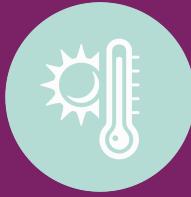




# Timeline for UDL Implementation

By Shannon Schultz, Instructional Coach, Fond du Lac

\*Note: In parentheses, you will note a seasonal theme that you could utilize within your roll-out.

 <p><b>Spring</b> (Prior to Dismissal for Summer Break)</p>	<h2>Preparing for the New Year (Keys to Creating a Positive Climate &amp; Roll Out)</h2> <ul style="list-style-type: none"><li>▫ Consider meeting with building leadership personnel (e.g. principal, teacher leaders) to discuss the rationale and importance of professional learning for the purpose of implementing the <a href="#">principles of Universal Design for Learning</a> to design learning opportunities for all students to access.</li><li>▫ Consider creating a calendar/schedule of professional development opportunities (learning more about UDL) within the upcoming school year</li></ul>
 <p><b>End of August - September</b> <b>(Theme: Climate Change)</b></p>	<h2>Kicking off the New School Year ("Climate Change")</h2> <ul style="list-style-type: none"><li>▫ Consider creating a schedule for instructional coaching support. Instructional coaching support could include, but is not limited to, joining grade level team meetings, supporting lesson design and planning, modeling and/or observing within classrooms.</li><li>▫ Consider providing a "kick off" or introduction to UDL professional development session to occur prior to the students' arrival (if your school calendar allows). Depending on your calendar, you could provide one lengthier introduction OR two shorter sessions. Keep the introductory session motivational and/or inspirational in nature.<ul style="list-style-type: none"><li>○ The purpose of the introduction is to excite and engage school staff in wanting to learn more about UDL.</li><li>○ It is CRITICAL to show teachers that UDL is a framework to support all learners. UDL is NOT one more thing that we do. It is not a new initiative or something that we are adding to their teaching plates.</li><li>○ It is also important to "practice what we preach". In other words, it is important that when designing professional development, we want to be mindful of the variability within our staff. We must remember to include multiple means of engagement, representation, and action/expression within our sessions.</li><li>○ Also, keep in mind that teachers' attitudes towards teaching cycle throughout the school year.** The first phase is Anticipation. Teachers are excited to meet their new students and have the mindset that they (teachers) can make an impact on the lives of their students.</li></ul></li></ul>

As the months progress, you may want to consider focusing on implementation in only one content area. For example, use this year of learning about the framework and principles to support student growth and achievement in the area of Reading.



## October

(Theme: Fall leaves)

### Focus on One Principle: Engagement (“Leave Your Mark on Student Learning”)

- Consider utilizing staff meeting or staff development time to focus on one principle of the UDL Framework.
- In October, teachers’ attitudes tend to shift from Anticipation to Survival. The reality of teaching has set in. Because we often hear that the “honeymoon is over”, you may want to consider focusing on the principle of engagement.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of engagement.
- Consider creating a menu/Google doc/site for teachers to access ideas or strategies to support engagement. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goals to increase student engagement within their classroom.
- Consider surveying students to obtain a baseline for engagement (students’ beliefs about learning opportunities within their classrooms). [Check out this UDL student feedback survey from Novak Educational Consulting.](#)
- Consider celebrating successes occurring within the school. Reminder: like our students, teachers vary in how they like to receive feedback. One teacher may enjoy a “shout out” in a school-wide email, while another teacher may prefer more private recognition or praise.



## November

(Theme:  
Thanksgiving)

### Focus on One Principle: Representation (“Serving Multiple Means of Representation”)

- During this month, consider providing professional development and instructional coaching centered around the principle of Multiple Means of Representation.
- In November, teachers’ attitudes tend to shift from Survival to Disillusionment. Not only has reality set in, often we hear that teachers are struggling to believe that they are making a difference. Because teachers may be struggling, consider focusing only on the principle of representation.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of representation.
- Consider updating your school menu/Google doc/site for teachers to access ideas or strategies to support representation. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goal to utilize one new form of representation within their classrooms.
- Consider continuing to celebrate successes occurring within the school.



## December

(Theme: Winter - Snow!)

### Focus on One Principle: Action/Expression ("It's 'Snow' Much Fun to Show What You Know")

- During this month, consider providing professional development and instructional coaching centered around the principle of Multiple Means of Action/Expression.
- In December, teachers' attitudes may continue to be in the phase of Disillusionment.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of action/expression.
- Consider updating your school menu/Google doc/site for teachers to access ideas or strategies to support action/expression. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goal which allows their students to demonstrate understanding using a new form of action/expression.
- Consider continuing to celebrate successes occurring within the school.



## January

(Theme - Happy New Year!)

### A Review of All Three Principles ("Happy New Year!")

- Given the short month of December and change of semester that occurs within January, consider using January's professional development session to review all three principles.
- Despite the holiday break, teachers' attitudes towards teaching may still be in the Disillusionment phase. It is important to continue to support the teachers in setting personal goals for their instruction.
- Continue celebrating successes.



## February - April

(Theme: Stormy Weather)

### Using Data to Inform Our Instruction ("Stormy Weather: Times of Trial")

- Given the change in semester, along with mid-year assessments, consider bringing the UDL framework into grade level PLC meetings\*\*\* to support answering these guiding questions.
  - What do we want each student to learn? (Learning targets, standards)
  - How will we know when students have learned it? (Assessments)
  - How will we respond when a student experiences difficulty? (Identify the barriers to student success)
  - What will we do when a student already knows it? (Design to the edges - provide opportunities for extension/enrichment)
- Consider utilizing instructional coaches to conduct observations, demonstrate instructional strategies, and/or support lesson design/planning.
- Consider surveying students throughout this time period to gather their beliefs about their learning and learning opportunities.
- During this time period, we may observe a shift from Disillusionment to Rejuvenation. Consider supporting teachers to continue to set goals for their

	<p>instruction and student learning opportunities.</p> <ul style="list-style-type: none"> <li>▫ Consider continuing to update your school menu/Google doc/site for teachers to access ideas or strategies to support all three principles. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.</li> </ul>
 <p>May <b>(Theme: The Arrival of Spring)</b></p>	<h3>Final Data Analysis and Reflection (“Blooming”)</h3> <ul style="list-style-type: none"> <li>▫ As the year is coming to an end, the teachers will find themselves administering the final assessments for the school year. Along with the academic assessments, consider surveying your students to determine engagement growth.</li> <li>▫ Analyze data to determine growth - both academic and engagement.</li> <li>▫ Teachers will have likely moved into the Reflection phase. Consider asking the teachers to share out a moment of success.</li> </ul>
 <p>June</p>	<h3>Springing Forward</h3> <ul style="list-style-type: none"> <li>▫ Consider focus for the upcoming school year. <ul style="list-style-type: none"> <li>○ Change in subject area</li> <li>○ More intense focus on one principle depending on student outcomes.</li> </ul> </li> <li>▫ Begin developing the timeline for the new school year.</li> </ul>

\*\*Research obtained from *Ellen Moir, New Teacher Center, University of California, Santa Cruz*

\*\*\*PLC guiding questions developed by Richard DuFour