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.
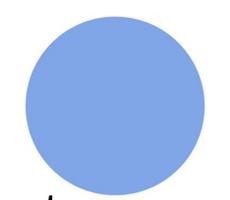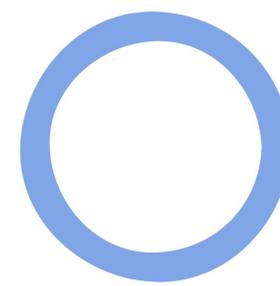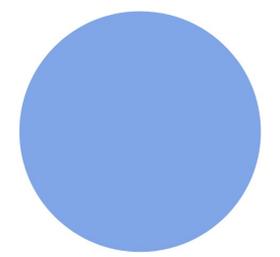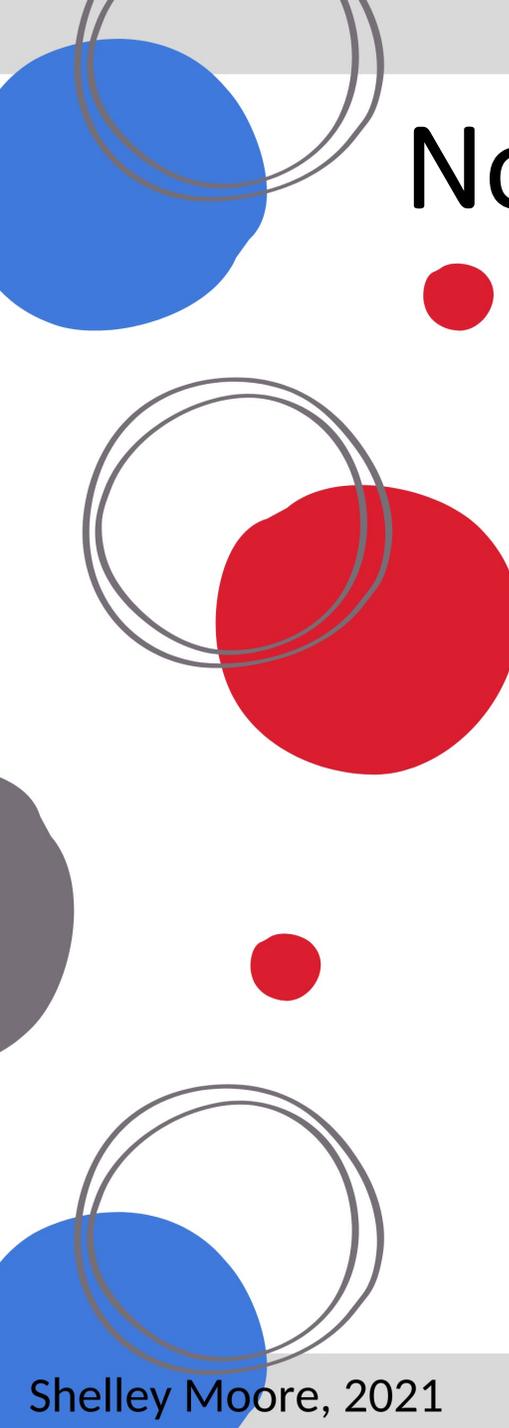
Now What?!

- Understand WHAT Inclusion is....

⬇

Understand WHY it is important...

⬇

How to we do it?

DESIGN: THE MOST UNDERUTILIZED SUPPORT

Students

Design

Curriculum
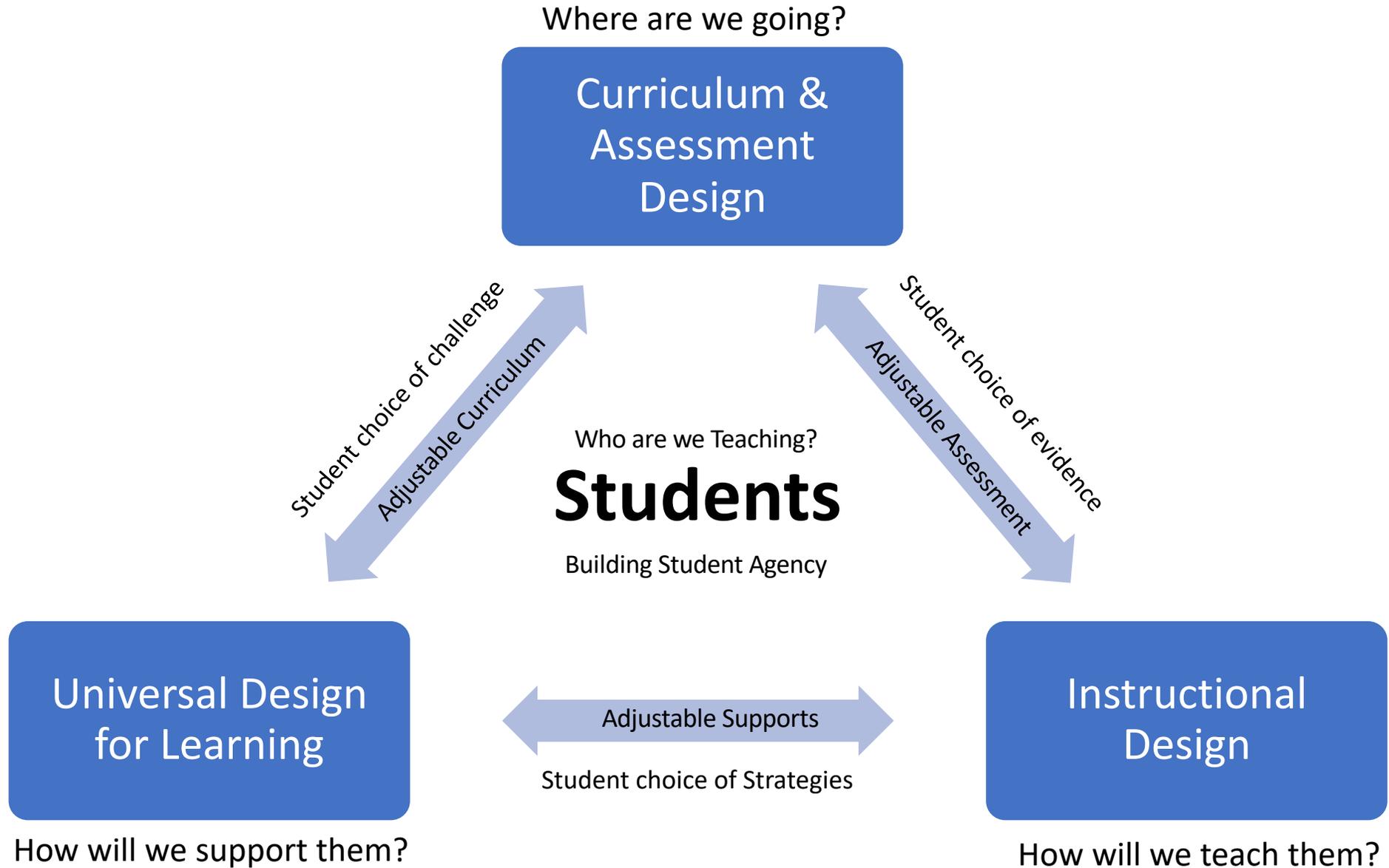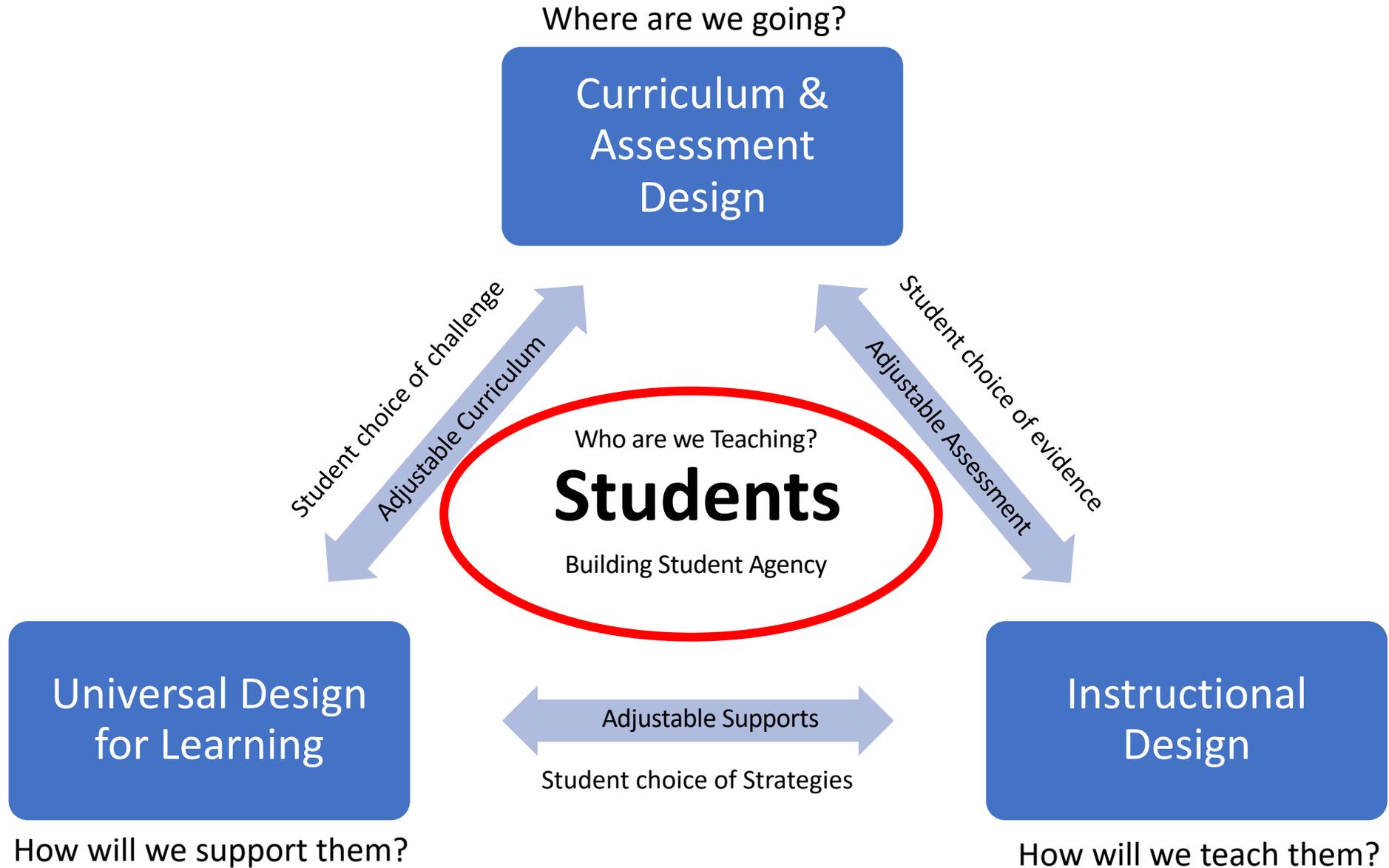
Class Review for :	Teacher:	Date:

I can plan for my students by getting to know the:		
Interests & identities of the class	**Classroom Strengths**	**Classroom Stretches**

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 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)

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)

The Class Review – Brownlie, F & King, J, 2011   adapted by S. Moore, 2019

Who Am I?

Who am I? Profile

| Words that describe me: | My favourite books/stories: | Things I like to do when I'm alone: |

THIS IS ME!

| Things I'm very good at or interested in: | Things I like to do with my familiy: | Things I like to do with my friends: |

| Things I like (or need) you to know about me: | My hopes and dreams for myself are: | The easiest way for me to show what I know is: | Things I would like to get better at in this class are: |

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 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: _____					

Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:
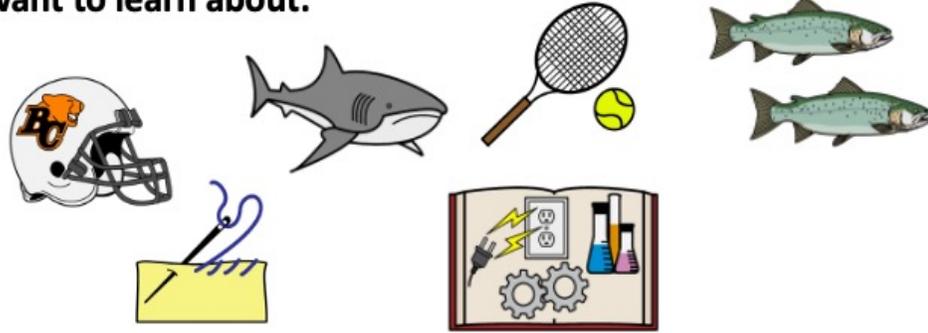
INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:

Stretches

Identities

Strengths

Interests

Goals

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

Strategies

Barriers

Needs

Supports

What are barriers??

Shifting the Paradigm:
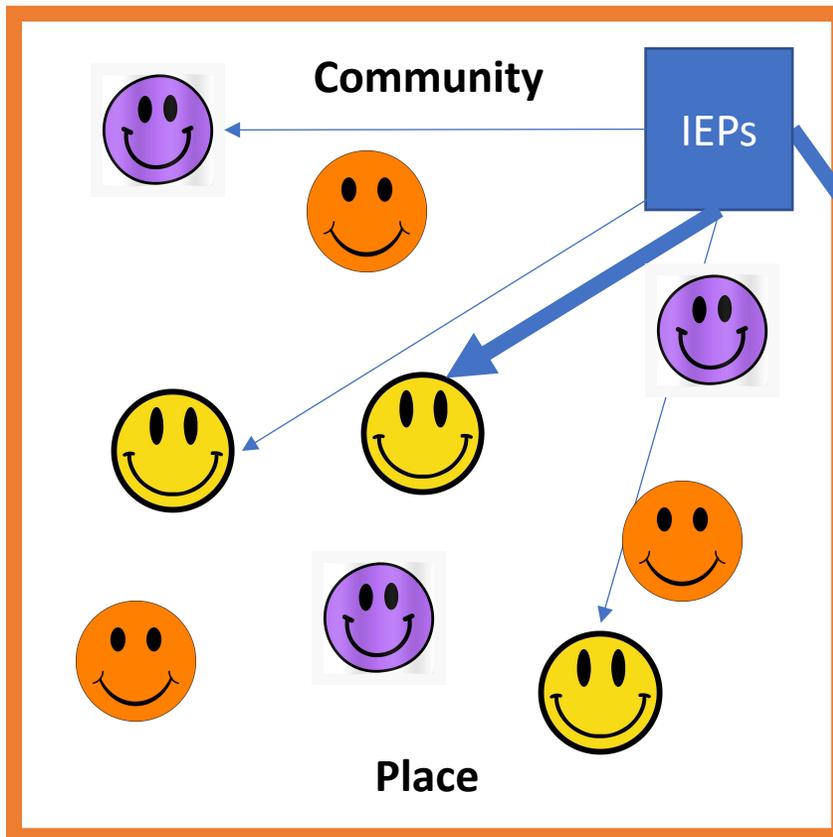# Medical Model of <u>Disability</u>

Individual

Place

IEP
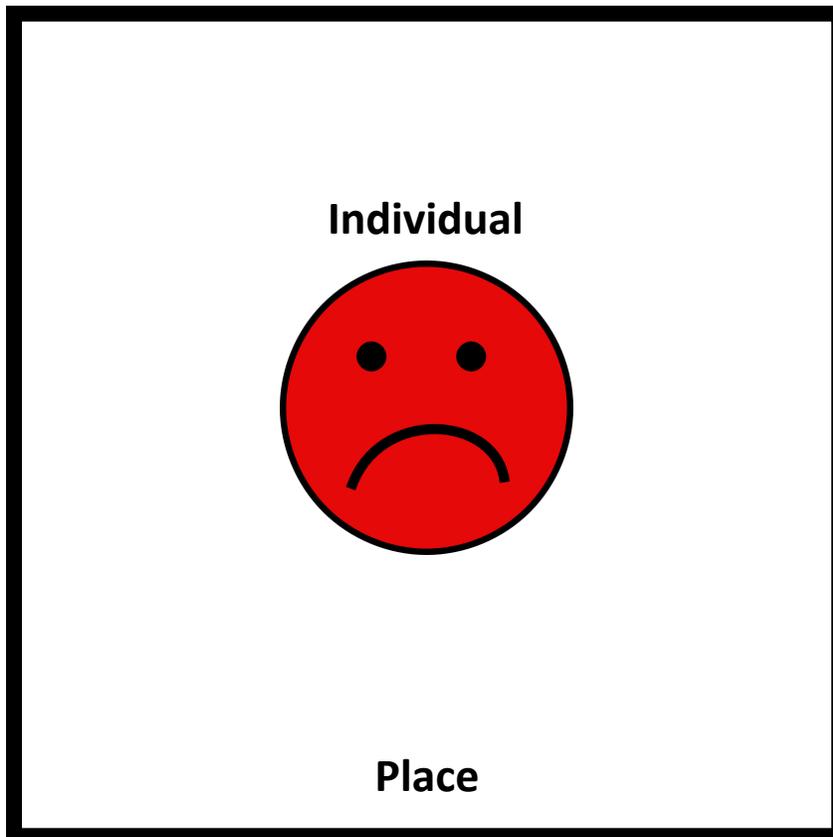
Special Education

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

Shelley Moore, 2021

Shifting the Paradigm:
Person-Place Model of Need

Inclusive Education

If an individual isn't successful
- Determine barriers in place
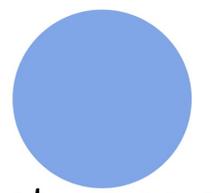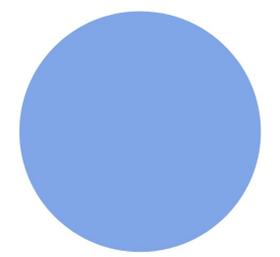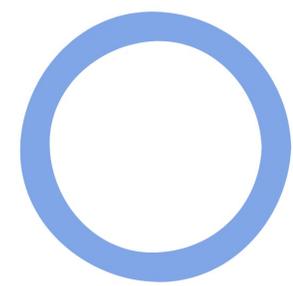- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Community

IEPs

Place

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!

Shelley Moore, 2021
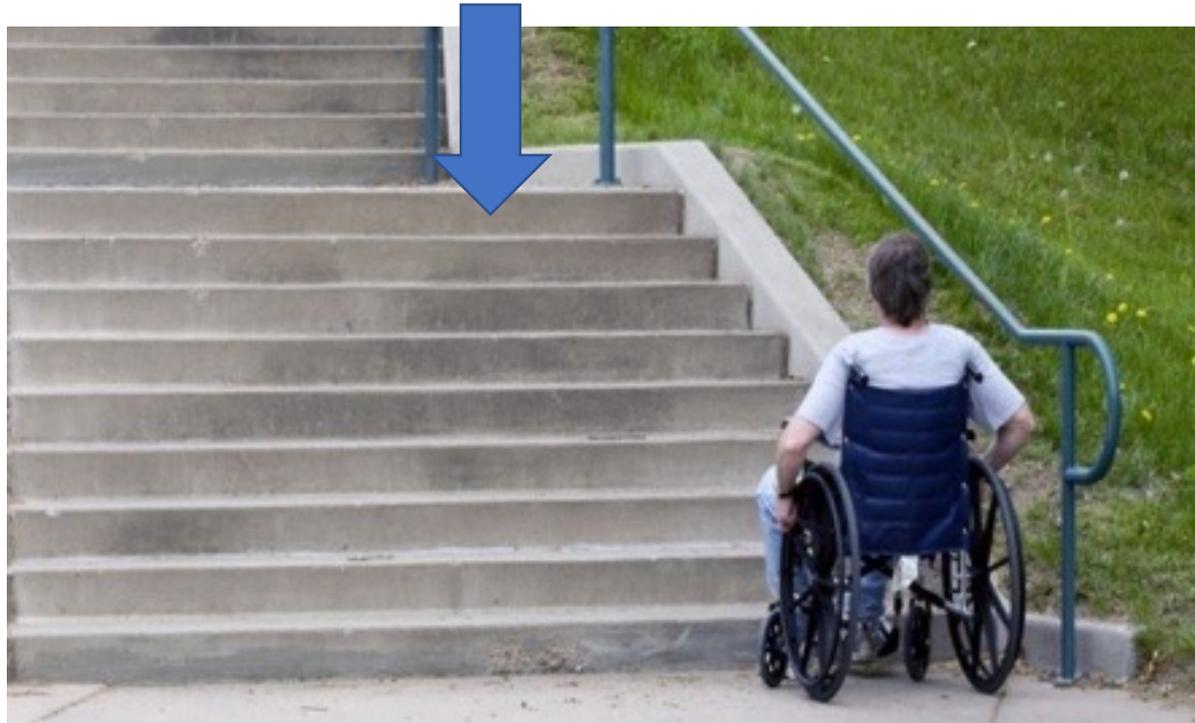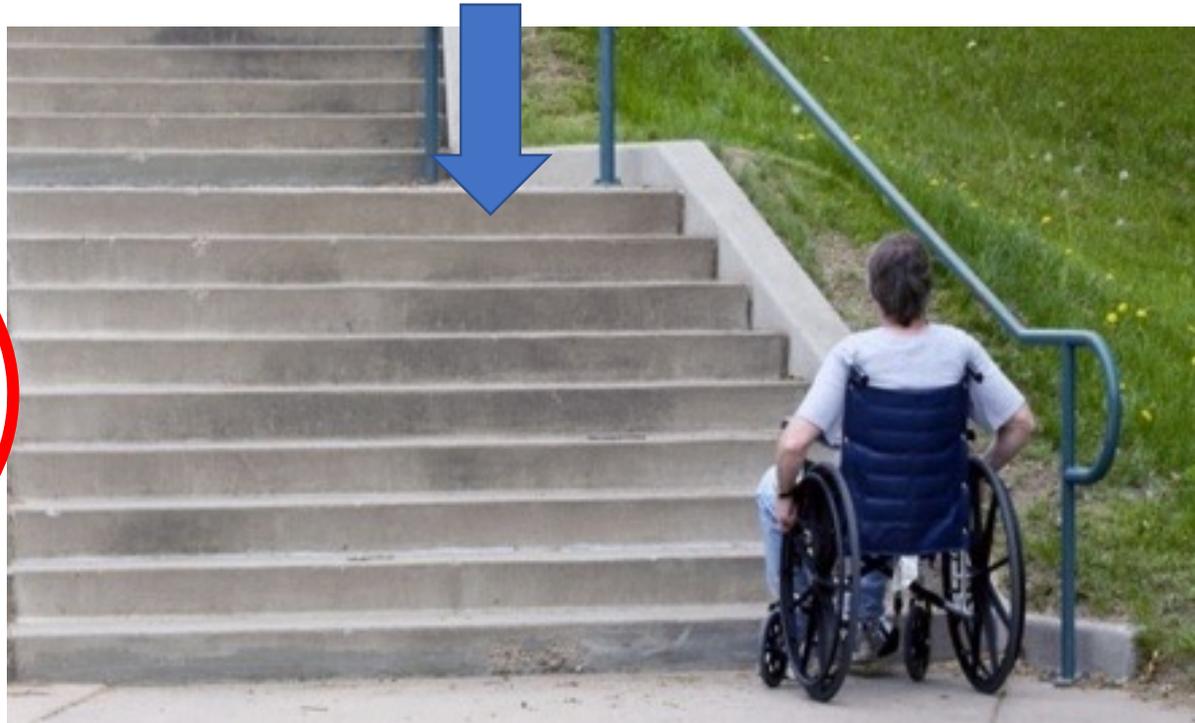
Reducing Learning Barriers: UDL Targets

- 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

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement

Provide Multiple Means of
Representation

Provide Multiple Means of
Action & Expression

Shelley Moore, 2019   @tweetsomemoore
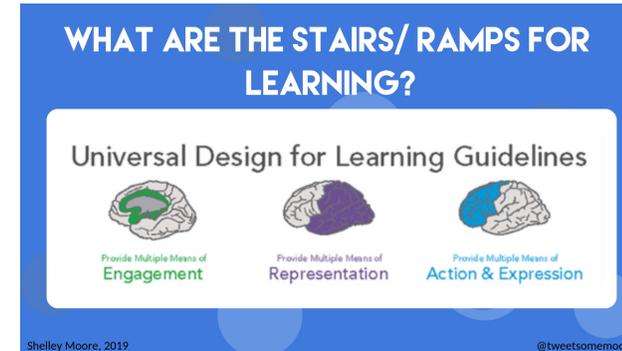
www.CAST.org

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

Shelley Moore, 2019

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner   Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	**Providing Multiple Means of Engagement**	**Goal Area**	**Student Engagement**			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	• Optimizing individual choice and autonomy	Objective	• giving students choice and control over what they are learning about (e.g. content, examples used)	☐	☐	☐
7.2	• Optimizing relevance, value & authenticity	Objective	• making learning relevant to the student's lives and connecting it to real world problems that are important to the students	☐	☐	☐
7.3	• Minimize threats & distractions	Objective	• reducing distractions in the classroom and building a safe place for students to take risks	☐	☐	☐
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	• Heighten Salience of goals and objectives	Objective	• clearly communicating learning goals/ intentions and why tasks and activities matter	☐	☐	☐
8.2	• Vary demands and resources to optimize challenge	Objective	• scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	☐	☐
8.3	• Foster collaboration and community	Objective	• building a community where learners work together by teaching collaboration and group work skills	☐	☐	☐
8.4	• Increase mastery-oriented feedback	Objective	• providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	☐	☐
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	• Promote expectations and beliefs that optimize motivation	Objective	• helping students set learning goals that build confidence and help them take ownership of their learning	☐	☐	☐
9.2	• Facilitate personal coping skills and strategies	Objective	• teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	☐
9.3	• Develop self-assessment and reflection	Objective	• by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	☐	☐	☐
Our UDL Team Target Goal is:						

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner   **Date:**

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	• Offer ways of customizing the display of information	Objective	• Sharing information in formats that are flexible		☐	☐	☐
1.2	• Offer alternatives for auditory information	Objective	• Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)		☐	☐	☐
1.3	• Offer alternatives for visual information	Objective	• Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)		☐	☐	☐
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	• Clarify vocabulary and symbols	Objective	• Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)		☐	☐	☐
2.2	• Clarify syntax and structure	Objective	• Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)		☐	☐	☐
2.3	• Support decoding of text, mathematical notation and symbols	Objective	• Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)		☐	☐	☐
2.4	• Promote understanding across languages	Objective	• Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages		☐	☐	☐
2.5	• Illustrate through multi media	Objective	• Using multi-media to support understanding (videos, graphics, activities)		☐	☐	☐

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	• Vary the methods for response and navigation	**Objective**	• providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	☐	☐	☐
4.2	• Optimize access to tools and assistive technologies	**Objective**	• providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	☐	☐	☐
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	• Use multi-media for communication	**Objective**	• teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictoral/abstract)	☐	☐	☐
5.2	• Use media tools for construction and composition	**Objective**	• offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	☐	☐	☐
5.3	• Build fluencies with graduated levels of support of support for practice and performance	**Objective**	• supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	☐	☐	☐
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	• Guide appropriate goals setting	**Objective**	• guiding students through reflection, self-assessment and goal setting with curricular and core competencies	☐	☐	☐
6.2	• Support planning and strategy development	**Objective**	• modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	☐	☐	☐
6.3	• Enhance managing information and resources	**Objective**	• teaching students to organize their evidence of learning and determine their best examples of learning	☐	☐	☐
6.4	• Enhance capacity for monitoring progress	**Objective**	• 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**
• Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment	**Engagement** • 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** • 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** • 6.3 teaching students to organize their evidence and determine their best examples of learning	**Equity Commitment:** • 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:** • 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

The Class Review – Brownlie, F & King, J, 2011   Adapted by S. Moore, 2020

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**
- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion	- Active, funny, sports, competition, reading, working together, structured activities	- 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)
- 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	- 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		

The Class Review – Brownlie, F & King, J, 2011   adapted by S. Moore, 2019

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**
• 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:** • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives **Reconciliation Commitment:** • 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)**		

The Class Review – Brownlie, F & King, J, 2011   Adapted by S. Moore, 2020

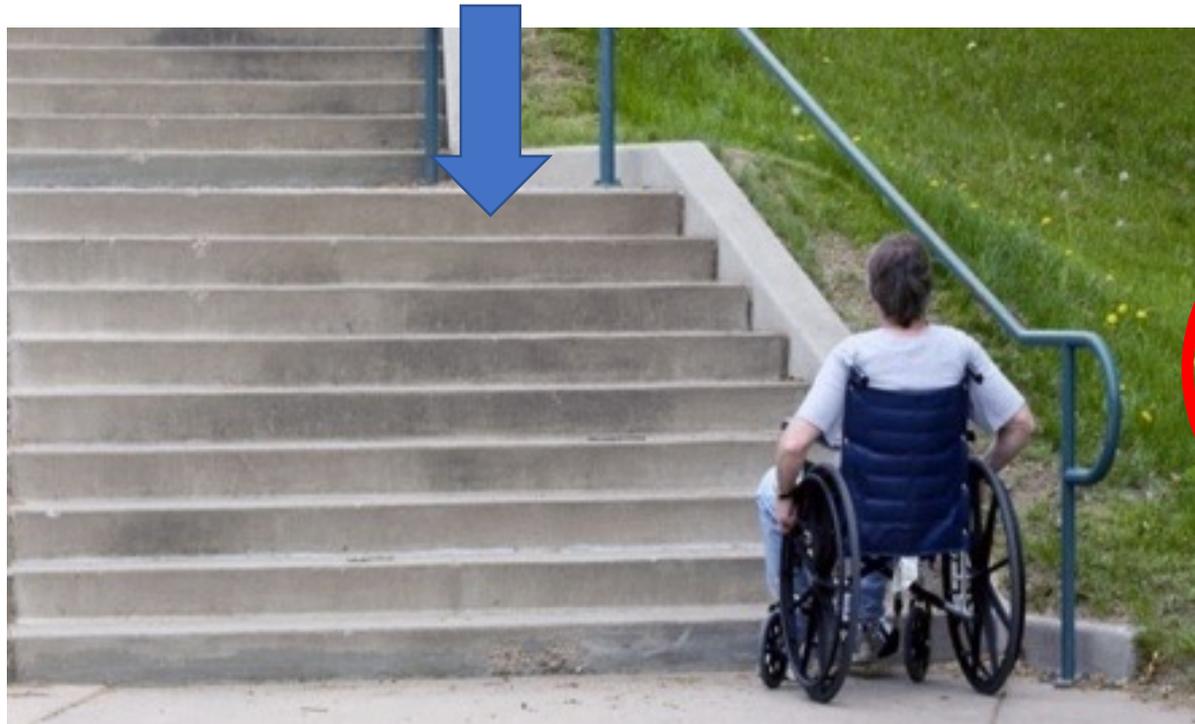| Class Review for: Industrial Design	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:		
Interests of the class	**Classroom Strengths**	**Classroom Stretches**
- collaborative, group work, hands on activities, technology, media, trucks, fishing, 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)		

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 cultura through examples. This tool can be used as self-reflection or by an external observer to become more awar equitable practices. Please note that the statements in red offer more definitive guidance regarding the equ 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 *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*

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	
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
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*							
9. Models use of graphic organizers *Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling*							
10. Uses class building and teambuilding activities to promote peer support for academic achievement *Structures academic and social interactions between students*							
11. Uses random response strategies *Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)*							
12. Uses cooperative learning structures *Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)*							
13. Structures heterogeneous and cooperative groups for learning *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*							
14. Uses probing and clarifying techniques to assist students to answer *Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt*							

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**
• Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment	**Engagement** • 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** • 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** • 6.3 teaching students to organize their evidence and determine their best examples of learning	**Equity Commitment:** • 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:** • 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**
- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion	- Active, funny, sports, competition, reading, working together, structured activities	- 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)
- 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**
• 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:** • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives **Reconciliation Commitment:** • 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)**		

The Class Review – Brownlie, F & King, J, 2011   Adapted by S. Moore, 2020

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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