

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

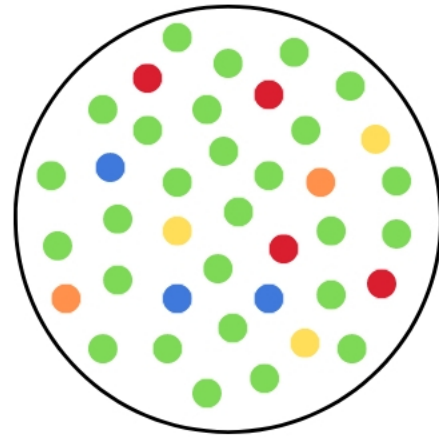


Hello!

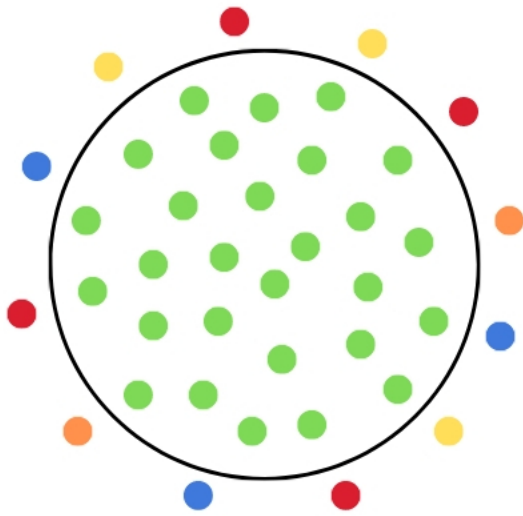
- What do you remember from our last time together?
- What is important to know if this is your first inclusion session with Shelley?
- What are you hoping to get out of the series this year?



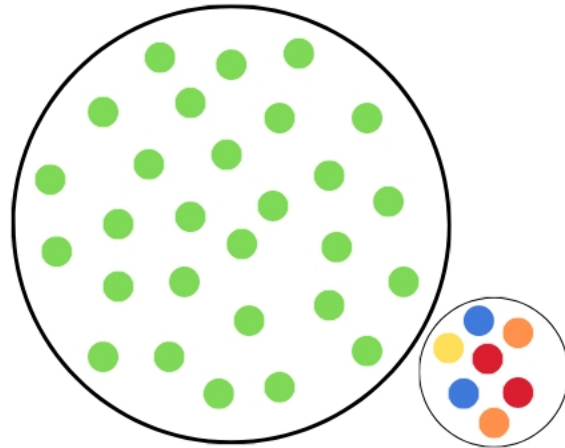
WHAT DOES INCLUSION MEAN?



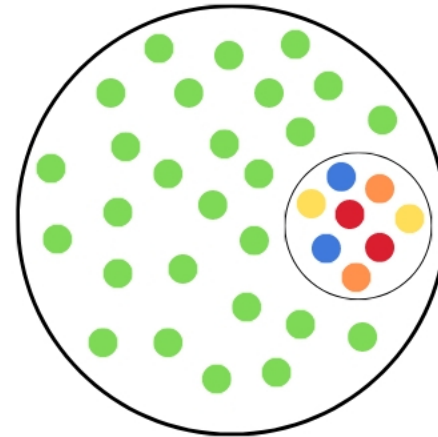
inclusion



exclusion

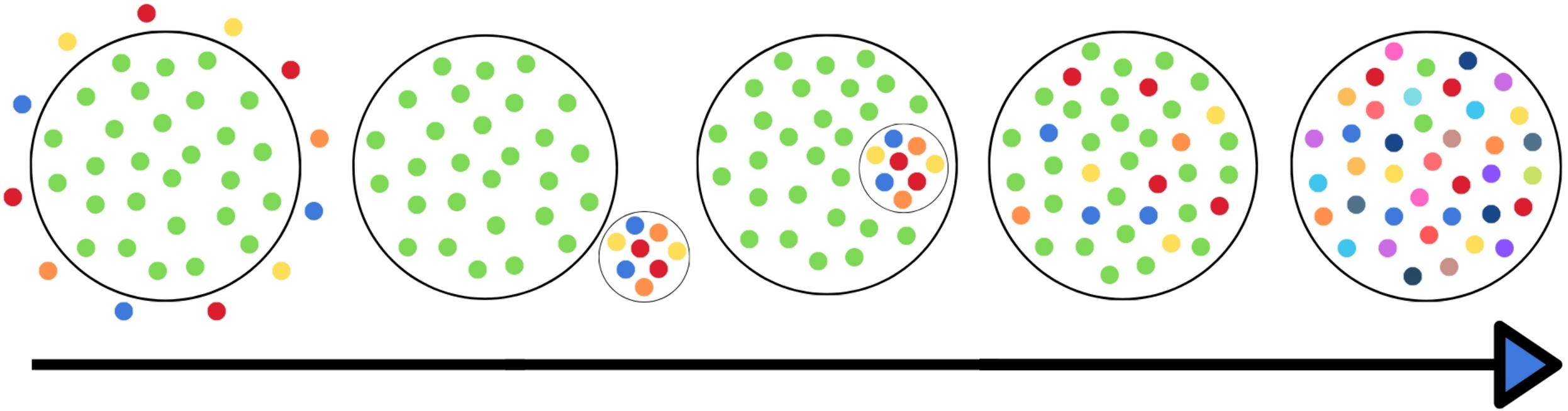


segregation

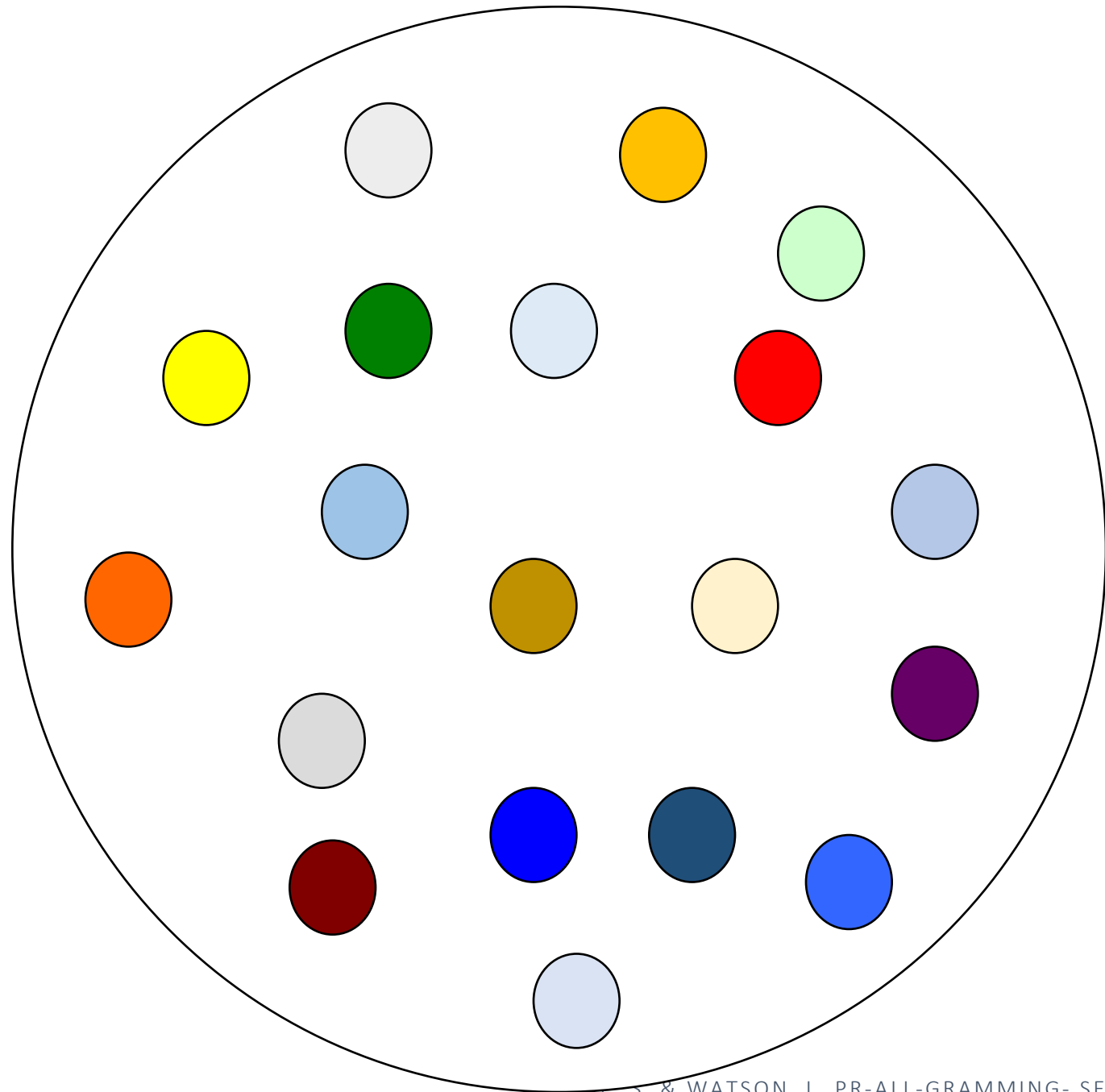


integration

WHAT IS INCLUSION?

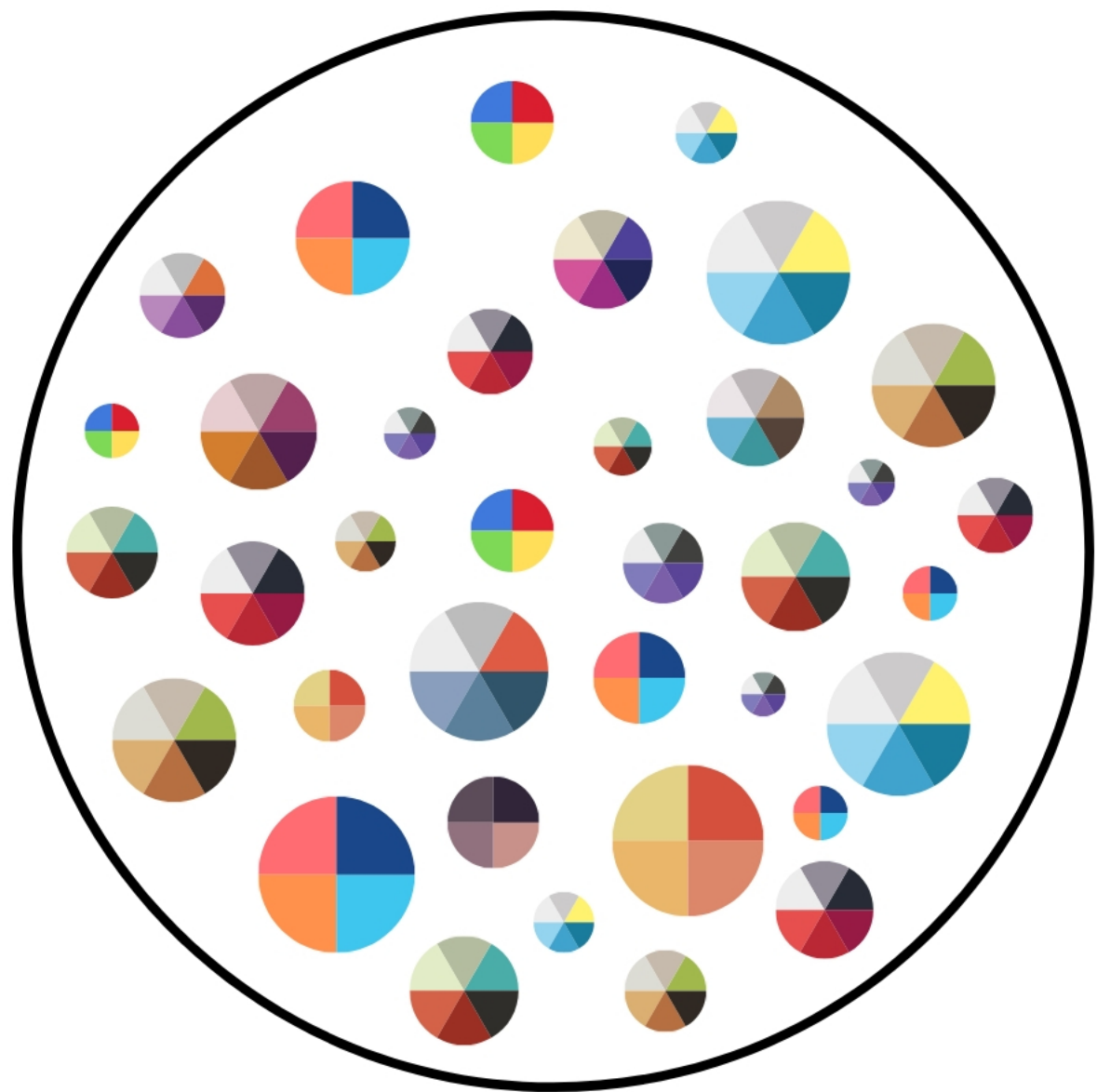


Where are you on this continuum? What's the next step?





WHO IS INCLUSION?



WHO IS INCLUSION?

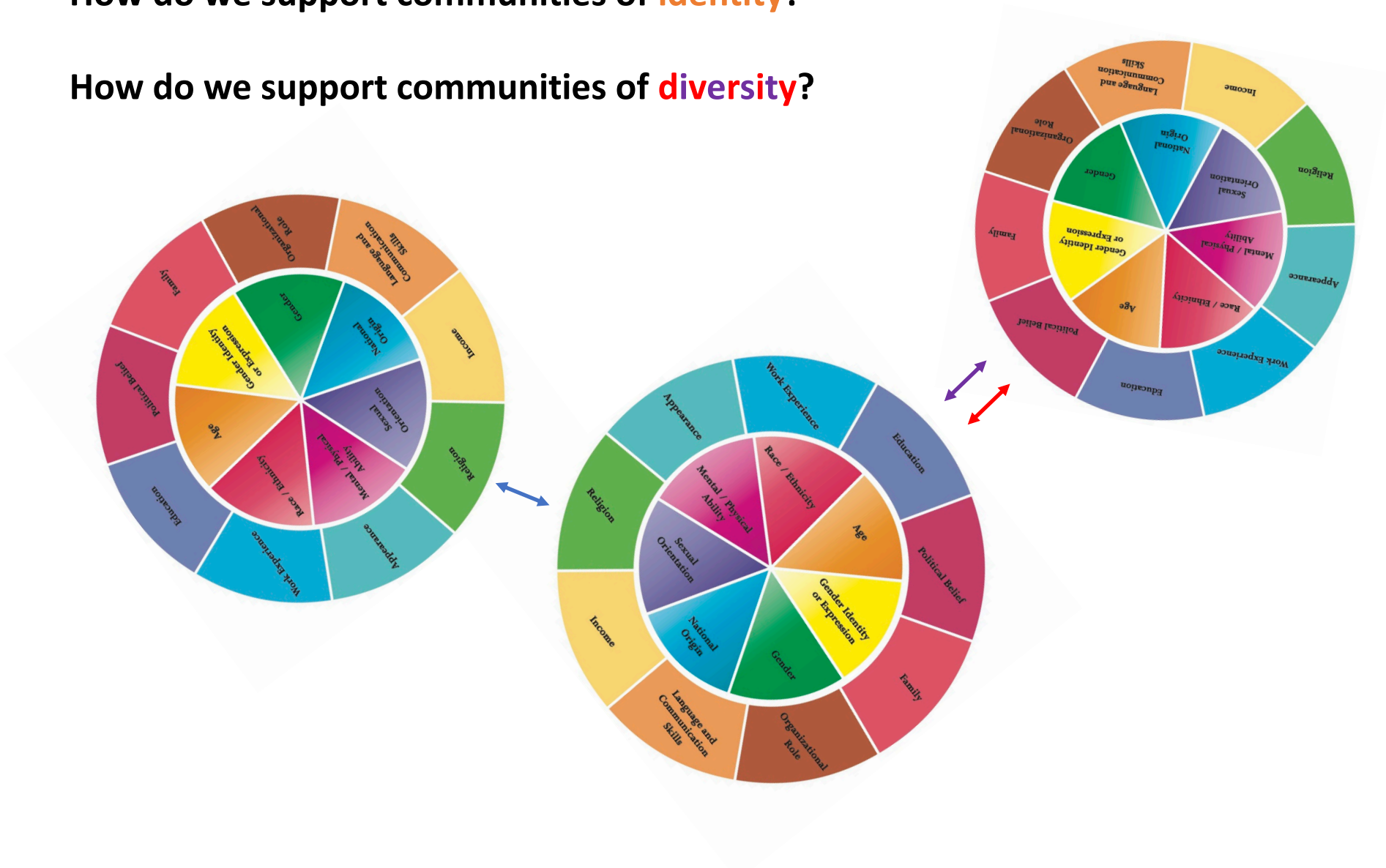
What are your
colours?

Do we value ALL
colours equally?



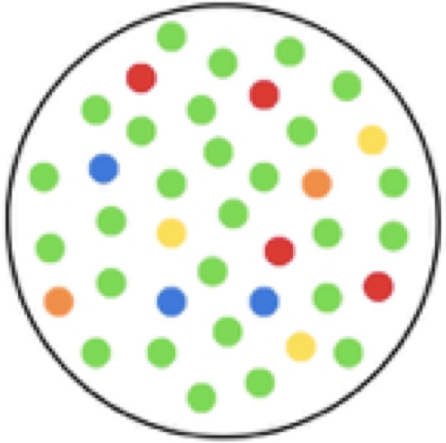
How do we support communities of **identity**?

How do we support communities of **diversity**?



How do we move **away** from groups of deficit?

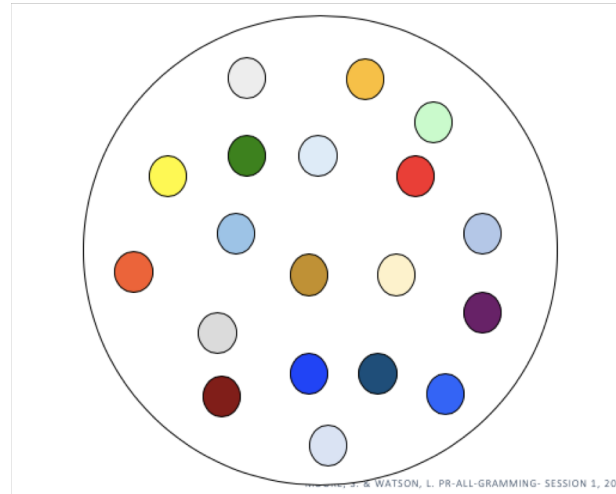
What is Inclusion?



How do we include students who are different?

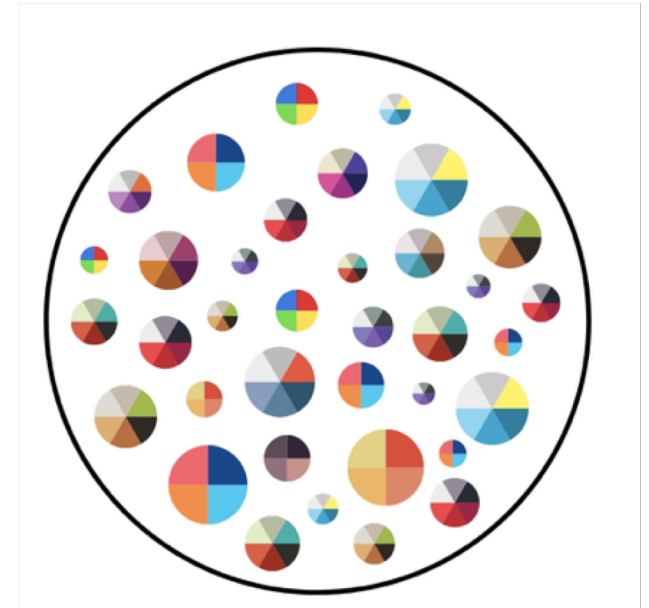
VS.

How do we teach to student diversity?

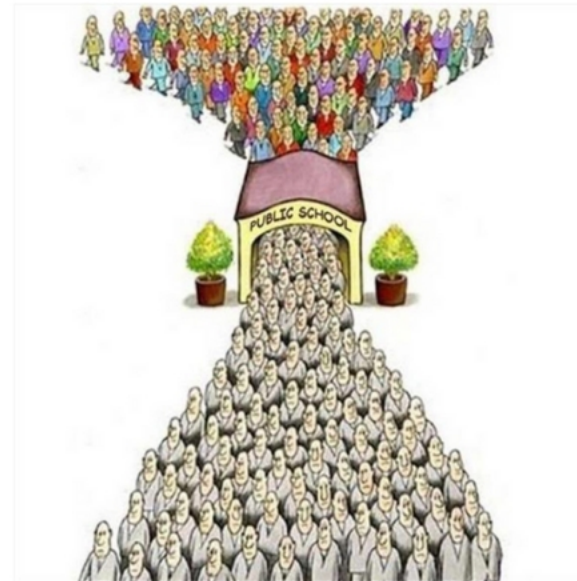
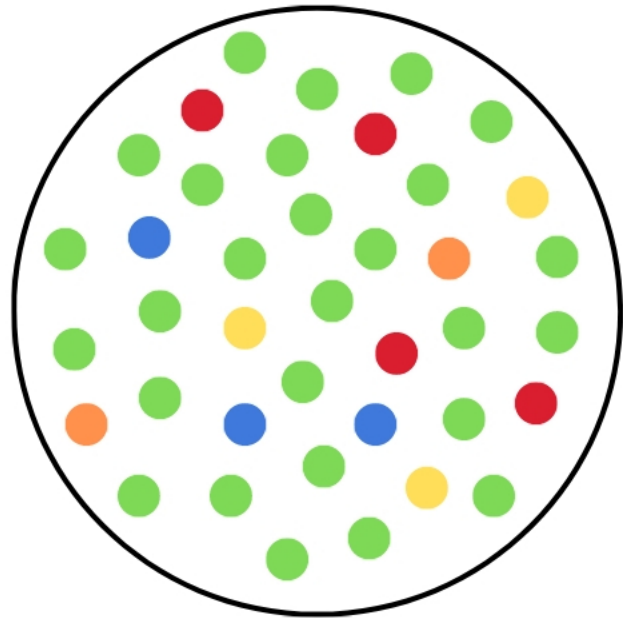


VS.

How do we teach to student identity?



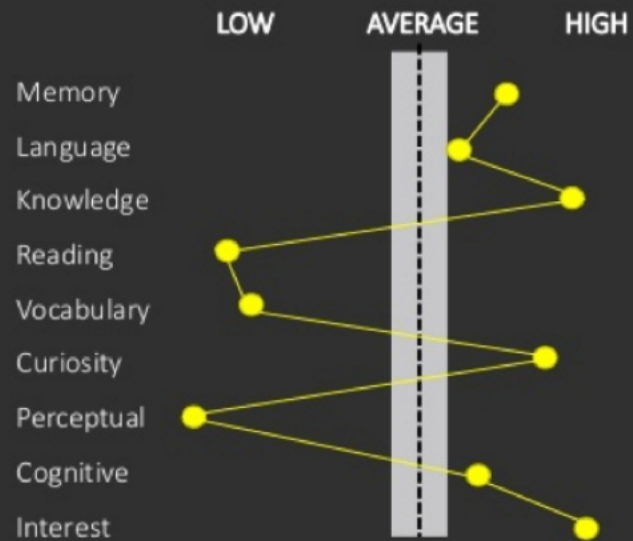
WHERE DID GREEN COME FROM?



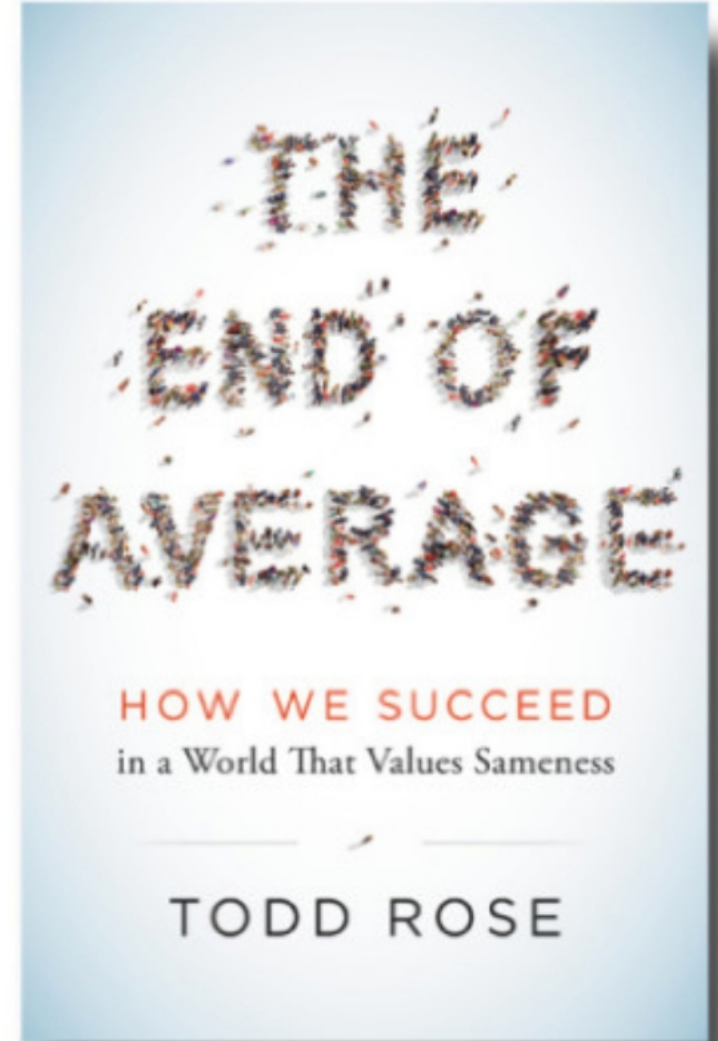
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



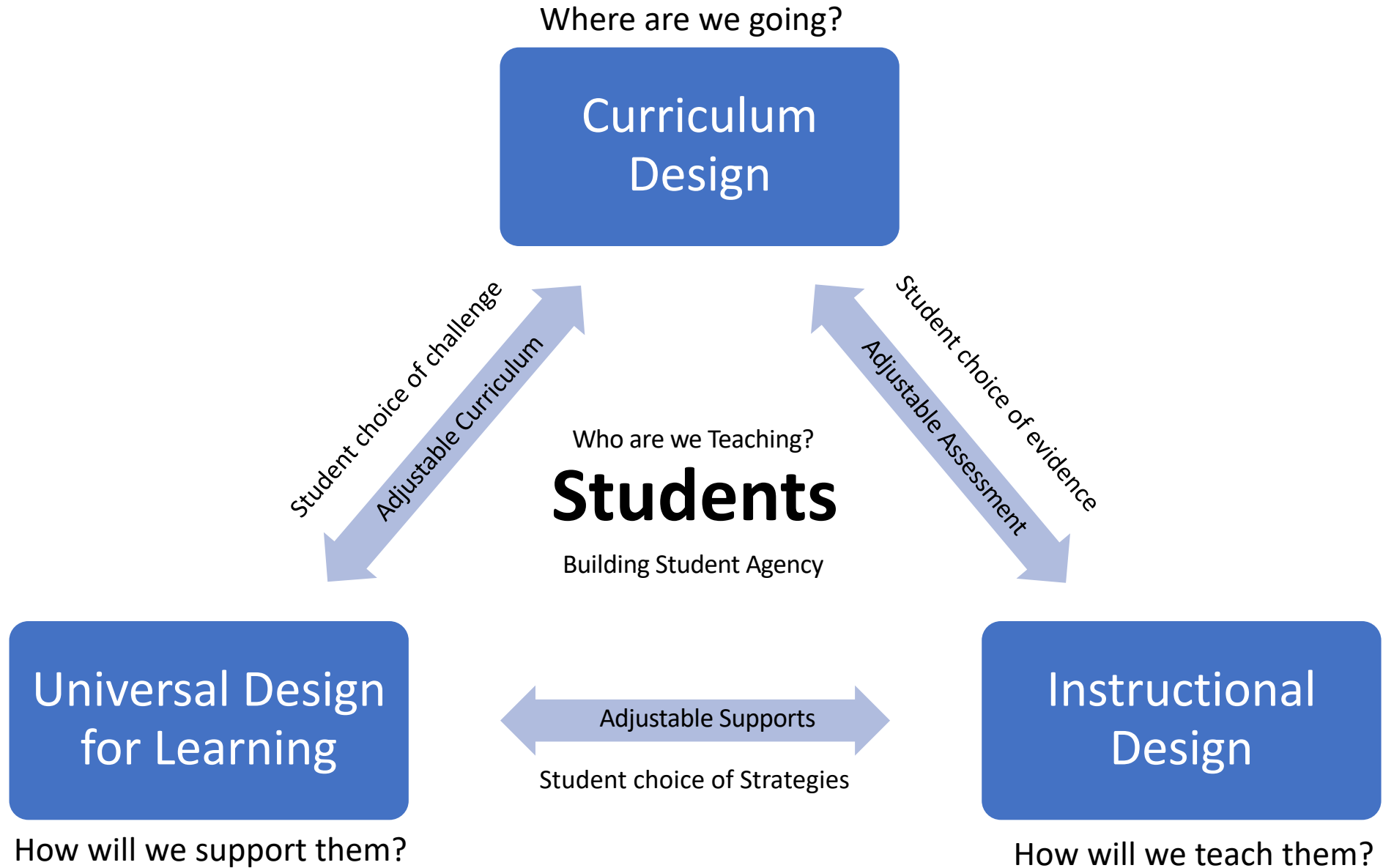
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

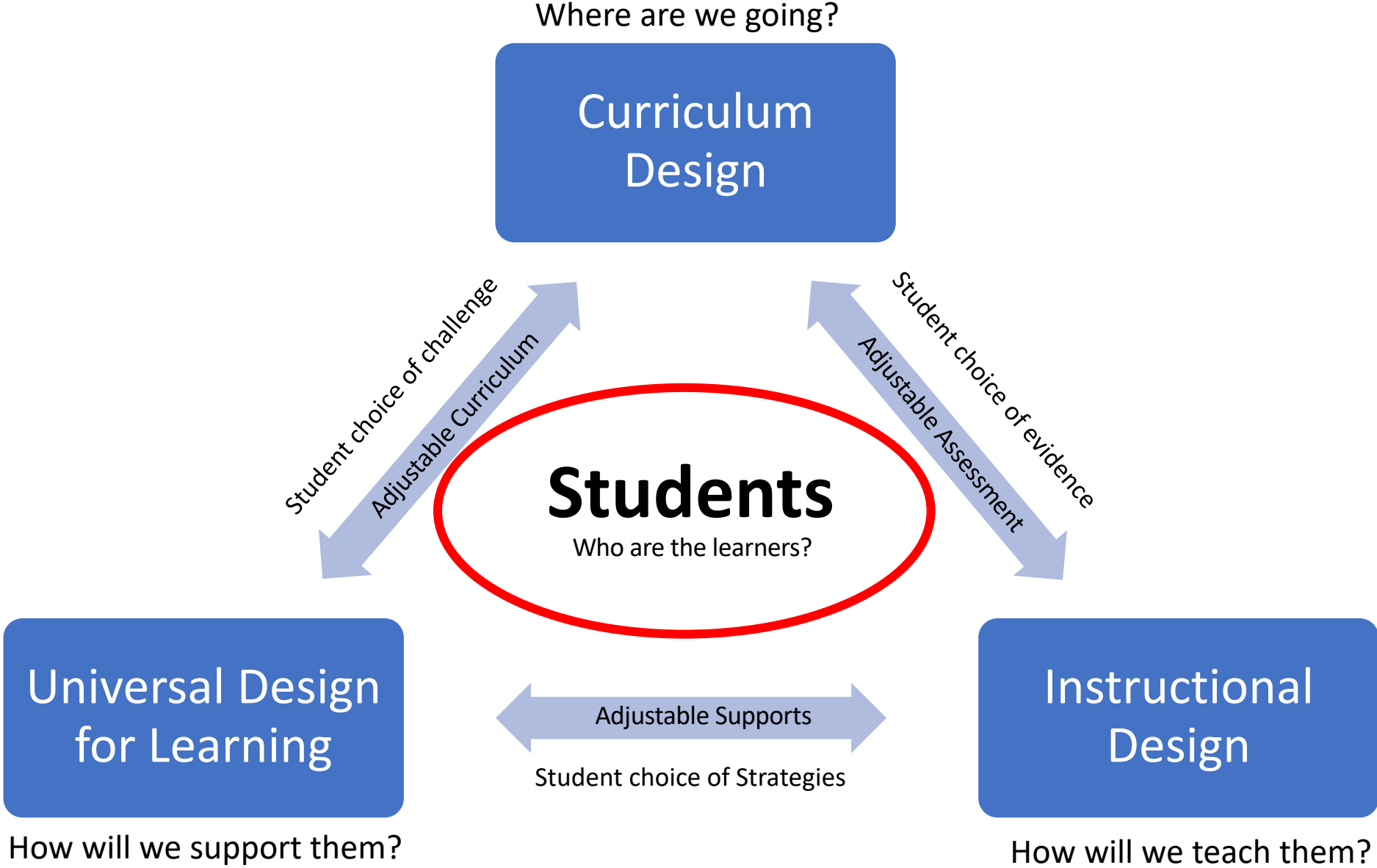
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the *students*? what is the range of *diversity*?
- what kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

How can we change the system? Designing with Equity in Mind



How do we change the system? Design with Equity in Mind



Strengths

Stretches

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- Example: I am Danish, I am a teacher, I am Canadian, I am a wife



What are my **interests**?

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?

- Example: I love food, art, travelling, reading, Tofino, whales, inclusive education, Netflix, curriculum, gardening



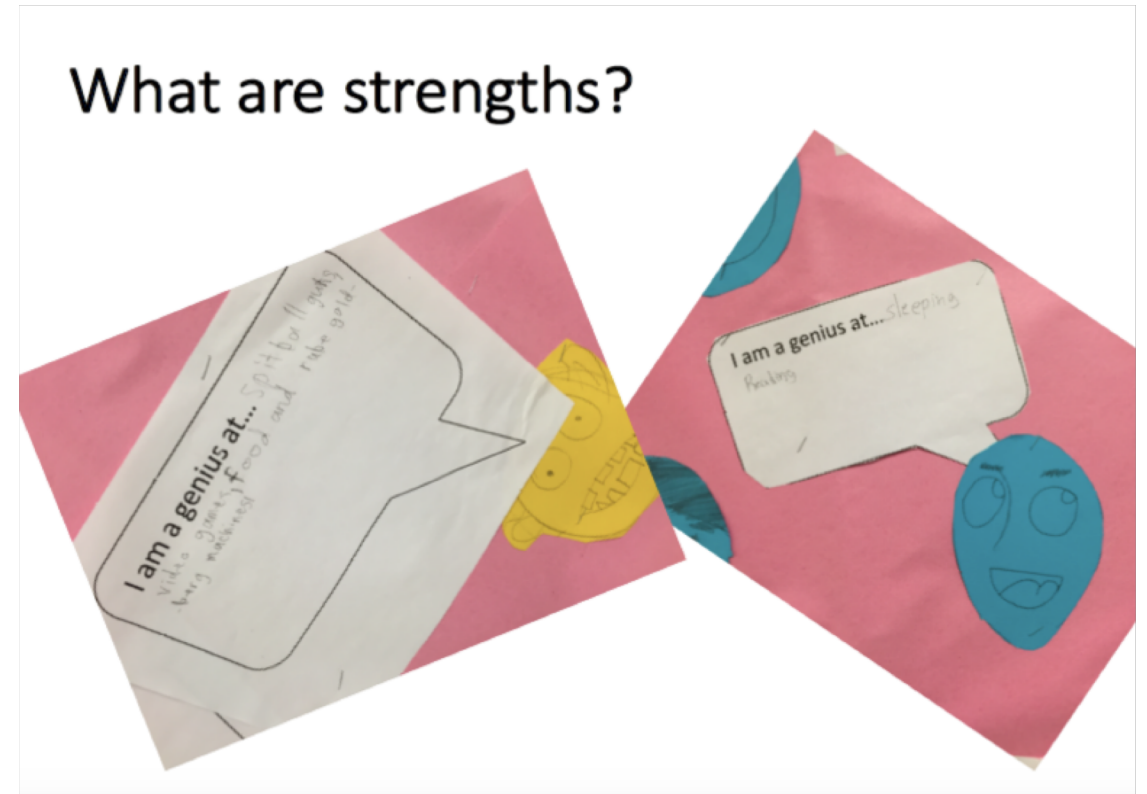
Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Identities & Interests of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 3		Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 			
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided with the class)			
The Class Review – Brownlie, F & King, J, 2011		adapted by S. Moore, 2019	

What are my strengths??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



Shifting Our Perspectives

Every **strength** has a corresponding **challenge** and every challenge has a corresponding strength.

The inattentive child may be a **deep thinker**.

The uncooperative may be a **natural leader**.

The emotionally charged may be gifted with **exceptional empathy**.

The rule defying child may be an out of the box **innovator**.

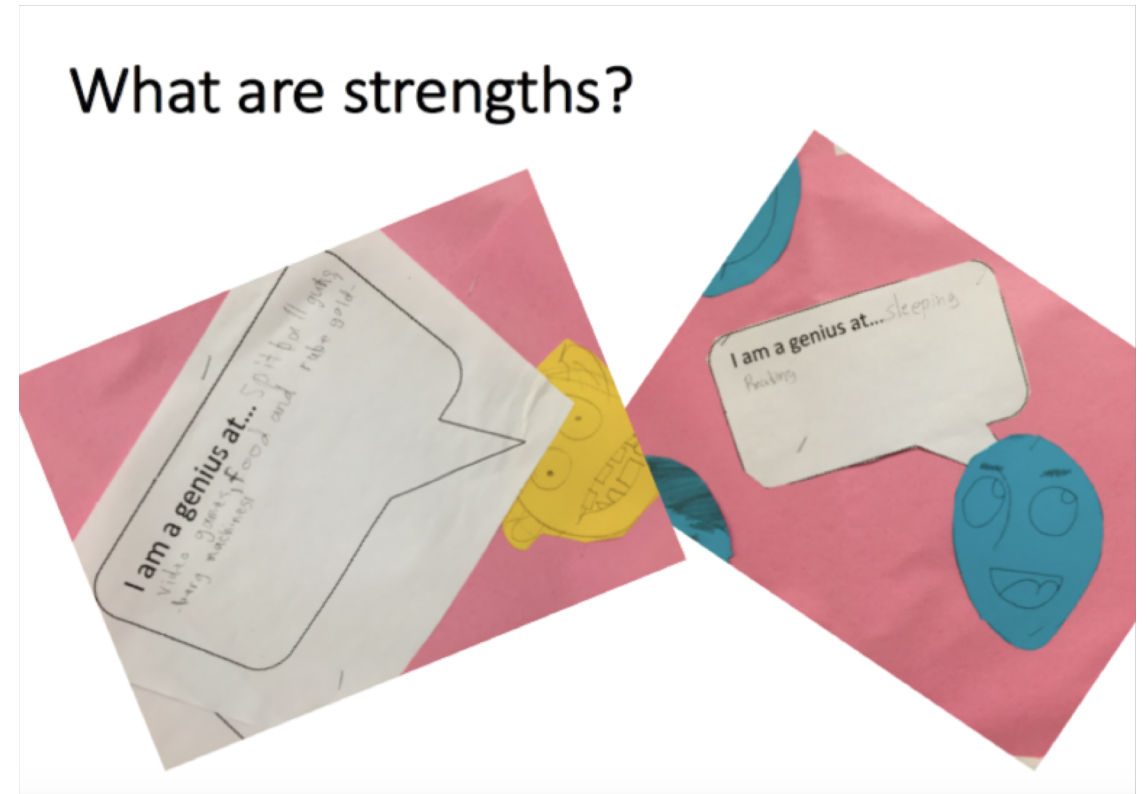
When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

That is the essence of **working with**, instead of against, **children**.

L. R. Knost

What are my strengths??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 3		Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 		<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Competencies to target for this class			

What are my **stretches**??

- Student/ Family/ Teacher/ Support Staff generated
- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need support with?
- Example: getting frustrated, self regulated my emotions, waking up early



Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 3		Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 		<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	<ul style="list-style-type: none"> - literacy, numeracy, sharing, attention/focus, self advocacy
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Competencies to target for this class			

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

The Boss!

If you think about THIS specific class this year:

- what is the BIG goal you have for them as a group
- what is the ONE or TWO things you want them be able to know/do at the end of this year

Class Review for : Grade 3		Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 		<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	<ul style="list-style-type: none"> - literacy, numeracy, sharing, attention/focus, self advocacy
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: is that they are aware of each other and support each other when they see a need			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Use technology/tools to support their learning 			
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Competencies to target for this class			

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is.			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 3		Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 		<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	<ul style="list-style-type: none"> - literacy, numeracy, sharing, attention/focus, self advocacy
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Competencies to target for this class			

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is.			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

The Boss!

Thinking about your BIG Goal(s):

- Are there some things that you have in mind that you want to try this year with this group?
- Is there something that you are learning about/heard about that you are interested in doing in your class this year?

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class:			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 3	Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:		
Interests & Identities of the class	Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 	<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	<ul style="list-style-type: none"> - literacy, numeracy, sharing, attention/focus, self advocacy
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: is that they are aware of each other and support each other when they see a need		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Use technology/tools to support their learning 	We can present new information to students so that they understand it by: Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students Learning requires exploration of one's identity.
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Competencies to target for this class		

Strengths

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

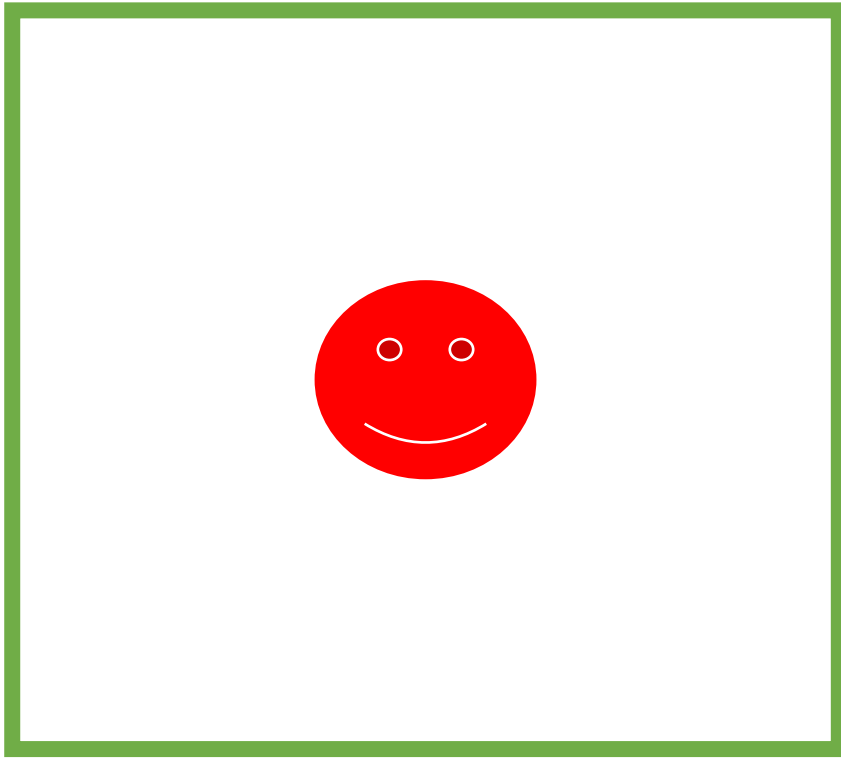
Strategies

Needs

Barriers

Supports

Shifting the Paradigm: Medical Model of Disability

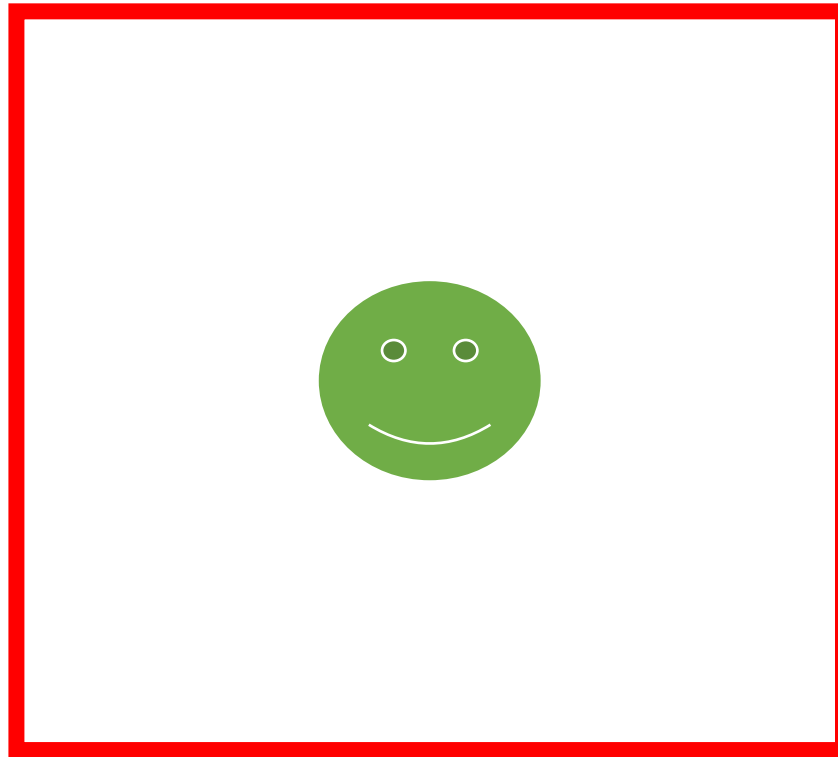


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems
in the environment

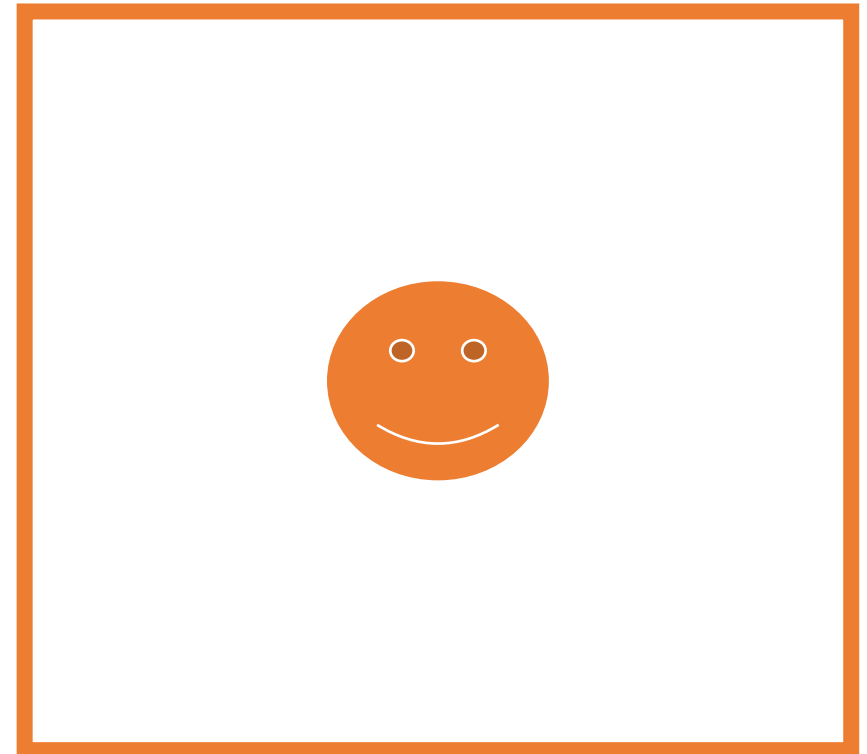


Fix the environment

Shifting the Paradigm: Person-Place Model of Disability

Identify the **needs** of the **student** AND
Identify the **barriers** in the **environment**

Anticipate supports and strategies needed
for students AND
Reduce barriers in the environment



What are my **barriers**??

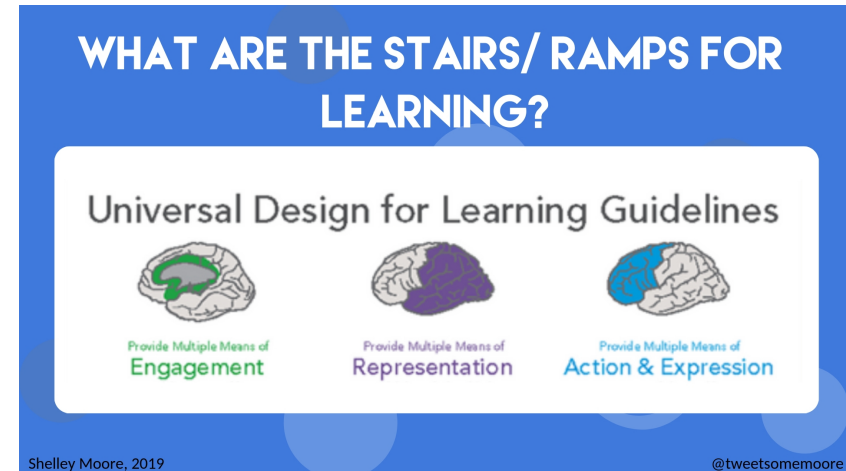
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones, discrimination



Reducing Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
 - How students are engaged in learning
 - How new learning/information is shared with/to them
 - How student share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
 - (engagement) I can optimize individual choice and autonomy
 - (representation) I can offer text and different reading levels
 - Action & Expression)I can vary the methods that student can respond

Shelley Moore, 2019



www.CAST.org

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	<ul style="list-style-type: none"> Optimizing individual choice and autonomy 	Objective	<ul style="list-style-type: none"> giving students choice and control over what they are learning about (e.g. content, examples used) 	X	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> Optimizing relevance, value & authenticity 	Objective	<ul style="list-style-type: none"> making learning relevant to the student's lives and connecting it to real world problems that are important to the students 	X	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> Minimize threats & distractions 	Objective	<ul style="list-style-type: none"> reducing distractions in the classroom and building a safe place for students to take risks 	X	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	<ul style="list-style-type: none"> Heighten Salience of goals and objectives 	Objective	<ul style="list-style-type: none"> clearly communicating learning goals/ intentions and why tasks and activities matter 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> Vary demands and resources to optimize challenge 	Objective	<ul style="list-style-type: none"> scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> Foster collaboration and community 	Objective	<ul style="list-style-type: none"> building a community where learners work together by teaching collaboration and group work skills 	X	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> Increase mastery-oriented feedback 	Objective	<ul style="list-style-type: none"> providing ongoing formative feedback that is relevant, clear, accessible and timely 	<input type="checkbox"/>	X	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation 	Objective	<ul style="list-style-type: none"> helping students set learning goals that build confidence and help them take ownership of their learning 	<input type="checkbox"/>	<input type="checkbox"/>	X
9.2	<ul style="list-style-type: none"> Facilitate personal coping skills and strategies 	Objective	<ul style="list-style-type: none"> teaching how to manage emotional responses & about healthy emotional responses and interactions 	<input type="checkbox"/>	<input type="checkbox"/>	X
9.3	<ul style="list-style-type: none"> Develop self-assessment and reflection 	Objective	<ul style="list-style-type: none"> by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes 	<input type="checkbox"/>	<input type="checkbox"/>	X
Our UDL Team Target Goal is:						
8.1	We can support students to be motivated by clearly communicating learning goals/ intentions and why tasks and activities matter					

Reducing Barriers: Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/ are being marginalized and/or oppressed:
 - Students of colour
 - Indigenous Students
 - Immigrants/Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

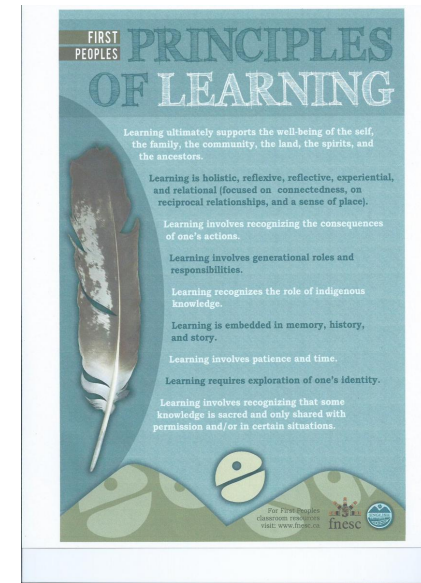
Shelley Moore, 2019

Equitable Classroom Practice
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Reducing Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
 - I can commit to including an indigenous perspective in every unit



- <http://www.fnesc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

Class Review for : Grade 3	Teacher: Mrs. Spooner, EA (3 hours)	Date:
I can plan for my students by getting to know the:		
Interests & Identities of the class	Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Sri Lanka, Ghana, Indigenous, Hispanic, Asian, Athletes, Readers, Disability, - Soccer, hockey, reading, Pokemon, trading cards 	<ul style="list-style-type: none"> - movement, confident, nice, friendly, kind, listeners, cooperative, - adding, reading, motivated by interests, sharing, empathetic 	<ul style="list-style-type: none"> - literacy, numeracy, sharing, attention/focus, self advocacy
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: is that they are aware of each other and support each other when they see a need		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Use technology/tools to support their learning 	We can present new information to students so that they understand it by: Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students Learning requires exploration of one's identity.
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Competencies to target for this class We can collaborate with each other		

For next session:

- Build a **class review**
- Try something different
- Bring something back to share
- Bring back your class review

Next time we are together

- Designing a Classroom Support Plan
- Designing a Curricular Unit Plan