

## Universal Design for Learning Considerations for Implementation Stages VS Implementation Drivers

Implementation Drivers	Stages of Implementation <i>(with Description of Stages)</i>				
Implementation Driver	<b>Pre-Exploration</b>	<b>Exploration</b>	<b>Installation</b>	<b>Initial Implementation</b>	<b>Full Implementation</b>
Performance Assessment	<i>Typical Practices (Human capital and organizational considerations based upon data-driven needs)</i>	<i>Actively considering a change (Creates readiness for improvement to implement system change)</i>	<i>Preparing for use of the innovation (Team builds capacity to support the change)</i>	<i>Actively engaged in learning how to do and support the use of the implementation (UDL practices put into place)</i>	<i>Actively working to make full use of the innovation as part of the organization's typical functioning (The new way is now the standard way; systems are designed to monitor the sustainability of implementation)</i>
<b>Performance Assessment</b> <i>(Looking at adult practices)</i>	Supervisors provide their opinions regarding each practitioner's performance in planning for learner variability to remove barriers and create expert and empowered learners.	Core components of the UDL Design Cycle Practice Profile are reviewed to see how they can be assessed in practice.	Conducts a careful review to align the UDL content/UDL selection criteria with areas to be assessed in practice.	The performance of each UDL practitioner is assessed at least quarterly until performance criteria/fidelity is reached on a consistent basis: assessment methods are also analyzed for fidelity.	At least annually UDL practitioners rate their satisfaction with the helpfulness and promptness of reporting of performance assessment (self-reflection of the tool and practice of assessment); The process of the performance assessment itself and on the UDL practitioners.
<b>Selection</b> <i>(Identify who has been chosen to do what)</i>	District office uses UDL Design Cycle practice profile or other documents to recruit and hire staff that have knowledge, skills, and abilities (KSA) as well as beliefs aligned to district's.	Job descriptions contain critical components from the Design Cycle Practice Profile KSA row as well as mindset expectations and district non-negotiables.	Interview protocols include ways for applicants to show they possess the KSA, and beliefs included in the Design Cycle Practice Profile.	New staff are hired, and teams are created using the KSA that best support the ability of the teachers to address barriers.	Teams are fluent in seeking staff (new or current employees) to reduce or remove barriers in their system and classroom.

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Performance Assessment					
<b>Training</b> <i>(Select materials and professional development, to increase knowledge of systemic implementation practices)</i>	Hire Staff with degrees that demonstrate necessary KSA and years of experience with UDL/reducing or removing barriers.	Develop or locate content aligned to the Design Cycle Practice Profile, as well as training content such as: newsletters, modules, and flexible learning resources created by the Ohio UDL Collaborative, CAST, UDL-IRN, etc.	Develop/locate UDL content and trainers/team, create a training schedule, and find space to conduct the training.	Training conducted by those with expertise in UDL. Model UDL in training. Allow time to practice and collaborate during training.	Results of pre-posttests of knowledge and skills are used to analyze data on trainer, staff performance, longevity and used to reduce or remove barriers to learning/improve the training.
<b>Coaching</b> <i>(Provide meaningful feedback to support the implementation practices trained upon)</i>	District team considers appointing a new or current employee(s) to become a UDL Coach	Actively recruiting a person with expertise in UDL; provide feedback on the new job description.	A person with expertise in UDL has been hired; acceptable coach: practitioner ratios established; a coaching schedule is developed.	Job embedded coaching occurs regularly for each educator/teacher of educators (TBT); a coaching service delivery plan for each educator with follow-up needed change.	Quarterly and annual reports display results with respect to implementation of UDL across building/district; at least annually staff members rate their satisfaction with the helpfulness and promptness of reporting; staff routinely make decisions based on findings to leadership teams.



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Performance Assessment					
<b>Decision Support Data System</b>  <i>(Using adult and student data in a continuous improvement cycle to evaluate the implementation)</i>	Information is collected during comprehensive assessment and root cause analysis that indicates a need related to designing to the edges by planning for multiple means of Representation, Action & Expression, and Engagement that provide access and agency.	Outline areas related to the practice of UDL, such as the creation of a practice profile. and the fidelity measures that align to it.	Staff and teacher teams align components outlined in the Design Cycle Practice Profile to inform their practice in terms of curriculum, instruction, assessment, and environmental design.	Once alignment of each area has occurred, UDL practitioners routinely measure their practice to ensure fidelity.  Administrators, coaches, and practitioners review results that guide needed support.	Quarterly and Annual reports show the results regarding UDL. Implementation, student outcomes, and adult capacity data.  At least annually, staff members rate their satisfaction with the reporting (helpful, prompt) and make decisions based on findings.
<b>Facilitative Administrative Support</b>  <i>(Commitment of leadership to support implementation)</i>	District structures and functions are focused on compliance and cost containment to current practices that need to be improved by UDL implementation	The Central Office and school leaders are examining changes needed to fully support UDL.	District improvement plans include changes to systems and functions, staff roles and functions and financial allocations to fully support UDL.	District systems and functions, staff roles and functions, and financial allocations are modified to fully support UDL.	The Central Office makes use of data reports to ensure integration of the selection, coaching and training, and assessment functions associated with UDL. Administrators at all levels work at all levels to improve satisfaction.
<b>System Intervention</b>  <i>(Connect with outside agencies and community/state partners necessary to implement systemic change)</i>	Meetings are held with experts outside the district for contracting, reporting, visioning, or conducting needs assessments.	Central office examines the fit between UDL, and system requirements deemed by the School Board or management company	Specific plans are made to meet with the School Board, management company, and other stakeholders to change current requirements to more fully align systems to support UDL.	An organized effort is put into working with the School Board, management company, and other stakeholders to align their policies and procedures to fully support UDL.	Central Office Administrators make use of data reports and other sources of information to continue to educate School Board, management company, other stakeholders to continue to influence those systems to more fully support practitioners' work through shared leadership.



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