

SHELLEY MOORE



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www.fivemooreminutes.com

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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 – Waterfall

- 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!”

Waterfall!

What do you
remember from our
last session?

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone (except for one person) 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 (except for one person) pops in the time allowed?

4 Minutes

Popcorn!

What have you tried/ or
want to try?



Now What?!

- Understand **WHAT** Inclusion is....

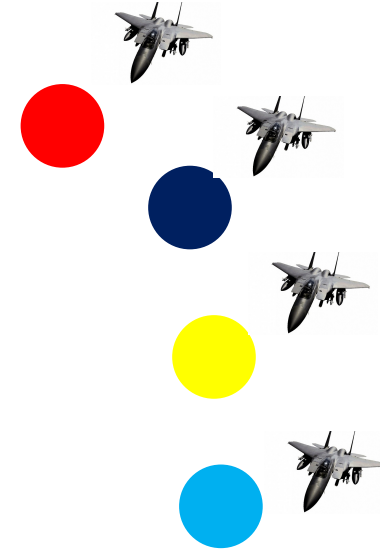
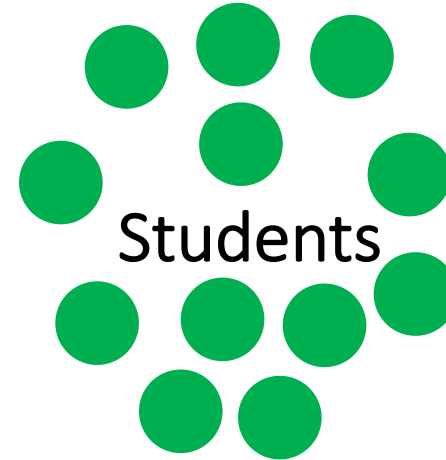
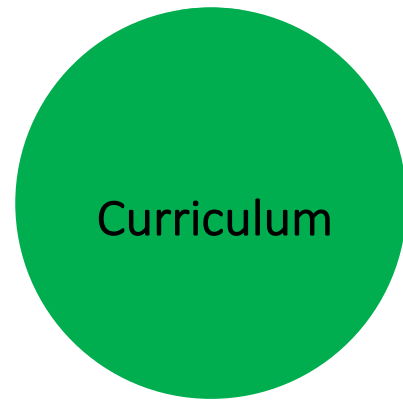


Understand **WHY** it is important...



How to we do it?

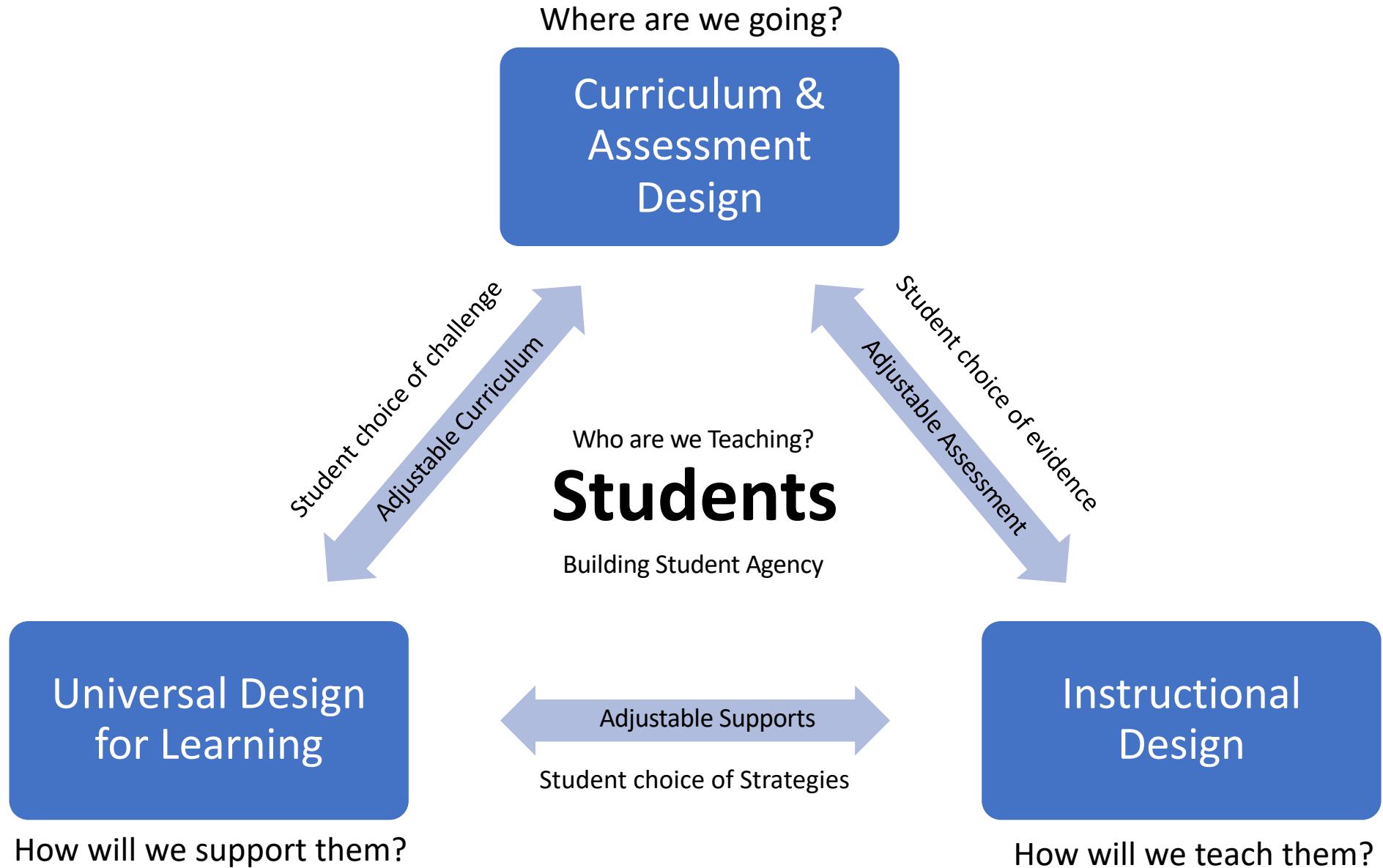
WHAT'S THE DIFFERENCE?



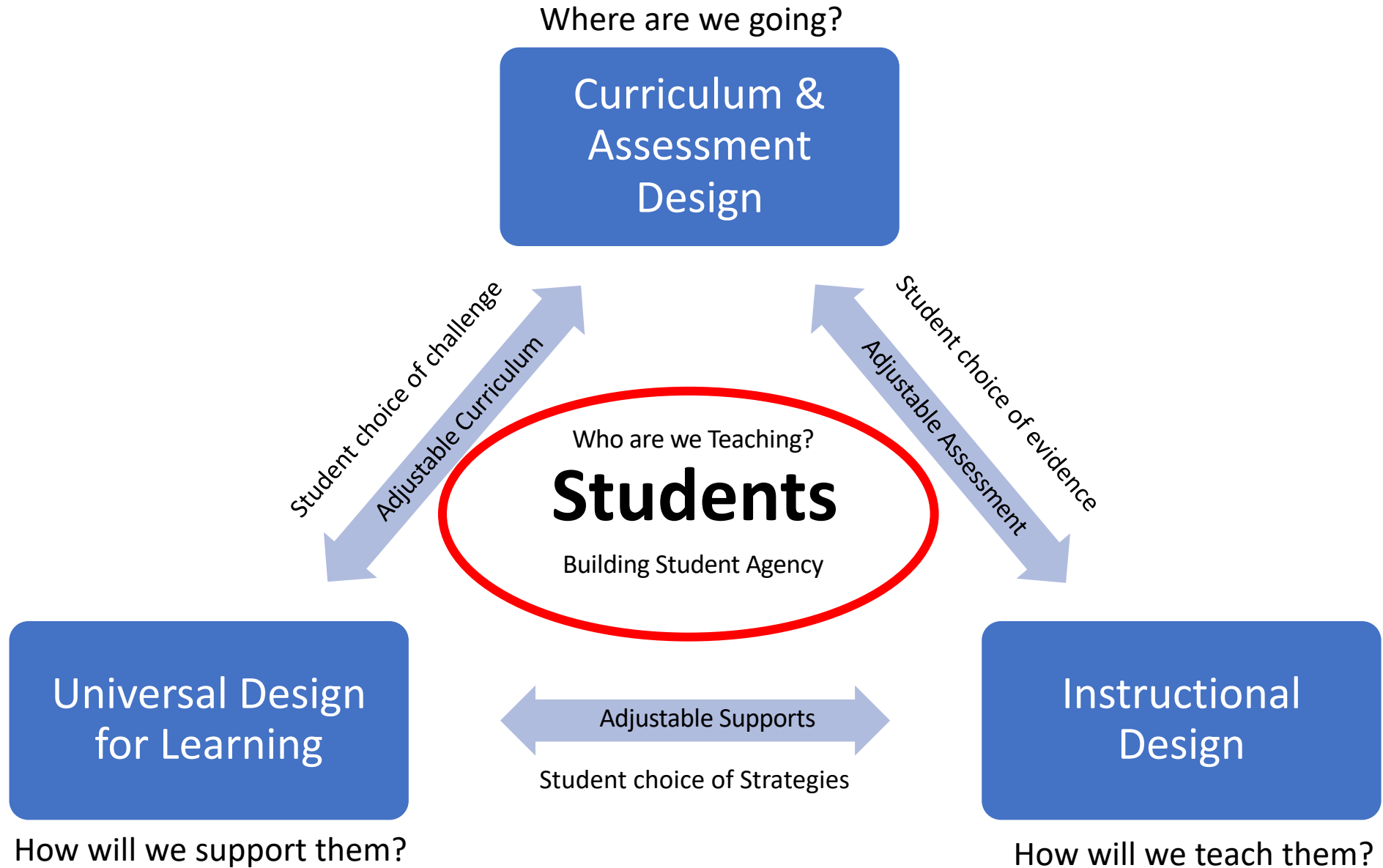
DESIGN: THE MOST UNDERUTILIZED SUPPORT



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



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

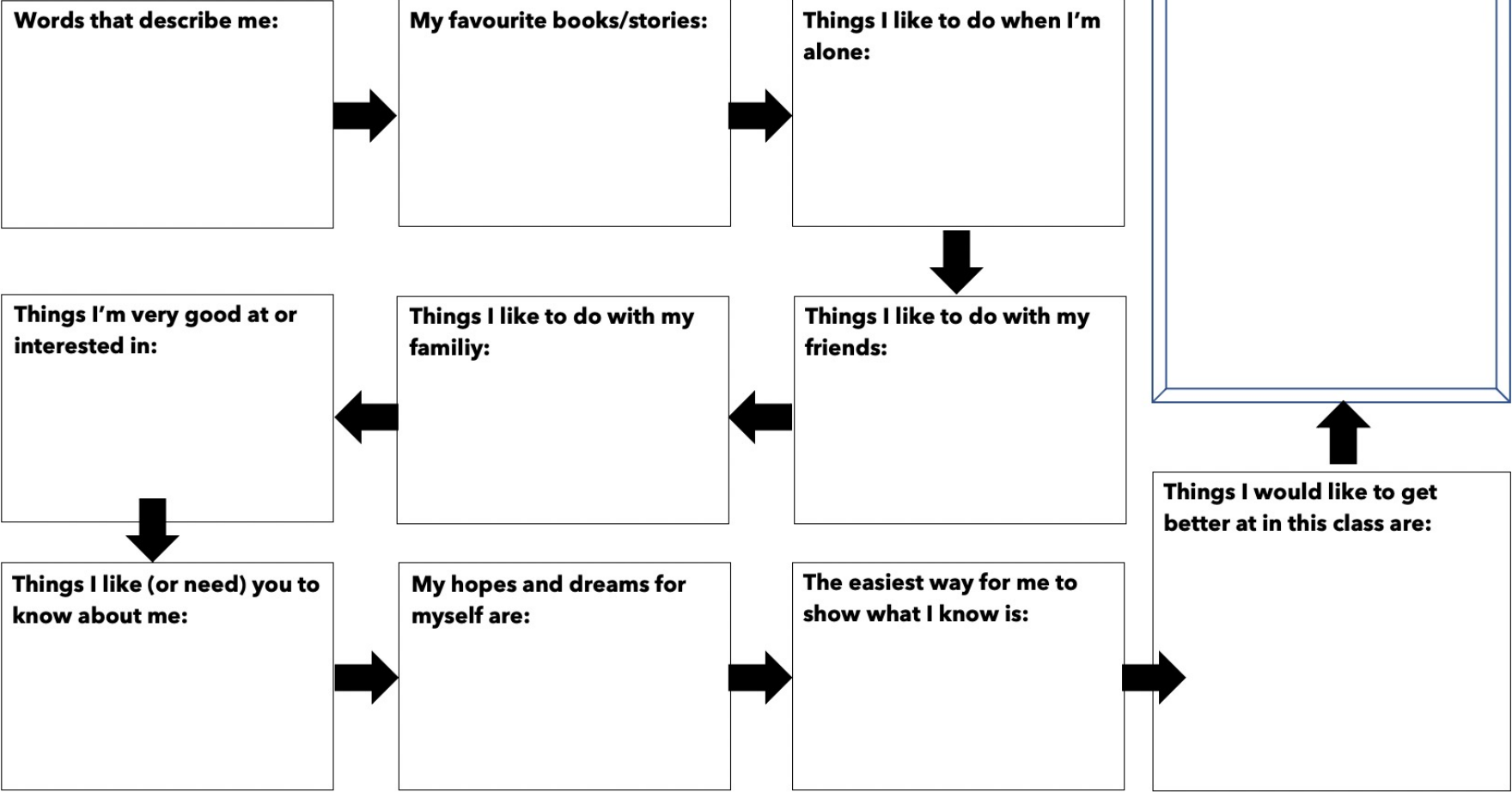


Class Review for :	Teacher:	Date:
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Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
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Who Am I?

Who am I? Profile



Help us get to know _____!

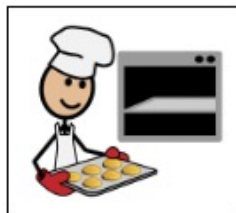
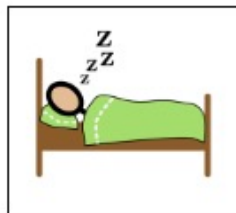
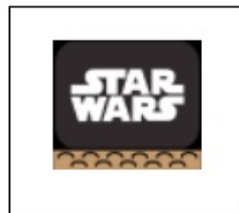
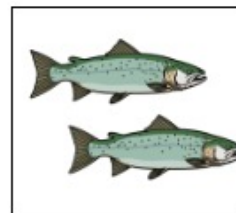
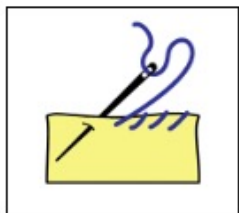
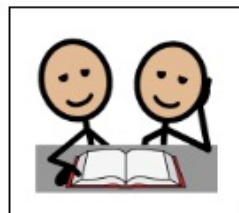
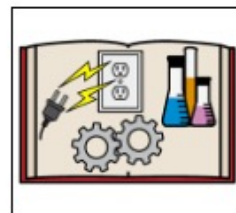
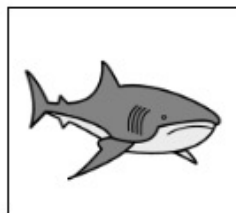
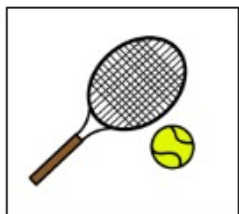
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support wit? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more



Building my Student profile: What are my INTERESTS?

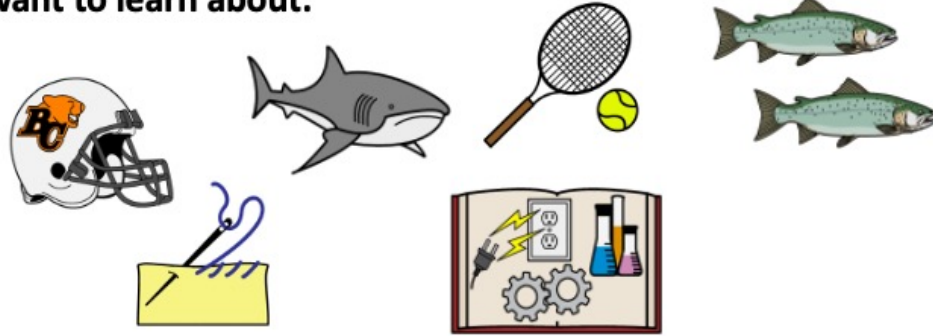




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:

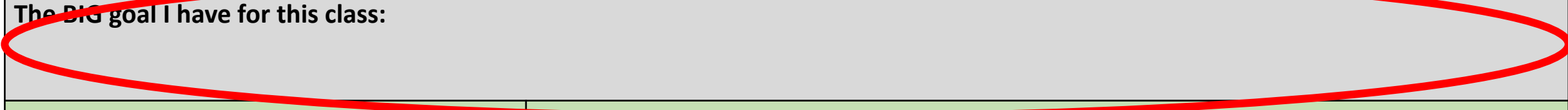


INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



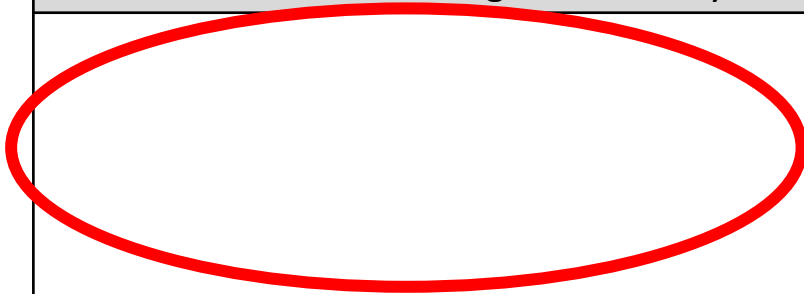
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The BIG goal I have for this class:			
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Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			



Based on what you are learning about your class this year:

- What is the BIG goal you have for this class?
- What are ONE or TWO things you want to target for this group?

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
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Decision: 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
We can plan for our students by getting to know the:				
Interests & Identities		Classroom Strengths		Classroom Stretches
Interests: stories, games (ask students) Identities (ask students):		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 • 8.1 – Clearly communicating learning goals 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: We can communicate by:				
Class chosen: Students can choose objective in profile 1 and 2				

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:			
Interests & Identities of the Class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion 		<ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities 	<ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things			
We can meet this goal(s) by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings 		<ul style="list-style-type: none"> - giving students choice and control over what they are learning about (e.g. content, examples used) - Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings - using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment 	<ul style="list-style-type: none"> - 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:			
Decision: 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	
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	
Give/ teach access to assistive technology to increase output and independence <ul style="list-style-type: none"> 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)					

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:			
Interests of the class	Classroom Strengths	Classroom Stretches	
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others' strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins			
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class			

Making Decisions

Thinking about your BIG Goal(s):

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

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Popcorn Conversation



What are some of the goals you have for your students this year?

Strengths

Stretches

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

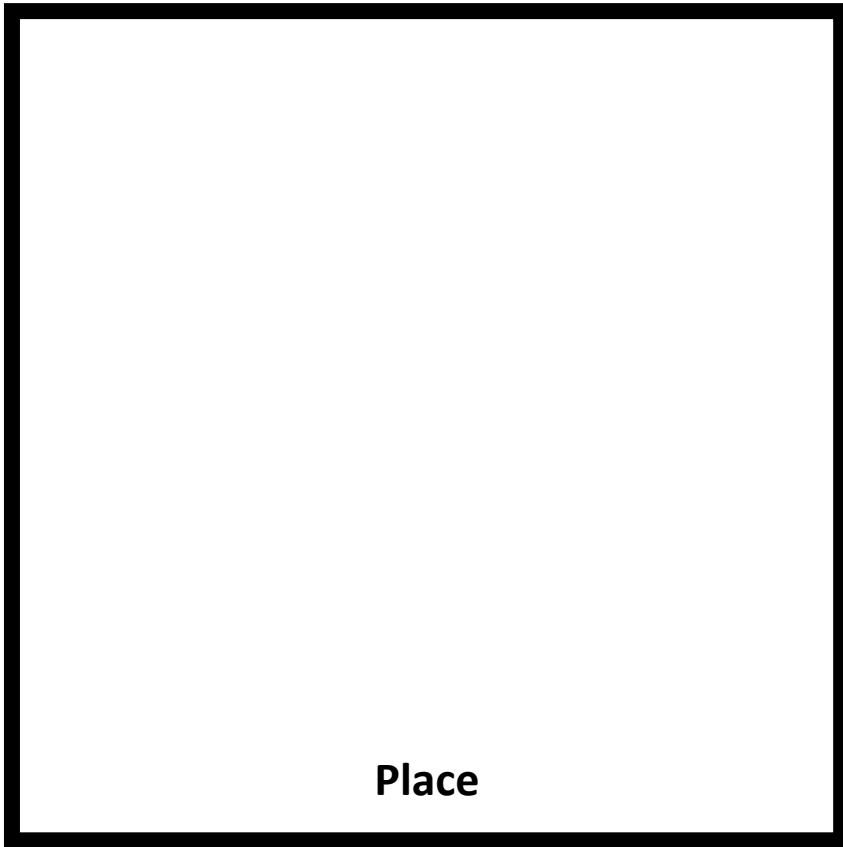
What are **barriers**??



A shift in thinking...

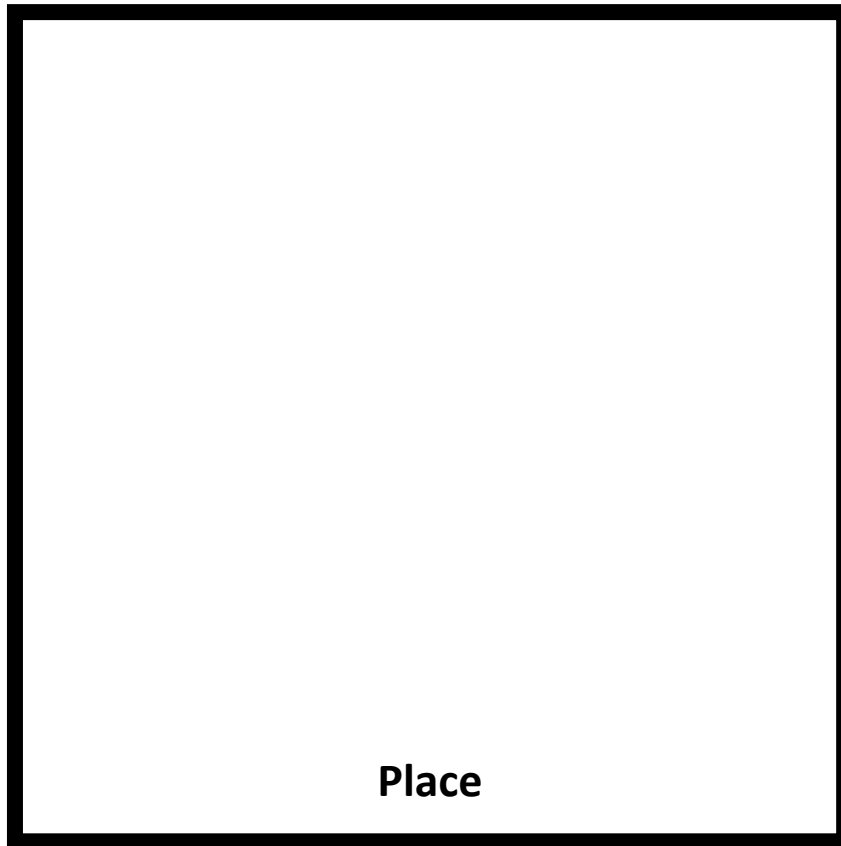
There are some things we need to understand:

- 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



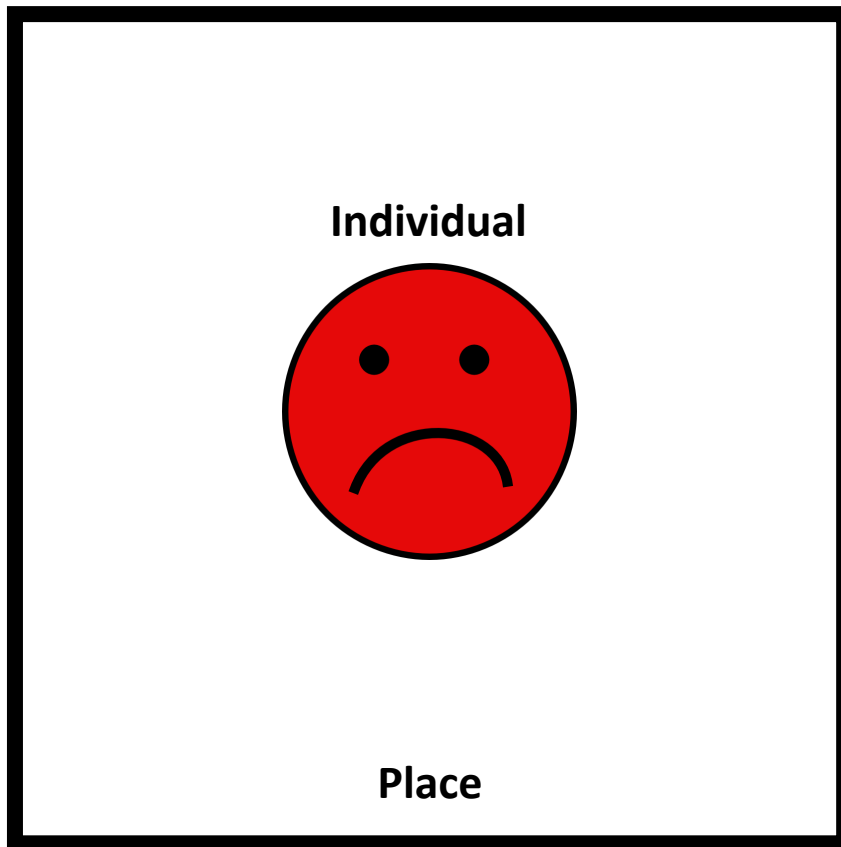
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

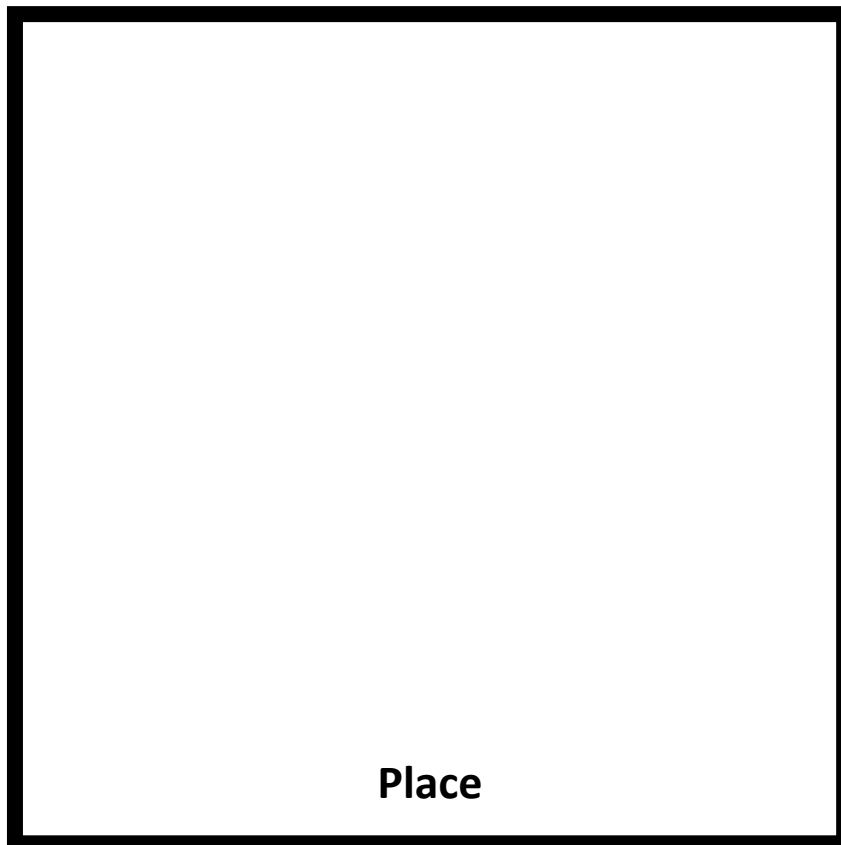


Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Shifting the Paradigm: Medical Model of Disability



Individual



IEP



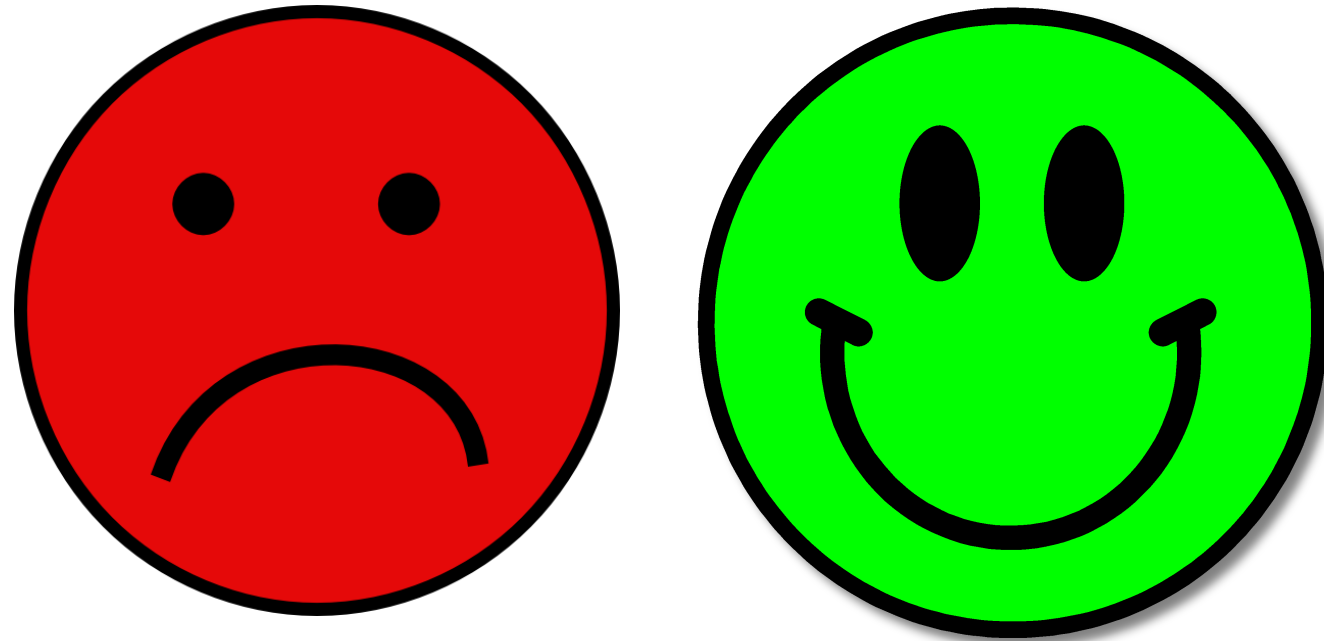
Special Education

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Wait a second....

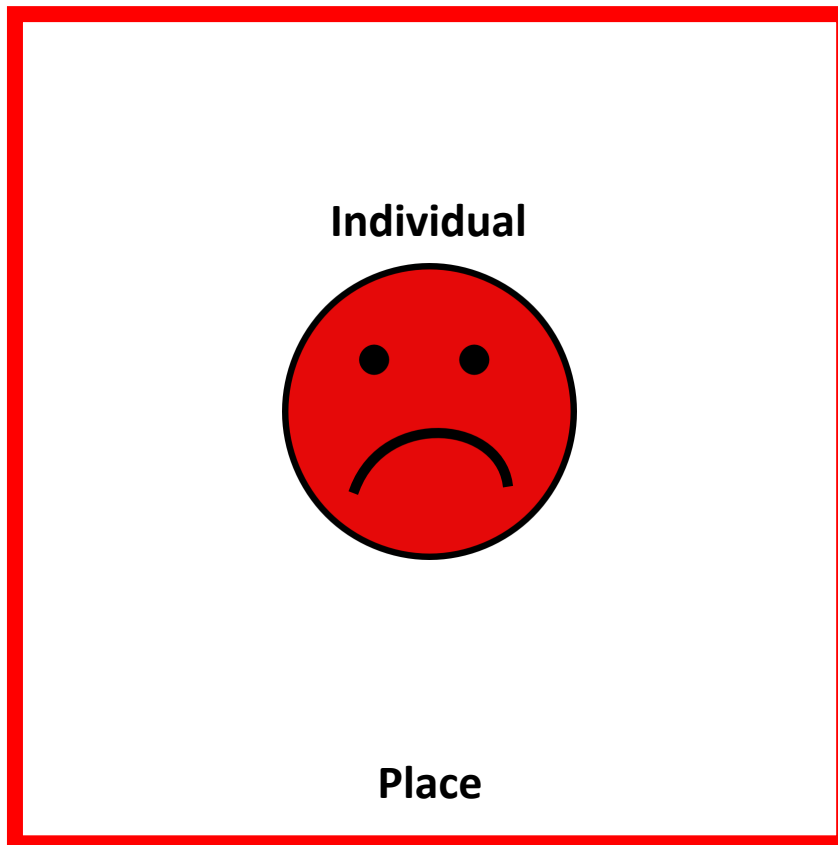
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

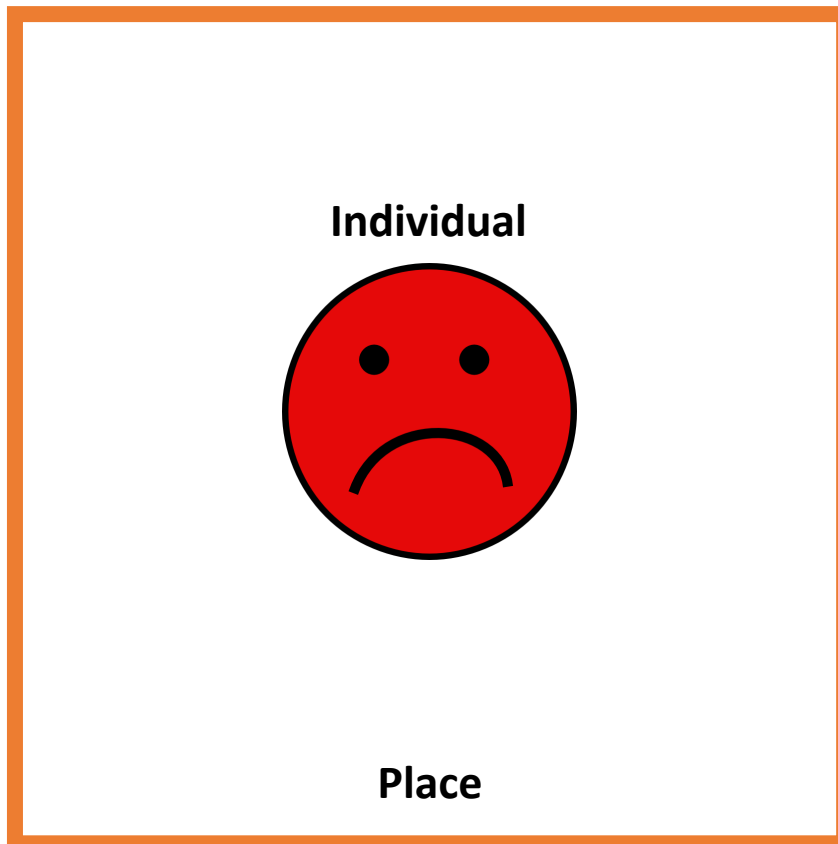


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

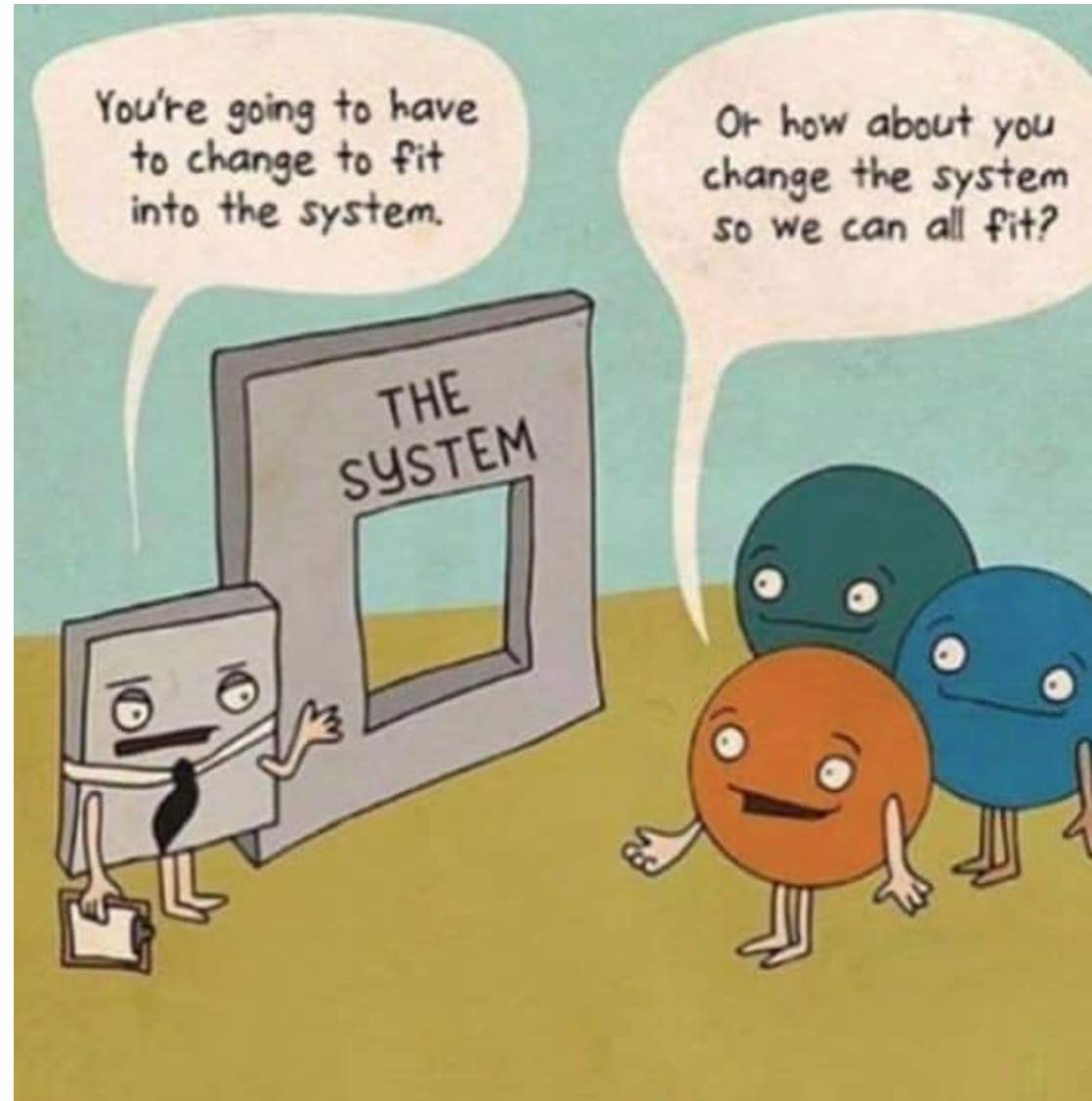


Social Model

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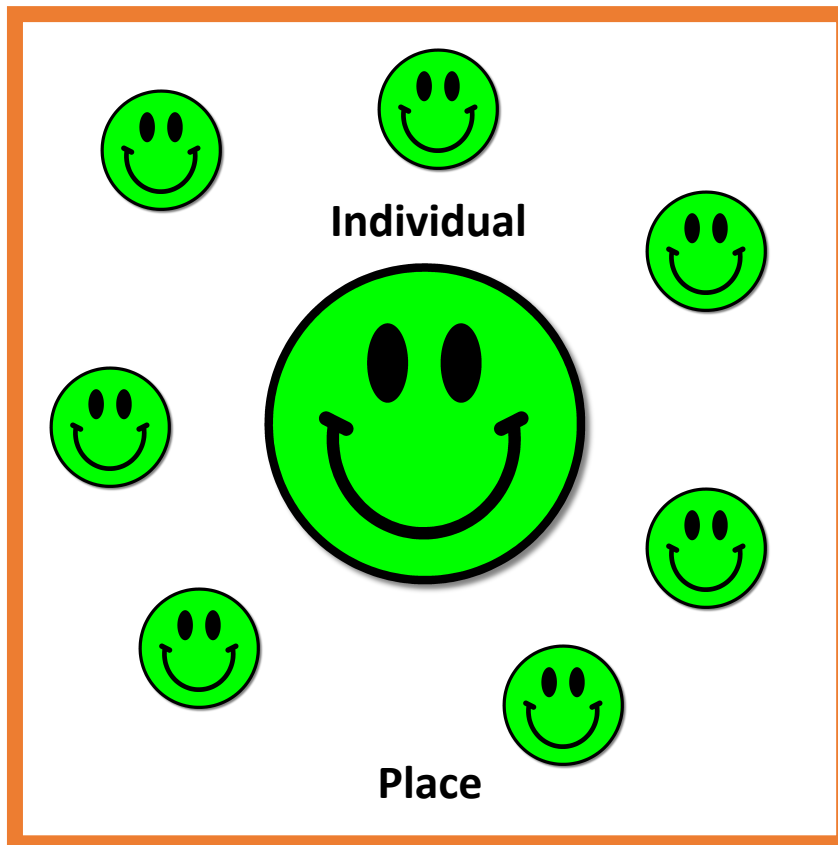
The Role of the Environment/ System in Disabling Individuals



You're going to have to change to fit into the system.

Or how about you change the system so we can all fit?

Shifting the Paradigm: Social Model of Disability

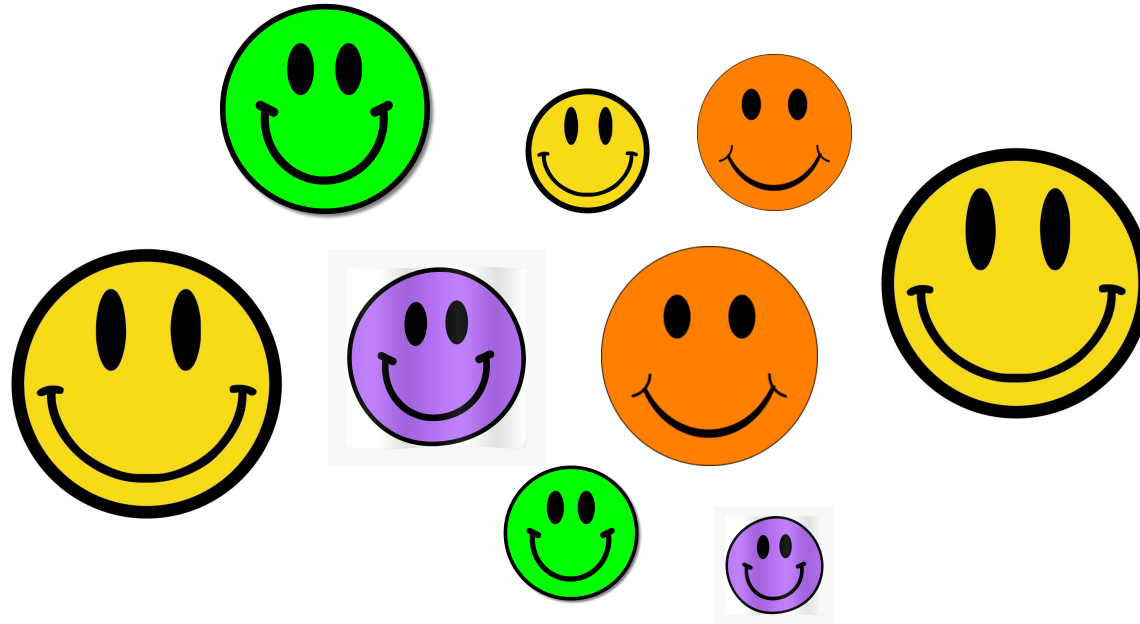


Social Model

If individual isn't successful

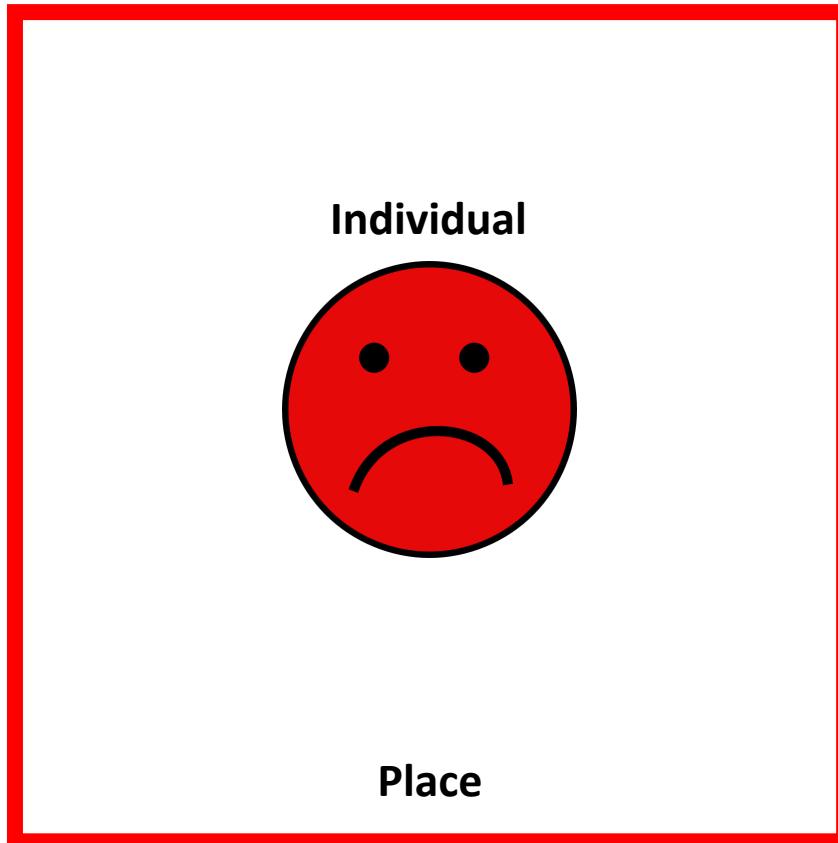
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....
Teachers said:



“What about all the individual
needs in a shared place”

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

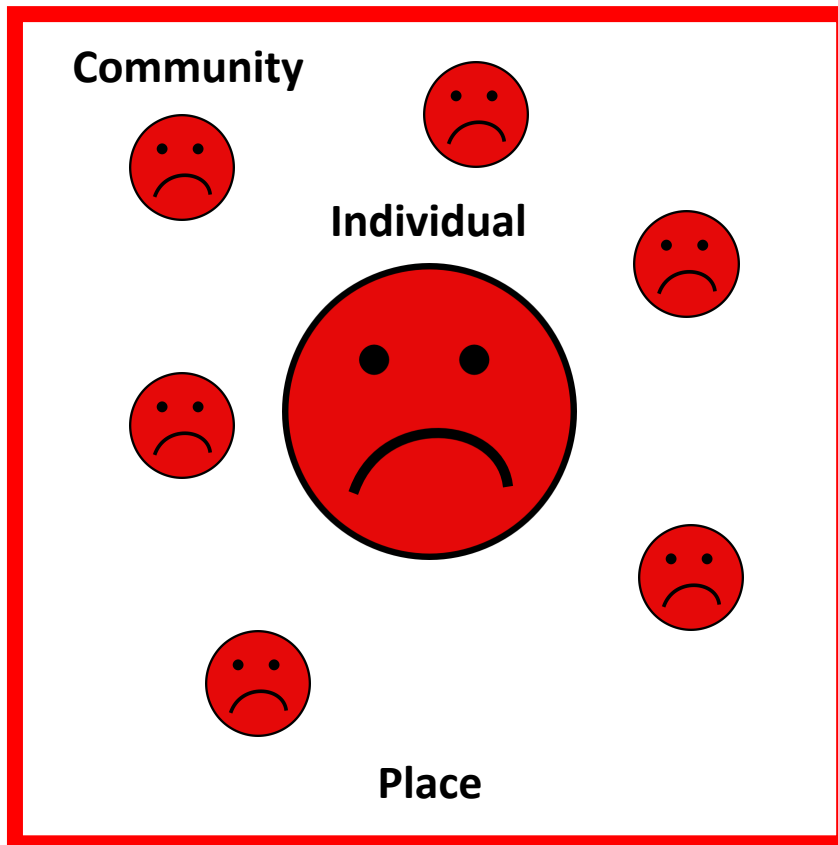
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

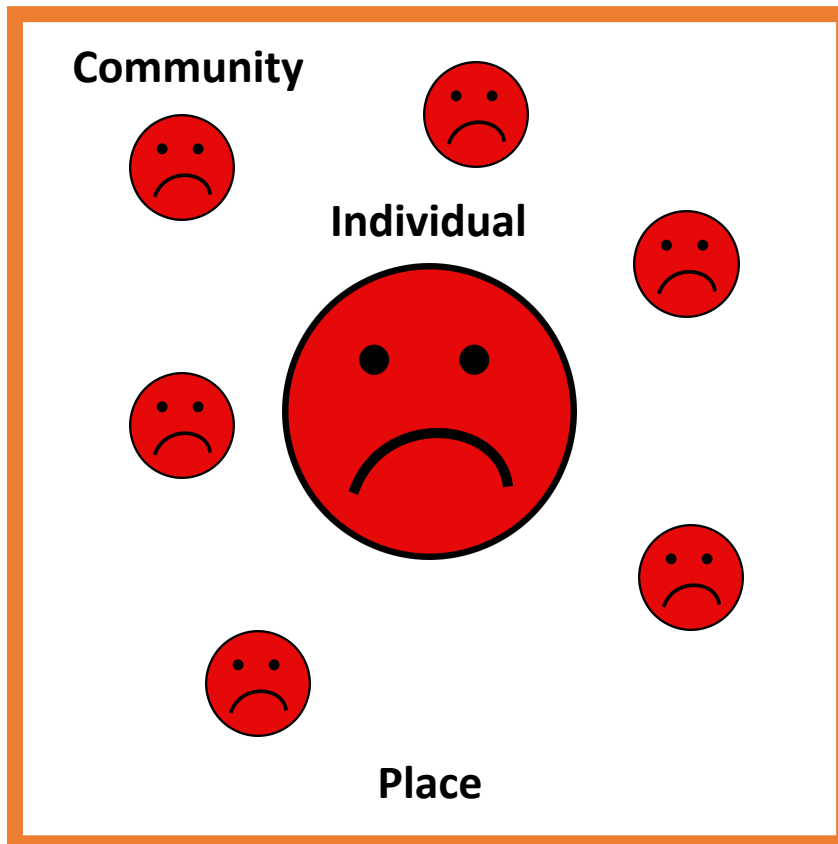
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

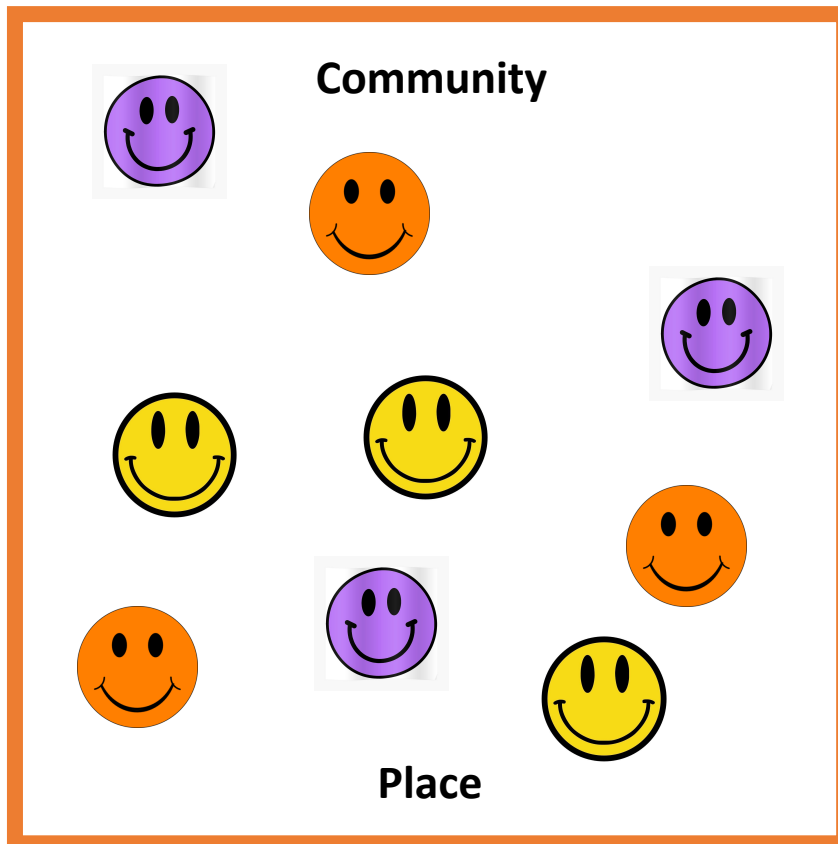
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

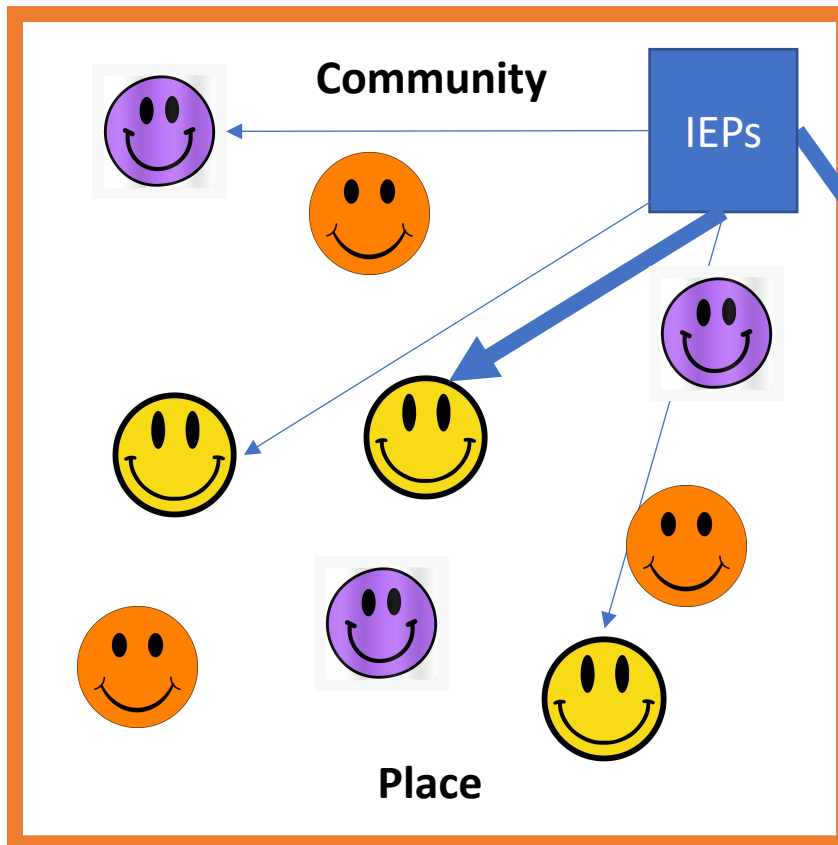
Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!



What is useful so far?

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: stories, games (ask students) Identities (ask students):		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 		<p>Engagement</p> <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning • 8.1 – Clearly communicating learning goals <p>Representation</p> <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.) <p>Expression</p> <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		<p>Equity Commitment:</p> <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) <p>Reconciliation Commitment:</p> <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: We can communicate by:				
Class chosen: Students can choose objective in profile 1 and 2				

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

Class Review for: 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 		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)					

Class Review for: Industrial Design 9-12		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
Interests of the class	Classroom Strengths	Classroom Stretches	
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives We can value each others' gifts and contributions	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Ryan will do this with the class)			

What are **barriers**??



What are **barriers**??

PHYSICAL

To
LEARNING



To
EQUITY

How can we **REDUCE** barriers??

What are **barriers**??

PHYSICAL



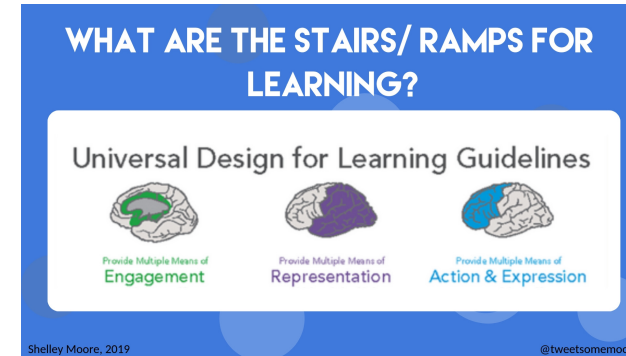
To
LEARNING

To
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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



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

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

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

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

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: stories, games (ask students) Identities (ask students):		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 		<p>Engagement</p> <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning • 8.1 – Clearly communicating learning goals <p>Representation</p> <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.) <p>Expression</p> <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		<p>Equity Commitment:</p> <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) <p>Reconciliation Commitment:</p> <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: We can communicate by:				
Class chosen: Students can choose objective in profile 1 and 2				

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

Class Review for: Industrial Design		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
Interests of the class	Classroom Strengths	Classroom Stretches	
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
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I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives We can value each others' gifts and contributions	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to 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)
Equitable Classroom Practice					
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>					
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>					
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>					
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>					
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>					
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>					
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>					
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>					
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, 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...
Guideline #1: Culturally responsive teaching is assets-based.				
Administrators, teachers, and staff show interest in ELs' home languages by learning a few words or phrases.				
Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				
School uses many means of communicating with families (e.g., translated notes, telephone calls, use of an interpreter).				

Class Review for: Grade 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: stories, games (ask students) Identities (ask students):		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 • 8.1 – Clearly communicating learning goals 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: We can communicate by: Class chosen: Students can choose objective in profile 1 and 2				

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:			
Interests & Identities of the Class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion 		<ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities 	<ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things			
We can meet this goal(s) by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (L/L)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings 		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:			
Decision: 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	
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 		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)					

Class Review for: Industrial Design		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
Interests of the class	Classroom Strengths	Classroom Stretches	
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)	
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives We can value each others' gifts and contributions	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Ryan will do this with the class)			

Team time: Make a plan!

- How does today's session connect with your wonderings
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

For Next Session

1. Bring the evidence of what you tried!
2. You will be sharing what you tried with another school team
 1. What did we try?
 2. What did we notice?
 3. What is our next step?

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