INCLUSION
IN TEXAS

UDL Implementation Guide for Educators in Texas

A collaborative project of the
Texas Education Agency and the Inclusion in Texas Network

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Welcome

Welcome to the UDL Classroom Implementation Guide in Texas. This guide includes a rubric, tools and resources, discussion prompts, and tips for educators to use to implement Universal Design for Learning (UDL).

UDL is a framework that includes ways to ensure all learners can access and participate in the general education classroom. The UDL Guidelines offer suggestions for engaging students, presenting information in different ways, and offering students different ways to show their learning.

We recognize that there are challenges to moving from UDL theory to practice. This tool will help you establish a baseline, help you make progress over time, and give you strategies that support student learning. In this guide you will find the UDL Classroom Implementation Rubric, which outlines a progression of UDL implementation and growth. It also includes strategies and tips for educators to use as they build their capacity to implement UDL. We hope this guide will support you on your journey of designing inclusive learning environments.

Overview

This guide serves as a resource to support educators with the implementation of equitable practices that consider diversity and learner variability in both instruction and instructional environments. This rubric was designed using the UDL Knowledge Statements (Learning Designed 2020) and the UDL Guidelines (CAST 2018). Educators can use this rubric to reflect on their own progress or the progress of their teams.

The rubric can be used multiple times throughout a year and over multiple years to measure the progress of an individual over time. The rubric is intended to be a collaborative tool, not a prescriptive checklist. It should be used to support an ongoing, shared approach to identifying equitable practices that promote inclusive solutions that meet the needs of each learner. Anticipating barriers to learning at the design stage, allows educators to better support students in inclusive contexts.

You are encouraged to use this rubric flexibly. For example, you may choose to focus on just one of the UDL Knowledge Statements for development, or you may choose to focus on more than one.

We encourage you to use the UDL Guidelines in conjunction with the UDL Classroom Implementation Rubric. For more ideas of how the UDL Guidelines align with the UDL Knowledge Statements in this Rubric, see the Discussion Debrief section.

Audience

This guide can be used by an individual educator, including general and special educators, and paraprofessionals to reflect on UDL implementation. Instructional coaches can use the rubric to scaffold the fidelity of classroom implementation. Teams of educators can collaborate and identify how to refine their skills at their current level or stretch and progress to the next level. The rubric can also be used to compile a snapshot of classroom implementation to reflect on school-wide progress and needs for professional development.

Overview of the Rubric Phases

Beginning

Beginning UDL Educators understand there is a need to adjust what they do in the classroom to ensure there are more equitable, inclusive, and improved opportunities for the students in their class.

Beginning UDL educators may:
- add captions to their videos (UDL Option for Perception–Access level);
- let students write, draw, or record their answers (UDL Option for Action & Expression–Access level); and
- add the option for students to choose their own topic for an assignment (UDL Option to Recruit Interest–Access level).

For a Beginning UDL educator, the first steps of implementing UDL is often about starting to make flexible options more available in their students' learning experiences.

Common pitfalls at this phase include:
- offering too many options,
- not scaffolding the choice,
- not aligning the options with the learning goal or the anticipated barriers, and
- not having consistent options available, resulting in some students not knowing how to make good use of the options.

Emerging

At the emerging phase, teachers begin intentionally using new techniques in their classrooms that support the learning goals. The options they provide align with the unique goals of their lessons and the diverse needs of their students. Teachers begin to offer opportunities for students to personalize their options for flexible assessments, materials, and methods.

Emerging UDL educators spend time focusing on how a goal is:
- presented in multiple ways so students can perceive and comprehend it from the start;
  - ° perceive - interact with flexible content that does not depend on a single sense like sight, hearing, movement, or touch
  - ° comprehend - construct meaning and generate new understandings
- framed to highlight relevance;
- supporting expert learning;
- aligned with formative assessments, rubrics, and summative assessments; and
- supporting decisions for the materials and methods that are used.

These considerations are incorporated in any part of a learning experience, such as a single activity, a worksheet, homework assignment, group work, or class discussion.

> Emerging UDL educators know the goal for an assignment is for students to comprehend new content. As a result, they may include an audio version of the reading, provide a multiple media or video example, and offer an accompanying image related to the content (UDL Options for Perception). They know that by adding these options, they are supporting the anticipated variability in perception and that adding these options deepens student comprehension and participation in the learning.
>
> Emerging UDL educators know the goal is for students to show their comprehension of a concept. They may include the option for students to write, draw, or record their answers (UDL Options for Physical Action). This supports variability in physical action so more students can communicate what they know.
>
> Emerging UDL educators know that a barrier in a lesson effects student engagement. They may include a choice board or make connections in the lesson to things that students are interested in or care about (UDL Options to Recruit Interest) that are related to the learning goal. There may be flexible seating, collaboration options, or fidget tools available for students to use as they work.

Proficient

Proficient UDL educators begin to engage students in comprehending their own learning needs, strengths, and challenges, and encourage them to be part of the design process to anticipate barriers and reduce them proactively.

Proficient UDL educators:
- work with students to develop skills that help them to perceive, build relevant vocabulary, and comprehend the materials (UDL Options for Perception);
- work with students to develop skills to know how to best demonstrate their learning in different situations, whether it is using assistive technologies or other tools to support their physical action (UDL Options for Physical Action);
- work with students to develop goals that aligns with their interests, to engage in meaningful, relevant choices, and to know how to reduce perceived threats or distractions in a learning experience (UDL Options to Recruit Interest).

Leader

UDL leaders demonstrate competency in all phases, from Beginning to Proficient, and begin to feel they have the knowledge, skills, and confidence to support other educators to apply UDL.

A UDL leader:
- invites other educators into their classroom to observe UDL application;
- leads UDL professional development or coaching meetings to support the implementation of UDL; and
- observes and provides suggestions for implementing UDL into different learning environments for the anticipated variability of learners.

At this phase, UDL is part of a leader's mindset and approach to the design of all teaching and learning experiences. There is communication with other educators about expert learning and goals, and flexible pathways for learners to reach the goals using the UDL Guidelines. For UDL leaders, there is continued learning and development of UDL understanding that extends beyond their own classroom or learning environment.

How to Score

As you reflect on your teaching practice in meeting the needs of all learners or on coaching educators to extend their practice, use the rubric to guide your observations and reflection. Where are the strengths? Where is there room for growth, such as places where students may not be included, engaged, or able to access content?

When observing or scoring with the rubric consider these steps.

1. Identify and discuss the intended learning goal(s) for the lesson or observation. For example, understand what learners will be able to know, do, and care about because of the learning experience.

2. Use evidence from what you see in the learning environment and from what students are saying, doing, and producing to determine if you score a +1 or +0. You could use survey data or formative assessment data as well. Give a +0 or +1 for each of the UDL Knowledge Statements or for the ones you reflect upon or observe in the lesson. Score teacher activity based on those reflections or observations and then engage the teacher in a conversation using the sample debrief questions below.

Scoring Details: What to look for

Each of the sections in the rubric has some guidance for what to look for as you conduct your observations. These examples are not exhaustive but are meant to direct your attention and consideration to what you may see or experience at different phases of UDL implementation. We recommend that in addition to the rubric, you also have a copy of the UDL Guidelines to reference.

UDL Classroom Implementation Rubric

Progression/UDL Knowledge Statement			
Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*
1. Goal: Representation. *The goal is presented so learners can perceive and comprehend the goal.*			
Beginning educators are beginning to share the goal in more than one way using auditory, visual, and options to customize the display of information. For example, evidence incudes: • goals posted and stated at the start of the lesson and posted in multiple places (P) • students encouraged to restate what the goal means (C) • goals posted in clear language that students can comprehend (LS) • goal reframed into an "I can" statement (C) _____ **Score +1** where you see options for how the goal is presented so learners can perceive and comprehend the goal.	**Emerging educators** regularly anticipate variability and reduce barriers in how their students will perceive and comprehend the goal. For example, educators: • begin all learning experiences with a goal that is perceivable and comprehensible by all learners (P, LS, C) • regularly post goals in multiple ways and students know where to reference the goals as they need (P) _____ **Score +1** where you see options for how the goal is consistently and proactively available and presented in a way that anticipates variability and reduces barriers so learners can perceive and comprehend the goal	**Proficient educators** support students in co-constructing and developing learning goals within a lesson. For example, educators: • encourage students to work together or take actions to perceive and comprehend the goal (C) • support student-centered progress monitoring (C) • check for comprehension of goals (C) _____ **Score +1** where you see students participating with (e.g., discussing, referencing) or advocating for ways to perceive and comprehend the goal.	**Lead educators** model how to proactively plan to present goals so learners can perceiveand comprehend them in any learning experience. Student-informed goals drive all decisions, rubrics and assessments, materials,and methods. For example, educators: • lead staff developmentor meetings with goals that are perceivable and comprehensible for all (P, C) • initiate discussion with colleagues about what the goals mean and how learners can perceive and comprehend them (P, C) • invite their colleagues to develop their own learning goals and monitor their progress (P, LS, C) • develop goals in all contexts that are perceivable and comprehensible by all in any learning experience (P, C) _____ **Score +1** where you see learners consistently perceiving and comprehending the goals across multiple lessons or in any learning context and modeling for or leading others.
Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing. *LETTER CODE KEY: A&E = Action and Expression; C= Options for Comprehension; E = Engagement; LS = Options for Language and Symbols; P = Options for Perception; R = Representation*			

UDL Classroom Implementation Rubric

Progression/UDL Knowledge Statement			
Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*
2. Goal: Action and Expression. *The goal is separate from the means, where possible.*			
Beginning educators focus on learning goals and start to provide options for how students can achieve the goals. For example, options include ways to: • show what students know(draw, write, or speak) (LS) • build background and gain information (see or hear or manipulate) (C) • engage with the goal, such as to have a choice or to have the content made relevant to their interests (E) • remove threats or distractions (E) • collaborate (E) _____ **Score +1** where you see the goal is separate from the means (flexibility in achieving the goal), where possible.	**Emerging educators** regularly anticipate variability and reduce barriers so their students have flexible means to achieve the goal. For example, educators: • provide flexibility for how students can build their background, engage with the lesson, and show what they know (E, A&E) • use the goal to drive the options available in the learning environment (C) _____ **Score +1** where you see evidence of proactive planning to anticipate variability and reduce barriers for the different ways students can achieve the learning goals.	**Proficient educators** support students in co-constructing and developing their own pathways to achieve the learning goals within a lesson. For example, educators: • encourage students to set their own options and learning pathways (A&E) • provide scaffolds to support changing the learning choices (A&E, R) • co-construct options to progress toward the learning goal (A&E, C) • scaffold two-way reflective feedback on efficacy of choices (E, A&E) _____ **Score +1** where you see examples for how students take initiative to use or create flexible pathways to achieve the goal.	**Lead educators** model howto plan goals with flexible means across all lessons and learning environments. Student-informed goals drive all decisions and inform the flexible pathways available. Forexample, educators: • lead staff development or meetings with flexibility in achieving meeting goals (C) • support personalized professional learning about interpreting goals and flexible means (E, P) • develop strategies for flexible means to achieve learning goals across lessons, units, and disciplines/courses in any learning experience (A&E, R) _____ **Score +1** where you seeevidence of tight goals and flexible means across multiplelessons/units and modeling foror leading others.
Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing. *LETTER CODE KEY: A&E = Action and Expression; C= Options for Comprehension; E = Engagement; LS = Options for Language and Symbols; P = Options for Perception; R = Representation*			

UDL Classroom Implementation Rubric

Progression/UDL Knowledge Statement			
Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*
3. Goal: Engagement. *The relevance of the goal is highlighted for the learners.*			
Beginning educators are <u>beginning</u> to highlight the relevance of the goal to learners. For example, educators: • attempt to connect the goal to something meaningful, authentic, or relatable to the learners (<u>E</u>) • provide some choice in how students can make the goal meaningful or relevant (<u>E</u>) _____ **Score +1** where you see options for how the relevance of the goal is highlighted for learners. You could gain evidence from what students are saying, doing, and producing.	**Emerging educators** regularly anticipate variability and reduce barriers in how the goals are highlighted and made relevant to learners. For example, educators: • look for ways to recruit student interest in the learning goals (<u>E</u>) • provide flexibility for how students can relate to and make meaningful connections to the learning goals (<u>E</u>, <u>C</u>) • use the goal to inform the design of flexible, authentic learning opportunities that are meaningful or relevant to learners (<u>E</u>, <u>C</u>) _____ **Score +1** where you see options for how there is proactive planning to highlight the relevance of the goal to learners in ways that anticipate learner variability and reduce barriers.	**Proficient educators** support students in co-constructing and developing their own meaningful connections to and interest in lesson goals. For example, educators: • encourage students to have an active voice to make meaning of and connect to the goals (<u>LS</u>, <u>E</u>, <u>C</u>) • regularly design opportunities into the lesson for students to develop their own meaningful goals (<u>R</u>, <u>E</u>) • co-design goals that are relevant, authentic, and important to students (<u>R</u>, <u>E</u>, <u>A&E</u>) • ensure the rich array of backgrounds and cultures in their classroom have voice and choice (<u>E</u>) _____ **Score +1** where you see options for how learners are encouraged to highlight relevance in the learning goals.	**Lead educators** model how to proactively plan and highlight meaningful connections, points of interest, and relevance in the learning goals across multiple lessons and units. Student-informed goals drive engagement options. For example, educators: • lead staff development or meetings with options to highlight relevance or meaning (<u>E</u>) initiate discussions with colleagues about how the goals are meaningful, of interest and relevant to learners (<u>E</u>, <u>A&E</u>) • invite their colleagues to develop connections to their own learning goals and interests in connection with what they are learning (<u>E</u>) develop meaningful, relevant connections to goals that span across lessons, units, and courses (<u>E</u>) _____ **Score +1** where you see evidence of how learners make relevant and meaningful connections to the learning goals across multiple units (and perhaps across disciplines and within the community) and modeling for or leading others.

Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing.

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UDL Classroom Implementation Rubric

Progression/UDL Knowledge Statement			
Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*
4. Expert Learner[1]. *The design of the learning experience promotes expert learning.*			
Beginning educators provide options for how the design of the learning experience supports expert learning. Options for students to be purposeful and motivated include: • choices that are meaningful to them (E, A&E) • meaningful content connections (C) • ways to minimize threats and distractions (E) Options for students to be resourceful and knowledgeable include choices of • perception (audio/visual) (E) • acquiring background knowledge (C) Options for students to be strategic and goal directed include choices of: • demonstrating knowledge (write, draw, record, etc.) (LS) • assistive technologies, scaffolds, and resources (A&E) _____ **Score +1** where you see options for how the design supports expert learning.	**Emerging educators** regularly anticipate variability and reduce barriers to promote expert learning. For example, educators: • encourage high expectations for all learners (A&E) • provide options for students to access what they need to be purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed (E, A&E) _____ **Score +1** where you see options and evidence for how expert learning is proactively planned to anticipate variability and reduce barriers.	**Proficient educators** support students in being proactive in their own pursuit of learning. For example, students: • set their own learning goals[2] (A&E) • have high expectations for themselves (E) • advocate for and use the flexible tools and resources to develop as expert learners (A&E, R) _____ **Score +1** where you see options or evidence for how students are taking ownership over their own learning needs and taking steps to become expert learners.	**Lead educators** model how to proactively plan for high expectations and expert learning across all lessons and for all students through the design of instruction. For example, educators: • lead staff development or meetings with clear goals and high expectations for all (E, A&E) • use the language of expert learning in their teaching, training, and interactions (LS, A&E) • initiate discussion with colleagues about how they are designing for and scaffolding expert learning in their work (A&E) • invite their colleagues to develop connections to their own expert learning processes (C, E) • develop strategies to support expert learning across all lessons, units, disciplines, and courses (A&E, R) _____ **Score +1** where you see options modeled for teachers or students for planning for and using the language of expert learning across multiple units.

Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing.
Note 1. Expert learning is defined by CAST as ways that students are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.
Note 2. Note that this can happen at any age, including young children.

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Progression/UDL Knowledge Statement			
Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*
5. Assessment. *Flexible assessment options are available to support all learners to achieve the goal.*			
Beginning educators provide options for assessments[3] that support all learners in achieving or showing what they know related to the goal. Options include: • ways to show what students know connected to the learning goal (A&E) • authentic assessment experiences connected to the learning goal (E) • ways to build background and understanding about the assessment and the content and skills required in the assessment (R) _____ **Score +1** where you see options for assessments connected to the learning goal (formative and summative assessments).	**Emerging educators** regularly anticipate variability and reduce barriers in the assessment options to support all learners to show what they know related to the goal. For example, educators: • use frequent, formative assessments that inform next instructional moves (A&E, R) • have clear assessment criteria that aligns with the learning goal (A&E, R) • provide flexible assessments for all learners (A&E, R) • provide authentic assessment opportunities (A&E) • provide practice opportunities for flexible assessments (A&E) _____ **Score +1** where you see options for how assessment options are proactively planned to anticipate variability and reduce barriers for the learning goal.	**Proficient educators** support students in co-designing or using formative assessment options to best show what they know or can do related to the learning goal. For example, students: • monitor their progress and make choices related to goals and criteria (A&E) • advocate for and use formative assessments to inform their learning choices (A&E, E) • develop real-world skills, and knowledge of personal value (E) _____ **Score +1** where you see options for how students are using flexible assessment options to self-assess and make decisions about their own learning progress.	**Lead educators** model how to use flexible assessments in all elements of their work to gather data about the progress made toward the goal. For example, educators: • lead staff development or meetings with formative assessment options (R) • use flexible assessment data to inform next instructional moves (A&E, E) • initiate discussion with colleagues about how they are designing flexible formative assessments to understand what learners know and can do, or to better understand where there are barriers to reduce in the learning environment (E) • initiate discussion with colleagues about how they are using formative assessment options to collaborate with students around the lesson design and to inform instruction (A&E) • connect to how their assessments align with real-world applications _____ **Score +1** where you see evidence for how assessment options are integrated across learning experiences and modeling for or leading others.

Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing.
Note 3. *Note that these will mostly be about formative assessments.*

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Beginner *Options*	**Emerging** *Anticipate variability and reduce barriers*	**Proficient** *Student voice and choice*	**Leader** *Model*

6. Methods & Materials. *Flexible methods and materials are available to support all learners to achieve the goal.*			
Beginning educators provide options for how the design of the flexible methods and materials supports all learners to achieve the goal. *Material* options include: • digital and paper versions of books (A&E, R, E) • videos with captions (R) • paper and digital handouts (C) • assistive technologies or tools (A&E) *Method* options include: • large or small group instruction, centers or whole class instruction, teacher-led or peer-led instruction (E) • peer-guided, independent, or technology-supported practice (E, C, A&E) • immediate or delayed feedback, formative or summative assessment (A&E) • templates, graphic organizers, or organization methods (R, A&E) _____ **Score +1** where you see flexible methods and materials in the design of the learning experience and that align with the learning goal.	**Emerging educators** regularly anticipate variability and reduce barriers by having flexible methods and materials available to support learners to achieve the goal. For example, educators: • provide predictable options for the methods and materials (R, A&E) • support students in using different methods and materials (R, A&E) • provide flexible ways to progress toward the intended goal (E, A&E) _____ **Score +1** where you see options for how flexible methods and materials are proactively planned to anticipate variability and reduce barriers.	**Proficient educators** support students in participating in the design and thinking about their own learning choices. High expectations of expert learning is present for all learners. For example, students: • make choices in the methods and materials to achieve goals (E, A&E) • self-monitor and try different options during the lessons (E) • discuss and reflect on the effectiveness of their choices (E) _____ **Score +1** where you see student voice and choice in the flexible methods and materials they can use to help them in their learning progress and toward the goal.	**Lead educators** model how to proactively plan for flexible methods and materials across all contexts. For examples, educators: • lead staff development or meetings with flexible methods and materials that support the learning goal (R, A&E) • initiate discussion with colleagues about how they are integrating flexible methods and materials in their learning experiences (A&E) • invite their colleagues to develop connections to their flexible methods and materials that have supported expert learning in their lessons (C) develop strategies to support flexible use of methods and materials across all lessons, units, and disciplines, and courses (R, A&E) _____ **Score +1** where you see options for how flexible methods and materials are integrated across lessons and modeling for or leading others.

Scoring Notes: More options do not necessarily mean stronger application of UDL. Scoring evidence can also include data from what students are saying, doing, and producing.

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Beginner TOTAL:_____of 6	Emerging TOTAL:_____of 6	Proficient TOTAL:_____of 6	Leader TOTAL:_____of 6

Discussion Debrief

After your reflection or observation, schedule time for a discussion debrief with a peer teacher or with the educator observed. Allow for at least 30 minutes. You may want to provide some of the questions in advance to support reflection. Consider multiple options for debrief preferences.

Based on your observations and how you self-assessed or scored the teacher using the Implementation Rubric, go to the appropriate section of the debrief questions. You do not need to use every Debrief Question or Tell Me More. You may select a few to focus on based on the barriers experienced in the classroom for the students in relation to inclusion and the intended learning goal.

We recommend:

- that you have specific details from your reflection or observation, including evidence of student work, discussion, or feedback; and

- that you have a copy of the UDL Guidelines to reference for specific strategies. You may choose to use the blank version, to add notes, or to use the filled-out version. What follows are specific discussion debrief questions related to each of the UDL Knowledge Statements (#1-6) and the phases of implementation (B, E, P, L).

- that you ask the educator to reflect not only on the question, but also on what data they can point to as evidence for their answer.

> **1B. Beginning educators:** The goal is presented so learners can perceive and comprehend the goal.

Debrief: Discussion Questions

- How do learners have choice in how they access and perceive the goal?

- What options do learners have to help minimize threats and distractions as they perceive and comprehend the goal?

- How are you presenting the goals so learners can perceive and comprehend it?

- How is information displayed to ensure students can select options that meet their needs as they perceive and comprehend the goal?

- What alternatives for auditory and visual information are provided for students to help them learn about their goals?

- What are your next design action steps to support students in perceiving and comprehending the goals?

- How are students taught to optimize their access to tools and assistive technology so they can perceive and comprehend the goal?

- How do students learn when to use the appropriate tool or assistive technology device that meets the needs of the learning goal?
- What are your next design action steps to support students in taking action to perceive and comprehend the learning goals in a variety of ways to optimize their learning?

Debrief: Tell me more

- Tell me how you support students to comprehend what the goal means.
- Tell me how you have worked with others to develop a variety of inputs to meet the needs of your students.
- Tell me what you have learned about your students' needs for both auditory and visual information.
- Tell me how your students' comprehension of their learning goals may have changed after you implemented these UDL-aligned design options.
- Tell me the ways in which your students have shown that they comprehend the learning goal.
- Tell me about student success using technology to ensure perception and comprehension of the goals.
- Tell me how your work with your educator team has changed over time, related to student perception and comprehension of the learning goals.

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to go beyond simply posting the goals in a couple of places. Encourage them to anticipate barriers students may face in perceiving and comprehending the goals and then proactively design options for students before they encounter that barrier.
- To motivate educators to continue to use UDL, encourage them to celebrate the variety of ways in which their students are progressing with perceiving and comprehending the learning goals.

1E. Emerging educators: The goal is presented so learners can perceive and comprehend the goal.

Debrief: Questions

- How are you regularly making your goals perceivable and comprehensible to learners in flexible ways?
- How do students know where to locate the learning goals if they are absent, come to class late, etc.?
- How do you work with students to be sure they comprehend what the goal means?
- How are you anticipating barriers students may face when accessing and comprehending the learning goals for each lesson?
- How did you design your goals with learner variability in mind?

Debrief: Tell me more

- Tell me how the design of your goals meets the needs of the students who are historically marginalized by a one-size-fits-all curriculum.
- Tell me how you will assess whether students know how to access and comprehend the goal.
- Tell me how you will teach students to locate the goals you have posted across the various environments in which learning occurs (e.g., in remote, hybrid, or classroom settings).

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to include students in the discussion of the goals. Invite students to set, clarify, and use options to make sure they can perceive and comprehend the goals in any lesson.

1P. Proficient educators: The goal is presented so learners can perceive and comprehend the goal.

Debrief: Questions

- What is the purpose behind working with students to offer different ways to perceive and comprehend the goals?

- What were you thinking when you were working with students to discuss and make meaning of the goals?

- How do you invite your students to comprehend and make meaning of the goals they are working toward throughout the learning experience?

Debrief: Tell me more

- Tell me how your students make meaning of goals, which is an important skill of an expert learner.

- Tell me about the variety of ways you have found to encourage learners to make meaning of the learning goals.

- Tell me about any tools that you have used to show students how to scaffold their own perception and comprehension of the learning goals (e.g., vocabulary supports, assistive technologies to have goals read aloud, using images or multiple representations of the goals)

Share: Tips to evaluate and coach

- This phase is all about having students actively involved in taking ownership of their learning by perceiving and comprehending the learning goals in any learning experience.

- To help educators move to the next level, start to encourage them to discuss and share additional tools and strategies they have found helpful in supporting learners to perceive and comprehend the goals.

1L. Lead educators: The goal is presented so learners can perceive and comprehend the goal.

Debrief: Questions

- How do you consistently integrate strategies so goals are perceivable and clear in any learning experience you design?
- What are your most successful strategies for ensuring learners can perceive and comprehend the goals?
- To help educators develop their UDL practice, how can or do you share your strategies for helping them make their goals perceivable and comprehensible?
- How do your students benefit from consistently and regularly having goals that are perceivable and comprehensible in their learning experiences?

Debrief: Tell me more

- Tell me how you have shared your expertise for this UDL Knowledge Statement with your team.
- Tell me the various ways you have worked with team members to develop their UDL skills for this UDL Knowledge Statement?
- How have you seen this UDL Knowledge Statement used with students and your colleagues?
- What have been your greatest successes with your colleagues for implementation of this UDL Knowledge Statement?
- What have been your greatest learnings from your colleagues related to this UDL Knowledge Statement?

Share: Tips to evaluate and coach

- The 1L phase is important, but not all educators will want to take on this role and that is okay.
- This phase is all about educators collaborating with each other about how to make sure their goals are perceived and understood by all learners in any learning experience.

2B. Beginning educators: The goal is separate from the means, where possible.

Debrief: Questions

- How are learners able to have choice in the learning pathways they take to achieve the goal?
- How do you support students as they choose options that best support their learning?
- What are your next design ideas in providing clear goals and options for students to achieve those goals?

Debrief: Tell me more

- Tell me how you provide options for students to achieve the learning goals.
- Tell me what you are thinking as you create options or pathways toward the learning goals to support each individual student, including the most marginalized students.

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to anticipate where there will be barriers in student learning and to proactively integrate options aligned with the goal before students encounter that barrier.

2E. Emerging educators: The goal is separate from the means, where possible.

Debrief: Questions

- How did you proactively design your options with the goal and learner variability in mind?
- How are you regularly offering flexible pathways for students to achieve the learning goal?
- How do students know what options are available for them?
- How do you work with students to be sure they are using the options to help them progress toward the learning goal?
- How do you anticipate barriers students may face when making choices for the design of the learning experience?

Debrief: Tell me more

- Tell me how you anticipate variability in your students as you design options for them to achieve a goal.
- Tell me what you do to reduce barriers that could occur for individual students to achieve the goal.
- Tell me how you provide opportunities for students to build background, engage with information, or to show what they know relative to the learning goal.
- Tell me how you will assess whether students know what options are available to them.

Share: Tips to evaluate and coach

- At this phase, continue to discuss how UDL is proactive and an intentional design.
- Discuss how to include predictable options for Engagement, Representation, and Action & Expression, that students can come to expect in a learning environment.
- Continue to stress the importance of using the goal for making instructional decisions.
- To help educators move to the next level, start to encourage them to include students in the discussion of the goals and the options available for them to achieve the goal.

2P. Proficient educators: The goal is separate from the means, where possible.

Debrief: Questions

- What were you thinking when you were providing more voice and choice to students to create flexible pathways to progress toward the goal?
- What is the purpose behind students developing their different pathways to achieve the goals?
- How are your students engaging with the options or shifting to advocating for their own options so they make sure for themselves they are progressing toward the goal?

Debrief: Tell me more

- Tell me how your students are using these options to grow as expert learners.
- Tell me how your design of clear goals and flexible means is meeting the needs of the most marginalized students.
- Tell me how you encourage students to make choices in their own learning goals.
- Tell me how you listen to students as they co-construct and develop their learning pathways to achieve the goals.
- Tell me what you have learned about students' choices that has changed how you think about teaching and learning.
- Tell me how you will discuss with students whether they are making choices about their own learning.

Share: Tips to evaluate and coach

- This phase is all about having students actively involved in taking ownership of their learning by using options to achieve the learning goals.
- To help educators move to the next level, encourage them to discuss and share additional tools and strategies they have found helpful in separating the means from the goals.

2L. Lead educators: The goal is separate from the means, where possible.

Debrief: Questions

- How do you intentionally incorporate strategies so there are flexible means for students to achieve the goal in any learning experience you design?

- What are your most successful strategies for ensuring tight goals and flexible means?

- How can you or do you share your strategies with other educators so they develop their practice to include clear goals and flexible means?

- How do your students, including the students who are historically marginalized by a one-size-fits-all curriculum, benefit from having clear goals and flexible means in their learning?

Debrief: Tell me more

- Tell me how you have shared your expertise about this UDL Knowledge Statement with your team.

- Tell me about the various ways you have worked with team members to differentiate the 'what' of the goal from the 'how' of instruction.

- Tell me what parallels you have seen between helping your colleagues understand "what" the goal is and 'how' to implement UDL-aligned strategies in their classrooms.

- What have been your greatest successes with your colleagues related to this UDL Knowledge Statement?

- What have you learned from your colleagues related to this UDL Knowledge Statement?

Share: Tips to evaluate and coach

- The 2L phase is important, but not all educators will want to take on this role and that is okay.

- This phase is all about educators collaborating with each other. Discussion should include how to design instruction so clear goals and flexible means to achieve those goals are available for all learners, in any learning experience.

3B. Beginning educators: The relevance of the goal is highlighted for learners.

Debrief: Questions

- How are you highlighting the goal of the lesson so it is relevant or meaningful to students?

- How are students able to make meaningful connections to the learning goal?

- How do you support students to understand real-world applications or connections to the community?

- What are your next design action steps for including ways to highlight the relevance of your goals for students?

Debrief: Tell me more

- Tell me how you support students to relate individual learning goals to things that happen to them in real life (e.g., at home, in the community, across the school, in the classroom).

- Tell me how you support students to make connections between what they already know or have experienced and the current learning goal.

- Tell me how you have used the different cultures and backgrounds of your students to highlight the relevance or value of the goals.

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to anticipate where there will be barriers in how students find meaning in the goal and encourage them to design options to highlight relevance before students encounter that barrier.

3E. Emerging educators: The relevance of the goal is highlighted for learners.

Debrief: Questions

- How are you regularly making your goals relatable and relevant to learners, including the most marginalized students?

- How do students know how to think about and transfer real-world applications of goals, (i.e., concepts and skills)?

- How do you work with students to be sure they are developing meaningful, relevant background and skills related to the learning goal?

- How are you anticipating barriers students may face when comprehending why this goal is important?

- How did you intentionally design the relevance of the goals with learner variability in mind?

Debrief: Tell me more

- Tell me the different ways you have seen students connect what has happened in their life with what they are learning.

- Tell me how your students have expressed that their learning goals relate to their life experiences, either past or future.

- Tell me how you will teach students to make the connection between what they are learning and what they will need to know in the future.

- Tell me how the diverse range of cultures and backgrounds of your students is represented in your goals. In other words, can students see themselves in the goals of this lesson?

Share: Tips to evaluate and coach

- Discuss how educators can proactively, intentionally, and predictably highlight the relevance of goals, so all learners are able to engage with the goal in meaningful ways.

- To help educators move to the next level, encourage them to discuss with students how they can participate in discussing the goals to ensure they are meaningful, relevant, or of interest to their own lives.

3P. Proficient educators: The relevance of the goal is highlighted for learners.

Debrief: Questions

- Why is it important for you to work with students to make the goals of your lessons relevant?
- What were you thinking when you were inviting students to make meaningful goals or connections to the goals?
- How are your students given the opportunity to engage with the goals in ways that are important for them, their family, and community?

Debrief: Tell me more

- Tell me how your students are making connections to what goals mean for them, their family, and their community.
- Tell me how your students are making connections to how the goals are relevant to their future.
- Tell me how you have encouraged students to connect their goals to their life outside of formal learning environments to what they are learning in your learning environment.
- Tell me about the tools you have used to 'connect the dots' for students and to encourage students to make meaningful connections to the goals (e.g., graphic organizers, drawings, photography).
- Tell me how your students are growing as expert learners in ways that can help them make meaningful connections to the goals.
- Tell me how you designed your goals to be relevant and meet the needs of the most marginalized students.

Share: Tips to evaluate and coach

- This phase is all about helping students actively take ownership of their learning by making meaningful connections to the learning goals.
- To help educators move to the next level, encourage them to discuss and share additional tools and strategies they have found that help learners make relevant connections to the goals.

3L. Lead educators: The relevance of the goal is highlighted for learners.

Debrief: Questions

- How do you consistently integrate strategies, so goals are relevant and meaningful to your learners in any learning experience you design?
- How can you share your strategies with other educators so they can develop their practice?
- How do your learners benefit from having goals that are interesting, relevant, and meaningful to them?

Debrief: Tell me more

- Tell me how you have helped your team build learning goals that are relevant for learners.
- Tell me the various ways you have worked with team members to develop the capacity to ensure that goals are relevant for learners, both for immediate learning and future relevance.
- Tell me what parallels you have seen between UDL implementation for students and UDL professional development for your colleagues.
- What have been your greatest successes with your colleagues related to this UDL Knowledge Statement?
- What have you learned from your colleagues related to this UDL Knowledge Statement?

Share: Tips to evaluate and coach

- The 3L phase is important, but not all educators will want to take on this leadership role in your school and that is okay.
- This phase is all about educators collaborating with each other or the external UDL community about how to make sure their learning experiences are relevant and meaningful for students.

4B. Beginning educators: The design of the learning experience promotes expert learning.

Debrief: Questions

- How are you designing options in the learning experience so students can develop as expert learners?
- How do you support all learners, including traditionally marginalized students, to develop as expert learners?
- What are your next design action steps for supporting students to develop as expert learners?

Debrief: Tell me more

- Tell me how you support students to understand what being an expert learner means.
- Tell me what a student does that indicates they understand the importance of becoming an expert learner or know when they are one.
- Can you describe some ways that you have encouraged students to be purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed?

Share: Tips to evaluate and coach

- Remind educators to use the UDL Expert Learner Descriptors to look for evidence of expert learning in their students.
- To help educators move to the next level, encourage them to anticipate where there will be barriers in how students are becoming expert learners.

4E. Emerging educators: The design of the learning experience promotes expert learning.

Debrief: Questions

- How are you regularly using the language of expert learning in your learning experiences?
- How do students know there are high expectations for each of them, including the most marginalized students?
- How do you work with students to be sure they understand what expert learning looks like (i.e., how to think like a scientist, write like a historian, annotate like an expert reader, etc.)?
- How are you anticipating barriers students may face when building expert learning skills?
- How did you design for expert learning with learner variability in mind?

Debrief: Tell me more

- Tell me how you have helped all learners set high expectations for themselves.
- Tell me how you have encouraged students to access what they need to be purposeful and motivated learners.
- Tell me how you have encouraged students to be resourceful and knowledgeable about their own learning.
- Tell me how you have encouraged students to be strategic and goal-directed learners.
- Tell me how you will assess whether students are gaining the mindset and strategies to become expert learners.
- Tell me what has surprised you about your students' capacity to become experts in their own learning.

Share: Tips to evaluate and coach

- In this phase, educators proactively, intentionally, and predictably offer options for Engagement, Representation, and Action and Expression to all learners so they can become expert learners in any context.
- Remind educators to continue to use and reference the UDL Expert Learner descriptors.
- To help educators move to the next level, encourage them to include students in a design process that helps then become expert learners.

4P. Proficient educators: The design of the learning experience promotes expert learning.

Debrief: Questions

- What is the purpose behind the voice and choice you are encouraging students to develop that supports expert learning?
- What were you thinking when you collaborated with students to discuss how they are developing as expert learners?
- How are your students advocating for options that are supporting their development as expert learners?
- Tell me how your students are empowered to use these options and tools so they are growing as expert learners.
- Tell me how the design of your learning experiences supports expert learning and meets the needs of all students, including the most marginalized?

Debrief: Tell me more

- Tell me how your students are using goals to drive their learning choices to grow as expert learners.
- Tell me the variety of ways you have seen your students demonstrate how they are developing as experts in their own learning.
- Tell me about the tools you have used to highlight for students how their decisions about learning impact their outcomes (e.g., graphic organizers, drawings, photography).
- Tell me about the self-evaluation processes you have shared or collaborated with students on to help them develop expert learning habits (e.g., graphs, charts, tally sheets).

Share: Tips to evaluate and coach

- This phase emphasizes how educators ensure that students are actively taking ownership of their learning by recognizing high expectations for themselves and co-constructing flexible pathways to meet them.
- This phase includes incorporating the language of expert learning as part of the classroom culture. To help educators at this phase, continue to reference the UDL Expert Learner descriptors.
- To help educators move to the next level, encourage them to discuss and share additional tools and strategies with colleagues they have found helpful in supporting students to become expert learners.

4L. Lead educators: The design of the learning experience promotes expert learning.

Debrief: Questions
- How do you consistently integrate strategies for and create a culture of expert learning in any learning experience you design?
- How can you share your strategies or model with other educators so they can develop their practice?
- What ways do your students benefit from having high expectations of expert learning in their learning experiences?

Debrief: Tell me more
- Tell me how you have shared your expertise or modeled with your team in a way that encourages them to become expert learners themselves.
- Tell me about the various ways you have worked with team members to develop their UDL skills and helped them to plan for high expectation for themselves and for the students they teach.
- Tell me what parallels you have seen in the development of expert learners, through the use of UDL, between students, your colleagues, and yourself as a learner.
- What have been your greatest successes with your colleagues related to this UDL Knowledge Statement?
- What have you learned from your colleagues related to this UDL Knowledge Statement?

Share: Tips to evaluate and coach
- The 4L phase is important, but not all educators will want to take on this role and that is okay.
- This phase is all about educators collaborating with each other about how to develop expert learning in their students and for themselves.
- Continue to reference the UDL Expert Learner descriptors to encourage development of expert learners in any domain of learning.

5B. Beginning educators: Assessment options are available to support all learners to achieve the goal.

Debrief: Questions

- How are you offering flexible, formative opportunities to assess student progress during the lesson?
- How are learners able to show, in more than one way, what they know or what they can do related to the learning goal?
- How are students aware of the assessment criteria?
- How do you support students in using options that best allow them to demonstrate what they know or are learning?
- What are the next steps for you in developing flexible assessments connected to your learning goals?
- How are you ensuring your assessments align with and measure the intended goal?

Debrief: Tell me more

- Tell me how you provide flexible assessment options for students to show what they know or can do in relation to the learning goal.
- Tell me how you support students in understanding the criteria for success (i.e., how will they know if they have mastered their goal)?
- Tell me what a student does that indicates to you they understand the connection between the goal and what they can do or how well they performed.

Share: Tips to evaluate and coach

- Encourage educators to use the CAST UDL Tips for Assessments and see the CAST Assessment Videos.
- To help educators move to the next level, encourage them to anticipate where there will be barriers in the assessments, especially formative assessments. Identifying the barriers will help educators adapt where needed.

5E. Emerging educators: Assessment options are available to support all learners to achieve the goal.

Debrief: Questions

- How are you regularly offering flexible ways for students to show what they know, can do, or care about?

- How are you using the data from the formative assessments to inform instruction?

- How are students learning how to make choices to best showcase what they know or can do?

- How do you work with students to be sure they understand what the assessment criteria are?

- How are you anticipating barriers students may face when taking formative or summative assessments, including the most marginalized students?

- How did you design your assessments with learner variability in mind?

Debrief: Tell me more

- Tell me how you have planned to incorporate options for formative assessments to help you and your students determine their progress toward a goal.

- Tell me how you have supported your students in understanding the assessment criteria.

- Tell me how you have incorporated options into your assessments to help students determine how well they have progressed toward the learning goal.

- Tell me how you have incorporated options into your assessments to help students determine if they should continue to learn/practice the material or move on to the next phase of learning.

- Tell me how your flexible assessment options provide authentic learning opportunities for students to gain real world skills, expertise, and habits of mind.

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to include students in the discussion of assessment options and how they are best able to show what they know.

5P. Proficient educators: Assessment options are available to support all learners to achieve the goal.

Debrief: Questions

- What is the purpose behind the different assessment options available for students?
- What were you thinking when you were collaborating with and giving voice and choice to students to discuss how they can show their skills or understanding?
- How are your students engaging with the assessment options both formative and summative? How are they able to advocate for assessment options that ensure they are best able to demonstrate what they know and can do?

Debrief: Tell me more

- Tell me how your students are using and developing self-assessments.
- Tell me the flexible ways you have encouraged students to use their own self-assessments.
- Tell me how your students are using assessment data to grow as expert learners and to inform their learning choices.
- Tell me how the design of your assessments and your assessment options meet the needs of the most marginalized students.

Share: Tips to evaluate and coach

- This phase is all about having students actively involved in taking ownership of their learning by using formative assessment options to gauge their learning.
- To help educators move to the next level, encourage them to discuss and share additional tools and strategies with colleagues to develop assessment options.

5L. Lead educators: Assessment options are available to support all learners to achieve the goal.

Debrief: Questions

- How do you consistently and proactively use strategies that integrate formative assessments in any learning experience you design?

- How can you share your strategies with other educators so they can develop their practice?

- How do your students benefit from having formative assessment options in their learning experiences? How is this scaffolding expert learning?

- How are you working to ensure your assessments are connected to real-world applications and skills for all learners?

Debrief: Tell me more

- Tell me how you help your team to infuse formative assessment throughout various learning environments and content areas to inform instructional decisions.

- Tell me about the various ways you have worked with team members to develop their formative assessment skills.

- Tell me how you have helped team members support their students in determining how to choose the best way to demonstrate what they know and how to determine if they have met their goals.

- Tell me what parallels you have seen between the use of self-assessment with students and your use of self-assessment as you lead your colleagues through the UDL process.

- What have been your greatest successes with your colleagues related to this UDL Knowledge Statement?

- What have you learned from your colleagues about this UDL Knowledge Statement?

Share: Tips to evaluate and coach

- The 5L phase is important, but not all educators will want to take on this role and that is okay.

- This phase is all about educators collaborating with each other about how to develop assessment options that are authentic, show what students know and can do, align to learning goals and standards, and inform next instructional moves.

6B. Beginning educators: Flexible methods and materials are available to support all learners to achieve the goal.

Debrief: Questions

- How does the goal drive decisions for how you are providing flexible methods and materials for learners to access resources?

- How are learners able to have choice in the methods and materials of the lesson?

- How do you support students in making productive choices in the methods and materials?

- What are your next action steps in your design for making your methods and materials flexible and accessible?

- How are the flexible methods and materials supporting expert learning?

- How are the flexible methods and materials engaging and relevant for your students?

Debrief: Tell me more

- Tell me how you incorporate flexible methods and materials for learners in connection to the learning goal.

- Tell me what a student does that indicates to you they understand which methods and materials to select to help progress toward a specific goal.

Share: Tips to evaluate and coach

- To help educators move to the next level, encourage them to anticipate where there will be barriers in how students can access and use flexible methods and materials to support their learning needs. Here is an article to help identify barriers.

6E. Emerging educators: Flexible methods and materials are available to support all learners to achieve the goal.

Debrief: Questions

- How are you regularly making flexible methods and materials available for learners to use as they need to support their learning?
- How do you work with students to be sure they are learning to use the different methods and materials to support their learning?
- How are you anticipating and reducing barriers students may face when using different methods and materials in your lessons?
- How did you design your methods and materials with learner variability in mind?

Debrief: Tell me more

- Tell me how you work to ensure that flexible methods and materials are available for student learning, especially to meet the needs of the most marginalized students.
- Tell me how you will assess whether students know about and can use the various methods and materials available to them.
- Tell me how you determine if students know where to locate and access the various materials available to them.

Share: Tips to evaluate and coach

- Encourage educators at this phase to proactively, intentionally, and predictably offer options for Engagement, Representation, and Action & Expression in the methods and materials for all learners. Continue to reference the UDL Guidelines for tips and strategies.
- To help educators move to the next level, encourage them to include students in the discussion of how they are leveraging the flexible methods and materials to develop as expert learners.

6P. Proficient educators: Flexible methods and materials are available to support all learners to achieve the goal.

Debrief: Questions

- What is the purpose behind the different methods and materials available, how do they support the goal?

- What were you thinking when you collaborated with students to design different methods and materials?

- How do students know how to make productive choices in the methods and materials they select or choose not to use?

- Tell me how you empower students to make choices in the methods and materials they use to progress toward the learning goal.

- How do your students engage with the methods and materials, making sure for themselves, that they are making the best choices to support their learning?

- Tell me how your students are using the methods and materials so they are growing as expert learners.

- Tell me how the design of your methods and materials meets the needs of all students, including the most marginalized students?

Debrief: Tell me more

- Tell me how your students are using a variety of materials and methods to support their learning.

- Tell me the ways you have encouraged students to take risks (at times) and use a variety of materials and methods.

- Tell me how you have collaborated with students to determine which materials and methods help them meet their goals.

- Tell me about the tools you have shown to students, or that you have had students show you.

- Tell me how your students share how their choices of materials or methods can impact their learning (e.g., graphic organizers, drawings, photography).

- Tell me about the activities you have taught students to engage in that help them to highlight their own progress (e.g., graphs, charts, tally sheets).

Share: Tips to evaluate and coach

- Look for whether students are actively involved in taking ownership of their learning by using flexible methods and materials that can support them in the real-world.

- To help educators move to the next level, encourage them to discuss and share additional tools and strategies they have found helpful.

6L. Lead educators: Flexible methods and materials are available to support all learners to achieve the goal.

As educators become leaders around how they develop their flexible methods and materials to support all learners achieve the learning goal,

- they know how to reference the different UDL Guidelines to intentionally anticipate variability and reduce barriers in any context;
- they collaborate with students around the flexible methods and materials that support all learners to achieve the goal; and
- they reflect on how the design of their flexible methods and materials impacts student learning and the development of expert learners

Debrief: Questions

- How do you consistently integrate flexible methods and materials for learners to progress toward the goals in any learning experience you design?
- How can you share your strategies with other educators, so they can develop their practice?
- How do your students benefit from having flexible methods and materials in their learning experiences, including the most marginalized students?

Debrief: Tell me more

- Tell me how you have shared your expertise about the variety of materials and methods with your team.
- Tell me about the various ways you have worked with team members to develop tools for their UDL toolkit as they build their UDL skills.
- Tell me what parallels you have seen between the use of various materials and methods with students and your use of various materials and methods as you lead your colleagues through the process.
- What have been your greatest successes with your colleagues?
- What have you learned from your colleagues?

Share: Tips to evaluate and coach

- The 6L phase is important, but not all educators will want to take on this role and that is okay.
- This phase is all about educators collaborating with each other to identify and develop flexible methods and materials that support all students to achieve the learning goals.

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