



LEADING WITH ACCESS & EQUITY

MINDSETS, STRATEGIES, AND SYSTEMS THAT
PROMOTE EQUITY IN SCHOOL IMPROVEMENT

MODULE FACILITATION GUIDE

This document was developed in collaboration with Novak Education Consulting and Rodriguez Educational Consulting Agency (RECA).



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INTRODUCTION

The following webinar modules were developed to support schools that had been identified as having disparities amongst specific student populations.

The live webinars took place during the Spring of 2019 and were then curated and aggregated into this facilitation guide. In some cases, the webinars were divided into multiple modules.

While originally developed for those schools identified through the accountability system, this guide can be used as a resource for any school or district.

LEADING WITH ACCESS & EQUITY
WEBINAR SERIES

FACILITATION NOTES

The videos, discussion questions, and resources in this guide can be used to facilitate a one-hour faculty meeting or professional development session, or you can use the guide independently to deepen your learning and reflect on your practice.

If you are facilitating these videos at a faculty meeting or professional development session, please be prepared to project the video and pause at the appropriate times to ensure there is an opportunity for discussion. Also, you may choose to provide time for participants to explore provided resources during the meeting, or you may provide the resources as optional extension activities.

MODULE 1

Webinar 1: Part 1

Introduction to Universal Design for Learning (UDL)



Featuring Dr. Katie Novak

Katie Novak, Ed.D. is an internationally renowned education consultant, Assistant Superintendent of Schools at the Groton-Dunstable Regional School District in Massachusetts, and author of the best-selling book, *UDL Now!* With 16 years of experience in teaching and administration, and an earned doctorate in curriculum and teaching, Katie's work has impacted thousands of educators worldwide as her contributions and collaborations have built upon the foundation for an educational framework that is critical for student success. Dr. Novak's work has been highlighted in many publications including *Language Magazine*, *Motherly*, *ADDitude Magazine*, *Commonwealth Magazine*, *AMLE Magazine*, the *Huffington Post*, *ASCD Education Update*, and *School Administrator*.

WEBINAR SLIDES



SLIDES 1-7

VIEW VIDEO





MODULE 1

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.







- ★ Why is it so important to recognize variability among all learners? How do you currently embrace variability in your learning environment?
- ★ From your experience, what challenges do you foresee with educating students from diverse backgrounds with diverse needs in an inclusive environment? What kinds of supports do you think you would need to overcome those challenges?
- ★ Think about the differences between access barriers and engagement barriers. What barriers do you see in your learning environment and how can you provide more voice and choice to your students to help overcome those barriers?



MODULE 1

Resources

For additional resources to explore variability, UDL, and inclusive practice, choose one or more of the following resources:

-  Read [this article from Understood.org on how UDL is different from traditional education.](#)
-  Research has shown that both students with disabilities and the most advanced students are more successful when they are educated in an inclusive classroom setting. For a thorough review of the research, [review pages 37-40 of this report from the National Council on Disability.](#)
-  Read Chapters 2 and 3 in [UDL Theory and Practice](#) on learner variability and expert learning (create free login to access).
-  Explore [CAST's UDL Guidelines](#) and watch this [video by David Rose discussing the structure of the UDL guidelines.](#)
-  Watch this [TED Talk by Todd Rose](#) who discusses why we shouldn't focus on averages in our learners and how we must embrace variability.
-  Read more about the [UDL Dinner Party Analogy](#) and how UDL and Differentiated Instruction are different in this blog by Katie Novak.

MODULE 2

Webinar 1: Part 2

Incorporating UDL into your Turnaround Plans



Featuring Dr. Kristan Rodriguez

Dr. Kristan Rodriguez is the Founder of the Rodriguez Educational Consulting Agency. Dr. Rodriguez specializes her consulting in the application of Universal Design for Learning in the field of educational leadership. The book she co-authored, *Universally Designed Leadership*, is the premier title for implementing UDL in systems and schools, and was ranked in the top 100 books on Educational Administration on Amazon.

Dr. Rodriguez has served as a Superintendent of Schools, along with other district leadership positions in the field of curriculum and instruction, including experience as an Assistant Superintendent, Director of Curriculum and Curriculum Coordinator, Principal, and Assistant Principal. Kristan holds a Ph.D. in Educational Administration from Boston College, an M.Ed. in Curriculum and Instruction from Gordon College, and a B.S. in Secondary English Education from Boston University.

WEBINAR SLIDES



SLIDES 1-17

VIEW VIDEO





MODULE 2

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.








- ★ Turnaround Practice #2 encourages us to focus on intentional practices for improving instruction. How can incorporating UDL into your plan help to make instruction more intentional in your learning environment?
- ★ Create a sample action item that you believe would improve your school's plan related to Turnaround Practice #2 and help you come closer to meeting MAGs or your SMART goals.
- ★ Turnaround Practice #3 encourages schools to provide student-specific supports and interventions informed by data and the identification of student-specific needs. How can you use the best-practices of UDL in targeted and intensive support settings to improve access and equity?
- ★ Create a sample one-year action item that you believe would improve your school's plan related to Turnaround Practice #3.



MODULE 2

UDL Resources

Choose one or more of the following resources on implementing UDL:

-  Read Chapter 5 in [UDL Theory and Practice: A Framework for UDL Implementation](#) (create free login to access). Use the [Book Group Guide](#) to hold moderated book groups among your educators learning about UDL.
-  Use the [UDL Self-Assessment tool](#) to assist you as you plan implementation of UDL in your school or district.
-  Use the [UDL Progression Rubric](#) as a self-assessment and/or evaluation tool to determine areas where you may be already implementing UDL principles and think about which aspects you want to work on in your learning environment.
-  View an example personalized [UDL Fidelity Measure](#).
-  Encourage your educators to use the [UDL Lesson Plan Review Template](#).
-  Use the [UDL Observation document](#) when assessing current educator practices.
-  The [Inclusive Practice Academy Video Facilitation Guide](#) can be used during faculty meeting to build knowledge of UDL and other inclusive practices.

MORE INFO ON TURNAROUND PRACTICES

Explore research on [Effective Practices for School Turnaround](#) from the Massachusetts Department of Elementary and Secondary Education (DESE)

[Review guidance from the Massachusetts Department of Elementary and Secondary Education on Turnaround Plans](#) including information on required MAGs and sample plans on MAGs






Find tools and resources on Turnaround Practices at matoolsforschools.com



MODULE 2

MTSS Resources

Choose one or more of the following resources on MTSS:

-  Watch this video: “[What is MTSS?](#)”
-  Read about the new [MTSS visual](#) and what it means.
-  Watch a [video unpacking the new MTSS visual](#).
-  Explore the new Massachusetts [MTSS Blueprint](#).
-  Watch a [video introducing the new Massachusetts MTSS Blueprint](#).

MODULE 3

Webinar 2

Identifying Inequities and Elevating Expectations in Education



Featuring Tesha Fitzgerald

Andratesha Fitzgerald has worked in urban education for over fifteen years as a teacher, building leader and currently at the district level in urban school district in Ohio. As a Martha Holding Jennings Foundation Scholar, Fitzgerald exhibited excellence in teaching and a strong commitment to urban education from the very start of her career. She was featured in Education Week twice.

With a passion for UDL and culturally responsive teaching and learning, she has helped districts, schools, and teachers craft implementation plans and professional practice cadres to become expert learners while transforming learning communities. In her soon to be published book, UDL and Urban Education: An Expressway to Success, Tesha helps teachers and leaders in urban schools to implement UDL to narrow the achievement gap, increase graduation rates, and increase the outcomes and next generation skills of all learners in ways that are both culturally sustaining and linguistically appropriate.

WEBINAR SLIDES



SLIDES 1-24

VIEW VIDEO





MODULE 3

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.









- ★ Think about some pain points within your classroom, school, or district. How much do those pains hurt? Do they hurt enough to drive change? What can you do to help implement that change?
- ★ Take a minute to think about your students, past and present. Which students had a significant impact on you and drove you to want to do things differently? Why?
- ★ Respond to this quote by Zaretta Hammond on why students of color struggle in school: “They struggle because we don’t offer them sufficient opportunities to develop the cognitive skills and habits of mind that would prepare them to take on more advanced academic tasks.” What practices do you see in your school or classroom that could prevent all students from experience deep learning?



MODULE 3

Resources

To further explore the concepts discussed in this module, choose one or more of the following resources:

-  Watch this video on [how a school targets the opportunity gap](#).
-  Use this [Theory of Action Protocol](#) to develop a strategy to address pains and challenges in your systems that prevent all students from experiencing deep learning.
-  Explore the resources and videos on [Trauma Sensitive Schools](#).
-  Visit the [ICS Equity site](#) to learn more about eliminating inequities in schools and/or to register for their Institute.
-  Use the [SMART Goal Protocol](#) to create a plan to implement change that addresses your pain points.
-  Read up on [conducting equity audits](#) in this article from Education Week.
-  Read this article by Katie Novak: [Road Tested / Learning Should Be a Conversation with Students by Katie Novak](#)
-  Explore this list of [10 Ways Educators Can Take Action in Pursuit of Equity](#)

MODULE 4

Webinar 3: Part 1

Culturally Responsive Design and Implicit Bias



Featuring Joni Degner

Joni Degner is an internationally recognized professional learning designer, UDL facilitator for Bartholomew Consolidated School Corporation (BCSC) in Columbus, Indiana, and co-owner of DTour Professional Learning. Joni's 10 years of classroom experience and 6 years of work as a professional learning designer and instructional coach are driven by her relentless commitment to honoring learner variability and diversity. Joni designs professional learning and resources in Universal Design for Learning, Cultural Responsiveness, Implicit Bias, and Developmental Relationships. Joni is committed to transforming schools into institutions of opportunity by focusing on teachers as designers, a strong knowledge of UDL and learner-centered design, as well as short-term and longitudinal implementation strategies that boost teacher efficacy and student engagement. Joni is a committed partner to CAST and the UDL-IRN.

WEBINAR SLIDES



SLIDES 1-17

VIEW VIDEO





MODULE 4

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.










- ★ Why is it important to know yourself and understand your own implicit biases that you bring to a learning environment?
- ★ Take an implicit bias test from the resources section of this module. Are you surprised to possess any implicit biases that are not in line with your declared beliefs? How do you feel about your results?
- ★ How can you use data to make sure that no student's success or failure is determined by his or her own identity?
- ★ In what ways do you think you can begin to challenge and interrupt your own implicit biases?



MODULE 4

Resources

For additional resources to explore implicit bias, choose one or more of the following resources:

-  For a deep dive into implicit bias, read Gary Howard's book, [We Can't Teach What We Don't Know](#).
-  Explore the [Kirwan Institute for the Study of Race & Ethnicity](#) including the modules and the annual implicit bias review.
-  Read a research study from the Yale Child Study Center on [Preschool Implicit Bias](#).
-  Take the [Implicit Association Tests](#) from Harvard's Project Implicit.
-  Try the [Teaching Tolerance Implicit Bias Tests](#) to see where you may have implicit biases.
-  Watch this PBS Video on [Peanut Butter, Jelly, and Racism](#).
-  For a great resource on equity, review the [The Hechinger Report-Teacher's Go to School on Racial Bias](#).
-  Watch this video from RSA on [Understanding Unconscious Bias](#).
-  View a two-part webinar series from CAST on UDL and Cultural Variability.
 - ★ [Part 1](#)
 - ★ [Part 2](#)

MODULE 5

Webinar 3: Part 2

Funds of Knowledge



Featuring Joni Degner

Joni Degner is an internationally recognized professional learning designer, UDL facilitator for Bartholomew Consolidated School Corporation (BCSC) in Columbus, Indiana, and co-owner of DTour Professional Learning. Joni's 10 years of classroom experience and 6 years of work as a professional learning designer and instructional coach are driven by her relentless commitment to honoring learner variability and diversity. Joni designs professional learning and resources in Universal Design for Learning, Cultural Responsiveness, Implicit Bias, and Developmental Relationships. Joni is committed to transforming schools into institutions of opportunity by focusing on teachers as designers, a strong knowledge of UDL and learner-centered design, as well as short-term and longitudinal implementation strategies that boost teacher efficacy and student engagement. Joni is a committed partner to CAST and the UDL-IRN.

WEBINAR SLIDES



SLIDES 1-10

VIEW VIDEO





MODULE 5

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.







- ★ How can we engage with parents and families of students to elicit students' Funds of Knowledge?
- ★ What barriers and challenges do you foresee when thinking about learning more about students' Funds of Knowledge? What can you do to overcome those barriers?
- ★ How can we best draw on the resources and the Funds of Knowledge our students come to us with so we can bridge the gap between the home world they live in and their learning environment?
- ★ How can we use funds of knowledge to design better environments throughout the entire school?



MODULE 5

Resources

For additional resources on Funds of Knowledge and Culturally Responsive Design, choose one or more of the following resources:

-  Read Luis Moll's [Funds of Knowledge](#) (book).
-  Watch a [short video of Moll explaining the concept of Funds of Knowledge](#).
-  Explore this 2-page [PDF document on Funds of Knowledge and Cultural Concepts](#) and use the Q&A section to collect Funds of Knowledge.
-  Watch a [short PowToon Video on Funds of Knowledge](#).
-  Read this article on [ELL's Background Knowledge as an Academic Fund](#).
-  Explore [Brown University's site on Culturally Responsive Teaching](#).

MODULE 6

Webinar 4: Part 1

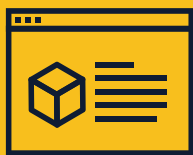
Learner Variability and Special Education



Featuring Zachary Smith

Zach Smith was born and raised in Fresno, California. Growing up in with siblings with disabilities, Zach saw first hand the impact of exclusionary instructional practices. After graduating from Fresno State, he started his career as a special education teacher for 8 years in Sanger Unified. Over the past 3 years, he has co-led the implementation of Universal Design for Learning (UDL) for all teachers in Sanger. Beginning in the fall of 2019, Zach will start a new chapter in his professional journey as a student in Harvard’s Doctorate of Education Leadership program in Cambridge Massachusetts. Zach lives with his wife and best friend Dorothy, as well as their four daughters. Zach is a passionate advocate for the power of inclusion to revolutionize the way teachers teach and being paramount for closing achievement gaps.

WEBINAR SLIDES



SLIDES 1-16

VIEW VIDEO





MODULE 6

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.






- ★ What can we do to help promote the belief that students receiving special education are an asset to the education system instead of a liability?
- ★ How does UDL help us remove the stigma of special education?
- ★ What are some ways you see UDL creating access for learners with more intense support needs?
- ★ Which supplementary aids and services do you think would be most helpful to incorporate into the language of general education practitioners to help promote access?



MODULE 6

Resources

For additional resources on inclusion practices and special education, choose one or more of the following resources:

-  Review the [Hehir report](#) Zach discusses during the webinar.
-  Use the [Inclusion Minutes Template](#) to plan inclusion opportunities for all students.
-  Look through the different [laws and language around the rights of all students](#) to a free and appropriate public education
-  [A Concert for the Deaf](#) - Watch this videos and reflect on the ways an inclusive experience made for a better experience for everyone. How might we apply these same value to education?
-  Read this [journal article that looks at the effects of designing reading experiences for students with learning disabilities using UDL and technology](#)

MODULE 7

Webinar 4: Part 2

Working Together: General Education and Special Education Partnerships



Featuring Zachary Smith

Zach Smith was born and raised in Fresno, California. Growing up in with siblings with disabilities, Zach saw first hand the impact of exclusionary instructional practices. After graduating from Fresno State, he started his career as a special education teacher for 8 years in Sanger Unified. Over the past 3 years, he has co-led the implementation of Universal Design for Learning (UDL) for all teachers in Sanger. Beginning in the fall of 2019, Zach will start a new chapter in his professional journey as a student in Harvard's Doctorate of Education Leadership program in Cambridge Massachusetts. Zach lives with his wife and best friend Dorothy, as well as their four daughters. Zach is a passionate advocate for the power of inclusion to revolutionize the way teachers teach and being paramount for closing achievement gaps.

WEBINAR SLIDES



SLIDES 1-12

VIEW VIDEO





MODULE 7

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.





- ★ What can you do in your learning environment to help bridge the gap between general education and special education?
- ★ Respond to this quote: “Inclusion cannot happen with students if it never happens between the adults within the system.”
- ★ What do you see as the biggest barriers to special education and general education practitioners working together? What do you think could be potential solutions for removing those barriers?



MODULE 7

Resources

For additional resources on inclusion practices and special education, choose one or more of the following resources:

-  Use this [Weekly Inclusion Plan](#) template to better align general education and special education learning objectives.
-  Read this blog article from Harvard on [creating better teacher partnerships](#) or take a deep dive into the [related journal article](#).
-  Read this article from ASCD: “[Special Education: A Service Not a Sentence](#).”
-  Watch this [video on co-teaching](#) at Sioux Falls Schools.

MODULE 8

Webinar 5: Part 1

Deconstructing Inequitable Systems of Oppression



Featuring Cornelius Minor

Cornelius Minor is a frequent keynote speaker and Lead Staff Developer at Columbia University’s Teachers College Reading and Writing Project. In that capacity, he works with teachers and school leaders to support deep and wide literacy reform in cities across the globe. His work in cultural responsiveness supports educators to improve comprehensive instruction while also building schools and systems that are socially just. Minor is internationally recognized for his work in social justice education and supporting educators to examine implicit and explicit bias, addressing racial and economic achievement gaps, and creating systems of equity. As a staff developer, Cornelius draws upon his years teaching in the Bronx and Brooklyn.

WEBINAR SLIDES



SLIDES 1-12

VIEW VIDEO





MODULE 8

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.







- ★ Think about the question, “Why aren’t we there yet?” Where is “there” in your learning environment and why haven’t you arrived?
- ★ Literacy is not just an academic pursuit. It is also a social-political one. When thinking about literacy in this way, how does literacy help us overcome the barrier of oppression?
- ★ Think about inequitable systems in your schools that affect certain groups of people. What can we do beyond having good intentions to disrupt systems that don’t quite work for kids and move towards more equitable practices?
- ★ What rules, policies, practices, procedures, traditions and customs are in your school system that may be leading to inequitable outcomes for kids?



MODULE 8

Resources

For additional resources on inclusion practices and inequitable systems, choose one or more of the following resources:

-  Read this article from Edutopia: [Teaching for Justice: 10 Ways To Unravel Systemic Oppression](#)
-  Take a deep dive into inequity and oppression in Cornelius Minor's book: [We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be](#)
-  Read this article from the Washington Post, [The Troubling Shortage of Latino and Black Teachers - and What to Do About It](#)
-  Review this report by Django Paris on [Equity by Design: On Educating Culturally Sustaining Teachers](#)
-  Listen to this interview from NPR: [Why is it so hard for white people to talk about racism?](#)
-  Watch Cornelius talk further about [systemic oppression](#)

MODULE 9

Webinar 5: Part 2

Addressing Systems of Oppression



Featuring Cornelius Minor

Cornelius Minor is a frequent keynote speaker and Lead Staff Developer at Columbia University’s Teachers College Reading and Writing Project. In that capacity, he works with teachers and school leaders to support deep and wide literacy reform in cities across the globe. His work in cultural responsiveness supports educators to improve comprehensive instruction while also building schools and systems that are socially just. Minor is internationally recognized for his work in social justice education and supporting educators to examine implicit and explicit bias, addressing racial and economic achievement gaps, and creating systems of equity. As a staff developer, Cornelius draws upon his years teaching in the Bronx and Brooklyn.

WEBINAR SLIDES



SLIDES 1-7

VIEW VIDEO





MODULE 9

Discussion Questions

Choose one or more of the following discussion questions and discuss, tweet, or write a reflection.







- ★ Think about your learning environment and everything in it: decorations, grading, curriculum, seating arrangements, etc. Where might passive oppression be hiding in your learning environment?
- ★ What barriers do you foresee to conducting your own in school research? How can you overcome those barriers? Hypothesize what you think you may find.
- ★ Have you made attempts to change systemic oppression in your learning environment but easily been discouraged? How does Cornelius's skateboarding analogy encourage you to try again?



MODULE 9

Resources

For additional resources, choose one or more of the following:

-  Review Teaching Tolerance’s [Social Justice Standards](#)
-  Watch Christopher Emdin talk about his book, “[For White Folks Who Teach in the Hood](#)”
-  Look at this [infographic on Institutional Racism](#)
-  Watch Cornelius talk further about our [own cultures, mindsets and biases](#)
-  Watch Cornelius talk further about [disproportionality in schools and how to take strategic approaches to address it beyond just being “nicer”](#)
-  Read this report from Martin Habberman on [The Pedagogy of Poverty Versus Good Teaching](#)