Integrating UDL and Culturally Sustaining Pedagogy

https://goo.gl/QQGebS

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Backchannel Chat

https://todaysmeet.com/UDLCSP

Post questions
Share reactions
Goal:
Explore UDL and CSP in Wisconsin

- Cross-pollination refresh
- WI experience with UDL and culturally relevant practice
- WI’s introduction to cross-pollination
- Lingering concerns
- Questions/comments from participants

todaysmeet.com/UDLCSP
Goal:

Develop statewide capacity to support UDL implementation
UDL Integrated Within State Initiatives

Implementation Science Frameworks

Active Implementation Hub: http://implementation.fpg.unc.edu/
### UDL Implementation Trials

**Focus Area: Mathematical Problem Solving**

<table>
<thead>
<tr>
<th>Grade level: 8</th>
<th>No. of Students: 23</th>
</tr>
</thead>
</table>

| Baseline Focus Area Score/Rating: 2.96/4 74% | Baseline Engagement Score/Rating: 2.83/4 70.8% |

<table>
<thead>
<tr>
<th>DATA for Trial 1 (1/12/17)</th>
<th>DATA for Trial 2 (2/16/17)</th>
<th>DATA for Trial 3 (3/16/17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9/4 = 72.5%</td>
<td>2.6/4 = 65%</td>
<td>3.4/4 = 85%</td>
</tr>
<tr>
<td>2.92/4 = 73%</td>
<td>3.31/4 = 83%</td>
<td>3.5/4 = 88%</td>
</tr>
</tbody>
</table>

#### UDL Principles and Guidelines

<table>
<thead>
<tr>
<th>Provide Multiple Means for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide options for recruiting interest</td>
</tr>
<tr>
<td>Optimize individual choice and autonomy</td>
</tr>
<tr>
<td>Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td>Minimize threats and distractions</td>
</tr>
<tr>
<td>Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>Heighten salience of goals and objectives</td>
</tr>
<tr>
<td>Vary demands and resources to optimize challenge</td>
</tr>
<tr>
<td>Foster collaboration and community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Practices for Trial 1</th>
<th>Teacher Practices for Trial 2</th>
<th>Teacher Practices for Trial 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of representation - students choose how they show their learning (choice of manipulatives?)</td>
<td>Choice of representation - students choose how they show their learning - choice of manipulatives, when appropriate</td>
<td>Choice of representation - students choose how they show their learning - choice of manipulatives, when appropriate</td>
</tr>
<tr>
<td>Use of video to foster interest &amp; relevance of notation</td>
<td>Student goal setting form: Students set personal goal(s) at the start of the week (academic &amp; learner behaviors) &amp; revisit at the start of each class</td>
<td>Student goal setting form: Students set personal goal(s) at the start of the week (academic &amp; learner behaviors) &amp; revisit at the start of each class</td>
</tr>
<tr>
<td>Students will collaboratively solve math problems &amp; engage in math conversations/discourse</td>
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<td>Students will collaboratively solve math problems &amp; engage in math conversations/discourse</td>
</tr>
<tr>
<td>Clear learning target, modeling/exemplars of success criteria, feedback focused on process</td>
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</tr>
</tbody>
</table>
UDL On-Ramp

UDL Principles and Guidelines *plus:*

**Essential Elements**

Welcome to UDL
Goal Conditions: Clear Optional Routes for: Mtrls, Instr, Assessment
A UDL “Lens”

What are the barriers?

How can UDL be applied to reduce them?
Dis/ability is context dependent.
A CSP/UDL “Lens”

What are the barriers?  

How can UDL be applied to reduce them?
WI’s Introduction to Cross-Pollination

Promising Practices
How did learning about cross-pollination disrupt our thinking?
Tangible Products

Let’s Start
Select the module you wish to view.

Module 1
Beliefs

Module 2
Universal Design for Learning

Module 3
Culturally Sustaining Pedagogy

Module 4
Cross-Pollination
Unpack/Repack: Overview

Examine a cluster or group of standards to plan, implement, and reflect on standards-based instruction and assessment that ensures equity by eliminating barriers to learning.
Lingering Concerns

- Shift from technical assistance to adaptive change
- Future UDL work
- How to support schools/districts in applying this thinking
Questions and Discussion
Contact Information

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