

DEI, UDL, CASEL & Etc from the Student's POV

Tom Fusco with help from Grey Fusco

Rowan University Diversity Statement :

Rowan University promotes a **diverse** community that **begins with students**, faculty, staff and administration who **respect each other** and **value each other's dignity**.

By **identifying and removing barriers** and fostering **individual** potential, Rowan will cultivate a community where **all** members **can learn and grow**. The Rowan University community is committed to a safe environment that **encourages intellectual, academic,** and **social interaction** and **engagement** across **multiple intersections** of identities. At Rowan University, **creating** and **maintaining** a **caring** community that **embraces diversity** in its broadest sense is among the highest priorities.

Universal Design for Learning (UDL)

is a **way of thinking** about teaching and learning that helps give **all students** an **equal** opportunity to succeed. This approach offers **flexibility** in the ways students **access** material, **engage** with it and **show** what they know.

Social and Emotional Learning

According to Collaborative for Academic, Social and Emotional Learning (CASEL), social and emotional learning is "the process through which **children** and **adults** acquire and effectively **apply** the **knowledge**, **attitudes**, and **skills** necessary to **understand** and **manage** emotions, set and **achieve positive goals**, feel and show **empathy** for others, establish and maintain **positive relationships**, and make **responsible decisions**."

All of this is very cool, but I had a Question...

What does all of this mean from the student's point of view?

SO, I asked my kid Grey about that that and they said "You mean how to make school not suck? Ya I have some thoughts..." (one theme is respecting people's authentic voices, so even though it is kinda rude I stuck with it)

First, a bit about Grey



Identifies as “Transgender non-binary”

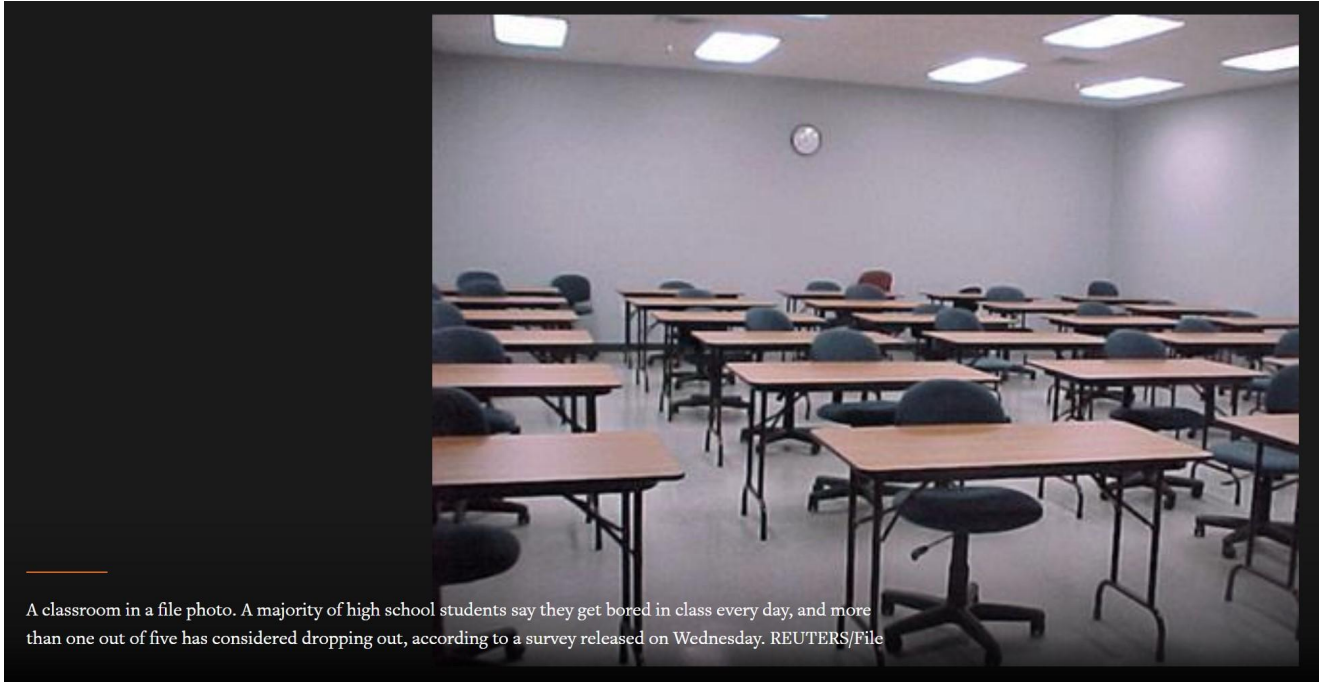
- a. Concept - No One Likes to be Outed/Othered (huge RH)
- b. Therefore Grey is Grey - ALL students are who they say they are
- c. They are not who other people perceive them to be.
- d. And people have different personas at different times
- e. Summation - everyone is individual
- f. **Current pedagogy and curriculum does not respect the individual.**

A bit more context

Non Traditional Education

- Had a rough time in 8th - 10th grade
 - In Retrospect was bullied 5-8 grade
 - Not having any fun at all in school
 - Getting Depressed over the situation
 - We agreed to drop out and get a GED (long Covid story here), no SAT
 - Wanted to take a gap year we agreed after applied to 5 schools and get accepted to at least 3
 - Got into Tom Savinni School of Makeup, DCAD, Wilm U and first choice Ursinus College “With Phat Scholarships”

First Topic- Make Classrooms more inviting



“Looks
Like
Prison”

A classroom in a file photo. A majority of high school students say they get bored in class every day, and more than one out of five has considered dropping out, according to a survey released on Wednesday. REUTERS/File

“No Rows, beanbags and couches,” This Looks Like...



- Traditional Power Structure,
- Sage on the Stage
- Divided from the beginning, no community

“The classroom is the most visible symbol of an educational philosophy ... that a predetermined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours each day ... A 750-square-foot space with 25 student armchair-tablet desks and a teacher’s desk at the front of the room makes eminent sense if this is, indeed, what learning is all about.” [Source](#)

More like this...



- Using mobile flip tables: These are tables with adjustable tops that transform into whiteboards. They're perfect for both brainstorming sessions and class presentations.
- Installing comfy furniture and carpets: This is about ensuring learning shares the same comfortable atmosphere as home does. Chris shares a Pinterest board with some great design ideas.
- Stand-up desks and writable surfaces: These kinds of features facilitate the new collaborative classroom practices of brainstorming and being more physically mobile in the classroom.
- Space and more space: Storage ideas for new technologies include clever nooks and crannies and "hidden" cubbies to keep the learning areas free from clutter. -[Lee Wantabee-Crocket](#)

Or even better...



So this is what I call a Rabbit Hole, you hit on a topic that is so huge that you can do a whole study on it, so let's park it and move on...

Grey said one last thing...



Pets are Cool! (rh)

On to another topic, Assessment...

Grey came up with several themes about how students should be “Graded”

Theme #1 - Reinforcement of Concepts

Have students teach the material they have learned over the past week

- a. Students recap and review material as a **group**,
- b. The teacher helps out as **part** of the group

Theme #2 - No Pressure

“Worst memory of school, being called on to sing a song in spanish class in spanish then told was too quiet etc. I felt horrible”




Theme #2 - No Pressure - cont

1. If students are uncomfortable start with smaller groups
2. Teach social skills and public speaking small to large, start with teachers, friends and pets
3. Grade on presentations and effort, actual facts not so much ie **if you get it wrong go back and fix.**
4. Preparation - write the paper but that leads to ...

Theme #2 - No Pressure - cont

MultiMedia explicit vs all written papers, ie drawings, videos, songs, dance, skits (“ providing options for action and expression is essential.”)

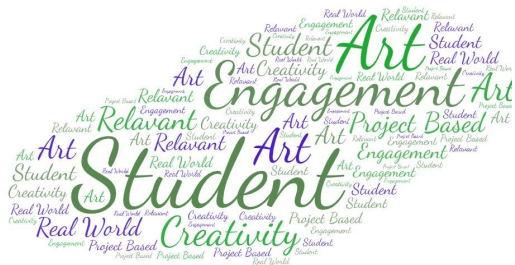
Universal Design for Learning Guidelines

<p>Provide multiple means of Engagement →</p> <p>Affective Networks The “WHY” of learning</p> 	<p>Provide multiple means of Representation →</p> <p>Recognition Networks The “WHAT” of learning</p> 	<p>Provide multiple means of Action & Expression →</p> <p>Strategic Networks The “HOW” of learning</p> 
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Assignment 1: 6 Word Digital Memoir



Writing a memoir and interpreting through a photograph



Theme #2 - Side Bar or yet another Rabbit Hole

Definition of Media Literacy

Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, **create** and participate with messages in a variety of forms — from print to video to the Internet.

Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and **self-expression necessary for citizens of a democracy.**

Theme #2 - No Pressure - cont - process

1. Give notes - constant feedback (no a b c d f)
2. Do again until improvement is demonstrated
3. Lots of time allowed, but not strict deadlines, scheduling of presentations up to students
4. Gradual - sing song in spanish terrified,so - record-video-small groups- to develop skills
5. Friend Groups - Anime Next story

Theme #2 - No Pressure - Friend Groups



“We had a blast creating our costumes and doing a show in front of the whole convention .”(remember this was the one who was terrified to sing in front of the class.) They won best newcomers and next generation award.

Theme #3 - Relevant Skills Assessment:

1. Technical Skills
2. Creativity Skills
3. Overall Performance -
4. Effort -
5. Good
6. Accurate
7. Graduated Assessment - point system based on figure skating
-Never Fail - Just retry

Theme #3 - Relevant Skills Assessment:

MOVES IN THE FIELD JUDGING FORM PRELIMINARY (PM)



Candidate's Name Fusco, Ava Member # 1673513

Candidate's Club Hollydell FSC

Host Club Hollydell FSC Date 2/26/2019

The purpose of this test is to continue the encouragement of beginning skaters to learn the fundamentals of ice skating. The candidate must show knowledge of the steps and a good sense of power (speed and flow). Attention should be given to depth of edges and proper curvature of lobes (rule 5102).

PATTERNS	ELEMENTS TEST STANDARDS / EXPECTATIONS	MARK (+3 to +5)										
	1. Forward & Backward Crossovers power • Ability to increase power - correct blade use through the push • Skates not stepped - starting to see knee bend & rise • Good posture / Transition is important Intro tests opt. (CCW or CW start): F Xovers in a figure 8 pattern; transition between F circles on one B (4-8 Xovers per circle recommended); F to B circle transition SR, CE, optMo followed by B Xovers in a figure 8 pattern (4-8 Xovers per circle)	+1										
	2. Consecutive Outside & Inside Spirals extension, edge quality • Controlled extension (hip level or higher) held for majority of arc • Control after spirals: stepping on an axis (short 2 ft transition) • Some evidence of the development of good form Intro steps opt. (R or L start) FO spirals first (length of ice surface, opt. feet Xovers around end, FI spirals second length, min. of 4 spirals ea. length extended leg should be at no level or higher, if all spirals depends on size of ice & strength of skater)	+2										
	3. Forward Power Three-Turns power • Basic flow & power; weight shift push on transition - power from BI edge • Correct edges - after 3-urn stepping on a BI edge • Well formed lobes - ability to maintain axis Intro steps opt. (R or L start) FO 3 to a balance position followed by B Xover (3-6 sets depending on size of ice & strength of skater) opt. B Xovers around end; second length of ice surface repeat on other foot	+1										
	4. Alternating Forward Three-Turns edge quality • Push off to new size circle perpendicular to axis • 3-urns placed at top of lobes / Control: 3-urn exits & transition • Controlled, correct edges / lobes similar in size Standing start (R or L) at FO 3-urns for width of ice surface, followed by FI 3-urns for second width of ice surface (R or L starts depends on size of ice & strength of skater)	+1										
	5. Forward Circle Eight edge quality, continuous flow • Round circles - similar in size / Edge push • Body control during position changes (sense of organization in repetition) Standing start (R or L) may mark center; pushing onto a FO edge, one FO figure 8. Upon returning to center at completion of 2nd circle, a FI figure 8 by pushing onto FI, repeating previously skated circle. Circles should be equal in size & approx. 1/3 skater's height	+1										
	6. Alternating Bkwd Crossovers to Bkwd Outside Edges power; extension • Good speed, posture & ice coverage (ability to accelerate) • Control during sustained extensions / Equal lobes • Some evidence of development of good form Intro steps opt. all B Xovers to BD edges in consecutive 1/2 circles for one length of ice surface (4-5 lobes)	+1										
Only one element may be reskated at the end of the test, if necessary.	<table border="1"> <tr> <td>Circle</td> <td>Pass</td> <td>Honors</td> <td>Distinction</td> <td>Total</td> </tr> <tr> <td>Test Result</td> <td>+8 to +1</td> <td>0 to +6</td> <td>+7 to +12</td> <td>+1</td> </tr> </table>	Circle	Pass	Honors	Distinction	Total	Test Result	+8 to +1	0 to +6	+7 to +12	+1	+7
Circle	Pass	Honors	Distinction	Total								
Test Result	+8 to +1	0 to +6	+7 to +12	+1								

Judge's Signature Chris Wood Name Chris Wood Mbr # 492300

Judging Panel Required **Three-Judge Panel** (test result determined by majority)
 Three bronze or higher rank test judges certified to judge Moves in the Field II
 Single-Judge Panel
 One silver or higher rank test judge certified to judge Moves in the Field II

“The purpose of this test is to continue the encouragement of beginning skaters to learn...”

1. Each pattern can be given -3 to +3 points.
2. Points are added up and the total determines whether you need to retry or not.
3. Goes from Retry, Pass, Honors, Distinction

Theme #3 - Relevant Skills Fun Fact

1. Students need to **understand concepts deeply**, as opposed to memorize information and reproduce it on an exam, so they can handle advanced course work and later work effectively in their chosen field.
2. Students need to be able to **apply knowledge** in authentic learning and **assessment activities** to develop the skills necessary for work in their chosen field.
3. Students have **diverse abilities, backgrounds, interests, and learning styles**, so assessment variety puts all students on a level playing field in terms of demonstrating what they know and can do.- **Center for Advanced Teaching and Learning Website**

Theme #4 - Respect

Never Demean Students! Math 8th Grade “Teacher told me that some students are only able to learn up to a certain point and that I reached that point and will never learn past algebra.”(fun fact just placed into precalculus in college)

Theme #4 - Respect

- TEACH "Not what to do right, just where you can do better and here is how."
- Learn, students are also teaching if you pay attention. They know things you don't, and that is okay.
- Also - Neurodiversity ie some people need to doodle, need keep occupied does not mean they are not listening. Some people cannot sit still.
- And Finally - Adults need to earn respect, it is not given.

Next steps - the connections

If we go back to our first slide: “Rowan University promotes a **diverse** community that **begins with students**” and look to where Grey’s observations intersect with the mission, we can draw a map of what to do. With the wealth of knowledge, concepts and whole fields of studies that surround education and the overall call to change it is evident there is a lot of work to do.

Next steps - my plan

So, my plan:

1. Continue to look at the Rabbit Holes and start doing a deep dive into:
 - a. UDL
 - b. Media Literacy
 - c. Integrated Students Assessment Models
2. Link the classroom/education structure to DEI in our community.
3. Build out from there, how can the work we do here affect social change?

Questions?