

# Ohio Universal Design for Learning System Implementation Tool

## UDL-SIT Facilitator's Guide



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# Introduction

The Universal Design for Learning System Implementation Tool (UDL-SIT) serves as an effective tool to evaluate the integration of Universal Design for Learning (UDL) principles within educational agencies, schools, and individual classrooms. Developed based on Implementation Science research from the National Implementation Research Network (NIRN), the tool measures implementation at different levels of an organization, referred to as Tiers. Each Tier is indicative of a distinct level of implementation. Tier One examines the overarching implementation and capacity building across all educational agency schools, Tier Two zeroes in on the execution within specific schools or buildings, and Tier Three narrows down to the granular implementation within individual classrooms, as determined collectively by teacher-based teams (TBT). The UDL-SIT offers an all-encompassing overview of UDL implementation, empowering organizations to pinpoint areas that require enhancement and assure the successful application of UDL. This guide is crafted to equip facilitators with essential information and resources, enabling effective administration of the UDL-SIT and guiding toward achieving UDL implementation success.

The “Universal Design for Learning System Implementation Tool (UDL-SIT) Facilitator’s Guide” provides comprehensive guidance on implementing UDL principles across educational institutions. A facilitator is the person who guides the team’s use of the UDL-SIT. They keep the group focused, make sure everyone’s voice is included, and help the team reflect on strengths and areas for growth, leading to collaborative reflection, problem solving, and decision making. Facilitators can use this guide in several key ways:

1. **Understanding UDL Implementation:** The guide outlines the structure of UDL implementation across different tiers—educational agency, school, and classroom. The facilitator’s guide helps facilitators understand where to start and how to approach the process systematically.
2. **Using the UDL-SIT Rubric:** The guide explains how to use the UDL-SIT Rubric to assess current UDL implementations and identify areas needing improvement. This rubric is a tool for measuring progress and ensuring that UDL principles are consistently applied.
3. **Setting Up and Leading Teams:** Facilitators will find detailed steps for establishing and leading a UDL implementation team, including scheduling meetings, identifying key stakeholders, defining roles, and setting group norms.
4. **Developing and Implementing Action Plans:** After assessing UDL implementation with the UDL-SIT, facilitators guide their teams in developing action plans that address identified gaps. Developing and implementing action plans involves prioritizing actions based on the rubric’s findings and aligning efforts with broader organizational goals.
5. **Monitoring and Evaluating Progress:** The guide emphasizes the importance of ongoing evaluation and adjustment of UDL strategies to improve student outcomes. The UDL-SIT Rubric is used by the facilitators to monitor progress and adjust the action plan as necessary.

6. **Professional Development:** Facilitators will find suggestions, strategies, and steps to provide continuous professional development and support to educators and staff, enhancing their ability to implement UDL effectively.
7. **Promoting a Collaborative and Inclusive Environment:** The guide stresses using asset-based language and fostering an inclusive learning environment that values all students' diversity and strengths. By following these guidelines, facilitators can ensure that UDL principles are effectively integrated into educational settings, leading to improved access to learning.

The incorporation of UDL principles throughout an entire system presents a host of benefits for students, educators, and the whole organization:

- UDL facilitates increased access to learning for every student, irrespective of their unique learning requirements or capabilities, offering multiple means of representation, expression, and engagement.
- UDL ensures students can interact with the curriculum in ways most conducive to them, propelling greater academic accomplishment and success.
- UDL fosters inclusion, crafting a more supportive and inviting learning environment for all students. By underscoring the importance of diverse perspectives and experiences, UDL aids in dismantling learning obstacles and assures every student feels valued and acknowledged.
- UDL paves the way for improved teaching methodologies and professional development opportunities for educators. With the system-wide implementation of UDL, educators are motivated to collaborate and share resources, leading to a more cooperative and supportive learning community.
- UDL enhances overall student outcomes and achievement, resulting in greater success for both students and the organization. By guaranteeing every student has access to high-quality, tailored learning experiences, organizations can foster a positive and supportive learning environment that promotes enduring success and growth.

The application of UDL-SIT to support UDL implementation presents several benefits:

1. **Identification of strengths and areas requiring improvement:** The UDL-SIT helps pinpoint areas where UDL principles are being effectively implemented and areas that demand enhancement. Organizations can leverage this information to devise targeted action plans to boost weak areas and capitalize on strengths.
2. **Assurance of implementation fidelity:** The UDL-SIT aids in monitoring the fidelity of UDL implementation across various levels of an organization, from the classroom to the educational agency. It assures that UDL principles are consistently and effectively applied, fostering greater success and positive outcomes for every student.

3. **Fostering collaboration and professional development:** Using the UDL-SIT, educators can collaborate and exchange best practices for UDL implementation, leading to enhanced professional development and growth opportunities. It can help cultivate a more supportive and collaborative learning community.
4. **Encouragement of ongoing evaluation and enhancement:** The UDL-SIT provides a structured procedure for continual assessment and improvement of UDL implementation. By regularly evaluating UDL implementation and making necessary adjustments, organizations can ensure they provide the most effective learning experiences for all students.

The UDL-SIT rubric is divided into six sections, each providing a detailed overview of various aspects of UDL implementation. It helps organizations identify areas requiring enhancement and prioritize their UDL investments. The UDL-SIT rubric is organized into the following six sections:

- **Leadership Teaming:** This encompasses clear educational agency goals and leadership expectations. A commitment from leadership to UDL includes resource allocation, fostering a UDL-friendly culture, and ensuring effective team collaboration to support UDL implementation.
- **Data Sources and Tools:** This focuses on systematic progress monitoring effectiveness data (adult and student). It is crucial to ensure decisions are data-informed and data-driven.
- **Outcomes and Practice Profiles:** This section highlights intentional planning to remove systemic barriers at the educational agency level. It examines the outcomes achieved and how UDL practices foster inclusive learning.
- **Procedures and Expectations:** This assesses the established policies, guidelines, and protocols that guide the UDL implementation process.
- **Training, Coaching, and Support:** This evaluates the nature of training and coaching provided, its basis in evidence, and its accessibility to all staff members.
- **UDL Knowledge Base:** This involves enabling learner agency. This assessment of UDL principles application guides instruction and promotes inclusive learning.

Following this guide will equip the user to effectively implement and continually enhance UDL principles within the organization.

# Why: Anticipated Outcomes of Utilizing the UDL-SIT

The UDL-SIT is a resource for organizations committed to the implementation of UDL. Employing this inventory can lead organizations to enhance their UDL application, support access, and make informed, evidence-based decisions yielding improved outcomes for every learner.

The anticipated outcomes of using the UDL-SIT include the following:

- **UDL implementation:** The UDL-SIT is designed to evaluate the level of UDL integration and highlight areas needing improvement. With regular use of this inventory, organizations can monitor the advancement of UDL applications and implement necessary adjustments to ensure success.
- **Comprehension of UDL:** The UDL-SIT allows stakeholders to delve deeper into understanding UDL, its goals, and objectives. This enhanced comprehension can lead to more informed decision-making and heightened commitment to UDL implementation.
- **Access:** UDL aims to ensure equal access and opportunities for all learners. Utilizing the UDL-SIT to evaluate UDL implementation, organizations can ensure their UDL initiatives effectively achieve this aim.
- **Evidence-based decision-making:** The UDL-SIT provides data and evidence that can be leveraged to inform decision-making regarding UDL implementation. This data can justify changes, help allocate resources, and prioritize enhancements.
- **Aligned UDL Action Plan:** The UDL-SIT assists organizations in aligning resources to bolster UDL implementation. By pinpointing areas for improvement, organizations prioritize their investments in UDL and ensure effective utilization of resources.
- **Stakeholder engagement:** The UDL-SIT offers a platform for stakeholder engagement and collaboration, as it involves multiple sources for data collection, interpretation, and decision-making. This engagement can boost commitment and ownership of UDL initiatives across all stakeholders.

# Considerations for the Facilitator

Universal Design for Learning (UDL) implementation can happen at all three tiers simultaneously or one tier at a time. The three tiers of UDL implementation, i.e., the educational agency, building, and classroom levels, can be tackled separately or collaboratively for a comprehensive UDL implementation strategy.

For instance, an educational agency may initiate UDL at the educational agency level, formulating policies and procedures that bolster UDL implementation across all schools. It might include offering professional development opportunities for teachers and administrators, developing UDL-aligned curricula, or crafting a UDL implementation plan.

Alternatively, a school or building may initiate UDL within their premises, creating a UDL implementation team and devising strategies for UDL implementation. It encompasses creating UDL-aligned lesson plans, offering professional development opportunities for teachers, and developing a UDL implementation plan specific to their school.

Lastly, teachers might opt to implement UDL in their classrooms, creating UDL-aligned lesson plans, offering multiple means of representation, expression, and engagement, and utilizing UDL strategies to cater to the diverse learning needs of their students.

Regardless of the starting point, it is crucial to ensure that UDL implementation is uniform and aligned across all three tiers, crafting a comprehensive UDL implementation strategy that caters to the learning needs of every student.

# How: The First Few Steps

Laying the foundation for successful UDL implementation in schools and educational agencies involves establishing a UDL implementation team and scheduling regular meetings. Collaborating with a team of interested stakeholders allows the facilitator to assist educators in identifying strengths and areas for improvement in UDL implementation. Together, they can create targeted action plans to improve student outcomes. The following steps help facilitators build a robust base for UDL implementation and promote lasting success for all learners.

1. **Organize an initial meeting:** Arrange the initial meeting to introduce the UDL concept and discuss the benefits of UDL implementation. Use this meeting to establish UDL implementation goals and identify potential team members.
2. **Identify important stakeholders:** Pinpoint individuals in the organization with a vested interest in UDL implementation. These may include special education and general education teachers, instructional coaches, teaching and learning leaders, and administrators.
3. **Schedule meeting times:** After identifying team members, set regular meeting times that accommodate everyone and support the expected implementation timeline. It can be facilitated through a survey or a meeting to discuss availability. Regular meeting times are crucial for maintaining consistent communication and collaboration.
4. **Outline roles and responsibilities:** Clearly define the roles and responsibilities of each team member, ensuring everyone understands their contribution to UDL implementation. It can be done during the initial meeting or in subsequent ones.
5. **Establish group norms:** Define group norms to guide team members in their collective work. These norms encompass active listening, respectful communication, and commitment to inclusion. Document these norms and have team members approve them to ensure uniform understanding.
6. **Review the glossary of terms:** UDL possesses its unique set of terms and language, and all team members must understand them. Provide a glossary of terms and review it with the team to ensure everyone is on the same page and has a shared understanding of the key concepts. It eliminates confusion and ensures effective communication throughout the UDL implementation process.

# Instructions for Completing the UDL-SIT and the Action Plan

Teams should follow these steps to complete the UDL-SIT Rubric:

1. **Discuss and agree** on the level of attainment (well established, developing, or not present) for each question in the rubric. The UDL-SIT uses a scoring system to evaluate the UDL implementation level in the educational agency. Each question in the UDL-SIT is assigned a score of 2, 1, or 0. A score of 2 denotes that an aspect of UDL is well-established in the educational agency; a score of 1 shows that an element of UDL is developing but needs improvement. A score of 0 indicates that an aspect of UDL is absent in the educational agency.
2. **Calculate** a subtotal for each of the six sections by summing up the points assigned to each question.
3. **Based on the subtotals**, create an action plan to tackle the areas needing improvement.
4. **Prioritize** the action plan based on the team's proximity to achieving stability in each section or by concentrating on moving from absent to developing.

## Completion Time – A Manageable Process

Several factors may influence the time required to complete the Universal Design for Learning (UDL) System Implementation Tool. However, the process is designed to be manageable and efficient, preventing an overwhelming workload. Influencing factors include:

- **The size** of the educational agency or building and the number of classrooms being evaluated
- **The availability** of team members and their UDL expertise level
- **The thoroughness** and depth of the evaluation process
- **The availability and accessibility** of necessary data and resources
- **The educational agency's commitment** to the work
- **The team's familiarity** with the tool

By breaking the process into smaller, more manageable tasks and assigning appropriate resources, the UDL-SIT completion is made efficient and effective. It is paramount to ensure that the action plan developed from the results leads to improved student outcomes.

***For completion of Tiers 1-3, it could look like:***

- One full day
- Two half-days
- Three 2-3 hours sessions spread over time to allow for reflection and data collection

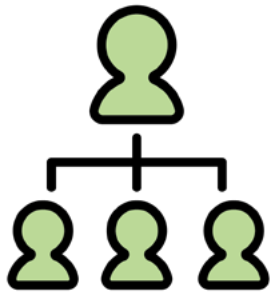
The educational agency's commitment to the work plays a significant role in the success of the UDL-SIT process. It involves providing resources, supporting continuous professional development, and fostering a culture of ongoing improvement. Approaching the UDL-SIT as a manageable and valuable process helps the organization assess and enhance its UDL implementation efforts.

# Background Knowledge of the Six Sections for the Facilitator

As a facilitator, this section will help to build the background knowledge so facilitators can support the team in their self-reflection and scoring of each component. Below there are six sections in the rubric that offer a context for what the team should consider when reflecting on their levels of UDL implementation. Each section begins with a statement of the importance of each component, followed by essential factors to be considered while facilitating the UDL-SIT.

For more information please visit the UDL [Implementation Resources on the OCALI's Website](#).

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



Leadership and team collaboration are pivotal in driving and supporting UDL implementation within an organization. This segment of the UDL-SIT evaluates the degree of commitment to UDL from the leadership team, the allocation of resources, and the establishment of a UDL-supportive culture. Moreover, it assesses the efficacy of teams in propelling UDL implementation, including the team's role in decision-making, the exchange of resources and expertise, and the level of collaboration. By considering these

factors and responding to the associated questions, organizations can pinpoint areas needing enhancement and formulate strategies to facilitate and support UDL implementation.

**When reflecting on leadership and team collaboration for UDL facilitation and support, it's crucial to consider the following:**

1. **Degree of commitment** to UDL implementation from the leadership team
2. **Resources being allocated** to aid UDL implementation
3. **UDL-centric culture** being fostered within the organization
4. **Effectiveness of team** collaboration to support UDL implementation
5. **Degree of collaboration** among teams in decision-making and the exchange of resources and expertise.



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

This part of the UDL-SIT evaluates the accessibility and application of data in guiding UDL decision-making. It investigates the variety of data being collected, the sources of such data, and the degree to which data is employed to inform decision-making. By answering

the accompanying questions, organizations can recognize areas needing improvement and devise strategies to ensure data, rather than intuition or personal bias, is used to steer decision-making. It is essential in promoting effective UDL implementation and improving student outcomes.

**When considering the availability and application of data to guide UDL decision-making, it's essential to consider the following:**

1. **A variety of data** is being collected to guide UDL decision-making
2. **High-quality**, relevant data sources are being used
3. **How data is being analyzed** and employed to steer decision-making
4. **What protocols** are in place to guarantee that data is utilized in decision-making
5. **To what degree is data being applied** to guide decision-making

### Examples of Data Sources

The lists below offer examples of adult and student data sources that the teams may use to inform their decision-making process.

#### Adult implementation

- **Fidelity data** aligned to a practice profile
- **Capacity data** aligned to training and coaching
- **Initiative** alignment
- **Scaling Up** data

#### Student Outcome

- Screeners
- Short Cycle Assessments or Formative Assessments
- Student Perception that determines levels of belonging, barriers to learning, access, and other indicators
- Learner Agency Self-Assessment
- Student focus groups



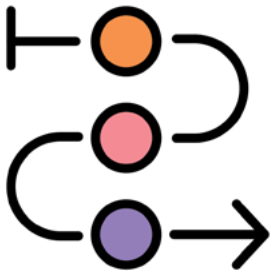
## Outcomes and Practice Profiles: Intentional Planning to Remove Systemic Barriers at the Educational Agency Level

This part of the UDL-SIT examines the outcomes and practices linked to UDL implementation. It investigates the outcomes being achieved and how thoroughly UDL practices support learning for all. Responding to the relevant questions allows organizations

to pinpoint areas needing enhancement and devise strategies to ensure UDL practices are effectively incorporated into instructional design and delivery. Intentional Planning is fundamental in facilitating effective UDL implementation and improving student results.

### Considerations during the evaluation of outcomes and practices of UDL implementation:

1. What are the **outcomes** as a result of UDL implementation?
2. To what **degree** do UDL practices **support** all learners?
3. Are **UDL practices being integrated** into instructional design and delivery?
4. What **systems are in place** to monitor and evaluate the **effectiveness** of UDL implementation?
5. What **outcomes are being employed** to drive **continuous improvement**?
6. How are **current ineffective practices eliminated** to free up time and resources for UDL implementation.



## Procedures and Expectations for the Implementation Team:

This segment of the UDL-SIT examines the procedures and processes in place to support UDL implementation. It examines the policies, guidelines, and protocols that guide UDL implementation. Responding to the questions allows organizations to spot areas needing enhancement and devise strategies to ensure consistent and aligned UDL implementation across the organization. It promotes effective UDL implementation and enhances outcomes for all students.

### Considerations during the evaluation of procedures and processes to support UDL implementation:

1. What **policies, guidelines, and protocols** are in place to guide UDL implementation?
2. Are **policies, guidelines, and protocols** communicated to stakeholders?
3. What **training and professional development opportunities are provided** for UDL implementation?
4. Are **systems in place for monitoring and evaluating** UDL implementation?
5. What **policies, guidelines, and protocols are adapted** to meet the changing needs of the organization?



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

This segment of the UDL-SIT examines the training and coaching offered to support UDL implementation. It investigates the kinds of training and coaching provided, their evidence base, and their accessibility to all staff. Responding to the questions allows organizations to spot areas needing enhancement and devise strategies to ensure all staff possess the knowledge and skills required for effective UDL implementation. It is critical to promoting effective UDL implementation and enhancing outcomes for all students.

### Considerations during the evaluation of the training and coaching for UDL implementation:

1. Are **training and coaching opportunities provided** to support UDL implementation?
2. **To what degree** are these training and coaching opportunities evidence-based?
3. Are **training and coaching** opportunities **accessible** to all staff?
4. Are **systems in place to monitor and evaluate** the effectiveness of training and coaching?
5. How are **training and coaching opportunities adapted** to meet the changing needs of the organization.



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

When evaluating the implementation fidelity of UDL principles in an educational setting, it is important to consider how effectively the core concepts of UDL are being implemented. It includes examining the alignment of instruction with UDL principles and using evidence-based practices to support all learners. It is also essential to consider the support and resources available to educators for effective UDL implementation.

### Considerations during the evaluation of the UDL knowledge base and core concepts:

1. **To what degree** are UDL principles guiding instruction in the classroom?
2. **To what extent** are evidence-based practices supporting all learners in the implementation of UDL?
3. **Are Resources available** to educators to support the implementation of UDL principles?
4. Are **educators trained** in the principles and practices of UDL?
5. Is the implementation of UDL monitored and evaluated for fidelity and **effectiveness**?

# Emphasis on Asset-based Language

As a facilitator, encouraging educators to adopt asset-based language when interacting with students, parents, and colleagues is paramount. Asset-based language, focusing on strengths and positive qualities, contrasts with deficit-based language, which focuses on weaknesses and shortcomings. Utilizing asset-based language, educators can instill a more empowering perspective in their students and foster a more inclusive and supportive learning environment. Encouraging educators to honor the diversity of their students and recognize their unique strengths and contributions can make students feel valued and supported, creating a positive, empowering learning environment. Therefore, as a facilitator, it is crucial to endorse the use of asset-based language among educators and actively discourage the use of deficit-based language, aiding in creating a more inclusive and supportive learning atmosphere for all students.

## Protocols for Beginning the Facilitation

### Establishing Meeting Times

When setting up regularly scheduled meetings, it is critical to follow a protocol to ensure everyone's needs are accounted for. Here is a protocol for establishing meeting times for these meetings:

1. **Determine the purpose and agenda of the meeting series:** It is important to identify its purpose and agenda before arranging a recurring meeting. It ensures the necessity of the meeting series and that all involved know what to anticipate.
2. **Identify possible meeting times:** Once the purpose and agenda of the meeting series are clear, identify potential meeting times that work for most participants. These can be done via a survey or by asking participants to provide their availability.
3. **Identify scheduling constraints:** Recognize any conditions that might impact meeting time, like time zones, work schedules, or other obligations. It ensures the consideration of everyone's needs when scheduling recurring meetings.
4. **Decide on meeting length and frequency:** Based on the purpose and agenda, determine the length and frequency of the meetings. It ensures focused and efficient meetings, taking place as frequently as participants need.
5. **Finalize meeting times:** After considering the potential restraints, finalize the meeting times.

## Establishing The Team

Representatives from general education, special education, curriculum leadership, and administration create a holistic UDL implementation team. The team will be comprised of members with diverse backgrounds and expertise. Members should be chosen based on their ability to contribute to the team's goals and objectives and their willingness to participate actively. Ensure all voices are represented by asking, "Whose voice is not being heard or represented?" and strive to include potentially excluded individuals.

## Establishing Team Norms for Participants Completing the Rubric

Establishing team norms is a critical process to ensure any team's success. Here is a protocol for setting team norms:

1. **Define the purpose and goals of the team:** The first step in establishing team norms is to define the team's purpose and goals. It ensures everyone is working towards common goals and guides the creation of team norms.
2. **Identify roles and responsibilities:** Clearly articulate the roles and responsibilities of each team member. It ensures everyone understands the expectations and their role.
3. **Set expectations for communication:** Establish how team members will communicate with each other. Communication plans will include the frequency of contact and the methods and tools in use.
4. **Develop decision-making processes:** Identify who has decision-making authority and how the team will reach decisions.
5. **Establish accountability measures:** Establish accountability measures for achieving its goals. It will involve setting deadlines, tracking progress, and identifying consequences for not meeting goals.
6. **Review and revise team norms:** Once established, review and revise the norms regularly.

By following these steps, the team can establish clear norms and expectations for their work together, contributing to the team's efforts, and communication protocols can facilitate effective collaboration and decision-making. Accountability measures help ensure the team stays focused on achieving its goals and objectives. Check in regularly and make adjustments to ensure the team functions effectively and progresses toward its goals. Following this protocol, teams can build a robust foundation for collaboration and success.

## Establishing a Timeline for Rubric Completion

1. **Determine the project's scope:** Clearly define the project's or initiative's scope to determine the timeline needed to accomplish the goals and objectives.
2. **Identify critical milestones:** Identify the key milestones that must be achieved to reach the goals and objectives.
3. **Determine the start and end dates:** Establish the start and end dates for the project or initiative.
4. **Break the project into phases:** Break down the project or initiative into stages, and estimate each phase's start and end dates.
5. **Assign tasks and deadlines:** Assign tasks to team members and establish deadlines for each task.
6. **Establish checkpoints:** Establish checkpoints throughout the project to monitor progress and adjust as needed.
7. **Communicate the timeline:** Communicate the timeline to all stakeholders and team members to ensure everyone is aware of the deadlines and expectations.
8. **Continuously evaluate and adjust:** Evaluate the timeline and make adjustments as needed to ensure the project stays on track.

# What Teams will Expect After Completing the UDL-SIT

After completing the UDL-SIT, it's crucial to guide the team through the following steps for successful UDL implementation:

1. **Review and analyze UDL-SIT results:** Gather the team to discuss the UDL-SIT results and analyze the strengths and areas for improvement across the educational agency, building, and classroom levels. Encourage open and honest conversations about the results to ensure a thorough understanding of the current UDL implementation status.
2. **Prioritize areas for improvement:** Based on the UDL-SIT results, identify the most urgent areas for improvement. When prioritizing these areas, consider the potential impact on student learning, available resources, and alignment with the organization's One Plan.
3. **Develop collaborative teams -aligned UDL action plan:** Collaboratively create an action plan addressing the identified priorities, including quick wins and long-term commitments. Ensure the action plan aligns with the collaborative teams such as District Leadership Team (DLT), Building Leadership Team (BLT) and Teacher Based Team (TBT) and includes evidence-based strategies, timelines, assigned responsibilities, and resource allocation.
4. **Provide professional development and coaching:** Offer targeted professional development and coaching opportunities for educators and staff to increase their capacity in effectively implementing UDL strategies. It could include workshops, webinars, one-on-one coaching sessions, and ongoing support through professional learning communities.
5. **Implement the action plan:** Guide the team in executing it, ensuring all members understand their responsibilities and the expected outcomes. Provide support and resources as needed to facilitate the successful implementation of UDL strategies.
6. **Monitor progress and evaluate impact:** Use the UDL-SIT rubric as a progress monitoring tool to periodically assess the effectiveness of the implemented strategies. Gather data, observe classrooms, and collect feedback from educators, students, and other stakeholders to evaluate the impact of UDL implementation on student learning and engagement.
7. **Reflect, adjust, and iterate:** Regularly review the action plan's progress, celebrate successes, and address challenges as they arise. Reflect on the effectiveness of the implemented strategies and make data-driven adjustments to ensure continuous improvement and alignment with the One Plan.
8. **Share successes and best practices:** Encourage sharing of successes, best practices, and lessons learned among educators and stakeholders. It helps create a community of practice fostering collaboration, learning, and continuous improvement in UDL implementation.

# Final Thoughts

The UDL-SIT Facilitator's Guide was created to provide a comprehensive roadmap for educational organizations aiming to successfully implement UDL principles and practices. Following the steps outlined in this guide, facilitators can support their organizations in assessing current UDL implementation levels, identifying growth areas, and creating targeted action plans to improve educational outcomes for all students.

As a facilitator, maintaining an awareness of the importance of collaboration, communication, and continuous improvement throughout the UDL-SIT process is critical. Engaging all stakeholders, including educators, administrators, and support staff, ensures the organization's UDL implementation is rooted in shared understanding and commitment to inclusive education.

Upon completing the UDL-SIT process, it's crucial to transition the team to their implementation coach. Remember, the team's work does not end here. Ongoing support, professional development, and progress monitoring are integral to a successful UDL implementation journey. By fostering a learning and collaboration culture, the organization can continue to grow and adapt, ensuring all students have access to an inclusive, and supportive learning environment.

The dedication and commitment to Universal Design for Learning and inclusive education is acknowledged. By working together, teams can positively impact all students' lives, empowering them to reach their full potential and succeed in an ever-evolving world.

# 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>	A process of providing guidance, support, and feedback to individuals or teams to improve their skills and performance. Coaching is defined as regular, embedded professional development designed to help teachers and staff to use the program or innovation as intended.
<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.
<b>Teacher Based Teams (TBT)</b>	<p>A group of teachers who work together to develop and implement effective instructional practices and improve student outcomes.</p> <p>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.</p>

**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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