

Phase two: Starting.

You've got your vision for what inclusive equitable learning environments that foster and support expert learning look like for your district. You've helped your schools to develop their vision too. You have gathered data to best understand your district's and school's current environment as it relates to readiness to begin implementation. Now, it's time to get started putting that vision into practice.

Once you've assessed your current implementation status, you'll lean to create a theory of action and goals for implementation of Universal Design for Learning. Think of your theory of action as the map to arrive at full implementation. It's best framed as an if then statement. Think if we do X, then Y will happen.

To best model UDL in your work, you want firm goals, flexible means. This means goals should have clear success criteria while still allowing flexibility in the strategies, materials, and resources stakeholders employ when achieving them. This gives staff the autonomy and ownership to decide how they'll accomplish goal achievement.

Next, to support that flexibility, you'll need to develop options for how the staff will learn about UDL, as well as how they can collaborate with peers in their implementation.

Finally, you'll need to decide where to begin piloting UDL, who will be supporting this work, and how you'll monitor progress so you know if and how you are closing the gaps between what is and what should be.