



UDL for Equity

Equity By Design

February 7- April 3, 2022

45 Continuing Education Hours | 3-credit graduate option

Course Description

Get ready to consider how the UDL 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 and the instructor through Canvas discussion boards as well as through weekly synchronous sessions. 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).

Required Text

[Equity By Design](#) by Mirko Chardin and Katie Novak, EdD

For bulk pricing, contact the publisher Corwin, by phone (800-233-9936) or email order@corwin.com




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

Assignments/Discussions will be graded based upon the following rubric:

Assignments will be an opportunity to bring together everything you have learned within a module. **Create** an amazing product or post to share with your **network!** Take a **risk** and share your learning in a new way - lots of options and choices available! I will provide feedback on a single-point rubric. Learn more about [single-point rubrics here](#).

 Killing it! Evidence of going above and beyond answering the essential question	 You Got This! The target/goal criteria	 Almost There! Evidence of working toward answering the essential question
	Models an understanding of UDL. 1pt	
	Models an understanding of equity in education. 1pt	
	Answers the essential question of the module. 1pt	
	Is clearly organized and uses references/materials from the course to back up response. 1pt	
	Is appropriate for the task, purpose, and audience. 1pt	
<p style="text-align: center;">5 points Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.</p>		

Course Schedule

MODULE	Topics
	<p data-bbox="414 268 1209 304">Module 1: What is an equitable social justice education?</p> <p data-bbox="414 342 568 378">Objectives</p> <ul data-bbox="462 382 1477 508" 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 data-bbox="414 533 682 569">Essential Question</p> <ul data-bbox="462 573 1323 604" style="list-style-type: none">• <i>How does UDL provide a foundation for a socially just, equitable education?</i> <p data-bbox="414 630 771 665">Activities & Assignments</p> <ul data-bbox="462 669 1469 762" 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 data-bbox="414 800 1006 835">Module 2: Culturally sustaining pedagogy</p> <p data-bbox="414 873 568 909">Objectives</p> <ul data-bbox="462 913 1485 1039" 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 data-bbox="414 1064 682 1100">Essential Question</p> <ul data-bbox="462 1104 1461 1197" 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 data-bbox="414 1222 771 1257">Activities & Assignments</p> <ul data-bbox="462 1262 1494 1354" 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 data-bbox="414 1388 901 1423">Module 3: Impact Over Intentions</p> <p data-bbox="414 1461 568 1497">Objectives</p> <ul data-bbox="462 1501 1469 1596" 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 data-bbox="414 1621 682 1656">Essential Question</p> <ul data-bbox="462 1661 1485 1724" 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 data-bbox="414 1749 771 1785">Activities & Assignments</p> <ul data-bbox="462 1789 1453 1852" 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?

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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.

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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?

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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.

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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?