

Table 1-1: Building Teacher Efficacy the UDL Way (adapted from Hoogsteen, 2020)

Practices to Build Collective Teacher Efficacy	UDL Considerations
Share a common vision and goals about the directions of the school	<ul style="list-style-type: none"> <li>● Ensure that firm goals are articulated for all curriculum and instructional work For example, knowing that you are looking to increase both student achievement and expert learning will lead to very different planning than if you are looking to increase test scores on a single measure</li> <li>● At the beginning of each meeting, share the common vision and goals, post them visually, summarize them in your own words, and share one thing done since the previous meeting that aligns with that vision</li> </ul>
Provide frequent, structured time for collaboration to form a common understanding of good student work	<ul style="list-style-type: none"> <li>● Provide exemplars of exceptional student work aligned to rubrics to calibrate understanding</li> <li>● Provide sentence stems or a protocol for teams to make the best use of common planning time</li> <li>● Empower teachers to take turns facilitating collaboration time so they can model effective facilitation practices</li> </ul>
Teachers observe each other's classrooms	<ul style="list-style-type: none"> <li>● Ask administrators to cover classes so you can observe colleagues' practice</li> <li>● Consider merging two classes together and co teaching students so you can observe instruction</li> <li>● Video your instruction and share together in common planning meetings, faculty meetings, or PLCs</li> <li>● Provide options for teachers to facilitate mini lessons at the beginning of each faculty meeting so teachers can learn from each other's practices</li> <li>● If you are unable to observe each other, use a curated library of videos, like those on the Teaching Channel, to observe other teachers in practice</li> </ul>

Table 1-2: PLC Questions With UDL Considerations

PLC Core Questions	UDL Considerations
What do we want all students to know and be able to do?	How does this step align to understanding firm goals and grade-level standards, which are both core components of UDL, to ensure that all students, especially those students who have been historically underserved, marginalized, and minoritized, have access to advanced coursework?
How will we know if they learn it?	How can we design inclusive assessments that are equitable, aligned to firm goals/grade-level standards, and culturally responsive?
How will we respond when some students do not learn?	Which barriers can we eliminate through design? Be sure to explicitly examine access and engagement as well as barriers that prevent access because curriculum and instruction are not trauma-informed, linguistically appropriate, and culturally sustaining
How will we extend the learning for students who are already proficient?	What are potential barriers to deep engagement and acceleration?