The Iterative Edge: The NJEA Consortium's Design Process in Support of Inclusive Education

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CHRE
Culturally Historic Responsive Education
Culturally Responsive Education
Design Case
Equity
inclusive education
iterative design
Understanding by Design Framework
Universal Design For Learning

This design case details the iterative, three-phase design process developed by the NJEA Consortium to address a critical gap in professional development regarding state-mandated inclusive curricula. Faced with the challenge of operationalizing complex social justice mandates within a rigid Learning Management System (LMS) architecture, the design team utilized an iterative approach to bridge theory and practice. This article describes how theoretical frameworks, specifically Dr. Gholdy Muhammad's equity pursuits, Understanding by Design (UbD), and Universal Design for Learning (UDL), were not merely referenced but operationalized into scalable templates and curated learning tracks. The case highlights the "iterative edge": the tension and opportunity found in balancing rapid resource curation (Phase I) with the deeper, generative design of asynchronous

courses (Phase II) and micro-credentials (Phase III). The resulting model offers a framework for instructional designers seeking to embed equity into large-scale, constraint-bound professional learning ecosystems.

Introduction

In New Jersey, the Department of Education (DoE) has mandated several inclusive curricula to amplify the voices of underrepresented groups in history and culture (see Figure 1). While legislation requires the integration of African American history (Amistad Law), Asian American and Pacific Islander (AAPI) contributions, Holocaust/genocide studies, LGBTQ+ history, and the contributions of persons with disabilities, there remains a significant gap in preservice preparation and professional development (PD) to support educators in this work. To address this gap, the New Jersey Education Association (NJEA) established the Consortium through a grant with the mission to extend beyond "heroes and holidays" and foster a continuous celebration of diversity (Pinckney, n.d.). However, the project faced a unique design challenge: how to rapidly deploy resources to thousands of members while simultaneously building a sustainable, pedagogically sound learning ecosystem within pre-existing technological constraints. This article presents a design case (Boling, 2010) detailing the iterative, three-phase process used to translate these mandates into a scalable practitioner-focused learning environment.

Figure 1

NJEA Consortium-supported mandates

Design Constraints, Tensions, and Mitigations

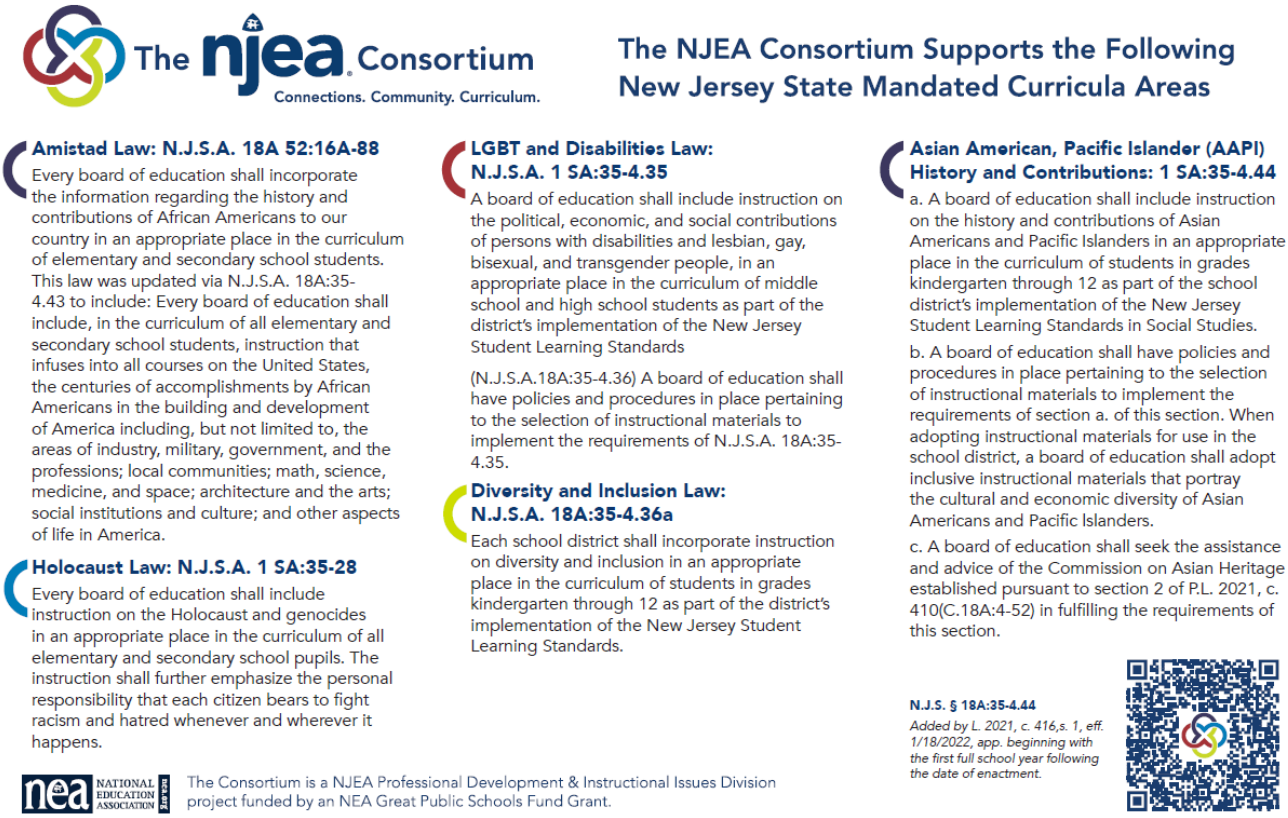
The Organization and Stakeholders

The NJEA is a justice-centered union representing approximately 200,000 public school and higher education employees. The Consortium acts as a bridge between the organization’s social justice mission and classroom practice. The project involves a complex web of stakeholders: the National Education Association (NEA) (grantor), NJEA leadership, external content experts (museums, universities), and Design Team Ambassadors (DTAs) (practitioner-educators who co-design and pilot materials).

Technological Constraints

The Design Tension: Prescribed Platform

Design always occurs within constraints (Stefaniak, 2021). A primary constraint and tension for this project was the predetermined platform: the NEA’s existing Learning Management System (LMS), powered by LearnUpon, with the initial intention to engage in rapid resource curation. However, the robust LMS platform affords a depth of learning opportunities and exploratory learning for end users. Curating resources when there is a dearth is a good step forward to bridging existing gaps. However, resources are not equivalent to training, nor do they ensure deep learning or transfer to practice. Rather than viewing this as a limitation, the design team approached it as an "unforeseen opportunity" (Stefaniak, 2025) to leverage the platform's stability for rapid curation (Phase I) while developing richer external content using Articulate Rise 360 for subsequent phases.



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The NJEA Consortium Supports the Following New Jersey State Mandated Curricula Areas

Amistad Law: N.J.S.A. 18A 52:16A-88
Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 1 SA:35-28
Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 1 SA:35-4.35
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a
Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American, Pacific Islander (AAPI) History and Contributions: 1 SA:35-4.44
a. A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

b. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section a. of this section. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.

c. A board of education shall seek the assistance and advice of the Commission on Asian Heritage established pursuant to section 2 of P.L. 2021, c. 410(C.18A:4-52) in fulfilling the requirements of this section.

N.J.S. § 18A:35-4.44
Added by L. 2021, c. 416,s. 1, eff. 1/18/2022, app. beginning with the first full school year following the date of enactment.

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The Consortium is a NJEA Professional Development & Instructional Issues Division project funded by an NEA Great Public Schools Fund Grant.

The Design Decision: Felt Needs vs. Best Practices

The Consortium Lead faced a dilemma common to practice: balancing client requests with best pedagogical practices (Stefaniak, 2020). As designers and practitioners, we must honor the felt needs of clients and stakeholders as articulated within contracts, while simultaneously building trust to approximate to a more appropriate learning solution (Pinckney & Lynch, 2024; Stefaniak, 2020). Making the decision to honor the initial grant commitment (the "felt need" or internally requested solution), they simultaneously crafted the multi-phased plan that would also honor best practices in performance improvement. In essence, the decision to proceed with the less-ideal, "80% solution" as obligated was not the stopping point but was strategically incorporated into the larger iterative design scheme (Tessmer & Wedman, 1990). The Consortium Lead socialized the need for additional phases and gained buy-in for creating interventions beyond the initial solution, leveraging the flexibility inherent in the iterative design model to bridge the gap between initial constraints and long-term goals (Yanchar & Faulconer, 2011).

Curricular Constraints

The Design Tension: Pedagogical Demands when Stewarding Sensitive Narratives

Another tension arose from the critical need to select appropriate pedagogical frameworks to do justice to the ethical weight (Moore, 2021b) of inclusive curricula. The Consortium was faced with a range of instructional design models, but the content, addressing identity, historical trauma, and systemic inequity, demanded a design approach that transcended mere procedural compliance. Curating resources alone can lack substance without pedagogical rigor, a persistent challenge in online resource development.

The Design Decision: Anchoring the Work in Appropriate Frameworks

The Design Team anchored the project in three synergistic frameworks to operationalize equity (Moore, 2021b). To honor the complexity of the mandated content, Dr. Gholdy Muhammad's (2020, 2023) Culturally and Historically Responsive Education (CHRE) framework was foundational, specifically its five pursuits: 1) self and identity, which emphasizes being true to oneself and developing critical consciousness; 2) skill, which prioritizes mastery of those skills which are required for success in life; 3) intellect, which encourages deep thinking; 4) criticality, where both students and educators problematize the world and stand up for that which is right; and 5) joy, which emphasizes love of self, humanity, and solving social problems (Freire, 1970; Muhammad, 2020, 2023).

This was coupled with the structural rigor of Understanding by Design (UbD) to ensure a focus on learning transfer and enduring understanding rather than rote memorization (Wiggins & McTighe, 2005). Finally, the project integrated Universal Design for Learning (UDL) principles from the outset to address the ethical imperative of accessibility, treating human variability as the norm rather than the exception, and moving beyond the common practice of accessibility as a post-hoc checklist (CAST, 2024; Rao, 2019). The decision to integrate these three high-bar, evidence-based frameworks was an intentional design choice to manage the tension between rapid deployment and the moral imperative of designing deep, culturally responsive, and inclusive learning. They interact cohesively, with UbD establishing the structural path for learning transfer, UDL removing barriers to ensure equitable access, and CHRE providing the cultural depth and purpose required for identity-centered learning. Together, they transform inclusive mandates from superficial content coverage into a holistic ecosystem where learning is accessible, purposeful, and deeply connected to students' lived experiences (Pinckney, 2026).

Intentionality

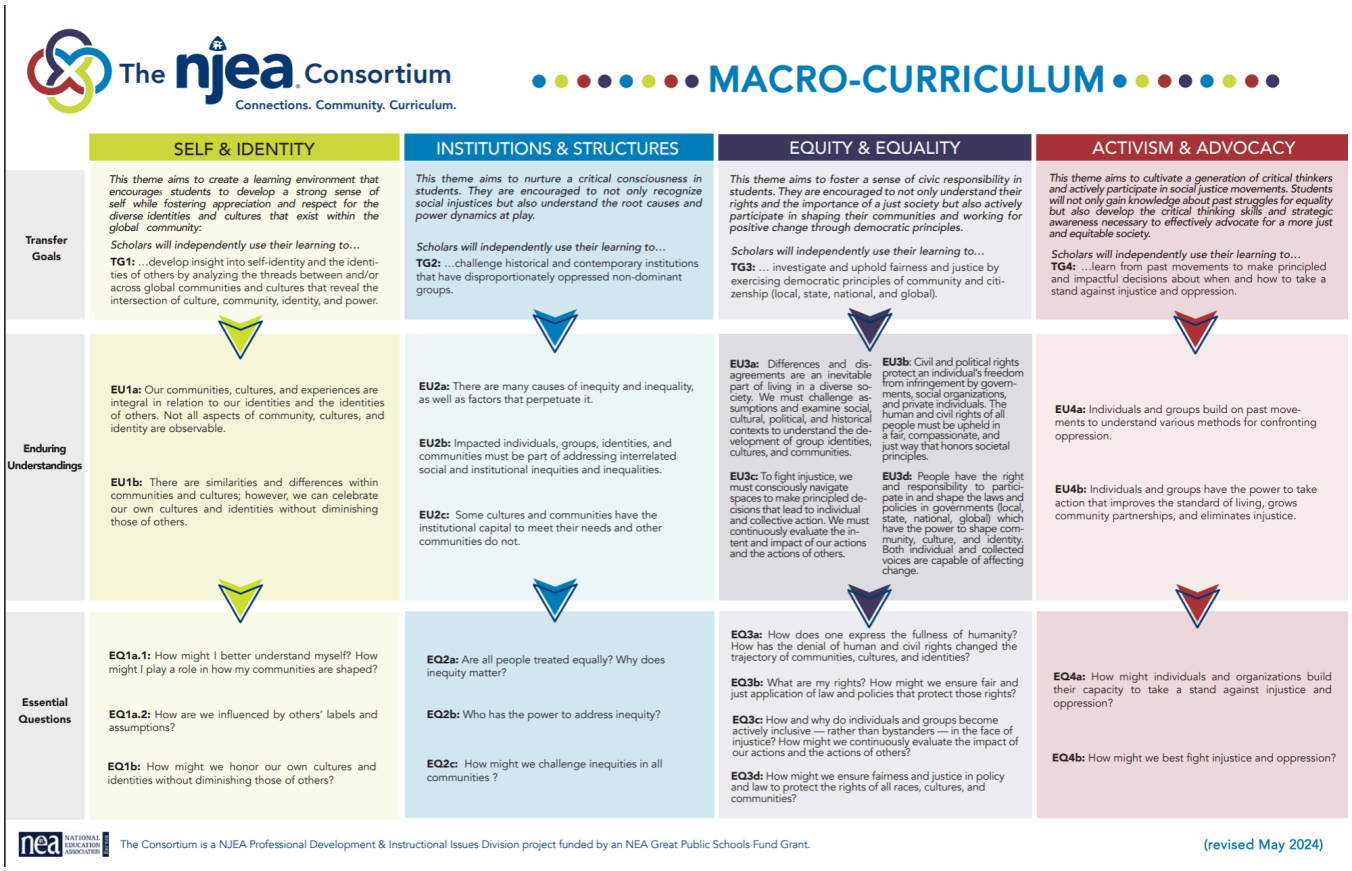
These frameworks were not abstract ideals but functional design specifications. Each framework served as a blueprint for decision-making, ensuring that every resource aligned with principles of equity, accessibility, and pedagogical rigor.

Intentionality in Equity

Fundamentally rooted in equity, or fairness in how people are treated (Merriam-Webster, n.d.), the Consortium recognized that, within the context of the increasingly diverse public education landscape, equity for students and their learning is essential (Muhammad, 2020). Paolo Freire (1970) cautioned that traditional models in which teachers merely impart information to their students perpetuate cycles of oppression. Muhammad's (2020, 2023) equity framework expands this work by challenging deficit models (Liu, 2024) that are often inadvertently implemented in education. If a resource did not actively cultivate any of these pursuits, it was excluded. This ensured that equity was the default setting of the design (Moore, 2021a). Applications of these key components are featured within the Consortium Macro-Curriculum in Figure 2.

Figure 2

NJEA Consortium Macro-Curriculum



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MACRO-CURRICULUM

	SELF & IDENTITY	INSTITUTIONS & STRUCTURES	EQUITY & EQUALITY	ACTIVISM & ADVOCACY
Transfer Goals	*This theme aims to create a learning environment that encourages students to develop a strong sense of self while fostering appreciation and respect for the diverse identities and cultures that exist within the global community:* *Scholars will independently use their learning to…* **TG1:** …develop insight into self-identity and the identities of others by analyzing the threads between and/or across global communities and cultures that reveal the intersection of culture, community, identity, and power.	*This theme aims to nurture a critical consciousness in students. They are encouraged to not only recognize social injustices but also understand the root causes and power dynamics at play.* *Scholars will independently use their learning to…* **TG2:** …challenge historical and contemporary institutions that have disproportionately oppressed non-dominant groups.	*This theme aims to foster a sense of civic responsibility in students. They are encouraged to not only understand their rights and the importance of a just society but also actively participate in shaping their communities and working for positive change through democratic principles.* *Scholars will independently use their learning to…* **TG3:** … investigate and uphold fairness and justice by exercising democratic principles of community and citizenship (local, state, national, and global).	*This theme aims to cultivate a generation of critical thinkers and actively participate in social justice movements. Students will not only gain knowledge about past struggles for equality but also develop the critical thinking skills and strategic awareness necessary to effectively advocate for a more just and equitable society.* *Scholars will independently use their learning to…* **TG4:** …learn from past movements to make principled and impactful decisions about when and how to take a stand against injustice and oppression.
Enduring Understandings	**EU1a:** Our communities, cultures, and experiences are integral in relation to our identities and the identities of others. Not all aspects of community, cultures, and identity are observable. **EU1b:** There are similarities and differences within communities and cultures; however, we can celebrate our own cultures and identities without diminishing those of others.	**EU2a:** There are many causes of inequity and inequality, as well as factors that perpetuate it. **EU2b:** Impacted individuals, groups, identities, and communities must be part of addressing interrelated social and institutional inequities and inequalities. **EU2c:** Some cultures and communities have the institutional capital to meet their needs and other communities do not.	**EU3a:** Differences and disagreements are an inevitable part of living in a diverse society. We must challenge assumptions and examine social, cultural, political, and historical contexts to understand the development of group identities, cultures, and communities. **EU3b:** Civil and political rights protect an individual's freedom from infringement by governments, social organizations, and private individuals. The human and civil rights of all people must be upheld in a fair, compassionate, and just way that honors societal principles. **EU3c:** To fight injustice, we must consciously navigate spaces to make principled decisions that lead to individual and collective action. We must continuously evaluate the intent and impact of our actions and the actions of others. **EU3d:** People have the right and responsibility to participate in and shape the laws and policies in governments (local, state, national, global) which have the power to shape community, culture, and identity. Both individual and collected voices are capable of affecting change.	**EU4a:** Individuals and groups build on past movements to understand various methods for confronting oppression. **EU4b:** Individuals and groups have the power to take action that improves the standard of living, grows community partnerships, and eliminates injustice.
Essential Questions	**EQ1a.1:** How might I better understand myself? How might I play a role in how my communities are shaped? **EQ1a.2:** How are we influenced by others' labels and assumptions? **EQ1b:** How might we honor our own cultures and identities without diminishing those of others?	**EQ2a:** Are all people treated equally? Why does inequity matter? **EQ2b:** Who has the power to address inequity? **EQ2c:** How might we challenge inequities in all communities ?	**EQ3a:** How does one express the fullness of humanity? How has the denial of human and civil rights changed the trajectory of communities, cultures, and identities? **EQ3b:** What are my rights? How might we ensure fair and just application of law and policies that protect those rights? **EQ3c:** How and why do individuals and groups become actively inclusive — rather than bystanders — in the face of injustice? How might we continuously evaluate the impact of our actions and the actions of others? **EQ3d:** How might we ensure fairness and justice in policy and law to protect the rights of all races, cultures, and communities?	**EQ4a:** How might individuals and organizations build their capacity to take a stand against injustice and oppression? **EQ4b:** How might we best fight injustice and oppression?

nea NATIONAL EDUCATION ASSOCIATION The Consortium is a NJEA Professional Development & Instructional Issues Division project funded by an NEA Great Public Schools Fund Grant. (revised May 2024)

Intentionality in Ethics and Accessibility

The Consortium views the mandated curricula not merely as requirements, but as a moral imperative. Sometimes mistaken for a rigid binary (Moore, 2021a; Whitbeck, 1996), ethics is a practice of confronting complex moral problems that require thoughtful design and response. In the context of inclusive education, this means intentionally designing to counter systemic inequities rather than allowing them to persist by default (Moore, 2021a). By prioritizing ethical considerations alongside instructional goals and engaging stakeholders to reveal and address assumptions, we ensure that our work is a direct response to the call for justice in education (Gray & Boling, 2016; Moore, 2021b).

Specifically, our design process directly confronts a major ethical blind spot in traditional instructional design models: accessibility (Gilbert, 2019; Moore, 2021a; Rieber & Estes, 2017). Standard instructional design (ID) models often treat accessibility as a post-hoc checklist (Rieber & Estes, 2017) or as a separate concern to be handled by specialists (Estes et al., 2020; Rieber & Estes, 2017). In fact, the 2024 needs assessment results showed that the program had previously been operating with "accessibility as an afterthought." In contrast, the Consortium Lead's revised approach integrates Universal Design for Learning (UDL) principles from the outset. This framework assumes, welcomes, and honors human variability by default (Estes et al., 2020; Fovet, 2019; Kirsch & Luo, 2023; Moore, 2021a; Persson et al., 2015; Rao, 2019; Redstone & Luo, 2024) and ensures that the instructional materials are not just compliant, but are flexible and usable for learners, maximizing agency and autonomy (Freire, 1970; Gray & Boling, 2016; Moore, 2021a; UDL Guidelines 3.0 Full Draft, 2024) . This ethical stance contends that a resource cannot be inclusive if it is inaccessible. Consequently, UDL principles were woven into the templates provided to DTAs, ensuring that human variability was honored in every lesson plan created.

Intentionality in Pedagogical Rigor

To move beyond rote memorization and ensure deep learning transfer, the Consortium operationalized UbD to provide structural and pedagogical rigor. This framework directly influenced the design decision to adopt the GRASPS model (Goal,

Role, Audience, Situation, Product, Standards), which served as the blueprint for creating performance tasks that require students to apply knowledge in novel, authentic contexts (Wiggins & McTighe, 2005). By standardizing templates, the Consortium Lead ensured that every educator's output prioritized enduring understandings over isolated facts, effectively addressing the initial needs assessment findings regarding a lack of tangible outcomes and pedagogical traction.

Designer Constraints

The Design Constraint: Educator vs. Designer

Another tension emerged between designing for one's own classroom and designing instructional materials for students and stakeholders beyond it. The DTAs faced a serious transition: not merely a shift in task but also in mindset to explore a different set of design considerations. Based on a fall 2024 needs assessment conducted by the Consortium Lead, DTAs were "passionate and skilled" in their areas, but data showed a "lack of results" and "lack of traction" with the CHRE, UbD, and UDL frameworks. While these practitioner-educators routinely engage in instructional planning and lesson planning for their known students, curricula, and contexts (Clark & Estes, 2008; Richey et al., 2011), their Consortium work requires them to practice instructional design (ID). In contrast to personal planning, ID is a systematic approach aimed at creating detailed specifications that facilitate learning and performance for diverse, unknown users in various contexts (Richey et al., 2011; Clark & Estes, 2008). The core challenge for the DTAs was moving from the specific (i.e., designing for my students with their unique needs and local resources) to the general (i.e., designing for all NJEA members and their diverse students).

The Design Decision: Targeted Professional Development and Facilitated Design

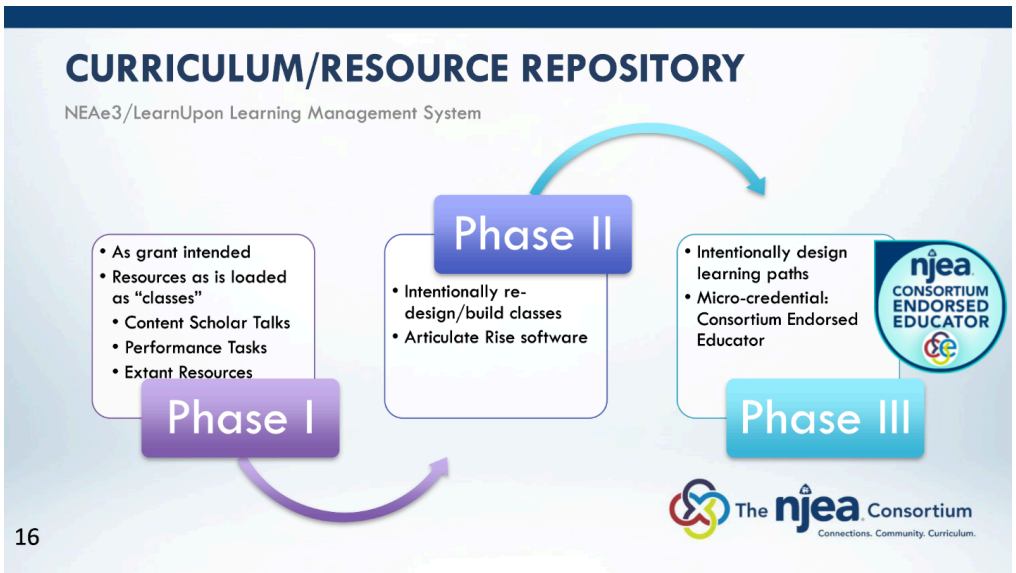
To address the needs assessment findings and support the DTAs in this transition, the Consortium Lead provided professional development on the main frameworks leveraged within the Consortium design process and specifically crafted facilitated design sessions so the DTAs could design alongside someone with ID expertise. These supports helped DTAs to externalize their pedagogical expertise and adopt a systems perspective (Clark & Estes, 2008). The consortium's templates and frameworks, such as the incorporation of UbD, UDL, and Muhammad's pursuits, served as essential design scaffolding to guide DTAs through this transition, helping them account for the variability and ethical considerations of designing for the other (Gilbert, 2019; Moore, 2021a). This proved to be a successful decision. By June 2025, evaluation data demonstrated a significant turnaround: 100% of DTAs reported increased knowledge and skills to support inclusive curricula, and 90.9% felt they had successfully applied new skills to their professional practice.

The Iterative Design Process

Where instructional design (ID) is the "science and art of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate learning and performance" (Richey et al., 2011, p. 3), iterative design is both a best and practical practice. Given the scope of mandates, the urgent need for resources, and the fall 2024 needs assessment finding that stakeholders felt the project had been "spinning wheels" with no outcomes for two years prior to the Consortium Lead's hiring, a linear ADDIE-style approach was deemed too slow and inappropriate. Instead, the Lead adopted a layered, iterative approach (Tessmer & Wedman, 1990) organized into three distinct phases with their own achievable outcomes (see Figure 3). Iteration allows aspects of the design process to be revisited rather than completed in a straightforward fashion. However, this does not endorse repetition for repetition's sake, but for intentional refinement (Tessmer & Wedman, 1990) across phases. The flexibility allowed designers to achieve outcomes while responding intentionally and rapidly, continuously refining resources to meet educator needs.

Figure 3

Three-Phase Design



Phase I: Curation as Design

At the time of writing this manuscript, the Consortium design work is within the first phase of the design process. Based on the fall 2024 needs assessment, DTAs reported a "lack of clarity and direction," and disorientation regarding the Consortium's goals. This finding informed the data-driven decision for the Phase I focus: to provide immediate impact by curating high-quality, vetted resources to address the dearth of resources for educators. This structure allowed stakeholders to focus on this initial outcome.

Initial Evaluation of Materials

After gathering a broad range of existing resources, the Consortium Lead then subjected these materials to an initial evaluation against predetermined criteria to ensure their appropriateness for the effort. Those criteria were as follows:

1. **Accuracy**: Is the resource factual and well cited in relation to the mandates?
2. **Vetting**: Is the resource from a reputable source (e.g., academia, advocacy group, museum)?
3. **Relevance**: Does the resource align with the state-mandated curricula, design frameworks, and/or the Consortium macro-curriculum?
4. **Accessibility**: Are the materials easy to access and understand? Do they have accessibility features embedded? Can accessibility be enhanced?

This initial evaluation acts as a filtering mechanism, allowing the Consortium Lead to make initial decisions on which resources to include.

The Course Tracks

To navigate the LMS infrastructure and address the "lack of structure" concern, the Consortium Lead organized resources into "Tracks" corresponding to specific mandates (e.g., Track #1: Amistad, Track #2: AAPI, etc.). Operationally, these tracks provided a clear plan and intended outcome for DTAs to work towards. A critical design decision was the inclusion of Track #8: UbD and Track #9: UDL content with the adapted CHRE Macro-Curriculum embedded within every track. By placing pedagogical frameworks alongside content mandates, users implicitly learn how to teach the content, not just what to teach.

Design Frameworks in Action

The application of theory is best illustrated by the Performance Task Template (Appendix A) and the Performance Task Coversheet Template (Appendix B). These templates, based on the GRASPS model within the UbD framework (Wiggins & McTighe, 2006), serve for dual purposes: they are downloadable tools for users and the required output format for DTAs. As such, they were both a model for educators and a generative output for the repository. The templates reinforce the frameworks and include specific instructions and fields that require educators to map their lessons to Muhammad's pursuits via the Macro-Curriculum, NJ standards, and UDL principles.

Micro-Iterative Cycles

Once an initial set of resources was curated and loaded onto the LMS platform, a micro-level iteration cycle began. This process is a mini version of a larger iterative cycle (Tessmer & Wedman, 1990), focused on refining a single component. The steps include:

1. **Soliciting Feedback via Beta Testing and Evaluation**: The Consortium Lead included a survey at the end of each track to feedback from DTAs and other Phase I users (See Appendix C). They also planned focus groups and empathy interviews with DTAs, Phase I users, and other stakeholders to solicit their feedback on the Phase I rollout (See Appendix D for the protocol).
2. **Analyzing Feedback**: The Consortium Lead will analyze the feedback to identify common pain points and areas for improvement. For example, a scholarly talk might be praised for its content but criticized for having inaccurate metadata tags. An existing performance task might be conceptually strong, but users may have questions about implementation.
3. **Refining and Updating**: Based on the analysis, the design team will refine the resources. This could involve revising a transcript for better accuracy, revising a performance task for better clarity, or adding supplementary guidance to help teachers implement the material. This process will be repeated until the resources are polished and maximally effective, meeting the needs of members and the grant deliverable requirements.

Phase II: Generative Design, Asynchronous Course Development, and Transformation

While Phase I refinement is underway, the Consortium Lead will also embark on Phase II, which involves intentionally redesigning the raw resources from Phase I into structured, interactive courses. This phase will leverage the LMS's capacity further, move beyond simple content curation toward a deliberately generative approach, and transform existing materials into cohesive, high-impact learning experiences. The main goal in this phase is to develop asynchronous learning modules in Articulate Rise 360 that are not only informative but also engaging and applicable to real-world classroom settings. Work will begin with a new needs assessment and content audit.

Phase II Needs Assessment and Content Audit

The Consortium Lead operationally defines needs assessment as the data-driven search for opportunities to maximize individual, team, or organizational performance by contributing to the effectiveness, efficiency, and/or ease of supporting organizational goals (Pinckney & Lynch, 2024; Pinckney-Lewis, 2021, 2022; Pinckney-Lewis & Baaki, 2020b, 2020a; J. E. Stefaniak & Pinckney, 2023). Allowing for the utmost flexibility, they will adopt the Three Phase Model, including pre-assessment, assessment, and post-assessment (Altschuld, 2014, 2015; Altschuld & Kumar, 2010; Witkin & Altschuld, 1995) with the intention of unearthing the desired state for Phase II of the rollout. Based on the results of the needs assessment and feedback obtained in Phase I, the author will perform a content audit of the Phase I materials, leveraging an applied approach that combines best practices in program-specific and equity-based audits (Skrla et al., 2009) that track against the Consortium's mandated curricula and CHRE-adapted Macro-Curriculum.

Design Thinking

Next, the author will implement design thinking, with its emphasis on empathy, ideation, prototyping, and testing (Brown, 2009; Cross, 2011; Pande & Bharathi, 2020) within Phase II. By deeply understanding the needs of NJEA members, including their varied content knowledge, comfort levels with the mandates, and constraints, the design will be centered on user experience. An iterative combination of empathic design (Landwehr, 2007), CHRE, UbD, and UDL will ensure accessibility and alignment with the Phase II needs assessment findings. For example, a course relevant to the Holocaust mandate might be prototyped to include interactive scenarios that help teachers navigate sensitive classroom discussions or address a specific need.

Iteration in Action: Micro-Level Refinement

Iteration in Phase II is a continuous cycle of prototyping and feedback rather than a linear process. A key tool in this cycle will be storyboarding, where an initial draft module will be visually mapped. This low-fidelity prototype will allow the Consortium Lead and the DTAs to collaboratively visualize the user's journey through the course. This early feedback will be used to refine the module's narrative, structure, interactions, and user interface, ensuring each course is a product of continuous refinement and is deeply responsive to the needs of the educators it serves. The results and lessons learned from this phase will be reported in future publications.

Phase III: Sustainable Ecosystems

Once Phase II has stabilized, the Consortium Lead will move on to Phase III, aiming to achieve deep, tangible classroom impact and to create a sustainable model. The main activity will be developing structured learning paths and a performance-based micro-credential, “Consortium-endorsed Educator,” with best practices set forth from the Institution for Credentialing Excellence (ICE) (Institute for Credentialing Excellence, n.d.). While it is premature and inappropriate to prescribe the official design of the credential, at a minimum, it will include the following components: Phase II course completion, reflective practice, and the design of new performance tasks aligned with the Consortium mandates and the CHRE-adapted Macro-Curriculum. Iteration within this Phase will consist of two main components.

Iteration to Refine the Process

The Consortium Lead will refine the micro-credentialing process itself by working with a small group of educators, likely the DTAs, to beta-test the learning paths and performance tasks. Feedback will be solicited on the clarity of instructions, the relevance of the tasks, and the usability of the submission process. This feedback will then be used to make iterative adjustments until the learning path is seamless and effective.

Iteration to Transform Practice

Finally, this iterative cycle aims to transform educators' practices. The goal is for educators not only to earn a credential but also to contribute their refined performance tasks to the Consortium's resource library. This feedback loop creates a sustainable ecosystem where educators become both learners and creators, continuously enriching the shared resources for future users. The results and lessons learned of this phase will also be reported in future publications.

Discussion: Implications for Design Practice

The NJEA Consortium case offers several implications for the field of instructional design, particularly in non-profit and educational sectors: equity as a design specification and the power of iterative curation. This case demonstrates that equity cannot be a "value statement" separate from the design process: it must be operationalized. By hard-coding Dr. Gholdy Muhammad’s pursuits (2020, 2023) into the fields of the instructional material templates, the design team ensured that equity

was a functional requirement of the output, not an optional overlay. In terms of curation, it is often viewed as inferior to "creation" in ID. However, this case suggests that when executed with strong theoretical framing and rigorous vetting, curation is a valid and vital first phase of iterative design. It allows for immediate responsiveness to legislative mandates while buying time for the deeper, generative work of course creation.

Additionally, this case has implications for the experience within the data-driven iterative design process. While at the outset, DTAs lacked proficiency in some necessary frameworks and had to contend with sensitive content, they enjoyed the experience. The success of this data-driven shift is reflected in the July 2025 feedback, where 90.9% of DTAs reported satisfaction with their experience, citing a "positive trajectory" and "welcome change" compared to previous years. As practitioners, we need to focus on outcomes, but not at the expense of the experience in the process.

Limitations

While this design case illustrates a robust framework for operationalizing inclusive education, several limitations must be acknowledged. First, the project is situated specifically within the NJ educational landscape, responding to unique state mandates that may not directly translate to other legislative contexts. Second, the design was constrained by the NEA's LearnUpon Learning Management System (LMS); while these constraints were leveraged as an "unforeseen opportunity," the resulting architecture is inherently tied to that platform's specific affordances and limitations. Third, the case was constrained by the bounds of the NEA grant, which was already in place prior to the Consortium Lead's hiring. Furthermore, the data presented in this case reflect progress to date only for Phase I (Curation). Despite promising feedback from the DTAs, the results of Phases II and III remain to be seen. The long-term impact on DTA experience, student outcomes, and the sustainability of the micro-credentialing ecosystem has yet to be fully longitudinalized.

Conclusion

The Iterative Edge is not just a process; it is a mindset. By embracing a tentative, pliable ethos (Yanchar & Faulconer, 2011), the NJEA Consortium has created a living resource. It shifts the focus from delivering a static product to building a dynamic ecosystem that evolves through dialogue, data, and the lived experiences of New Jersey educators. The Consortium's success hinged on the intentional operationalization of theoretical frameworks. We demonstrated that equity cannot be a mere aspiration; it must be a design specification. By hard-coding Dr. Gholdy Muhammad's CHRE pursuits (2020, 2023) into our design templates, we ensured that every resource fostered identity, criticality, and intellect. This equity focus was seamlessly supported by the structural integrity of UbD (Wiggins & McTighe, 2005) and the ethical accessibility of UDL (CAST, 2024), establishing a robust system where content, pedagogy, and access were inextricably linked.

This model offers a proven framework for instructional designers facing similar challenges in large, constraint-bound ecosystems. We urge practitioners in non-profit, government, and educational sectors to move beyond compliance and static content. Curation, when framed by rigorous theory and executed through iterative refinement, is a valid and vital first step toward addressing urgent needs. By adopting an Iterative Edge, designers can shift the focus from delivering a static product to building a dynamic, self-sustaining learning ecosystem that evolves through continuous dialogue, data, and the lived experiences of educators and students. The path to truly inclusive education requires intentional design, and the time for intentional action is now.

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Appendix A

Full Consortium Performance Task Template

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Performance Task Teaching Guide

This Performance Task Teaching Guide is meant to accompany the Performance Task Cover Sheet to provide additional information and full details on how to implement the Performance Task. Should you have any questions regarding this Performance Task, please contact the Consortium at consortium@njea.org.

Title: Enter Text Here

Subtitle content if necessary, here.

Performance Task ID: Enter text here

Author(s) Name(s): Enter text here

Applicable Grade Level: Specify the grade level(s) for which the task is designed.

Content Area(s) to be Evaluated: Identify the subject areas the task will assess.

Critical Skill(s) to be Evaluated: List the key skills that students will demonstrate or be assessed on during the task.

Approximate Time to Facilitate: Estimate the amount of time needed to complete the task (including any preliminary instruction associated with the performance task).

Task Overview

Overarching Transfer Goal(s): Describe the long-term, big-picture goals that students should be able to apply in new situations. Note: this can be taken or modified from the macro-curriculum.

Essential Question(s): List the core questions that drive the inquiry and lead to deeper understanding. Note: this can be taken or modified from the macro-curriculum.

Performance Task Teaching Guide ID: _____

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Scenario: Describe the real-world context and background for the task. Note: this section should include any information learners will need to complete the task that is not otherwise specified in the other sections of the GRASPS framework. Length will vary depending on the tasks you are designing.

Goal: State the specific purpose or objective that the student must achieve.

Role: Define the persona the student will assume to perform the task. Note: their role should NOT be student.

Audience: Specify the person or group for whom the student's work is intended. Note: their audience should NOT be the Teacher or fellow classmates (without those entities assuming other roles).

Situation: Describe the specific circumstances and challenges of the task. Note: this should specify the problem to be solved, the issue at hand, the opportunity, etc. This is not background information; it is the explicit statement of the challenge.

Product/Performance: Detail what the student will create or do to demonstrate their understanding.

Success Criteria: Define the rubric or standards by which the student's work will be assessed or evaluated.

State Standards Alignment

Applicable Mandated Curricula:

List/keep the applicable mandated curricula. Delete those that don't apply.
Amistad Law: N.J.S.A. 18A 5216A-88
Holocaust Law: N.J.S.A. 18A35-28
LGBT and Disabilities Law: N.J.S.A. 18A35-4.35
Diversity and Inclusion Law: N.J.S.A. 18A35-4.36a
Asian American and Pacific Islander Law: N.J.S.A. 18A35-4.44

New Jersey State Standards

List the applicable NJ Standards that apply to this lesson here.

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NJEA Consortium Macro-Curriculum Alignment

Key Theme(s)

Text here listing the key theme(s) and definition from Macro-Curriculum.

Transfer Goal(s)

Text here listing the transfer goal(s) from the Macro-Curriculum.

Enduring Understanding(s)

Text here listing the enduring understanding(s) from the Macro-Curriculum.

Essential Question(s)

Text here listing the essential questions from the Macro-Curriculum.

Key Vocabulary

List and define all key vocabulary here. As DTAs, you have the option to customize this section and format it however you see fit.

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Teaching Guide

Learning Plan and Approximate Timelines

As DTAs, you have the option to customize this section and add content, formatting it however you see fit so that other teachers will have all of the essential information needed to successfully teach this unit of instruction. However, the following table must be included across our designs for uniformity. You may add as many rows as needed to this table. To complete this portion of the Learning Plan, please consider the following questions:

- *What activities, experiences, and lessons will lead to achievement of the desired results and success within the performance task?*
- *How will the plan help students achieve transfer of knowledge within the performance task?*
- *How will progress be monitored?*
- *How will the unit be sequenced and differentiated to optimize achievement for all learners?*
- *Is the learning plan aligned with the Macro-curriculum?*

Timing	Action	Materials & Resources

Evaluation Criteria

As DTAs, you have the option to customize this section and add content, formatting it however you see fit so that other teachers will have all of the essential information needed

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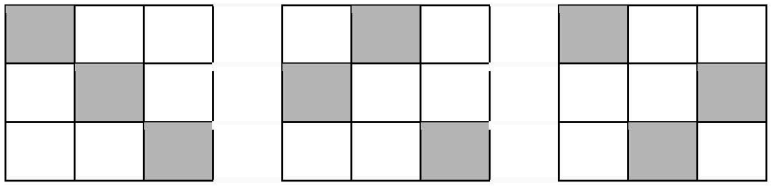
to successfully teach this unit of instruction. However, the following table must be included across our designs for uniformity. However, make sure your evaluation criteria respond to these questions:

- *What performances and products will reveal evidence of meaning-making and transfer?*
- *By what criteria will performance be assessed within the Performance Task, in light of desired results?*
- *What additional evidence will be collected for all desired results?*
- *Are the assessments aligned with the Macro-Curriculum?*

Application of Universal Design for Learning (UDL)

Planning and options for increased inclusion and accessibility.

For this section, please describe how you address principles of Universal Design for Learning. At a minimum, complete 3 segments/cells such that each column and each row has at least 1 response. Note: this table should summarize the considerations for UDL into one place. However, the evidence of these considerations should be evident throughout the design and overall plan. Here are some visual examples of how you can meet the required minimum of 3 segments, while ensuring you address each column and row.



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	Multiple Means of Engagement	***Multiple Means of Representation***	***Multiple Means of Action & Expression***
Access	***Describe your design options for Welcoming Interests & Identities*** *• Optimize choice and autonomy* *• Optimize relevance, value, and authenticity* *• Nurture joy and play* *• Address biases, threats, and distractions*	***Describe your design options for Perception*** *• Support opportunities to customize the display of information* *• Support multiple ways to perceive information* *• Represent a diversity of perspectives and identities in authentic ways*	***Describe your design options for Interaction*** *• Vary and honor the methods for response, navigation, and movement* *• Optimize access to accessible materials and assistive and accessible technologies and tools*
Support	***Describe your design options for Sustaining Effort & Persistence*** *• Clarify the meaning and purpose of goals* *• Optimize challenge and support* *• Foster collaboration, interdependence, and collective learning*	***Describe your design options for Language & Symbols*** *• Clarify vocabulary, symbols, and language structures* *• Support decoding of text, mathematical notation, and symbols* *• Cultivate understanding and respect across languages*	***Describe your design options for Expression & Communication*** *• Use multiple media for communication* *• Use multiple tools for construction, composition, and creativity* *• Build fluencies with graduated support for practice and*

Performance Task Teaching Guide ID: _____

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	• *Foster belonging and community* • *Offer action-oriented feedback*	*and dialects* • *Address biases in the use of language and symbols* • *Illustrate through multiple media*	*performance* • *Address biases related to modes of expression and communication*
Executive Function	***Describe your design options for Emotional Capacity*** • *Recognize expectations, beliefs, and motivations* • *Develop awareness of self and others* • *Promote individual and collective reflection* • *Cultivate empathy and restorative practices*	***Describe your design options for Building Knowledge*** • *Connect prior knowledge to new learning* • *Highlight and explore patterns, critical features, big ideas, and relationships* • *Cultivate multiple ways of knowing and making meaning* • *Maximize transfer and generalization.*	***Describe your design options for Strategy Development*** • *Set meaningful goals* • *Anticipate and plan for challenges* • *Organize information and resources* • *Enhance capacity for monitoring progress* • *Challenge exclusionary practices*

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Author(s)

Full Name & Title

Insert bio here.

Full Name & Title

Insert bio here.

Full Name & Title

Insert bio here.

Guidance, Supplemental Design, and Edits Provided by Dr. Kim Pinckney – Consortium Lead

Dr. Kim Pinckney is an accomplished Instructional Design & Technology Leader, Performance Improvement Consultant, Assessment & Evaluation Specialist, and Inclusive Education Advocate with a proven record across K-12, higher education, industry, and government settings. She holds a Ph.D. in Instructional Design & Technology from Old Dominion University and an M.A. in Second Language Acquisition and Application–Spanish from the University of Maryland, College Park. Her expertise is bolstered with professional certifications in Universal Design for Learning (UDL), Human Performance Technology, and Instructional Systems Design (ISD). Currently, Dr. Pinckney serves as an Associate Director for the Professional Development & Instructional Issues Consortium Program at the New Jersey Education Association (NJEA). In this role, she is a strategic leader focusing on blended learning, professional development, and inclusive education.

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Copyright Acknowledgements

Culturally and Historically Responsive Education (CHRE) Integration: The application of the Culturally and Historically Responsive Education framework, including the five learning pursuits (**Identity, Skills, Intellect, Criticality, and Joy**) is based on the work of Dr. Gholdy Muhammad.

Understanding by Design (UbD) Adaptation: This performance task template is adapted from the Understanding by Design® framework.

Universal Design for Learning (UDL) Integration: The integration of Universal Design for Learning principles within this task is based on the UDL Guidelines by CAST.

GRASPS Model Adaptation: The "Task Overview" section, including elements such as Scenario, Goal, Role, Audience, Situation, Product/Performance, and Success Criteria, is an adaptation of the GRASPS model, a component of the Understanding by Design® framework.

Citations

Cultivating Genius (CHRE Framework): Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

Unearthing Joy (CHRE Framework with Joy): Muhammad, G. (2023). *Unearthing joy: A guide to culturally and historically responsive curriculum and instruction*. Scholastic.

For more information on Understanding by Design (UbD) and Universal Design for Learning (UDL), please reference the following resources:

Understanding by Design (UbD): Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Association for Supervision and Curriculum Development.

Universal Design for Learning (UDL): CAST. (2018). *Universal Design for Learning Guidelines version 2.2*. Retrieved from http://udlguidelines.cast.org

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Appendix B.

Consortium Performance Task Cover Sheet

The njea Consortium
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TITLE:

AUTHOR NAMES

Overarching Transfer Goal

Essential Questions

Key Vocabulary

Performance Task #

TASK OVERVIEW

SCENARIO:

GOAL:

ROLE:

AUDIENCE:

SITUATION:

PRODUCT/PERFORMANCE:

SUCCESS CRITERIA:

The njea Consortium

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STATE STANDARDS ALIGNMENT

Applicable Mandated Curricula: *(check all that apply)*

- ☐ **Amistad Law: N.J.S.A. 18A 5216A-88**
- ☐ **Holocaust Law: N.J.S.A. 18A35-28**
- ☐ **LGBT and Disabilities Law: N.J.S.A. 18A35-4.35**
- ☐ **Diversity and Inclusion Law: N.J.S.A. 18A35-4.36a**
- ☐ **Asian American and Pacific Islander Law: N.J.S.A. 18A35-4.44**

New Jersey State Standards:

UDL FRAMEWORK INTEGRATION

To ensure accessibility and inclusivity, this task will incorporate: *(check all that apply)*

MULTIPLE MEANS OF ENGAGEMENT

- ☐ **Optimize choice & autonomy** *(students select topics/methods).*
- ☐ **Connect to real-world relevance** to enhance motivation.
- ☐ **Provide collaboration opportunities** for peer engagement.

MULTIPLE MEANS OF REPRESENTATION

- ☐ **Offer diverse instructional materials** *(videos, texts, infographics).*
- ☐ **Clarify key concepts** through scaffolding & visual supports.
- ☐ **Provide multilingual resources** where applicable.

GRADE LEVEL:

☐ **High School** ☐ **Middle School** ☐ **Grade School**

Copyright Acknowledgement:
Understanding by Design (UbD) Adaptation: This performance task template is adapted from the Understanding by Design® framework.
Universal Design for Learning (UDL) Integration: The integration of Universal Design for Learning principles within this task is based on the UDL Guidelines by CAST.
GRASPS Model Adaptation: The "Task Overview" section, including elements such as Scenario, Goal, Role, Audience, Situation, Product/Performance, and Success Criteria, is an adaptation of the GRASPS model, a component of the Understanding by Design framework.

Appendix C

Phase I Evaluation Survey

NJEA Consortium: Evaluation of Phase I LMS Rollout

The purpose of this survey is to collect beta testing and evaluation feedback of the Phase I rollout of the Consortium LMS. As a reminder, Phase I is the realization of a repository of resources, including expert Content Scholar Talks, externally vetted resources, and any performance tasks/instructional materials prepared by the Design Team Ambassadors. Please keep this Repository of Resources in mind as you complete this survey.
If you have any questions, you are welcome to contact us at Consortium@njea.org.

General Feedback and Usability

1. How easy was it for you to establish an account on the platform?

- ◯ Very easy
- ◯ Easy
- ◯ Neither easy nor difficult
- ◯ Difficult
- ◯ Very difficult

2. How satisfied are you with the quality of the curated Content Scholar Talks?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Dissatisfied
- ◯ Very dissatisfied

3. How satisfied are you with the quality of the curated external resources?

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Dissatisfied
- ◯ Very dissatisfied

4. Did you encounter any technical issues (e.g., broken links, download issues)?

- ◯ Yes
- ◯ No
- ◯ Not sure

5. If you encountered any technical issues, provide the details of those here.

6. If there were any topics or mandates that you felt were underrepresented or missing from this initial set of resources, please state those here?

7. How likely are you to recommend these resources to a colleague?

1	2	3	4	5	6	7	8	9	10

Not at all likely Extremely likely

8. Overall, how satisfied are you with Phase I of the Consortium LMS rollout?

- ◯ Very satisfied
- ◯ Somewhat satisfied
- ◯ Neither satisfied nor dissatisfied
- ◯ Somewhat dissatisfied
- ◯ Very dissatisfied

Content Relevance and Learning

9. How relevant were the curated materials to your work?

- ◯ Very relevant
- ◯ Somewhat relevant
- ◯ Neither relevant nor irrelevant
- ◯ Somewhat irrelevant
- ◯ Very irrelevant

10. Describe your proficiency as it relates to the AAPI mandate (i.e., contributions of Asian Americans and Pacific Islanders)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	◯	◯	◯	◯
...AFTER accessing the repository.	◯	◯	◯	◯

11. Describe your proficiency as it relates to the AMISTAD mandate (i.e., contributions of African Americans)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	◯	◯	◯	◯
...AFTER accessing the repository.	◯	◯	◯	◯

12. Describe your proficiency as it relates to the AAPI mandate (i.e., contributions of Asian Americans and Pacific Islanders)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

13. Describe your proficiency as it relates to the Holocaust & Genocide studies mandate....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

14. Describe your proficiency as it relates to the LGBTQ mandate (i.e., contributions of the Lesbian, Gay, Bisexual, Transgender, Queer community)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

15. Describe your proficiency as it relates to the Persons with Disabilities mandate (i.e., contributions of persons with disabilities)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

16. Describe your proficiency as it relates to Understanding by Design (UbD)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

17. Describe your proficiency as it relates to Universal Design for Learning (UDL)....

	Not at all Proficient	Somewhat Proficient	Proficient	Very Proficient
...PRIOR to accessing the repository.	○	○	○	○
...AFTER accessing the repository.	○	○	○	○

Impact

18. For each of the following statements, indicate how well you agree.

	Strongly Agree	Agree	Disagree	Strongly disagree	N/A
As a result of accessing these resources, I will apply my knowledge and skills to my professional practice and/or advocacy.	○	○	○	○	○
(If applicable) My participation in this session will positively impact outcomes in my teaching.	○	○	○	○	○
My participation in this session will positively impact outcomes for my students or children.	○	○	○	○	○

Demographics

19. Which of the following best describes your current position?

- ◯ Educator
- ◯ ESP - Enabling Support Professional
- ◯ Counselor
- ◯ CST - Child Study Team Member
- ◯ Administrator
- ◯ NJEA Staff Member
- ◯ Other

20. If you currently work as an Educator or ESP, which of the following most accurately describes the discipline or subject area in which you work?

- ☐ English Language Arts (ELA)
- ☐ World Languages
- ☐ Mathematics
- ☐ Science(s)
- ☐ Social Studies or Civics
- ☐ Music (including choral, instrumental, etc.)
- ☐ Physical Education and/or Health
- ☐ Art
- ☐ Technology
- ☐ All of the above
- ☐ Other

21. Which of the following best describes the grade level(s) with which you most frequently work?

- ◯ Elementary Grades
- ◯ Middle School Grades
- ◯ High School Grades
- ◯ All of the above
- ◯ Other

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Appendix D

Focus Group Protocol: DTA Feedback on Phase I Rollout

Purpose

The purpose of this focus group is to gather qualitative, in-depth feedback from the Design Team Ambassadors (DTAs) regarding the initial rollout of the Phase I resources on the LearnUpon platform. The insights gained will be crucial for the iterative refinement of these resources and will directly inform the design of future phases, particularly the asynchronous courses in Phase II.

Logistics

1. Participants: Design Team Ambassadors (DTAs) who have engaged with the Phase I curated resources.
2. Moderator: Lead Program Director/Designer.
3. Duration: 60-90 minutes.
4. Setting: Virtual, synchronous session via Zoom.

Protocol

I. Introduction (5 minutes)

1. Welcome and thank you to the DTAs for their time and valuable contributions.
2. Review the purpose of the focus group: to gather honest, constructive feedback on the initial rollout to improve the resources.
3. Confirm confidentiality and ethical guidelines. Remind participants that their feedback is anonymous in the final analysis and that we are critiquing the design, not the people.
4. Review the "We will maintain..." principles that were co-created with the DTAs (relational foundation, growth mindset, authenticity, and courage).
5. Obtain verbal consent to record the session.
6. Introduce the agenda: general impressions, specific feedback on content and usability, and suggestions for the future.

II. General Impressions (15 minutes)

1. Warm-Up Question: Thinking about your initial experience on the platform, what are your first impressions of the new resources?
2. Probe Questions:

1. What was one thing that was particularly helpful or valuable?
2. What was one thing that was confusing or difficult to navigate?
3. How well do the resources align with the overall mission of the Consortium?

III. Accessibility and Usability Feedback (20 minutes)

1. Guiding Question: Let's discuss the user experience. How easy or difficult was it to find and access the resources you needed?
2. Probe Questions:

1. Walk us through your experience navigating the different "Course Tracks." Was the organization logical?

2. Regarding accessibility, did you encounter any barriers (e.g., text size, video captions, alternative text for images)? Did the design make the resources easy to use for all learners?
3. Were there any technical issues or glitches with the platform that you experienced?
4. What suggestions do you have to improve the platform's navigability or ease of use?

IV. Content and Equity-Based Feedback (25 minutes)

1. Guiding Question: Let's discuss the content itself. How well do the curated materials address the mandated curricula and the Consortium's mission of promoting equity?
2. Probe Questions:

1. Did the curated "Content Scholar Talks" and other resources deepen your content knowledge on the mandates? How so?
2. Do you feel the materials are representative of the diverse communities in New Jersey? Are there any missing voices or perspectives you noticed?
3. Thinking about the performance tasks, do they effectively promote the kind of deep, student-centered learning we're aiming for?
4. In what ways could the content be improved to better align with the principles of social justice and equity?

V. Looking Ahead to Phase II (10 minutes)

1. Guiding Question: Based on your experience with Phase I, what would you like to see in the asynchronous courses we'll be designing next?
2. Probe Questions:

1. What kind of interactive elements or activities would you find most useful?
2. What is the biggest challenge you face when trying to implement the mandates in your classroom that a well-designed course could help solve?
3. Are there any specific topics or mandates that you feel need to be prioritized in the next phase?

VI. Closing (5 minutes)

1. Summarize key themes and thank the DTAs again for their invaluable insights.
2. Explain the next steps: The feedback will be analyzed to refine the resources and inform the design of Phase II.
3. Reiterate that their input is a critical part of the iterative, collaborative design process.
4. Conclude the session.

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