



## Equity by Design

On-Demand Course | 30 Continuing Education Hours

*Option for 3 Graduate-Level Credits and + 15 Hours with Final Project*

### Course Designers



**Katie Novak, Ed.D.**, is an internationally renowned educational consultant, adjunct instructor at the University of Pennsylvania, best-selling author, and

founder of Novak Educational Consulting. With over 20 years of experience in education, Novak [has authored 15 books](#), including best-sellers UDL Now!, The Shift to Student-Led, and Equity by Design. With a global reach spanning 33 states and 28 countries, Novak's guidance has significantly shaped educational practices on an international scale.



[Mirko Chardin](#) is Novak Education's Chief Equity and Inclusion Officer. Before joining Novak, he was the Founding Head of School of the Putnam Avenue Upper School in Cambridge, MA. Mirko's work has involved all areas of school management and student

support. His greatest experience and passion revolves around culturally connected teaching and learning, recruiting and retaining educators of color, restorative practice, and school culture. He is also a race, diversity and cultural proficiency facilitator & leadership coach for the Aspire Institute at Boston University's New Wheelock College of Human Development and Education and is a Virtual Module Content Provider and In-Person Technical Assistance Provider for the Dept. of Ed's Inclusive Practice Academy.

## About Equity by Design

There are many educators who learn about the framework of Universal Design for Learning or UDL and think of it as a blueprint for lesson design. This course has been created to share that UDL is so much more than how to design a lesson. Rather, it is about recognizing that every single learner has amazing assets that will allow them to learn at high levels when provided with grade-level instruction that is accessible, engaging, linguistically appropriate, culturally sustaining, and anti-racist.

Many students face barriers that prevent them from learning at high levels, but with proactive design, we can minimize and eliminate many of those barriers. When we provide students and their families with opportunities to share their voices and make choices about their learning, we can create new and better systems.

We know that educators are trying to eliminate opportunity gaps and elevate and celebrate the brilliance of young scholars. But, the reality is that many learners do not have access to opportunities that allow them to become purposeful and reflective, resourceful and authentic, and strategic and action-oriented. It is our hope that by reading the text, and participating in this course, you will have strategies and resources that will allow you to have a great impact.


## Course Texts



- Throughout this course, you will read chapters from [\*Equity by Design: Delivering on the Power and Promise of UDL\*](#), which feature implementation spotlights from practitioners who believe that all kids can learn.
- All other course materials will be posted in the learning management system and are accessible online.



## Course Objectives & Learning Outcomes

- Gain the tools to alter the all-too-predictable outcomes for our historically under-served students
- It's educators who design students' learning experiences, who build student relationships, who ultimately have the power to change the trajectory of our students' lives. Through this course, you'll learn how to leverage your power to make change.
- Through the research-based foundation and practical applications, you'll rethink your practices, self-reflect, and gain the tools to design social justice into your curriculum.


## Course Modules

MODULE	Topics
	<p><b>Module 1: UDL as an Instrument of Change</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Understand how the implementation of Universal Design for Learning (UDL) can eliminate inequities and foster inclusive practice and equity in our classrooms and schools.</li><li>• Make connections between UDL and social justice in our schools.</li></ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>• What would have to change in your classroom, school, or district to create more educational equity?</li></ul>

	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Video</li> <li>• Read Chapter One of <i>Equity by Design</i></li> <li>• Review Resources</li> <li>• Join the Discussion (Optional)</li> <li>• Self-Assessment</li> </ul>
	<p><b>Module 2: Laying the Groundwork for Social Justice for Our Classrooms and Learning Communities</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand and learn how to apply the first steps in beginning social justice and equity work in our classrooms and learning communities.</li> <li>• Examine tools to complete an equity audit to determine which student groups have been and/or are currently being marginalized in your setting.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Which groups have been historically and/or are currently being marginalized in your setting?</li> <li>• What does it mean to acknowledge that a group has been and/or is currently being marginalized in your setting?</li> <li>• How do both quantitative and qualitative forms of data support this?</li> <li>• How have we, as Educators, contributed to this? How have our beliefs and actions contributed to this?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Video</li> <li>• Read Chapter Two of <i>Equity by Design</i></li> <li>• Review Resources</li> <li>• Join the Discussion (Optional)</li> <li>• Self-Assessment</li> </ul>
	<p><b>Module 3: Social Justice Through Community and Collaboration</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand how radical candor is necessary to drive meaningful change in intentional learning communities.</li> <li>• Use tools from the School Reform Initiative to plan or facilitate an intentional learning community focused on building equity in your learning community.</li> </ul>

	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Where are there areas in your practice with inequitable outcomes?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Watch Video</li> <li>Read Chapter Three of <i>Equity by Design</i></li> <li>Review Resources</li> <li>Join the Discussion (Optional)</li> <li>Self-Assessment</li> </ul>
	<p><b>Module 4: Personalized Learning for Equity</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Explain how the design process can be leveraged to create flexible, meaningful, equitable learning opportunities for all students.</li> <li>Understand the principles of UDL and how they relate to equitable opportunities to learn.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How can choice and voice, through the UDL framework, create more equitable opportunities for students to learn?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Watch Video</li> <li>Read Chapter Four of <i>Equity by Design</i></li> <li>Review Resources</li> <li>Join the Discussion (Optional)</li> <li>Self-Assessment</li> </ul>
	<p><b>Module 5: Identity, Mirrors, and Funds of Knowledge</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Build techniques to honor student identity and culture as you consider how students can help to co-design learning experiences that are relevant, authentic, and meaningful.</li> <li>Connect UDL, specifically the importance of student voice and choice, to student identity and funds of knowledge.</li> </ul>

	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>What structures and strategies do you, or do you want to incorporate into your learning environment to embrace student identity?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Watch Video</li> <li>Read Chapter Five of <i>Equity by Design</i></li> <li>Review Resources</li> <li>Join the Discussion (Optional)</li> <li>Self-Assessment</li> </ul>
6	<p><b>Module 6: Cultural Responsiveness and Equity</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Learn how to integrate culturally responsive teaching techniques into the UDL framework.</li> <li>Analyze how together, UDL, and culturally responsive teaching help to create more equitable learning environments.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How does the implementation of UDL create equitable access to culturally responsive and culturally sustaining pedagogy?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Watch Video</li> <li>Read Chapter Six of <i>Equity by Design</i></li> <li>Review Resources</li> <li>Join the Discussion (Optional)</li> <li>Self-Assessment</li> </ul>
7	<p><b>Module 7: Restorative Justice and Restorative Circles</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Discover how co-creating classroom culture and norms help to foster equitable opportunities to learn.</li> <li>Learn how to foster restorative practices within a universally designed learning environment.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How might you use your learnings to create a safer, and more nurturing, school environment for all learners?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Watch Video</li> <li>Read Chapter Seven of <i>Equity by Design</i></li> <li>Review Resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Join the Discussion (Optional)</li> <li>• Self-Assessment</li> </ul>
	<p><b>Module 8: A Student's Journey</b></p> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• Examine the story of self, and its impact on identity, equity, and social justice.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Video</li> <li>• Read Chapter Eight of <i>Equity by Design</i></li> <li>• Review Resources</li> <li>• Self-Assessment</li> </ul>

## Optional: Final Project for 3 Graduate-Level Credits

At the end of the course learners, who have signed up for continuing education graduate credits, will take everything they learned in the course and put it together to create a final project. We will encourage you to create an amazing product to share with your network! Take a risk and share your learning in a new way - lots of options and choices available! This product will be evaluated using the four-point holistic rubric below and should take approximately 15 hours to create. Mastery must be met to pass this class. Revisions will be allowed. [Learn more about universally designed rubrics here](#). If you have already signed up for the course and would like to register for the final project, register [here](#).

### The Goal:

Students will demonstrate their understanding of Universal Design for Learning (UDL) as a framework for increasing equity in their learning environment and how to implement UDL best practices to help reach all learners regardless of background, identity, or variability.

Not there yet!	Met Expectations	Nailed It!
	<p><b>Introduction: Before UDL &amp; Equity</b></p> <p>This section describes what you have done with this lesson, course, project, etc. (LCP) before you started using UDL or improved upon it because of this course. If you are starting from "scratch" without a previous LCP you can provide an explanation of what you want to do and the reasons why you want to do it.</p>	
	<p><b>Annotated Bibliography</b></p> <p>You must cite at least 10 resources from the course to support what you have learned in the process of this course and the creation of your final project.</p>	

	<p><b>Practical Understandings and Implementations</b></p> <p>This will be the actual “product” for this final, so it will be something tangible that you are/will/can use in your role.</p> <p>You can choose to create a course syllabus/outline, series of lessons, an entire unit, professional learning experience for your learners, or anything else that will be/demonstrate the practical implementation of what you learned in this course into your role in education.</p>	
	<p><b>Reflection</b></p> <p>In this last section, you should take some time to share your story of self and reflect on your time in this course, the final product you created, and what’s next for you and your work with UDL and Equity.</p>	
<p>4 points</p> <p>Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		