Guiding Questions and Resources for Fostering a Community of Practice through an Antiracism and UDL Book Club

Book/ Materials: Andratesha Fritzgerald's book *Antiracism and Universal Design for Learning (UDL) Building Expressways to Success.*

Book Club Objective: The objective is not to critique the book but to explore the meaning we can bring with us as we discuss and apply her writing to our own work in the School of ESL at the college.

Purpose of book club: The purpose of this 5-week book club is to learn together, guided by Andratesha Fritzgerald's book *Antiracism and Universal Design for Learning (UDL) Building Expressways to Success.*

Guest Speakers: Department Chair, UDL specialist, representative from the Office of Anti-racism, Equity and Human Rights Services.

Format: 1-hour weekly meetings consisting of large and small group discussions and activities guided by broad and focused questions.

Sample Warm up Activities:
- Share an emoji or gif that describes your day so far.
- Name/Random fact or what brought you to this group (introductions)
- Questions with red, yellow and green objects
- Share a book, film, image, event, person who shaped/shifted your understanding of racism and/or universal design for learning. (padlet)
- What is one cool fact about you that others in the group might not know? (Menti)
- Jamboard draw/write what this group has meant to you.

Sample Chapter Questions/Activities

Chapter 1: Honour

Large Group Discussion
- Table 1.1: Codes of Power/Codes of Honour
- How can we honour each other's lived experiences during this book club? Enter what this might look, feel, and sound like! (Teams Whiteboard)
- Summarize Key Themes

Chapters 2 and 3

Materials adapted from TLX Antiracism and UDL Book club, May 2021.

Small Group Discussion
- Chapter 2: Reflecting on this chapter, what are some strategies you might use for fostering expert learning with your BIPOC learners? What are some barriers that need to be dismantled? What systems need to be in place to support learners in developing expertise?
- Chapter 3: Which of the safety checks presented in Chapter 3 are you already implementing in your work? Which of the safety checks might require more of your attention?

Large Group Debrief and Closing
- Name one thing you're taking away with you today or one thing you'd like to reflect on further over the next week.

Chapters 4 and 5

Focused Discussion – Small Group
- Chapter 4 Focused Discussion**:** How do you think the UDL framework can <u>support</u> antiracism initiatives at GBC? What other pedagogical/philosophical frameworks intersect with UDL in your work?
- Chapter 5 Focused discussion: How do you shift the power in learning spaces (classrooms, teams) to engage BIPOC learners' knowledge/expertise?
  How do we or can we design learning spaces according to the TERA quotient? (See notes below for Fritzgerald's adaptation of TERA.) Are there strategies that you use or might adopt in your classrooms or in your teams?

Large Group Discussion & Sharing
- One thing you're taking away with you today or
- One thing you'd like to reflect on further over the next week or
- One thing you might be willing to try this week.

TERA QUOTIENT (pg. 74)
T is for Tribe, and the questions the brain is asking is this: Are you with me, or against me?
E is for Expectation, and the question here is: Do I know what's about to happen, or don't I?
R is for Rank, and the question here is: Whose status is higher, yours or mine?
A is for Autonomy, where the brain is checking out: How much say do I have here?

Mid-point check-in (Survey)

Chapters 6, 7 and

Large Group Discussion
- Chapter 6: *Honouring by Invitation* - starter question: how do you honour your students and invite them into learning?

- Chapter 7 & 8: *Honouring by Releasing* – starter questions: how do we create and value opportunities for people to engage in a way that honours how they learn and to express what they learn (or want to communicate)?
- *Failure as Feedback for Excellence:* How do we incorporate "failure" as feedback in classes, teams, institutionally? Do you find value in this concept?
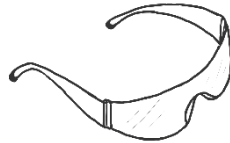
Sharing and Considerations
- As we are nearing the end of the book, what is emerging for you that you can use in your work?

Chapter 9: Constructing a Universally Designed, Antiracist Classroom

Reflection prompts

In chapter 9, Fritzgerald suggests that we equip ourselves to do the work of Universally Designed, Antiracist education with our construction gear. She compares the work to being in a construction zone; things can get messy/complex but we're building towards something better for our learners and our community. Each piece of equipment below suggests a different way we can support ourselves and the work. Consider one or all of the prompts below as we move forward on this journey.

Respond as you see fit: words, doodles, colour etc.

Hard Hat	
The hard hat represents **intentional design and planning**, while still allowing for flexibility. How do you intentionally design learning experiences that honour Black and Brown learners? How do you build in flexibility and spontaneity as the need arises?	**Safety Glasses** The safety glasses represent **vision**. What inspires you about this work? What methods do you have to clear or reset your vision?
My thoughts:	My thoughts:
Safety Vest	Hearing Protection

The safety vest represents **standing up and out**. How do you communicate to others that you are dedicated to this work? How can you invite others doing the work to connect?	The hearing protection represents, well, **protection.** How do you protect yourself from naysayers, including the culture of white supremacy? How can you respond to people who ask why you do this work?
My thoughts:	**My thoughts:**

Chapter 10: Conclusions and Invitations

Excerpt from Chapter 10 (Fritzgerald, 2020, para. 1-12)

As you read the following excerpt from chapter 10, consider Andratesha Fritzgerald's guiding reflection questions presented later in the chapter:

What role in the parable did you most identify with as a student? teacher? And/or leader? Why? What do you see?

Consider this situation: Suppose you were on the side of the road with a flat tire. This is your first time encountering this situation, and you really don't know what to do. To make matters worse, you are on a country road, while there is just an hour or so of daylight remaining. Your children are in the car. You think to yourself, "I know that I should know how to change a tire, but I don't even know the first thing about the tools or where they are. I'm really stuck here."

You have a clear vision of where you want to go, but this circumstance is leaving you stranded, alone and responsible for others who are counting on you. Many passersby come and go. There is a steady stream of traffic. You reassure yourself that someone will help you eventually, right? There are passersby who stretch their necks to see what is happening. Some slow down just to assess the situation as they roll by. Others roll down their window to ask if

you are okay, without even waiting for an answer. Still others pause just long enough to shout out the obvious, "It's just a flat tire! Change it and get out of the way!"

They are angry at the inconvenience your hardship is causing. One person actually gets out of the car and chastises you about the ridiculousness of not possessing the common sense to change a tire. "Don't you drive every day? Whoever taught you to drive surely should have taught you how to take care of yourself on the road!" After administering the tongue lashing, that driver gets back in his car and leaves.

Another driver gets out and says, "Listen up. I'm going to teach you how to change a "tire—all you do is this." He begins a masterful illustration of the wrenches and jacks and lug nuts that are second nature to him. With all eyes on him, he graciously announces, "Now you have everything you need to be successful in changing the tire." He takes off, having taught you a Tire Changing 101, which was perfectly accurate information, but you are still stuck on the side of the road, with the children and a flat tire. The sun is setting and there is very little time before you will be surrounded by complete darkness. You do have a few new vocabulary words, but you still have this dilemma.

Another car pulls up. "Hey are you, okay?"

You roll your eyes wondering if this is real help or not. "Just a flat tire," you say, almost robotically.

"Oh, no! There is never a good time for a flat tire. Are those your children? How old are they?"

"Yup they are mine. 10, 7, and 2."

"How long have you been out here, would they like a snack? My name is Dave. Nice to meet you." He pulls just in front of where your car is sitting and gets out. He stands just to the side of your car and asks, "Do you have roadside assistance? If not, I do, and I'll stay with you until we can get some help." You make small talk for about 20 minutes until assistance arrives.

"You aren't sure at first whether he is trustworthy, but you realize you are desperate, and his help is a lot different from others you have encountered. When they get the car jacked up, he explains to you everything they are doing so that you have a better understanding. He asks if you would like to take a few pictures along the way, so that you will have them if you ever have to do this again. Now, the eloquent passersby lecture made at least a little more sense seeing things in action. The roadside assistant takes a moment to praise you. "Pulling over was the best way to handle this! Do you know how many people drive on a flat and damage the rim?"

You smile, glad that you didn't go too far. Dave had to ask the roadside assistant a few questions. "Heck, I learned a few new things today, too." He laughs. You know that he is asking questions for your benefit, but you appreciate his kindness in prompting your learning. Now you are sitting behind the wheel on three tires and a donut. You have enough to get you to your next destination, safely. You take a moment to reflect that just a few hours ago you were hopeless and helpless over just a spare tire; until the right person helped you make sense of the situation.

This situation is a parable of sorts. The driver—that is, the student—is struggling to find to get back on the road to their destination. The student doesn't just feel stranded. The student is stranded and desperate and isolated and alone. The student is surrounded by resources but does not know how to use them. The student has been criticized, labeled, left to their own

devices, chastised, scolded, diminished, and made to disappear. This student has been identified as troubled, deficient, not up to par. The student does not have the skills to show what they know. The student agrees with all the notions that others propose. They never heard the word "DUMB," but the student has felt that way. So the student sits on the side of the educational road. And the student encounters you!

Chapter Summaries

These summaries are meant to serve as an on-ramp for your interests and needs. Each one outlines the chapter's main idea, defines the key terms, briefly describes the most important concepts — and points back to the appropriate pages in the book for more information.

Chapter 1: Antiracism and UDL Begin with Honor

Main Idea
Fritzgerald introduces a 5-point Code of Honor as a way to create learning environments that are antiracist and universally designed.

Definitions
Antiracist Learning Environments are classrooms where all learners are empowered beyond bias to make decisions about their learning and leading because the environment is welcoming and safe.
Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how people learn. See

Key Concepts
Lisa Delpit, a pioneering writer in the field of education and antiracism, wrote that an important first step in antiracist teaching is to recognize the five **Codes of Power** that operate in the classroom (pp. 4-5).
Fritzgerald proposes a 5-point **Code of Honor** to replace Delpit's five Codes of Power (pp. 6-7).
UDL helps us create learning environments that not only prepare us for students' differences but welcome them. UDL honors individual student strengths and lets children communicate their learning through the avenue that best showcases their brilliance (p. 11)!
While the UDL Guidelines do not explicitly name racism and other social pathologies as a barrier to learning (at least not yet), they do give educators numerous ways to explicitly address racism and other barriers that Black and Brown children regularly experience (pps. 11-12).

Chapter 2: The Urban Teacher's Reality: "Please, Just Keep Teaching"

Main Idea
Educational content would always take a back seat if the personal circumstances of students are considered. So please, just keep teaching!

Definitions

Expert learners are students who become resourceful and knowledgeable learners, strategic and goal-directed learners, and purposeful and motivated learners (p. 20).

Dependent learners are students who are not able to do complex, school-oriented learning tasks such as synthesizing and analyzing informational text without continuous support (p. 21).

Mastery-oriented mindset refers to thinking about a challenge in terms of how to accomplish something it rather than whether one is "smart enough" to do so. Effort is the way to put skills into motion, surmount challenges, accomplish goals, and increase abilities (pgs. 30-31).

Key Concepts

UDL provides a framework for every member of the learning community to become an expert learner (p. 25).

Building on-ramps to expert learning means:

- Bringing considerable prior knowledge to new learning
- Activating prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognizing the tools and resources that help learners find, structure, and remember new information
- Knowing how to transform new information into meaningful and useful knowledge
- Teaching self-reflection

Chapter 3: Safety Checks on the UDL Expressway

Main Idea

Before we can create antiracist and universally designed learning environments, we must consider several factors to set the stage for this shift in teaching and learning.

Definitions

Antiracist educators are committed to self-examination and system examination to ensure that not one hint of racism is left untouched.

Stereotype threat refers to the fear one has in certain situations of conforming to social stereotypes. Anxiety about "proving" the stereotype is "true" can be a self-fulfilling prophecy (p. 44).

Key Concepts

The work of an antiracist educator is active, not passive (p. 33).

Universally designed classrooms can reduce stress by building trust and providing options (p. 35).

Giving students the space and freedom to listen and view content while forming an opinion is critically important to life success (p. 37).

Educators with a growth mindset see problem behaviors as skill deficits instead of person deficits and will develop plans to help children acquire new skills to express themselves in more socially appropriate ways (p. 39).

Learners do not grow by only reflecting on unmet expectations but through setting goals and celebrating when those goals are met (p. 41)

Emotionally, physically, and mentally safe classrooms will lead to optimal student achievement in partnership with the teacher (p. 44).

Chapter 4: Building the UDL Expressway

Main Idea
UDL offers a framework for customizing goals, methods, materials, and assessments that showcase the brilliance of every student, not just one "type" of learner (Meyer, Rose, & Gordon, 2014; Novak, 2016). (p.47).

Definitions
The Affective Network is responsible for motivating students and recruiting their interest (p. 49).

The Recognition Network translates information and turns it into something meaningful to build comprehension (p. 49).

The Strategic Network must be activated for students to express what they have learned in valuable and useful ways (p. 49).

The UDL Principles support educators in creating multiple pathways for students to learn and express what they know (p. 50).
- Provide multiple means of engagement
- Provide multiple means of representation
- Provide multiple means of action and expression

Key Concepts
Academic success for "all" takes a strong dedicated group of enlightened ones and the UDL framework, which is designed to eliminate inequities.

UDL begins by recognizing that all students are capable of learning and want to learn (p. 48). When our students are not successful, the first place we should look is the curriculum, not the learner. What is the barrier (p. 48)?

UDL requires us to not only name the barriers — like systemic racism — but also to provide and maintain high achievement standards for all (p. 49).

Every teacher of Black and Brown students must evaluate the road to learning and acknowledge the "potholes" that might threaten the student in their learning vehicle. Potholes include ignoring cultural differences, the impact of trauma on the ability to learn and subtracting the human factor from the learner's profile (p. 52).

UDL has been steadfast in the face of change, including No Child Left Behind, the Every Student Succeeds Act, new state standards and assessments, Race to the Top and federal funding formulas associated with School Improvement Grants.

UDL is in alignment with Restorative Justice, Culturally Responsive Teaching and Trauma-Informed Practice (pgs. 54-57).

While not a book exclusively about urban schools, the reality is that many Black and Brown students attend struggling urban schools that are persistently low performing, lowest ranking, highest poverty index, highest suspensions and expulsions (p. 58).

With UDL, students will not be bound by the symptomatology of a zip code or socioeconomic status. It gives them ways to learn, ways to lead and ways to shine (p. 63).

Chapter 5: Engagement as License to Learn

Main Idea

By providing multiple means of engagement, we teach students how to struggle and "fail forward" while practicing self-regulation. In a UDL classroom, where engagement is paramount, students learn how they learn best and take charge of their learning (p. 65).

Definitions

UDL Guideline: Provide Multiple Means of Engagement (p. 51)

- Provide options for recruiting interest
  - Optimize individual choice and autonomy
  - Optimize relevance, value and authenticity
  - Minimize threats and distractions
- Provide options for recruiting interest
  - Build options for sustaining effort and persistence
  - Vary demands and resources to optimize challenge
  - Foster collaboration and community
  - Increase mastery oriented feedback
- Provide options for self-regulation
  - Promote expectations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-reflection and assessment

TERA Quotient explains the neuroscience behind what happens when people feel like they are at risk or in danger (pgs. 68-71).

- T is for Tribe — Are you with me or against me?
- E is for Expectation — Do I or don't I know what is about to happen?
- R is for Rank — Whose status is higher, yours or mine?
- A is for Autonomy — How much say do I have here?

Key Concepts

Students who drive their learning shift the teacher's role from owner of the knowledge to facilitator of resources for their students (p. 66).

Engagement is so much more than recruiting student interest. It's about creating an environment that is rigorous and supportive so all students have equal opportunities to

challenge themselves, reach high expectations, and see themselves as scholars, capable of greatness (p. 66).

We must not allow our classrooms to be places of fear. There cannot be engagement if there is fear. There cannot be engagement when there is racism. Students cannot take academic risks in a classroom that is not antiracist and safe (p. 68).

Classrooms evoke an emotional response right away that impacts each student's ability to truly engage (p. 69)

To truly build student engagement, teachers must share the learning responsibility with your students. Teachers who are engaged learners elevate their practice and prowess by surrendering to a tender truth that not all answers are within one person (p. 83).

Excellence in teaching Black and Brown learners through an antiracist and universally designed lens starts by valuing the community of the students you serve and working to design environments that both honor those communities, reflect their values, and create conditions of nurture and engagement (p. 83).

Chapter 6: Representation: Honoring by Invitation

Main Idea

Providing multiple means of representation shows students that you have thought ahead about their background knowledge and experience, community and cultural references, and other aids to understanding. This communicates a strong desire to see the entire community of learners to succeed (p. 87).

Definition

UDL Guideline: Provide Multiple Means of Representation (p. 51)

- Provide options for perception
    - Offer ways of customizing the display of information
    - Offer alternatives for auditory information
    - Offer alternatives for visual information
- Provide options for language and symbols
    - Clarify vocabulary and symbols
    - Clarify syntax and structure
    - Support decoding of text, mathematical notation, and symbols
    - Promote understanding across languages
    - Illustrate through multiple media
- Provide options for comprehension
    - Activate of supply background knowledge
    - Highlight patterns, critical features, big ideas and relationships
    - Guide information processing and visualization
    - Maximize transfer and generalization
- Goal: Help learners become resourceful and knowledgeable

Key Concepts

Curriculum writers and textbook authors write for a white audience and very rarely are purposeful or inclusive of Black or Brown voices (p. 86).

On-ramps overtake the barriers to learning by providing options that awaken background knowledge, connect to current information, and propels students forward to explore with an informed sense of confidence and curiosity (p. 88).

Students who are in classrooms where there are limited options for perception, language, mathematical expressions, symbols, or comprehension are sitting behind muddy windshields. Instead of recognizing the barriers, they are making harsh judgments about their ability to learn (p. 88).

Perception is the way that learners take in information. Whether the information is best perceived through hearing, seeing, touching, experiencing or some combination, classrooms often present only one format (p. 89).

Even if the presented format may be a method that works well for you as a learner, we cheat students from experiencing the content in a variety of ways when we limit the power of choice (p. 89).

Give learners space to figure out the most effective method of perceiving information for their learning:

- Try remixing instruction to provide the same content five different ways (p. 90).
- Think about background knowledge and context (pgs. 91-92).
- Make it visual (p. 92).
- Provide options for language and symbols (p. 93)
- Prioritize comprehension (p. 95).

By encouraging students to draw on what they know to help figure out content they don't know, you help them develop academic perseverance. They learn the skill of sense-making (p. 98).

Students have to learn to make and verify connections (p. 98).

Teachers can turn on the light bulb to information that directly impacts the new learning—e.g. word sorts, pictures, graphic organizers, movie clips and skits (p. 99).

Becoming resourceful expert learners is not just about passing standardized tests, which is important, but much more about opening the door to lifelong learning (p. 99).

Chapter 7: Action and Expression: Honoring by Releasing

Main Idea

The UDL principle of Action and Expression suggests offering learners many ways to tackle assignments and projects, and to show what they know. By doing so, we are honoring their individuality, their backgrounds, and their experience (p. 105).

Definitions

UDL Guideline: Provide Multiple Means of Action and Expression (p. 51)

- Provide options for physical action
  - Vary the methods for response and navigation
  - Optimize access to tools and assistive technologies

- Provide options for expression and communication
    - Use multiple media for communication
    - Use multiple tools for construction and composition
    - Build fluencies with graduated levels of support for practice and performance
- Provide options for executive functions
    - Guide appropriate goal-setting
    - Support planning and strategy development
    - Facilitate managing information and resources
    - Enhance capacity for monitoring progress
- Goal: Expert learners who are strategic and goal directed

The Coleman Report, mandated by the Civil Rights Act of 1964, found stark differences in standardized test outcomes between Black and white students (p. 116).

Key Concepts

The on-ramps we create using UDL open the road of academic achievement beyond the borders of income, ZIP code, resources, race, class and gender.

Students who feel safe are willing to try new things, ask difficult questions and hold each other accountable for protecting that feeling. Here are a few ideas:

- Teach students how to respond to one another (p. 111)
- Teach the expectations for effective listening practice (pgs. 111-112)
- Model respectful interactions (p. 112)
- Give options for reflection when expectations are not met (p. 113)
- Create community expectations, rubrics, rewards, and consequences (pgs. 113-114)
- Teach peer mediation and leadership principles through your content (p. 114)
- Utilize the class meeting structure regularly (pgs. 114-115)
- Encourage collaboration over competition (p. 115)
- Use role playing to communicate and solidify expectations (pgs. 115-116)

Standardized tests don't always showcase the student's greatest strength or give support for their weaknesses — and closing the Black-white achievement gap is disappointingly slow (Camera, 2016) (p. 116).

Assessment systems that send negative messages and require mandatory participation year after year trap students and teachers in a cycle of hopelessness.

While we can work together to advocate against standardized tests, we still need to teach our students to navigate these tests.

Chapter 8: Failure as Feedback for Excellence

Main Idea

Teachers need to develop a growth mindset and to recognize that embracing failure is an intentional set of practices steeped in the belief that each setback is teaching us something we can use in the future (p. 122).

Definitions

Rube Goldberg machine is a contraption that consists of many complicated chain reactions to achieve a simple outcome (p. 119).
Quality feedback is external feedback that lets a person know where they are in relation to their goal and what steps are still remaining to get there (p. 124).

Key Concepts

Feedback enhances learning by helping where they are on the road and what they still need to do to reach their destination (p.123).
Antiracist UDL empowers learners to make choices for their own destination (p. 125).
Feedback is mutually beneficial when it helps both parties achieve the desired purpose (p. 127).
Expert learners know that failure is never final and neither is the thrill of success (p. 127).
Customizing the journey of learning is documented by giving and receiving feedback in six areas (p. 128).
The journey is not just for the students — it is a joint journey that places the teacher in the passenger seat at times and allows the student to drive.

Chapter 9: Constructing a Universally Designed, Antiracist Classroom

Main Idea

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 (p. 131).
Definition
Personal Protective Equipment used on a construction site (hard hats, safety glasses, high-visibility vests, hearing protection) is a metaphor for the things we do to protect ourselves and our students as we construct a better society and antiracist schools.

Key Concepts

Antiracist UDL implementation is flexible and forward thinking (p. 134).
Construction zones are not productive if they don't get messy. Messy is often necessary for progress (p. 136).
You need to be visible and let people know you stand for change (p. 137).
Instant transformation is not a reasonable goal; this is a process. Don't let discouraging skeptics sidetrack you (p. 138-139).
Find your community—the ones who support and inspire you. Connect with and learn from them (142-143).
Empower your students. Coach and guide them but also let them drive (p. 143-144).

Chapter 10: Conclusions and Invitations

Main Idea

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

Definition
All learners really does mean all learners—including Black and Brown learners, students with disabilities, LGBTQ learners, English learners, students who experience trauma, students who are economically disadvantaged.

Key Concepts
Antiracist UDL invites
- students to show their brilliance (p. 149)
- teachers to show they care (p. 150)
- students to take their learning into the world and share it (p. 151-2)
- those who say they want the best for "all" students to really mean it by showing their support for those learners (p. 155)

By providing multiple means of engagement, we teach students how to struggle and "fail forward" while practicing self-regulation. In a UDL classroom, where engagement is paramount, students learn how they learn best and take charge of their learning (p. 65).

Additional Resources

- Our friends at the Ohio Center for Autism and Low Incidence (OCALI) have been blending implementation science and UDL, drawing on the guidance and work of Michelle Duda and others. See https://www.ocali.org/project/udl-implementation-science for more information.
- Learn more about the science and stages of implementation from the National Implementation Research Network at https://tinyurl.com/ImplementationStages
- UCONN's Center for Education Policy Analysis offers some ideas for creating an antiracist policy. See https://tinyurl.com/UCONNantiracist
- See what Ernst and Young says about antiracism and specific organizations commitments at https://tinyurl.com/EYantiracist
- See the Carnegie Foundation's core principles for improvement at http://tinyurl.com/CarnegieImprove
- EL Education discusses the science behind motivating change at https://tinyurl.com/ELchangeScience
- See Teach for America's ideas for creating an antiracist culture at https://tinyurl.com/TFAculture
- Edutopia explores ways to use data to advance racial equity at https://tinyurl.com/EdutopiaData
- See Harvard researcher Karen Mapp's framework for building school-family partnerships on https://www.dualcapacity.org/
- The Family Engagement Lab pulled together a collection of resources: see https://tinyurl.com/FELantiracism
- Learn about the Engagement principle—and the many Guidelines and checkpoints for addressing it—at https://udlguidelines.cast.org/engagement

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- Learn about the Representation principle—and the many Guidelines and checkpoints for addressing it—at https://udlguidelines.cast.org/representation
- Learn about the Action and Expression principle—and the many Guidelines and checkpoints for addressing it—at https://udlguidelines.cast.org/action-expression
- GBC, 10 Tips and Resources to develop an Anti – Racist Classroom https://www.georgebrown.ca/anti-racism/resources-publications/10-tips-and-resources-to-develop-an-anti-racist-classroom

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