



SECTION 18

**inclusion  
matters!**

# Resources: Inclusive Education, Sensory and Universal Design for Learning (UDL)

# Resources: Inclusive Education

## 1. Family and Community Resource Center – Resources on Inclusive Education in the Center:

[http://www.ssdmo.org/cool\\_tools/fcrc.html](http://www.ssdmo.org/cool_tools/fcrc.html)

2. **Inclusion Matters!** – working document by the staff of Special School District of St. Louis County to serve as a tool to help educators and parents plan and implement inclusive education for students with disabilities: [http://www.ssdmo.org/cool\\_tools/inclusive.html](http://www.ssdmo.org/cool_tools/inclusive.html)

3. **SSD Inclusion Video** – <http://www.schooltube.com/video/2778e2da41594528a44a/SSD%20Inclusion%20Video>

## 4. SSD Positive Behavioral Interventions and Supports (PBIS) –

<http://pbiscompendium.ssd.k12.mo.us/contact>

The SSD Positive Behavioral Interventions and Support Team partners with district and school teams in developing, implementing, and sustaining a culturally relevant multi-tiered model of prevention and intervention for the academic, behavioral and social-emotional success of all students and their families

**Area Coordinator:** Trish Diebold - [tadiebold@ssdmo.org](mailto:tadiebold@ssdmo.org)

## 5. SSD Technical Assistance Teams (TATS) – Area Coordinators:

- Tina Maksche - [tmaksche@ssdmo.org](mailto:tmaksche@ssdmo.org)
- Tina Payne - [tapayne@ssdmo.org](mailto:tapayne@ssdmo.org)
- Trish Diebold - [tadiebold@ssdmo.org](mailto:tadiebold@ssdmo.org)

6. **Parent Education and Diversity Awareness:** The Parent Education & Diversity Awareness program champions meaningful inclusion & family engagement through supporting and working with everyone who touches the student's life.

**Administrators:** Michelle Levi Perez – [mleviperez@ssdmo.org](mailto:mleviperez@ssdmo.org)  
Debra Fiasco – [dmfiasco@ssdmo.org](mailto:dmfiasco@ssdmo.org)  
Pam Russell – [jnoll@ssdmo.org](mailto:jnoll@ssdmo.org)

## 7. SSD Parent Education workshops

[https://www.ssdmo.org/cool\\_tools/workshops.html](https://www.ssdmo.org/cool_tools/workshops.html)  
314-989-8108

# Resources: Inclusive Education

## National Websites on Inclusive Education

**CAST:** produces educational research and works to promote and expand learning opportunities through Universal Design for Learning. <http://www.cast.org/>

**The Inclusive Class:** offers and promotes strategies for teaching in an inclusive classroom. Its radio show features prominent guests from the inclusive education community. <http://www.theinclusiveclass.com/>

**Inclusive Schools Network:** a web-based educational resource for families, schools and communities that promotes inclusive educational practices. <http://inclusiveschools.org/>

**The IRIS Center:** works nationally to provide resources for educators and professional development providers about students with disabilities. <http://iris.peabody.vanderbilt.edu/>

**Kids Together:** mission is to promote inclusive communities where all people belong. <http://www.kidstogether.org/right-ed.htm>

**Maryland Coalition for Inclusive Education:** a nonprofit organization dedicated to the inclusion of students with disabilities in their neighborhood schools. <http://www.mcie.org/>

**The National Center on Universal Design for Learning:** works to cultivate and enhance the field of UDL. <http://www.udlcenter.org/>

**National Inclusion Project:** provides innovative programs and strategic partnerships to help develop inclusive communities nationwide. <http://www.inclusionproject.org/>

**Paula Kluth:** works with educators and schools to create and promote inclusive schooling through environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners. <http://www.paulakluth.com/>

**Peak Parent Center:** provides services to families and professionals to help all people with disabilities live rich, active lives participating as full members of their schools and communities. <http://www.peakparent.org>

**Swift** is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including those with the most extensive needs. <http://www.swiftschools.org/>

**TASH:** advocates for the full inclusion of individuals with disabilities through research, professional development, and policy. It provides information and resources for parents, families and self-advocates. <http://tash.org/>

# Resources: Sensory

STUDENT'S NAME _____		SENSEY ACCOMMODATION SUGGESTIONS	
GRADE _____	TEACHER _____	SCHOOL YEAR _____	
<p><b>TO MAKE DESK WORK EASIER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide alternate desk away from group activities</li> <li><input type="checkbox"/> Assign desk at front of class</li> <li><input type="checkbox"/> Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table)</li> <li><input type="checkbox"/> Provide rubber band around chair legs for child's feet</li> <li><input type="checkbox"/> Use alternate seating options: ball, knee chair, move-and-sit, disc-o-sit or air cushion</li> <li><input type="checkbox"/> Allow child to stand</li> <li><input type="checkbox"/> Allow child use of weighted lap pad</li> <li><input type="checkbox"/> Allow frequent breaks</li> </ul>	<p><b>FOR READING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to read out loud</li> <li><input type="checkbox"/> Give child a book mark to hold place and help to follow along while reading</li> <li><input type="checkbox"/> Minimize visual distractions on the page</li> <li><input type="checkbox"/> Allow child to move/change position/take breaks</li> </ul>	<p><b>FOR CLASSWORK</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to move to a quieter area/out in hallway</li> <li><input type="checkbox"/> Repeat instructions to child 1:1</li> <li><input type="checkbox"/> Allow child to take work to Resource Room</li> <li><input type="checkbox"/> Provide visual instructions</li> <li><input type="checkbox"/> Cover page to show only 1-2 problems at a time</li> </ul>	<p><b>FOR SENSORY BREAKS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make child "classroom messenger"</li> <li><input type="checkbox"/> Allow child to pass out papers</li> <li><input type="checkbox"/> Allow child frequent trips to the bathroom or drinking fountain as needed</li> <li><input type="checkbox"/> Sing songs that encourage movement</li> <li><input type="checkbox"/> Encourage whole class stretching</li> <li><input type="checkbox"/> Allow child access to sensory tub, sand, beans, rice</li> <li><input type="checkbox"/> Do chair pushups or tailor sit pushups as a class</li> </ul>
<p><b>FOR SITTING IN A GROUP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to sit on a carpet square</li> <li><input type="checkbox"/> Mark child's spot on carpet with tape</li> <li><input type="checkbox"/> Allow child to use chair or beanbag</li> <li><input type="checkbox"/> Seat child closest to teacher</li> <li><input type="checkbox"/> Seat child at edge of group</li> <li><input type="checkbox"/> Seat child at back of group</li> <li><input type="checkbox"/> Seat child at front of group</li> <li><input type="checkbox"/> Allow use of handheld fidget toys/manipulatives</li> <li><input type="checkbox"/> Allow child to sub-vocalize</li> <li><input type="checkbox"/> Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc)</li> </ul>	<p><b>FOR HOMEWORK</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow extra time to complete assignments</li> <li><input type="checkbox"/> Give modified assignments that require less writing</li> <li><input type="checkbox"/> Give modified assignments that require less reading</li> <li><input type="checkbox"/> Give option of drawing in lieu of writing</li> <li><input type="checkbox"/> Allow work to be typed</li> <li><input type="checkbox"/> Allow work to be scribed</li> <li><input type="checkbox"/> Allow work to be modified at the parent's discretion</li> <li><input type="checkbox"/> Decrease amount of work required</li> </ul>	<p><b>FOR TRANSITIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare student ahead of time verbally or with a timer</li> <li><input type="checkbox"/> Follow schedule as accurately as possible</li> <li><input type="checkbox"/> Allow child to bring a "transition toy" with them</li> <li><input type="checkbox"/> Give child something to carry with them</li> <li><input type="checkbox"/> Have child be the "door holder"</li> <li><input type="checkbox"/> Have child be the "caboose" (last in line)</li> <li><input type="checkbox"/> Have child be the "leader" (first in line)</li> <li><input type="checkbox"/> Remind child to keep his/her hands to themselves</li> <li><input type="checkbox"/> Remind child about "personal space bubble"</li> </ul>	<p><b>TIPS FOR GENERAL SENSORY SUCCESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give child warnings before a fire drill or other bells</li> <li><input type="checkbox"/> Explain false alarms to child when applicable</li> <li><input type="checkbox"/> Provide "Quite Chill" out space, under a desk, in a corner where they can be alone and safe</li> <li><input type="checkbox"/> Allow noise-canceling head phones</li> <li><input type="checkbox"/> Allow gum chewing, hard candy, or other food</li> <li><input type="checkbox"/> Allow water bottle w/straw at desk or other chewy</li> <li><input type="checkbox"/> Allow fidget toys</li> <li><input type="checkbox"/> Post visual routine in classroom</li> <li><input type="checkbox"/> My child is very sensitive to smells</li> <li><input type="checkbox"/> My child is very sensitive to touch: Please DO NOT TOUCH HIM/HER</li> <li><input type="checkbox"/> Keep visual distractions in the room to a minimum</li> <li><input type="checkbox"/> Play calming music in the background</li> <li><input type="checkbox"/> Allow modifications to art activities with possible use of tools to increase participation</li> <li><input type="checkbox"/> Please share my child's 504 with all para-educators in contact with my child</li> <li><input type="checkbox"/> My child is on a special diet, you can support this by: _____</li> <li><input type="checkbox"/> My child needs a modified dress code as follows: _____</li> </ul>
<p><b>FOR WRITING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a pencil grip (specify kind _____)</li> <li><input type="checkbox"/> Provide angled writing desk or slant board</li> <li><input type="checkbox"/> Always provide lined paper or specialized paper</li> <li><input type="checkbox"/> Provide visual instructions for common written tasks</li> <li><input type="checkbox"/> Assist with brainstorming for written work</li> <li><input type="checkbox"/> Help or organize thoughts for long writing tasks</li> <li><input type="checkbox"/> Give extra class time to finish</li> <li><input type="checkbox"/> Allow the option to finish at home without penalty</li> <li><input type="checkbox"/> Provide a list of common words and their correct spelling at desk</li> <li><input type="checkbox"/> Allow dictation to a scribe</li> <li><input type="checkbox"/> Allow assistive technology (specify kind _____)</li> <li><input type="checkbox"/> Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home</li> <li><input type="checkbox"/> Warm hands up with proprioceptive work, such as manipulating clay, before writing begins</li> </ul>	<p><b>FOR RECESS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not take recess away for mis-behavior in class</li> <li><input type="checkbox"/> Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging</li> </ul>	<p><b>FOR HEAVY WORK - REGULAR ACCESS ALL DAY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow child to re-shelve books</li> <li><input type="checkbox"/> Allow child to rearrange chairs/desks</li> <li><input type="checkbox"/> Allow child to open and close doors</li> </ul>	<p><b>MY CHILD'S LEARNING STYLE IS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual</li> <li><input type="checkbox"/> Auditory</li> <li><input type="checkbox"/> Kinesthetic</li> </ul>

# Sensory Diet

Sensory Diet for:	
Begin date:	
Created by:	

## Calming Activities:

- A. body sock with bean bag chair
- B. weighted blanket
- C. listen to music
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

## Focusing Activities:

- G brain gym/ cross crawls
- H carry heavy weight
- I chair push-ups
- J exercise bands
- K rocker board
- L \_\_\_\_\_

## Arousing Activities:

- M \_\_\_\_\_
- N \_\_\_\_\_
- O \_\_\_\_\_
- P \_\_\_\_\_
- Q \_\_\_\_\_
- R \_\_\_\_\_

Time	Circle current engine speed high=H, low = L just right= JR			Strategies utilized (use letter codes above) Engine Speed After- use an up, To denote higher engine speed and a down, to denote calmer or lower engine speed.					Comments:
				M	T	W	TH	F	
Arrival	H	L	JR						
	H	L	JR						
	H	L	JR						
	H	L	JR						
	H	L	JR						
	H	L	JR						
	H	L	JR						

Adapted from Hardin, J., Smith, M. & Wooster, D. by Pemberton, K. 2007

For additional information on Sensory, please visit the Inclusive Education page on the SSD website.

# Resources: Universal Design For Learning (UDL)

Universal Design for Learning (UDL) is a set of principles for curriculum development that allows everyone equal opportunities to learn.

UDL provides multiple means of:

- representation
- action and expression
- engagement

For further information please see the following websites:

<http://www.cast.org/udl/>

<http://www.udlcenter.org/aboutudl/whatisudl>

<http://lessonbuilder.cast.org/>

## Everyone Can Learn through Universal Design for Learning (UDL)

Universal Design involves the widest range of people's abilities, to the greatest extent possible.

**Universal Design for Learning (UDL)** is the design of instruction for all student use, without need for adaptation or specialized design. Teachers designing UDL classrooms should consider products and environments with a variety of characteristics that enhance all students' learning. UDL promotes a strong, yet flexible, foundation to meet a broader range of diverse abilities, disabilities, ethnicities, language skills and learning styles.

The Center for Applied Special Technology (CAST) develops innovative technology based on the principles of UDL. CAST's web site offers a variety of information, products and resources including: Curriculum Self-Check, Lesson Builder and Book Builder. Teachers can access Lesson Builder to create and adapt lesson plans that increase all students' access and participation. To help develop reading skills, CAST offers Book Builder which offers tools to create, read and share digital books. The universally designed digital books engage and support diverse students according to their individual needs, interests and skills. For more information, visit their web site at [www.cast.org](http://www.cast.org)

See more at: <http://www.cedwvu.org/publications/everyonecanlearn/udl.php#sthash.ei9WsO2f.dpuf>

## WHAT IS UNIVERSAL DESIGN FOR LEARNING?

Universal Design for Learning (UDL) is a set of principles to develop learning environments that give all individuals equal opportunities to learn.

UDL proposes not a single, one-size-fits-all solution but rather a set of flexible scaffolds and supports that can meet individual needs. Individual learners are very different from one another and may require different methods and means to reach a common goal. These differences—both seen and unseen—may be

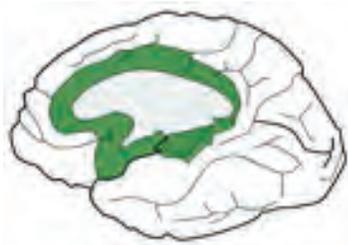
shaped by brain development, learned and innate skills, cultural and social experience, and a host of other factors.

The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

## FRAMEWORK AND PRINCIPLES

### Affective Networks

The "why" of learning



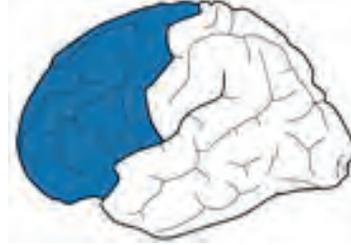
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

**Provide Multiple Means of Engagement**

### Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways students can express what they know

**Provide Multiple Means of Action & Expression**

### Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- Present information and content in different ways

**Provide Multiple Means of Representation**

## About UDL

### What is Universal Design for Learning?

Universal Design for Learning (UDL) is a framework that provides ALL students equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners.

Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; students gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed.

### What are the benefits of UDL?

Students come to the classroom with a variety of needs, skills, talents, interests and experiences. For many learners, typical curricula are littered with barriers and roadblocks, while offering little support. UDL turns this scenario around by encouraging the design of flexible, supportive curricula that are responsive to individual student variability.

UDL improves educational outcomes for ALL students by ensuring meaningful access to the curriculum within an inclusive learning environment. In addition, UDL complements existing school reform initiatives, such as Response to Intervention (RTI) and Understanding by Design (UbD).

### What are the principles of UDL?

- Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.
- Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.
- Provide multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

Using the three principles of UDL, teachers can create goals that promote high expectations for all learners, use flexible methods and materials, and accurately assess student progress.

### What is being done to promote the implementation of UDL?

The National UDL Task Force works to incorporate the principles of UDL into federal policy and practice initiatives. Recommendations of the Task Force on teacher and faculty preparation to use UDL strategies were incorporated into the recently passed Higher Education Opportunity Act. Recommendations have been made for the reauthorization of ESEA (NCLB) and will also be made for IDEA. In addition, the Task Force seeks increased dissemination of information about UDL by the U.S. Department of Education and other federal agencies. See the UDL Toolkit at [www.osepideasthatwork.org/udl/](http://www.osepideasthatwork.org/udl/).

The National UDL Task Force is comprised of more than forty education and disability organizations. A complete list can be found at [www.udlcenter.org/aboutudlcenter/partnerships/taskforce](http://www.udlcenter.org/aboutudlcenter/partnerships/taskforce).

# Q&A for Common Core Standards

## Is UDL included in the common core?

UDL is included in the section of the Common Core Standards called “application to students with disabilities”. In this section the authors referred to the definition laid out in the Higher Education Opportunity Act of 2008 (PL 110-135). The reference to UDL in this section may give the impression that UDL is just for students with disabilities. However, UDL not only applies to students with disabilities, it applies to all other learners as well. All students can benefit from the types of instruction used to reach learners “on the margins,” as the learning needs of all individuals vary a great deal. As such, UDL should be used within inclusive general education classrooms.

Although this is the only specific mention of UDL, there are many concepts embedded throughout the Common Core Standards that are aligned with the UDL framework.

## What aligns with UDL?

There are many ways in which the Common Core Standards align to the UDL framework. Curricula (goals, methods, materials, and assessments) designed using UDL put an emphasis on creating effective, flexible goals, and the Common Core Standards provide an important framework for thinking about what goals will be most effective.

UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it. To do this, the standard must not embed the means (the how) with the goal (the what). What do we mean by this? One good example is from the Mathematics standards: “apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.” (Common Core State Standards for Mathematics, Grade 7, The Number System, 7.NS, item 2, p.48) This standard is flexible enough that all learners can meet this goal because it does not specify how it must be done.

## What might not align with UDL?

Unfortunately there are also areas of the Common Core Standards that do not align with UDL, or would not be very good goals for a UDL curriculum unless certain terms (e.g. writing, listening, speaking and explaining) are interpreted in their broadest sense to make the standards flexible enough to remove barriers for certain students. Previously we mentioned that the teachers should not confuse the means and the goals. There are certain standards that do just that.

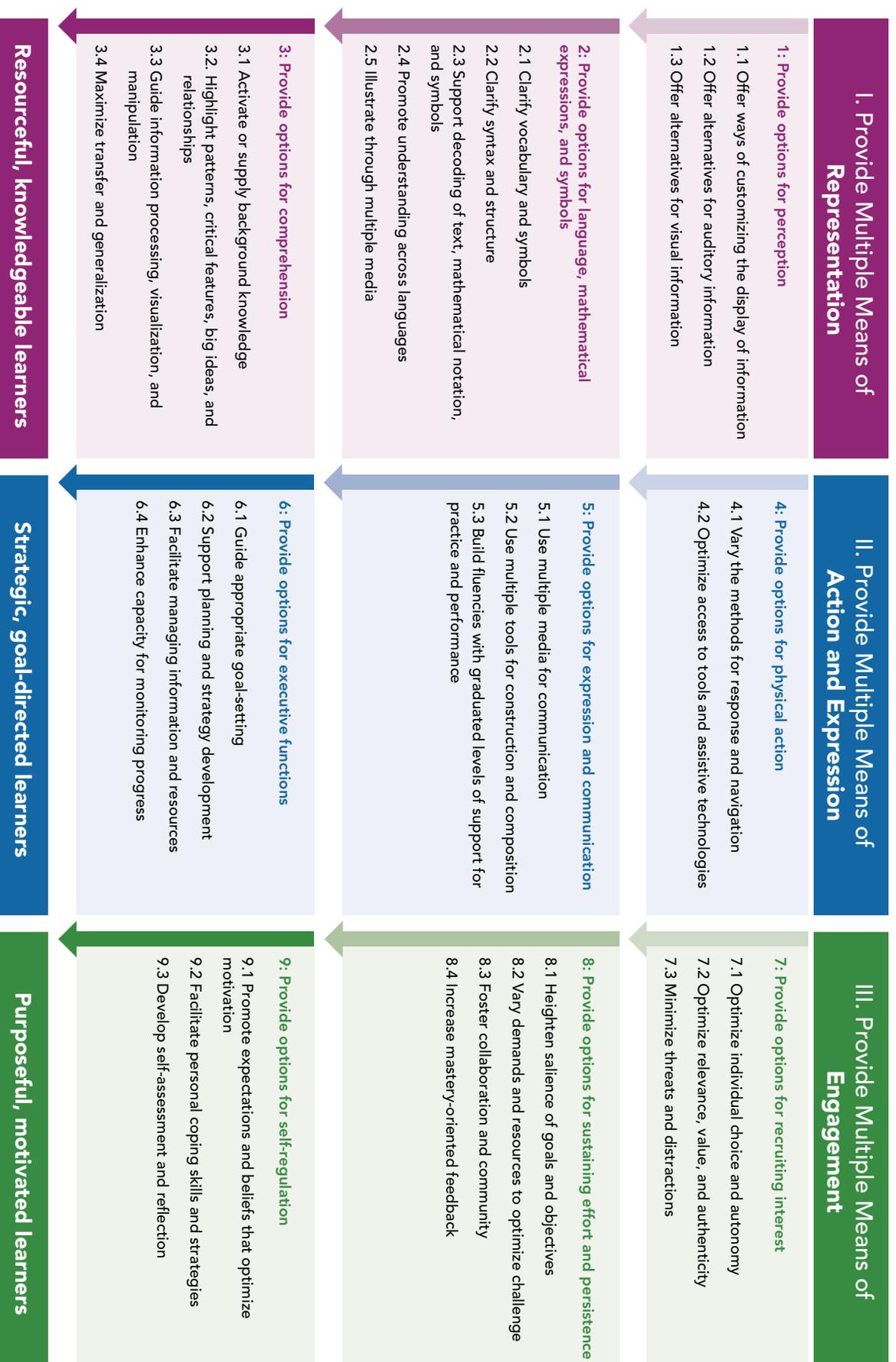
For example: “Tell and write time in hours and half-hours using analog and digital clocks” (Common Core State Standards for Mathematics, Grade 1, Measurement and Data, 1.MD, item 3, p.16). The problem with this standard is that it requires students to write time. This presents some learners with a barrier because the act of writing is difficult for them. In this case, “express” would be more appropriate than “write”, as it allows flexibility and avoids confounding the expectation with tasks that are superfluous to the actual goal. Or, the standard would align with UDL if “write” were interpreted to permit other forms of expression.

## Where can I find more information?

Please visit our website at [www.udl4allstudents.com](http://www.udl4allstudents.com) or contact Ricki Sabia at [rsabia@ndss.org](mailto:rsabia@ndss.org).

The National Center for Universal Design for Learning also contains information about UDL, resources for UDL implementation, and research. It also includes a community section.

# Universal Design for Learning Guidelines



## Examples of addressing learner variability from *Learner Variability and UDL*

### I. Provide Multiple Means of Representation

- Make text available in a variety of formats: e-Text reader, audio, MS PowerPoint
  - Offer a variety of media to access information
  - Provide multiple visual and physical examples of information using, for example, manipulatives, Smart Boards, iPads
- Additional examples:**

### II. Provide Multiple Means of Action & Expression

- Present learners with choices of tools to demonstrate knowledge. For example, provide a “technology toolkit” on a class wiki with reviews of available tools and resources
  - Implement project-based learning to provide opportunities for problem solving and to help guide effective goal-setting
  - Other examples: audio recording, dramatic productions, creating charts, graphs and illustrations, and free websites like Blogmeister, Glogster, Toondoo, Animoto, Xtranormal, Voki
- Additional examples:**

### III. Provide Multiple Means of Engagement

- Teach students how to use the available formats, tools and technology
  - Implement project-based learning opportunities to provide options for individual choice and enhance the relevance and authenticity of the learning
  - Give choices of tools, technology, medium, work environments and topic
  - Guide students to understand personal learning needs so they can make good choices and become more autonomous
  - Provide opportunity for independent choices of participation, for example, standing during a lesson
- Additional examples:**

## UDL Instructional Process

As a framework, UDL requires educators to think proactively about the variability of all learners. In consideration of the UDL Critical Elements, educators implementing UDL should use a backwards design instructional process that incorporates the following five steps.

### **Step 1: Establish Clear Outcomes**

Establish a clear understanding of the goal(s) of the lesson (or unit) and specific learner outcomes relate to:

- The desired outcomes and essential student understandings and performance for every learner. (What will learning look like? What will students be able to do or demonstrate?)
- The desired big ideas and their alignment to the established standards within the program of study that learners should understand.
- The potential misunderstandings, misconceptions, and areas where learners may meet barriers to learning.
- How will goals be clearly communicated to the learners, in ways that are understandable to all learners.

### **Step 2: Anticipate Learner Variability**

Prior to planning the instructional experience teachers should have a clear understanding of the barriers associated with the curriculum as it related to learner variability within their environment. Understandings should minimally include:

- Curriculum barriers (e.g., physical, social, cultural, or ability-level) that could limit the accessibility to instruction and instructional materials.
- Learner strengths and weaknesses specific to lesson/unit goals.
- Learner background knowledge for scaffolding new learning.
- Learner preferences for representation, expression, and engagement.
- Learner language preferences.
- Cultural relevance and understanding.

### **Step 3: Measurable Outcomes and Assessment Plan**

Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- Previously established lesson goals and learner needs.
- Embedding checkpoints to ensure all learners are successfully meeting their desired outcomes.
- Providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding.
- Supporting higher-order skills and encouraging a deeper connection with the content.

## UDL Instructional Process

### Step 4: Instructional Experience

Establish the instructional sequence of events. At minimal plans should include:

- Intentional and proactive ways to address the established goals, learner variability, and the assessment plan.
- Establish a plan for how instructional materials and strategies will be used to overcome barriers and support learner understanding.
- A plan that ensures high-expectations for all learners and that the needs of the learners in the margins (i.e., struggling and advanced), anticipating that a broader range of learners will benefit.
- Integrate an assessment plan to provide necessary data.

Considerations should be made for how to support multiple means of.

- **Engagement:** A variety of methods are used to engage students (e.g., provide choice, address student interest) and promote their ability to monitor their own learning (e.g., goal setting, self-assessment, and reflection)
- **Representation:** Teacher purposefully uses a variety of strategies, instructional tools, and methods to present information and content to anticipate student needs and preferences
- **Expression & Action:** Student uses a variety of strategies, instructional tools, and methods to demonstrate new understandings.

### Step 5: Reflection and New Understandings

Establish checkpoints for teacher reflection and new understandings.

Considerations should include:

- Whether the learners obtained the big ideas and obtained the desired outcomes. (What data support your inference?)
- What instructional strategies worked well? How can instructional strategies be improved?
- What tools worked well? How could the use of tools be improved?
- What strategies and tools provided for multiple means of representation, action/expression, and engagement?
- What additional tools would have been beneficial to have access to and why?
- Overall, how might you improve this lesson?

