 200, no layout breaks at 390px and 1440px, every UDL-in-action note still matches the live project file.

11. Hosting & maintenance

- Primary site: <https://davelearningdesign.com> (and [www](http://www.davelearningdesign.com)), hosted on Cloudflare Pages project davidgonzales. A mirror is kept as static files in the public Google Cloud Storage bucket davidgonzalesportfolio under /site/.
- Uploaded with correct Content-Type and Cache-Control: no-cache so updates appear immediately.
- Relative links make the site portable to any static host (GitHub Pages, Netlify or a custom domain) without changes.
- To add a project: upload its published folder to the bucket, add a thumbnail to assets/thumbs, add one card entry with a UDL note only if the source supports it, then re-upload.
- Review quarterly: refresh metrics, résumé PDF, credentials and UDL notes against the live project files.