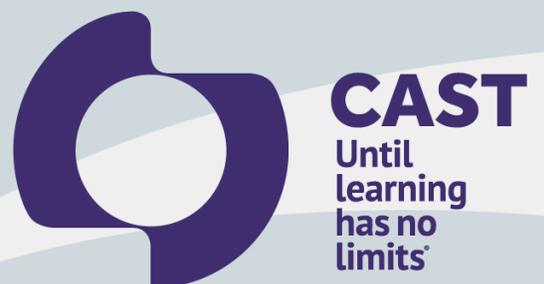


The UDL School Implementation & Certification Criteria **Readiness Indicators**

Developed by the UDL Implementation & Research
Network and CAST Professional Learning

Delivered through Learning Designed™



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UDL Implementation Readiness Indicators

Purpose

Welcome to the UDL implementation Readiness Indicators. This tool is designed to ensure that schools are well prepared to begin effective, systemic UDL implementation. Readiness is defined by Fixsen et al. (2013) as a developmental point at which an organization or system has the capacity and willingness to engage in a particular activity: “Creating readiness for change is a critical component of both initiating and scaling up the use of evidence-based practices and other innovations in education” (Fixsen et al., 2013). Determining a school’s readiness helps teams avoid the potentially costly mistake of launching implementation efforts prematurely.

It’s important to recognize that readiness is contextual. A school team may be ready to scale up one initiative while still exploring readiness for another. All schools have unique qualities and needs. Understanding your school’s attributes will help your team determine where to begin your UDL implementation journey.

Intended Use

Determining readiness should not be considered an evaluative measure of a school’s effectiveness. Rather, the UDL Readiness Indicators helps teams identify conditions that need consideration prior to implementation. Use this tool to stimulate discussion, identify readiness, and plan for successful UDL implementation. The tool has two parts:

1. UDL Readiness Indicators: Research-based factors that indicate a school’s readiness to begin UDL implementation; and
2. Findings and Areas to Address: This section provides a place for school teams to identify their strengths, areas to develop, barriers to effective implementation, and strategies for addressing those barriers.

Before You Begin

1. Review the UDL Readiness Indicators listed below.
2. Gather any schoolwide data needed to inform review of the Readiness Indicators.
3. Gather the school leadership team and:
 - a. review the purpose of the tool and discuss how it will be used with the school leadership team;
 - b. review the UDL Readiness Indicators as a team;
 - c. remind participants of the benefit of conducting a candid examination of readiness: to prepare the school for successful UDL implementation; and
 - d. conduct a data-informed discussion around each indicator. Scoring can be done collaboratively or individually.

Scoring Key

Score label	Score	Score description
Not In Place	0	The indicator is not present or has been discussed but is not yet in place.
Partially In Place	1	Part of the indicator has been addressed, or the indicator has been conceptualized but not fully employed.
In Place	2	The indicator is in place and integrated into the school's system.
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.

UDL Readiness Indicators

Shared Vision for Change

Indicator

Teams collectively understand that the current system is not producing the intended results, and that change is necessary. School stakeholders are primed to adopt new practices and processes.

Questions to Ask

- Are stakeholders aware that the current system is not working for all students?
- Does school data support a need for change?
- Do stakeholders understand how the system is failing students, staff, or the school community?
- Is there shared ownership for the need for change?

0: Not in place	1: Partially in place	2: In place

Comments:

Leadership Commitment

Indicator

Engaged leadership is essential at every level of implementation, and is particularly important during the initial adoption phase (Fixsen et al., 2013). School leaders must be prepared to champion change and monitor the successful implementation of new practices and innovations.

Questions to Ask

- Do school leaders model new practices?
- Do school leaders learn alongside teachers?
- Do school leaders recognize and celebrate success?
- Do school leaders provide regular feedback to faculty regarding alignment between performance expectations and practice?
- Does the school have a system for providing faculty with mastery-oriented feedback?

0: Not in place	1: Partially in place	2: In place

Comments:

Educator Support

Indicator

Schools must have the capacity to provide faculty with engaging, actionable, job-embedded professional learning that prepares them to develop and employ new evidence-based, UDL practices.

Questions to Ask

- Is there adequate time to provide professional learning in UDL?
- Are resources available to provide quality UDL professional development?
- In what ways is the school currently providing job embedded support?
- Does the school have resources to support job embedded support?
- How comfortable is faculty with job embedded support?

0: Not in place	1: Partially in place	2: In place

Comments:

Infrastructure Support

Indicator

Schools must employ a robust system that allows faculty and school leaders to identify, collect, and analyze data, and respond to change in a regular and timely manner.

Educators must have access to a systemic process for collecting and using data in order to make informed and effective decisions.

Questions to Ask

- Does the school have a systematic data collection process?
- Does it provide timely data?
- Is the data reliable and actionable?
- Does the data support decision-making for all stakeholders?
- Is data collected, analyzed, and reported over time?
- Does the school have a culture of engaging in data discussions, e.g., reviewing data and making changes using data?

0: Not in place	1: Partially in place	2: In place

Comments:

Findings and Areas to Address

Use the findings from the Readiness Indicators to develop a collective understanding of the school’s preparedness for UDL implementation and to identify areas for development. Keep in mind, it is unlikely that a school will be fully ready to go in all areas. Items rated “partially in place” or “not in place” may indicate areas of focus prior to implementation.

1. Use the guide below to summarize the following:
 - **Areas of Strength:** Indicators may include items marked “in place” or aspects of those marked “partially in place.”
 - **Areas to Develop:** Indicators marked “not in place” may require capacity building to enhance readiness. Indicators marked or “don’t know” require further investigation.
 - **Key Challenges:** Barriers likely to impact the school’s ability to effectively advance change and implementation processes.
 - **Priority Areas:** These are important to address in the early stages of planning and during implementation.

2. Brainstorm strategies to improve readiness and address key challenges and priority areas.

Areas to Address	Summary	Strategies: Approaches to address capacity building and overcome identified barriers
Areas of Strength		
Areas to Develop		
Key Challenges		
Priority Area(s)		

References

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide Implementation of Evidence-Based Programs. *Exceptional Children*, 79(3), 213–230.
doi:10.1177/001440291307900206