AURORA INSTITUTE

SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 3:40-4:00 PM ET

Shovel the Ramp Not the Stairs: Turning Inequality into Inclusive Instruction

PRESENTERS:

- Elizabeth Hartmann, CAST/TIES Center
- Dr. Deborah Taub, OTL Education Solutions
- Treah Hutchings, InnovateEDU

Shovel the Ramp Not the Stairs: Turning Inequality into Inclusive Instruction

Presented with collaboration from EALA, CAST, & TIES

EDUCATING ALL LEARNERS
EDUCATINGALLLEARNERS.ORG

TIES Center

CAST

Committed to Each and Every Learner

As teachers adjust to teaching and learning this year, barriers to an equitable and inclusive education can feel more daunting than ever.

The Educating All Learner's Alliance (EALA), with the help of the **UDL Framework**, as presented by **CAST** and the **TIES Center**, is here to show a path forward. Together, we are working to provide strategies and a community space for equity and innovation in education.

Treah Hutchings

Elizabeth Hartmann

Deborah Taub

Meet Aurora

All About Me!

My name is Aurora Summers.

I am 13 years old.

I have Down syndrome.

I am in 8th grade.

Things I am good at & that are important to me:

Singing, dancing, watching movies, my sister, my friends

I think you should know....

I do not like when people tell me what to do. I get mad and yell and stomp. Do not tell me what to do.

I work best when....

I have choices. I am able to work with my friends and do teenager work. I am a teenager. I should do teenager work.

I want to go to school with my sister.

More About Aurora

My family thinks you should know....

Aurora has been doing the same work for years: telling time, counting change, and identifying letters of the alphabet. We want Aurora to be in her neighborhood school, but are worried about how she will fit in and what she will learn. We know she needs to be part of her community now if she is going to be part of her community after graduation.

My teachers think you should know....

Aurora reads on a second grade level. She is able to do basic math with manipulative and understands "more" and "less".

Sometimes it is difficult to understand what Aurora is saying. She is starting to use a communication system to help her be better understood.

Turning Inequity into Inclusive Instruction

How do we meet the Aurora's unique needs? What can she help us learn about providing equitable access to inclusive learning experiences for all?

- **Universal Design for Learning (UDL)**
- The vision of UDL is that each learner is unique, so **instruction needs to be flexible enough to meet this variability while maintaining high expectations for all students.**

UDL in Practice

So, what is a teacher to do with UDL?

We need to stop seeing Aurora as the problem. In fact, Aurora's learner variability is a desirable strength, because it helps us to see where we are clinging to old, and inflexible ways of instruction.

She helps us bust curriculum barriers and replace them with **innovative, proactively designed options**.

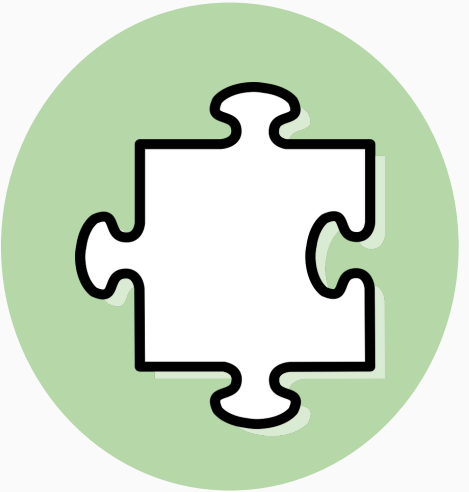
Let's Start with ENGAGEMENT --

Although Aurora doesn't like being told what she should learn, she is very engaged with her peers.

This **variability in her motivation and persistence** leads us to design flexible pathways to learning that consider how to **recruit her interest, motivate her** to collaborate with peers, even when shes is struggling, and **encourage her to believe that she has the ability to cope**, even when learning gets difficult.

Bust Barriers to ENGAGEMENT

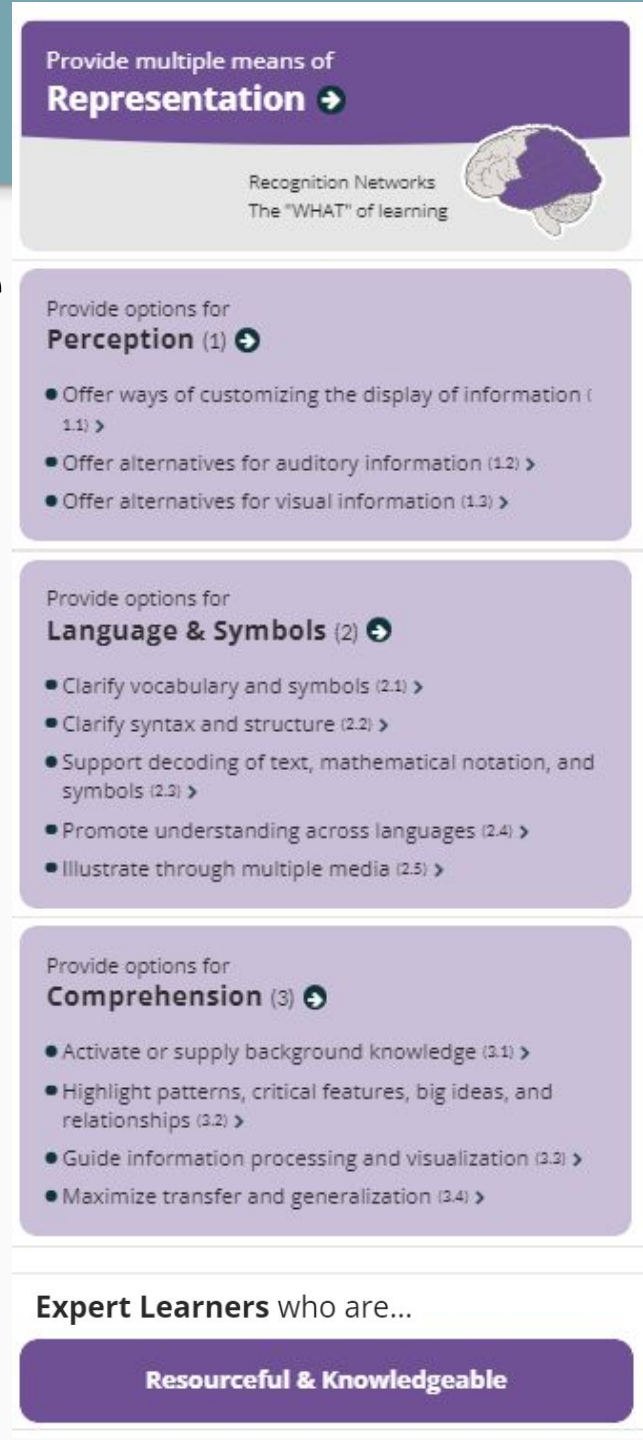
If Our Goal Is…	Ways to Engage
Recruiting Interest →	If adult directions are a barrier, let's have peers provide support.
Sustaining Effort & Persistence →	If long instructions are a barrier, let's chunk directions into a written list
Self Regulation →	If a lack of opportunity to cope is a barrier, let's provide options to take when frustrated, like "cool off" time alone.



Now let's consider REPRESENTATION--

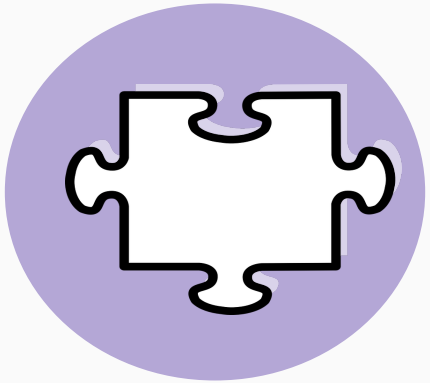
Aurora can easily decode words and symbols that have meaning to her, like the texts she sends her family and friends.

This **variability in how she takes in and comprehends information** leads us to design flexible pathways to learning that **provide alternative to text**, **clarify vocabulary** with multimedia, and **maximize generalization** through activating background knowledge.



Bust Barriers to REPRESENTATION

If Our Goal is…	Ways Information is Represented
Perception →	If text is a barrier, let's add visuals and multimedia.
Language & Symbols →	If complicated vocabulary is a barrier, let's provide adapted texts, or pair texts with videos.
Comprehension →	If building connections is a barrier, let's provide students with guided notes to facilitate big ideas.



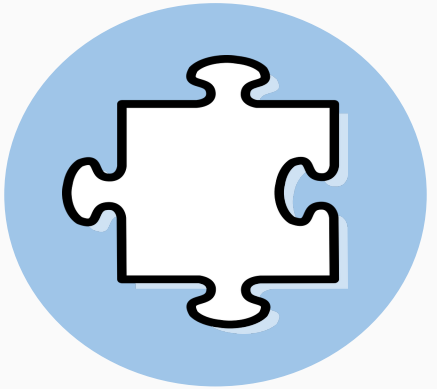
Finally, let's consider ACTION & EXPRESSION--

Aurora loves presenting and being dramatic, especially when others are able to capture her performances on video.

The **variability in her expression** leads us to **vary the ways she can respond using technology** and **multimedia for communication**. We also integrate opportunities for her to develop her skills for **monitoring her own progress as she learns.**

Bust Barriers to ACTION & EXPRESSION

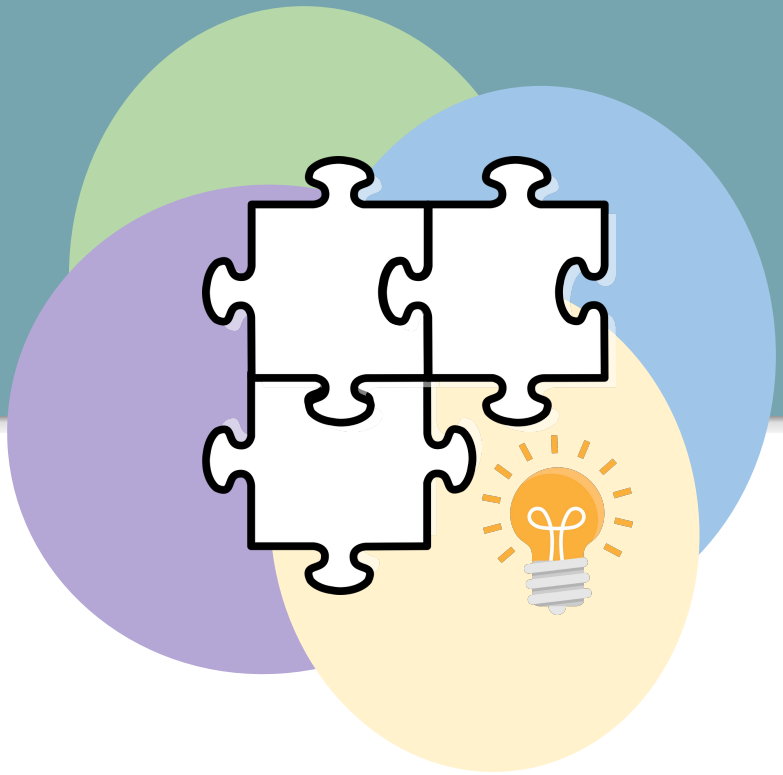
If Our Goal Is…	Ways to Build Skill in Learning
Physical Action →	If an over-reliance on pen and paper writing is a barrier, let's use laptops for composition.
Expression & Communication →	If expressing understanding is a barrier, let's vary the ways students can respond, such as video, for communication.
Executive Functions →	If a lack of opportunity for self-reflection is a barrier, let's provide a checklist or rubric.



Where is your focus -- the steps or ramp?

- The UDL framework paired with inspiration from Aurora help us bust barriers for all!
- What is necessary for **SOME** is useable for **ALL**

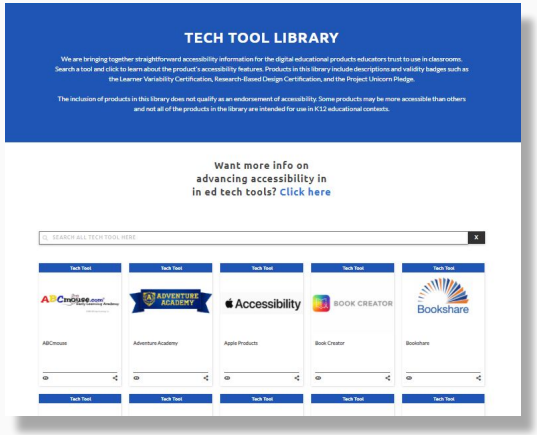
Conclusion



- Each and every student is worthy of an equitable education
- Bust barriers, focusing on exclusionary practices and expanding your view of curriculum and instruction
- Leverage the power of design for innovation

Resources

Designing for Inclusion
Key Takeaways and Resources
This document is a summary of the core content found within the ISTE U professional development online course, Designing for Inclusion. It includes key points and relevant resources that guide educators in using the Universal Design for Learning (UDL) framework to proactively plan and design learning experiences that are welcoming, accessible, and engaging for the widest range of learners. This document is intended to be shared with any and all K-12 educators.
Foundations of Inclusive Learning Design
Engagement – The Why of Learning
Representation – The What of Learning
Action & Expression – The How of Learning
Reflecting on Your Practice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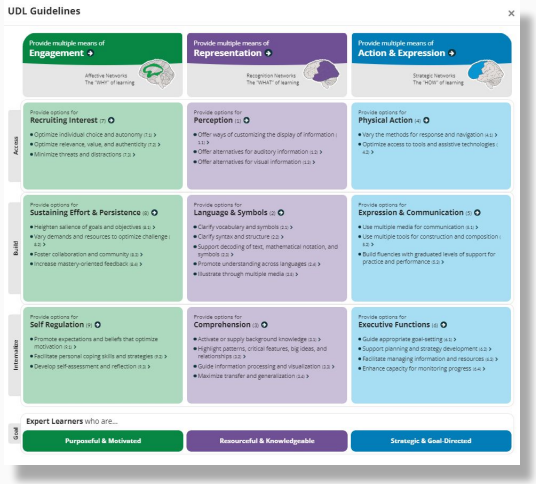
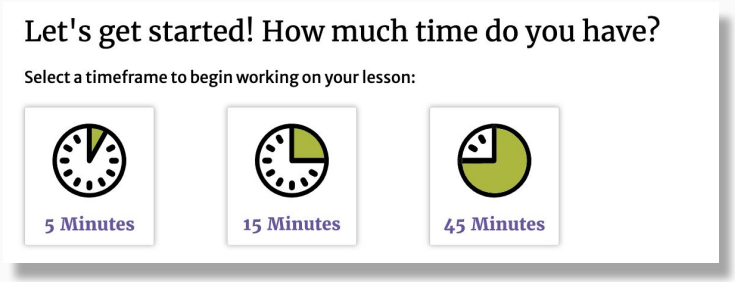
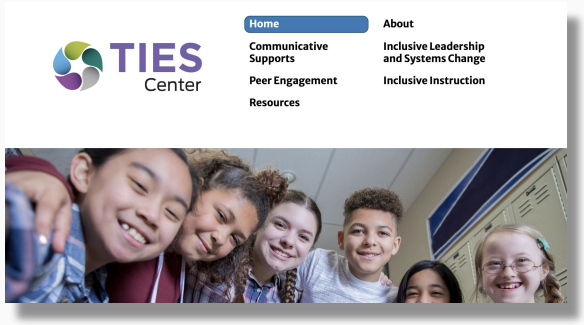

UDL Guidelines
Engagement
Representation
Action & Expression
Recruiting Interest
Perception
Physical Action
Sustaining Effort & Persistence
Language & Symbols
Expression & Communication
Self Regulation
Comprehension
Executive Functions
Expert Learners who are...
Purposeful & Motivated
Resourceful & Knowledgeable
Strategic & Goal-Directed


Let's get started! How much time do you have?
Select a timeframe to begin working on your lesson:
5 Minutes
15 Minutes
45 Minutes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Inclusive Leadership and Systems Change
Peer Engagement
Inclusive Instruction
Resources

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Symposium

OCTOBER 25-27, 2021 | VIRTUAL

"Leading Competency-Based Education Redesign"

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).