



Equity By Design

UDL for Equity!

45 Continuing Education Hours | 3-credit graduate option for an additional fee

Course Description

Now that you have a strong foundational understanding of Universal Design for Learning (UDL) and what it means to be an expert teacher, you are ready to consider how the framework can work with other frameworks to dismantle exclusionary systems. Modules will focus on the connection between UDL and social justice, culturally sustaining pedagogy, impact over intentions, disproportionality, and integrative comprehensive systems. Discussions will focus on identifying and eliminating systemic barriers that result in systems that don't work for all students, especially those who are culturally and linguistically diverse.

Course Objectives

- Understand what it means to be an expert teacher by incorporating social justice practices, culturally sustaining pedagogies, and trauma-informed practices into universal design.
- Learn how to universally design instruction that honors the experiences of culturally and linguistically diverse students while resulting in desired academic impact
- Design improvement targets and data sets using UDL best practices to improve your teaching in quantifiable ways

Course Requirements




This course requires participants to be engaged and prepared for each and every assignment. The course will be offered online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve upon their work (just as students in their class should be given the same respect using the UDL framework).

Assignment Submission




Assignments should be submitted by the designated due dates/times as outlined within Canvas. Extensions will be granted if you contact the instructor before the due date. Students will be provided with the option to resubmit assignments to improve their practice, and enhance their learning. All work should be your own - when you reference other's work or research, make sure to use proper citations.

Evaluation & Grading Policy




Discussions will be graded based upon the following rubric:

	 Killing it! (3)	 Progressing (2)	 Not Yet (1)	Points
Relevance of post	The response clearly reflects solid understanding of content and texts, uses specific textual evidence, and shows depth of insight.	The response reflects understanding of course and texts but reflections and/or evidence is somewhat superficial.	The response is close to content shared but not in much depth. There is no explicit connection to content or texts.	
Expression within the post	Response is authentically connected to educator's practice. Ideas and opinions are clearly expressed.	Expression is not explicitly connected to educator's practice. There is minimal expression of ideas or opinions.	There is no connection to educator's practice or topic. Opinions and ideas are not communicated clearly.	
Total Points				6 pts

Assignments will be graded based upon the following rubric:

Criteria	 Killing it!	 Progressing	 Not Yet	Max Points
Content	The product exceeds the objective of the assignment by carefully expressing content appropriate for task, purpose, and audience. 30 pts	The product meets the objective of the assignment by expressing content that is appropriate for the task, purpose, and audience. 20 pts	The product is close to meeting the objectives of the assignment but the task, purpose, or audience don't align well to the task. 10 pts	30 pts
Organization	Regardless of the format of the assignment, ideas are logically organized and developed; transitions easily connect content and ideas. 30 pts	Regardless of the format of the assignment, ideas are logically organized and developed; there are some missing transitions which may be confusing. 20 pts	There product proceeds logically but some transitions or organization problems impede the flow of organization. 10 pts	30 pts
UDL Application	Practical application of UDL principles is established. Aspects from all three networks are present. 30 pts	Some practical application of UDL principles is established. Aspects from at least 2 networks are present. 20 pts	Very little practical application of UDL principles is established. Aspects from one network is present. 10 pts	30 pts
Total Points				90 pts

Course Schedule

MODULE	Topics
	<p>Module 1: What is an equitable social justice education?</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the difference between equality and equity. • Understand the four components of social justice including identity, diversity, justice and action through the Teaching Tolerance social justice framework. • Make explicit connections between social justice and the UDL framework. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How does UDL provide a foundation for a socially just, equitable education?</i> <p>Activities & Assignments</p> <ul style="list-style-type: none"> • Discussion: After learning more about a socially just and equitable education, how does the UDL framework provide a foundation to ensure that teaching and learning are socially just?
	<p>Module 2: Culturally sustaining pedagogy</p> <p>Objectives</p> <ul style="list-style-type: none"> • Analyze the interconnectedness of the following three frameworks: Teaching Tolerance’s framework for social justice, Django’s Culturally Sustaining Pedagogy and Universal Design for Learning. • Create a crosswalk between UDL, social justice and culturally sustaining pedagogy <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can Teaching Tolerance’s framework for social justice, Django’s Culturally Sustaining Pedagogy and Universal Design for Learning (UDL) be used to design relevant, authentic, lessons that meet the needs of all learners?</i> <p>Activities & Assignments</p> <ul style="list-style-type: none"> • Assignment: Create a crosswalk between UDL, social justice and culturally sustaining pedagogy. This can be a traditional table, a visual infographic or drawing, a 3 way Venn diagram, etc... Be prepared to share with your team!
	<p>Module 3: Impact Over Intentions</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the concept of “disproportionality” in education • Analyze data with a focus on “impact over intentions” (coined by Beverly Tatem) and determine if any disproportionality exists with student outcomes. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How does the design and delivery of instruction result in disproportionality for learners who have been traditionally marginalized?</i> <p>Activities & Assignments</p> <ul style="list-style-type: none"> • Discussion: How can creating a culture of data-based decision making through the equity lens help to minimize disproportionality in our educational practices?



Module 4: Funds of Knowledge

Objectives

- Understand what Funds of Knowledge are and how they impact student learning in a classroom.

Essential Question

- *How can we design lessons that help students to identify and build on their funds of knowledge?*

Activities & Assignments

- **Assignment:** Design an activity, lesson, assessment, etc... that helps students/staff/colleagues to build on their funds of knowledge. Give the activity/lesson/assessment and reflect on what you learned about learners.



Module 5: Implicit Bias and Hidden Curriculum

Objectives

- Understand the concept of implicit bias and how it impacts the design of traditional lessons.

Essential Question

- *How does implicit bias and hidden curriculum impact a student's opportunity to learn?*

Activities & Assignments

- **Discussion:** How does implicit bias impact the design of traditional lessons and through hidden curriculum?



Module 6: Social Justice and UDL Lesson Design

Objectives

- Design a lesson or unit that incorporates learnings from all previous modules including aspects of social justice, culturally sustaining pedagogy, implicit bias, and funds of knowledge.

Essential Question

- *How does UDL foster lesson design that minimizes implicit bias when moving toward expert practice on the UDL Progression Rubric?*

Activities & Assignments

- **Assignment:** Design a lesson or unit that incorporates learnings from all previous modules including aspects of social justice, culturally sustaining pedagogy, implicit bias, and funds of knowledge.




Module 7: Restorative Justice and Restorative Circles

Objectives

- Understand how restorative justice and restorative circles are used as an alternative to traditional discipline practices.
- Analyze the connection to restorative justice the the UDL principles

Essential Question

- *How does restorative justice eliminate barriers that prevent all students from learning at high levels?*

	<p>Activities & Assignments</p> <ul style="list-style-type: none"> • Discussion: How does the connection of restorative justice and UDL eliminate barriers that prevent all students from learning at high levels?
	<p>Module 8: Final Reflection</p> <p>Objectives</p> <ul style="list-style-type: none"> • Reflect on how as an educator, you can ensure a socially just education for every student in your class through a commitment of UDL. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>What can educators implement a socially just, equitable education to all students?</i> <p>Activities & Assignments</p> <ul style="list-style-type: none"> • Discussion: How can I, as an educator, ensure a socially just education for every student in my class through a commitment of UDL?