

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



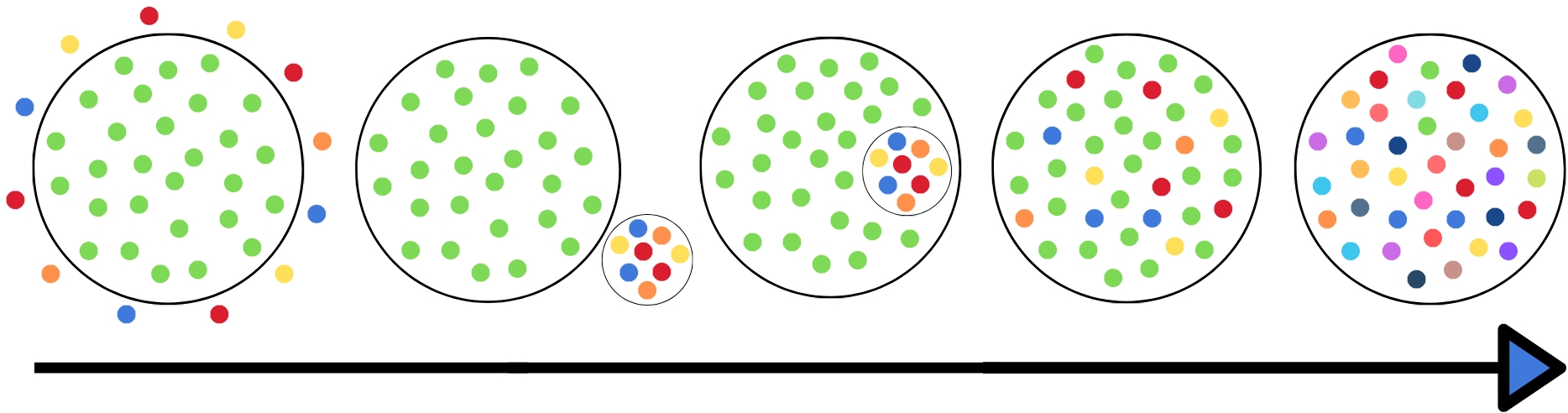
www.fivemooreminutes.com

www.blogsomemoore.com

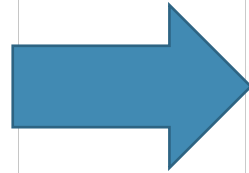
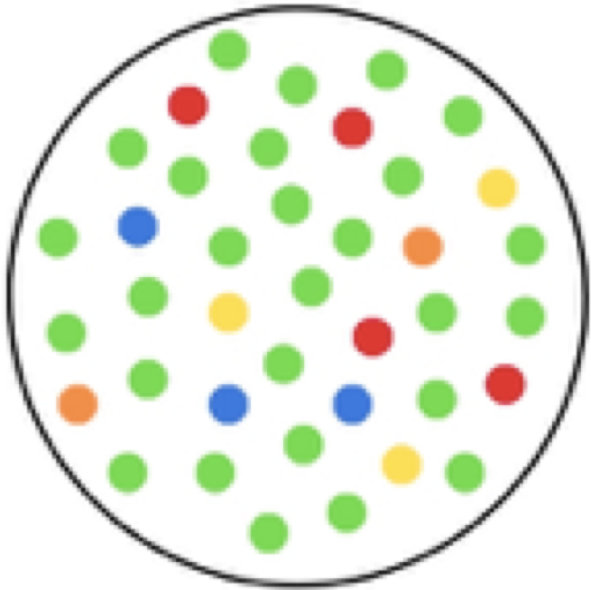


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WHAT IS INCLUSION?



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



**How do we
including people
who are different**

**How do we teach
to diversity?**

It's TIME...



SHIFTING OUR SUPPORT MODELS

To move on....

The cupcake Model



Special Education

Medical Model

The more **UNIVERSAL** our Supports, the less **INDIVIDUAL** Supports we will need!

The cupcake model



The layered cake model



The layered cake model



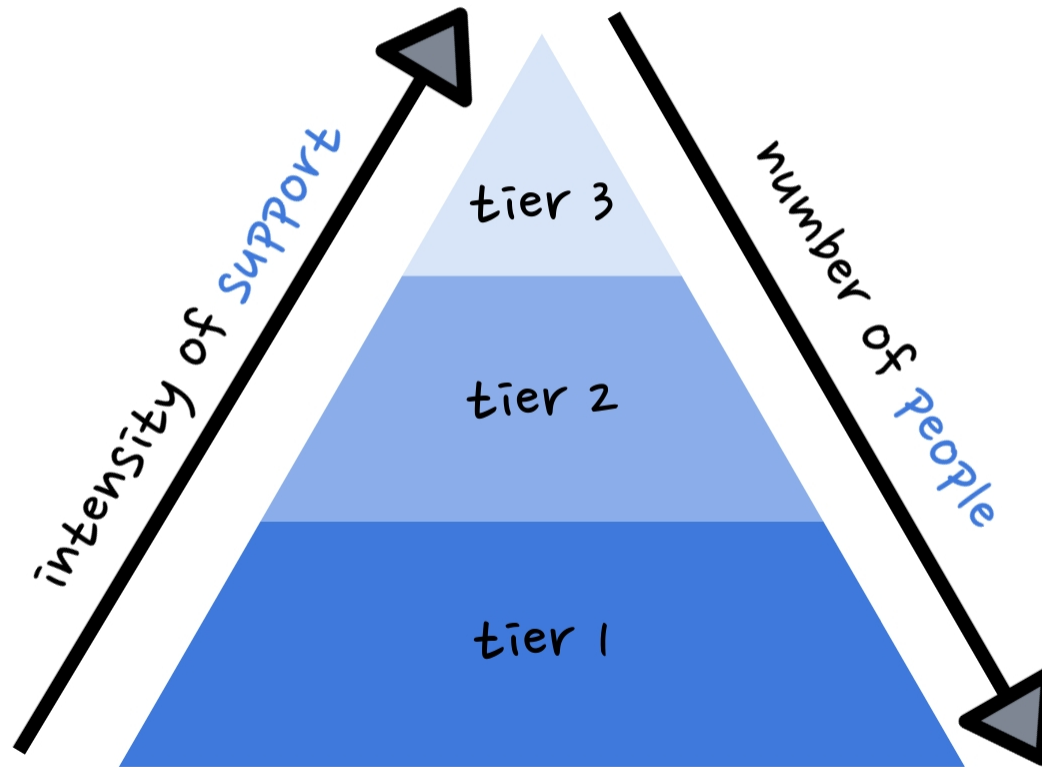
Shelley Moore, 2019

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The more **UNIVERSAL** our Supports, the less **INDIVIDUAL** Supports we will need!

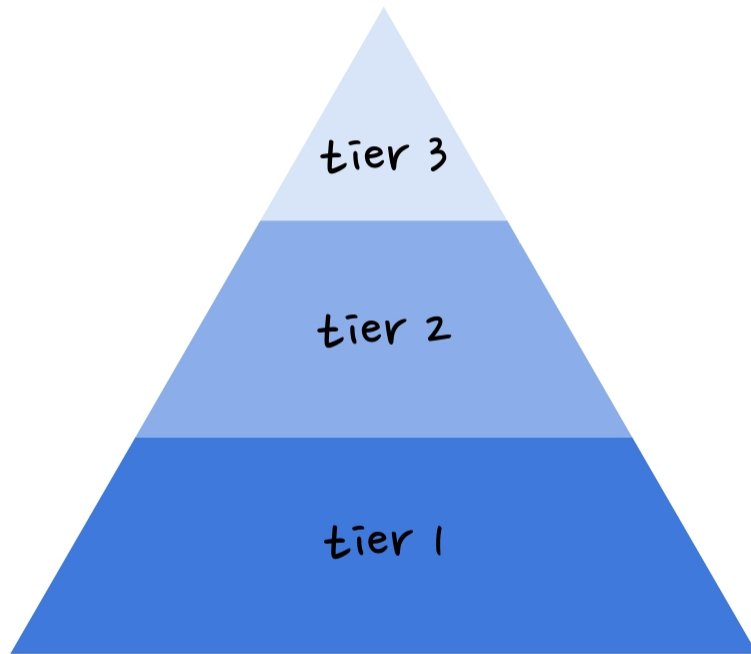
How?

RTI: RESPONSE TO INTERVENTION



How?

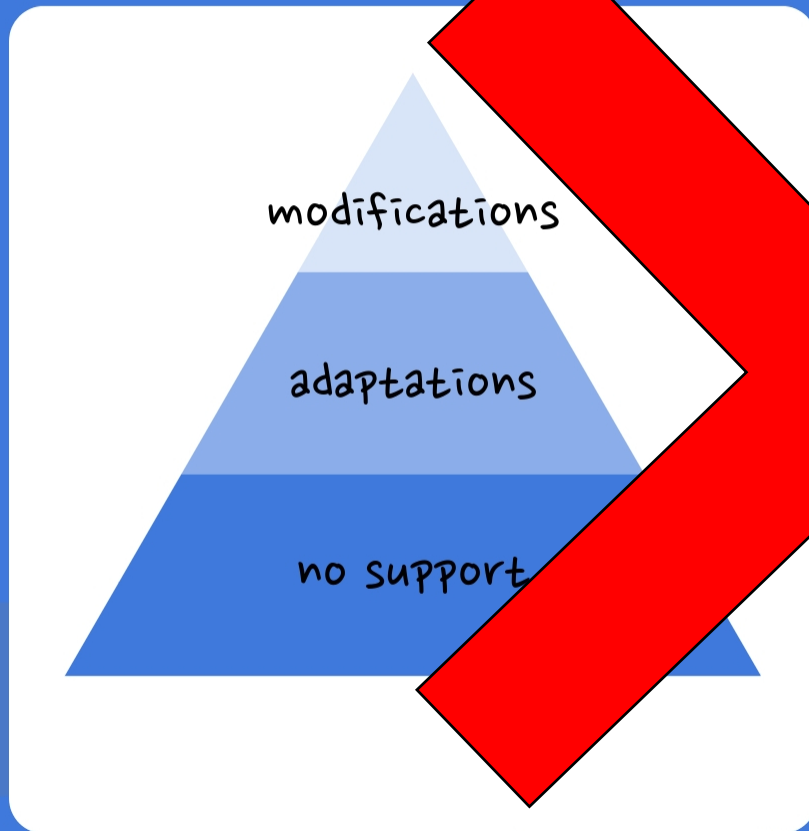
RTI: RESPONSE TO INTERVENTION



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

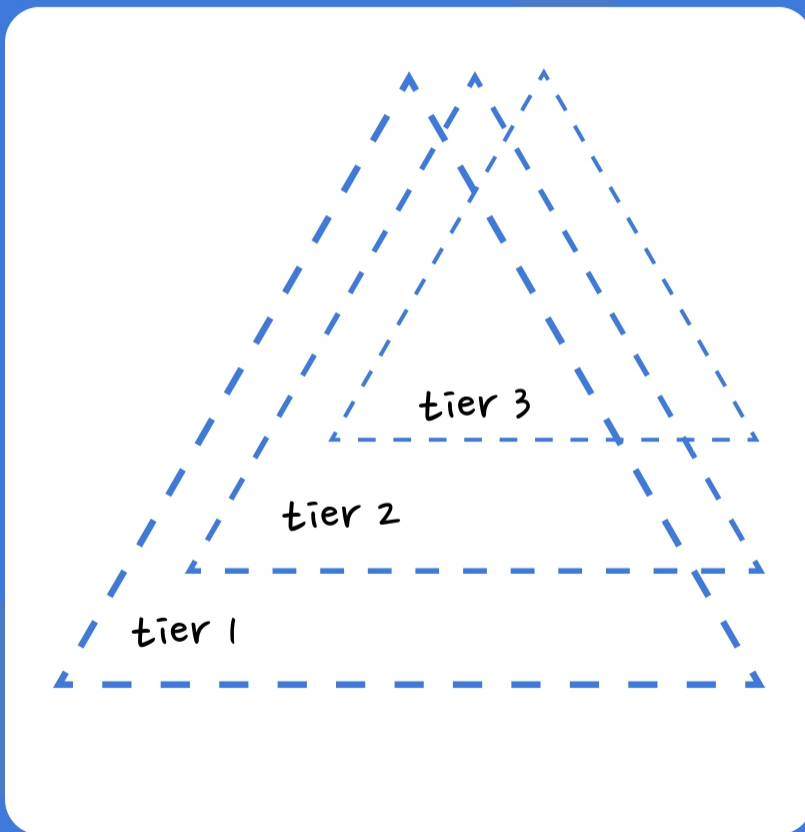
How? Not like this...

RTI: RESPONSE TO INTERVENTION ??

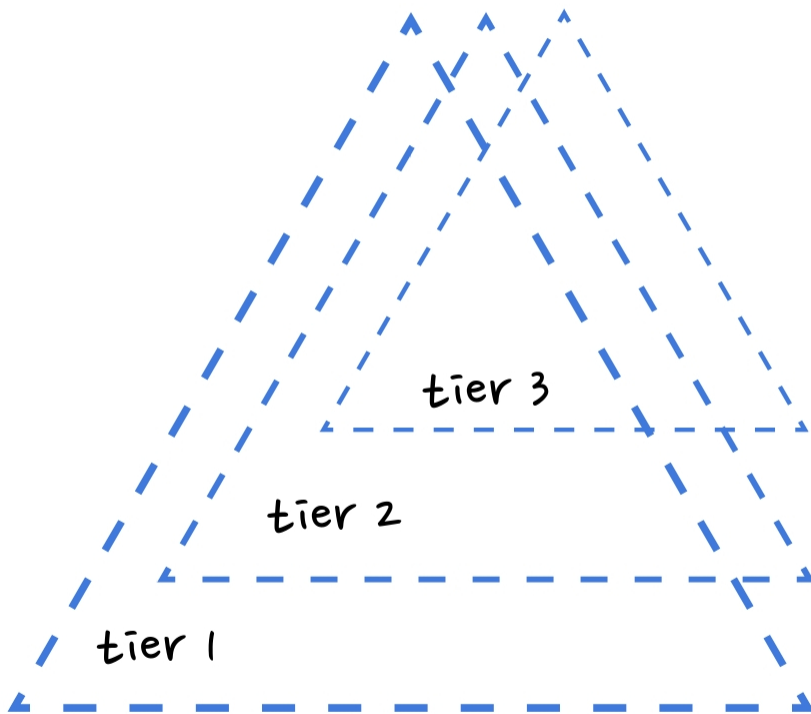


How? Like this!!!

RTI: RESPONSE TO INSTRUCTION



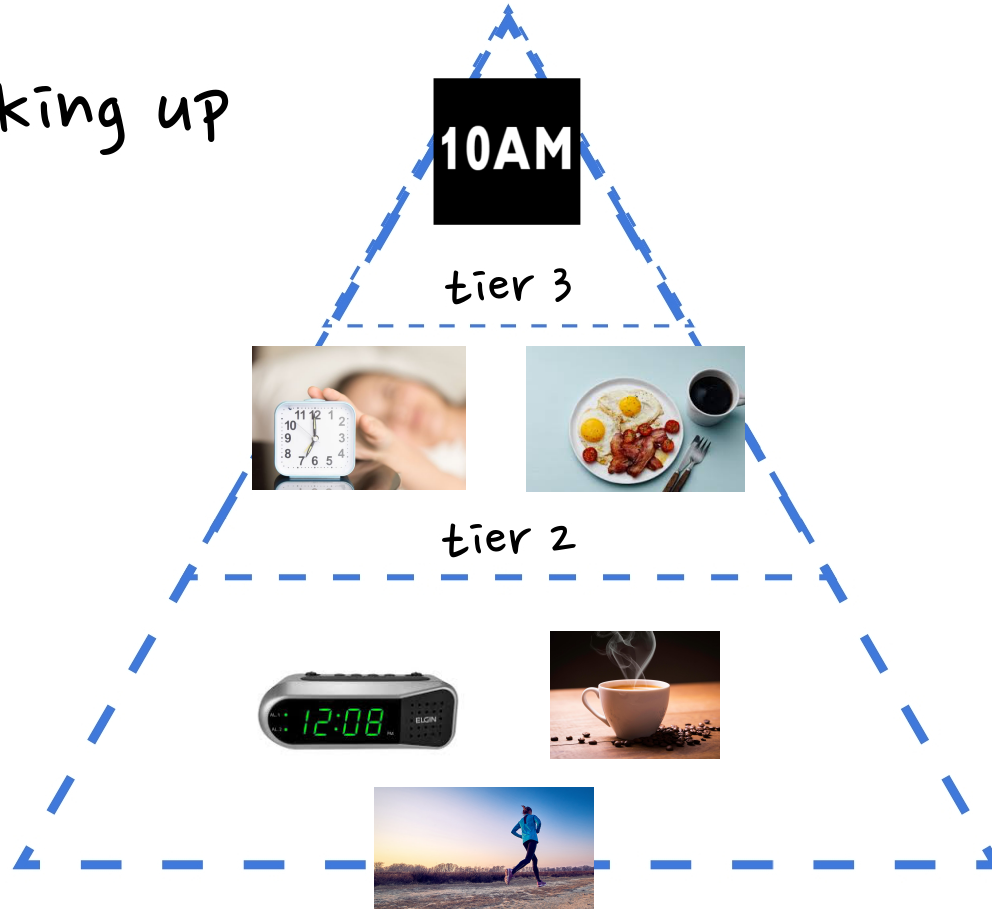
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: Waking up



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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



THE **SUPPORT** EQUATION

RTI + **UDL** = **SRL**

Response to
Instruction

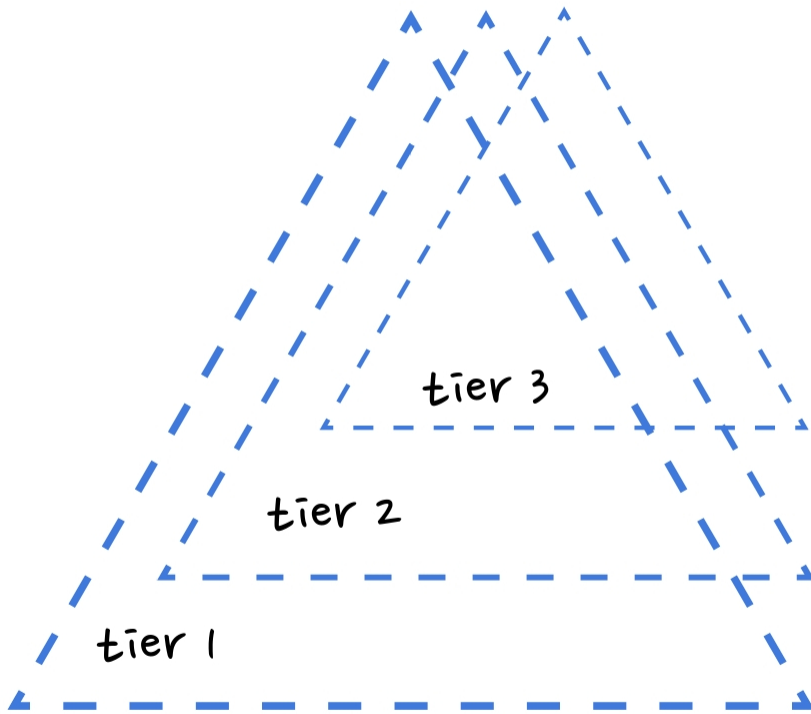
Universal
Design for
Learning

Self Regulation
for
Learning



How do we teach supports?

RTI: RESPONSE TO INSTRUCTION



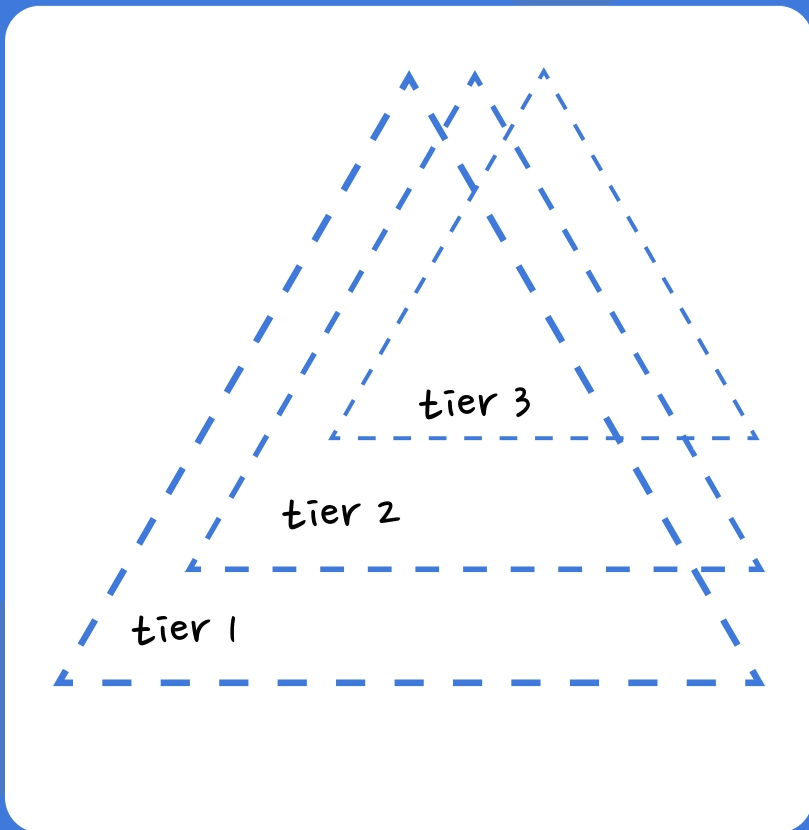
- early instruction of support
- assessment of the environment
- universal supports

Strategy: Taking a 2 min break

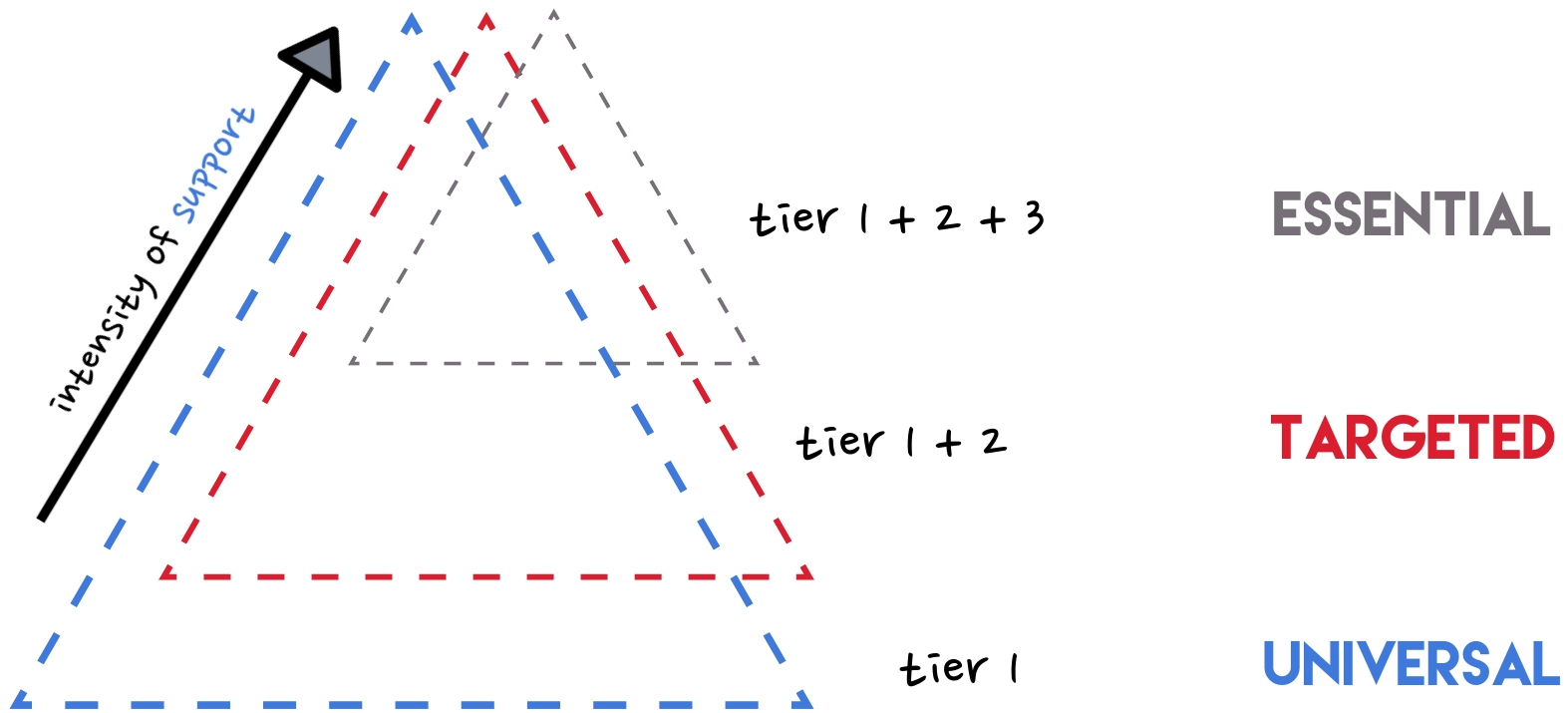
- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** for support?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?
- How will I know when I *need*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



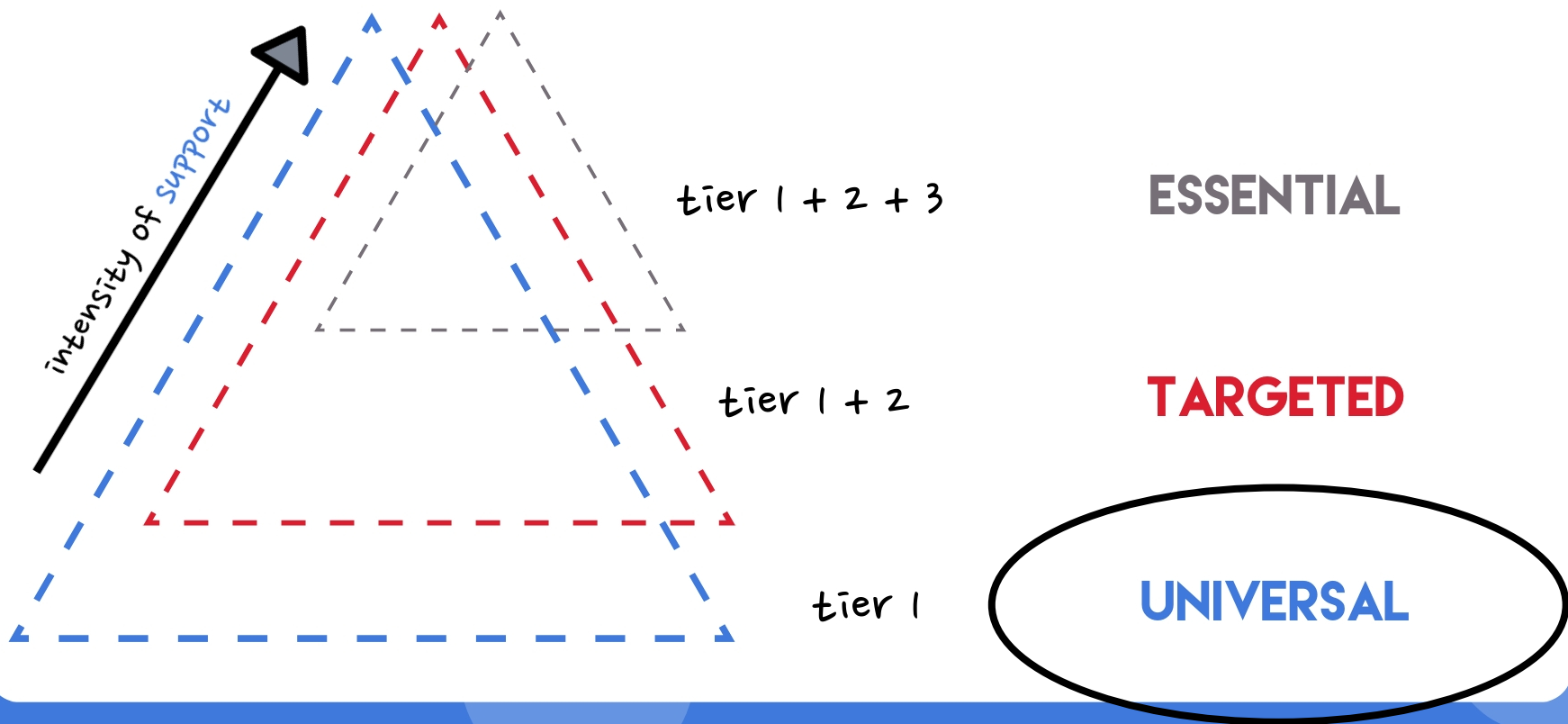
RTI: RESPONSE TO INSTRUCTION



RTI/MTLS



RTI/MTLS



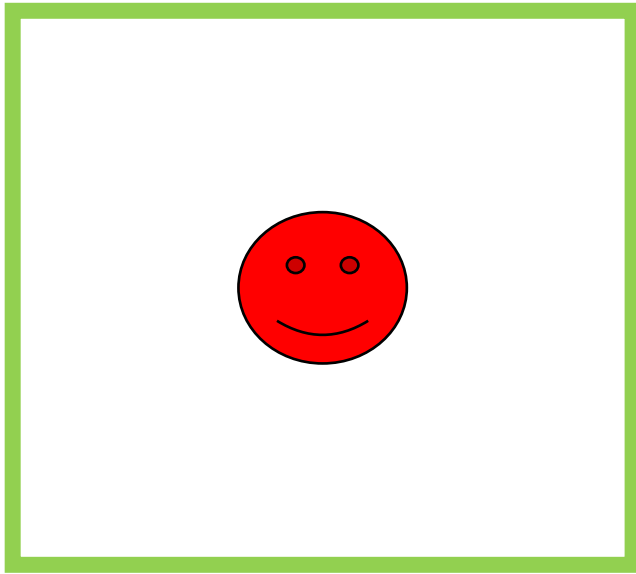
Committing to Universal Supports

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

- Understand the **paradigm shift** for how we view **individuals with disabilities**
- Understand the **role that the context** plays in **disabling individuals**



Shifting the Paradigm: Medical Model of Disability

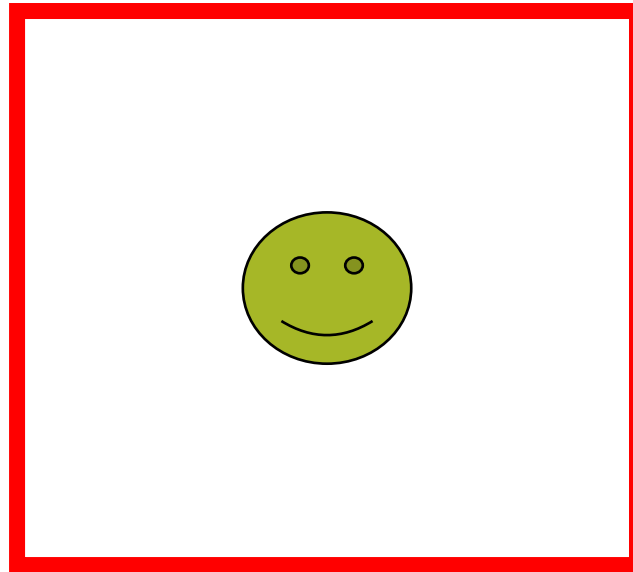


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

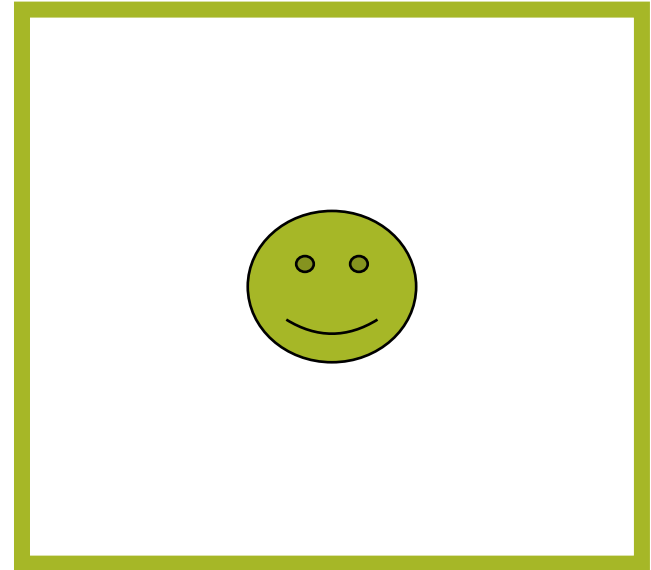
Identify the problems
in the environment



Fix the environment

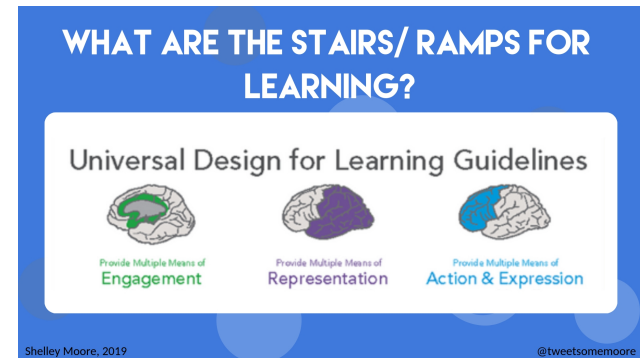
Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
Reduce barriers in the environment
 - 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 and how it is **processed**
 - How student **share** and are **metacognitive** of their learning
- UDL targets can be chosen based on the needs of a learning community



www.CAST.org

The **more barriers** we **reduce** in the context, the **less supports** individuals will **need**

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

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

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

Shifting the Paradigm: Person-Place Model of Need

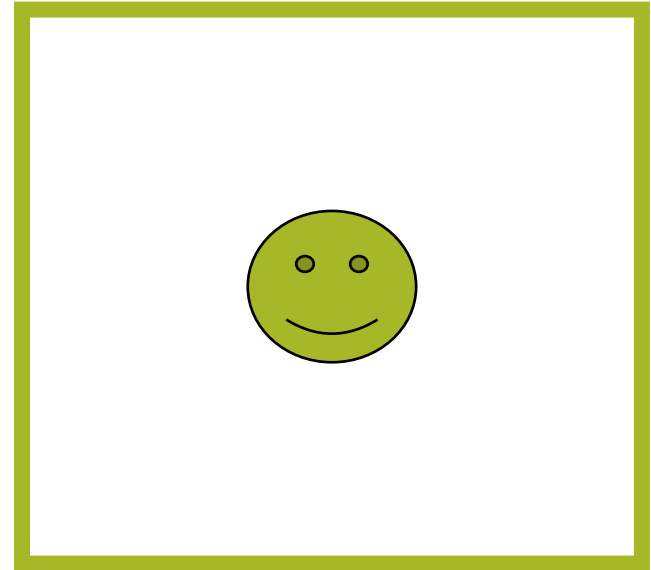
Identify the **barriers** in the **environment**

Reduce barriers in the environment

- Barriers to Learning
- Barriers to Equity & Reconciliation

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

Teach supports and strategies to **ALL**
learners!



Reducing Equity Barriers:

- 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>					

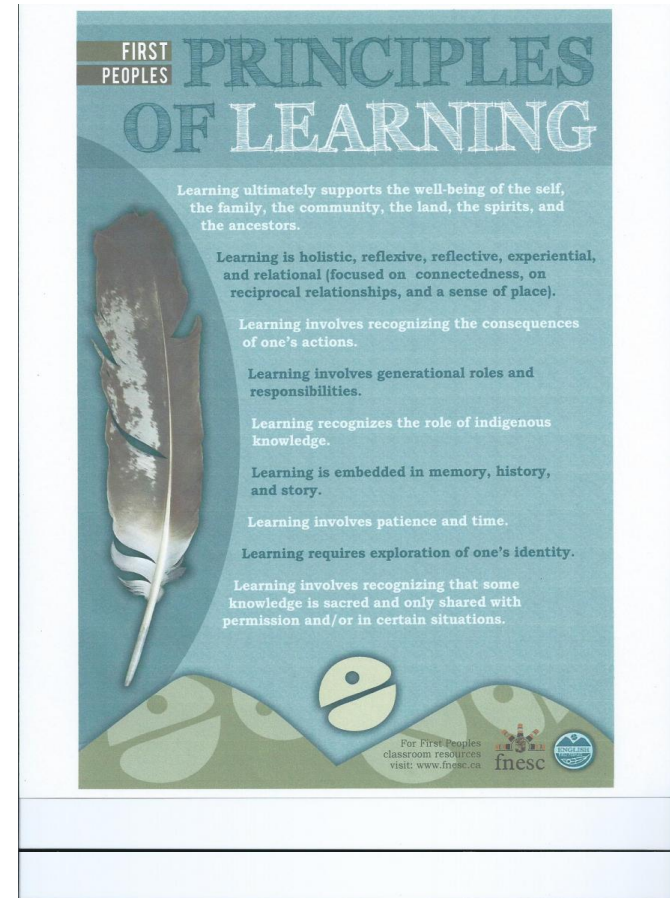
Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant

Culturally Responsive School Checklist and Goal Setting

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

Reducing **Equity** Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Sacred Teachings



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



First Nations Education Steering Committee

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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



iPortal

indigenous studies
portal research tool



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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.

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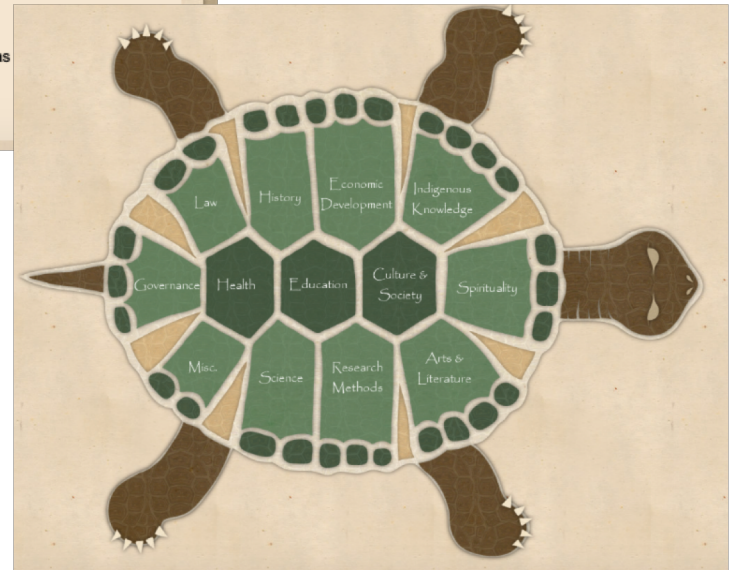
-6A Promoter Variant of Angiotensinogen and Blood Pressure Variation in Canadian Oji-Cree top

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 significant in this population of Canadian Oji-Cree.

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Example: Industrial Design 9 -12

Class Review for: Industrial Design		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
Interests of the class	Classroom Strengths	Classroom Stretches	
- 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 with new people, build community with each other			
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: Reducing barriers to learning	Decision: Reducing Barriers to Equity & Reconciliation	
<ul style="list-style-type: none"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins 	We can support students to be motivated by clearly communicating learning goals/ intentions about why activities and tasks matter	<p>We can use see our real life experiences to connect school learning to students' lives</p> <p>We can value each others' gifts and contributions</p>	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target as a class Ryan thinks (Collaboration, Social Responsibility, Critical Thinking) Class voted on – Creative Thinking, Collaboration, Personal Awareness & Responsibility)			

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Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	<ul style="list-style-type: none"> Optimizing individual choice and autonomy 	Objective	<ul style="list-style-type: none"> giving students choice and control over what they are learning about (e.g. content, examples used) 	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 Saliency of goals and objectives 	Objective	<ul style="list-style-type: none"> clearly communicating learning goals/ intentions and why tasks and activities matter 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> Vary demands and resources to optimize challenge 	Objective	<ul style="list-style-type: none"> scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> Foster collaboration and community 	Objective	<ul style="list-style-type: none"> building a community where learners work together by teaching collaboration and group work skills 	X	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> Increase mastery-oriented feedback 	Objective	<ul style="list-style-type: none"> providing ongoing formative feedback that is relevant, clear, accessible and timely 	<input type="checkbox"/>	X	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
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					

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