

SHELLEY MOORE



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Mentor Groups – Try Something

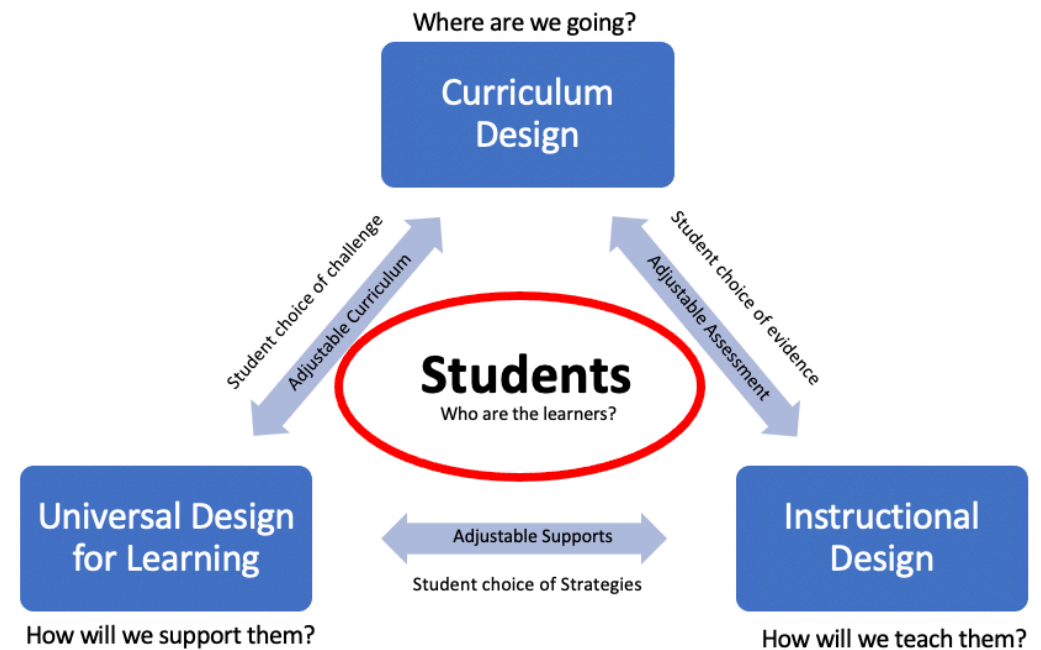
- Choose a target class & team
- Choose something from the dinner & after school sessions that you want to try
- Work through strategy together
- Determine next steps
- Try Something new

Mentor Groups

- Sands Secondary
- Richardson Elementary
- Beach Grove Elementary

Sands Secondary

- Grade 11 English
- Class Review
- Planning Team:
 - CT, LST, EA



Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities of the class		Classroom Strengths		Classroom Stretches	
Interests: Video games, sports, reading, dance, (will ask students) Identities: (will ask students) Representation: LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)		Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives					
We can respond to this class by making a plan to try something new:			We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 				Equity Commitment: Reconciliation Commitment:	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen:					
Class chosen					

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

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

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

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Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives					
We can respond to this class by making a plan to try something new:			We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning		Equity Commitment: Reconciliation Commitment:	
Decision: We can respond to this class by targeting core competencies chosen as a community:					

Reducing Barriers: Equity Targets

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

Shelley Moore, 2019

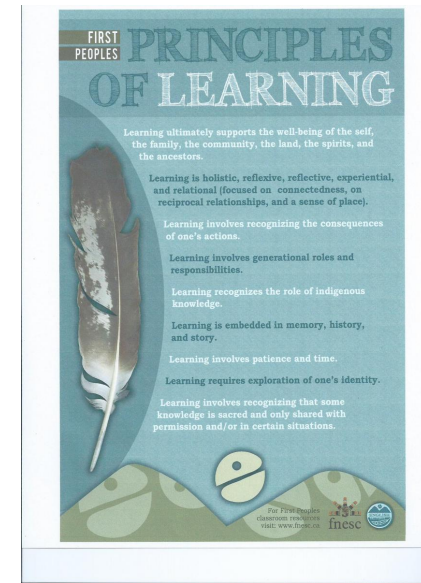
Equitable Classroom Practice

1. Welcomes students by name as they enter the classroom
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

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

Reducing Barriers: Reconciliation Targets

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



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

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We can plan for our students by getting to know the:					
Interests & Identities of the class		Classroom Strengths		Classroom Stretches	
Interests: Video games, sports, reading, dance, (will ask students) Identities: (will ask students) Representation: LGBTQ2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)		Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives					
We can respond to this class by making a plan to try something new:			We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning		Equity Commitment: <ul style="list-style-type: none"> • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives Reconciliation Commitment: <ul style="list-style-type: none"> • Learning involving generational roles • Learning involves recognizing the consequences of one’s actions • Learning is holistic, reflexive, reflective, experiential and relational 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen: Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) Class chosen: (will ask students)					

Words from the Team

- What did you notice?
- What questions came up?
- What are your next steps?

Mentor Groups

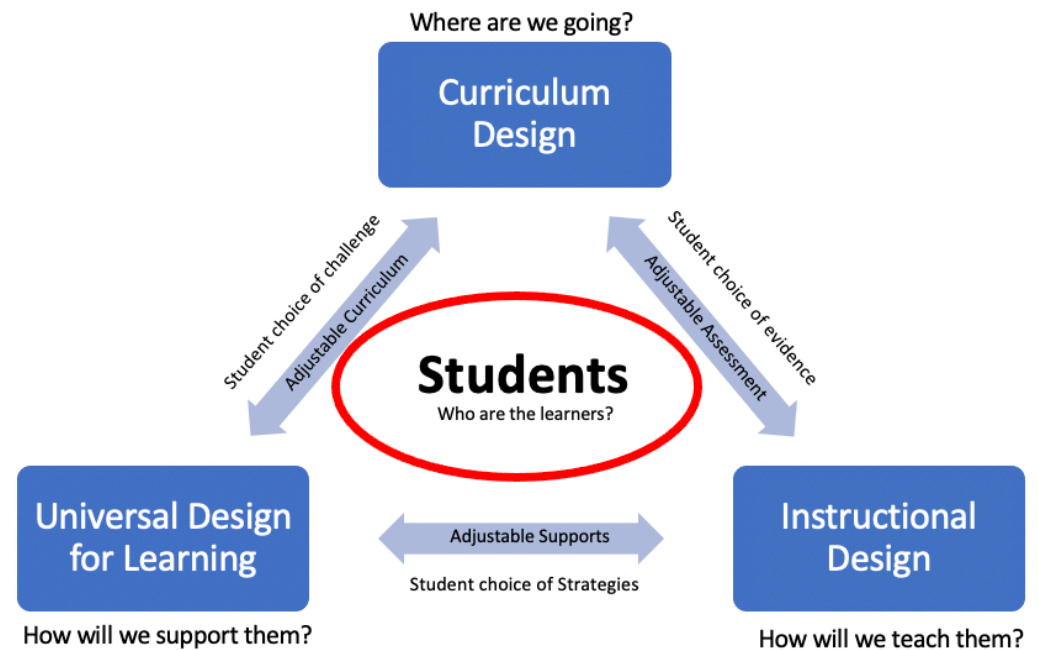
- What do you notice about his example?
- What do you wonder about this example?
- What is useful about this example?

Mad Tea

- Type response in chat box
- Don't press send
- Wait for countdown
- 3-2-1 GO!
- Press send at the same time

Richardson Elementary

- Grade 2/3 class
- Class Review
- Planning Team:
 - CT, LST, EA



Class Review for:		Teacher:		Date:
We can plan for our students by getting to know the:				
Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: Identities:		Strengths:		Stretches:
Based on the interests, strengths and stretches of this class:				
The BIG question or inquiry I have for this class:				
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:		
Decision: Somethings I want to try	Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
Decision: We can respond to this class by targeting core competencies chosen as a community:				
Teacher chosen:				
Class chosen:				

Richardson Elementary

- Grade 2/3 class
- Class Review
- Planning Team:
 - CT, LST, EA



Class Review Think Sheet

Strengths	<p>What are the strengths of your class as a whole? What are the positive things about this group as a whole?</p> <ul style="list-style-type: none">- Helpful! Funny!- Accepted well to new routines / expectations- Kind, loving, caring- Getting along - socialize with everyone- play, games, hands-on, stories, discussions, circle- Diversity- Families are approachable- Dojo - Vt
Stretches	<p>In what areas do the class as a whole need to grow? What are their needs? What do you wonder about?</p> <ul style="list-style-type: none">- Reading levels- Fine motor - some- Writing - expanding on ideas, complete sentences- self confidence, taking risks with learning- ask questions.- Intrinsic motivation
Goals	<p>What are your main goals for the class this year? (may be based on strengths, concerns, an area of interest,...)</p> <ul style="list-style-type: none">- self regulation - NOT to stretch myself thin- independence - ownership- connection - purposeful teaching.- Learning Targets - self assessment, meaningful feedback.- Number Talks- SEL- Engaging Activities/Lessons
Action	<p>Are there immediate needs that need to be addressed? How can the SBT support you? (To be filled out at the class review meeting)</p>

Faye Brownlie, Judith King based on "Learning in Safe Schools" 2nd ed. 2011

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
We can plan for our students by getting to know the:				
Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: Identities:		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:				
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:		
Decision: Somethings I want to try	Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
Decision: We can respond to this class by targeting core competencies chosen as a community:				
Teacher chosen: Class chosen:				

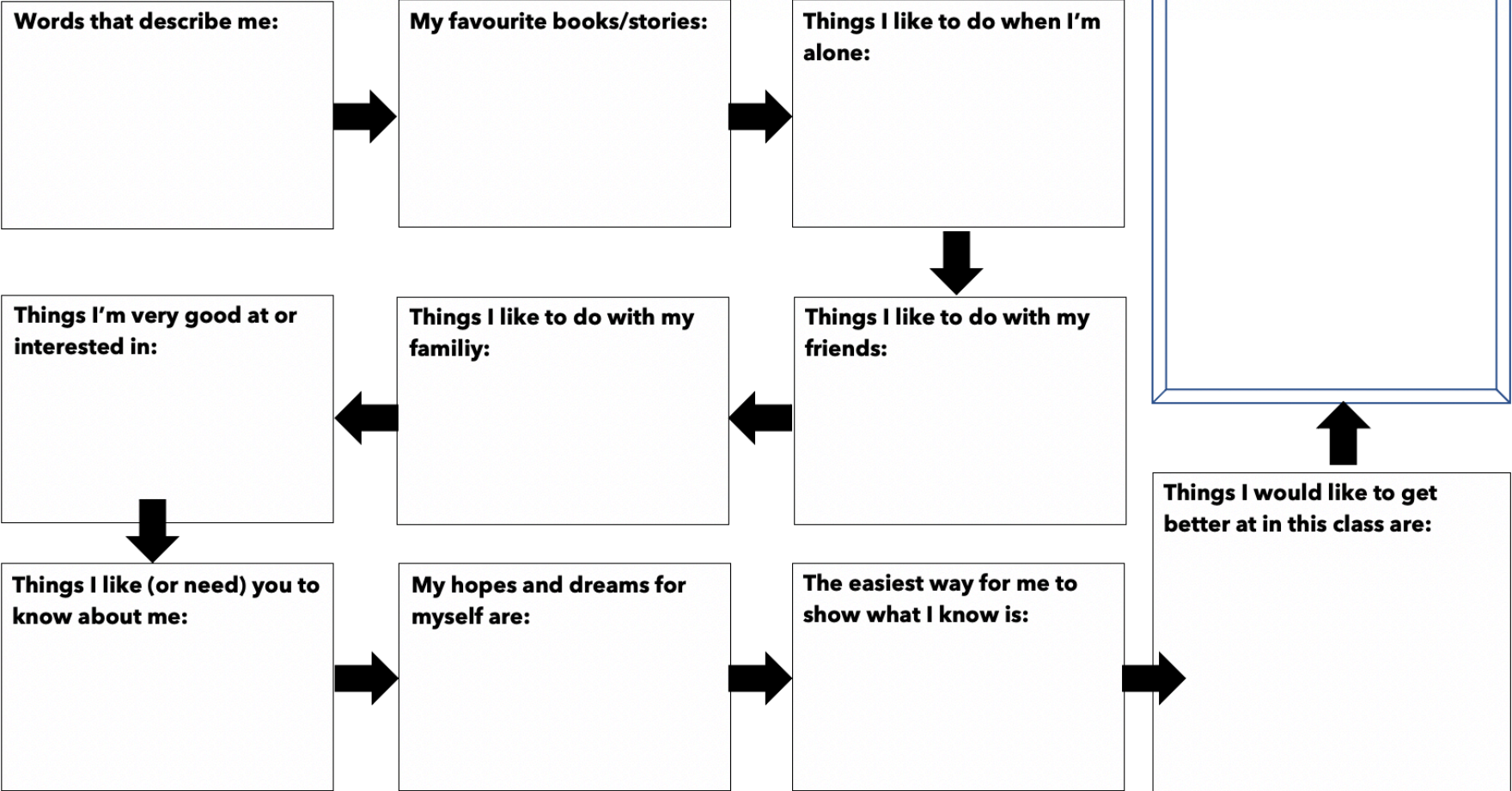
Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
We can plan for our students by getting to know the:				
Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: Identities:		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:				
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:		
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 				
Decision: We can respond to this class by targeting core competencies chosen as a community:				
Teacher chosen: Class chosen:				

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
We can plan for our students by getting to know the:				
Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: Identities:		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:				
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<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 	Engagement <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning Representation <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, • numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) Expression <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		Equity Commitment: Reconciliation Commitment:	
Decision: We can respond to this class by targeting core competencies chosen as a community:				
Teacher chosen: We can communicate by: Class chosen: Students can choose objective in profile 1 and 2				

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
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Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: Identities:		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:				
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Decision: Somethings I want to try	Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 	Engagement <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning Representation <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, • numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) Expression <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		Equity Commitment: <ul style="list-style-type: none"> • Class and team building activities to promote peer support (while also navigating COVID restrictions) • Use cooperative learning structures while also navigating COVID restrictions) Reconciliation Commitment: <ul style="list-style-type: none"> • Learning takes patience and time 	
Decision: We can respond to this class by targeting core competencies chosen as a community:				
Teacher chosen: Class chosen:				

Richardson Elementary - Try Something New

Who am I? Profile



Richardson Elementary - Try Something New



Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities		Classroom Strengths		Classroom Stretches	
Interests: soccer, video games, technology, discussions, cooking, playing outside, math, reading, being creative, movies, jokes Identities: Kind, Inclusive, Happy, Creative, Smart, Active, Polite, Friendly, Unique, Bilingual, Energetic, Religion		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks					
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:			
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 		Engagement <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning Representation <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, • numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) Expression <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		Equity Commitment: <ul style="list-style-type: none"> • Class and team building activities to promote peer support (while also navigating COVID restrictions) • Use cooperative learning structures while also navigating COVID restrictions) Reconciliation Commitment: <ul style="list-style-type: none"> • Learning takes patience and time 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen:					
Class chosen:					

Words from the Team

- What did you notice?
- What questions came up?
- What are your next steps?

Mentor Groups

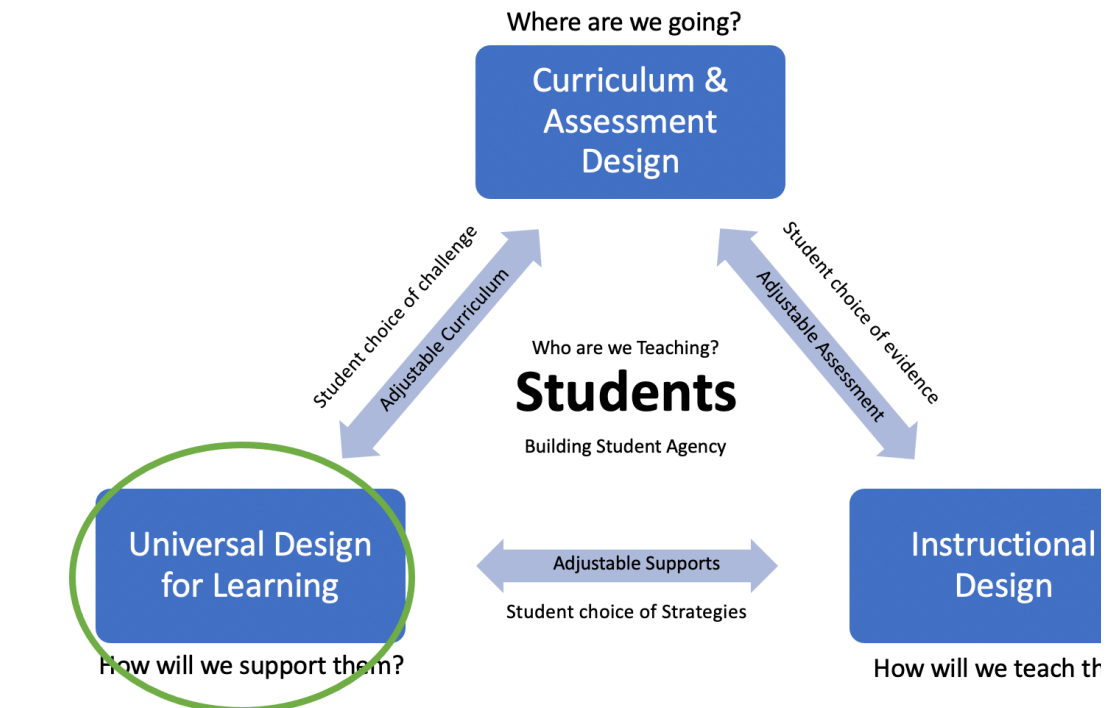
- What do you notice about his example?
- What do you wonder about this example?
- What is useful about his example?

Mad Tea

- Type response in chat box
- Don't press send
- Wait for countdown
- 3-2-1 GO!
- Press send at the same time

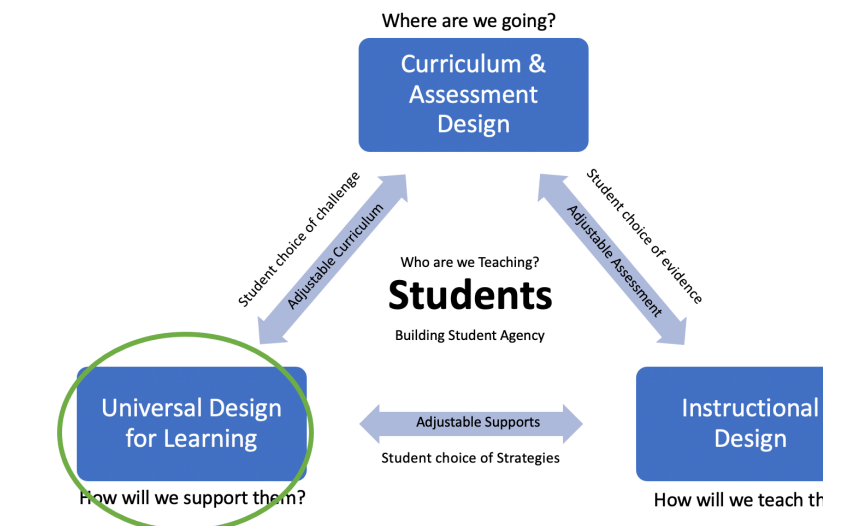
Beach Grove Elementary

- Grade 2 class
- Classroom Support Plan
- Planning Team:
 - CT, ITT, LST, EA, CYCW, Counsellor



Beach Grove Elementary – The Target Class

- **Strengths:** Students are lively, fun, never bored, good using the zones of regulation
- **Interests** are art, hands on activities, outdoor time, listen to stories, free choice, centre time
- **Needs:** Large academic spread, range of readers, 8 non-readers, fine motor, writing, math, attention seeking behaviours, self regulation struggles, temper tantrums, avoidance behaviours, defiance, saying 'no',
- **Goal areas:** listening, empathy, social skills, using words to solve their own problems, reading/writing skills, regulate behaviour
- **What's working:** schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulative, white boards, zones,
- **Questions:** classroom layout, calm down spaces (we have 3), reading support, learning targets (stop, look listen and putting up hand) - positive behaviour support, gem in a jar, added new target - using appropriate words to solve problems, use The Den - extra space to take breaks, everyone wants to go use it



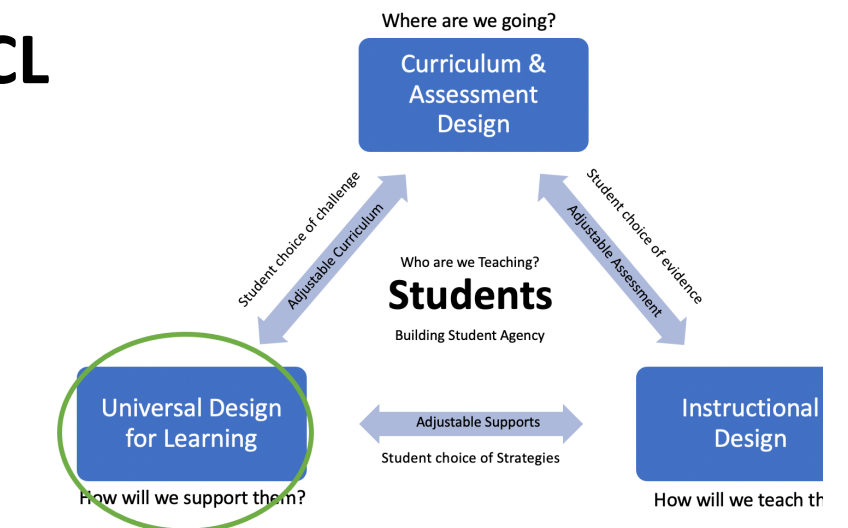
Beach Grove Elementary – Finding the Edges

1. Choose a lens: Literacy/Numeracy/Social Emotional

2. Who needs the most support: **AB** (M1), AR, **CT**, PS, EB

3. Who needs the most challenge: VL, WD, JA, CL

4. Classroom Needs Reflection



Beach Grove Elementary – Identifying Needs

Classroom Support Plan: Need Based Reflection

Target Classroom: English 11 Classroom Teacher(s): Ms. N Date: 11/2020

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher etc.)
3. Decide which needs are affecting learning in the classroom (needs can reflect one or more students, but are not disabilities. For example, "Autism" is not a need)
4. Determine the priority of needs-based support that this classroom community needs
5. Target five areas of need to start with, to construct a classroom support plan

Areas of Need	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Aggression	<input type="checkbox"/>	X	<input type="checkbox"/>
Anger or Frustration	X	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	X	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	X
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	X
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	X
Vision Needs	<input type="checkbox"/>	X	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	X	<input type="checkbox"/>
Central Auditory Processing	X	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Needs	<input type="checkbox"/>	<input type="checkbox"/>	X
Depression/Sadness	<input type="checkbox"/>	X	<input type="checkbox"/>
Motivation/Engagement	X	<input type="checkbox"/>	<input type="checkbox"/>
Eating Needs	<input type="checkbox"/>	<input type="checkbox"/>	X
Emotional Regulation	X	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	X	<input type="checkbox"/>
Executive Functioning	X	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	X	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	X
Greif Management	<input type="checkbox"/>	X	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	X	<input type="checkbox"/>
Intellectual Ability	<input type="checkbox"/>	X	<input type="checkbox"/>
Listening Comprehension	X	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	X	<input type="checkbox"/>
Mental Health	X	<input type="checkbox"/>	<input type="checkbox"/>
Metacognition	<input type="checkbox"/>	X	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	X
Non-Verbal Reasoning	<input type="checkbox"/>	X	<input type="checkbox"/>
Organization	X	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<input type="checkbox"/>	X	<input type="checkbox"/>

Personal Safety	X	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Processing	X	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	X	<input type="checkbox"/>
Self Esteem	X	<input type="checkbox"/>	<input type="checkbox"/>
Self-Advocacy	<input type="checkbox"/>	X	<input type="checkbox"/>
Self-Harm/ Suicide Management	<input type="checkbox"/>	X (CT)	<input type="checkbox"/>
Self-Regulation	X	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	X	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	X	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills (problem solving)	X	<input type="checkbox"/>	<input type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	X
Task Initiation	X	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	X	<input type="checkbox"/>
Transition	X	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Ability	<input type="checkbox"/>	X	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	X	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	X	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What top five areas of need are we going to target in our classroom support plan

1. Executive functioning/task initiation/sequencing
2. Personal Safety
3. Self-Regulation
4. Social Skills (Problem Solving)
5. Self Esteem (Academic)

Beach Grove Elementary – Identifying Needs

- Immediate needs
 - Anger or Frustration
 - Anxiety
 - Central Auditory Processing
 - Motivation/ Engagement
 - Emotional Regulation
 - Executive Functioning
 - Fine Motor Skills
 - Listening Comprehension
 - Mental Health
 - Organization
- Immediate needs
 - Personal Safety
 - Phonological Processing
 - Self Esteem
 - Self-Regulation
 - Sensory Integration
 - Sequency
 - Social Skills (Problem Solving)
 - Task Initiation
 - Transition

Beach Grove Elementary – Top 5 Targets

1. Executive functioning/task initiation/sequencing
2. Personal Safety (leaving classroom)
3. Self-Regulation
4. Social Skills (Problem Solving)
5. Self Esteem (Academic)

Classroom Support Plan

Teacher(s): J.Z. **Support Staff:** R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.

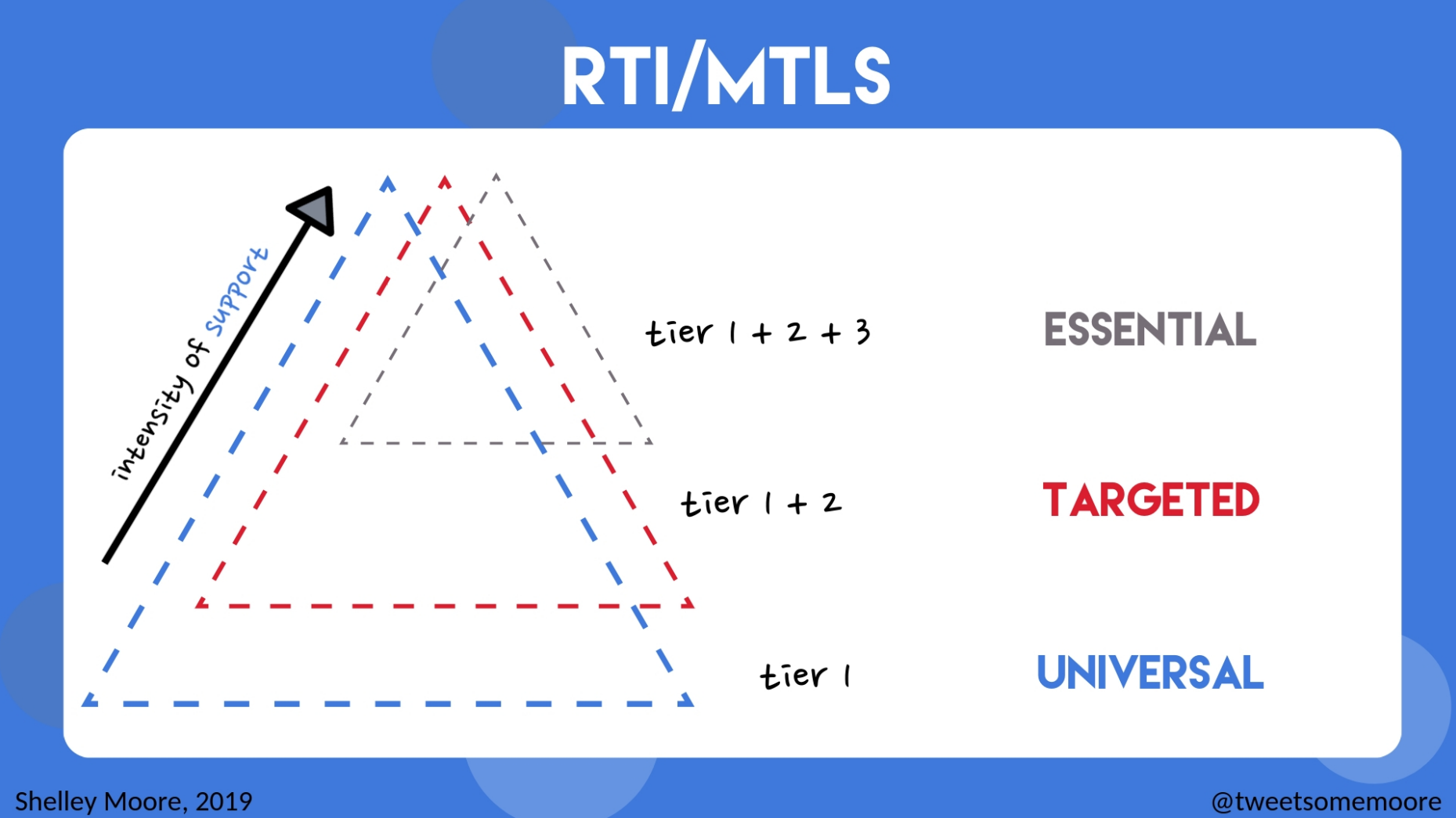
Lens: Literacy/ Numeracy/ Social Emotional

Students...		Strategies & Supports		
who needs the most support AB (M1), AR, CT PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Executive Functioning	ABm1, AB, AB, EB, AR, JR, PS, LT, CT			
Need: Personal Safety * Leaving class	CT, EB, AR			
Need: Self Regulation	AA, AB, AB, AB, EB, HB, AR, PS, LT, CT			
Need: Social Skills *problem solving	AB, AB, AB, EB, HB, AR, PS, CT, EW, MJ			
Need: Self Esteem	ABm2, HB, CL, AR, EB, JR, CT, EW, LT			
who needs the most challenge VL, WD, JA, CL				

Range of Students

Range of Support

Beach Grove Elementary – Needs Based Supports & Strategies



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TEACHERS' GATEWAY TO
SPECIAL EDUCATION



Teaching Strategies & Resources			Key Practices			Glossary			FAQs			<input type="text"/>		
Student Needs				IPRC Exceptionalities				Diagnosed Conditions ✕						
Aggression Management				Autism Spectrum Disorder (ASD)				Acquired Brain Injury						
Anger/Frustration Management				Behaviour				Alcohol-Related Neuro-developmental Disorder (ARND)						
Anxiety Management				Blind and Low Vision				Angelman Syndrome						
Articulation Skills				Deaf and Hard of Hearing				Anxiety Disorders						
Attendance Strategies				Developmental Disability (DD)				Attention Deficit Hyperactivity Disorder (ADHD)						
Attention Skills				Giftedness				Auditory Processing Disorder (Central)						
Assistive Technology Skills				Language Impairment				Autism Spectrum Disorder (ASD)						
Blind/Vision Impaired				Learning Disabilities (LD)				Bipolar Disorder						
Bullying Management Skills				Mild Intellectual Disabilities				Blind/Vision Impaired						
Central Auditory Processing				Multiple Exceptionalities				Brain Injury						
Deafness				Physical Disability				Cerebral Palsy (CP)						
Depression/Sadness Management				Speech Impairment				Conduct Disorder (CD)						
Disengagement/Motivation Strategies								Concussions						
Eating Disorder Strategies								Cystic Fibrosis (CF)						
Emotional Regulation								Deafness						
English Language Skills								Depression Disorders						
Executive Function								Down Syndrome						
Fine Motor Skills								Eating Disorders						
Gambling Disorder								Epilepsy						
Grief Management								Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE)						
Gross Motor Skills								Fragile X Syndrome						
Hearing								Gambling Disorder						
Intellectual Ability – High								Intellectual Disabilities						
Intellectual Ability – Low								Klinefelter's Syndrome						
Listening Comprehension Skills								Learning Disabilities/Specific Learning Disorders						
Low Vision								Muscular Dystrophy (MD)						
Memory Skills								Neurological Disabilities						

Classroom Support Plan

Teacher(s): J.Z. **Support Staff:** R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.

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Students...		Strategies & Supports		
who needs the most support AB (M1), AR, CT PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Executive Functioning	ABm1, AB, AB, EB, AR, JR, PS, LT, CT			
Need: Personal Safety * Leaving class, refusal, scissors	CT, EB, AR			
Need: Self Regulation	AA, AB, AB, AB, EB, HB, AR, PS, LT, CT			
Need: Social Skills *problem solving	AB, AB, AB, EB, HB, AR, PS, CT, EW, MJ	<ul style="list-style-type: none"> • Direct teaching on problem solving, and the language needed to problem solve • Highlight examples of characters problem solving in texts • WITS charts, class meetings (walk away, ignore, talk it out, seek out) • Role playing scenarios • Social Story made by kids, put in library • Adding visuals to steps/ instructions • Draw on/reflect on the core competencies • Common language with all adults (noon hour supervisors) for in the moment problems • Co-construct criteria/rules for problem solving (using positive language) • Strategic groupings (COVID aware) 		CT – counsellor is setting up a journal (feelings, gratitude,
Need: Self Esteem	ABm2, HB, CL, AR, EB, JR, CT, EW, LT			
who needs the most challenge VL, WD, JA, CL				

Range of Students

Beach Grove Elementary – Making a Plan

- **Targeted Need: Social Stories (Problem Solving)**
 - Role playing scenarios
 - Social Story made by kids, put in library

Beach Grove Elementary – Trying Something New

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



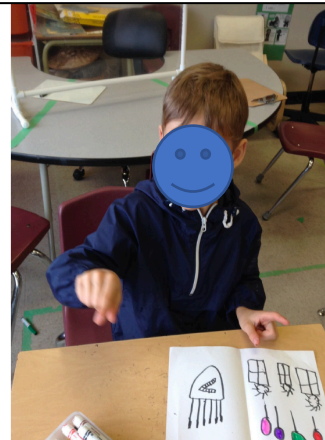
I can
look at a
book.



I can push the wall.



I can do square breathing.



These ideas will help me to calm my body and brain
so I can do my work at school.

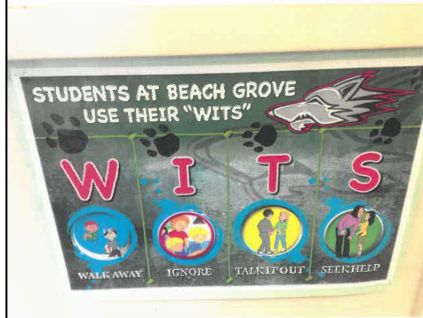


Beach Grove Elementary – Trying Something New

When I have a play problem
I can...

By Division 8

I can use my WITS. I can WALK away. I can go to another area of the playground to play.



I feel _____
when you _____.



When I use my WITS to solve play problems I can have fun at school.



I can SEEK help from an adult. Duty teachers have orange and yellow vests.



Words from the Team

- What did you notice?
- What questions came up?
- What are your next steps?

Mentor Groups

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

Mad Tea

- Type response in chat box
- Don't press send
- Wait for countdown
- 3-2-1 GO!
- Press send at the same time

Next Steps

- Another session with each team
- Sharing what they tried
- Sharing examples with you!

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