



Sequenced Inquiry to Support UDL and Equity

This tool is intended to provide educators inquiry questions tied to robust resources that support them in the work of Universally Designing lessons that ensure equity in the learning process. By no means is it necessary to do every question from every source for every lesson. Instead, adapt the tool to address the focus areas you've identified and make progress-grow, one step at a time. This could be the foundation for individual work, work within grade-levels or departments, or as a part of professional learning. Also note that these questions are based on resources that offer a wealth of guidance in pursuing this work. In fact, some of the questions included within this tool are explicitly answered with evidence-based practices. Therefore, reviewing the sources in their entirety will provide further support for this work.

Focus Areas

- 1. [Design/Plan/Assess Instruction Before Delivery](#)**
How is the lesson designed to embrace learner variability so all barriers are removed and all students are successful?
- 2. [Assess During Teaching](#)**
How is the implementation of the lesson serving the purpose? Are barriers removed? Are students successful independent of variability?
- 3. [Reflect After Instruction](#)**
What observations do I have from teaching the lesson? What input do the students share? What needs to happen next?
- 4. [Engage Systems](#)**
How can my work impact the system I'm in? What systemic structures could support me in my work?
- 5. [Adjust, Act](#)**
Move forward and grow; continue the process of inquiry to teach in a way that impacts all students equitably so each student can be successful in the path they choose.

Designing/Assessing Instruction Before Delivery

Inquiry Questions	Supporting Resource
<ul style="list-style-type: none"> ● Is the lesson/unit Universally designed in alignment with this flowchart? 	UDL Flowchart (Novak Education)
<ul style="list-style-type: none"> ● What texts are included in the lesson/unit? ● How do those texts fit into a larger balance of stories to ensure equity? 	Library Questionnaire (Lee & Low Books)
<ul style="list-style-type: none"> ● Are the assignments grade appropriate? ● Does student success on assignments reflect mastery of grade-appropriate skills? ● How is time used with intention and purpose to build grade-appropriate skills on grade-appropriate assignments? 	Opportunity Myth (TNTP)
<ul style="list-style-type: none"> ● How will the lesson/unit provide opportunities for sharing stories of ourselves connected to the lesson/unit? 	Story of Self (Putnam Avenue Upper School)
<ul style="list-style-type: none"> ● How will I connect UDL and Social Justice? (chapter 1) ● How will students be engaged in cogen dialogues as a part of the learning process? (chapter 3) ● How am I using design thinking to construct my lesson/unit? (chapter 4) ● How am I building opportunities for student voice and action? (chapter 4) ● How am I considering funds of knowledge in my lesson/unit design? (chapter 5) ● How do I employ the five Es to facilitate challenging conversations within my lesson/unit? (chapter 5) ● How will student writing allow for choice and voice while still achieving the specified standard (chapter 5) ● How is my lesson/unit culturally responsive or culturally sustaining? (chapter 6) 	Equity by Design (Chardin & Novak)

<ul style="list-style-type: none"> • Does the instructional plan include diversity as a resource? 	Identity-Safe Classroom (Cohn, Steele, & Knight)
<ul style="list-style-type: none"> • How will I engage parents and the community in the process of learning? • How will I focus on acceleration rather than remediation? • What evidence-based practices am I integrating as a part of instruction? • How will I teach the identified content in recognition of how students learn? 	10 Ways Educators can Take Action in Pursuit of Equity (Gonzalez)
Notes	

During Instruction

Inquiry Questions	Supporting Resource
<ul style="list-style-type: none"> ● Is the instruction strong? <ul style="list-style-type: none"> ○ Are students doing the thinking? ○ Do students feel a sense of ownership? ○ Are students comfortable with being wrong and cultivating a growth mindset? ● Are students deeply engaged? <ul style="list-style-type: none"> ○ Are students enjoying the work? ○ Are students interested in the work? ○ Are students concentrating deeply on the work? ○ Do students see the value in the work (relevant/usable outside of school either now or in the future or both)? ● Are my expectations as a teacher high? <ul style="list-style-type: none"> ○ Do I show each student that I believe that they can meet grade-level standards? ○ Do I provide the support necessary, remove barriers so all students can build grade-appropriate skills? 	Opportunity Myth (TNTP)
<ul style="list-style-type: none"> ● How is the teaching student centered? ● Are classroom relationships foundational to the learning process? ● How am I cultivating a caring classroom environment? 	Identity-Safe Classroom (Cohn, Steele, & Knight)
<ul style="list-style-type: none"> ● During instruction, is it clear that success is achievable for all (thereby challenging the idea that failure can be normal)? ● Do I embrace immigrant and student culture as a part of the lesson/unit? ● Do students receive clarity in terms of what success looks like? 	10 Ways Educators can Take Action in Pursuit of Equity (Gonzalez)

<ul style="list-style-type: none"> • How do I manage the classroom so learning is prioritized and any necessary redirection furthers learning? 	
<ul style="list-style-type: none"> • How do I employ restorative justice practices when necessary during the course of instruction? (chapter 7) 	Equity by Design (Chardin & Novak)
<ul style="list-style-type: none"> • How do I foster empathy (page 4) and build strong student-teacher relationships (page 10)? • How do my teacher habits support student student development and success (page 8)? • How do I redirect classroom disruptions (page 9) and analyze the communication inherent in student behavior (page 3) to cultivate a positive learning environment? 	Reframing Classroom Management Toolkit (Teaching Tolerance)
<ul style="list-style-type: none"> • What do I notice (about how instruction is going)? • Why is that happening? • How can I use that? • Do I need to return to the design process and adjust before continuing? 	Adapted from Learning Cycle Questions (Boomerang Project , Open to Outcome) (Jacobson & Ruddy)
Notes	

Reflecting on Instruction	
Inquiry Questions	Supporting Resource
<ul style="list-style-type: none"> Does student performance reflect alignment between assignments and student achievement on grade-level skills? 	Opportunity Myth (TNTP)
<ul style="list-style-type: none"> What does the data tell me using the <i>Atlas Looking at Data Tool</i>? What should I do with that data within my classroom? Who else can benefit from access to this data to further support students across the curriculum? 	Atlas Looking at Data (School Reform Initiative)
<ul style="list-style-type: none"> How will students have an opportunity to reflect on/evaluate the lesson/unit? (page 63) 	Equity by Design (Chardin & Novak)
<ul style="list-style-type: none"> What do my peer and principal observations reflect about my teaching? What do my peer and principal observations reflect about student learning? What do my peer and principal observations reflect about equity? What data came from my peer and principal observations and how can I use that? 	Equity Audits: A Powerful Tool (Brown & Williams)
Notes	

Systems Engagement	
Inquiry Questions	Supporting Resource
<ul style="list-style-type: none"> • How will I speak up for equity within my classroom? • How will I speak up for equity within my team? • How will I speak up for equity within the building? • How will I speak up for equity within the district? 	10 Ways Educators can Take Action in Pursuit of Equity (Gonzalez)
<ul style="list-style-type: none"> • What professional learning will support me in using the data and other evidence from my peer and principal observations? • How will I advocate for, participate in, and continuously engage with the professional learning that will support me in continuous growth? • What are next steps not just for me, but for the larger school staff tied to not just my peer and principal observations, but other observations and initiatives to support equity within the school and district? 	Equity Audits: A Powerful Tool (Brown & Williams)
<ul style="list-style-type: none"> • How will my department and school work through the equity audit materials from the Mid-Atlantic Equity Consortium? (chapter 2) • How will we reframe our Professional Learning Communities into Intentional Learning Communities with a focus on equity? (chapter 3) 	Equity by Design (Chardin & Novak)
Notes	

References

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