

## Cross-Pollination Analysis Tool

	Indicators	Evidence
GOALS	<ul style="list-style-type: none"> <li>● Goals and means are differentiated.</li> <li>● Goals are informed by an expanded notion of expert learner.</li> <li>● Goals interrogate the intersections of ableism, racism, and other “-isms”.</li> <li>● Goals sustain students’ cultural identities including dis/ability, with a critical stance.</li> <li>● Goals are based on ability, linguistic, and cultural pluralism</li> </ul>	
MATERIALS	<ul style="list-style-type: none"> <li>● Materials are flexible.</li> <li>● Materials contribute to sustaining students’ identity, including dis/ability cultures and cultures of dis/ability, with a critical stance.</li> <li>● Materials support students in “leaving evidence”.</li> <li>● Materials mediate the interrogation of ableism, racism, and other “-isms”.</li> <li>● Materials teach about dis/ability from a critical stance.</li> </ul>	
INSTRUCTION	<ul style="list-style-type: none"> <li>● Methods of instruction incorporate and interrogate evolving cultural practices.</li> <li>● Methods of instruction incorporate an “ability pluralism” approach including multiple means of representation, action and expression, and engagement.</li> <li>● Methods of instruction include multiple levels and kinds of support.</li> <li>● Methods of instruction debunk traditional power relationships among students and between students and teachers.</li> </ul>	
ASSESSMENT	<ul style="list-style-type: none"> <li>● Assessments are flexible and varied.</li> <li>● Assessments incorporate multiple support systems.</li> <li>● Assessments are ecologically valid.</li> <li>● Assessments are culturally sustaining.</li> <li>● Assessments empower students.</li> <li>● Assessments are integrated within the curriculum.</li> </ul>	

**Adapted by Great Lakes Equity Center at the Indiana University School of Education (IUPUI): from:**  
 Waitoller, F.R., & Thorius, K.A.K. (2016) Cross-pollination culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability. *Harvard Educational Review*, 86(3), 366 - 389.  
<http://dx.doi.org/10.17763/1943-5045-86.3.366>