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The Future is Inclusive: A New Model School Designed Using UDL Principles

A4LE LearningSCAPES 2022 | October 6, 2022

WELCOME!

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AGENDA

A New Model School Designed Using UDL Principles

1. The Vision
2. The Context
3. The Data
4. The Process
5. The Outcomes
6. The Workshop

The Vision:
Creating a Model School Around UDL

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"Every day we provide

EACH AND EVERY

student the quality instruction and equitable support required to thrive in the 21st century."

PORTRAIT OF A GRADUATE

Sense of Purpose, Sense of Self

- I can reflect as a means to develop my humanity and self-awareness
- I can apply a growth mindset
- I can design my future

Leadership, Empathy, and Collaboration

- I can lead with and for equity
- I can empathize with others
- I can apply cooperative processes for effective collaboration

Global, Local, and Digital Identity

- I can take action for my community and planet
- I can interact with cultural competence and anti-racism
- I can practice multilingualism
- Use technology and digital tools to make meaning of my experience, and positively impact my communities

Career & Life Skills

- I can manage time and resources to complete projects and tasks
- I can communicate effectively to authentic audiences
- I can self-advocate

Content Knowledge

- I can think critically
- I can engage in inquiry (research)
- I can compose evidence-based arguments
- I can analyze complex texts across the disciplines (literacy)
- I can apply disciplinary knowledge, practices, and language in authentic contexts

Creativity

- I can create works of art, products or solutions to explore a meaningful concept, topic or issue
- I can engage in a creative and problem-solving process

PROGRAM

preK-5

professional learning

linked learning hub

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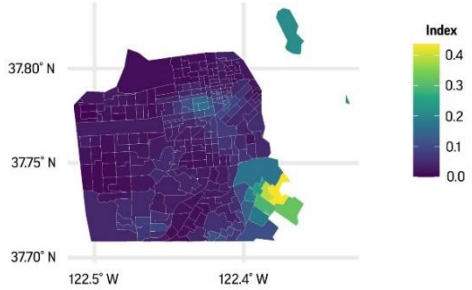
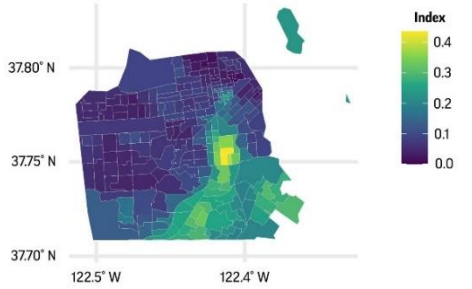
The Context:
Mission Bay, San Francisco

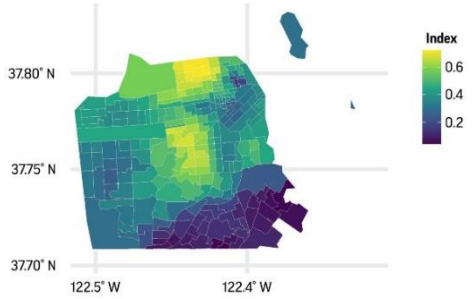
SITE



Black



Latinx



White & Non-Latinx

Source: U.S. Census ACS 2016-2020 estimates

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SFUSD FACTS AT A GLANCE

Schools

130 Total Schools

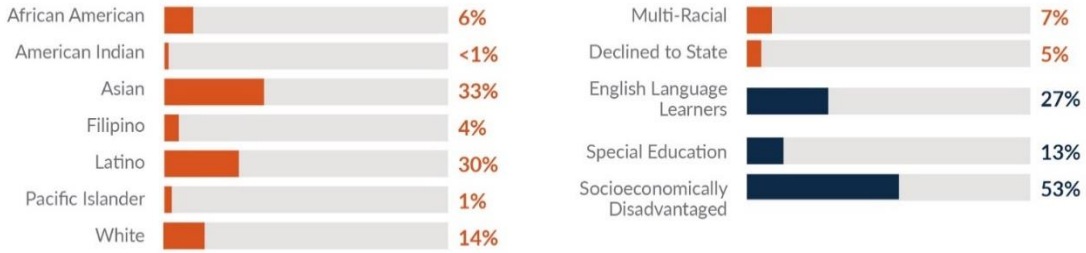
64 Elementary (TK-5)	**8** Alt. Configured (TK-8)	**13** Middle (6-8)	**14** High (9-12)
12 Early Education	**5** County	**3** Continuation	**11** Charter

Students

50,566 Total Enrollment October 2021*

1,131	20,711	8,664	15,800	4,260
PreK*	TK-5	6-8	9-12	K-8 Alternate Grade Span

Student Demographics



Staff

282 Central Office Certificated	**756** Central Office Classified	**87** Department of Technology	**201** EED Paraeducators	**20** EED School Site Administration	**50** EED School Support Staff
176 EED Substitute Paraeducators	**82** EED Substitute Teachers	**136** EED Teachers	**401** Facilities	**220** Student Nutrition Services	**1,225** TK-12 Paraeducators
223 TK-12 School Site Administration	**797** TK-12 School Support Staff	**240** TK-12 Substitute Paraeducators	**735** TK-12 Substitute Teachers	**3,568** TK-12 Teachers	**9,199** Total Employees

Languages Spoken

144
Languages Spoken

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SCHOOL AS A COMMUNITY CENTER

SFF SOCCER
Connection to community teamwork

PARKLAB
Connection to community garden, activities & events

UCSF CAMPUS
Connection to higher ed and research

REC CENTER
Connection to community amenities

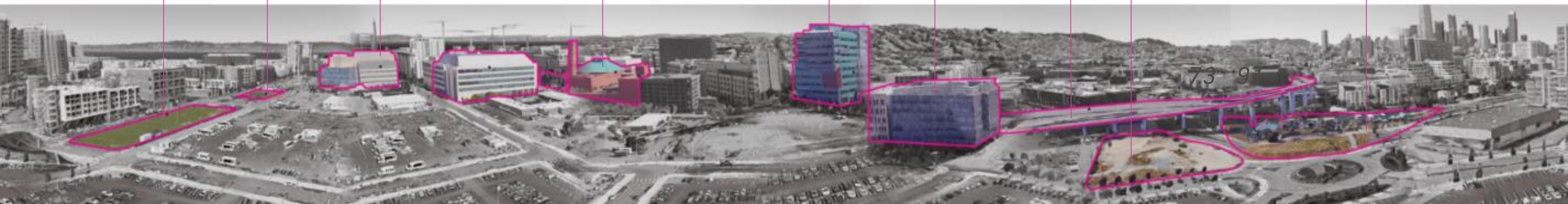
KAISER PERMANENTE
Connection to industry partners

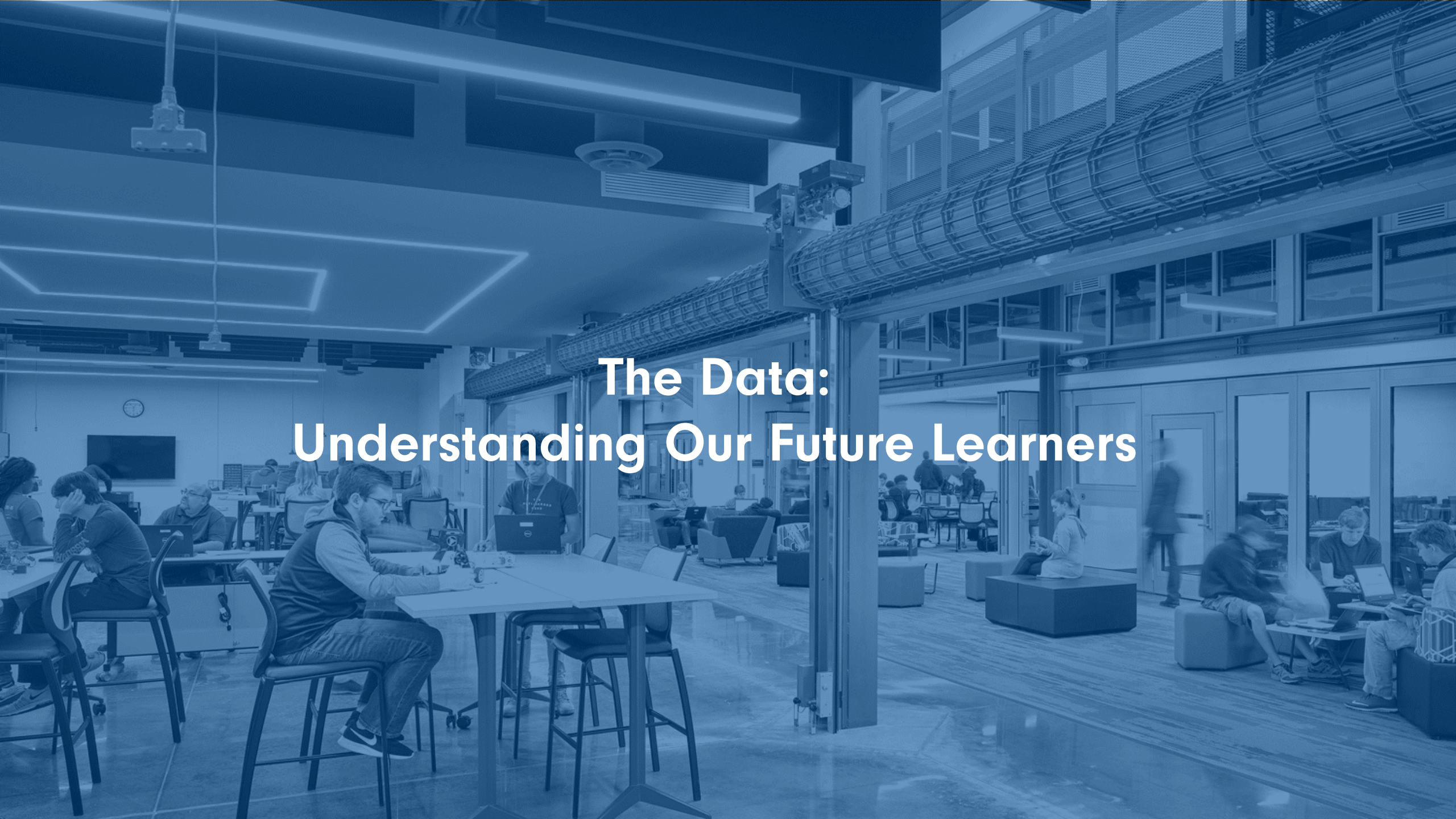
GALGENE CORPORATION
Connection to industry partners

HWY I-280
Connection to City of San Francisco

NEW PARK
Connection to future green space

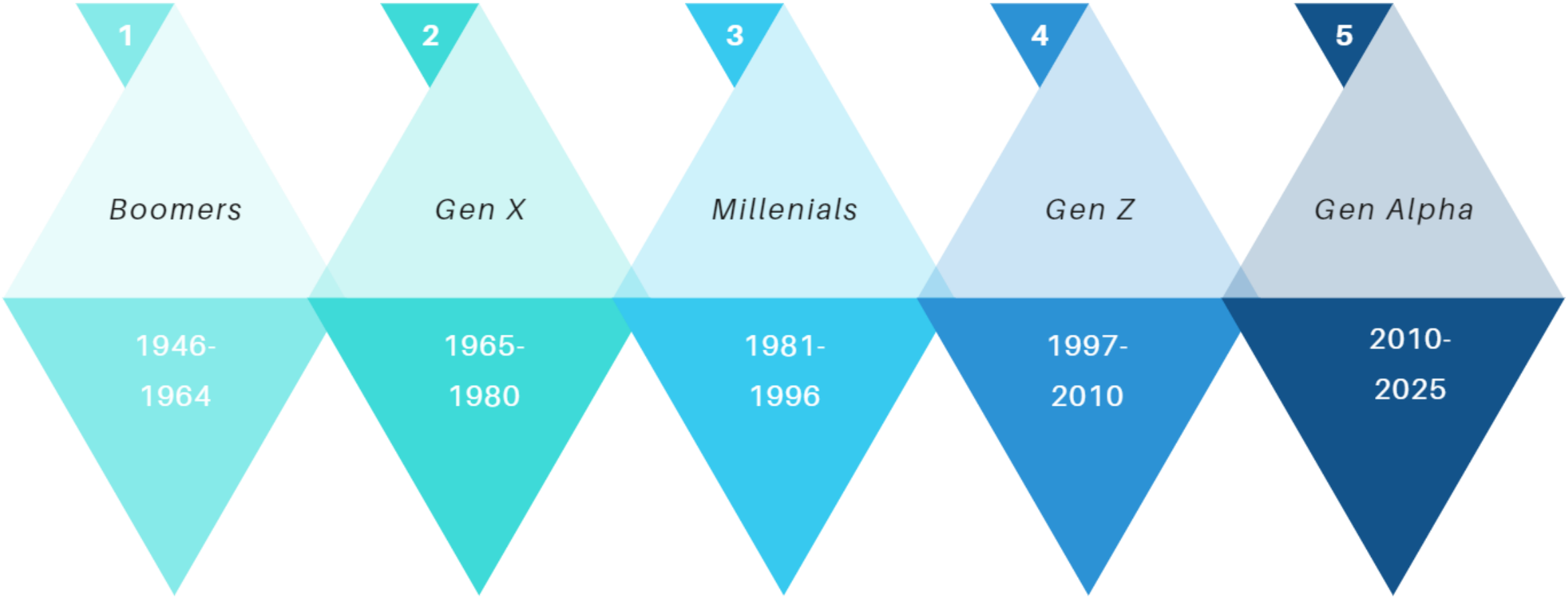
MISSION CREEK PARK
Connection to existing community park





The Data:
Understanding Our Future Learners

THE NEXT GENERATION OF LEARNERS



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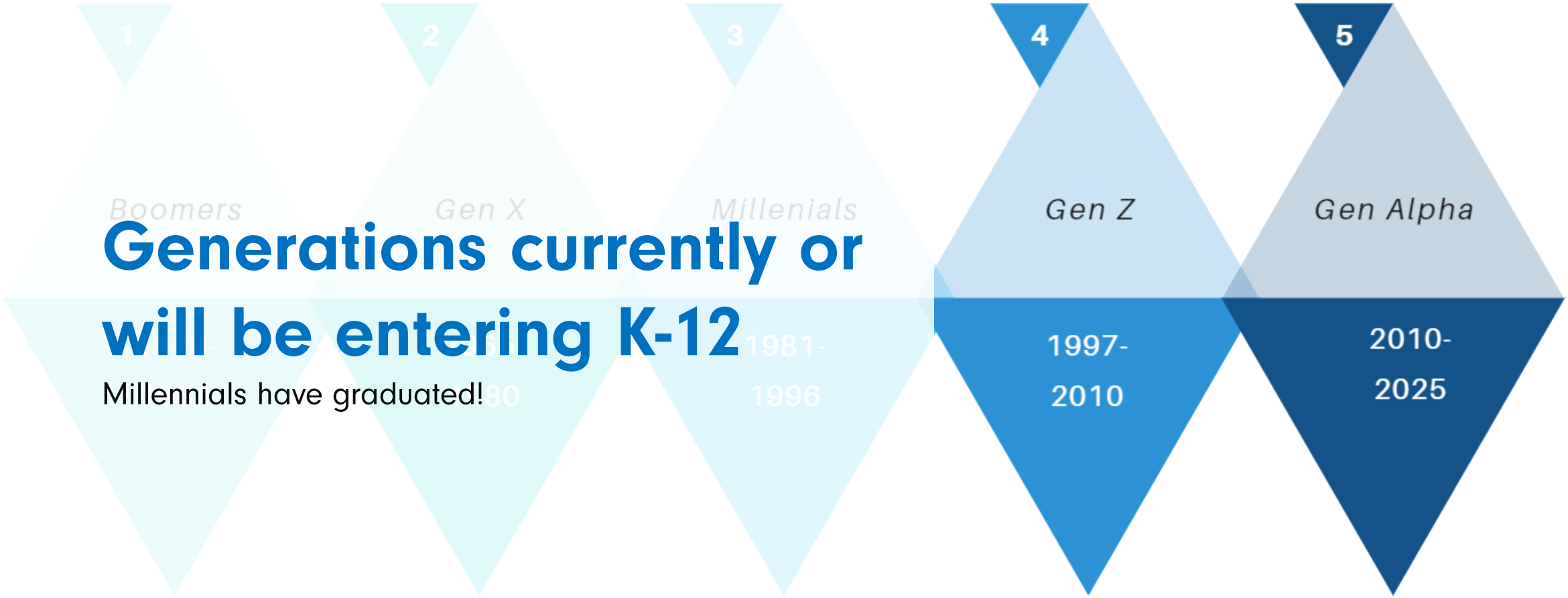
THE NEXT GENERATION OF LEARNERS

Generations currently or will be entering K-12

Millennials have graduated!



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THE NEXT GENERATION OF LEARNERS

A little about each generation:

Gen Z:

Attending K-12 between 2002-2028
The students we currently have

Socially responsible

Connected

Competitive

Self-reliant

Entrepreneurial

Connected and inclusive

Passionate about social justice

Passionate about the environment

Pragmatists

Seek financial stability

Preference for face-to-face comm.

Non-traditional education pathways

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THE NEXT GENERATION OF LEARNERS

A little about each generation:

Gen Alpha:

Attending K-12 between 2015-2043
The students we are starting to teach

Full digital natives, digitally dependent

Must outpace A.I. for jobs

Mindfulness and well-being are essential to survival in the digital world

Mental health awareness will be an important focus

Physical movement and outdoor integration will be vital to their mental well-being and encouraged as a requirement of curriculum

Seek unusual and atypical experiences

Formal education may become focused on *how to learn*

Multiple career changes in a lifetime

Must develop stronger 'soft' skills that will dominate employment

Learning irrational thought and creative decision making

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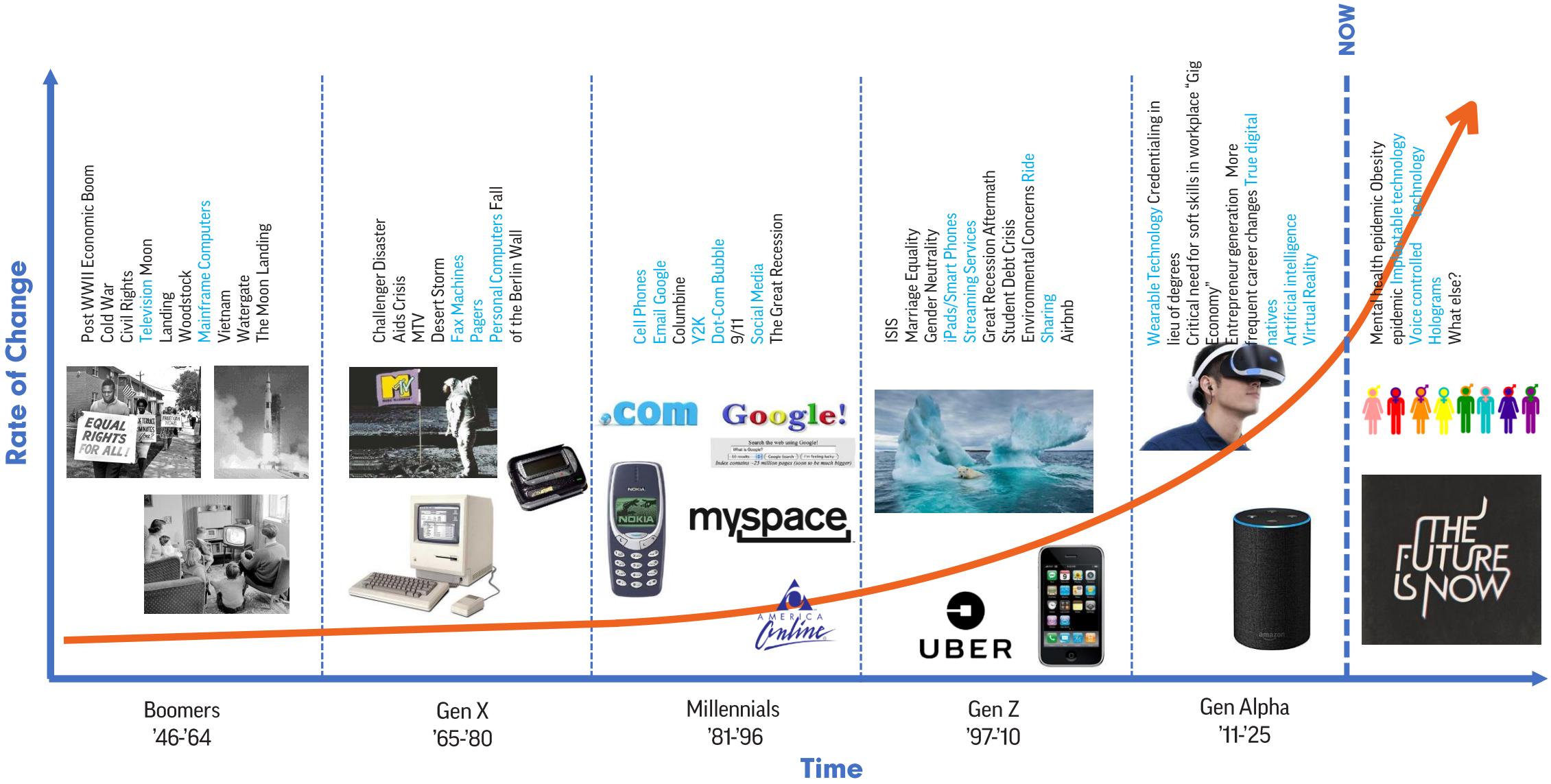
THE NEXT GENERATION OF LEARNERS



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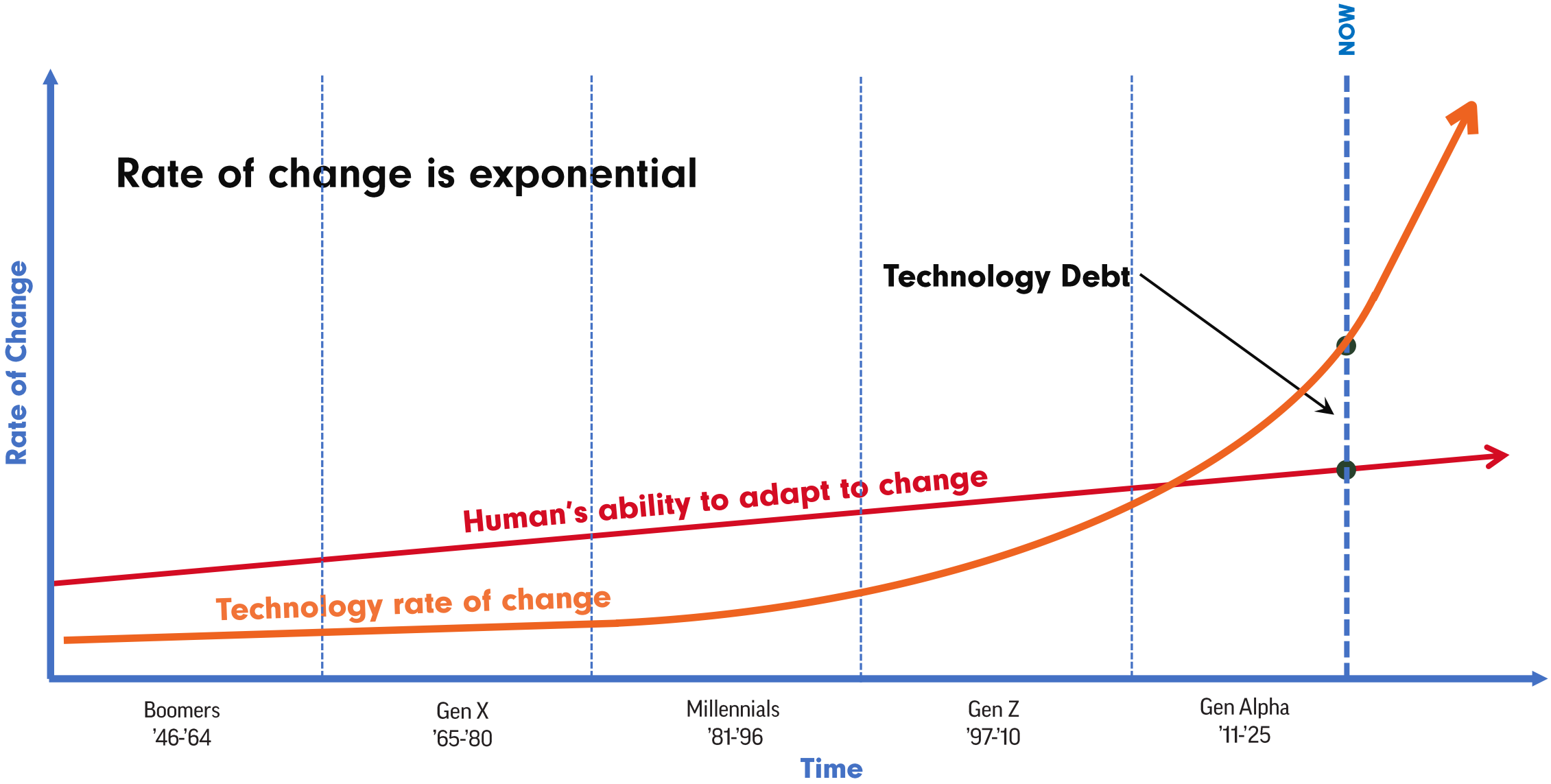
THE NEXT GENERATION OF LEARNERS



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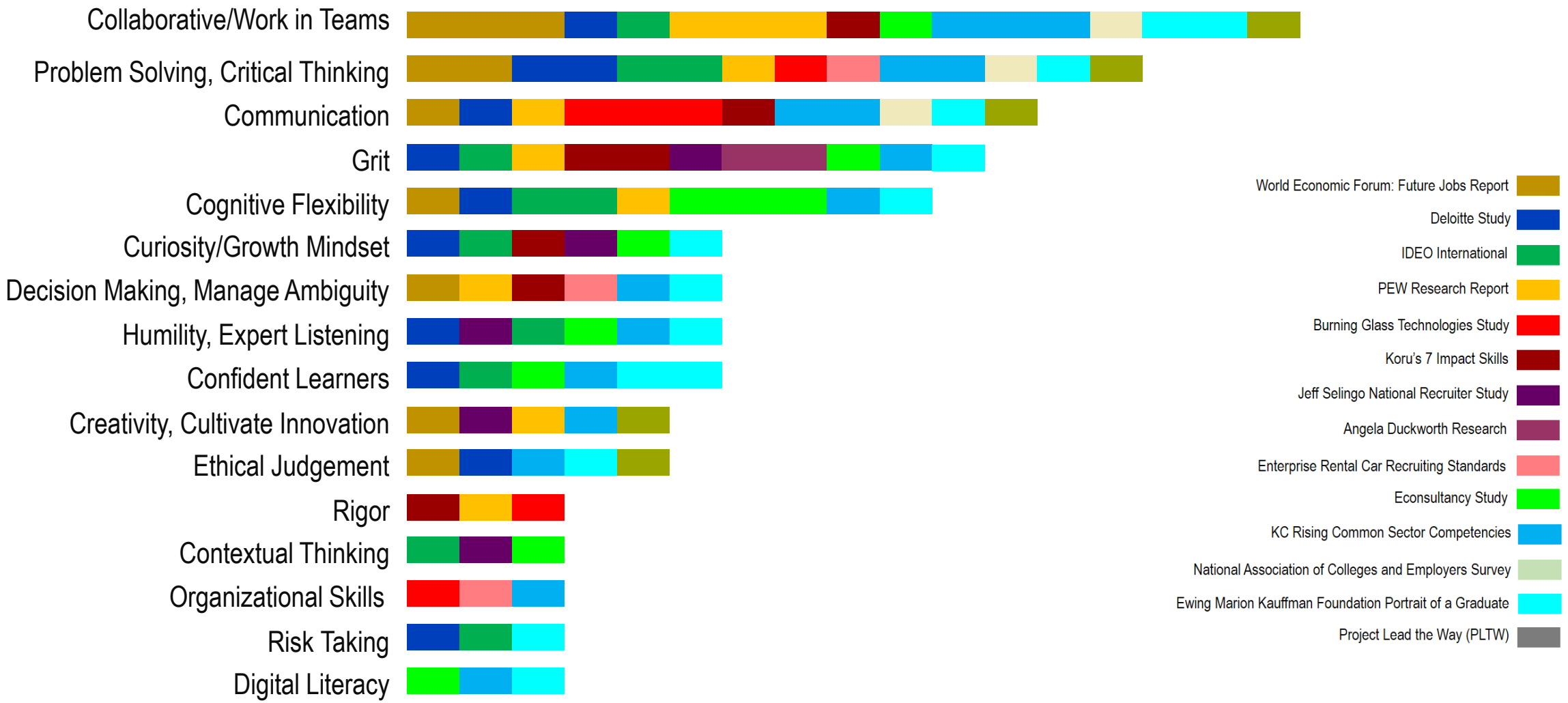
CRITICAL COMPETENCIES FOR THE 21st CENTURY ECONOMY



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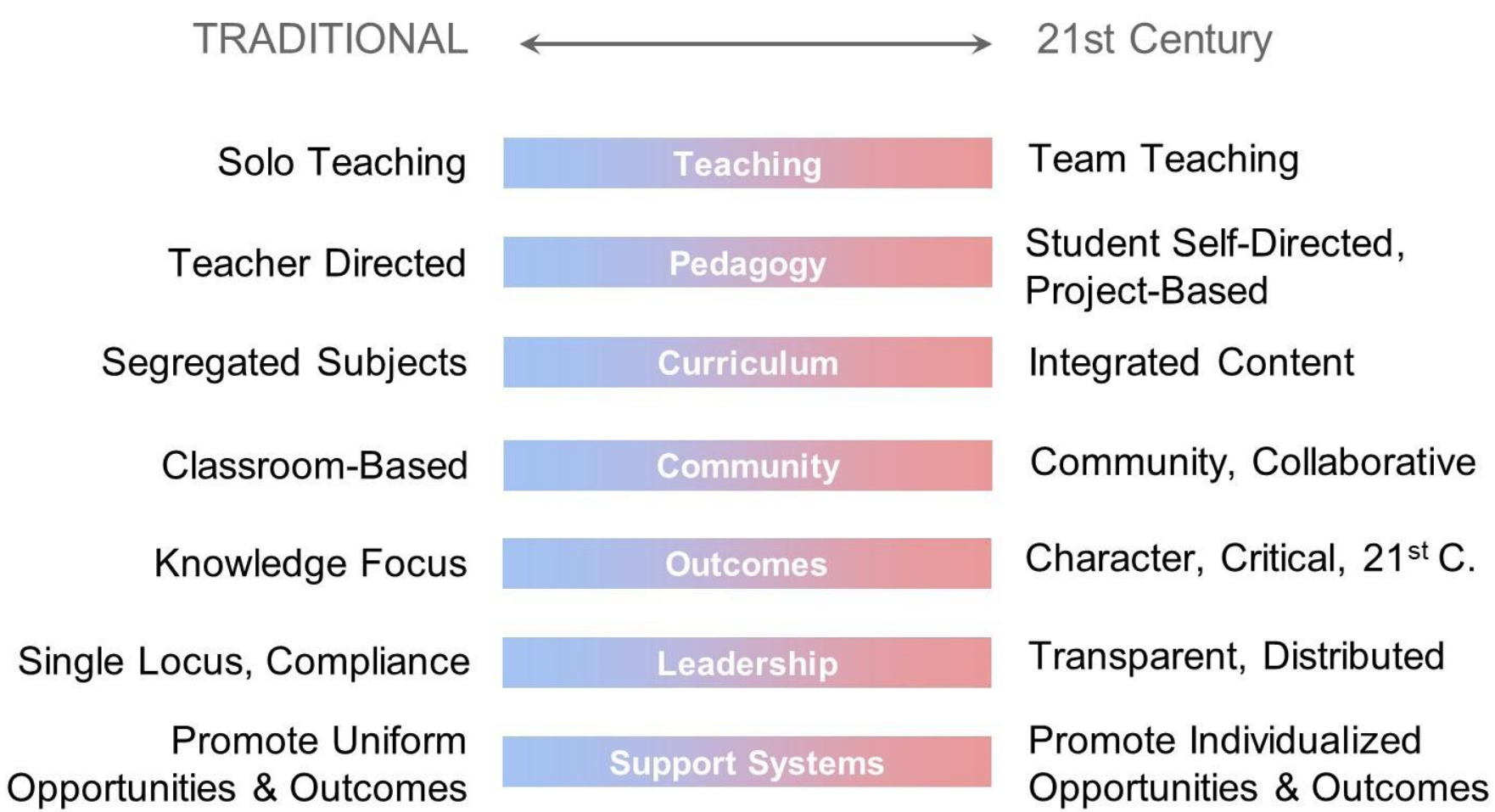
TEACHING AND LEARNING SPECTRUM



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The Process:
Engagement Around Universal Design for Learning

UNIVERSAL DESIGN FOR LEARNING (UDL) GUIDELINES & CHECKPOINTS

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

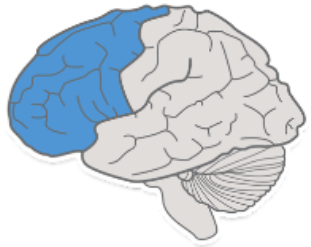
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

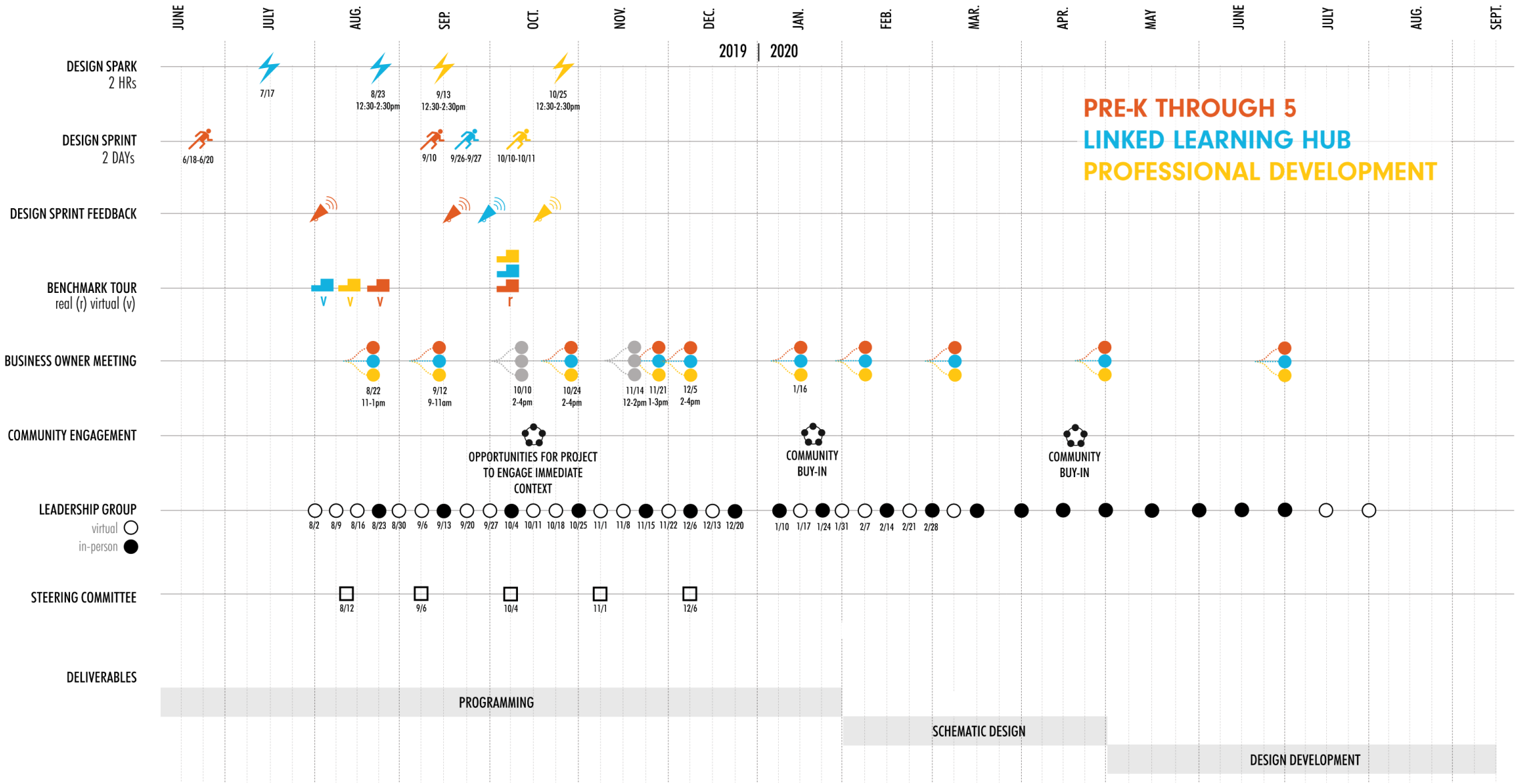
https://UDLguidelines.cast.org

UDL ‘DECK OF SPACES’ TOOL KIT

https://deckofspaces.com/

UDL WORKSHOP

UDL ENGAGEMENT



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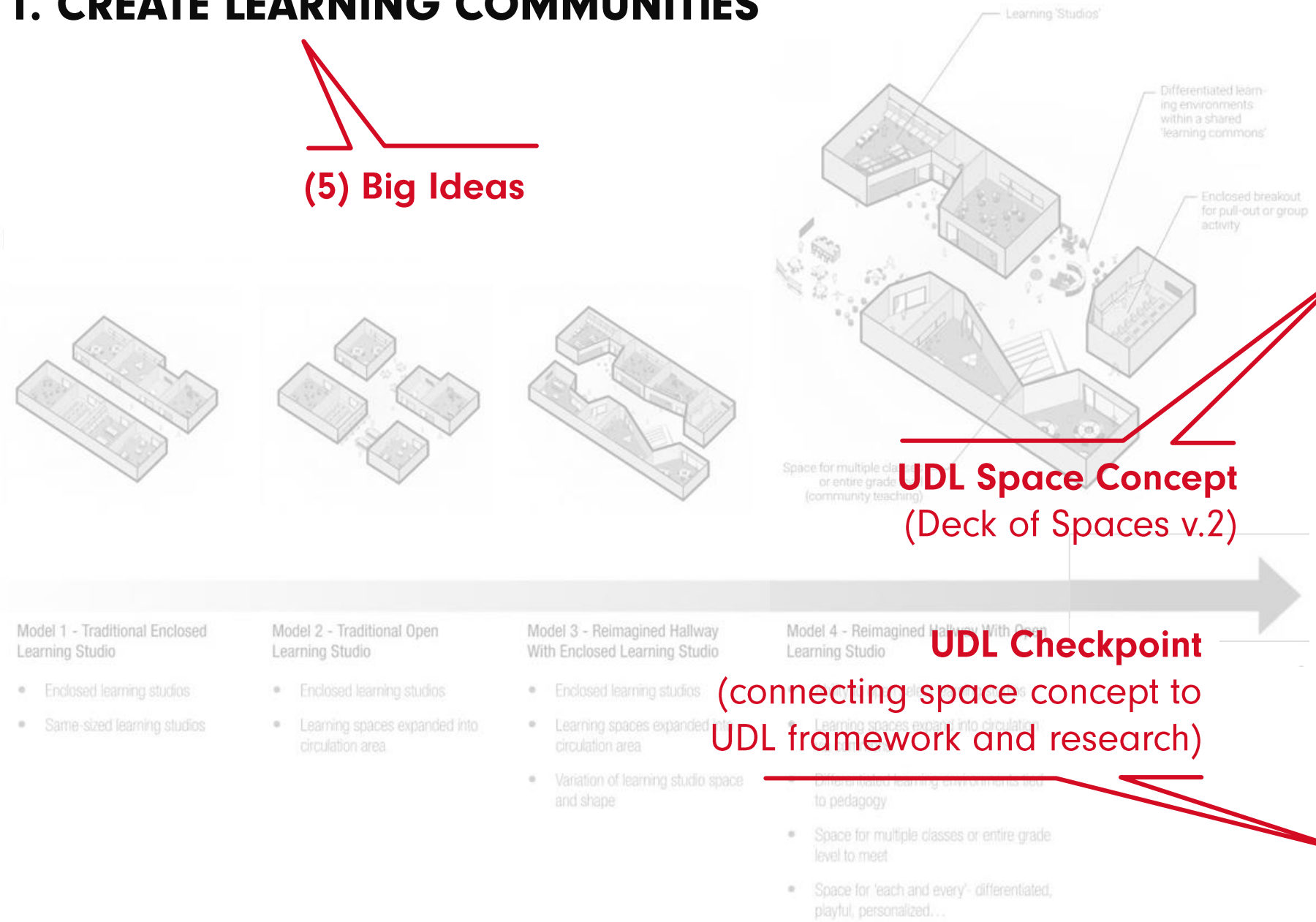
Outcomes:
Translating UDL to (5) BIG IDEAS

1. CREATE LEARNING COMMUNITIES

(5) Big Ideas



UDL Space Concept
(Deck of Spaces v.2)

UDL Checkpoint
(connecting space concept to UDL framework and research)

Learning communities can better support differentiated learning.

Pace of learning can be accommodated with multiple teachers sharing a learning community.

Spaces within each learning community can be tailored to support diverse learning activities—

deck of spaces™

Intersections with UDL Framework:

4 5 9
7.1 7.3 8.3

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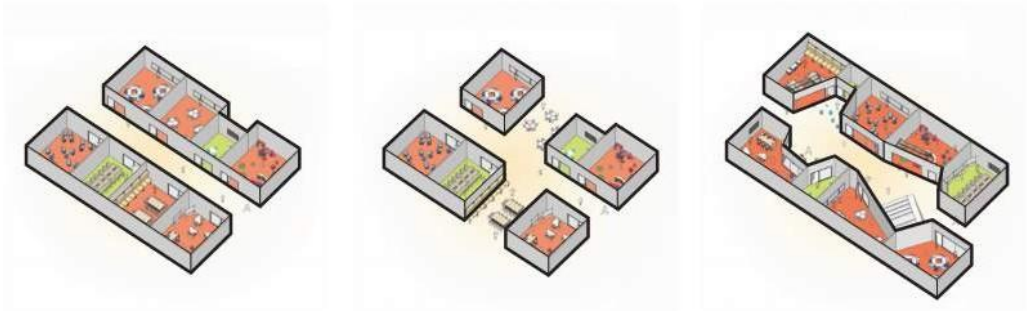
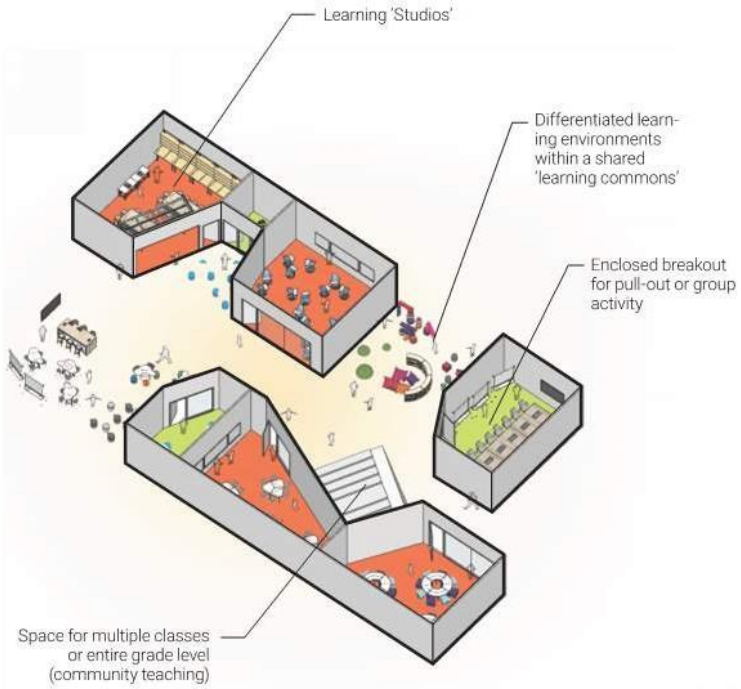
1. CREATE LEARNING COMMUNITIES





Model 1 - Traditional Enclosed Learning Studio

- Enclosed learning studios
- Same-sized learning studios

Model 2 - Traditional Open Learning Studio

- Enclosed learning studios
- Learning spaces expanded into circulation area

Model 3 - Reimagined Hallway With Enclosed Learning Studio

- Enclosed learning studios
- Learning spaces expanded into circulation area
- Variation of learning studio space and shape

Model 4 - Reimagined Hallway With Open Learning Studio

- Ability to open select learning studios
- Learning spaces expand into circulation via commons
- Differentiated learning environments tied to pedagogy
- Space for multiple classes or entire grade level to meet
- Space for 'each and every'- differentiated, playful, personalized...

Learning communities can better support differentiated learning.

Pace of learning can be accommodated with multiple teachers sharing a learning community.

Spaces within each learning community can be tailored to support diverse learning activities—

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Intersections with UDL Framework:

4 5 9
7.1 7.3 8.3

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Creative mindsets are amplified when offering student agency.

Create settings where students can set up their own work environments. This gives them a "license to be creative." (4)

Informality and playfulness in spaces promotes a sense of artistic freedom. Avoid institutional design elements.

Jobs requiring creativity and empathy will be highly needed skills and jobs in the coming decades. (5)

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Intersections with UDL Framework:

7.1 7.2 7.3 8.2 8.3 9.1

Support collaboration among teachers and classes.

promote professional learning communities—support collaboration of teachers across classrooms and model collaboration with each other;

put learning on display—let passive observation be a professional learning opportunity

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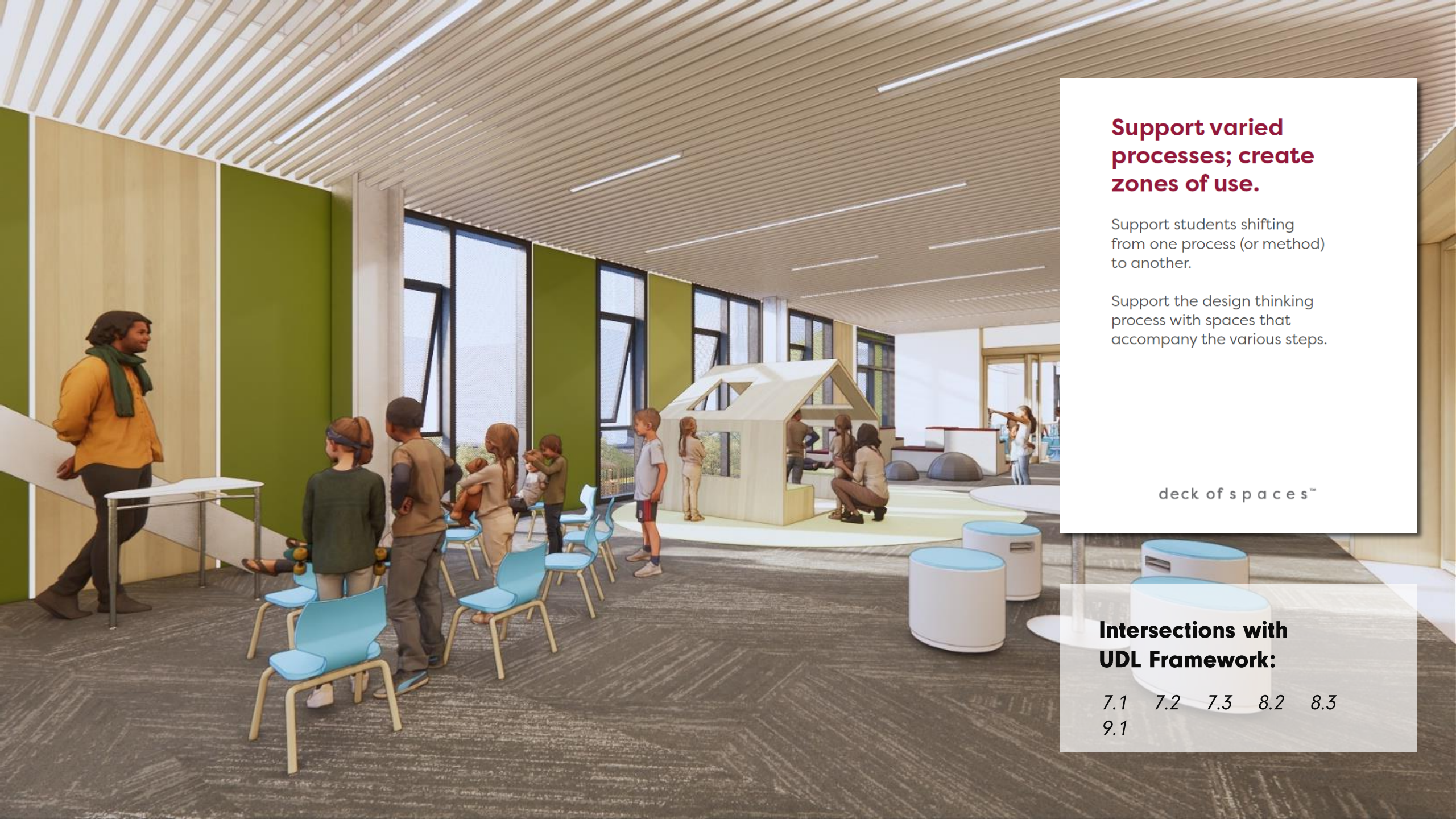
Intersections with UDL Framework:

4 5 7.1 7.2 7.3 8.3 9



Support varied processes; create zones of use.

Support students shifting from one process (or method) to another.

Support the design thinking process with spaces that accompany the various steps.

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Intersections with UDL Framework:

7.1 7.2 7.3 8.2 8.3 9.1

Allow students to "make space."

Think about furniture and objects in the space as a "maker kit"—a kit-of-parts.

Promote a flexible learning environment that allows personalization of space.

Help students understand how to design an effective space to support their own learning and needs.

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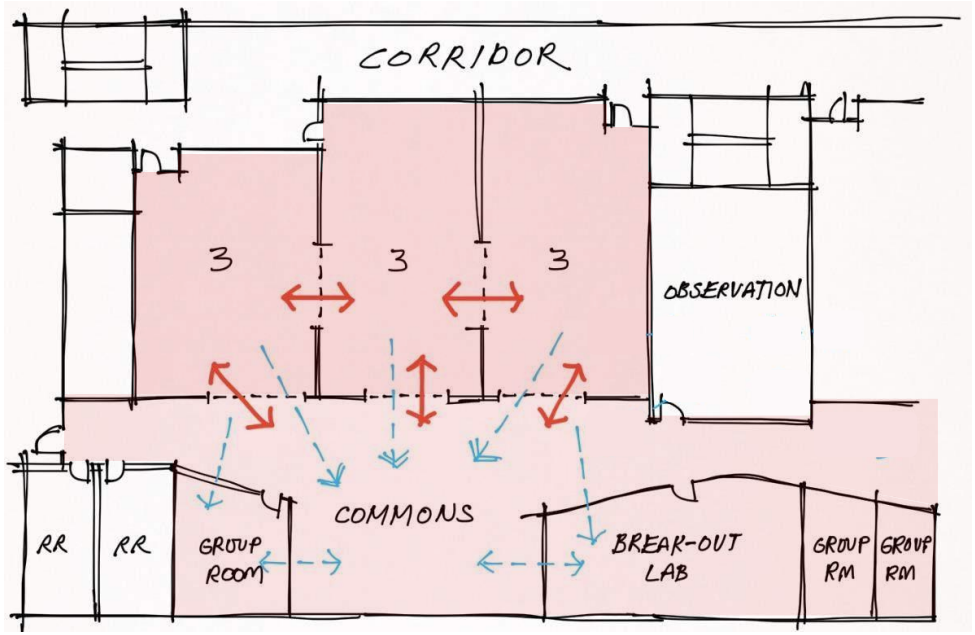
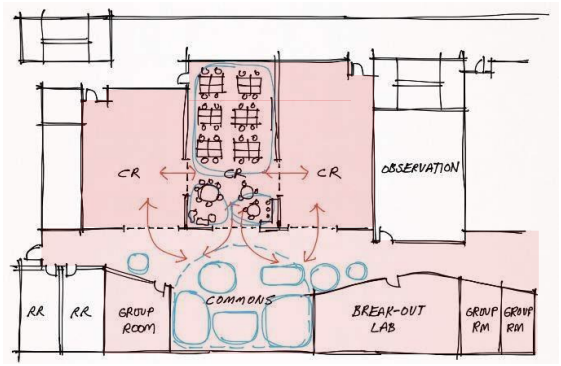
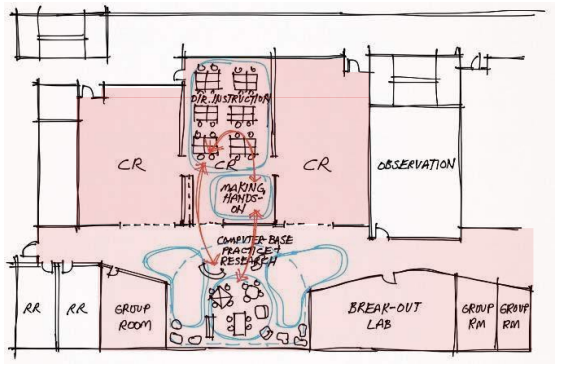
Intersections with UDL Framework:

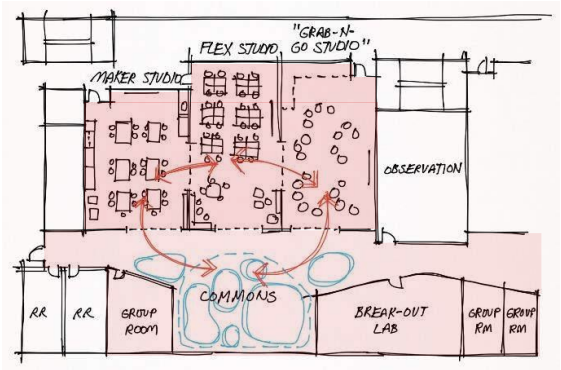
5.3 7.1 7.3 8.3 9.1 9.2

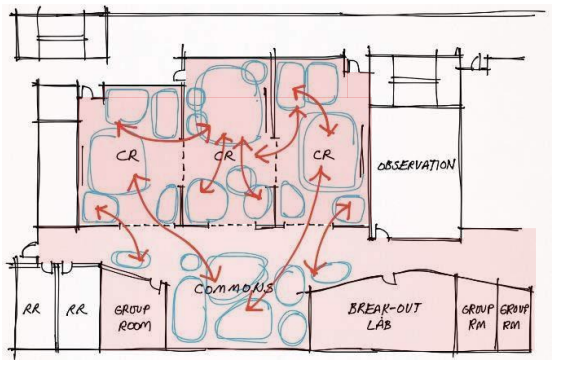


Support for varied instructional models...









Today's Teaching Model ◄·····► Highly Personalized, Differentiated, UDL

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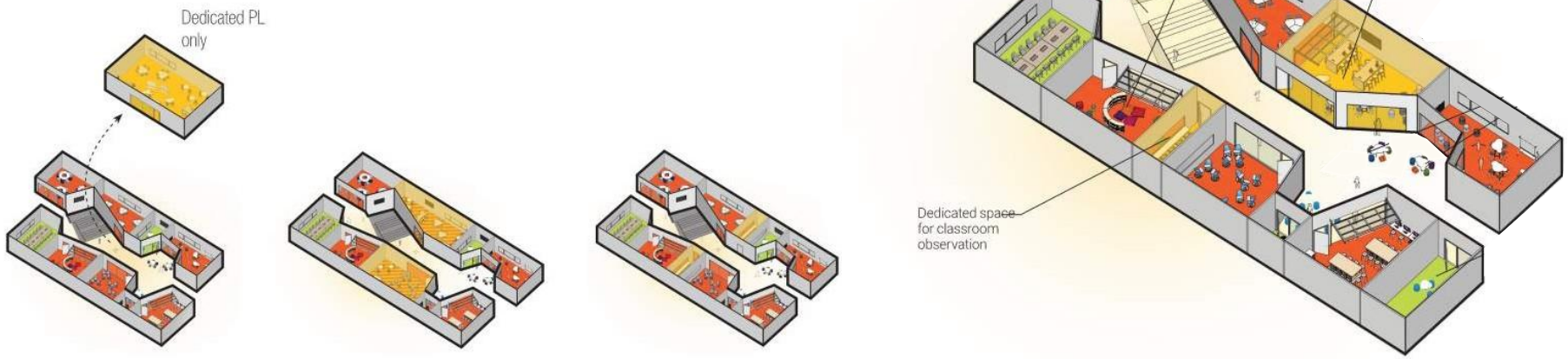
2. INTEGRATE PROFESSIONAL LEARNING



Incubator

- Also known as a "Prototype Learning Studio"
- A destination separate from classroom environment
- A place where educators bring their students for PL-specific activities

Fully Integrated

- 'Live PL' in the classroom
- Larger classrooms to support shadowing and co-teaching

Lab School

- Observation from adjacent rooms; microphones
- Transparency from public spaces
- Large classrooms are the key

Hybrid

- "Lab School" model, but with separate PL 'LABS' adjacent to and connected to classroom
- Push/pull of students
- May be both passive PL (observation) & active PL ('live PL' in a classroom)
- Ultimate flexibility of PL learning environment without disrupting primary learning space
- Small dedicated space for classroom observations for multiple classrooms at a time
- Dedicated PL 'Incubator' for up to 60 person

"Live professional development" with educators and students.

"Live professional development" helps develop the interaction behaviors between teachers and students that are important for developing self-regulated learners. (4)

Many essential behaviors are best practiced with students in real time. For example, wait time (allowing the time for students to try, get frustrated, and persevere), answering questions with questions, and advocating student autonomy.

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Intersections with UDL Framework:

ALL Checkpoints

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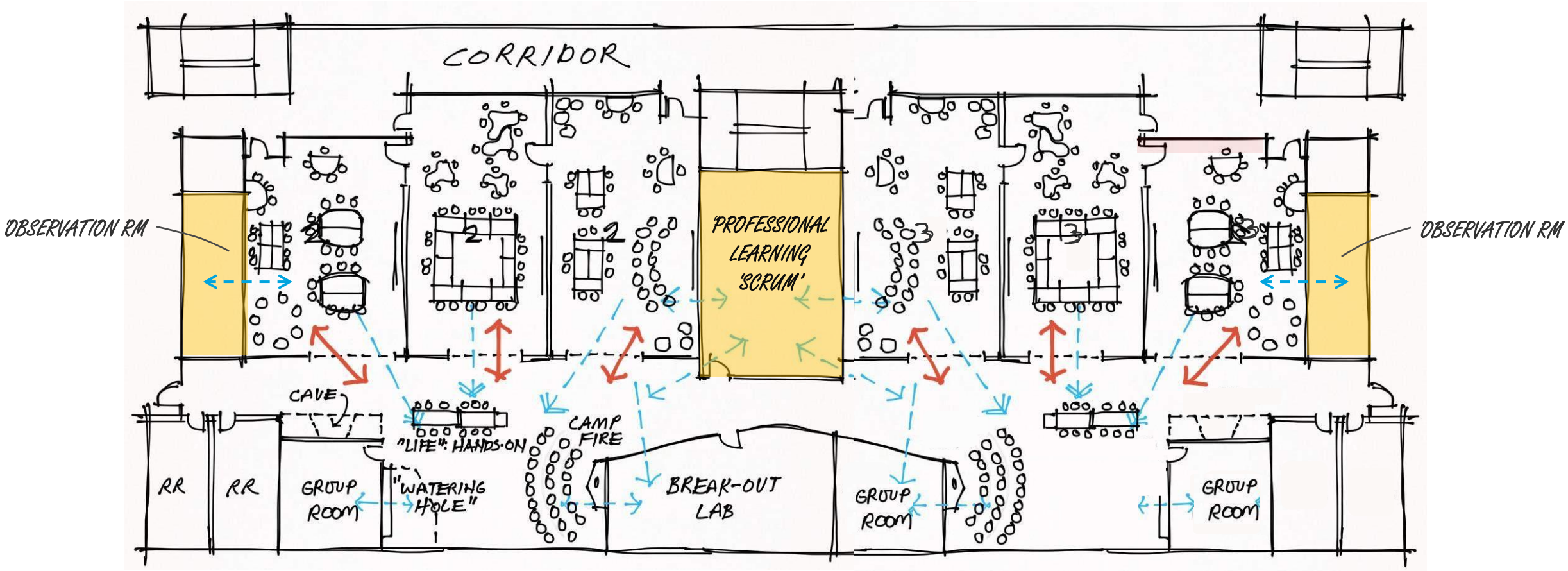
2. INTEGRATE PROFESSIONAL LEARNING



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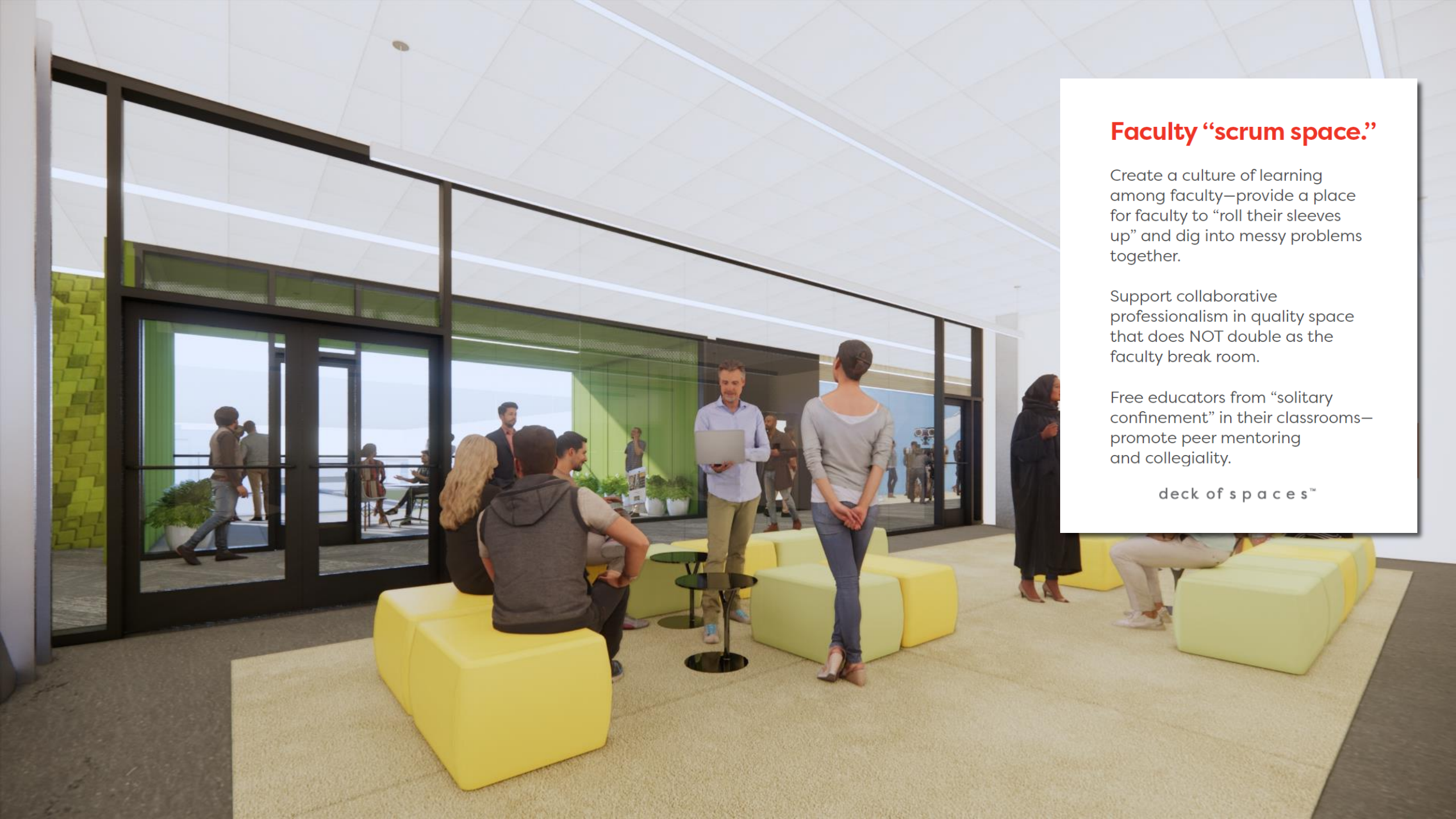

Faculty “scrum space.”

Create a culture of learning among faculty—provide a place for faculty to “roll their sleeves up” and dig into messy problems together.

Support collaborative professionalism in quality space that does NOT double as the faculty break room.

Free educators from “solitary confinement” in their classrooms—promote peer mentoring and collegiality.

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3. EVERY SPACE A LEARNING SPACE

Design common spaces for multi-use; think about every space as a learning space.

Think about how teachers can create similar engagement in both common spaces and in their classrooms.

Cafeterias, gyms, and other common spaces should be multi-functional to support utilization throughout the entire day.

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Intersections with UDL Framework:

7.1 *8.2* *8.3*

4. IDENTIFY A 'HEART'

Engage family members with hospitality.

Create a culture of hospitality for the front of school in lieu of a culture of security control—hospitality and security can coexist.

When family members feel engaged, they take more ownership in the management of their children's education. (12)

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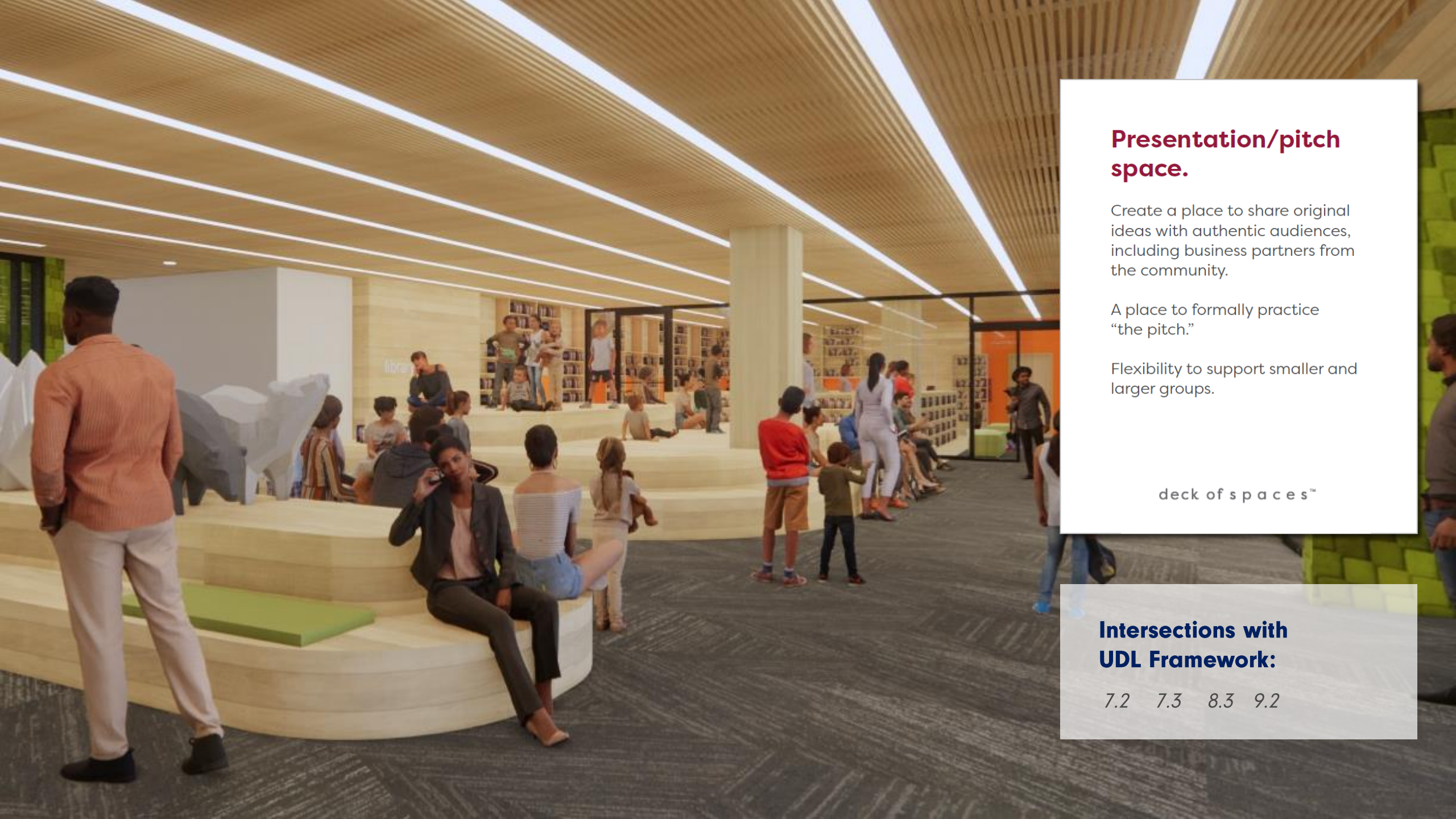
Intersections with UDL Framework:

7.3 *8.3*



Presentation/pitch space.

Create a place to share original ideas with authentic audiences, including business partners from the community.

A place to formally practice "the pitch."

Flexibility to support smaller and larger groups.

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Intersections with UDL Framework:

7.2 7.3 8.3 9.2

5. CONNECT TO BROADER SYSTEMS

Daylight and connections to the outdoors.

Mental and physical restoration are facilitated by connections to the natural environment. (7)

Connections to natural settings aid in concentration. (7)

Connections to daylight have been associated with improved mental well-being and test performance. (8)

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Intersections with UDL Framework:

7.2 7.3 9.2

Playgrounds as robust, outdoor learning spaces.

Builder kits and interactive structures allow outdoor space to support curriculum enhancement and learning opportunities.

Proximate outdoor learning yards allows these spaces to function as breakout spaces.

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Intersections with UDL Framework:

1.2 1.3 4.1 7.1 7.2
8.1 8.3 9.2

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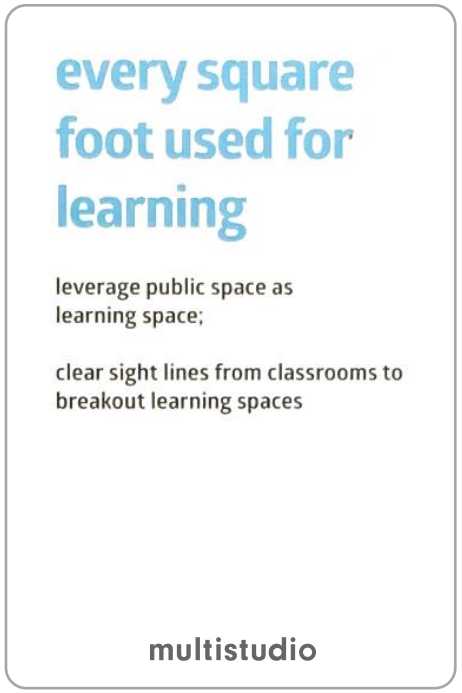
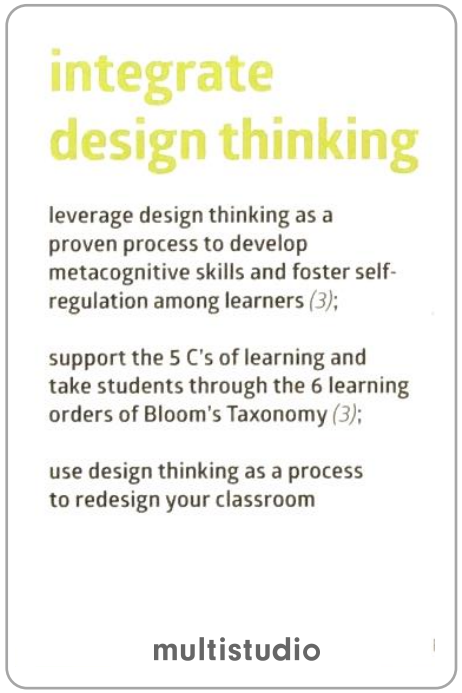
The Workshop:
Creating a Model School Around UDL

THE CARD DECK





Student experience
Ideas that impact students' experiences within their spatial environments.

Educator experience
Ideas that impact educator experiences within their spatial environments.

Paradigms
Ideas that challenge typical paradigms, patterns, and/or interactions that take place in learning spaces.

THE CARD DECK

defeat the stigma of "school"

for many students, "school" brings stigmas and labels that inhibit learning growth;

create "anti-classrooms": learning spaces that have "different rules and expectations," that unlock latent creativity and offer new learning approaches;

offer students a "clean slate"—a fresh start by totally shifting "the look and feel of school"

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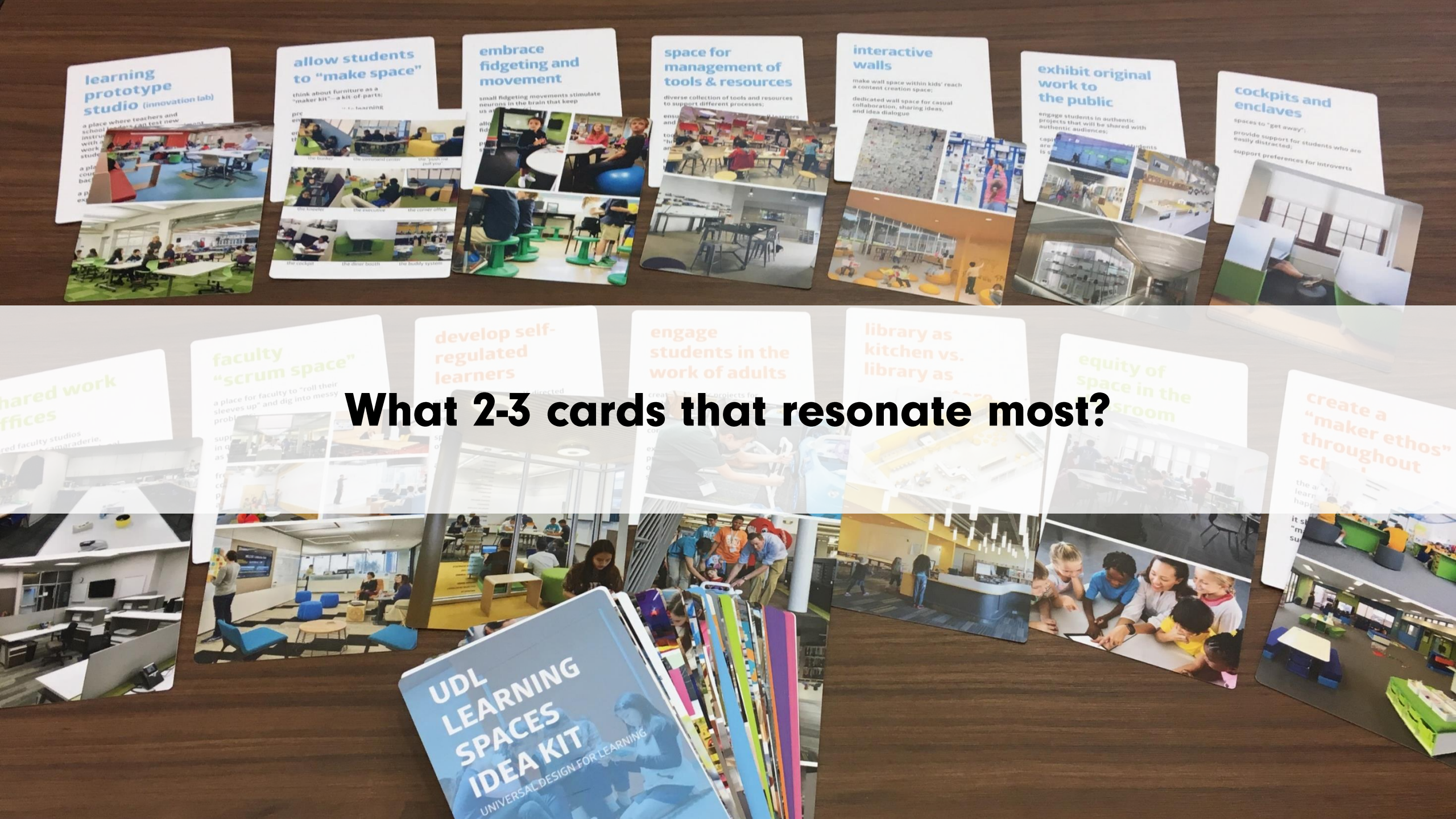
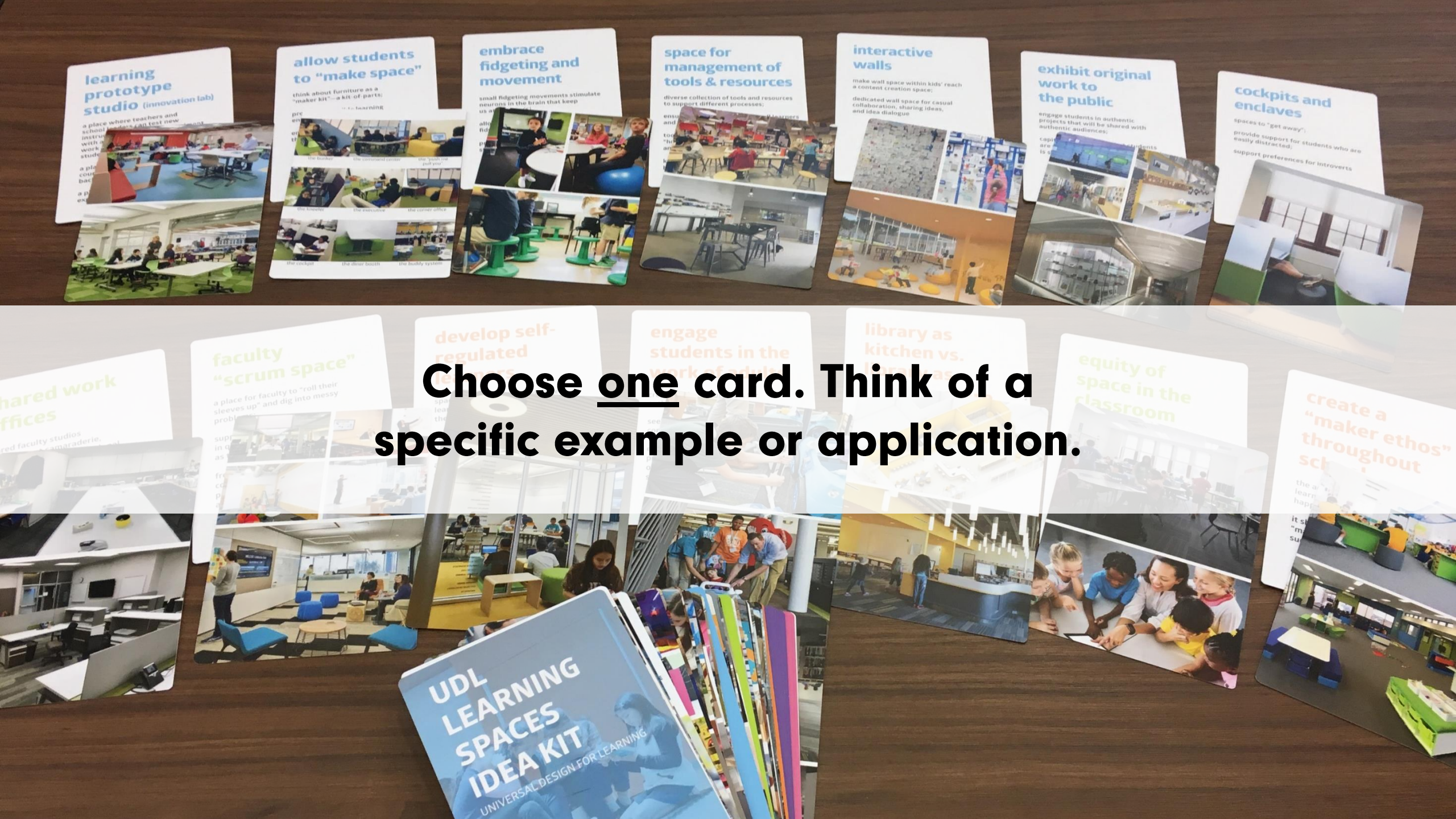
Idea + description

What this idea may look like in practice



What 2-3 cards that resonate most?



Choose one card. Think of a specific example or application.

Discussion & Resources

8 DESIGN CONCEPTS FOR ANY SCHOOL

1. Multiple Settings to Support Learner Variability
2. Promote Student Agency & Creativity
3. Fluid Connections Between Grade Levels
4. School-Wide Resources: Distributed vs. Destination
5. Focus on Faculty Development
6. Support Health & Wellness
7. Community: Formation & Connections
8. Real World & Authentic Learning

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