Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

Collaborative Inquiry-Based Learning Series
with Jo Chrona & Shelley Moore

Session 6

Reflecting Back

- Situating Ourselves
- Getting to know learners using strengths-based perspective
- Examining a planning framework to support diversity of learners with BC curriculum
  - Backward Design
  - Curricular Mapping
- Collecting Evidence of Learning – Assessment

Session 6: Lesson Design

Today's Guiding Question:

- How do we use inclusive lesson design strategies to create opportunities for student evidence of learning to be created (referred to in last session)?

## FPPL - Learning is embedded in memory, history, and story

Remember,

Story

- is how we connect ourselves to the world

- supports our ability to connect to memory and organize information and concepts – how we make sense of our learning

- is used to "educate the heart, mind, body, and spirit, which is truly Indigenous education" (Archibald, 2008)
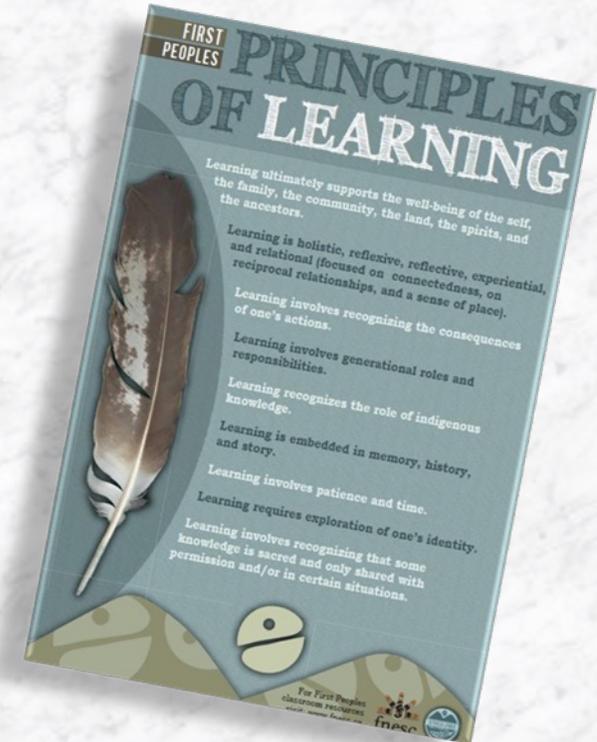
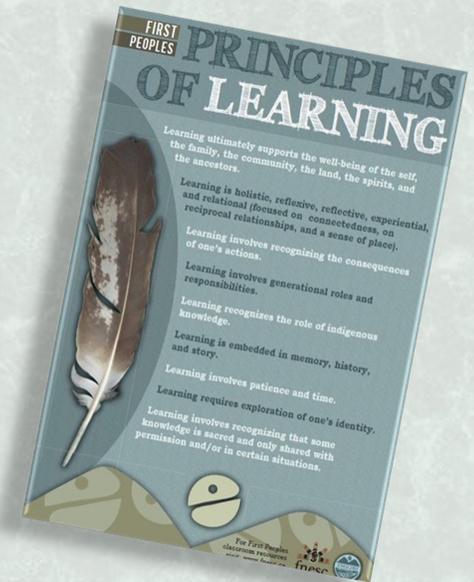# FPPL - Learning involves patience and time

- knowledge and understanding
    - are built over time - often requires a recursive approach to teaching and learning
    - develop in layers, with skills and competencies gained through experience and reflection

- learning
    - happens when a person is ready for it
    - is most effective when it occurs in a setting where it can be applied in an authentic contexts
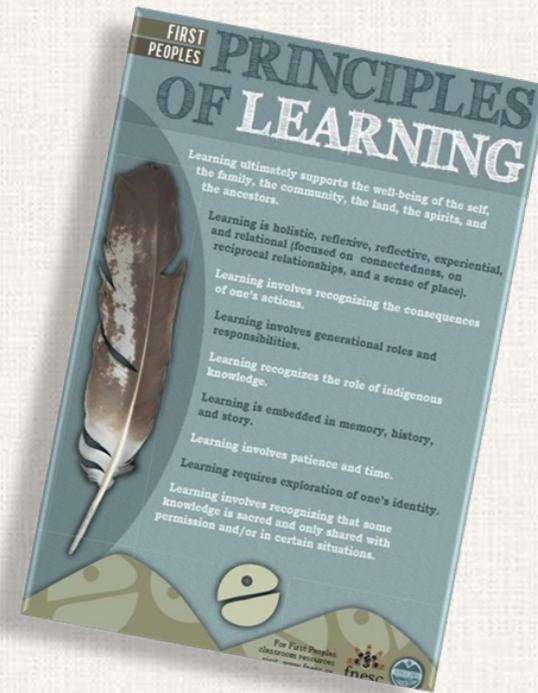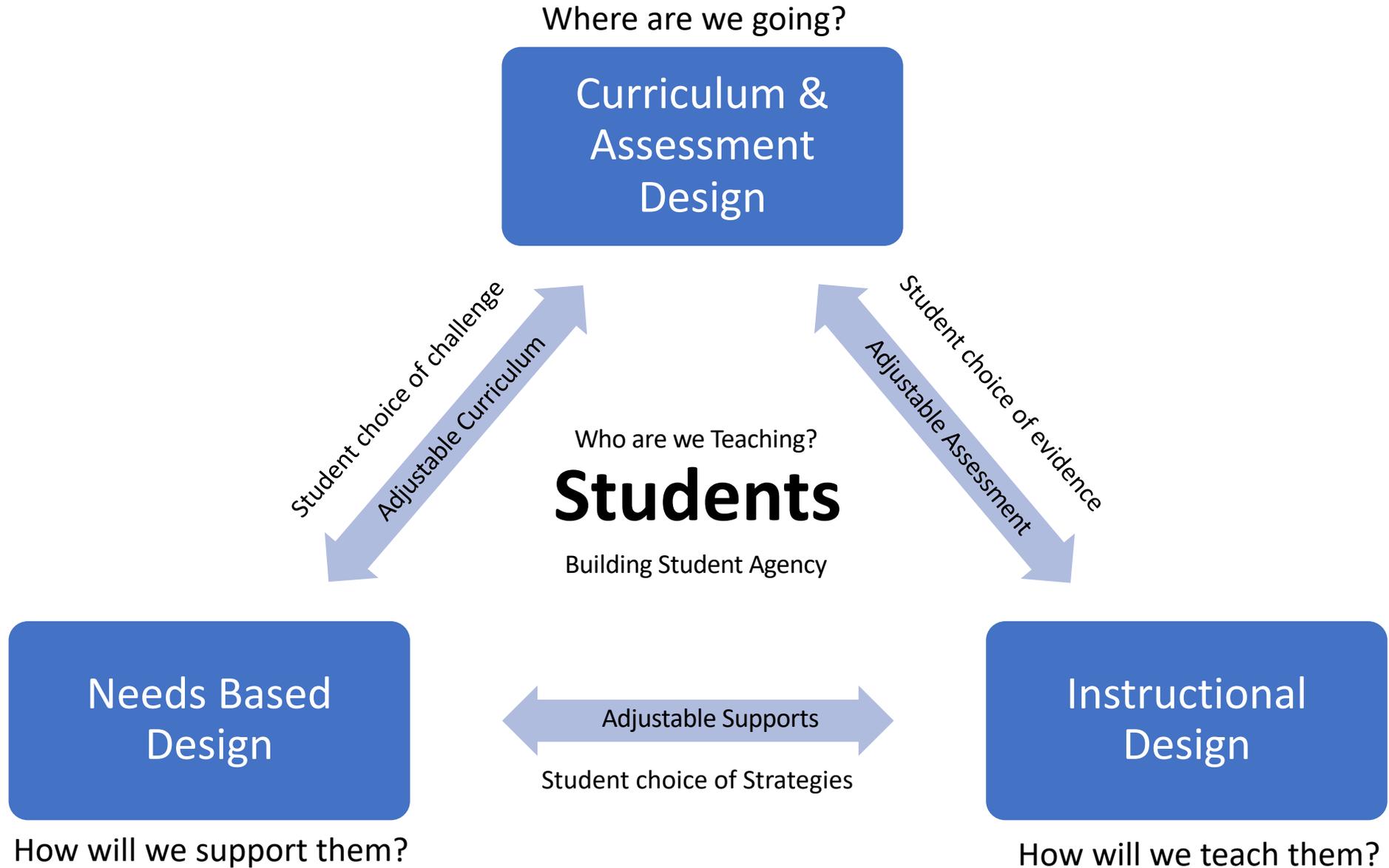
FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
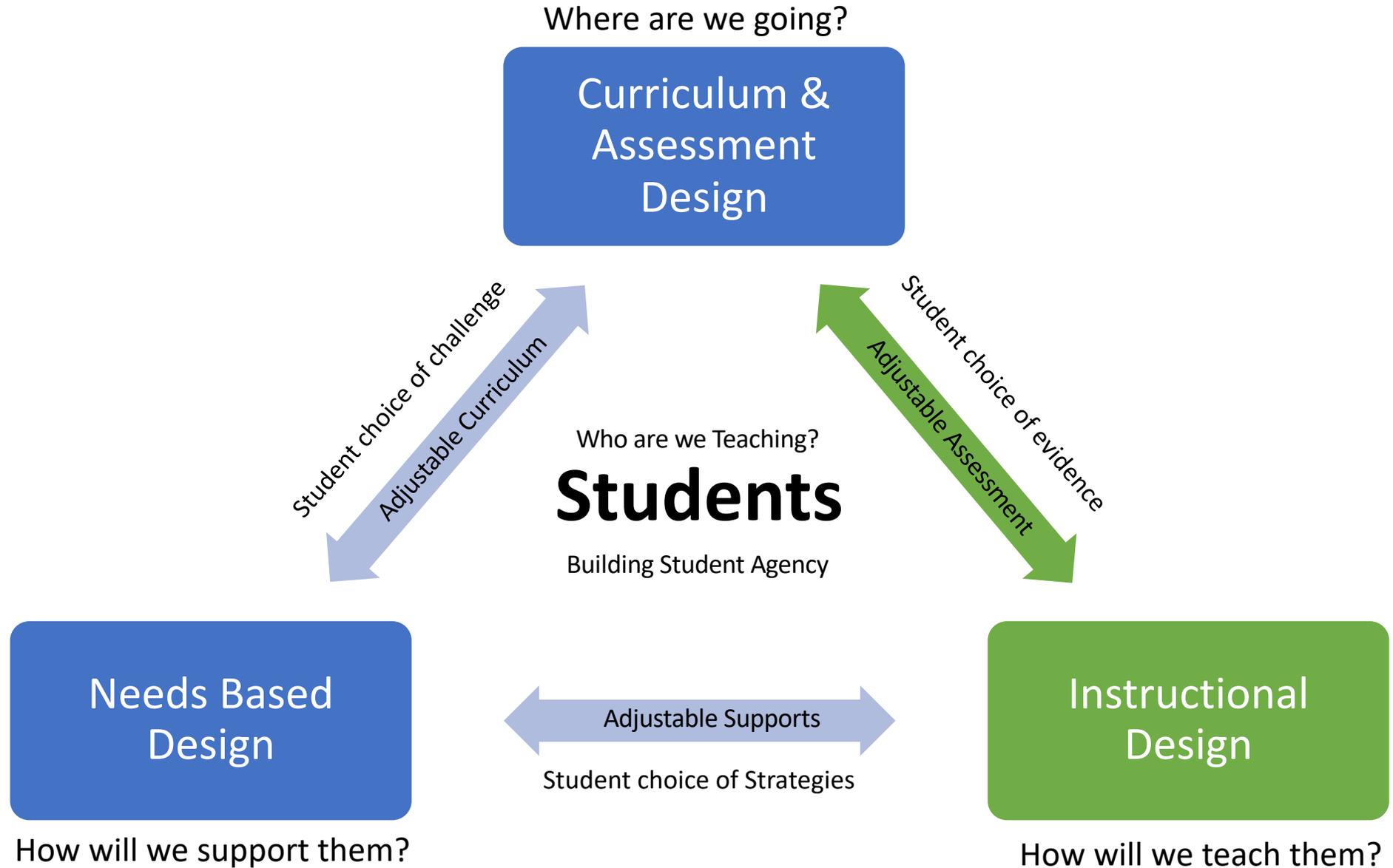
Learning is **reflexive**

- builds on itself

- learners develop new knowledge and deeper understandings as result of making connections between

  - who they are

  - what they already know and understand, and

  - new experiences, ideas, and learning

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

Shelley Moore, 2019

Where are we going?

Curriculum & Assessment Design

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Who are we Teaching?

Students

Building Student Agency

Needs Based Design

Adjustable Supports

Student choice of Strategies

Instructional Design

How will we support them?

How will we teach them?

Reducing Barriers for Communication of Learning

The Role of the Environment/ System in Limiting Individuals
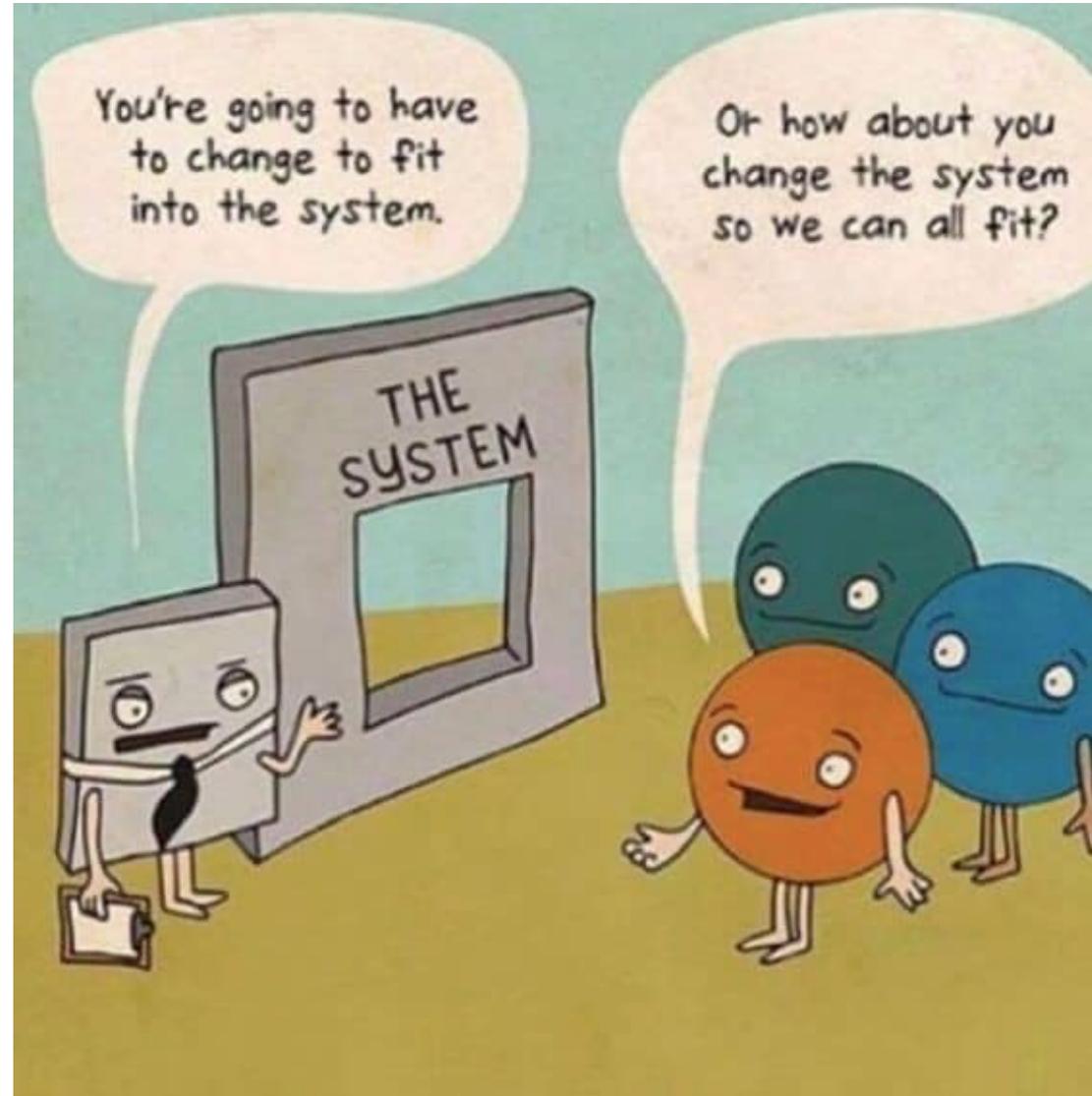
If a flower
isn't thriving
in a garden...

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

What are the barriers?

PHYSICAL

To LEARNING

To EQUITY

How can we REDUCE barriers??

What are the barriers?

PHYSICAL

To LEARNING

To EQUITY

How can we REDUCE barriers??

Reducing Barriers to Learning: UDL

- Making a commitment to reduce learning barriers in a classroom community over time

- Based in brain research and how we learn

- Designed for ALL learners

- Strategies are organized into 3 areas
  - How students are engaged in learning
  - How new learning/information is shared with students and how students understand that information
  - How student share their learning

- UDL commitmtnets chosen based on the needs of a learning community

www.CAST.org

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Supports & Strategies

Mini Lesson:

Processing Tasks

I Need to...   I Must...   I Can...   I Could...   I Can Try to...

Transforming & Personalizing Activity:

Lesson Planning Template – Shelley Moore, 2017

Adapted from Brownlie & Schnellert

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

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

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

UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	**Providing Multiple Means of Representation**	**Goal Area**	**Sharing "what" students are learning**			
1	**Provide options for perception**	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	• Offer ways of customizing the display of information	Objective	• Sharing information in formats that are flexible	☐	☐	☐
1.2	• Offer alternatives for auditory information	Objective	• Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)	☐	☐	☐
1.3	• Offer alternatives for visual information	Objective	• Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	☐	☐	☐
2	**Providing options for language and symbols**	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	• Clarify vocabulary and symbols	Objective	• Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)	☐	☐	☐
2.2	• Clarify syntax and structure	Objective	• Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)	☐	☐	☐
2.3	• Support decoding of text, mathematical notation and symbols	Objective	• Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)	☐	☐	☐
2.4	• Promote understanding across languages	Objective	• Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages	☐	☐	☐
2.5	• Illustrate through multi media	Objective	• Using multi-media to support understanding (videos, graphics, activities)	☐	☐	☐

UDL Guidelines – Representation, CAST 2019   adapted by Shelley Moore, 2019

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

UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	**Providing Multiple Means of Action & Expression**	**Goal Area**	**Sharing and representing new information for student learning**			
4	**Providing options for physical action**	**Goal**	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	• Vary the methods for response and navigation	**Objective**	• providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	☐	☐	☐
4.2	• Optimize access to tools and assistive technologies	**Objective**	• providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	☐	☐	☐
5	**Provide options for expression and communication**	**Goal**	We can provide options for students to show what they know & communicate their learning by:	We can do this!	We want to keep working on this!	This is our next step!
5.1	• Use multi-media for communication	**Objective**	• teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictoral/abstract)	☐	☐	☐
5.2	• Use media tools for construction and composition	**Objective**	• offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	☐	☐	☐
5.3	• Build fluencies with graduated levels of support of support for practice and performance	**Objective**	• supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	☐	☐	☐
6	**Provide options for executive functions**	**Goal**	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:	We can do this!	We want to keep working on this!	This is our next step!
6.1	• Guide appropriate goals setting	**Objective**	• guiding students through reflection, self-assessment and goal setting with curricular and core competencies	☐	☐	☐
6.2	• Support planning and strategy development	**Objective**	• modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	☐	☐	☐
6.3	• Enhance managing information and resources	**Objective**	• teaching students to organize their evidence of learning and determine their best examples of learning	☐	☐	☐
6.4	• Enhance capacity for monitoring progress	**Objective**	• using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment			
Our UDL Team Target Goal is:						

Science Grade 2

Example Unit & Lesson Plan

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?		**Kid Friendly:** What is water? Why is water important to living things?
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.		**Kid friendly goals:** I can investigate water I know that water is important to living things and the environment
Competency: We can be cultural and global citizens **Numeracy**: We can collect data **Numeracy**: We can communicate our learning **Literacy:** We can use strategies to help us understand text		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:		What is water? How does water impact living things?
Key vocabulary:		Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text

Learner Progression

Content: Students investigate characteristics of water and the importance of water to living things in the environment.

	Approaching (Plate)	Essential (Potato)	Developing (Dairy)	Confident (Baked Bits)	Extending (Onions)
Conceptual Knowledge	I know the difference between land and water on the Earth I know water in our community I know the Water cycle I know that Earth has salt water and fresh water	I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers I know that water covers most of Earth's surface, making Earth a unique planet in the solar system I know that almost all of the water on Earth is salt water that is not drinkable by many animals I know that most living things on Earth are found near water because water is essential for life I know that water returns to the environment through rain, snow, sleet, and hail (precipitation) I know that First Nations have a sense of place and identity that is connected to water I know that scientists ask questions, make predictions, and collect and record data	I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands I know that freshwater habitats are home to a variety of plant and animal life (biodiversity) I know that saltwater habitats are found in oceans and seas I know that saltwater habitats are home to a variety of plant and animal life (biodiversity) I know that investigation of water in the environment needs to be done respectfully and safely	I know that clean fresh water has no taste, colour, or smell I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater) I know that observations of living things can be done with minimal disturbance to the environment	I know that water is essential to non-living things

Name:		Date:	
Unit Guiding Question: **Why is water important to living things and the environment?**			
I'm still working on it…	**My goals**	**I got it!**	**How do I know? What is my evidence?**
	I know that water is important to living things and the environment		
	I can learn about water on the Earth		
These words can help me understand and share what I am learning:			
wetlands stream underground water Indian Ocean glacier	Arctic Ocean river dug out/ pond Pacific Ocean Earth		fresh water lake Atlantic Ocean Southern Ocean salt water

Guiding Unit Question:

Why is water important to living things and the environment?

Lesson Goal(s):

I can learn about water on the Earth

Date:

Connecting Activity: picture/word sort using unit vocabulary

Mini Lesson: building mind maps to organize different kinds of water

Processing Tasks →

I Need to…	I Must…	I Can…	I Could…	I Can Try to…
Find the water on a picture of the Earth Talk about where you see water in the world around you	Find 2 different kinds of water in the world Add to mind map	Find examples of the 2 kinds of water and add to your mind map	Choose a habitat that is in water - Add examples of living things that live in there	Choose a different habitat Compare the habitats to each other
Access	All	Most	Few	Challenge

Supports & Strategies

- Visuals (JR, KM, JO)
- Graphic organizer (LP, IM, RE, JR, JO)
- Different levels of text (JR, LL)
- Pre teach vocab (KM, JO, JR)
- Hands on (J, KO)
- Step by step instructions (IM, RE, JR, KO)
- Options for challenge (SD)
- Accessible entry point (JR)
- Model to refer to(JR, KM, JO, LL) (writing)

Transforming & Personalizing Activity:
Connect 1/Connect 2 – what did we learn about water today?

Lesson Planning Template – Shelley Moore, 2017   Adapted from Brownlie & Schnellert

What is water?
How does water impact living things?

Our Goals Today!

I can learn about water on the Earth

Important Words

wetlands
stream
underground water
Indian Ocean
glacier
salt water
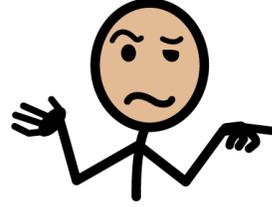Arctic Ocean
river

dug out/ pond
Pacific Ocean
Earth
fresh water
lake
Atlantic Ocean
Southern Ocean

Your job…

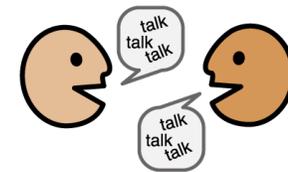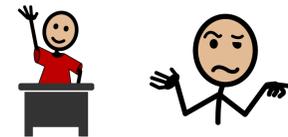1. Cut out the boxes on the black line

2. Talk to your partner, are these words you know or words you don't know?

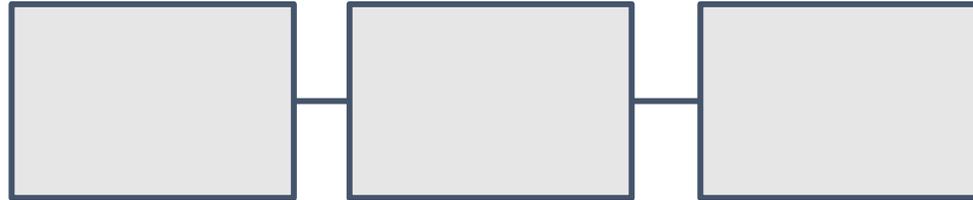3. Sort the picture words into the boxes

What can we learn about water?

Video

What can we learn about water?

Names: _____

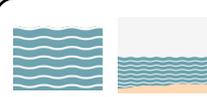# Learning Target: I can learn about water

Start Together

Go as far as you can!

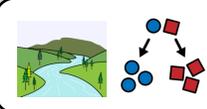|	
NEED	Find water on a picture of the Earth Add to mind map
MUST	Find the different kinds of water on the Earth Add to mind map
CAN	Find the examples where to find the different kind of water on the Earth Sort on mind map
COULD	Choose a habitat that is in water Add examples of living things that live in there
TRY	Choose another habitat that is in water Compare the different habitats

NEED

Find water on a
picture of the
Earth

Add to mind map

MUST

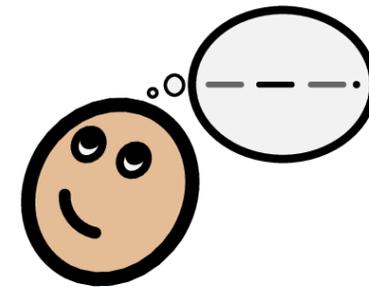Find the different kinds
of water on the Earth

Add to mind map

CAN
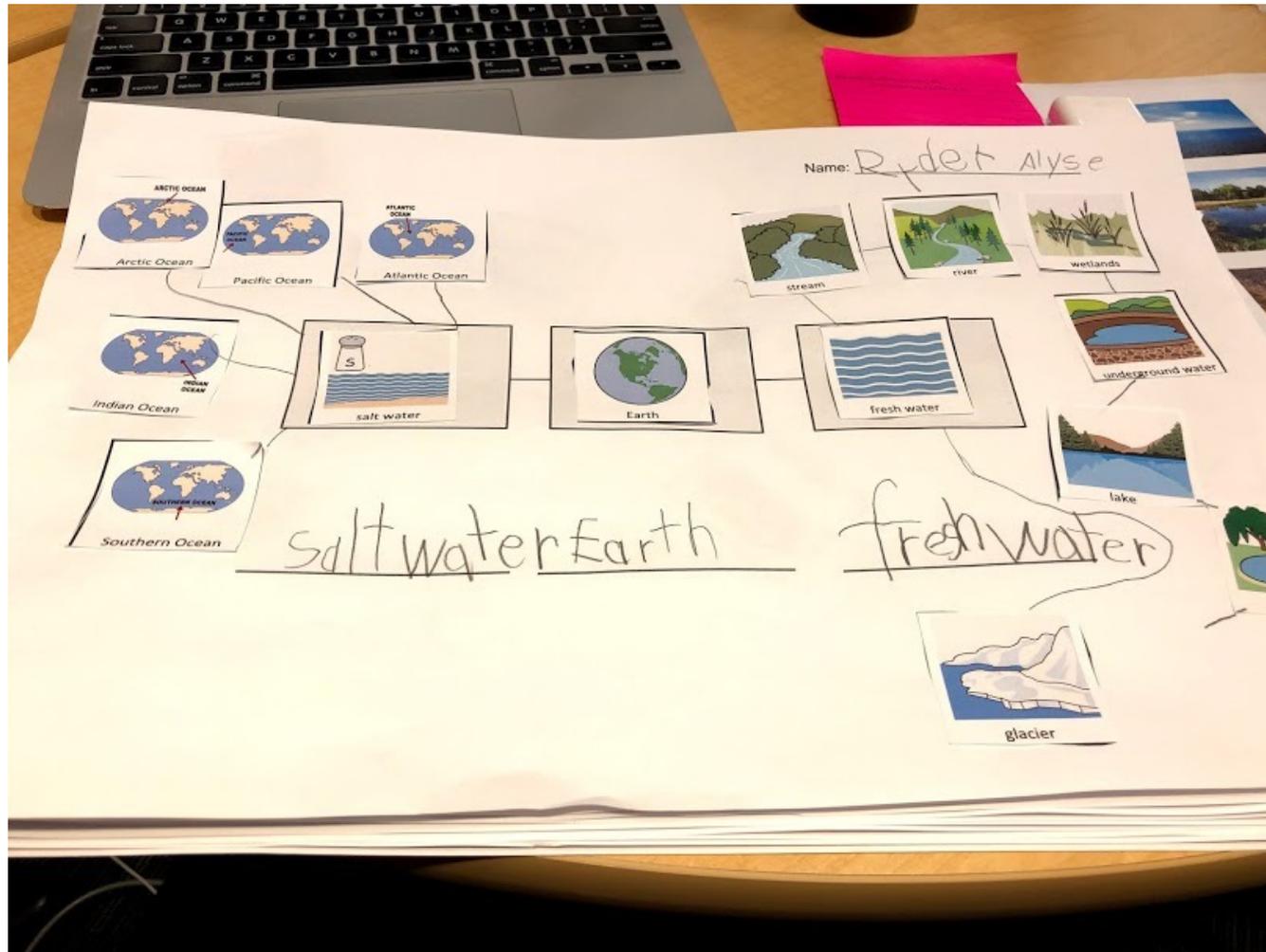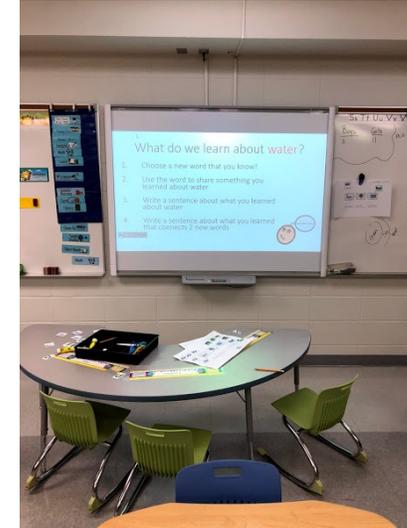
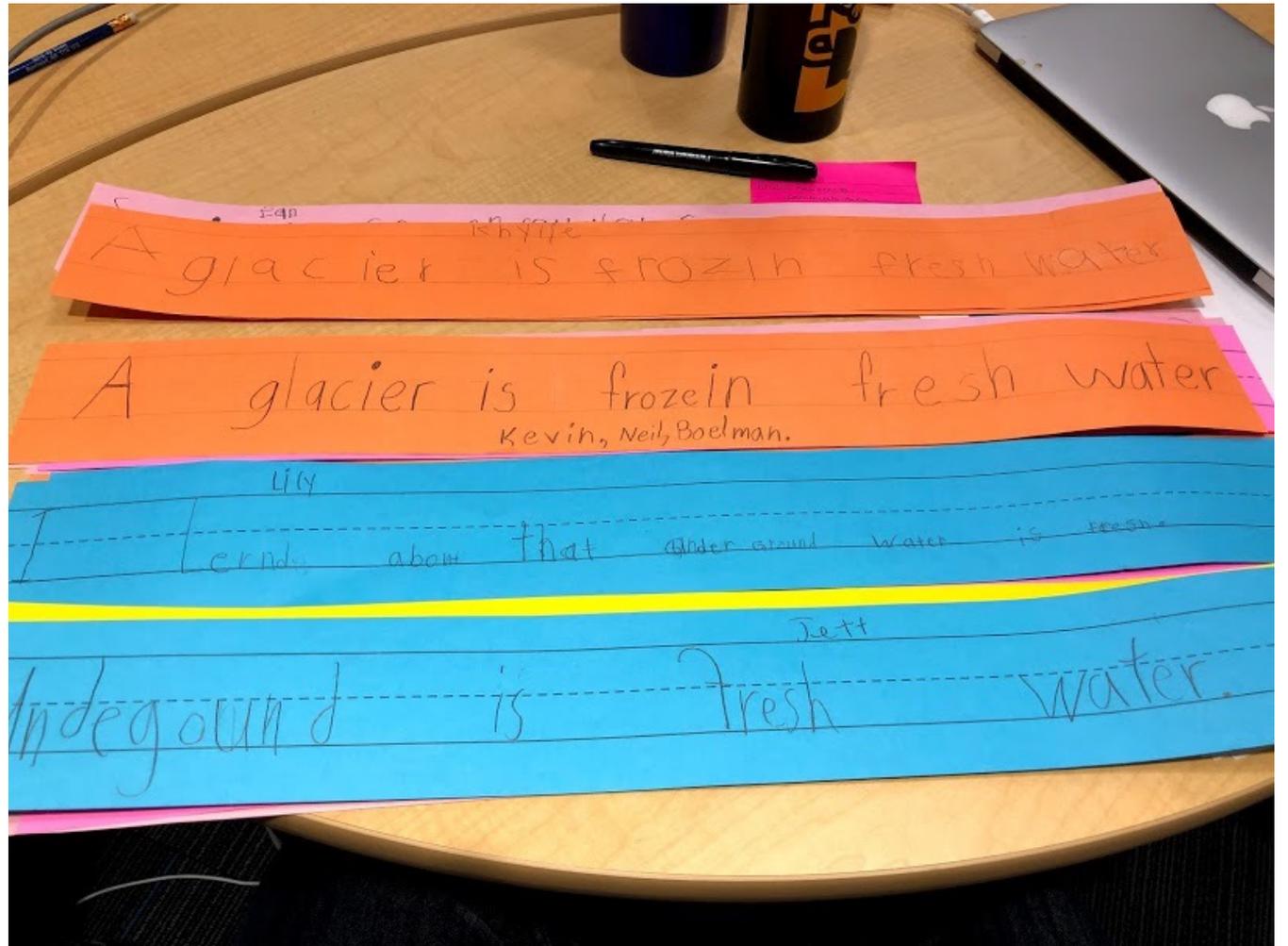Find the examples where to find the different kind of water on the Earth

Sort on mind map
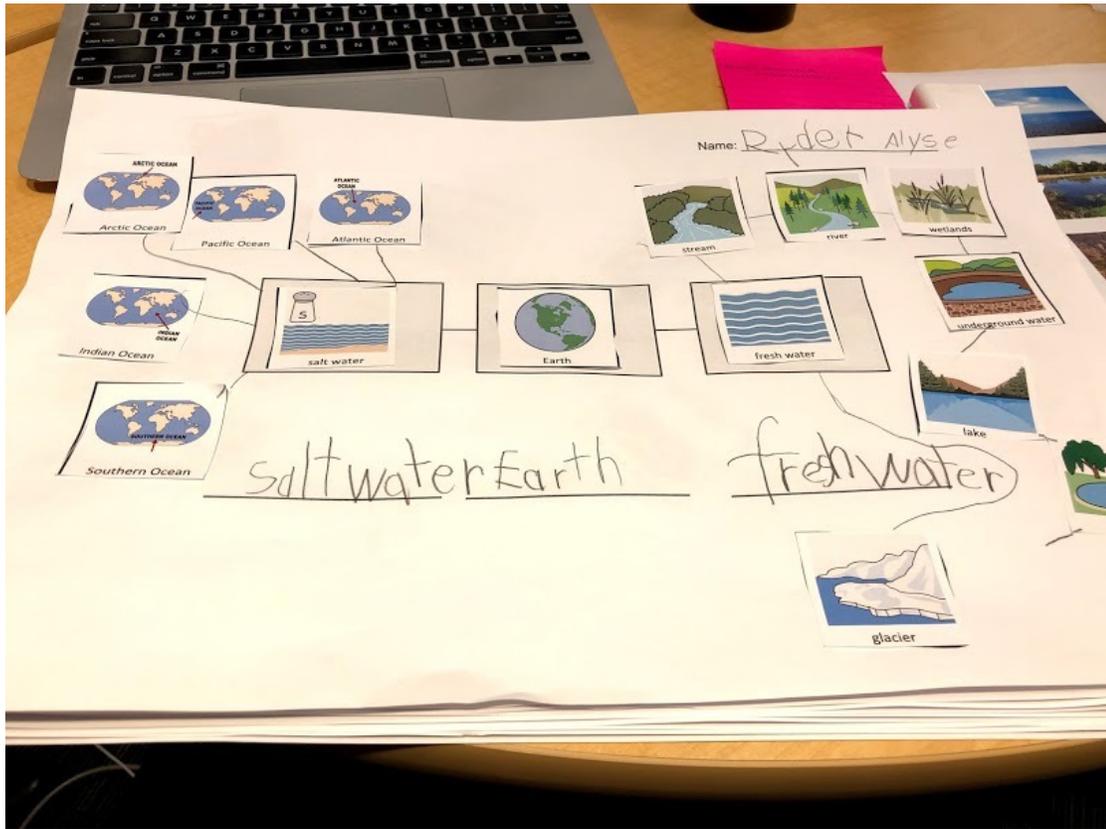
What do we learn about water?

1. Choose a new word that you know!

2. Use the word to share something you learned about water

3. Write a sentence about what you learned about water

4. Write a sentence about what you learned that connects 2 new words

I learned that…

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:	I know that water is important to living things and the environment I can learn about water	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	

Learner Progression

Learning Standard: Students investigate characteristics of water and the importance of water to living things in the environment.

	Approaching (Plate)	Essential (Potato)	Developing (Dairy)	Confident (Baked Bits)	Extending (Onions)
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Name: Ryder Alyse

Arctic Ocean · Pacific Ocean · Atlantic Ocean

Indian Ocean · salt water · Earth · fresh water

Southern Ocean

saltwater Earth   fresh water

stream · river · wetlands · underground water · lake · glacier

A glacier is frozen fresh water

A glacier is frozen fresh water
Kevin, Neil, Boelman.

Lily
I learn about that underground water is fresh

Jett
Underground is fresh water.

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Breakout

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

ELA Grade 6/7

Class Review

Classroom Support Plan

Example Unit & Lesson Plan

Backwards Design – Designing the Airplane

| Class: Gr. 6/7	Planning Team: Shackles, Locke & Moore
Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?	
Key vocabulary:	goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
Goals	
Competency Goal	I can be personally aware and responsible by being **self determined**
Competency Goal	I can be personally aware and responsible by being **self regulated**
Summative Tasks (Self Evaluation)	
New format (3D model)	Create a 3D model that represents your understanding of being personally aware & responsible
Choice Format (letter, comic book, conversation)	Describe how being personally aware & responsible connects to and can help you in your own life

Shelley Moore, 2019

Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7	Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

| **Key vocabulary:**	goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here →

| Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	• I can set a goal	• I can celebrate my efforts and accomplishments	• I can advocate for my myself and my ideas	• I can take initiative and make change in myself and the world
being self regulated	• I can accomplish a goal	• I can persevere through challenging tasks	• I can implement a plan that I have made to meet a goal	• I can adjust a plan that I have made to meet a goal
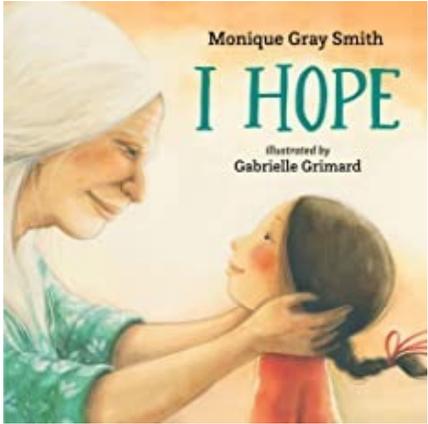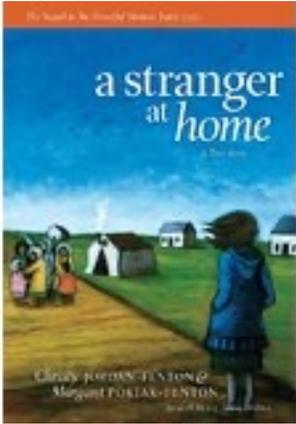
Shelley Moore, 2019

The Lessons!
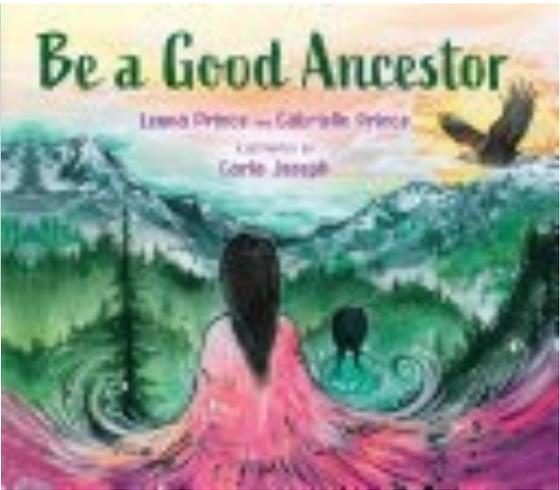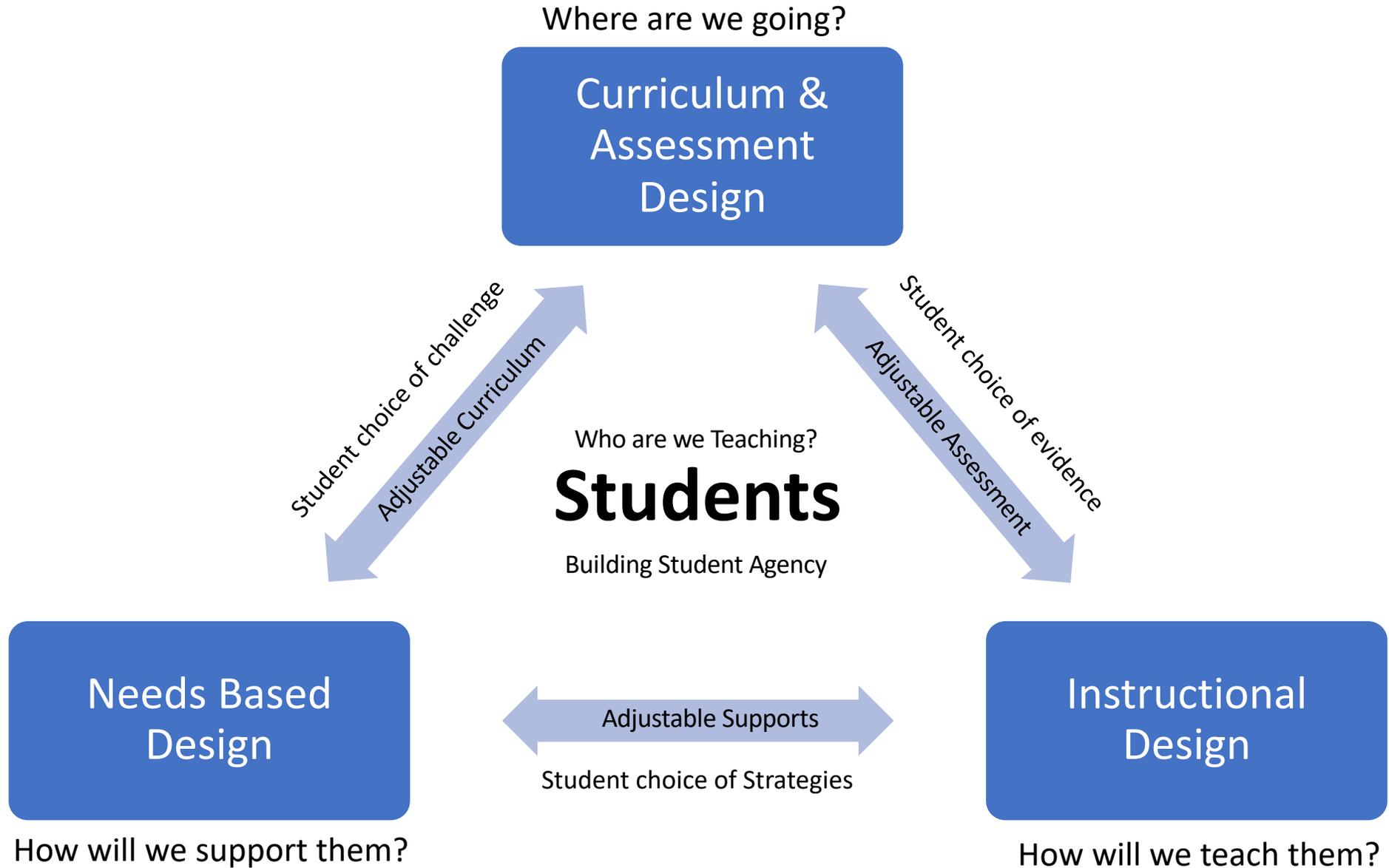
Breakout

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

What Next?

FPPL - Learning is holistic, **reflexive, reflective, experiential**, and relational (focused on connectedness, on **reciprocal relationships**, and a sense of place)

- Practice, reflect, practice some more
- Work with others, support and build on each other's understanding and application

FPPL - Learning involves generational roles and responsibilities

- Share what you are learning

"It is the responsibility of people to share what they learn with others" (Archibald Q'um Q'um Xiiem, 2008).

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