CCSSO Inclusive Leadership Webisode #6: Universal Design for Learning: Advancing Inclusive Leadership to Support All Learners

Allison Posey, CAST
Bill Wilmot, CAST
Frank Edelblut, Commissioner, New Hampshire Department of Education
Nikki Norris, Principal, Baltimore County Public Schools

Monday, November 4th 3-4PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail james.paul@ccsso.org
Tech Norms

- Log in to the WebEx system
- Engage camera (helps with understanding in virtual meetings)
- Upon entering, please share your name, role, and organization in the chat pod
- Be in control… mute and unmute yourself
- Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)
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Agenda

- **Introduction and Framing**—Kaylan Connally and James M. Paul, CCSSO 5 Minutes
- **The What and Why of UDL**—Allison Posey and Bill Wilmot of CAST, 15 Minutes
- **Question and Answer Session**—Moderated by James M. Paul, CCSSO, 5 Minutes
- **The How of UDL: State and District Examples**—Nikki Norris and Frank Edelblut of CAST, 20 Minutes
- **Final Question and Answer and Conclusion**—Moderated by James M. Paul, CCSSO, 15 Minutes
Supporting Inclusive Schools for the Success of Each Child

We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners.

Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* (www.ccssoinclusiveprincipalsguide.org)
Strategy 4: Promote Principal Development on Inclusive Practices

- Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work

- Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels that emphasize inclusive principal leadership practices

- Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments

- Ensure that all leaders are knowledgeable of evidence-based and high-leverage practices teachers need to advance positive outcomes for students with disabilities
CAST: a nonprofit organization
Learning should have no limits
Universal Design for Learning framework

Inspiration for CAST: Current Understanding of Learning

- **Variability** of brains
- **Brain plasticity**: interaction with the environment
- Barrier to learning: "one size fits all" design
Barriers are in the environment – not in the individual

Reframe "deficit" to curricular goals, assessments, methods materials
Design Framework

- UDL: a tool to **anticipate** and proactively design for variability

- Research-based best practices
Expert Learners

Expert learning is the goal of UDL
- Purposeful and Motivated
- Resourceful and Knowledgeable
- Strategic and Goal-Directed
What does this mean for classrooms and schools?

- Teachers as designers

- Focus on barriers in design: critical examination of instruction and goals

- Design options: development of expert learning for all students
UDL is like a GPS for Learning Experiences

- Clear goal
- Anticipate barriers
  - Traffic, tolls, road closures
- Flexible options
  - Representation
  - Action & Expression
  - Engagement
- Responsive to changes
UDL is Not an End in Itself, it is the umbrella

UDL = Framework to support

- Personalized Learning
- Competency based learning
- Reduce barriers
- 21 Century Skills
- Social emotional learning
- Your initiatives?
Summary: Big conceptual shifts with UDL

- **Barrier** in environment, not the learner

- Shift from one size fits all design to **flexible, accessible design**

- Embrace and support variability
  - 9 UDL Guidelines organize predictable variability

- UDL: a framework to put research into practice
Discussion and Reflection

What questions or comments do you have for Allison and Bill?

What additional questions did the presentations spark for you?

Moving Forward

How could the work and resources Allison and Bill shared be applied in your context?

Do you have resources or work underway that aligns to Allison and Bill’s presentations that could help peers?
Universal Design for Learning in Maryland

Closing existing achievement gaps is a priority.

UDL Task Force – “A Route for Every Learner”

“The Maryland State Board of Education became the first board to adopt a regulation mandating the application of UDL principles in the curriculum, instructional materials, instruction, professional development, and student assessments.” The regulation was COMAR 13A.03.06 – Universal Design for Learning which was unanimously adopted in July 2012.

UDL Network – Local School System UDL Self-Assessment Tool
25th largest school district in the US
$1.63 billion budget, FY19
174 schools

9,834 teachers
13,814 students
“Adopting UDL fundamentally changed teaching and learning at BCPS.” – William Burke, Chief of Organizational Effectiveness
UDL School Level Implementation

Bill and Melinda Gates Foundation Grant
Towson University Presidential Scholar UDL Project
District Level Meetings with Participants
UDL PLC – started with 6 teachers
UDL Facilitators
Professional Learning – student-centered learning, flexible learning environments
Learning Walks
School Visitations

STAT Teacher (Instructional Coach)
UDL Now book study
Focus on student-centered learning, UDL guidelines, and equity
Job-embedded PD with a focus on standards
School Visitations – UDL-IRN, JHU, UD
HZ Professional Learning Series
UDL in 15 Minutes Podcast with Loui Lord Nelson
Universal Design for Learning in New Hampshire

Why UDL?
- Achievement gap for low income and students with disabilities
- Common, research-based framework to put personalized learning into action

What is happening in NH?
- NH UDL Innovation Network, with CAST
- 69 schools, 495 educators
- Created a NH Department of Education UDL Scholar position

Aligning with other NH work and Impact?
- Part of an ecosystem of initiatives - especially a family engagement initiative
- Beginning to pull in other interested DOE personnel
Increased knowledge of UDL and comfort putting it into practice

- Developing teachers’ designer mindsets – identifying barriers and presuming competence
- Teachers demonstrating greater ownership over their classroom practice
Quotes from NH teachers

“I am actively looking for barriers in the curriculum now and how I can break these barriers down.”

“I now look at every day and every activity from lunch to recess to academics with a new set of lenses”

“I think UDL give you that permission to do what you know is the right thing…”
Thank you for joining us. Please reach out to James M. Paul at james.paul@ccsso.org with any questions about the webisode series. Please join us for upcoming webisides.

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