

# SHELLEY MOORE



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# Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful *relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a *commitment to Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.



# The Chat Box – Wild Tea

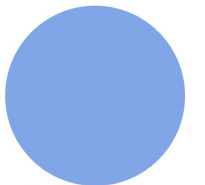
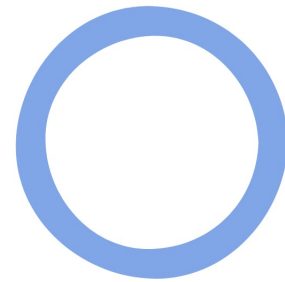
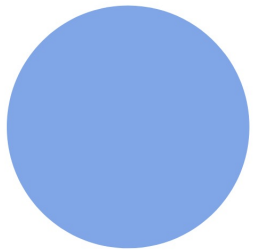
- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

# Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

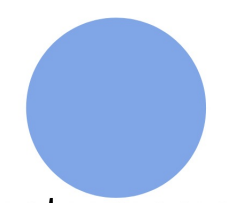
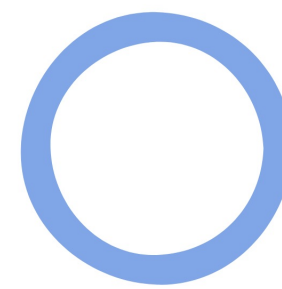
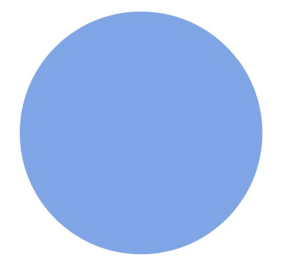
Wild Tea

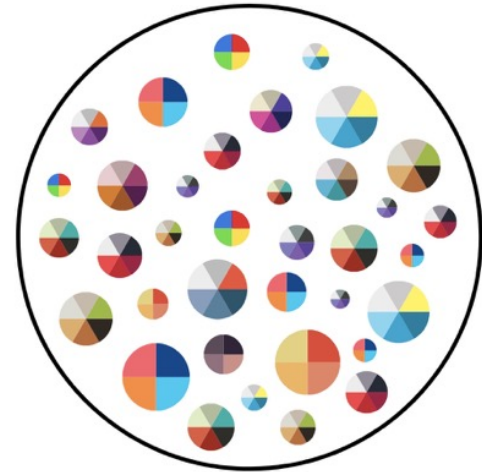
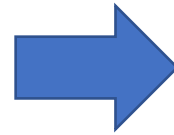
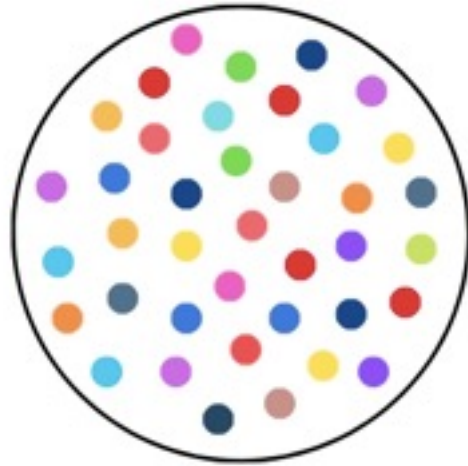
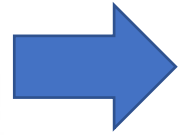
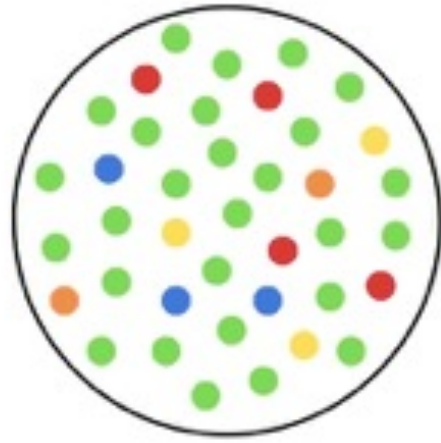
One thing that stands  
out from last time



Popcorn

What questions are  
coming up?



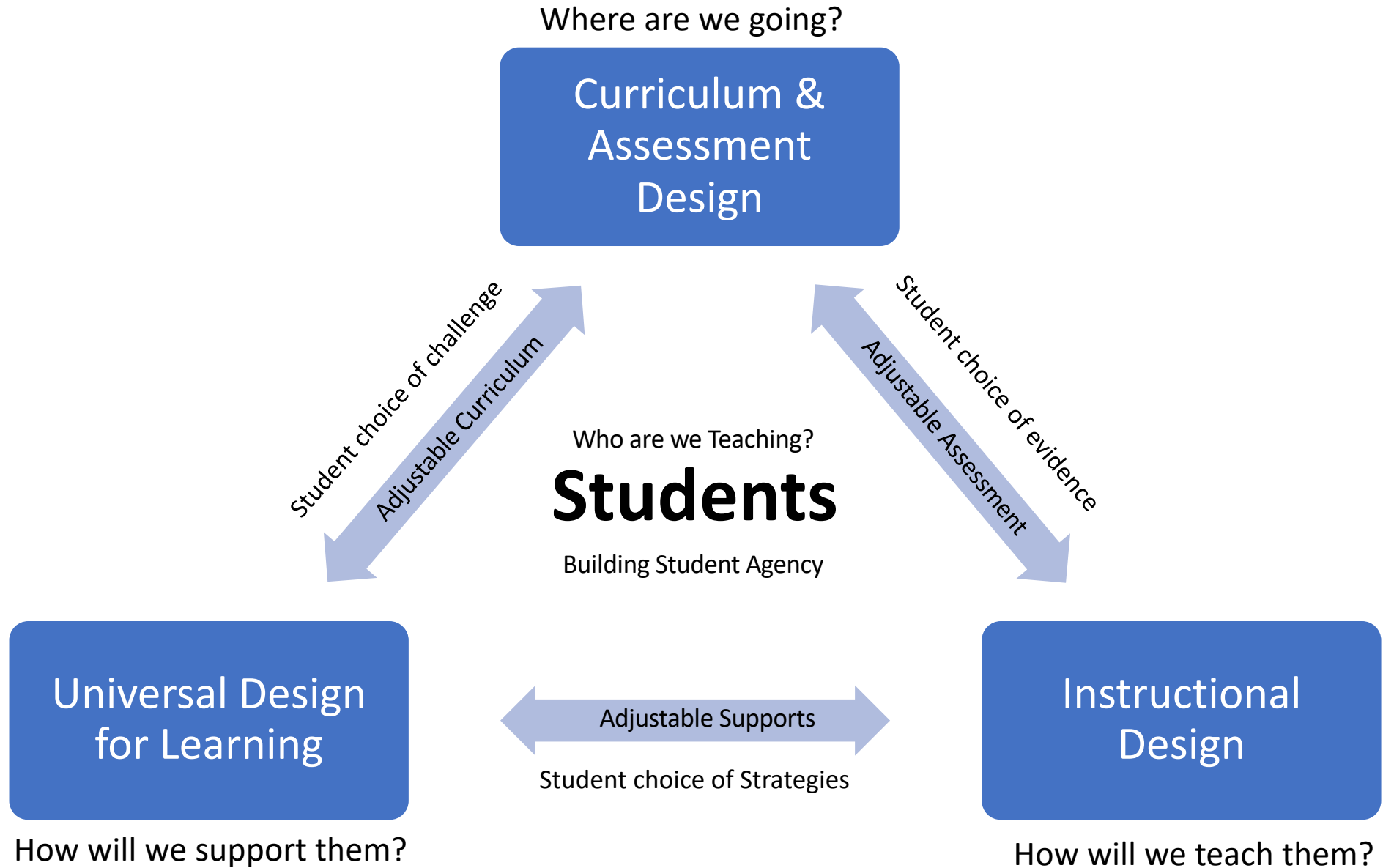


How do we  
including people  
who are different

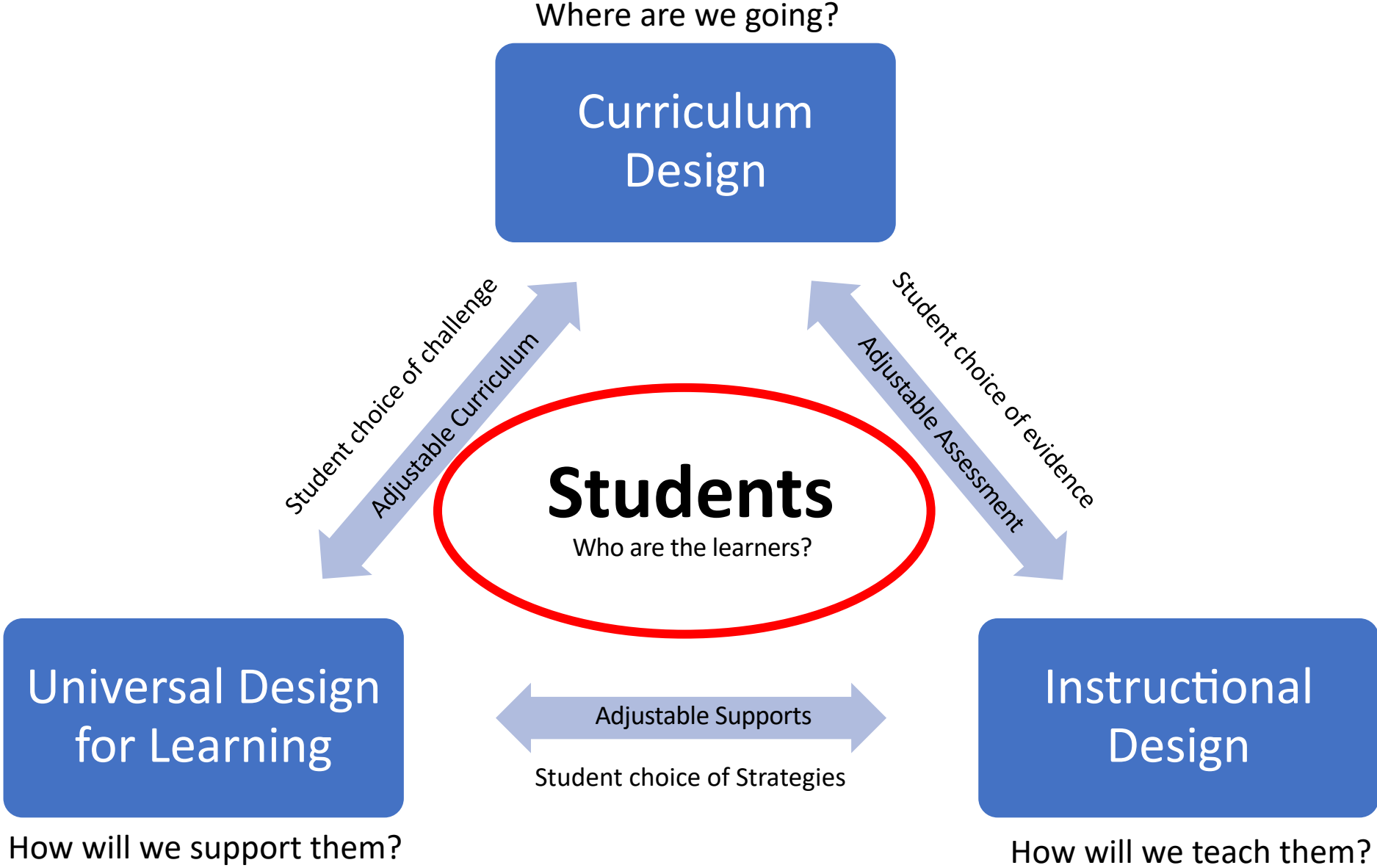
How do we teach  
to diversity?

How do we  
teach to  
identity?

# How can we change the system? Designing with Equity in Mind



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



<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
I can plan for my students by getting to know the:		
<b>Interests &amp; identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Decided by the class)		

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020	
<b>We can plan for our students by getting to know the:</b>					
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
<b>Interests:</b> stories, games (ask students) <b>Identities (ask students):</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation	
<b>Based on the interests, strengths and stretches of this class:</b>					
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks					
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>			
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>	
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> <li>• 8.1 – Clearly communicating learning goals</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<p><b>Equity Commitment:</b></p> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <p><b>Reconciliation Commitment:</b></p> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>	
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>					
<b>Teacher chosen: We can communicate by:</b>					
<b>Class chosen: Students can choose objective in profile 1 and 2</b>					

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

Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
<b>We can plan for our students by getting to know the:</b>					
<b>Interests &amp; Identities of the class</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
<b>Interests:</b> Video games, sports, reading, dance, <b>(will ask students)</b> <b>Identities: (will ask students)</b> <b>Representation:</b> LGBTQ2S+, Disability, Cultural/Ethnic Backgrounds		<b>Strengths</b> – reading, focused, on task, working in pairs/ groups of three, following instructions <b>(will ask students)</b>		<b>Stretches</b> – staying focused, attending, note taking/ following along, connecting learning to the real world, written output <b>(will ask students)</b>	
<b>Based on the interests, strengths and stretches of this class:</b>					
<b>The BIG question or inquiry I have for this class:</b> How to help them to get better at: <b>1.</b> Writing <b>2.</b> being able to express their ideas <b>3.</b> analyzing and synthesizing ideas <b>4.</b> connecting learning to their lives					
<b>We can respond to this class by making a plan to try something new:</b>			<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Something I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>	
<ul style="list-style-type: none"> <li>• Give/ teach access to assistive technology to increase output and independence</li> <li>• Organize scribing support for students</li> <li>• Incorporate multiple methods of expression</li> </ul>		<b>Engagement (9.1)</b> - helping students set/ choose learning goals that build confidence and help them take ownership of their learning <b>Representation (1.1)</b> – sharing new information in different formats <b>Expression (6.3)</b> - teaching students to organize their evidence and choose their best examples of learning		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• We can use cooperative learning structures (incorporate new techniques)</li> <li>• We can seek multiple perspectives</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning involving generational roles</li> <li>• Learning involves recognizing the consequences of one’s actions</li> <li>• Learning is holistic, reflexive, reflective, experiential and relational</li> </ul>	
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>					
<b>Teacher chosen:</b> Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) <b>Class chosen: (will ask students)</b>					

Class Review for: Industrial Design 11/12		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- 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:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (			

## The Classroom Teacher is the Boss!

If you think about a specific class, this year:

- what is the BIG goal you have for them as a group
- what is the ONE or TWO things you want them be able to know/do at the end of this year

Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Decided by the class)		

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
<b>We can plan for our students by getting to know the:</b>				
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>
<b>Interests:</b> stories, games (ask students) <b>Identities (ask students):</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
<b>Based on the interests, strengths and stretches of this class:</b>				
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> <li>• 8.1 – Clearly communicating learning goals</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<p><b>Equity Commitment:</b></p> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <p><b>Reconciliation Commitment:</b></p> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>				
<b>Teacher chosen: We can communicate by:</b>				
<b>Class chosen: Students can choose objective in profile 1 and 2</b>				

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

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	
<b>Interests:</b> Video games, sports, reading, dance, <b>(will ask students)</b> <b>Identities: (will ask students)</b> <b>Representation:</b> LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds		<b>Strengths</b> – reading, focused, on task, working in pairs/ groups of three, following instructions <b>(will ask students)</b>		<b>Stretches</b> – staying focused, attending, note taking/ following along, connecting learning to the real world, written output <b>(will ask students)</b>	
Based on the interests, strengths and stretches of this class:					
<b>The BIG question or inquiry I have for this class:</b> How to help them to get better at: <b>1.</b> Writing <b>2.</b> being able to express their ideas <b>3.</b> analyzing and synthesizing ideas <b>4.</b> 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"> <li>• Give/ teach access to assistive technology to increase output and independence</li> <li>• Organize scribing support for students</li> <li>• Incorporate multiple methods of expression</li> </ul>		<b>Engagement (9.1)</b> - helping students set/ choose learning goals that build confidence and help them take ownership of their learning  <b>Representation (1.1)</b> – sharing new information in different formats  <b>Expression (6.3)</b> - teaching students to organize their evidence and choose their best examples of learning		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• We can use cooperative learning structures (incorporate new techniques)</li> <li>• We can seek multiple perspectives</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning involving generational roles</li> <li>• Learning involves recognizing the consequences of one’s actions</li> <li>• Learning is holistic, reflexive, reflective, experiential and relational</li> </ul>	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
<b>Teacher chosen:</b> Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) <b>Class chosen: (will ask students)</b>					

Class Review for: Industrial Design 11/12		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- 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:			
<b>The BIG goal I have for this class:</b> I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (			

The Boss!

Thinking about your BIG Goal(s): How will you meet these goals with your group:

- Are there some things that you have in mind that you want to try?
- Is there something that you are learning about/heard about that you are interested in doing in your class this year?

Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Decided by the class)		

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
<b>We can plan for our students by getting to know the:</b>				
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>
<b>Interests:</b> stories, games (ask students) <b>Identities (ask students):</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
<b>Based on the interests, strengths and stretches of this class:</b>				
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<b>Engagement</b> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> <li>• 8.1 – Clearly communicating learning goals</li> </ul> <b>Representation</b> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols,</li> <li>• numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <b>Expression</b> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>				
<b>Teacher chosen: We can communicate by:</b> <b>Class chosen: Students can choose objective in profile 1 and 2</b>				

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

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

Class Review for: Industrial Design 11/12		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- 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:			
<b>The BIG goal I have for this class:</b> I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins			
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class			

<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
I can plan for my students by getting to know the:		
<b>Interests &amp; identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Decided by the class)		

What are **barriers**??



# A shift in thinking...

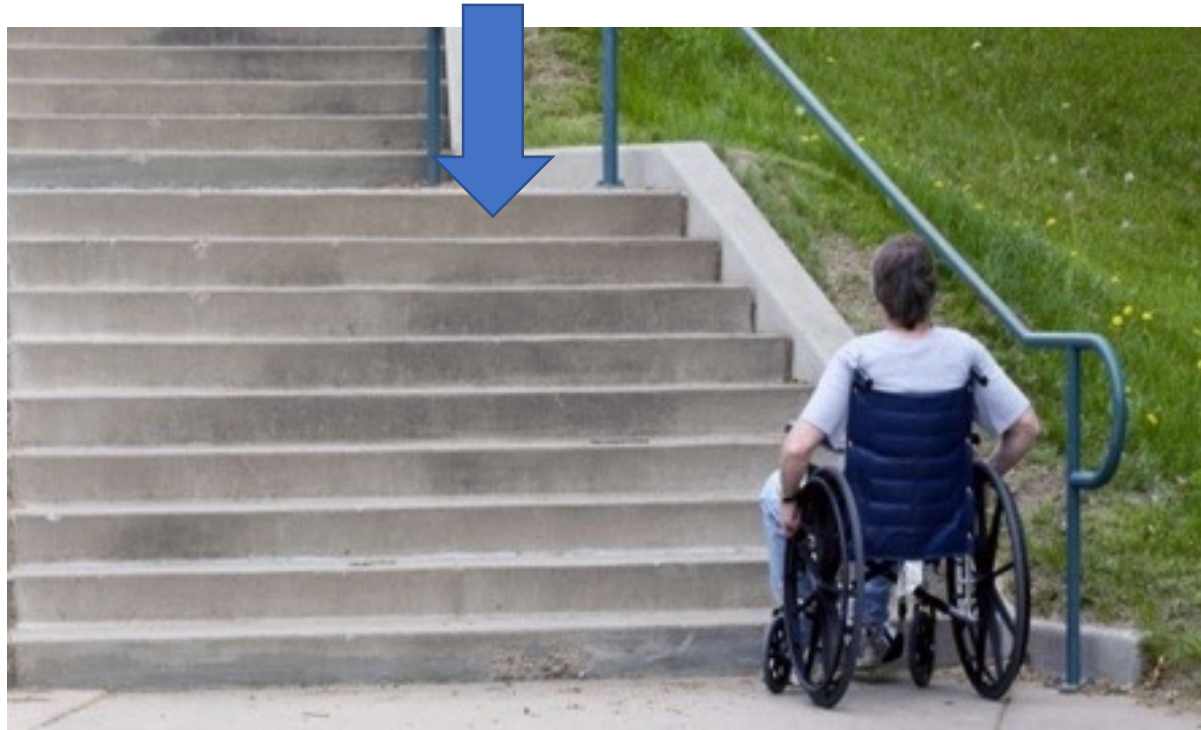
## **There are some things we need to understand:**

- Understand the **thinking shift** for how we view **individuals with Disabilities**
- Understand the **role that a context** plays in **teaching** and in barriers that **limit individuals**
- Understand that the **less** a context is **limiting**, the **less support** an individual needs

What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

How can we **REDUCE** barriers??

What are **barriers**??

PHYSICAL



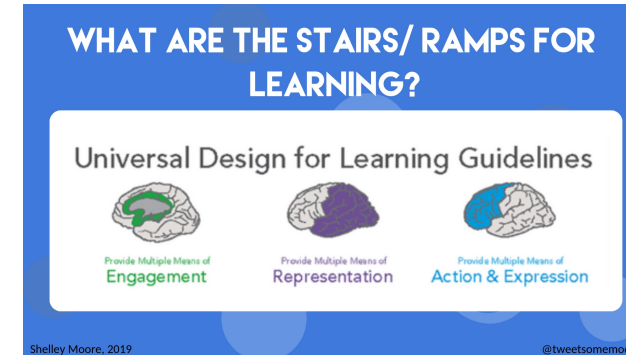
To  
LEARNING

To  
EQUITY

How can we **REDUCE** barriers??

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

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"> <li>Offer ways of customizing the display of information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Sharing information in formats that are flexible</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li> </ul>	<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"> <li>Clarify vocabulary and symbols</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<ul style="list-style-type: none"> <li>Clarify syntax and structure</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<ul style="list-style-type: none"> <li>Support decoding of text, mathematical notation and symbols</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<ul style="list-style-type: none"> <li>Promote understanding across languages</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Teaching and using translators, descriptions, movement &amp; visuals to support understanding in unfamiliar and multiple languages</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<ul style="list-style-type: none"> <li>Illustrate through multi media</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Using multi-media to support understanding (videos, graphics, activities)</li> </ul>	<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"> <li>Vary the methods for response and navigation</li> </ul>	Objective	<ul style="list-style-type: none"> <li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> <li>Optimize access to tools and assistive technologies</li> </ul>	Objective	<ul style="list-style-type: none"> <li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li> </ul>	<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"> <li>Use multi-media for communication</li> </ul>	Objective	<ul style="list-style-type: none"> <li>teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<ul style="list-style-type: none"> <li>Use media tools for construction and composition</li> </ul>	Objective	<ul style="list-style-type: none"> <li>offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<ul style="list-style-type: none"> <li>Build fluencies with graduated levels of support of support for practice and performance</li> </ul>	Objective	<ul style="list-style-type: none"> <li>supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence</li> </ul>	<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"> <li>Guide appropriate goals setting</li> </ul>	Objective	<ul style="list-style-type: none"> <li>guiding students through reflection, self-assessment and goal setting with curricular and core competencies</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<ul style="list-style-type: none"> <li>Support planning and strategy development</li> </ul>	Objective	<ul style="list-style-type: none"> <li>modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<ul style="list-style-type: none"> <li>Enhance managing information and resources</li> </ul>	Objective	<ul style="list-style-type: none"> <li>teaching students to organize their evidence of learning and determine their best examples of learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<ul style="list-style-type: none"> <li>Enhance capacity for monitoring progress</li> </ul>	Objective	<ul style="list-style-type: none"> <li>using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment</li> </ul>			
Our UDL Team Target Goal is:						

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
<b>We can plan for our students by getting to know the:</b>				
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>
<b>Interests:</b> stories, games (ask students) <b>Identities (ask students):</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
<b>Based on the interests, strengths and stretches of this class:</b>				
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> <li>• 8.1 – Clearly communicating learning goals</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<p><b>Equity Commitment:</b></p> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <p><b>Reconciliation Commitment:</b></p> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>				
<b>Teacher chosen: We can communicate by:</b>				
<b>Class chosen: Students can choose objective in profile 1 and 2</b>				

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

Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
<b>We can plan for our students by getting to know the:</b>					
<b>Interests &amp; Identities of the class</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
<b>Interests:</b> Video games, sports, reading, dance, <b>(will ask students)</b> <b>Identities: (will ask students)</b> <b>Representation:</b> LGBTQ2S+, Disability, Cultural/Ethnic Backgrounds		<b>Strengths</b> – reading, focused, on task, working in pairs/ groups of three, following instructions <b>(will ask students)</b>		<b>Stretches</b> – staying focused, attending, note taking/ following along, connecting learning to the real world, written output <b>(will ask students)</b>	
<b>Based on the interests, strengths and stretches of this class:</b>					
<b>The BIG question or inquiry I have for this class:</b> How to help them to get better at: <b>1.</b> Writing <b>2.</b> being able to express their ideas <b>3.</b> analyzing and synthesizing ideas <b>4.</b> connecting learning to their lives					
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>			
<b>Decision: Something I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>	
<ul style="list-style-type: none"> <li>• Give/ teach access to assistive technology to increase output and independence</li> <li>• Organize scribing support for students</li> <li>• Incorporate multiple methods of expression</li> </ul>		<b>Engagement (9.1)</b> - helping students set/ choose learning goals that build confidence and help them take ownership of their learning <b>Representation (1.1)</b> – sharing new information in different formats <b>Expression (6.3)</b> - teaching students to organize their evidence and choose their best examples of learning		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• We can use cooperative learning structures (incorporate new techniques)</li> <li>• We can seek multiple perspectives</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning involving generational roles</li> <li>• Learning involves recognizing the consequences of one's actions</li> <li>• Learning is holistic, reflexive, reflective, experiential and relational</li> </ul>	
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>					
<b>Teacher chosen:</b> Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) <b>Class chosen: (will ask students)</b>					

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:			
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- 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:			
<b>The BIG goal I have for this class:</b> I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	<b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives  We can value each others' gifts and contributions	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Ryan will do this with the class)			

What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

How can we **REDUCE** barriers??

# 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

## 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>

# 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 (1 point)	Not Observed (0 points)
<b>Equitable Classroom Practice</b>					
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, Boogie, 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>					

### 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...
<b>Guideline #1: Culturally responsive teaching is assets-based.</b>				
Administrators, teachers, and staff show interest in ELs' home languages by learning a few words or phrases.				
Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				
School uses many means of communicating with families (e.g., translated notes, telephone calls, use of an interpreter).				

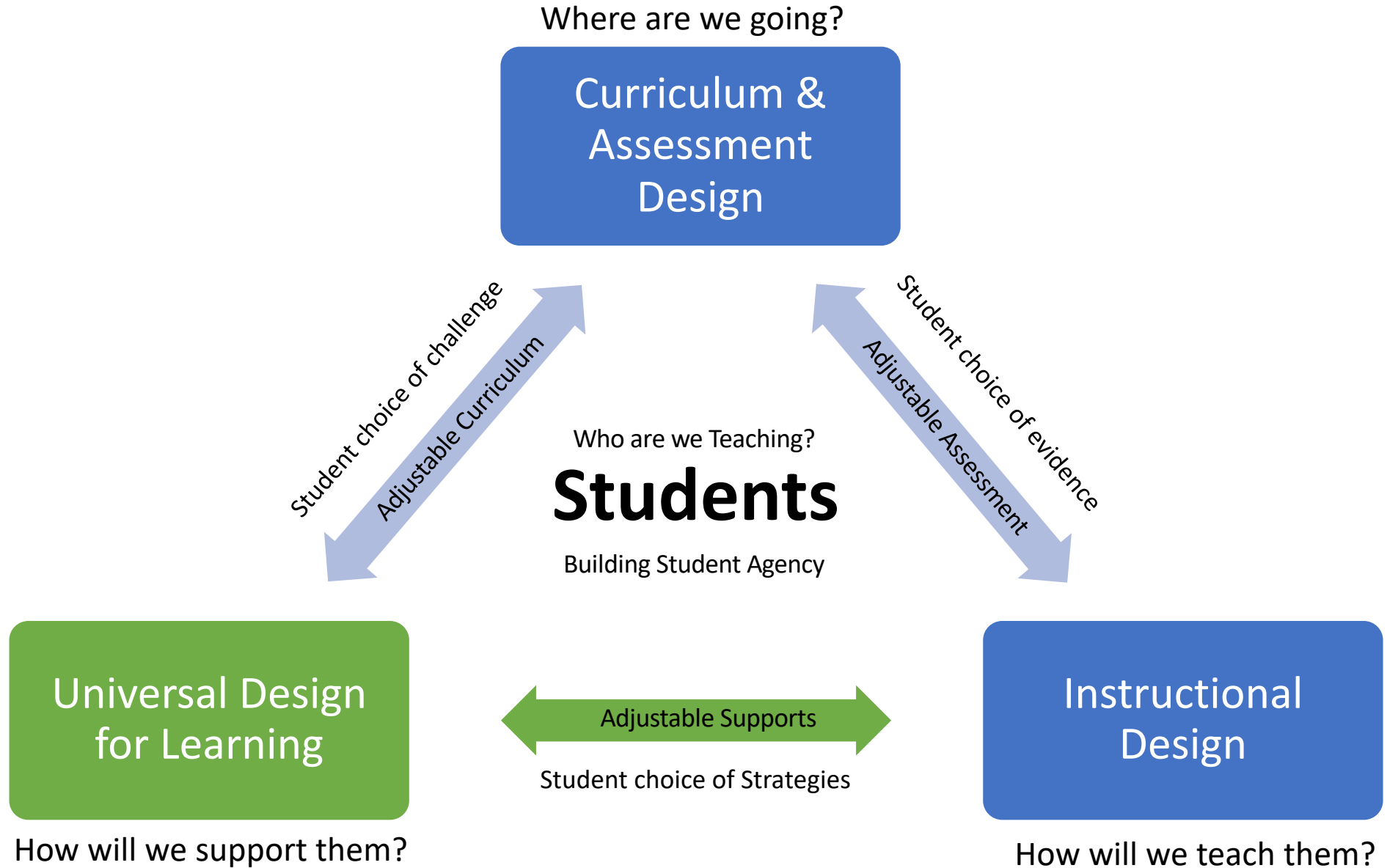
Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
<b>We can plan for our students by getting to know the:</b>				
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>
<b>Interests:</b> stories, games (ask students) <b>Identities (ask students):</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
<b>Based on the interests, strengths and stretches of this class:</b>				
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<b>Engagement</b> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> <li>• 8.1 – Clearly communicating learning goals</li> </ul> <b>Representation</b> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <b>Expression</b> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>
<b>Decision: We can respond to this class by targeting core competencies chosen as a community.</b>				
<b>Teacher chosen: We can communicate by:</b> <b>Class chosen: Students can choose objective in profile 1 and 2</b>				

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

Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
<b>We can plan for our students by getting to know the:</b>					
<b>Interests &amp; Identities of the class</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
<b>Interests:</b> Video games, sports, reading, dance, <b>(will ask students)</b> <b>Identities: (will ask students)</b> <b>Representation:</b> LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds		<b>Strengths</b> – reading, focused, on task, working in pairs/ groups of three, following instructions <b>(will ask students)</b>		<b>Stretches</b> – staying focused, attending, note taking/ following along, connecting learning to the real world, written output <b>(will ask students)</b>	
<b>Based on the interests, strengths and stretches of this class:</b>					
<b>The BIG question or inquiry I have for this class:</b> How to help them to get better at: <b>1.</b> Writing <b>2.</b> being able to express their ideas <b>3.</b> analyzing and synthesizing ideas <b>4.</b> connecting learning to their lives					
<b>We can respond to this class by making a plan to try something new:</b>			<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Something I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>	
<ul style="list-style-type: none"> <li>• Give/ teach access to assistive technology to increase output and independence</li> <li>• Organize scribing support for students</li> <li>• Incorporate multiple methods of expression</li> </ul>		<b>Engagement (9.1)</b> - helping students set/ choose learning goals that build confidence and help them take ownership of their learning <b>Representation (1.1)</b> – sharing new information in different formats <b>Expression (6.3)</b> - teaching students to organize their evidence and choose their best examples of learning		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• We can use cooperative learning structures (incorporate new techniques)</li> <li>• We can seek multiple perspectives</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning involving generational roles</li> <li>• Learning involves recognizing the consequences of one’s actions</li> <li>• Learning is holistic, reflexive, reflective, experiential and relational</li> </ul>	
<b>Decision: We can respond to this class by targeting core competencies chosen as a community:</b>					
<b>Teacher chosen:</b> Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) <b>Class chosen: (will ask students)</b>					

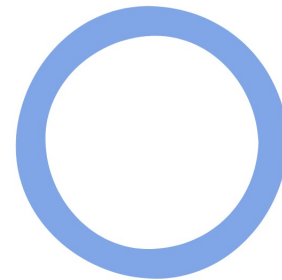
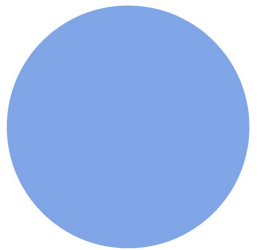
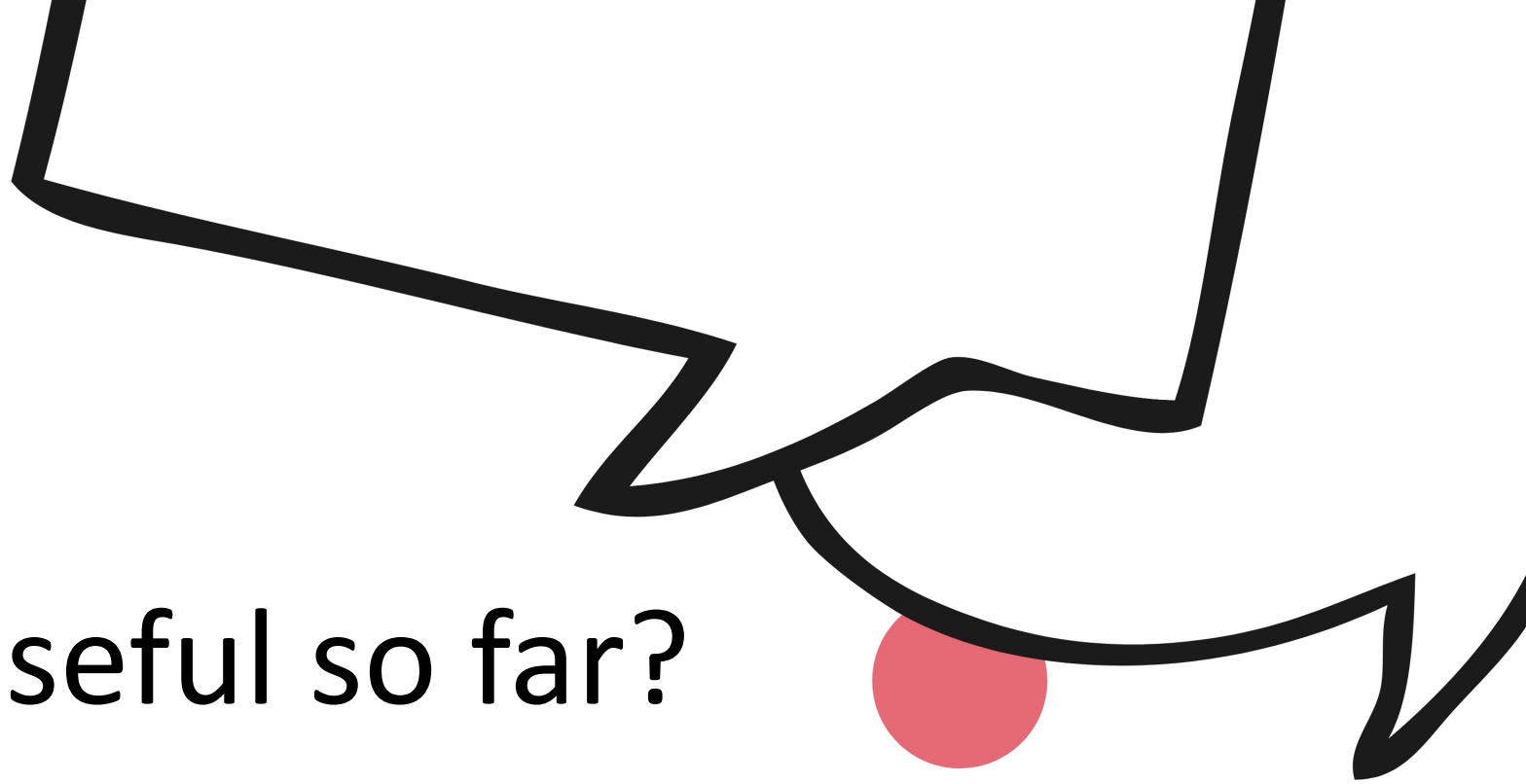
Class Review for: Industrial Design		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- collaborative, group work, hands on activities, technology, media, trucks, 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:			
<b>The BIG goal I have for this class:</b> I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	<b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives  We can value each others' gifts and contributions	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Ryan will do this with the class)			

# How can we change the system? Designing with Equity in Mind



Wild Tea

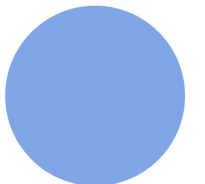
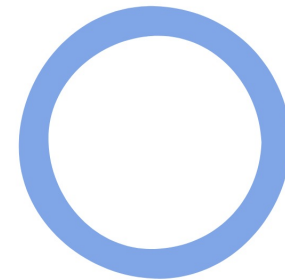
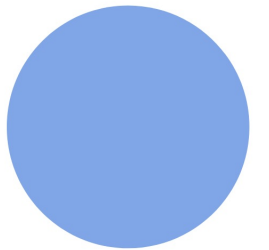
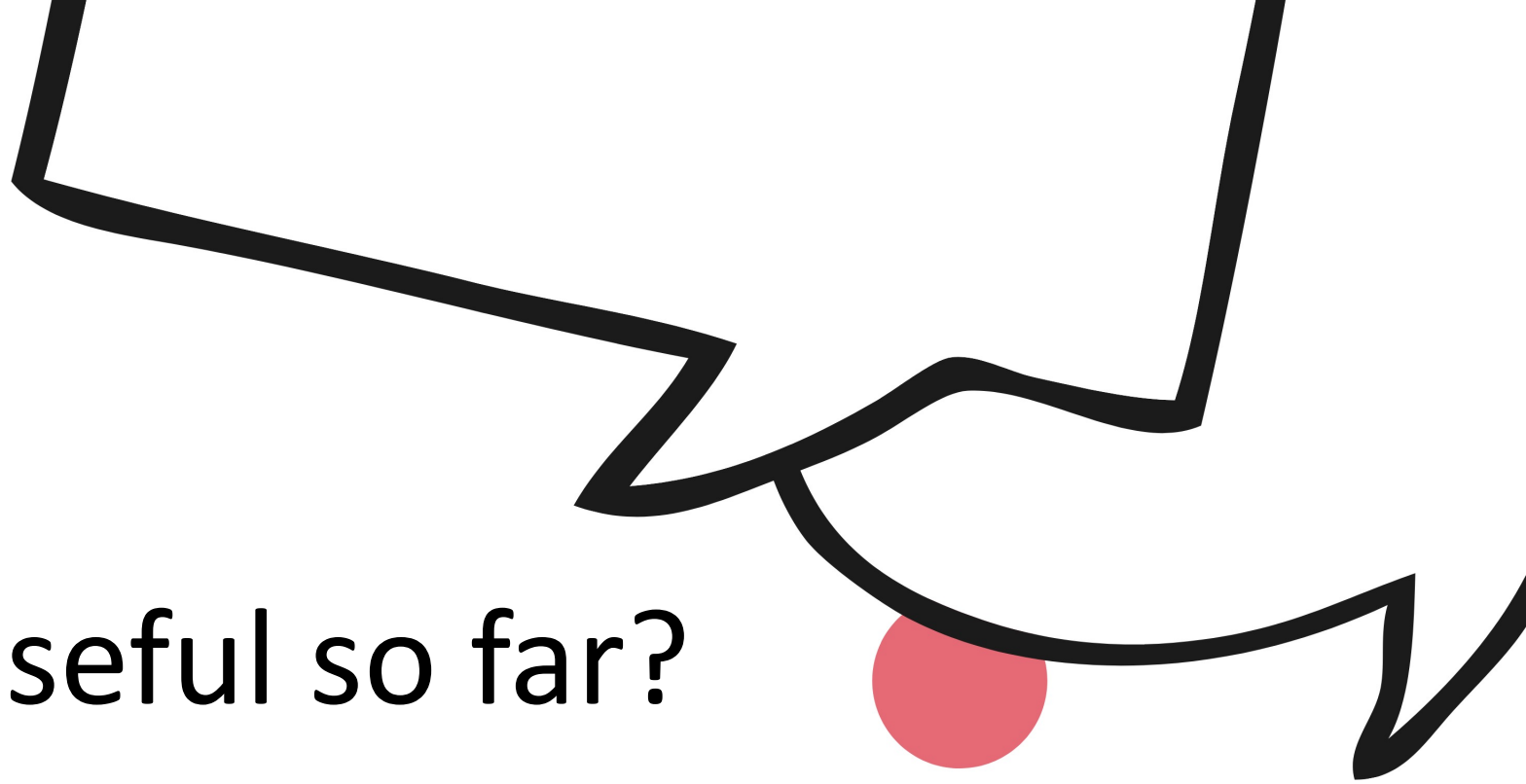
What is useful so far?



@tweetsomemoore

Wild Tea

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