


# Using Practice Profiles to Monitor UDL Implementation



## Presenters

Cherie Smith  
SST 6

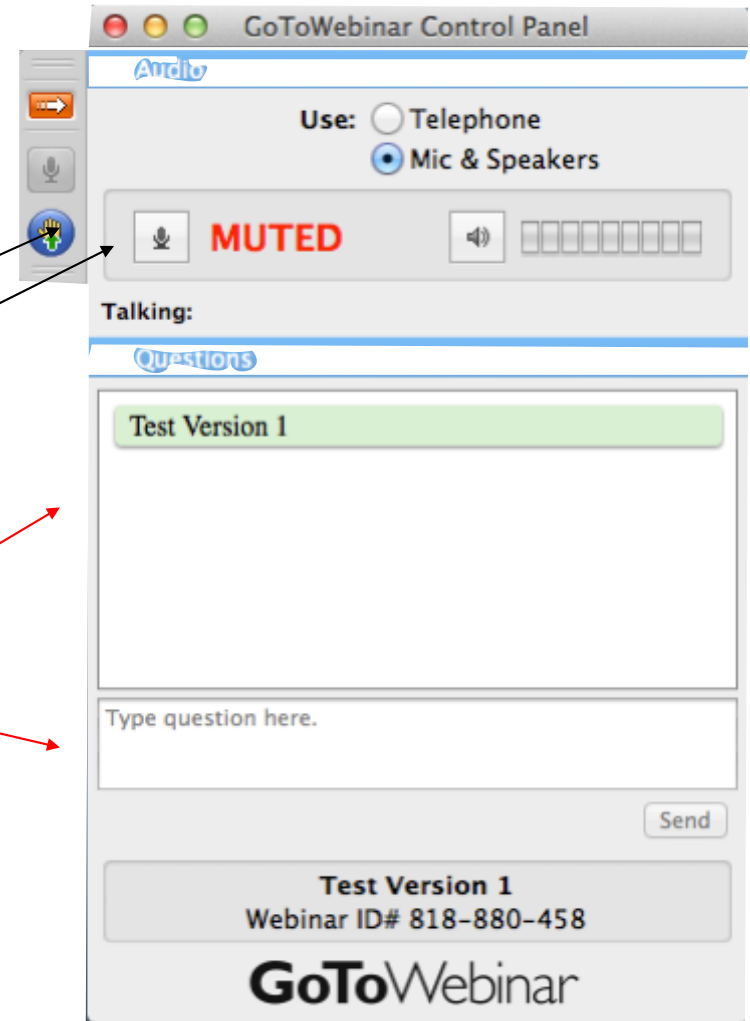
@Smith43326 

Ron Rogers  
OCALI

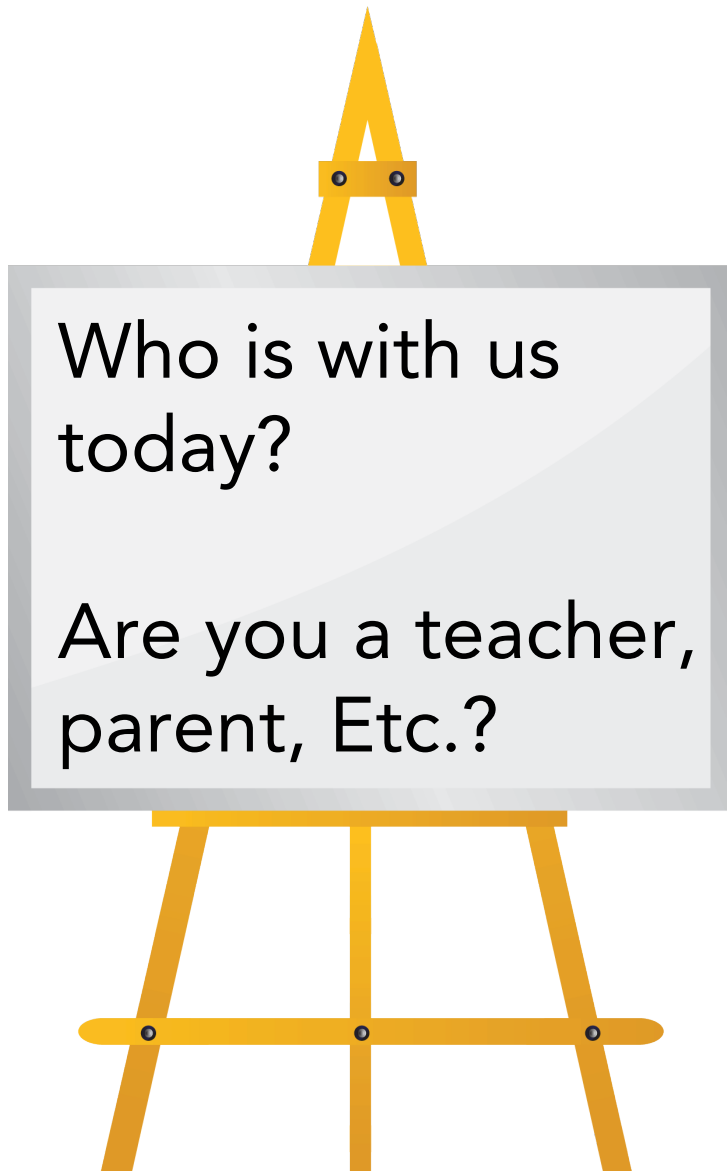
 @RonBRogers

# Tools: Go-to-Meeting

- Raise and lower hand
- Mute
- **Question area**
- Poll Area - will display later.



#OHudl



Please put your response in the question box and we will read them.

# Tweet Using #OHudl

Feel free to tweet your learning or share behind the scenes with others on the webinar.



#OHudl



# I Can...

describe a practice profile.

apply a practice profile to my current implementation monitoring approach.

# What is a practice profile?

A document that describes:

1. Philosophy, values, and principles of the organizations strategy/innovation
2. Clear descriptions of the essential functions
3. Operational definitions of each strategy's essential functions (teachable, learnable, doable, and assessable and aligned to a rubric of expected developmental and unacceptable)
4. Practical assessment of fidelity

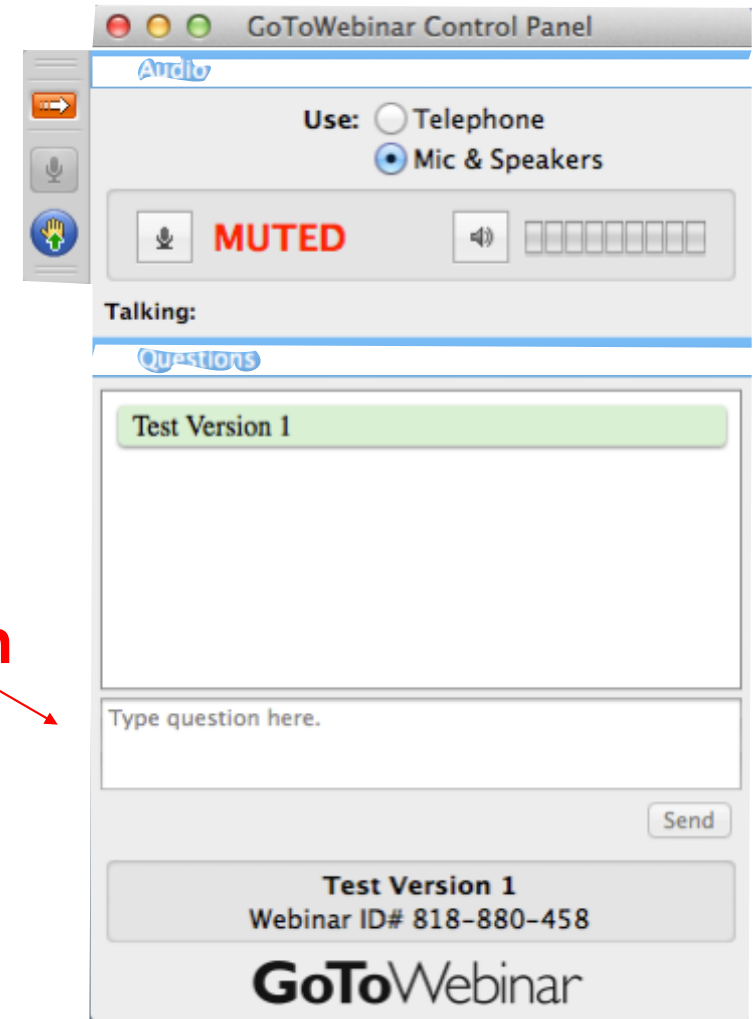
<https://unc-fpg-cdi.adobeconnect.com/a992899727/ai-lesson3-p1/>

So why did you attend this webinar?



In the question box on Go-To-Meeting type in your why.

• Question area



# 5 steps needed for quality Practice Profiles

The practice profile methodology incorporates three things:

- best available research
- competencies linked with the innovation
- knowledge about what works direct from practitioners

Implementation Teams create practice profiles by facilitating the following five steps:

1. semi-structured interviews
2. systematic scoping reviews
3. document reviews
4. vetting and consensus building
5. usability testing



# This all comes from Implementation Science

*Implementation Science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. (NIRN, 2015)*

We are not worried today about defining UDL.  
That has already beautifully been done.

Today we are going to talk about *what is required for successful UDL Implementation* in our our districts, buildings, and classrooms!



Poll # 1

**Practice Profile (Best Chocolate Chip Cookie)**

Critical Component (Non Negotiable)	Contribution to the Outcome	Ideal/Expected Implementation	Acceptable Variation	Beginning/Acceptable Variation	Unacceptable/Harmful Variation	Knowledge, Skills, and Abilities	Driver Analysis	Areas of Impact (Outcomes)
<i>Description of the Component</i>	<i>Description of why this critical component is important to achieving the outcome</i>	<i>Description of Implementer Behavior</i>	<i>Description of Implementer Behavior</i>	<i>Description of Implementer Behavior</i>	<i>Description of Implementer Behavior</i>	<i>Description of what we know is necessary to put "it" in place</i>	<i>This is how we ensure that "it" is in place!</i>	<i>Description of how we'll prove that we've "got it"</i>
<b>Math Literacy</b>	To understand the units of measurement and converting ingredient amounts.	<p><b>Measuring Dry:</b> Use a dry measuring cup/spoon. Fill to top and sweep off the excess with a flat utensil (method called dip and sweep)</p> <p><b>Measuring Liquid:</b> Use a liquid measuring cup for fluids, such as water, milk, or oil. Fill the cup to the appropriate line; place the cup on a flat surface, then view it at eye level</p>	Using the same cup/spoon for dry or liquid measurements		<p>Guessing an appropriate measure of an ingredient.</p> <p>Guessing how long to cook and with what temperature.</p> <p>Not referring to any recipe.</p>	<p>Measuring Ingredients 101 Certification and knowledge that includes a mastery level of required skills</p> <p>Math abilities regarding conversion and utilizing reference charts with conversion.</p>	Coaching Training Selection Organization	<p>Correct tools and measurements will be used when making the Best Chocolate Chip Cookie</p> <p>The cookie will taste great! Passing quarterly taste tests.</p>
Problem Solving								
Quality Control								
Communication								

# Expert Learner

From the UDL perspective, expert learners are...

**Resourceful & knowledgeable**

- Bring considerable prior knowledge to new learning
- Activate that prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognize the tools and resources that would help them find, structure, and remember new information
- Know how to transform new information into meaningful and useable knowledge

**Strategic & goal-directed**

- Formulate plans for learning
- Devise effective strategies and tactics to optimize learning
- Organize resources and tools to facilitate learning
- Monitor their progress
- Recognize their own strengths and weaknesses as learners
- Abandon plans and strategies that are ineffective

**Purposeful & motivated**

- Are eager for new learning and are motivated by the mastery of learning itself
- Are goal-directed in their learning
- Know how to set challenging learning goals for themselves
- Know how to sustain the effort and resilience that reaching those goals will require
- Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning

# What does this look like for the *Student*?

Critical Component	Contribution to the Outcome	Ideal/Expected Student Actions STUDENT	Unacceptable/Harmful Actions	Knowledge, Skills, and Abilities	Progress Monitoring
<i>Description of Component</i>	<i>Why is this important</i>	<i>Description</i>	<i>Description</i>	<i>What is necessary for the component</i>	<i>What will we measure?</i>
Formulate plans for learning	A student needs to know how to create a plan to continue to learn when there is no teacher involved. Lifetime learning continues.	<p>Student/Individual regularly creates learning goals and is able to express those goals with others.</p> <p>Plans are created with the support of educational professional if necessary.</p> <p>Student/individual considers previous methods of learning that have been successful.</p> <p>Selects methods that support progress towards the goal.</p>	<p>Student begins work without setting a learning goal, is unsure of what a goal is or why goals matter.</p> <p><i>Someone else is setting the goal for the student.</i></p> <p>Strategies or methods have not been tried or are chosen without a purpose.</p>	<ul style="list-style-type: none"> <li>• Identify a goal</li> <li>• Assess current status</li> <li>• The steps necessary to reach goal</li> <li>• Methods of learning that are successful for that individual</li> </ul>	<p>Student/Individual can formulate a learning plan that has the likelihood to be successful based on what has been found to be effective.</p> <p>Plan includes essential components: 1) self-directed goal, 2) systematic approach, and 3) methods that have been proven to be successful.</p>

# What does this look like for the *Professional*?

<b>Critical Component</b>	<b>Contribution to the Outcome</b>	<b>Ideal/Expected Student Actions TEACHER</b>	<b>Unacceptable/Harmful Actions</b>	<b>Knowledge, Skills, and Abilities</b>	<b>Progress Monitoring</b>
<i>Description of Component</i>	<i>Why is this important</i>	<i>Description</i>	<i>Description</i>	<i>What is necessary for the component</i>	<i>What will we measure?</i>
Facilitate student creation of learning plans	Students of all ages need to be able to formulate their own plans for learning.	<p>Teach and model goal setting including short and long term goals</p> <p>Teach and model how to include and evaluate learning preferences, supports, and strategies that have been helpful in previous learning.</p> <p>Teach and model how to evaluate current status, logical next steps, and supports that may be necessary for each step.</p> <p>Example with writing goals: Students who write one sentences (and after considering the goal of a paragraph) set short term goals for writing two sentences, remembering to utilize editing strategies (COPS) and word spacing techniques (finger space).</p>	<p>Expect student to set goals without teaching about setting goals.</p> <p>No discussion about supports included in the plan or their effectiveness.</p> <p>Not sharing steps or learning progressions with students.</p>	<ul style="list-style-type: none"> <li>• Goal setting instruction</li> <li>• Learning standards including progressions and checkpoints</li> <li>• Teaching and learning strategies appropriate to the learning target</li> </ul>	<p>Goal setting lesson and supports:</p> <p>Clear learning targets with learning progressions posted and shared with students</p> <p>Learning strategies posted and referenced in lessons</p> <p>Materials and supports shared and available for students (sensory or technological supports)</p>

# How do we use this to Monitor Implementation?

1. Do you see these behaviors when you are in classrooms? Is there evidence that these practices are happening?
2. Is your system supporting the Implementation?
  1. Are these desired actions, skills, knowledge, and abilities mentioned when you are hiring, interviewing, recruiting new staff members?
  2. Are you offering professional learning opportunities that align with the needs detailed in the practice profile?
  3. Are teachers receiving on-going, job embedded support and coaching on the actions detailed in the practices profile?
  4. What data do you have to suggest inform your decisions regarding the implementation?
  5. What internal and external supports are available?

# **Title: Rubrics in UDL to Support Learners**

Description: This webinar will explore the why, what, and how of Rubrics within the UDL Framework.

Date: January 10, 2018

Time: 3:30pm-4:00pm EST

Presenter: Ron Rogers

Hosted by: OCALI

Register here: <https://attendee.gotowebinar.com/register/3201881596547565315>





Join one of the  
best chats on  
Twitter **#UDLchat**  
9PM E/T every  
1st and 3rd Wed.



[HOME](#)

[CALL FOR PROPOSALS](#)

[ABOUT](#)

[SPONSORSHIP](#)

[REGISTRATION](#)

[LODGING](#)

[2017 VIDEO RECORDINGS](#)



<http://summit.udl-irn.org>

# Using Practice Profiles to Monitor UDL Implementation



**THANK-YOU**

Cherie Smith  
SST 6  
@Smith43326



Ron Rogers  
OCALI  
@RonBRogers