

# Ohio Universal Design for Learning System Implementation Tool

## UDL-SIT Rubric



# Table of Contents

<b>Ohio Universal Design for Learning</b> .....	1
<b>System Implementation Tool</b> .....	1
<b>UDL-SIT Rubric</b> .....	1
Glossary of Terms .....	2
Introduction of the UDL-SIT .....	6
Who .....	7
Where .....	7
When .....	8
How .....	8
What .....	10
Getting Started with the UDL-SIT Rubric .....	11
Tier 1: Educational Agency Rubric .....	12
Tier 2: Building Rubric .....	26
Tier 3: Classroom Rubric .....	38
Scoring Tables for Each Tier .....	51
Future considerations to implement the UDL principles: .....	54
Action Planning for the Future: .....	54
<b>References</b> .....	55

# Glossary of Terms

The words included in the Glossary of Terms are used throughout the Universal Design for Learning System Implementation Tool (UDL-SIT) Rubric, Facilitator’s Guide, and Coaching Guide. When a term first occurs in a section, they are in ***bold, italicized, and blue font*** and the word is hyperlinked back to the Glossary of Terms definitions.

<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.

**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.

# Introduction of the UDL-SIT

The Universal Design for Learning System Implementation Tool (UDL-SIT) is a tool used to monitor how well Universal Design for Learning (UDL) is being implemented.

Six parts in the rubric offer a detailed view of UDL implementation. Each focuses on a different aspect of implementation, showing where things are going well and where there might be room for improvement.



1. **Leadership Teaming: Clear Educational Agency Goals and Leadership Expectations** looks at how committed the leadership is to UDL, such as: Are resources being allocated appropriately? Is there a UDL-friendly culture in place?



2. **Data Sources and Tools to Support Decision-Making: Systematic Progress Monitoring Effectiveness Data (adult and student data)** guides the user's understanding of what data is being collected, from where, and how it's being used.



3. **Outcomes and Practice Profiles: Intentional Planning to Remove Systemic Barriers at the Educational Agency Level** helps evaluate the impact of UDL on learning outcomes. It also gives insights for making improvements and creating an inclusive learning environment.



4. **Procedures and Expectations for the Implementation Team** discusses the policies and guidelines guiding the UDL implementation process. Maintaining consistency across the board is crucial for a successful UDL application.



5. **Training, Coaching, and Support: Flexible Professional Learning** thoroughly reviews the training and coaching provided and its accessibility for all staff members. Everyone must have the necessary knowledge and skills for effective UDL implementation.



6. **UDL Knowledge Base (Core Concepts): Enabling Learner Agency** will guide educators in evaluating how well UDL principles are being applied in instruction and fostering inclusive learning environments where all students can participate and belong, inclusive learning environments. It helps ensure implementation aligns perfectly with the foundational principles and best practices of UDL.

# Who

Leaders, **implementation teams**, teachers, and other supporting staff have roles in ensuring that UDL is implemented effectively, ultimately bringing about positive outcomes for all learners.

UDL-SIT Lead attributes:

- Expertise in UDL
- Objectivity in use of data
- Supportive of staff and
- Guides for improvement and suggest strategies

Other essential participants in the UDL-SIT process are:

- **Leaders**, including superintendents, educational agency, and building-level administrators, and other educational leaders set the direction for UDL **implementation** and arrange for the necessary resources.
- **Teachers** bring the principles into their classrooms, using UDL-aligned methods to enhance learning.
- **Supporting Staff** includes instructional coaches, special education staff, tech specialists, and others who bring their expertise to help teachers and implementation teams.

# Where

The UDL-SIT is designed to evaluate **implementation** at various organizational levels. It's divided into three tiers, each representing a layer of implementation.

- **Tier One** looks at the educational agency level, where the focus is on overall implementation across all schools.
- **Tier Two** examines the building-level, where the spotlight is on how UDL is being applied within individual schools.
- **Tier Three** focuses on the classroom level, looking at how UDL is being brought to life in individual classrooms, as decided collectively by teacher based teams.

Each tier provides unique insights into the educational agency's UDL journey, empowering users to build an inclusive, engaging, and successful learning **environment** for all students.

# When

The ideal moment to start the UDL-SIT is after an educational agency commitment to implementing Universal Design for Learning (UDL). The UDL-SIT helps inform action plans and align resources to back this **implementation**, ensuring each educational agency is on the right path to realize UDL benefits fully.

Commitment from the educational agency is pivotal to the success of the implementation and the attainment of desired outcomes.

## Connecting the UDL-SIT to the Educational Agency's One Plan

The UDL-SIT provides valuable insights that may be integrated into the educational agency's One Plan. By assessing UDL **implementation**, the UDL-SIT informs and shapes improvement plans. The results show what is working and what might need more attention. This data then guides decisions, helps prioritize funding, and educational agency resources. By incorporating the UDL-SIT results into Ohio's reporting system, educational agencies align their UDL efforts with their broader strategy for enhancing student outcomes. It allows the user to track progress, measure UDL implementation's impact over time, and inform future updates to the educational agency's One Plan.

# How

## Preparation Steps for Administering the UDL-SIT

To prepare for the UDL-SIT:

- **Formulate a team:** Select who will be responsible for the UDL-SIT. This requires representatives from leadership, **implementation teams**, teachers, and support staff.
- **Review UDL resources:** Use resources such as the UDL Guidelines and UDL Practice Profile to acquaint the team with the UDL principles and expectations for **implementation**.
- **Determine the UDL-SIT scope:** Decide which buildings or classrooms will participate and how data will be gathered.
- **Set a schedule for UDL-SIT:** Consider the team's availability, the educational agency's needs, and the resources on hand.
- **Define roles and responsibilities:** Identify who will lead, who will collect data, and who will analyze it.
- **Train the team:** Equip team members with the knowledge on how to use the UDL-SIT tool, what data to collect, and how to interpret the findings.
- **Devise a data collection plan:** Decide on the data to be collected, the methods to be used, and who will do the collection.
- **Prepare for analysis:** Identify the tools and resources for analyzing the data.

## Using the UDL-SIT to Develop an Action Plan

To utilize the UDL-SIT Rubric, teams will follow the steps below:

1. **Consensus building:** Debate and agree upon the level of achievement (stable, developing, or not present) for each question in the rubric. In the UDL-SIT, a scoring system is used to determine the level of UDL **implementation** within the educational agency. For each question, the rubric assigns a score of 2, 1, or 0. A score of 2 indicates the UDL feature is well established, 1 suggests it's in development, and 0 means it's absent.
2. **Section sub score:** For each of the six sections, compute a subtotal by adding the scores for each question.
3. **Action plan development:** Based on the subtotals, formulate an action plan addressing the identified improvement areas.
4. **Prioritization:** Give priority to areas closer to achieving stability or focus on moving from not-present to developing status.

## Making the Process Manageable

The time it takes to complete the UDL-SIT can vary due to several factors. However, the process can be structured to be both manageable and efficient without creating an overwhelming workload. Factors influencing completion time include:

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

By dividing the process into smaller, more manageable tasks and allocating suitable resources, UDL-SIT completion can be both effective and efficient. Refer to the Facilitator's guide for a practical example of this process.

## Supportive and Flexible Documents

The UDL-SIT rubric can be downloaded and printed as one full rubric with tiers 1, 2, and 3. There are also separate documents for each tier that can be downloaded as tools. For example, a teacher based team can download the Tier 3 rubric and complete it as a teacher based team, while the building-level team can download the Tier 2 Rubric.

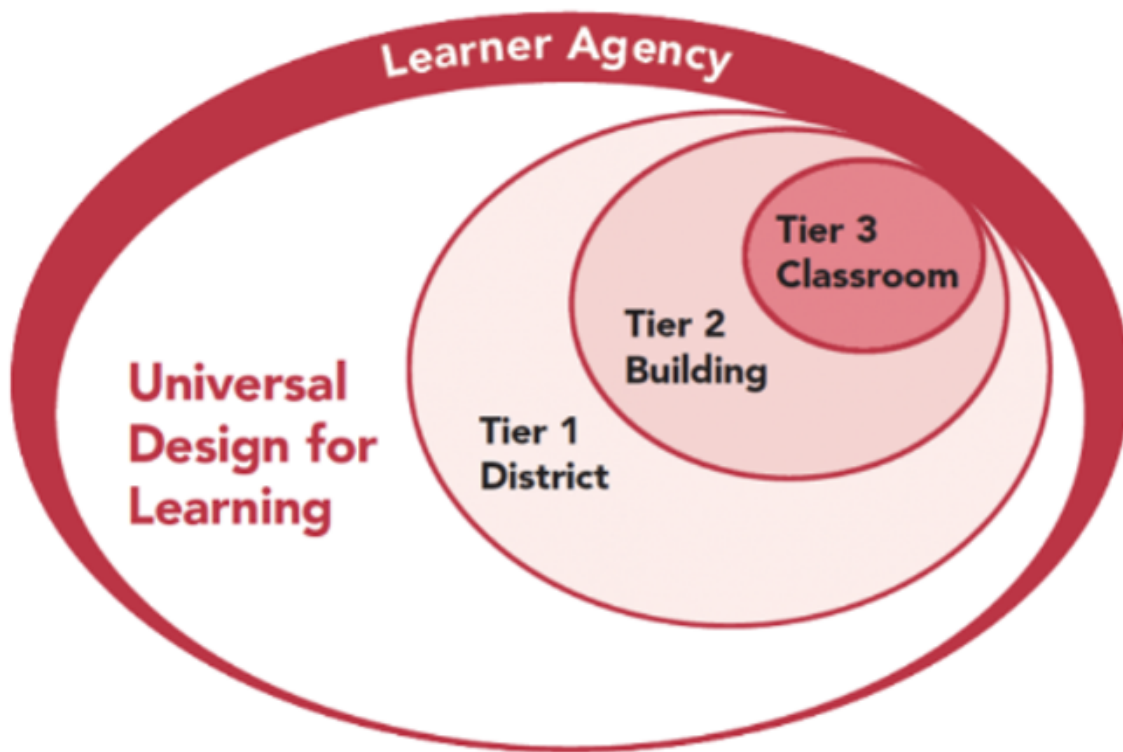
Additionally, a facilitator's guide and coaching guide have been created to support school leaders in the use of the UDL-SIT. All of these documents can be accessed on [OCALI's UDL website](#), under UDL Implementation Resources.

## What

### Expected Outcomes of the UDL-SIT

The expected outcomes include:

- **Enhanced UDL implementation:** The UDL-SIT helps identify areas of improvement, allowing **organizations** to monitor the progress of UDL **implementation** and make necessary adjustments.
- **Deeper understanding of UDL:** The UDL-SIT allows stakeholders to delve deeper into UDL, leading to more informed decision-making and stronger commitment.
- **Greater access:** The UDL approach promotes access and opportunities for all learners. Using the UDL-SIT to evaluate UDL implementation helps ensure these goals are met.
- **Evidence-based decision-making:** The UDL-SIT provides data that can inform decisions about UDL implementation, aiding in changes, resource allocation, and improvement prioritization.
- **Alignment with Ohio's priorities:** The UDL-SIT aids in aligning resources to support UDL implementation, allowing for more effective resource utilization.
- **Increased stakeholder engagement:** The UDL-SIT offers a platform for engagement and collaboration, fostering increased commitment and ownership of UDL initiatives by all stakeholders.



## Getting Started with the UDL-SIT Rubric

In preparation for the UDL-SIT rubric, teams should review each question and collect evidence that supports responses. Evidence could involve documents, procedures, policies, observations, and data.

Based on this evidence, an action plan should be created, encompassing a summary of responses to each question in the UDL-SIT, an overview of the collected evidence, and a strategy to improve identified areas.




# Tier 1: Educational Agency Rubric

---


The Educational Agency Rubric forms the foundation of the Universal Design for Learning System Implementatin Tool (UDL-SIT). It assesses UDL **implementation** within an educational agency to identify areas that require improvement and/or enhancement. This tool ensures a systemic, systematic, and comprehensive evaluation process.

The Educational Agency Rubric is designed for use by a team of individuals familiar with UDL and dedicated to improving student outcomes. The team might include teachers, administrators, educational professionals, and instructional coaches who cooperate in evaluating UDL implementation and creating improvement action plans.

Utilizing the Educational Agency Rubric enables the team to a deeper understanding of UDL implementation, working collaboratively to enhance student outcomes by applying UDL principles. By leveraging the Educational Agency Rubric, educational agencies can ensure a robust and data-driven approach to improving educational access.

	<b>1-1. Leadership and Teaming</b> <b>Clear District Goals and Leadership Expectations</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>1-1.1</b> A UDL educational agency <i>implementation team</i> with clear roles and responsibilities has been established.				
<b>Evidence/Notes:</b>				
<b>1-1.2</b> The team communicates clear goals for UDL <i>implementation</i> with multiple stakeholder groups.				
<b>Evidence/Notes:</b>				
<b>1-1.3</b> The <i>implementation team</i> includes at least one person with expertise in UDL, including knowledge of the significant research base.				
<b>Evidence/Notes:</b>				
<b>1-1.4</b> There are diverse voices with varying levels of expertise, experience, and everyday roles and responsibilities are represented on the team.				
<b>Evidence/Notes:</b>				
<b>1-1.5</b> The UDL team has set expectations and commitments for scheduling, regular meetings, decision-making, and documenting and communicating learnings and planning.				
<b>Evidence/Notes:</b>				

<p><b>1-1.6</b> The UDL team commits to the development, curation, and maintenance of a shared UDL knowledge and resource bank where materials, research, tools, and other resources can be housed and accessed.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-1.7</b> The team has identified existing and needed technology resources to support accessibility, as an expected component of UDL <b>implementation</b>, <b>sustainability</b>, and scale.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Score</b></p>			
<p><b>Additional Notes:</b></p>			

	<b>1-2. Data sources and tools to support Decision Making</b> <b>Systematic Progress Monitoring</b> <b>Effectiveness Data (adult and student)</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>1-2.1</b> The educational agency <i>implementation team</i> has documents in place that will help support <i>implementation</i> .				
<b>Evidence/Notes:</b>				
<b>1-2.2</b> The educational agency implementation team has created a definition of UDL that grounds the creation and use of data sources and tools used for decision making and improvement.				
<b>Evidence/Notes:</b>				
<b>1-2.3</b> The educational agency implementation team has created a <i>data system</i> aligning data used to inform progress in other educational agency level initiatives with the implementation of UDL, adding measures as needed to provide specific evidence related to student outcomes and UDL implementation.				
<b>Evidence/Notes:</b>				
<b>1-2.4</b> There is a UDL <i>practice profile</i> in place and it is periodically reviewed by stakeholders.				
<b>Evidence/Notes:</b>				

<p><b>1-2.5</b> The team has data sources that can help to inform the needs for implementation (e.g. fidelity data, student outcome data from screeners, benchmarks, or progress monitoring, <b>capacity data</b> such as training or <b>coaching</b> outcome data, and scaling or implementation stage data).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-2.6</b> Each data source is in alignment to frameworks, models, initiative <b>alignment matrix</b>, and data tools act as an anchor for the implementation team during meetings, planning, and communicating progress (e.g., capacity data will be used within a <b>feedback loop</b>).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-2.7</b> Decision making is in alignment to frameworks, models, initiative alignment matrix, and data tools and checked by implementation team members to ensure consistency and focus over time (e.g., use of a problem solving process for continuous improvement).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-2.8</b> Relevant resources to support the articulation and use of frameworks, models, initiative alignment matrix, and data tools are a part of the shared UDL knowledge base (e.g. access to training, coaching, professional materials, UDL professional library, curriculum, and technology that align to the UDL Framework).</p>			
<p><b>Evidence/Notes:</b></p>			

<b>Section Sub Score</b>			
<b>Additional Notes</b>			

	<b>1-3. Outcomes and practice profiles</b> <b>Intentional Planning to Remove Systemic Barriers at the District Level</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>1-3.1</b> The UDL <i>implementation team</i> has documented goals, outcomes, and expectations.				
<b>Evidence/Notes:</b>				
<b>1-3.2</b> Goals include expected student outcomes and changes in relevant data sets (e.g., increase in practitioner knowledge, increase in student outcomes).				
<b>Evidence/Notes:</b>				
<b>1-3.3</b> The team has identified, refined, and communicated their expectations for fidelity of <i>implementation</i> with a clear understanding of the end-state they expect to observe when UDL is fully in practice across the educational agency.				
<b>Evidence/Notes:</b>				
<b>1-3.4</b> Expected student outcomes are aligned with UDL best practices in agency, access, and engagement.				
<b>Evidence/Notes:</b>				
<b>1-3.5</b> The team has clear and measurable goals for planning and evaluating implementation of UDL of the next 3-5 years which are based on expected student outcomes and the expectations for fidelity of implementation.				
<b>Evidence/Notes:</b>				

<b>Section Sub Scores</b>			
---------------------------	--	--	--


**Additional Notes:**

	<b>1-4 Procedures and expectation for implementation team</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
	<b>1-4.1</b> The educational agency has a UDL <i>implementation</i> plan.			
<b>Evidence/Notes:</b>				
	<b>1-4.2</b> A UDL educational agency-level <i>implementation team</i> has curated data that help them understand the readiness of the educational agency to fully commit to UDL implementation.			
<b>Evidence/Notes:</b>				
	<b>1-4.3</b> That data has been reviewed to identify barriers to implementation, each of which has strategies articulated to remove or reduce those barriers.			
<b>Evidence/Notes:</b>				
	<b>1-4.4</b> A timeline for <i>implementation</i> has been created, with aligned activities and milestones.			
<b>Evidence/Notes:</b>				
	<b>1-4.5</b> The team has created a realistic budget that will support the <i>implementation</i> of UDL, which includes training, materials, tools, and other resources.			
<b>Evidence/Notes:</b>				

<p><b>1-4.6</b> This budget has been reviewed by relevant leadership and there is a calendar of necessary policy and decision-making points identified to ensure approval and continuous progress of the team and UDL implementation.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-4.7</b> As a result of budget and policy work and the work completed by the UDL implementation team thus far, a clear implementation plan has been drafted, shared with leadership, and approved by relevant boards and stakeholders.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-4.8</b> The team has aligned UDL to other educational agency priorities, having created an <b>alignment matrix</b> or <b>initiative inventory</b> to help communicate that alignment to others.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>1-5 Training, Coaching, And Support Flexible Professional Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>1-5.1</b> Educational agency has a plan to continuously strengthen staff UDL skills, knowledge, and abilities.				
<b>Evidence/Notes:</b>				
<b>1-5.2</b> UDL training is secured for all educational agency and school personnel.				
<b>Evidence/Notes:</b>				
<b>1-5.3</b> Educational agency and building-level training is designed using the UDL Framework.				
<b>Evidence/Notes:</b>				
<b>1-5.4</b> Educational agency and buildings use training <b>effectiveness</b> data to refine staff learning opportunities				
<b>Evidence/Notes:</b>				
<b>1-5.5</b> Educational agency has a <b>coaching</b> system to support staff in UDL <b>implementation</b>				
<b>Evidence/Notes:</b>				
<b>1-5.6</b> Educational agencies and buildings use a coaching service delivery plan.				
<b>Evidence/Notes:</b>				

<p><b>1-5.7</b> Educational agency and building clearly articulate examples of what UDL looks like in practice (including aligned student outcomes, uses of technology, etc.).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>1-5.8</b> The team has built out a plan to fully scale the use of technology resources that support accessibility, as an expected component of UDL implementation.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>1-6 UDL Knowledge Base (Core Concepts)</b> <b>Enabling Expert Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>1-6.1</b> The educational agency has established <i>non-negotiables</i> , a mission or vision statement with enabling core concepts that support UDL <i>Implementation</i> .				
<b>Evidence/Notes:</b>				
<b>1-6.2</b> The educational agency has support for UDL Implementation from stakeholders who are representative of the educational agency's population.				
<b>Evidence/Notes:</b>				
<b>1-6.3</b> The educational agency is committed to building internal <i>capacity</i> that will be able to maintain and sustain UDL Implementation.				
<b>Evidence/Notes:</b>				
<b>1-6.4</b> The team is committed to providing universally available technology resources and tools that empower accessibility for all learners.				
<b>Evidence/Notes:</b>				
<b>1-6.5</b> The educational agency creates opportunities for professionals to share the implementation work throughout the educational agency, promoting <i>expert practitioners</i> .				
<b>Evidence/Notes:</b>				

<b>Section Sub Scores</b>			
---------------------------	--	--	--

**Additional Notes**



## Tier 2: Building Rubric


---

The Building Rubric is aligned with the educational agency's overall UDL **implementation** plan and is a critical component in supporting the implementation of UDL at the classroom level. The Building Rubric is a key component of the Universal Design for Learning System Implementation Tool (UDL-SIT) and is used to evaluate the implementation of UDL at the building level. This tool provides a comprehensive and systematic evaluation process to help building teams assess their UDL implementation and identify areas for improvement.


The Building Rubric is designed to be used by a team of individuals who are knowledgeable about UDL and committed to improving student outcomes at the building level. This team may include administrators, teachers, instructional coaches, and other educational professionals who work together to evaluate UDL implementation and develop action plans for improvement.

By using the Building Rubric, the team can gain a better understanding of their UDL implementation and work together to enhance student outcomes through the implementation of UDL.


The results of the building level team rubric will inform and support the ongoing UDL implementation efforts at the classroom level.

	<b>2-1 Leadership and Teaming</b> <b>Clear Building Goals, Leadership Expectations, and Procedures</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>2-1.1</b> A UDL building <i>implementation team</i> has clear roles and responsibilities.				
<b>Evidence/Notes:</b>				
<b>2-1.2</b> The building <i>implementation team</i> includes a member of the educational agency team assigned to support the building implementation, and at least one person with expertise in UDL, including knowledge of the significant research base.				
<b>Evidence/Notes:</b>				
<b>2-1.3</b> The building team is made up of diverse voices with varying levels of expertise, experience, and everyday roles and responsibilities are represented on the team.				
<b>Evidence/Notes:</b>				
<b>2-1.4</b> The building team has set expectations and commitments for scheduling, regular meetings, decision-making, documenting, communicating, learning, and planning.				
<b>Evidence/Notes:</b>				


<p><b>2-1.5</b> These commitments include accessing and contributing to the UDL knowledge base (managed by the agency-level team) where vetted resources, research, tools, etc. are housed to support <b>implementation</b> at all levels.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-1.6</b> The team has identified existing and needed technology resources to support universal accessibility, as an expected component of UDL <b>implementation</b>, <b>sustainability</b>, and scale.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>2-2 Data sources and tools to support Decision Making</b> <b>Systemic Progress Monitoring Effectiveness Data (adult and student)</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>2-2.1</b> The building <i>implementation team</i> has goals in place that will help support UDL <i>implementation</i> .				
<b>Evidence/Notes:</b>				
<b>2-2.2</b> The building team has access to and clearly understands the definition of UDL that was created by the educational agency team, making sure that any building team data sources and/or tools align to that definition (e.g. fidelity data, student outcome data from screeners, benchmarks, or progress monitoring, and <i>capacity data</i> such as training or <i>coaching</i> outcome data).				
<b>Evidence/Notes:</b>				
<b>2-2.3</b> The building team has aligned UDL to other educational agency priorities for which their building is accountable. The building team has created an <i>initiative inventory</i> to help communicate that alignment to others.				
<b>Evidence/Notes:</b>				
<b>2-2.4</b> The building team has reviewed and discussed the UDL <i>practice profile</i> in place established and approved at the educational agency level.				
<b>Evidence/Notes:</b>				


<p><b>2-2.5</b> The building team has identified data sources that can help to inform the needs for UDL <i>implementation</i>.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-2.6</b> Frameworks, models, initiative <i>alignment matrix</i>, and data tools act as an anchor for the UDL <i>implementation team</i> during meetings, planning, and communicating progress.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-2.7</b> Decision-making is in alignment with frameworks, models, initiative alignment matrix, and data tools and checked by implementation team members to ensure consistency and focus over time.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-2.8</b> Relevant resources to support the articulation and use of frameworks, models, initiative <i>alignment matrix</i>, and data tools are a part of the shared UDL knowledge base.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>2-3 Outcomes and practice profiles (building/school support)</b>  <b>Intentional Planning to Remove Systemic Barriers at the District Level</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>2-3.1</b> The building <i>implementation team</i> has documented outcomes and expectations that also align with the district outcome expectations.				
<b>Evidence/Notes:</b>				
<b>2-3.2</b> Goals include expected student outcomes and changes in relevant data sets.				
<b>Evidence/Notes:</b>				
<b>2-3.3</b> The building team has identified, refined, and communicated their expectations for fidelity of <i>implementation</i> with a clear understanding of the end-state they expect to observe when UDL is fully in practice in the building.				
<b>Evidence/Notes:</b>				
<b>2-3.4</b> Building outcomes align with UDL best practices in agency, access, and engagement.				
<b>Evidence/Notes:</b>				
<b>2-3.5</b> As a result of these outcomes and expectations the building team has clear and measurable goals for planning and evaluating building implementation of UDL over the next 3-5 years.				
<b>Evidence/Notes:</b>				


<b>Section Sub Scores</b>			
<b>Additional Notes</b>			

	<b>2-4 Procedures and expectation for implementation team</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>2-4.1</b>	The building has a UDL <i>implementation</i> plan that has been informed by the educational agency <i>implementation</i> plan.			
<b>Evidence/Notes:</b>				
<b>2-4.2</b>	A UDL building <i>implementation team</i> has curated data that help them understand the readiness of the district to fully commit to UDL <i>implementation</i> .			
<b>Evidence/Notes:</b>				
<b>2-4.3</b>	Building readiness data has been reviewed to identify barriers to <i>implementation</i> , each of which has strategies articulated to remove or reduce those barriers.			
<b>Evidence/Notes:</b>				
<b>2-4.4</b>	A building multiple-year timeline for <i>implementation</i> has been created, with aligned activities and milestones.			
<b>Evidence/Notes:</b>				

<p><b>2-4.5</b> The building team has created a realistic budget that will support the <b>implementation</b> of UDL, which includes training, materials, tools, and other resources.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-4.6</b> The building budget has been reviewed by relevant leadership and there is a calendar of necessary release days to ensure administrative approval and continuous progress of the team and UDL implementation.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-4.7</b> A clear UDL implementation plan has been drafted that aligns with the budget and calendar, is shared with leadership, and approved by the educational agency UDL implementation team.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-4.8</b> The level team has aligned UDL to other district priorities which their building is accountable to. The building team has created an <b>alignment matrix</b> or <b>initiative inventory</b> to help communicate that alignment to others.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>2-5 Training, Coaching, And Support Flexible Professional Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
	<b>2-5.1</b> Building has a plan to continuously strengthen staff UDL skills			
<b>Evidence/Notes:</b>				
	<b>2-5.2</b> Building UDL training is secured and scheduled.			
<b>Evidence/Notes:</b>				
	<b>2-5.3</b> Educational agency and building training is designed using the UDL Framework.			
<b>Evidence/Notes:</b>				
	<b>2-5.4</b> Educational agency and buildings use training <i>effectiveness</i> data to refine staff learning opportunities.			
<b>Evidence/Notes:</b>				
	<b>2-5.5</b> There is a building <i>coaching</i> system and <i>feedback loop</i> to support staff in UDL <i>implementation</i>			
<b>Evidence/Notes:</b>				
	<b>2-5.6</b> Educational agencies and buildings use a coaching service delivery plan.			
<b>Evidence/Notes:</b>				

<p><b>2-5.7</b> The building team works to gather and clarify articulated examples of what UDL looks like in practice (including aligned student outcomes, uses of technology, etc.).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>2-5.8</b> The building team has access to and training in technology resources that support accessibility, and a plan to scale access and training so that student use of those tools can scale.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Score</b></p>			
<p><b>Additional Notes</b></p>			

	<b>2-6 UDL Knowledge Base (Core Concepts)</b> <b>Enabling Expert Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>2-6.1</b> The building <i>implementation team</i> has reviewed the educational agency's <i>non-negotiables</i> , mission and vision, and the UDL core concepts that support UDL <i>implementation</i> .				
<b>Evidence/Notes:</b>				
<b>2-6.2</b> The building team has support for UDL implementation from stakeholders representative of the educational agency's population.				
<b>Evidence/Notes:</b>				
<b>2-6.3</b> The building is committed to building internal <i>capacity</i> that will be able to maintain and sustain UDL <i>Implementation</i> .				
<b>Evidence/Notes:</b>				
<b>2-6.4</b> The building team is committed to <i>scaling up</i> the use of the universally available technology resources and tools that empower accessibility for all learners.				
<b>Evidence/Notes:</b>				
<b>2-6.5</b> The building creates opportunities for professionals to share their work within teams and the building, promoting <i>expert practitioners</i>				
<b>Evidence/Notes:</b>				

<b>Section Sub Scores</b>			
<b>Tier 2 Total Score</b>			
<b>Additional Notes</b>			



## Tier 3: Classroom Rubric

---


The Classroom Rubric is an important component of the Universal Design for Learning (UDL) System Implementation Tool (SIT) and is used to evaluate the **implementation** of UDL in individual classrooms. This tool provides a comprehensive and systematic evaluation process to help teacher based teams assess their UDL implementation and identify areas for improvement. The Classroom Rubric is designed to be completed by teacher based teams who are knowledgeable about UDL and committed to improving student outcomes in their classrooms.

This team will evaluate their UDL implementation and develop action plans for improvement. By using the Classroom Rubric, the team can gain a better understanding of their UDL implementation and work together to enhance student outcomes through the implementation of UDL. The results of the Classroom Rubric will support the ongoing UDL implementation efforts at the classroom level and align with the building and educational agency implementation plans.


	<b>3-1 Leadership and Teaming</b> <b>Clear Classroom Goals, Expectations, and Routines</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-1.1</b> The teacher based team has clear timelines and goals for their work on implementing UDL and is aligned with the building and educational agency plans.				
<b>Evidence/Notes:</b>				
<b>3-1.2</b> Teacher based team has access to the educational agency team member with expertise in UDL.				
<b>Evidence/Notes:</b>				
<b>3-1.3</b> The teacher-based team has scheduled, uninterrupted time for decision-making, training, feedback to build level teams, and developing needed tools and resources for classroom <i>implementation</i> .				
<b>Evidence/Notes:</b>				
<b>3-1.4</b> The teacher based team has access to the UDL knowledge base and can contribute materials and ideas to be included in that knowledge base (note that the district-level knowledge base manager may be vetting or reviewing those contributions).				
<b>Evidence/Notes:</b>				
<b>3-1.5</b> The teacher based team has reviewed the technology resources for accessibility and added any resources that are not yet included.				
<b>Evidence/Notes:</b>				

<b>Section Sub Scores</b>			
---------------------------	--	--	--


**Additional Notes**

	<b>3-2 Data sources and tools to support Decision Making</b> <b>Progress Monitoring Effectiveness Data (adult and student)</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-2.1</b> The teacher based team has the necessary frameworks and lesson/unit planning models to work from.				
<b>Evidence/Notes:</b>				
<b>3-2.2</b> The teacher based team has access to and clearly understands the definition of UDL that was created by the educational agency team, making sure that any classroom data sources and tools align to that definition.				
<b>Evidence/Notes:</b>				
<b>3-2.3</b> The teacher based team has access to the <b>alignment matrix</b> or <b>initiative inventory</b> that helps them to identify how UDL <b>implementation</b> connects with other educational agency/building/classroom level priorities.				
<b>Evidence/Notes:</b>				
<b>3-2.4</b> The teacher based team reviews a <b>practice profile</b> and confirms or adjusts practice to their context.				
<b>Evidence/Notes:</b>				


<p><b>3-2.5</b> The teacher based team knows what data sources will inform UDL <i>implementation</i>.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>3-2.6</b> Frameworks, models, initiative alignment matrix, and data tools act as an anchor for teacher based teams during meetings, planning, and communicating progress.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>3-2.7</b> The teacher based team is using the frameworks, models, initiative alignment matrix, and data tools as they are making decisions around and planning for classroom implementation.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>3-3 Outcomes and practice profiles (building/school support)</b>  <b>Intentional Planning to Remove Barriers</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-3.1</b> The teacher based team documents outcomes and expectations that also align to building outcomes and expectations.				
<b>Evidence/Notes:</b>				
<b>3-3.2</b> The teacher based team includes expected student outcomes and they set targets for improvement in relevant data sets.				
<b>Evidence/Notes:</b>				
<b>3-3.3</b> The teacher based team has reviewed and refined the expectations for fidelity of <i>implementation</i> with a clear understanding of the ideal implementation look-fors they expect to observe when UDL is fully in practice.				
<b>Evidence/Notes:</b>				
<b>3-3.4</b> Classroom outcomes align with UDL best practices in agency, access, and engagement.				
<b>Evidence/Notes:</b>				
<b>3-3.5</b> The teacher based team has clear and measurable goals for evaluating the implementation of UDL over the next 3-5 years.				
<b>Evidence/Notes:</b>				


<p><b>3-3.6</b> The teacher based team is actively using the <i>practice profile</i> in decision-making (including beginning the design of lessons, the integration of accessibility tools, etc.).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>3-4 Procedures and expectation for implementation team</b>  <b>Flexible Methods and Means</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-4.1</b> The teacher based team is using the building UDL <i>implementation</i> plan to inform and plan their work.				
<b>Evidence/Notes:</b>				
<b>3-4.2</b> The teacher based team has data collection tools and a plan for how to use those tools so that the building team is continuously informed and documenting progress toward full UDL implementation.				
<b>Evidence/Notes:</b>				
<b>3-4.3</b> The teacher based team has identified barriers to implementation and strategies to remove or reduce those barriers.				
<b>Evidence/Notes:</b>				
<b>3-4.4</b> The teacher based team is planning and making decisions in connection to the multiple-year timeline for <i>implementation</i> that has been created by the building <i>implementation team</i> (including the aligned activities and milestones).				
<b>Evidence/Notes:</b>				
<b>3-4.5</b> The teacher based team has input and influence over access to resources.				
<b>Evidence/Notes:</b>				

<p><b>3-4.6</b> The teacher based team has necessary job-embedded professional learning time to focus on UDL implementation at the classroom level (e.g., lesson design, accessibility features, etc.).</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>3-4.7</b> The teacher based team has access to the educational agency and building implementation plans.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>3-5 Training, Coaching, And Support Flexible Professional Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-5.1</b> Teacher based teams engage in training and <b>coaching</b> that aligns to educational agency/building goals for UDL.				
<b>Evidence/Notes:</b>				
<b>3-5.2</b> Teacher based teams practice new skills, behaviors, and apply knowledge from training and coaching in their teams and classrooms.				
<b>Evidence/Notes:</b>				
<b>3-5.3</b> Teachers engage in regularly scheduled, on-going professional learning to refine and improve desired and defined UDL practices				
<b>Evidence/Notes:</b>				
<b>3-5.4</b> All staff and <b>teacher based teams</b> have access to someone who is responsible for coaching or providing on-the-job support for UDL <b>Implementation</b>				
<b>Evidence/Notes:</b>				
<b>3-5.5</b> The teacher based team is creating and willing to share examples of what UDL looks like in practice (e.g. aligned student outcomes, uses of technology, accessibility features, design plans, lesson templates, etc.)				
<b>Evidence/Notes:</b>				

<p><b>3-5.6</b> The teacher based team has attended and given feedback on ways to improve training focused on using accessibility tools and features in UDL implementation.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Additional Notes</b></p>			

	<b>3-6 UDL Knowledge Base (Core Concepts)</b> <b>Enabling Expert Learning</b>	<b>Well Established (2)</b>	<b>Developing (1)</b>	<b>Not Present (0)</b>
<b>3-6.1</b> The teacher based team has access to UDL core concepts and understands those concepts at a level where they can discuss and demonstrate how they are being used in the classroom (during and after UDL <b>implementation</b> ).				
<b>Evidence/Notes:</b>				
<b>3-6.2</b> The teacher based team understands the importance of context in UDL implementation, and is continually having conversations about ways to improve their practice and the learning <b>environment</b> .				
<b>Evidence/Notes:</b>				
<b>3-6.3</b> The teacher based team feels supported in their plans for UDL Implementation.				
<b>Evidence/Notes:</b>				
<b>3-6.4</b> The teacher-based team is advocating for the internal <b>capacity</b> necessary to maintain and sustain UDL <b>Implementation</b> is being created and will be sustained.				
<b>Evidence/Notes:</b>				
<b>3-6.5</b> The teacher based team is <b>scaling up</b> the use of the universally available technology resources and tools that empower accessibility for all learners.				
<b>Evidence/Notes:</b>				

<p><b>3-6.6</b> The teacher based teams share their work, examples, and data with others to help inform the scale of classroom-based UDL <i>implementation</i>, thus promoting <i>expert practitioners</i>.</p>			
<p><b>Evidence/Notes:</b></p>			
<p><b>Section Sub Scores</b></p>			
<p><b>Tier 3 Total Score</b></p>			
<p><b>Additional Notes</b></p>			

# Scoring Tables for each Tier

Teams may use these scoring tables to calculate their implementation status as a percentage.

## Tier 1

Calculation for Implementation Status

Implementation Status Calculations for Tier 1	<b>Step 1 Count the Number of Items of Each Rating</b>	<b>Step 2 Multiply Counts by Ratings for Scores</b>	<b>Implementation Status</b>
# of Items rated 2		x 2 =	
# of items rated 1		x 1 =	
# of items rated 0		x 0=	0
Total Possible Value	(total)		
<b>Step 3 Sum Scores</b>			
<b>Step 4 Convert to Percentage</b>		Sum of Scores  /(total) x 100	%

## Tier 2

Calculation for Implementation Status

Implementation Status Calculations for Tier 1	<b>Step 1</b> <b>Count the Number of Items of Each Rating</b>	<b>Step 2</b> <b>Multiply Counts by Ratings for Scores</b>	<b>Implementation Status</b>
# of Items rated 2		x 2 =	
# of items rated 1		x 1 =	
# of items rated 0		x 0=	0
Total Possible Value	(total)		
<b>Step 3</b> <b>Sum Scores</b>			
<b>Step 4</b> <b>Convert to Percentage</b>		Sum of Scores  /(total) x 100	%

## Tier 3

Calculation for Implementation Status

Implementation Status Calculations for Tier 1	<b>Step 1</b> <b>Count the Number of Items of Each Rating</b>	<b>Step 2</b> <b>Multiply Counts by Ratings for Scores</b>	<b>Implementation Status</b>
# of Items rated 2		x 2 =	
# of items rated 1		x 1 =	
# of items rated 0		x 0=	0
Total Possible Value	(total)		
<b>Step 3</b> <b>Sum Scores</b>			
<b>Step 4</b> <b>Convert to Percentage</b>		Sum of Scores  /(total) x 100	%

# Future considerations to implement the UDL principles:

1. **Continuous Learning and Reflection:** The UDL-SIT process encourages continuous learning and reflection. Regularly reviewing the rubric and updating the action plan ensures the team is staying on track and addressing emerging challenges in a timely manner.
2. **Stakeholder Engagement:** Regular engagement with key stakeholders, including staff, students, parents, and community members, provides valuable insights and fosters a sense of collective ownership over the UDL implementation process.
3. **Professional Development:** Ongoing professional development opportunities focused on UDL helps to build the capacity of staff to effectively implement UDL principles in their classrooms.
4. **Integration with Other Initiatives:** Consider how the UDL implementation aligns with and supports other educational agency initiatives and strategic goals. This integration provides additional leverage for UDL and ensures a cohesive approach to improving education.

## Action Planning for the Future:

Consider the following steps when action planning:

1. **Review and Revise the Action Plan Regularly:** Regular review and revision of the action plan ensure it remains relevant and responsive to changing needs and circumstances.
2. **Set Clear Goals and Metrics for Success:** Having clear goals and ways to measure success provides direction and motivation. These metrics can also provide valuable data for evaluating the effectiveness of the UDL implementation.
3. **Establish a Clear Timeline:** Setting a clear timeline with milestones for implementing the action plan helps keep everyone on track and accountable.
4. **Communicate the Plan:** Ensure that the action plan is communicated widely and that all stakeholders understand their roles and responsibilities.
5. **Celebrate Success:** Recognize and celebrate success along the way. This boosts morale and fosters a sense of achievement among staff and students.

Implementing UDL is not a one-time event but a continual process of improvement that evolves. It is a journey toward creating an inclusive learning environment for all students.

# References

Grammarly. Grammarly.com. <https://www.grammarly.com/>

Nelson, L.L. & Basham, J.D. (2014). A blueprint for UDL: Considering the design of implementation. Lawrence, KS: UDL-IRN. Retrieved from <http://udl-irn.org/>.

National Implementation Research Network (2020). Implementation Stages Planning Tool. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Telfer, D.M (2012). A synthesis of lessons learned: How districts used assessment and accountability to increase performance for students with disabilities as part of district-wide improvement. Minneapolis, MN: University of Minnesota. National Center on Educational Outcomes.

The Ohio UDL Collaborative. (2024) The Ohio UDL Collaborative Design Cycle Practice Profile. Retrieved from <https://www.ocali.org/project/ohio-udl-practice-profile>.

The Ohio UDL Collaborative. (2024) Universal Design for Learning Considerations for Implementation Stages vs Implementation Drivers Matrix. Retrieved from <https://ocali.org/storage/ocali-ims-sites/ocali-ims-ocali/documents/2024.09.12-Matrix-Universal-Design-for-Learning-Considerations-for-Implementation-Stages-vs-Implementation-Drivers.pdf>

Ward, C., Metz, A., Louison, L., Loper, A., & Cusumano, D. (2018). Drivers Best Practices Assessment. Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill. Based on: Fixsen, D.L., Blase, K., Naoom, S., Metz, A., Louison, L., & Ward, C. (2015). Implementation Drivers: Assessing Best Practices. Chapel Hill, NC: National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. National Implementation Research Network, University of North Carolina at Chapel Hill.

# Acknowledgments

**Cherie Smith**, State Support Team 6

**Ron B. Rogers**, OCALI

**Jennifer Bavry**, OCALI

**Tracy Mail**, State Support Team 8

**Eric Neal**, State Support Team 11

**Heidi Orvosh**, Northern Buckeye Education Council/NWOCA

**Melissa Emler**, ModernLearners

**Melissa Wagner**, State Support Team 2

**The Ohio UDL Collaborative**

**Kyle Knapp**, Graphic Design

**Rachel Schultz**, OCALI