

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



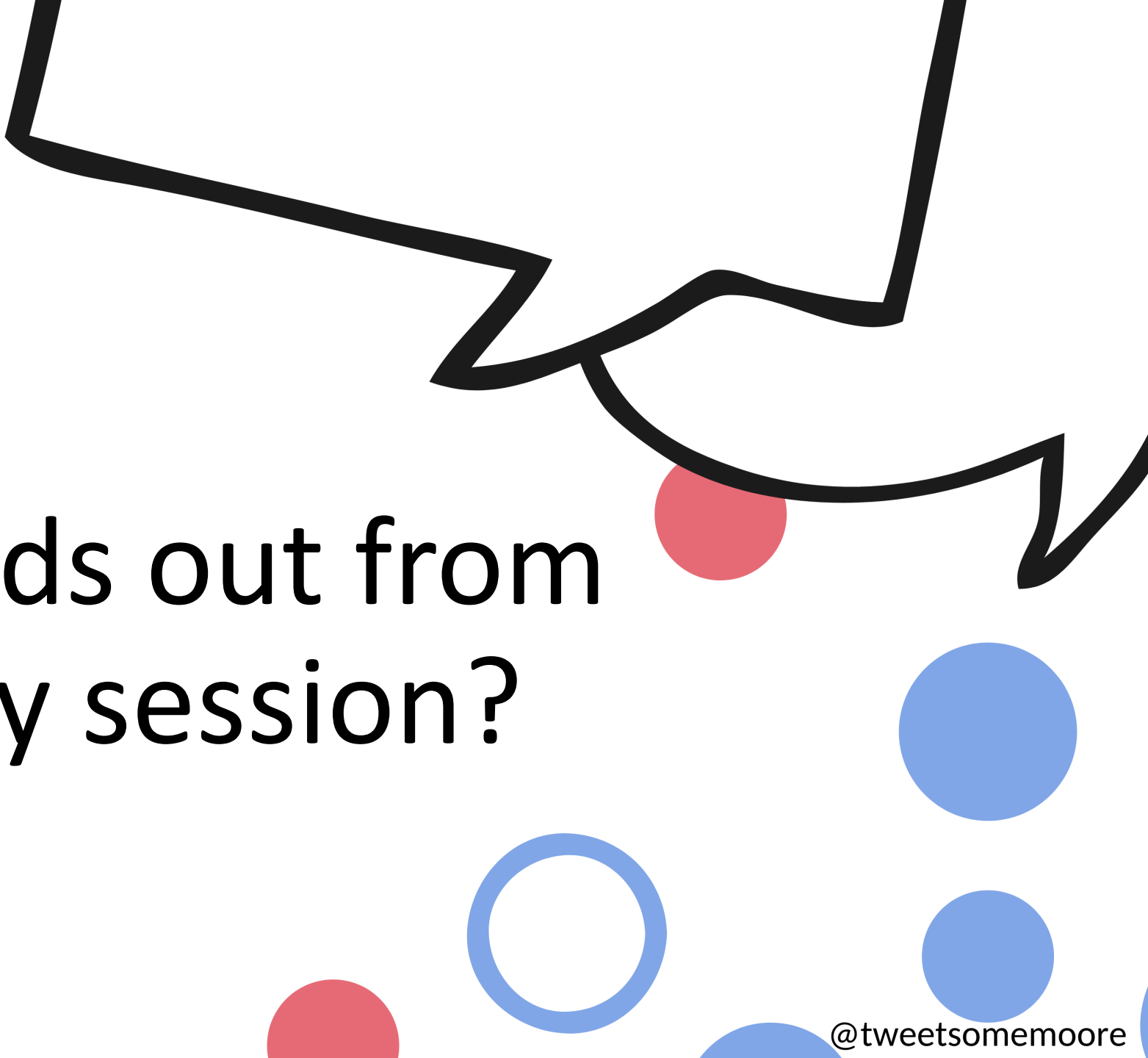
@fivemooreminutes



www.fivemooreminutes.com

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An abstract graphic in the top right corner featuring a thick black line that starts at the top, goes down, then zig-zags to the right, ending in a checkmark-like shape. Below this line are several circles: one solid red circle, one hollow blue circle, and several solid blue circles of varying sizes.

What stands out from
yesterday session?

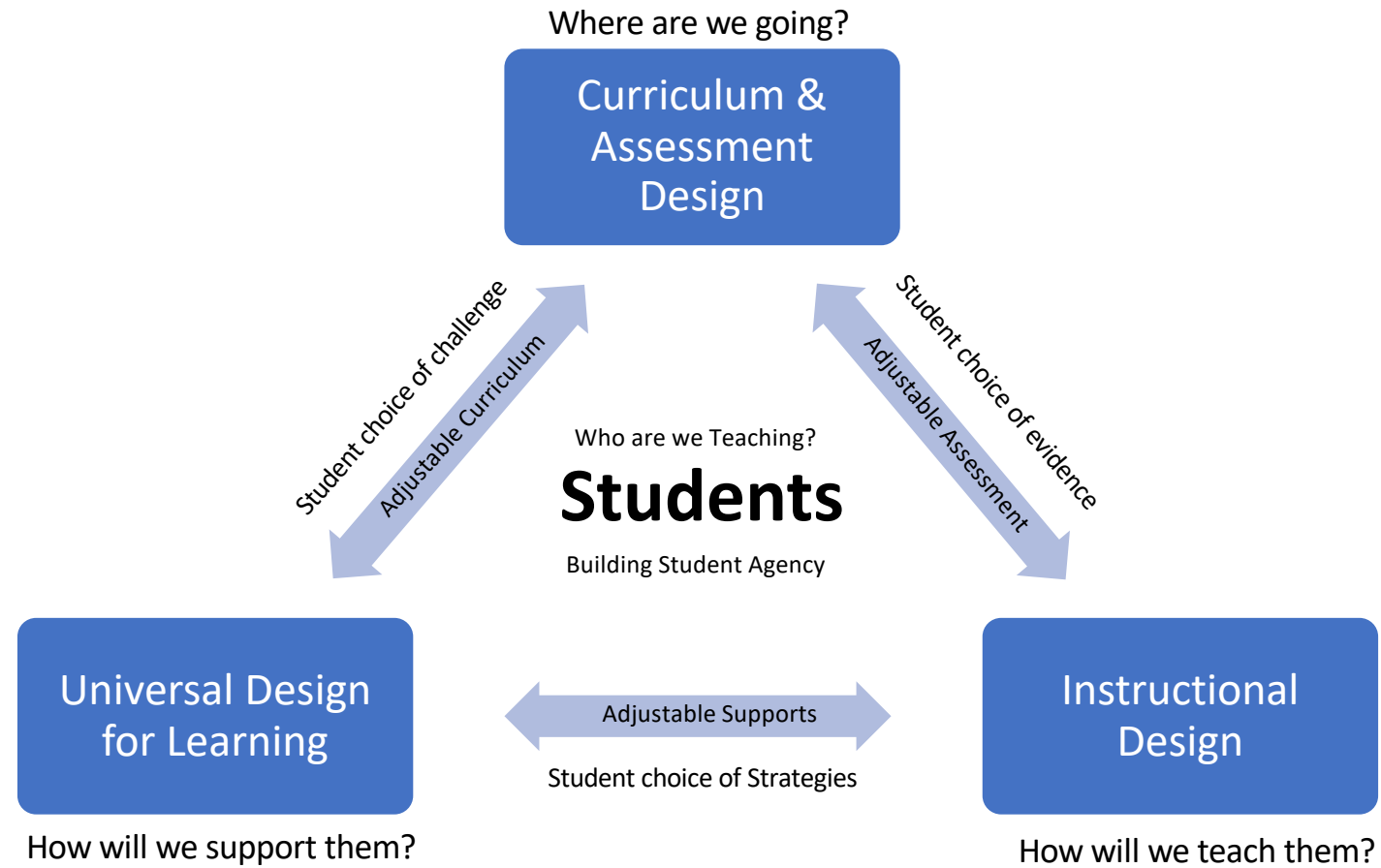
DESIGN: THE MOST UNDERUTILIZED SUPPORT



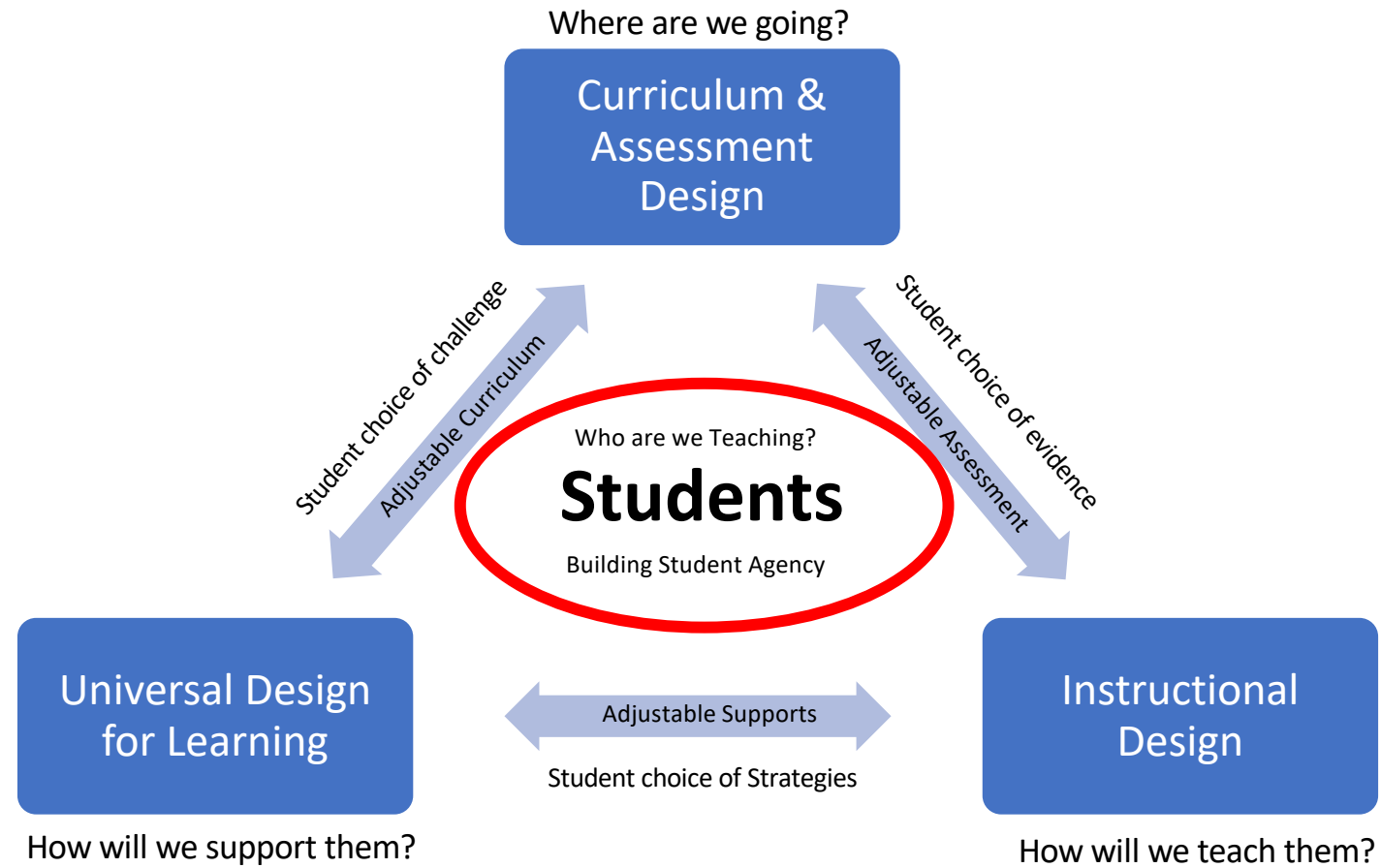
Shelley Moore, 2019

@tweetsomemoore

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:
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)			

CONNECT

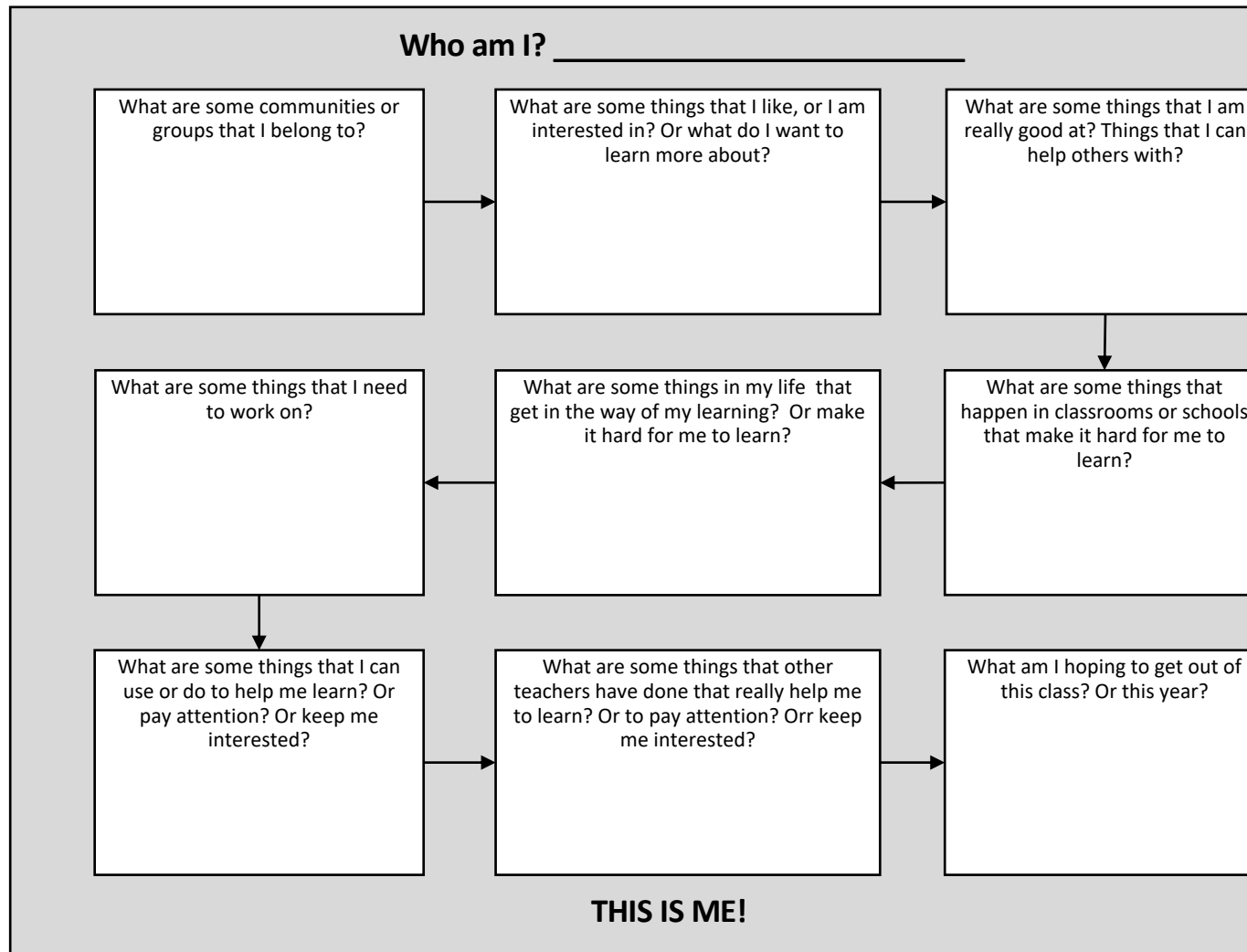
Menu

Of Support



- Co-teaching
- Working with small diverse groups
- Collecting student evidence
- Observation & Consultation
- Finding/creating materials & resources
- Setting up technology
- Supporting an EA

Brownlie & King, 2011



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 family:	←	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: _____					

Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

Help us get to know Juni!

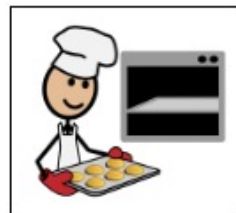
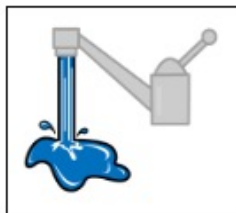
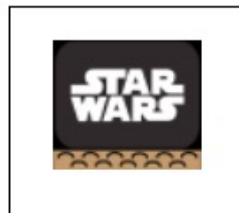
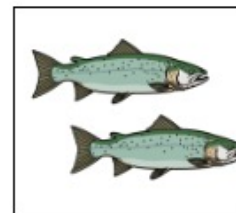
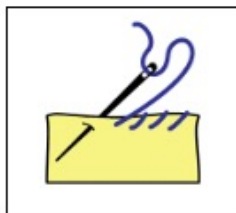
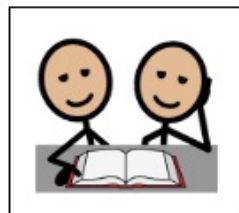
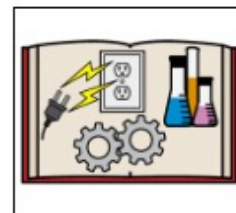
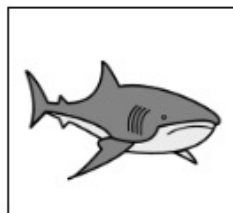
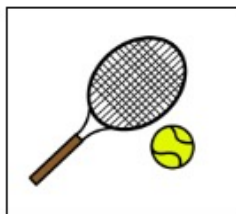
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	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 with? 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

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 her own, with her 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 with? What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

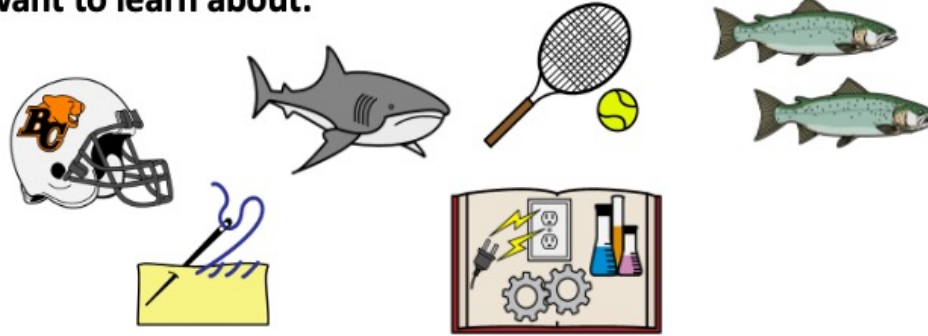




Building my Student profile: What are my INTERESTS?

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:



School: Forest Heights Elementary		Student Profile	
-----------------------------------	--	-----------------	--

Who am I as a person				
	Name	Juniper Melnik	Age	9
	Grade	4	Year	2019
	A little about me...			
	My identities are:	Strong, Happy, Funny, Ukrainian		
	My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
	My needs are:	I get tired, I get mad, I worry		

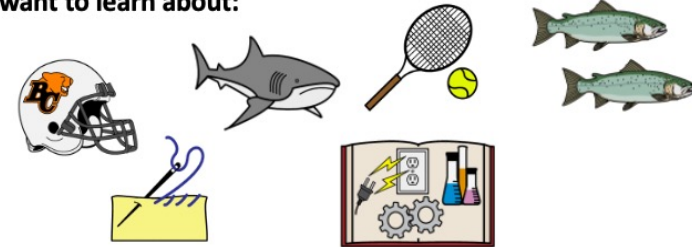
Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing	I think... - I am good at being with my friends, sharing, making people laugh	I think... - I'm smart
	My team thinks... Teacher: Juni is strong and loves to learn, asks for help when she needs it Benny: Juni is so funny! Classmate: Juni is happy and a great dancer Mom: Juni is kind	My team thinks... Mom: she is so great to hang out with Dad: a great listener Cousin: fun to play with Classmate: a great friend Benny: communicating with her friends	My team thinks... Mom: She notices everything, a keen observer Benny: Juni knows what she likes and doesn't like Ms. Turner: making choices
My Stretches	For myself	With others	When I am learning
	I think... I want to get better at: waking up	I think... I want to get better at: making friends, not getting so mad, playing games, using iPad to talk	I think... - I want to get better at: math
	My team thinks: Benny: doing activities that she doesn't like, or if something is too hard, and not giving up	My team thinks: Benny: working with new people Mr. Lopez: communicating what she needs when she is frustrated Ms. Turner: practice using AAC to communicate wants and needs	My team thinks I could work on: Ms. Turner: asking questions Mom: trying new things (foods)



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:



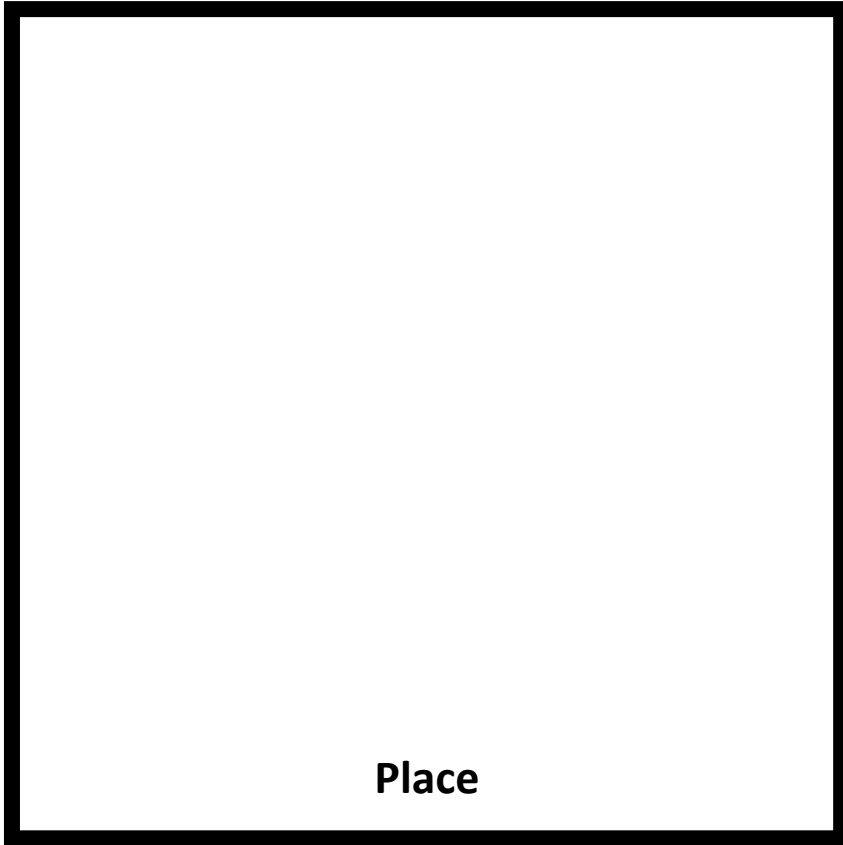
What are **barriers**??



A shift in thinking...

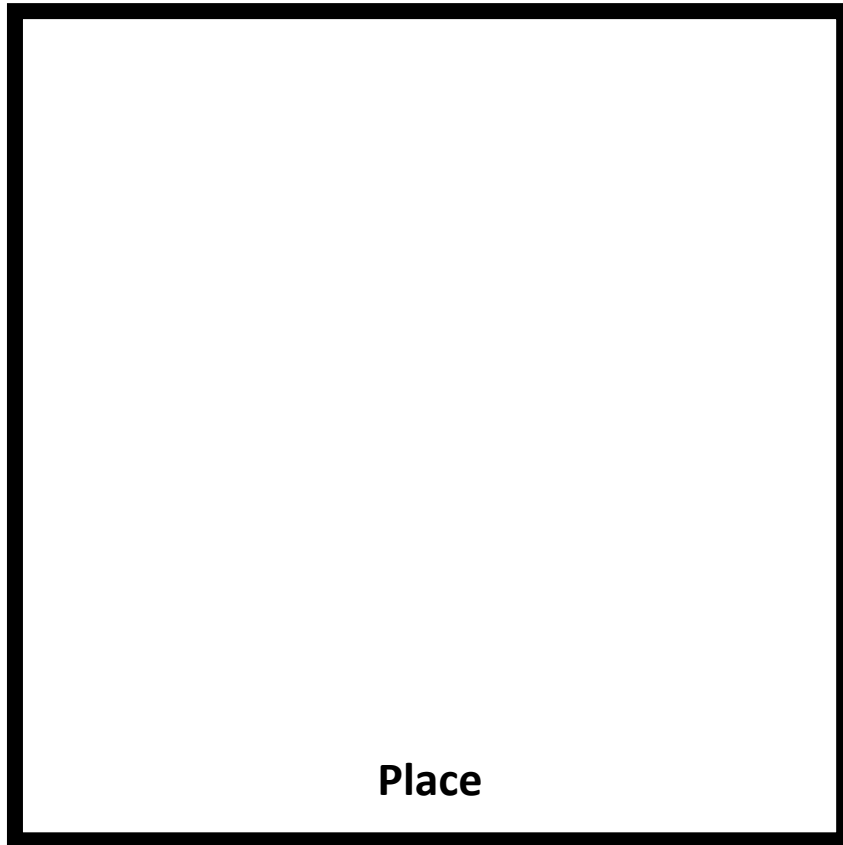
There are some things we need to understand:

- 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



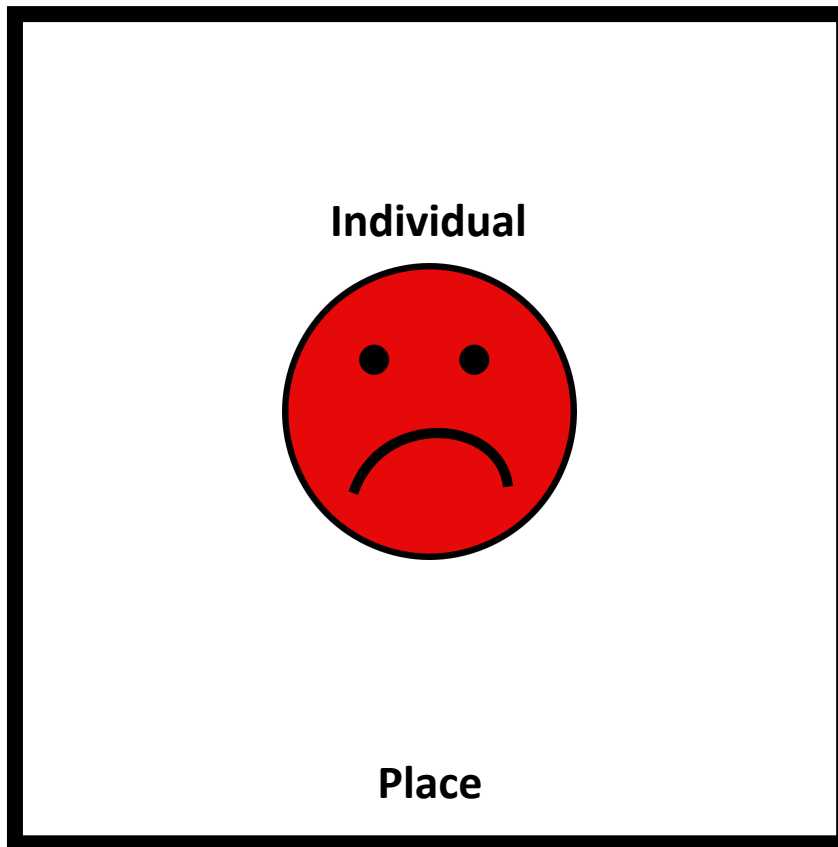
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

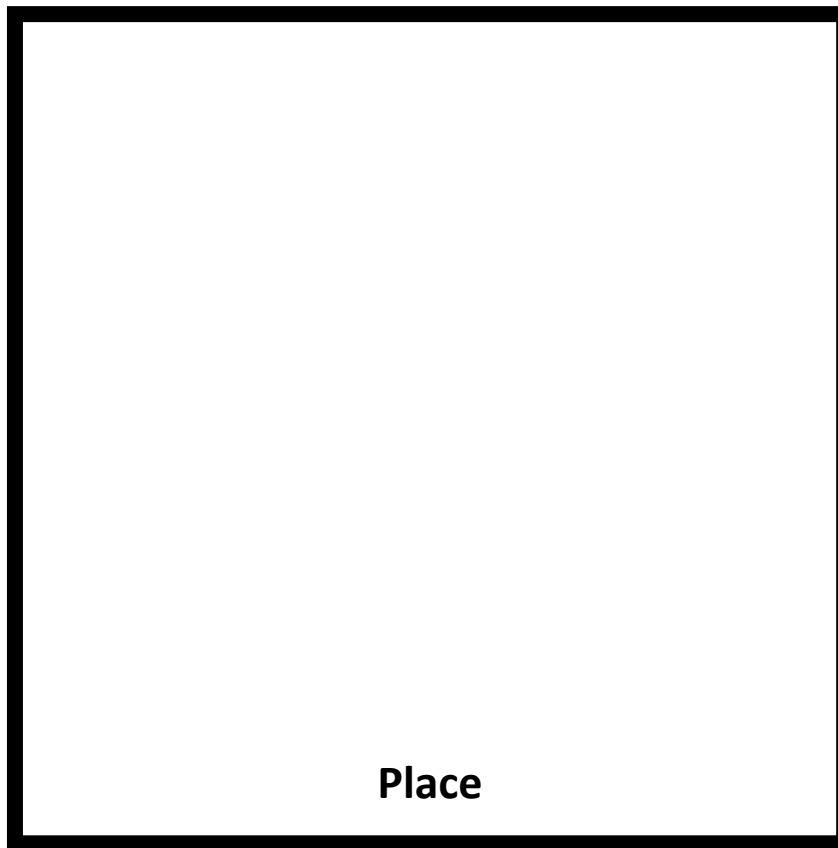


Special Education

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

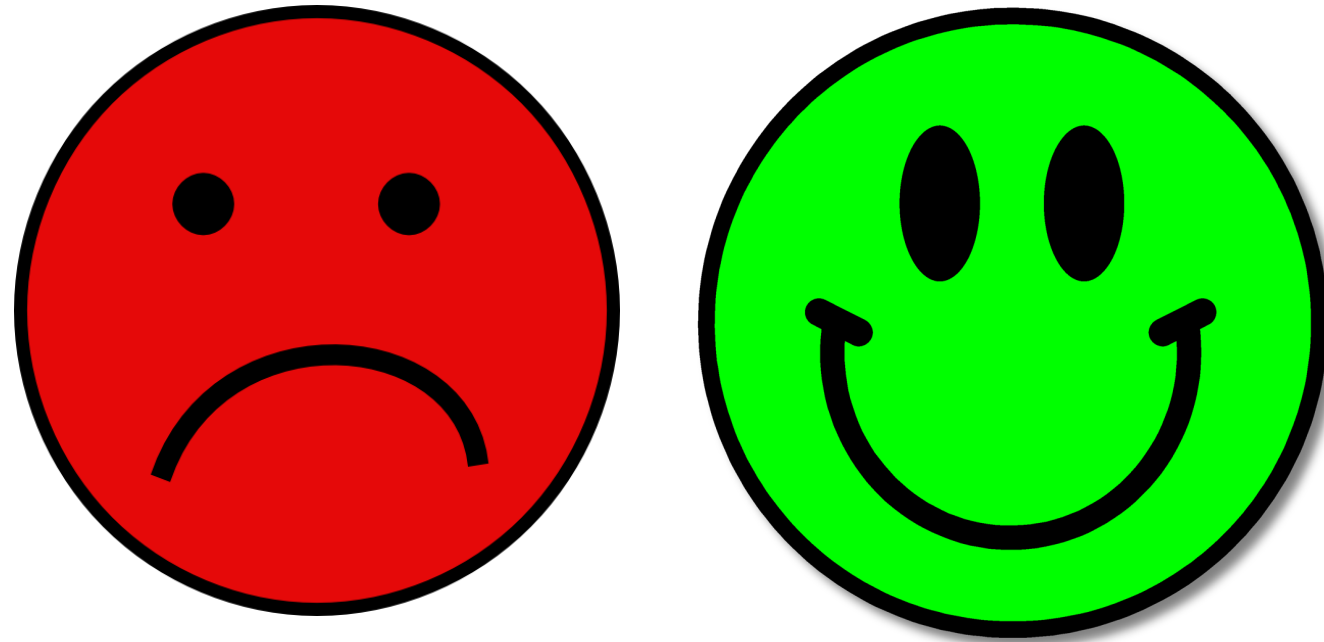
If individual isn't successful

- 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

If a flower
isn't thriving
in a garden...

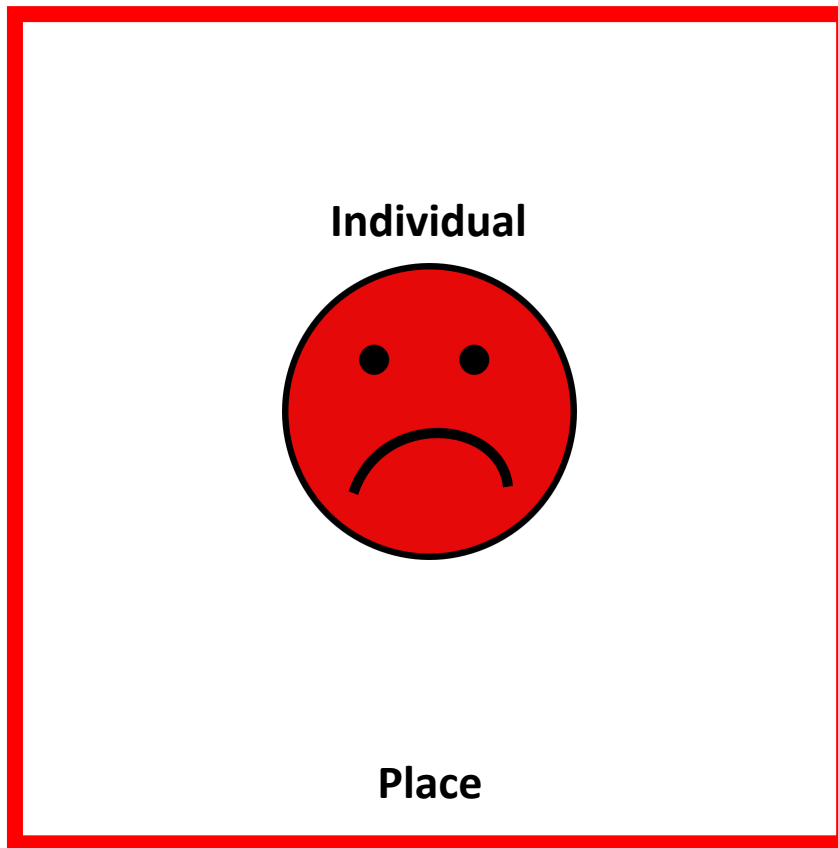


Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

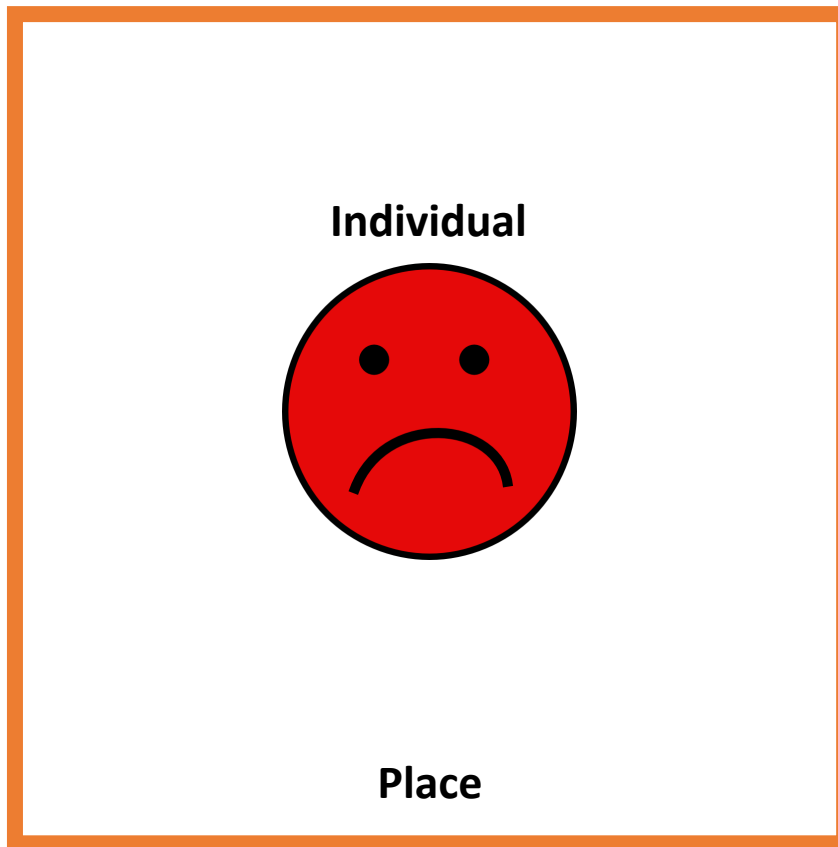


Social Model

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



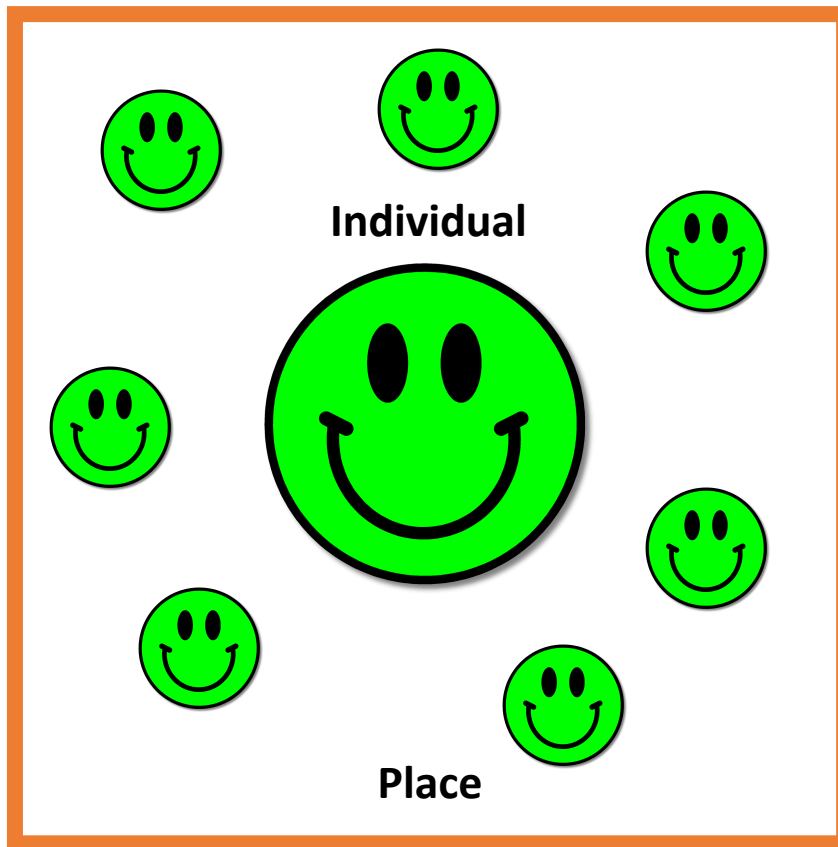
Social Model

If individual isn't successful

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- Fix the place
- Support everyone in the place



Shifting the Paradigm: Social Model of Disability

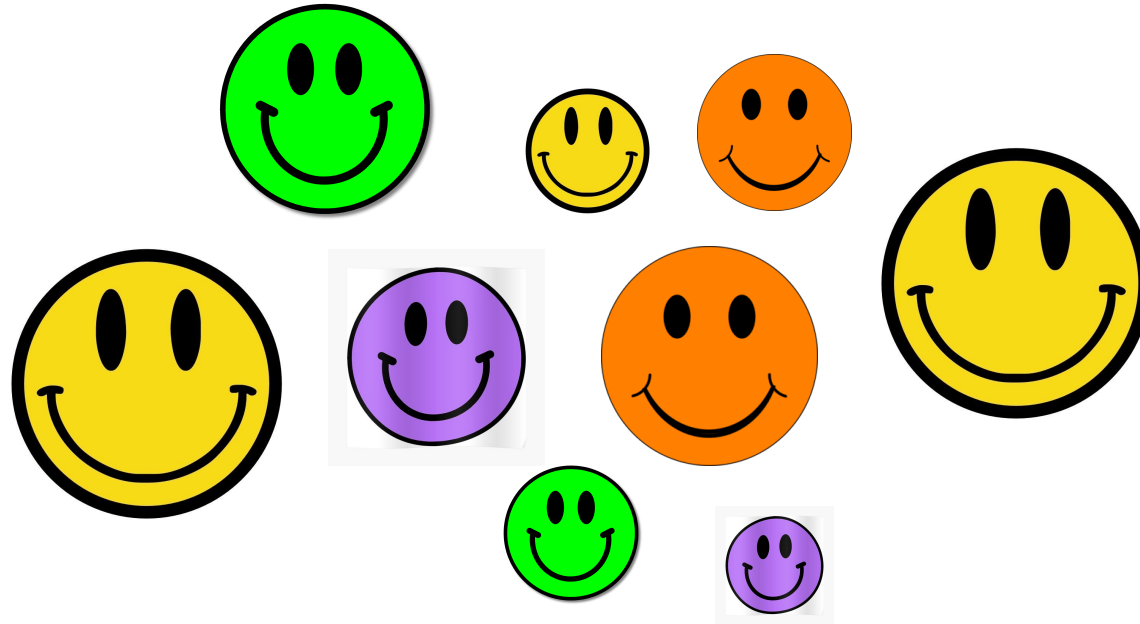


Social Model

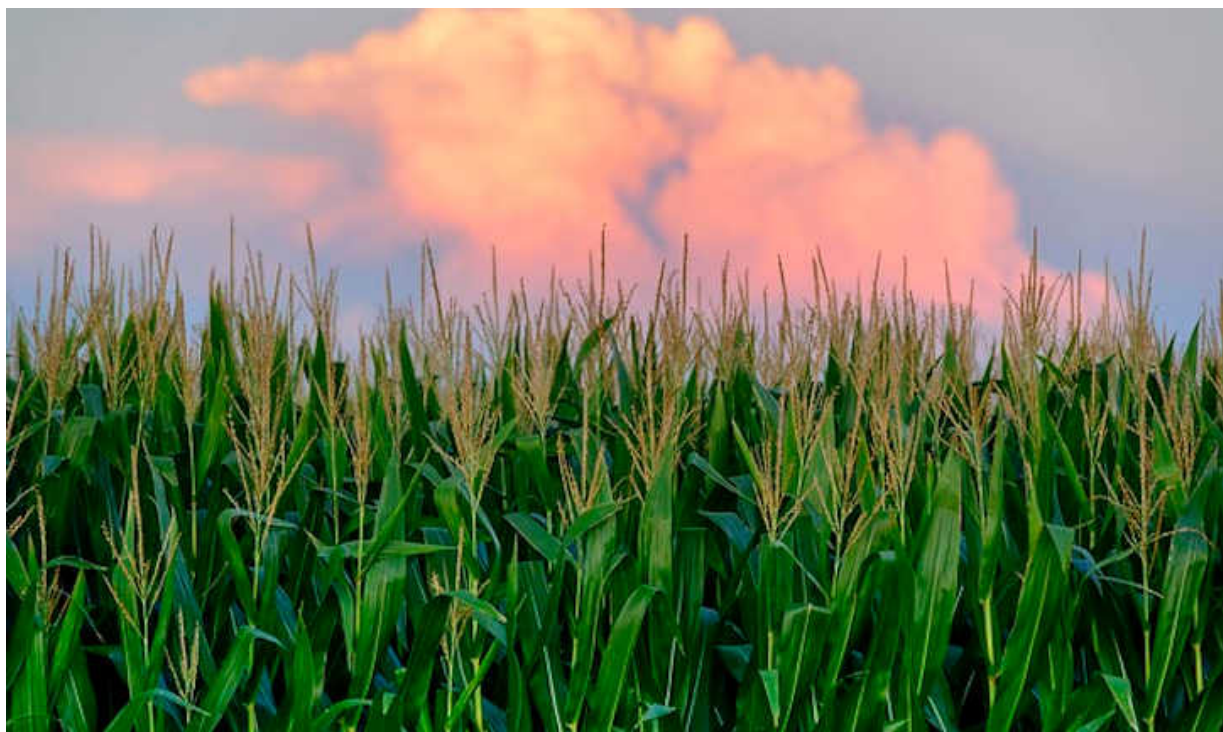
If individual isn't successful

- 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”

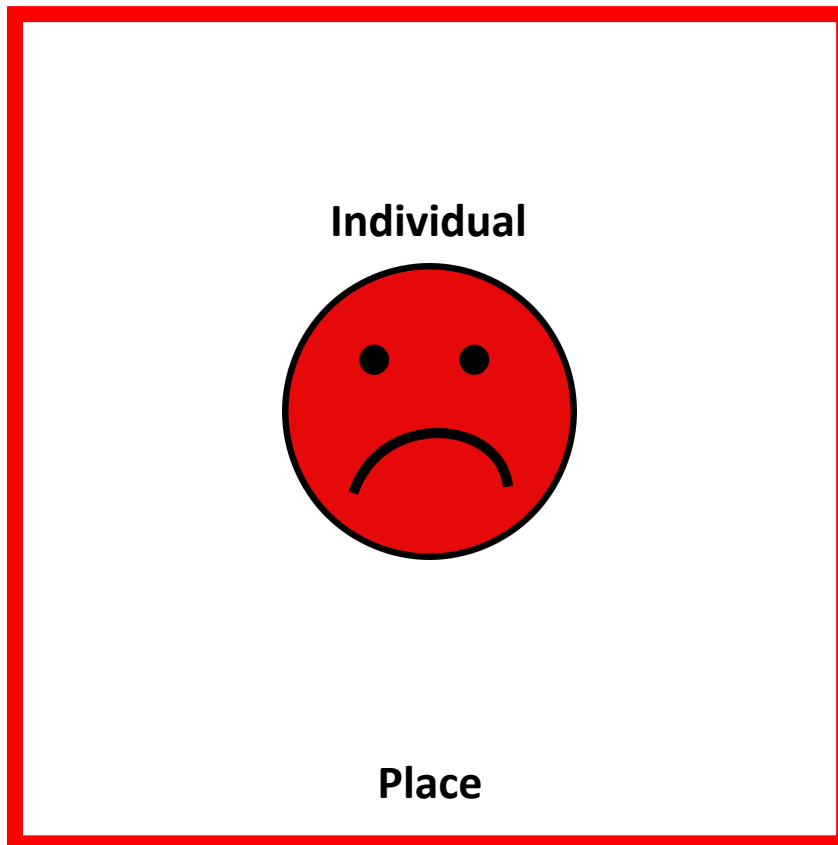


Shifting the Paradigm: Person-Place Model of Need

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

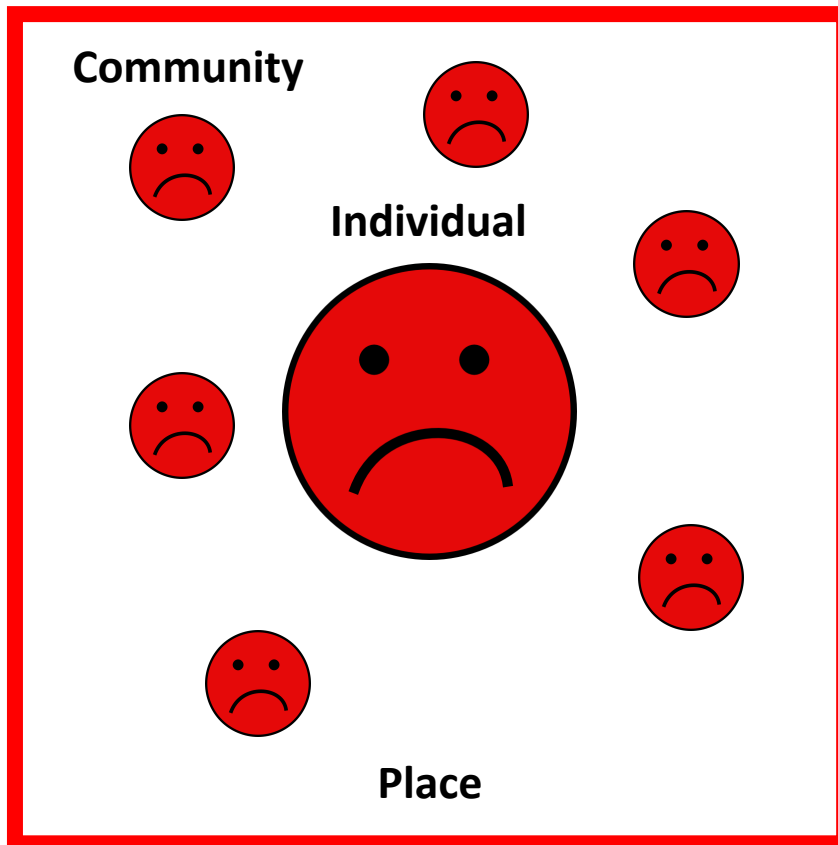


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

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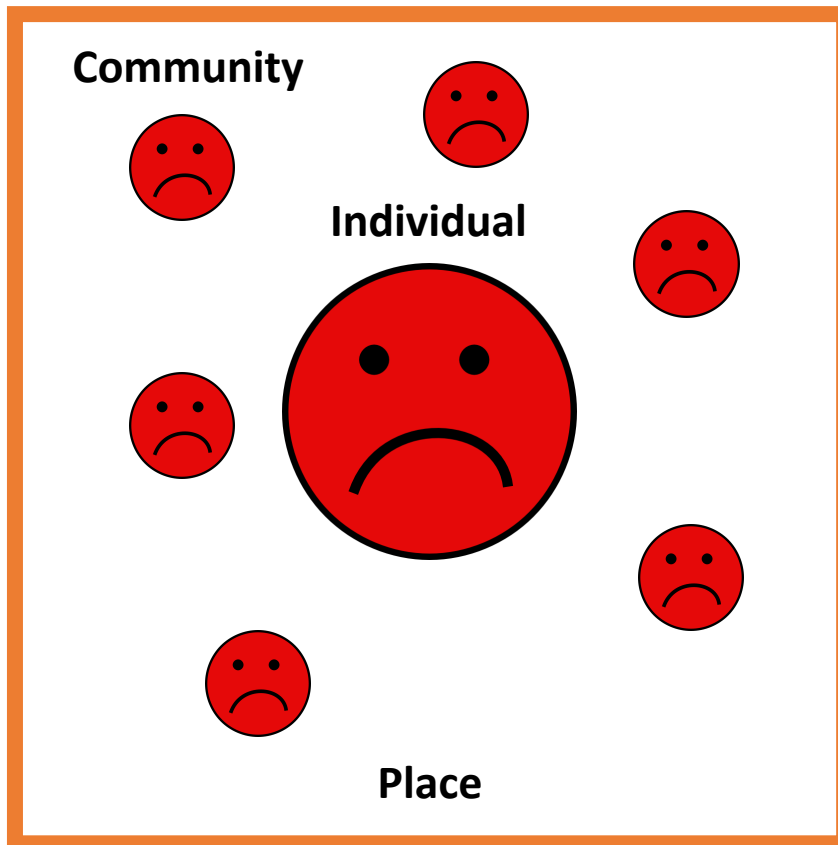


Shifting the Paradigm: Person-Place Model of Need

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



FIRST! We look at what needs
everyone needs

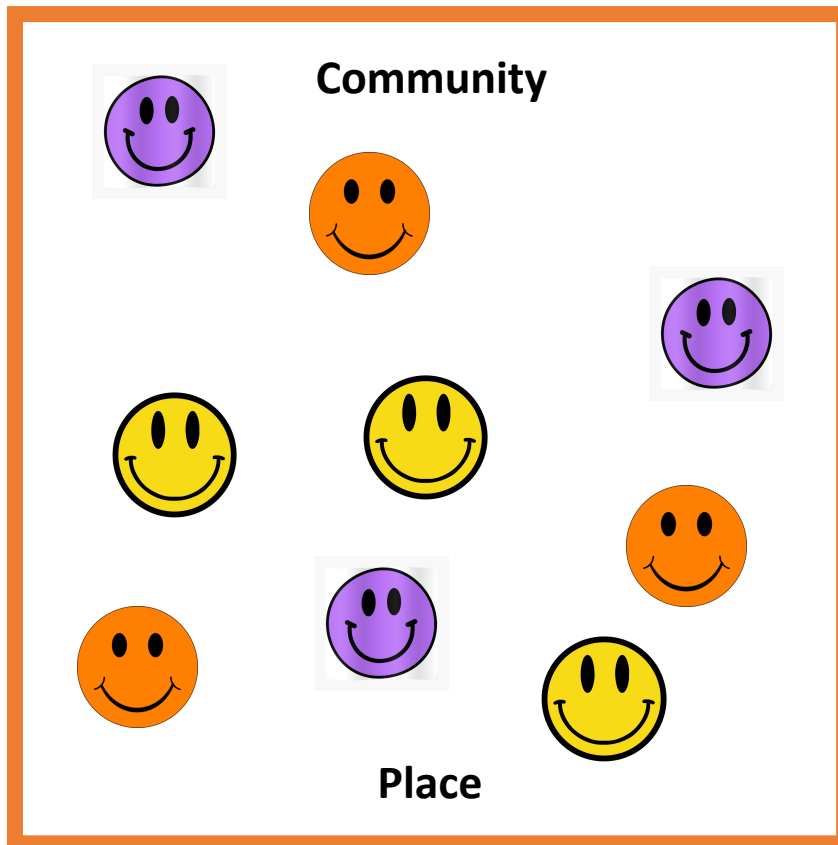


Shifting the Paradigm: Person-Place Model of Need

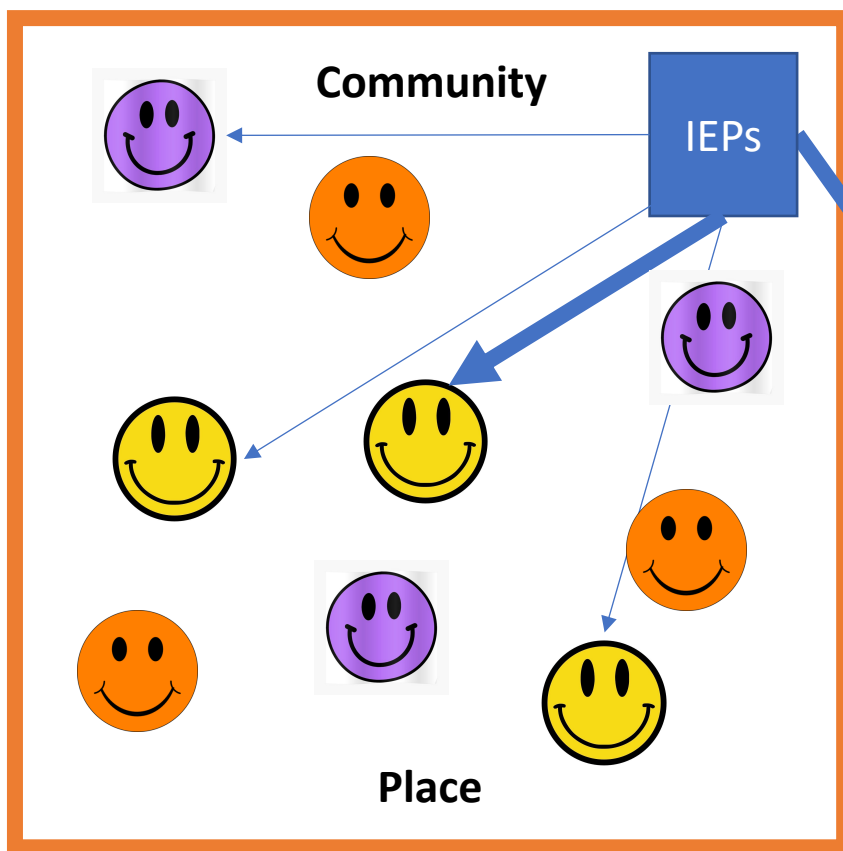
Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
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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

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!

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.

Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome; instead of 46, they have 47 chromosomes. This is because of the triplication of the 21st chromosome. So we say Conor has a little something extra.



Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).

Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen



CONOR GIBBONS AGE 6 GRADE 1

VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

CONOR LOVES

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

WHAT WORKS FOR ME

- "first this, then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills

THEN! We look at what individuals need

FIRST! We look at what needs
everyone needs



What are **barriers**??

PHYSICAL

To
LEARNING



To
EQUITY

How can we **REDUCE** barriers??

What are **barriers** for all?

PHYSICAL

To
LEARNING
(water)



To
EQUITY
(light)

How can we **REDUCE barriers**?? Tier 1!!!

What are **barriers**??

PHYSICAL

To
LEARNING

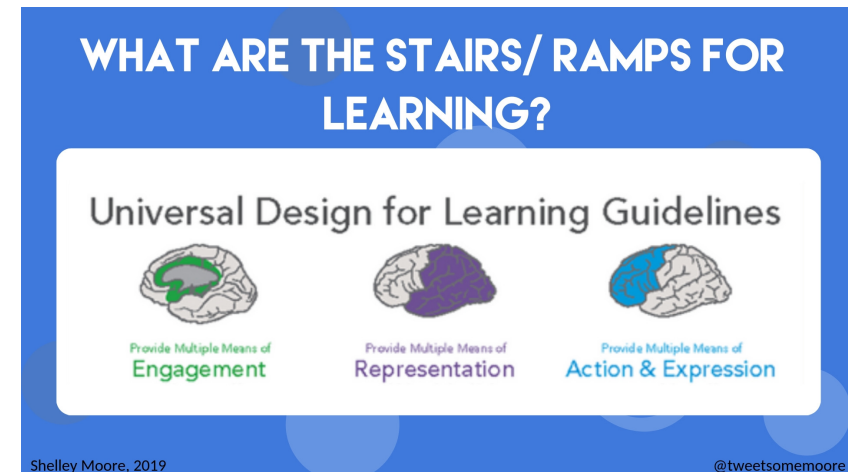


To
EQUITY

How can we **REDUCE** barriers??

Reducing Learning Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
 - How students are engaged in learning
 - How new learning/information is shared with/to them
 - How student share their learning
- Targets chosen based on the needs of a learning community



www.CAST.org

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:						

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/pictorial/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:						

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:
 - Racialized Students
 - Indigenous Students
 - Immigrants/Refugees
 - Multi-Lingual Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target:
 - 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 <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>
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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>

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 <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>							

Adapted from "A Resource for Equitable Classroom Practice" 2010

Louisiana State Personnel Development Grant

Culturally Responsive School Checklist and Goal Setting

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

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	• 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			

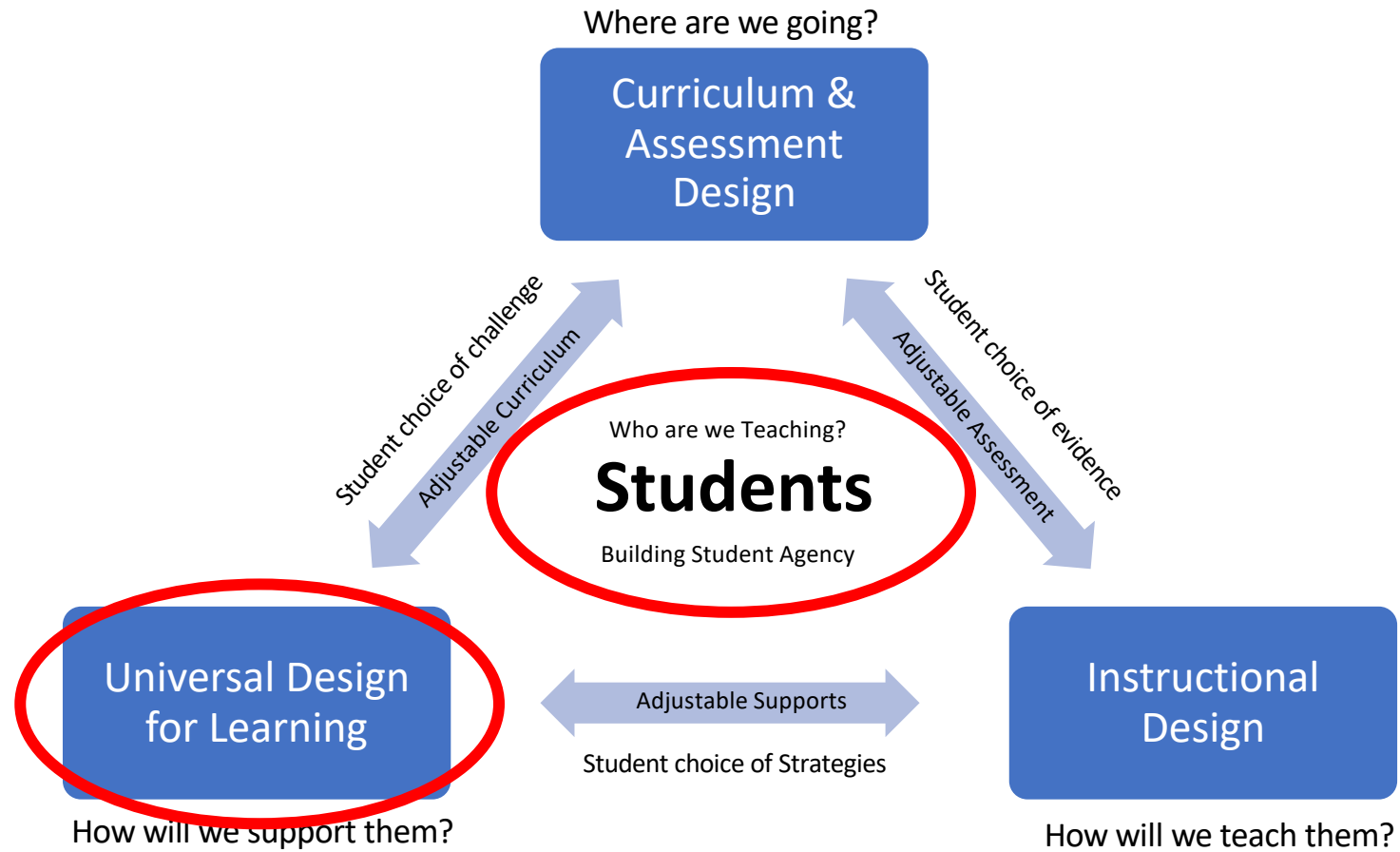
Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020
We can plan for our students by getting to know the:				
Interests & Identities of the class		Classroom Strengths		Classroom Stretches
Interests: Video games, sports, reading, dance, (will ask students) Identities: (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
- 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)				

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)			

1. What plants do we have in our garden?
2. What do all the plants need?



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



3. What do individual plants need?



TOP 4 PEST-REPELLING PLANTS

CATNIP

for aphids, beetles, caterpillars and shield bugs

DILL

for aphids, caterpillars, shield bugs and spider mites

MINT

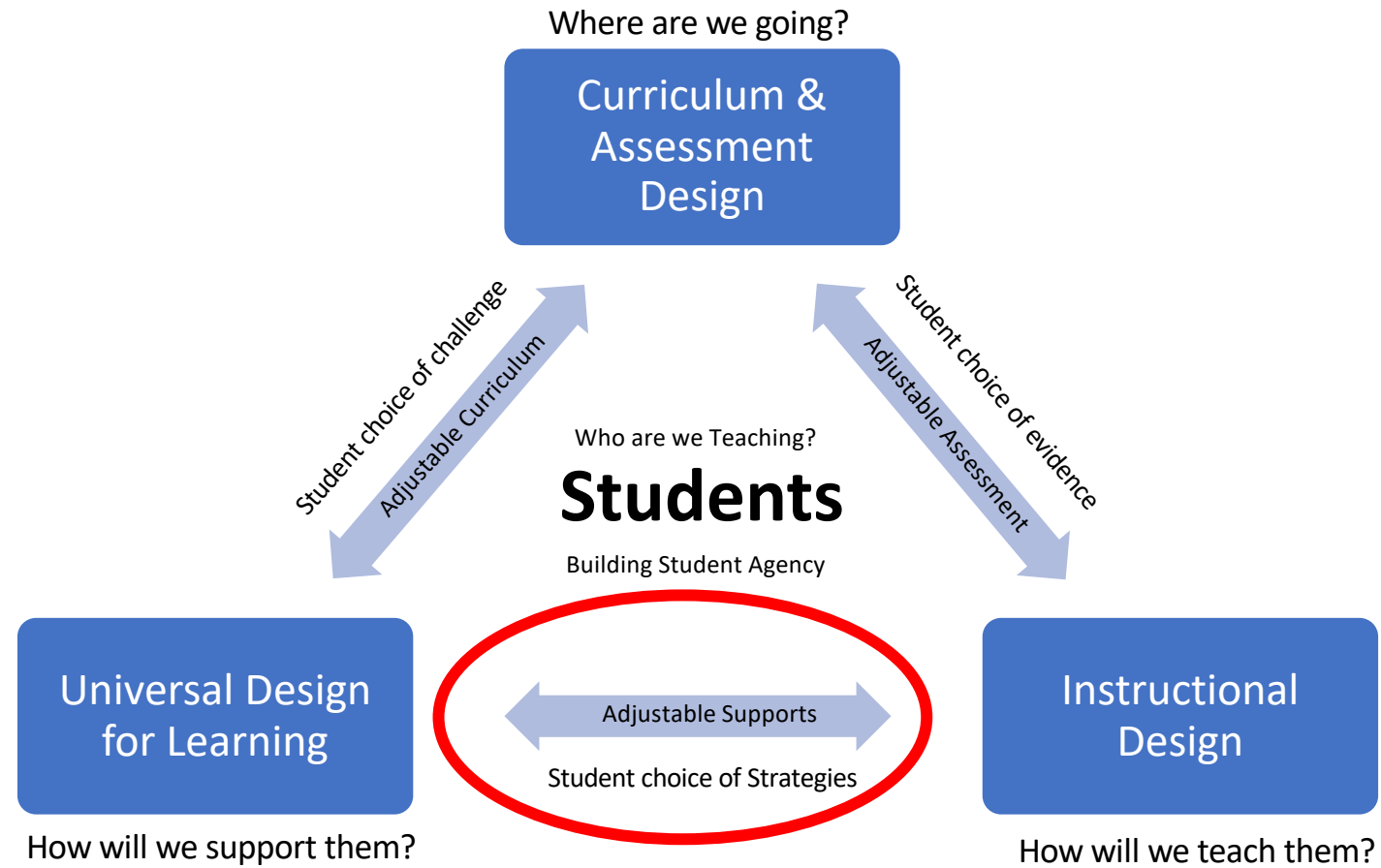
for aphids, beetles, caterpillars, shield bugs and whiteflies

NASTURTIUM

for aphids, beetles, caterpillars and shield bugs

WWW.TOWERGARDEN.COM

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



The cupcake Model



Special Education
Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

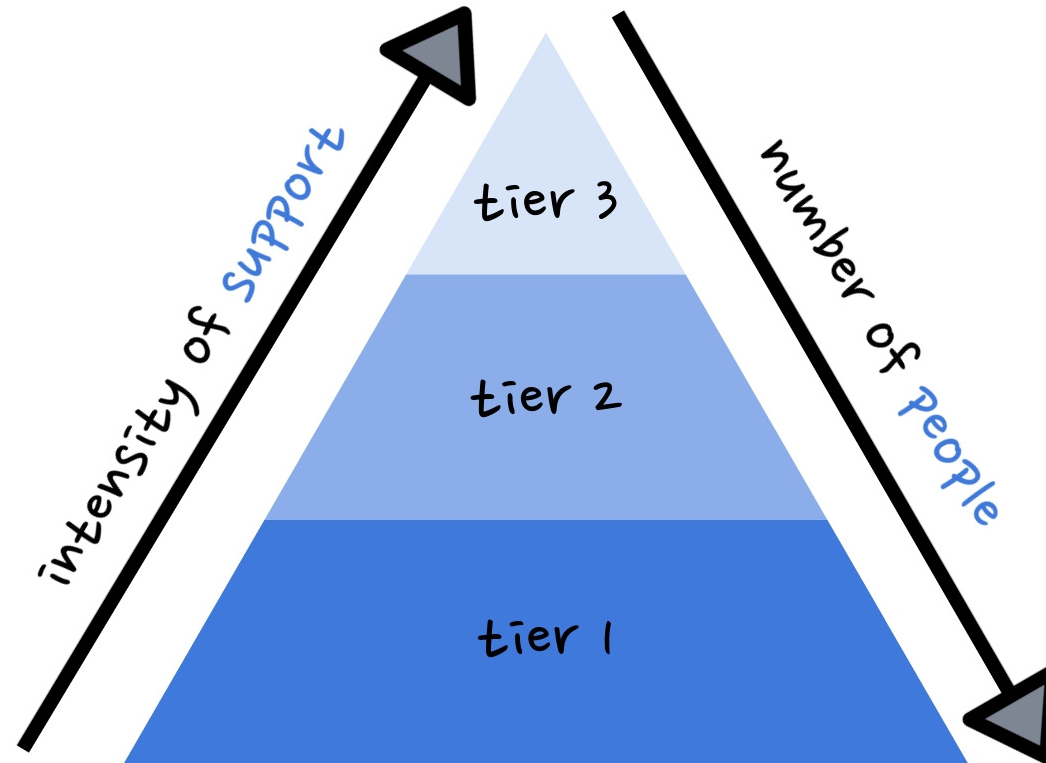
The layered cake model



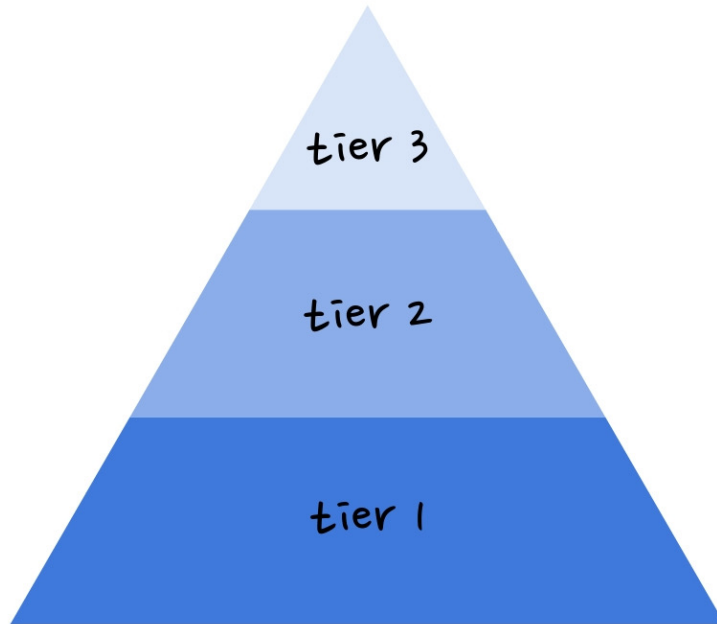
Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO **INTERVENTION**

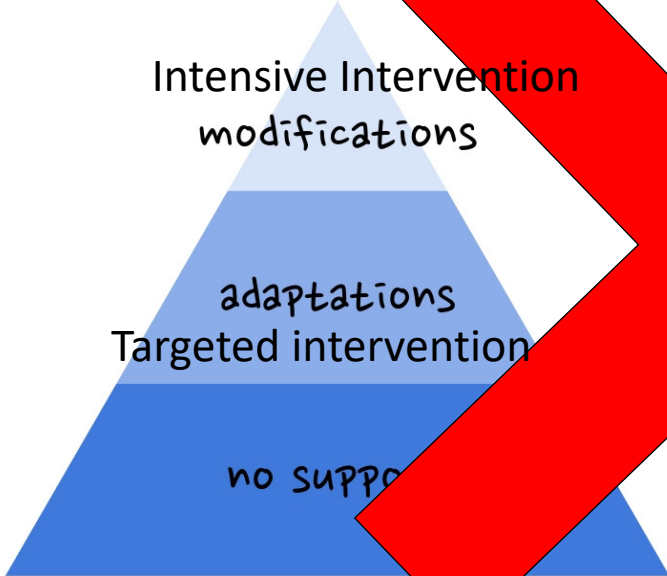


RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



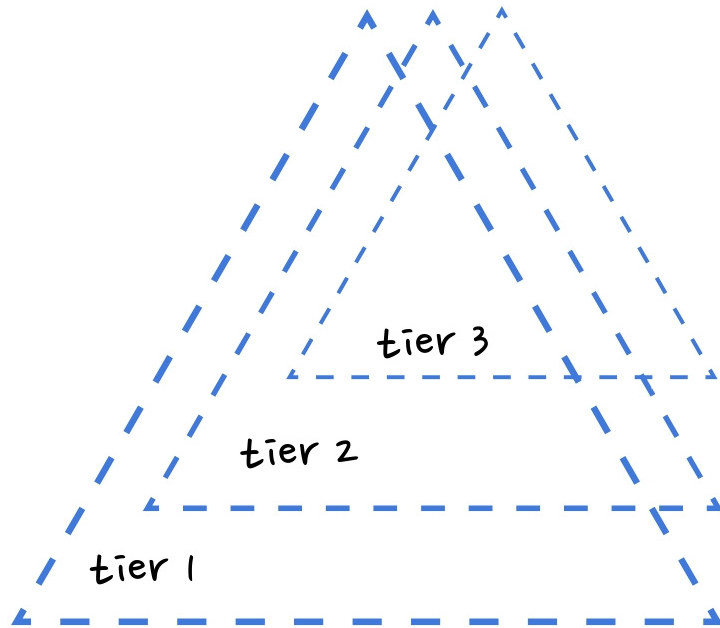
Intensive Intervention
modifications

adaptations
Targeted intervention

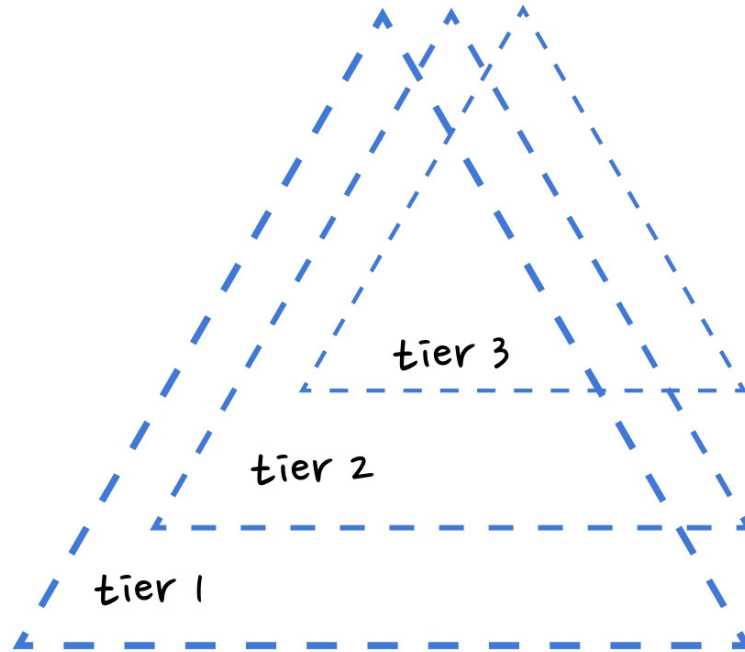
no support



RTI: RESPONSE TO **INSTRUCTION**



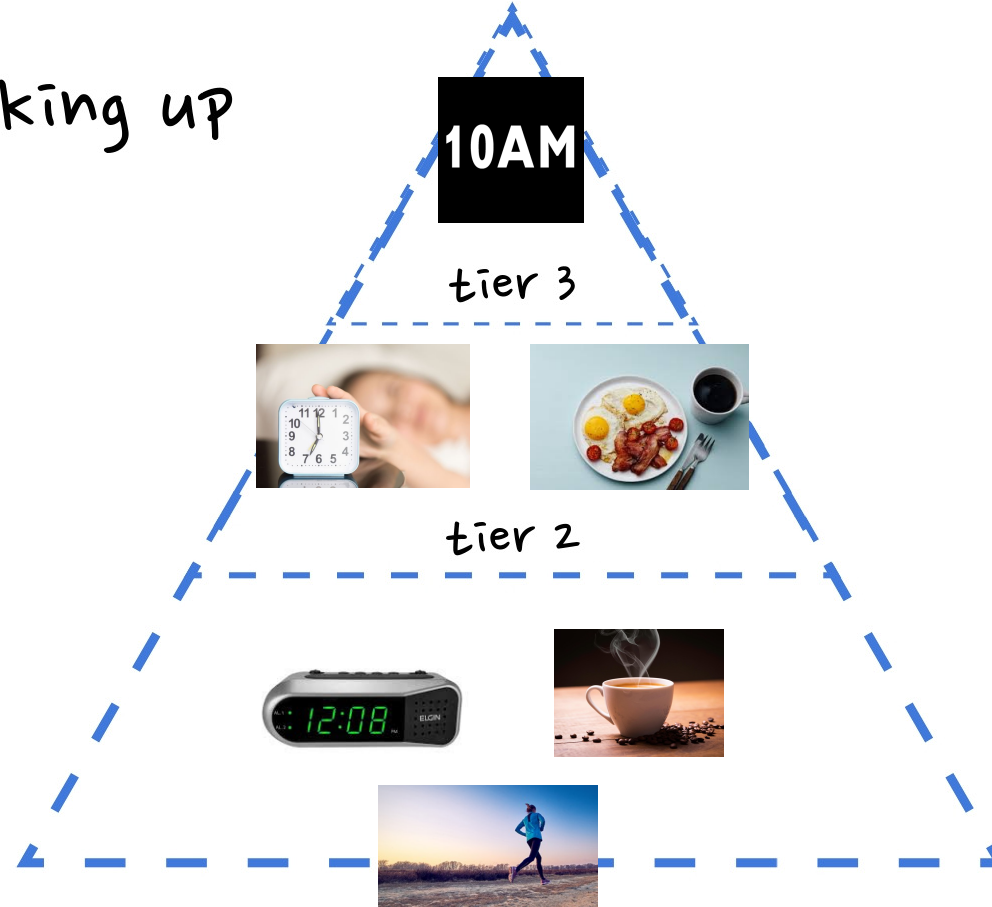
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

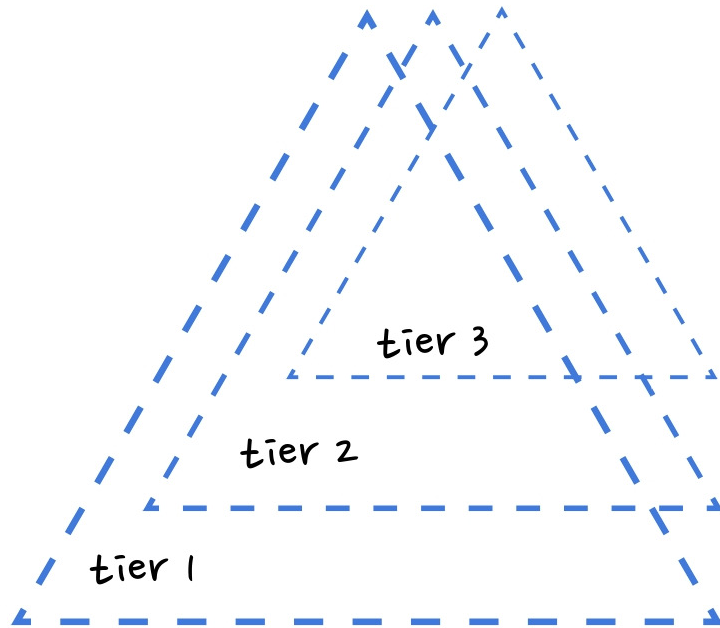
Lens: waking up



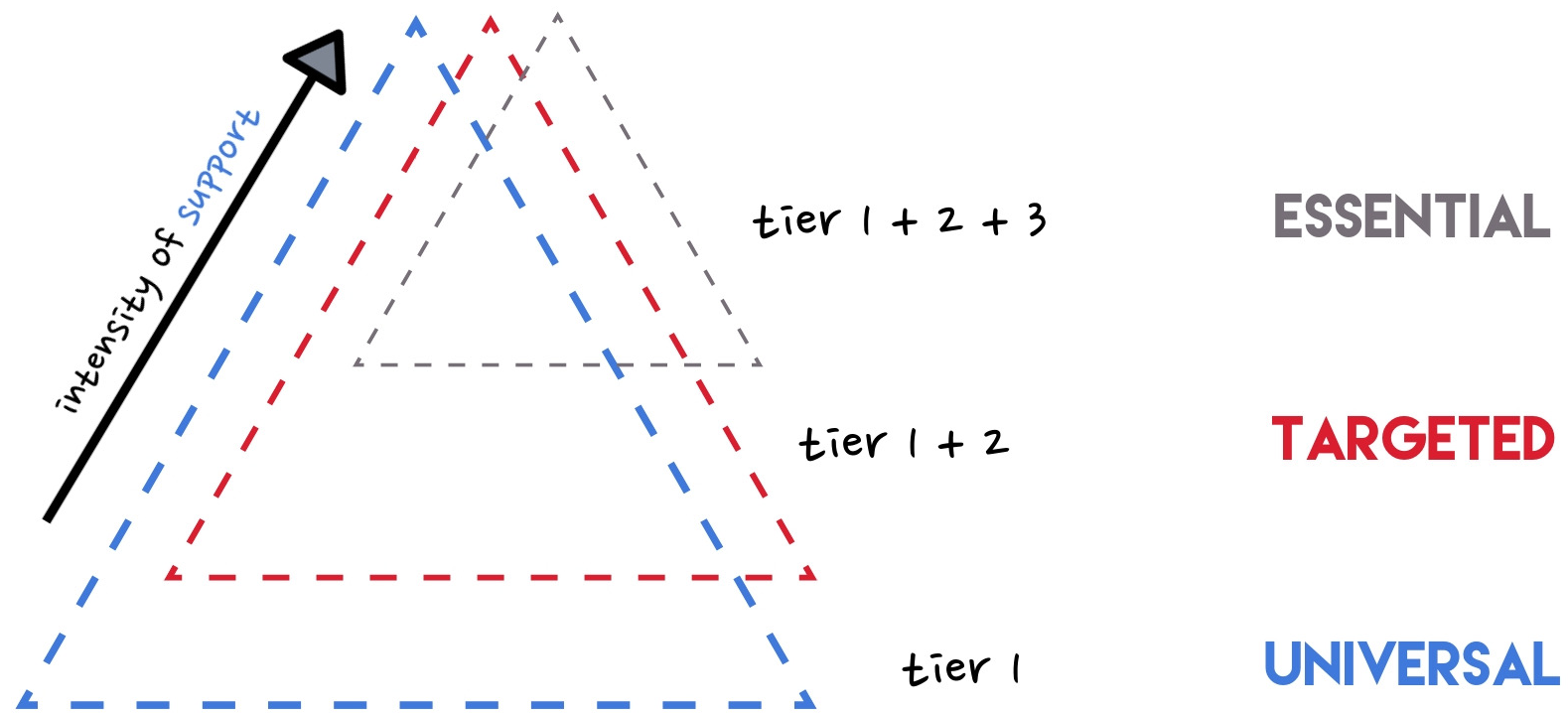
Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO INSTRUCTION



RTI/MTLS



What are supports?

- What **tools** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to use **tools** in meaningful ways
- How can we support which **tools** students choose to use to support their learning?

What are strategies?

- What **actions** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to take **action** in meaningful ways
- How can we support which **action** students choose to take to support their learning?

Supports vs. Resources



People



Time

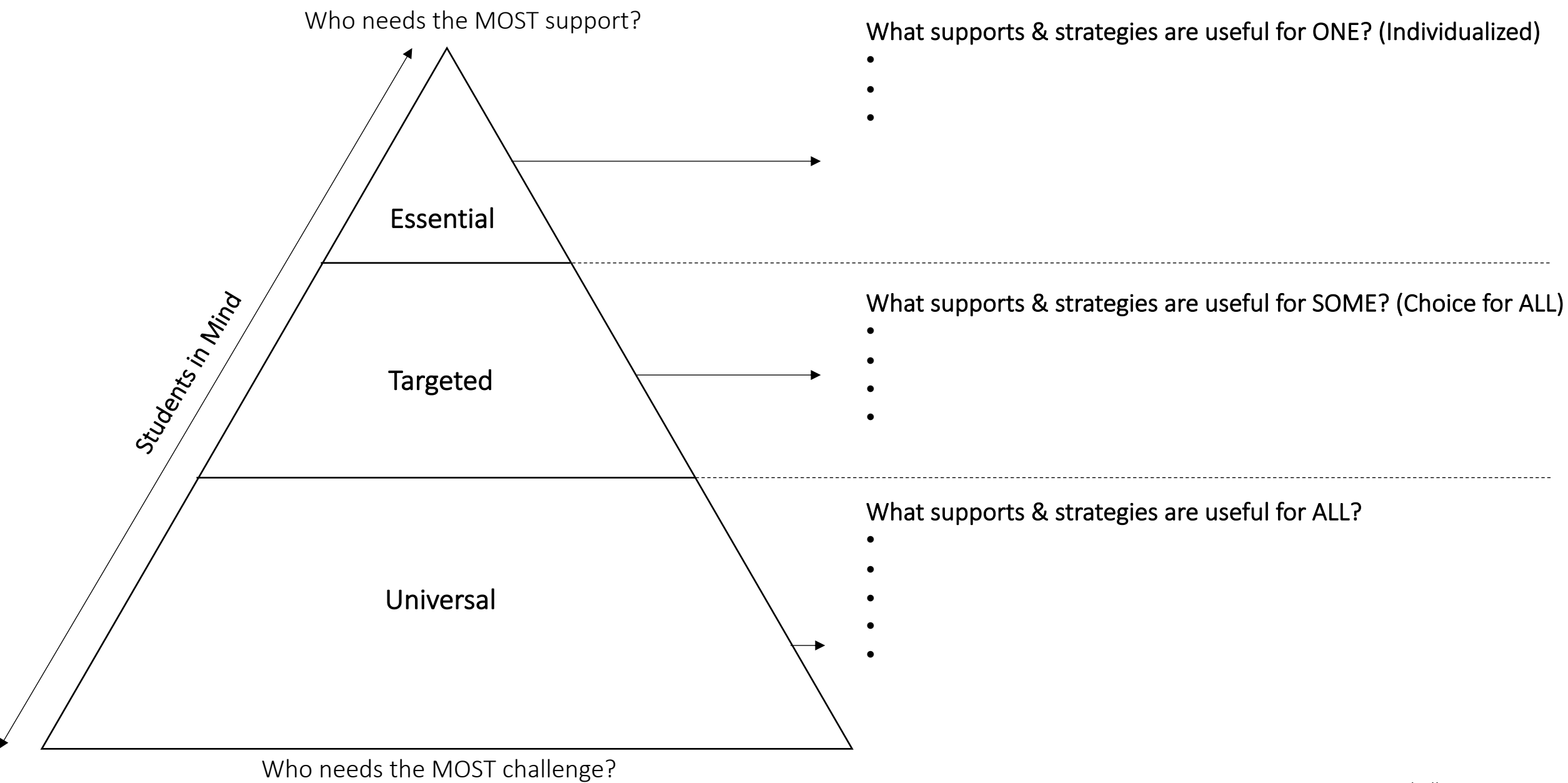


Funding

Planning for ALL

Need:

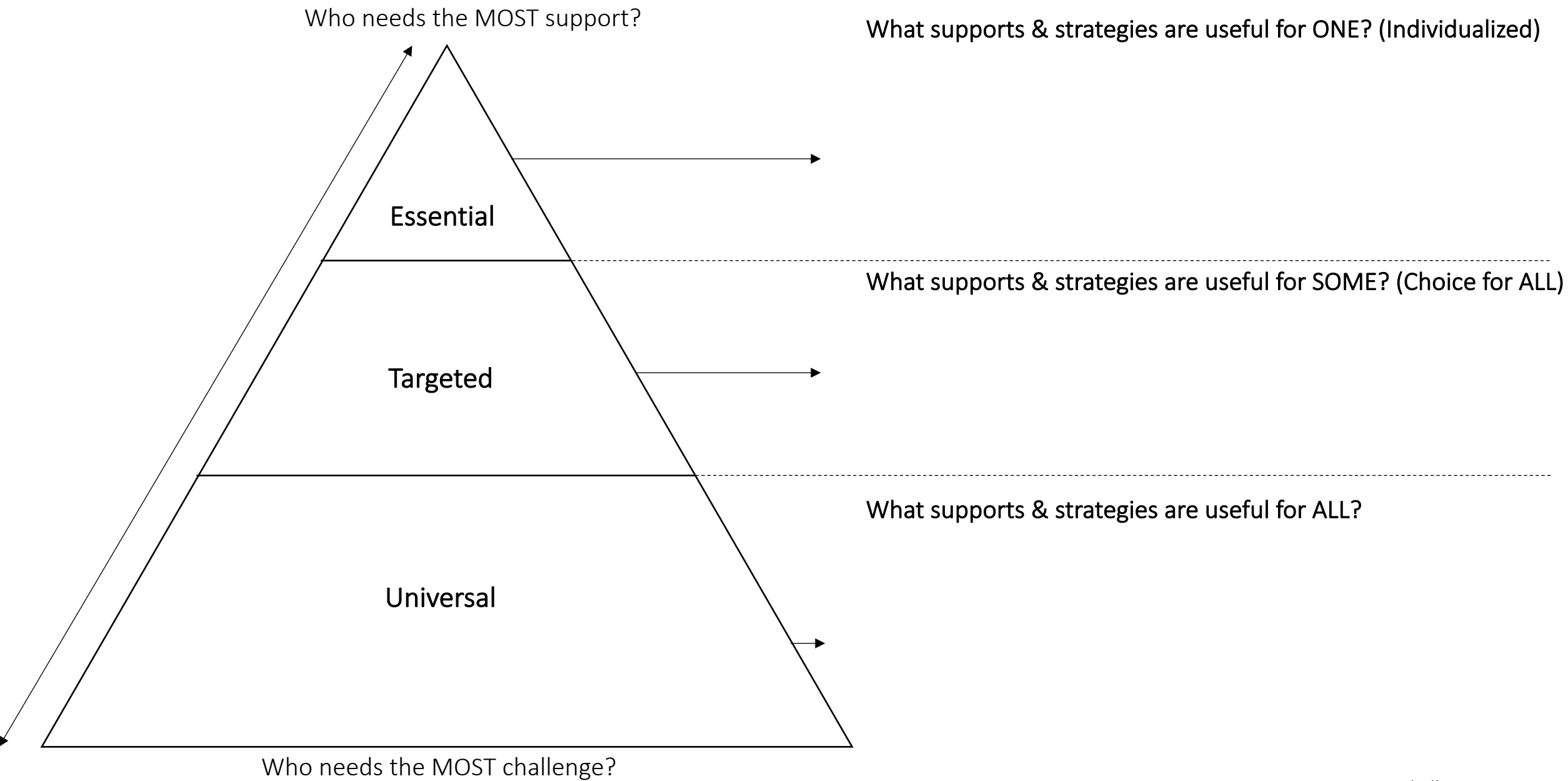
Students in Mind:

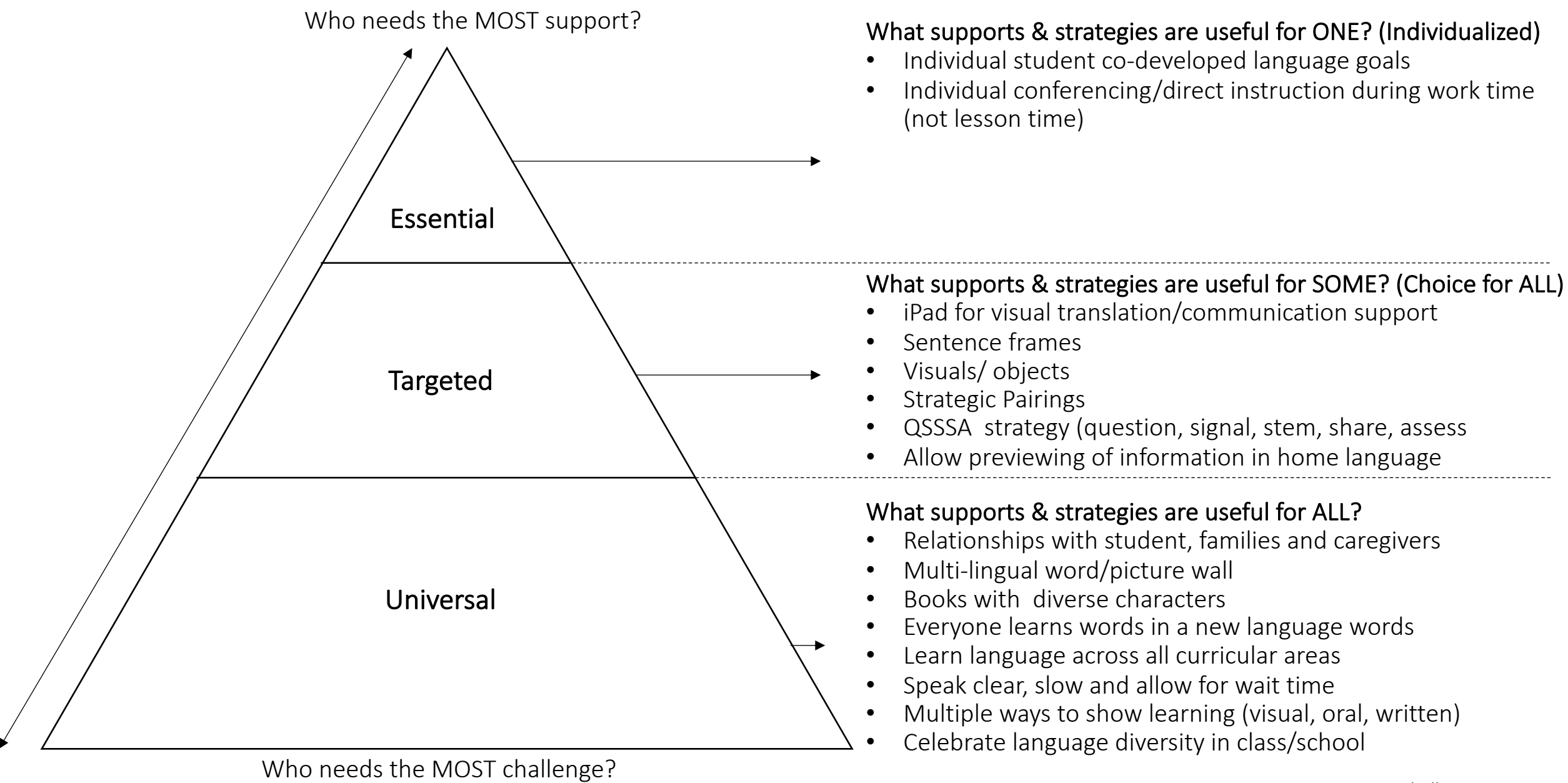


Planning for ALL

Need: Multilingual Learners

Students in Mind:

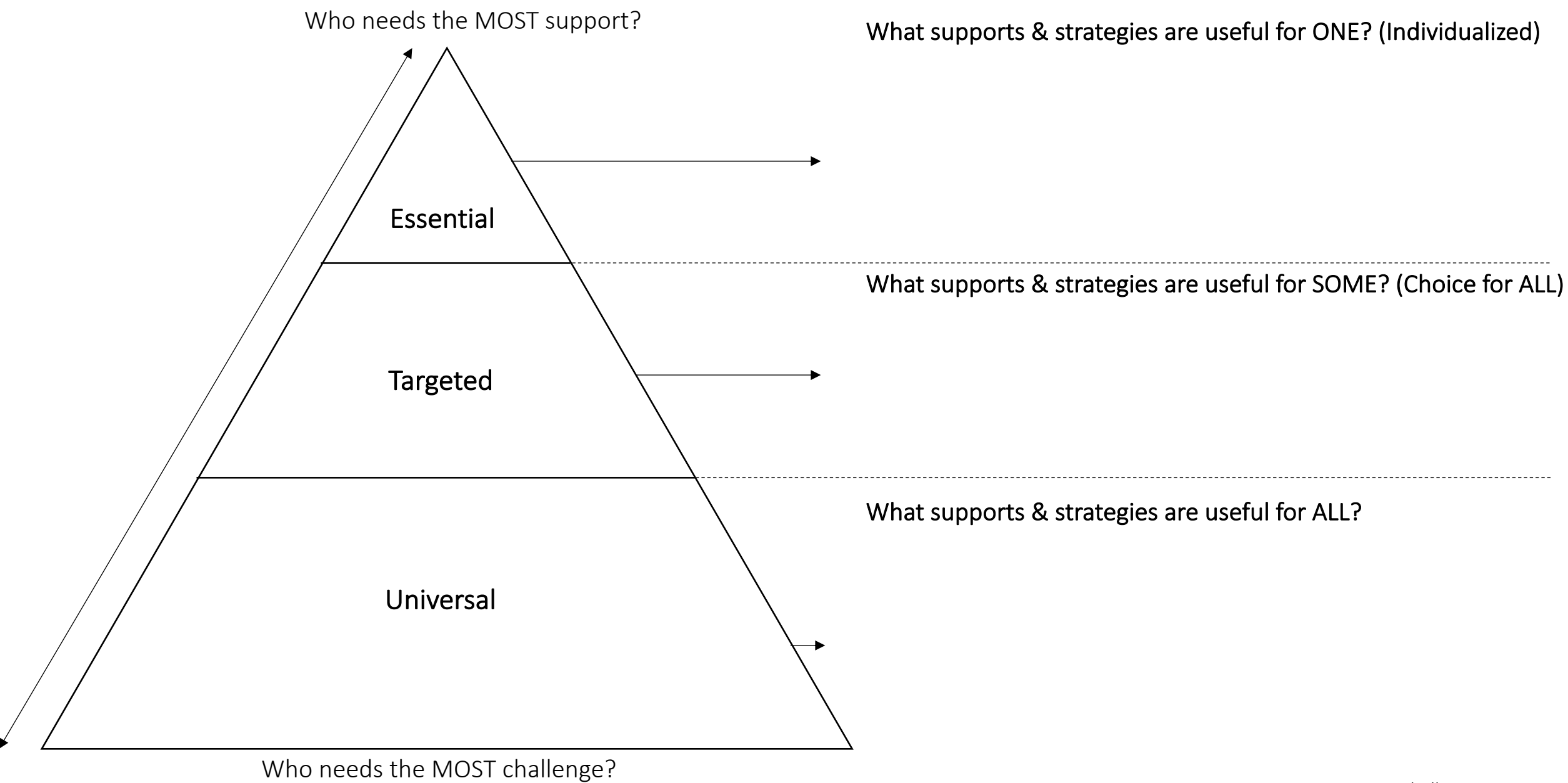


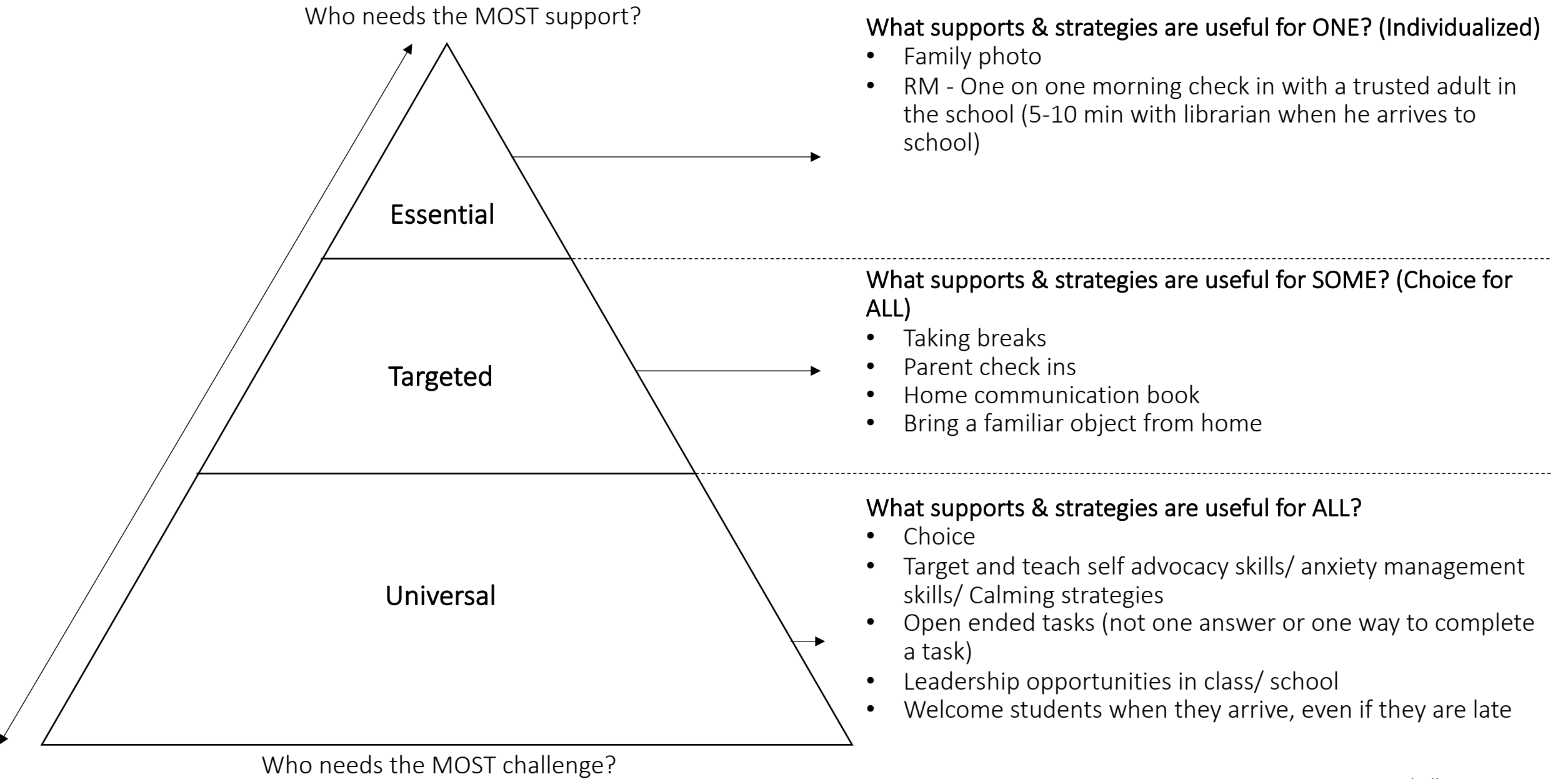


Planning for ALL

Need: Anxiety

Students in Mind:





Classroom Support Plan: Need Based Reflection

Target Classroom: _____ **Classroom Teacher(s):** _____ **Date:** _____

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an IEP/LSP needs based area	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Aggression	☐	☐	☐	☐
Anger or Frustration	☐	☐	☐	☐
Anxiety	☐	☐	☐	☐
Articulation	☐	☐	☐	☐
Attendance	☐	☐	☐	☐
Assistive Technology	☐	☐	☐	☐
Vision	☐	☐	☐	☐
Bullying	☐	☐	☐	☐
Central Auditory Processing	☐	☐	☐	☐
Hearing	☐	☐	☐	☐
Depression/Sadness	☐	☐	☐	☐
Motivation	☐	☐	☐	☐
Eating/ Food	☐	☐	☐	☐
Emotional Regulation	☐	☐	☐	☐
English Language Skills	☐	☐	☐	☐
Executive Functioning	☐	☐	☐	☐
Fine Motor Skills	☐	☐	☐	☐
Gambling	☐	☐	☐	☐
Greif Management	☐	☐	☐	☐
Gross Motor Skills	☐	☐	☐	☐
Hearing	☐	☐	☐	☐
Intellectual Ability	☐	☐	☐	☐
Listening Comprehension	☐	☐	☐	☐
Low Vision	☐	☐	☐	☐

Designing a Needs Based Classroom Support Plan

Step 3: Assess for **needs** NOT disabilities

www.teachspeced.ca



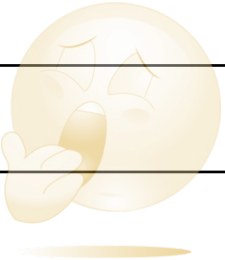
- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Students...	Strategies & Supports		
who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need			
Need			
Need			
Need			
who needs the most challenge			

Classroom Support Plan			
Teacher(s):Mr. B	Support Staff: Ms. C (EA)	Class: Grade 6	Lens:

Overall

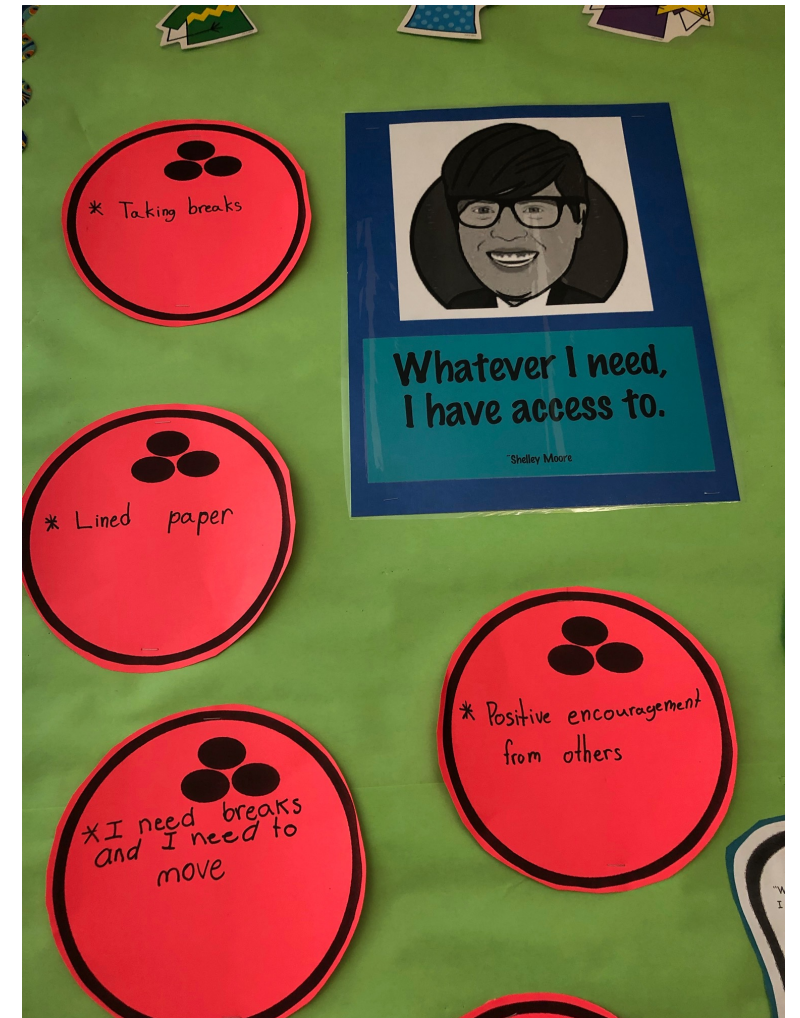
Range of Support

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		Reconciliation & Equity Targets: - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Classroom Support Plan

Shelley Moore, 2019

Strategy: taking a 2 min break



Strategy: taking a 2 min break

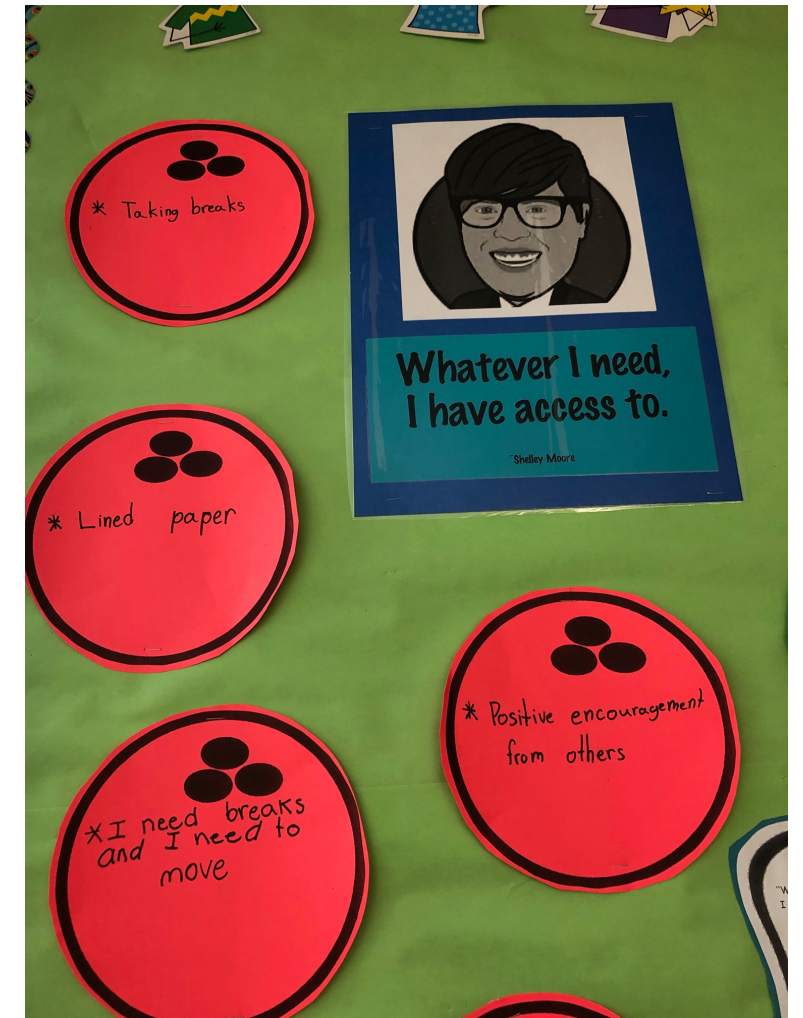
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

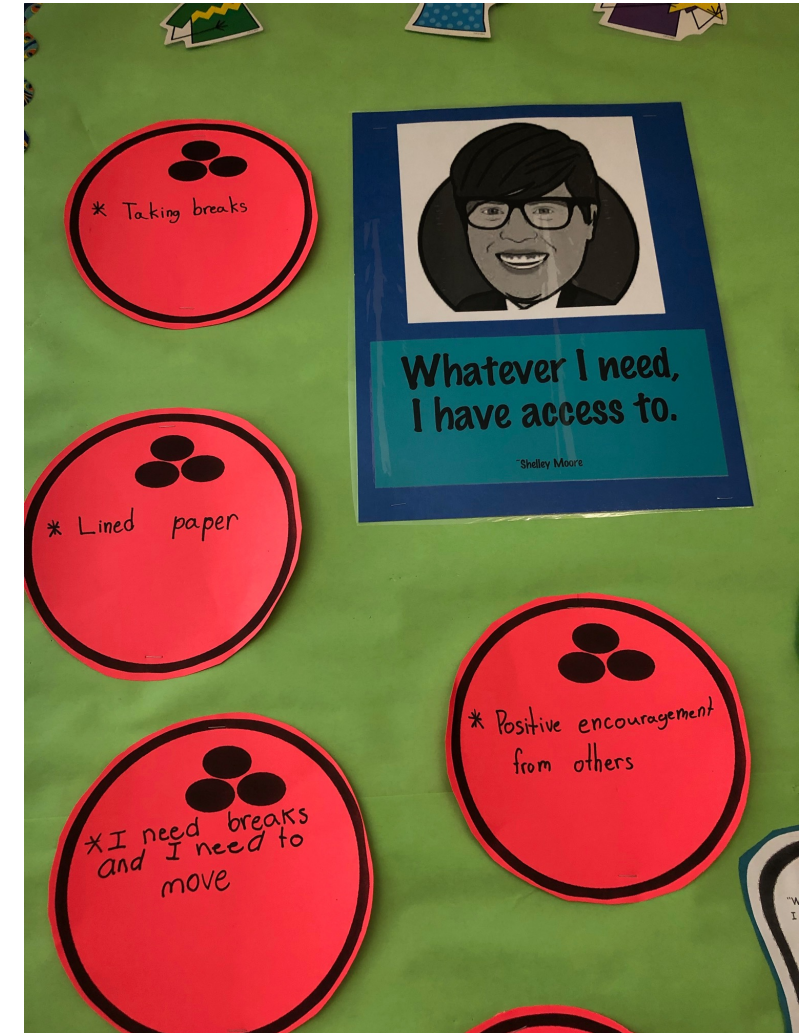
Instruct

- What is chunking text?
- Why is chunking text useful?
- How do I chunk text as a **tool** or an **action**?
 - What does chunking text *look* like when I use it?
 - What does chunking text *sound* like when I use it?
 - What does chunking text *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

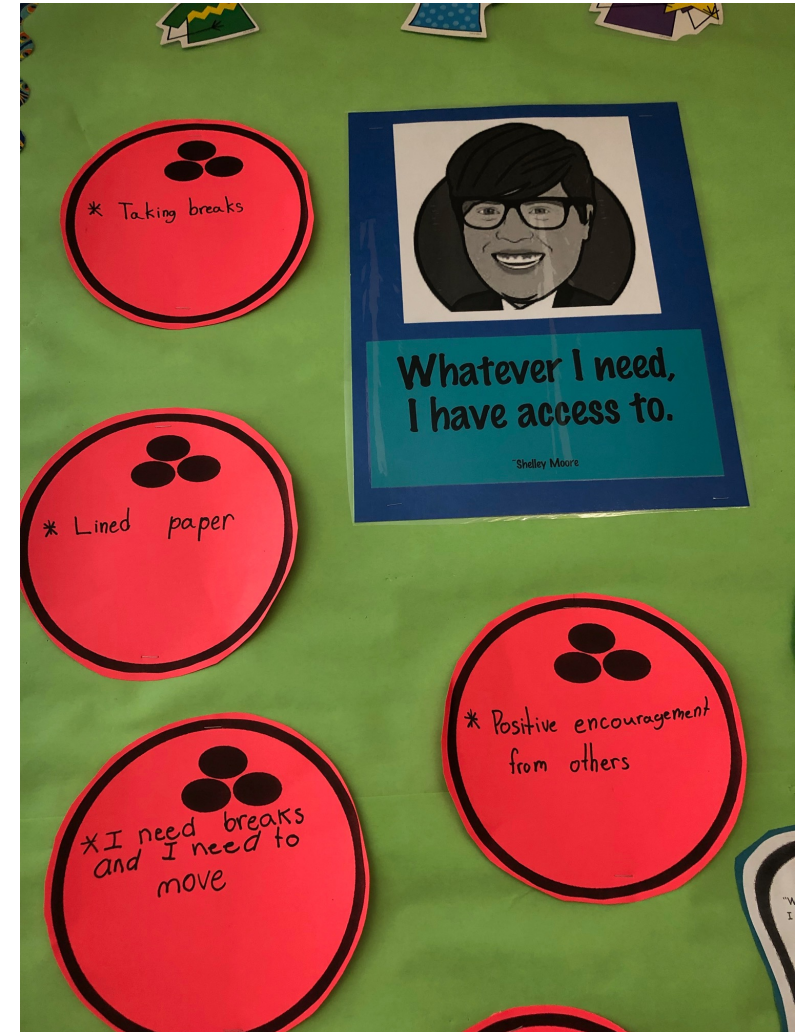
access points

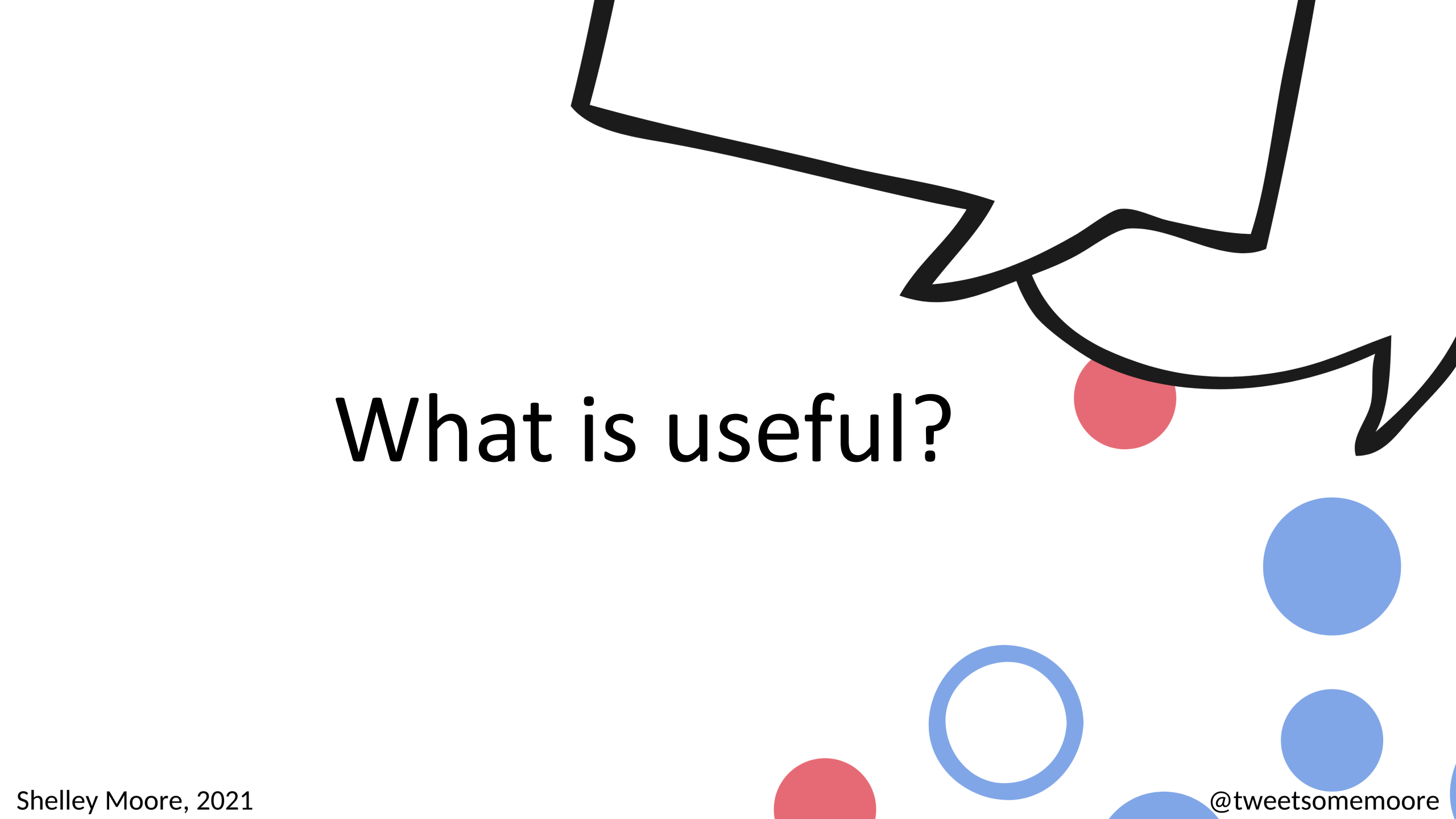
sensory tools

Snacks/ water

gum

hats



An abstract graphic featuring a thick black line that starts at the top left, curves down and to the right, then loops back up and to the right, ending near the top right. Below this line, there are several circles: one red circle is positioned near the black line, and several blue circles are scattered in the lower right area, including one that is an outline.

What is useful?

SHELLEY MOORE



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