Scenario

Goals:

- To identify potential readiness barriers to UDL implementation within the scenario

- Use the UDL guidelines to inform actions to remove barriers and build readiness for UDL implementation.

Essential questions:

- How does learner variability influence, impact, and affect implementation?

- How might the UDL principles, guidelines, and checkpoints be used to design actions to build readiness for the implementation of UDL?

Scenario (adapted from **Your UDL Journey: A Systems Approach to Transforming Instruction, Ralabate and Berquist**):

You are a member of the ABC District Leadership Team. A few years ago, the district identified a need to support instruction for students with moderate to significant intellectual disabilities. The focus has since expanded to include supports that would assist educators with providing accessible and meaningful instruction for all students in the district. The district administration has charged the DLT with investigating the use of Universal Design for Learning as a framework for system-wide curriculum design and decision making. The DLT is unsure where to begin. Team members are struggling with the creation of a clear vision for the use of UDL. Some members of the team seem to be hesitant. One team member expressed concern about the number of initiatives being implemented which led to a heated conversation about lack of resources (the professional development schedule for next year has already been developed) and unclear goals. So far, a Universal Design for Learning introductory training has been provided to all instructional and support staff, including the administration. Although this training has taken place, members of the DLT have not agreed on the core components of a UDL framework.

Implementation Driver Color Coding:
Facilitative Administration
Decision Support Data System
Performance Assessment
Training

PROBLEM-SOLVING PROTOCOL (EXAMPLE)

Room #:

Steps	Notes
Introduction/review of protocol/select time keeper and recorder (2 min)	
Identify strengths and needs/barriers: (5 min)	District has established a team and they are examining changes. Initial introductory UDL training has occurred. District has not defined the core, non-negotiable components of UDL use. District has not outlined and communicated ideal, acceptable and unacceptable UDL use so that staff can assess their own performance/abilities - creation of the district UDL Practice Protocol. A scope and sequence of training, aligned with the needs of the staff, has not been developed.
Is the identified need related to readiness? (Importance + Confidence = Readiness) (2 min)	Yes. Staff will not feel <u>confident</u> in their ability to use UDL without adequate <u>training</u> and coaching. Consideration of how to build staff understanding of long- and short-term goals for themselves AND for the students in the district will build understanding of the <u>importance</u> of implementation of UDL.
Vision - If needs were addressed and the barriers were removed, what would that look like?	Each staff member would be able to analyze their performance/abilities using the District created UDL Practice Profile and Performance Assessment. Staff members would create meaningful personal goals that align to the building and district goal. Staff members would attend PD sessions on the designated areas of need and receive on-going support on their professional growth.
Brainstorm Actions and Potential Barriers: Determine next steps/actions to address need. (10 min) Used Compass Site - Training Driver Coaching Questions AND Leadership Table for Training to help with thinking	1. The team will seek out resources to help with defining and operationalizing the core components of UDL. (create a practice profile)

	2. The team will determine what additional training the staff may need based on the staff goal and aligned to the critical areas of the UDL practice profile and will communicate these needs to the Curriculum and PD department.
Remove barriers and ensure accessibility using UDL https://udlguidelines.cast.org/	**Checkpoint 8.1 (Engagement) Heighten salience of goals:** The staff should understand by long term and short term goals related to their learning, their adult actions (fidelity or performance assessment data) and student goals. The district can show their 1)District Plan, 2)Action steps that align that include 3)student and adult measures for long term and short term goal **Checkpoint 6.1 (Action & Expression) Guide Appropriate Goal Setting:** for district, building and staff when completing district plans, building plans, and teachers professional growth plans

PROBLEM-SOLVING PROTOCOL

Room #:

Steps	Notes
Introduction/review of protocol/select timekeeper and recorder (1 min)	
Identify needs/barriers: (5 min)	
Is the identified need related to readiness? (Importance + Confidence = Readiness) (2 min)	
Vision - If needs were addressed and the barriers were removed, what would that look like?	
Brainstorm Actions and Potential Barriers: Determine next steps/actions in order to address the need. (10 min) Consider using Compass Site - Facilitative Driver Coaching Questions , Selection Driver Coaching Questions, and Coaching Driver Coaching Questions to help with thinking	
Remove barriers and ensure accessibility using UDL Note the checkpoints to consider - match to actions https://udlguidelines.cast.org/	

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