Designing for DIVERSITY

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Welcome!

Structure of Sessions

- Setting intentions for the day
- Reflecting on shifts in thinking and practice
- Topic presentation with built in discussion time
- Reflecting and drawing on learning
- Making plans to take action
- Homework!

Thinking Back Looking Forward

- What stands out from last session?
- What questions are coming up for you?
- What are you noticing about your thinking?

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives: Team Perspectives:	Student Perspectives: Team Perspectives:	Student Perspectives: Team Perspectives:	Student Perspectives: Team Perspectives:

Class Needs

Need:	Need:	Need:	Need:	Need:

Team Goals

Some big questions and/or goals that we have for this class:

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

Classroom Support Plan: Need Based Reflection

Target Classroom: Gr. 8 Humanities **Classroom Teacher(s): M.B.** **Date: Fall 2022**

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

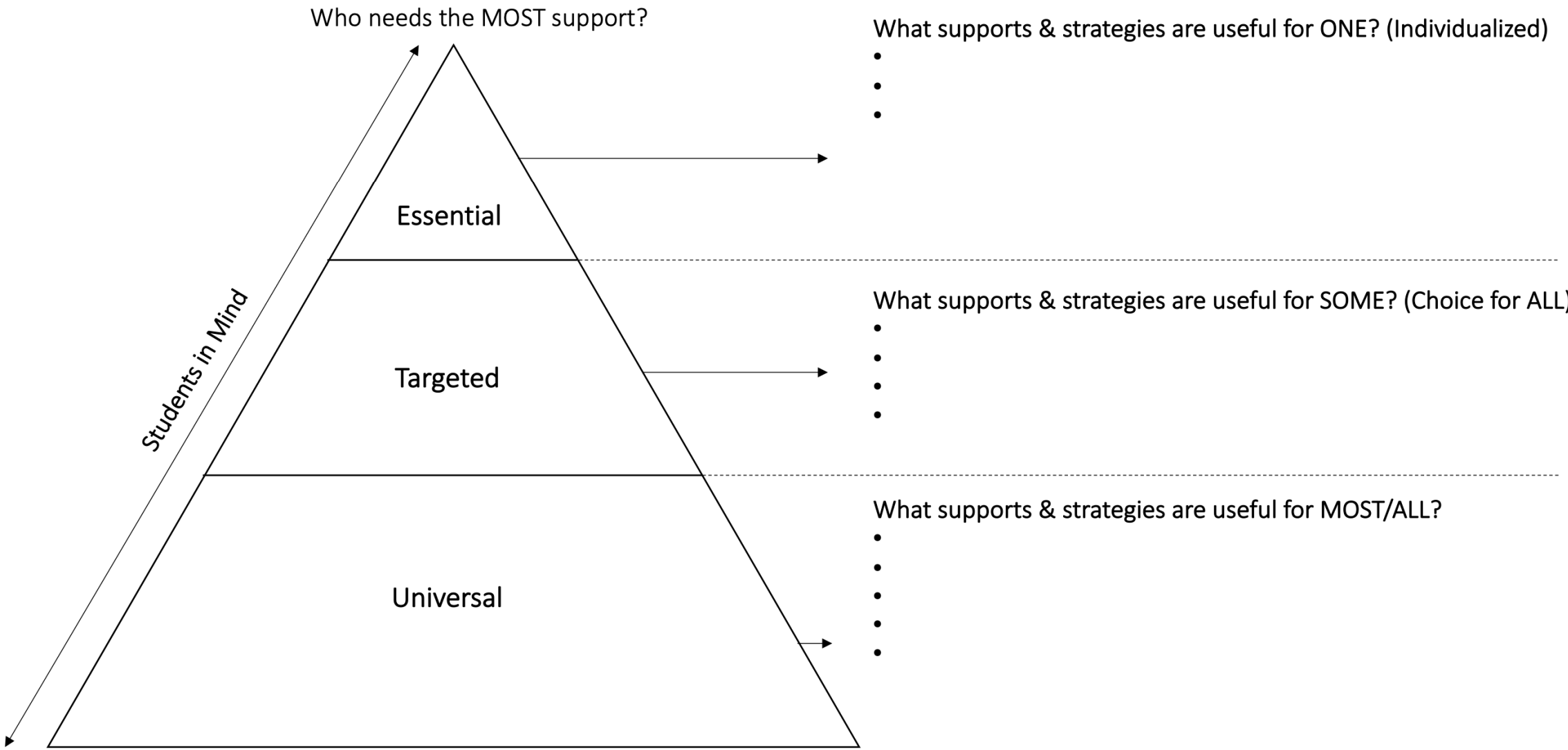
Areas of Need **AB - G, Q, H** **AD - Q** **JR, MH, PR, MP, MB** FP, KP, SS, ST	This is an **IEP/LSP** needs based area	Our classroom community needs support for this **immediately**	Our classroom community needs support for this **soon**	Our classroom community **does not need support** for this right now
Anger or Frustration	**AB,** SS	☐	x	☐
Anxiety	**AB, AD**	☐	☐	x
Articulation	**AD,** FP	☐	☐	x
Attendance	**AD,** FP, ST	☐	x	x
Assistive Technology	**AB**	☐	☐	x
Attention	**AB, AD,** KP	☐	x	☐
Vision	☐	☐	☐	☐
Bullying	**AB**	☐	x	☐
Central Auditory Processing	☐	☐	☐	☐
Communication	**AB, AD**	x	☐	☐
Hearing	☐	☐	☐	☐
Depression/Sadness	**AB,** ST	☐	☐	x
Eating/ Food	☐	☐	☐	☐
Emotional Regulation	**AB,** KP	x	☐	☐
English Language Skills	SS	☐	☐	☐
Engagement/ Motivation	**AB, AD**	☐	x	☐
Executive Functioning	FP, ST, SS	x	☐	☐
Fine Motor Skills	☐	☐	☐	☐
Gambling	☐	☐	☐	☐
Greif Management	**AB,** ST	x	☐	☐
Gross Motor Skills	☐	☐	☐	☐
Hearing	☐	☐	☐	☐
Identity	**AB, AD**	x	☐	☐
Intellectual Ability	**AD**	☐	☐	x
Listening Comprehension	**AD**	☐	☐	x
Low Vision	☐	☐	☐	☐
Memory	**AD**	☐	☐	x
Mental Health	**AB,** ST	☐	x	☐
Metacognition	**AB,** ST, KP	x	☐	☐
Mobility	☐	☐	☐	☐

Non-Verbal Reasoning	FP	☐	x	☐
Organization	**AB, AD,** FP, KP	x	☐	☐
Personal Care	**AB**	☐	☐	x
Personal Safety	**AB**	☐	☐	x
Phonological Processing	☐	☐	☐	☐
Processing Speed	☐	☐	☐	☐
Self Esteem	**AB, AD,** KP	x	☐	☐
Self- Advocacy	FP, SS	x	☐	☐
Self-Harm/ Suicide Management	☐	☐	☐	☐
Self-Regulation	**AB, AD**	x	☐	☐
Sensory Integration	☐	☐	☐	☐
Sequencing	FP	☐	☐	x
Social Skills	**AB**	☐	☐	x
Substance Abuse	☐	☐	☐	☐
Task Initiation	**AB, AD,** KP, SS	x	☐	☐
Time Management	**AB, AD,** KP	x	☐	☐
Transition	**AB**	x	☐	☐
Verbal Ability	☐	☐	☐	☐
Visual-Motor Skills	☐	☐	☐	☐
Visual Spatial Processing	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐

What are the priority needs for this class?	What additional needs are impacting learning?
1. Metacognition 2. Organization 3. Self Esteem 4. Task Initiation 5. Communication	1. Anxiety 2. Intellectual ability 3. Mental health 4. Personal safety 5. Social skills

Context:

Children in Mind:



What supports & strategies are useful for ONE? (Individualized)

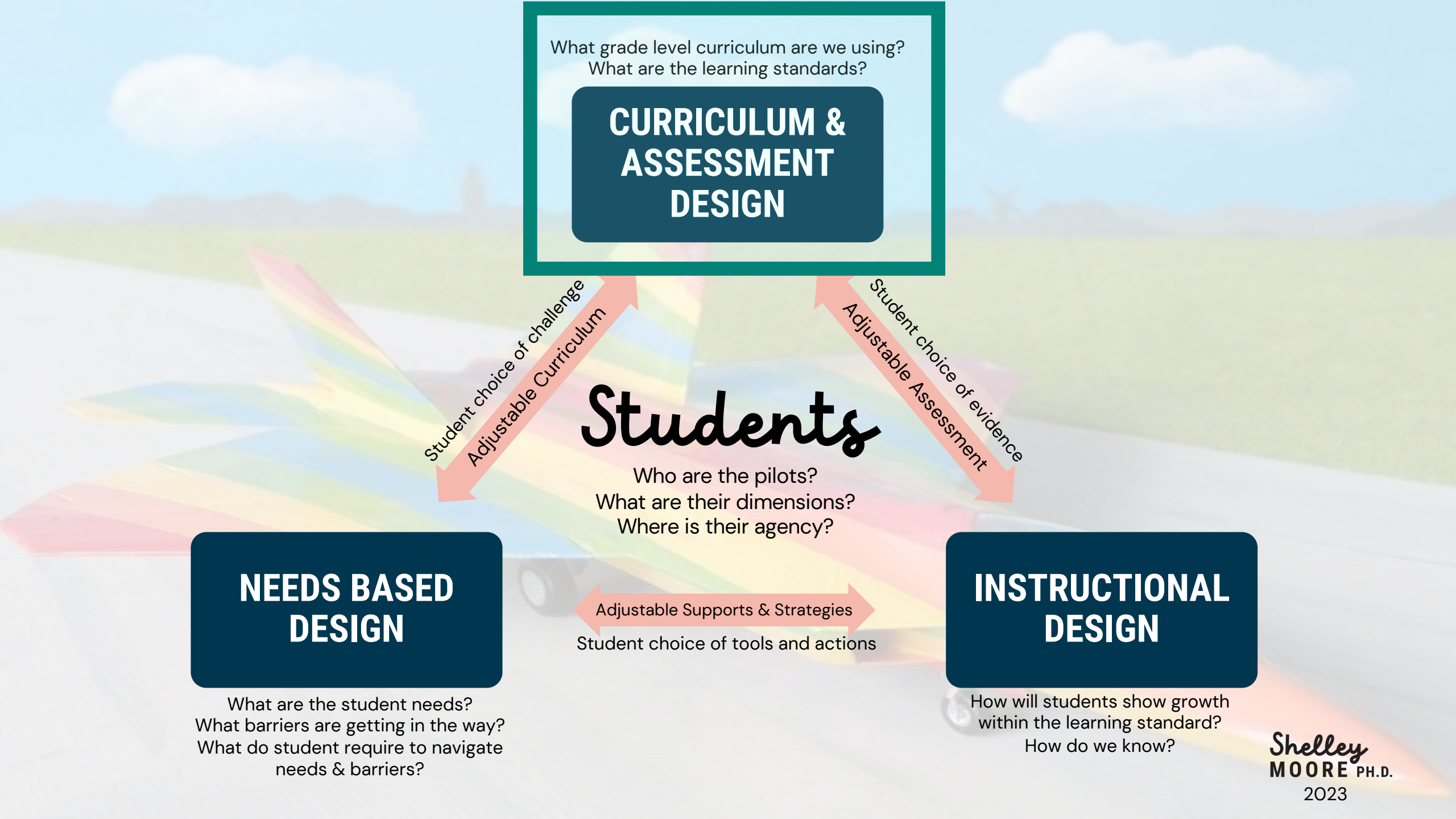
-
-
-

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-


What grade level curriculum are we using?
What are the learning standards?
CURRICULUM & ASSESSMENT DESIGN
Student choice of challenge
Adjustable Curriculum
Student choice of evidence
Adjustable Assessment
Students
Who are the pilots?
What are their dimensions?
Where is their agency?
NEEDS BASED DESIGN
What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?
Adjustable Supports & Strategies
Student choice of tools and actions
INSTRUCTIONAL DESIGN
How will students show growth within the learning standard?
How do we know?
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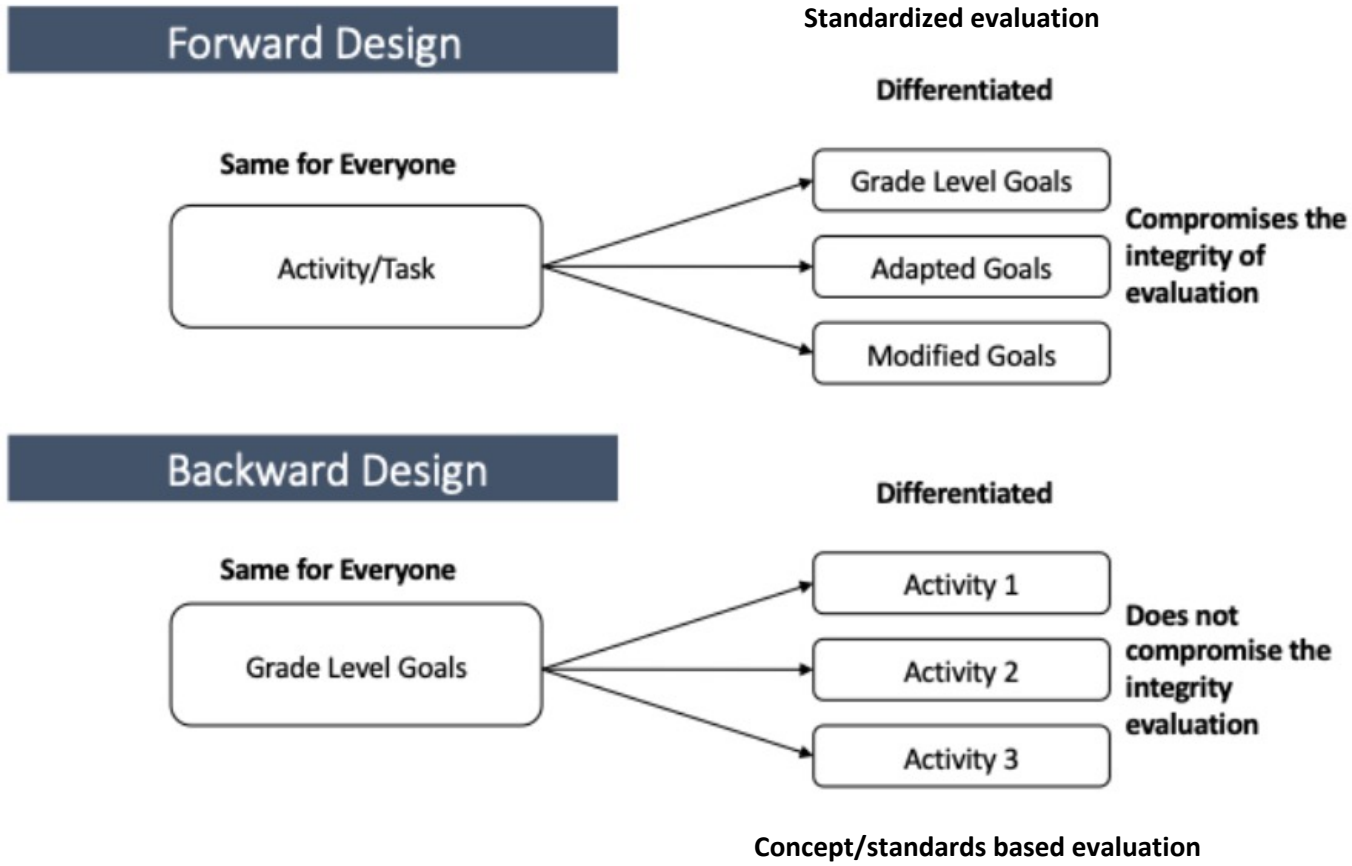
2023

UBD: Determining the Learning Standard

Adapted from McTigue, 2010



Backwards Design

What do we need to UNDERSTAND?

What do we need to KNOW?

What do we need to DO?

Backwards Design

What do we need to UNDERSTAND?

Big Ideas

What do we need to KNOW?

Knowledge

What do we need to DO?

Skills

Backwards Design Planning

Grade:	Subject Area: Science	Strand/Topic:
Learning Standard:		Unit Guiding Question(s):
Key Vocabulary:		

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices		
Disciplinary Core Ideas		
Crosscutting Concepts		

Backwards Design Planning

Grade: 9	Subject Area: Science	Strand/Topic:
Learning Standard: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function ▯ Systems of specialized cells within organisms help them perform the essential functions of life. ▯ All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	I know that the systems of specialized cells inside organisms perform essential functions of life • I know what systems of specialized cells are • I know what organisms are • I know what the essential* functions of life are I know that cells have genetic information in DNA molecules I know that genes are parts of DNA that are instructions for how proteins are formed I know how cells work
Crosscutting Concepts (Big Idea)	Structure and Function ▯ Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	I understand that structures are made of many different components that are connected and have specific functions.

Name:	Date:

Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

Important words to know and use: theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms

I still need support	Learning Goals	I need some challenge
	• I can explain using evidence that there are theories and laws that describe the natural world	
	• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work	
	• I understand that structures are made of many different components that are connected and have specific functions.	

Name:	Date:
Performance Expectation: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	
Important words to know and use: theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms	
Learning Goals	**Evidence of Learning**
• I can explain using evidence that there are theories and laws that describe the natural world	
• I know that the systems of specialized cells inside organisms perform essential functions of life • I know that cells have genetic information in DNA molecules • I know that genes are parts of DNA that are instructions for how proteins are formed • I know how cells work	
• I understand that structures are made of many different components that are connected and have specific functions.	

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language What do Students need to Know and Do?**	**Student Friendly Language**
Science and Engineering Practices (skills)	**Developing and Using Models** building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	• I can create and improve a model • I can use a model to show an idea • I can use a model to solve a problem
Disciplinary Core Ideas (knowledge)	**PS1.A: Structure and Properties of Matter** Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
Crosscutting Concepts (understanding)	**Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

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