

UDL in ESSA

May 17, 2016

CAST free webinar series



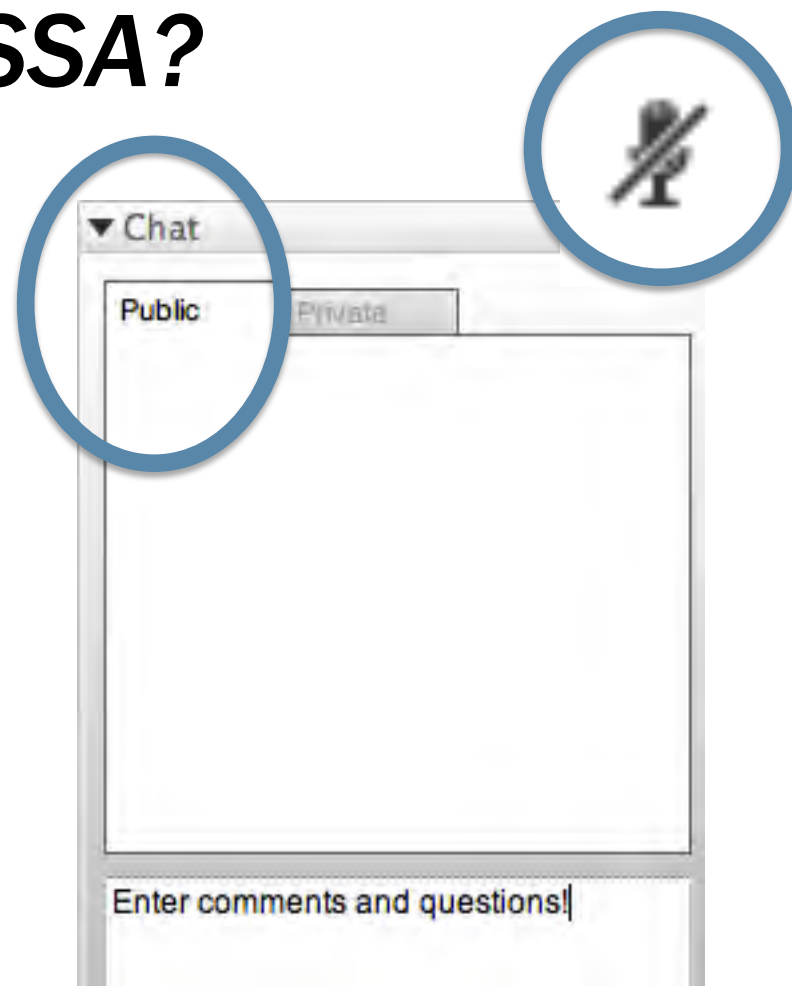
“Universal Design for Learning is one of the few big and truly transformative ideas to emerge in education over the past two decades.”

Martha Minow, Dean of Harvard Law School

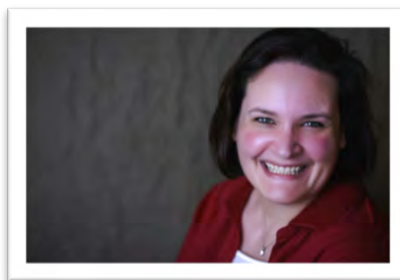


What do you know already about UDL in ESSA?

Feel free to make comments or ask questions throughout the conversation in the public chat box



Contribute to the conversation: CAST social media



Use **#CASTPL** in your tweets and posts!

#UDLchat: 1st & 3rd Wednesdays of the month, 9-9:30pm ET



With us today:



Lindsay
Jones



Laura
Schifter



David Gordon



Allison Posey



Goals for today:



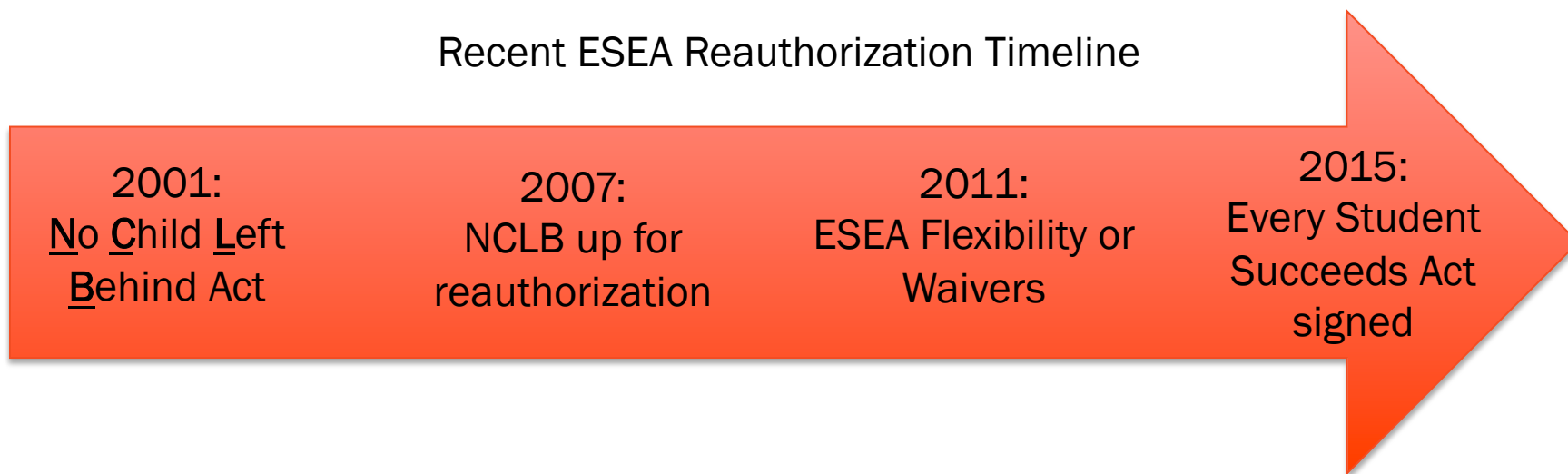
- Build Background of ESSA & key components related to UDL
- Discuss implications for practitioners & researchers



What is The Every Student Succeeds Act?

Elementary and Secondary Education Act (ESEA): Originally passed in 1965, the Elementary and Secondary Education Act is the primary federal legislation for k-12 education. Congress periodically “reauthorizes” ESEA.

Recent ESEA Reauthorization Timeline



Every Student Succeeds Act (ESSA): Signed into law December 10, 2015, ESSA is the current version of ESEA. It replaces No Child Left Behind and ESEA flexibility.



What is The Every Student Succeeds Act?

Title I, Part A

- Primary program to support states and districts in improving education students from low-income families (\$15 billion)

Title I, Part B

- Grants for State Assessments (\$380 million)

Title II, Part A

- Supporting Effective Instruction Grants (\$2.3 billion)

Title II, Part B

- Comprehensive literacy State development grants (\$190 million)

Title IV, Part A

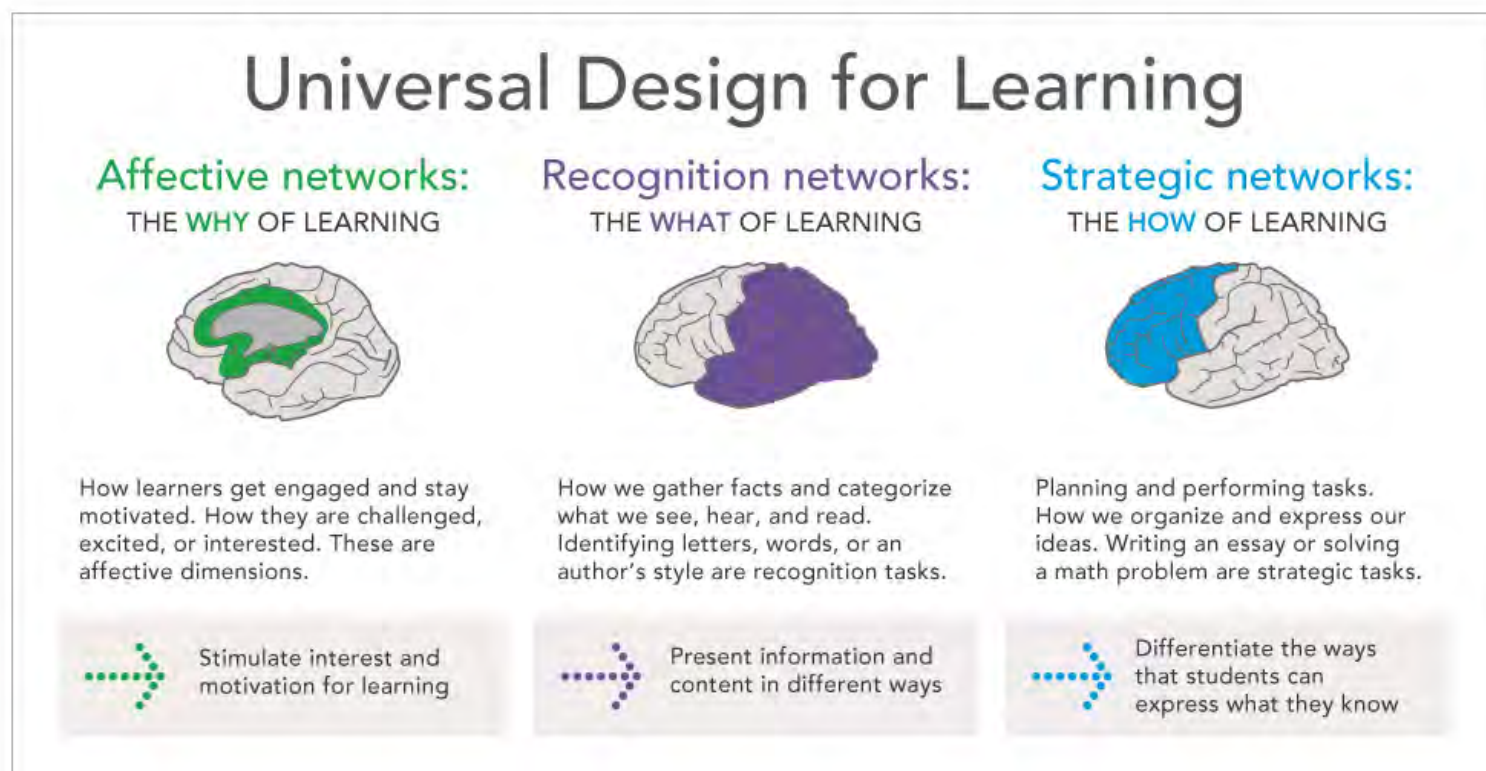
- Student Support and Academic Enrichment Grants (\$500 million requested)

Title IV, Part C

- Charter Schools Grants (\$330 million)



Where is UDL in ESSA?



Explicit mentions UDL

UDL can be a helpful framework



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Definition of UDL

ESSA defined UDL by referencing the definition from the Higher Education Act:

UNIVERSAL DESIGN FOR LEARNING—The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—

(A) provides flexibility in the **ways information is presented**, in the ways students **respond or demonstrate knowledge and skills**, and in the ways students are **engaged**; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains **high achievement** expectations **for all students**, including students with disabilities and students who are limited English proficient.



Where is UDL in Title I, Part A?

State Plan

Standards

Assessment

Accountability

School
Improvement

College and
Career Ready
Standards

Academic
Assessments

State Developed
System using:
Assessments,
Growth,
Graduation,
Other Indicator

Comprehensive
Support

Alternate
Achievement
Standards

Alternate
Academic
Assessments

Targeted Support



UDL in Assessments

Section 1111(b)(2)

(B) REQUIREMENTS.—The assessments under subparagraph (A) shall— ...

(xiii) be developed, to the extent practicable, *using the principles of universal design for learning*.

(D)(i) A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1)(E) for students with the most significant cognitive disabilities, if the State— ...

(IV) describes in the State plan the steps the State has taken to *incorporate universal design for learning*, to the extent feasible, in alternate assessments;



UDL in Grants for State Assessments

Sec. 1204(e)(2) Such application shall include a description of the innovative assessment system, the experience the applicant has in implementing any components of the innovative assessment system, and the timeline over which the State or consortium proposes to exercise the demonstration authority. In addition, the application shall include each of the following:

(A) A demonstration that the innovative assessment system will—

(vi) be accessible to all students, such as by incorporating the principles of universal design for learning;



UDL as Support in School Improvement

Sec. 1111(d)(1)(B) Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and *in partnership with stakeholders* (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

- (i) is informed by all indicators described in subsection (c) (4)(B), including student performance against State-determined long-term goals;
- (ii) *includes evidence-based interventions*;
- (iii) *is based on a school-level needs assessment*;



Where is UDL Explicit in Title II?



LEARN Program

- Birth through 12th grade
- Grants to states
- Evidence-based programs
- Reading and writing



UDL in LEARN

Sec. 2221(b)(1) COMPREHENSIVE LITERACY INSTRUCTION.—The term ‘comprehensive literacy instruction’ means instruction that—

(J) *incorporates the principles of universal design for learning;*



UDL as Activity in Supporting Effective Instruction Grants

Sec. 2103(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

(2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and

(3) may include, among other programs and activities—

(E) providing high-quality, personalized professional development that is evidence-based... that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

(i) effectively integrate technology into curricula and instruction...

(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;



Where is UDL in Title IV?

Student Support and Academic Enrichment Grants:

- (1) Well-Rounded Education;
- (2) Improve School Conditions for Learning; and
- (3) Education technology.



UDL in Student Support and Academic Enrichment Grants

Section 4104(b)(3) State Activities: (3) supporting local educational agencies in providing programs and activities that—

(C) increase access to personalized, rigorous learning experiences supported by technology by— providing technical assistance to local educational agencies to improve the ability of local educational agencies to—

(II) use technology, *consistent with the principles of universal design for learning*, to support the learning needs of all students, including children with disabilities and English learners;





Personalized Learning:

Policy & Practice Recommendations for Meeting the Needs of Students with Disabilities

Educators, parents, and others have struggled for decades to find the best ways to teach and support students with disabilities.

Students with disabilities can achieve at high levels if they receive specialized instruction tailored to their unique needs, supports that build on their strengths and mitigate their challenges, and an environment that is engaging and sparks their desire to learn. Personalized learning systems can help educators provide these things when implemented appropriately.

As personalized learning efforts expand across the nation, now is the time for educators, parents, and others to understand what personalized learning is, how it works, and how it can help students with disabilities succeed.

UNITING THE FIELD TO CONSIDER THE NEEDS OF STUDENTS WITH DISABILITIES

With funding from the Bill & Melinda Gates Foundation, NCLD initiated a process to help educators, families and policymakers *understand, explain and address how school districts implementing personalized learning systems can systematically and appropriately include students with disabilities*. This work was part of a larger effort to develop recommendations addressing the needs of traditionally underserved groups of students and it included a parallel project by the National Council of La Raza, who focused on the needs of English learners.

Specifically, NCLD set out to develop policy recommendations at the federal and state level and recommendations for best practices in schools so that students with disabilities are appropriately and fully included in the development, implementation and evaluation of personalized learning systems. To do this, NCLD gathered top special education and personalized learning experts from across the nation – including educators, researchers, state and district leaders, school leaders, and parents of children with disabilities – and engaged them in discussions to learn and explore ways to ensure that personalized learning systems integrate and benefit students with disabilities.





Personalized Learning: Meeting the Needs of Students with Disabilities



Key Considerations from the Research

KEY TAKEAWAYS

- 1 Personalized learning should align with other helpful frameworks that may be in place in schools.

Universal Design for Learning (UDL)

UDL is a set of principles for curriculum development that gives every student the opportunity to learn. UDL addresses:

- How information is presented (representation)
- How students demonstrate what they know (expression)
- How students interact and engage with the material (engagement)



Recognition Networks
The "what" of learning



Strategic Networks
The "how" of learning



Affective Networks
The "why" of learning

Multi-Tier System of Supports (MTSS)

MTSS is an evidence-based and system-wide practice that uses data-based progress monitoring to make decisions and respond to students' academic and behavioral needs through access to instruction delivered in varying intensities.



Tier III - Intensive

Tier II - Targeted

Tier I - Core



Were there any surprises?



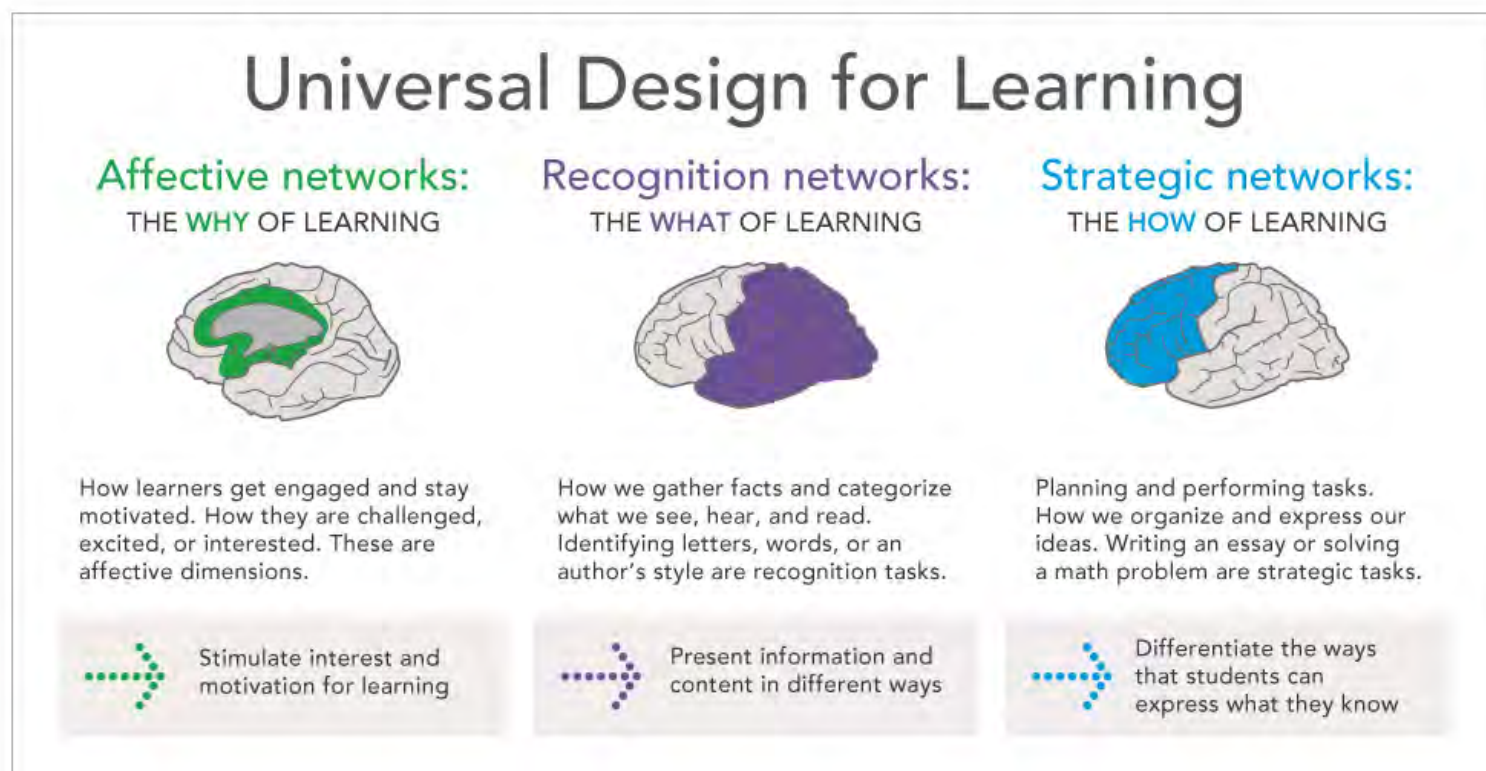
What does this mean for educators and researchers?

State Plan: For any State desiring to receive a grant under this part, the State educational agency shall file with the Secretary a plan that is—

(A) developed by the State educational agency with timely and meaningful consultation with the Governor, members of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents;



What challenges are anticipated?



What resources are available?

- US Department of Education: Ed.gov/essa

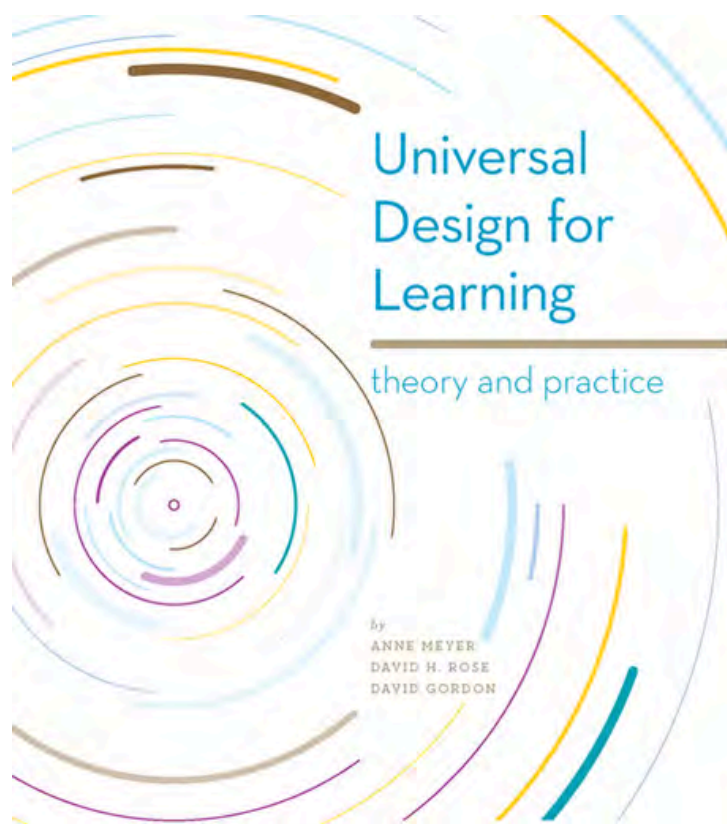


- Understood.org



What resources are available?

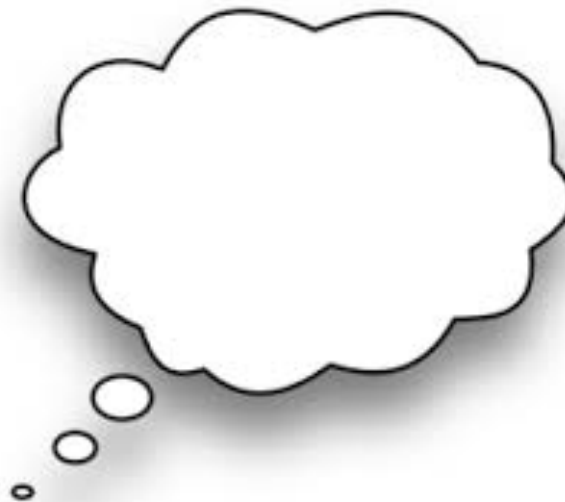
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Reflection, questions, comments



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CAST's 2nd
Annual **UDL**
Symposium

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