

SHELLEY MOORE



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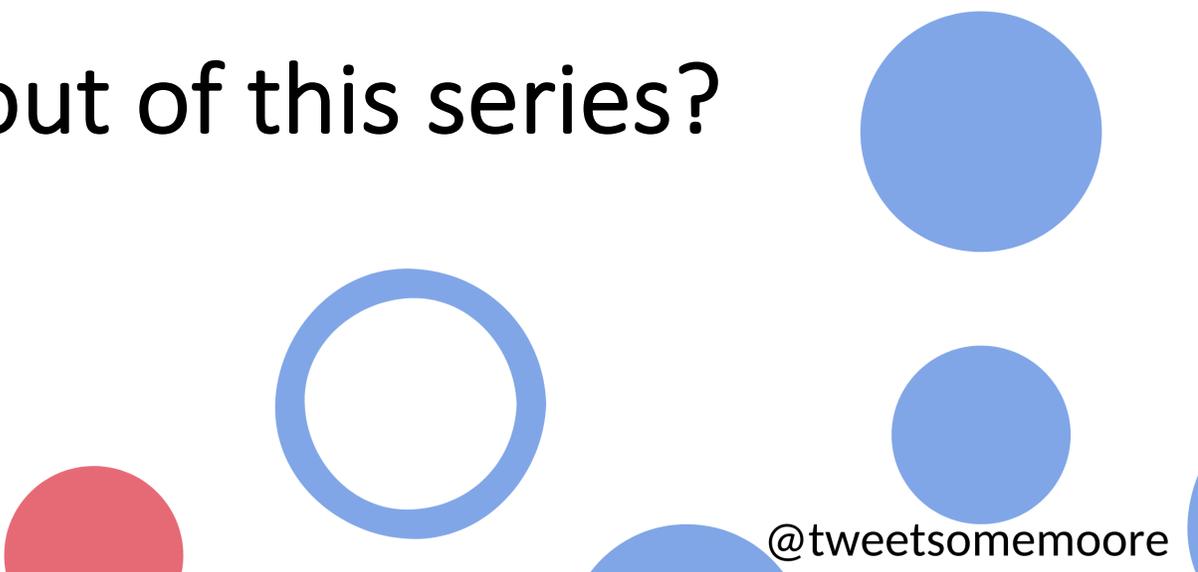
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Introduce your table
- names/role/grade/subject area

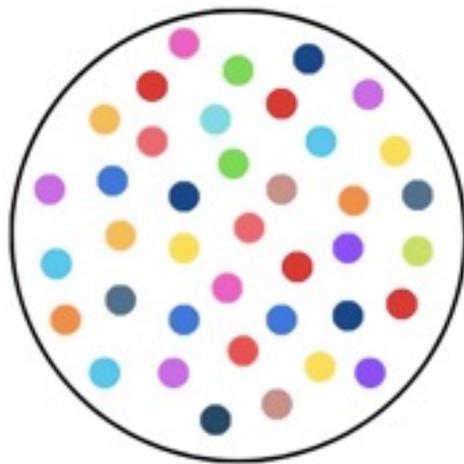
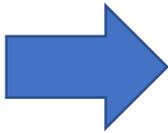
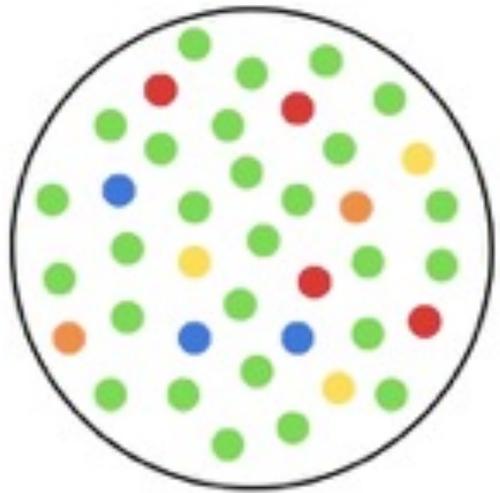
What are you hoping to get out of this series?





WHAT DOES INCLUSION MEAN?

What is inclusion?



How do we include
people with
disabilitites?

How do we teach
to diversity?



Now What?!

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

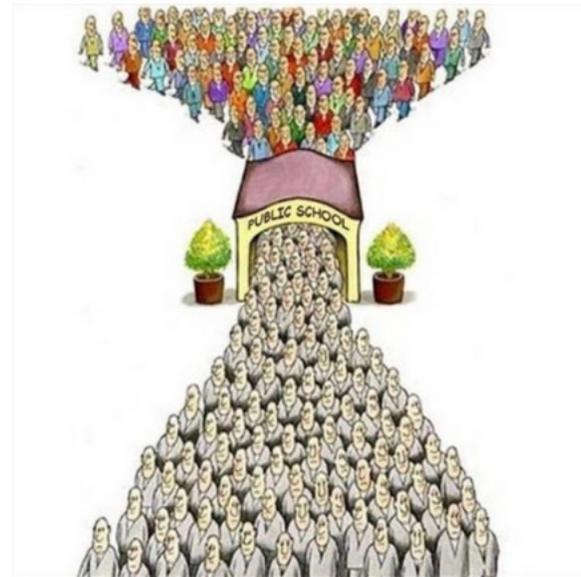
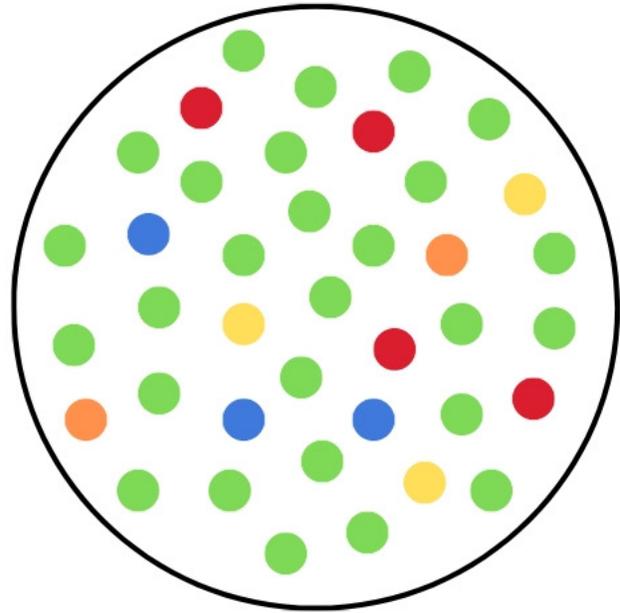


Understand **WHY** it is important...



How to we do it?

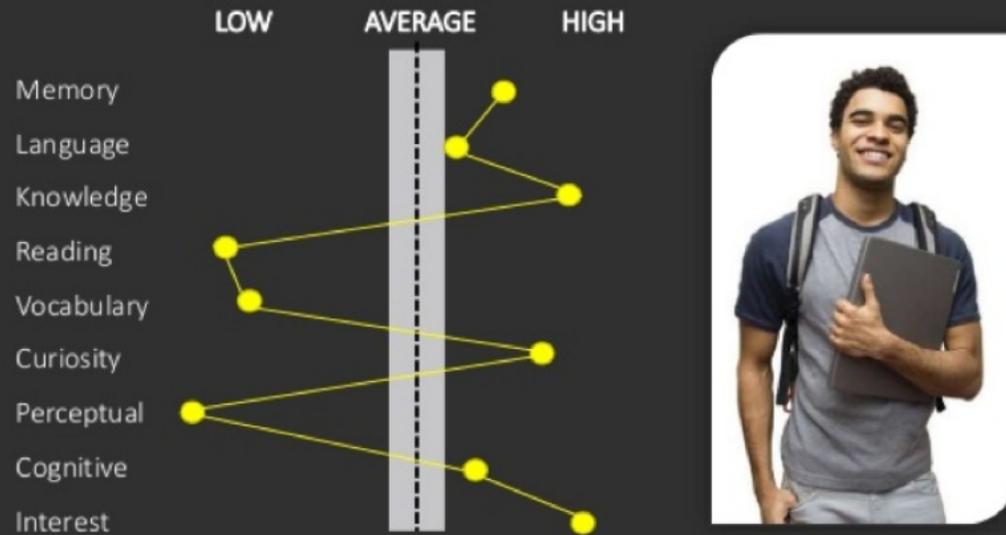
WHERE DID **GREEN** COME FROM?



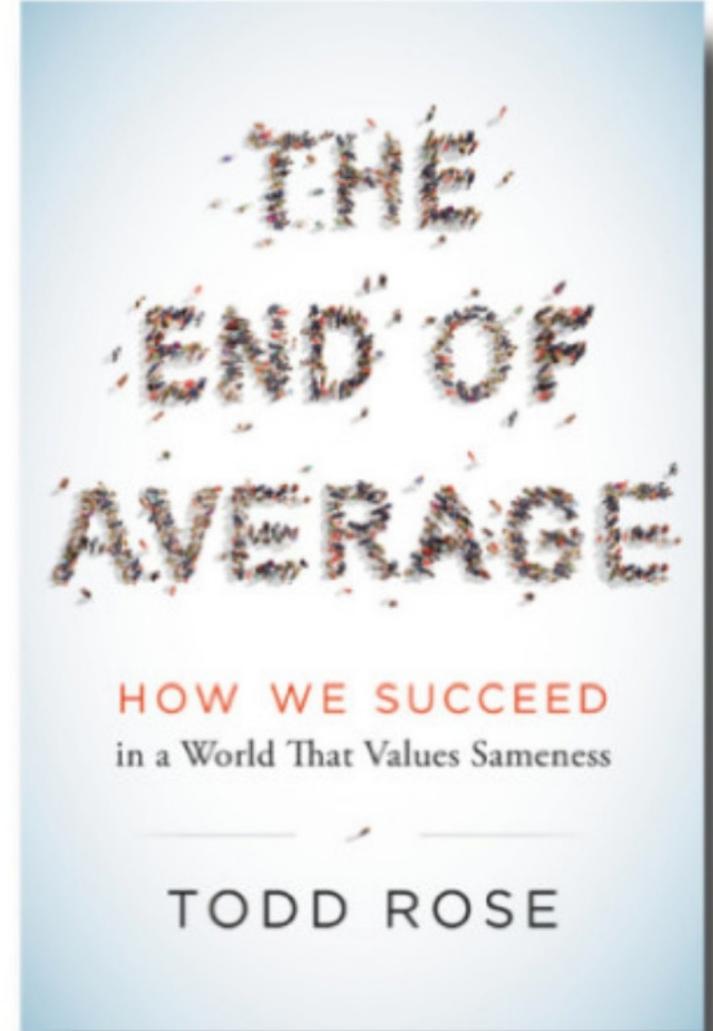
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

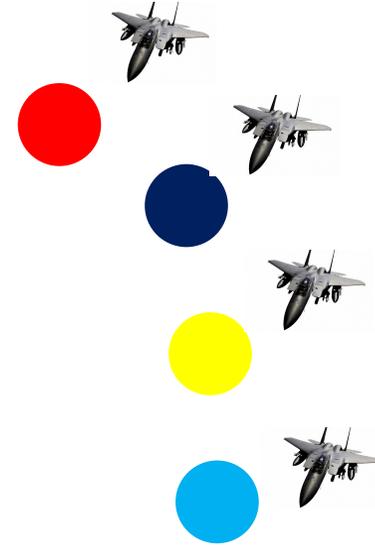
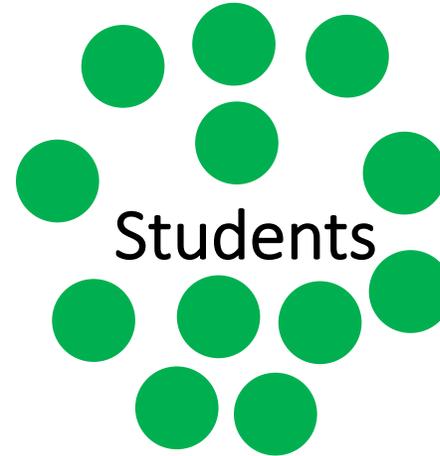
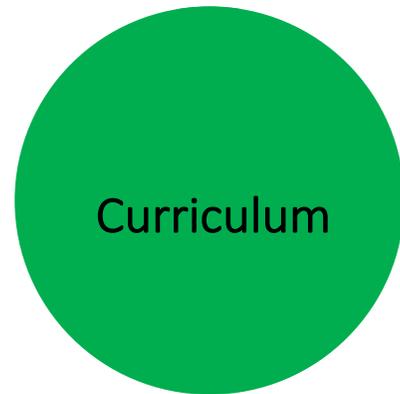
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT





What are you connecting to?

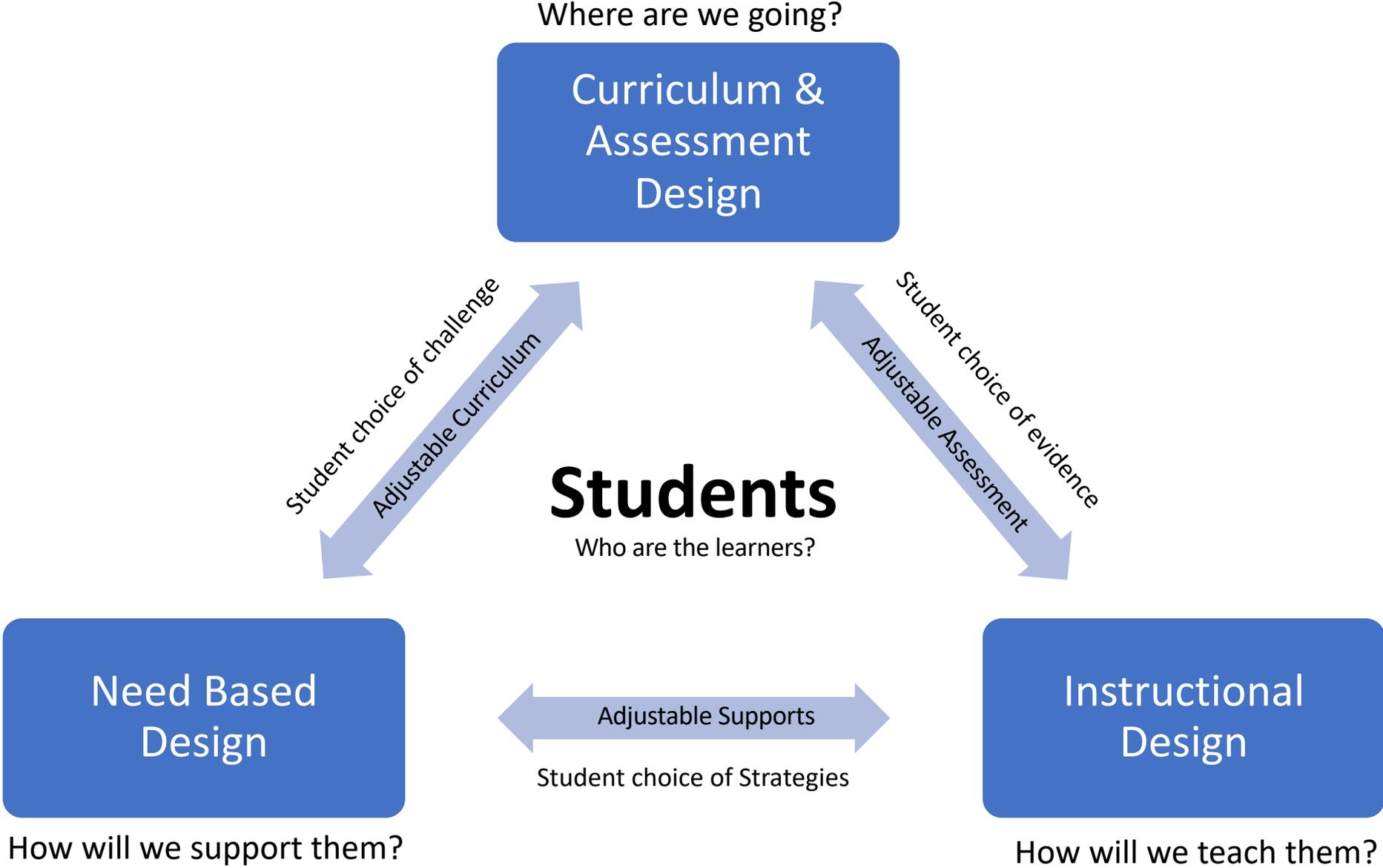
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

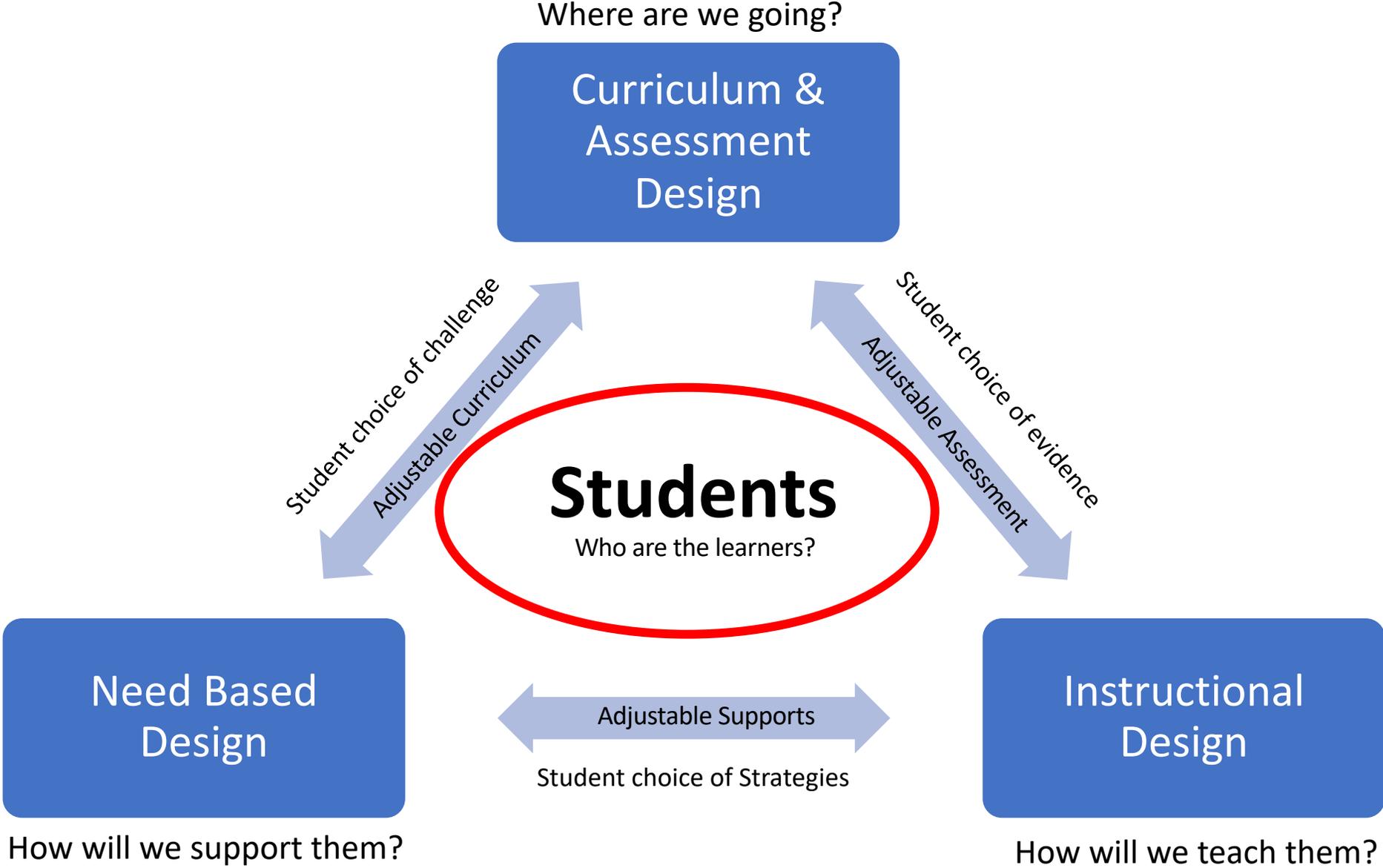
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the *students*? what is the range of *diversity*?
- what kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

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



How do we change the system? Design 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)		

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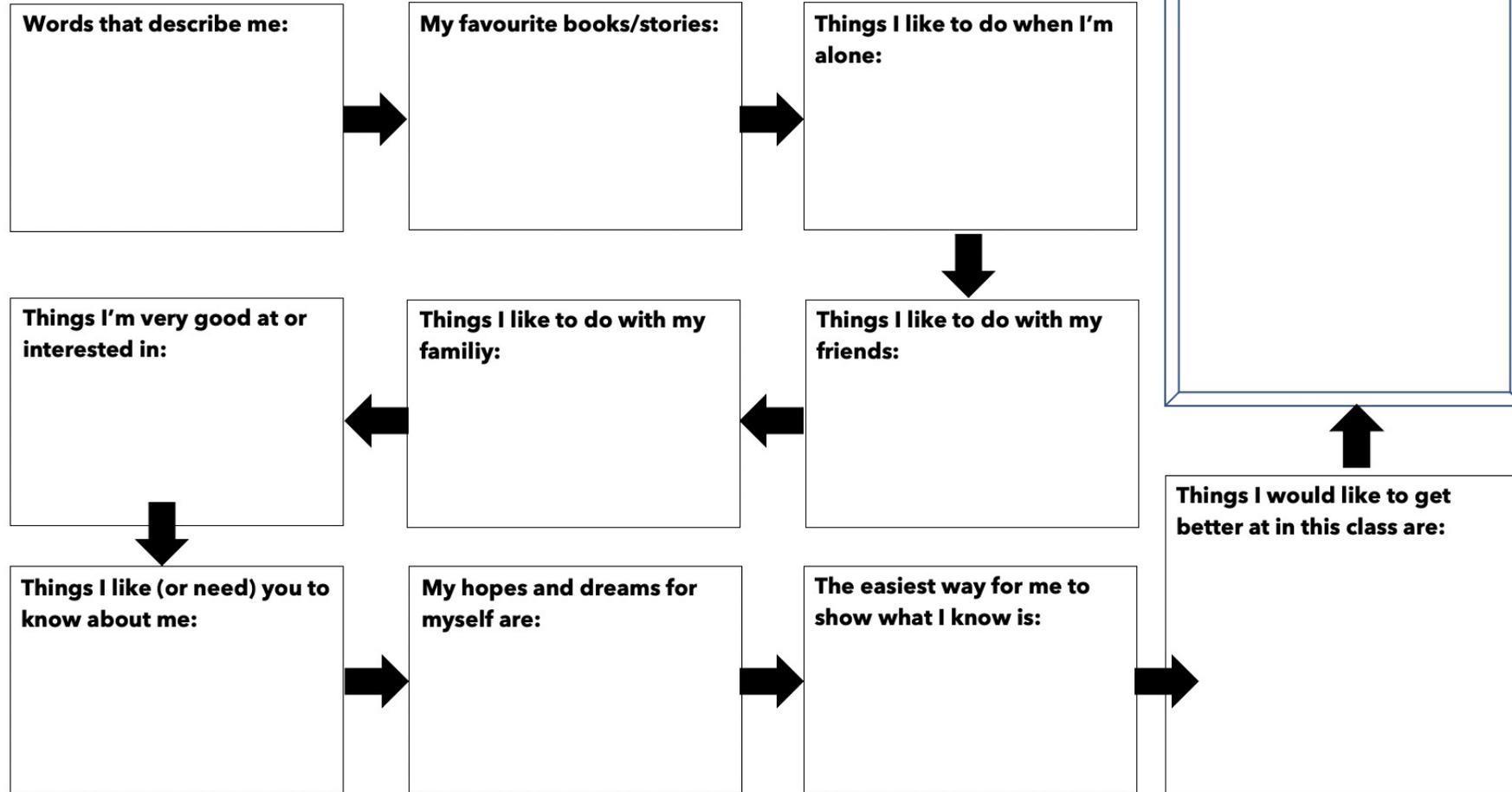
Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities		Classroom Strengths		Classroom Stretches	
Interests: stories, games (ask students)		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading, 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					
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	
Decision: We can respond to this class by targeting competencies chosen as a community:					

Class Review for : Grade 6	Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:		
Interests & Identities of the Class	Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion 	<ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities 	<ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
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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)
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) 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 making/ following along, connecting learning to the real world, written output
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class:			
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
Decision: We can respond to this class by targeting core competencies chosen as a community:			
How can we be Personally Aware & Responsible?			

Richardson Elementary

Who am I? Profile



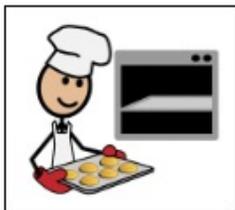
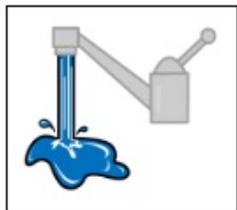
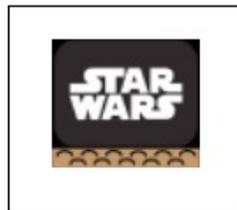
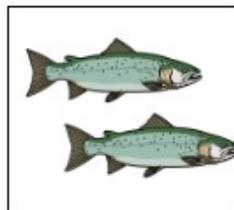
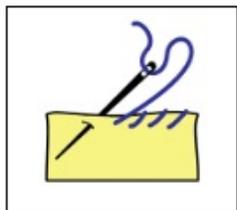
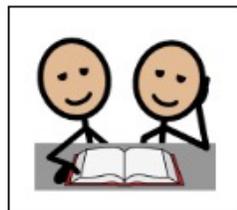
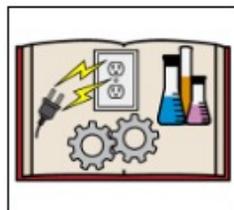
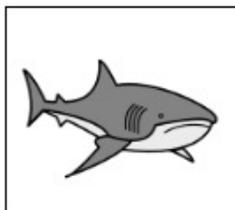
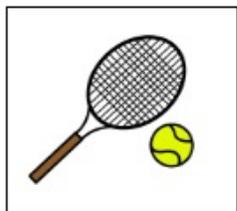


Help us get to know Juni!

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



Building my Student profile: What are my INTERESTS?

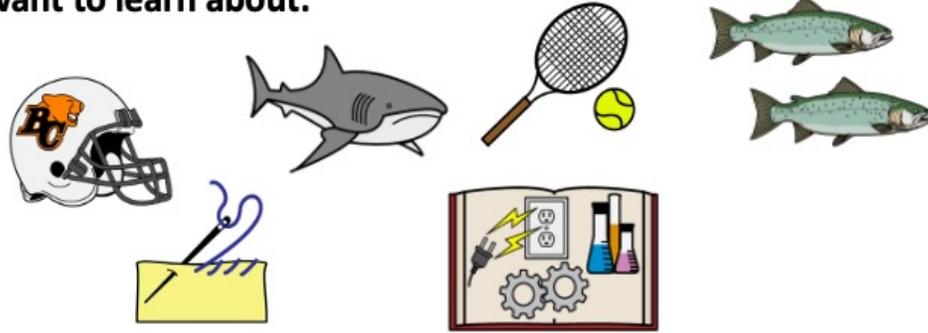




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



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

I like to:



Student Dimension Inventory (Confidential)

Class:

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

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)		

What is one goal that you have for your class this year?

What is already working?

What is something you want to try?

How can I support you?/How can we work together?

Menu

Of Tier 1 Support



- Co - teaching
- Co - planning (curricular, needs based support, UDL etc.)
- Working with flexible small groups/ station teaching
- Collecting student evidence
- Observation & Consultation
- Finding/creating accessible (and challenging) materials & resources
- Setting and utilizing assistive technology
- Supporting and working with EA/Para
-
-

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:	
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Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities		Classroom Strengths		Classroom Stretches	
Interests: stories, games (ask students) Identities (ask students):		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks					
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:			
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment • Needs based support planning 					
Decision: We can respond to this class by targeting competencies chosen as a community:					

Class Review for : Grade 6	Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
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Interests & Identities of the Class	Classroom Strengths	Classroom Stretches
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Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<p>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</p>		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings 		
We can meet this goal(s) by targeting core competencies chosen as a community:		
<p>Decision: Targeted competencies to target for this class</p>		

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:			
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Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives			
We can respond to this class by making a plan to try something new:	We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try	Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression (UDL) 			
Decision: We can respond to this class by targeting core competencies chosen as a community:			
How can we be Personally Aware & Responsible?			

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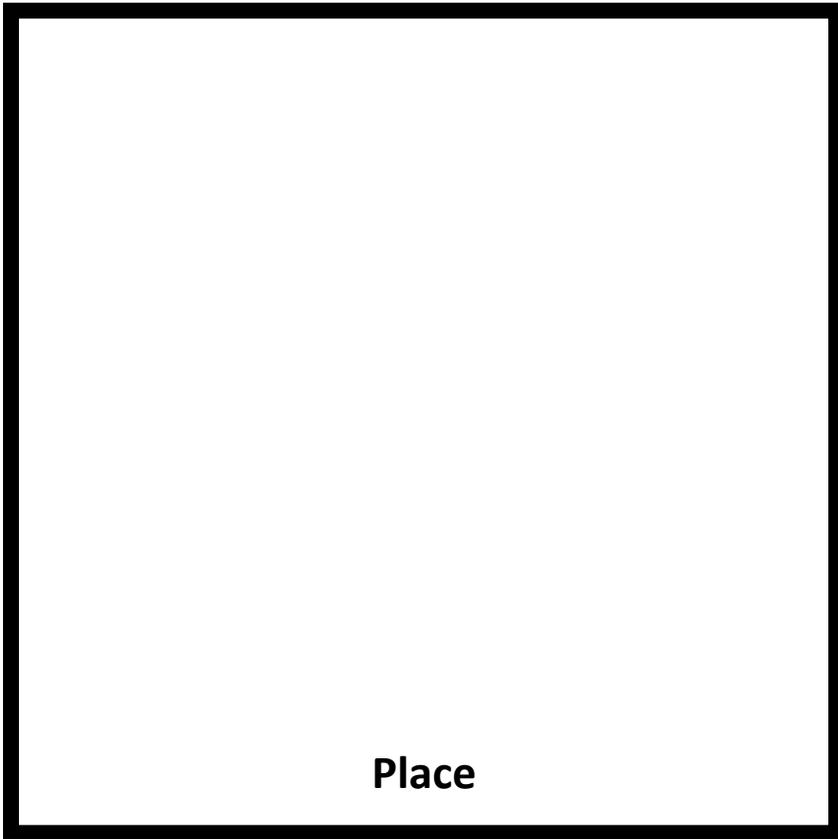
What are **barriers**??





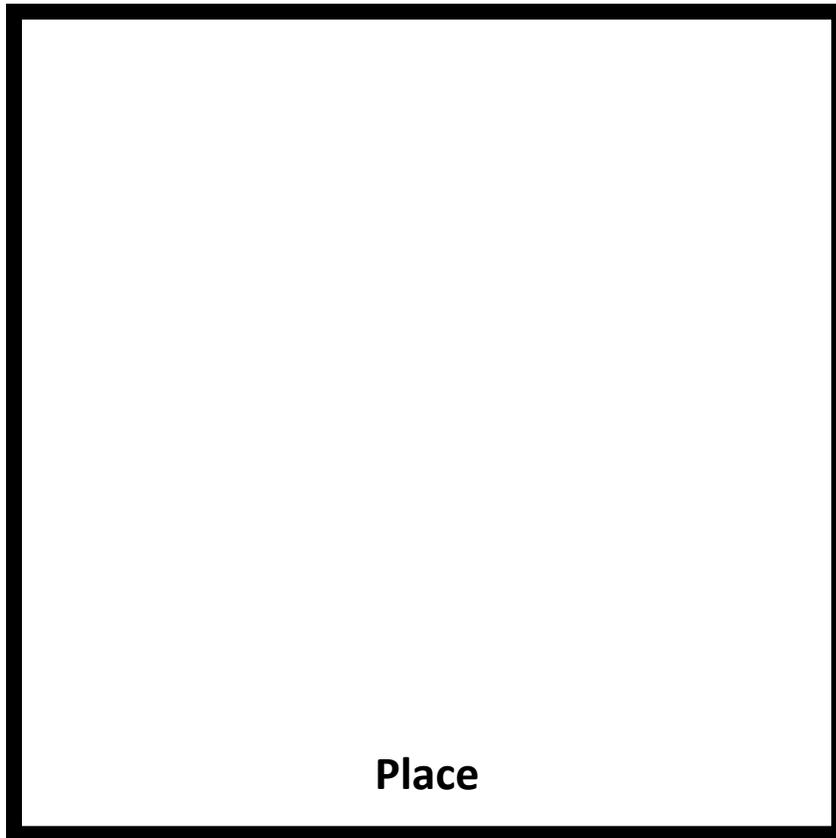
A shift in thinking...

- **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



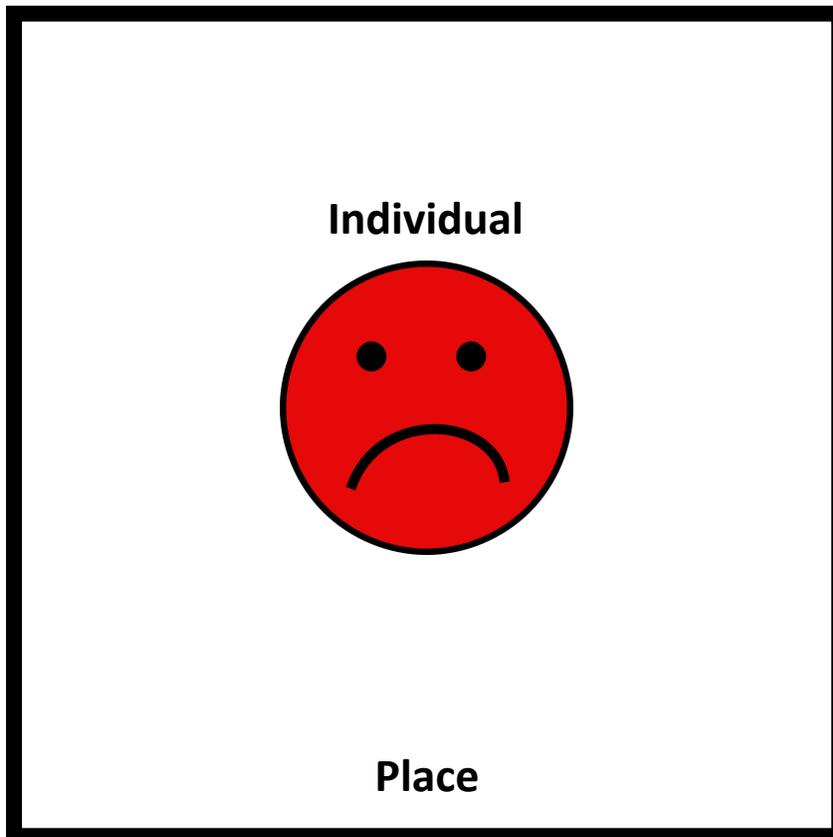
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

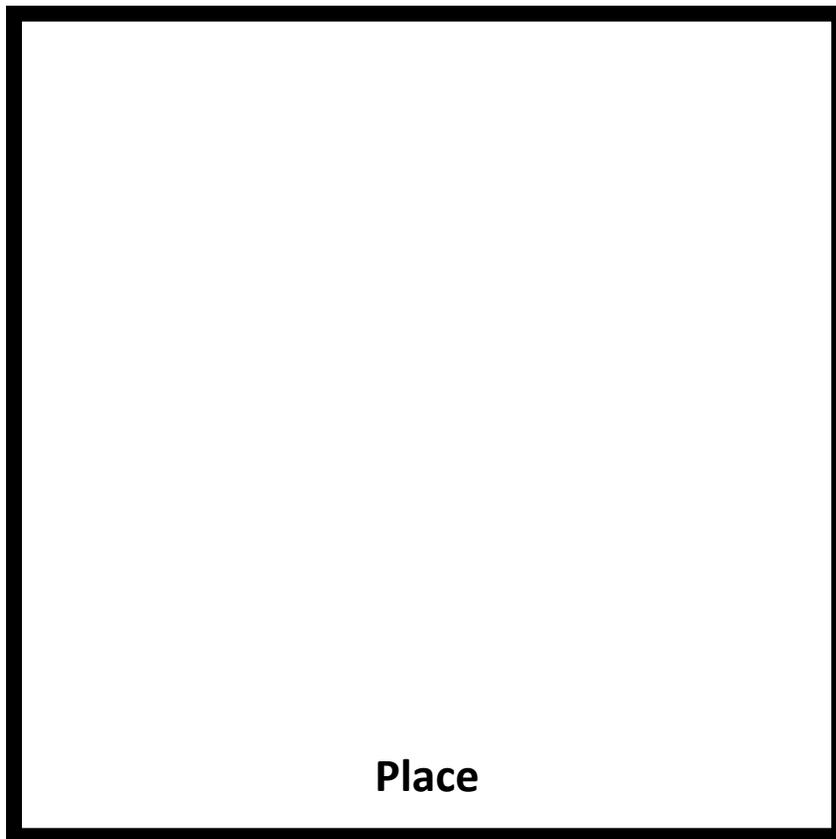


Special Education

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

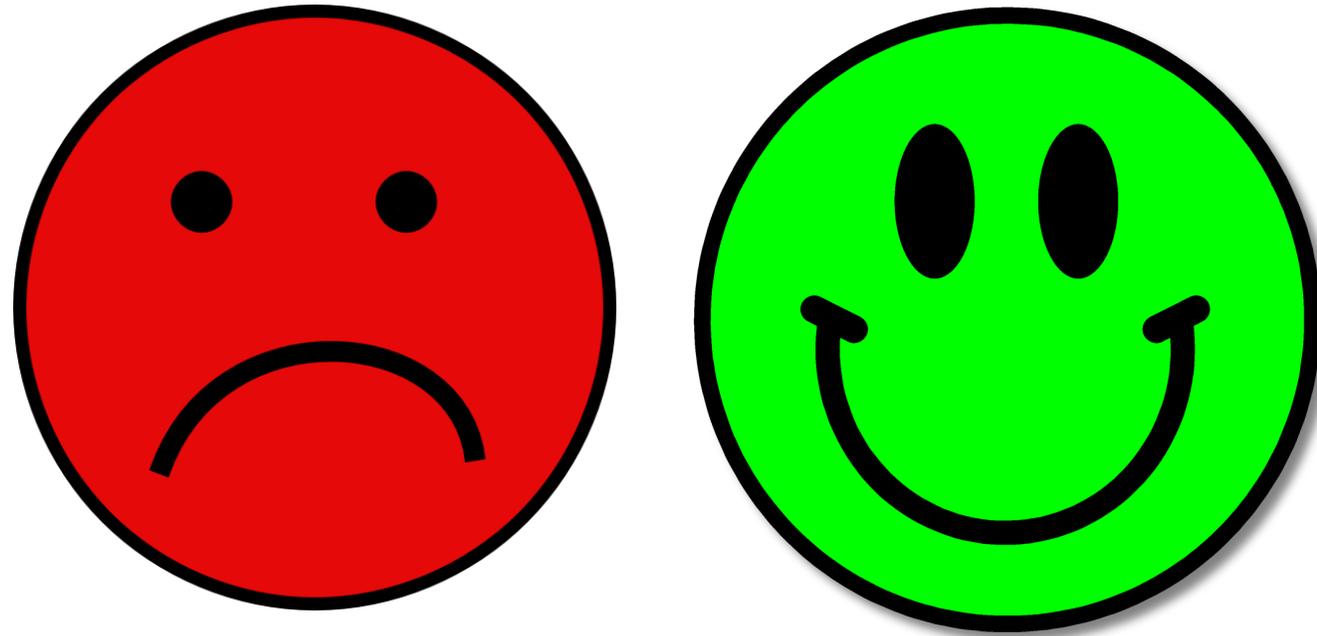
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

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



Wait a second....

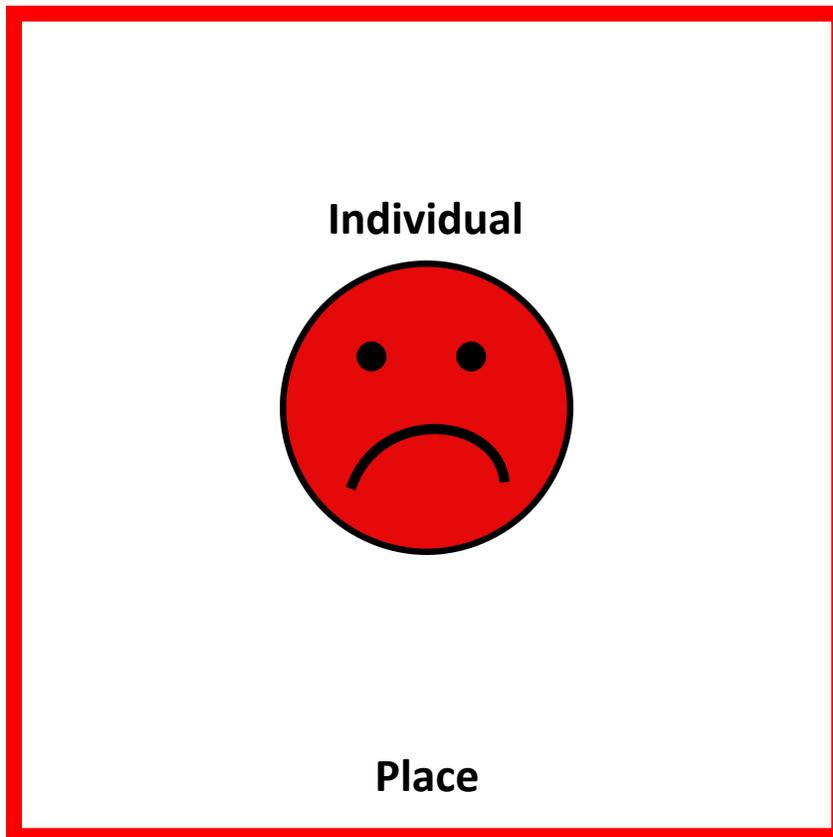
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

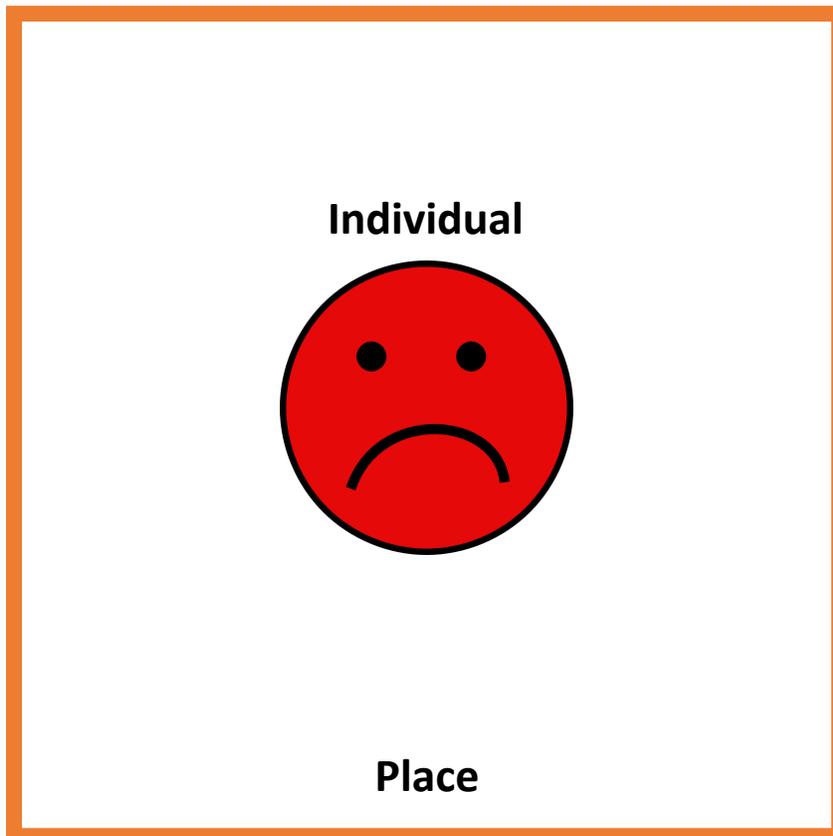


Social Model

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

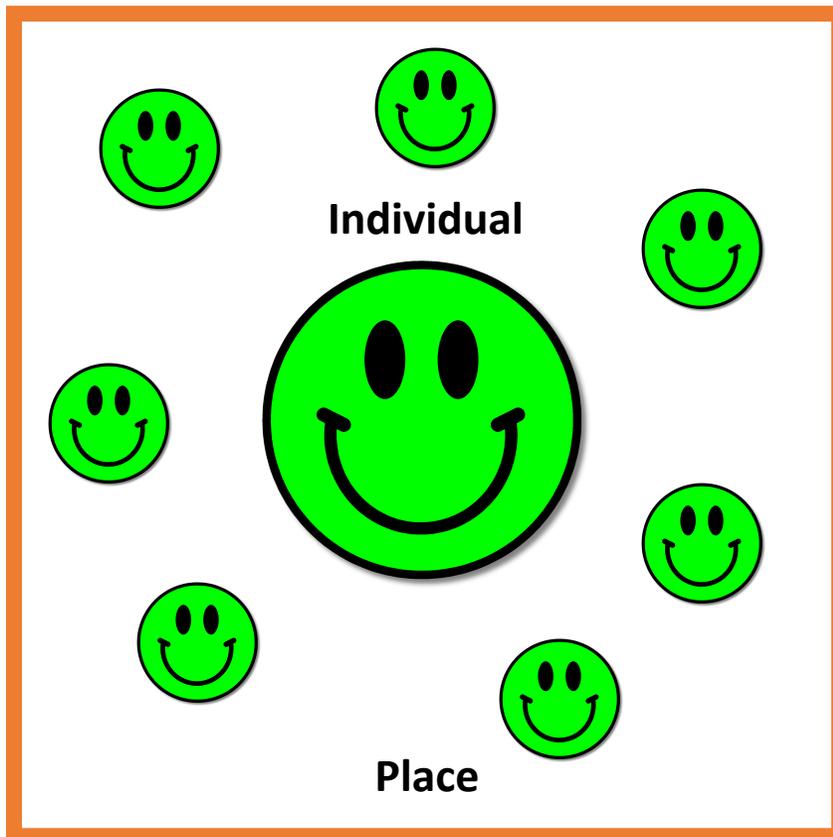
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
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What is happening in the environment?

Shifting the Paradigm: Social Model of Disability

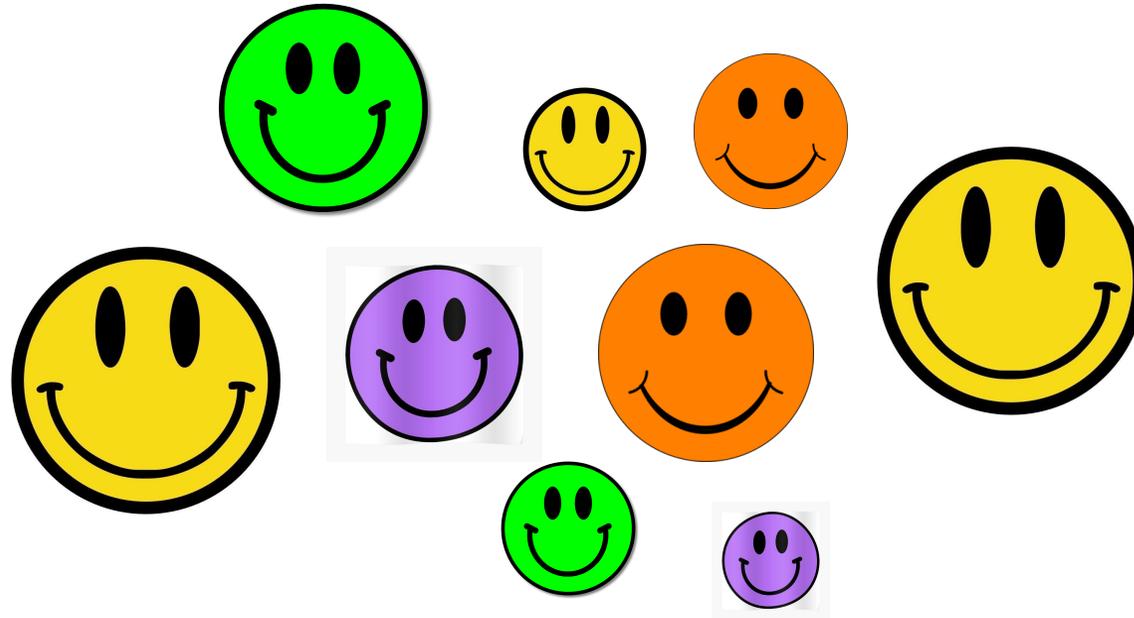


Social Model

If individual isn't successful

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

Wait a second....
Teachers said:

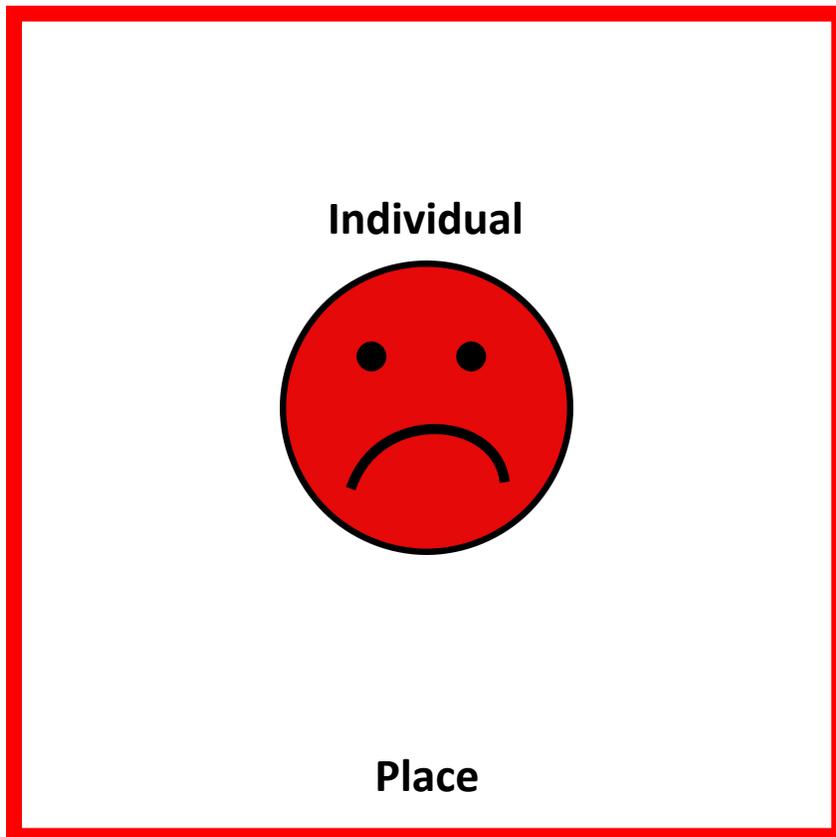


“What about all the individual
needs in a shared place”

Diverse Gardens!



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

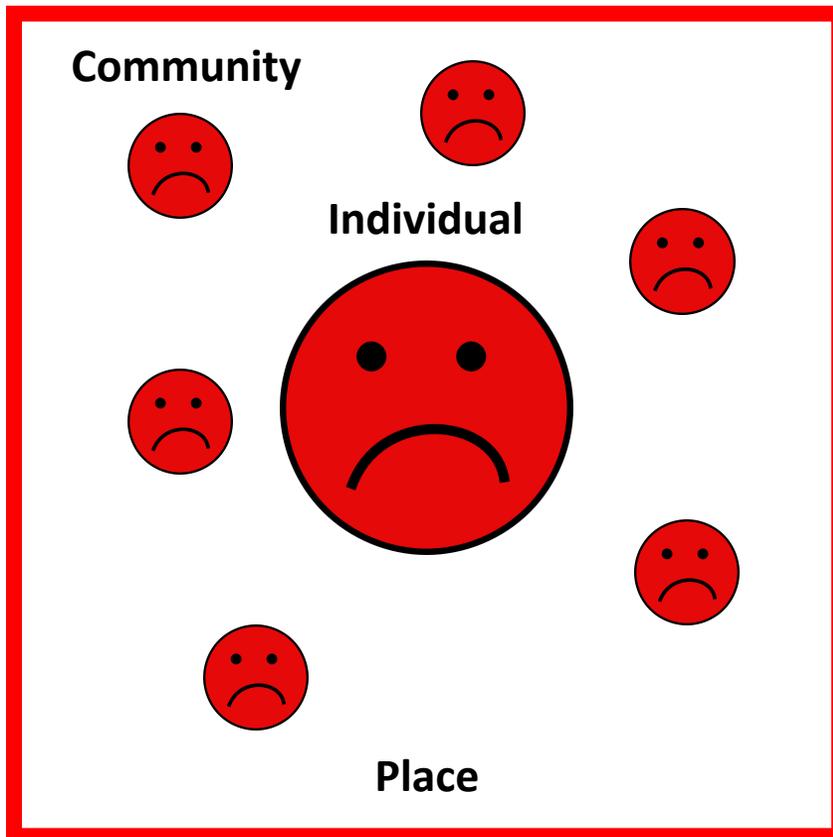
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

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

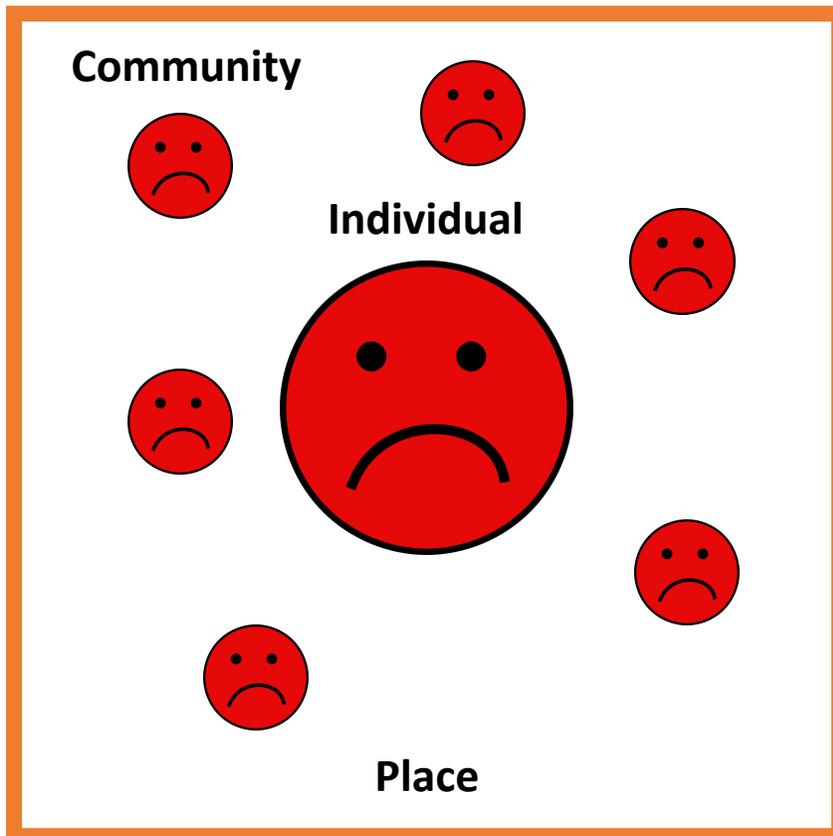


Shifting the Paradigm: Person-Place Model of Need

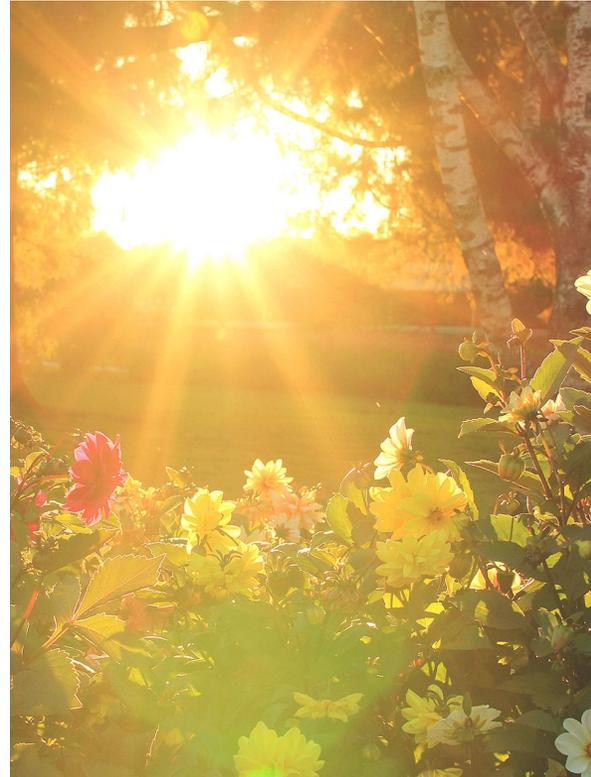
Inclusive Education

If an individual isn't successful

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



FIRST! We look at what needs everyone needs

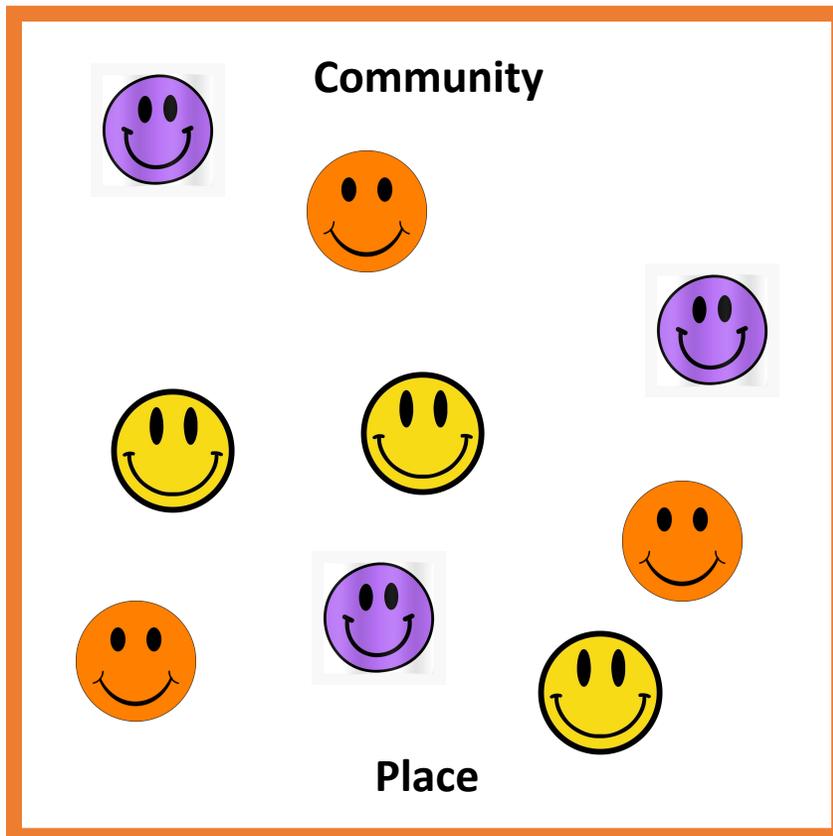


Shifting the Paradigm: Person-Place Model of Need

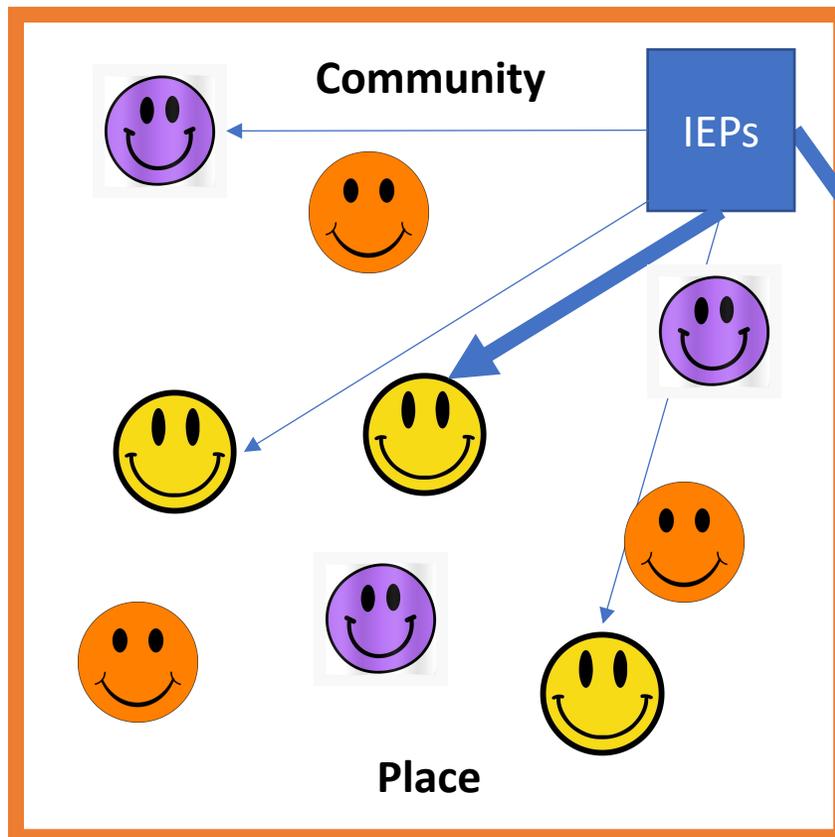
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

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- Determine needs of the community
- Anticipate supports & strategies based on needs
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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. I 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

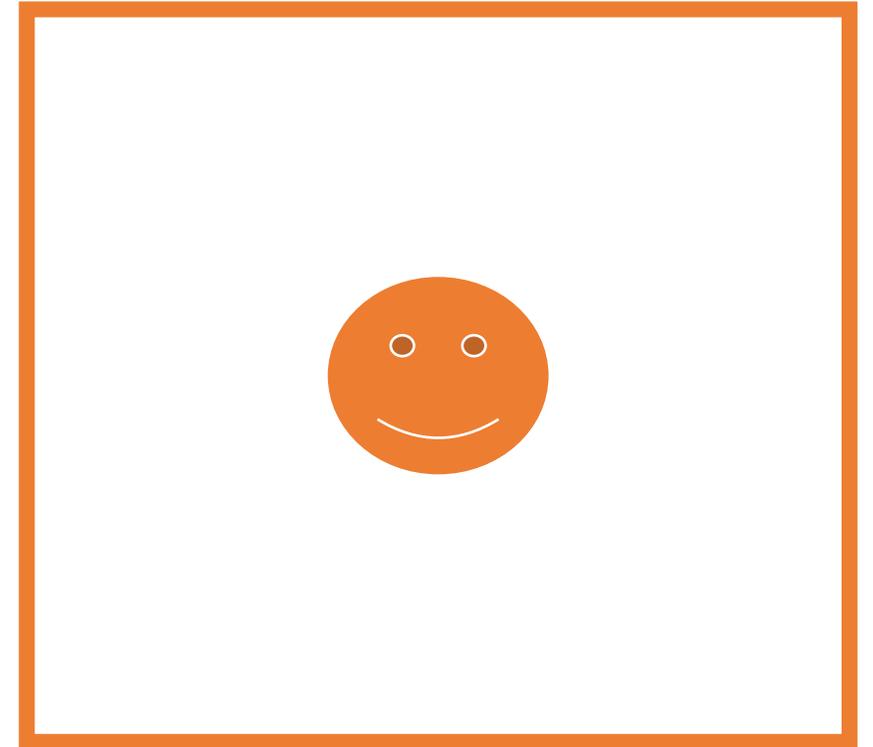
Shifting the Paradigm: Person-Place Model of Need

Identify the **barriers** in the **environment**

Collaborate to **reduce barriers** in the environment

- Learning Barriers
- Equity Barriers

Identify the **needs** of ALL **students** AND **anticipate** additional **supports and strategies** needed



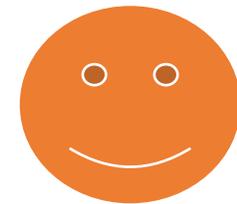
Shifting the Paradigm: Place (1)-Person(2/3) Model of Need

Identify the **barriers** in the **environment**

Tier 1: Collaborate to **reduce barriers** in the environment

- Learning Barriers
- Equity Barriers

Tier 2/3: Identify the **needs** of ALL **students**
AND **anticipate** additional **supports and strategies** needed



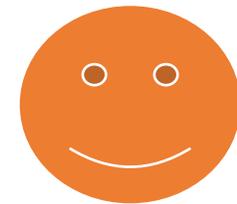
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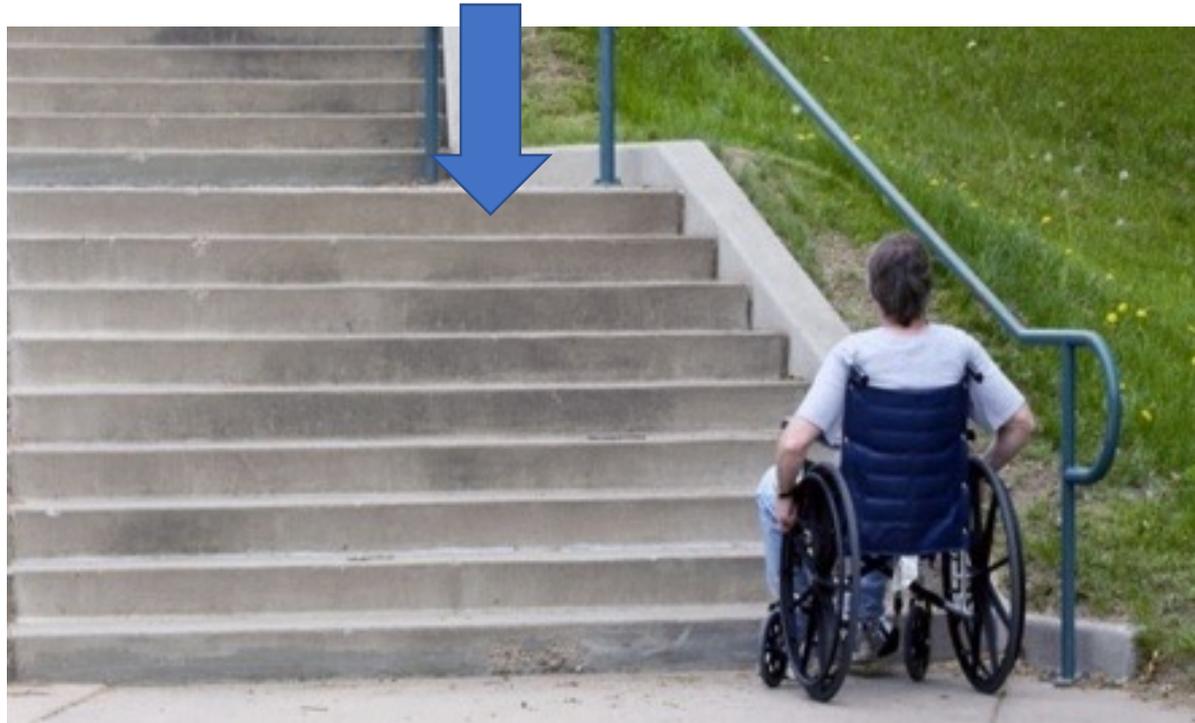
What is the **barrier**??



What are **barriers**??

PHYSICAL

To
LEARNING

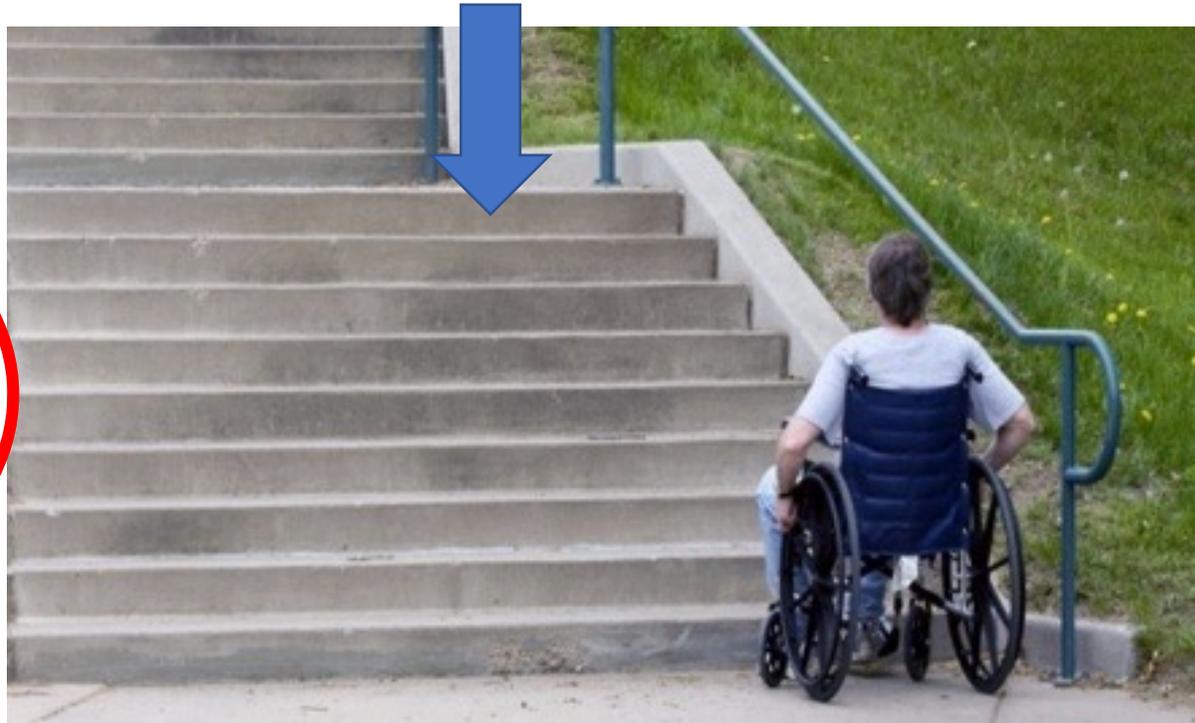


To
EQUITY

How can we **REDUCE** barriers??

What are **barriers**??

PHYSICAL



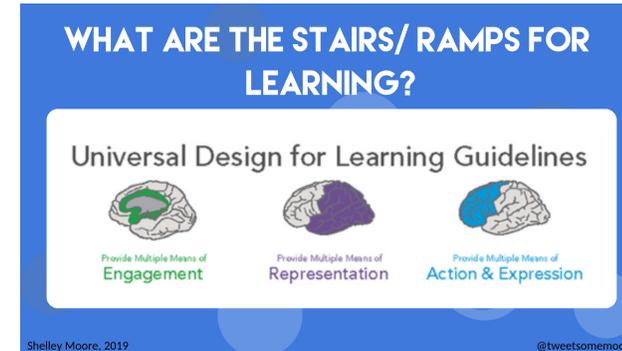
To
LEARNING

To
EQUITY

How can we **REDUCE** barriers??

Reducing Learning Barriers: UDL Targets

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



www.CAST.org

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

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

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

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

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

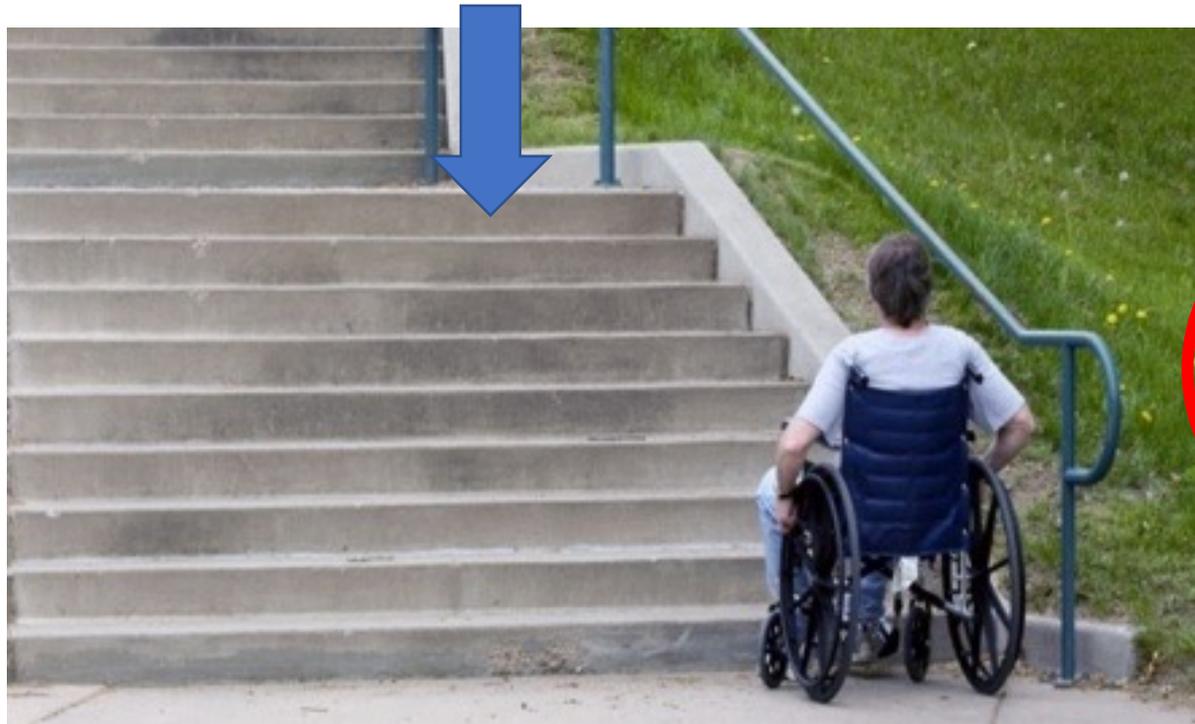
Class Review for : Grade 6		Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:			
Interests & Identities of the Class	Classroom Strengths	Classroom Stretches	
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants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

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: LBGQTQ2S+, Disability, Cultural/Ethnic Backgrounds	Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)	Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives		
We can respond to this class by making a plan to try something new:	We can respond to this class by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 	Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning	
Decision: We can respond to this class by targeting core competencies chosen as a community:		
How can we be Personally Aware & Responsible?		
The Class Review – Brownlie, F & King, J, 2011		Adapted by S. Moore, 2020

What are **barriers**??

PHYSICAL

To
LEARNING



To
EQUITY

How can we **REDUCE** barriers??

Reducing Barriers: Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/ are being marginalized and/or oppressed:
 - Students of colour
 - Indigenous Students
 - Immigrants/Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the materials, text and content I use reflects the identities in our 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>

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).				

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

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)		

What are Competency Goals?

Competency Based Education Eric Hudson, 2018

Competency Based Learning is:

- Meeting students where they are, **no grade levels**
- Focuses on **what students know and can do**
- **Students have a role** in determining goals and next steps
- Students have **multiple opportunities** to demonstrate learning
- Student **rely on passion and strength** areas as they balance stretch areas
- Helps students to fulfill visions for **their future**
- Culture focusing on growth and **learning as a positive, not punitive, experience**

“There is only one direction in competency-based learning...forward”

Janet Platt

Why are Competency Based Goals important?



Top 10 skills of 2025

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

- Type of skill
-  Problem-solving
 -  Self-management
 -  Working with people
 -  Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.

What are Competencies?

You may have specific competencies in your local jurisdiction that you can connect to

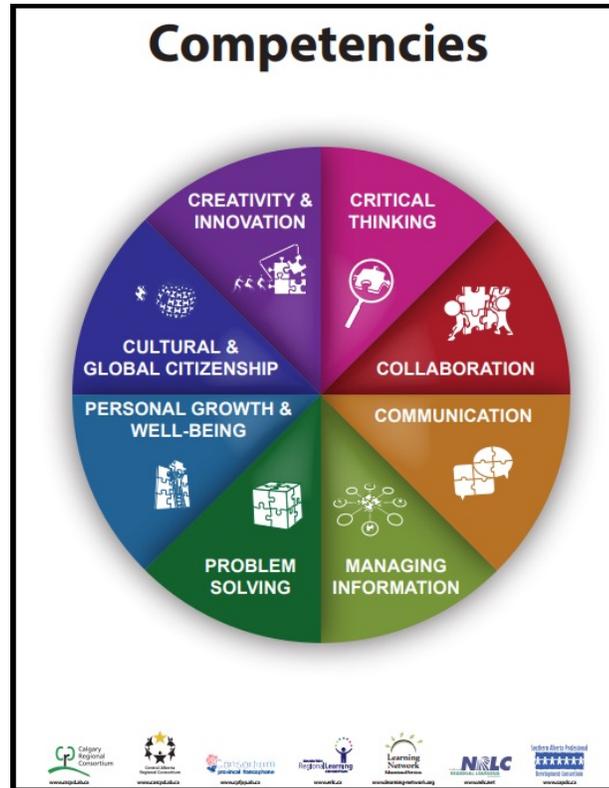
The Four C's in Your Classroom



Communication - Collaboration - Creativity - Critical Thinking

Integrating the 4 C's ▶

Engaging in constructive and critical conversations. Listening for and sharing thoughts, questions, and ideas in diverse environments.	COMMUNICATION	CRITICAL THINKING Looking at problems in a new way. Reflecting, analyzing and evaluating evidence, arguments, claims and beliefs to draw conclusions.
	THE 4 C's	CREATIVITY Developing ideas that demonstrate curiosity, imagination, risk-taking and flexibility. Viewing failure as an chance to learn.
COLLABORATION Working together to accomplish a goal. A willingness to be a contributor and listener. Sharing responsibility.		

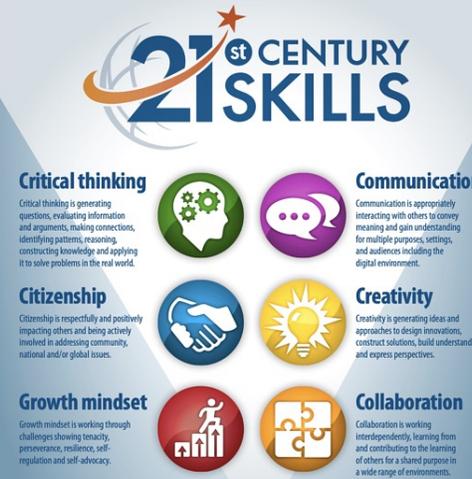


Life Skills



flexibility leadership initiative productivity social skills

21st CENTURY SKILLS



Critical thinking
Critical thinking is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.

Citizenship
Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

Growth mindset
Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

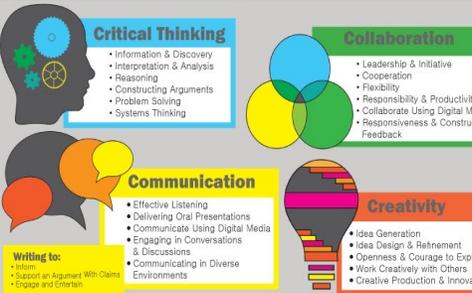
Communication
Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.

Creativity
Creativity is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.

Collaboration
Collaboration is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

21st Century Skills

Metro 4Cs Rubric Performance Areas



Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

Writing to:

- Inform
- Support an Argument With Claims, Evidence and Criteria
- Engage and Connect

Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

**CREATIVITY &
INNOVATION**



**CRITICAL
THINKING**



**CULTURAL &
GLOBAL CITIZENSHIP**



COLLABORATION



**PERSONAL GROWTH &
WELL-BEING**



COMMUNICATION



**PROBLEM
SOLVING**



**MANAGING
INFORMATION**



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

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

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: LBGQT2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)		Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)
Based on the interests, strengths and stretches of this class:				
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives				
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity
<ul style="list-style-type: none"> Give/ teach access to assistive technology to increase output and independence Organize scribing support for students Incorporate multiple methods of expression 		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning		Equity Commitment: <ul style="list-style-type: none"> We can use cooperative learning structures (incorporate new techniques) We can seek multiple perspectives Reconciliation Commitment: <ul style="list-style-type: none"> Learning involving generational roles Learning involves recognizing the consequences of one’s actions Learning is holistic, reflexive, reflective, experiential and relational
Decision: We can respond to this class by targeting core competencies chosen as a community:				
How can we be Personally Aware & Responsible?				

Waterfall

Based on our time together
complete this statement...

I used to think...but now...

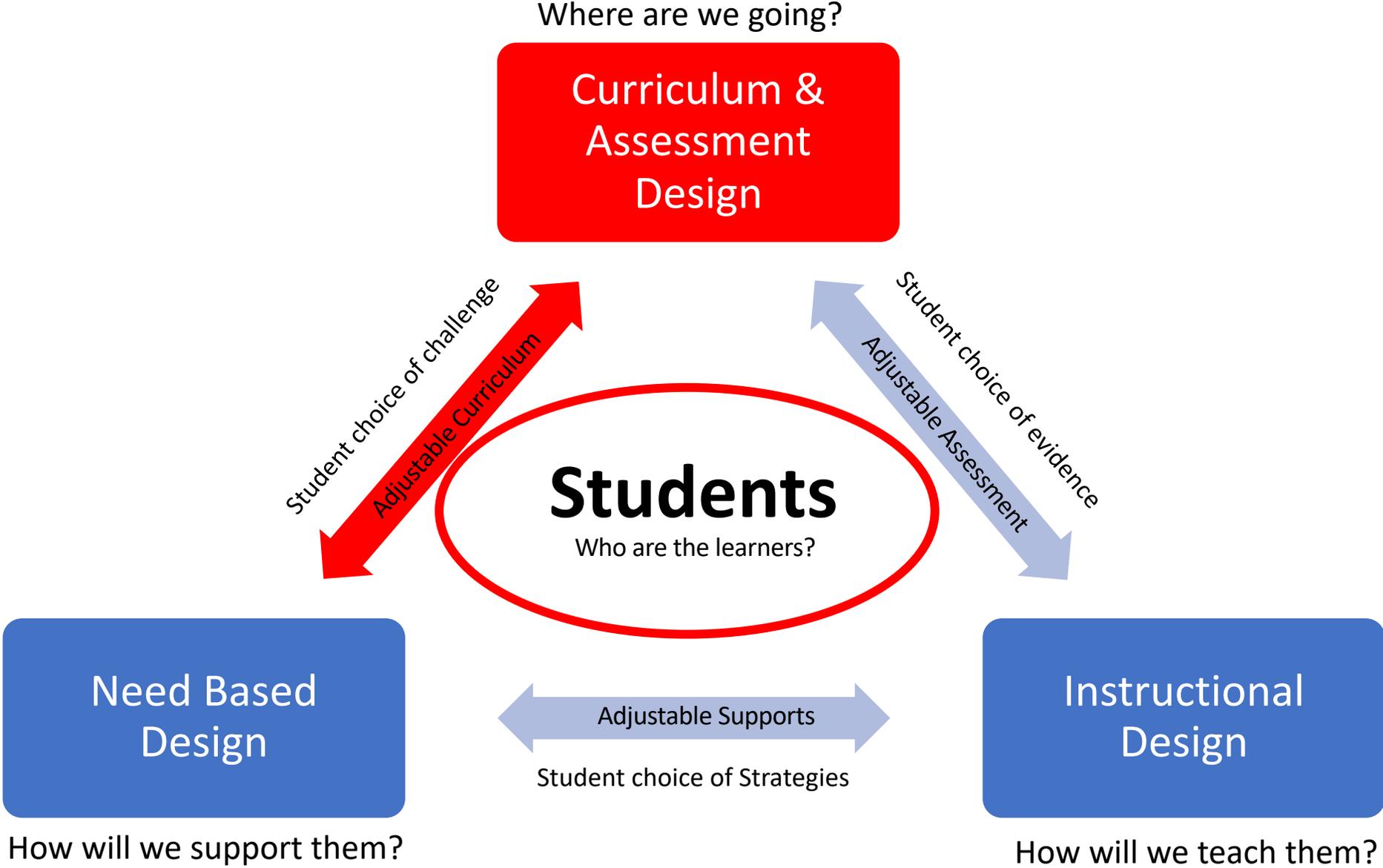
Your job:

Complete a class profile for a target class

- Get to know the students
- Get to know the adults
- Choose 1-3 UDL targets
- Choose 1-3 Equity targets
- Choose 1 Competency

Bring your class profile to the next session!

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



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