

Welcome!

DO NOWs:

1. Please change your Zoom name to include pronouns/pronunciation
2. Be ready to share in the breakout: What are your wildest dreams of success for your students leaving your class?

BECOMING AN ANTI-RACIST AND ANTI-BIAS EDUCATOR

ESSENTIAL QUESTION: What does equitable teaching and learning look like, sound like, and feel like in a CPS classroom?

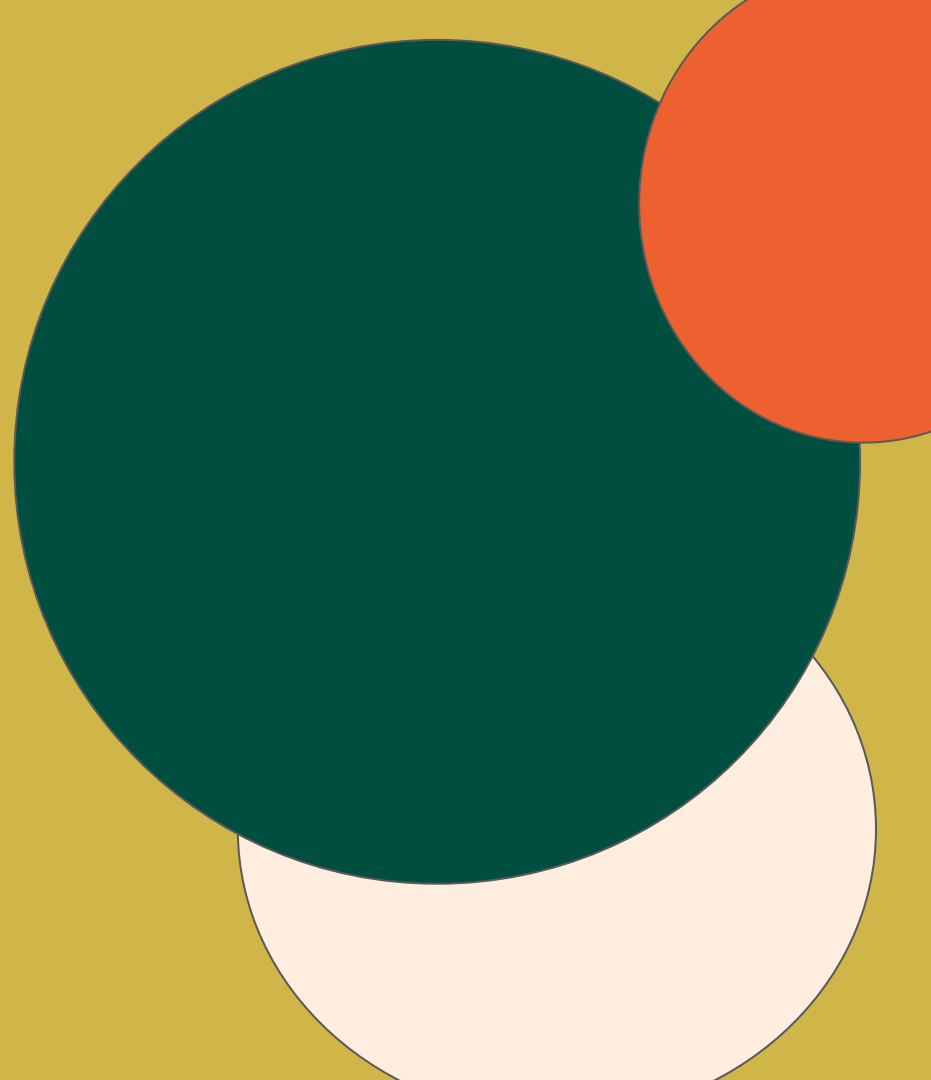


Breakout:

What are your wildest dreams of success for your students leaving your class?

How will you know?

Share on this JamBoard



SPECIAL GUESTS

Desiree Phillips

OSS Coordinator

Office of Student Services

she / her

Dr. Barbara Mullen

*Interim Assistant Superintendent
of Student Services*

Office of Student Services

she/her

Our Journey Thus Far...

High
Expectations
Teaching

Healing
Centered
Engagement

Story
Exchange

TODAY:
Designing for the
Margins: Universal
Design for Learning

AGENDA:

1. Connections
2. Expert Learners + Accommodations
3. Choose your pathway:
 - a. Learn more about UDL
 - b. [Podcast](#) Debrief
 - c. Ready to Design

Session Objective:
Explore ways to design our classes to nurture expert learners.

Expert Learners

UDL Practices of Expert Learners

Engagement Purposeful & Motivated Learners...	Representation Resourceful & Knowledgeable Learners...	Action and Expression Strategic & Goal-Directed Learners...
<ul style="list-style-type: none">• Are eager for new learning and are motivated by the mastery of learning itself• Are goal-directed in their learning• Know how to set challenging learning goals for themselves• Know how to sustain the effort and resilience that reaching those goals will require• Monitor and regulate emotional reactions that would be impediments or distractions to successful learning	<ul style="list-style-type: none">• Consider prior knowledge when learning (Make connections to prior learning experiences)• Activate that prior knowledge to identify, organize, prioritize and assimilate new information• Recognize the tools and resources that would help find structure and remember new information• Know how to transform new information into meaningful and usable knowledge	<ul style="list-style-type: none">• Formulate plans for learning• Devise effective strategies and tactics to optimize learning• Organize resources and tools to facilitate learning• Monitor their progress• Recognize their strengths and weaknesses as learners• Abandon plans and strategies that are ineffective

Remember from podcast:
Fitzgerald's son and reading



**Providing students with accommodations
is a civil right.**

4 Types of Accommodations

UDL: Choose your path

Objective: Explore ways to design our classes to nurture expert learners

Choose your learning path for today.

1. Reflect on Podcast: **Together** (small group facilitated by Dr. Mullen)

2. Reflect on Podcast: **Alone** (individual journal response [prompts](#))

3. Explore UDL Resources: [“The UDL Guidelines” video](#) + **individual** journal response [prompts](#)

4. Explore UDL Resources: [“The UDL Guidelines” video](#) + **small group** breakout discussion [prompts](#)

5. Explore UDL Resources: [“Expert Learning” Chapter](#) + **individual** journal response [prompts](#)

6. Explore UDL Resources: [“Expert Learning” Chapter](#) + **small group** breakout discussion [prompts](#)

7. Guided Support [Planning a UDL Lesson](#) (**small group** facilitated by Desiree)



Pathways Reflection

1. What did you learn or take away from the pathway that you chose?
2. What worked for you and what didn't work for you about what you chose?
3. If you had the opportunity to do this over, what choice would you make?



Students, write your response!

Reflection/Next Steps

Session Feedback

- I used to think...now I think...
- I used to think...now I wonder...
- I used to think...now I think that..., only more so!

I commit to trying...

Want more?

UDL Exploratory Course at Harvard (June, online, self-paced \$225)

- [UDL Guidelines - CAST](#)
- [UDL Planning Template](#)
- [UDL Flowchart](#)
- [UDL Implementation Rubric](#)

Books:

- [Anti-Racism and UDL](#)
- [Culturally Responsive Design for English Learners: The UDL Approach](#)

