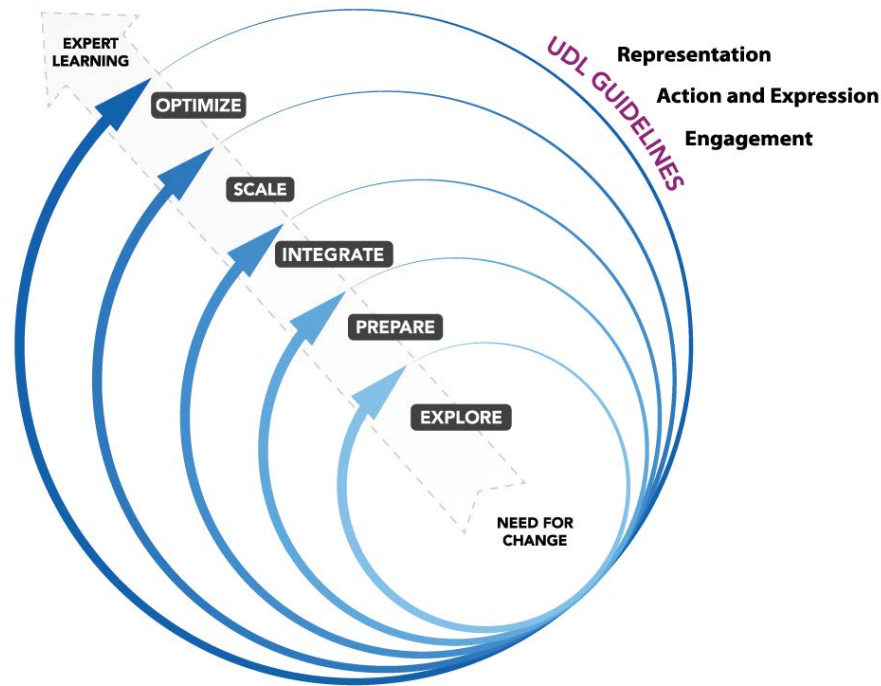# CAST Universal Design for Learning Implementation Process

UDL Implementation Phases

Implementation experts suggest that systemic change tends to occur over time (possibly 3-7 years) in predictable ways.[i] The following is a summary of areas of focus for district leadership during each of the five phases of the UDL Implementation Process.

Explore: During this phase, district leaders *investigate UDL* as a framework for curriculum design and decision making, *raise awareness* about UDL among key district decision-makers, and *determine interest and willingness* to pursue UDL implementation.

Prepare: During this phase, district leaders *create a climate* that accepts variability as the norm, *conduct a self-reflection* to examine district policies, processes, and practices, including strategic personnel and organizational structures, and *define a vision*, measurable outcomes and an action plan.
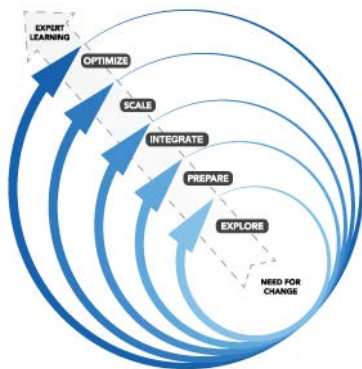
Integrate: During this phase, district leaders provide professional learning opportunities to *develop educator expertise*, *create processes* and resources to support integrating UDL with practices that already exist, and *create procedures* and protocols for reviewing and evaluating outcomes.

Scale: During this phase, district leaders *enhance effective processes* and organizational supports, *expand practices* throughout the system, and *promote a community* of practice to support shared learning across the system.

Optimize: During this phase, district leaders strategically *predict and plan* for internal and external change that could impact UDL implementation, embed processes that allow for innovation while *maximizing continuous improvement,* and cultivate and *enhance a UDL culture*.

UDL Implementation Process

UDL implementation is a process of change that tends to occur in a recursive, continuously improving cycle of learning and progressing[ii] (Ganley & Ralabate, 2013). While the change that occurs during the process of systemic UDL implementation is predictable, it is also flexible. Importantly, the five UDL implementation phases may exist as discretely separate, sequential periods of focus for some schools/districts or they may overlap or repeat in a recursive manner for other schools/districts.

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[i] Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.
[ii] Ganley, P. & Ralabate, P. (2013). A Tale of Four Districts. Retrieved June 11, 2013 from http://www.udlcenter.org/implementation/fourdistricts.