

The UDL Implementation Learning Network: Year One Summary

INTRODUCTION

The California Collaborative for Educational Excellence (CCEE) is a statewide agency designed to be adaptive and responsive to the most pressing needs of local educational agencies (LEAs) to help deliver on California’s promise of a quality, equitable education for every student. CCEE’s Innovation, Instruction, and Impact (I3) Center aims to build the capacity of LEAs across the state through the work of its learning networks — bringing LEA teams together in a shared learning space to collaboratively develop, deliver, share, and spotlight research-based practices that demonstrate the power to improve student outcomes.

In September 2023, the I3 Center launched the UDL Implementation Learning Network to support districts in their efforts to implement Universal Design for Learning (UDL) in their classrooms. CCEE partnered with three state grant projects - the [California Coalition for Inclusive Learning \(CCIL\)](#), [Open Access \(OA\)](#), and [Supporting Inclusive Practices \(SIP\)](#) - to collaboratively convene and facilitate the network. Each partner recruited a school district to become founding members of the network.

CCEE’s I3 Learning Networks

CCEE facilitates networked learning opportunities for districts and county offices who are interested in coming together to analyze the impact of their activities to address locally identified problems of practice. The I3 Learning Networks are built around three core practices:



**Network
Facilitation**



**Data Monitoring
& Impact**

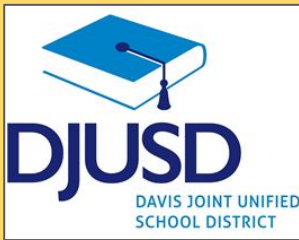


**Technical
Assistance**

More information about the learning networks and participating LEAs can be found on [CCEE’s Learning Networks website](#).

UDL IMPLEMENTATION LEARNING NETWORK (UDL ILN)

The UDL ILN focuses on identifying barriers to implementing Universal Design for Learning (UDL), exploring evidence-based solutions, and evaluating the effectiveness of UDL implementation in local educational agencies (LEAs). Our founding district members are the [Davis Joint Unified School District](#), the [Nevada Joint Union High School District](#), and the [Poway Unified School District](#).



CLARITY FIRST

In November 2023, the UDL ILN gathered with other CCEE Learning Networks in Anaheim for a one-day in-person meeting. The ILN districts analyzed implementation efforts through the lens of UDL using a [CCEE-developed protocol](#). Working with their project partners, the following barriers to teacher engagement surfaced. Teachers were struggling to understand:

- Why is the district implementing UDL?
- What expectations did the districts have for changes in teacher practice?
- How will they be supported? How will they be evaluated?

Following this session, each district engaged in [robust communication](#) with educators in their districts to answer these questions and boost engagement.



The DJUSD team engaged student focus groups, spanning multiple grade levels and content areas. From these sessions, themes emerged, including the need to:



Address barriers to communication.



Mitigate distractions that disrupt learning.



Provide more engaging, relevant learning experiences.



Foster more flexible, supportive learning environments.

To learn more about their focus group work, including a protocol you can use, [click here](#).



INFORMING PRACTICE

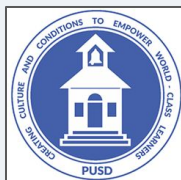
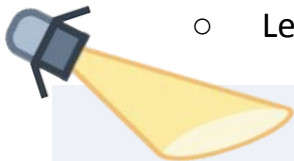
UDL ILN districts used a variety of strategies to facilitate educator self-assessment of confidence and proficiency with implementing UDL in their practice. These strategies included:

- Deploying a teacher self-efficacy survey (PUSD)
- Using a self-assessment based on CAST's UDL Progression Rubric
- Engaging in a variety of collaborative lesson design and observation practices, including:
 - Instructional Rounds (DJUSD)
 - Non-Evaluative Peer-to-Peer Observation (NJUHSD)
 - Lesson Study (PUSD)



[NJHUSD](#) is piloting UDL among a select cohort of math teachers. With the support of the [Nevada County Superintendent of Schools \(NCSOS\)](#) and the [Rural Math Collaborative \(RMC\)](#), NJHUSD engaged their teachers in a non-evaluative peer-to-peer observation process, which included a pre-assessment of teacher perceptions of UDL proficiency, collaborative lesson design prior to observation.

To learn more about the process and protocols used, [click here](#).



Poway USD developed and delivered a teacher self-efficacy survey to gauge baseline perceptions as well as the impact of training on teacher confidence. Areas identified as strengths included

- creating meaningful lessons that utilize UDL
- adjusting to the individual student need
- making connections between past and new concepts
- using effective questioning

To learn more about the PUSD tool and its application, [click here](#).



Looking Back, and Ahead

In our May session, districts engaged in an after action review of their implementation efforts for this year, focusing on what they should start, stop and continue. Moving forward, each district will continue and enhance their efforts to facilitate teacher collaboration and observation, gather student feedback on instruction and assessment practices, and monitor teacher perceptions of self-efficacy and the relevance of professional learning initiatives.

(continued from Looking Back, and Ahead)

Additionally, year two districts will begin using a common assessment of student perception as well as adding locally-determined metrics of impact, which may include:

- Student achievement of standards proficiency in classrooms implementing UDL
- Trends in student referrals for special education
- Frequency of Tier 2 academic interventions

Network Next Steps

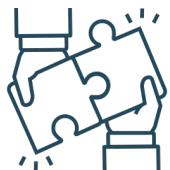
In our final whole group meeting in May, we gathered input from the districts on the network itself and what changes we might make to improve the experience. Using a [multipoint theory of action](#), participants weighed in on various aspects of the network, providing valuable insights on how we can continuously improve. Areas of emphasis included:



Connections: Participants repeatedly identified the value of being able to engage in pointed conversations with peer districts, which not only facilitated shared learning but also normalized the productive struggle of implementation work. Particular attention was paid to the value of in-person connection.



Increased emphasis on measurable student outcomes: Developing deeper capacity around data literacy goes beyond understanding the data. Practitioners need to be able to discuss the data and use the data to make timely decisions and year-long adjustments.



Inclusion of State Program Partners: Participants valued the inclusion of CCIL, Open Access, and SIL to help contextualize the network discussions to their local efforts.

In 2024-25, the UDL ILN seeks to expand to at least six LEAs and will continue to include partnership from CCIL, Open Access, and SIP. To express your interest in participating in the network and receive more information, please [complete this form](#) or contact CCEE's Dr. James McKenna at jmckenna@ccee-ca.org