

# 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**.



# Designing for Diversity Learning Series

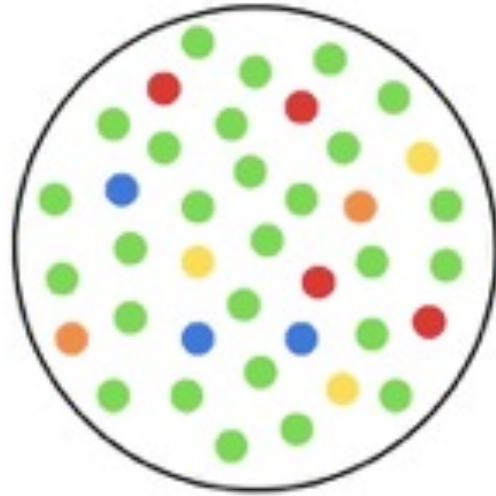
- Kick off – Aug 30
- Session 1: Sept 15 - Overview of the framework
- Session 2: Nov 10 - Getting to know and making decisions for our learners
- Session 3: Dec 19 – Responsive Needs Based Planning
- Session 4: Feb 17 – Inclusive Curricular Design Approaches
- Session 5: Mar 16 – Equity Assessment Structures
- Celebration of Learning – May 29



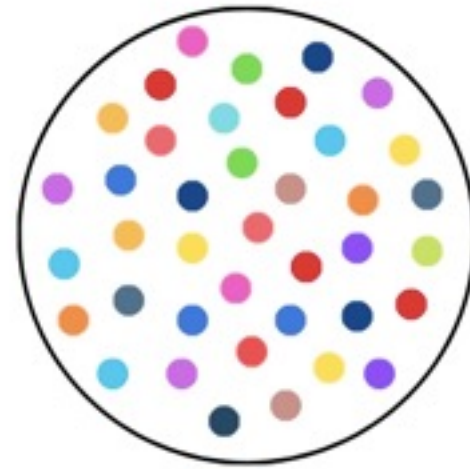
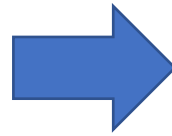
4 Minutes

What stands out from our  
last session?

# What is inclusion?



How do we include  
children with  
disabilities

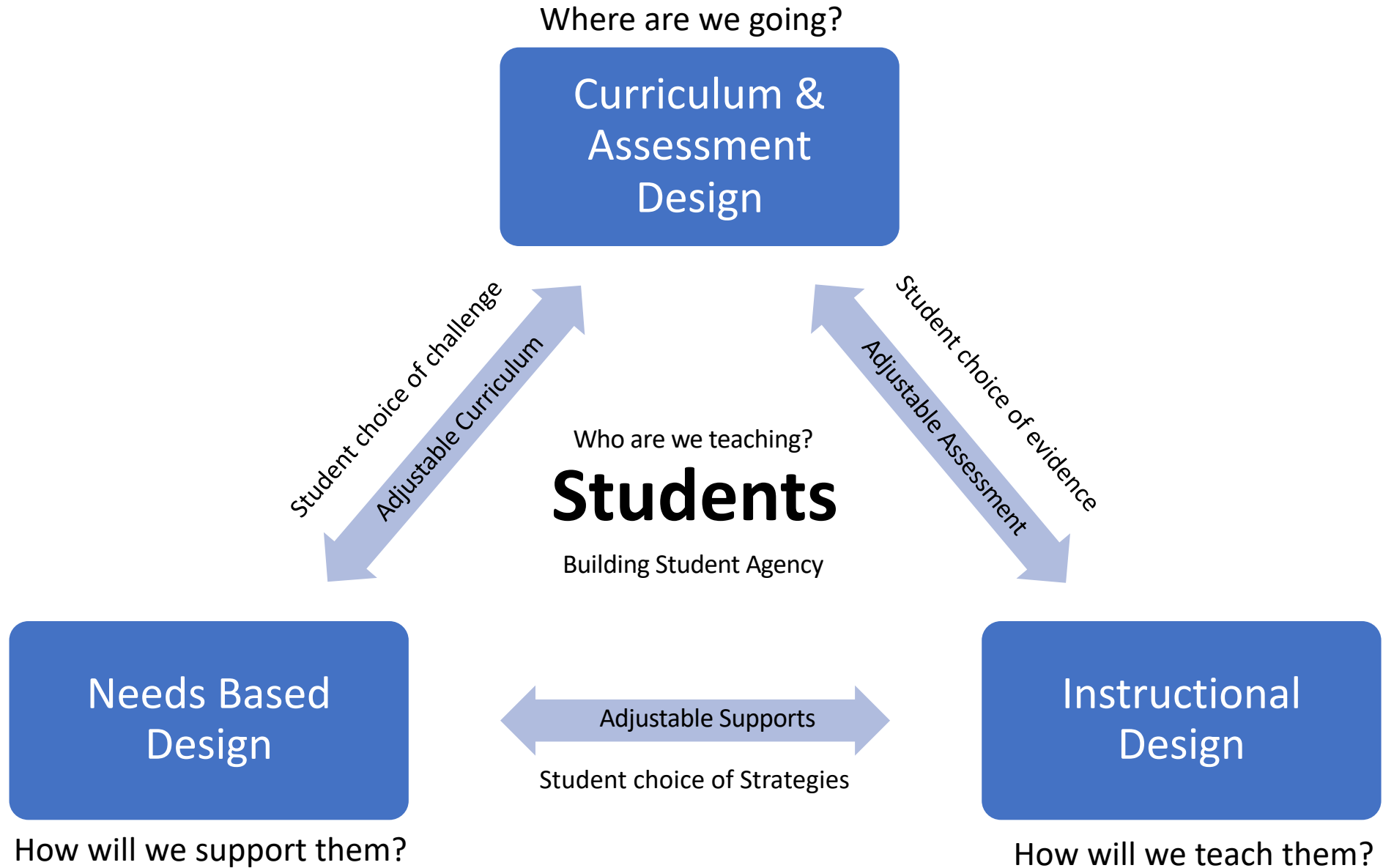


How do we teach &  
respond to the  
diversity of all children?

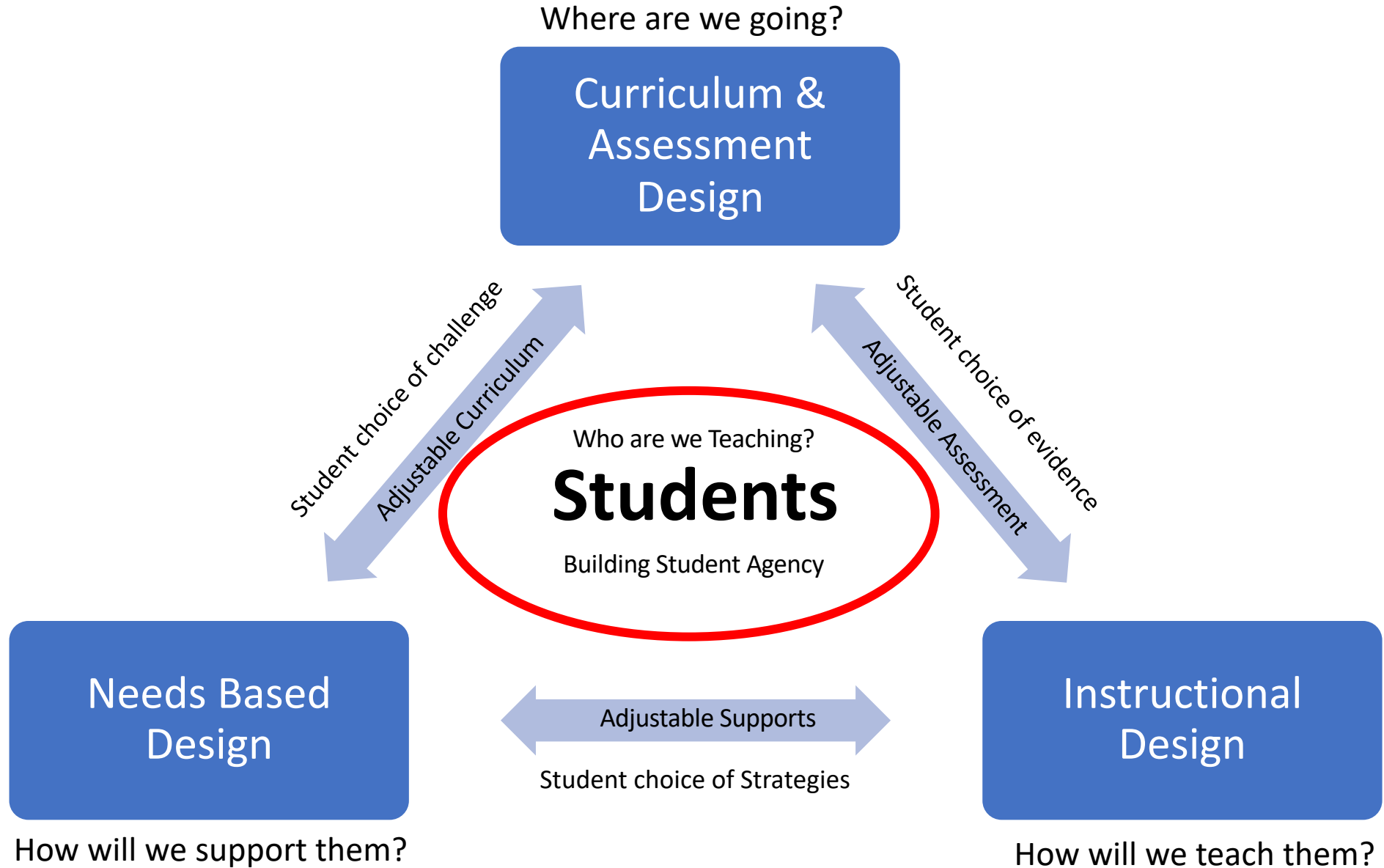
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



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



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



Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
<b>Class Identities</b>		<b>Class Interests</b>		<b>Classroom Strengths</b>	
<b>Classroom Stretches</b>					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

**We can plan for our students by getting to know their:**

- Identities
- Interests
- Strengths
- Stretches

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
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We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

# What are our **identities**?

- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are bright at school?
- What colours are bright outside of school?

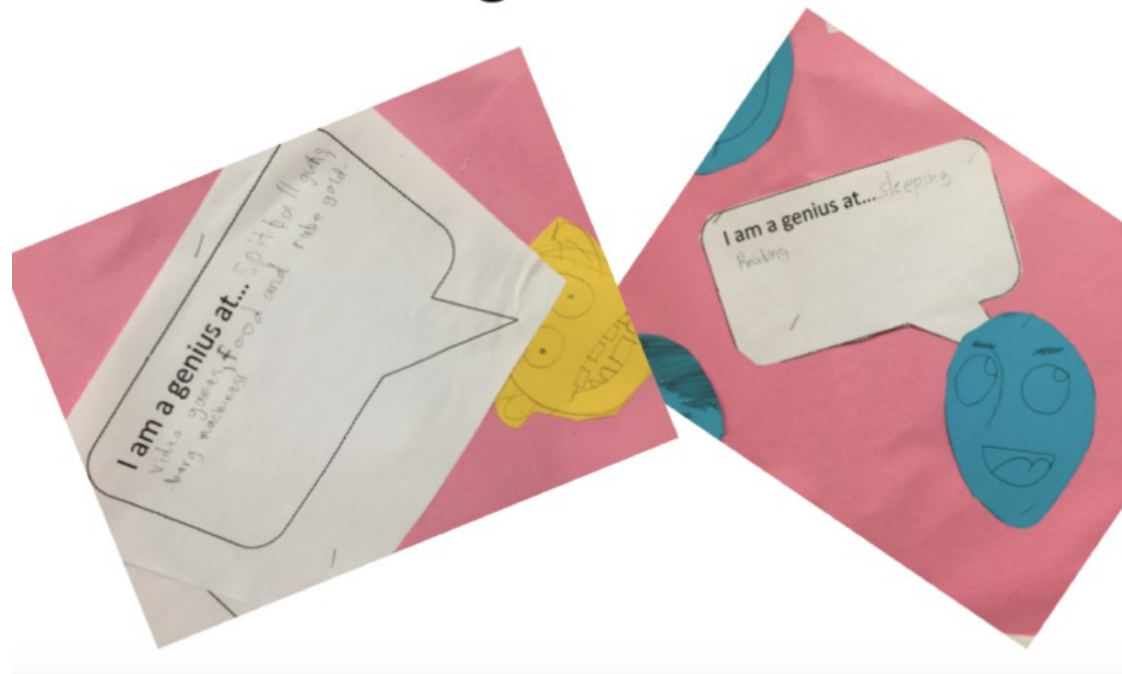




# What are my strengths??

- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?

What are strengths?



# What are my stretches??

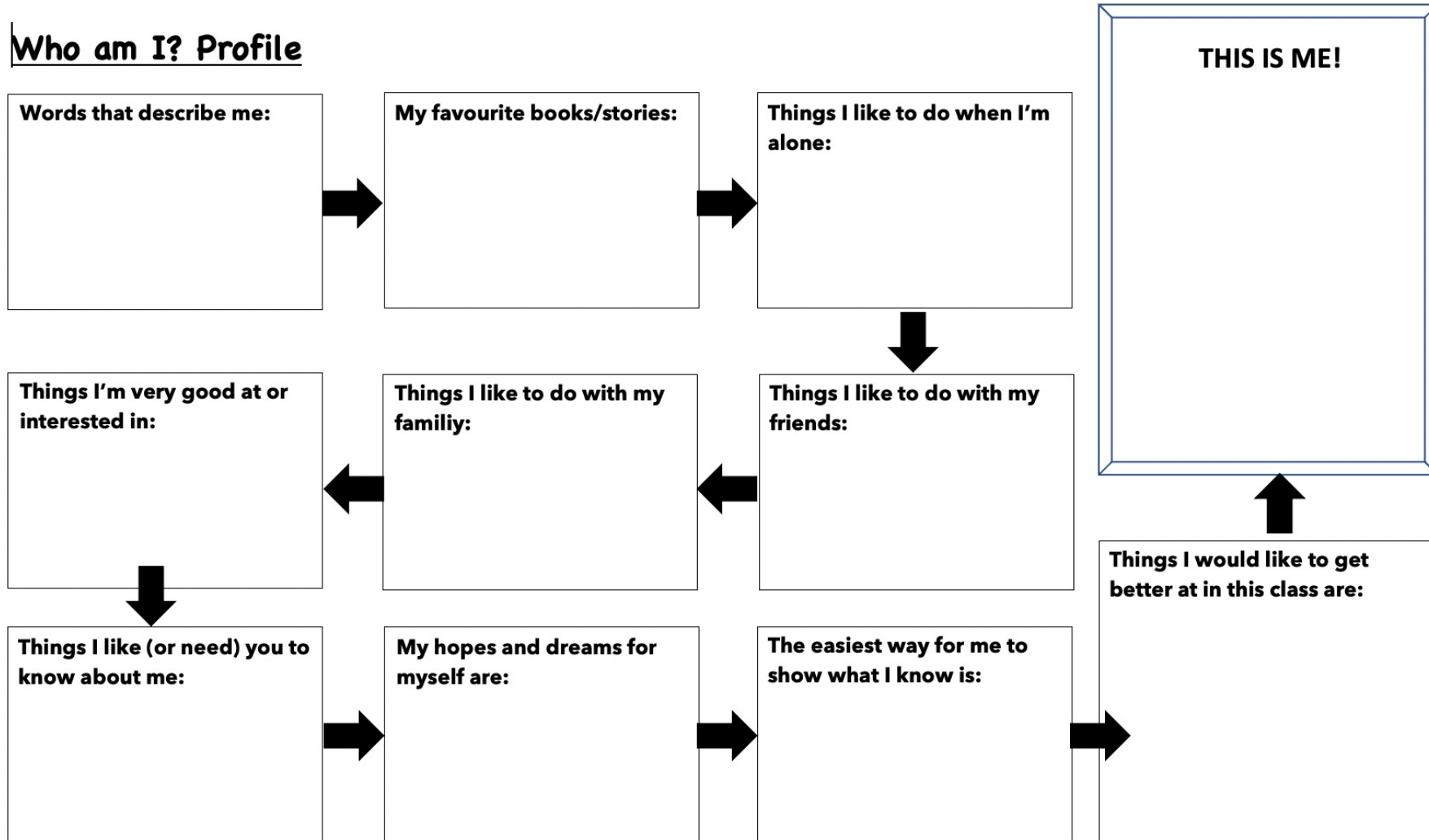
- What do I need to get better at?
- Things that are hard, but am getting better at?
- Things I need support with?



# What is the difference between Stretches and ~~weaknesses~~ Needs??

- Stretches are HARD for students, but possible! (they are not identities)
- Needs are HARD for students, but they may not be able to do something about it (barriers around them, part of their identity)
- Students may require support for both
  - Support to work on their stretches (e.g., waking up early, reading)
  - Support to navigate their needs (e.g., anxiety, memory)

# How can we can plan for our students by getting to know who they are?



# Who am I?



## Help us get to know \_\_\_\_\_!

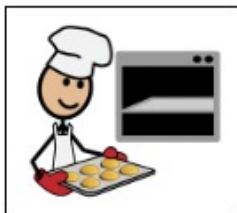
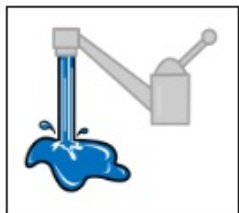
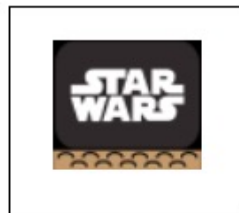
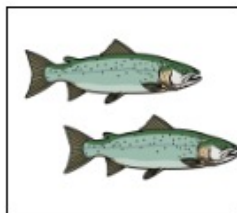
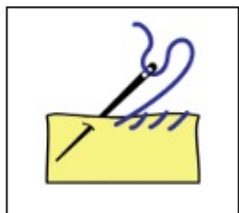
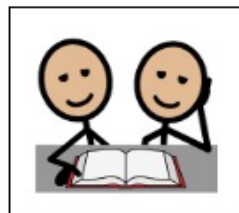
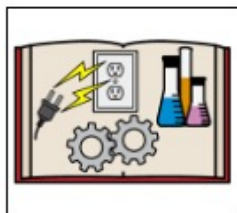
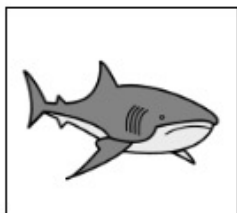
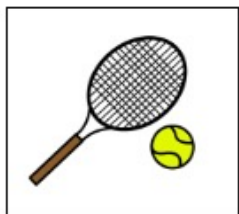
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is _____?  What words would you use to describe _____?	What is _____ interested in?  What does _____ like to do on their own, with their family and friends?	What is _____ good at?  What could _____ teach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

## Help us get to know Juni!

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



## Building my Student profile: What are my INTERESTS?

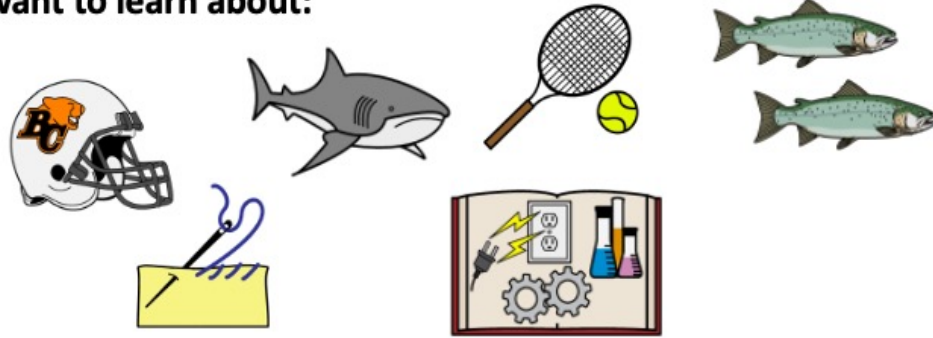




## Building my Student profile: What are my INTERESTS?

**INTERESTS** can be things we want to learn more about.

I want to learn about:



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

I like to:



# Student Dimension Inventory (Confidential)

Class:

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✓		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✓	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✓
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math - numeracy			✓
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✓		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✓	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✓	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✓	

Class Review for Grade 2		School: BG Elementary		Date: Fall 2020	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- art, hands on activities, outdoor time, listen to stories, free choice, centre time		- Students are lively, fun, never bored - Good using the zones of regulation		- fine motor, writing, math, attention seeking behaviours, temper tantrums, avoidance behaviours, defiance, saying 'no',	
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
<ul style="list-style-type: none"> <li>- How do we address a large academic spread?</li> <li>- How do we support a range of readers, including 8 students who are not decoding yet?</li> <li>- How do we manage challenging behaviours?</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Improve</b> listening skills, increase empathy, develop social skills, using words to solve their own problems, develop reading/writing skills, teach them to regulate their behaviour</li> </ul>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
<ul style="list-style-type: none"> <li>- Zones of regulation, schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, white boards, zones,</li> </ul>			<ul style="list-style-type: none"> <li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li> <li>- Teaching attention skills (stop, look listen and putting up hand)</li> <li>- Reinforce positive behaviour</li> <li>- Create a needs-based classroom support plan</li> </ul>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
<b>Engagement</b> 8.1 – Clearly communicate learning goals and targets 9.2 – Teaching students how to manage emotional responses		<ul style="list-style-type: none"> <li>- Use students' real-life experiences to connect school learning to students' lives</li> <li>- Consider different points of view</li> </ul>		<ul style="list-style-type: none"> <li>- Problem Solving</li> </ul>	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>		<b>Need: Personal Safety (leaving the classroom)</b> <u>CT</u> , EB, AR		<b>Need: Self Regulation</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	
<b>Need: Social Skills (Problem Solving)</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ					

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

Class Review for: Gr 7-9 Socials		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
<b>Some BIG goals we have for this class:</b>					
<ul style="list-style-type: none"> <li>- J: reading, love of knowledge and curiosity</li> <li>- S: being a good citizen, making good decisions when no one is watching, develop leaders</li> <li>- P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school</li> <li>- K: Confidence, leadership, stand up and support each other, take risks</li> </ul>					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
<b>Decisions:</b> Something we are trying/ want to try			<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets
<b>What have we tried that is working?</b> - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) <b>What do we still want to try?</b> - Hands on approach, how to make humanities more hands on and visual <b>How do we want to work together?</b> Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
<b>Decision:</b> Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
<b>Need: Social Skills</b> RW, JH, LL, LG, AF, LD		<b>Need: Focus/Attention</b> JH, RW, LL, HP, LG, AF, LD		<b>Need: Organization</b> JH, everyone	
				<b>Need: Transition</b> RW, JH, everyone	

Class Review for: Gr 11 Socials	Teacher: SB, JH, 2EA	Date: Feb 2022
We can plan for our students by getting to know the:		
<b>Interests</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Interests: phones, social media, tech, sports-oriented, hockey, Olympics, drama, energy/ upbeat, humour/banter, theatrics	Strengths: class conversations, technology, creative, showing knowledge in different ways, resourceful, strategic, story telling, relationships/connection, hands on learning	Stretches: social emotional needs, attendance, literacy, every student but one has an IEP/SSP, peer conflict, managing their phones, seeing the purpose to SS, independence, dependent on EA, attention, risk taking, vulnerability
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b> SB- seeing the purpose and value of school/ social studies, seeing their place in the world/ society JH – social, working together, critical thinking skills, navigate difference, take risks,		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
Works - routine, creative projects, building on strengths (using tech), working with hands - Structure, relationships, safe space  What to try - Expressing learning in new formats (more than worksheet) - Tie in literacy/ graphic novel - Project based learning/ arts - Show learning in different ways - Seeing phone as a tool, not an escape	We can reduce distractions on the classroom and build a safe place for students to take risks and help them set their own learning goals to build confidence and take ownership of their learning (7.3, 9.1)  We can support students understand new information (process) by connect new learning to big ideas and design lesson tasks and activities that allow them to process new information (3.2, 3.3)  We can support students to share what they know by teaching them to formats to express with, scaffold options of challenge to increase their independence, guide students through goals setting and reflection through learning targets, and teach them to recognize and organize their evidence of learning to determine which is best (5.1,5.3,6.1,6.3)	We can be culturally responsive teaching by -Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.  Teachers helps students appreciate current and historical events from multiple perspectives. -
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies to target for this class: critical thinking		



4 Minutes

How does this connect  
with what you are already  
doing?

**Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:**

- What are some big questions we have about this class?
- What are some big goals we have for this class?
- What have we tried that is working?

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
<b>Class Identities</b>		<b>Class Interests</b>		<b>Classroom Strengths</b>	
<b>Classroom Stretches</b>					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
Some big questions we have about this class:			Some BIG goals we have for this class:		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
What have we tried that is working?			What do we still want to try?		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

Class Review for Grade 2		School: BG Elementary		Date: Fall 2020	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- art, hands on activities, outdoor time, listen to stories, free choice, centre time		- Students are lively, fun, never bored - Good using the zones of regulation		- fine motor, writing, math, attention seeking behaviours, temper tantrums, avoidance behaviours, defiance, saying 'no',	
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
<ul style="list-style-type: none"> <li>- How do we address a large academic spread?</li> <li>- How do we support a range of readers, including 8 students who are not decoding yet?</li> <li>- How do we manage challenging behaviours?</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Improve</b> listening skills, increase empathy, develop social skills, using words to solve their own problems, develop reading/writing skills, teach them to regulate their behaviour</li> </ul>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
<ul style="list-style-type: none"> <li>- Zones of regulation, schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, white boards, zones,</li> </ul>			<ul style="list-style-type: none"> <li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li> <li>- Teaching attention skills (stop, look listen and putting up hand)</li> <li>- Reinforce positive behaviour</li> <li>- Create a needs-based classroom support plan</li> </ul>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
<b>Engagement</b> 8.1 – Clearly communicate learning goals and targets 9.2 – Teaching students how to manage emotional responses		<ul style="list-style-type: none"> <li>- Use students' real-life experiences to connect school learning to students' lives</li> <li>- Consider different points of view</li> </ul>		<ul style="list-style-type: none"> <li>- Problem Solving</li> </ul>	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>		<b>Need: Personal Safety (leaving the classroom)</b> <u>CT</u> , EB, AR		<b>Need: Self Regulation</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	
<b>Need: Social Skills (Problem Solving)</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ					

Class Review for: Gr 7-9 Socials		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
<b>Some BIG goals we have for this class:</b>					
<ul style="list-style-type: none"> <li>- J: reading, love of knowledge and curiosity</li> <li>- S: being a good citizen, making good decisions when no one is watching, develop leaders</li> <li>- P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school</li> <li>- K: Confidence, leadership, stand up and support each other, take risks</li> </ul>					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
<b>Decisions:</b> Something we are trying/ want to try			<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets
<b>What have we tried that is working?</b> - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) <b>What do we still want to try?</b> - Hands on approach, how to make humanities more hands on and visual <b>How do we want to work together?</b> Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
<b>Decision:</b> Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
<b>Need: Social Skills</b> RW, JH, LL, LG, AF, LD		<b>Need: Focus/Attention</b> JH, RW, LL, HP, LG, AF, LD		<b>Need: Organization</b> JH, everyone	
				<b>Need: Transition</b> RW, JH, everyone	

Class Review for: Gr 11 Socials	Teacher: SB, JH, 2EA	Date: Feb 2022
We can plan for our students by getting to know the:		
Interests	Classroom Strengths	Classroom Stretches
Interests: phones, social media, tech, sports-oriented, hockey, Olympics, drama, energy/ upbeat, humour/banter, theatrics	Strengths: class conversations, technology, creative, showing knowledge in different ways, resourceful, strategic, story telling, relationships/connection, hands on learning	Stretches: social emotional needs, attendance, literacy, every student but one has an IEP/SSP, peer conflict, managing their phones, seeing the purpose to SS, independence, dependent on EA, attention, risk taking, vulnerability
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b> SB- seeing the purpose and value of school/ social studies, seeing their place in the world/ society JH – social, working together, critical thinking skills, navigate difference, take risks,		
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)
Works - routine, creative projects, building on strengths (using tech), working with hands - Structure, relationships, safe space  What to try - Expressing learning in new formats (more than worksheet) - Tie in literacy/ graphic novel - Project based learning/ arts - Show learning in different ways - Seeing phone as a tool, not an escape	We can reduce distractions on the classroom and build a safe place for students to take risks and help them set their own learning goals to build confidence and take ownership of their learning (7.3, 9.1)  We can support students understand new information (process) by connect new learning to big ideas and design lesson tasks and activities that allow them to process new information (3.2, 3.3)  We can support students to share what they know by teaching them to formats to express with, scaffold options of challenge to increase their independence, guide students through goals setting and reflection through learning targets, and teach them to recognize and organize their evidence of learning to determine which is best (5.1,5.3,6.1,6.3)	We can be culturally responsive teaching by -Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.  Teachers helps students appreciate current and historical events from multiple perspectives. -
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies to target for this class: critical thinking		



4 Minutes

What are some of your  
questions about a class?  
What are some goals you  
have for them?

**Based on what we know and are wondering, what decisions can we make that can reduce barriers in the classroom...**

What are **barriers**??



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





What is happening in the environment?



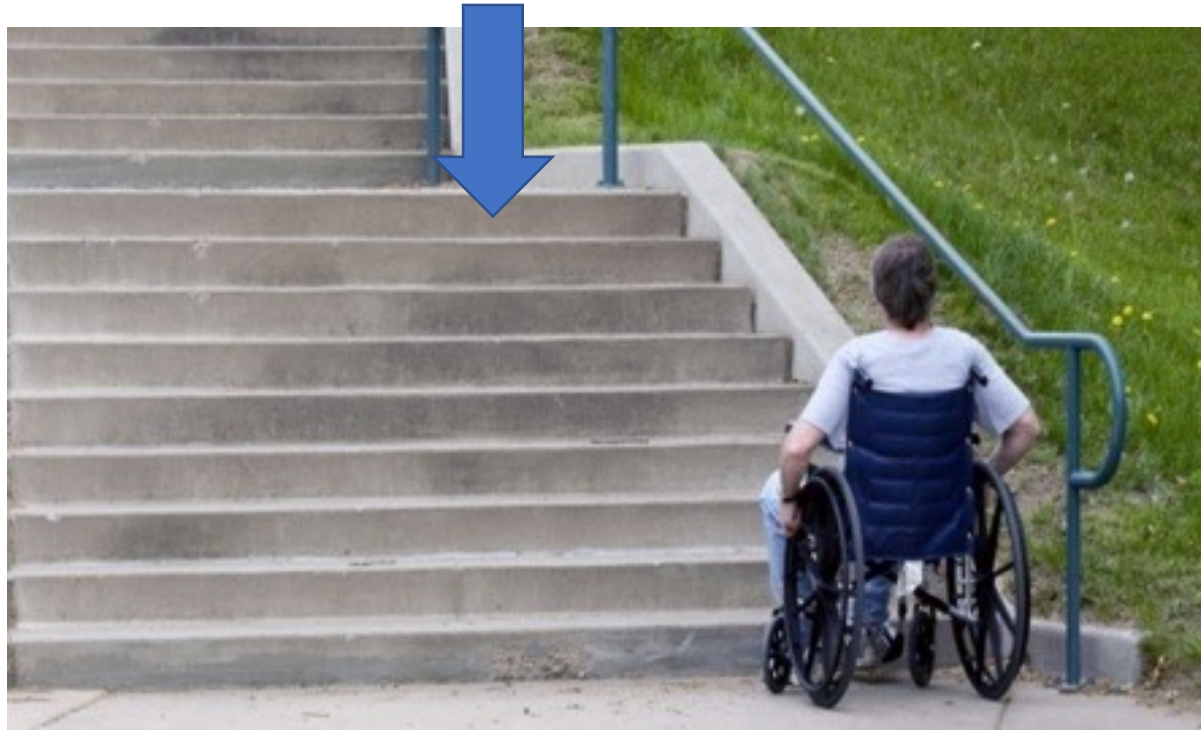
4 Minutes

What barriers are getting in  
the way for the students  
you work with?

What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

How can we **REDUCE** barriers??

What are **barriers**??

PHYSICAL



To  
LEARNING

To  
EQUITY

How can we **REDUCE** barriers??

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
<b>Class Identities</b>		<b>Class Interests</b>		<b>Classroom Strengths</b>	
<b>Classroom Stretches</b>					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

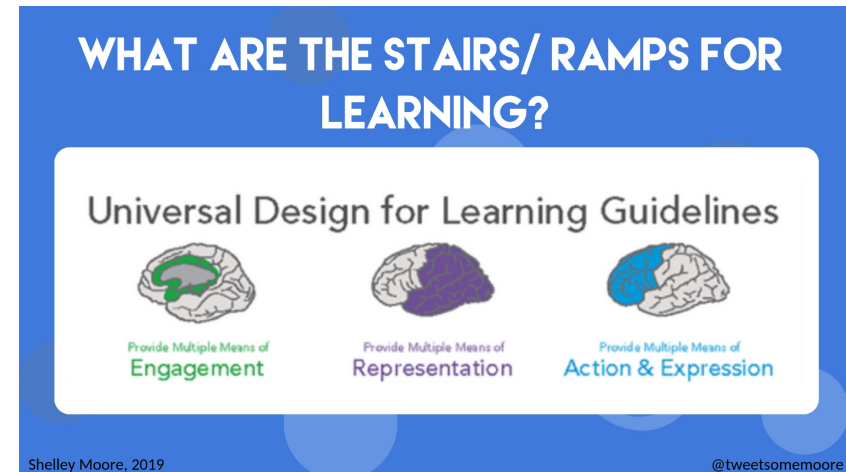
**Based on what we know and are wondering,  
what decisions can we make that can reduce  
barriers in the classroom...**

- **By committing to UDL targets**
  - What are barriers to engagement?
  - What are barriers to receiving and understanding new information?
  - What are barriers to sharing learning with others?

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
<b>Class Identities</b>		<b>Class Interests</b>		<b>Classroom Strengths</b>	
<b>Classroom Stretches</b>					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

# 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](http://www.CAST.org)

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

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

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

Class Review for Grade 2		School: BG Elementary		Date: Fall 2020	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- art, hands on activities, outdoor time, listen to stories, free choice, centre time		- Students are lively, fun, never bored - Good using the zones of regulation		- fine motor, writing, math, attention seeking behaviours, temper tantrums, avoidance behaviours, defiance, saying 'no',	
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
<ul style="list-style-type: none"> <li>- How do we address a large academic spread?</li> <li>- How do we support a range of readers, including 8 students who are not decoding yet?</li> <li>- How do we manage challenging behaviours?</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Improve</b> listening skills, increase empathy, develop social skills, using words to solve their own problems, develop reading/writing skills, teach them to regulate their behaviour</li> </ul>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
<ul style="list-style-type: none"> <li>- Zones of regulation, schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, white boards, zones,</li> </ul>			<ul style="list-style-type: none"> <li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li> <li>- Teaching attention skills (stop, look listen and putting up hand)</li> <li>- Reinforce positive behaviour</li> <li>- Create a needs-based classroom support plan</li> </ul>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
<b>Engagement</b> 8.1 – Clearly communicate learning goals and targets 9.2 – Teaching students how to manage emotional responses		<ul style="list-style-type: none"> <li>- Use students' real-life experiences to connect school learning to students' lives</li> <li>- Consider different points of view</li> </ul>		<ul style="list-style-type: none"> <li>- Problem Solving</li> </ul>	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>		<b>Need: Personal Safety (leaving the classroom)</b> <u>CT</u> , EB, AR		<b>Need: Self Regulation</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	
<b>Need: Social Skills (Problem Solving)</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ					

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

Class Review for: Gr 7-9 Socials		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
<b>Some BIG goals we have for this class:</b>					
<ul style="list-style-type: none"> <li>- J: reading, love of knowledge and curiosity</li> <li>- S: being a good citizen, making good decisions when no one is watching, develop leaders</li> <li>- P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school</li> <li>- K: Confidence, leadership, stand up and support each other, take risks</li> </ul>					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
<b>Decisions:</b> Something we are trying/ want to try			<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets
<b>What have we tried that is working?</b> - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) <b>What do we still want to try?</b> - Hands on approach, how to make humanities more hands on and visual <b>How do we want to work together?</b> Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
<b>Decision:</b> Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
<b>Need: Social Skills</b> RW, JH, LL, LG, AF, LD		<b>Need: Focus/Attention</b> JH, RW, LL, HP, LG, AF, LD		<b>Need: Organization</b> JH, everyone	
				<b>Need: Transition</b> RW, JH, everyone	

Class Review for: Gr 11 Socials	Teacher: SB, JH, 2EA	Date: Feb 2022
We can plan for our students by getting to know the:		
<b>Interests</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Interests: phones, social media, tech, sports-oriented, hockey, Olympics, drama, energy/ upbeat, humour/banter, theatrics	Strengths: class conversations, technology, creative, showing knowledge in different ways, resourceful, strategic, story telling, relationships/connection, hands on learning	Stretches: social emotional needs, attendance, literacy, every student but one has an IEP/SSP, peer conflict, managing their phones, seeing the purpose to SS, independence, dependent on EA, attention, risk taking, vulnerability
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b> SB- seeing the purpose and value of school/ social studies, seeing their place in the world/ society JH – social, working together, critical thinking skills, navigate difference, take risks,		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
Works - routine, creative projects, building on strengths (using tech), working with hands - Structure, relationships, safe space  What to try - Expressing learning in new formats (more than worksheet) - Tie in literacy/ graphic novel - Project based learning/ arts - Show learning in different ways - Seeing phone as a tool, not an escape	We can reduce distractions on the classroom and build a safe place for students to take risks and help them set their own learning goals to build confidence and take ownership of their learning (7.3, 9.1)  We can support students understand new information (process) by connect new learning to big ideas and design lesson tasks and activities that allow them to process new information (3.2, 3.3)  We can support students to share what they know by teaching them to formats to express with, scaffold options of challenge to increase their independence, guide students through goals setting and reflection through learning targets, and teach them to recognize and organize their evidence of learning to determine which is best (5.1,5.3,6.1,6.3)	We can be culturally responsive teaching by -Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.  Teachers helps students appreciate current and historical events from multiple perspectives. -
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies to target for this class: critical thinking		



4 Minutes

How would targeting UDL impact students you work with?

- Supporting how they engage?
- Supporting how they understand?
- Supporting how they share what they know?

What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

How can we **REDUCE** barriers??

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
<b>Class Identities</b>		<b>Class Interests</b>		<b>Classroom Strengths</b>	
<b>Classroom Stretches</b>					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need:</b>		<b>Need:</b>		<b>Need:</b>	

**Based on what we know and are wondering,  
what decisions can we make that can reduce  
barriers in the classroom...**

- **By committing to equity & reconciliation  
targets**
  - What is getting in the way for students who have (and are) navigating systems of marginalization and oppression?

# 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:
  - Indigenous Students
  - Racialized Students
  - New Immigrants
  - Refugees
  - Multi Lingual Learners
  - Students with disabilities
  - LGBTQ2S+
  - Students negotiating mental health/trauma/poverty

# Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect cultural awareness through examples. This tool can be used as self-reflection or by an external observer to become more aware of equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject	
Equitable Classroom Practice					
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					

1. Welcomes students by name as they enter the classroom

*Asks students for correct pronunciation of their names; correctly pronounces students' names*

2. Uses eye contact with all students

*Makes culturally appropriate eye contact with all students*

3. Uses proximity with all students equitably

*Circulates around student work areas to be close to all students*

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important

*Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*

5. Arranges the classroom to accommodate discussion

*Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*

6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students

*Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*

7. Uses a variety of visual aids and props to support student learning

*Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*

8. Learns, uses, and displays some words in students' heritage language




*Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom*

## Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher	Observer	Subject	Date/Time	Observed (1 point)	Not Observed (0 points)
<b>Equitable Classroom Practice</b>					
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>					
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>					
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>					
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>					
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>					
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>					
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>					
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>					
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boogie, Last Word)</i>					
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>					
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>					

## Culturally Responsive School Checklist and Goal Setting

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

Class Review for Grade 2		School: BG Elementary		Date: Fall 2020	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- art, hands on activities, outdoor time, listen to stories, free choice, centre time		- Students are lively, fun, never bored - Good using the zones of regulation		- fine motor, writing, math, attention seeking behaviours, temper tantrums, avoidance behaviours, defiance, saying 'no',	
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
<b>Some big questions we have about this class:</b>			<b>Some BIG goals we have for this class:</b>		
<ul style="list-style-type: none"> <li>- How do we address a large academic spread?</li> <li>- How do we support a range of readers, including 8 students who are not decoding yet?</li> <li>- How do we manage challenging behaviours?</li> </ul>			<ul style="list-style-type: none"> <li>- <b>Improve</b> listening skills, increase empathy, develop social skills, using words to solve their own problems, develop reading/writing skills, teach them to regulate their behaviour</li> </ul>		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
<b>What have we tried that is working?</b>			<b>What do we still want to try?</b>		
<ul style="list-style-type: none"> <li>- Zones of regulation, schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, white boards, zones,</li> </ul>			<ul style="list-style-type: none"> <li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li> <li>- Teaching attention skills (stop, look listen and putting up hand)</li> <li>- Reinforce positive behaviour</li> <li>- Create a needs-based classroom support plan</li> </ul>		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets		<b>Decision:</b> Commitments to Core Competencies	
<b>Engagement</b> 8.1 – Clearly communicate learning goals and targets 9.2 – Teaching students how to manage emotional responses		<ul style="list-style-type: none"> <li>- Use students' real-life experiences to connect school learning to students' lives</li> <li>- Consider different points of view</li> </ul>		<ul style="list-style-type: none"> <li>- Problem Solving</li> </ul>	
We can meet these goals by prioritizing and responding to the needs of this class:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>		<b>Need: Personal Safety (leaving the classroom)</b> <u>CT</u> , EB, AR		<b>Need: Self Regulation</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	
<b>Need: Social Skills (Problem Solving)</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ					

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

Class Review for: Gr 7-9 Socials		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
<b>Class Interests</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
<b>Some BIG goals we have for this class:</b>					
<ul style="list-style-type: none"> <li>- J: reading, love of knowledge and curiosity</li> <li>- S: being a good citizen, making good decisions when no one is watching, develop leaders</li> <li>- P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school</li> <li>- K: Confidence, leadership, stand up and support each other, take risks</li> </ul>					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
<b>Decisions:</b> Something we are trying/ want to try			<b>Decision:</b> Commitments to UDL targets		<b>Decision:</b> Commitments to Equity and Reconciliation Targets
<b>What have we tried that is working?</b> - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) <b>What do we still want to try?</b> - Hands on approach, how to make humanities more hands on and visual <b>How do we want to work together?</b> Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
<b>Decision:</b> Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
<b>Need: Social Skills</b> RW, JH, LL, LG, AF, LD		<b>Need: Focus/Attention</b> JH, RW, LL, HP, LG, AF, LD		<b>Need: Organization</b> JH, everyone	
				<b>Need: Transition</b> RW, JH, everyone	

Class Review for: Gr 11 Socials	Teacher: SB, JH, 2EA	Date: Feb 2022
We can plan for our students by getting to know the:		
<b>Interests</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Interests: phones, social media, tech, sports-oriented, hockey, Olympics, drama, energy/ upbeat, humour/banter, theatrics	Strengths: class conversations, technology, creative, showing knowledge in different ways, resourceful, strategic, story telling, relationships/connection, hands on learning	Stretches: social emotional needs, attendance, literacy, every student but one has an IEP/SSP, peer conflict, managing their phones, seeing the purpose to SS, independence, dependent on EA, attention, risk taking, vulnerability
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b> SB- seeing the purpose and value of school/ social studies, seeing their place in the world/ society JH – social, working together, critical thinking skills, navigate difference, take risks,		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
Works - routine, creative projects, building on strengths (using tech), working with hands - Structure, relationships, safe space  What to try - Expressing learning in new formats (more than worksheet) - Tie in literacy/ graphic novel - Project based learning/ arts - Show learning in different ways - Seeing phone as a tool, not an escape	We can reduce distractions on the classroom and build a safe place for students to take risks and help them set their own learning goals to build confidence and take ownership of their learning (7.3, 9.1)  We can support students understand new information (process) by connect new learning to big ideas and design lesson tasks and activities that allow them to process new information (3.2, 3.3)  We can support students to share what they know by teaching them to formats to express with, scaffold options of challenge to increase their independence, guide students through goals setting and reflection through learning targets, and teach them to recognize and organize their evidence of learning to determine which is best (5.1,5.3,6.1,6.3)	We can be culturally responsive teaching by -Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.  Teachers helps students appreciate current and historical events from multiple perspectives. -
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies to target for this class: critical thinking		



4 Minutes

In what ways do you see classrooms, schools and communities trying to reduce barriers to equity?

What do you think would be a good next step, or an area that still needs attention?

# Homework



Complete a Classroom Review by:

- Reflecting on your own perspective
- Reflecting on the students' perspective
- Asking some questions and Setting some goals
- Choosing a UDL, equity and competency to target
- Prioritizing needs

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