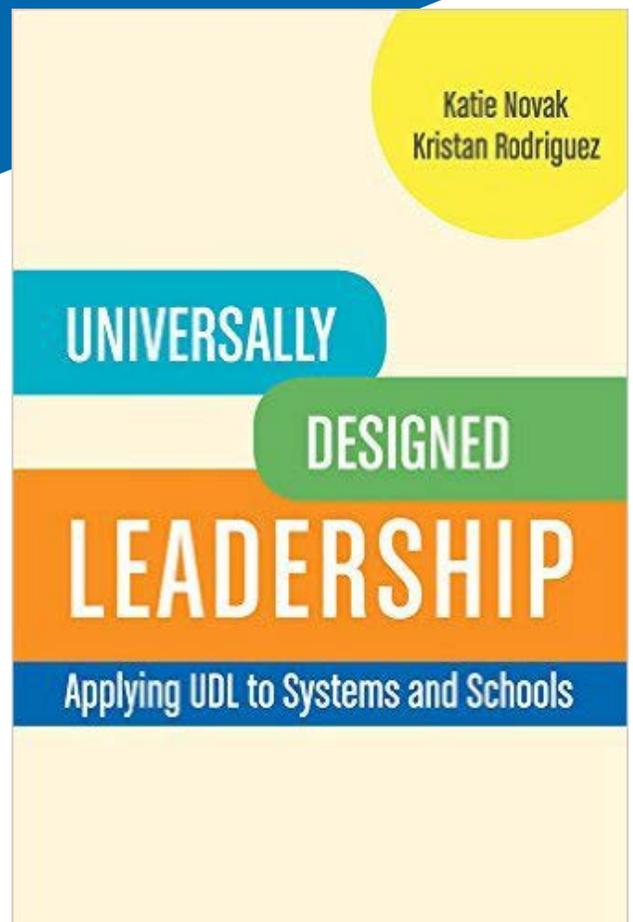


Universally Designed Leadership

Book Club Guide

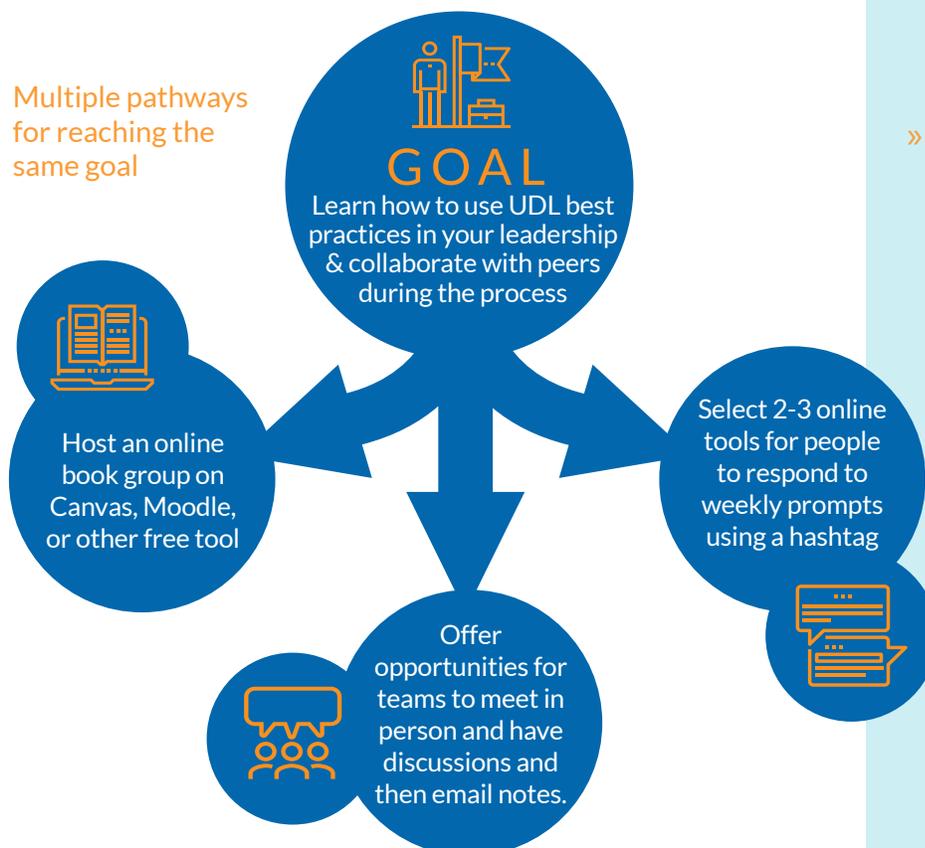


Dr. Katie Novak & Dr. Kristan Rodriguez

Using This Guide

As you facilitate your book club, remember to incorporate the principles of Universal Design for Learning (UDL). For example, consider offering opportunities for synchronous or asynchronous sessions, in person and/or virtual sessions, and options for participants to respond to prompts using multiple means of action and expression.

Consider setting up a free course in a platform like Moodle or Canvas so you can utilize a discussion board where participants can post reflections in written form, audio, and video. Alternatively, you can use social media platforms like Twitter, Instagram or Facebook to host a book club chat (don't forget to create a hashtag for everyone to use and follow!). Although virtual is great for some, you may also want to have the option for participants to attend a traditional book club where small groups of leaders meet in person. Consider the visual pathway below as you design your book club for maximum access and engagement.



Tips for facilitating a successful universally designed book club

- » Have a designated point person for each book club option (i.e, the social media maven, the check-in person for in-person sessions, and the course manager if setting up a virtual course). This person can check in with the teams to monitor progress, provide feedback, and offer motivation to keep on reading!
- » Regardless of the pathways the participants select, consider offering synchronous Zoom sessions periodically where participants can share their thoughts, questions, and “aha!” moments as they read the book.
- » When participants are posting online, be sure to keep the conversation going - ask questions, share resources, and make comments and provide feedback.

Book Club Modules

This book club for Universally Designed Leadership by Dr. Katie Novak and Dr. Kristan Rodriguez has five “modules.” You can determine if it is a weekly module or a monthly module, depending on the preferences of the group. In each module, participants read the associated chapters, consider the reflection questions at the end of the chapter, and/or choose one of the activities to put learning into leadership practice.



MODULE 1

Introduction and Chapter 1

Building a universally designed system requires a long term commitment to systems change. This begins with an exploration phase to understand where you are, and where you wish you head. As you begin your journey through Universally Designed Leadership, reflect on the discussion questions at the end of the chapters and/or complete one of the following activities to put your learning into practice.

1

In the introduction, the authors note, “As educational leaders, we too aspire to build great systems in a landscape of barriers. To do this well, we also need a standardized process of building successful school districts.” Take a moment and consider your vision for an inclusive, equitable system. What does that look like? How will you know when you have achieved your vision?

2

In the text, the authors create a UDL crosswalk to show stakeholders how UDL is integrated into existing district initiatives. Create a crosswalk of key UDL principles, guidelines, and/or checkpoints and how they relate to existing initiatives already underway in your school to help highlight patterns, critical features, big ideas, and relationships for teachers concerned about adding something new to their plates. This protocol on [Reviewing Initiatives](#) may be helpful to you as you complete this project. Share as a spreadsheet, essay, video, slideshow, or a traditional post. Ideally, you will also share this product with your staff at an upcoming faculty meeting or professional development session.



MODULE 2

Chapter 2-3

Using data is a critical aspect of the “explore” phase. We’re not just talking about student achievement data! There are so many critical sources of data that help us to paint a picture of the outcomes of our students. As you think about the importance of evidence-based decision making, reflect on the discussion questions at the end of the chapters and/or complete one of the following activities to put your learning into practice.

1

Facilitate a focus group and/or send out a survey to stakeholders (a leadership group, school council, parents, teachers, etc...) where you ask 1 or more of the questions in Table 2-2: Evidence-Based Decision Making Site Work Prompts (prompts in sidebar). Look for similarities in the answers by using or adapting the [thematic coding protocol](#) and reflect on the results as you answer the following question: What are the strengths and weaknesses of your data culture?

2

It is critical to complete both a comprehensive needs assessment to begin to think about the strengths and areas where you will need to focus to build a universally designed system. If you have a different model in place for assessing your school or district-based UDL needs, feel free to use that instead, or feel free to create your own. Otherwise, you can get started by making a copy of this [UDL Needs Assessment](#). With your assessment, share a reflection of where you think your biggest needs lie and brainstorm ideas of how you can begin to address those needs.

3

Create one problem statement and objective and complete a logic model to begin to consider how you will address the problem statement to move closer toward your goals. Use the logic model template in Chapter 3 of *Universally Designed Leadership* or check out this resource on [Drafting Logic Models](#).

Evidence-Based Decision Making Site Work Prompts

What are your current feelings about how this district uses data to impact instruction? Please be candid in your response.

- » What specific steps would we need to take to make data conversations more meaningful in your school/department?
- » What barriers do we face if we want all stakeholders to have important conversations about data and how that data impacts instruction?
- » Please describe the culture of your school/department.
- » What would need to change in your culture in order for all parties to embrace evidence-based decision making?
- » What ongoing professional development would we need to support a culture of evidence-based decision making in our district?
- » What would all leaders need to understand in order to support evidence-based decision making in our district?

MODULE 3

Chapter 4-5

In the text, the authors note that at the beginning of the prepare phase, we must model the UDL framework and provide options for our stakeholders to build executive function and self-regulation strategies. As you work to create a district strategy to move toward your vision and address problem statements, reflect on the discussion questions at the end of the chapters and/or complete the following activity to put your learning into practice.



Supporting executive functions through goal setting and strategy development are important for both you and your learners. Create 3 SMART goals for UDL implementation at your school and share them with your others in the book club. Remember to reference any resources you use. Feel free to share your goals through a video, written post, or graphic.

Below are a few samples to help you get started. You may also wish to use this [SMART goal vetting protocol](#) to refine your proposed goals.

Sample SMART Goals

Sample Professional Practice Goals

- » By June ****, our staff will participate in 5 faculty meetings about UDL, 2 colleague observations, and one book club, as measured by a completion certificate.
- » By June **, our staff will participate in the UDL graduate course, as measured by my course completion certificate.

Sample Action Plan SMART Goals

- » 5 Year Plan Example: By June ****, all students will receive equitable access to universally designed standards-based instruction in inclusive classrooms, as measured by a district scope and sequence, curriculum material reviews, classroom walkthroughs using a peer-reviewed tool, student schedules, and increased student outcomes.
- » 3 Year Example: By June ****, to increase the achievement level and growth of 100% of accountability groups, all teachers will analyze results from a variety of assessments to determine progress toward intended outcomes and use these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students, as measured by meeting notes, observation data, and increased overall performance levels on the MCAS and district benchmark assessments.
- » 1 Year Example: By June ****, our organization will implement authentic and purposeful systematic data systems and establish, codify, and share data to inform a continuous cycle of improvement. Specifically, all teachers will participate in monthly data meetings and will incorporate findings from those data meetings into the design of more inclusive universally designed lessons that meet the needs of all students. In addition, data will drive the contents of intervention plans, to be implemented during the WIN block, for all students who score below the 40th percentile on our universal screening measures and progress monitoring assessments.

MODULE 4

Chapter 6-7

Chapters 6-7 discuss the importance of seeing educators as expert, lifelong learners. As leaders, you have an incredible opportunity to support educators through high quality, universally designed professional development as well as ongoing feedback through the educator evaluation system. After reading the chapters, reflect on the discussion questions at the end of the chapters and/or complete one of the following activities to put your learning into practice.

1

Review the tool, [Breaking Down Barriers to Professional Learning](#). There are five (5) options for starting points in reviewing your current professional development system. As you review the tool, consider your own strengths and weaknesses. Reflect on how you would use the tool to build a PD system more consistent with the one outlined in Chapter 6.

2

Using the [UDL Progression Rubric](#) or another assessment tool, observe a teacher in your school or choose to watch a video of a teacher executing a lesson plan from the [Teaching Channel](#) and compile a reflection for mastery-oriented feedback. If you are meeting in person, you could watch a video together and discuss how you would support the teacher to integrate UDL into their practice. If you're working individually, share your feedback as a video, written post, presentation, etc.



MODULE 5

Chapter 8, 9 & Conclusion

The last two chapters of the book are focused on universally designing meetings and involving families and the community in the development of a universally designed system. Think about your current practices for involving families and the community in your schools. How you can involve them in more meaningful ways, and what you expect to be the biggest challenges and successes to that process? As you finish the text, reflect on the discussion questions at the end of the chapters and/or complete one of the following activities as you think about the process of creating a universally designed system.

1

Create an agenda for an upcoming meeting where you share what you have learned in this text. Consider how to provide options and choices for stakeholders to learn more about the first three steps in the UDL implementation process.

As a scaffold, here is a sample of an [annotated agenda excerpt](#) that relates to the concept of self-reflection and understanding the necessity to model UDL in faculty meetings.

2

Create an invitation for a book club with your colleagues so they can learn more about UDL. There are a number of UDL texts that you can use (providing options is even better)!

3

Share your final reflection about your biggest takeaways from the text and what your goals are moving forward as you consider how to move through exploration to preparation to integration. Consider sharing your reflection as a written response, a timeline, or a video or audio reflection (limit to 6 minutes).