The UDL Schoolwide Implementation Criteria: **Full Criteria**

Developed by CAST

The UDL Schoolwide Implementation Criteria: Full Criteria

Universal Design for Learning (UDL) is a framework for designing equitable, inclusive environments that are effective for all learners. By anticipating the natural variability of people, UDL guides the design of learning experiences that reduce unintended barriers while supporting students in becoming expert learners (Rose & Meyer, 2002; Meyer, Rose, & Gordon, 2014). When the UDL framework is systematically and intentionally applied schoolwide, all learners have greater opportunities to succeed. The UDL Schoolwide Implementation Criteria (UDL-SIC) serves two main goals:

1. to provide a roadmap for school communities working toward school-level UDL implementation; and
2. to recognize the accomplishments of school communities who use the UDL framework to design equitable teaching and learning opportunities with fidelity.

Based on implementation science (Fixen et.al, 2005), the UDL-SIC identifies and defines the critical attributes of high-quality UDL implementation at the school level. Like UDL, it is data-driven, supports continuous improvement, and provides multiple pathways for schools to progress through the stages of implementation.

Organization of the UDL-SIC

The UDL-SIC is built around four domains composed of multiple elements that define each domain. These domains and their elements serve as a blueprint to help schools serving learners assess, plan, refine, and demonstrate UDL implementation progress:

- School Culture and Environment
- Teaching and Learning
- Leadership and Management
- Professional Learning

Frequently Used Terms

There are several important terms that you will encounter in the UDL-SIC documents. Several of the key terms are defined in this section to clarify meaning. Please reference this list at any point during your work.

- **Accessibility:** Accessibility is the degree to which a product, device, service, or environment is available to as many people as possible. Accessibility can be viewed as the "ability to access" and benefit from some system or entity. In education, accessible methods, materials, assessments and environments means all students can acquire the same information, engage in the same interactions, and enjoy the same services in an equally integrated and equally effective manner, with substantially equivalent ease of use. For more information about designing accessible educational materials see AEM Center's [Designing for Accessibility with POUR](#).

- **Curriculum:** Curriculum is defined as the interrelationship of instructional goals, assessments, materials, methods and environment (Rose & Meyer, 2002; Meyer, Rose, & Gordon, 2014).

- **Equity:** Equity includes responding proactively to human variability by providing everyone with what they need in order to be successful.

- **Expert learner/learning:** Learning and expertise are not static. They are continuous processes that involve practice, adjustment, and refinement. For discussions of UDL, CAST has adopted Ertmer & Newby's definition (1996) of expert learners as purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed. Learn more about [the characteristics of expert learners](#).

- **Inclusion:** Inclusion encompasses the idea that all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

- **Iterative:** Iterative describes a design process (Cerbin & Kopp, 2006) that is cyclic and includes planning (i.e., a lesson, product, or other process), testing or teaching, gathering feedback and data, and then refining. Implementation of UDL includes iterative design of any learning experience using the UDL Guidelines to anticipate variability and reduce barriers in goals, methods, materials and assessments. Learn more about how the [UDL Critical elements](#) encourage iterative design for learning.

- **Job-embedded:** Job embedded refers to professional learning that occurs during the workday and in the workplace that is grounded in day-to-day teaching practice and is designed to enhance instructional practices with the intent of improving student learning. Instructional coaching is one example of job-embedded professional learning. (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

- **Learner variability:** Learner variability refers to the infinite range of combinations of learning strengths and needs that make each of us unique in how we learn. Learner variability is systematic, predictable, and context dependent (Fischer & Rose, 2001; Rose & Rose, 2011).

- **School leaders:** School leaders include administrators who provide daily instructional leadership and managerial operations in the elementary school or secondary school building.

- **School community:** School community includes individuals with direct involvement in the work of schools, including all education professionals, building staff, school board members, students, and families. The term "community" may be used more generally to encompass those who are indirect stakeholders, such as individual citizens without school-aged children, businesses, community organizations, and more.

- **School culture**: School culture includes the beliefs, attitudes, and behaviors which characterize a school (Phillips, 1996, p. 1).

- **UDL leadership team**: A UDL leadership team includes a collaborative and diverse group of stakeholders who are tasked with overseeing UDL implementation.

- **UDL framework:** The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs (Meyer, Rose, & Gordon, 2014).

Cross-cutting Concepts

These foundational UDL design concepts are intentionally woven into the domains, elements, and indicators. Educators are asked to design for:

- **Equitable, inclusive, and accessible environments**. The design process focuses on creating equitable, inclusive, and accessible environments and experiences for all.

- **Learner variability**. Anticipating learner variability requires that educators consider the whole learner, including their social, emotional, cognitive, perceptual, physical, sensory, and cultural strengths and needs when designing learning experiences and environments.

- **Reducing barriers in the environment**. By recognizing that barriers reside in the design of the environment or experience, not in the learner, barriers can be intentionally reduced using the UDL Guidelines and an iterative design process.

- **Expert learner/learning.** Learning and expertise are not static. They are continuous processes that involve practice, adjustment, and refinement. For discussions of UDL, CAST has adopted Ertmer & Newby's definition (1996) of expert learners as purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed (Meyer, Rose, & Gordon, 2014). Please refer to this site for a further [description of the characteristics of expert learners](#).

- **Data-driven, iterative learning.** Learning design is an intentional, iterative process focused on continuous improvement at all levels, using rich and varied data to inform subsequent design.

UDL-SIC Levels

The certification levels provide an overview of the continuum of practices leading to UDL school implementation and certification. These include:

Level 1

The UDL leadership team determines the extent to which the school currently meets the element indicators. Using data from multiple sources, the school team sets goals and develops a plan to move toward greater implementation. The UDL leadership team determines which data it will use to monitor progress toward meeting the indicators. At this level, the UDL leadership team and a few early adopters are implementing UDL practices.

Level 2

The school community adopts and implements the UDL framework in a systematic way across the four domains: school culture and environment, teaching and learning, leadership and management, and professional learning. The UDL leadership team continues to collect data from multiple sources, analyze the data to monitor progress,

and revise UDL implementation goals in all domains. At this level, many educators in the school implement UDL practices.

Level 3

The school community uses the UDL framework to guide improvement of UDL implementation practices in the four domains: school culture and environment, teaching and learning, leadership and management, and professional learning. The UDL leadership team monitors UDL implementation and student data in all domains, and adjusts plans based on its findings. At this level, a majority of educators in the school and some school community members are implementing UDL practices.

Level 4

The UDL leadership team members share their UDL implementation story (e.g., lessons learned, strategies and successes, data that shows change in target outcomes) with the broader education community. They mentor other schools implementing UDL and help advance the UDL community by designing and implementing innovative UDL practices. At this level, most educators in the school and many school community members are implementing UDL practices.

Domain: School Culture and Environment

In a school that uses the UDL framework, the community works together to create a school culture that values equity, inclusion, and expert learning for all. The school community commits to design flexible, goal-directed experiences and environments that anticipate the variability of its members and has high expectations for all.

Element 1: The school community designs a culture that supports inclusion and equity. (D1.E1)

Intent

To ensure that all members of the school community are included in and benefit from learning opportunities, the school community commits to design equitable and inclusive

learning experiences and environments. Learning experiences and environments have been designed to consider the variability of the whole learner, including dimensions of cultural, social, emotional, cognitive, perceptual, physical, and sensory variability. When a school community views individual and schoolwide decisions through a person-centered lens, every member of the learning community is valued.

Indicators

The school community designs a culture (which includes beliefs, processes, activities, and procedures) that supports inclusion and equity by:

- committing to design for the variability of all members, including cultural, social, emotional, cognitive, perceptual, physical, and sensory variability;
- using a design process to resolve school culture issues related to inclusion and equity;
- actively fostering a sense of belonging for every member of the school community; and
- actively fostering meaningful relationships within the school community.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data related to current school culture and its effect on equity and inclusion;
- analyze and articulate how current school culture affects equity and inclusion;
- develop a plan to intentionally design school procedures, activities, and processes that promote equity and inclusion by establishing goals to address the gaps in current practices; and
- develop a process to monitor progress toward their goal to close the inclusion and equity gap.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how the school staff is engaged in developing and supporting a school culture that values and strives for inclusion and equity;
- use data related to school procedures, activities, and processes that promote equity and inclusion to monitor progress toward achieving school culture goals; and
- iterate on the plan to improve school culture related to inclusion and equity.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate how the school community is engaged in school culture practices that value and strive for inclusion and equity;
- use data derived from school procedures, activities, processes, and student outcomes to demonstrate how the school community is closing the equity and inclusion gap; and
- iterate on the plan as needed to improve school culture related to inclusion and equity.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate that the majority of the educators at the school are using practices aligned with promoting a culture of equity and inclusion throughout the school;
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL design practices that promote equity and inclusion.

Element 2: The school community designs a culture that supports expert learning. (D1.E2)

Intent

To ensure that the school community sets high expectations for all, learning environments and experiences are intentionally designed so all members become resourceful, knowledgeable, strategic, goal-directed, purposeful, and motivated learners. By designing a learning environment that aligns with the UDL framework and promotes a "learning how to learn" perspective, all members can become self-directed, expert, lifelong learners.

Indicators

The school community designs a culture (which includes beliefs, processes, activities, and procedures) that supports expert learning by:

- setting high expectations for all community members as evidenced by the school's language, environment, processes, activities, and procedures; and
- making expert learning a priority, as evidenced by the school's language, environments, processes, activities, and procedures.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data related to the current school culture and its effect on all members as they strive to become expert learners;
- analyze and articulate how the current school culture affects expert learning;
- set goals and develop a plan to intentionally design school procedures, activities and processes that promote a schoolwide learning. community focused on developing expert learners; and
- develop a process to monitor progress toward their goal to develop expert learners.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how the school staff is engaged in developing and supporting a school culture) that values and strives for expert learning;
- monitor progress toward achieving school culture goals using data related to school beliefs, procedures, activities and processes that promote expert learning; and
- iterate on the plan to improve school culture related to expert learning.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate how the school community is engaged in school practices that promote expert learning;
- demonstrate how the school community is supporting expert learning using data related to school procedures, activities, processes, and student outcomes; and
- iterate on the plan to improve school culture related to expert learning.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate almost all educators will promote a culture of expert learning throughout the school; and
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large and develop and share innovative UDL design practices that promote expert learning.

Element 3: The school community communicates in ways that reflect a commitment to UDL. (D1.E3)

Intent

Strategically planned and regularly monitored communication helps to unify the school community around the commitment to UDL. It serves to forge strong partnerships among members and provides open channels for reflective feedback to ensure effective implementation of UDL. Communication should occur in multiple modalities and across multiple platforms.

Indicators

The school community intentionally designs communications that:

- have a specific purpose/goal in mind,
- anticipates variability within the school community,
- ensures content is accessible, and
- includes content that builds an understanding of UDL throughout the school community, shares evidence of UDL implementation outcomes, and promotes expert learning throughout the school community.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data reflecting current communication strategies and the degree to which they anticipate variability and promote equity, inclusion, and expert learning for all;
- analyze and articulate how current communication practices anticipate variability and promote equity, inclusion, and expert learning for all;
- set goals and develop a plan to intentionally design a communication strategy/plan that anticipates variability and promotes equity, inclusion, and expert learning for all; and
- develop a process to monitor the effects of their communication and message strategies.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of educators frequently share messages with the school community that anticipate variability and promote equity, inclusion, and expert learning for all;
- monitor the effectiveness of communication practices to anticipate variability and promote equity, inclusion, and expert learning for all; and
- iterate on the plan to improve effectiveness of communication regarding UDL implementation.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a majority of educators consistently share messages with the school community that anticipate variability and promote equity, inclusion, and expert learning for all;
- demonstrate the effectiveness of communication practices to anticipate variability and promote equity, inclusion, and expert learning for all; and
- iterate on the plan to improve effectiveness of communication regarding UDL implementation.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate that almost all of the school community will consistently use communication practices that anticipate variability and promote equity, inclusion, and expert learning for all; and
- serve as leaders to advance UDL communication practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL communication practices.

Element 4: The school community designs school spaces to support variability. (D1.E4)

Intent

School spaces are intentionally designed to respond to anticipated learning variability of the school community (including cognitive, physical, perceptual, sensory, social, emotional and cultural variability). Community, classroom, and digital spaces are

designed, adopted, or adapted to be accessible, flexible, goal oriented and welcoming. Design can include either reducing barriers to existing design constraints where possible or proactively designing newly renovated/adopted physical and digital spaces with the principles of UDL.

Indicators

With a focus on access, expert learning, inclusion, and equity, the school community intentionally designs school spaces (including appropriate district curriculum, technology, and/or physical spaces) that:

- improve accessibility and ease of use;
- address the social, emotional and cultural needs of the school community; and
- promote expert learning.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data that reflect the current design of the physical and digital space and its impacts on teaching and learning;
- analyze and articulate how the current design of the physical and digital space impacts teaching and learning;
- set goals and develop a plan to intentionally design common, classroom, and digital spaces to improve teaching and learning; and
- develop a process to monitor the effectiveness of the design of common, classroom, and digital spaces to improve teaching and learning.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of all educators design physical and digital spaces in anticipation of learner variability;
- use data to monitor the impact physical and digital space designs have on teaching and learning; and
- iterate on the plan to design the physical and digital spaces in anticipation of learner variability.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a majority of educators design physical and digital spaces in anticipation of learner variability;
- use data to demonstrate the impact the physical and digital space designs have on teaching and learning; and
- iterate on the plan to design the physical and digital spaces in anticipation of learner variability.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate almost all of the educators will use data to demonstrate the significant impact that designing the physical and digital space has on teaching and learning;
- present evidence that the majority of the educators at the school are using practices aligned with promoting a culture of equity and inclusion throughout the school; and
- serve as leaders to advance UDL space design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL space design practices.

Domain: Teaching and Learning

In a school that uses the UDL framework, educators design learning opportunities that anticipate learner variability so every student can develop learning expertise. The UDL Guidelines are used to proactively and iteratively to design curricular goals, assessments, methods, and materials to reduce barriers to learning. Rather than focus solely on classroom learning activities, a UDL school community views all interactions as learning opportunities and designs each with UDL's inclusive principles in mind.

Element 1: Educators intentionally design learning experiences using evidence based, high leverage practices to address learner variability and reduce barriers. (D2.E1)

Intent

To ensure all students become expert learners, educators proactively and intentionally design learning experiences and curricula that anticipate individual variability and reduce barriers. Goals, assessments, methods, materials, and environments are designed to consider all aspects of variability, including cultural, social, emotional, cognitive, perceptual, physical, and sensory.

Indicators
Educators use the UDL Guidelines to:

- design lesson goals, assessments, methods, materials and environments that flow from an intentional, iterative design process; anticipate learner variability; and identify and reduce potential barriers; and
- reflect on lesson outcomes and redesign lesson goals, assessments, methods, materials, and environments in response to data.

Level 1: Beginning
Schools at the beginning level of UDL implementation will:

- gather baseline data that reflect how the current design of learning experiences anticipates learner variability and reduces barriers to learning;
- analyze and articulate how the current design of learning experiences anticipates variability and reduces barriers to learning;
- set goals and develop a plan to support educators to use the UDL framework to design learning experiences; and
- develop a process to monitor the effectiveness of the plan to support educators to use the UDL framework to design learning experiences.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of all educators design learning experiences using the UDL framework;

- use data to monitor the impact on student learning when using the UDL framework to design learning experiences; and
- iterate on the plan to support educators to use the UDL framework to design learning experiences.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a majority of educators are designing learning experiences using the UDL framework;
- use data to demonstrate the impact on student learning when educators design learning experiences using the UDL framework; and
- iterate on the plan to support educators designing learning experiences using the UDL framework.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate almost all educators will use data to demonstrate the significant impact on student learning from designing learning experiences using the UDL framework; and
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL design practices.

Element 2: Learning goals are clear, flexible, meaningful, and support high expectations for all. (D2.E2)

Intent

To ensure all learning experiences are goal-driven and support expert learning for all. Clear goals reflect the purpose behind the learning experiences, which in turn helps guide the design of teaching plans and practices that engage learners. They allow educators to align curricular assessments, methods, and materials effectively. Learners are empowered to make meaningful choices that support their strengths and needs, encouraging them to take ownership and agency of their learning. Clear goals set achievable expectations for all and should be separate from the means required to achieve them, when possible.

Indicators

Learning goals are designed to be:

- clearly defined;
- communicated in ways that are accessible, perceivable, and understandable, and can be expressed by learners and families;
- separated from the means to achieve them, which allows multiple paths to achievement; and
- expressed in ways that highlight their relevance to learners and families.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data on the degree to which goals are designed;
- analyze and articulate the degree to which goals are designed;
- set goals and develop a plan to support educators to design goals; and
- develop a process to monitor the effectiveness of the plan to support educators as they design goals.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of all educators design goals that align with the indicators;
- use data to monitor the impact on student learning when goals are designed to the indicators; and
- iterate on the plan to support educators as they design goals.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a majority of educators design goals that align with the indicators;
- use data to demonstrate the impact on student learning when goals align with the indicators; and
- iterate on the plan to support educators as they design goals that align with the indicators.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate that almost all educators develop goals that align with the indicators;
- use data to demonstrate the significant impact on student learning when goals align with the indicators; and
- serve as leaders to advance UDL goal design practices by mentoring other schools or the UDL community at large and develop and share innovative UDL goal design practices.

Element 3: Educators incorporate evidence based, high-leverage, flexible methods and materials that anticipate learner variability and reduce barriers. (D2.E3)

Intent

To ensure curriculum methods and materials are intentionally selected and/or designed to anticipate learner variability and reduce unintended barriers. The materials and methods should be flexible, accessible, and support the learning goals. Methods and materials provide multiple means for learners to access learning, build understanding, encourage internalization, and develop expert learning.

Indicators

Methods and materials are intentionally selected using the UDL Guidelines that:

- are flexible and allow for optional pathways,
- support all learners in becoming expert learners, and
- align to the intended learning goals.

Level 1: Beginning
Schools at the beginning level of UDL implementation will:

- gather baseline data on the degree to which flexible methods and materials are incorporated into learning experiences using the UDL Guidelines;
- analyze and articulate how educators currently incorporate flexible methods and materials;

- set goals and develop a plan to support educators as they incorporate flexible methods and materials into learning experiences using the UDL Guidelines; and
- develop a process to monitor the effectiveness of the plan to support educators as they incorporate flexible methods and materials into learning experiences using the UDL Guidelines.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of all educators incorporate flexible methods and materials into learning experiences using the UDL Guidelines;
- use data to monitor the impact on student learning of flexible methods and materials incorporated into learning experiences using the UDL Guidelines; and
- iterate on the plan to support educators as they incorporate flexible methods and materials into learning experiences using the UDL Guidelines.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a significant majority of educators incorporate flexible methods and materials into learning experiences using the UDL Guidelines;
- use data to demonstrate the impact on student learning of flexible methods and materials incorporated into learning experiences using the UDL Guidelines; and
- iterate on the plan to support educators as they incorporate flexible methods and materials into learning experiences using the UDL Guidelines.

Level 4: Highest Levels

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate that almost all educators incorporate flexible methods and materials into learning experiences using the UDL Guidelines;
- use data to demonstrate the significant impact on student learning of incorporating flexible methods and materials into learning experiences using the UDL Guidelines;
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL methods and material design practices.

Element 4: Educators incorporate flexible assessments that are designed to support learner variability and reduce barriers to learning. (D2.E4)

Intent

To ensure all learners gain the intended skills, habits, and knowledge from learning experiences. Curriculum formative assessments are intentionally designed to align with and measure the intended goals. They are integrated throughout the learning experience and are designed to anticipate learner variability and reduce barriers to learning. Flexible assessments inform instruction and support the development of expert learners.

Indicators

Assessments are intentionally designed using the UDL Guidelines to be:

- flexible and include optional ways for learners to demonstrate competency;
- aligned to intended learning goals;
- accessible to all learners; and
- used to inform future instruction.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data about how educators currently design assessments to align to intended goals, inform instruction using the UDL framework;
- analyze and articulate how educators currently design assessments that align to intended goals, inform instruction using the UDL framework;
- set goals and develop a plan to support educators as they design assessments to align to intended goals, inform instruction using the UDL framework; and
- develop a process to monitor the effectiveness of the plan to support educators as they design assessments that align to intended goals, inform instruction using the UDL framework.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate that at least half of all educators design assessments that align to intended goals, inform instruction using the UDL framework;

- use data to monitor the impact of assessments designed to align to intended goals, inform instruction using the UDL framework; and
- iterate on the plan to support educators designing assessments that align to intended goals, inform instruction using the UDL framework.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- demonstrate that a significant majority of educators design assessments that align to intended goals, inform instruction using the UDL framework;
- use data to demonstrate the impact of assessments designed to align to intended goals, inform instruction using the UDL framework; and
- iterate on the plan to support educators designing assessments that align to intended goals, inform instruction using the UDL framework.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and:

- demonstrate that a majority of educators design assessments that align to intended goals, inform instruction using the UDL framework;
- use data to demonstrate the significant impact of assessments designed to align to intended goals, inform instruction using the UDL framework;
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative UDL assessment design practices.

Domain: Leadership and Management

In schools that use the UDL framework, leaders actively support and monitor UDL implementation across school settings. Using an iterative, data-driven design process, leaders model UDL practices and ensure that all learning environments and experiences, including school processes, procedures, and resources, are designed to anticipate learner variability by reducing barriers and promoting equity, inclusion, and expert learning for all.

Element 1: School leaders actively lead, support, and monitor UDL implementation across the school community. (D3.E1)

Intent

To ensure systematic, intentional, and sustained UDL implementation across the school community, school leaders actively lead and participate in UDL implementation efforts. School leaders continually develop their UDL knowledge and skills, and they collaborate with the school community to establish, monitor and support UDL implementation goals.

Indicators

School leaders actively and continually:

- lead UDL implementation efforts across the school;
- develop their UDL implementation knowledge and skills;
- model UDL implementation knowledge and skills in communications, interactions, meetings, and processes;
- monitor the application of UDL knowledge and skills across the school environment and throughout the staff; and
- provide supportive feedback to staff regarding the application of UDL knowledge and skills across school environments.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data regarding leaders UDL implementation knowledge and skills and the current process for monitoring and providing feedback related to schoolwide implementation initiatives;
- analyze and articulate information related to the leaders UDL implementation knowledge and skills and the current process for monitoring and providing feedback related to schoolwide implementation initiatives;
- set goals and develop a plan to improve and or develop leaders' UDL implementation knowledge and skills and the process for monitoring and providing feedback related to schoolwide implementation initiatives; and
- develop a process to monitor the effectiveness of the plan to improve and or develop leaders' UDL implementation knowledge and skills and the process for monitoring and providing feedback related to schoolwide implementation initiatives.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how school leaders are developing implementation knowledge and skills and monitoring and providing feedback related to schoolwide implementation initiatives;
- use data to monitor the effectiveness of the plan to develop leaders' UDL implementation knowledge and skills and the process of monitoring and providing feedback related to schoolwide implementation initiatives; and
- iterate on plan to improve leaders' UDL implementation knowledge and skills and the process for monitoring and providing feedback related to schoolwide implementation initiatives.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate how school leaders are developing implementation knowledge and skills and effectively using a process for monitoring and providing feedback related to schoolwide implementation initiatives; and
- iterate on plan to improve leaders' UDL implementation knowledge and skills and the process for monitoring and providing feedback related to schoolwide implementation initiatives.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- demonstrate that almost all leaders advance UDL design practices;
- mentor other schools or the UDL community at large; and
- develop and share innovative leadership design practices.

Element 2: School leaders collaborate to design a systematic UDL implementation process. (D3.E2)

Intent

To ensure that schoolwide UDL implementation is intentional, collaborative, iterative, and data-driven across all four domains (Culture and Environment, Teaching and

Learning, Leadership and Management, and Professional Learning). Using an iterative design process, school leaders work with the school community to analyze multiple data sources in order to set, plan and monitor UDL implementation goals. UDL implementation goals focus on improving equity, inclusion and expert learning.

Indicators

School leaders collaborate to design a systematic UDL implementation process and:

- create a UDL leadership team;
- use school data to identify UDL implementation goals that inform UDL implementation priorities;
- develop and carry out strategic plans to address UDL goals;
- reassess implementation data and refine UDL goals regularly; and
- share UDL implementation process, goals and plans with the school community.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- create a collaborative UDL leadership team and gather baseline data about the status of the school's UDL implementation related to the four school certification domains;
- analyze and articulate the school's implementation strengths and needs based on the baseline data gathered in the four domains;
- set goals and develop a plan to improve and or develop UDL implementation in the school related to the four school certification domains and, as needed, establish new systems that support implementation initiatives; and
- develop a process to monitor the effectiveness of the plan to improve and or develop implementation progress in the four school certification domains.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how school leaders develop and support the UDL implementation goals;
- use data to monitor the effectiveness of UDL implementation goals;
- iterate on UDL implementation goals; and
- share the UDL implementation progress with the school community.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate how the school community has improved UDL implementation in the four school certification domains; and
- iterate on UDL implementation goals.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and
- develop and share innovative leadership design practices.

Element 3: School leaders collaborate to design school processes, procedures, and structures that anticipate learner variability and promote equity, inclusion, and expert learning. (D3.E3)

Intent

In order to reduce barriers and support the anticipated variability of the school community, schoolwide processes are designed and enacted with learner variability in mind. Procedures, and structures are equitable, inclusive, flexible, accessible and promote expert learning.

Indicators

School leaders collaborate to:

- use the UDL Guidelines and a systematic design process to review and design school procedures, processes, and structures to ensure they promote equity, inclusion, and expert learning; and
- regularly monitor and improve the implementation of school procedures, processes, and structures to ensure they promote equity, inclusion, and expert learning.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data about the school's processes, procedures, and structures;
- establish a process for analyzing and articulating the alignment between the school's processes, procedures and structures, and the UDL framework;
- set goals and develop a plan to redesign/align the school's processes, procedures, and structures to the UDL framework;
- develop a process to monitor the effectiveness of aligning and redesigning the school's processes, procedures, and structures with the UDL framework; and
- identify data that will demonstrate the impact of UDL-aligned processes, procedures, and structures.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how the school community aligns the school's processes, procedures, and structures to the UDL framework; and
- use data to monitor the effectiveness of the alignment of school processes, procedures, and structures to the UDL framework; and
- iterate on the alignment of school processes, procedures, and structures to the UDL framework.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate the impact of the alignment of school processes, procedures, and structures to the UDL framework; and
- iterate, based on data, on alignment of school processes, procedures, and structures to the UDL framework.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- advocate for more flexible policies outside of school control;
- serve as leaders to advance UDL design practices by mentoring other schools or the UDL community at large; and

- develop and share innovative leadership design practices that relate to the design/redesign of procedures, processes, and structures that align with the UDL framework.

Element 4: School leaders procure school and classroom resources that align with the UDL framework. (D3.E4)

Intent

To ensure that all learners have equitable access to educational materials and resources. In order to design learning environments and experiences that support the anticipated variability of the school community and reduce barriers to learning, the school community must have access to materials and resources that are accessible, flexible, customizable, and usable by all learners.

Indicators

School leaders collaborate to:

- use the UDL Guidelines and a systematic design process to review and select school and classroom resources (e.g., curriculum and technology) that are accessible, flexible, customizable, and usable by all intended learners; and
- design a systematic process to guide teachers through the selection or creation of classroom resources that align with the UDL Guidelines and are accessible, flexible, and usable by all intended learners.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data regarding the degree to which current school/classroom resources align with the UDL framework;
- analyze and articulate the process for how school/classroom resources and materials are identified, purchased, and created and the degree to which resources and materials align to the UDL framework;
- set goals and develop a process for how educators will identify, purchase, and create school/classroom resources that align with the UDL framework; and
- monitor the effectiveness of the process to identify, purchase, and create school/classroom resources that align with the UDL framework.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how the school community assesses, purchases, and creates school/classroom resources and materials aligned to the UDL framework;
- use data to monitor the effectiveness of the process to identify, purchase, and create school/classroom resources and materials aligned to the UDL framework; and
- iterate on the process used to identify, purchase, and create school/classroom resources and materials aligned to the UDL framework.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate that the majority of school/classroom resources and materials align to the UDL framework;and
- iterate on the process to identify, purchase, and create school/classroom resources and materials aligned to the UDL framework.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- advocate for UDL aligned materials and resources in the field;
- share innovative serve as leaders to advance UDL design practices to mentor other schools or the UDL community at large; and
- develop and share innovative leadership practices to procure resources and materials that support alignment to the UDL framework.

Domain: Professional Learning

In a school that uses the UDL framework, professional learning opportunities are personalized and job-embedded, and they promote ongoing professional growth. Professional learning is designed and facilitated by UDL professionals to be flexible, data-driven, and goal-directed, and to promote the development of educators' expertise.

Element 1: UDL professional learning is goal driven. (D4.E1)

Intent

To ensure fidelity of UDL implementation, professional learning aligns with schoolwide and practitioner UDL goals that are developed in response to ongoing schoolwide and classroom data. Professional learning goals should directly address identified learning gaps.

Indicators

Professional learning is goal-driven and is

- designed by or facilitated by professionals knowledgeable about UDL;
- based on schoolwide, data-driven UDL implementation goals;
- used to address professional goals to improve UDL practices; and
- dynamic and improved in response to evolving UDL implementation and student outcome data.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data that reflects school UDL implementation goals as identified in the four school certification domains and individual faculty/staff professional learning goals;
- analyze and articulate how current professional learning opportunities align to UDL implementation and staff professional learning goals;
- set goals and develop a plan for facilitating professional learning opportunities designed by knowledgeable UDL educators, aligned to UDL implementation and staff professional learning goals; and
- develop a process to monitor the ongoing effectiveness of the professional learning plan and identify emerging patterns in implementation and learning data to inform/design/select schoolwide professional learning goals.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how professional learning opportunities align with the UDL implementation and faculty/staff professional learning goals;

- use data to monitor the effectiveness of professional learning opportunities and identify emerging patterns in implementation and learning data to inform/design/select schoolwide professional learning; and
- iterate on UDL professional learning goals/plans.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate the impact professional learning has on the UDL implementation and faculty/staff professional learning goals; and
- iterate on professional learning goals/plans.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- serve as leaders to advance UDL professional learning planning;
- mentor other schools or the UDL community at large; and
- share innovative design/redesign of professional learning plans aligned to the school certification domains.

Element 2: UDL professional learning is flexible in addressing staff variability. (D4.E2)

Intent

To ensure continuous improvement in professional learning practices, the UDL leadership team designs professional learning opportunities to meet the needs of schoolwide and individual staff goals by providing flexible pathways to support variability in the staff.

Indicators

Professional learning is designed to:

- meet the needs of schoolwide and individual staff professional learning goals;
- reduce barriers to learning in anticipation of staff variability;
- provide flexible pathways, including options and choices, toward meeting professional learning goals.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data reflecting anticipated staff variability and related to engagement, representation, and action and expression;
- analyze and articulate the anticipated barriers related to professional learning based on anticipated staff variability related to engagement, representation, and action and expression;
- set goals and develop a process for designing professional learning opportunities to address staff variability related to engagement, representation, and action and expression; and
- develop a process to monitor the ongoing effectiveness of the professional learning plans related to addressing staff variability related to engagement, representation and action and expression.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how professional learning opportunities address staff variability related to engagement, representation, and action and expression;
- use data to monitor the effectiveness of professional learning opportunities to meet staff variability related to engagement, representation, and action and expression; and
- iterate on the flexibility of UDL professional learning goals/plans.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate the impact that flexible professional learning opportunities have on the achievement of professional learning goals; and
- iterate on professional learning goals/plans.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- serve as leaders to advance UDL professional learning planning;
- mentor other schools or the UDL community at large; and

- share innovative professional learning plans that address staff variability related to engagement, representation, and action and expression.

Element 3: UDL professional learning supports expert learning.
(D4.E3)

Intent

Professional learning experiences are designed to help educators become expert learners themselves--that is, purposeful, motivated, resourceful, knowledgeable, strategic, and goal-directed.

Indicators

Professional learning:

- is designed to cultivate the qualities of expert learning;
- includes strategies and practices educators can use to support/develop expert learners in the classroom; and
- includes strategies and practices that promote expert educators.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data reflecting the degree to which staff understand and use strategies that promote expert learning, both during professional learning experiences and in the classroom;
- analyze and articulate the staff's knowledge and skills related to integrating expert learning into both professional learning and classroom experiences;
- set goals and develop a process for integrating expert learning information and skills into professional learning experiences; and
- develop an ongoing process to monitor the effectiveness of integrating expert learning information and skills into professional learning experiences.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how professional learning opportunities address expert learning for staff and students;
- use data to monitor the effectiveness of integrating expert learning knowledge

and skills into professional learning experiences; and

- iterate on the integration of expert learning knowledge and skills into professional learning goals/plans.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate the impact that integration of expert learning knowledge and skills into professional learning experiences has on the development of expert learning skills for staff and students; a
- iterate on the integration of expert learning knowledge and skills into professional learning goals/plans.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- serve as leaders to advance UDL professional learning planning by mentoring other schools or the UDL community at large; and
- share innovative professional learning plans that integrate expert learning knowledge and skills.

Element 4: UDL professional learning integrates job-embedded support. (D4.E4)

Intent

Professional learning is designed to ensure that educators are provided with the best opportunities to successfully transfer new skills into practices that meet the needs of all learners. Professional learning models are supported, collaborative, and based on authentic problems of practice. They engage educators and help make explicit the connection between professional learning and its application to daily practice.

Indicators

Professional learning is job-embedded and uses:

- a systematic model for job-embedded continuous improvement. This may include, but is not limited to, various instructional coaching models, peer-mentoring,

instructional rounds, instructional cycles, lesson study, and professional learning communities.

- personnel who have the requisite UDL knowledge and skills;
- data to inform continuous support plans; and
- authentic problems of practice.

Level 1: Beginning

Schools at the beginning level of UDL implementation will:

- gather baseline data reflecting the status of job-embedded support in the context of their learning environment, including barriers to implementation;
- analyze and articulate the needs related to job-embedded support and define the model of job-embedded support best suited for the school;
- set goals and develop a plan for providing job-embedded supports; and
- develop an ongoing process to monitor the effectiveness of job embedded supports.

Level 2: Intermediate

Schools at the intermediate level of UDL implementation will:

- demonstrate how job-embedded support is integrated into UDL professional learning;
- use data to monitor the effectiveness of job embedded supports; and
- iterate on the integration of job-embedded supports into UDL professional learning plans.

Level 3: Advanced

Schools at the advanced level of UDL implementation will:

- use data to demonstrate the impact of job-embedded supports on the integration of UDL into instructional practices; and
- iterate on the integration of job-embedded supports into UDL professional learning plans.

Level 4: Highest Level

Schools at the highest level of UDL implementation and innovation will meet the criteria of levels 1, 2, and 3 and will:

- serve as leaders to advance UDL professional learning by mentoring other schools or the UDL community at large; and
- share innovative professional learning practices for integrating job-embedded support.

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