

SHELLEY MOORE



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TALK TO YOUR NEIGHBOUR...

- What is inclusion?
- Who is inclusion for?
- Where/ when do you see it happening?
- Why is it important?



**"HOW MANY OF YOU ARE
REFINED AT A PRACTICE THAT
YOU DON'T BELIEVE IN?"**

Barrie Bennett




**THEORY
& BELIEFS**

How do we bridge the gap
between what we believe in (and
know to be true)... and how we
live?

PRACTICE

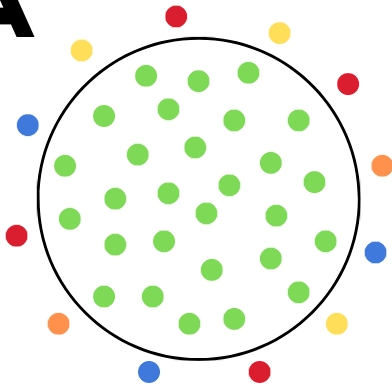


WHAT DOES INCLUSION MEAN?

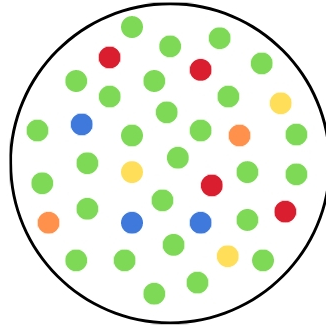


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

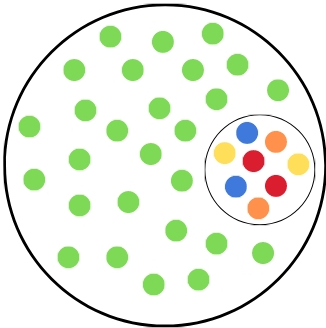
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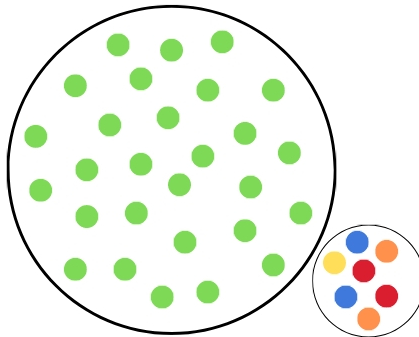
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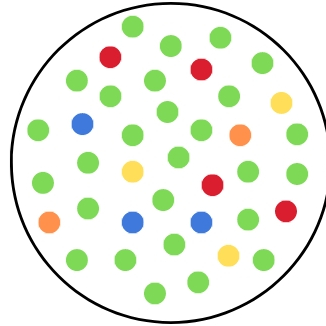


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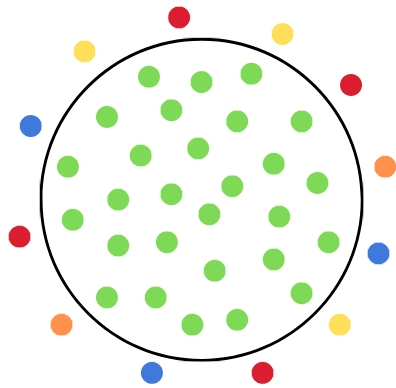


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

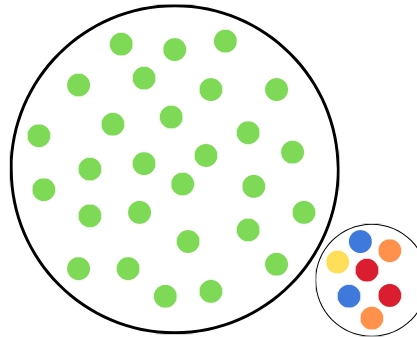
WHAT IS
INCLUSION?



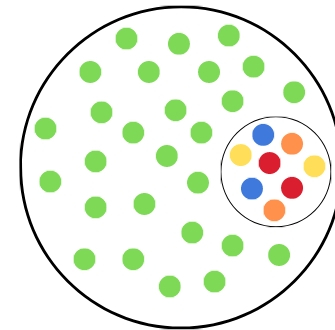
inclusion



exclusion

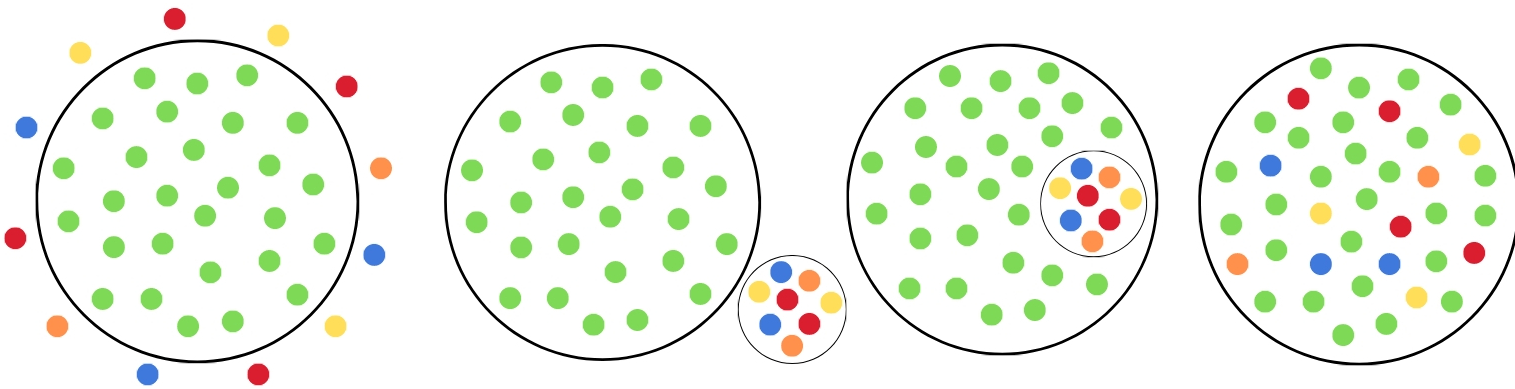


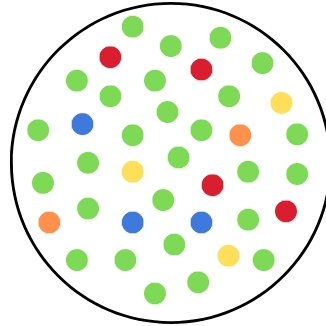
segregation



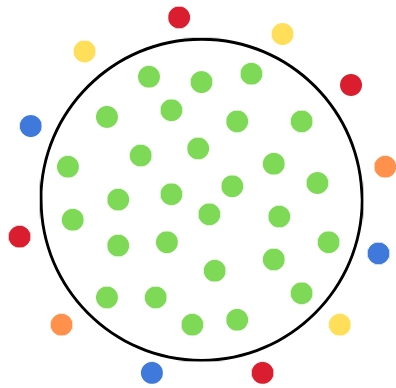
integration

WHAT IS INCLUSION?

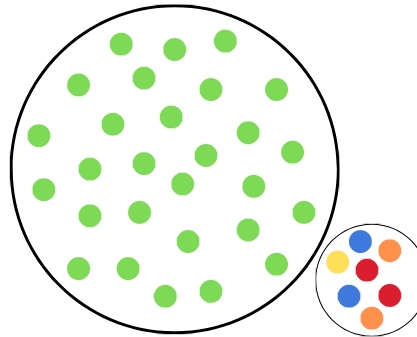




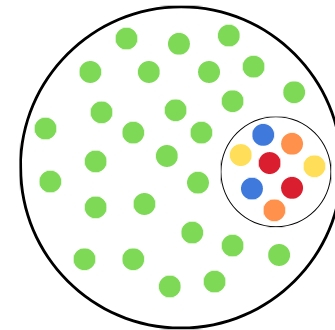
inclusion



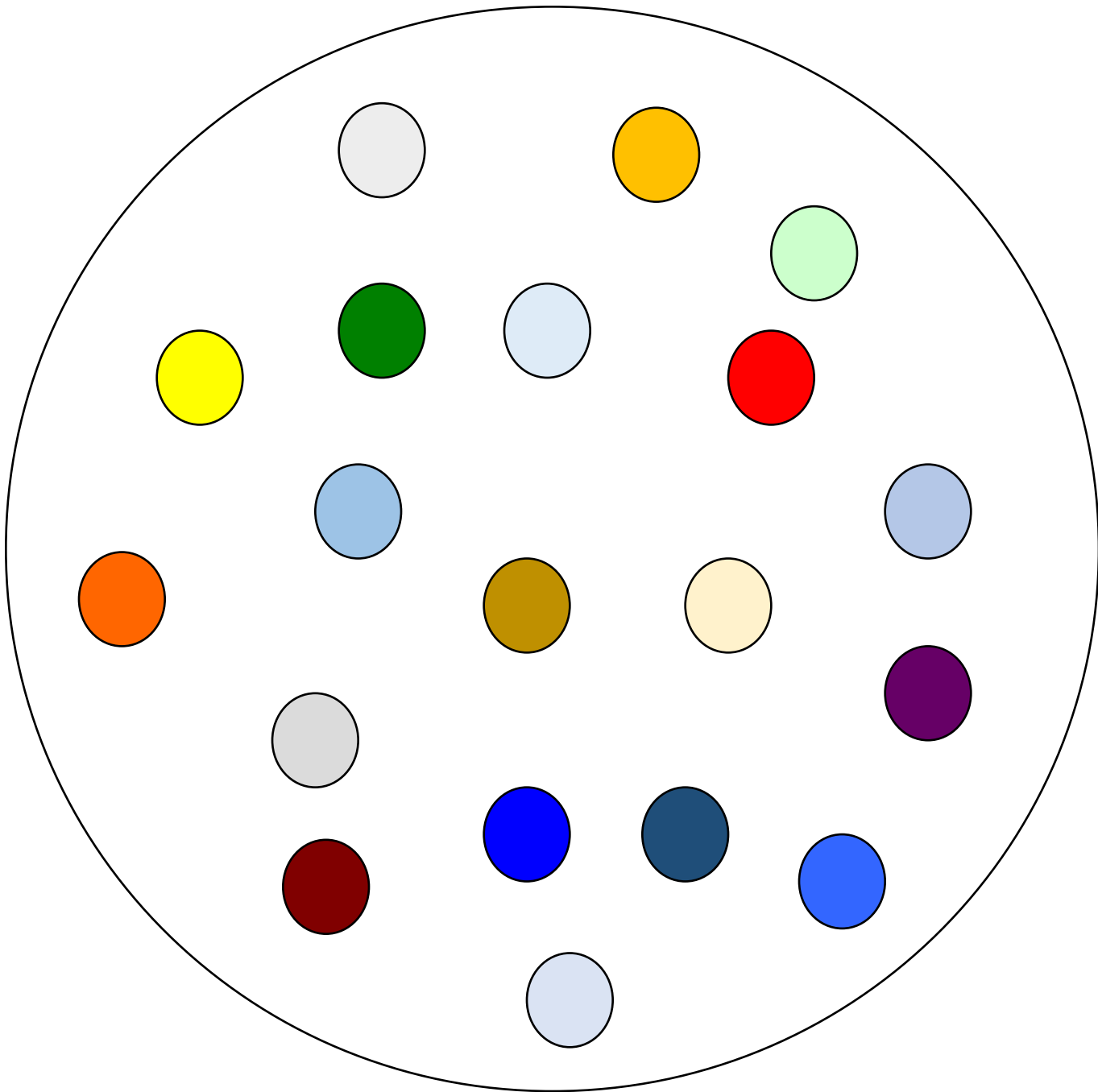
exclusion



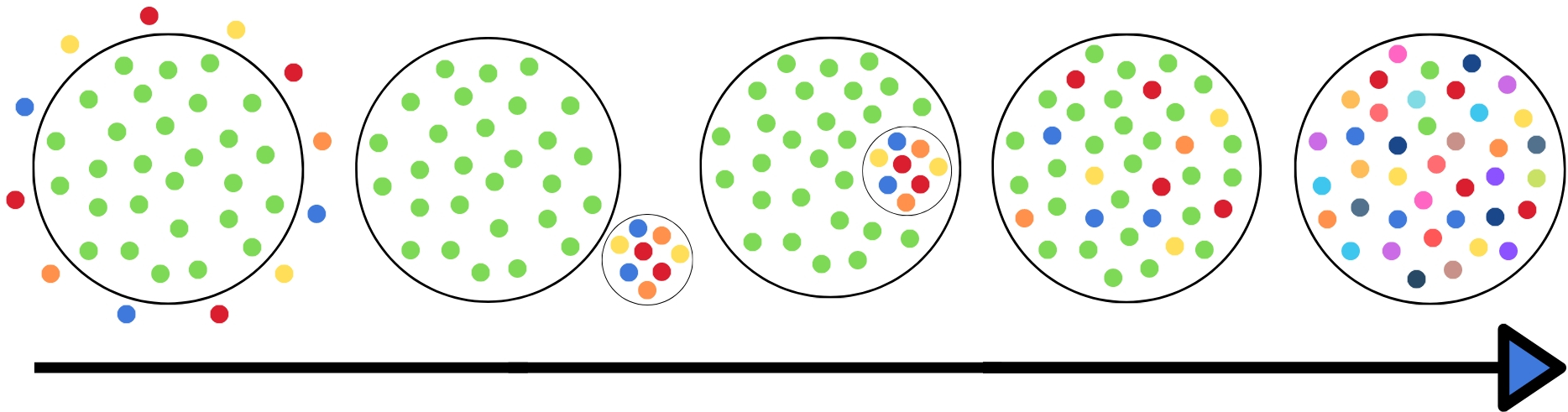
segregation



integration



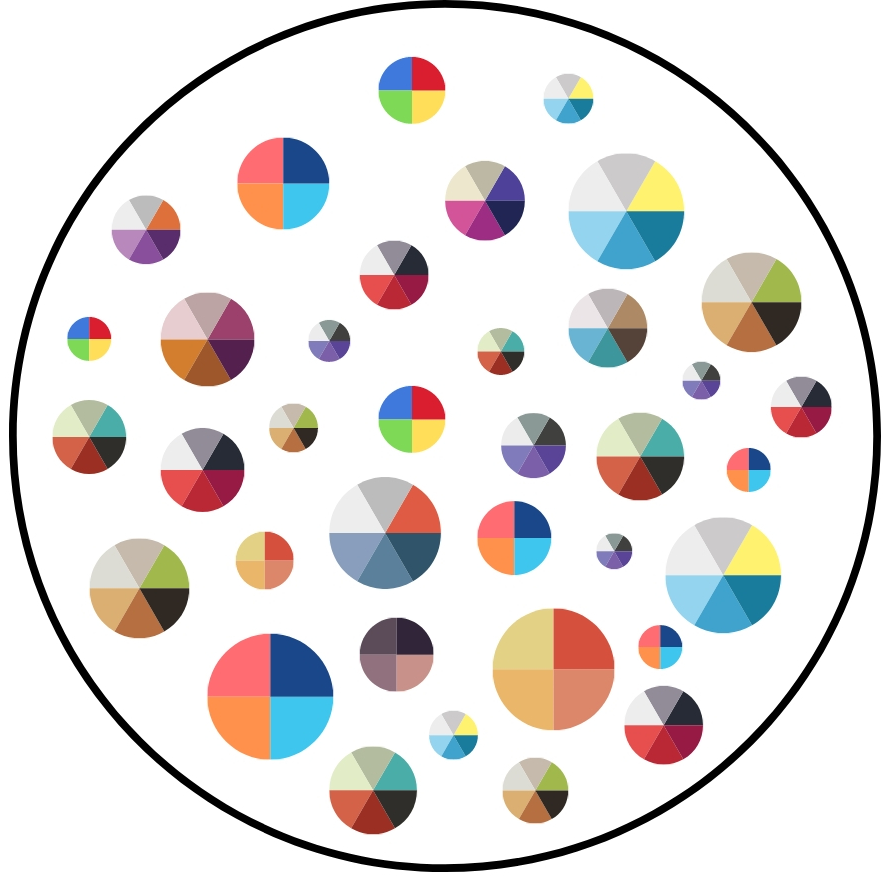
WHAT IS INCLUSION?



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



WHO IS INCLUSION?



WHO IS INCLUSION?

Shelley Moore, 2019

@tweetsomemoore

What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



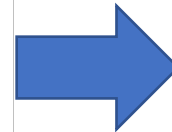
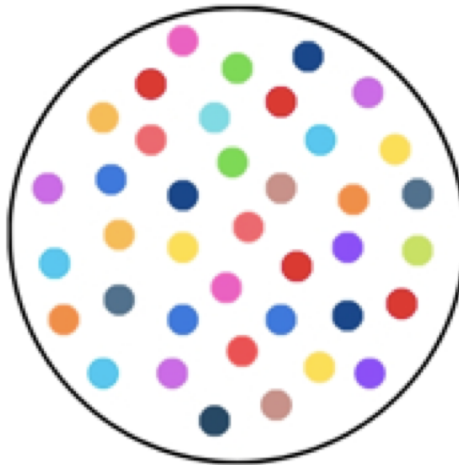
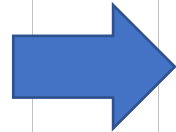
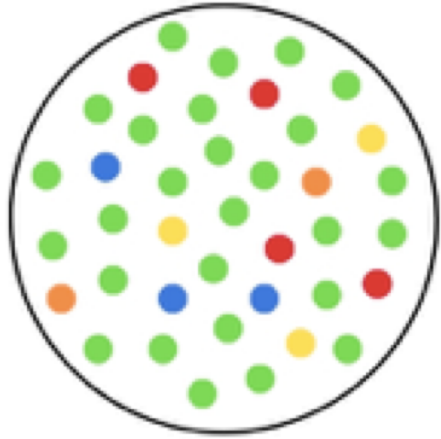
How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

What is Inclusion?

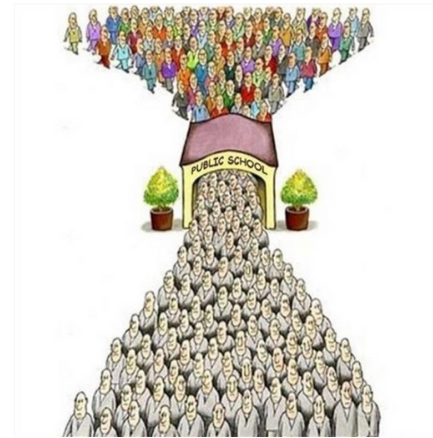
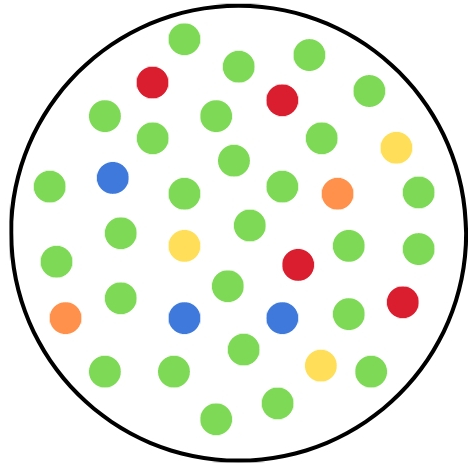


How do we
including people
who are different

How do we teach
to diversity?

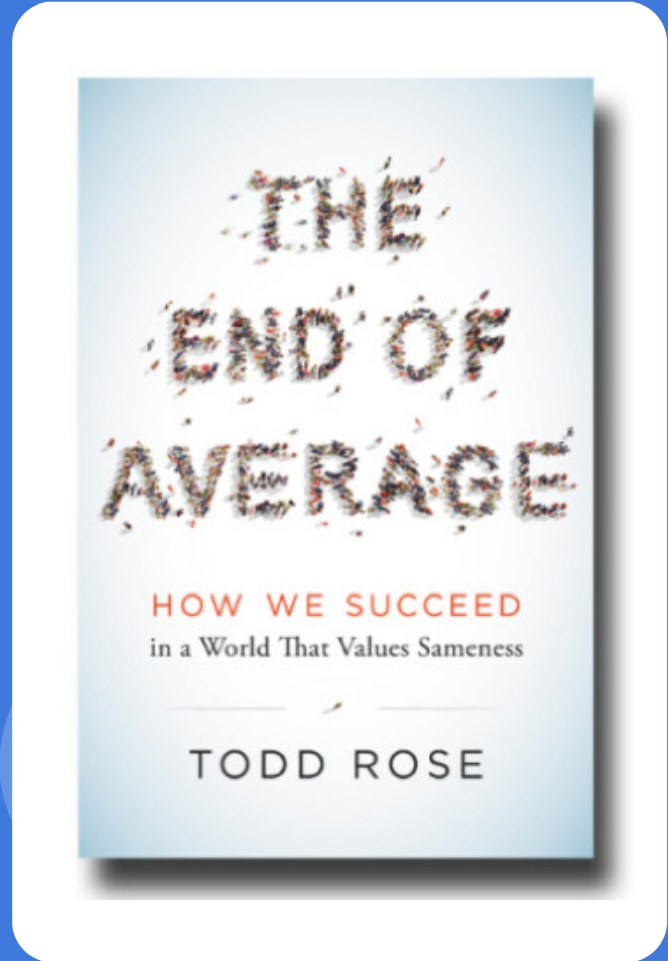
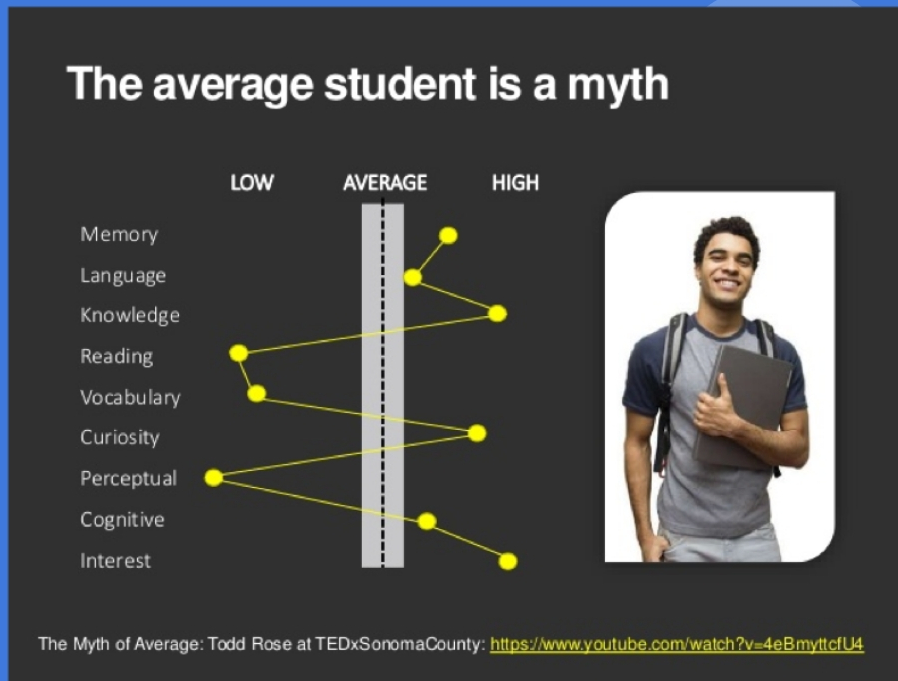
How do we
teach to
identity?

WHERE DID **GREEN** COME FROM?



GREEN = AVERAGE

The End of Average!



THE 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

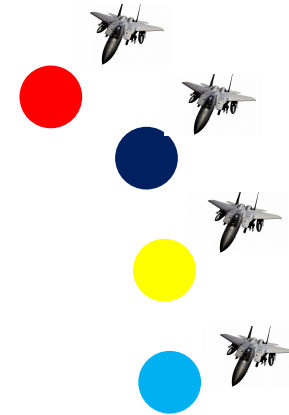
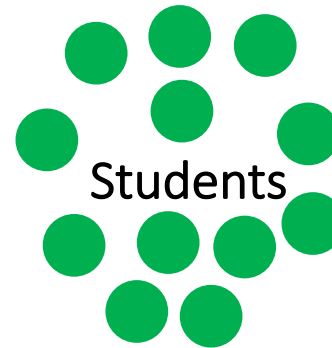
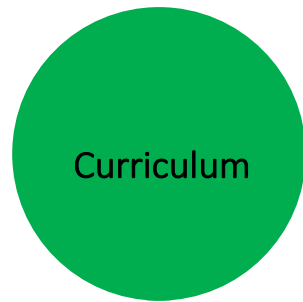
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

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

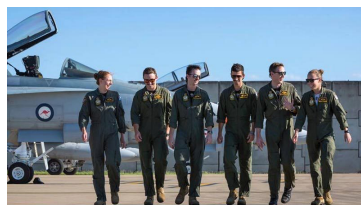
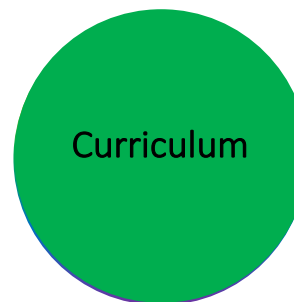
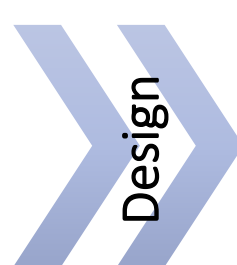
An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT

Students



What is useful so far?

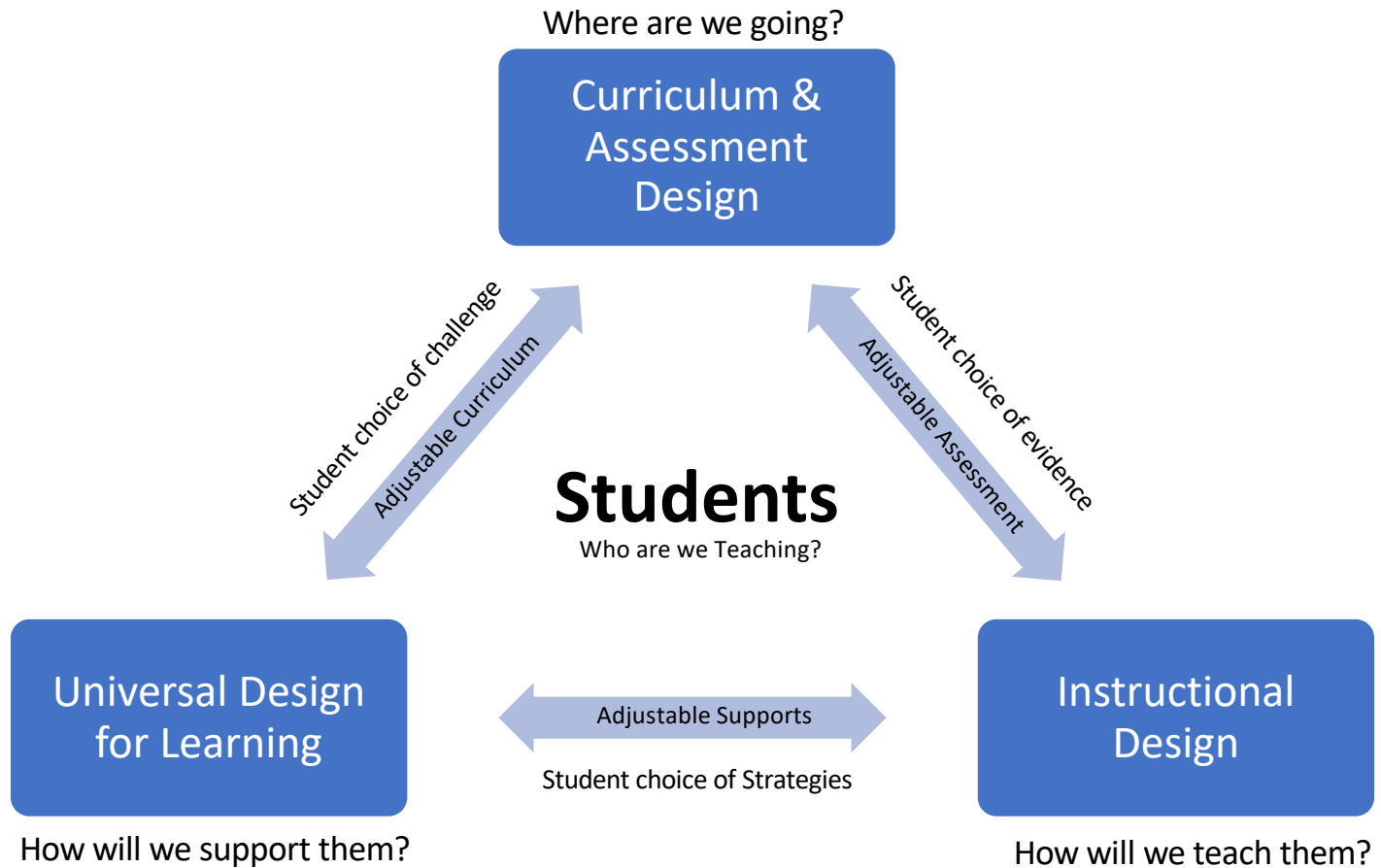
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

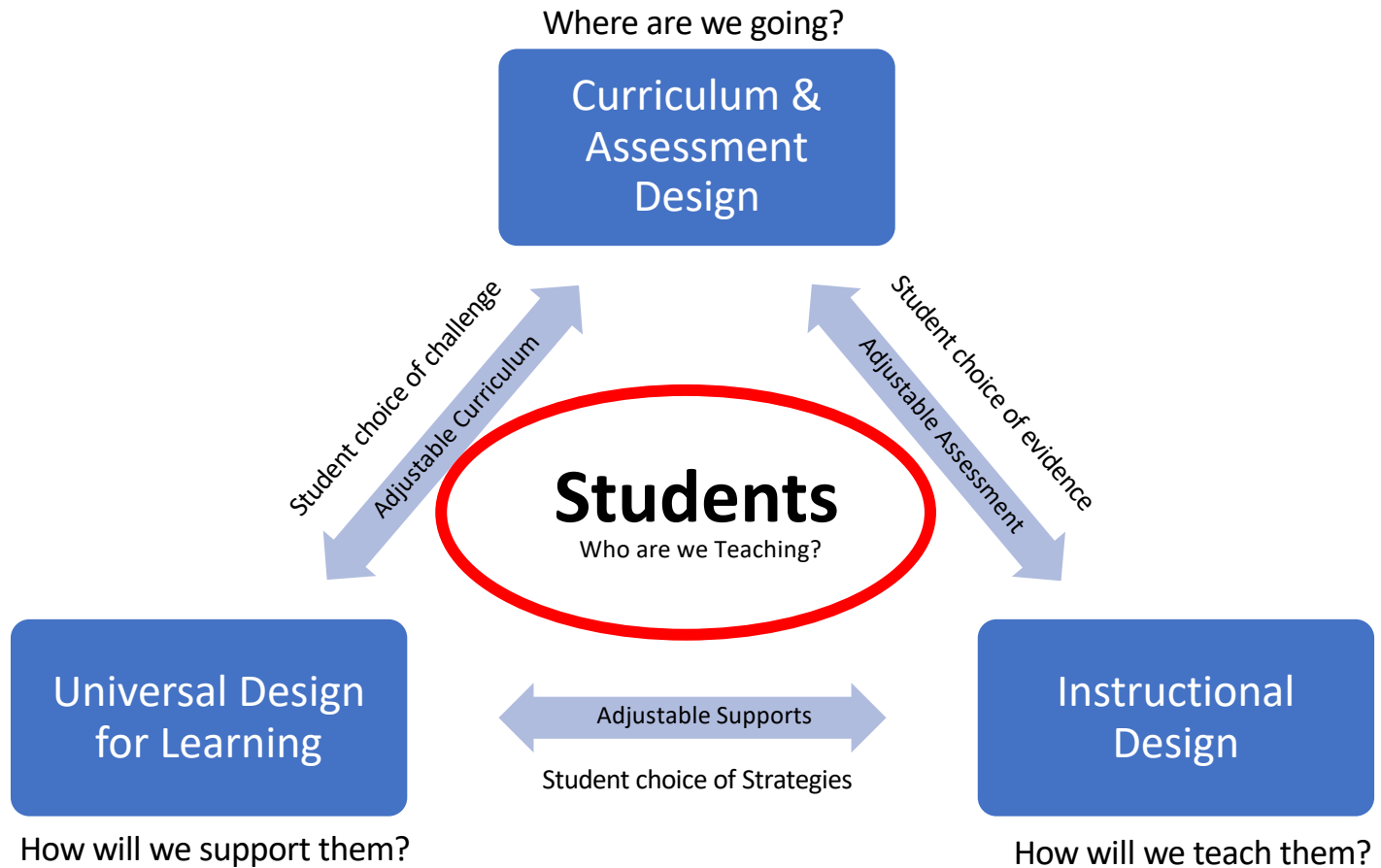
- Who are the *students*? What is the range of *diversity*?
- What kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

What are the blueprints for inclusion? Design with Equity in Mind



SOMEthing...not **EVERY**thing

What are the blueprints for inclusion? Design with Equity in Mind

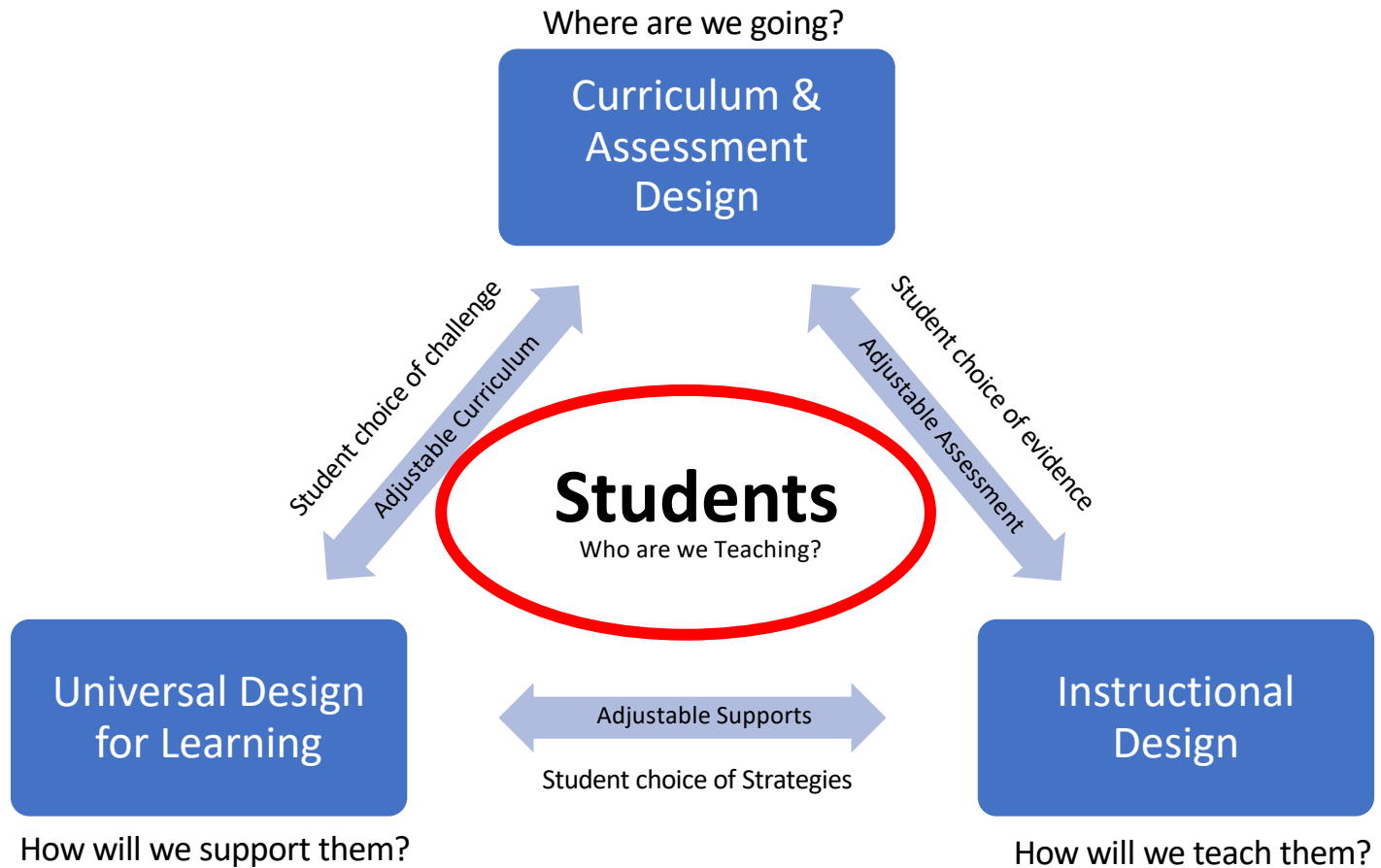


What are some ways that we can get to know our student's **dimensions**?

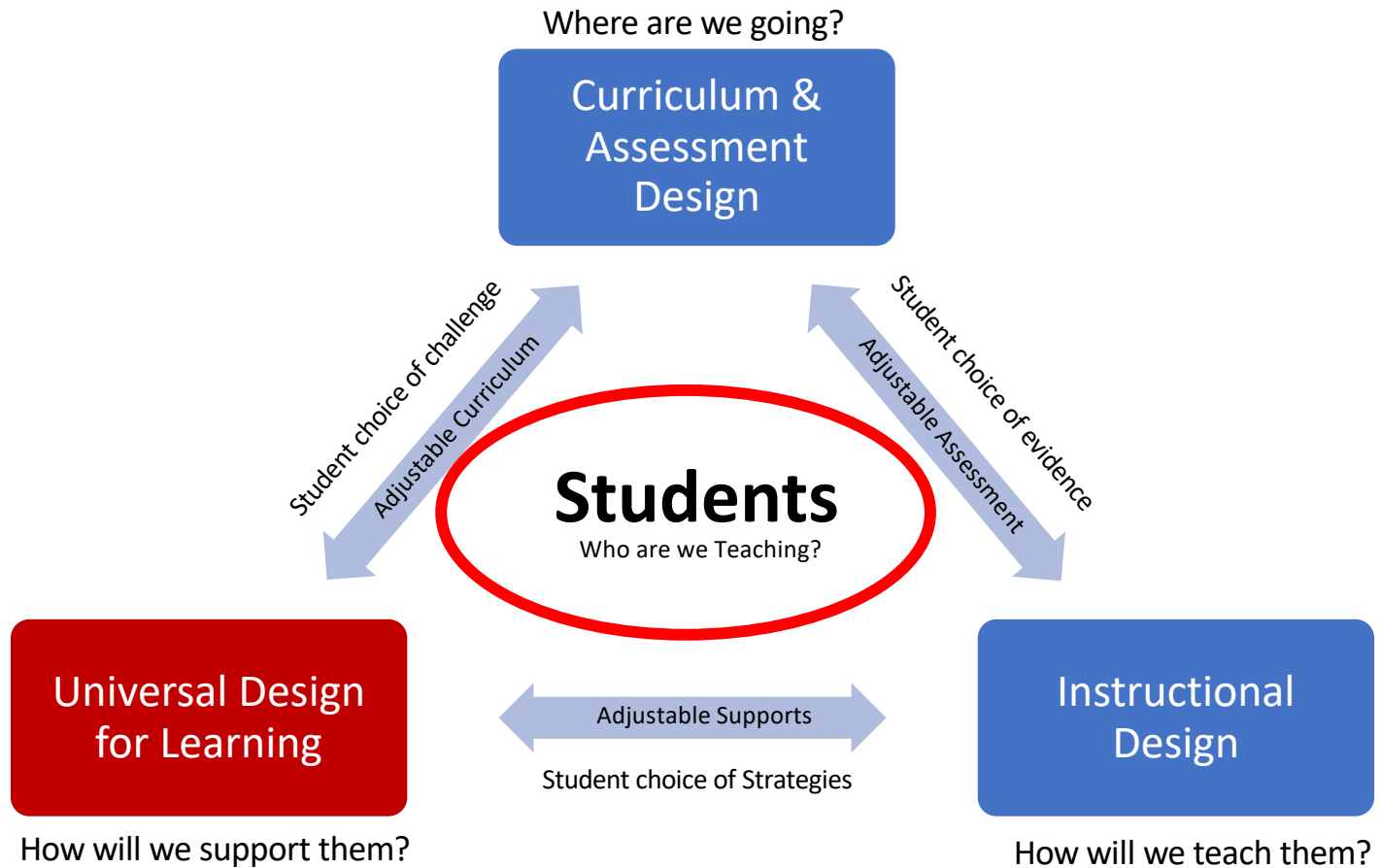
- Identities
- Interests
- Strengths
- Stretches
- Needs
- Barriers
- Supports
- Strategies
- Goals

Class Review for :	Teacher:	Date:
We can plan for our 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:		
The BIG question or inquiry I have for this class:		
We can try to answer this question by making a plan to try something new:	We can answer these question by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)	Decision: Barriers to Equity (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		

What are the blueprints for inclusion? Design with Equity in Mind



What are the blueprints for inclusion? Design with Equity in Mind

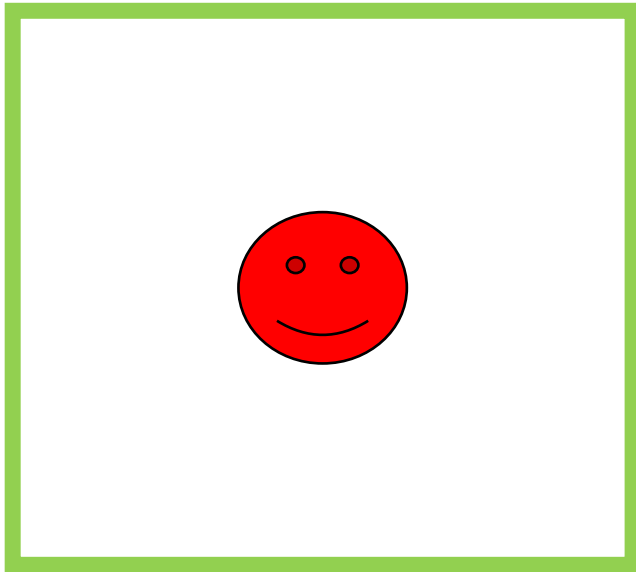


Designing Adjustable Curricular Plans

There are **TWO things** we need to commit to in better Universal Supports:

- Understand the **paradigm shift** for how we view **Individuals with Disabilities**
 - Capital “**D**”
- Understand the **role that the context** plays in **disabling individuals**
 - Small “**d**”

Shifting the Paradigm: Medical Model of Disability

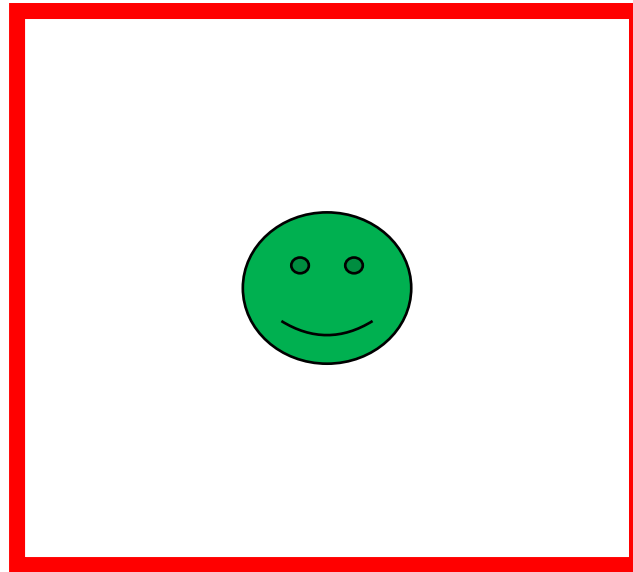


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

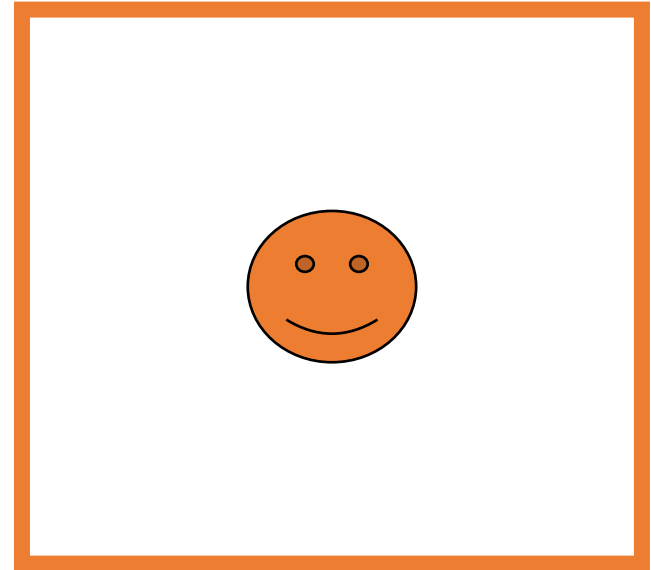
Identify the problems
in the environment



Fix the environment

Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
Reduce barriers in the environment
 - Barriers to Learning
 - Barriers to Equity & Reconciliation
- Reduce **barriers** for **ALL learners!**
- Identify the **needs** of **ALL students** AND **anticipate supports and strategies** needed
- **Teach** supports and strategies to **ALL learners!**



Medical Model Perspective: Fix the person

Problem: Putting gas in your car in America

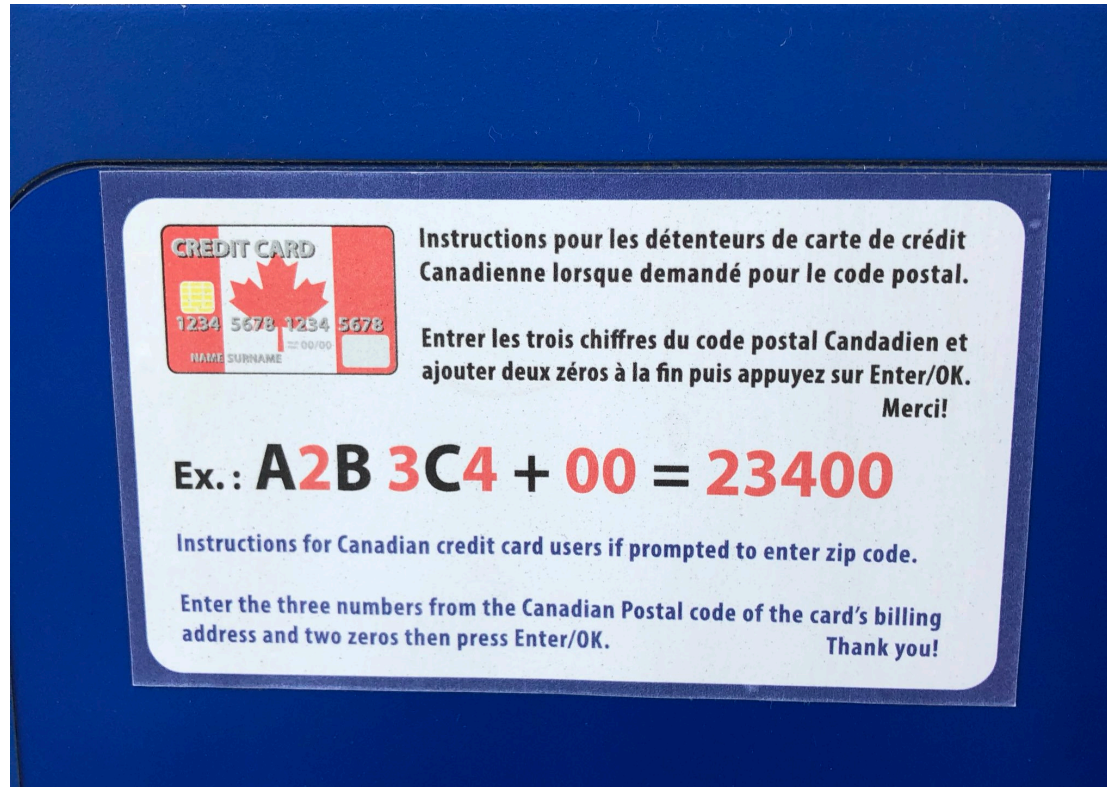
Deficit: Shelley can't fill up with gas in America

S.M.A.R.T goal: Shelley will fill up her car with gas in America with 90 % accuracy by June 2020 by

Objective: using planning strategies to fill up with gas

Individual Supports & Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Why can't I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

Person/Place Perspective: Fix the place, support the needs of the person

Place: AMERICA

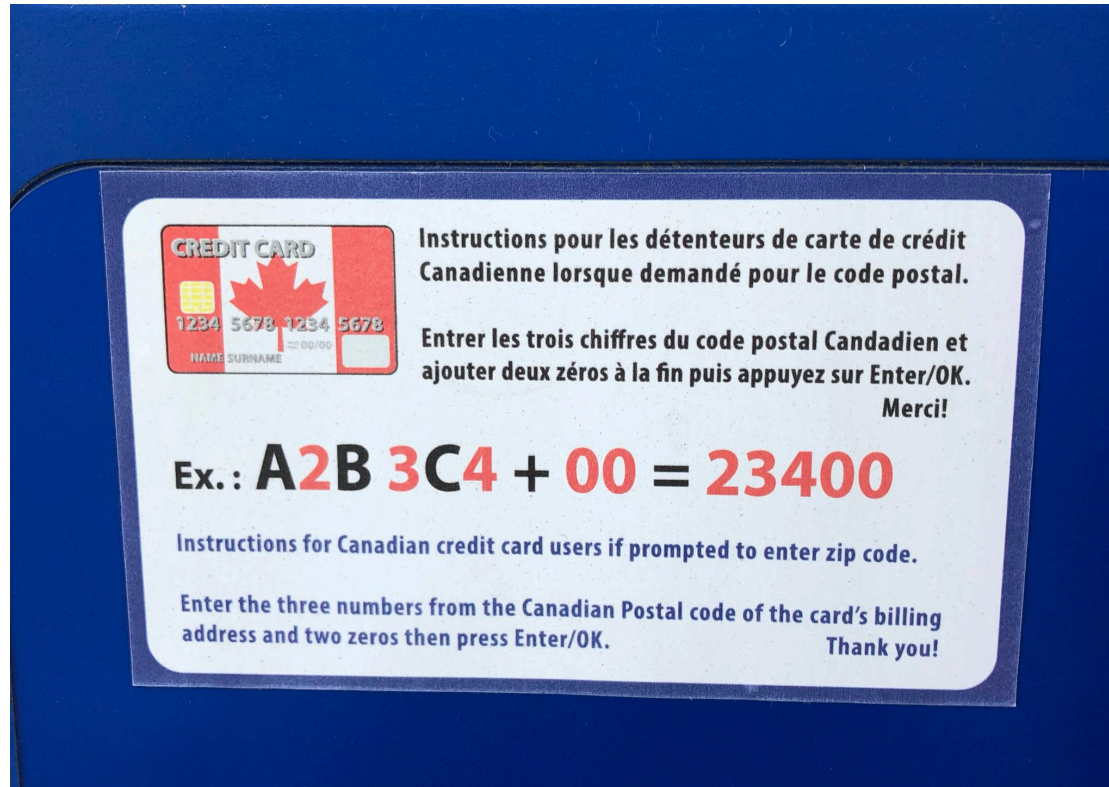
Purpose: Filling up with gas

Barrier: Shelley can't fill up with gas in America
because she doesn't have a Zip Code!

Universal Support & Strategy: turn postal code
into a Zip Code

Individual Supports & Strategies:
none

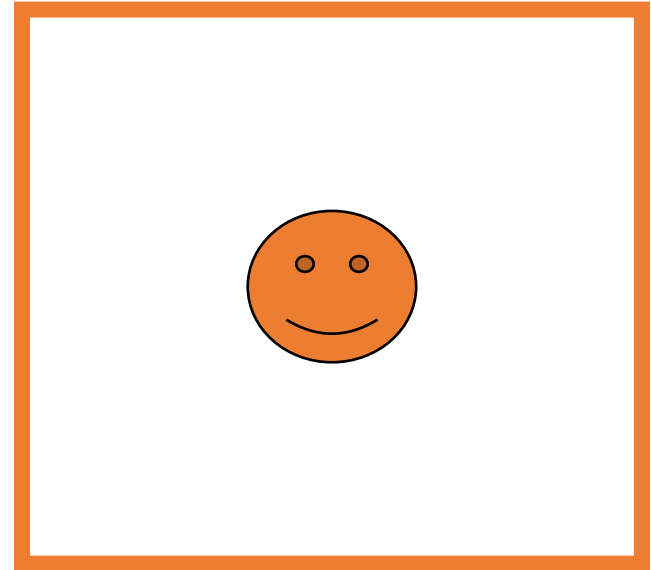
What are the barriers in a classroom?



What strategies can we teach?
How do we remove barriers?

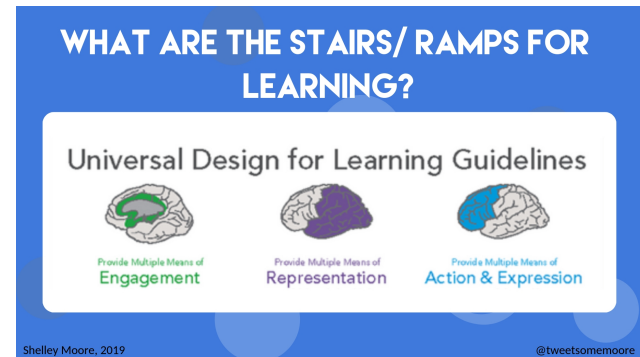
Shifting the Paradigm: Person-Place Model of Need

- Identify the barriers in the environment
Reduce barriers in the environment
 - Barriers to Learning
 - Barriers to Equity & Reconciliation
- Reduce barriers for ALL learners!
- Identify the needs of ALL students AND anticipate supports and strategies needed
- Teach supports and strategies to ALL learners!



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



www.CAST.org

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	Provide 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:						

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	Provide 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

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>

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

Equitable Classroom Practices Observation Checklist

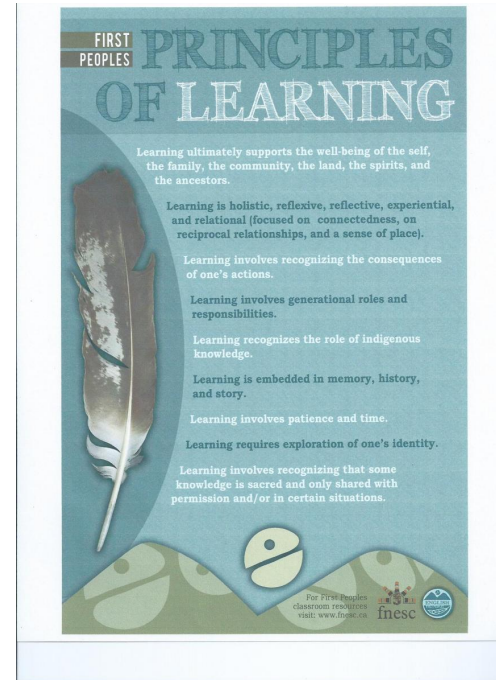
Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements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

Teacher	Observer	Subject	Date/Time	Observed (point)	Not Observed (0 point)
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>					
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>					
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>					
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>					
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>					
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>					
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>					
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>					

Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant

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>



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Authentic First Peoples Resources for Use in K-9 Classrooms

[Home](#) » [Authentic First Peoples Resources for Use in K-9 Classrooms](#)

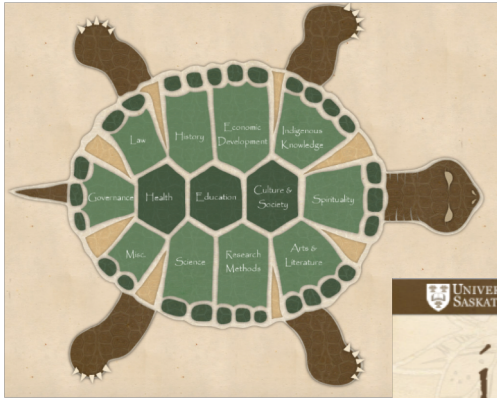
[Authentic First Peoples Resources, K-Gr. 9](#). Published by FNEsc and FNsa, 2016 (2nd edition). 136 pages.

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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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](#)

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).				

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 		- 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 	<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:			
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	- 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:

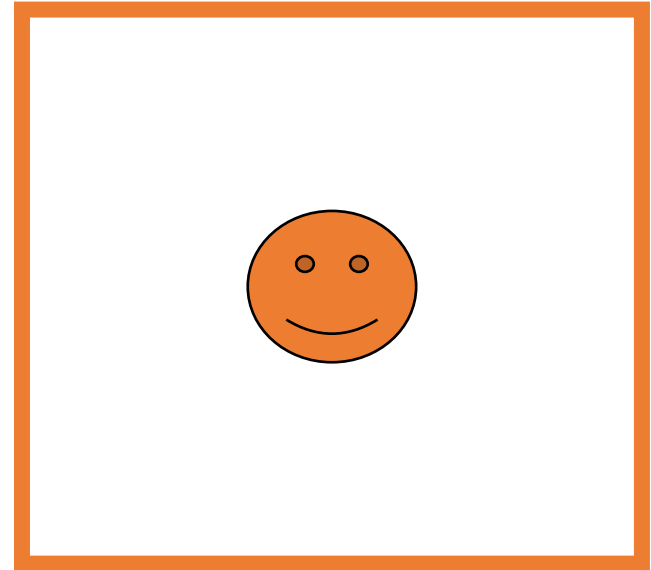
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can 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	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

Shifting the Paradigm: Person-Place Model of Need

- Identify the barriers in the environment
Reduce barriers in the environment
 - Barriers to Learning
 - Barriers to Equity & Reconciliation
- Reduce barriers for ALL learners!
- Identify the **needs of ALL students** AND anticipate supports and strategies needed
- Teach supports and strategies to ALL learners!



How do we reduce barriers in a
classroom and/or school?



**SHIFTING OUR
SUPPORT MODELS**

How do we reduce barriers in a classroom and/or school?

The cupcake Model



Special Education

Medical Model

How do we reduce barriers in a classroom and/or school?

The cupcake model



The layered cake model



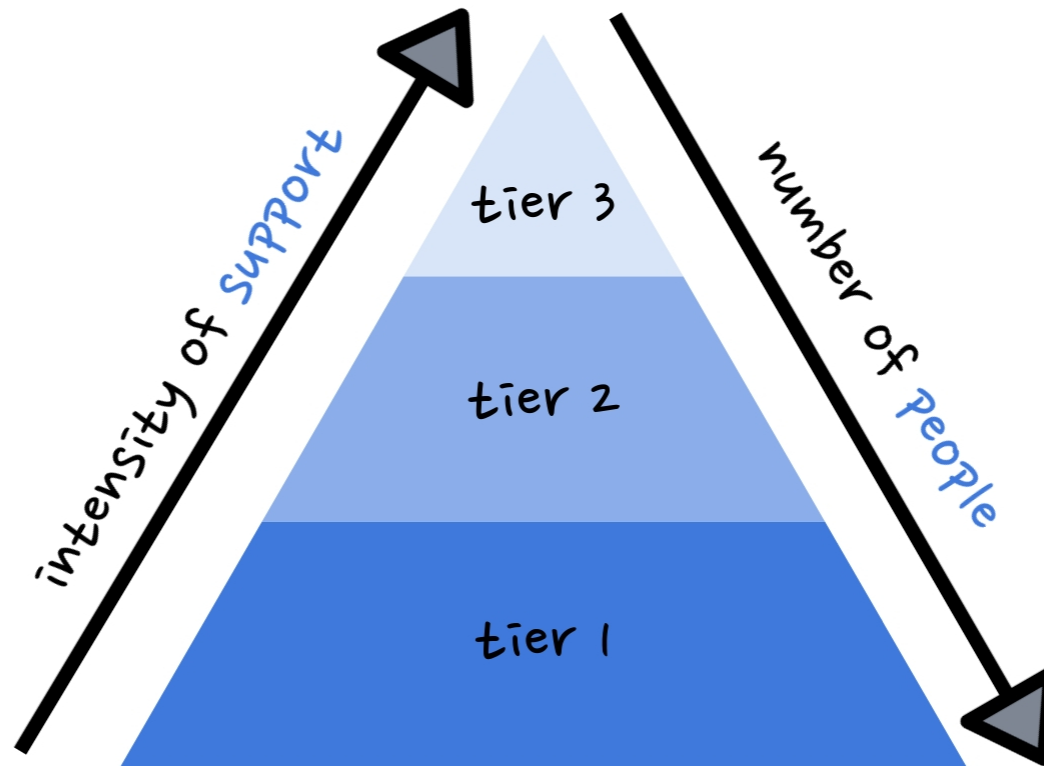
How do we reduce barriers in a classroom and/or school?

The layered cake model



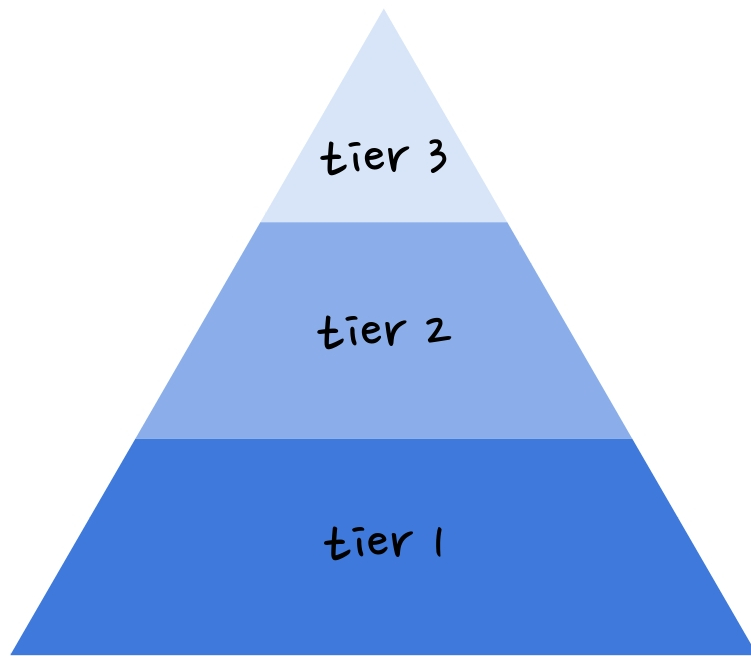
How do we reduce barriers in a classroom and/or school?

RTI: RESPONSE TO INTERVENTION



How do we reduce barriers in a classroom and/or school?

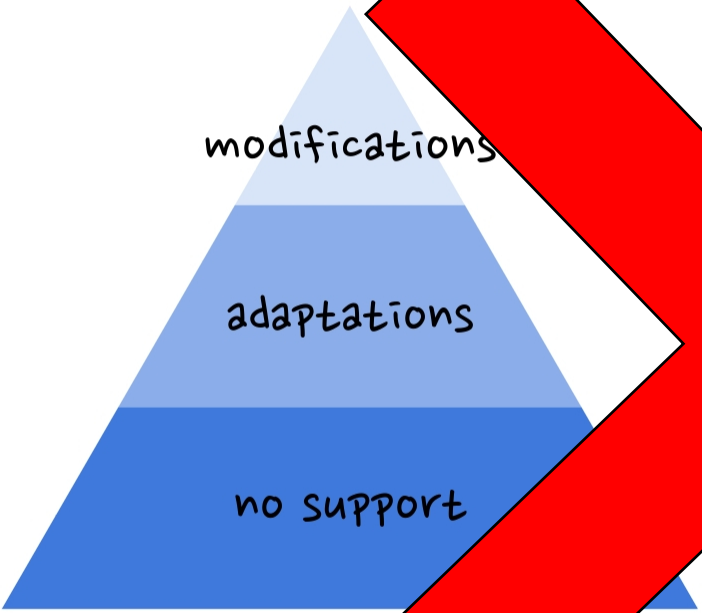
RTI: RESPONSE TO INTERVENTION



- early intervention of support
- assessment of students
- regulated supports

How do we reduce barriers in a classroom and/or school?

RTI: RESPONSE TO INTERVENTION ??



modifications

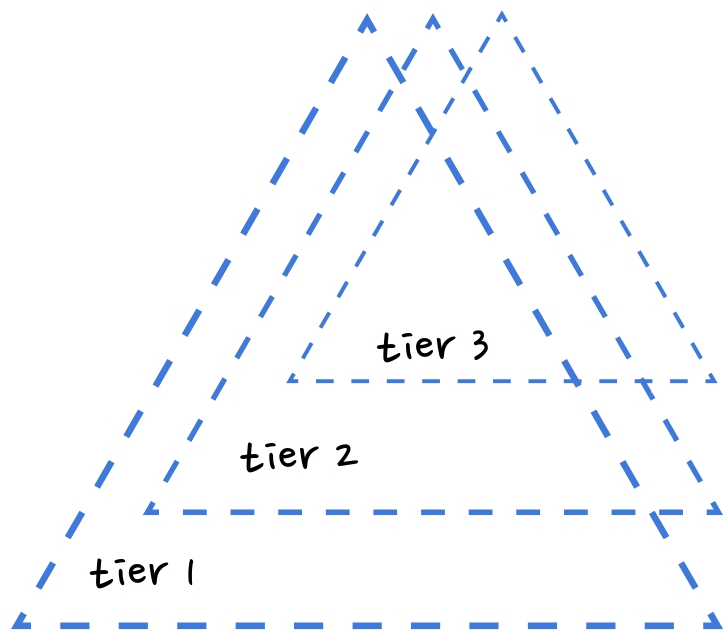
adaptations

no support



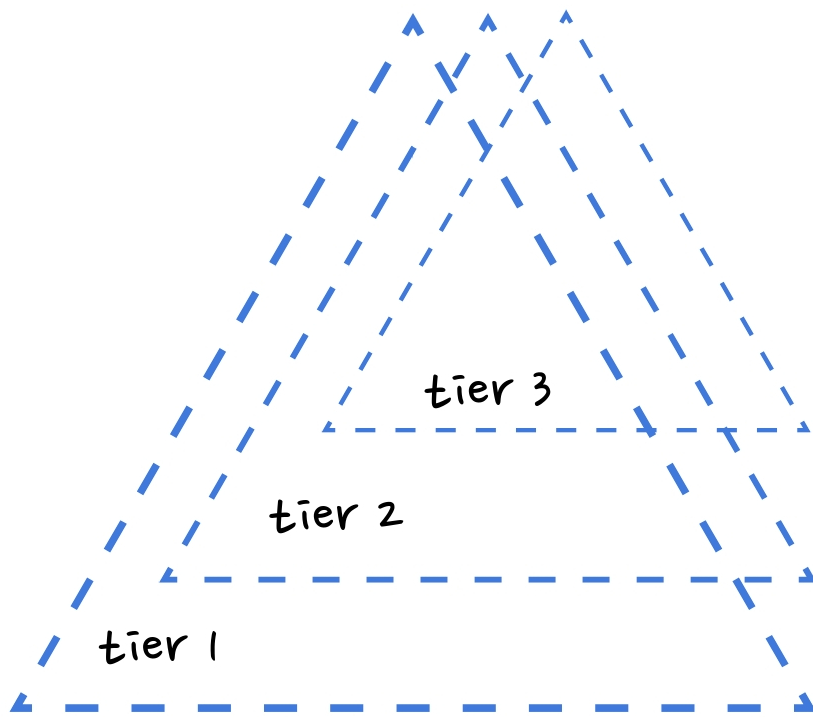
How do we reduce barriers in a classroom and/or school?

RTI: RESPONSE TO INSTRUCTION



How do we reduce barriers in a classroom and/or school?

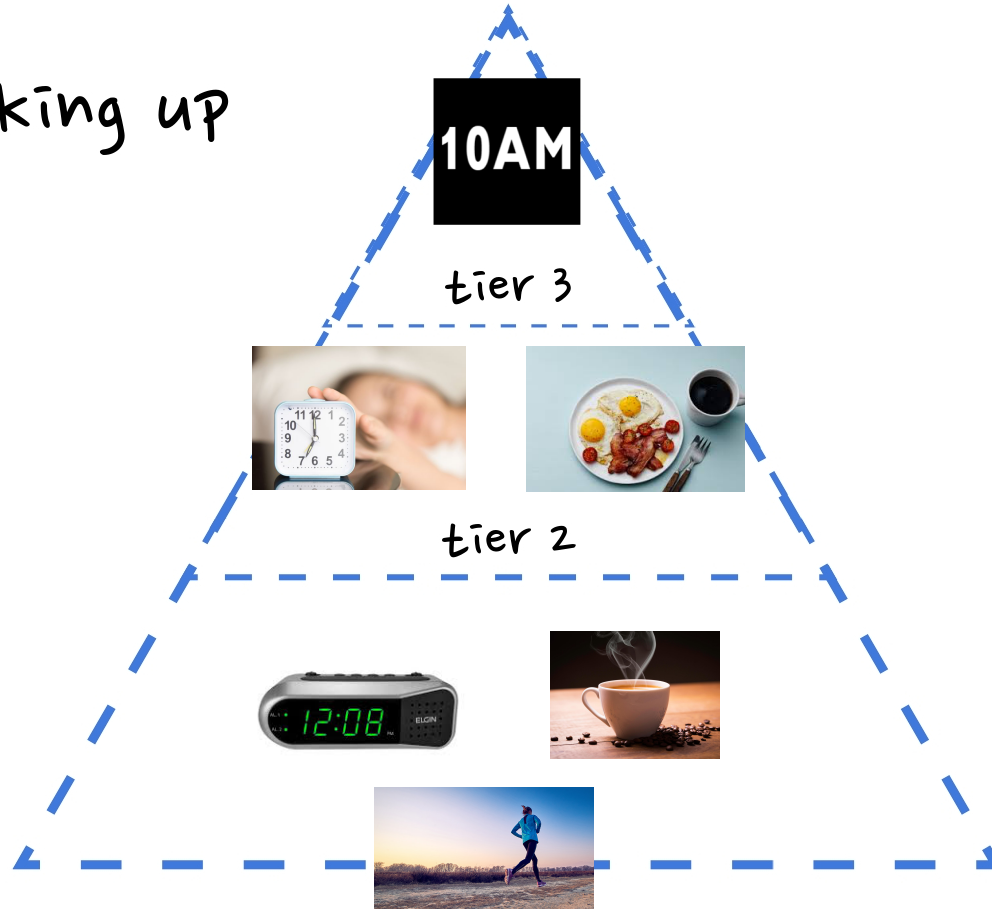
RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

How do we reduce barriers in a classroom and/or school?

RESPONSE TO INSTRUCTION

- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students





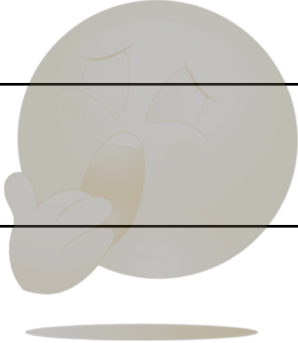



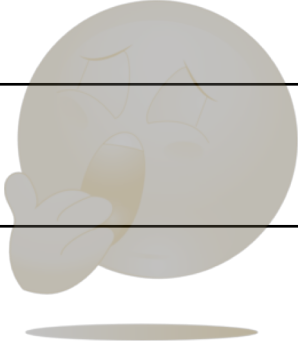

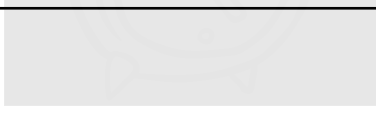

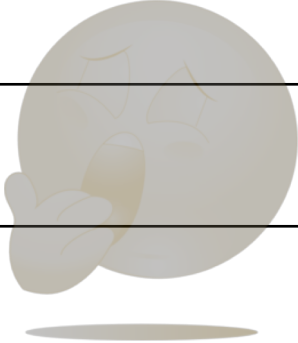
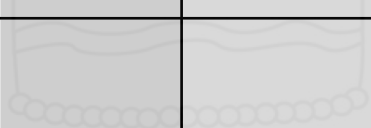


Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS) 

Range of Students (RTI) 

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- [Examples](http://www.teachspeced.ca) – www.teachspeced.ca
- As a class – choose the big 5 that are getting in the way of learning




Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV			
Need Ability	ST, AT			
Need Processing Speed	JC, CH, JK, IR, LV, DV			
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
who needs the most challenge JP, CG, LJ		 Range of Support (MTLS)		

What are supports?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

What are strategies?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early

Supports vs. Resources

People
Funding
Time


Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV			
Need Ability	ST, AT			
Need Processing Speed	JC, CH, JK, IR, LV, DV			
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
who needs the most challenge JP, CG, LJ		 Range of Support (MTLS)		

Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

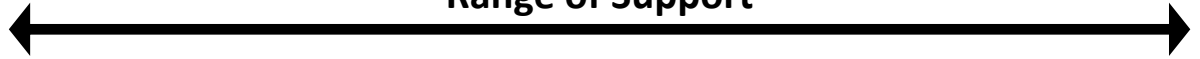
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV	<ul style="list-style-type: none"> Visual instructions Pre teach vocabulary Structured agenda support 	<ul style="list-style-type: none"> 2 min breaks Using a computer for tasks Work bin 	
Need Ability	ST, AT	<ul style="list-style-type: none"> concept based planning random/ strategic seating access point/ scaffolding 	<ul style="list-style-type: none"> Quiet location home-communication unlimited time for assessment 	
Need Processing Speed	JC, CH, JK, IR, LV, DV	<ul style="list-style-type: none"> Develop/practice basic math fluency (without calculator, with manipulatives, not timed) Windows of due dates No marks lost for late assignments 	<ul style="list-style-type: none"> Choice of complexity 	CH– Assistive tech (Computer)
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH	<ul style="list-style-type: none"> Strength based goals (I can...) Strategic groupings Build community 	<ul style="list-style-type: none"> Check ins 	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV	<ul style="list-style-type: none"> Structured agenda support Task chunking/ reference Highlight verbs/ key words in tasks 	<ul style="list-style-type: none"> Home communication Calculator Colour coding 	
who needs the most challenge JP, CG, LJ				

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 6

Range of Support



Range of Students



Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I,D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week 		

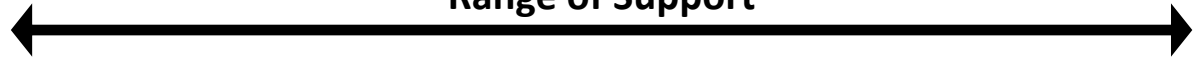
Classroom Support Plan

Teacher(s): Mr. B

Support Staff: Ms. C (EA)

Class: Grade 2

Range of Support



Range of Students

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Sharing local Indigenous content for math concepts - Standards based grading and reporting 		

Classroom Support Plan

Teacher(s):

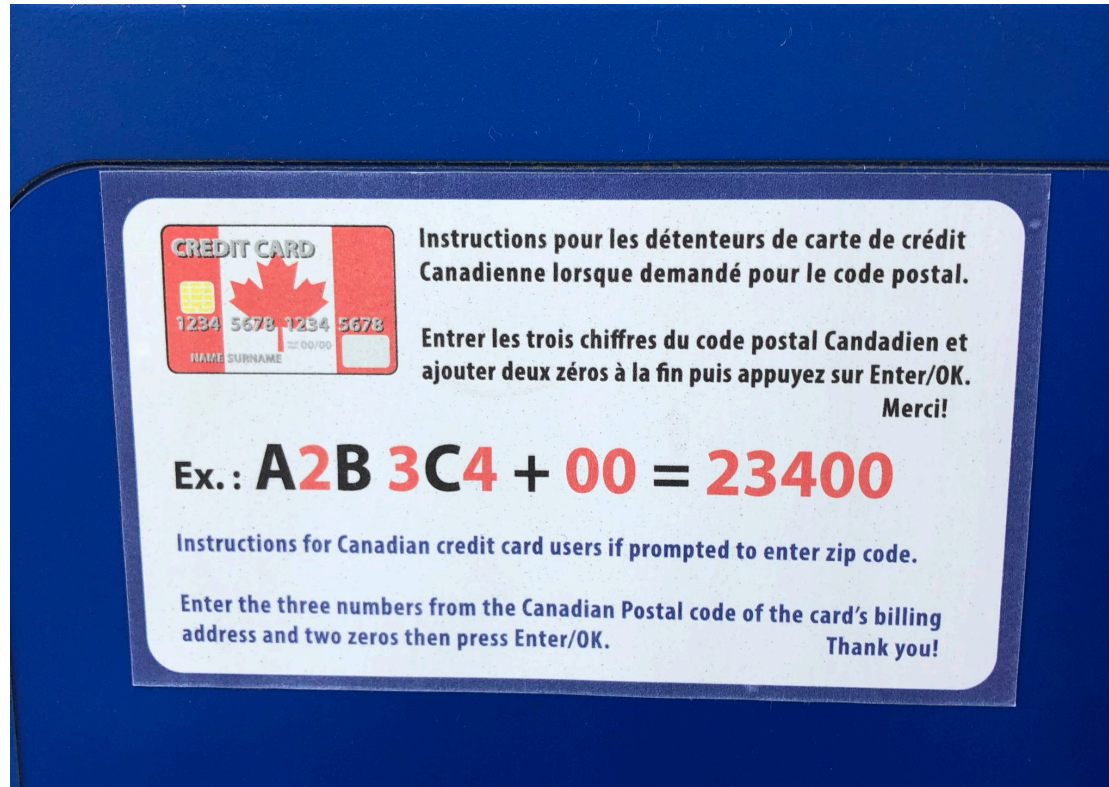
Support Staff

Lens:

↑
Range of Students (RTI)
↓

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

What are the barriers in a classroom?



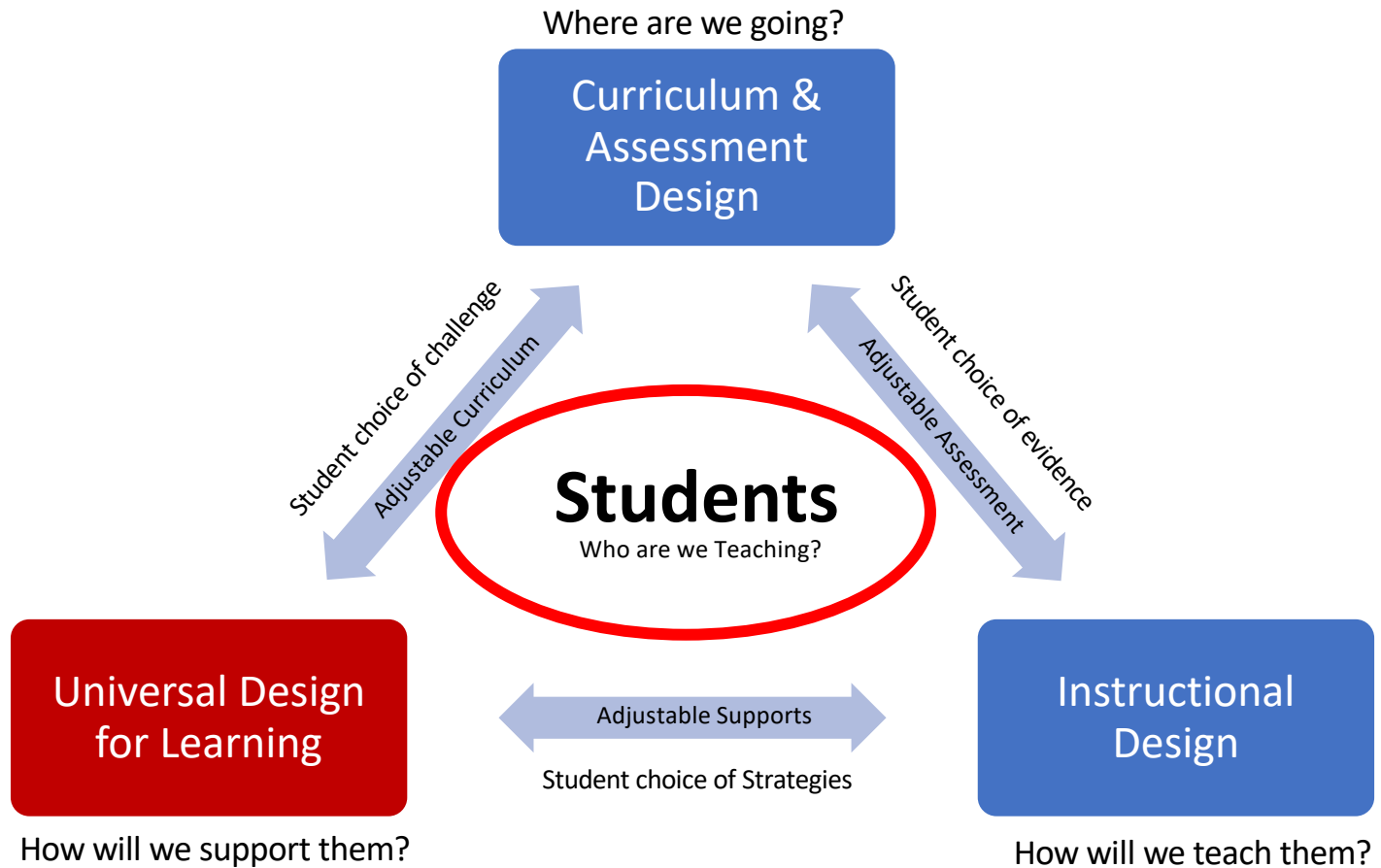
What strategies can we teach?
How do we remove barriers?

Strategy/Support: 2 min break

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** for support?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?
- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



What are the blueprints for inclusion? Design with Equity in Mind





**THEORY
& BELIEFS**

How do we bridge the gap
between what we believe in (and
know to be true)... and how we
live?

PRACTICE

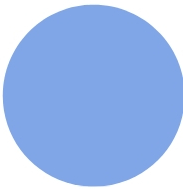
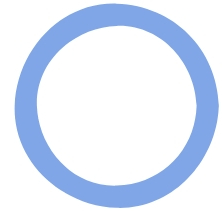
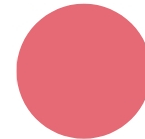
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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?

MAKING A PLAN...

- What is *one useful thing* so far?
- What is something you want to *try*?
- What is your *first step*?
- What *SUPPORTS* do you need?
- How will you *celebrate* your success?

Carly



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