Welcome!

https://padlet.com/eberquist/udlequity

Universal Design for Learning: A Path for Disrupting Inequity

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Our Goal

consider how the UDL framework could be used to design learning experiences that move equity theory into practice; this **collective recognition of inequity must remain at the heart of consideration in our work.**
The 6 Conditions
1. Personal, Local and Immediate
2. Isolate Race
3. Normalize Social Construction and Multiple Perspectives
4. Monitor Agreements
5. Use a Working Definition of Race
6. Examine the Role and Presence of Whiteness

The 4 Agreements
1. Stay engaged
2. Experience Discomfort
3. Speak your Truth
4. Expect/Accept Non-closure
Who I am

What I do

Coming soon fall from CAST!!

Patti Ralabate and Liz Berquist

white, cis-gendered woman, mother, wife, aunt, educator, author and ally-in-training

Dr. Liz Berquist, Ed. D
she/her

Identity

Your UDL Journey
Coming soon fall from CAST!!

Maryland US District 7
"THIS IS US."
-Dr. Eddie Glaude Jr.
“Although it is important to identify useful and promising instructional programs and strategies, it is erroneous to assume that blind replication of instructional programs or teacher mastery of particular teaching methods, in and of themselves, will guarantee successful student learning, especially when we are discussing populations that historically have been mistreated and miseducated by the schools.”

-LILIA I. BARTOLOME
Beyond the Methods Fetish: Toward a Humanizing Pedagogy
Harvard Graduate School of Education
In Harvard Educational Review Vol. 64 No. 2 Summer 1994
Our Agenda

I. The What

II. The Why

III. The Work

IV. A Personal Challenge
What is UDL?

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.  

-CAST, 2018
Clarifying Conceptions

Universal Design for Learning

Michael
Gracie
Bailey
Clarifying Conceptions

The only universal is variability... in order to make something universal it must be flexible.

Universal Design for Learning
At Boston Children’s Hospital

When you get to Boston Children’s, there are several ways to make sure you are headed in the right direction to your appointment:

1. Go to the information desk: You can ask questions at our information desk in the Main Lobby where our friendly staff will answer your questions and point you in the right direction.

2. Follow the symbols: Our kid-friendly colorful symbols seen throughout the hallways can help you find where you need to go. Just follow:
   - the boat to Bader
   - the moon to Berthiaume Family Building
   - the flower to Farley/Pavilion
   - the fish to Fegan
   - the hat to Hunnewell

3. Ask Us!: Ask one of our employees who has a program. During the hospital’s busiest times, in the Main Lobby and at the top of the main stairwell, we assist you with questions and directions.

4. Use our mobile app: Download Boston Children’s app or Android phone for step-by-step directions to your appointment.

5. Print out our map: Use our printable campus map to help find your way around Boston Children’s.

6. Call us: Give us a call 617-355-6000.

Child Life Specialists

Child Life Specialists enhance a patient’s emotional, social and cognitive growth during a hospital stay, giving special consideration to each child’s family, culture and stage of development.

Using developmental interventions and play, they help patients and families adjust to and understand the hospital and their medical situation. Child Life Specialists
Clarifying Conceptions

**Universal** the only universal is variability... in order to make something universal it must be flexible

**Design for** the best earning environments are intentionally designed
Systematic Variability...

Engagement (the *why* of learning, which aligns with affective networks): interest, effort and persistence, and self regulation

Representation (the *what* of learning, which aligns with recognition networks): perception, language and symbols, and comprehension

Action & Expression (the *how* of learning, which aligns with strategic networks): physical action, expression and communication, and executive function

Because some variability is systematic, you can design for it in advance.
UDL Guidelines: actionable practice to remove barriers

- Goal-directed options.
- In environment for all to use.
- Aligned to brain science, variability.
Clarifying Conceptions
UDL Guidelines: Lens, not a list

<table>
<thead>
<tr>
<th>Access</th>
<th>Build</th>
<th>Interact</th>
<th>Expert learners who are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide options for Recruiting Interest</td>
<td>Provide options for Sustaining Effort &amp; Persistence</td>
<td>Provide options for Self Regulation</td>
<td>Purposeful &amp; Motivated</td>
</tr>
<tr>
<td>- Optimize individual choice and autonomy</td>
<td>- Highlight the balance of goals and objectives</td>
<td>- Promote expectations and beliefs that optimize motivation</td>
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<tr>
<td></td>
<td>- Vary demands and resources to optimize challenge</td>
<td>- Facilitate personal coping skills and strategies</td>
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<td></td>
<td>- Foster collaboration and community</td>
<td>- Develop self-assessment and reflection</td>
<td></td>
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<tr>
<td></td>
<td>- Increase mastery-oriented feedback</td>
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</tr>
<tr>
<td>Provide options for Perceptual Action</td>
<td>Provide options for Language &amp; Symbols</td>
<td>Provide options for Comprehension</td>
<td>Resourceful &amp; Knowledgeable</td>
</tr>
<tr>
<td>- Offer ways of customizing the display of information</td>
<td>- Clarify vocabulary and symbols</td>
<td>- Activate or supply background knowledge</td>
<td></td>
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<tr>
<td></td>
<td>- Offer alternatives for auditory information</td>
<td>- Highlight patterns, critical features, big ideas, and relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Offer alternatives for visual information</td>
<td>- Facilitate managing information and resources</td>
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<tr>
<td></td>
<td></td>
<td>- Enhance capacity for monitoring progress</td>
<td></td>
</tr>
<tr>
<td>Provide options for Physical Action</td>
<td>Provide options for Expression &amp; Communication</td>
<td>Provide options for Executive Functions</td>
<td>Strategic &amp; Goal-Directed</td>
</tr>
<tr>
<td>- Vary the methods of response and navigation</td>
<td>- Use multiple media for communication</td>
<td>- Guide appropriate goal-setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Optimize access to tools and assistive technologies</td>
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<tr>
<td></td>
<td></td>
<td>- Support planning and strategy development</td>
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<tr>
<td></td>
<td></td>
<td>- Facilitate managing information and resources</td>
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</tbody>
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Context dependency...
Clarifying Conceptions

**Universal** the only universal is variability... in order to make something universal it must be flexible

**Design for** the best earning environments are intentionally designed

**Learning** the learning sciences allow us to make predictions, if we can predict it, we can plan for it ** CONTEXT MATTERS
who we are where we are what we do how we are
who we are
where we are
what we do
how we are

“THIS IS US.”
-Dr. Eddie Glaude Jr.
Our Agenda

I. The What

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Measure UDL to the extent to which you are disrupting existing inequities.
1986

BCPS Enrollment FY1986¹

¹ As of September 30 (Research and Strategic Planning)
- 25th largest school district in U.S.
- $1.71 billion budget, FY19
- 174 schools
- 9,834 teachers
- 113,814 students
Learner Variability is the norm
Our Why—Disrupting Inequity

WHAT CAN YOU EXPECT TO SEE IN OUR CLASSROOMS?

What You Can Expect to See In Our Classrooms

Your child’s teacher works with the whole class, small groups, or individual students to help every student grow. For example, a student who demonstrates content well may need to be challenged to dive deeper or push their critical thinking skills further. Other students may need additional instruction presented in a different format. Instead of the whole class moving on at the same pace on the same topic, each student receives what they need when they need it. This is what we mean by equity.

Teachers decide when devices will best support student learning. Students may view multimedia content, read from print books, have a collaborative discussion with their peers face-to-face, meet with their teacher in a small group, and post a digital project to show what they have learned.

Flexible learning environments give students the support they need to make choices. They can collaborate or work independently. They might sit or stand, and materials are within students’ reach. Students are empowered to become expert learners who can choose strategies that match their goals, as well as the resources to get there. Our goals are set but the means are flexible.

Students and teachers are both responsible for learning in today’s classroom. Our teachers provide expert guidance, while students have opportunities to choose how they learn, how they demonstrate their learning, and how to use feedback. Students also choose their learning path based on personal interests and learning preferences. For example, a student may choose what to read, whether to read a paper book or digitally, and which tool to use to share their analysis of the main idea. These choices motivate students in the learning process and remove possible barriers before they prevent learning.

In addition, you may notice that our teachers and leaders are always learning by visiting different classrooms or schools.
WHAT CAN YOU EXPECT TO SEE IN OUR CLASSROOMS?

instead of the whole class moving on at the same pace on the same topic each student receives what they need when they need it

students may collaborate or work independently

students view multimedia content, read from print books, have collaborative discussion with their peers face-to-face, meet with their teacher in a small group or post a digital project to show what they have learned
goals are set but means are flexible

flexible learning environments give students the support they need to make choices

students are empowered to become expert learners who can choose strategies that match their goals as well as resources to get there
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Our Work

1. Interrogate your data
2. Examine your beliefs
3. Implement UDL as it was intended to be implemented.
1. Interrogate your data

<table>
<thead>
<tr>
<th>Test</th>
<th>Measure</th>
<th>Overall</th>
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</thead>
<tbody>
<tr>
<td>MCAP</td>
<td>Level 4+5 = proficiency</td>
<td>70.25%</td>
</tr>
<tr>
<td>MAP</td>
<td>Achievement = 50th percentile</td>
<td>77.38%</td>
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</tbody>
</table>

School wide UDL implementation aligned to district expectations
## 1. Interrogate your data

### MCAP Reading

<table>
<thead>
<tr>
<th>Overall</th>
<th>Grade Level</th>
<th>Race</th>
<th>Special Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4+5 = proficiency</td>
<td>70.25%</td>
<td>Gr. 3 – 79%&lt;br&gt;Gr. 4 – 74.6%&lt;br&gt;Gr. 5 – 58.6%</td>
<td>AS – 33.3%&lt;br&gt;BL – 33.3%&lt;br&gt;WH – 72%&lt;br&gt;MU – 60%&lt;br&gt;HI – 66.7%</td>
</tr>
</tbody>
</table>

### MAP Reading

<table>
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<tbody>
<tr>
<td>Achievement = 50th percentile or higher</td>
<td>77.38%</td>
<td>Gr. 1 – 84.85%&lt;br&gt;Gr. 2 – 90.41%&lt;br&gt;Gr. 3 – 76.12%&lt;br&gt;Gr. 4 – 82.05%&lt;br&gt;Gr. 5 – 86.42%</td>
<td>AS – 87.5%&lt;br&gt;BL – 50%&lt;br&gt;WH – 78.68%&lt;br&gt;MU – 77.78%&lt;br&gt;HI – 33.33%</td>
</tr>
</tbody>
</table>
2. Examine your beliefs

Equality vs Equity in our design?
What or who are we problematizing?
What is within our control?
3. Implement UDL the way it was intended
Technical vs. Adaptive Challenges

Disrupting inequity in education?

Measure UDL to the extent to which you are disrupting existing inequities
-David Rose
The UDL framework is not meant to be a technical solution. Implement UDL the way it was intended.
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A Personal Challenge:
Heifetz, Linsky, and Grashow (2009) describe adaptive leadership as “the practice of mobilizing people to tackle tough challenges and thrive.” This involves understanding what about an organization should be maintained and what should be changed.
UDL should push against the dominant norm.

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity Over Quality
- Worship of the Written Word
- Paternalism
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort

If we can predict, we can plan for it in advance.
Take note: where do these characteristics creep into the UDL field? Into your work? Make yourself aware. And then do something about it.

-from Dismantling Racism, A Workbook for Social Change (Jones & Okun, 2001)
Maya Angelou

Reflecting with a critical eye...

Discomfort is part of being more aware:
What part of the work will you focus on:
• interrogation of data?
• examination of beliefs: intent —> impact?
• implementation
What’s next for you?

“Interrupting *racism* takes courage and intentionality; the interruption is by definition not passive or complacent. So in answer to the question “Where do we go from here?,” I offer that we must never consider ourselves finished with our learning…. It’s a messy, lifelong process, but one that is necessary to align my professed values with my real actions.”

-Diangelo, 2018

[*inequities in race, class, gender identity, sexual orientation, disability, language, or any other factors*]
Thank you~
Stay connected!
Dr. Liz Berquist
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