

UNIVERSAL DESIGN FOR LEARNING IN ESSA: POLICIES AND PRACTICES FOR EVERY STUDENT

**COMBINED FEDERAL PROGRAMS MEETING
DECEMBER 2016**

OBJECTIVES

UDL: POLICIES AND PRACTICES FOR EVERY STUDENT

- Attendees will understand that Universal Design for Learning is a framework for creating and sustaining educational environments that are responsive to the needs of each learner, including those with disabilities, limited English proficiency, or those with accelerated learning needs.
- Attendees will understand the importance of addressing UDL in State and local district level plans, not just for accountability purposes, but as a reflection of an acknowledgement of and commitment to addressing the diversity inherent in all learners.
- Attendees will understand the goals of the field-based UDL credentialing and certification initiative to establish a voluntary recognition system for educational districts and institutions, personnel, practices, curriculum materials and assessments.

AGENDA

UDL: POLICIES AND PRACTICES FOR EVERY STUDENT

- The Three Core Principles of Universal Design for Learning
- Why Universal Design for Learning?
- UDL in Federal Statute and Policy Documents
- UDL in the Every Student Succeeds ACT (ESSA)
- Suggestions for addressing UDL in four key areas:
 - Consolidated State Plans
 - Assessment & Accountability
 - Comprehensive Literacy Instruction
 - Student Support and Academic Enrichment grants
- UDL Credentialing and Certification
- Questions & Concerns?



PRESENTER

UDL: POLICIES AND PRACTICES FOR EVERY STUDENT

■ Skip Stahl

Senior Policy Analyst, CAST

Co-Director

The National Center of Accessible Educational
Materials

<http://aem.cast.org/>



National Center on
**Accessible
Educational
Materials**

Today's**Meet**

<https://todaysmeet.com/UDL1213>



TECHNOLOGY CHECK

OPTIONS FOR INTERACTION

■ TodaysMeet

The logo for TodaysMeet, featuring the word "TodaysMeet" in a red, sans-serif font, enclosed within a red rectangular border.

- Navigate to TodaysMeet on your preferred device:
www.todaysmeet.com/UDL1213
- Create a nickname for yourself and click “Join”
- Throughout the presentation, type any questions, thoughts or reflections that you wish to share in the “Message” field
(if you’d like me to respond to you directly, please include your email address)

■ Poll Everywhere

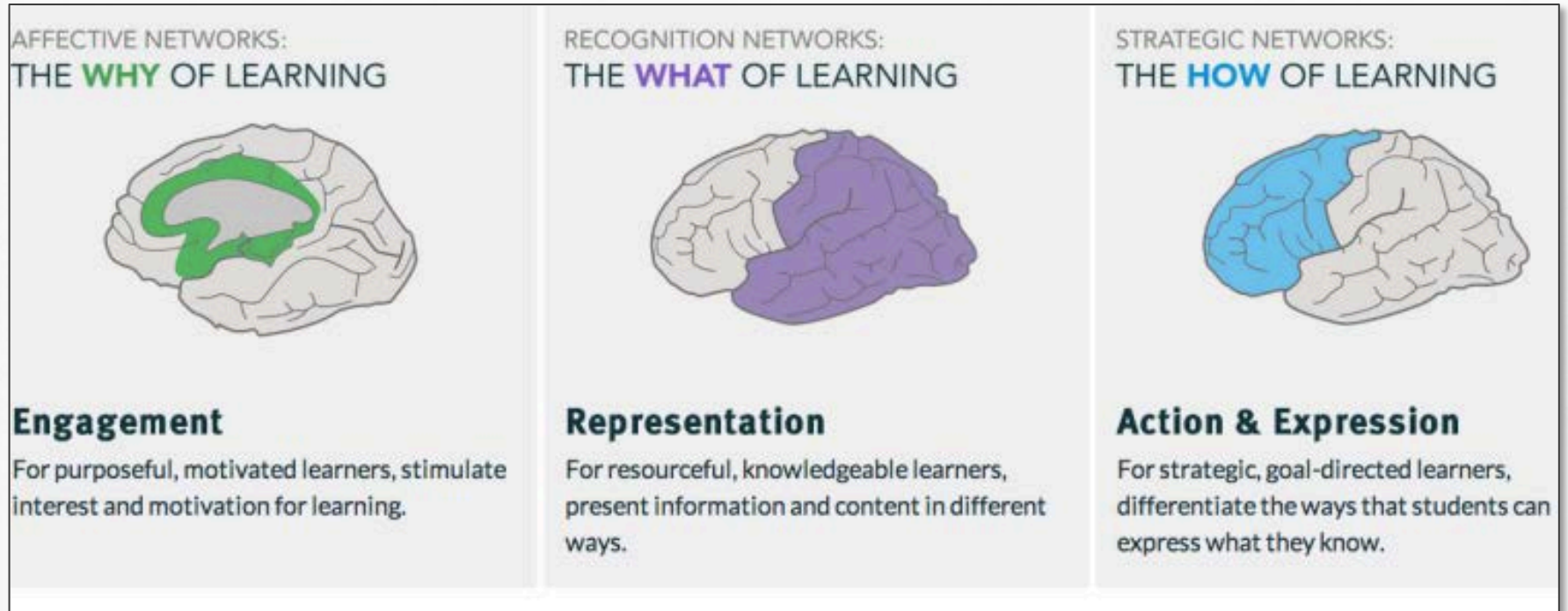


- You may respond to polls via text and web
www.pollev.com/WilliamStahl374 (or text string on slide)

And I can ask for a show of hands...

THE THREE CORE PRINCIPLES OF UDL

WHAT WE KNOW FROM THE NEUROSCIENCE OF LEARNING



- Three Interconnected networks involved in learning



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THE THREE CORE PRINCIPLES OF UDL

CONNECTING NEUROSCIENCE TO EVIDENCE-BASED PRACTICE

ENGAGEMENT

Options for:

- Choice, relevance, authenticity
- Sustaining effort and persistence
- Self-regulation

Affective networks:

THE **WHY** OF LEARNING



MULTIPLE MEANS OF REPRESENTATION

Options for:

- Perception
- Language, mathematical expressions, symbols
- Comprehension

Recognition networks:

THE **WHAT** OF LEARNING



ACTION AND EXPRESSION

Options for:

- Physical action
- Expression and Communication
- Executive (metacognitive) functions

Strategic networks:

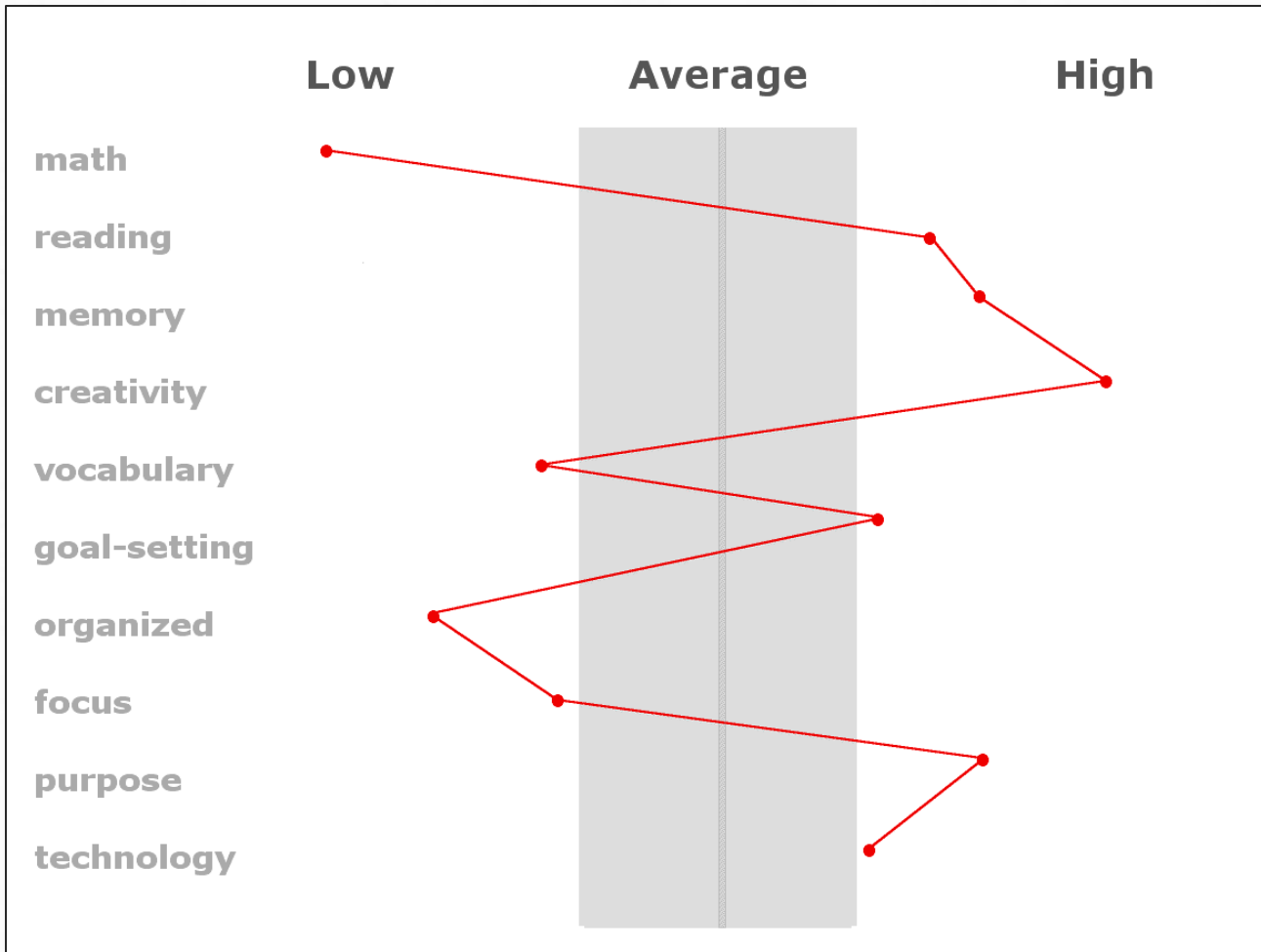
THE **HOW** OF LEARNING



- <http://www.udlcenter.org/aboutudl/udlguidelines>

WHY UDL ?

TO ADDRESS THE DIVERSITY IN EVERY CLASSROOM



- Because learner variability is the norm, not the exception

WHY UDL?

STATUTORY DEFINITION

- Because...

“Universal Design for Learning (UDL) is a scientifically valid framework for guiding educational practice that —

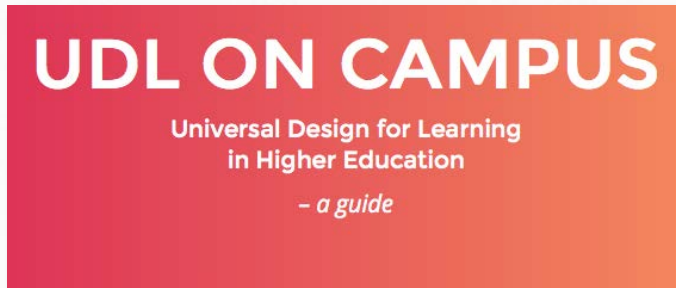
...provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

WHY UDL ?

A GENERAL EDUCATION INITIATIVE SUPPORTING EVERY STUDENT

reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited-English proficient.

Higher Education Opportunity Act of 2008



UDL IN FEDERAL POLICY & STATUTES

- National Education Technology Plan (2016)
- Every Student Succeeds Act (2015)
- Ed Tech Developer's Guide (2015)
- National Education Technology Plan (2010)
- Higher Education Opportunity Act (2008)



UDL IN ESSA



Every Student
Succeeds Act

- State Plans
 - Sec. 1111
- Innovative Assessment & Demonstration Authority
 - Sec. 1204
- Definition of Comprehensive Literacy Instruction
 - Sec. 2221(b)(1)(J)
- Student Support and Academic Enrichment Grants
 - Sec. 4104(b)(3)(C)(i)(II)

PRIOR STATE COMMITMENTS TO UDL

ESEA FLEXIBILITY REQUESTS (2012)

- States that have already included Universal Design for Learning as a core framework for learning:
 - Arkansas, Arizona, Connecticut, District of Columbia, Delaware, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, Rhode Island, South Dakota, Utah, Virginia, Washington, Wisconsin



WAYS TO ADDRESS UDL IN ESSA

STATE PLANS; SEC. 1111

- Suggested Strategies:

- Key phrase

- “States need to show that they have, in consultation with local education agencies...”

- Incorporate UDL references throughout both SEA and LEA plans:

- Encourage annual LEA plans from the lowest performing Title 1 and high schools to incorporate UDL as a guiding framework



SUGGESTED STRATEGIES

STATE PLANS; SEC. 1111

- Encourage annual LEA plans from the lowest performing Title 1 and high schools that incorporate UDL by:
 - Asking LEAs to incorporate UDL into all four aspects of the curriculum: Goals, Methods, Materials and Assessments
- In order to facilitate research-based:
 - Targeted support and improvement
 - Comprehensive support and improvement



UDL IN ESSA

STATE PLANS; SEC. 1005

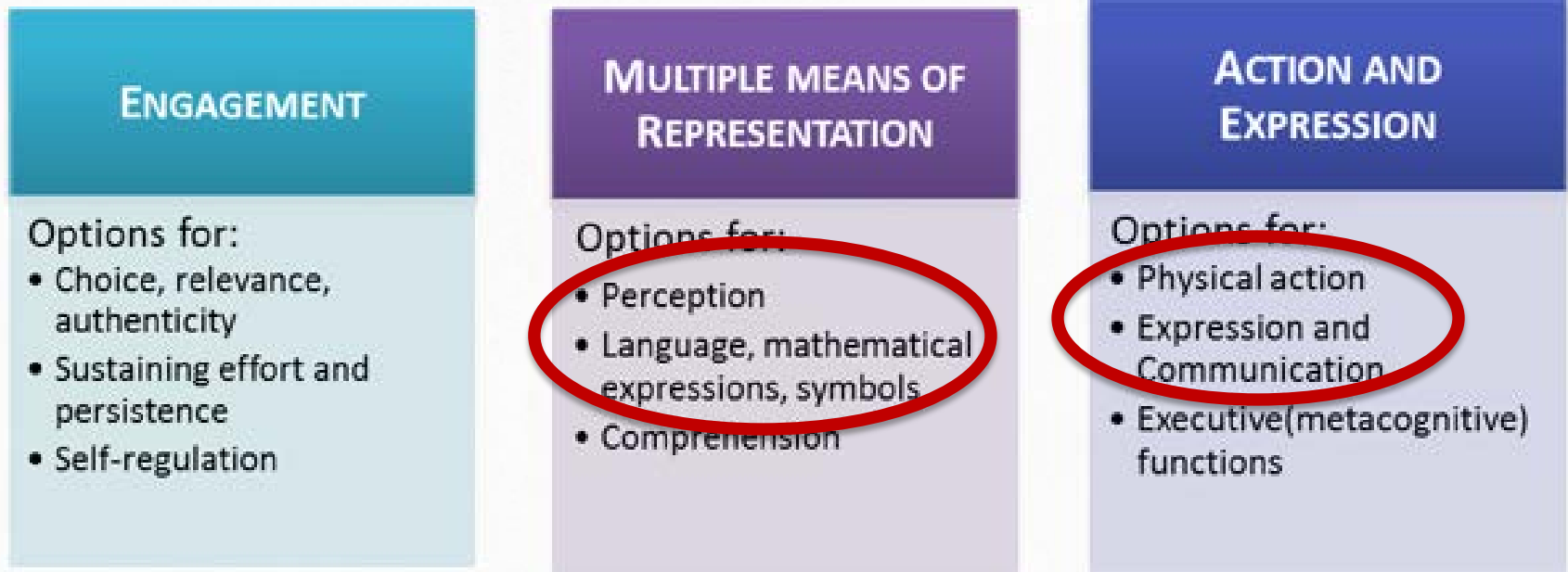
- **Must be addressed in State Plans**
 - States must assess all students, including by offering appropriate accommodations for English learners and children with disabilities, and, to the extent practicable, must develop assessments **using the principles of universal design for learning**, which intentionally reduce barriers and improve flexibility in how students receive information or demonstrate knowledge
- Incorporating the UDL framework into assessments can address fundamental physical, sensory and cognitive accessibility requirements in both Sec. 1111 & Sec. 1204



UDL IN ESSA

INNOVATIVE ASSESSMENT AND DEMONSTRATION AUTHORITY: SEC. 1204

- “(e)(2)(vi) be accessible to all students, such as by incorporating the principles of universal design for learning;”



UDL IN ESSA

INNOVATIVE ASSESSMENT AND ACCOUNTABILITY, SEC. 1204

■ Suggested Strategy:

- Implement assessments that conform to the Web Content Accessibility Guidelines 2, Level AA (WCAG2 AA)

<https://www.w3.org/TR/WCAG20/>

- Perceivable
- Operable
- Understandable
- Robust



UDL IN ESSA

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (SSAE), SEC.
4104(B)(3)(C)(I)(II)

■ for Student Support and Academic Enrichments

- States may use SSAE funds to support local educational agencies in increasing access to personalized, rigorous learning experiences supported by technology.
- States may accomplish this by providing technical assistance to help local educational agencies use technology, **consistent with the principles of universal design for learning**, to support the learning needs of all students, including children with disabilities and English learners.



UDL AND PERSONALIZATION

NONREGULATORY GUIDANCE, SCHOOL SUPPORT AND ACADEMIC ENRICHMENT GRANTS, P.32

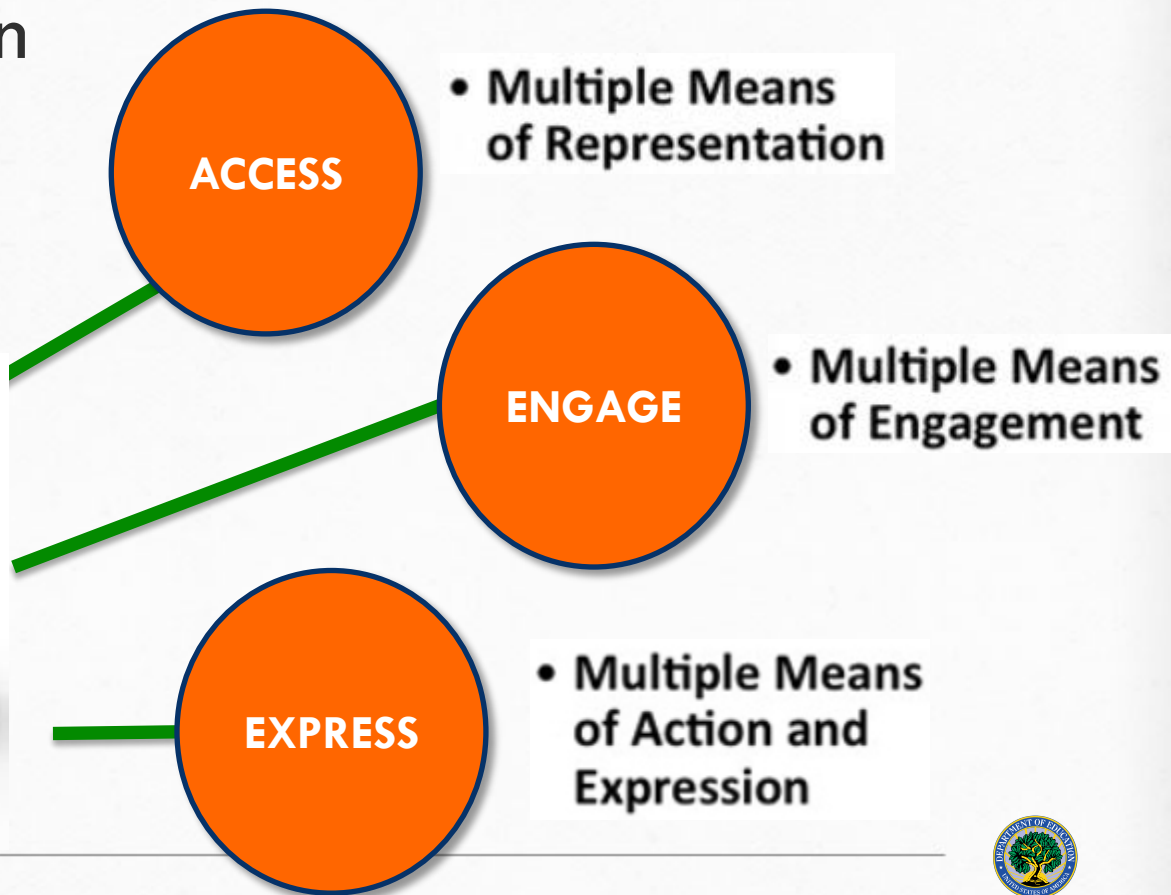
■ Personalized Learning

- Personalized learning allows educators to adjust the pace of learning and to optimize instructional approaches for the needs of each learner as they strive to meet rigorous expectations for college and career success. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs; and learning activities are meant to be meaningful and relevant to learners, driven by their interests, and often self-initiated.”



UDL AND PERSONALIZATION

- Universal Design for Learning offers an evidence-based framework for personalization



UDL IN ESSA

COMPREHENSIVE LITERACY INSTRUCTION, SEC. 2221(b)(1)

(b) Definitions

In this subpart:

(1) Comprehensive literacy instruction

The term "comprehensive literacy instruction" means instruction that-

- (A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
- (B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
- (C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
- (D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
- (E) uses differentiated instructional approaches, including individual and small group instruction and discussion;
- (F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- (G) includes frequent practice of reading and writing strategies;
- (H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress;
- (J) Incorporates the principles of universal design for learning;**
- (K) depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and
- (L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.



UDL IN ESSA

COMPREHENSIVE LITERACY INSTRUCTION, SEC. 2221(b)(1)

- Concerns from the field:
 - What does UDL Look like?
 - How will you know?
 - Who's perspective is valid?
 - How is practice verified?
 - How is a product verified?



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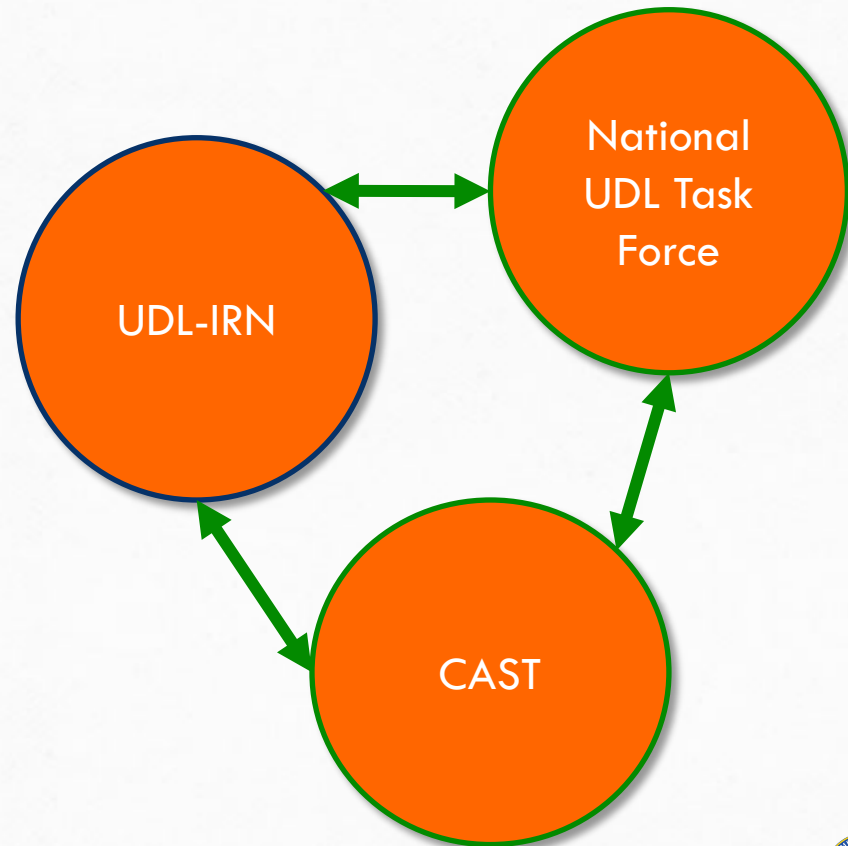
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A SYSTEMIC SOLUTION IS NEEDED

FIELD-BASED & STAKEHOLDER-DRIVEN

- Inclusive, transparent, collaborative, voluntary and verifiable



UDLCCI

THE UDL CREDENTIALING & CERTIFICATION INITIATIVE

- An emerging, voluntary field-based effort
- Phase I (May 2016 – December 2017)
 - UDL Council
 - K-12/Postsecondary Educators, EdTech Vendors, GenEd/SpEd organizations
 - UDL Central
 - Web-based platform for membership, content Record-keeping & community-building



UDLCCI

THE UDL CREDENTIALING & CERTIFICATION INITIATIVE

■ UDL Council

- UDL standards
- Guide vision and strategy
- Support aligned activities
- Establish shared measurement practices
- Build public will
- Advance policy
- Mobilize funding



UDLCCI

THE UDL CREDENTIALING & CERTIFICATION INITIATIVE

- UDL Central
 - Membership
 - Networked connections
 - Content delivery, Credentialing & Certification
- Modeled after the Leadership in Energy and Environmental Design (LEED) certification program.
- Open and global online networked community.
- Designed to support understanding, implementation, & research in UDL.
- Community-based platform & ecosystem.
- Modular.



UDLCCI

UDL CENTRAL



Curated Content



Networked & Sharing



Micro-credentials

UDLCCI

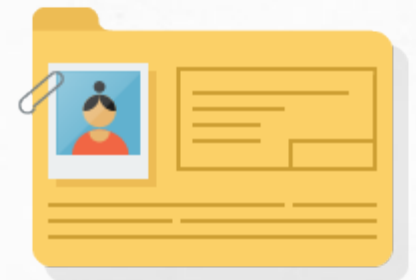
UDL CENTRAL

- Individual & organizational membership systems
- Multiple types of content (e.g., courses, modules, objects, publications)
- Hierarchical and distributed organizational structures (via tags)
- Various interaction schemes (e.g., general content, professional learning, multimodal publications; credentialing & certification routing)
- Accessibility standards (WCAG 2.0 AA)

UDLCCI

STARTING POINTS

- Field-based consensus to establish:
 - District-level USL Certification
 - Bronze, Silver, Gold
 - EdTech product Certification
 - Bronze, Silver, Gold
 - UDL Core Credential
 - Base, Advanced, Expert



RESOURCES

- Universal Design for Learning in the ESSA

- <http://www.cast.org/whats-new/news/2016/udl-in-the-essa.html>

- Final Regulation: Accountability, State Plans and Data Reporting

- <http://www2.ed.gov/policy/elsec/leg/essa/essaaccountstplans1129.pdf>

- UDL as a Framework for Personalization

- <https://www.iste.org/explore/ArticleDetail?articleid=11>
 - <http://circlcenter.org/understanding-udl/>
 - <http://www.edtechupdate.com/personalized-learning/udl/>
 - <http://www.ccsso.org/Documents/Educator-Competencies-081015-FINAL.pdf>





Questions?

PROVIDE US WITH FEEDBACK

WE WANT TO HEAR FROM YOU!

Before leaving the session, please take a few minutes to complete our survey by navigating to the link below:

<https://www.surveymonkey.com/r/>

UDL



