

Planning Ahead: UDL-PLC Series

LEARN

As you begin to think about how your school will move into the next phase of UDL implementation, ask yourself these critical questions: How can we sustain annual implementation ensuring that considerable investments of time, creativity and effort are maximized?

It's important to begin planning for the coming year midway through the immediate year, not in the final weeks. Administrative support is essential to ensuring plans move forward in the upcoming year. Here are some questions to guide the annual transition:

- What are the expectations for next years' UDL leadership team? Are there specific times of the year when you want to Will staff-wide planning and professional learning occur on a dedicated schedule? Should the UDL team be part of implementing changes to and designing collaborative lesson planning? Will the UDL team be responsible for other "deliverables" during upcoming school year?
- How will the UDL leadership team contribute to the UDL components of your school improvement plan?
- How frequently will the UDL leadership team meet next year and is the additional commitment fair and equitable compared with that of the professional staff as a whole? Can incentives be provided to encourage and reward the team's extra time and effort?
- Will you add more members to the school or department's UDL leadership team? What criteria and which process will you use?
- What is the plan for using technology resources to promote UDL school-wide next year? What will the role of the UDL leadership team be in supporting the distribution and use of these resources?
- How will the UDL team provide input on future technology purchases and the implementation of those resources to support UDL?
- How will school wide UDL implementation be measured, and what will be the role of the UDL leadership team in the development or implementation of assessment?
- Support is critical during summer planning and throughout the coming school year and should be anticipated and solicited by the UDL team.

The transition between the first and second year of a UDL Professional Learning Community is a "make or break" time for building meaningful UDL implementation school wide, in the experience of Montgomery County Public Schools. Scaling UDL school wide takes 4 to 5 years. Turnover at the administration and professional staff levels can have adverse effects on full-scale implementation when there is a lack of comprehensive transition planning.

DISCUSS

Reflect on and discuss what is needed to sustain UDL:

Read through the important questions in the LEARN section and then reflect on two of the following.

Adapted from HIAT, Maryland County Public Schools

- What do you think will be critical for sustaining your own learning?
- What will have to happen in order to scale the understanding and implementation of UDL school wide?
- What is critical to your school's transition plan?

Response to Colleagues:

Build on the ideas of your colleagues. Remember to deepen the discussion and not simply respond, "I agree" or "I plan to try that." As always, reply to at least one colleague.