

# Teaching with an Equity Mindset: Supporting All Learners

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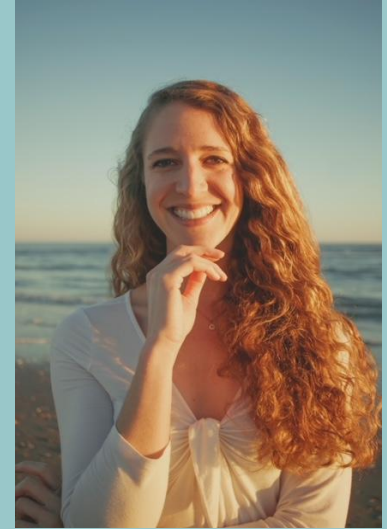
**Hi.**



**Aqua Stovall**  
(she/her)  
CEO, SELF



**Shannon Garfield**  
(she/her)  
Chief Program Officer, SELF



**Rebecca Smith de Hernandez** (she/her)  
Executive Assistant, SELF



## Essential Question

How can we design learning experiences that create equitable outcomes?

# Today's Objectives

- Describe the characteristics of *expert learners*
- Explain how the principles of *Universal Design for Learning* support the development of *expert learners*

# Today's Agenda with Approximate Timestamps (CST)

12:20

- Equity

12:35

- Principles of UDL

12:50

- Expert Learners



# EQUITY



## Universal Design for Learning in Action



Checkpoint 7.2  
Optimize relevance, value and  
authenticity

## Brainstorm:

What does *EQUITY* mean to  
you?



# Brainstorm:

What does EQUITY mean to you?





INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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<b>REALITY</b> One gets <b>more than</b> is needed, while the other gets <b>less than</b> is needed. Thus, a huge disparity is created.	<b>EQUALITY</b> The assumption is that <b>everyone benefits from the same supports</b> . This is considered to be equal treatment.	<b>EQUITY</b> <b>Everyone gets the support they need</b> , which produces equity.	<b>JUSTICE</b> All 3 can see the game without supports or accommodations because the <b>cause(s) of the inequity was addressed</b> . The systemic barrier has been removed.	<b>INCLUSION</b> Everyone is <b>INCLUDED</b> in the game. <b>No one</b> is left on the outside; we <b>didn't</b> only remove the barriers keeping people out, we made sure they were valued & involved.

@ClinPsychDavid

# UNIVERSAL DESIGN FOR LEARNING

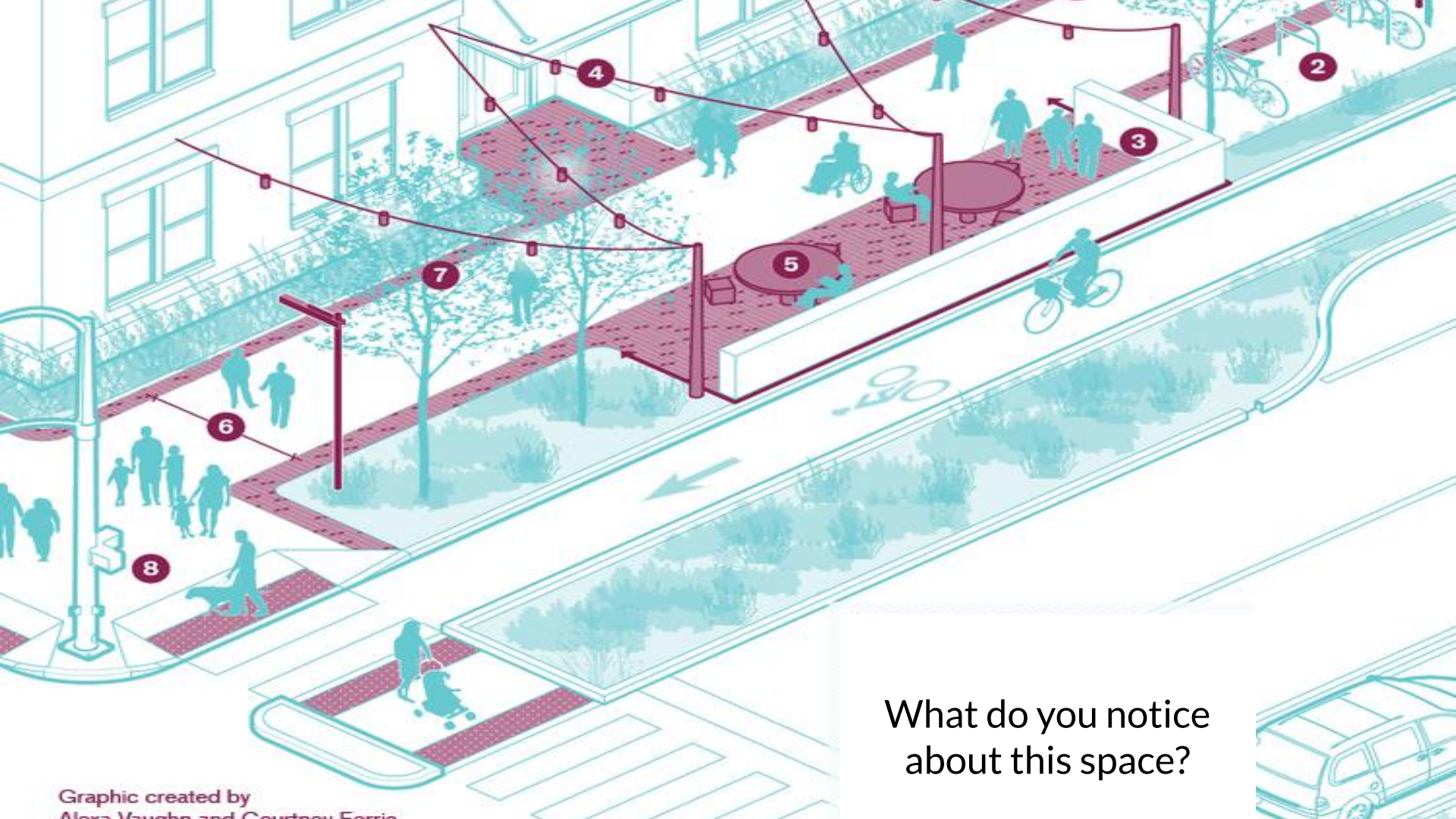


Who are  
we  
teaching?

Who is our  
curriculum  
designed  
for?







Graphic created by  
Alexa Vaughn and Courtney Ferris

What do you notice  
about this space?



# UNIVERSALLY DESIGNED INSTRUCTION



The purpose of UDL implementation is to support the development of **expert learners** – learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interest, effort, and persistence during a learning task.





**True**

**or**



**False**

# UDL Myths and Facts





**True or False?**

UDL is intended only for students who receive special education services.



**FALSE.** 



**True or False?**

UDL is another  
word for  
differentiation.



**FALSE.** 



**True or False?**

UDL is engaging  
and rigorous.



**TRUE.**



**True or False?**

UDL is not  
aligned with  
direct  
instruction.



**FALSE.** 





# EXPERT LEARNERS





# Expert Learners

Expert: One who has mastered a skill



motivated



resourceful



strategic

# Exploring Expert Learners



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

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# Expert Learners are Engaged Learners

- *The more structured we make the environment, the more structure learners need.*
- *The more we decide for learners, the more they expect us to decide.*
- *The more motivation we provide, the less they find within themselves.*
- *The more responsibility for learning we try to assume, the less they accept on their own.*

(Watkins, 2009)



let's check our understanding



← more confident  
less confident →

**FIST TO FIVE**

Explain how the principles of Universal Design for Learning support the development of expert learners

# NURTURING EXPERT LEARNERS



# Nurturing Expert Learners

## Remove Barriers

Create classroom environments and learning experiences that increase access to the learning goal

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Scaffold Skills

Build the skills necessary for expert learning.

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Create classroom environments and learning experiences that increase access to the learning goal

Scaffold Skills

Build the skills necessary for expert learning.

Empower Independence

Help students internalize the skills of expert learners

# CLOSING



**UDL issues a series of invitations to honor learners and ourselves, to change our teaching practices, and commit to teaching all learners.**

**UDL invites:**

- students to show their brilliance
- teachers to show they care
- students to take their learning into the world and share it
- those who say they want the best for “all” students to really mean it by showing their support for those learners
- students how to struggle and “fail forward” while practicing self-regulation
- students to learn how they learn best and take charge of their learning

**“Building a community of learners is messy and launching into community building with the lens of antiracism is even messier. But it is always worth the beauty that follows”**

-Andratesha Fitzgerald author of [Antiracism and Universal Design for Learning](#), by - page 131





**Today's Essential Question:** How can we design learning experiences that create equitable outcomes?

**What is one idea, take-away, a-ha, or next step you're taking with you today?**

# Thank you!

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