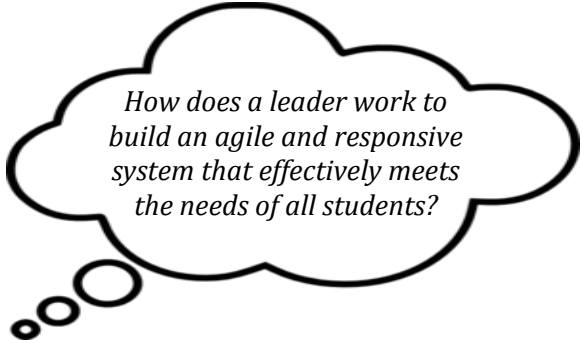


Critical Question #4

What do we do when students are not learning or are reaching mastery before expectation? (Revise)

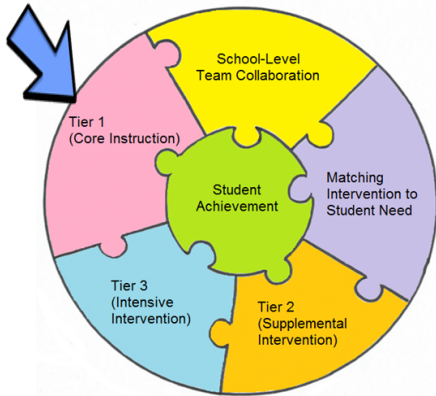


Fundamental Practice 1. Districts and schools ensure that students who do not effectively learn through best-first instruction in their classrooms are afforded multiple opportunities to learn, first within their classroom, grade-level team and/or department, and then beyond the classroom.

In standards-based districts and schools, students are provided more than one opportunity to learn and perform at mastery levels within their classroom through best-first instruction. This means that teachers continually provide learning scaffolds for students to build on previous learning or through learning progressions to reach mastery. This also means that differentiation strategies are used with students within their classrooms based on their learning characteristics, needs, and current levels of performance.

Sometimes students are provided with other instructional opportunities through one or more classroom teachers within the student's grade level or content area department by re-grouping or working with a different teacher in another classroom. Such opportunities often focus on individual or small chunks of learning targets or a unit of instruction.

It is important that schools are *not supplanting* with out-of-classroom interventions at the expense of classroom access to the guaranteed and viable curriculum through multiple opportunities to learn within the classroom.

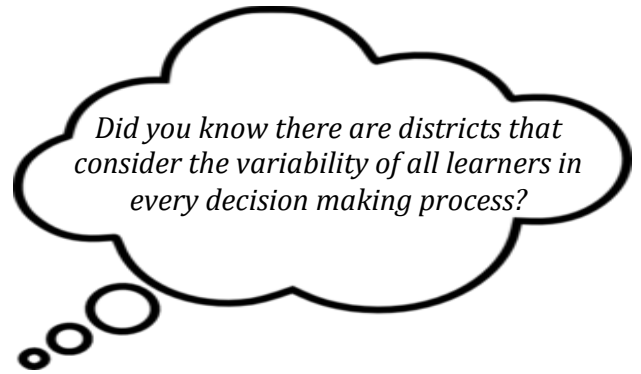
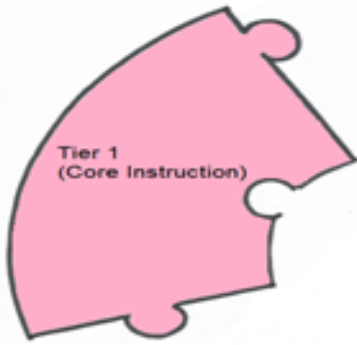


Guiding Questions:

- How are teachers ensuring they provide adequate opportunities for students to learn all grade-level expectations and evidence outcomes for their course or grade level?
- How are teachers designing instruction to build a progression of learning for students to reach mastery?
- How are teachers supported with ongoing training, resources, and coaching to develop and use differentiation strategies?
- How are students assured of receiving their education in the least restrictive environment?
- How are grade-level or department teams providing opportunities for students to learn through best-first classroom instruction?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



Lesson From the Field

Bartholomew Consolidated School Corporation (BCSC) implemented Universal Design for Learning (UDL) in stages over several years. They started with one pilot school in that first year and have advanced to the point where UDL principles are applied to some degree in all of the district's schools.

George Van Horne, Director of Special Education at BCSC, states, "We established UDL as the overarching framework so as we add initiatives like PBIS or project-based learning the UDL principles guide their inclusion into the work."

BCSC strives to enmesh UDL in every activity by modeling it at the every level, including at the administrative level. For example, when a principal gives a tour to a new school board member, they use explicit UDL language to describe activities and planning. From staff meetings to classroom planning, discussions include goals, identifying barriers to learning, and providing flexibility. Another significant shift was to have all professional development become UDL-centered. They understood that teachers needed to be scaffolded as much as the students and that the variability of teachers is as great as that of the students.

Students are now being taught UDL principles in classrooms across the district in an effort to for students to be more involved in their learning. Examples of student comments after instruction in UDL principles exemplify this success: "This makes me understand how I'm different as a learner" and "I understand how I can maximize my learning". The understanding about how they learn better encourages students to become better partners with their teachers in the learning process. To view article in its entirety

<http://www.udlcenter.org/implementation/fourdistricts/>

"The UDL implementation process builds upon itself and has continuously improving aspects."



Connect to Resources

For additional resources on this topic, visit the critical question 4, fundamental practice #1 section of the toolkit.

The National Center on Universal Design for Learning has supported school districts in the implementation of UDL. Through their work, they note many successful strategies:

- UDL is the district-wide framework, is embraced by stakeholders at all levels, and helps inform decisions. It is not viewed as just another initiative.
- Professional Learning Communities (PLCs), led by motivated teachers or coaches, are supported by school and district administration and provided the time and resources to build UDL expertise, share their lessons and reflect on their work together.
- An embedded UDL Facilitator supports and mentors educators, defines resources, and guides the building of UDL expertise in the district community.
- UDL is modeled at all levels including during educator professional development.
- UDL-infused instruction focuses on the success of all students.