

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)

CCSSO Inclusive Principal Leadership Webisode Series

Date/Time	Title	Description
<p>Monday, November 4th: 3-4PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode6</p>	<p>Universal Design for Learning: Advancing Inclusive Leadership to Support All Learners</p>	<p>This webisode will focus on universal design for learning. Allison Posey and Bill Wilmot of CAST will present.</p>
<p>Thursday, December 12th: 12-1PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode7</p>	<p>IRIS Modules: The Principal's Role in High-Quality IEP Development and Implementation</p>	<p>This webisode will focus on the principal's role in high-quality IEP development and implementation. Naomi Tyler and Tanya Collins of The IRIS Center will present.</p>
<p>Thursday, January 9th: 1-2PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode8</p>	<p>Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education</p>	<p>This webisode will focus on distributive leadership to advance inclusive schools. Sarah Rosenberg and Alexandra Broin of New Leaders will present.</p>
<p>Wednesday, February 12th: 12-1PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode9</p>	<p>Forward Together: Policies and Practices to Support Students Who Learn Differently</p>	<p>This webisode will focus on findings from NCLD's <i>Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</i> report and an associated school leader's guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.</p>

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, Center for Applied Special Technology

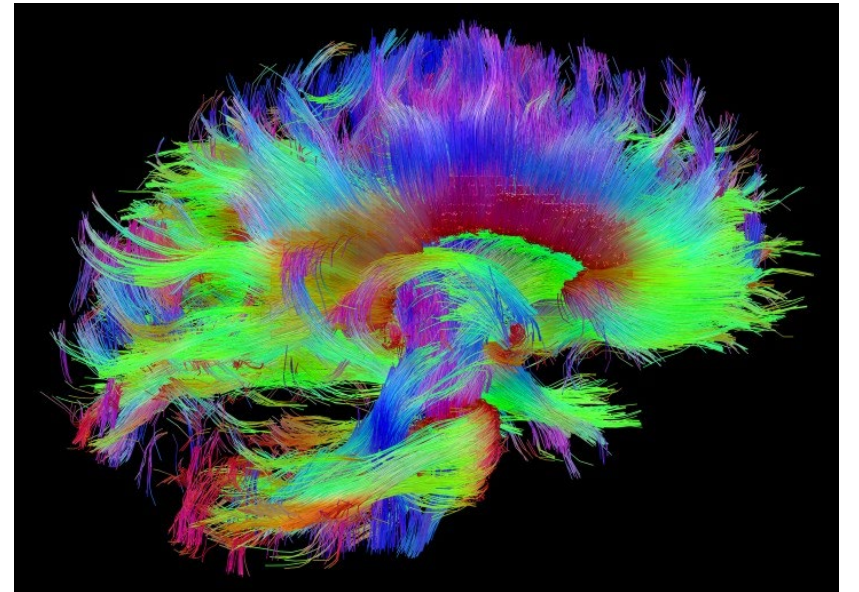


- ⌘ CAST: a nonprofit organization
- ⌘ Learning should have no limits
- ⌘ Universal Design for Learning framework

- ⌘ Digital Handout of resources and links: <https://bit.ly/2N8HHIN>

Inspiration for CAST: Current Understanding of Learning

- ⌘ **Variability** of brains
- ⌘ **Brain plasticity**: interaction with the environment
- ⌘ Barrier to learning: "one size fits all" design



Inspiration for CAST: Current Understanding of Universal Design

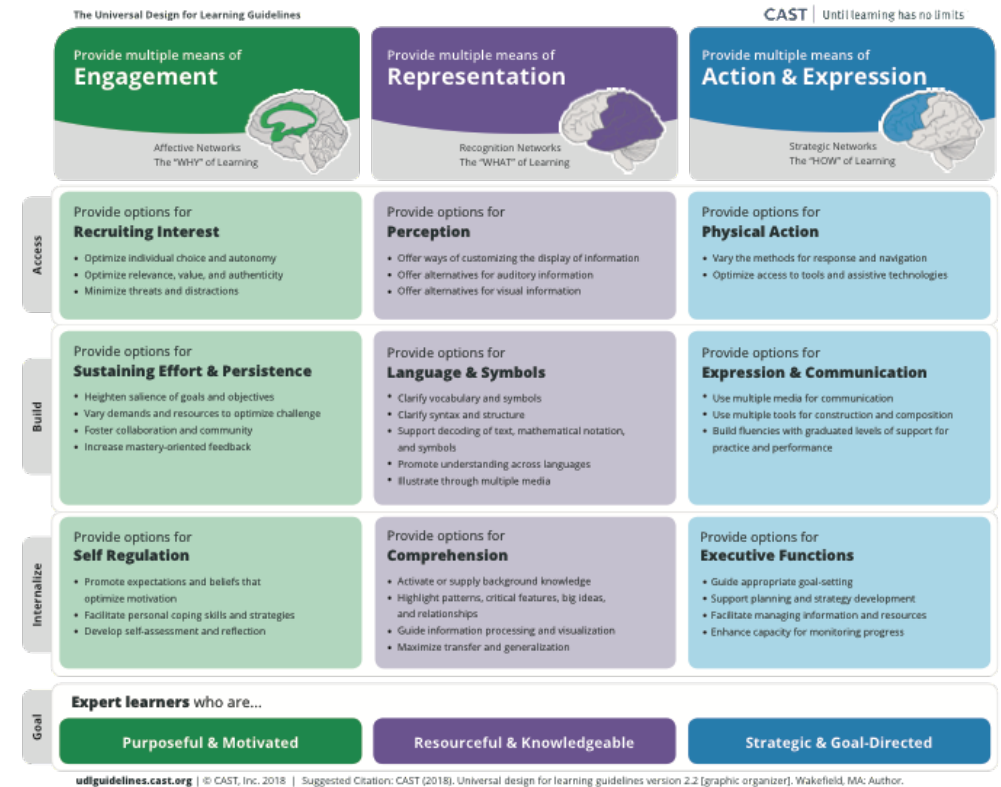
- ⌘ Barriers are in the environment – not in the individual
- ⌘ Reframe "deficit" to curricular goals, assessments, methods materials



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

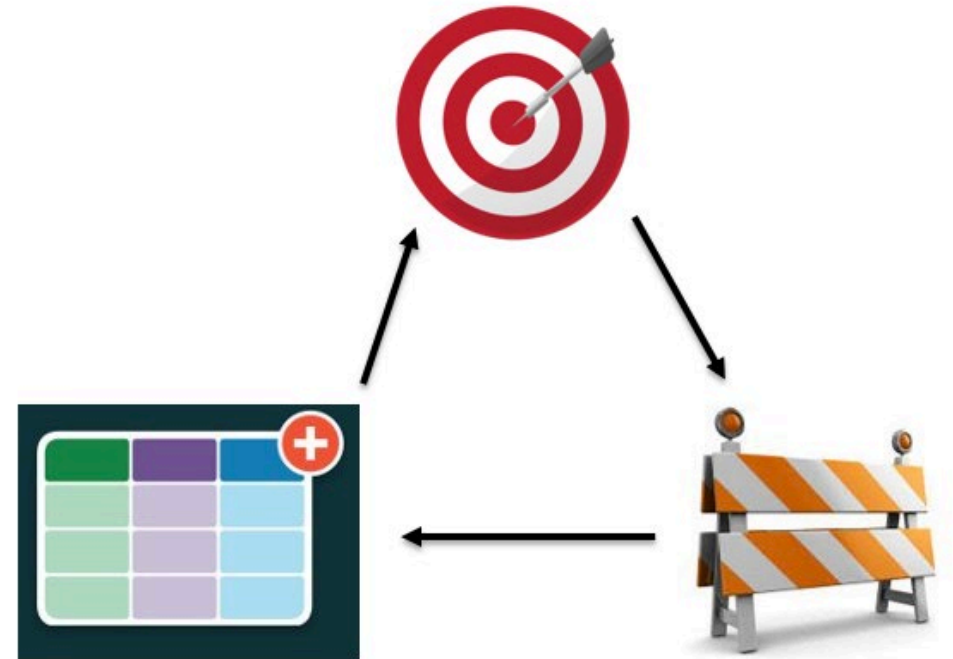
Purposeful & Motivated

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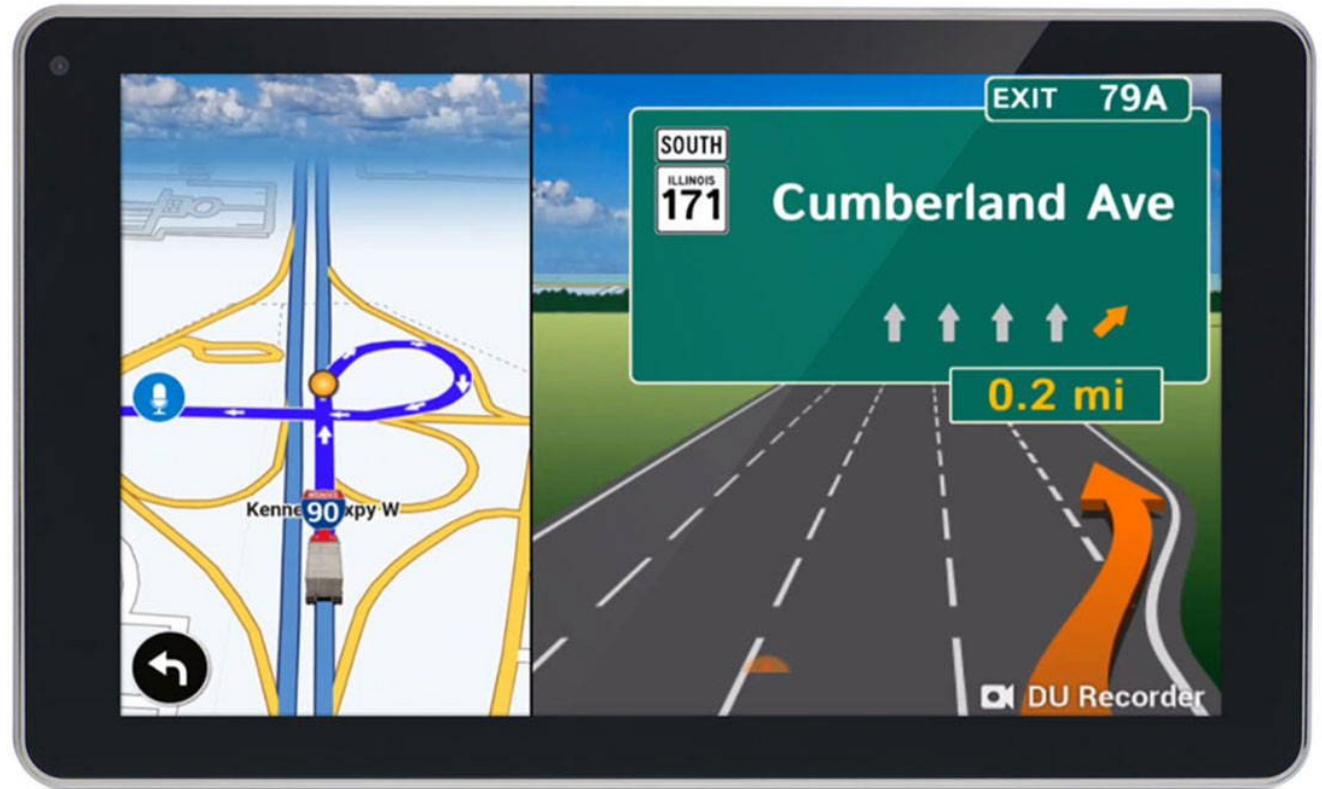
What does this mean for classrooms and schools?

- ⌘ Teachers as **designers**
- ⌘ Focus on **barriers** in design: critical examination of instruction and goals
- ⌘ Design options: development of **expert learning** for all students

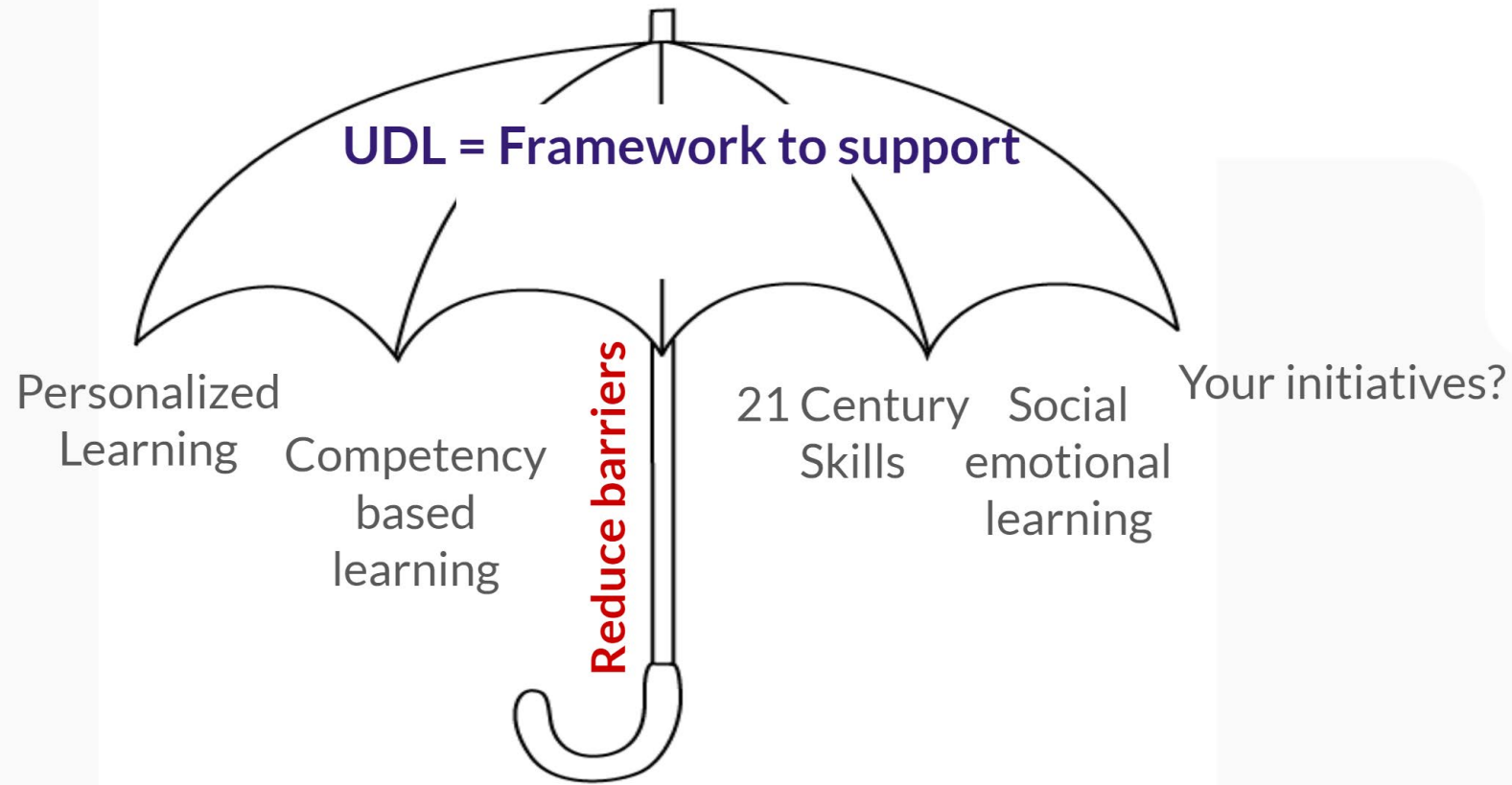


UDL is like a GPS for Learning Experiences

- ⌘ Clear goal
- ⌘ Anticipate barriers
 - Traffic, tolls, road closures
- ⌘ Flexible options
 - Representation
 - Action & Expression
 - Engagement
- ⌘ Responsive to changes

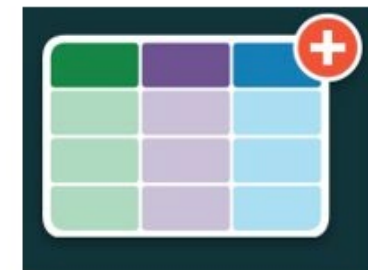
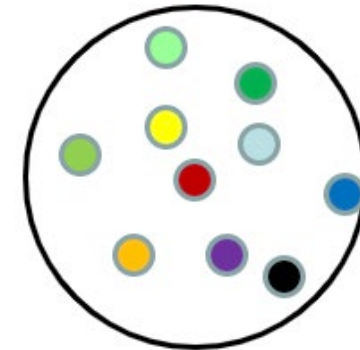


UDL is Not an End in Itself, it is the umbrella



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, Reflection and Moving Forward, Part II

Discussion and Reflection

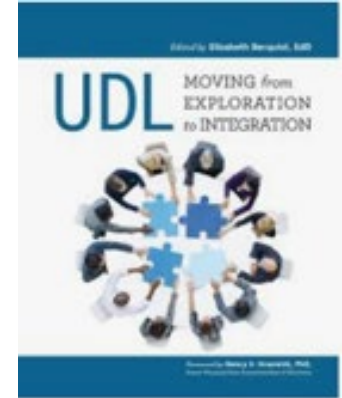
- ⌘ What questions or comments do you have for Allison and Bill?
- ⌘ What additional questions did the presentations spark for you?

Moving Forward

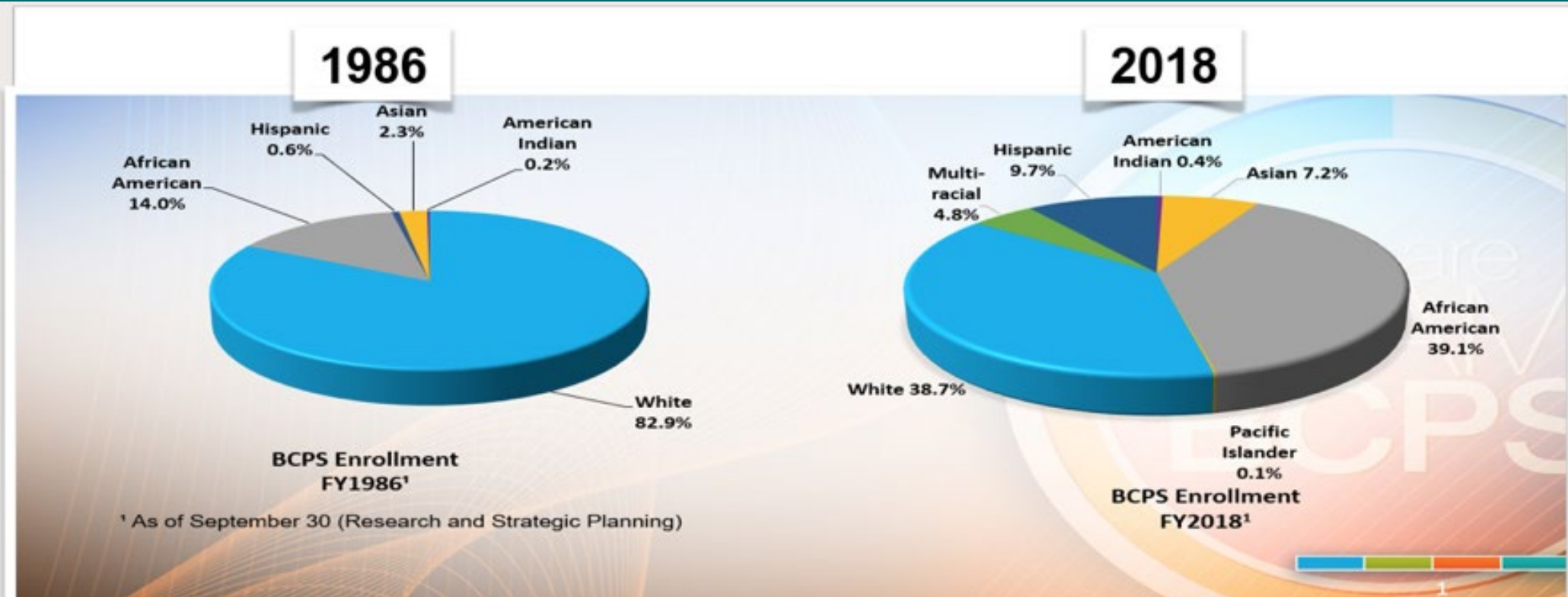
- ⌘ How could the work and resources Allison and Bill shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Allison and Bill's presentations that could help peers?

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



Baltimore County Public Schools



25th largest school district in the US
\$1.63 billion budget, FY19
174 schools

9,834 teachers
13,814 students

- ⌘ Curriculum
- ⌘ Instruction
- ⌘ Assessment
- ⌘ Professional Learning
- ⌘ Infrastructure
- ⌘ Policy
- ⌘ Budget
- ⌘ Communication



“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?

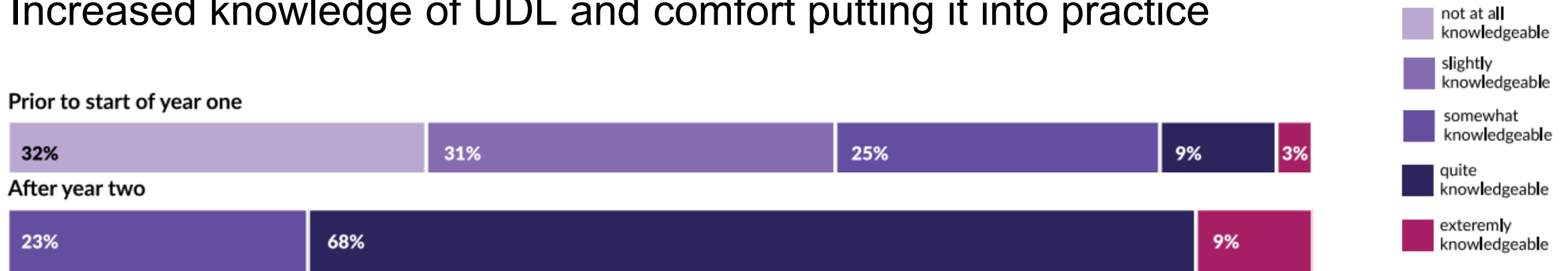
- NH UDL Innovation Network, with CAST
- 69 schools, 495 educators
- Created a NH Department of Education UDL Scholar position

⌘ 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

Findings in NH

⌘ 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...”

Conclusion

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 webisodes.

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Discussion, Reflection and Moving Forward

Discussion and Reflection

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Moving Forward

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