

The **New**
Hampshire
UDL Innovation
Network

Year 1 (2018) Report

2018 in #s

1 Groundbreaking Partnership 

32 schools  **17** SAUs

215 

PARTICIPANTS


BETTER 
 **outcomes** 

for

1000s

of

LEARNERS



Commissioner Frank Edelblut delivers the welcome speech at the 2018 NH UDL Innovation Network kickoff event.

Overview

The New Hampshire UDL Innovation Network is the result of a groundbreaking collaboration between the New Hampshire Department of Education and CAST, a world-renowned non-profit whose mission is to transform education design and practice until learning has no limits.

This multi-year opportunity is designed specifically for school-based educators who are committed to empowering all learners through Universal Design for Learning. Participants in the UDL Innovation Network create innovative, inclusive lessons in Learning Design Studios, dig into student variability by analyzing classroom videos, build a collaborative school culture through Instructional Rounds, and become immersed in UDL thinking, community, and practice.

Year 1 (2018) began in March with a full day of experiential learning and networking at the UDL Innovation Network Kickoff in Concord. For the rest of the school year, teams participated in monthly face-to-face and virtual learning events, school visits, classroom observations, and full-staff trainings with CAST's Implementation Specialists. CAST also selected two Focal Schools to collect detailed information on participation in the UDL Innovation Network, to explore participants' experiences, and to inform further supports and program design.

In the summer of 2018, 30 UDL Innovation Network educators took part in a hands-on Learning Design Studio. Participants spent two full days designing individual lessons, topic-oriented units, and professional development opportunities for other educators in an interactive "playground" designed to inspire creativity and risk-taking.

Year 2 (2018-2019) will add a new cohort to the UDL Innovation Network. This cohort will participate in interactive learning and designing using the UDL framework, Instructional Rounds, problem-solving activities, and will receive individual support from the CAST Implementation Specialists. The project continues through Year 3 (2019-2020), adding new cohorts and building on existing work, spreading UDL best practices throughout New Hampshire, and creating potential for further work and exploration through this creative partnership.

New Hampshire's pioneering work in designing more effective learning experiences for all students through this incredibly robust and immersive partnership program will lead the state forward. The UDL Innovation Network will create a supportive learning structure for New Hampshire educators, and, most importantly, better outcomes for all of New Hampshire's learners.

PARTICIPATING SCHOOLS

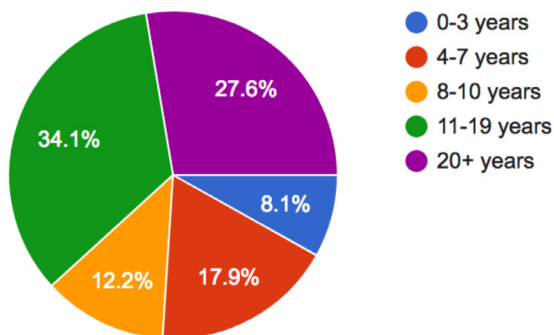
In collaboration with 32 schools from 17 different School Administrative Units, the New Hampshire UDL Innovation Network built a diverse Year 1 cohort spanning the entire state.

School Name	SAU #	School Name	SAU #
Cooperative Middle School	16	Monarch School of New England	Private
DJ Bakie Elementary School	17	Newmarket Elementary School	31
Dr. George S. Emerson Elementary School	93	Northwest Elementary School	37
East Kingston Elementary School	16	Parker-Varney School	37
Exeter High School	16	Paul Elementary School	101
Florence Rideout Elementary School	63	Pelham Elementary School	28
Hampstead Middle School	55	Pittsfield Elementary School	51
Hudson Memorial School	81	Pittsfield Middle and High School	51
Kensington Elementary School	16	Plainfield Elementary School	32
Lakeway Elementary School	84	Sanborn Regional High School	17
Lempster Community School	71	Sanborn Regional Middle School	17
Lincoln Street School	16	Somersworth Middle School	56
Littleton High School and Daisy Bronson Middle School	84	Stratham Memorial School	16
Main Street School	16	Vilas Middle School	60
Maple Wood Elementary School	56	Wilton-Lyndeborough Cooperative Middle and High School	63
Memorial Elementary School	17		

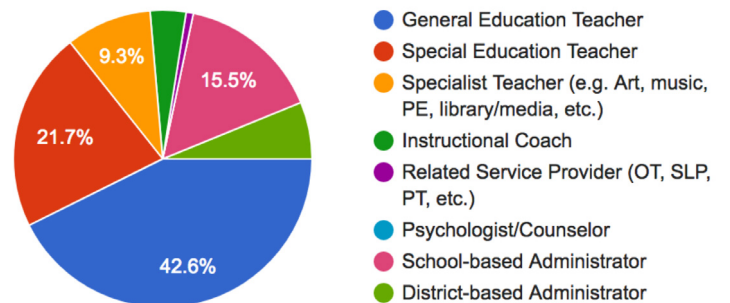
INDIVIDUAL PARTICIPANTS

A total of 215 participants brought varying roles, perspectives, and years of experience to the UDL Innovation Network in Year 1.

Years of Experience



Primary Role of Participants





From Idea to Implementation



KICK-OFF EVENT

A packed house of 215 participants from 32 schools across the state came together to kick off the New Hampshire UDL Innovation Network with enthusiasm and spirit. Participants learned about Universal Design for Learning and the mindset shift required to design learning experiences that are more effective, engaging, and meaningful for all learners. They participated in a Design Thinking challenge, worked through case studies with their teams, learned the neuroscience behind UDL, and engaged in planning activities for the roll-out of UDL in their schools.



VIRTUAL LEARNING

In three unique virtual learning experiences designed to break the traditional webinar mold of “sit and receive,” each participating team from across the state of New Hampshire was invited to integrate strategies from each of the UDL Guidelines into their own setting. Participant teams created model lessons demonstrating their understanding of each core UDL principle: multiple means of engagement, representation, and action and expression.





“...With the new knowledge of these innovative practices, I will be able to better engage my students and personalize their learning even more than I do now.”

A team of participants from the Memorial School work on a case study at the 2018 kickoff event.

VISITS FROM CAST IMPLEMENTATION SPECIALISTS

Each school in the UDL Innovation Network was assigned a CAST Implementation Specialist who visited one or more times in Year 1. Implementation Specialists systematically observed both participating teachers and teachers not involved in the program in order to record baseline data for comparison in Year 3. They then met with each team to set goals, reflect on current learning, and create a learning plan for the year.

UDL TEAM MEETINGS

One goal of the UDL Innovation Network is to set school-based teams on the path toward independence. To that end, teams meet twice a month — one guided meeting to watch webinars and participate in structured activities,

and one self-directed meeting in which participants reflect on their learning, plan implementation, and discuss questions.

FULL-SCHOOL TRAININGS

CAST’s research shows that when the language of UDL is used throughout a school, it speeds the scaling of UDL from small teams to the full staff. As a way of supporting the development and use of UDL language schoolwide, Implementation Specialists visited each school and provided a UDL implementation overview to the full staff. Each training provided a basis for the underlying concepts of UDL, modeled how UDL is used, and challenged participants to engage in discussions and activities to build understanding in the foundations and language of UDL.

“Having the UDL Implementation Specialist present to the whole staff was a powerful way to demonstrate why our school is in the Network and why we’ve created a UDL Team. It lends to the transparency of what teachers are doing in school.”



“The learner variability sandbox was the most helpful. I was able to break down a full lesson and understand what barriers I or my learners might encounter.”

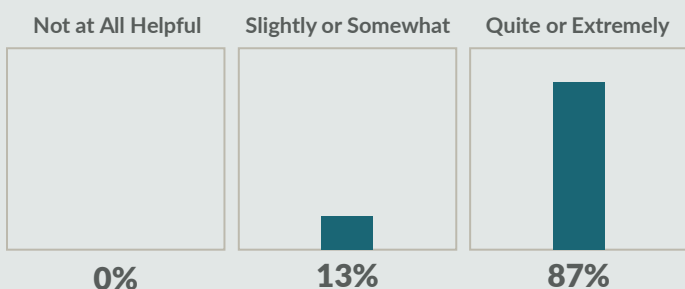
LEARNING DESIGN STUDIO

Individualized learning is at the heart of CAST’s work in Universal Design for Learning. Because so few educators have experienced what this might look, sound, or feel like in practice, and even fewer are confident in planning this way, CAST created a Learning Design Studio to model both. During these two-day design challenges, educators experienced the joy of playing with new ideas, designing collaboratively, and making use of the expertise of their peers and CAST staff in learning “playgrounds.”

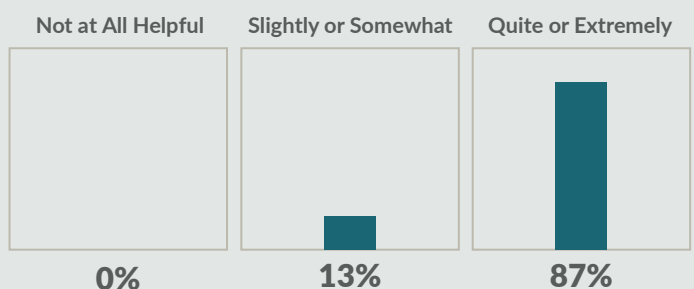
FOCAL SCHOOL STUDY

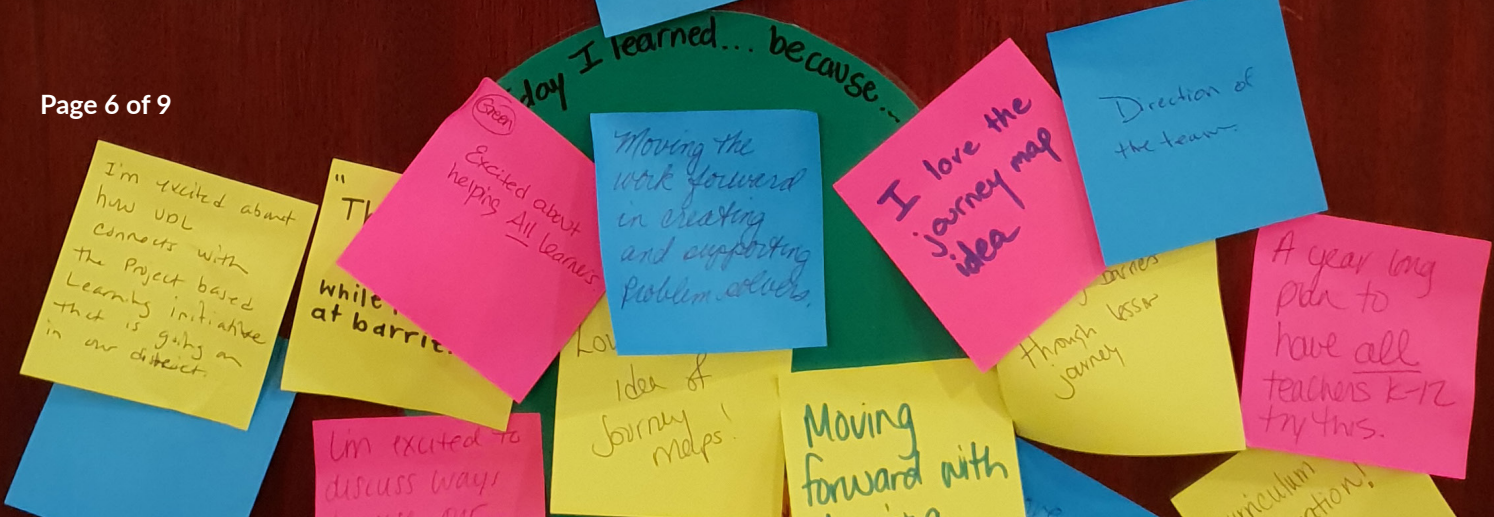
In an effort to gain a more fine-grained understanding of participants’ experiences in the UDL Innovation Network over the course of the 3-year project, two schools have been identified as Focal Schools. Working with the Focal Schools enables CAST to collect detailed data and gain rich insight into each school’s UDL journey, allowing iterative instructional adjustments as information is collected and analyzed. Data collected in Year 1 includes structured and recorded classroom observations of all UDL Team teachers within each Focal School, student work samples, and a focus group interview with each UDL Team. This data collection will continue in Year 2 and Year 3 to document shifts in teacher learning.

To what extent did the Learning Design Studio help deepen your understanding of UDL?



To what extent did the Learning Design Studio help you apply UDL to your own context?





“Designing UDL goals helped me clarify that we need to really focus on one thing at a time so things don’t get watered down, or we make the intention confusing/overwhelming.”

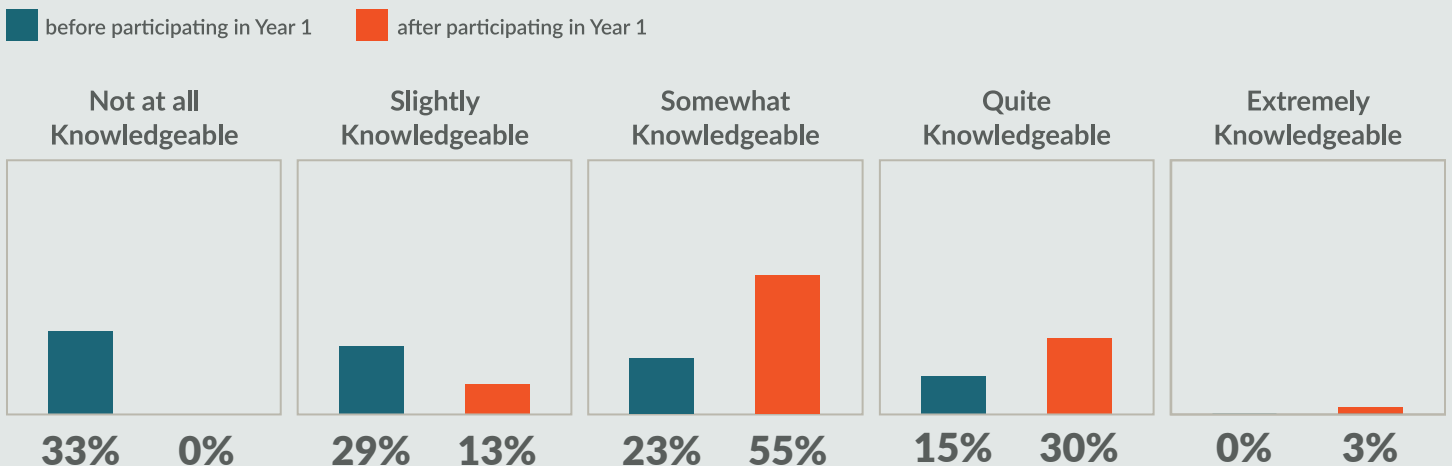
Surfacing the Learning

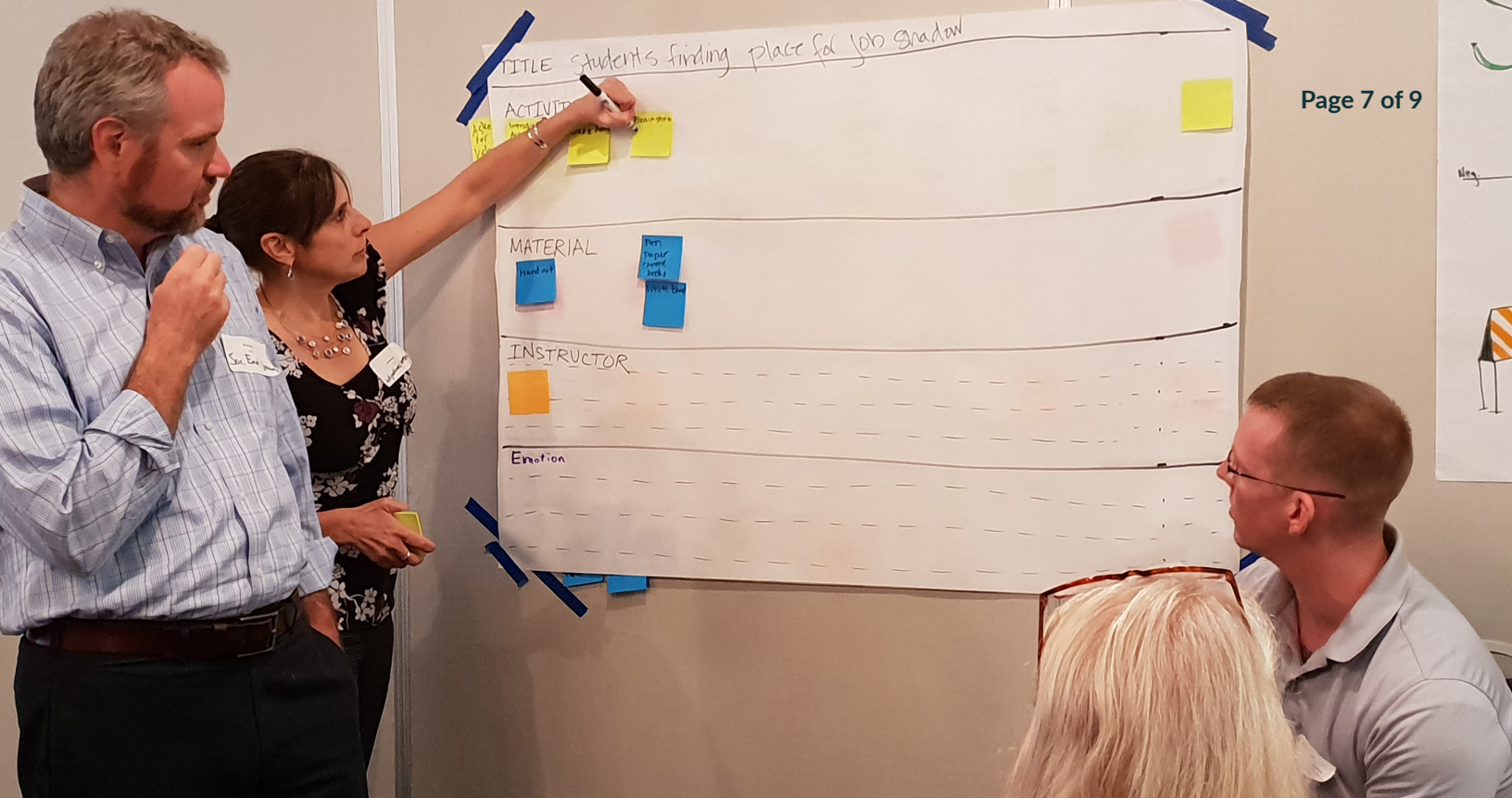
One of the goals of the New Hampshire UDL Innovation Network is to support teachers in developing their knowledge and applications of Universal Design for Learning. In Year 1, this goal is already being realized in significant ways throughout the UDL Teams and within individual participants.

“I understand that UDL is not a program or initiative, but rather a way of thinking about instructional design to reach more learners.”

SUPPORTING TEACHER KNOWLEDGE OF UDL

The graph measures participants’ responses to the question “How would you characterize your knowledge about UDL?” before and after participating in Year 1 of the UDL Innovation Network.



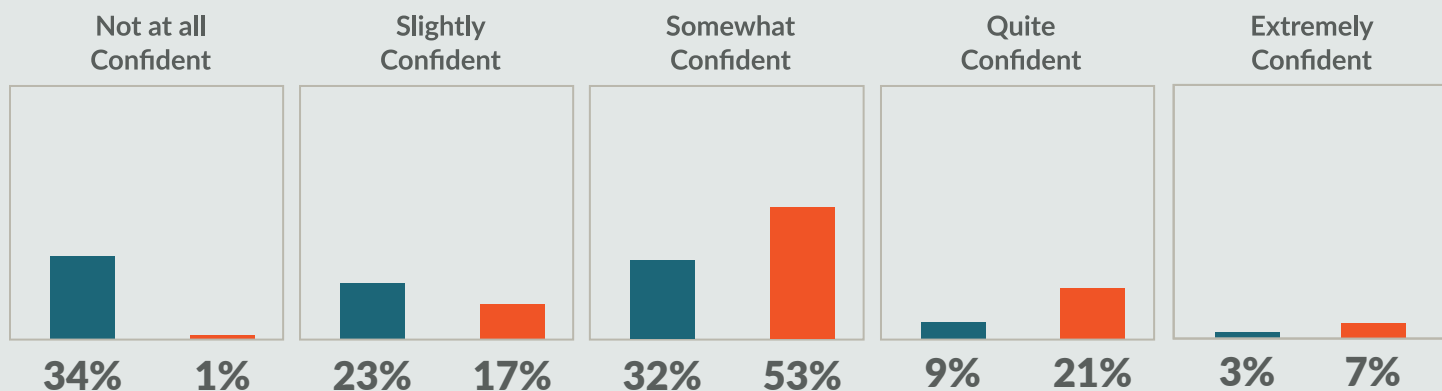


“I went from not knowing anything about UDL to starting to think about changes I can make in my lessons.”

SUPPORTING TEACHERS IN APPLYING UDL TO PRACTICE

The graph measures participants' responses to the question **“How confident do you feel in terms of applying UDL to your practice?”** before and after participating in Year 1 of the UDL Innovation Network.

■ before participating in Year 1 ■ after participating in Year 1





“As an administrator, I am modeling UDL whenever I can with the staff. For example, when planning staff meetings/professional development meetings, I am incorporating UDL language and/or techniques.”

Looking Ahead

Modeling Universal Design for Learning, the New Hampshire UDL Innovation Network partners elicit feedback for improvement over the course of the project. Plans for implementing takeaways from this feedback are part of subsequent iterations in Years 2 and 3.

“[CAST] provided the answers to questions I had and questions I didn’t know I had.”

Feedback: Participants want more opportunities to see UDL in action

“Opportunities to see UDL in action and discuss the planning and decisions made for UDL with the team of teachers involved in the UDL teaching observed. This could be done through instructional rounds.”

Plans to incorporate feedback: School teams participating in Instructional Rounds

Each school team will participate in Instructional Rounds three times over the course of the school year. Not only will they get to see UDL in action, but they will learn a protocol for analyzing trends across the school and creating professional learning plans based on this information.

Feedback: Participants want more opportunities for feedback on applying UDL to practice

“It would be great to get some feedback on how we are doing with bringing UDL into our classrooms. Being observed can feel scary and I know we often shy away from it but it could be really beneficial.”

Plans to incorporate feedback: New Video Club opportunity

The design of this strand acknowledges that being observed and receiving feedback can oftentimes produce anxiety. Participants will start out observing classroom footage from other schools, then move on to observing footage from their own classrooms as they begin to develop a comfort with the process.

Feedback: Participants want more proactive scheduling and clearer communication

“Set a schedule of meetings, webinars, workshops, etc. in order to best plan out an effective schedule for UDL implementation.”

“...Sometimes there are a lot of emails coming. So I don't know if there's a way to sift through what really needs attention versus what can kind of wait.”

Plans to incorporate feedback: Less-frequent and more self-serve communications

CAST will consolidate all information about meetings, workshops, assignments, etc. on one accessible document. Once a month participants will receive an email summarizing the upcoming events and offering links to more details. We hope this will streamline the previously large number of emails and will help to make all information easier and more convenient to access.

Stay in touch!
We'd love to hear from you!



#NHUDL

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 CAST Professional Learning Offerings: castpl.org

 CAST Books & Publications: castpublishing.org

 Email: professional_learning@cast.org

 Phone: 781-245-2212