EAB

Universal Design for Learning and Other Inclusive Practices

Including All Students into Secondary, General Education Classrooms

District Leadership Forum

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1) Executive Overview

Key Observations

Recognize Universal Design for Learning (UDL) as a method to teach and include students of all abilities in general education classrooms. Leaders in districts that use UDL principles emphasize that it is a framework to support all students, rather than a special education initiative. Advocates of UDL believe educators who design their classes and curriculum with each individual student's needs in mind will create a better learning environment for all students regardless of their abilities. To ensure UDL was not presented as a special education initiative, general education leaders at **District A** served as the primary advocates for UDL implementation.

Implement UDL practices gradually across a district. At profiled districts, successful UDL implementation began in a single school. A pilot school allows administrators to learn from mistakes and demonstrate the effectiveness of the UDL model before expanding it across the district. It further allows administrators to collect teacher feedback and modify professional development trainings based on teachers' requests.

Introduce UDL with comprehensive training sessions and provide continued professional development opportunities for teachers and school administrators. Teachers at **District C** and **District A** learned about UDL as a district-wide, cultural change to teaching. Educators attended district-wide and school-wide trainings to learn the principles and research behind the framework and to gain exposure to successful teaching methods. Once implemented, these districts provide training opportunities targeted at ongoing teacher needs.

Profiled districts rely on several other methods to include high needs students in general education classrooms, including co-teaching models, alternative degree programs, and Membership-Participation-Learning teams. When high-needs students require significantly altered education, administrators find opportunities to include these students in classrooms with peers of the same age whenever possible. Alternative degree programs at **District C** are located within traditional schools in order to allow these students to join their peers as often as possible.

Co-teaching models serve as an effective inclusive strategy by pairing a general education teacher with a special education teacher. Special education administrators at **District B**, **District C**, and **District D** use special education co-teachers in general education classrooms to differentiate materials for students with IEPs and to provide additional assistance for all students. Successful co-teaching pairs communicate and collaborate constantly. Administrators strive to pair co-teachers strategically in order to ensure teacher comfort with the content.

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2) Introduction to UDL and Inclusion

Overview of UDL

UDL Serves as an Effective Tool to Educate All Abilities and Types of Learners

Neuroscientists developed the UDL framework in the 1990's to optimize teaching and learning for all people. Based on the idea that student's learn in diverse ways, UDL's three guiding principles ask educators to provide multiple means of engagement, representation, and action and expression in the classroom.

Contacts at **District A** emphasize that the gradual introduction of UDL theory and practices lead teachers and staff to a better understanding of the framework. Administrators first introduced the three guiding principles and later developed training sessions to explain the more complex **nine guidelines** of UDL.

CAST Universal Design for Learning Principles and Examples1

Representation
For *resourceful, knowledgeable* learners, present information and content in different ways.

Engagement
For *purposeful, motivated* learners, stimulate interest and motivation for learning.

Action & Expression
For *strategic, goal-directed* learners, differentiate the ways that students can express what they know.

UDL Principles Exemplified in a Lesson

A Teacher Can:
- Summarize assignment out loud
- Distribute hard copies of assignments to class

A Student Can:
- Read textbook chapters out loud in pairs
- Read primary sources independently
- Listen to an audiobook

A Student Can:
- Give an oral presentation
- Write a Paper
- Create a poster

UDL leaders emphasize that successful educators "design to the margins." Teachers plan lessons to fully engage students on the margins of each class (i.e., the highest performing students and the lowest performing students or students with disabilities) and therefore create a better learning environment for all students. By including options for high achievers and for struggling students within each lesson, teachers challenge and create inclusive learning opportunities for every student in the classroom.

UDL Does Not Distinguish between Special Education and General Education

UDL should serve as a comprehensive framework for teaching all students. The UDL ideology attributes many learning challenges to environmental deficits rather than student deficits. By providing modifications to the learning environment, UDL practices facilitate the inclusion of students with disabilities into general education classrooms. Therefore, UDL provides an effective framework for school districts prioritizing inclusive practices for students with disabilities. Contacts at profiled

1) "About Universal Design for Learning. CAST, 2018. http://www.cast.org/our-work/about-udl.html#.WrlAqy7wapo

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districts explain that UDL can serve as a unifying framework for all other inclusion methods and initiatives. Contacts emphasize that UDL leaders must frame UDL as a general education initiative and not a special education initiative.

UDL & Inclusion at Profiled Districts

Profiled Districts Use UDL alongside Other Inclusive Practices to Achieve Inclusion

District A, **District B**, and **District C** use UDL principles in general education classrooms. Teachers use UDL as a foundational framework to provide an engaging, individualized education and to facilitate the inclusion of all students in their classrooms.

District A began implementing UDL practices in 2003 in one pilot elementary school. In 2018, administrators now use UDL as the framework that drives curriculum and instruction across the district. All educators are expected to incorporate the principles into their teaching, and teachers' evaluations include UDL principles. A robust administrative infrastructure supports district staff with UDL utilization.

Similarly, District B and District C administrators view UDL as a central element of their educational philosophy. Administrators expect all teachers to use UDL. District leadership focuses efforts on expanding teachers' use of UDL and working to include students with more severe disabilities in general education classrooms.

Administrators at **District D** are just beginning the UDL implementation process. Contacts hope to expand the use of UDL in their classrooms over time.

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Inclusion Statistics and UDL Utilization at Profiled School Districts

District	Size	Inclusion Statistics	UDL Utilization
District A	12,500 Students 88.7% Graduation Rate	• 11.7% of the district's total student population are special education students • 87.3% of special education students spend 80% of their day in general education	• Began with one pilot school in 2003 • In 2018, all 18 district schools now use UDL principles, and teachers are evaluated on use of UDL
District B	16,000 Students 86.7% Graduation Rate	• Approximately 6% of the district's total student population are special education students • 90% of students with an IEP (individualized education plan) are incorporated into general education classrooms in some way • All 55 high school students with significant disabilities are included in at least one general education classroom	• Began exploring UDL in 2010 • In 2018, all district schools now use UDL principles
District C	40,000+ Students 92% Graduation Rate	• Approximately 12% of the district's total student population are special education students • Approximately 77% of special education students receive support within the general education classroom	• Began exploring UDL in 2015 • In 2018, all district schools now utilize UDL, and teachers are evaluated on inclusive practices
District D	5,700 Students 96% Graduation Rate	• Approximately 13% of the total population are special education students	• Began exploring UDL in 2018

District A Employs UDL Coordinators to Provide Additional Support

As UDL adoption expanded at **District A**, administrators applied for a state educational technology grant to provide additional resources to and training for district employees. District administrators used this grant funding to hire an outside contractor to provide dedicated UDL professional development for teachers.

As UDL became further embedded in the district, the Director of Special Education created more roles dedicated to UDL. In 2018, 12 full-time staff members at District A work at the district-level and within individual schools to support teachers with UDL. Specifically, nine UDL coaches support the districts' 18 schools. Each UDL coach splits her/his time between two schools within the district. Three district coordinators provide centralized administrative support for UDL.

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UDL Staff at *District A*

Director of Special Education

- Oversees Special Education and UDL staff
- Reviews student and school performance

3 UDL Coordinators

- Support UDL coaches and other staff
- Lead professional development for administrative staff, certified staff, and support staff
- Conduct research on UDL and Positive Behavior Interventions and Support (PBIS)

9 UDL Coaches

- Dedicated to two specific schools (1/2 time in each)
- Lead school-specific professional development sessions and UDL learning communities
- Support individual teachers on a per request basis

Contacts explain that as more teachers at District A implemented UDL practices, student referrals to special education declined. Contacts believe referrals declined because teachers felt better equipped to serve students who previously would be directed to special education. The decrease in special education students led to decreased demand for special education teachers. The change in students allowed the Director of Special Education to repurpose special education roles into positions focused on UDL.

UDL in the Classroom

UDL-Informed Teachers Present Students with Learning Options to Maximize Student Engagement in Class Material

A teacher who successfully provides multiple means of engagement for her/his class first creates a physical learning environment which allows each student to feel comfortable and ready to learn (e.g., a student with poor vision sits near the board). Next, the teacher designs a curriculum and specific lessons that allow all students to engage with the material in a way that will help them best learn.

Students in a UDL Class Read *Extremely Loud and Incredibly Close,* By Jonathan Safran Foer and Choose their Final Assignment

The teacher also has all students color code each chapter based on the narrator. This is a strategy to help visual learners follow the complex narration structure of the novel.

UDL-informed teachers offer multiple assignment options for students reading the novel and encourage (but do not require) students to select the appropriate option. The classroom teacher makes options worth different point values and adjusts individual student grades accordingly.

Assignment Option #1

Some students collect 30 pictures of items they enjoy, similar to the way the main character collects meaningful items in the book.

Assignment Option #2

Some students collect 30 pictures and write a few sentences to describe and explain why they selected each picture.

Assignment Option #3

Some students collect 30 pictures, describes them, and write several paragraphs of analysis about the novel.

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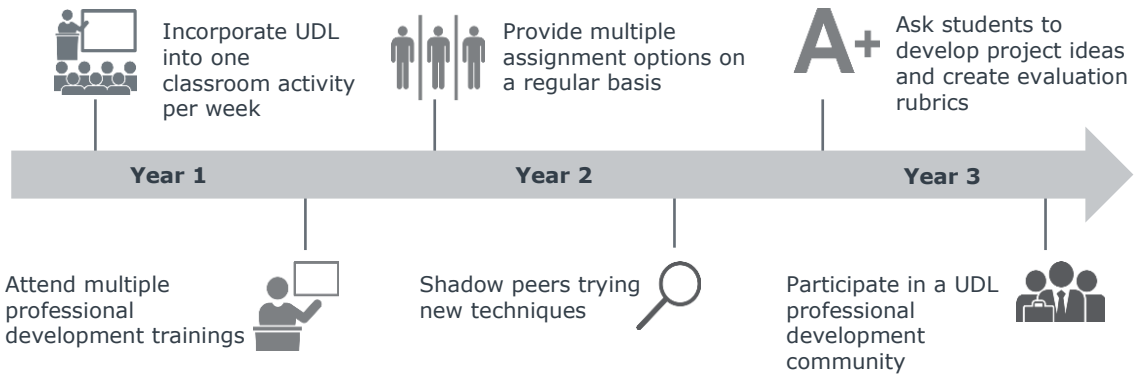
Encourage Slow Adoption of UDL Practices So Staff Do Not Feel Overwhelmed by Change

Contacts recommend teachers incorporate UDL practices into their classrooms slowly over time. Both teachers and administrators should not expect to revamp their entire curriculum and teaching style overnight. All educators and administrators should recognize that dramatic changes in instructional styles will require time to adjust and fully implement. Teachers will develop a stronger understanding of UDL and will be more successful in incorporating UDL principles if they adopt practices gradually.

Timeline of Classroom UDL Implementation



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3) Implementing and Sustaining UDL

UDL Implementation

Senior District and School Administrators Must Lead UDL Initiatives to Ensure Successful Adoption

District leadership initiated the adoption of the UDL framework in all profiled districts. In 2002, the Director of Special Education at **District A** began exploratory conversations with the directors of secondary and elementary education about incorporating the framework into the district. To ensure the model was presented as an overarching learning framework for all students, the Director asked district general education leaders to serve as the primary advocates for UDL. Contacts explain that general education leadership was crucial to UDL adoption. General education leadership gained the support of the Superintendent, the school board, and the head of the teachers union, which ultimately allowed UDL to thrive across the district.

In 2010, the Maryland state government initiated a task force to incorporate UDL principles into education systems across the state.[2] As a result, administrators at **District C** and **District B**, both located in Maryland, began to incorporate UDL across their districts.

District B leaders began adopting UDL in that same year, while District C School leaders began in 2015. Leaders presented UDL to teachers as a systematic change—UDL would be the new expectation for teaching, as opposed to one of many possible approaches a teacher might use.

Gradually Introduce UDL to Schools to Build a Case for Its Effectiveness

Several profiled districts first implemented UDL in one school within the district which allowed administrators to test the model and overcome implementation challenges at a smaller scale. Once a pilot UDL school demonstrates success, administrators can use the example to advocate for further expansion of the teaching model. Furthermore, administrators can solicit feedback from teachers on professional development needs and can ask early adopters to support other teachers as they learn the model. **District B**' administrators first introduced UDL in their elementary schools. As students progressed through the system, district leadership introduced UDL into middle school and then high school classrooms.

A pilot elementary school within **District A** adopted UDL practices in 2003. After seeing the success of the model, administrators gradually expanded the use of UDL practices to additional schools throughout the district. In addition, the transition of the principal of the pilot school to a central administrative role further facilitated the gradual expansion of UDL across the district.

Encourage Teachers to Commit to UDL Practices by Explaining How it Supports All Other School Initiatives

As a part of UDL training at **District A**, administrators asked teachers to list all initiatives, mandates, and responsibilities they felt responsible to uphold. Facilitators transcribed these initiatives onto a poster and then led a discussion on how UDL could serve as an underlying framework for all teachers' responsibilities and initiatives.

2) "References to UDL in Public Policy" National Center on Universal Design for Learning, 2018. http://www.udlcenter.org/advocacy/referencestoUDL

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Administrators keep this visual in the district's main office to remind staff of their commitment to UDL.

Professional Development

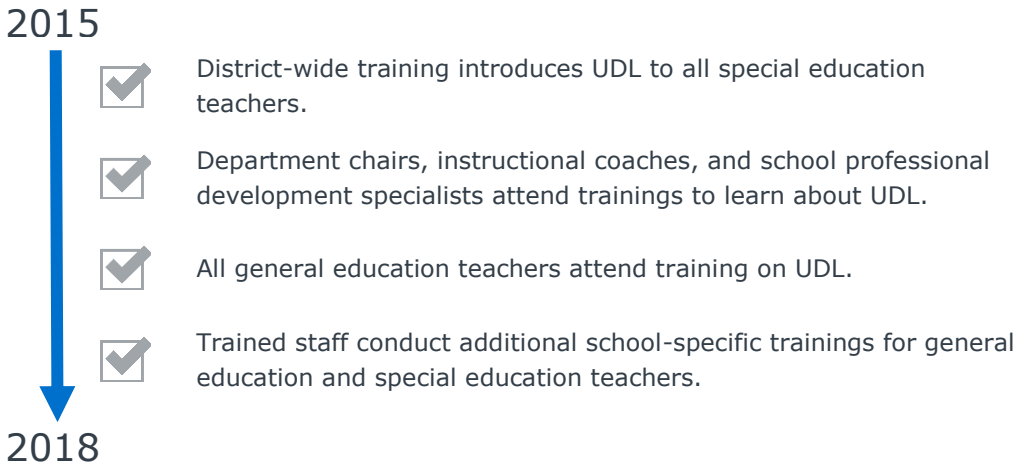
Require Initial and Ongoing District-Wide Professional Development for UDL Education

To educate all teachers and staff and to gain initial support for the UDL model, profiled districts each organized a series of district-wide and school-wide professional development sessions.

Trainers should model UDL principles in their professional development sessions to demonstrate its effectiveness and to set a strong example for teachers and staff.

The first UDL professional development session at **District A** emphasized the scientific research that supports UDL. District A leadership and external presenters shared neuroscientific research that shows that students learn in diverse and unique ways. Teachers and staff responded positively to this evidence-based training.

Timeline of Comprehensive UDL Training at *District C*



Include Both Special and General Education Teachers in UDL Training to Facilitate Knowledge Sharing

All district-wide professional development sessions at **District D** include both general education and special education staff. Administrators organize joint trainings to build relationships and to emphasize the district goal of effectively educating all students—regardless of ability. In addition, contacts note that special education teachers can share their expertise in supporting students with disabilities with the entire staff. As the district begins to implement UDL, administrators plan to continue this practice of training all teachers together.

Teachers at *District* D will Evaluate UDL Trainings to Determine Best Fit

A select group of **District D** general education and special education teachers plan to attend external UDL trainings to begin to learn about the topic. Administrators chose teachers to attend trainings who are enthusiastic about UDL and likely to adopt the methods. Administrators will collect feedback from participants to determine which speakers or types of training sessions would be most effective to use in their district.

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Continue to Offer District-Wide Professional Development Sessions on UDL

While contacts at profiled districts emphasize the importance of comprehensive professional development during the introduction of UDL, administrators should also continue to offer district-wide professional development related to UDL principles and inclusive practices. **District B** teachers and staff attend eight district-wide professional development trainings each year. Many of these sessions focus on inclusive practices. When possible, administrators invite external speakers to present to the group (e.g., a neuroscientist, a representative from a UDL research center).

New special education teachers (including tenured teachers transitioning into special education) at **District C** attend a weeklong training two weeks before the school year. The professional development sessions include an introduction to UDL.

***District A* Hosts National UDL Summer Institute**

Administrators at **District A** host a weeklong summer training focused exclusively on UDL. The Institute began in 2012 when the district changed its teacher evaluation model to include UDL components and was originally designed to prepare teachers to succeed under the new evaluation model. Now teachers and administrators from around the country attend (all District A employees can attend for free). The sessions feature lectures, workshops, and networking, with different options for new teachers and veteran teachers.

School-Specific Trainings Allow for More Customized Teacher Learning

District C administrators offer school-wide professional development for teachers throughout the year. In addition, teachers have access to online training through the district's professional learning website. Administrators rely on teacher feedback and topic requests to determine the content of professional development sessions. Online sessions occur regularly and feature topics such as UDL, technology use in the classroom, and supporting English language learners.

UDL coaches at **District A** run group sessions for teachers to improve their use of UDL practices. The sessions that coaches offer are unique to each building, taking into account the culture and needs of each school. For example, a coach at one of the district's high schools hosts an optional monthly UDL lunch for which he/she curates the content and topics for each session based on input from participants. Similarly, **District B** administrators provide training on inclusive practices on a monthly basis to support staff in effectively integrating students of varying abilities into classrooms.

District A UDL coordinators also design and deliver targeted training sessions in areas for which school administrators identify a need. For example, a principal requested a UDL 101 session for teaching assistants so that these staff can more effectively support UDL classrooms. A UDL coordinator created and led the presentation for this subgroup of staff.

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Create Additional Opportunities for UDL Advocates to Further Improve their Use of UDL

Fifteen high school teachers at **District A** belong to a professional learning network focused on UDL, where they participate in activities dedicated to UDL. The high school's UDL coach recruits participants and organizes the group activities. For the 2018 pilot year, the UDL coach invited the teachers most dedicated to teaching with the UDL framework to join the network. Administrators hope to expand this program to include a second group of fifteen teachers in the future.

Members of the professional learning network participate in a day-long observation and feedback session. Teachers host peer teachers in their classrooms to model UDL practices for their visiting peers for half of a school day, and then switch to observe other classrooms for the remainder of the day. The group shares feedback on the instruction at the end of the day and reflects on ways to further improve.

Teachers and administrators also use Twitter to share successful practices and brainstorm other ways to support students. Teachers use the hashtag #udlchat to share their experiences using UDL with colleagues within the district and across the country.

Offer Individualized Training to Increase Teacher Comfort with UDL Practices

Instructional coaches at **District B** work with individual teachers or small groups to model inclusion practices and differentiation techniques, including UDL practices. The coach runs sessions one to two times per month during the school year. Sessions and modeling are available to both general education and special education teachers. Contacts emphasize that modeling and individualized support are especially helpful increasing teachers' comfort with supporting students with significant disabilities.

Similarly, teachers at **District A** can request individualized support from a UDL coach. These requested sessions often include a UDL coach leading an individual coaching session with the requesting teacher. In these sessions, the teacher brainstorms additional ways to engage students in a lesson or solicits general feedback on the use of any UDL technique.

Teacher Evaluations

Encourage Positive, Improvement-Oriented Reflection in Teacher Training Process

For the first three years of using UDL practices, teachers at **District A** completed a self-reflection rubric to evaluate the use of UDL principles. Administrators asked teachers to evaluate their understanding of the three UDL principles and how often they utilized those principles in their everyday teaching. District leadership aggregated the results to understand teacher comfort and progress with the new model and to determine where to focus additional professional development sessions.

Administrators avoided language such as "assessment" or "evaluation" to ensure teachers did not interpret the process as a performance evaluation.

Over time, teachers actually began to score themselves lower on these UDL self-reflection rubrics. Administrators believe teachers' increased critical self-evaluations indicated a more nuanced understanding of UDL and an increased comfort in honest feedback and self-improvement. When the district transitioned to include UDL in the formal teacher evaluation process, administrators discontinued the self-reflection rubrics.

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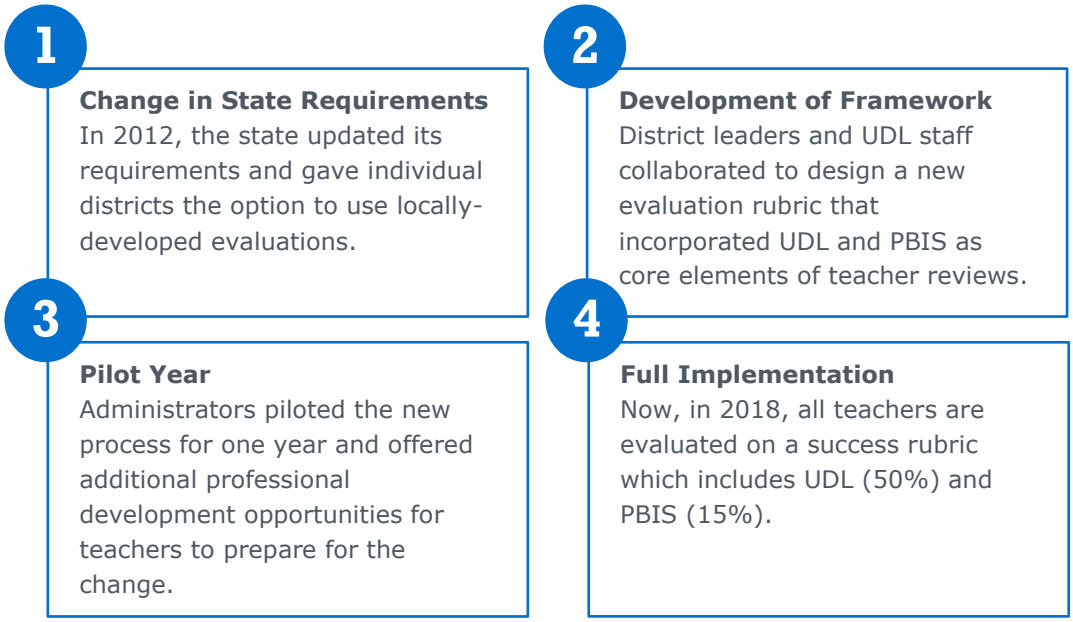
Teacher Evaluation Modification Process at *District A*



UDL Assessment

Use Qualitative Feedback in Addition to Test Scores and Graduation Rates to Assess UDL's Effectiveness

Administrators at all profiled districts review state test results and graduation rates to measure overall school performance and the effectiveness of UDL. **District A** administrators also track the number of students in AP classes and results on AP exams, as an increased number of students participating and succeeding in these courses and exams help indicate the success of UDL practices in secondary classrooms.

Contacts note that a decrease in time students spend in special education classrooms indicates the success of UDL and inclusion practices. Administrators at **District A** additionally review PBIS data to see if there is an increase or decrease in the number of referrals for behavioral intervention. They believe that referrals should decrease because UDL methods remove barriers in the classroom.

In 2016, **District A**'s leadership asked students to reflect on their own achievement and learning as another measure of UDL success, by describing how they benefited and learned from specific components of UDL-influenced assignments. This qualitative student feedback allows teachers to constantly evaluate their lessons and assessments. Administrators hope to incorporate student feedback into their interpretation of school success moving forward.

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4) Other Inclusive Practices

Co-teaching

Special Education Co-Teachers Work in General Education Classrooms to Support Students with IEPs

Administrators and teachers at **District B** and **District D** use co-teaching models to include students with disabilities within the general education classroom. Fifty percent of high school classrooms at District D include a co-teacher. In this model, a special education instructor shares lesson planning and other classroom responsibilities with the general education teacher and provides additional support for students with disabilities in the general education classroom.

Examples of General Education and Co-Teacher Responsibilities

Frequency	General Education Teacher	Co-Teacher
Before Each School Year	• Place both teachers' names outside of the door indicating the room is shared • Post pictures of the co-teacher in the classroom	• Complete IEP charts for special education students • Train Educational Assistants and peer tutors
Weekly	• Collaborate with special education teacher to determine which students require differentiated content and differentiate in line with state standards • Develop assessments • Develop and document weekly lesson plans • Share with students how the co-teacher supports the class	• Collaborate with general education teacher to determine which students require differentiated content and differentiate in line with state standards • Modify tests and assignments based on IEP accommodations and modifications • Develop lesson plans and provide ideas for modifications
Daily	• Encourage co-teaching partner to actively and overtly support students without IEPs as well as those with IEPs • Use we/us/our pronouns when you would typically use I/my • Engage in supportive co-teaching with the special education teacher as appropriate • Communicate with co-teacher!	• Help grade all students' work • Adapt or modify instructional activities for students • Use we/us/our pronouns when you would typically use I/my • Engage in supportive co-teaching for the general education teacher as appropriate • Communicate with co-teacher!

At District B, paired special education and general education teachers meet weekly to discuss lesson plans and how to differentiate material for students with disabilities. Teachers at other profiled districts informally collaborate and coordinate over email or in person to prepare for upcoming lessons and to discuss the additional needs of special education students.

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Incorporate Teacher Preferences when Pairing Co-Teachers

Administrators at **District D** began using the co-teaching model with younger general education teachers. Administrators determined newer educators should pilot the model because they were more likely to be exposed to these practices during their teacher credentialing. As co-teaching became a central part of the high school, administrators grew increasingly strategic in pairing special education and general education teachers. Whenever possible, administrators consider personal relationships and preferences when assigning course schedules.

Similarly, administrators at **District B** incorporate teacher preferences when pairing special and general education teachers. Ideally, administrators assign special education teachers to general education classrooms where they are content certified or generally comfortable with the subject. Due to the often complex nature of the high school curriculum, contacts recognize that the placement of a co-teacher in an unfamiliar subject presents an unnecessary obstacle to teacher satisfaction and performance.

Co-Teacher Differentiates General Education Lesson on the United States Supreme Court for High-Needs Students

General Education Teacher

The classroom teacher gives a lesson to the general education classroom on the Supreme Court.

The teacher asks students to answer questions such as:

- What are the two arguments in the case?
- What are the implications of the courts' decisions today?

Special Education Teacher

The special education co-teacher joins the lesson and differentiates the material for the student(s) with significant disabilities.

The teacher asks the student(s) to answer questions such as:

- Who is the person with the gavel? (the judge)
- Who are in the people in box? (the jury)

Alternative Degrees or Specialized Programs

Provide Elements of Inclusion in Alternative Programs that Serve Students with the Most Severe Disabilities

Contacts at **District B**, **District C**, and **District D** all offer alternative programs designed for students with the most severe disabilities or behavioral issues. Districts dedicated to inclusive practices strive to include these students in classrooms of peers their age. For example, all specialized programs at District C are located in a comprehensive high school. Whenever it is appropriate to incorporate students into the general education environment, students can easily join general education classrooms with their peers.

District B offers a non-diploma, transitional path for students with the most severe disabilities. The transition program is for these students to receive modified instruction within the Maryland Career Development Framework. The curriculum aligns with the general education curriculum, but occurs in a separate space. The program relies heavily on community-based instruction, where student employment is

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an element of the student's transition plan once they leave high school. Students complete a soft skills curriculum and then work in the school community (e.g., in a school cafeteria). Parents or guardians determine if they want their child to participate in the transitional program. Most parents at District B choose a combination of general education instruction and transitional course instruction.

Administrators at District C also offer a separate program for students with significant emotional, social, or behavioral difficulties. These students still work towards a Maryland state diploma, but the separate setting allows for additional support services for these students. Therapists, social workers, and behavioral interventionists join the classroom to provide individualized support. Less than one percent of high school students at District C are primarily placed in this program due to emotional, social, or behavioral needs.

Inclusion Initiatives Provide an Opportunity to Reevaluate Student-Ability Categorizations

Many contacts at profiled districts use state categorization of students' performance levels to determine special education and general education placements. While working on inclusion initiatives, administrators can critically evaluate the ways they categorize students with special needs.

Administrators at **District C** previously relied on three levels of curriculum for students. As a result, different content was available for students significantly below grade level, at grade level, and above grade level. Around the time that district administrators implemented UDL, administrators eliminated the below-grade level option. The goal of this change was to increase the academic rigor and expectations of underperforming students. The change also contributed to a more inclusive school environment, as the students in the lowest level were incorporated into classes with their peers performing at grade level.

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Teams of Teachers and Staff Work Together to Support Students with Severe Disabilities

Membership-Participation-Learning (MPL) teams work together to support high-needs students at **District B**. The ultimate goal is to maximize inclusion of students with the most severe disabilities in classrooms of their peers. First, the team aims to make the student a member of the general education classroom community. Once the individual student feels included, the team helps the student engage and participate in the classroom. The MPL team assumes that once the student can participate in the classroom, learning will come naturally. The team members meet regularly to identify the individual student's strengths and weaknesses and to assess progress over time. MPL teams review student data (e.g., observational notes, data collected from questionnaires and other sources) on a monthly basis to determine what percentage of time a student is a member of the class, what percentage of the time they participate in class, and their performance on assessments.

MPL Team Composition

General Education Teachers

Special Education Teachers

School Psychologist

Instructional Coach

Additional Members as Needed

Amplify MPL Success Stories to Keep the District Community Engaged with Inclusive Practices

Administrators at **District B** share success stories of students supported by MPL teams through videos. A video that displays a student's progress over time is one easy way to share the positive benefits of inclusive practices. A video can be shared with school administrators, special education teachers, and general education teachers to sustain enthusiasm and energy for the work to include students with disabilities in general education classes.

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6) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What percentage of contact districts' high school students receive special education support within the general education classroom?
- How do contact districts use Universal Design for Learning (UDL) in their general education classrooms?
- What was the implementation process for UDL at contact districts' high schools?
- What professional development opportunities do contact districts provide general education teachers to implement UDL and inclusive practices?
- How do contact institutions gain buy-in for UDL and inclusive practices from general education teachers?
- What administrative and reporting structures do contact districts use to manage UDL programs?
- What other inclusive strategies do contact districts use to support secondary students with disabilities?
- How do contact institutions provide inclusion support for high school students with moderate disabilities as opposed to students with more severe cognitive and/or behavioral impairments?
- How do contact districts measure the effectiveness of UDL and inclusive practices?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (http://nces.ed.gov/)
- National Center on Universal Design for Learning (http://www.udlcenter.org/)
- CAST (http://www.cast.org)
- "About Universal Design for Learning. CAST, 2018. http://www.cast.org/our-work/about-udl.html#.WrlAqy7wapo.
- Local Spotlight. Alternate Instructional Framework News, 2016. https://marylandlearninglinks.org/wp-content/uploads/2017/01/Summer2016-AEPNewsletter.pdf.
- "References to UDL in Public Policy" National Center on Universal Design for Learning, 2018. http://www.udlcenter.org/advocacy/referencestoUDL.

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Research Parameters

The Forum interviewed Directors of Special Education at the following school districts:

A Guide to Institutions Profiled in this Brief

District	Location	Approximate Size	Graduation Rate
District A	Northeast	12,500 Students	88.7%
District B	Northeast	16,000 Students	86.7%
District C	Northeast	42,000 Students	92%
District D	Southwest	5,700 Students	96%

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