



IT DOES TAKE ALL THAT: ENGAGING GENERATION Z THROUGH UNIVERSAL DESIGN FOR LEARNING AND CULTURAL RESPONSIVENESS

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Group Norms

1. Present and engaged;
2. Open and responsive;
3. Cell phones on vibrate & laptops closed please;
4. Growth Mindset

About me...

- ▶ Montgomery College
- ▶ Prince George's Community College
- ▶ Johns Hopkins University
- ▶ PARCC
- ▶ NAEP
- ▶ PGCPS
- ▶ "For Special Educators Who Have Considered Giving Up When the Rainbow is Enough: A Retrospective and Prospective Essay on Being a Black Male in Specialized Education in *Gumbo for the Soul: Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations* (edited by Brian L. Wright, et al.)

Who's in the room

- ▶ Name;
- ▶ Educational Context, e.g., principal, instructional coach, English teacher, etc.;
- ▶ One thing you are grateful for today.

Underpinning

According to Forbes (2015), the **generation** after Millennials, **Generation Z**, which they defined as people born from the mid-1990s to the early 2000s, made up 25% of the U.S. population, making them a larger cohort than the Baby Boomers or Millennials.

The search for the truth is at the root of all Generation Z's behavior.

'Undefined ID'

"Don't define yourself in only one way"



Expressing individual **truth**

'Communaholic'

"Be radically inclusive"



Connecting through different **truths**

'Dialoguer'

"Have fewer confrontations and more dialogue"



Understanding different **truths**

Realistic

"Live life pragmatically"



Unveiling the **truth** behind all things

More Fast Facts

Fast Facts on America's Generation Z

(anyone born after 1995)

RACIAL DIVERSITY IS THEIR NORM **49%** of kids are now children of color

HEALTH INSURANCE IS NOW TYPICAL **96%** of kids have health insurance

TEENAGE GIRLS ARE LESS LIKELY TO BECOME MOTHERS **62%** drop in teen birth rate since 1996

MORE KIDS CALL HIGH-POVERTY AREAS HOME **13%** of kids live in high-poverty areas

THE PUBLIC SAFETY NET IS WIDER **27%** of kids live in families that receive public assistance

SINGLE PARENT FAMILIES ARE ON THE RISE **35%** of kids are now growing up in a single-parent family

Just Remember...

SILENT GENERATION

1925-1945

The Great Depression
The Dust Bowl
WWII
McCarthyism

BOOMERS

1946-1963

Vietnam
Woodstock
The Civil Rights Movement
President Kennedy's assassination
Watergate
Space exploration

GEN X

1964-1978

The fall of the Berlin wall
The Challenger disaster
AIDS
MTV
The Iranian hostage crisis
Desert Storm

MILLENNIALS (OR GEN Y)

1979-1995

9/11
Columbine
Google
Social Media
Video games
Y2K

GEN Z

1996-2010

The Great Recession
ISIS
Sandy Hook
Marriage equality
The first black president
The rise of populism

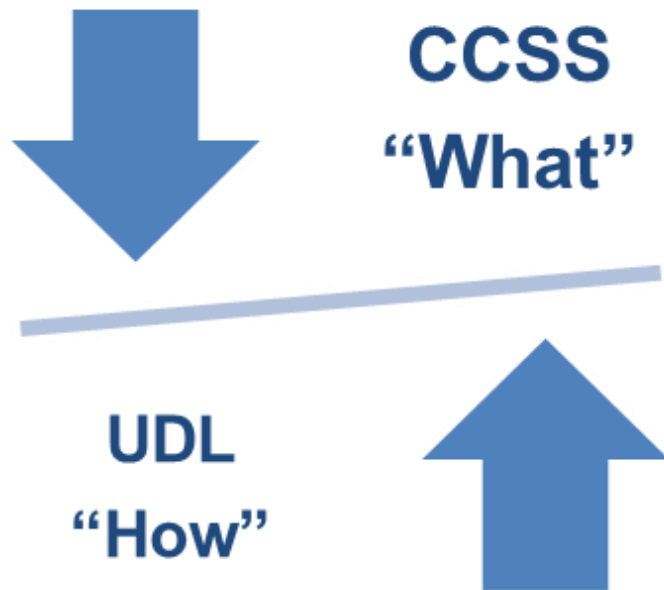
Term Clarity

- ▶ **Differentiation**—thinking of particular students and crafting supports to help those aforementioned students access the general curriculum/ curricula.
 - ▶ Before, during, and after the lesson.
- ▶ **UBD**—designing your lesson with the end product or goal in mind.
 - ▶ Before the Lesson.
- ▶ **UDL** –designing your lesson with every child's learning style(s) in mind.
 - ▶ Before the Lesson.

What is Universal Design for Learning

- ▶ A set of principles for curriculum development that give all individuals equal opportunities to learn
- ▶ A blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—
- ▶ Flexible approaches that can be customized and adjusted for individual needs.

UDL & National Standards



In teaching to the CCSS, educators should provide **multiple ways to access and act on content & resources** to provide learners with the opportunity to **take charge** of their own learning.

What is required?

- ▶ **UDL in the Every Student Succeeds Act (ESSA) of 2015**
- ▶ SEC. 1005. STATE PLANS ; SEC. 1204. INNOVATIVE ASSESSMENT AND ACCOUNTABILITY; SEC. 2221(b)(1). COMPREHENSIVE LITERACY INSTRUCTION; SEC. 4104. STATE USE OF FUNDS [for Student Support and Academic
- ▶ Individuals with Disabilities Education Improvement Act, 2004
 - ▶ References to curricula access, administering assessments, technology, etc.
- ▶ Higher Education Opportunity Act, 2008
- ▶ **UDL in the Higher Education Opportunity Act of 2008**
- ▶ SEC. 202. TEACHER QUALITY PARTNERSHIP GRANTS; SEC. 204. ACCOUNTABILITY AND EVALUATION; SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS; SEC. 231. ENHANCING TEACHER EDUCATION; SEC. 232. USES OF FUNDS; SEC. 251. TEACH TO REACH GRANTS

Principle I.: Multiple Means of Engagement

- ▶ Principle I. Provide Multiple Means of Engagement (the “why” of learning)
 - ▶ Provide Options for Recruiting Interest
 - ▶ Provide Options for Sustaining Effort and Persistence
 - ▶ Provide Options for Self-Regulation

Learners
Engaged

Learners
Motivated

Learners
Challenged,
Excited, or
Interested

Principle II.: Multiple Means of Representation

- ▶ Principle II: Provide Multiple Means of Representation (the “what of learning”)
 - ▶ Provide Options for Perception
 - ▶ Provide Options for Language and Symbols
 - ▶ Provide Options for Comprehension

Educator as
Facilitator

Educator as
Knowledgeable
Other

Educator as
Practitioner

Principle III.: Multiple Means of Action & Expression

- ▶ Principle III. Provide Multitude Means of Action and Expression (the “how” of learning)
 - ▶ Provide Options for Physical Action
 - ▶ Provide Options for Expressive Skills and Fluency
 - ▶ Provide Options for Executive Functions

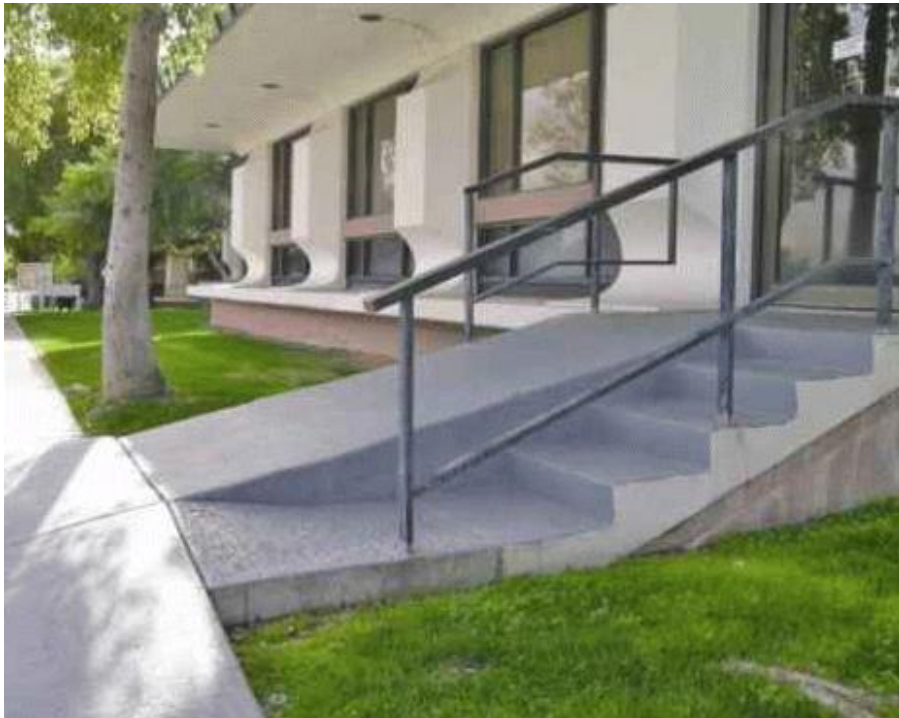
Learners
Show What
They Know

Learners
Ownership

Checking for
Understanding

Worth a Thousand Words

The theory behind UDL Originated in architecture to ensure equitable access to spaces and products.



**CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!**

Wrapping It All Up

Engagement

Stimulate motivation and sustained enthusiasm for learning.

Representation

Present information and content in different ways to support understanding.

Action and expression

Offer options and support so everyone can create, learn and share.

Universal Design for Learning: Know the learners. Identify and remove barriers to learning. Provide multiple learning pathways. Offer a range of universal tools and supports to everyone at the outset.

Jumping Ahead to the Convergence

- ▶ Music
- ▶ Repetition
- ▶ Metaphor
- ▶ Recitation
- ▶ Physical Manipulation of Content
- ▶ Ritual
- ▶ The teacher is "responsive" when she is able to mirror these ways of learning in her instruction, using similar strategies to scaffold learning.

Turn and Talk

- ▶ What is one of your academic/ professional strengths? How did you learn that behavior/skill/knowledge?
- ▶ What is one of your personal values that helped you find success in life? How did you learn it, or who taught it to you?

Introduction to Culturally Relevant Pedagogy



What Are Your Big Takeaways?

- ▶ Let's take one minute and write down your thoughts.
- ▶ Now, let's take some time to share with each other. Volunteers?
- ▶ Here were my takeaways:
 - ▶ Culture has to do with world views, values, and they are both tangible and intangible.
 - ▶ Students are not cultural blank slates.
 - ▶ Culturally relevant teaching is activating student prior knowledge.
 - ▶ Students should not have to adapt to the culture of the school; the school needs to adapt to the students

The Stages of Cultural Relevance

Surface
Food and
Festivals

Integrated
Multicultural
Unites are
Integrated
into lessons
and curricula

Actualized
Multicultural
lessons and
curricula are
taught within
the context
of Social
Justice/
Reform

The Big 8

- ▶ 1. Communication of High Expectations
- ▶ 2. Active Teaching Methods
- ▶ 3. Practitioner as Facilitator
- ▶ 4. Inclusion of Culturally and Linguistically Diverse Students
- ▶ 5. Cultural Sensitivity
- ▶ 6. Reshaping the Curriculum or Delivery of Services
- ▶ 7. Student-Controlled Discourse
- ▶ 8. Small Group Instruction

Ladson-Billings, Gloria, 1947-. (1994). The dreamkeepers : successful teachers of African American children. San Francisco : Jossey-Bass Publishers,

Myths about Culturally Responsive Teaching

- ▶ Culturally relevant teaching is a new and special type of pedagogy that is relevant only to under-resourced, urban students of color
- ▶ Only teachers of color are capable of demonstrating the essential elements of a culturally responsive teaching method
- ▶ Culturally response teaching is a thing you do to minimize the difficulty of teaching most students of color
- ▶ Culturally responsive pedagogy reinforces stereotypes about children of color because this pedagogy and teaching method categorizes and lables children based on their race and ethnicity

From: Irvine, J. J. & Armento, B. J. (2001). Culturally responsive teaching: Lesson planning for elementary and middle grades. New York: McGraw-Hill.

Case Study

Born and raised in Northwest, Washington, D.C. , Jordan “J-Kool Aid” Brown, a fourteen year old, African-American, freshman male student at Calvin Coolidge High School, but his neighborhood friends are mostly members of the Downcounty Consortium, e.g., Montgomery Blair, Wheaton, Albert Einstein, and Northwood High Schools. He used to be a middle school student at Col. El. Brooke Lee Middle School. Jordan is youngest of 4 children.

His GPA is 2.8. He likes tagging; he likes swimming; he enjoys music, e.g., Fetty Wap, Nikki Minaj, and Migos. His favorite classes are English and art. He struggles with written expression, specifically effectively organizing his ideas and using textual based evidence to answer prompts.

His mother is a trustee at Reid Temple AME Church (Glen Dale), so he and his siblings attend church services nearly every Sunday. He is interested in baseball and, even with his struggles with his written expression difficulties, he wants to join the writing staff of *Voices*, the creative writing magazine of John F. Kennedy High School.

What to do tomorrow?

- ▶ Think about:
 - ▶ What makes this assignment culturally responsive?
 - ▶ What are the strengths of this assignment?
 - ▶ What are the weaknesses of this assignment?
 - ▶ How could we, as a group of reflective practitioners, improve this work?

Counting Vowels in 45 seconds



How accurate are you?

*Count all the vowels
in the words on the next slide.*

The List

Dollar Bill

Dice

Tricycle

Four-leaf

Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

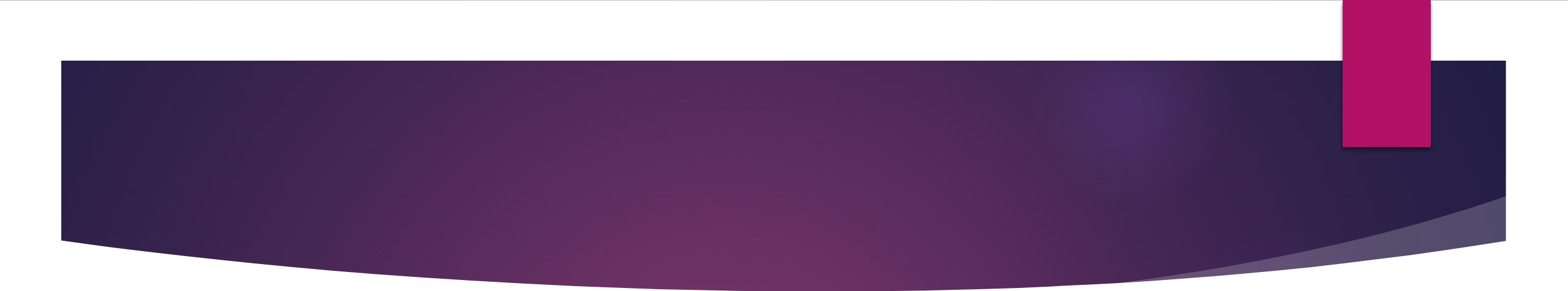
Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour



**How many *words* or
phrases
do you remember?**

OK, no more joking around anymore.

**Now, I really want you focus on
the words for about one minute
and try to remember how many
words or phrases there are.**

The List

Dollar Bill

Dice

Tricycle

Four-leaf

Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

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Quarter Hour

- 
- ▶ **Let's look at the words again for another minute...**
 - ▶ **Do you see a pattern in how the words or phrases are organized?**

The List

Dollar Bill

Dice

Tricycle

Four-leaf

Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

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Finally...

- ▶ Now, how many words or phrases do you remember?



Close Reading through Multiculturalism

Let's explore and
examine together!

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Thank you!