





## Equity By Design

45 continuing education hours

(Option for 3 graduate-level continuing education credits for an additional fee)

Course Designers	
 <p>Katie Novak <a href="#">@KatieNovakUDL</a></p>	<p>Katie Novak, Ed.D. is an internationally renowned education consultant and co-author of <i>Innovate Inside the Box</i> with George Couros. With 17 years of experience in teaching and administration, an earned doctorate in curriculum and teaching, and seven published books, Katie designs and presents workshops both nationally and internationally focusing on the implementation of inclusive practices, Universal Design for Learning (UDL), multi-tiered systems of support, and universally designed leadership. Novak's work has impacted educators worldwide as her contributions and collaborations have built upon the foundation for an educational framework that is critical for student success.</p>
 <p>Mirko Chardin <a href="#">@MirkoMilk</a></p>	<p>Mirko Chardin is 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 delivers keynotes across the nation on equity, social justice, and personal narrative. He is also a race, diversity, and cultural proficiency facilitator and leadership coach for the Aspire Institute at Boston University's New Wheelock College of Human Development. He is a principal mentor for the Perone-Sizer Creative Leadership Institute, a Trustee at Wheaton College, and an active hip-hop artist.</p>

## 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 motivated, purposeful, resourceful, and strategic. 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.

## Discussions

Discussions are important to your learning and help you form a community and connect with your peers. While your responses will not be graded, we highly encourage you to participate by responding and interacting with your classmates.

Note: The discussion forum accepts all file types, so you can contribute in writing or scale your voice by starting a blog or a podcast or video blog, and then posting the link. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations. The options below may support you in creating your discussion postings.

- Write a traditional discussion post.
- Record a video or audio clip
- Post anonymous student work and reflect on the contribution
- Create a multimedia presentation or visual representation like a vision board or sketch notes or use Canva to create an infographic

## Final Project



Your final project will be an opportunity to bring together everything you have learned. 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! We will provide feedback on a single-point, holistic rubric. Learn more about [universally designed rubrics here](#).



Note There Yet	Met Expectations	Exceeded Expectations
	<p><b>Introduction: Before UDL/Equity</b> This section describes what you have done with a lesson, course, project, practice before you started using UDL or considering equity in your lesson design.</p>	
	<p><b>Annotated Bibliography</b> 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> This will be the actual “product” for this final, so it will be something tangible that you are/will/can use in your role. Again, 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. This part of the final project can be presented in any format you choose and even be a combination of formats if/as needed (text/audio/video/multimedia/other).</p>	
	<p><b>Reflection</b> In this last section, you should take some time to just 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><b>4 Points</b> Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		



## Graduate Credits

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 3 accredited graduate credits from your choice of one of our university partners ([Gordon College](#) or [Teachers College of San Joaquin](#)).

# 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</li><li>● Self-Assessment</li></ul>
	<p><b>Module 2: Laying the Groundwork for Social Justice in 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</li> </ul>
	<p><b>Module 3: Social Justice Through Collaboration and Community</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</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> </ul>

	<ul style="list-style-type: none"> <li>● Join the Discussion</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</li> <li>● Self-Assessment</li> </ul>
	<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</li> </ul>



## Module 7: Restorative Justice and Restorative Practices

### Objectives

- Discover how co-creating classroom culture and norms help to foster equitable opportunities to learn.
- Learn how to foster restorative practices within a universally designed learning environment.

### Essential Question

- How might you use your learnings to create a safer, and more nurturing, school environment for all learners?

### Activities

- Watch Video
- Read Chapter Seven of *Equity By Design*
- Review Resources
- Join the Discussion



## Module 8: A Student's Journey

### Objective

- Examine the story of self, and its impact on identity, equity, and social justice.

### Activities

- Watch Video
- Read Chapter Eight of *Equity By Design*
- Review Resources
- Final Project: Share how your understanding of UDL and Equity changed as a result of reading the text *Equity By Design* and completing this course.