

Leading Forward in 2021

Professional Learning Opportunities

Join leading educators across California in *Leading Forward in 2021* to learn about strategies, tools, and tips to accelerate learning, equity, and well-being.

- [Producing Students Who Are Good at Learning and Good at Life with Michael Fullan, O.C. \(Keynote\)](#)
- COMING SOON: Speaker Series on Summer/Expanded Learning



LOOKING AHEAD

- CCEE Newsletter (May 2021) - Summer/Expanded Learning
- 4/13: [The Critical Role of Curriculum & Learning Progressions in Balancing Assessment Systems](#)
- 4/14: [Strengthening Student-to-Student Discussions](#)
- 4/15: [SCOPE Facilitator Training](#)
- 4/20: [The Components of a Balanced Assessment System](#)
- 4/21: [English Learners & Assessment Learning Strategies](#)

IN CASE YOU MISSED IT

- [What Educators & School Leaders Can Do NOW to Accelerate Learning](#)
- [Student Data Privacy Webinar](#)
- [Introduction to Balanced Systems of Assessment](#)

Resources to Support UDL

- [Open Access: UDL Resource Flipkit](#)
- [Creating Re-entry Plans that Maximize Accessibility for Diverse Learners](#)

A New Lens for Learning

By James McKenna, Ed.D., Assistant Director, Professional Learning and Leadership Development, CCEE



As we continue to reimagine what education will look like in 2021 and beyond, we have the singular opportunity to leverage our lessons learned and increased technical capacity to ensure that every student feels like they belong in class, and the classroom and learning experience has been designed specifically around their needs. The feeling of exclusion, that one does not belong, stimulates a neurological response akin to physical pain. Many of our students are likely hurting, and as they return to school, they need to know that their school is designed with their needs in mind and is a place where everyone is welcome, respected, and valued. We can't have one-size-fits-all Tier One instruction and expect to use interventions to support every learner left out of that initial model. To do that, we need to be flexible to reimagine the role of scaffolds, options, and student autonomy.

Universal Design for Learning (UDL) is a flexible framework that leverages decades of research and evidence to address learner variability, the individuality of every student. Prior to joining the CCEE, my primary mission was supporting through the implementation of UDL that all students could thrive in their general education classrooms. Over the years, I've found it very helpful to lay out some foundational pieces to prevent any misconceptions about what UDL is and is not.

UDL is a lens, not a checklist. Practitioners of UDL set clear, challenging goals for all students and then, based on their knowledge of the goal, their design constraints, and their students, anticipate barriers to learning and then develop options and supports to mitigate or eliminate those barriers. [The UDL Guidelines](#) are a tool that informs our work, not a strict checklist or plug-and-play mechanism.

UDL is a marathon, not a sprint. UDL shifts the center of instruction from the teacher to the student, empowering students to take ownership of their learning. This transformation takes time, for both teachers and students. No one should expect UDL to be implemented overnight. Do not expect that of yourself or anyone else.

UDL is not "just good teaching". There is no universally accepted definition of good teaching. UDL, however, has a defined framework, backed by significant research and evidence from the field. Teachers have hard-earned knowledge, skills, and experience; these can be sharpened and delivered with intention to address inequities through UDL.

Without a high quality instructional framework, such as UDL, schools will continue to risk having a significant number of students fail to meet the full array of educational opportunities and outcomes that hard working educators desire to achieve. As a former Superintendent of a district that implemented UDL, I can attest that UDL provided our district a common language, common framework, and common way to collaborate and communicate about how we design and implement universally accessible instruction for all students. – Matt Navo, CCEE Governing Board Chair



Click [here](#) to read James's full article.

Connecting New Learning to Implementation

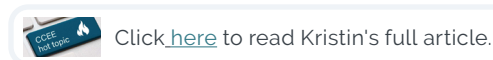
By Kristin Brooks, Ed.D., Executive Director, Supporting Inclusive Practices (SIP)



A year with COVID-19 has taught us many lessons and surfaced many challenges, including the way we have approached professional learning. Gone are the days of one-and-done professional learning events. We now know that providing educators with a list of workshops to choose from simply based on “what sounds good” can lead to disconnected, single event learning opportunities with little impact on the school organization’s targeted key results for student success.

The [Supporting Inclusive Practices](#) (SIP) project, a collaborative statewide effort between Riverside COE and El Dorado COE, provides, in part, technical assistance rooted in the intentional re/design of systems and supports at all levels to connect new learning to direct implementation. The most requested support involves the implementation of a Universal Design for Learning (UDL) framework to create flexible learning environments that maximize choice, so that each and every student can learn in the way they learn best.

California’s educators are moving beyond one-off workshops after seeing sustained, measurable outcomes for all students with ongoing coaching and scaling of UDL over time. It is this work that is the heart of SIP! Learn more about UDL on the [SIP website](#), which offers access to [archived resources](#) and free [professional learning events](#).



Flexibly Designing Instruction to Remove Barriers and Attend to Learner Variability

By Elise Yerkey, Implementation Specialist, CAST

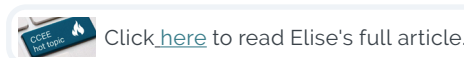


After a year of pivoting, it may well be time for a stretch. Whatever instructional calisthenics educators encounter in 2021, flexibility will be key. Funded by the Special Education [Educator Workforce Investment Grant](#) and led by UDL experts at CAST, the [California Coalition for Inclusive Literacy](#) (CCIL) provides [professional learning](#) to help educators anticipate learner variability and proactively design instruction to minimize barriers. Through a tiered service model of universal, targeted, and intensive technical assistance, CCIL fosters inclusive educational and literacy practices in both general and special educational settings.

Universal Supports: CCIL’s universal supports ensure that educators are equipped to provide access to grade-level content to support literacy within general education settings. Explore CAST’s [Learning Designed](#) instructional platform, which includes free webinars, graphic organizers, lesson planning templates, and more!

Targeted Supports: Teams of educators from districts and schools will engage in cycles of professional learning activities throughout the school year, including county-led training days, professional learning communities, and personalized workshops.

Intensive Supports: COE/SELPA coaches will dive into CAST’s model of universally designed inclusive literacy development and learn to facilitate innovative professional learning opportunities that build the internal capacity of COEs to scale their work.



CA UDL Coalition

The **California UDL Coalition** is a collaborative organization whose mission is to support the design of expert and future-ready learning that is accessible, equitable, and relevant for all learners.

Through collaboration across all stakeholders, the CA UDL Coalition seeks to build capacity of regional and district systems to implement Universal Design for Learning. The Coalition is anchored in the research-based principles of the UDL Guidelines to align and develop a continuum of support for every learner, every experience, every day!

Want to find out more? Attend a virtual **CA UDL Network** meeting to join a growing network of UDL practitioners who meet several times a year to share updates, resources, and best practices, and to solicit input from the field. You can also join the [contact list](#) or email the CA UDL Coalition at caudlcoalition@gmail.com.

ABOUT THE CCEE

CCEE is a statewide agency designed to help deliver on California’s promise of a quality, equitable Education for every student.

CCEE GOVERNING BOARD

Matthew Navo, Board Chair
Tim Sbranti, Board Vice-Chair
L. Karen Monroe, Board Member
Sandra Lyon, Board Member
Tony Thurmond, Board Member
Tom Armelino, CCEE Executive Director