

# Ohio Universal Design for Learning System Implementation Tool

## UDL-SIT Coaching Guide



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# UDL-SIT Coaching Guide

## Introduction

Welcome to the Universal Design for Learning System Implementation Tool (UDL-SIT) coaching guide.

The UDL-SIT is a powerful tool designed to assess the implementation of Universal Design for Learning (UDL) principles across educational agencies, schools, and classrooms. Developed based on Implementation Science research from the National Implementation Research Network (NIRN), the tool measures implementation at different levels of an organization. The UDL-SIT consists of three tiers, each representing a layer of implementation. Tier One focuses on overall implementation and capacity building across all schools at the educational agency level, Tier Two focuses on implementation within individual schools at the building-level, and Tier Three focuses on specific implementation in individual classrooms as decided collaboratively in teacher-based teams (TBT). The UDL-SIT provides a comprehensive picture of UDL implementation, enabling organizations to identify areas for improvement and ensure the successful implementation of UDL. This coaching guide will provide the necessary information and resources to effectively administer the UDL-SIT and guide within an organization toward successful UDL implementation.

Implementing UDL principles across an entire system can have numerous benefits for students, educators, and the organization. UDL allows for greater access to learning for all students, regardless of their individual learning needs or abilities. By providing multiple means of representation, expression, and engagement, UDL ensures that students can access and engage with the curriculum in ways that work best for them, leading to greater academic achievement and success.

- UDL promotes inclusion, creating a more welcoming and supportive learning environment for all students. By emphasizing the importance of diverse perspectives and experiences, UDL helps break down learning barriers and ensures that all students feel valued and respected.
- UDL can lead to improved teaching practices and professional learning opportunities for educators. Implementing UDL across an entire system encourages educators to collaborate and share resources, leading to a more supportive and collaborative learning community.
- UDL can help improve overall student outcomes and achievement, leading to greater success for both students and the organization. By ensuring that all students have access to high-quality, personalized learning experiences, organizations can create a positive and supportive learning environment that promotes long-term success and growth.

Using the UDL-SIT to support UDL implementation offers several benefits, including identifying areas of strength and areas for improvement, ensuring implementation, promoting collaboration and professional learning, and encouraging ongoing assessment

and improvement. By regularly assessing UDL implementation and making adjustments as needed, organizations can ensure that they provide all students with the best possible learning experiences.

The UDL-SIT rubric consists of six sections that provide a detailed look at the various aspects of UDL implementation, allowing organizations to identify areas for improvement and prioritize their investments in UDL. By navigating through this coaching guide, teams will gain insights and strategies for implementing UDL principles at different levels of the organization and learn how to use the UDL-SIT rubric to evaluate UDL implementation, promote collaboration, and support continuous improvement.

This coaching guide is not necessarily intended to be read from beginning to end.

*Please use the table of contents and choose the sections that are most applicable to the situation. For more information regarding how to coach UDL at the educational agency, building, or teacher level please reach out to OCALI's UDL Center, the [regional State Support Teams](#), Educational Service Center, or review the [UDL Implementation Resources on OCALI's UDL Website](#).*

With this coaching guide, we aim to empower organizations to harness the potential of UDL, fostering a more accessible, and successful learning environment for all students.

## Purpose of the UDL-SIT Coaching Guide

The purpose of this coaching guide is to provide educators, administrators, and other stakeholders with a comprehensive resource to effectively implement and assess Universal Design for Learning (UDL) principles across educational agencies, schools, and classrooms using the UDL System Implementation Tool (UDL-SIT).

The guide aims to facilitate a deeper understanding of UDL principles, promote collaboration and professional learning, and support continuous improvement in UDL implementation.

The key objectives of the coaching guide include:

- **Enhancing understanding of UDL principles:** This guide aims to provide stakeholders with a clear understanding of the core concepts of UDL and how they can be applied in various educational settings to create more inclusive and accessible learning environments.
- **Supporting the effective use of the UDL-SIT:** The coaching guide offers detailed instructions and guidance on using the UDL-SIT rubric to assess UDL implementation at the educational agency, building, and classroom levels. It will enable organizations to identify areas of strength and areas for improvement, ensuring that UDL principles are being implemented consistently and effectively.
- **Facilitating collaboration and professional learning:** The guide provides strategies and resources for promoting collaboration among educators, administrators, and other stakeholders, fostering a more supportive and collaborative learning community.

Additionally, the guide offers insights on designing and implementing flexible, professional learning opportunities to build capacity for UDL implementation.

- **Fostering a culture of continuous improvement:** The coaching guide emphasizes the importance of ongoing assessment and improvement of UDL implementation. By utilizing the UDL-SIT rubric and the strategies provided in the guide, organizations can regularly evaluate their UDL implementation, make data-driven adjustments as needed, and continuously refine their practices to serve all students better.
- **Empowering stakeholders to create accessible learning environments:** Ultimately, the coaching guide aims to equip stakeholders with the knowledge, tools, and resources necessary to create learning environments that are inclusive and accessible for all students. By successfully implementing UDL principles, organizations can support all learners' academic achievement and success, regardless of their individual needs or abilities.

Please note:

*This coaching guide is not necessarily intended to be read from beginning to end.*

Please use the table of contents and choose the sections that are most applicable to the situation. For more information regarding how to coach UDL at the educational agency, building, or teacher level please reach out to OCALI's UDL Center, the [regional State Support Teams](#), Educational Service Center, or review the [UDL Implementation Resources on OCALI's UDL Website](#).

By following the guidance in this coaching guide, stakeholders will be better equipped to successfully implement UDL principles, assess their implementation, and continuously refine their practices to ensure the best possible learning experiences for all students.

# Understanding the UDL-SIT Rubric

The Universal Design for Learning System Implementation Tool (UDL-SIT) is a comprehensive assessment tool designed to evaluate the implementation of Universal Design for Learning (UDL) principles across educational agencies, schools, and classrooms. Developed based on the research in Implementation Science from the National Implementation Research Network (NIRN), the UDL-SIT measures implementation at different levels of an organization. This segment will provide an overview of the UDL-SIT, its structure, and its components.

## The UDL-SIT consists of three tiers:



### **Tier One - Educational Agency Level**

This tier focuses on overall implementation and capacity building across all schools at the educational agency level. It assesses how educational agency leadership supports UDL implementation, allocates resources, and fosters a culture of UDL-friendly practices.



### **Tier Two – Building-Level**

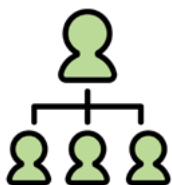
This tier focuses on implementation within individual schools at the building-level. It evaluates the support for UDL implementation from school leadership, the establishment of building-level UDL teams, and the allocation of resources for professional learning and UDL implementation.



### **Tier Three - Classroom Level**

This tier focuses on specific implementation in individual classrooms, as decided collaboratively in teacher-based teams (TBT). It examines the extent to which teachers implement UDL principles in their instructional practices, the availability of supports and resources for UDL, and the effectiveness of UDL strategies in promoting student learning and engagement and ultimately creating agency.

## The UDL-SIT rubric is organized into six sections, each focusing on a specific aspect of UDL implementation:



### **Leadership Teaming: Clear Educational Agency Goals and Leadership Expectations**

Leadership commitment to UDL includes the allocation of resources, the creation of a UDL-friendly culture, and the extent to which teams are effectively working together to support UDL implementation, including the role of teams in decision-making, the sharing of resources and expertise, and the extent of collaboration.



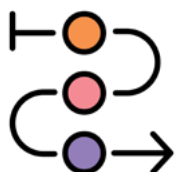
### **Data Sources and Tools to Support Decision Making: Systematic Progress Monitoring Effectiveness Data (adult and student)**

Ensuring that decision-making is informed and based on data rather than intuition or personal preference is important. The types of data being collected, the sources of data, and the extent to which data is used to inform decision-making.



### **Outcomes and Practice Profiles: Intentional Planning to Remove Systemic Barriers at the Educational Agency Level**

Outcomes achieved and the extent to which UDL practices foster inclusive learning are scrutinized in this evaluation. It aids organizations in understanding UDL's impact on learning and provides indispensable insights for sustained improvement.



### **Procedures and Expectations for the Implementation Team**

Examining established policies, guidelines, and protocols guides the UDL implementation process. Ensuring consistency and alignment across the organization is crucial for successful UDL applications.



### **Training, Coaching, and Support: Flexible Professional Learning**

The focus here is on evaluating the nature of training and coaching provided, its basis in evidence, and its accessibility to all staff members. This evaluation ensures that every staff member possesses the necessary knowledge and skills for effective UDL implementation.



### **UDL Knowledge Base (Core Concepts): Enabling Learner Agency**

The assessment of the application of UDL principles that guide instruction and promotes inclusive learning is a crucial part of this review. It equips organizations with the necessary tools to ensure their UDL implementation aligns seamlessly with the approach's foundational tenets and proven practices.

The UDL-SIT provides a detailed and structured assessment of UDL implementation, allowing organizations to identify areas for improvement, promote collaboration, and support continuous improvement. Understanding the UDL-SIT is crucial for effectively implementing and assessing UDL principles across an organization and creating a more inclusive and accessible learning environment for all students. Additionally, these tools can complement, support, and scale up District Leadership Teams (DLT), Building Leadership Teams (BLT), and Teacher Based Teams (TBT) in monitoring and implementing UDL to support better outcomes for all students and alignment to Ohio's Integrated Multi-Tiered System of Supports (Ohio's Integrated MTSS).

## **Using Ohio's Integrated MTSS to Align Work Based on the UDL-SIT**

Ohio's Integrated MTSS provides a comprehensive framework for supporting all learners through a tiered, systemic approach. By using the UDL-SIT within Ohio's Integrated MTSS, educational agencies, schools, and buildings can assess their current level of implementation, identify priorities, and strengthen practices that support access and improved outcomes for all students. The framework is focused on every student having access to the academic and non-academic supports they need. The UDL-SIT helps schools and educational agencies assess current practices, identify strengths and gaps, and plan improvements in the implementation of Universal Design for Learning. Below is an overview of considerations for the alignment of the UDL-SIT with Ohio's Integrated MTSS. Brief considerations for alignment are included for both student learning components and adult implementation components.

### **Student Learning Components**

1. [Universal Screening](#): Use quality screening tools to obtain brief and reliable student data that includes academic and non-academic information. All students are screened with assessments being completed by trained staff that can state the benefits and limitations of assessments being used. A written process is developed for gathering and maintaining universal screening data as well as the interpretation and use of the data.

Utilize the UDL-SIT Rubric to assess the current roles and practices in communicating clear goals, developing written guidance, curating quality assessments, identifying technology needs to support accessibility, and providing teacher training, coaching and support.

2. [Data Based Decision Making](#): Have in place a written comprehensive assessment plan that is used for collecting various type of assessment data including, quality assessment tools, consistent administration and data collection, staff roles and responsibilities, and evaluating implementation of assessment and interventions.

Utilize the UDL-SIT Rubric to assess if data sources and tools align with UDL (e.g. fidelity data, student outcome data, progress monitoring), expected student outcomes, targets for improvement, implementation of evidence based practices aligned to UDL, and alignment of classroom based outcomes to UDL practices.

3. [Continuum of Supports](#): Tiers within Ohio's Integrated MTSS represent instruction within a continuum of supports that intensify according to student need, but importantly do not represent a type of student or determine a location for instruction. Materials used for instruction are high quality instructional materials, evidence based programs and practices, and research based practices. Tier 1 is core instruction provided to all students. Tier 2 is targeted instruction provided to at risk students or students demonstrating proficiency to cause them to experience greater depth and complexity of grade-level expectations and to prevent underachievement in academic areas. Tier 3 is intensified instruction provided to at risk students with severe or persistent learning difficulties or students presenting proficiency to cause them to experience greater depth and complexity of grade-level expectations and to prevent underachievement in academic areas. Tiers 2 and 3 do not replace Tier 1. All tiers include both academic and non academic supports and are delivered with fidelity. A collaborative team supports high quality instructional materials and systematically monitors and evaluates if they are delivered as designed. A collaborative team creates schedules that prioritize and align with MTSS and provides training to implement the high-quality instructional materials. Staff also build a collaborative culture and build strategic relationships to enhance student outcomes.

Utilize the UDL-SIT Rubric to assess the selection of high quality instructional materials aligned with UDL, procedures and expectations for collaborative teams as their responsibilities align with UDL, flexible training, coaching and support, and scaling up universally available technology to support all learners.

4. [Progress Monitoring](#): Have in place quality progress monitoring tools and sources used to collect data in both academic and non-academic areas. A written process is in place to ensure trained staff are progress monitoring, obtaining accurate scores and following data-based decision rules.

Utilize the UDL-SIT Rubric to assess the implementation of UDL related to data sources and tools to support decision making and flexible learning options for training, coaching, and support.

5. [Team Based Problem Solving](#): Have in place a written, iterative process for team-based problem solving to address complex problems that are impacting students. There is a clear link between implemented solution and positive student outcomes, without too many targeted solutions that overextend capacity. Multiple perspectives are considered across the team with regular attendance and roles assigned.

Utilize the UDL-SIT Rubric to assess clear goals and expectations of leadership and teams and the use of data sources and tools.

# Ohio's Integrated MTSS



## Universal Screening

In Ohio's Integrated MTSS, [universal screening](#) is the proactive, systematic process of collecting academic and non-academic data to identify students who may be at risk for not meeting grade level expectations as well as those who may be ready for instruction beyond grade level expectations.

**Connection to UDL Implementation:** Screening helps teams see patterns of learner variability. Designing Tier 1 instruction with UDL principles increases access to grade level learning for all students.

### Questions to Consider:

**Educational Agency:** How are screening results used to identify professional learning needs for UDL in Tier 1 instruction?

**Building:** How do teams review screening data to identify needed access points for all students to engage in Tier 1 instruction, while also identifying the need for supplemental targeted or intensive instruction?

**Classroom:** How are teachers adjusting goals, methods, and materials based on patterns revealed in screening results?

How Adult Implementation Components can Support UDL Implementation:

**Shared Leadership:** Leaders set expectations that quality screening tools include UDL considerations ensuring access for all learners.

**Professional Capacity:** Provide training on how to administer, interpret and act on screening data including a UDL lens.

**Communication and Collaboration:** Schedule collaborative sessions to review screening results, including teacher, building and educational agency teams. Use consistent messaging on how universal screenings can inform universal design for learning.

# Ohio's Integrated MTSS



## Data Based Decision Making

[Data-based decision-making](#) is the implementation of a proactive, systematic process of collecting, analyzing, and using forms of data such as screening, progress monitoring, and other methods to inform student needs and allocate resources at the individual, classroom, building, and system levels.

**Connection to UDL Implementation:** Reaching decisions based on multiple data sources ensures that system wide and classroom decisions address access to learning with a focus on student outcomes.

### Questions to Consider:

**Educational Agency:** How is data used to inform UDL practices, implementation and priorities?

**Building:** How do building and teacher teams use data to select UDL aligned strategies for core instruction before intensifying instruction or supports for individual students?

**Classroom:** How are teachers integrating formative data into daily decisions about engagement, representation, and action and expression?

### How Adult Implementation Components can Support UDL Implementation:

**Shared Leadership:** Leadership establishes decision rules and data routines and expect teams to use data to identify barriers and opportunities for UDL practices.

**Professional Capacity:** Provide training to staff on using multiple data sources, including academic and non-academic measures, including the connection to student outcomes and identify gaps in UDL implementation.

**Communication and Collaboration:** Staff involved students as partners in decision making in academic and non-academic areas, enabling learner agency.

# Ohio's Integrated MTSS



## Continuum of Supports

The [continuum of supports](#) structure organizes and delivers effective instruction and supports within three tiers, which include core, targeted, and intensive instruction, structures, and services, and which remain fluid, flexible, and responsive to allow for student support at all tiers according to need. Tier 1 is core instruction provided to all students using high quality instructional materials, evidence-based practices, and effective academic and non-academic supports. Tier 2 is targeted instruction provided to at risk students to catch up to grade level standards or students demonstrating proficiency to experience greater depth and complexity of grade level expectations. Tier 3 is intensified instruction provided to at risk students to address severe and persistent learning difficulties or students demonstrating proficiency to prevent underachievement. Tier 2 and Tier 3 do not replace Tier 1.

**Connection to UDL Implementation:** A tiered continuum expands student access to academic and non-academic areas. When Tier 1 is designed with UDL, learner variability and learner agency are considered. This includes universally available technology to support all students. A strong continuum ensures UDL practices are embedded universally while targeted supports remain aligned.

### Questions to Consider:

**Educational Agency:** How is the continuum of supports organized to ensure Tier 1 is consistently prioritized with UDL embedded, with all students having access to core instruction?

**Building:** How do leaders ensure support aligns with UDL principles rather than operating separately from core instruction?

**Classroom:** How are teachers implementing UDL aligned Tier 1 practices while collaborating with strategic partners to integrate Tier 2 and Tier 3 supports?

### How Adult Implementation Components can Support UDL Implementation:

**Shared Leadership:** A collaborative team selects, provides, organizes, and supports high quality instructional materials, evidence-based programs and practices, and research-based practices in academic and non-academic areas within the continuum of supports that are aligned to UDL implementation.

**Professional Capacity:** Staff understand and apply the rationale of creating and building strategic partnerships to enhance student outcomes. In doing so, staff implement evidence-based practices that are aligned with UDL and can adapt supports flexibly.

**Communication and Collaboration:** There is consistent communication about what supports exist, how to access them and how to adapt them for learners, intentionally involving non-teaching staff members in providing academic and non-academic supports.

# Ohio's Integrated MTSS



## Progress Monitoring

[Progress monitoring](#) involves implementing the frequent and ongoing collection and use of formal data for assessing students' performance, quantifying students' rate of improvement or responsiveness to instruction and supports, and evaluating the effectiveness of instruction and supports.

**Connection to UDL Implementation:** Progress monitoring ensures both student outcomes and instructional practices are reviewed, helping to inform if barriers are being reduced and UDL strategies are improving access.

### Questions to Consider:

**Educational Agency:** How is information from the UDL-SIT reviewed alongside student progress data to evaluate UDL implementation system wide?

**Building:** How is UDL-SIT information used during leadership team reviews to refine Tier 1 practices and intervention supports?

**Classroom:** How do teachers use progress data to reflect on the effectiveness of UDL strategies (did added options increase engagement and achievement)?

### How Adult Implementation Components can Support UDL Implementation:

**Shared Leadership:** Leadership puts in place the systems and schedules for monitoring both student outcomes and implementation including UDL practices.

**Professional Capacity:** Staff are trained to monitor progress, interpret trends, and adjust instruction or interventions with a UDL focus, including UDL implementation, not just student outcomes.

**Communication and Collaboration:** General education teachers, special education teachers, and specialized support staff share responsibility for student outcomes in academic and non-academic areas.

# Ohio's Integrated MTSS



## Team Based Problem Solving

[Team-based problem solving](#) involves implementing a collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students at the individual, classroom, building, and system levels.

Connection to UDL Implementation: Collaborative teams use UDL-SIT and student data to identify barriers, solutions, and adjust practices, making UDL implementation a systemwide process.

### Questions to Consider:

**Educational Agency:** How does the educational agency leadership team use information from the UDL-SIT to prioritize resources and policy shifts that support UDL implementation?

**Building:** How do building leadership teams connect information gathered from the UDL-SIT to professional learning and systemwide instructional adjustments?

**Classroom:** How do teacher-based teams use information for the UDL-SIT and student data to share UDL strategies, measure the impact, and implement effective practices?

### How Adult Implementation Components can Support UDL Implementation:

**Shared Leadership:** Establish and sustain leadership and coaching teams whose charge includes using UDL-SIT information and data to plan, implement, reflect, and revise UDL implementation. Leaders ensure that educational agencies, building, and classroom teams have clear roles, time, and resources for team-based problem solving, including using the UDL-SIT to plan, reflect, and revise UDL implementation.

**Professional Capacity:** Staff are trained in understanding and applying the rationale of building a collaborative culture to increase collective responsibility and efficacy as well as being advocates for the need of all students. This includes applying the principles of universal design and universally available technology supports.

**Communication and Collaboration:** There is regular and consistent sharing of results for problem solving, adjustments made, and lessons learned across classrooms, buildings and the educational agency. Teams includes diverse perspectives.

# Creating an Action Plan

Teams will review each question in the UDL-SIT and gather evidence to support their responses. This evidence may include documents, policies, procedures, data, and observations. Teams will use the evidence to create an action plan consisting of a summary of their responses to each question in the UDL-SIT, a summary of the evidence gathered, and a plan for addressing areas for improvement.

Creating action plans that include a series of quick wins and long-term commitments is an effective way to ensure successful Universal Design for Learning (UDL) implementation. Here are some steps to create such an action plan:

1. **Identify quick wins:** Identify areas where UDL implementation can be implemented quickly and easily, with minimal resources and support. These quick wins can generate momentum and enthusiasm for UDL implementation and provide tangible evidence of progress.
2. **Identify long-term commitments:** Identify areas where UDL implementation will require more time, resources, and support, and develop long-term commitments to address these areas. These commitments may include professional learning opportunities for educators, changes to policies and procedures, and allocating resources to support UDL implementation.
3. **Establish timelines:** Establish timelines for both quick wins and long-term commitments. It will help ensure that progress is being made and that UDL implementation is progressing.
4. **Assign responsibilities:** Assign responsibilities for each action item to ensure that everyone knows what is expected of them and that progress is being made.
5. **Monitor progress:** Regularly monitor progress towards achieving action items, and make adjustments as needed. Celebrate successes and address challenges as they arise. UDL implementation data will be reviewed by the DLT, BLT, and TBTs regularly to promote systemic changes.

By creating action plans that include a series of quick wins and long-term commitments, schools can ensure implementation and positive educational agencies outcomes.

# Action Plan Worksheet

1. Identify quick wins

2. Identify long-term commitments

3. Establish timelines

4. Assign responsibilities

5. Monitor progress

# Navigating Coaching UDL Conversations to Address Common Barriers:

## Anticipating Implementation Barriers

Systemic implementation of Universal Design for Learning (UDL) can be challenging due to a variety of anticipated barriers, including the following:

- **Lack of awareness and understanding:** Many educators may need to be more familiar with the principles and benefits of UDL, making it challenging to implement the framework effectively.
- **Resistance to change:** Implementing UDL requires a shift in instructional practices and mindset, which can be challenging for some educators who resist change.
- **Limited resources:** Implementing UDL may require additional resources and support, such as professional learning, technology, and instructional materials, which may be limited in some educational settings.
- **Lack of collaboration:** Effective implementation of UDL requires collaboration and communication among educators, administrators, and other stakeholders, which can be challenging in some educational settings.
- **Assessment and accountability:** Current assessment and accountability systems may need to align with UDL principles, making it difficult to demonstrate the effectiveness of UDL implementation.
- **Inadequate teacher preparation:** Teachers may need to gain the necessary knowledge, skills, and training to effectively implement UDL in their classrooms, which can limit its impact.
- **Competing commitments:** Educators may have other competing commitments with other educational agency initiatives or mandates that may make it challenging to prioritize UDL implementation. It's essential to address these competing commitments and find ways to integrate UDL into existing initiatives and priorities.

It is important to provide educators with professional learning to address these barriers and support to effectively implement UDL, as well as resources and tools to assess and monitor the effectiveness of UDL implementation. Implementation teams start with knowing the “why” of UDL implementation.

Collaboration and communication among stakeholders can also help to overcome resistance to change and facilitate the adoption of UDL. Additionally, addressing the need for more awareness and understanding of UDL among educators and administrators can be achieved through ongoing professional learning and communication efforts. Finally, aligning assessment and accountability systems with UDL principles can demonstrate the effectiveness of UDL implementation and promote its adoption on a systemic level. By addressing these anticipated barriers, educators can work towards creating more inclusive and effective learning environments for all students by implementing UDL.

# Myths

Universal Design for Learning (UDL) is a framework for designing and delivering instruction that addresses the diverse learning needs of all students. Despite its many benefits, several myths surround the implementation of UDL. These myths, when believed to be true, can hinder UDL implementation.

## Here are eight common myths about UDL:

1

**Myth: UDL is only relevant for students with disabilities.**

**Fact:** UDL is designed to support the learning needs of all students, not just those with disabilities. It provides a framework for designing instruction that addresses the diverse learning needs of all learners, including students with disabilities, English language learners, and gifted learners.

2

**Myth: UDL requires teachers to create multiple lesson plans.**

**Fact:** UDL does not require teachers to create multiple lesson plans. Instead, it provides a framework for designing instruction that is flexible and responsive to the needs of all learners. A single lesson plan includes multiple means of engagement, representation, action, and expression.

3

**Myth: UDL is too expensive to implement.**

**Fact:** UDL can be implemented using existing resources and materials and does not require expensive technology or materials. It is a framework for designing instruction that is flexible and responsive to the needs of all learners and can be implemented at little or no cost.

4

**Myth: UDL is only relevant in special education settings.**

**Fact:** UDL can be implemented in any educational setting, including general education classrooms, online learning environments, and professional learning settings. It is a framework that can be used to design instruction that is accessible and engaging for all learners.

5

**Myth: UDL is a one-size-fits-all approach to teaching.**

**Fact:** UDL is not a one-size-fits-all approach to teaching. It is a framework that provides teachers with flexibility and options for designing instruction that meets the diverse learning needs of all students. Teachers can use UDL principles to create instruction tailored to individual learners' needs.

6

**Myth: UDL is a teaching strategy or technique.**

**Fact:** UDL is not a specific teaching strategy or technique. It is a framework for designing instruction that is flexible and responsive to the needs of all learners. It provides teachers with a set of principles and guidelines for designing instruction that is accessible, engaging, and effective for all students.

7

**Myth: Technology is required for UDL implementation.**

**Fact:** Technology is not required to implement (UDL). While technology can enhance the effectiveness of UDL, the framework is designed to accommodate diverse learning needs through various instructional materials and techniques. UDL principles can be applied using non-technological tools like textbooks, manipulatives, and peer collaboration. While technology can provide additional options for representation, action, and expression, it is not the only way to provide these options. Additionally, the use of technology can present its own barriers and challenges, such as access and training.

8

**Myth: UDL is the same thing as differentiation.**

**Fact:** UDL and differentiation are not the same thing. While both approaches aim to address the diverse learning needs of all students, they differ in their focus and implementation. Differentiation involves modifying instruction based on individual student needs and abilities, often through tiered assignments or small group instruction. UDL, on the other hand, consists of designing flexible instruction that is responsive to the diverse learning needs of all students from the outset. UDL achieves this by providing multiple means of representation, action and expression, and engagement in the design of instruction. Unlike differentiation, UDL is not focused on modifying existing instruction to meet individual student needs but instead on designing instruction that is inclusive and accessible to all learners. While differentiation can be a component of UDL implementation, UDL is a broader approach that involves designing instruction that is accessible and engaging for all students.

# Celebrating Success and Addressing Challenges:

Throughout the UDL journey, the successes achieved must be celebrated along with acknowledging the hard work of educators, students, and staff. Recognizing and celebrating these accomplishments can boost morale, increase motivation, and foster a positive learning environment.

At the same time, being open and transparent about the challenges that may be encountered is essential. Addressing challenges proactively and collaboratively can lead to creative solutions and a more robust implementation of UDL principles.

- Recognize and celebrate achievements: Share the successes of UDL implementation with the entire organization, highlighting the positive outcomes and impact on student learning. It can include sharing success stories, showcasing best practices, and acknowledging the efforts of those who have significantly contributed to UDL implementation.
- Discuss and address challenges: Foster a culture of openness and collaboration, where challenges can be discussed openly, and solutions can be developed as a team. Encourage ongoing dialogue, feedback, and support to ensure that challenges are addressed effectively and that the organization continues to grow and improve.
- Continuing the UDL journey: Remember that the ultimate goal is to create inclusive learning environments that empower all learners to use their agency. The organization can make meaningful progress toward this goal by continuously improving and celebrating successes.

Coach leaders to make meaningful connections from their work to UDL.

## **Connecting to the Why: Multiple Entry Points**

When coaching educational agency data reviews and conducting root cause analyses, be aware that educational agency personnel might unintentionally overlook the potential entry points for change through Universal Design for Learning (UDL) implementation. Below is a list of instances where teams might find UDL an appropriate evidence-based approach that might meet their needs.

- Implementing Ohio's Priorities
- Supporting Implementation for Ohio's Integrated MTSS
- Establishing Rules for Data Tools and Decision Making
- Completing Self-Review Summary Reports

As educational agencies and buildings engage in visioning exercises, goal setting, or root cause analysis, some overarching needs or root causes a educational agency or building might identify include:

- Lack of access to grade-level instruction
- Excessive Absence or Chronic Absenteeism
- Excessive Discipline Occurrences or Suspensions
- Excessive Academic Failures
- Student groups are having a problem accessing the core curriculum (i.e. 80% of students are not proficient or higher on assessments)

**Driving Questions** have been added at the beginning of each tier below to help coach teams when conducted in root cause analysis and action planning conversations and will hopefully allow for more natural entry points for conducting the UDL-SIT. Additionally, leaders can access CAST's website to learn more about the research that supports the UDL framework.

## Evaluating and Identifying Areas for De-Implementation

As schools and educators work to implement UDL principles, it is crucial to assess current practices and identify any areas that may need to be de-implemented. De-implementation refers to phasing out or discontinuing less effective or misaligned practices to make room for new, more effective strategies that better support all learners.

To address de-implementation, consider the following steps:

- Conduct a comprehensive review of current practices, policies, and resources to identify areas that may not align with UDL principles or may be less effective in promoting student learning and engagement.
- Engage in open and honest conversations with educators and stakeholders about the need for change and the potential benefits of de-implementation.
- Develop a plan for phasing out identified practices, including a timeline, necessary resources, and steps for monitoring progress.
- Provide support and training for educators as they transition away from de-implemented practices and work to adopt new strategies aligned with UDL principles.

Addressing de-implementation as part of the continuous improvement process can ensure that the school or educational agency consistently refines its practices to support the diverse needs of all learners better.



# Tier 1: Educational Agency Rubric

## Driving Questions

- What are the educational agency's specific goals and expectations for UDL implementation?
- How can the educational agency leadership team communicate these goals and expectations effectively to all stakeholders?
- What are the educational agency's existing teaming structures and processes, and how can they be leveraged to support UDL implementation?
- How can data sources and tools be utilized to monitor progress and inform decision-making at the educational agency level?
- What systemic barriers must be addressed to ensure successful UDL implementation across the educational agency?

## Leadership Teaming: Clear Educational Agency Goals and Leadership Expectations

### Establishing Educational Agency Goals



To effectively implement UDL at the educational agency level, it is essential to establish clear, measurable, and achievable educational agency goals. These goals need to align with the organization's mission and vision while also addressing the specific needs and priorities of the educational agency. To establish meaningful educational agency goals for UDL implementation, consider the following steps:

- Conduct a needs assessment: Gather data and input from stakeholders, such as educators, administrators, students, and families, to identify areas where UDL implementation is most needed. Analyze data from existing assessments, surveys, and feedback to determine areas for improvement.
- Develop SMART goals: Create goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. SMART goals provide a clear framework for tracking progress and measuring success.
- Communicate goals to stakeholders: Share the established goals with all stakeholders, including staff, students, and families, to foster a sense of shared commitment and ownership.

## Communicating Leadership Expectations

Clear communication of leadership expectations is essential for successful UDL implementation at the educational agency level. To effectively communicate leadership expectations, or what leaders expect from staff, consider the following practices:

- **Model UDL principles:** It is essential educational agency leaders model UDL principles in their work, demonstrating a commitment to inclusion and accessibility. For example, and valuing all perspectives and setting an expectation and then modeling it by creating diverse teams. With a UDL principled mindset and approach this might look like a team that has a role as a process observer. That role is assigned to ensure that through the process, each member has a voice and is heard. It might also look like meeting norms that include valuing voice and listening for understanding rather than agreement. A UDL principled mindset and approach might also seek to regularly evaluate who is at the meeting and if all or diverse populations are represented in some way.
- **Develop a communication plan:** Create a plan for regularly sharing information, updates, and progress on UDL implementation with all stakeholders. Utilize various communication channels such as newsletters, emails, social media, and meetings to ensure consistent messaging.
- **Provide guidance and support:** Offer ongoing guidance and support to building-level administrators and educators as they work to implement UDL principles in their schools and classrooms.
- **Establish accountability measures:** Set clear expectations for UDL implementation, develop processes for tracking progress, and hold all stakeholders accountable for meeting established goals.

## Teaming Structures and Processes

Effective teaming structures and processes are crucial for successful UDL implementation at the educational agency level. To establish strong teaming systems and processes, consider the following steps:

- **Create an educational agency UDL leadership team:** Assemble a diverse team of stakeholders, including administrators, educators, support staff, students, and families, to guide and support UDL implementation across the educational agency. It can be members of the current DLT or a subcommittee with a DLT representative(s)
- **Define team roles and responsibilities:** Clearly outline the roles and responsibilities of each team member to ensure accountability and foster collaboration.
- **Establish regular meetings:** Schedule consistent meetings for the UDL leadership team to discuss progress, share best practices, and address challenges related to UDL implementation.

- Foster collaboration between educational agency and building-level teams: Encourage communication and collaboration between educational agency UDL leadership teams and building-level UDL teams to ensure alignment of goals and strategies.
- Provide professional learning opportunities: Offer ongoing training and support to team members to build capacity for UDL implementation, share best practices, and address challenges.

By establishing clear educational agency goals, communicating leadership expectations, and developing effective teaming structures and processes, educational agencies can create a strong foundation for successful UDL implementation that supports inclusive and accessible learning environments for all students.

## **Data Sources and Tools to Support Decision Making: Systematic Progress Monitoring Effectiveness Data (adult and student)**

### **Identifying Relevant Data Source**



To effectively monitor the progress of UDL implementation and inform decision-making, it is essential to identify relevant data sources that provide valuable insights into the effectiveness of UDL practices. Consider the following steps to identify appropriate data sources:

- Review existing data: Assess the data already being collected within the educational agency, such as assessment results, attendance records, and student engagement metrics, to determine if they can provide insights into the effectiveness of UDL implementation.
- Consult stakeholders: Gather input from administrators, educators, students, and families to identify additional data sources that could provide valuable insights into UDL implementation. For example, asking learners what barriers exist within their learning environment is one way to identify barriers. Be mindful of barriers within the survey or data collection process itself such as understanding and context. Providing questions that can be read aloud and use familiar vocabulary or culture expressions are just a few ways to remove barriers in the data collection process.
- Ensure data sources are inclusive: Select data sources that reflect all students' diverse needs and experiences, including those with disabilities and from various cultural and linguistic backgrounds.
- Leverage the data collected through the UDL-SIT.

## Implementing Systematic Progress Monitoring

A systematic approach to progress monitoring is essential for tracking the effectiveness of UDL implementation and informing decision-making. To implement frequent progress monitoring, consider the following steps:

- Establish a monitoring schedule: Determine the frequency of data collection and analysis, ensuring progress monitoring occurs regularly and consistently throughout the year.
- Assign roles and responsibilities: Clearly outline educational agency and building-level staff's roles and responsibilities in data collection, analysis, and reporting.
- Develop data collection tools and processes: Create or adapt existing tools and processes for collecting relevant data related to UDL implementation. Ensure that these tools are user-friendly, accessible, and reliable.
- Train staff on data collection and analysis: Provide training and support to staff responsible for data collection and analysis to ensure consistency and accuracy.

## Analyzing and Utilizing Data for Decision Making

Effectively utilizing data to inform decision-making is crucial for the success of UDL implementation. Consider the following strategies for analyzing and using data to guide decision-making:

- Aggregate and disaggregate data: Analyze data at both the educational agency and building levels and by student subgroups to identify trends and areas for improvement.
- Share findings with stakeholders: Communicate data findings with all stakeholders, including educational agency and building-level staff, students, and families, to foster a shared understanding of UDL implementation progress.
- Use data to inform decision-making: Use data findings to inform decisions related to resource allocation, professional learning, and adjustments to UDL implementation strategies.
- Monitor and adjust: Regularly review and analyze data to track the progress of UDL implementation, making adjustments as necessary to ensure continuous improvement.

# Outcomes and Practice Profiles: Intentional Planning to Remove Systemic Barriers at the Educational Agency Level

## Adapting Practice Profiles for UDL



It is essential to adapt the practice profiles for UDL to suit each educational agency's unique needs, remove systemic barriers, and promote UDL implementation at the educational agency level.

Consider the following steps to adapt the UDL practice profiles:

- Review existing practice profiles: Assess the current practice profiles for UDL, focusing on the critical components and descriptions of implementer behavior, to identify areas that must be adapted to the educational agency's specific context. Descriptions must make sense to users while being informed by experts and research in the field of UDL.
- Consult with stakeholders: Gather input from educational agency-level administrators, educators, students, and families to identify any additional components or variations that need to be included in the practice profile.
- Align practice profiles with educational agency goals: Ensure that the adapted practice profiles align with the educational agency's overall goals and objectives for UDL implementation, supporting the development of learner agency.
- Training and support: Offer ongoing professional learning and support to educational agency-level staff on the adapted practice profiles, ensuring a deep understanding of the critical components and expected implementer behaviors.

## Removing Systemic Barriers to UDL Implementation

Identifying and removing systemic barriers that may hinder progress is crucial to facilitate the successful implementation of UDL at the educational agency level.

Consider the following strategies to address these barriers:

- Conduct a barrier analysis: Identify potential systemic barriers to UDL implementation, such as resource limitations, rigid curricula, or lack of stakeholder buy-in, by conducting a comprehensive barrier analysis.
- Develop targeted action plans: Create targeted action plans to address each identified barrier, outlining specific strategies, timelines, and responsibilities for removing these obstacles to UDL implementation.
- Collaborate with stakeholders: Engage educational agency-level administrators, educators, students, and families in collaborative efforts to remove systemic barriers, ensuring that all stakeholders are invested in the success of UDL implementation. In addition, build systemic feedback and support loops.

- Monitor progress and adjust strategies: Regularly review and evaluate the effectiveness of strategies for removing systemic barriers, making necessary adjustments to ensure the continuous improvement of UDL implementation.

## **Measuring Outcomes and Assessing Impact**

It is essential to measure outcomes and assess the impact of these efforts to ensure the successful removal of systemic barriers and the effective implementation of UDL at the educational agency level.

Consider the following strategies to evaluate the success of the educational agency's UDL implementation:

- Establish outcome measures: Determine the key indicators of success for UDL implementation, such as student engagement, achievement, and growth, as well as teacher effectiveness and satisfaction.
- Collect and analyze data: Regularly collect and analyze data related to the established outcome measures, using the data to inform decision-making.
- Share findings with stakeholders: Communicate the outcomes and impact of UDL implementation with all stakeholders, including educational agency and building-level staff, students, and families, fostering a shared understanding of the progress.
- Reflect and adjust: Use the outcomes and impact data to reflect on the effectiveness of the educational agency's UDL implementation efforts, making necessary adjustments to ensure continuous improvement and the removal of systemic barriers.



## Tier 2: Building Rubric

### Driving Questions

- How can the building implementation team structure be organized to support UDL implementation effectively?
- What roles and responsibilities should each team member have in the implementation process?
- What expectations and procedures should be established to ensure consistent and effective UDL implementation at the building-level?
- How can professional learning plans be developed and adapted to meet the unique needs of each building.
- In what ways can building-level administrators support educators in implementing UDL in their classrooms?
- Are building-level administrators using the principles of UDL when designing and facilitating professional learning with their staff?

## Procedures and Expectations for the Implementation Team

### Building Implementation Team Structure



Establishing a solid team structure is essential to ensure the successful implementation of UDL at the building-level.

Consider the following steps to create an effective building implementation team:

- Identify team members: Assemble a diverse group of stakeholders, including administrators, teachers, support staff, and maybe students and parents, to form the building implementation team. Who on the BLT would best support and represent systemic UDL implementation efforts?
- Appoint a team leader: Designate a team leader who will guide the team's efforts, coordinate meetings, and facilitate communication between team members and the educational agency-level leadership.

- Establish work groups: Create work groups focused on specific areas of UDL implementation, such as curriculum development, professional learning, and resource allocation. Assign team members to subcommittees based on their expertise and interests.

## **Defining Roles and Responsibilities**

Clear roles and responsibilities are crucial for the efficient functioning of the building implementation team. Consider the following steps to define the roles and responsibilities of team members:

- Outline team member roles: Clearly define the roles of each team member, outlining their specific responsibilities and contributions to the overall UDL implementation process.
- Assign tasks and deadlines: Assign specific tasks and deadlines to each team member, ensuring that they clearly understand their responsibilities and the timeline for completion.
- Establish accountability: Create a system of accountability for each team member, outlining the expectations for performance and the consequences of not meeting these expectations.

## **Establishing Expectations and Procedures**

Establishing clear expectations and procedures is vital for the success of the building implementation team. Consider the following steps to create a framework of expectations and procedures for the team:

- Develop a shared vision: Collaboratively create a shared vision for UDL implementation at the building-level, ensuring all team members understand and are committed to the goals and objectives.
- Set meeting schedules and agendas: Establish a regular meeting schedule for the building implementation team and subcommittees, ensuring all members can attend. Develop meeting agendas in advance, focusing on relevant topics and timely updates.
- Establish communication protocols: Create clear communication protocols for the building implementation team, outlining how information will be shared among team members, with educational agency-level leadership, and with other stakeholders. Consider how the UDL implementation team will have feedback loops to the BLT.
- Develop a decision-making process: Establish a transparent and inclusive decision-making process for the building implementation team, ensuring that all voices are heard and considered when making decisions related to UDL implementation.

- Monitor progress and adjust strategies: Regularly review and evaluate the progress of the building implementation team, making necessary adjustments to strategies, roles, and responsibilities to ensure continuous improvement and the successful implementation of UDL at the building-level. Consider how this progress will be communicated to the BLT and TBTs.

## Training, Coaching, and Support: Flexible Professional Learning

### Developing a Professional Learning Plan



To successfully implement UDL, it is essential to provide educators with the necessary training and support. Developing a comprehensive professional learning plan involves the following steps:

- Assess needs: Conduct a needs assessment to identify educators' current knowledge, skills, and abilities related to UDL principles and practices.
- Set objectives: Based on the needs assessment, establish clear objectives for professional learning that align with the educational agency's UDL goals and the specific needs of educators.
- Plan learning opportunities: Design a variety of flexible, professional learning opportunities, such as workshops, seminars, online courses, and coaching sessions, to accommodate the diverse needs, preferences, and learner variability of educators.
- Establish a timeline: Develop a timeline for professional learning activities, considering the school calendar, teacher availability, and the desired pace of UDL implementation.

### Providing Training and Coaching

Effective training and coaching help educators develop the skills and knowledge needed to implement UDL in their classrooms. Consider the following steps to provide comprehensive training and coaching support:

- Deliver high-quality training: Provide training on UDL principles and practices using evidence-based methods and materials. Ensure that training sessions are engaging, interactive, and responsive to the needs and questions of educators.
- Offer personalized coaching: Provide individual or small group coaching to support educators in applying UDL principles in their specific contexts. Coaching can include lesson planning assistance, classroom observations, and feedback on implementation. Consider how the UDL practice profile will be utilized, professional learning is accessible, and coaching supports can be responsive and occur over a sustained time. Identify areas of professional learning and support needed for the UDL coaches.

- Encourage collaboration: Foster a collaborative learning environment by facilitating opportunities for educators to share their experiences, challenges, and successes with UDL implementation. It may include professional learning communities, peer mentoring, or team meetings.

## **Supporting Educators in Implementing UDL**

It is important to provide ongoing support to educators to ensure the successful implementation of UDL. Consider the following strategies to support educators throughout the UDL implementation process:

- Create a resource hub: Develop a centralized resource hub that includes instructional materials, lesson plan templates, and examples of UDL practices. Make these resources easily accessible to all educators.
- Offer ongoing professional learning: Provide opportunities to help educators deepen their understanding of UDL and refine their practices over time. It may include advanced workshops, refresher courses, or online learning modules.
- Monitor progress and provide feedback: Regularly assess the progress of educators in implementing UDL, offering constructive feedback and guidance as needed. It may involve classroom observations, teacher self-assessments, or student performance data, utilizing the UDL practice profile as a guiding resource.
- Celebrate successes and share best practices: Recognize and celebrate the successes of educators in implementing UDL, showcasing examples of effective practices and encouraging knowledge sharing among colleagues.

## **Coaching Cycles: Ongoing Support and Collaboration**

Coaching cycles provide a structured approach to supporting educators in implementing UDL principles in their practice. These cycles involve regular check-ins between coaches and educators, focusing on goal setting, planning, observation, feedback, and reflection.

- Goal Setting: At the beginning of a coaching cycle, coaches and educators work together to identify specific UDL-related goals aligned with the needs of the learners and the educator's professional growth.
- Planning: Coaches and educators collaborate to develop plans and strategies for implementing UDL in the classroom, ensuring alignment with the UDL practice profile, identifying goals, and addressing potential challenges.
- Observation: Coaches observe educators as they implement UDL strategies, collecting data on the effectiveness of the strategies and their impact on student learning.

- Feedback: Coaches provide constructive feedback to educators, discussing the observed strengths and areas for improvement. This feedback needs to be aligned with the identified goals and focused on supporting the educator's growth.
- Reflection and Next Steps: Coaches and educators reflect on the progress made during the coaching cycle, considering the impact of the strategies on student learning and identifying any necessary adjustments. The process then begins anew with goal setting for the following coaching cycle.

By incorporating coaching cycles into a professional learning plan, it ensures that educators receive ongoing support and guidance as they work to implement UDL principles in their classrooms, leading to continuous improvement and growth.



## Tier 3: Classroom Rubric

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### Driving Questions

- How can educators deepen their understanding of UDL core concepts and their application in the classroom?
- What specific UDL strategies can be implemented in the classroom to support all learners?
- How can educators monitor and reflect on their UDL implementation to ensure continuous improvement?
- What resources and support do educators need to implement UDL in their classrooms effectively?
- How can educators collaborate with their colleagues to share best practices and learn from each other's experiences implementing UDL?
- How will the UDL practice profile be utilized?

## UDL Knowledge Base (Core Concepts): Enabling Learner Agency

### Understanding UDL Core Concepts



To effectively implement UDL in the classroom, educators must first develop a deep understanding of its core concepts. It includes:

- Familiarizing with the UDL framework: Educators need to understand the three principles of UDL – Multiple Means of Representation, Multiple Means of Engagement, and Multiple Means of Action & Expression – and how they support diverse learners.
- Recognizing learner variability: Educators must be aware of their learners' diverse needs, strengths, and preferences and be prepared to address this variability through UDL practices.
- Embracing the goal of learner agency: Educators recognize that the ultimate objective of UDL is to enable all learners to use their agency – to be purposeful, and reflective, resourceful and authentic, and strategic and action oriented.

## **Implementing UDL Strategies in the Classroom**

Once educators have a solid understanding of UDL core concepts, they can implement UDL strategies in their classrooms. It involves:

- Designing flexible and inclusive lessons: Educators plan lessons that offer multiple pathways to learning, incorporating various instructional methods, materials, and assessments that cater to learner variability and diverse learners.
- Aligning learning design with UDL guidelines: Educators ensure that their lesson plans, instructional materials, and assessments are aligned with the UDL guidelines and necessary learning standards, providing multiple means of representation, engagement, and action & expression to address learner variability.
- Encouraging learner agency: Educators empower learners to take ownership of their learning by offering choices, fostering self-regulation, and promoting self-advocacy.

## **Monitoring and Reflecting on UDL Implementation**

To ensure the ongoing effectiveness of UDL implementation, educators continually monitor and reflect on their practices. It includes:

- Collecting data: Educators gather data on learner progress and engagement. It is highly recommended educators use formative and summative assessments to inform instruction and make necessary adjustments.
- Seeking feedback: Educators solicit feedback from learners, colleagues, and other stakeholders to identify areas of strength and opportunities for improvement in their UDL practices.
- Engaging in self-reflection: Educators regularly reflect on their instructional practices, considering how well they are meeting the diverse needs of their learners and identifying areas for growth and development.
- Collaborating with colleagues: Educators actively engage with their peers to share insights, challenges, and successes related to UDL implementation, fostering a supportive professional learning community.
- Leverage Teacher Based Teams to support UDL practice and implementation.

# Leveraging Knoster’s Change Model and Implementation Science in the Coaching Process

Leaders and teams need to understand how to implement change and what to expect from implementing UDL over time, recognizing the complexities and challenges involved; the following section provides background information on Knoster’s Change Model and Implementation Science to support this understanding throughout the coaching experience.

## Change Model

One valuable tool to facilitate this process is Knoster’s Change Model, which can be utilized in various stages of the coaching experience to ensure successful implementation. The image below represents the model.

### Model for Managing Complex Change



*Adapted from Knoster, T. (1991) Presentation in TASH Conference, Washington, D.C. Adapted by Knoster from Enterprise Group. Ltd.*

Knoster’s Change Model is a framework that identifies five critical elements necessary for managing change effectively:

- **Vision:** A clear understanding of the desired outcome or goal. A UDL approach uses clear ideas or broad goals that are widely shared throughout the learning community and communicated in multiple ways that reduce barriers and promote belonging.
- **Skills:** The necessary knowledge and abilities to achieve the vision. A UDL approach plans to provide professional learning in a way that honors adult learner variability and allows adults to engage in multiple ways, through their own learner agency.

- **Incentives:** Motivation and rewards for individuals to work towards the vision. This piece is crucial because incentives help to build engagement. Helping adult implementers see a clear benefit to their work in multiple ways is important. Think about professional goals then gather feedback from the adults about what is appealing to them. Ask why they want to come to work and how leadership can make it better through a focus on UDL.
- **Resources:** The tools, materials, and support required to realize the vision. This portion of the change model links clearly to UDL because leaders should model the idea of multiple means in this area. Think about offering multiple resources through a resource library, multiple types and modes of support, as well as multiple ways to practice with those resources.
- **Action Plan:** A step-by-step guide outlining how to achieve the vision. A UDL approach is driven by a proactive design cycle. Change cannot happen without focused action, review, and adjustments.

See the [UDL Implementation Resources page on OCALI's site](#) for resources that support each of these critical elements.

The model emphasizes that when any of these elements are missing or insufficient, it can result in a range of adverse outcomes, such as anxiety, frustration, gradual change, false starts, or resistance.

Throughout the coaching process, it is highly recommended to integrate Knoster's Change Model to identify and address potential barriers to successful implementation. The model can be applied in various ways, including:

- Establishing clear goals and leadership expectations to reduce anxiety.
- Developing comprehensive professional learning plans that provide educators with the necessary skills and support to implement UDL.
- Ensuring adequate resources and incentives to motivate educators and facilitate change.
- Designing an action plan that outlines the implementation process and includes ongoing monitoring and adaptation to foster continuous improvement.

By incorporating Knoster's Change Model into the coaching experience, coaches can better understand the factors contributing to successful change and work collaboratively with educators and stakeholders to address challenges and celebrate successes throughout the implementation process.

### **Implementation Science**

Other tools coaches and the implementation team could use to better understand implementation over time from an Implementation Science perspective are the [Implementation Stages Planning Tool](#) and the [Drivers Best Practices Assessment](#).

Implementation science focuses on understanding how to plan and implement innovations effectively. One key aspect of implementation science is the concept of implementation drivers. Drivers are factors that influence the success of implementation efforts. These drivers evolve over time through each implementation stage, from pre-exploration to full implementation, as organizations learn from their experiences, adapt strategies, and refine practices. By examining how implementation drivers change and impact outcomes across different stages, implementation science guides organizations to improve processes to achieve long-term success in implementing evidence-based practices and frameworks such as Universal Design for Learning.

Implementation drivers encompass competency drivers such as selection, training, coaching, and performance assessment. These competency drivers are interconnected with organizational drivers like system intervention, facilitative administration, and decision support data systems, through the performance assessment driver. Effective UDL implementation requires organizational leadership to strategically blend adaptive and technical approaches, considering each driver's impact, at every stage. The Universal Design for Learning Considerations for Implementation Drivers vs Stages Matrix on OCALI's website illustrates how each driver manifests at different implementation stages.

See Appendix A for a visual representation of the Implementation Drivers and Stages.

Appendix A is organized with the Implementation Drivers down the left side of the table. The Stages of Implementation are listed across the top of the table from pre-exploration to full implementation. Each driver is described as the actions progress through the stages from left to right. The matrix helps to organize and describe actions for each driver as they progress through the stages.

For example, the action listed for the Performance Assessment driver under the pre-exploration stage consists of:

*Supervisors provide their opinions regarding each practitioner's performance in planning for learner variability*

Moving right across the table, into the Exploration column, the action consists of:

*Core Components of the UDL Design Cycle Practice Profile are reviewed to see how they can be assessed in practice.*

The actions described in each cell of UDL Considerations for Implementation Drivers vs Stages Matrix help implementers determine their current stage of implementation for each driver to consider potential next steps.

## Leading Implementation with data from the UDL-SIT

The data and insights gleaned from the UDL-SIT process are important for the team to understand the current implementation levels. Coaches can guide discussions around identifying the current implementation stage for each driver. It will be helpful for educational agencies, buildings, or classrooms to assess the current implementation stage for each driver and collaboratively determine which drivers require alignment and further development with intentional next steps in their action planning to progress to the following implementation stage.

A helpful tip is to evaluate whether the implementation efforts yield desired outcomes, and if not, consider revisiting previous stages to ensure foundational work has been adequately addressed.

When analyzing the UDL-SIT ratings to determine current implementation levels and stages some generalizations can be made.

- Scores of primarily 2s suggest that the educational agency, building, or classroom is functioning at or near the full implementation stage.
- Scores of primarily 1s indicate that the educational agency, building, or classroom is functioning at the installation or initial implementation.
- Scores of primarily 0s would indicate that the educational agency, building, or classroom might still be in the exploration stage.

## UDL Look-Fors

Universal Design for Learning (UDL) look-fors are the observable signs and practices that indicate implementing UDL principles in a learning environment. Here are some key UDL look-fors:

- **Clear goals:** Learning objectives are explicit, flexible, and communicated to all learners in multiple ways, emphasizing the distinction between the goal (what) and the means (how).
- **Multiple means of representation:** Content is presented in various formats, such as visual, auditory, and tactile, ensuring accessibility and understanding for diverse learners.
- **Multiple means of action and expression:** Learners are provided various ways to demonstrate their knowledge and skills, accommodating different preferences and abilities.
- **Multiple means of engagement:** Learning activities and materials are designed to motivate and engage learners by offering choices, fostering autonomy, and building on learners' interests and strengths.

- **Flexible assessment:** Assessments are designed to accommodate individual learner needs, providing multiple opportunities for learners to demonstrate their understanding and progress.
- **Learner variability:** Instruction and materials are designed considering all learners' diverse needs, preferences, and abilities.
- **Responsive teaching:** Educators regularly monitor learner progress and adjust instruction accordingly to provide targeted support as needed.
- **Collaborative learning:** Opportunities for learners to work together, share ideas, and learn from one another are provided, promoting community and social engagement.
- **Scaffolding and support** are provided to learners to increase independence and expertise gradually.
- **Inclusive environment:** The learning space is designed to be accessible, welcoming, and supportive for all learners, fostering a sense of belonging and respect for diversity.

These UDL look-fors can guide educators, coaches, and administrators when observing and evaluating the implementation of UDL principles in a learning environment and have been included into Ohio's UDL Implementation Resources.

When implementing UDL across the system, these look-fors should be readily observed in classrooms, team meetings, and professional learning opportunities such as training and coaching. Observations can be conducted through classroom walk-throughs, 1:1 teacher sessions, and during team meetings. They can also be given to team process observers as points to observe and report back to the team during team meetings.

*For more information regarding how to coach UDL at the educational agency, building, or teacher level please reach out to OCALI's UDL Center, the [regional State Support Teams](#), Educational Service Center, or review the [UDL Implementation Resources on OCALI's UDL Website](#).*

## Protocols for Coaching Teams

Protocols are defined as procedures or systems of rules governing specific affairs. UDL implementation leaders can leverage the following protocols to guide teams through the implementation process. The following protocols serve as a starting point and can be customized by teams or team leads to best meet their unique needs.

1. Establishing a Communication and Dissemination Plan
2. Establishing meetings times
3. Establishing The Team
4. Establishing Team Norms For Participants Completing the Rubric
5. Establishing a Timeline for Rubric Completion
6. Establish a Plan for Mediating Conflict
7. Establishing a Process for Calendaring Implementation Work
8. Establishing a Plan for Monitoring Progress of UDL Implementation
9. Establishing a Sustainability Plan

### Establishing a Communication and Dissemination Plan

1. **Develop a communication plan** that outlines the goals and objectives of the communication and dissemination efforts for UDL, key messages, target audiences, strategies, and tactics.
2. **Identify stakeholders** who will be affected by the implementation of UDL and who need to be informed about the outcomes and results of the implementation.
3. **Develop communication materials**, such as reports, presentations, infographics, and webinars, that are tailored to the needs and interests of different stakeholders and highlight the benefits and impact of UDL.
4. **Disseminate results and successes** of UDL implementation to stakeholders through various channels, including email, social media, newsletters, and meetings.
5. **Share success stories and best practices** from UDL implementation to help others learn from the experiences and outcomes.
6. **Evaluate communication efforts** and their effectiveness by gathering stakeholder feedback and assessing the extent to which the goals and objectives were achieved.
7. **Continuously improve the communication and dissemination efforts** for UDL by making adjustments and refinements based on feedback and evaluation data.

## Establishing meetings times

When establishing regularly scheduled, recurring meetings, following a protocol that ensures everyone's needs are considered is essential.

1. **Identify the purpose and agenda of the meeting series.** Before scheduling a recurring meeting, it is essential to identify the purpose and agenda of the meeting series. It will help ensure that the meeting series is necessary and everyone knows what to expect.
2. **Identify potential meeting times.** Once the purpose and agenda of the meeting series have been established, identify potential meeting times that work for most participants. It can be done through a survey or by asking participants to provide their availability.
3. **Identify scheduling constraints** that may impact the meeting time, such as time zones, work schedules, or other obligations. It will help ensure everyone's needs are considered when scheduling recurring meetings.
4. **Determine meeting length and frequency** of the recurring meetings based on the purpose and agenda. It will help ensure that the meetings are focused and efficient and that they occur at a frequency that meets the needs of the participants.
5. **Finalize meeting times** and communicate with the team so they can be calendared.

## Establishing The Team

To ensure a comprehensive UDL implementation team, representation from general education, special education, curriculum leadership, and administration is necessary. The team needs to be composed of members with diverse backgrounds and expertise. Team members will be identified based on their ability to contribute to their goals and objectives and their willingness to participate in the team's efforts actively. To ensure that all voices are heard and represented, the team ask, "Whose voice is not being heard or represented?" and try to include individuals who may otherwise be excluded from the team.

## Establishing Team Norms For Participants Completing the Rubric

Establishing team norms is a necessary process that can help ensure the success of any team. Here is a protocol for establishing team norms:

1. **Define the purpose and goals of the team.** It will help ensure that everyone is working towards a common goal and help guide the establishment of team norms.
2. **Identify roles and responsibilities** of each team member. It will help ensure that everyone understands their role in the team and what is expected of them.
3. **Set expectations for communication.** It can include how often the team will meet, what communication tools will be used, and preferred communication methods.
4. **Develop decision-making processes within the team.** It can include identifying who has decision-making authority and how decisions will be made.
5. **Establish accountability measures for achieving its goals.** It can include setting deadlines, tracking progress, and identifying consequences for not meeting goals.
6. **Review and revise team norms.** Once established, it is important to review them regularly and revise them as needed.

## Establishing a Timeline for Rubric Completion

1. **Determine the project's scope** to determine the timeline needed to accomplish the goals and objectives.
2. **Identify key milestones** that must be achieved to reach the goals and objectives.
3. **Determine the start and end dates** for the project or initiative.
4. **Break down the project into phases or stages**, and determine each phase's start and end dates.
5. **Assign tasks and deadlines** for each task.
6. **Establish checkpoints** throughout the project to monitor progress and adjust as needed.
7. **Communicate the timeline** to all stakeholders and team members to ensure everyone knows the deadlines and expectations.
8. **Continuously evaluate and adjust** to ensure the project stays on track.
9. **Conduct system checks** that include feedback loops.

## Establish a Plan for Mediating Conflict

1. **Acknowledge the conflict** and its impact on the team and the project or initiative.
2. **Identify the source of the conflict** and the underlying issues contributing to it.
3. **Listen actively to all parties** involved in the conflict to understand their perspectives and concerns.
4. **Collaboratively problem-solve** to identify potential solutions that address the underlying issues and can resolve the conflict.
5. **Develop an action plan** that outlines the steps that will be taken to address the conflict and prevent it from recurring in the future.
6. **Follow up on the action plan** to ensure the conflict is resolved and the team can move forward positively and productively.
7. **Revisit team norms** to ensure they are followed and effectively address any issues.
8. **Seek mediation** if necessary. If the conflict cannot be resolved through collaborative problem-solving, seek mediation from an impartial third party to help facilitate a resolution.

## Establishing a Process for Calendaring Implementation Work

1. Identify key milestones and tasks. Review the UDL-SIT Facilitator's Guide and other relevant materials to identify the tasks that must be completed throughout the UDL implementation process. It may include:
  - UDL-SIT assessment completion
  - Action plan development
  - Professional learning sessions
  - Coaching meetings
  - Progress monitoring and evaluation
  - Stakeholder communication and engagement
2. **Determine timeframes and deadlines** for each key milestone and task and establish a realistic timeframe and deadline for completion. Be sure to consider the availability of team members, potential scheduling conflicts, and any external factors that may influence the timeline.
3. **Prioritize tasks** based on their importance, urgency, and potential impact on the overall UDL implementation process. It will help ensure that the most critical tasks are completed first while allowing for flexibility in scheduling.

4. **Assign responsibilities** to specific team members for each task or milestone. It will help to ensure that everyone is aware of their responsibilities and that tasks are completed promptly and efficiently.
5. **Create a master calendar** to plot out all key milestones, tasks, and deadlines identified in steps 1-4. Include relevant details, such as the responsible team member, meeting location, or required resources.
6. **Share and communicate** the calendar with all team members and relevant stakeholders, ensuring everyone knows the upcoming tasks and deadlines. Regularly communicate any updates or changes to the calendar and encourage team members to provide feedback or request support as needed.
7. **Monitor progress and adjust** as necessary. Regularly review the master calendar to monitor progress and ensure that tasks are completed on time. If any delays or obstacles arise, work with the team to adjust the schedule and address any issues.
8. **Celebrate successes** as milestones are reached, and tasks are completed, take the time to celebrate the team's successes and recognize the hard work of individual team members. It will help to maintain motivation and momentum throughout the UDL implementation process.

### **Establishing a Plan for Monitoring Progress of UDL Implementation**

1. **Establish goals and objectives** for UDL implementation.
2. **Develop indicators** to measure progress towards the goals and objectives.
3. **Identify data sources** that will be used to track progress toward the goals and objectives.
4. **Collect data** regularly to monitor progress towards the goals and objectives.
5. **Analyze data** collected to identify trends and patterns and to determine whether progress is being made toward the goals and objectives.
6. **Use the data collected to inform decision-making** and adjust UDL implementation as needed.
7. **Share progress with stakeholders** towards the goals and objectives regularly to keep them informed and engaged.
8. **Continuously evaluate progress and adjust** the goals and objectives and make adjustments as needed to ensure that UDL implementation is effective and achieves the desired outcomes.

## Establishing a Sustainability Plan

1. **Develop a sustainability plan** that outlines the strategies and tactics that will be used to sustain UDL implementation over time.
2. **Identify funding sources** that can support UDL implementation over the long term.
3. **Develop partnership and individuals** who can support UDL implementation by providing resources, expertise, and support.
4. **Develop training programs** to ensure that new staff members are trained in UDL implementation and that current staff members receive ongoing professional learning.
5. **Develop policies and procedures** that support UDL implementation and ensure that it is integrated into all aspects of the organization.
6. **Share successes and best practices** from UDL implementation with other organizations to promote its adoption and implementation.
7. **Evaluate sustainability efforts** by gathering feedback from stakeholders and assessing the extent to which UDL implementation is being sustained.

## Additional Coaching Information

For more information regarding how to coach UDL at the educational agency, building, or teacher level please reach out to OCALI's UDL Center, the [regional State Support Teams](#), Educational Service Center, or review the [UDL Implementation Resources on OCALI's UDL Website](#).

# Wrapping Things Up

It's important to emphasize the long-term sustainability of UDL implementation, the value of continuous assessment and improvement through the repeated use of the UDL-SIT. By focusing on these key elements, the organization works towards creating a sustainable, inclusive learning environment that benefits all students.

## **Sustainability**

It's crucial to embed the principles and practices of UDL throughout an organization to ensure the long-term success and sustainability of UDL implementation. It includes ongoing professional development, regular coaching and support, and a commitment to evaluating and refining practices as needed. Encourage all stakeholders to take ownership of the UDL implementation process and share in fostering an inclusive learning environment.

## **Repeating the UDL-SIT**

The UDL-SIT is not a one-time assessment but rather an ongoing tool for monitoring progress and identifying areas for improvement. By regularly administering the UDL-SIT, the organization can continue to assess the effectiveness of UDL implementation efforts, identify areas where additional support or resources may be needed, and track progress over time. Schedule periodic UDL-SIT assessments, and use the results to inform action planning.

## **Ongoing Integration of Ohio's Integrated MTSS**

The Ohio's Integrated Multi-Tiered System of Supports provides a valuable framework for student learning components and adult implementation components and can be integrated into the organization's UDL implementation efforts on an ongoing basis. By consistently considering universal screenings, progress monitoring, continuum of supports, team-based problem solving, and data-based decision making, the organization can maintain a proactive and responsive approach to UDL implementation. Be sure to document findings and insights throughout the UDL implementation process and use this information to inform future decision-making and action planning.

## **Documenting Findings**

As the organization works towards a sustainable, inclusive learning environment, it is essential to document progress, successes, and challenges. Regularly capture and share findings with stakeholders, and use this information to refine UDL implementation efforts, identify areas for further growth, and celebrate achievements. The organization can continue to evolve and adapt in response to the changing needs of students and educators alike.

The key to a successful UDL coaching experience lies in emphasizing sustainability, ongoing assessment, and continuous improvement. By integrating the UDL-SIT into the organization's ongoing work and documenting findings, it will help to create a sustainable, inclusive learning environment that supports the success of all students.

# Resources

Additional implementation resources will be available on the OCALI website, within the UDL Center, in a section labeled [UDL Implementation Resources](#).

## Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>Adoption</b>	The process of incorporating evidence-based practice into routine use within a particular setting or organization.
<b>Alignment Matrix</b>	A matrix that includes the critical components of UDL and aligns other organizational initiatives to those components to describe how practices within each align (e.g. UDL and PBIS, UDL and Project Based Learning, UDL and Blended Learning, etc.)
<b>Building Leadership Team (BLT)</b>	A group of individuals who lead and manage a school or building-level organization.
<b>Coaching</b>	<p>A process of providing guidance, support, and feedback to individuals or teams to improve their skills and performance.</p> <p>Coaching is defined as regular, embedded professional development designed to help teachers and staff to use the program or innovation as intended.</p>
<b>Capacity</b>	The ability of an organization or system to effectively and efficiently implement evidence-based practice and achieve desired outcomes.
<b>Capacity Data</b>	Data was collected to measure the amount of new learning that has occurred, including skills obtained and refined over time due to professional learning.
<b>Data system</b>	A system that aligns relevant data outcomes to potential data sources within the educational agency including clear targets, benchmarks, and baselines collected and aligned to relevant initiatives/practices.
<b>District Leadership Team (DLT)</b>	A group of individuals who lead and manage an educational agency-level organization.

<b>Effectiveness</b>	The ability of evidence-based practice to achieve desired outcomes in real- world settings.
<b>Environment</b>	Both the physical location and desired conditions (climate, mindset, influences, etc.) where learning takes place. This includes educational agencies, building, teacher, and student environments.
<b>Evidence-Based Practice (EBP)</b>	A practice or intervention that has been proven effective through rigorous research and is supported by strong empirical evidence.
<b>Learner Agency</b>	Defined by CAST as the goal of UDL and learners who are purposeful and reflective, resourceful and authentic, strategic and action-oriented.
<b>Expert Practitioners</b>	Individuals, groups, team, or organizations that have learner agency who have extensive experience and expertise in implementing evidence-based practices in real-world settings who strive to model learner agency within their own professional practices.
<b>Feedback Loop</b>	A process of continuously collecting and using information to make improvements and refine an evidence-based practice.
<b>Implementation</b>	The process of putting an evidence-based practice into action, including all activities required to bring the practice to scale and integrate it into the daily routines and culture of an organization.
<b>Implementation Science</b>	An interdisciplinary field that focuses on the study of methods, strategies, and conditions to promote the adoption, implementation, and sustainability of evidence-based practices in real-world settings.
<b>UDL Implementation Team</b>	A team focused on setting goals and monitoring the implementation of UDL. This could be the DLT, BLT, or TBT but could also be a separate team focused solely on UDL implementation that is a step ahead of the DLT, BLT, and TBT in order to plan for the progress of UDL Implementation.
<b>Initiative Inventory</b>	A list of programs or initiatives an organization is implementing or plans to implement, including purpose, target population, implementation steps, and outcomes, used to manage and coordinate efforts and align with goals.
<b>Lesson Plan</b>	A detailed plan for a single instructional experience, including the objectives, activities, materials, and assessments.

<b>Learning Design</b>	The process of creating instructional experiences that are aligned with UDL principles and that support diverse learning needs and preferences.
<b>Multiple Means of Engagement</b>	The provision of multiple ways to motivate and engage learners, such as choice, challenge, collaboration, and creativity.
<b>Multiple Means of Expression</b>	The provision of multiple ways for learners to demonstrate their understanding and skills, such as writing, speaking, drawing, or using technology.
<b>Multiple Means of Representation</b>	The provision of multiple ways of presenting information, including text, images, audio, and video, to support diverse learning preferences and needs.
<b>Non-Negotiable</b>	Essential elements or conditions that must be present for an evidence-based practice to be effective and sustainable.
<b>Organization</b>	A structured group of individuals who work together to achieve common goals and objectives.
<b>Practice Profile (aligned to Implementation Science)</b>	A process for capturing evidence and operationalizing innovations to achieve outcomes and develop effective implementation supports.
<b>Scaling Up</b>	The process of expanding the implementation of an evidence-based practice from a limited or pilot scope to a broader context or larger population. This may involve overcoming barriers, adapting the practice to new environments, and integrating the practice into existing systems and structures to effectively reach more clients and communities.
<b>Sustainability</b>	The ability to maintain an evidence-based practice over time, even when faced with challenges and obstacles, and to continue to deliver effective and efficient services to clients and communities.
<b>Systemic Barriers</b>	Barriers that are a result of system policies and practices. These barriers refer to the entire system rather than one part, acknowledging all parts of the organization. Systemic barriers are often things that can be adjusted in the environment that will have an impact on individual learners.

**Teacher Based Teams (TBT)**

A group of teachers who work together to develop and implement effective instructional practices and improve student outcomes.

Teacher Based Teams may be called different things in different educational agencies. A TBT may be referred to as a learning team, data team, collaborative teacher level teams, grade level team, department team.

**Universal Design for Learning (UDL)**

A framework for designing curriculum and instruction that provides flexibility and options for all learners to access, engage, and demonstrate their knowledge and skills.

**Variability**

The recognition that learners have unique characteristics and needs that influence how they engage with and process information.

The words included in Glossary of Terms are used throughout the UDL-SIT Rubric, Facilitator’s Guide, and Coaching Guide.

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# Appendix A

## Complex Image Description for Knoster's Change Model



A grid of colored rectangles, six across, six down. Left to right, the columns are red, orange, yellow, green, blue, then purple. Each purple rectangle in the sixth column is separated from the first five columns with an equals sign. Along each row, the elements combine to equal six different results. The results differ, depending on which element is missing.

- First row: Vision, Skills, Incentives, Resources, Action Plan = Success.
- Second row: Vision, Skills, Incentives, Resources, but Action Plan is missing = False Starts.
- Third row: Vision, Skills, Incentives, Action Plan, but Resources missing = Frustration.
- Fourth row: Vision, Skills, Resources, Action Plan, but Incentives missing = Resistance.
- Fifth row: Vision, Incentives, Resources, Action Plan, but Skills missing = Anxiety.
- Sixth row: Skills, Incentives, Resources, Action Plan, but Vision missing = Confusion.