

The
**New Hampshire
UDL Innovation
Network**

Year 2 (2019) Report



CAST
Until
learning
has no
limits®

Table of Contents

The New Hampshire UDL Innovation Network 1

Participating Schools 2

Individual Participants 2

CAST New Hampshire UDL Innovation Network Team 3

Building Capacity for Growth and Sustainability 4

UDL Innovation Network Meetings 4

Virtual Workshop Modules 4

Instructional Rounds 5

UDL Team Meetings 5

Full-School Trainings 6

Learning Design Studios 6

Individualized Team Support 7

Focal Schools 7

Inspiring scenes from New Hampshire classrooms 7

Extending Learning and Improving Practice 8

Supporting Teacher Knowledge of UDL 8

Supporting Teachers in Applying UDL to Practice 9

Responsive Network Design 10

Looking Back 10

Looking Ahead 10

A Preview of Continued Success 11

the



New Hampshire UDL Innovation Network

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

This multiyear opportunity is designed specifically for school- and district-level educators who are committed to empowering all learners through Universal Design for Learning. In the 2018–2019 school year we welcomed nearly 350 participants across the state of New Hampshire. These UDL Innovation Network educators created inclusive lessons in Learning Design Studios, analyzed student variability through classroom video study, built a collaborative culture through Instructional Rounds, uncovered barriers to learning by Journey Mapping lessons and units, and became immersed in UDL thinking, community, and practice.

Participating Schools

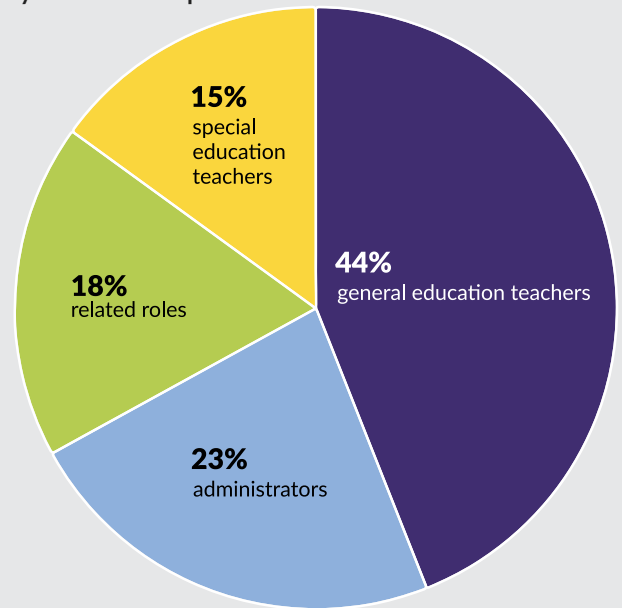
In collaboration with 42 schools from 25 different School Administrative Units (SAUs), the New Hampshire UDL Innovation Network built a diverse Year 2 cohort spanning the state.

School Name	SAU #
Antrim Elementary School	1
Barnstead Elementary	86
Birches Academy	Private
Campton Elementary School	48
Daisy Bronson Middle School	84
DJ Bakie Elementary School	17
East Kingston Elementary School	16
Florence Rideout Elementary School	63
George S. Emerson Elementary School	93
Hampstead Central School	55
Hampstead Middle School	55
Hudson Memorial School	81
Indian River School	62
Lakeway Elementary School	84
Lebanon School District	88
Lempster Community School	71
Lincoln Street School	16
Littleton High School	84
Main Street School	16
Maple Street School	66
Maple Wood Elementary School	56
Mastricola Upper Elementary School	26
Memorial School	17
Merrimack Middle School	26
Monarch School of New England	Private
Moultonborough Academy	45
Mount Prospect Academy	Private
Newmarket Elementary School	31
Newmarket Junior Senior High School	31
North Country Charter Academy	401
Northwest Elementary School	37
Pelham Elementary School	28
Pittsfield School District	51
Plainfield Elementary School	32
Sanborn Regional High School	17
Sanborn Regional Middle School	17
Stratham Memorial School	16
Troy Elementary School	93
Vilas Middle School	60
Wilton-Lyndeborough Cooperative Middle and High School	63

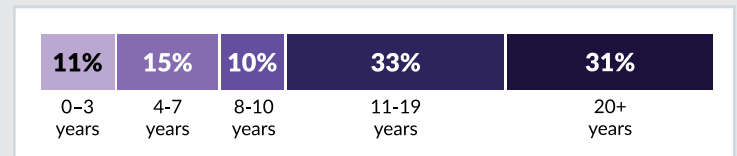
Individual Participants

A total of 318 participants brought varying roles, perspectives, and years of experience to the UDL Innovation Network in Year 2. Two hundred and fifteen (215) of these participants were continuing from Year 1, and 103 were new to the UDL Innovation Network. Of the participants surveyed, 44% were general education teachers, 23% were district- or school-based administrators, 15% were special education teachers, and 18% identified as other related roles, including specialist teachers, related service providers, instructional coaches, and school psychologists and counselors.

Primary Role of Participants



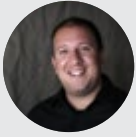
Years of Experience in Education



CAST New Hampshire UDL Innovation Network Team



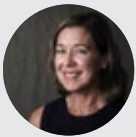
Jennifer Levine
Director of Professional Learning



Niel Albero
Implementation Specialist



Melissa Sanjeh
Implementation Specialist



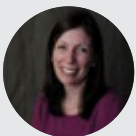
Susan Shapiro
Implementation Specialist



Bill Wilmot
Implementation Specialist



Ari Fleisher
Innovation Network Manager



Jenna Gravel
Director of Research and Curriculum
for Professional Learning



● Building Capacity for Growth and Sustainability

UDL Innovation Network Meetings

We kicked off the 2018–2019 school year in September and October with full days of **face-to-face experiential learning and networking** in Concord and Manchester. New teams had the opportunity to learn about and experiment with the foundations of Universal Design for Learning, while returning teams used Design Thinking activities to evaluate and improve their practice.

In January, the UDL Innovation Network Meeting focused on Expert Learning—both for our students and for ourselves. Participants took deep dives into what rigorous learning looks like in different content areas, analyzed classroom videos, and created expert learning plans for their teams' own growth.

The March meeting broke even further out of the mold of traditional training. Participants used their own lesson plans, case studies, or design goals to try out ways to apply UDL. They moved through design stations and activities at their own pace with the help of coaches from CAST.



“Meeting with others and experiencing UDL as a learner myself was—and continues to be—very powerful.”

Virtual Workshop Modules

In unique virtual workshops designed to break the traditional mold of “sit and get” presentations, each school-based UDL team extended their learning through a series of interactive learning experiences created to model the UDL framework while helping educators apply this framework to their own practices. In nine monthly modules, each school team chose whether to participate in **monthly video clubs, lesson design workshops, deep dives** into the UDL Guidelines, or an application of some of the **underlying theoretical concepts** on which UDL is based with the ultimate goal of improving learning for all students.

“Seeing lessons in action helped me gain a better understanding of how to transform my learning into actionable practices.”



UDL Innovation Network Educator
@NHUDL_educator

Always remember - we are ALL variable learners. [#NHUDL](#)



Instructional Rounds

Expert learning is at the heart of Universal Design for Learning, and the UDL Innovation Network is designed to support not only students but educators as lifelong learners. To this end, each school team worked with their CAST Implementation Specialist to participate in three sets of Instructional Rounds over the course of the school year. Based on the work of Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel, the Instructional Rounds model of classroom observations allowed educators to get into each other's classrooms, collect data on teaching and student learning, and look for trends across the team. They worked collaboratively to identify successful practices, look for opportunities for growth, and design concrete plans to improve student learning.

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 attend virtual workshops and participate in structured activities, and one self-directed meeting in which participants reflect on their learning, plan implementation strategies, look at student work, and discuss questions.



“Working as a team to process information in UDL terms is incredibly valuable.”

“The Instructional Rounds were immensely valuable. I loved seeing how other educators in my building were putting the UDL framework into practice. The conversations that we had after those experiences were some of the best professional conversations that I have ever had!”



Full-School Trainings

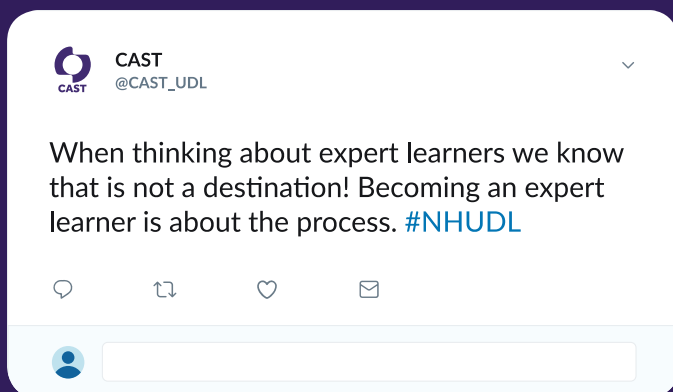
CAST's experience shows that when the language of UDL is used throughout a school, it increases the momentum of scaling of UDL implementation from small teams to the full staff. As a way of supporting the development and use of UDL language schoolwide, CAST Implementation Specialists visited each school and provided a UDL implementation overview to the full staff. Each training provided a foundation 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.

Learning Design Studios

Creating customized learning experiences is at the heart of CAST's work in UDL implementation. Because so few educators have experienced what this might look, sound, or feel like in practice, and even fewer feel confident in planning this way, CAST created Learning Design Studios to model both. During these full-day design challenges, educators opt-in to experience the joy of playing with new ideas, designing collaboratively, and making use of the expertise of their peers and CAST staff in learning "playgrounds."



"Being able to have an open dialogue with like-minded people about design problems was really enlightening. There truly is power in numbers!"



"Experiencing UDL in the design studios brings a whole different level of understanding UDL implementation. Teachers can take so much from these interactive experiences!"



Individualized Team Support

Each UDL Innovation Network team is paired with a CAST Implementation Specialist who gives regular individualized support. The Specialists provide monthly consultations with team leaders and visit every school at least three times over the course of the year. They are always available to answer questions, provide resources, and model UDL. Ready access to an expert who knows each school and team intimately is one of the key levers that makes the UDL Innovation Network so successful.

Focal Schools

In an effort to gain a fine-grained understanding of participants' experiences, CAST has been following two "focal schools" since the start of the New Hampshire UDL Innovation Network. Collaborating with these schools gives rich insight into their UDL journeys. Since Year 1, CAST has conducted 14 classroom observations, including videotaping and collection of instructional materials and student work, as well as 6 focus group interviews with school team members. These data are revealing exciting growth in teachers' understanding of UDL and in the ways they are applying UDL to their practice.



“The many discussions with my Implementation Specialist helped us find connections we were unable to find ourselves.”

“The CAST Implementation Specialist is the key to success and sustainability. Having a dedicated person who knows the staff and school is invaluable.”

Inspiring scenes from NH classrooms

Second-grade students are exploring character development. They have all read books of their choice, and they are expressing how the main character changed throughout the story by **representing their ideas via a Venn Diagram, recording their ideas using a digital app, or drawing before and after “cut outs” of their character.**

First and second graders are designing their “dream” classrooms as part of a larger project on budgeting and geometric designs. They are **creating classroom floor plans and exploring different kinds of furniture that will best support them as learners.**

Third and fourth graders are engaged in a **“Readers’ Workshop” that they co-designed with their teacher.** The teacher has embedded student suggestions for increased choice and even a “fort area” where they can build themselves a reading nook.

Sixth grade students are exploring the Harlem Renaissance. **They can choose to explore the work of an artist, a poet, or a musician.** They are analyzing features such as mood, message, and audience as a way to better understand the context and impact of this time period.

Seventh graders are **“mining” chocolate chip cookies** as a way to explore the impact of mining for fossil fuels on ecosystems.

● Extending Learning and Improving Practice

One of the central goals of the New Hampshire UDL Innovation Network is to support teachers to develop their understanding and application of UDL as a means to improve student learning.

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 2 of the UDL Innovation Network. The data reveal an increase of knowledge of UDL among responding participants.

Prior to start of year one



After year two



not at all knowledgeable slightly knowledgeable somewhat knowledgeable quite knowledgeable extremely knowledgeable

“I understand that I really need to start with the end in mind. If I am clear about what I want the students to know and be able to do, I can better determine how to design my learning experiences.”

“Everyone is looking for a checklist of ‘the right way’ to do something. Instead, UDL is a mindset in which to plan, structure, and think about how to help kids be successful.”

Supporting Teachers in Applying UDL to Practice

The graph shows participants' responses to the End of Year 2 Survey question "How confident do you feel in terms of applying UDL to your practice?" The data reveal an increase of confidence in applying UDL among responding participants.

Prior to start of year one



After year two



not at all confident slightly confident somewhat confident quite confident extremely confident

"I think about the who, what, and why more so than before. I also attempt to find tools and strategies that will serve a larger population, not just one particular student."

"I feel so much more comfortable within my classroom."

● Responsive Network Design

Modeling Universal Design for Learning, CAST continually elicits participants' feedback in order to inform the design of the New Hampshire UDL Innovation Network. The most common feedback we received in Year 1 informed the design of Year 2, and looking ahead, we will continue this practice in Year 3.

Looking Back

Feedback from Year 1: Participants requested more opportunities to see UDL in action.

Response in Year 2: CAST launched the Instructional Rounds model. With the support of their Implementation Specialist, each school team participated in three Instructional Rounds school-based learning days over the course of the year. During each set of Rounds, teams were supported to observe one another's classrooms, use a protocol for analyzing trends across the school, and create professional learning plans based on their analysis.

Feedback from Year 1: Participants requested more opportunities for feedback on applying UDL to practice.

Response in Year 2: CAST launched Instructional Rounds so that all UDL Innovation Network participants had the opportunity for their peers and an Implementation Specialist to see their work in action, give feedback, and plan for next steps.

Feedback from Year 1: Participants requested more proactive scheduling and clearer communication.

Response in Year 2: CAST consolidated all information about meetings, workshops, assignments, etc. into one accessible document. Participants received a monthly newsletter summarizing upcoming events and offering links to more details, activities, and resources. Finally, CAST has proactively released all of the dates for face-to-face events for the 2019–2020 school year.

Looking Ahead

Feedback from Year 2: Participants requested even more authentic examples of UDL in practice.

Year 3 Plans: We are creating a series of multimedia case studies that explore the design and implementation of real lessons in real classrooms, and include feedback from students, samples of the work they produced during the lesson, and teacher reflections.

Feedback from Year 2: Participants requested more support with scaling up.

Year 3 Plans: Implementation Specialists met with each of their teams to create scaling plans for the 2019–2020 school year. In addition, CAST has created a new virtual workshop module that will focus entirely on scaling UDL and will be geared toward superintendents, principals, and other administrators.

Feedback from Year 2: Participants expressed a desire to look at changes in student outcomes.

Year 3 Plans: We will be introducing protocols to look at student work and measuring growth and change over the course of the school year. In addition, we will be premiering a new lesson study protocol in our Learning Design Studio, with a focus on the depth and rigor of student learning.



A Preview of Continued Success

Year 3 (2019–2020) of the New Hampshire UDL Innovation Network will bring a new cohort of schools to our quickly expanding program, and in addition to introducing UDL to these new participants, we will focus on extending and scaling practice in veteran schools. We hope to thoroughly embed UDL in schools throughout the state and even into the training of pre-service teachers, with the possibility of extended funding in 2020.

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 guides the way toward deeper learning, a lasting, supportive learning structure for New Hampshire educators, and most importantly, better outcomes for all of New Hampshire’s learners.



From the Commissioner of the New Hampshire Department of Education

One of the toughest challenges in education is helping every student find a pathway to a bright future. There is no “one-size-fits-all” key to learning, and no single approach will work for all students.

Universal Design for Learning (UDL) is New Hampshire’s way to help educators across our state tackle the wide-ranging needs of all our students, and help them both recognize student variability in the classroom, but design education solutions so that ALL students can learn.

In its second year, the New Hampshire UDL Innovation Network helped 350 participants from 42 New Hampshire schools better serve our variable learners.

This report from CAST summarizes a year of work implementing UDL philosophies and techniques in New Hampshire schools. I want to thank Linda Gerstle, Jennifer Levine, and the CAST team for their hard work and dedication in improving how we design education in New Hampshire to reach all students and help them find their pathways to bright futures.

Sincerely,
Commissioner Frank Edelblut

From CAST’s Chief Executive Officer

We gratefully acknowledge our New Hampshire partners for their vision and leadership in building a statewide coalition committed to the UDL framework as a core lever of change. New Hampshire has mapped out an ambitious plan for creating equitable opportunities and supports for all learners. What we will learn jointly about the ways in which UDL can help accomplish these essential goals will inform a variety of future research as well as professional learning efforts. As CAST continues to establish itself as a practitioner-convening organization through its state and district partnerships, the New Hampshire story will be a model and inspiration to colleagues across the country.

Linda Gerstle
Chief Executive Officer



**A groundbreaking partnership focused
on better outcomes for thousands of
New Hampshire's learners.**



 **CAST** | Until learning has no limits[®]

Stay in touch.

We'd love to hear from you!



#NHUDL

 Website: cast.org

Professional Learning Opportunities: castpl.org

Books & Media: castpublishing.org

 Email: cast@cast.org

 Phone: **781-245-2212**

 200 Harvard Mill Square, Suite 210

Wakefield, MA 01880

Printed in New Hampshire by Puritan Capital