

SHELLEY MOORE



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www.fivemooreminutes.com

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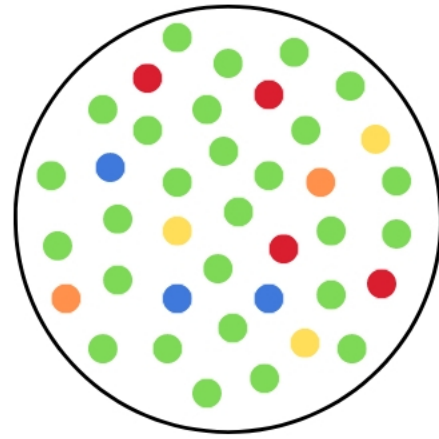


Hello!

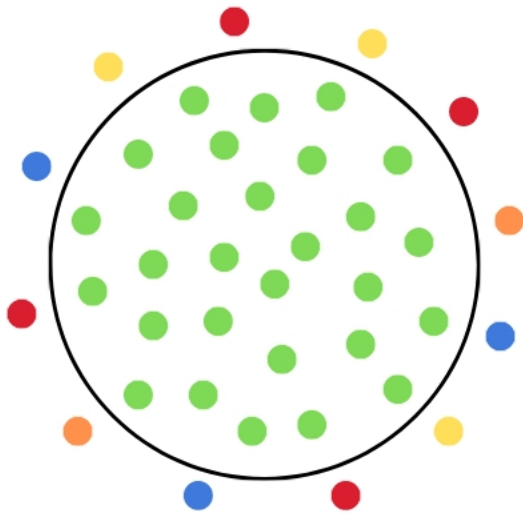
- Introductions

- Your name, role & school

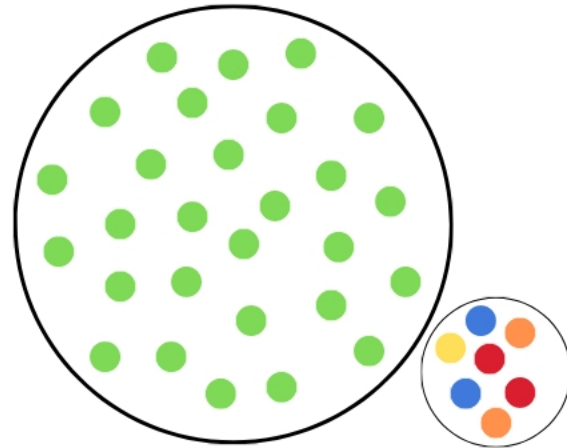
- What are some of your wonderings/ what are you hoping to get out of our 3 sessions together?



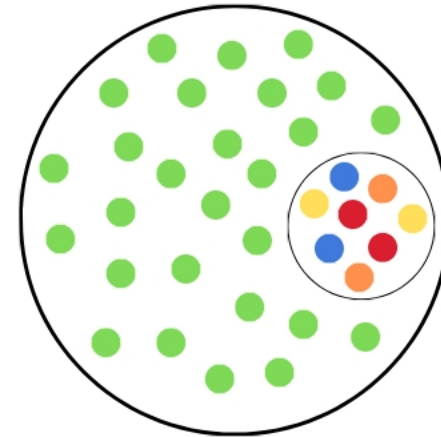
inclusion



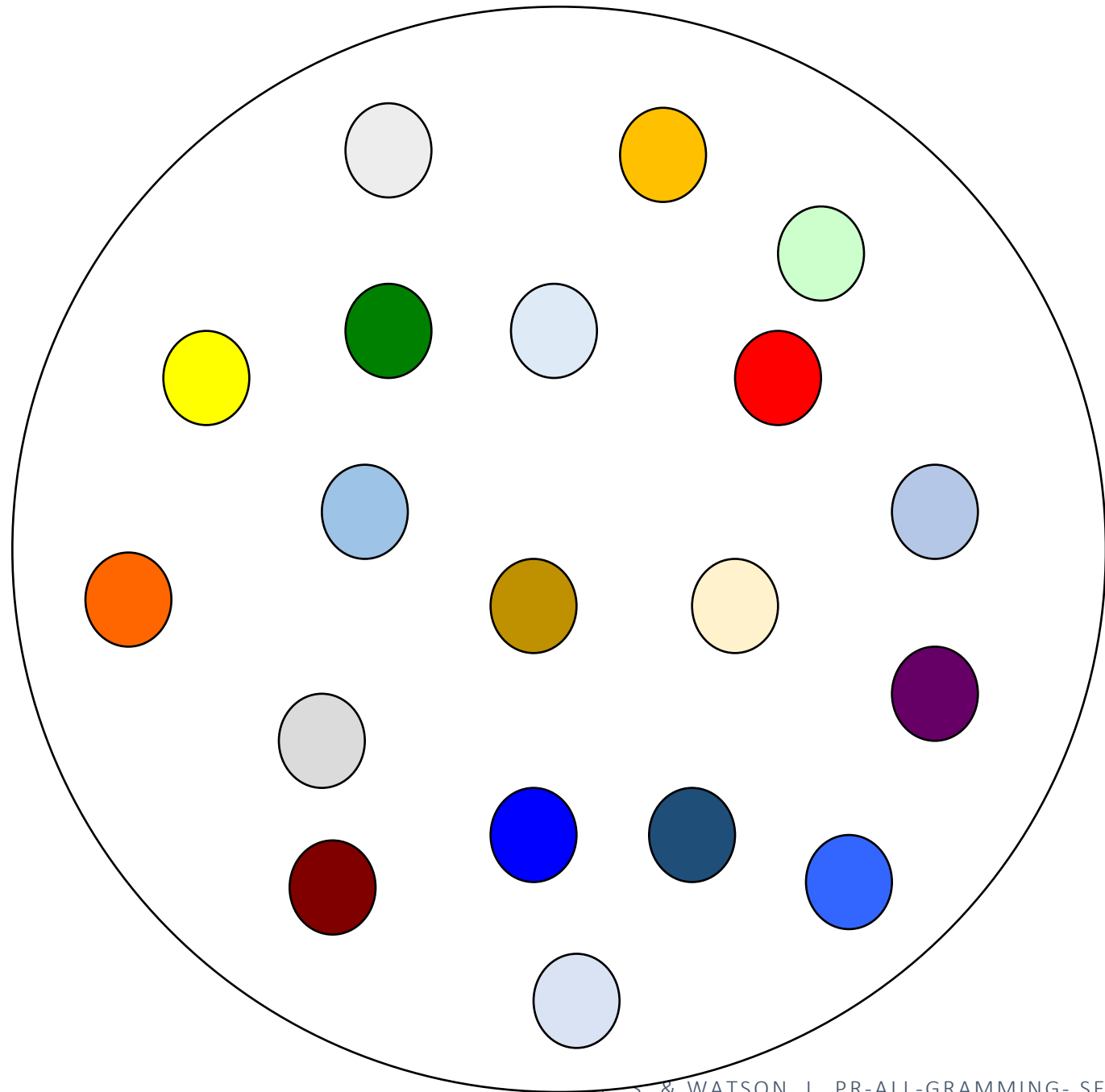
exclusion



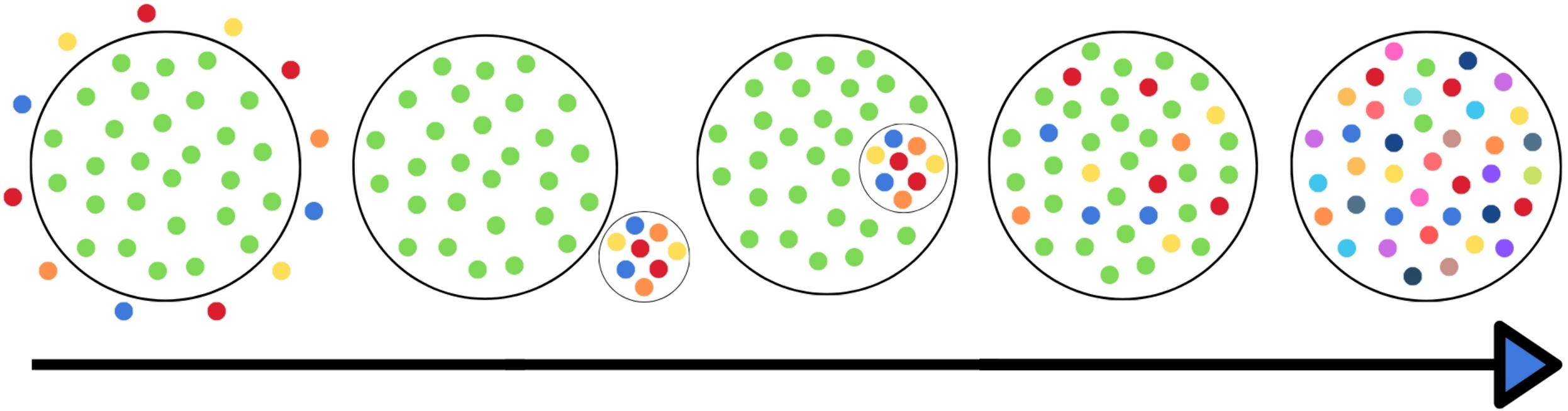
segregation



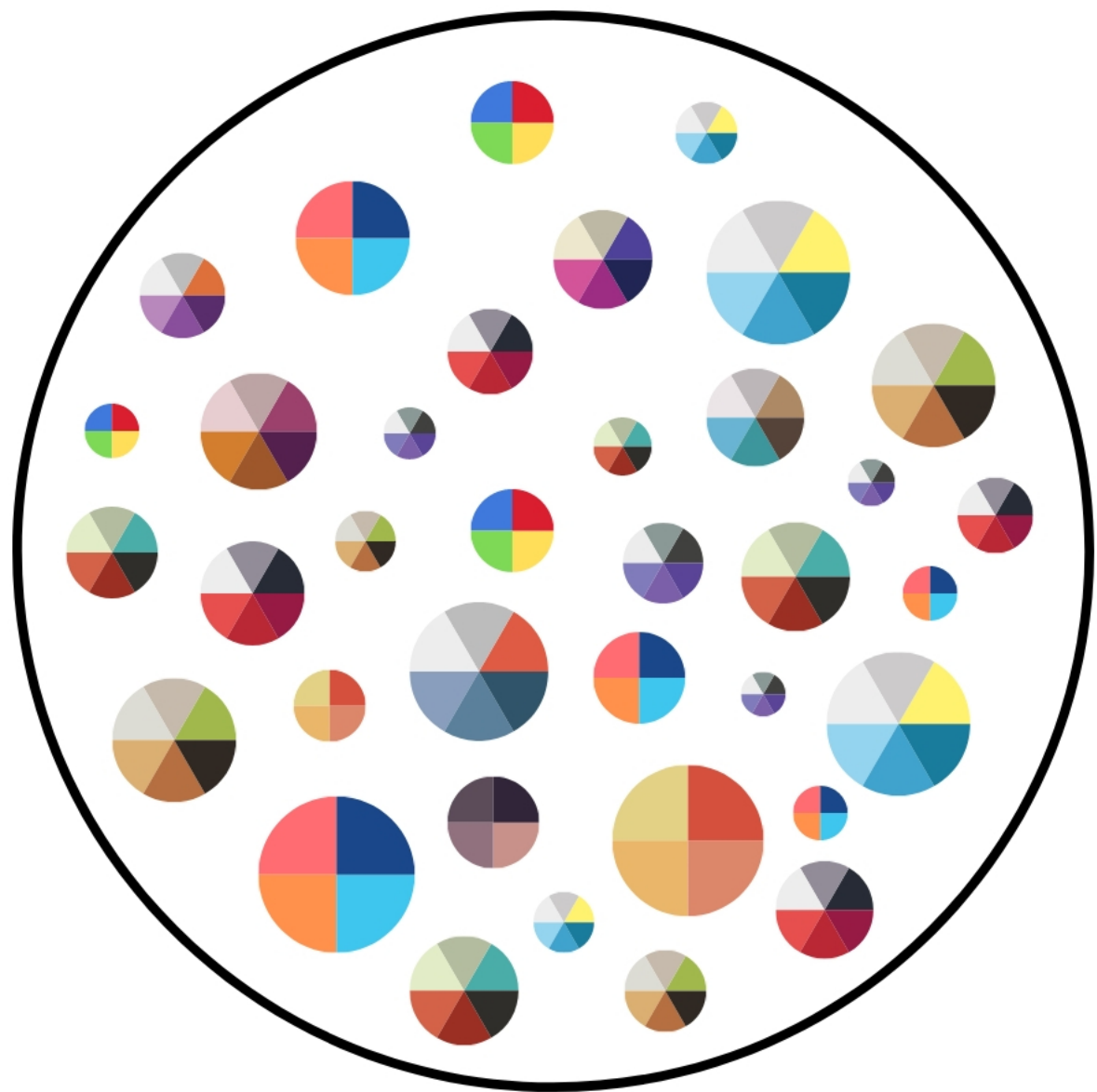
integration



WHAT IS INCLUSION?



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

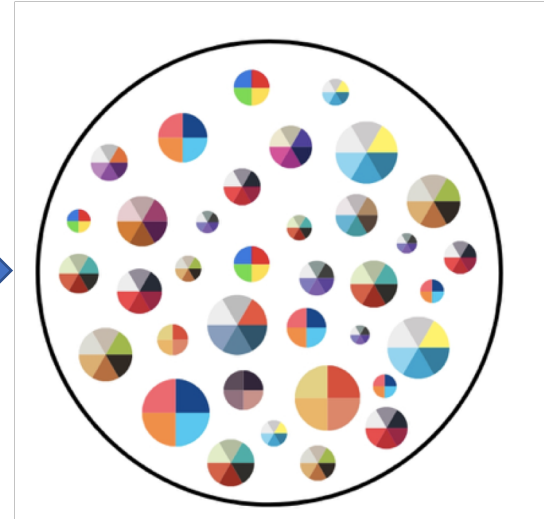
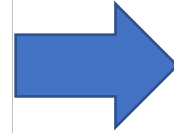
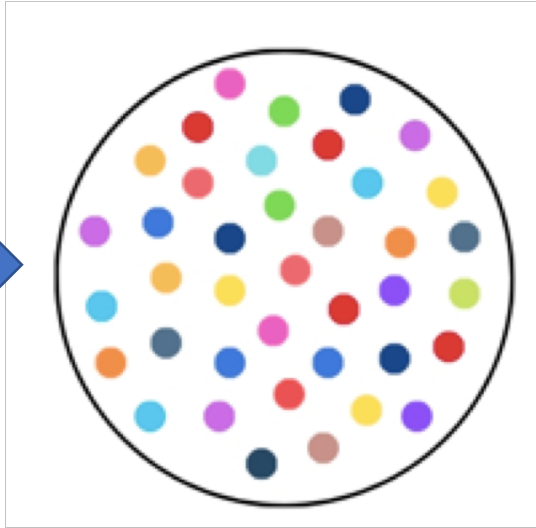
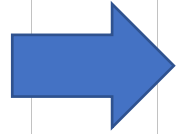
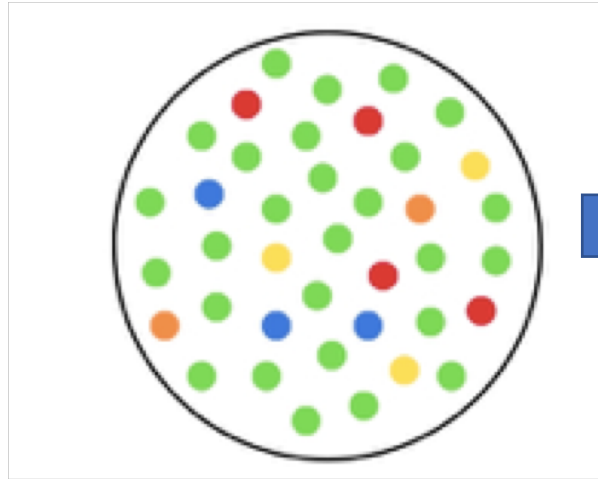


WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?



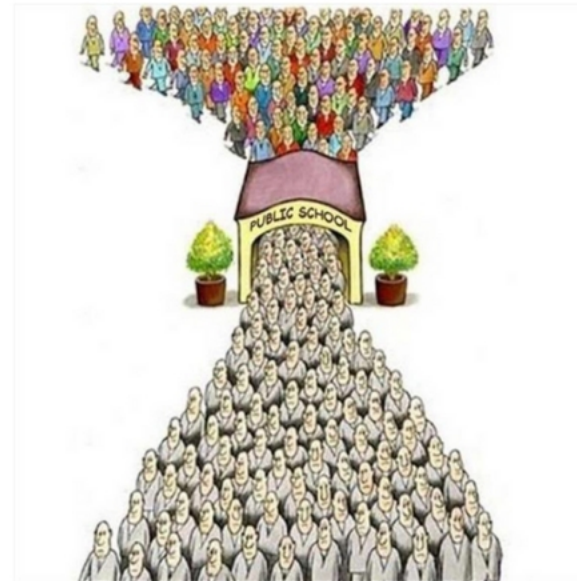
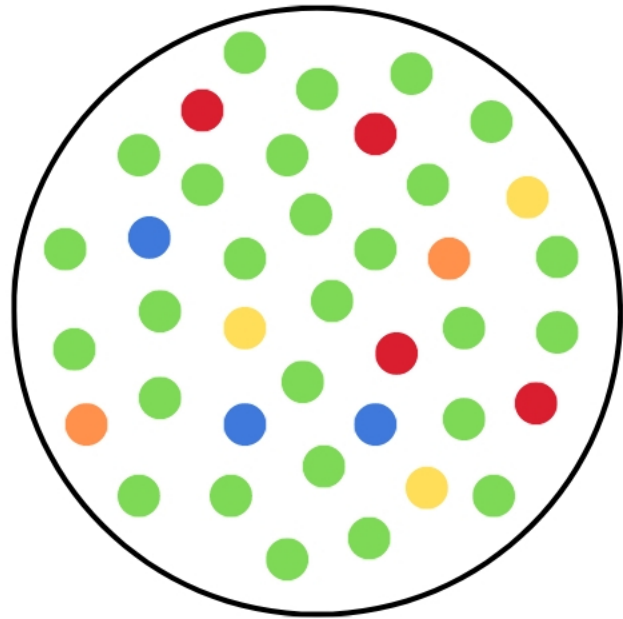


How do we
including people
who are different

How do we teach
to diversity?

How do we
teach to
identity?

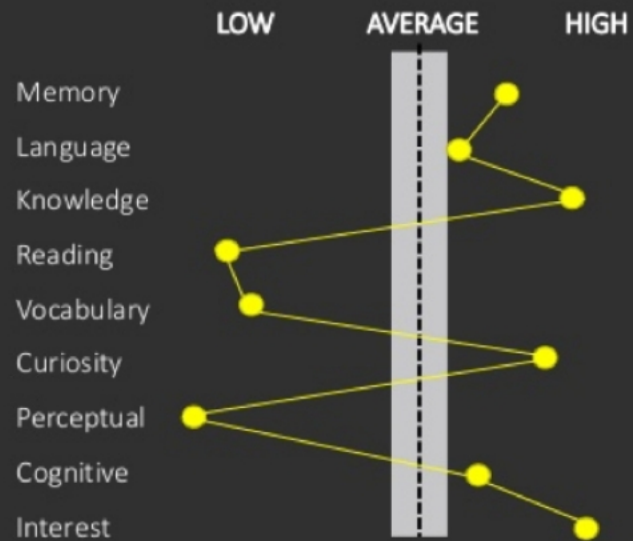
WHERE DID GREEN COME FROM?



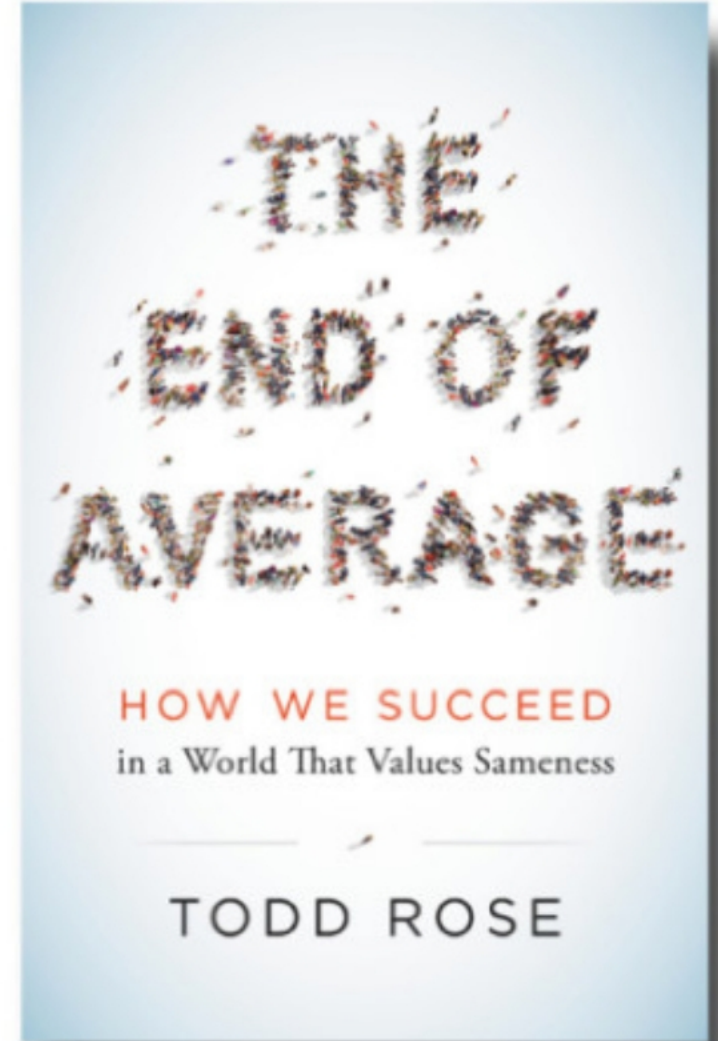
GREEN = AVERAGE

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>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

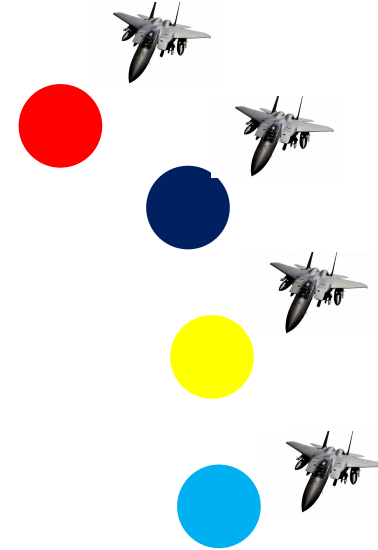
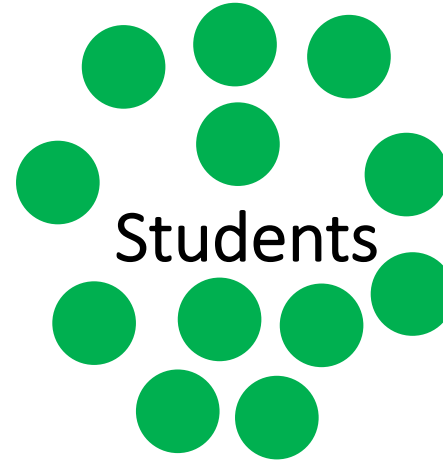
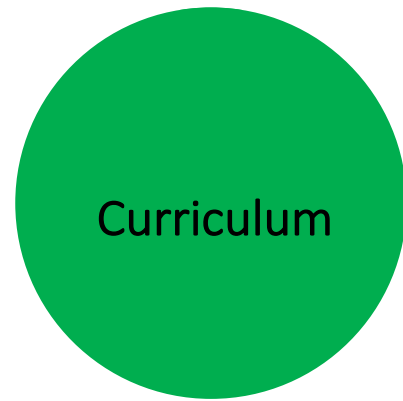
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



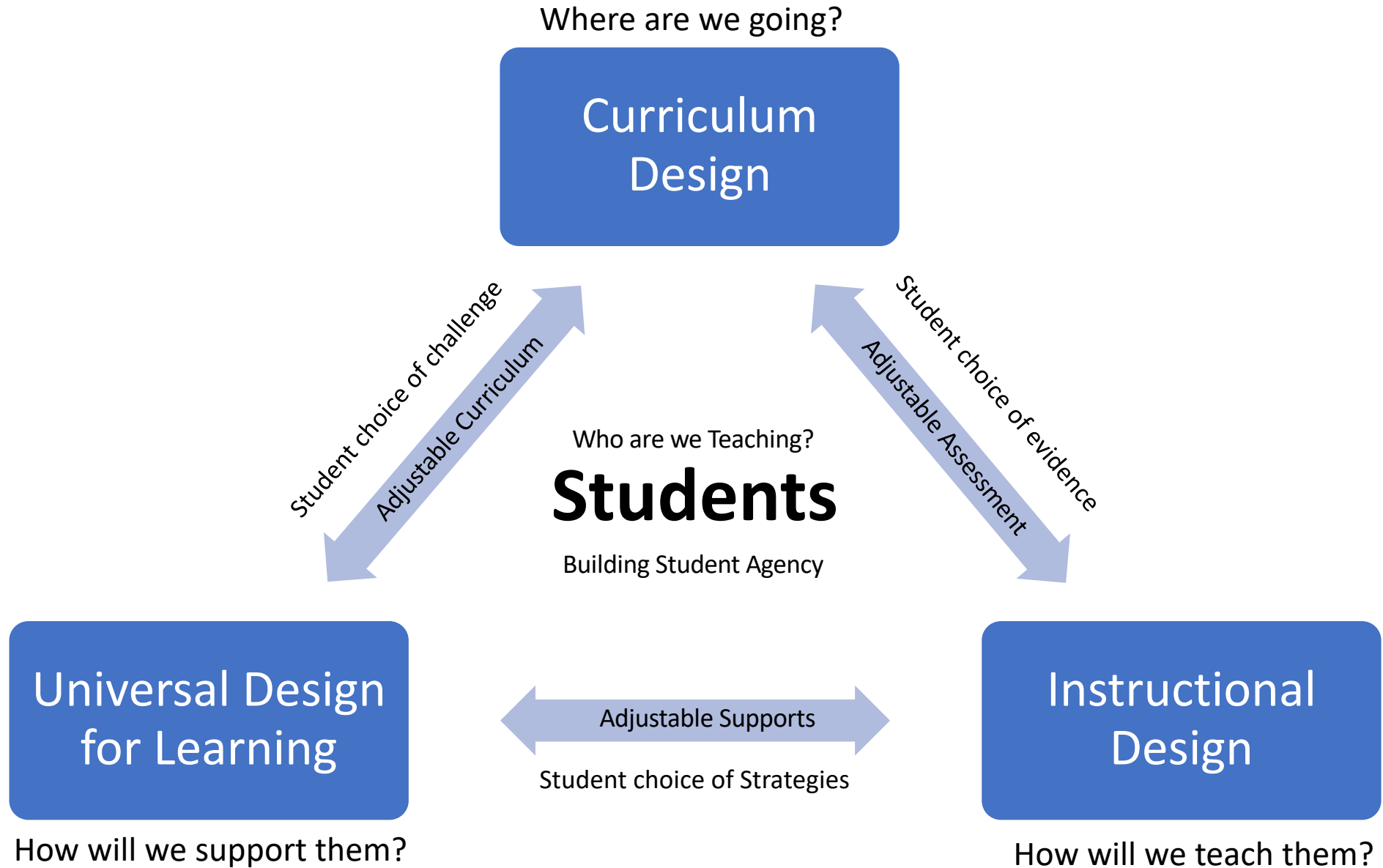
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

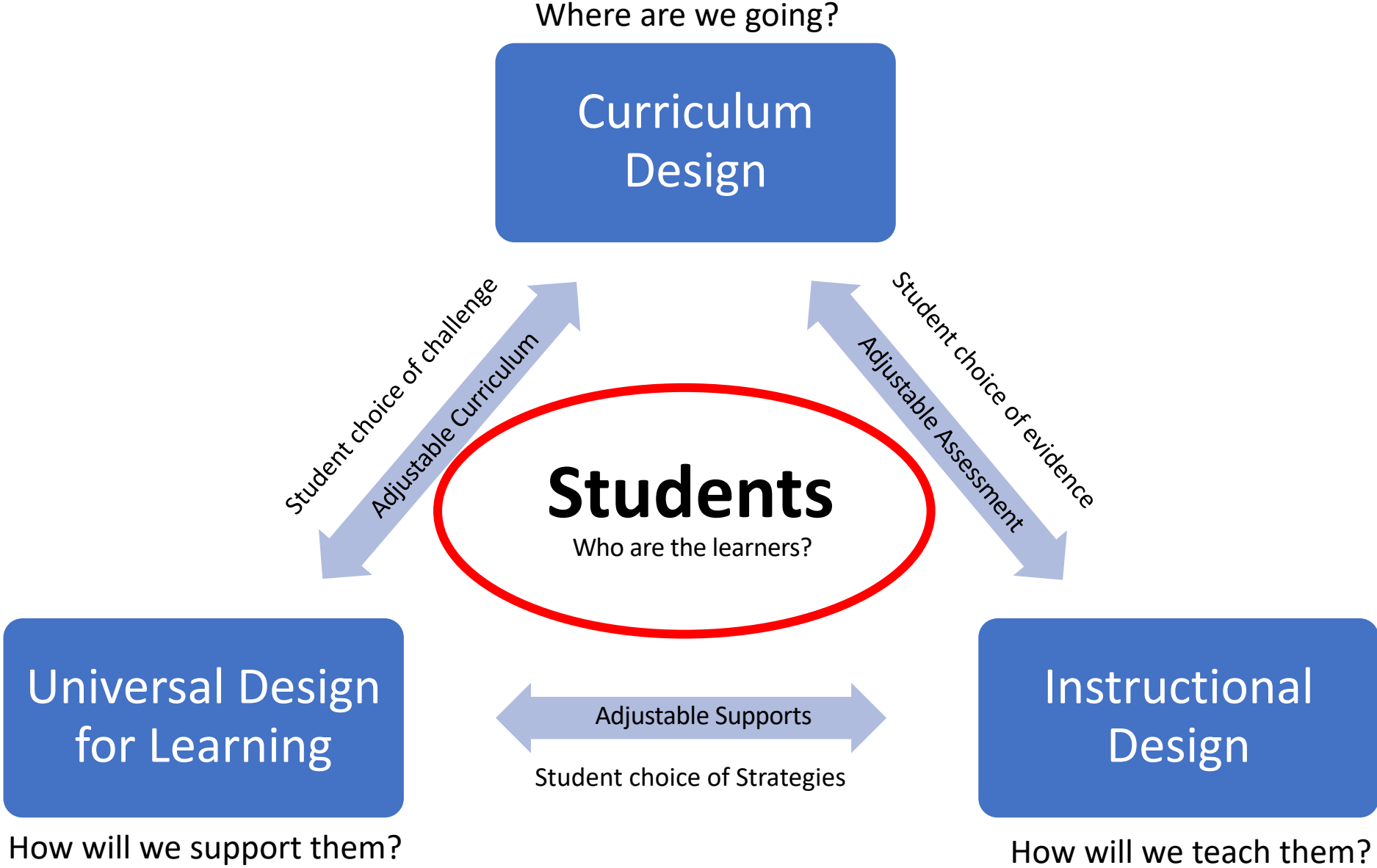
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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



| | | |
|--|--|---|
| 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) |
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| We can meet this goal(s) by targeting core competencies chosen as a community: | | |
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Strengths

Stretches

Identities

Interests

Goals

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

Strategies

Needs

Barriers

Supports

Strengths

Stretches

Identities

Interests

Goals

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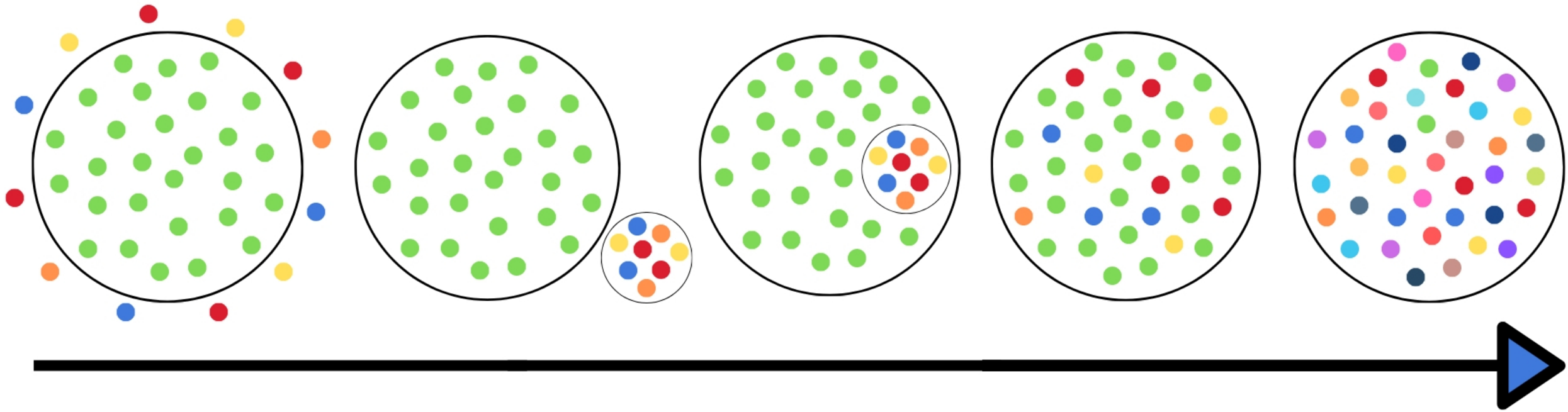
Strategies

Needs

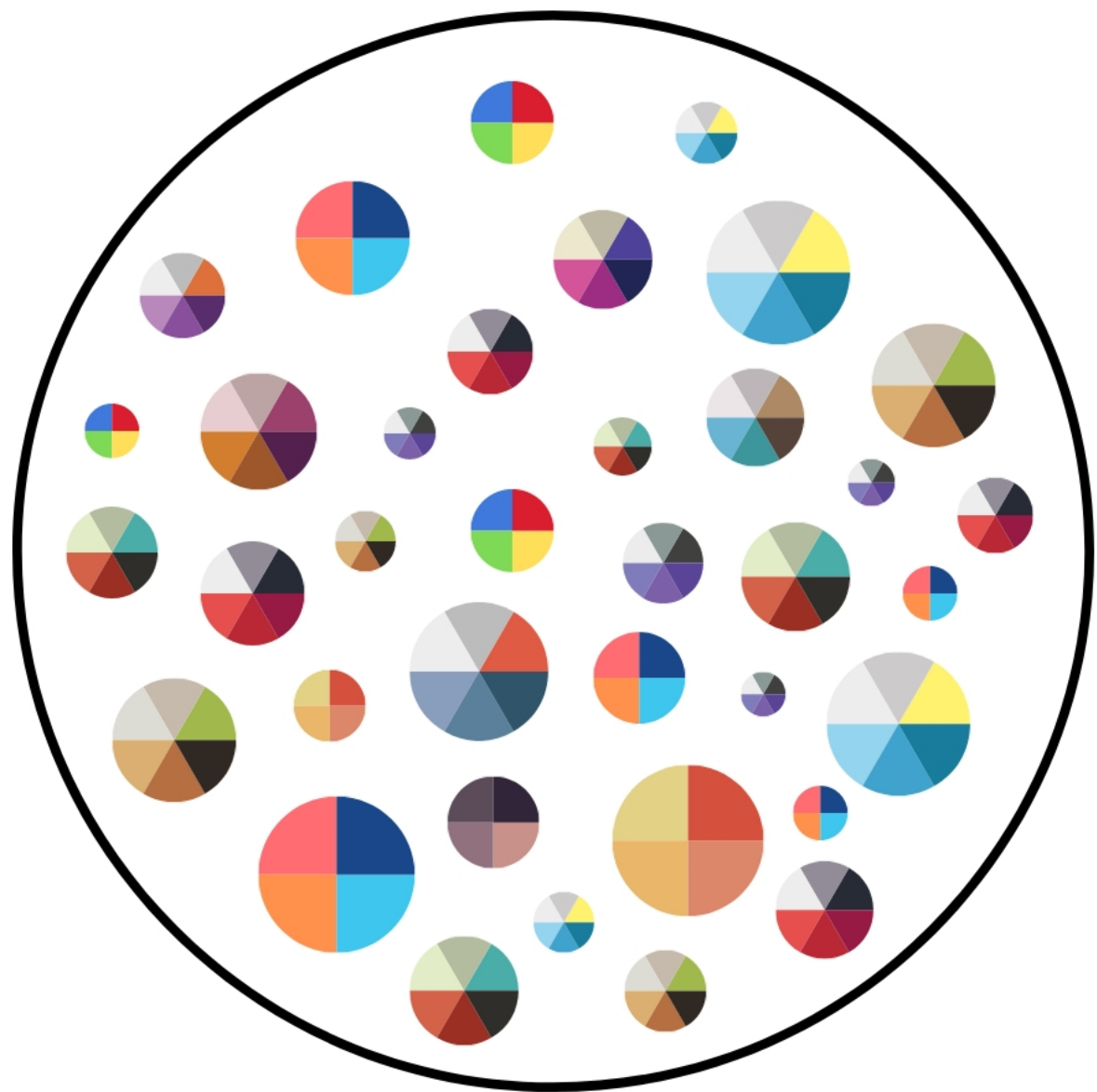
Barriers

Supports

WHAT IS INCLUSION?



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



WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?



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?



What are our **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?



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| | | | |
|---|--|---|--|
| Class Review for : Grade 6 math | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2019 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the class | | Classroom Strengths | Classroom Stretches |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes |
| Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is: | | | |
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| We can meet this goal(s) by making a plan to try something new: | | We 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"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | | giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Targeted competencies to target for this class | | | |

Class Review for: Industrial Design 9-12 Teacher: Mr. Harmon EA: Mr. Fraser Date: October, 2019

I can plan for my students by getting to know the:

| Interests of the class | Classroom Strengths | Classroom Stretches |
|--|---------------------|---------------------|
| collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing battle bots, proud of their success, blowing stuff up | | |

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 (Ryan will do this with the class)

What is useful so far?

Strengths

Stretches

Identities

Interests

Goals

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

Strategies

Needs

Barriers

Supports

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**.

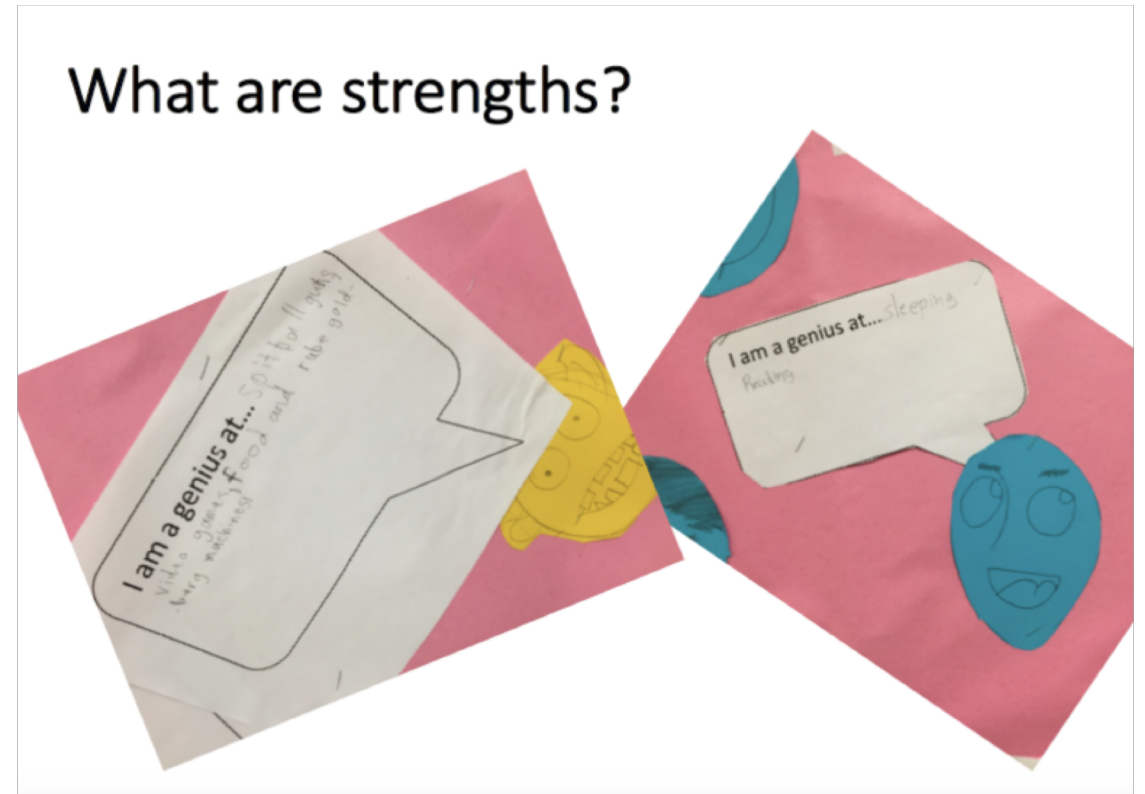
When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

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?



| | | | |
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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?



| | | | |
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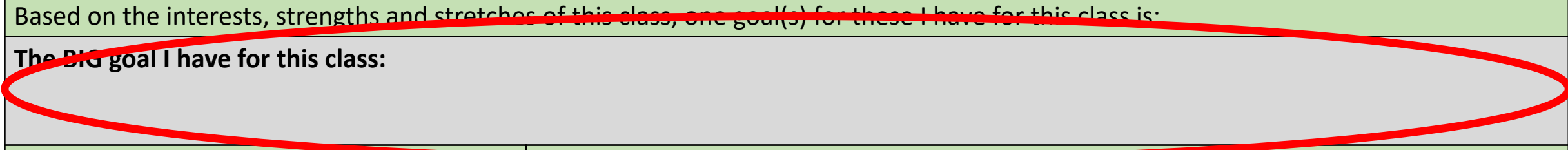
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The Boss!

If you think about THIS specific class this year:

- What is the BIG goal/ Wondering you have for this class?
- What is the ONE or TWO things you want them be able to know/do at the end of this year?

| | | | |
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| - collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up | - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition | - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image |
| 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 want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community | | |
| 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 (| | |

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 : Grade 6 math | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2019 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the class | | Classroom Strengths | Classroom Stretches |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes |
| 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: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things | | | |
| We can meet this goal(s) by making a plan to try something new: | | We 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"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | | <ul style="list-style-type: none"> - Giving students choice and control over what they are learning about (e.g. content, examples used) - Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings - Using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | <ul style="list-style-type: none"> - Uses students' real life experiences to connect school learning to students' lives - Learning involves patience and time |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Targeted competencies to target for this class | | | |

| Class Review for: Industrial Design | Teacher: Mr. Harmon EA: Mr. Fraser | Date: October, 2019 |
|--|---|---|
| I can plan for my students by getting to know the: | | |
| Interests of the class | Classroom Strengths | Classroom Stretches |
| <ul style="list-style-type: none"> - collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up | <ul style="list-style-type: none"> - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition | <ul style="list-style-type: none"> - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image |
| 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 want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community | | |
| 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"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins | | |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | |
| Decision: Core competencies to target for this class | | |

What are my **barriers**??

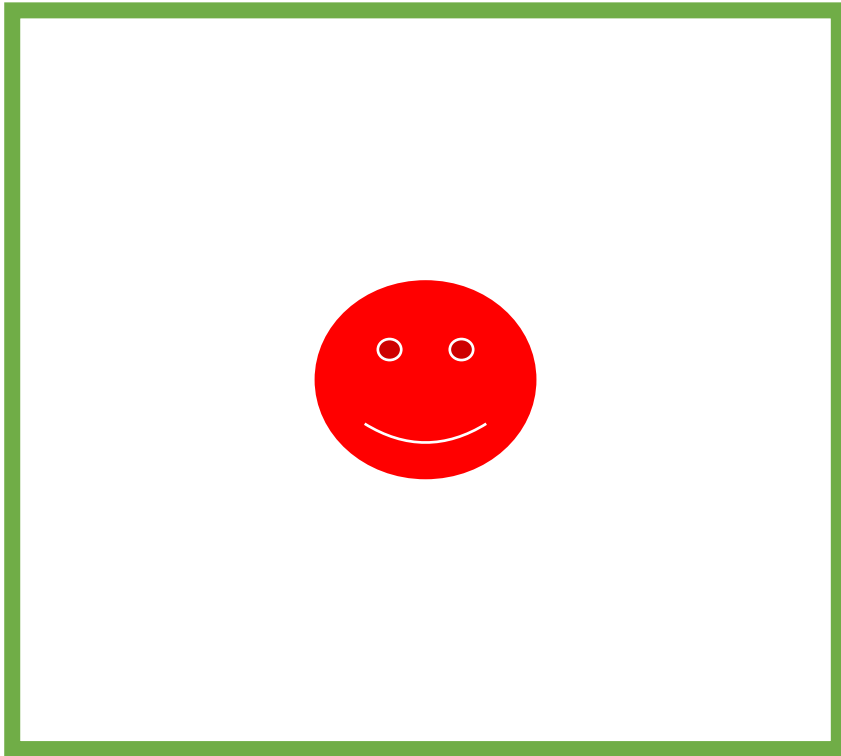
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones,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



How do we remove barriers?

- There are **TWO things** we need to commit to in better understanding adjustable curriculum, supports and assessment
 - Understand the **paradigm shift** for how we view **individuals with disabilities**
 - Understand the **role that the context** plays in **disabling individuals**

Shifting the Paradigm: Medical Model of Disability

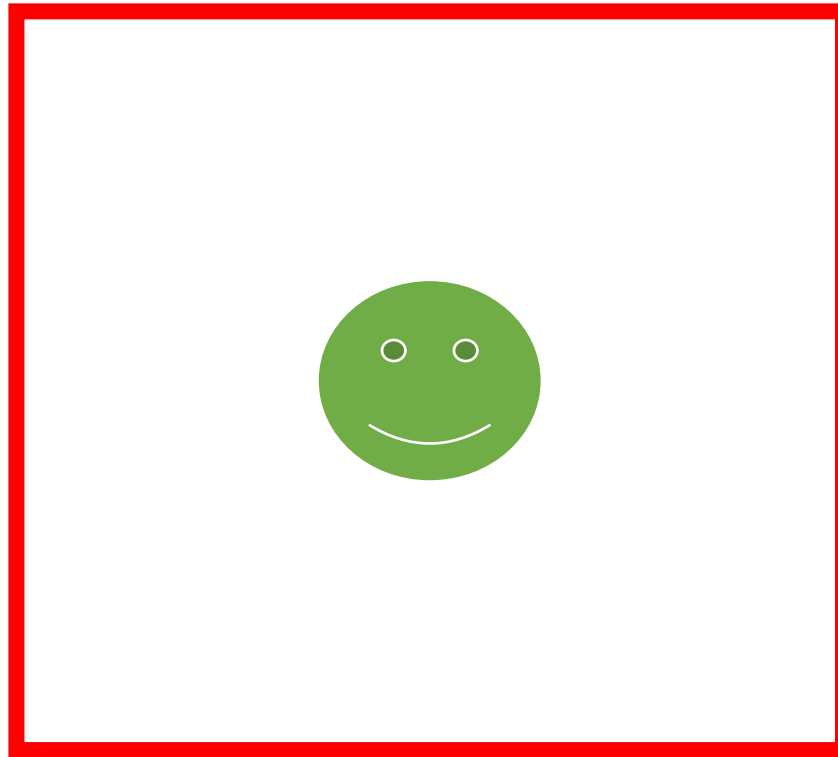


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems
in the environment



Fix the environment

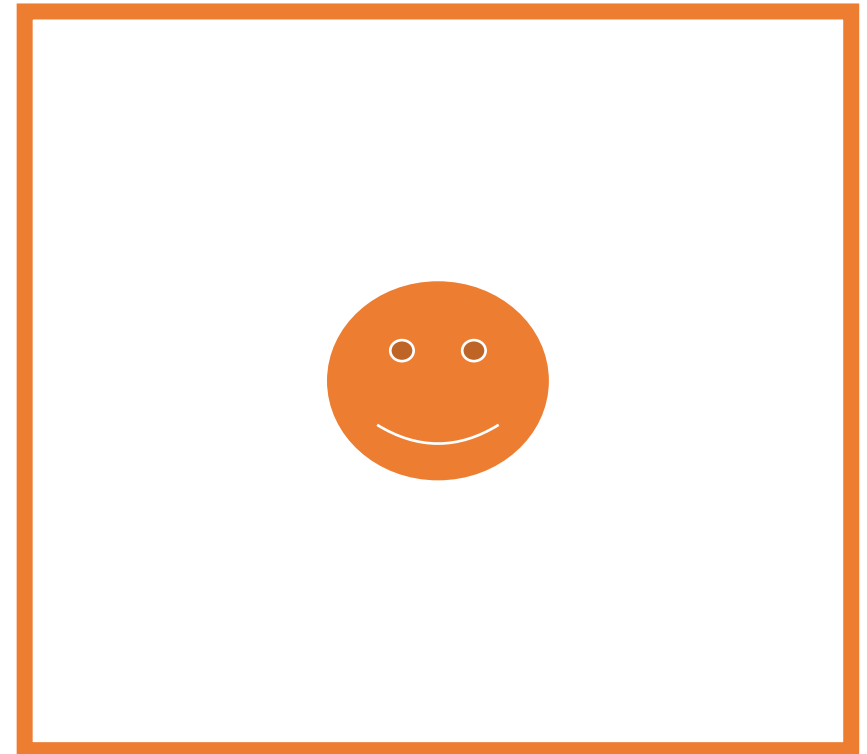
Shifting the Paradigm: Person-Place Model of Need

Identify the **barriers** in the **environment**

Reduce barriers in the environment

- Learning Barriers
- Equity Barriers

Identify the **needs** of ALL **students** AND
anticipate supports and strategies needed



Shifting the Paradigm: Person-Place Model of Need

Identify the **barriers** in the **environment**
Commit to **reducing barriers** in the environment

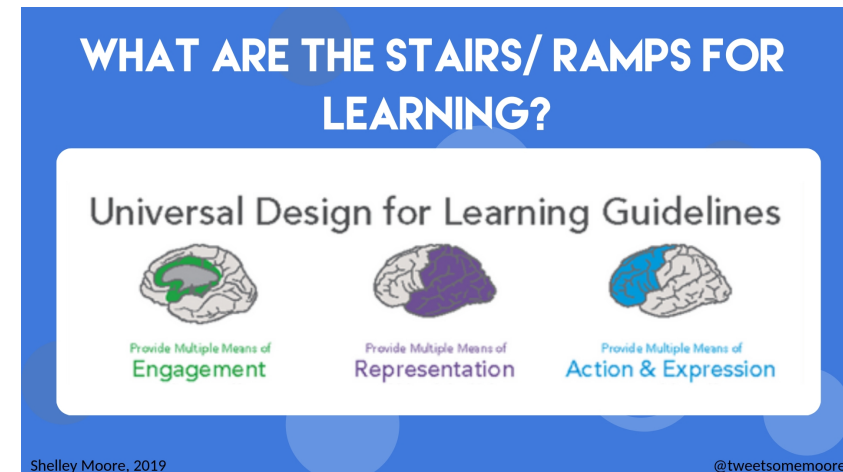
- Learning Barriers
- Equity Barriers

Identify the **needs** of ALL **students** AND
anticipate supports and strategies needed



Reducing Learning 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



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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) | <input type="checkbox"/> | <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 | <input type="checkbox"/> | <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 | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <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 | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| 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"/> | <input type="checkbox"/> |
| 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"/> | <input type="checkbox"/> |
| Our UDL Team Target Goal is: | | | | | | |
| | | | | | | |

| UDL Language: Representation | | Accessible Language | | Teacher Team UDL Reflection & Self-Assessment | | |
|------------------------------|---|---------------------|---|---|----------------------------------|--------------------------|
| UDL Guideline | Providing Multiple Means of Representation | Goal Area | Sharing "what" students are learning | | | |
| 1 | Provide options for perception | Goal | We can present new information to students so that they understand it by: | We can do this! | We want to keep working on this! | This is our next step! |
| 1.1 | <ul style="list-style-type: none"> Offer ways of customizing the display of information | Objective | <ul style="list-style-type: none"> Sharing information in formats that are flexible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 | <ul style="list-style-type: none"> Offer alternatives for auditory information | Objective | <ul style="list-style-type: none"> Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 | <ul style="list-style-type: none"> Offer alternatives for visual information | Objective | <ul style="list-style-type: none"> Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Providing options for language and symbols | Goal | We can share different options/ examples of language and symbols to support student understanding by: | We can do this! | We want to keep working on this! | This is our next step! |
| 2.1 | <ul style="list-style-type: none"> Clarify vocabulary and symbols | Objective | <ul style="list-style-type: none"> Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 | <ul style="list-style-type: none"> Clarify syntax and structure | Objective | <ul style="list-style-type: none"> Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 | <ul style="list-style-type: none"> Support decoding of text, mathematical notation and symbols | Objective | <ul style="list-style-type: none"> Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 | <ul style="list-style-type: none"> Promote understanding across languages | Objective | <ul style="list-style-type: none"> Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 | <ul style="list-style-type: none"> Illustrate through multi media | Objective | <ul style="list-style-type: none"> Using multi-media to support understanding (videos, graphics, activities) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| UDL Language: Expression | | Accessible Language | | Teacher Team UDL Reflection & Self-Assessment | | |
|------------------------------|--|---------------------|--|---|----------------------------------|--------------------------|
| UDL Guideline | Providing Multiple Means of Action & Expression | Goal Area | Sharing and representing new information for student learning | | | |
| 4 | Providing options for physical action | Goal | We can provide options for students to communicate using tools and assistive technology by: | We can do this! | We want to keep working on this! | This is our next step! |
| 4.1 | <ul style="list-style-type: none"> Vary the methods for response and navigation | Objective | <ul style="list-style-type: none"> providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 | <ul style="list-style-type: none"> Optimize access to tools and assistive technologies | Objective | <ul style="list-style-type: none"> providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Provide options for expression and communication | Goal | We can provide options for students to show what they know & communicate their learning by: | We can do this! | We want to keep working on this! | This is our next step! |
| 5.1 | <ul style="list-style-type: none"> Use multi-media for communication | Objective | <ul style="list-style-type: none"> teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 | <ul style="list-style-type: none"> Use media tools for construction and composition | Objective | <ul style="list-style-type: none"> offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 | <ul style="list-style-type: none"> Build fluencies with graduated levels of support of support for practice and performance | Objective | <ul style="list-style-type: none"> supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Provide options for executive functions | Goal | We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: | We can do this! | We want to keep working on this! | This is our next step! |
| 6.1 | <ul style="list-style-type: none"> Guide appropriate goals setting | Objective | <ul style="list-style-type: none"> guiding students through reflection, self-assessment and goal setting with curricular and core competencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 | <ul style="list-style-type: none"> Support planning and strategy development | Objective | <ul style="list-style-type: none"> modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 | <ul style="list-style-type: none"> Enhance managing information and resources | Objective | <ul style="list-style-type: none"> teaching students to organize their evidence of learning and determine their best examples of learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 | <ul style="list-style-type: none"> Enhance capacity for monitoring progress | Objective | <ul style="list-style-type: none"> using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | | | |
| Our UDL Team Target Goal is: | | | | | | |
| | | | | | | |

| 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 Saliency 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! |
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| 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 | | | | | |

| | | | |
|--|--|--|-------|
| 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 6 math | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2019 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the class | | Classroom Strengths | Classroom Stretches |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes |
| 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: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things | | | |
| We can meet this goal(s) by making a plan to try something new: | | We 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"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | | <ul style="list-style-type: none"> • Giving students choice and control over what they are learning about (e.g. content, examples used) • Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings <p>using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment</p> | <p>Uses students' real life experiences to connect school learning to students' lives</p> <p>Learning involves patience and time</p> |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |

I can plan for my students by getting to know the:

| Interests of the class | Classroom Strengths | Classroom Stretches |
|---|---|---|
| <ul style="list-style-type: none"> - collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up | <ul style="list-style-type: none"> - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition | <ul style="list-style-type: none"> - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image |

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 want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community

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"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins | <p>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p> | <ul style="list-style-type: none"> - We can use see our real life experiences to connect school learning to students’ lives - We can value each others’ gifts and contributions |

We can meet this goal(s) by targeting core competencies chosen as a community:

Decision: Core competencies to

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

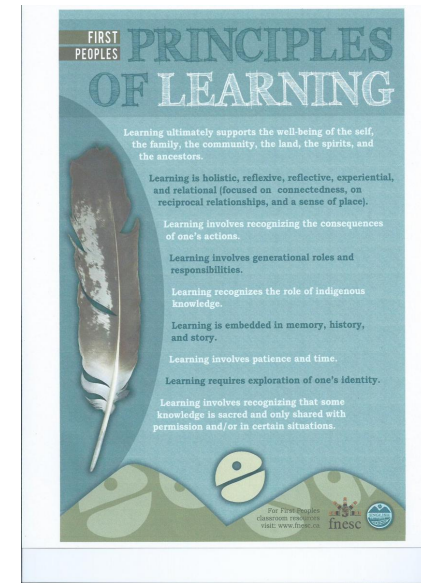
Shelley Moore, 2019

| 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>

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect cultural awareness through examples. This tool can be used as self-reflection or by an external observer to become more aware of equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable practice. This guide is not an all-inclusive description of best instructional practices.

| Teacher | | Observer | | Subject | |
|---|--|----------|--|---------|--|
| 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> | | | | | |

1. Welcomes students by name as they enter the classroom

Asks students for correct pronunciation of their names; correctly pronounces students' names

2. Uses eye contact with all students

Makes culturally appropriate eye contact with all students

3. Uses proximity with all students equitably

Circulates around student work areas to be close to all students

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important

Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest

5. Arranges the classroom to accommodate discussion

Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion

6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students

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




7. Uses a variety of visual aids and props to support student learning

Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content

8. Learns, uses, and displays some words in students' heritage language

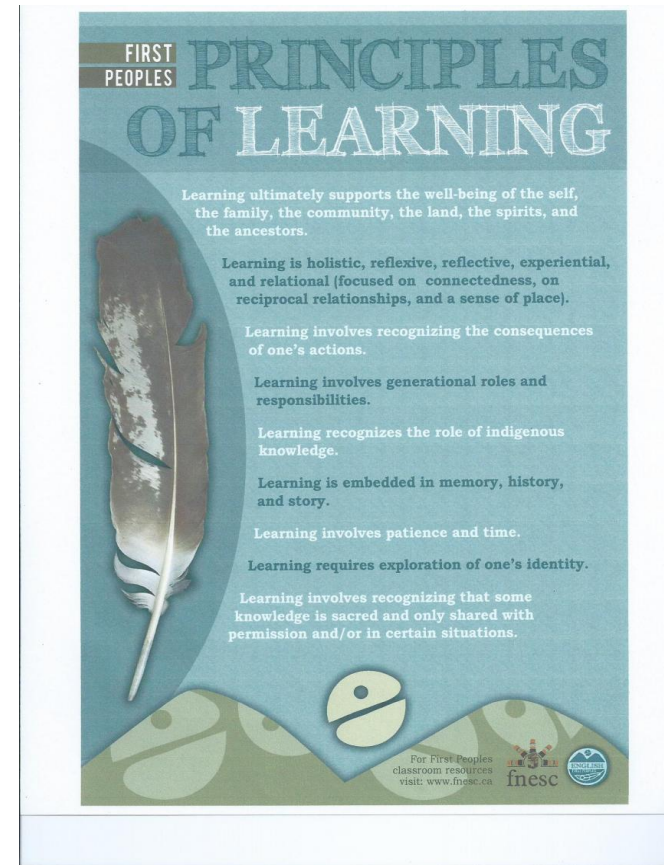
Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom

Culturally Responsive School Checklist and Goal Setting

| Look-Fors  | Yes  | Sometimes | No  | To improve on how this guideline is incorporated in my classroom or school, I will... |
|---|---|-----------|--|---|
| Guideline #1: Culturally responsive teaching is assets-based. | | | | |
| Administrators, teachers, and staff show interest in ELs' home languages by learning a few words or phrases. | | | | |
| Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting. | | | | |
| School uses many means of communicating with families (e.g., translated notes, telephone calls, use of an interpreter). | | | | |

Reducing **Equity** 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
- Sacred Teachings



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



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Authentic First Peoples Resources for Use in K-9 Classrooms

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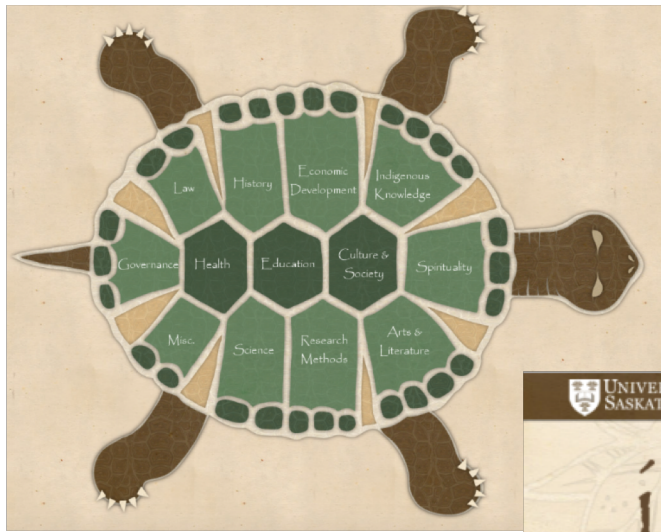
[Authentic First Peoples Resources, K-Gr. 9](#). Published by FNEsc and FNsa, 2016 (2nd edition). 136 pages.

For ordering hard copies, please visit our [Ordering page](#).

[Go to the Authentic Resources Online Catalogue](#)

The annotated listings provided in this guide identify currently available authentic First Peoples texts that students can work with to meet provincial standards related to literacy as well as a variety of specific





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[Articles](#) [Book Reviews](#) [E-Books](#) [Media](#) [Theses](#) [Web Sites](#)

[▶ General](#) [▶ Scholarly, peer reviewed](#)

[A 122.5-kilobase Deletion of the P Gene Underlies the High Prevalence of Oculocutaneous Albinism Type 2 in the Navajo Population](#)
Zanhua Yi, Nanibaa' Garrison, Orit Cohen-Barak, Tatiana M. Karafet, Richard A. King, Robert P. Erickson, Michael F. Hammer, Murray H. Brilliant
American Journal of Human Genetics, Vol. 72, No. 1, January 2003, pp. 62-72.
Study indicates an absence of a specific gene contributes to albinism.
[More information...](#)
(Rating: 3.75, Votes: 12, Reviews: 0) [Reviews](#) | [Rate It](#) | [Add to Favourites](#)

[-6A Promoter Variant of Angiotensinogen and Blood Pressure Variation in Canadian Oji-Cree](#) top
R. A. Hegele, S. B. Harris, A. J. Hanley, F. Sun, P. W. Connelly, B. Zinman
Journal of Human Genetics, Vol. 43, No. 1, 1998, pp. 37-41.
Study found that while the presence of the AGT -6A variant tended to be associated with higher systolic blood pressure, it was not found to be significant in this population of Canadian Oji-Cree.
[More information...](#)
(Rating: 5.00, Votes: 10, Reviews: 0) [Reviews](#) | [Rate It](#) | [Add to Favourites](#)

| | | | |
|---|---|---|--|
| Class Review for : Grade 6 | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2019 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the class | Classroom Strengths | | Classroom Stretches |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | | <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes |
| 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: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things | | | |
| We can meet this goal(s) by making a plan to try something new: | | We 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"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | <ul style="list-style-type: none"> • Giving students choice and control over what they are learning about (e.g. content, examples used) • Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings • using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | | <ul style="list-style-type: none"> • Arrange the classroom to facilitate student discussion and collaboration • Learning involves patience and time |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Targeted competencies to target for this class | | | |

I can plan for my students by getting to know the:

| Interests of the class | Classroom Strengths | Classroom Stretches |
|---|---|---|
| - collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up | - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition | - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image |

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 want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community

I can meet this goal(s) by making a plan:

I can meet this goal(s) by reducing barriers in the classroom:

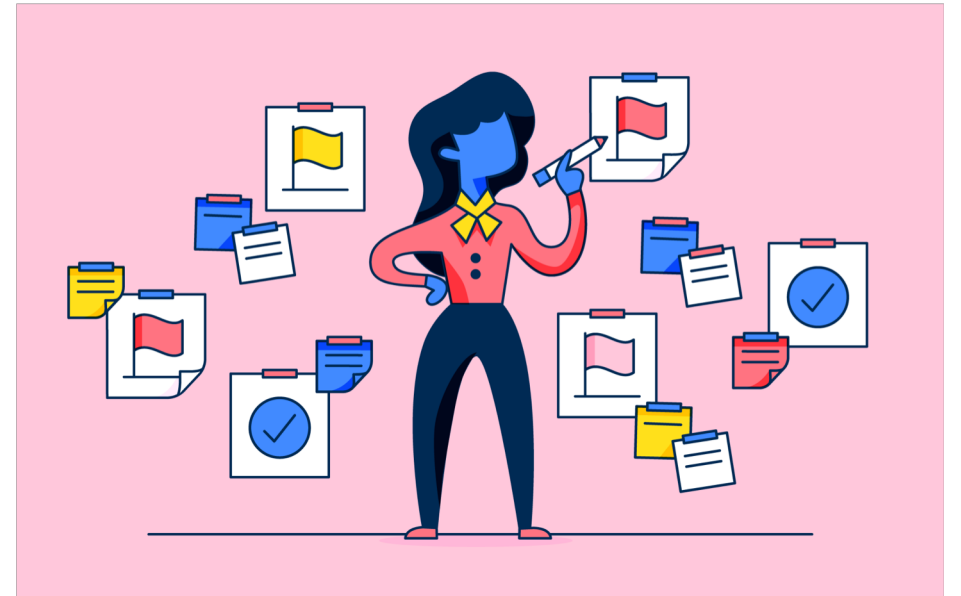
| Decision: Something I want to try | Decision: Learning Barriers (UDL) | Decision: Equity barriers (Reconciliation) |
|--|--|--|
| <ul style="list-style-type: none"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins | <p>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p> | <p>We can use see our real life experiences to connect school learning to students’ lives</p> <p>We can value each others’ gifts and contributions</p> |

We can meet this goal(s) by targeting core competencies chosen as a community:

Decision: Core competencies to

What are my goals??

- Student/ Family generated
 - What do I want to get better at this year at school? At home? In life?
 - What do I want to learn more about this year?
 - Where do I see myself in 25 year?
 - What goals do I have for my future?
 - What competencies (or sub competencies) do I want to target?
-
- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books



What are our goals?

- Student/ Family generated
- How can I make a plan to target my stretches?
- What do I want to get better at this year at school? At home? In life
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
- What competencies do I want to target?



| | | |
|--|--|---|
| 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 (Class Involvement) | | |

| | | | |
|---|--|---|-----------------|
| Class Review for : Grade 6 math | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2019 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the class | | Classroom Strengths | |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | |
| <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes | | | |
| 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: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things | | | |
| We can meet this goal(s) by making a plan to try something new: | | We can meet this goal(s) by reducing barriers in the classroom: | |
| Decision: Something I want to try | | Decision: Learning Barriers (UDL) | |
| <ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | | <ul style="list-style-type: none"> • Giving students choice and control over what they are learning about (e.g. content, examples used) • Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings • using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | |
| <ul style="list-style-type: none"> Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time | | | |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Targeted competencies for this class | | | |
| We can collaborate with each other | | | |

I can plan for my students by getting to know the:

| Interests of the class | Classroom Strengths | Classroom Stretches |
|---|---|---|
| <ul style="list-style-type: none"> - collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up | <ul style="list-style-type: none"> - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition | <ul style="list-style-type: none"> - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image |

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 want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community

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"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins | <p>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p> | <ul style="list-style-type: none"> We can use see our real life experiences to connect school learning to students’ lives We can value each others’ gifts and contributions |

We can meet this goal(s) by targeting core competencies chosen as a community:

Decision: Core competencies to target as a class
 Ryan thinks (Collaboration, Social Responsibility, Critical Thinking)
 Class voted on – Creative Thinking, Collaboration, Personal Awareness & Responsibility)

Team time: Make a plan!

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

Next time we are together

- BRING BACK everything we did today
- Try to build a class review
- Bring an artifact representing something you tried, that you can share
- Designing an adjustable curricular unit plan