The UDL Schoolwide Implementation Criteria:
Self-Assessment

Developed by CAST

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The UDL Schoolwide Implementation Critera Self-Assessment

Welcome

Welcome to the UDL Schoolwide Implementation Criteria Self-Assessment. This assessment is designed to help school teams map their school's current UDL practices to determine where they are and what next steps they can take on their UDL journey. The self-assessment:

- frames the indicators for successful application of UDL practices schoolwide;
- provides school teams with a roadmap for designing equitable, inclusive, and expert learning environments so that all learners can succeed; and
- helps school teams determine their readiness for UDL School Certification.

Intended Use

This self-assessment is designed to **use school data** to help UDL Leadership teams identify areas of strength and need related to school/facility UDL practices. This tool can be used to identify potential entry points for improving UDL implementation and provide a structure for continuous progress monitoring based upon ongoing assessment results.

Based on implementation science, the UDL School Self-Assessment 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.

This self-assessment will help school teams use data to uncover problems of practice. Once areas of strength and need are identified, school teams can use the outcomes of this self-assessment to:

- determine an area of focus;
- set an improvement goal;
- identify ongoing data that can be used to substantiate progress toward the goal;
- develop an action plan; and
- determine a timeline for revisiting and revising the plan and goal.

Gathering Data Before the Self-Assessment

Gathering school data is a critical first step to ensuring effective self-assessment outcomes. Using an inquiry approach, school teams use data to identify barriers and design solutions. By analyzing data prior to beginning the assessment, teams can avoid making plans based on assumptions. Data collection and analysis provides teams with a more accurate view of their current state of UDL implementation. This enables teams to identify barriers and solutions that are substantive, accurate, intentional, and effective.

Embedded within the self-assessment is a prompt to record data sources that support an item's rating. Use this cell to record specific results from existing data sources. If data is not currently available, identify which data sources the team will investigate later. Sources include data the school may already be tracking, from standardized assessments to school culture surveys, such as qualitative data from observations and walk-throughs, MTSS data, and portfolios of student work.

Also, teams can use data routinely collected to inform ratings and track goal progress. Examples include attendance, tardies, disciplinary data, educator evaluation data, and student enrollment in advanced classes. Examining demographic subgroups that are part of data analysis can help to identify inequitable results and ensure that a rating is true for all learners. Disaggregating data can reveal disproportionality, especially in areas where disproportionality is common such as special education placement, disciplinary action, academic placement, and grades.

Get Started

1. Prior to meeting to complete this self-assessment, gather data from multiple sources (see the Gathering Data Before the Self-Assessment section above).

2. In order to get the most out of the self-assessment, team members should become familiar with the UDL-SIC domains, elements and levels prior to beginning. Use the overview of SIC domains and elements on CAST.org, or refer to The UDL-SIC Full Criteria document.

3. Be sure each team member has a copy of the self-assessment.

4. Gather assessment participants. Participants should include team members who have, or will have, a role in UDL implementation, including organization leaders responsible for overseeing the implementation infrastructure as well as other knowledgeable UDL educators (UDL Implementation planning team).

5. Identify a facilitator who will introduce the assessment's purpose, provide an overview of the process and scoring, introduce concepts measured, provide necessary clarification on each item, and engage the team in the discussion and voting process.

6. The facilitator should share each element description and intent. It may be helpful to invite additional conversation from the team about the intent of the element and how it relates to the context of their school. However, teams should refrain from allowing the discussion to turn evaluative at this juncture (e.g., how/what the school is doing related to this element). That conversation should be saved for consensus voting to follow.

7. The facilitator begins a conversation about the data related to the domain and element. Suggested conversation starters include:

   a. What data do we have as evidence of this element? What data may we need?

   b. What does the data say about ways we are already doing this?

   c. What does the data say about the barriers related to achieving these element indicators?

8. Rating

    a. Individual rating. Indicators should be rated silently by each member before beginning group discussion. Some teams find it useful to rate an entire domain prior to engaging in consensus voting.

    b. Team consensus. Following individual rating, it is recommended that teams use a simultaneous and public voting process to facilitate input from all respondents. Consensus is important; it allows all voices to be heard and builds trust and creates ownership and commitment from team members. Teams may choose a simultaneous voting method that works best for them. Some examples include:

        ■ When asked to vote (e.g., "Ready, set, vote"), participants simultaneously hold up either four fingers to vote "Level 4," three fingers to vote "Level 3", etc.

        ■ Teams use numbered cards to vote.

    If the team is unable to arrive at consensus rating even after considering additional data sources, a modified consensus rating should be reached. Modified consensus means that voters in the minority can accept and support the majority decision. If modified consensus cannot be reached, the team identifies a later time for additional discussion and the majority vote is recorded. (More on using Consensus Based Decision Making)

9. Each item is rated on the four levels listed in the Rating Key.

10. We recommend that you make note of the date and participants, so you can revisit and track notes and comments.

Rating Key

Rate label	Rating Description
Not In Place	Not addressed or not yet initiated.
Level 1	A goal is set, a plan is created, and progress monitoring data is identified. UDL Leadership team and early adopters are implementing the item.
Level 2	Data from multiple sources is collected and analyzed to monitor progress and iterate on the plan. A simple majority of educators in the school are implementing the item.
Level 3	Data from multiple sources, including student outcome data, is collected and analyzed to demonstrate progress. A clear majority of educators and some school community members are implementing the item.
Level 4	Innovative UDL practices that advance the UDL community are designed, implemented, and shared. Nearly all educators and many school community members are implementing the item.
Don't Know	Add this key to the comments area. Use this label if the information is not known. It is recommended that teams generate an action plan item to gather this information.

Today's Date:

Facilitator(s):

Participants:

Notes:

Domain: School Culture and Environment

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.

Key Indicators:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Commit to designing for the variability of all members, including cultural, social, emotional, cognitive, perceptual, physical, and sensory variability.						
Use a design process to resolve school culture issues related to inclusion and equity.						
Actively foster a sense of belonging for every member of the school community.						
Actively foster meaningful relationships within the school community.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Engage in practices that set high expectations for all community members (as evidenced by the school's language, environment, processes, activities and procedures).						
Engage in practices that demonstrate that expert learning is a priority (as evidenced by the school's language, environments, processes, activities and procedures).						

Comments:

Element 3: The school community communicates in ways that reflect a commitment to UDL. (D1E3)

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Communication Design: • Communications are intentionally designed with a specific purpose or goal in mind. • Communications are designed in anticipation of variability within the school community. • Communications are accessible to all community members.						
Communication Content: • Communications build an understanding of UDL throughout the school community. • Communications share UDL Implementation evidence and outcomes. • Communications include strategies that build expert learning throughout the school community.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Use a design process to reduce barriers to learning and improve accessibility and ease of use in both digital environments and buildings (including classrooms and shared spaces).						
Use a design process to create both digital environments and buildings (classrooms and shared spaces) that address the social, emotional, and cultural needs of the school community.						
Use a design process to create both digital environments and buildings (classrooms and shared spaces) that promote expert learning.						

Comments:

School Culture and Environment Domain Reflection

Use the table below to summarize the domain conversation and determine next steps. Decide whether each element is generally an area of strength or an opportunity for further growth. Indicate if any of the elements will be an area of focus.

Element	Strength	Opportunity	Priority
The school community designs a culture that supports inclusion and equity. (D1.E1)			
The school community designs a culture that supports expert learning. (D1.E2)			
The school community communicates in ways that reflect a commitment to UDL. (D1.E3)			
The school community designs school spaces to support variability. (D1.E4)			

Domain: Teaching and Learning

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Intentionally design lesson goals, assessments, methods, materials and environments: • with an intentional, iterative design process; • in anticipation of learner variability; • by identifying potential barriers; and • using the UDL Guidelines to reduce barriers.						
Reflect on lesson outcomes and redesign lesson goals, assessments, methods, materials, and environments in response to data.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Goals are clearly defined and communicated in ways that are accessible, perceivable, and understandable, and that can be expressed by families and learners.						
Goals are separated from the means of achieving them, giving learners multiple paths or options for achievement.						
Goals are expressed in a way that highlights their relevance to learners and families.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Use the UDL Guideline to select methods and materials that are accessible and flexible, and that allow for optional pathways based on anticipated learner variability.						
Use methods and materials that are evidence- based and high leverage, and that support all learners to become expert learners.						
Use methods and materials that align with the lesson goals.						

Comments:

Element 4: Educators incorporate flexible assessments that are designed to support learner variability and reduce barriers. (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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Use the UDL Guidelines to design assessments that are accessible and flexible, and that include optional ways for learners to demonstrate competency.						
Align assessments with the intended goals.						
Use assessment data to inform future instruction.						

Comments:

Teaching and Learning Domain Reflection

Use the table below to summarize the domain conversation and determine next steps. Decide whether each element is generally an area of strength or an opportunity for further growth. Indicate if any of the elements will be an area of focus.

Element	Strength	Opportunity	Priority
Educators intentionally design learning experiences using evidence-based, high-leverage practices to address learner variability and reduce barriers. (D2.E1)			
Learning goals are clear, flexible, meaningful, and support high expectations for all. (D2.E2)			
Educators incorporate evidence-based, high-leverage flexible methods and materials that anticipate learner variability and reduce barriers. (D2.E3)			
Educators incorporate flexible assessments that are designed to support learner variability and reduce barriers. (D2.E4)			

Domain: Leadership and Management

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Lead UDL implementation efforts across the school.						
Gain UDL implementation knowledge and skills.						
Model UDL best practices in communications, interactions, meetings, processes, etc.						
Actively monitor the application of UDL knowledge and skills across school environments and among the staff.						
Provide feedback to staff regarding the application of UDL knowledge and skills across school environments.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Create a collaborative, representative UDL leadership team.						
Design a systematic UDL implementation process that: • uses school data to identify UDL implementation goals that inform UDL implementation priorities; • develops and carries out strategic plans to address UDL goals; and • reassesses implementation data and refines UDL goals regularly.						
Share the UDL implementation process, goals, and plans with the school community.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
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.						
Regularly monitor and improve the implementation of school procedures, processes, and structures to ensure they promote equity, inclusion, and expert learning.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
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..						
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.						

Comments:

Leadership and Management Domain Reflection

Use the table below to summarize the domain conversation and determine next steps. Decide whether each element is generally an area of strength, or an opportunity for further growth. Indicate if any of the elements will be an area of focus.

Element	Strength	Opportunity	Priority
School leaders actively lead, support, and monitor UDL implementation across the school community. (D3.E1)			
School leaders collaborate to design a systematic UDL implementation process. (D3.E2)			
School leaders collaborate to design school processes, procedures, and structures that anticipate learner variability and promote equity, inclusion and expert learning. (D3.E3)			
School leaders procure school and classroom resources that align with the UDL framework. (D3.E4)			

Domain: Professional Learning

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Select professional learning designed by or facilitated by professionals knowledgeable about UDL.						
Determine professional learning opportunities based on UDL implementation goals and staff's professional UDL goals.						
Revise professional learning plans in response to evolving UDL implementation and student data.						

Comments:

Element 2: UDL professional learning is flexible to address 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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Professional learning is designed to meet the needs of both schoolwide and individual staff professional learning goals.						
Professional learning is designed to reduce barriers to learning in anticipation of staff variability.						
Professional learning is designed with flexible pathways toward the professional learning goal.						
Professional learning activities incorporate options and choices.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Professional learning is designed to foster in educators the qualities of expert learners: purposeful, motivated, knowledgeable, resourceful, strategic and goal directed.						
Professional learning includes strategies and practices educators can use to support students in becoming expert learners.						

Comments:

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:	Data Source	Not in Place	Level 1	Level 2	Level 3	Level 4
Employ a systematic model of job embedded continuous improvement. This may include, but is not limited to, instructional coaching, peer mentoring, instructional rounds, instructional cycles, lesson study, and so forth.)						
Provide the requisite UDL knowledge and skills for job-embedded support personnel.						
Use data to inform job-embedded continuous support plans.						
Use authentic problems of practice as the focus of job-embedded support.						

Comments:

Professional Learning Domain Reflection

Use the table below to summarize the domain conversation and determine next steps. Decide whether each element is generally an area of strength or an opportunity for further growth. Indicate if any of the elements will be an area of focus.

Element	Strength	Opportunity	Priority
UDL professional learning is goal driven. (D4.E1)			
UDL professional learning is flexible to address staff variability. (D4.E2)			
UDL professional learning supports expert learning. (D4.E3)			
UDL professional learning integrates job-embedded support. (D4.E4)			

Priority Elements

Record priority elements below. Then use the UDL-SIC Goal Setting and Planning Tool to begin planning implementation strategies. **Priority elements are:**

Glossary

- **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).