Creating Great Public Schools for ALL using Universal Design for Learning and Inclusive Practices

September 16, 2009

Table Discussion Questions

1. **Core Values Exercise: Who are we?**
   a. Ask each team member as an individual to identify up to three (3) core values that relate to inclusive practices and write them down.
   b. Ask each person to share his/her list. The rest of the team may ask questions to clarify meaning and help refine the list as values and **not** aspirations. However, the team should not engage in debate about what others value.
   c. The team should identify the values that are commonly held among team members at the table.
   d. Through consensus (defined as at least 2/3rds of the team members accepting and agreeing), the team should identify no more than eight (8) common core values related to inclusive practices.

2. **Mission Exercise: Why do we care?** Given what we have just heard and seen in the film *Including Samuel* and our identified core values, why do we care about Universal Design for Learning (UDL) and Inclusive Practices? What is our core joint purpose or mission?

3. Think about two environments or situations – one that is inclusive and one that is not. What accounts for the difference?

4. What challenges/barriers make it difficult to use UDL and inclusive practices for all students? How can we address them to minimize or eliminate their impact?

5. What opportunities and supports can we capitalize on to make it easier to use UDL and inclusive practices for all students? Who needs to be engaged in seizing these opportunities and developing the supports?

6. **Vision Exercise: What do we want?** Given what you know about UDL and inclusive practices, what do you see as a vision for the future? Determine a vision statement (one sentence) that represents a vision that is acceptable to the team (using consensus – described earlier).

7. **Commitments: What commitments can you make?** Each team member should determine what commitment(s) he/she will make toward encouraging the use of UDL and inclusive practices within his/her "sphere of influence." This sphere of influence could be within the classroom, school, district, community, state, or national level. Considering existing policies, structures, roles, supports, and funding within each team member's sphere of influence, what strategies can each team member employ?