

Increasing Equity in Education through Stage-based Implementation of UDL in a MTSS

Presented by

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS'
CONFERENCE





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Collaborative Effort



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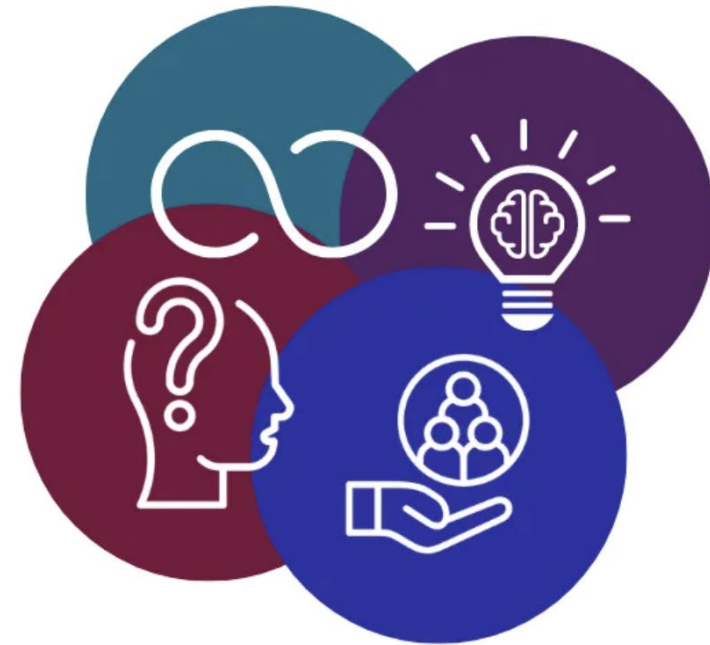
How can educators make sense of all the system design frameworks they encounter in the field?

- Parallel Play
- Cooperative Play
- Adults: Intentional Systematic Approach

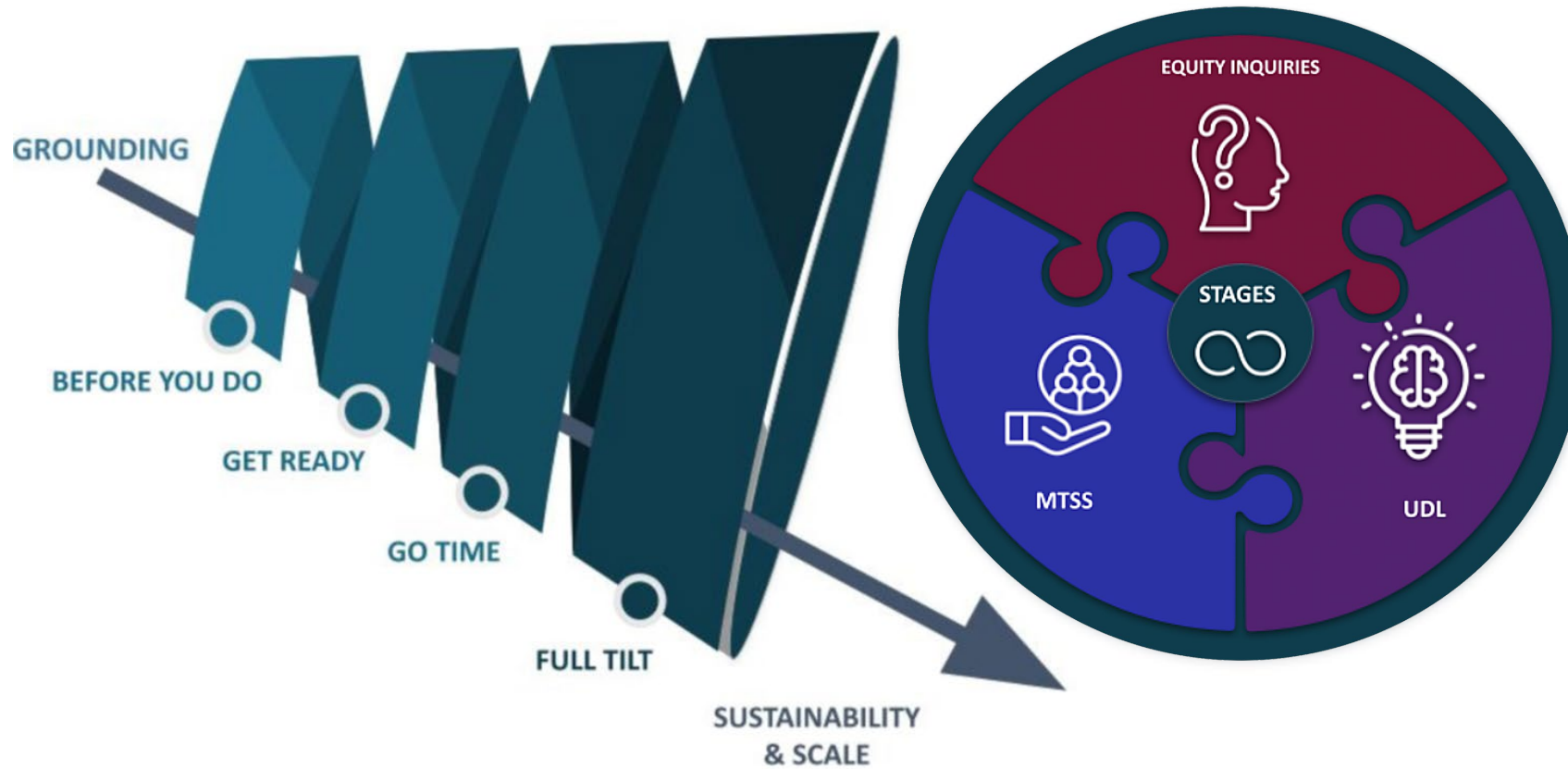


Integrating Four System Design Initiatives

- Equity Inquiries
- Universal Design for Learning
- Multi-Tiered System of Support
- Stage-based Implementation



Multi-framework Approach



Four Common Foundations

- **VISION** — Have a clear vision of what they want to do.
- **TEAMS** — Form leadership and implementation teams.
- **DATA** — Use data to understand their current relationship to a shared vision or goals.
- **IMPROVEMENT** — Elevate leaders who commit to making the necessary improvements or changes.



Stages of Implementation

- Exploring the issues and options
- Preparing the people and systems
- Initially implementing part or all of each new practice throughout a school
- Ensuring local and state education or management organization support for sustainability and possible scale up to other schools



Equity Inquiries

- Amplify school leaders' focus on who the students in the system are and how well the system serves them
- Gather multiple perspectives on how well the system serves historically under-resourced student groups identified by Race, Culture, Language, Ability, etc.



Universal Design for Learning

- Learner variability organized across three brain networks
 - affective (the why of learning found in interest, effort and persistence, and self regulation)
 - recognition (the what of learning exercised through perception, language and symbols, and comprehension)
 - strategic (the how of learning seen in physical action, expression and communication, and executive function).



Multi-Tiered System of Support

- A way for grade-level or content-area teams to provide equitable access and participation across the full range of brain variability, race, culture, language, and other student qualities, by understanding data about students and referring to decision guidelines to efficiently make, monitor and adjust instructional matches



Before You Do Exploration

- What are the assets and the needs?
- How does the program or practice fit the local context?
- How feasible is implementation?

Taking this time to plan will be more efficient.



Before you do... / Exploration

- **Equity Inquiry**

Do your exploration activities support team members to investigate and determine how cultural assumptions, frames of references, perspectives, and biases influence the ways in which your team have come to understand your current context and system, including identifying needs and assets?

- **UDL**

Does your team understand Universal Design to learning principles, including learner variability and barriers to engagement, representation and action and expression in learning environments?

- **MTSS**

Does your team understand the concepts of designed experiences through a tiered system focused on fluid movement of instruction based on student data?



Get Ready... / Installation

- How are you going to build the needed implementation supports?
- How will you use data and information for making improvements?

Give yourself time to test out if this approach is going to work in your context.



Get Ready... / Installation

- **Equity Inquiry**

How will you ensure content comprising capacity building activities, including professional learning experiences address problematic beliefs, policies, and patterns of practice that may affect effective implementation, for all students, particularly minoritized students, in addition to learning about specific practices associated with MTSS and UDL?

- **UDL**

Do educators understand how to set learning goals and provide options to support learner success in achieving outcomes?

- **MTSS**

Have your teams constructed a Resource Map of all your available instructional, curricular, facilities, personnel and other resources?



Go Time... / Initial Implementation

- How is the initial use of the practice/program going?
- How do we get better in our implementation supports and use the practice or program?

This stage is the heart of the work, so take time to process how it is going.



Go Time... / Initial Implementation

- **Equity Inquiry**

How will you collect information about ways implementation across schools may differ in terms of capacity and outcomes in relation to school demographics? How will you identify contextual factors that may contribute to identified inequities in implementation? How will you address these inequities so that all students equally benefit?

- **UDL**

Are educators supporting the development of expert learners leading to sustained persistence on tasks and demonstrated success in meeting instructional goals?

- **MTSS**

Have your teams worked to create Tiered Instructional Matrices across academic, behavioral, social-emotional and mental health aims?



Full Tilt / Full Implementation

- Does the whole school community understand and is it invested in full implementation of the intentionally designed system and practices?
- Are students achieving the expected outcomes?

This stage is your opportunity to make small adjustments that will help to sustain the system for years.



Full Tilt / Full Implementation

- **Equity Inquiry**

Do all students, families and educators, particularly from minoritized communities realize the full benefits of implementation?

- **UDL**

Can all learners access the general education curriculum, and do they have opportunities to demonstrate learner agency and expert learning skills and abilities?

- **MTSS**

Have teams worked to see the Master Schedule fully represent the options outlined in the Resource Map and Tiered Instructional Matrix? Are opportunities evident in the Master Schedule for fluid movement of resources and instruction to meet student needs?



So what is your next step?

- We hope that the idea of “cooperative work” among these frameworks makes sense to you and you want to start to work at it.
- We suggest that your first move is a collective walk through the following infographic to deepen your teams' understanding, and then to form agreements about how you will make this journey in your school.



Resource Spotlight

- CAST — Resources for implementing Universal Design for Learning cast.org
- Great Lakes Equity Center — Resources for implementing Equity Inquiries greatlakesequity.org
- National Implementation Research Network — Resources for Stage-based Implementation nirn.fpg.unc.edu
- SWIFT Education Center — Resources for implementing Equity-based MTSS swiftschools.org





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