This presentation corresponds with a supplemental resource. Please access

bit.ly/WASAUDDL1
Stay engaged
Experience discomfort
Speak your truth
Expect & accept non-closure
Equity and Inclusion
“British colonizers saw their North American empire as a place to dump their human waste: the idle, indigent, and criminal.”
A Timeline of Privilege

1789  1870  1920  1924  1964  1966  1975

The Voting Rights Act’s special provisions are extended. Congress adds new amendments that ban literacy tests and mandate assistance to language minority voters.
“Nothing should ever die alone.”
Students who struggle and those with significant disabilities pressure test our system.

They matter. They are a gift.

They are an indicator of our system’s overall health.

“What is essential for some, will benefit all.”
A Timeline of Inclusion

We will develop the **beliefs**, **skills**, and **systems** for teaching diverse students in inclusive classrooms with grade-level standards.

React to that statement in discussion, writing or on social media #UDL.
Boris Kabanoff (1991), a professor at the University of New South Wales, wrote a compelling article titled, “Equality, Equity, Power, and Conflict.” This piece provides a foundation for differentiating the two constructs. You can access the complete article in the resources.

**EQUALITY**
- Distributive principle: All assets are evenly distributed.
- Focused on “common fate,” as if equal inputs equate to equal outputs.
- The main function of equality is to maintain and preserve the arrangement of roles or relationships created by the system.

**EQUITY**
- Equity is focused on productivity, or ensuring that everyone has what they need in order to be successful.
- This “fair distributive principle” means that marginalized individuals will need significantly more inputs to have the same, or similar, outputs than individuals with privilege and power.
How do you explain the difference?
MTSS Analogy
<table>
<thead>
<tr>
<th>Tier 1 Examples</th>
<th>Tier 2 Examples</th>
<th>Tier 3 Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Up</td>
<td>Braces</td>
<td>Root Canals</td>
</tr>
<tr>
<td>Cleaning</td>
<td>Cavity Filled</td>
<td>Surgical Procedures</td>
</tr>
</tbody>
</table>
Reflection Time

Options

★ Read the Introduction to *Universally Designed Leadership*
★ Explore the provided Resources to learn more about MTSS, Equity and Inclusion at [bit.ly/WASAUDL1](http://bit.ly/WASAUDL1)

OR

★ Respond to the following prompt in conversation, notes or using social media.
   ○ When thinking about the beliefs, skills, and systems that support inclusive practice what are the strengths of your school/district and what are the areas you may need to focus on?
Barriers
Dinner Party Analogy
The Problem with Casseroles

Predictable Barriers:

- Lactose intolerance
- Vegan
- Vegetarian
- Gluten sensitivity
- Picky eaters
- Already eaten - not hungry
- On a diet
Curriculum Casseroles

A sixth grade inclusive class is required to independently read a hard copy of the novel *The Book Thief* because the teacher is focusing on characterization. In your tables, create a table/list/etc... of the barriers for access and engagement.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Elise Frattura and Identity Development

Race
Class
Gender
Ability
Sexual Identity
Gender Identity
Language
Doing the Work Ourselves

1 = Repulsion or Fear
2 = Pity
3 = Neutrality/Ambivalence
4 = Acceptance
5 = Admiration
6 = Ally

Deficit View of Student
Label and Place Student in Remedial Learning
Lower Expectations of Student
Remedial, Learning Perpetuates School Failure
Student Experiencing Marginalization
Remedial, Learning Perpetuates School Failure

1 2 3 4 5 6
Systems Barriers

● Lack of shared responsibility and collaboration among all stakeholders
● Resource allocation and scheduling not optimizing inclusion
● Lack of data-based decision-making
● Use of practices that are not evidence-based
● Lack of student, family, and community engagement
● Lack of professional development and coaching
Tooley and Connally (2016) identified system-level obstacles to effective PD and concluded that there are four overarching areas where improvement is needed.

1. Identifying PD needs
2. Choosing effective approaches
3. Implementing sustained approaches with fidelity
4. Assessing PD outcomes
Barriers Workshop Time

★ Explore the provided Resources in bit.ly/WASAUDL1

OR

★ Respond to one of the following prompts in conversation, notes or social media.

○ Make connections between your design work and the process of proactively identifying barriers to access and engagement.

○ Discuss how to eliminate barriers when they relate to teacher mindset and/or implicit bias.
UDL Principles and UDL System Design
Learning: The Brain and a Heating System

Affective Networks: The Why of Learning

Recognition Networks: The What of Learning

Strategic Networks: The How of Learning
Or you have these printed!
Expert Learners who are...

- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed

Resilient
- Empathetic
- Networked
- Risk Takers
  - New & Better Way
  - Comfortable Way
- Problem Solvers/Finders
  - Observant
- Creators
  - Reflective
UDL: A Research Based on Engagement

Levels of Student Engagement

- **Engagement**: High Attention + High Commitment
- **Strategic Compliance**: High Attention + Low Commitment
- **Ritual Compliance**: Low Attention + Low Commitment
- **Retreatism**: No Attention + No Commitment
- **Rebellion**: Diverted Attention + No Commitment

based on P. Schlechty and visualization by R. Rios
Core of Innovative Teaching & Learning

How can teachers implement Universal Design for Learning to drive innovation and accessibility and engagement?
Expert Learning: A Progressive Journey
Provide multiple means of Engagement

| Provide options for recruiting interest (7) | Optimize individual choice and autonomy (7.1) | Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph"). | Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard. | Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not explicit direction. |
The Process of Making Choices

Choose
- Provide multiple means of executive function
- Heighten the salience of goals and objectives

Do
- Support strategy
- Provide scaffolds, supports and tools

Review
- Monitor progress
- Foster self-reflection and self-assessment
Four UDL Tools: How can you use these tools in your practice to better understand UDL Guidelines?

- [UDL Implementation Rubric](#) (printed)
- [UDL Flowchart](#) (printed)
- [UDL Infographic](#) (printed)
- [UDL Progression Rubric](#)
- Read pgs. 1-12 in Universally Designed Leadership
Answer essential question using multiple means of expression.

*How do we design equitable learning systems for all students?*
All Students. All the Time.

Going beyond access by creating opportunities that do not replicate exclusionary systems by:

1. Valuing impact over intentions
2. Ensuring learner visibility
3. Identify and eliminate barriers
4. Optimize voice and choice