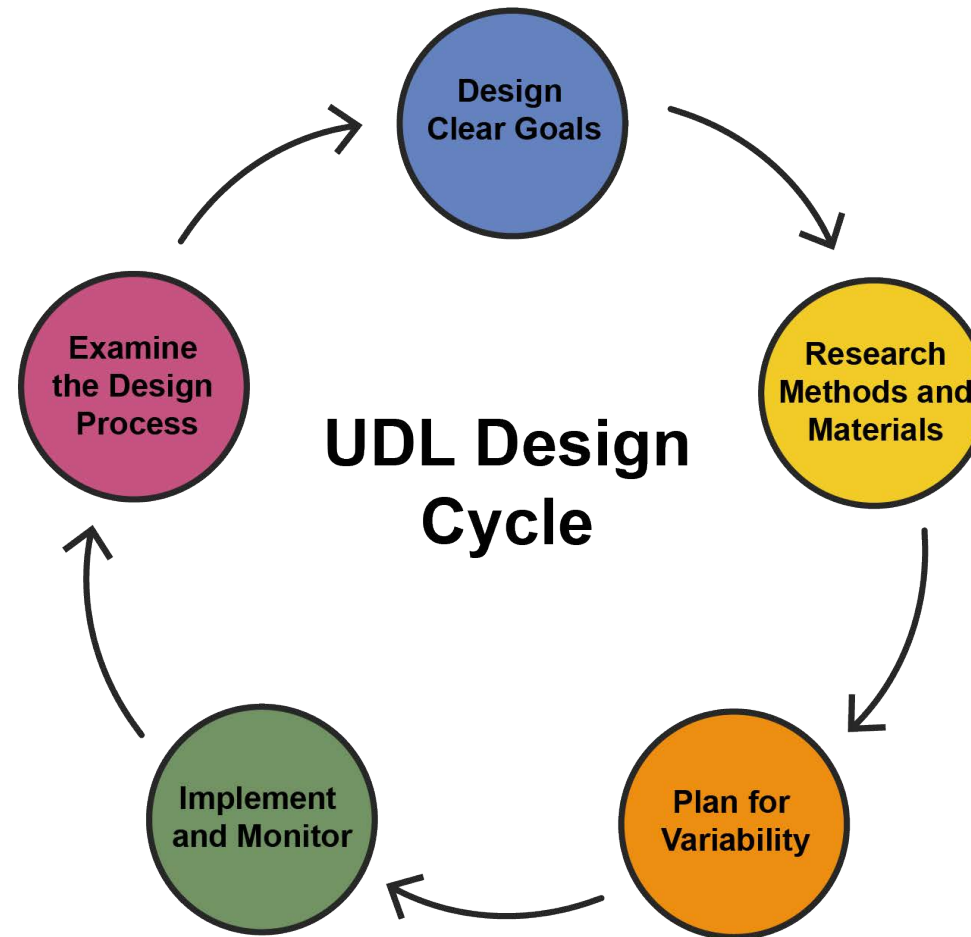


The Ohio UDL Collaborative Design Cycle Practice Profile

This profile contains five critical components and should be applied to any learning environment but was written specifically for the classroom.

Review the profiles page-by-page or click on a specific step in the graphic below.



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2024.

Critical Component (Non-Negotiable): 1. Clear Goals

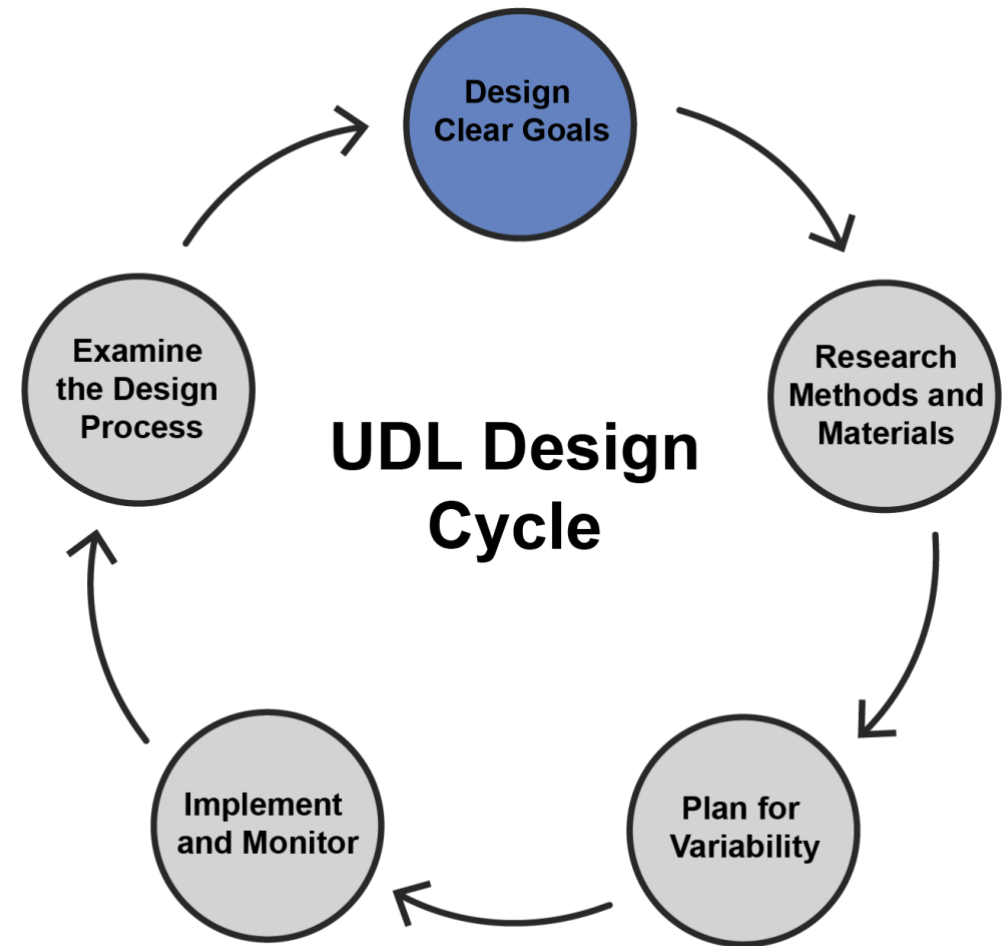
Contribution to the Outcome “WHY”: Clearly crafted and communicated goals aligned with learning standard(s) provide the teacher and learner a pathway to the learning target(s) with connections to previous and future learning to increase the likelihood of engagement and reduce stress/anxiety moving all learners toward being expert learners. Learners are empowered to make meaningful choices that support their strengths and needs, encouraging them to take ownership and agency of their learning and find relevance in their learning.

Ideal/Expected Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
<i>Description of Implementer Behavior</i>	<i>Description of Implementer Behavior</i>	<i>Description of Implementer Behavior</i>
<p>1.1.a Define clear goals that are flexible, not constricted, and separate from means. Clear Goals allow multiple paths/ options for achievement. (ex. Clear goal (what) with flexible means (how).)</p> <p>1.2.a Make connections to /activate prior knowledge when communicating clear goals aligned with the standard and connect relevance to the standard and the learner’s own goals (e.g., posting a standards wall and posted goals, a teacher/ learner communicating the goal/learning target and success criteria, and accessible audio links).</p> <p>1.3.a Break down learning targets into success criteria into multiple pathways/opportunities that allow the learner to develop a clear understanding of the goal(s) and can express expected outcomes that lead to expert learning, which increases the likelihood of learner engagement and reduces stress/anxiety.</p> <p>1.4.a Consider learner variability when communicating clear goals for the lesson and represent goals in multiple ways that are accessible, perceivable, and understandable and can be expressed by learners and families.</p>	<p>1.1.b Somewhat defines clear goals separate from the means (ex., Means are flexible).</p> <p>1.2.b There is some alignment between the standard and prior knowledge, but it is not connected to the success criteria for the learning target. Clear goals, success criteria, and use of prior knowledge are present but have yet to develop fully. Relevance is made to the standard.</p> <p>1.3.b Clear understanding of the goal(s), but expected outcomes are unclear and may not provide or provide limited/few opportunities or pathways for learners to develop a clear understanding.</p> <p>1.4.b Considered learner variability when establishing the goal(s), but the goal is not represented in multiple ways. The goal is shared with families but communication is only in one way.</p>	<p>1.1c Undefined, unclear goals /the means are embedded. Writing constricted goals.</p> <p>1.1.2c Not communicating goals/communicating the wrong goals/not making connections to prior learning/ communicating goals not aligned to standards. Prior knowledge is not connected in any way. Not creating authentic, relevant goals or helping students engage with the goals in an authentic, relevant way. Success criteria are not shared. Explicit connections to relevance are not made to the standard, learner, and identity.</p> <p>1.3.c The goal(s) are not made clear and not broken down into multiple pathways are not provided; therefore, the learner cannot express the goal or expected outcomes.</p> <p>1.4.c The goal(s) do not address the needs of all learners (the means are embedded). The goal(s) are not represented in multiple ways nor shared with families.</p>



Knowledge Skills and Abilities:

- Goals convey high expectations for all learners.
 - Development of learning targets aligned to the standards. Teachers understand how to create success criteria and have teacher clarity.
 - Definition (intrinsic value) of a learning target or purpose statement.
 - Writing a learning target aligned to the level of rigor necessary in the lesson.
 - Communicate goal(s) in a variety of ways.
- Understand and can write flexible goals.



Critical Component (Non-Negotiable) 2. Flexible Methods and Materials

Contribution to the Outcome “WHY”: 1) Reduces barriers and addresses learner variability by using a variety of methods and materials, allowing learners to demonstrate their knowledge in a way that allows them to show what they know. 2) Increases the level of learner engagement. and 3) Creates expert learners, using flexible methods and materials to promote their ability and monitor their own learning.

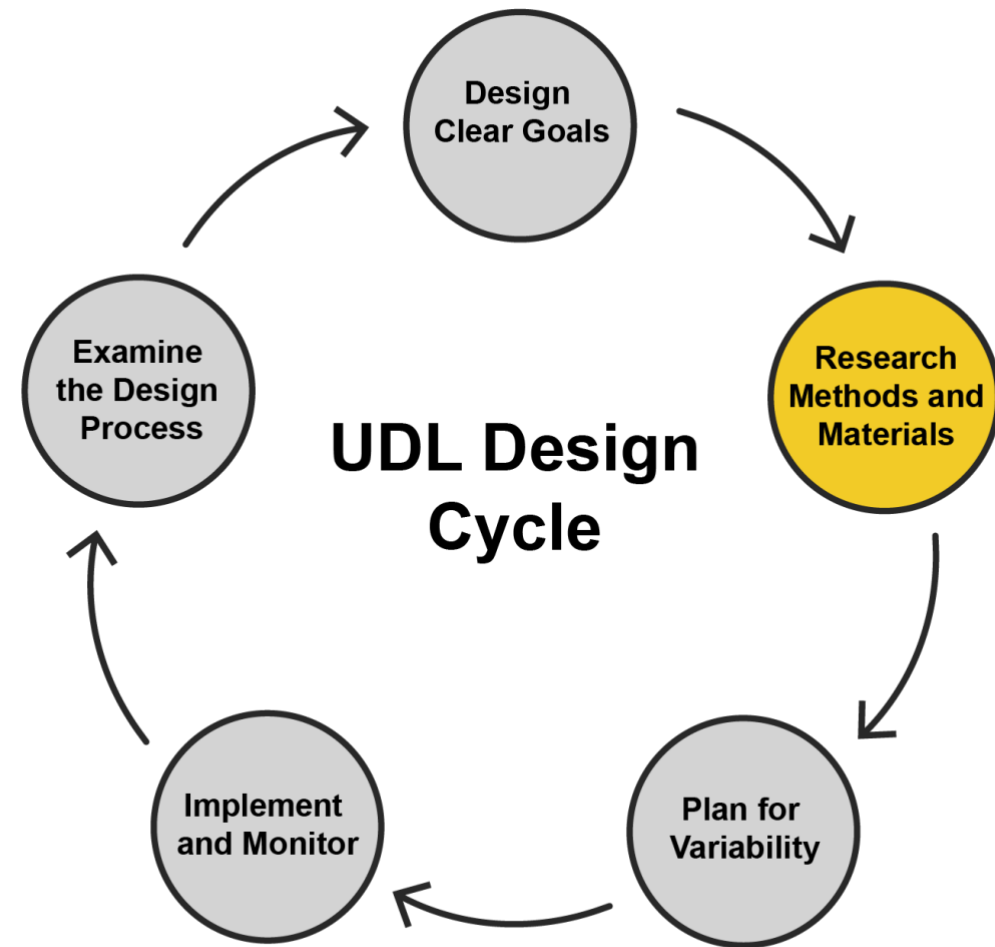
Ideal/Expected Implementation (Continuously Improving)	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
<p>2.1.a Intentionally align instructional flexible methods (evidence-based practice) and materials with the goal, discuss the purpose of the selection with the learners to:</p> <p><i>Empower</i> learners to select their own content and /or own assessments based on standards and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions.</p> <p><i>Empower</i> learners to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organize information and resources so they can achieve their identified goal(s).</p> <p>2.2.a Identify and address potential barriers in the curriculum and learning environment.</p> <p>2.3.a Present content and teach skills in multiple ways with options and scaffolding available (including Explicit Instruction).</p> <p>2.4.a Engaged learners in authentic, relevant, and meaningful learning opportunities to promote expert learners</p> <p>2.5.a Consistently interact with and demonstrate content and skill comprehension in multiple ways</p>	<p>2.1.b Intentionally align instructional methods and materials with the goal, discuss the purpose of the selection with the learners to:</p> <p><i>Encourage</i> learners to select their own content and /or own assessments based on standards, and encourage them to collaborate to add to the multiple options offered to challenge themselves and identify appropriate resources that connect to their interests and passions.</p> <p><i>Encourage</i> learners to self-reflect, self-assess, and independently choose the most appropriate supports and resources that will allow them to organize information and resources so they can achieve their identified goal(s).</p> <p>2.2.b Identify potential barriers in the curriculum and learning environment; address barriers in either curriculum or learning environment.</p> <p>2.3.b Present content and teach skills in multiple ways with options but with minimal scaffolding</p> <p>2.4.b Engage learners in relevant and meaningful learning opportunities</p> <p>2.5.b Interact with and demonstrate content and skill comprehension in multiple ways</p>	<p>2.1.c Instructional methods and materials do not align with the goal</p> <p>Adults only are making the decisions.</p> <p>Learners are not encouraged and do not have the opportunity to select from options that align with the goal. There is no flexibility or variety of methods and materials. Learners are not taught how to self-reflect or self-assess. They are not taught to connect their reflection/assessment of their needs to the next steps, other methods, or other materials.</p> <p>2.2.c Does not identify or address potential barriers during the planning of the lesson or the design of the learning environment</p> <p>2.3c Present content and teach skills without options and scaffolding</p> <p>2.4.c Does not engage learners. Students are not engaged in opportunities to find meaning and relevance in their learning. Students do not see themselves in learning opportunities.</p> <p>2.5.c Does not interact with or demonstrate content and skill comprehension</p>



Knowledge, Skills, and Abilities:

- How to use multiple media (digital, electronic options).
- Alternatives for audible and visual information.
- Vocabulary strategies and symbols.
- Create opportunities for choice (e.g., choice boards) as a part of multiple pathways and success criteria.
- Engagement Strategies (opportunities to respond and cooperative learning).
- Gradual Release using Explicit Instruction techniques (Method)

An equity lens is used when designing flexible methods and materials



Critical Component (Non-Negotiable) 3. Intentional Planning for Learner Variability to Remove/Reduce Barriers

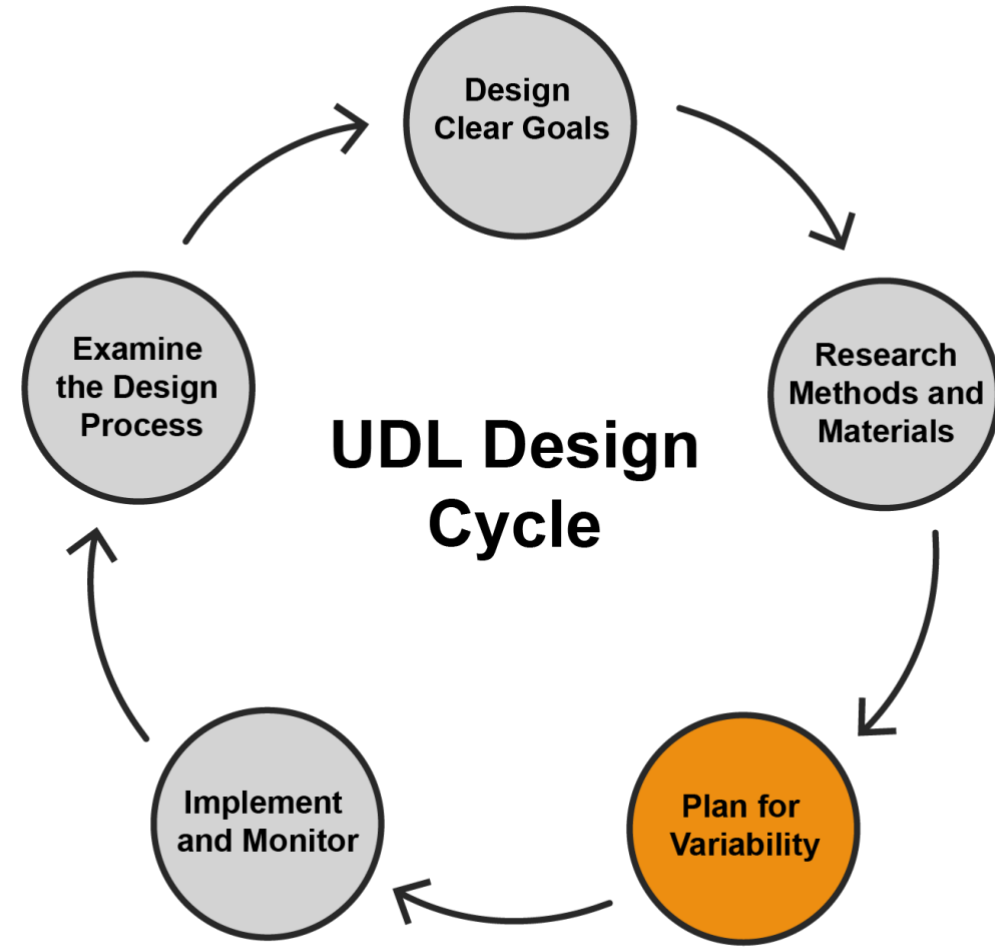
Contribution to the Outcome “WHY”: Intentional Planning for learning variability is important because to remove barriers, we need to determine what learners actually know (considering the “Whole Child”); build on strengths and remove classroom barriers through proactive, iterative, and intentional planning; and clearly define the purpose of learning, and recognizing actions to achieve success.

Ideal/Expected Implementation (Continuously Improving)	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
<p><u>During planning:</u> 3.1.a Determine learning targets/success criteria (standard) and the progression or steps for learner variability (high achievers, gifted, typical learners, SWD, ED) 3.2.a Use learner feedback and formative data (High-Quality Student Data) in a timely and frequent manner to plan/create flexible groupings or options for instruction. 3.3.a Identify all possible learner barriers (hearing, reading level, visual impairment, specific learning disabilities, giftedness, motivation, social-emotional, mental health, background knowledge, language, vocabulary acquisition) utilizing UDL Guidelines. 3.4 Use analyzed formative assessment data to respond to learner variability (jagged learner profile) and barriers by: 3.4A) use input from all experts, internal (learner, school professionals, and parent) and external (SLP, Mental Health, Gifted, OT, PT, Counselor) 3.4B) secure resources to remove or limit barriers (AT, environmental supports, technology, FM devices, apps) and data is reviewed to determine the effectiveness 3.4C) intentional use of flexible materials and methods, thoughtful and impactful integration of specially designed instruction (SDI), and utilizing evidence-based practices and social/ emotional learning standards. <u>During instruction:</u> 3.5 Establish and communicate success criteria responsive to an expert learner 3.6 Collect data/Evidence that demonstrates learning gaps are closing and Collaborate to remove barriers.</p>	<p><u>During planning:</u> 3.1.b Determine learning targets for grade content taught for my current learners (not planning for SWD or gifted) 3.2.b Timely but occasional use of learner feedback or formative data to plan/create groupings 3.3.b Identify only the barriers in my room/current learners or in areas I have been trained in (planning for mental health or low incidence) 3.4 Use analyzed formative assessment data to respond to learner variability and barriers by: 3.4A) Use input from internal or limited professionals (curriculum director, special education coordinator, interventionist, learner, student, parent) 3.4B) Only use the resources provided and 3.4C) intentional use of flexible materials & methods, including SDI and evidence-based practices <u>During instruction:</u> 3.5 Establish and communicate success criteria but have not considered all learner outcomes OR Establish success criteria for all learner outcomes but do not communicate. 3.6 Collecting some evidence.</p>	<p><u>During planning:</u> 3.1.c Use only purchased curricular materials/traditional activities to determine learning targets and drive the instruction without considering the standard or creating multiple entry points toward mastering the standard 3.2.c Does not timely use learner feedback or formative data to plan lessons. Create grouping based on ability and is not flexible. 3.3.c Does not give consideration of barriers. Presenting information using only traditional methods. Not seeking professional development for potential learners. 3.4 Does not use analyzed formative assessment data to respond to learner variability and barriers: 3.4A) Does not seek support or input from other professionals 3.4B) Does not consider additional resources beyond those provided by IEP/504/student plans 3.4C) Use only standard or traditional resources and materials, no consideration of SDI <u>During instruction:</u> 3.5 Establish no success criteria AND/OR Provide no communication of success criteria. Limit success criteria to only prepackaged /curricular materials 3.6 Collaboration does not occur. Not collecting/Lacking evidence, and there is little attention to closing gaps or collaborating to remove barriers or integrate supports and services for all learners.</p>



Knowledge Skills and Abilities:

- Proactive Lesson Planning with the UDL Framework. See CAST's [UDL Guidelines](#).
 - What learner variability is and understanding the difference between expert learners and exemplary students.
 - Ability to communicate in ways that are accessible, perceivable, and understandable and can be expressed by learners and families.
 - Ways to customize the display of information alternatives for auditory and visual.
 - Addressing the needs of language to promote understanding.
 - Rubrics, graphic organizers and checklists to help students monitor their own progress
 - Understand learner variability and all learners have a jagged learner profile
 - Gradual Release using Explicit Instruction techniques
- Ability to use the Framework to remove barriers.



Critical Component (Non-Negotiable) 4. Timely Progress Monitoring using Flexible, Accessible Assessments

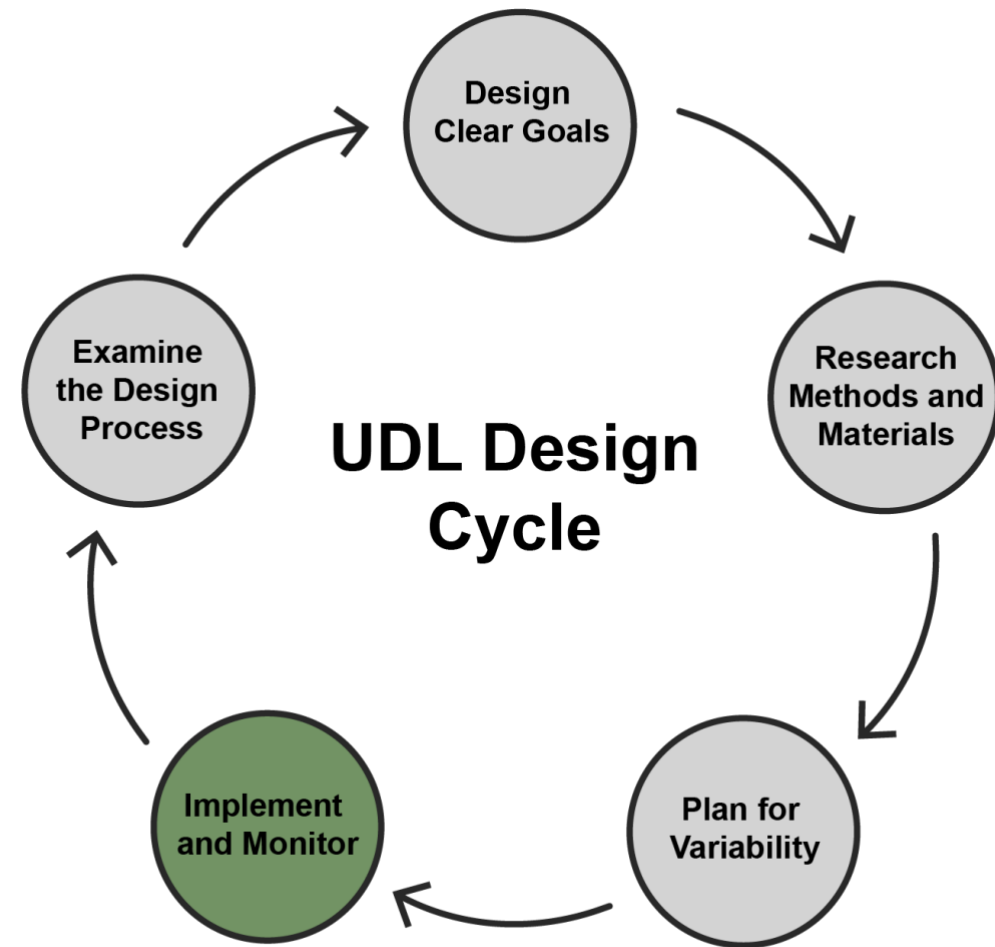
Contribution to the Outcome “WHY”: Formative assessments designed with learning variability in mind are frequent and timely enough to plan/redirect instruction and support intended outcomes (aligned to OLS) while removing barriers within the testing process. A variety of formative and summative assessments (e.g., projects, oral tests, written tests) are used by the learner to demonstrate knowledge and skill. Frequent opportunities exist for teacher and learner reflection and new understandings, building expert learners.

Ideal/Expected Implementation (Continuously Improving)	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
<p>4.1.a Administer flexible, accessible formative assessments (High-Quality Student Data) frequently (multiple times per week) and use analysis of assessment data to accurately identify learner strengths and learning needs for instructional planning.</p> <p>4.2.a Select, Create, and Plan assessments (by using the Guidelines, i.e., vary the methods for response and navigation, optimize access to tools and assistive technologies, use multiple media for communication, use multiple tools for construction and composition, vary demands and resources to optimize challenge) that incorporate a range of appropriate formative and summative assessments into lesson plans which allow learners to interact with and demonstrate content and skill comprehension in multiple ways.</p> <p>4.3 Analyze assessment data to inform instruction</p> <p>4.4.a Provide multiple opportunities for learner reflection and discussion of new understandings and success criteria. Feedback is given for students to act upon to reach success criteria and become expert learners.</p> <p>4.5.a Capture reflection and discussion in order to share information with learners to assist with setting learner goals and monitoring their own learning to promote expert learning.</p>	<p>4.1.b Administer formative assessments occasionally and use analysis of assessment data to accurately identify learner strengths and learning needs for instructional planning.</p> <p>4.2.b Plan assessments (vary the methods for response and navigation, optimize access to tools and assistive technologies, use multiple media for communication, use multiple tools for construction and composition, varying demands and resources to optimize challenge), incorporating a range of appropriate formative and summative assessments into lesson plans which allow learners to interact with and demonstrate content and skill comprehension in one way.</p> <p>4.3 collecting but not analyzing data or analyzing data and not making instructional adjustments</p> <p>4.4.b Provide few opportunities for learner reflection and discussion of new understandings.</p> <p>4.5.b Capture reflection and discussion to share information with learners.</p>	<p>4.1.c Does not administer assessments and/or do not analyze assessment data for instructional planning and/or do not align assessments to OLS. Flexible assessments are only offered to students with disabilities rather than a flexible option or alternative for any student in the classroom.</p> <p>4.2.c Does not use/plan to use a range of formative and summative assessments. Learners are not given a choice in assessments/do not have access to a range of assessments. The teacher determines when flexible assessments are used rather than allowing student choice.</p> <p>4.3 Not collecting or analyzing data to inform instruction</p> <p>4.4.c It does not provide opportunities for the learner to reflect and discuss, which do not occur after assessments have been given and graded. Feedback is not provided to move the student toward mastery of the content.</p> <p>4.5.c Does not capture learner reflection and discussion.</p>



Knowledge Skills and Abilities:

- Variety of ways of creating formative assessments.
- Variety of tools and technology for assessment.
- Ways to provide mastery-oriented feedback
- Ways students can self-assess and reflect on work
- Application of the [UDL Guidelines](#) when selecting, creating, and planning for flexible, accessible assessments
- Ability to design and evaluate assessments. See CAST's video for [Designing and Evaluating Assessments](#)



Critical Component (Non-Negotiable) 5. Facilitating Expert Learning and the Design Process

Contribution to the Outcome “WHY”: Expert Learning is *THE* goal of Universal Design for Learning, meaning learning is both individual and collective that is purposeful, motivated, reflective, authentic, resourceful, knowledgeable, strategic, creative, goal-oriented, and freeing. Learners are empowered to make meaningful choices that support their strengths and needs, encouraging them to take ownership and agency of their learning and find relevance in their learning.

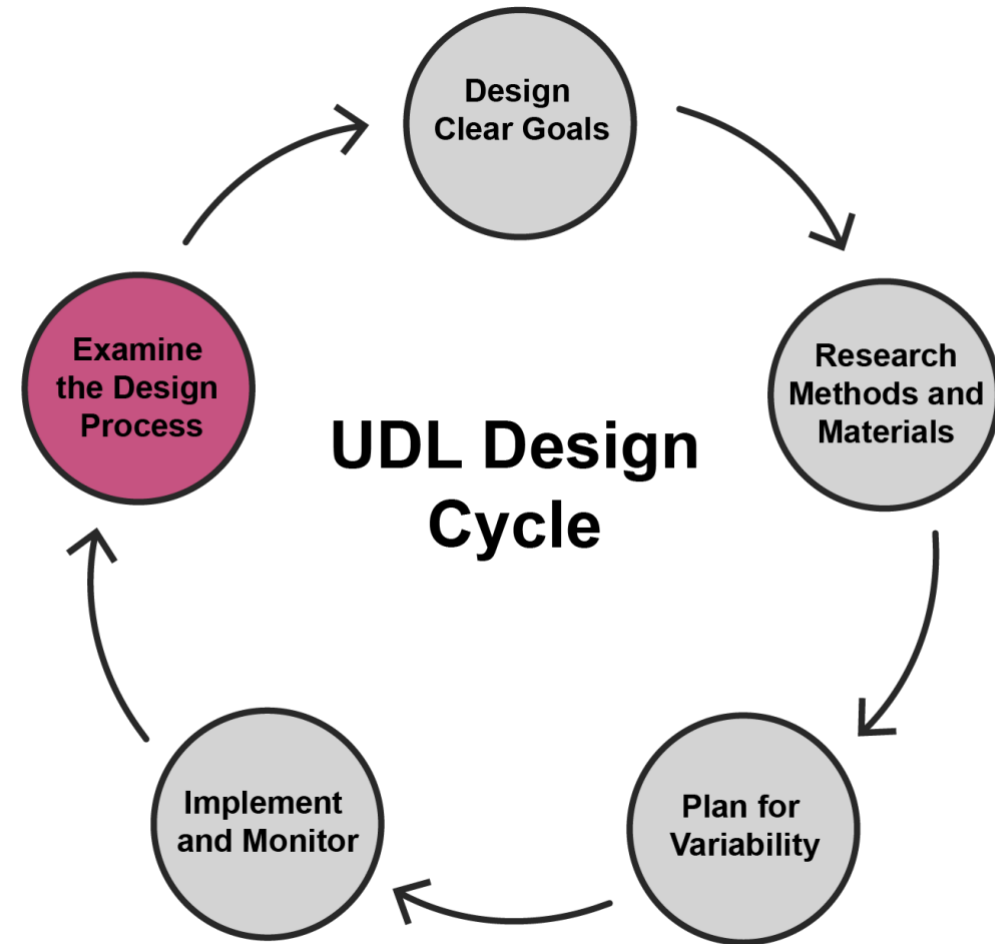
Ideal/Expected Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
<p>5.1.a Create an environment that is conducive to risk-taking, accepting challenges, receiving feedback on the learning design, learning from mistakes, and being reflective on learner progress toward the goal, etc. (all learners- students and adults)</p> <p>5.2.a Encourage/support characteristics of expert learning (authentic, resourceful, knowledgeable, creative, strategic, goal-oriented, freeing, reflective, motivated and purposeful). Be explicit that expert learning is the goal.</p> <p>5.3.a Intentionally reinforcing characteristics of expert learning in all settings (growth mindset). (all learners- students and adults)</p>	<p>5.1.b Creates an environment that allows but doesn't promote risk-taking, includes some level of feedback, and allows learning from mistakes to happen by chance. Providing time for reflection but not making connections to the learner's next steps.</p> <p>5.2.b Encourages/supports Expert Learning but doesn't explicitly make connections to being resourceful, knowledgeable, strategic, goal-oriented, motivated, or purposeful.</p> <p>5.3.b Randomly mentions expert learning and sometimes</p>	<p>5.1.c There is no risk-taking, and are not able to learn from their mistakes. May even be penalized for their mistakes during learning. Not providing time for reflection.</p> <p>5.2.c Does not encourage/support, encourage, or expect the characteristics of expert learning. Is not explicit that expert learning is the goal. UDL is only used for students with disabilities. Expert Learning is only considered for high-achieving learners/gifted.</p> <p>5.3.c Does not mention expert learning. Staff is unwilling to participate in UDL. Staff confuses exemplary students and expert learners (tied to outcomes/grades rather than characteristics or habits)</p>



Knowledge Skills and Abilities:

- Knowledge of the characteristics of an Expert Learner
- Skills in facilitating expert learning (teaching and facilitating goal setting, strategy analysis and selection, etc.)
- Ability to model Expert Learning by communicating in ways that are accessible, perceivable, and understandable and can be expressed by learners and families.
- Growth Mindset

The staff understands the difference between an exemplary student and an expert learner.



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