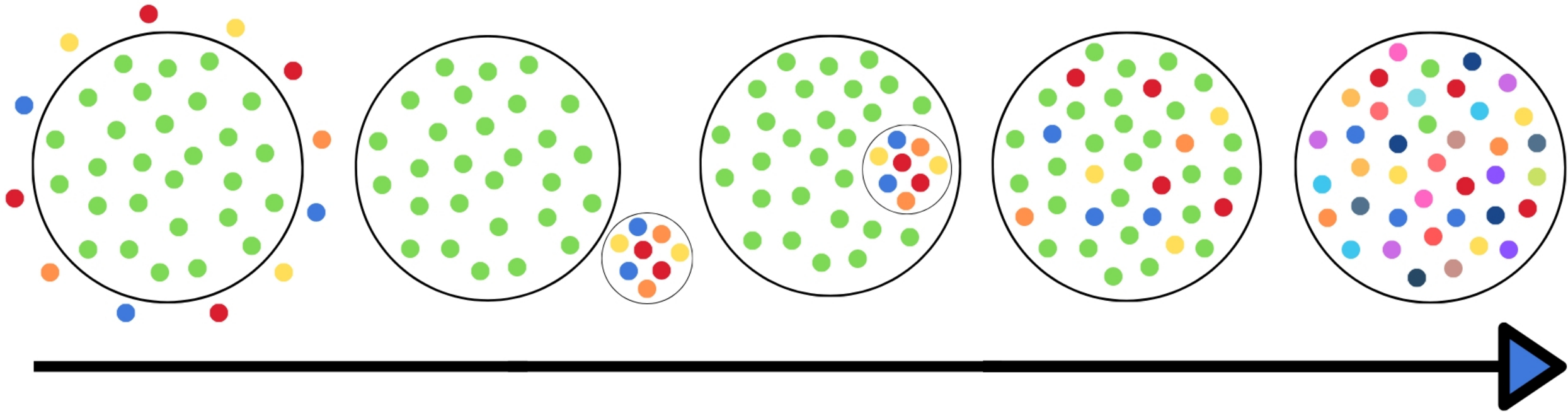


SD 8
Teaching to Diversity
Cohort
2019-2020

WHAT IS INCLUSION?



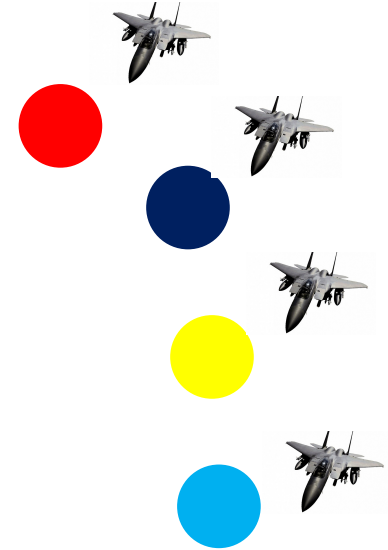
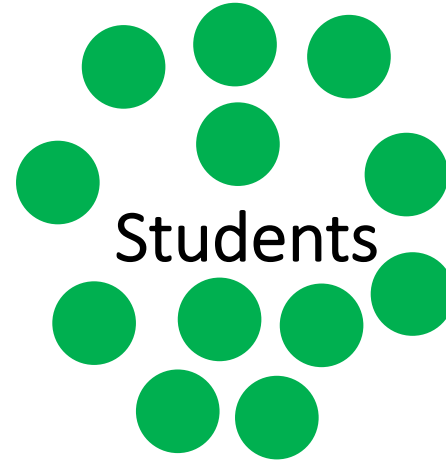
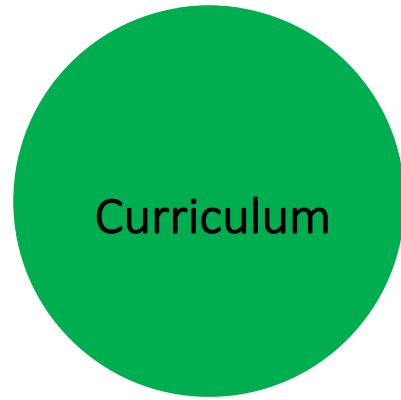
Where are you on this continuum? What's the next step?

What are your
colours?

Do we value ALL
colours equally?



WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT

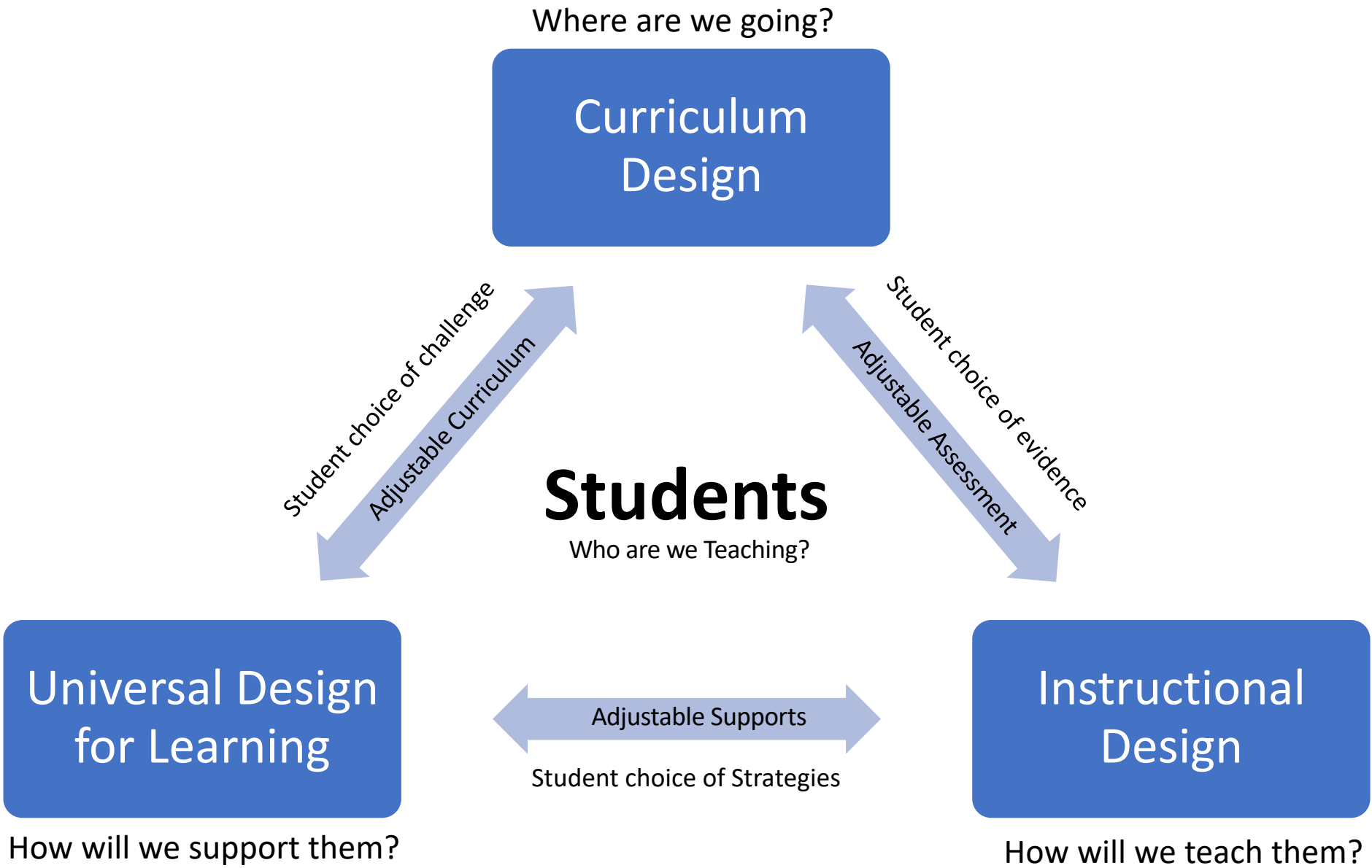


HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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 change the system?

Design with Equity in Mind



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

- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What if the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?
- **Goals** – what do they want to work on as an individual/ community in class/ life?

Who Am I? Profile

Name:

Words that
describe me

My favorite
books/ stories

Things I like to
do when I'm
alone

Things I like to
do with my
friends

My hopes and
dreams for
myself

Things I'd like
(or need) you to
know about me

Things I'm very
good at or
interested in

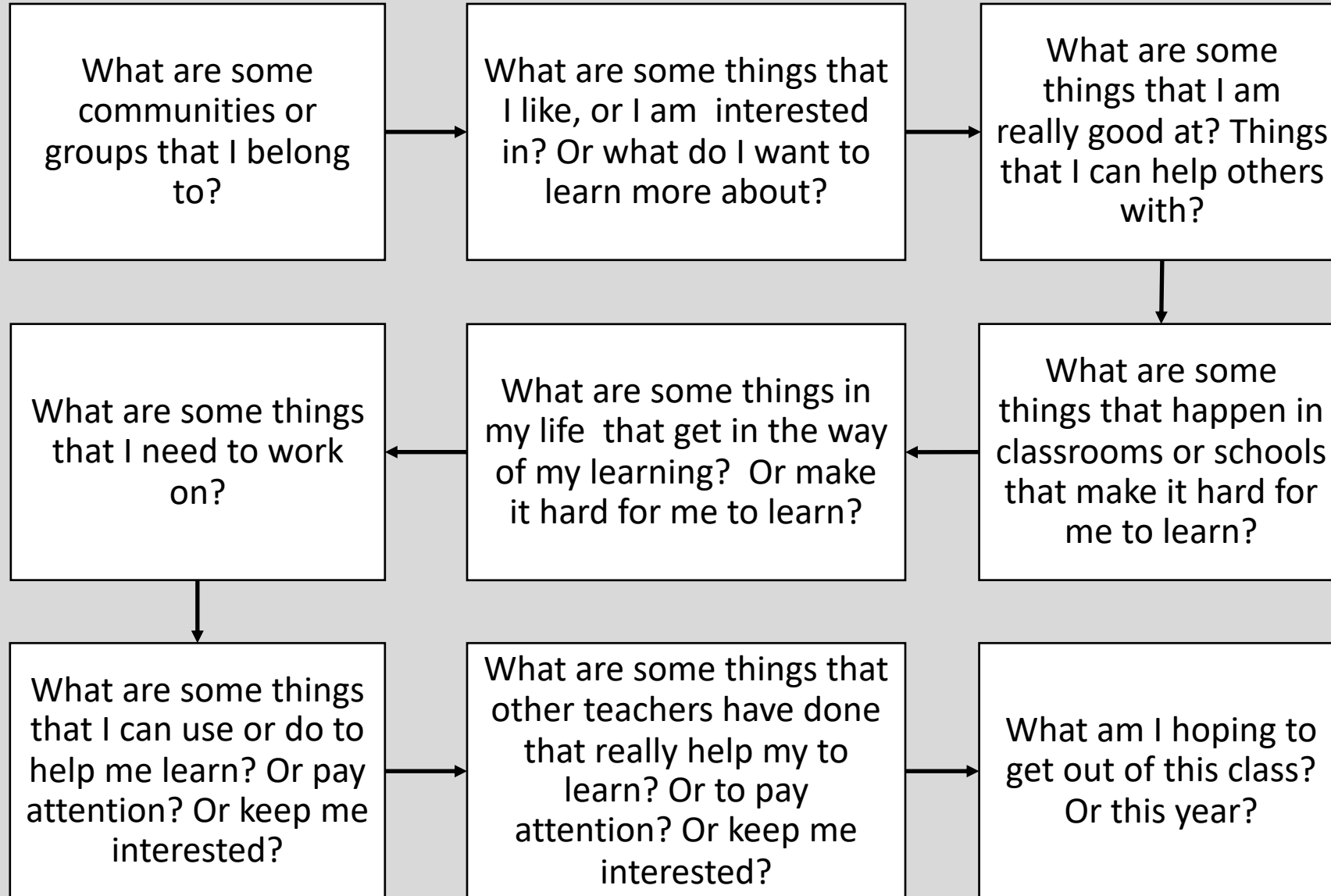
Things I like to
do with my
family

The easiest way
for me to show
what I know is:

Things I would like to get
better at in this class are:

THIS IS ME!

Who am I? _____



THIS IS ME!

Student Dimension Inventory (Confidential)

Class:

[illegible]

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Universal Design Targets

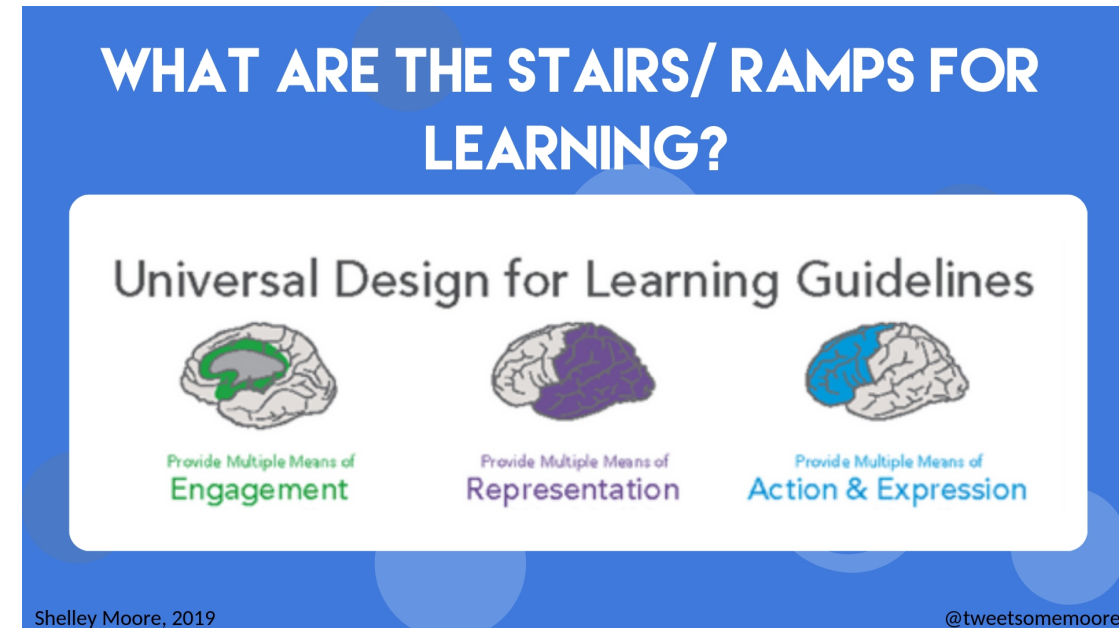
Reconciliation & Equity Targets

Core Competency Targets

Individual Considerations				
Need: _____	Need: _____	Need: _____	Need: _____	Need: _____

UDL Targets

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



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	Optimizing individual choice and autonomy	Objective	giving students choice and control over what they are learning about (e.g. content, examples used)	X	☐	☐
7.2	Optimizing relevance, value & authenticity	Objective	making learning relevant to the student's lives and connecting it to real world problems that are important to the students	X	☐	☐
7.3	Minimize threats & distractions	Objective	reducing distractions in the classroom and building a safe place for students to take risks	X	☐	☐
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	Heighten Saliency of goals and objectives	Objective	clearly communicating learning goals/ intentions and why tasks and activities matter	☐	X	☐
8.2	Vary demands and resources to optimize challenge	Objective	scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	X	☐
8.3	Foster collaboration and community	Objective	building a community where learners work together by teaching collaboration and group work skills	X	☐	☐
8.4	Increase mastery-oriented feedback	Objective	providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	X	☐
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	Promote expectations and beliefs that optimize motivation	Objective	helping students set learning goals that build confidence and help them take ownership of their learning	☐	☐	X
9.2	Facilitate personal coping skills and strategies	Objective	teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	X
9.3	Develop self-assessment and reflection	Objective	by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	☐	☐	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					

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 marginalized and/or oppressed:
 - People of colour
 - Immigrants
 - Students with disabilities
 - LGBTQ2S+
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

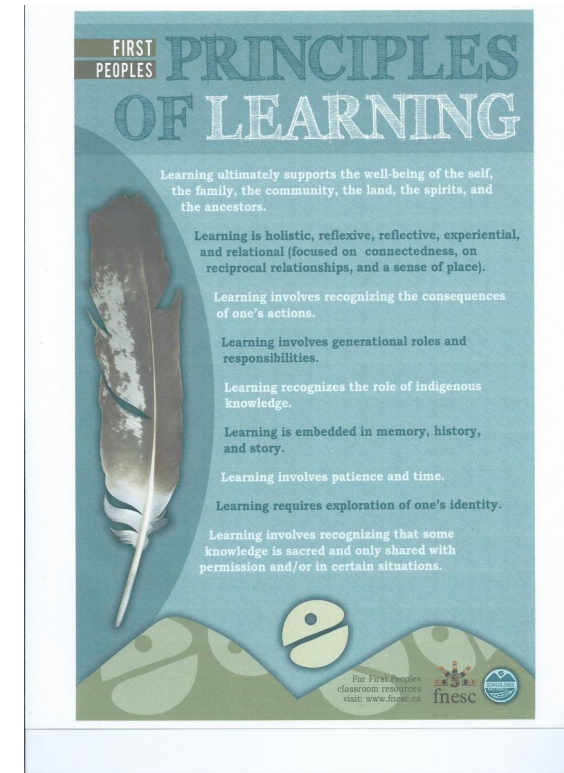
Equitable Classroom Practice

- | |
|--|
| 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>

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

Core Competency Targets

- Students are reflecting on and self assessing all the competencies
- We need to target and teach them as they connect to our varied and changing contexts
- Competencies are responsive, and so we can choose which ones to target based on:
 - What is a strength area?
 - What is a stretch area?
- Students can be a part of determining which core competencies to target as a community and as individuals
 - We can statements
- Example of class made core competencies target goals:
 - (competency) We can become creative thinkers by...
 - (sub competency) We can become collaborators by...
 - (facet) We can become collaborators by participating with others in familiar places



Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Universal Design Targets

Reconciliation & Equity Targets

Core Competency Targets

Individual Considerations				
Need: _____	Need: _____	Need: _____	Need: _____	Need: _____

Class Profile

Matt Grey – Grade 6 Math

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well
-

Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics

Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset,

Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

Individual Considerations

Medical

Language
A.P. – ELL
F.A - ELL

Learning
CH - LD

Socio-Emotional
CH (withdrawn)

Self Regulation
KL (movement)
IH, TK, BM
(handing in things)

Work Time

The Goal: We can get to know our learners by...

Start Here

Go as far as you can go

The Tasks:

ACCESS (Need): Finding a group to work with (school based/ table group) talk about the learners in your class this year, what do you know about them?

ALL (Must): based on what you know so far choose a strategy to work on together with your team

SOME (Can): making a plan to collect the information that you still need to gather

FEW (Could): reflecting on a few things that you were reminded about today or something that you learned today?

CHALLENGE: (Try): looking for some supports & strategies that can support the needs in your class this year

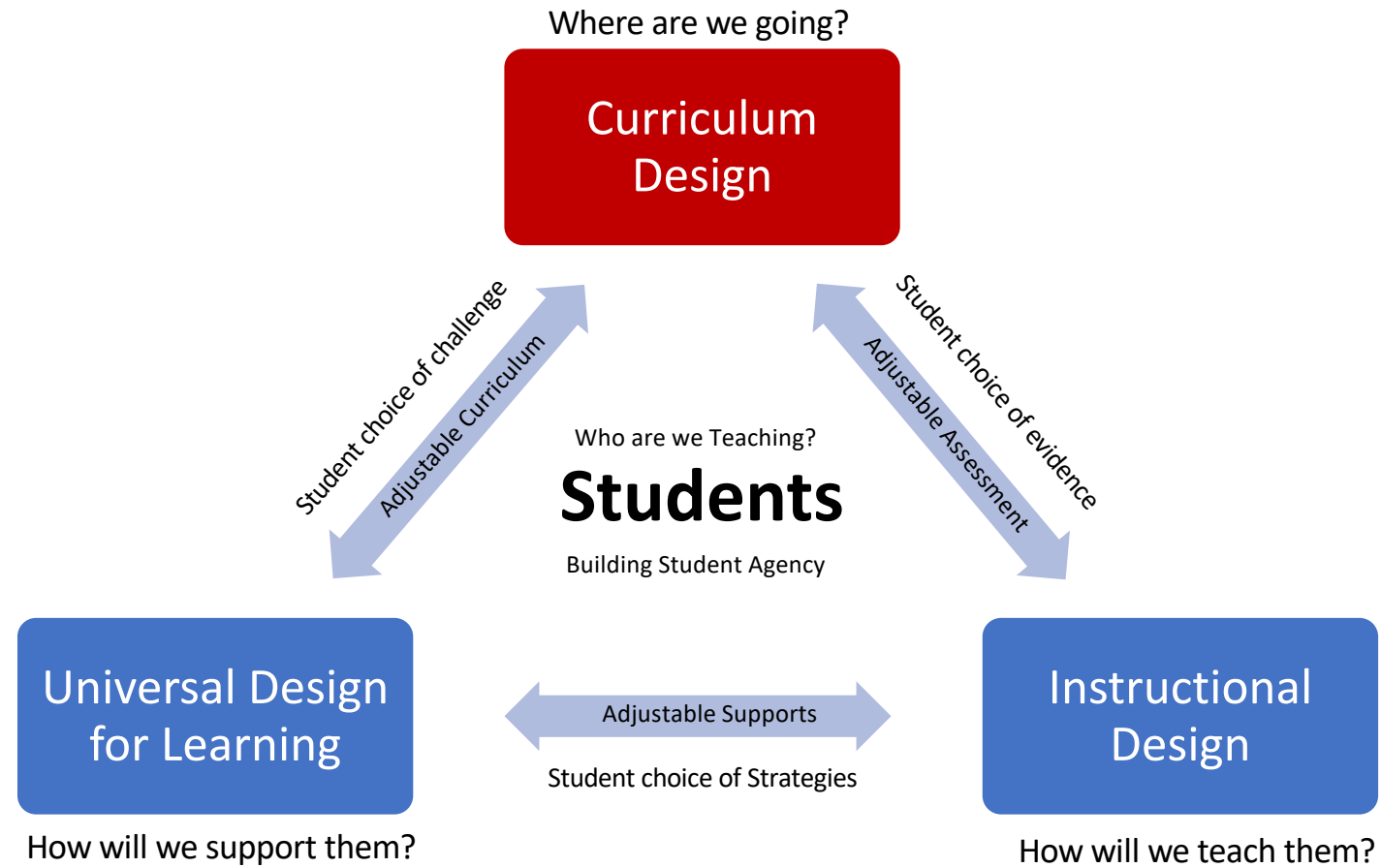
End Here

Group Share out

- Something your group created today
- Something that your group wants to try after today
- Something that you will bring back to our next session together

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

Shelley Moore, 2019



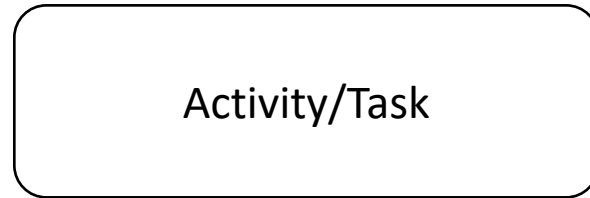
BACKWARDS DESIGN



Teaching (and Learning) to **Goals**, not activities

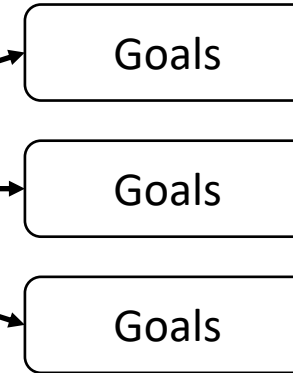
Forward Design

Same for Everyone



Activity/Task

Differentiated



Goals

Goals

Goals

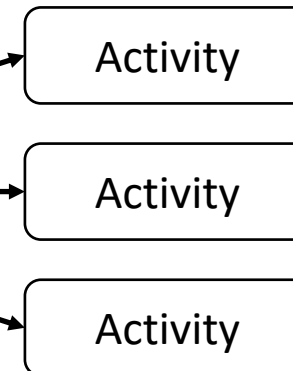
Backward Design

Same for Everyone



Goals

Differentiated



Activity

Activity

Activity

Backwards Design: What are the GOALS?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

Previous vs. the Renewed Curriculum

PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

Backwards Design: What are the GOALS?

- **Backwards Design**
 - **Big Idea**
 - What do we need to understand?
 - **Content**
 - What do we need to know?
 - **Curricular Competencies**
 - What do we need to do?
 - **Core Competencies**
 - Who do we need to become?

Previous vs. the Renewed Curriculum

 Area of Learning: SOCIAL STUDIES Grade 8	
BIG IDEAS	
The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.
The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.
Learning Standards	
Curricular Competencies <i>Students will develop competencies needed to be active, informed citizens:</i> • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance) • Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence) • Determine key historical turning points that led to progress and decline for different groups (continuity and change) • Test and/or develop different geographic models and theories (continuity and change) • Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)	Concepts and Content <i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i> • relationships between expansion, exploration, and colonization • interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America • social, political, and economic systems and structures, including those of at least one indigenous society in the world • religious systems and spiritual practices, including those of at least one indigenous society in the world • scientific, philosophical, and technological innovations in this period, including cartography and navigation • the relationship between humans and the physical environment

Backwards Design: What are the GOALS?

- **Backwards Design**
 - **Big Idea**
 - What do we need to understand?
 - **Content**
 - What do we need to know?
 - **Curricular Competencies**
 - What do we need to do?
 - **Core Competencies**
 - Who do we need to become?

Flip Book

Miserable

Two-toed

Lizard



The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests
decide what kids need to
understand)

Content

Scope & Sequence

(Society/department decides
what kids need to know)

Curricular
Competencies

Responsive

(Teacher decides what their
class needs to do)

Core
Competencies

Responsive

(Kids decide what they/ their
class need to become)

Teacher
Evaluation

Student
Evaluation

The Curricular Air Plane

Grade:	Subject Area:	Planning Team:
Big Idea:		Unit Guiding question:
Content Goal	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

Backward Design Unit Planning Template: Building the Curricular Plane

Grade: 8	Subject Area(s): English	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content Goal	I know oral language features and strategies I know elements of visual and graphic texts	
Curricular Competency Goal	I can construct meaningful connections between self, text and world	
Curricular Competency Goal	I can synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Curricular Competency Goal	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

Grade: 11		Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using proportional reasoning to solve indirect measurement problems			Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?
Content Goal	trigonometry: non-right triangles and angles in standard position	I know how to use trigonometry to find non right triangle angles in standard position	
Curricular Competency Goal	Respond & Analyse : Model with mathematics in situational contexts	I can reason and analyze by modelling (mathematics) using real life situations	
Curricular Competency Goal	Understand & Solve: Visualize to explore and illustrate mathematical concepts and relationships	I can understand and solve by visualizing (mathematical concepts) and relationships	
Curricular Competency Goal	Communicate & Respond: Take risks when offering ideas in classroom discourse	I can communicate and represent by taking risks by sharing ideas during classroom discussion	
Curricular Competency Goal	Connecting & Reflecting: Use mistakes as opportunities to advance learning	I can connect and reflect by making mistakes and using those as opportunities to learn	
Core Competency Goal	I can become a creative thinker by..		

Grade: Grade 10	Subject Area: Science	Planning Team: Carihi Secondary
Big Idea: Chemical processes require energy change as atoms rearrange		Unit Guiding question: What is an atom? How and why to they rearrange?
Content Goal 1:	I know that energy changes during chemical reactions	
Content Goal 2:	I know the practical applications and implications of chemical processes, including First Peoples perspectives	
Curricular Competency Goal: I can plan and construct by:	I can assess risk and addressing ethical, cultural, and/or environmental issues associated with their proposed methods and those of others	
Curricular Competency Goal: I can process and analyze data and information by:	I can apply First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	I can consider social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	I can formulate physical or mental theoretical models to describe a phenomenon	
Core Competency Goal: Communication	I can become a communicator by...	

Backwards Design: The Plane

Grade: Grade 11		Subject Area: Bio	Planning Team: Timberline Secondary
Big Idea: All living things have common characteristics. Living things evolve over time.			Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?
Content Goal:	I know speciation that occurs within our forest - I know divergent evolution - I know convergent evolution - I know co-evolution		
Curricular Competency Goal: I can process and analyze data and information by:	I can experience and interpret the local environment		
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies		
	I can Construct, analyze, and interpret graphs, models, and/or diagrams		

One point rubric

Name:		Date:
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	I can do this!	I need some challenge
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

Backwards Design: The Plane

Grade: 11	Subject Area: Bio	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
Curricular Competency Goal I can process and analyze data and information by:	I can experience and interpret the local environment	
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	
Social Responsibility	I can become socially responsible by...	

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		Unit Guiding Question(s): Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?
Content Goal 1:	exploration, expansion, and colonization	
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	
Curricular Competency Goal:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	

Grade: 8	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		Unit Guiding Question(s): How has/is exploration impacting different groups of people around the world? How are exploration , expansion and colonialization connected?
Content Goal 1:	I know exploration I know expansion I know colonization I know how they are connected	
Content Goal 2:	I know that resources (ideas, arts, cultures) are shared between different groups of people	
Curricular Competency Goal:	I can describe what influences causes (actions and events) I can figure out the short and long term consequences (effects)	
Curricular Competency Goal:	I can explain different perspectives I can compare different perspectives	
Curricular Competency Goal:	I can make ethical judgements I can assess historical perspectives	

Course/Subject/Grade(s): English Studies 12	
Unit Big Idea: The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	Guiding Unit Questions: How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?
Goals	
Content: I know reading strategies I know elements of style	
Curricular Competencies	I can construct meaningful personal connections between self, text, and world
	I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
	I can express and support an opinion with evidence
	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
	I can assess and refine texts to improve their clarity, effectiveness, and impact

[illegible]

Backwards Design: The Plane

Grade: 11	Subject Area: Bio	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
Curricular Competency Goal I can process and analyze data and information by:	I can experience and interpret the local environment	
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	
Social Responsibility	I can become socially responsible by...	

One point rubric

Name:		Date:
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	I can do this!	I need some challenge
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

The Backwards Design FLIPBOOK

Miserable

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BIG IDEA

Context

(Teacher & Student interests
decide what kids need to
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Content

Scope & Sequence

(Society/department decides
what kids need to know)

Curricular
Competencies

Responsive

(Teacher decides what their
class needs to do)

Core
Competencies

Responsive

(Kids decide what they/ their
class need to become)

Teacher
Evaluation

Student
Evaluation

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

Work Time

The Goal: We can design adjustable curriculum...

Start Here

Go as far as you can go

The Tasks:

ACCESS (Need): Choose a unit that is coming up

ALL (Must): Choose a big idea and turn it into some guiding questions

SOME (Can): Choose one or two content goals and turn them into kid friendly goals that start with “I know...”

FEW (Could): Choose between 4-6 curricular competency goals and turn them into kid friendly goals that start with “I can ...”

CHALLENGE: (Try): Choose a core competency goal to target in this unit and turn it into a kid friendly goal that starts with “ I can be.. Or I can become...”

End Here

Group Share out

- Something your group created today
- Something that your group wants to try after today
- Something that you will bring back to our next session together