Understanding the Journey: UDL As A Process For Change
Goals for this session:

• UDL implementation is a **process of change**.

• Successful UDL implementers are **knowledgeable** about UDL and systems change, **motivated**, **goal-directed & strategic** in their planning.

• CAST’s 5 phases of UDL implementation apply **research** from the learning and implementation sciences to successful **practice**.
David Rose on UDL Implementation
How do we make our journey ahead clearer?
CAST UDL IMPLEMENTATION PROCESS
How does she rally her district into full UDL implementation?

How do they move beyond awareness raising?

How do they scale educator expertise across the district?
A new administrator comes to town and she is intent on improving student achievement. She sees UDL’s potential but doesn’t know how to get started.

How does she rally her district into full UDL implementation?
EXPLORE

- determine interest & willingness
- investigate UDL as a framework for curriculum design & decision making
- raise awareness

Support Options & Resources

**Phase 1 Goal 1:** To consider UDL as a framework for school/district decision-making.

- Use the resources in the [Explore UDL: Considering UDL as a Framework](https://udlexchange.cast.org/) collection in UDL Exchange.
- Learn about UDL. Resources include online professional development resources (e.g., [UDL online modules](https://udlexchange.cast.org/udl-modules), UDL Series, Introduction to UDL online course, National Center on UDL, UDL Exchange).

**Phase 1 Goal 2:** To raise awareness about UDL as an implementation framework.

- Use the resources in the [Explore UDL: Raising Awareness](https://udlexchange.cast.org/) collection in UDL Exchange.
- Contact CAST for information about professional development services (email pd@cast.org). Offer face-to-face professional development including an overview of UDL, UDL Guidelines and implications for instructional practices.

**Phase 1 Goal 3:** To determine the level of interest and willingness to pursue UDL implementation.

- Use the resources in the [Explore UDL: Determining Interest](https://udlexchange.cast.org/determining-interest) collection in UDL Exchange.

**Notes on your Exploration of UDL**
CAST UDL Implementation Strategy Guide

Features:

- **The UDL principles** are infused throughout.
- **Each phase** addresses three focus goal areas aligned with the three UDL principles.
- **Each section** offers ideas & resources derived from experience & systems change literature.
- **Each phase highlights** Goals, Essential Questions, Reflections/Assessments, Materials, Supports, Tools & Resources.

- **Integrates research** about individual, organizational & educational change with the UDL framework.
- **Provides educators** with a customized series of professional learning opportunities, including professional coaching & facilitation.
- **Connects educators** with supports, resources & tools needed throughout the UDL implementation process.
An administrator calls you and admits they have been ‘doing’ UDL PD for 6 years and they haven’t moved beyond raising awareness.

How do they move beyond awareness raising?
• **create climate** that accepts variability as the norm

• **conduct a self-reflection** to examine district policies, processes & practices, strategic personnel & organizational structures

• **define a vision**, measurable outcomes and action plan
UDL Self-Reflection

A survey that helps school leaders identify where they are in relation to the implementation phases of UDL.

*Precedes Action Plan development*
CAST Implementation Tools

UDL Knowledge Practice & Beliefs Survey

Willingness & Interest Survey

PD Questionnaire (Self-Assessment)

UDL Action Plan
The district policies are all aligned with UDL and PD has been provided, but since it was adopted 4 years ago, UDL hasn’t spread beyond a few sites.

How do they scale educator expertise to impact practice across the district?
INTEGRATE

- **create processes & resources** to support integrating UDL with existing practices
- **develop educator expertise**
- **create procedures & protocols for review & evaluation**
UDL Exchange & Lesson Builder

A place to browse and build resources, lessons and collections for UDL implementation

http://udlexchange.cast.org

CAST, April 2014
Implementation of Universal Design for Learning: Research Practice

Billy Burke, Assistant Superintendent, Baltimore County Public Schools
SCALE

- promote a community of practice
- enhance effective processes & organizational supports
- expand practices throughout the system
OPTIMIZE

- *cultivate a UDL culture*
- *embed processes* - allow for innovation - *maximize continuous improvement*
- *predict & plan* for change
CAST Professional Learning Services for UDL Implementation

**Phase I: EXPLORE**
Investigate UDL
Raise Awareness

**Phase II: PREPARE**
Assess and Define
Action Plan

**Phase III: INTEGRATE**
Develop Expertise and
Support Structure

**Phase IV: SCALE**
Continue Growth in Community and Refine Processes/Practices

**Phase V: OPTIMIZE**

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**Tools, Resources & Services across the phases**

### Tools & Resources
- UDL Facilitation*
- On-site PD
- UDL Strategy Guide
- Action Plan
- UDL Exchange
- PD Collections
- UDL Connect

### Tools & Resources
- District Self-Reflection
- SWOT Assessment
- PD Needs Assessment
- UDL Online Courses
- UDL-LDC Crosswalk

### Tools & Resources
- District Self-Reflection
- Educator Knowledge, Practice, Belief Survey
- PD Needs Assessment
- UDL Exchange – Lesson Builder
- UDL Coaching Guide

### Tools & Resources
- District Self-Reflection
- Educator Knowledge, Practice, Belief Survey
- UDL Science Writer
- CAST UDL Book Builder
- UDL Studio

### Services
- Facilitated Planning Session
- On-site workshops

### Services
- Institutes
- On-site workshops
- Webinars

### Services
- Institutes/Workshops
- PLC coaching
- Webinars

### Services
- PLC coaching
- Community of Practice Support

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* Facilitator Training and Facilitator Handbook are provided to UDL Facilitators.
Check out these resources

**A Tale of Four Districts**
http://www.udlcenter.org/implementation/fourdistricts

**UDL Implementation: A Process of Change (UDL Series)**
http://udlseries.udlcenter.org/categories/implement.html

**UDL Exchange**
http://udlexchange.cast.org/home

**CAST Professional Learning Services**
http://www.cast.org/pd/index.html
• New Tools for UDL Research ↔ Practice
  – New UDL Book
  – New UDL Journal
    • A Conversation in Multiple Media
  – UDIO
  – Center on Online Learning
  – AIM Center PALM Initiative
  – NIMAS to EPUB3
UDL Theory & Practice 2014

- Chapter 1: Re-Envisioning Education through UDL
- Chapter 2: Expert Learning
- Chapter 3: The Variability of Learners
- Chapter 4: Universal Design for Learning
- Chapter 5: A Framework for UDL Implementation
- Chapter 6: Designing for All: What is a UDL Curriculum?
- Chapter 7: Learning through Practice: Voices from the Field

http://udltheorypractice.cast.org
Guidelines Key Questions

Key Questions

THINK ABOUT HOW LEARNERS WILL ENGAGE WITH THE LESSON:

1. Does the lesson provide options that can help all learners regulate their own learning?
2. Does the lesson provide options that help all learners sustain effort and motivation?
3. Does the lesson provide options that engage and interest all learners?

THINK ABOUT HOW INFORMATION IS PRESENTED TO LEARNERS:

4. Does the information provide options that help all learners reach higher levels of comprehension and understanding?
5. Does the information provide options that help all learners understand the symbols and expressions?
6. Does the information provide options that help all learners perceive what needs to be learned?

THINK ABOUT HOW LEARNERS ARE EXPECTED TO ACT STRATEGICALLY & EXPRESS THEMSELVES:

7. Does the activity provide options that help all students act strategically?
8. Does the activity provide options that help all learners express themselves fluently?
9. Does the activity provide options that help all learners physically respond?
Chapter 3: The Variability of Learners

Introduction
The Brain and Learning
Three Primary Classes of Networks for Learning
The Three Networks: A Closer Look
Affective Networks
Recognition Networks
Strategic Networks
Variability & Implications for Education
Conclusion
End Notes
National Center on the Use of Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School
• Foster a passionate interest and investment in reading for students who have traditionally been uninterested in, or disenfranchised by, traditional classroom literacy practices

• To substantially improve the reading comprehension skills of middle school students who have experienced recurrent failure in the domain of reading.
Udio

The Center is addressing this problem by creating a digital ecosystem that will transform the way students and teachers use reading in the service of learning across the curriculum.
Current Content Partners

Scholastic

SERP

CAST

Smithsonian
Developing Content Partners

Scalable Technology
### Why Families Choose Online School

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a child who doesn’t learn well in a traditional school setting.</td>
<td>51%</td>
</tr>
<tr>
<td>Want a change in the learning environment from their current school situation.</td>
<td>43%</td>
</tr>
<tr>
<td>Desire a more flexible schedule.</td>
<td>42%</td>
</tr>
<tr>
<td>Want a more controlled educational setting.</td>
<td>32%</td>
</tr>
<tr>
<td>Reported that their child was bullied in his or her previous school.</td>
<td>16%</td>
</tr>
<tr>
<td>Of students are pursuing arts or athletic careers.</td>
<td>7%</td>
</tr>
</tbody>
</table>

[http://www.connectionsacademy.com/blog](http://www.connectionsacademy.com/blog)
Who is Attending?

Virtual schools in the U.S. 2013: Politics, performance, policy, and research evidence
• Free Appropriate Public Education (FAPE)
• Individual Education Plan (IEP)
• Least Restrictive Environment (LRE)
• Procedural safeguards
• Specially designed instruction
• Highly qualified teachers
• Optimal instructional conditions
Personalization: competency-based instruction customized for every student
Regional Data sites
AIM Center
(Accessible Instructional Materials)
Purchase Accessible Learning Materials

- PALM Hand-Outs
  - PALM Initiative: A Call to Action
  - Introducing the PALM Initiative
  - Why Buy Accessible?
  - What are Accessible Learning Materials?

- PALM Guidance
  - Guidance for Purchasers
  - Guidance for Educators
  - Guidance for Families
  - Guidance for Advocates

- Overview PowerPoint Presentation
NIMAS Center

Align NIMAS specification with EPUB 3
• **Session 2: Take a Walk in Our Shoes: Cases of UDL Implementation in the K-12 Environment**
  1:30 PM - 2:30 PM

• **Session 3: Continue the UDL Walk: Cases of UDL Implementation in the Postsecondary Environment**
  2:45 PM - 3:45 PM

• **Session 4: Promoting a Professional Learning Community of Practice to Optimize the UDL Implementation Journey**
  4:00 PM - 5:00 PM
Questions and Answers

Thank you!