Planning for Diversity with the End in Mind

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Icebreaker
FIND YOUR TWIN

1. Write a list of traits on one side of the page, and then put two columns on the page beside these traits.
2. The headings above one column should read "yours," and above the other, "autograph of twin."
   For example, some of the traits may be color of eyes, favorite movie, favorite city, favorite NFL team, school colors.
3. Direct the participants to complete the "yours" column first, then to find their twin.

"

The **Three Block Model of UDL** is the "how to" piece we need for creating socially and academically inclusive classrooms. However, **there is much more to it than just the practical how** - **we have to understand why we are doing what we are doing** - what is our vision? What are we trying to achieve, for our students, ourselves as teachers, and our communities?

Jennifer Katz

Learning Intentions
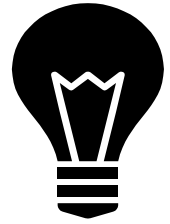
Planning with the Big Idea in Mind
- I can create assignments & activities that match learning goals → linking learning intentions to the rubric → Backwards Planning
- I can plan learning activities built around UDL principles

Planning with Assessment in Mind
- I know the difference between Learning Goals & Performance Goals & Setting Criteria
- I can create a rubric using keywords from Bloom's Taxonomy

Planning with Diversity in Mind
- I can infuse Aboriginal content in my lessons
- I can reference multiple intelligences (MI's) in my rubric

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Planning with the Big Idea in Mind

Backwards Planning

What one word comes to mind?

We're More Than Just Beads and Feathers...

Carousel Activity:
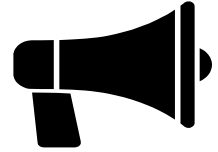- Why are we doing this activity?
- What are the learning intentions?

What are the students doing?
- Making a Dreamcatcher or Totem Pole
- Writer's Workshop
- Self Portraits
- Feathers in the Wind (Digital CItizenship)
- Microscope
- Browsing Box

What is the deeper learning happening?
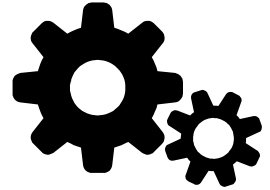-
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-
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Share Out

1. One "aha" moment... Wow! That's new!
2. One question I have or the muddiest point... Something I need to further process
3. One connection I made... This reminds me of... because...

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Snack Time

Planning with Assessment in Mind

Determining Essential Ideas → Setting Criteria → Creating Rubrics

Performance Goal vs Learning Goal

Ask a student what she *learned* today, and it's possible she'll draw a blank. She may tell you what she *did.*

The students attention is focused on what she is doing, not on what she is learning -- she has a performance goal, not a learning goal.

> **"** *There is a body of research that indicates that when students are given learning goals, goals that describe the intended learning, they perform significantly better than students who are given performance goals, goals that focus on task completion. (Black & Wiliam, 1998a; Shepard 2001)*

Setting Criteria

What are criteria and how do we set them?

- Criteria are the standards by which something can be assessed

Teachers can

- Set criteria **for their students**
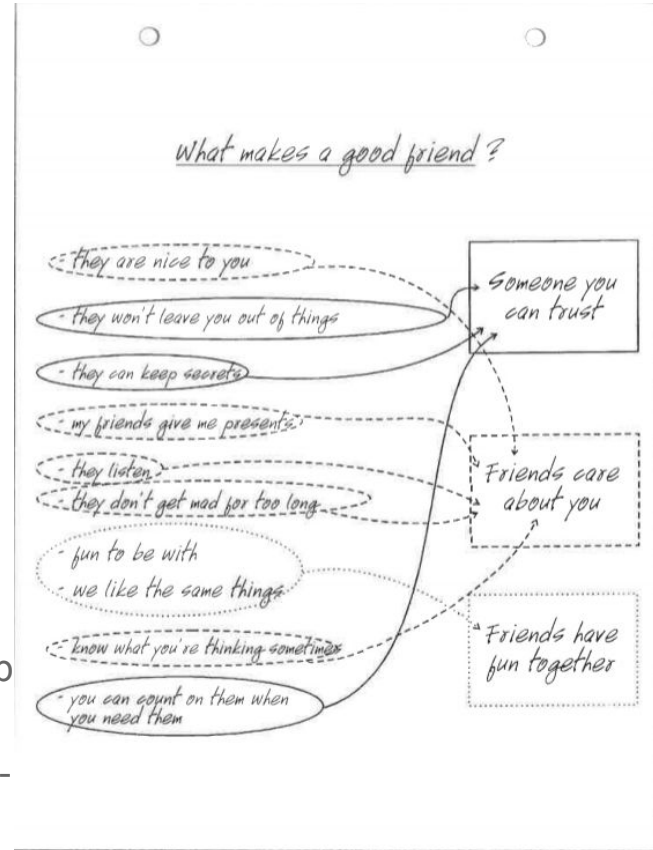- Set criteria **with their students**

Students can

- **Set or negotiate their own criteria**

4 Step Process for Setting Criteria ...

1. Brainstorming

2. Sort and categorize

3. Make and post a T-chart

4. Add, Revise & Refine

Example:

1) Ask students: "what makes a good friend?"
2) Ask students to each take two to three minutes to list all the qualities they can think of that make a good friend.
3) Have students turn to a partner, read their lists, and circle any common ideas that they recorded.
4) Meet as a whole class, and ask each pair of students to tell one idea from their shared list without repeating what someone else has said. Record these on the board.
5) Continue to record ideas until students have run out of them.
6) Show the students how many of their ideas could fit together by grouping any that are similar. Give each group of ideas a heading.
7) Ask students to write about what kind of a friend they are - based on criteria.

What makes a good friend?

- They are nice to you
- they won't leave you out of things
- they can keep secrets
- my friends give me presents
- they listen
- they don't get mad for too long
- fun to be with
- we like the same things
- know what you're thinking sometimes
- you can count on them when you need them

Someone you can trust

Friends care about you

Friends have fun together

Example:

USING FAMILIAR CLASSROOM EXPERIENCES

Students need to know enough about a learning experience to be able to develop criteria, so it is important to use familiar classroom experiences. One social studies teacher starts setting criteria with his grade nine students by recalling a familiar assignment that they had done in past years—drawing a map.

1. Remind students that they have made maps many times before.

2. Ask students to brainstorm answers to the question "What counts when you draw a map?"

3. Record their ideas on chart paper. Contribute any essential ideas that students might miss, such as, "Use a legend or key."

4. Transfer the ideas from the chart paper onto a single sheet of paper. Make one copy for each group of three to four students.

5. The next day, give one copy to each group of three to four students.

Figure 6: a) Class brainstorm; b) Group sort and categorize; c) T-chart for map

Figure 6a

What counts when I do a Social Studies Map?

- looks good
- correct stuff on it
- can read it
- it's coloured
- spelling is correct
- use a ruler to print
- put everything on it
- it's neat
- has a title
- capital letters used
- shows north
- everything is labelled
- uses a legend

Figure 6b

Somebody can read it
looks good
uses a ruler to print
can read it
it's neat

It's correct
correct stuff on it
has a title
spelling is correct
capital letters used

Everything's done
it's coloured
put everything on it
shows north
uses a legend
everything is labelled

Figure 6c

Criteria for Map	Details / Specifics
- easy to read and follow	- looks good - can read it - uses a ruler to print - it's neat
- labelling is accurate	- correct stuff on it - has title - capital letters used - spelling is correct
- map is complete	- it's coloured - put everything on it - shows north - uses a legend - everything is labelled

Setting Criteria Activity

In Table Groups of 4:
- Choose a familiar classroom experience
  - For example,
    - Collaborating; group work
    - What makes a good experiment?
- Use the 4 Step Process for setting criteria

Four Step Process

1. Brainstorming
2. Sort and categorize
3. Make and post a T-chart
4. Add, Revise & Refine

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Shared Folder -- Pictures

Lunch on your own

Planning with Diversity in Mind

UDL, Aboriginal Perspectives,
Multi-Intelligences

Planning for Diversity

> *In block two: Inclusive Instructional Practice, instruction is focused on utilizing student's strengths, and developing the resiliency to persevere through challenges with the support of your learning team/community, a fundamental value of most FN's cultures (ie that community is critical to resiliency).* Jennifer Katz

Stand Up If...

- Read and Play Stand Up If .... (Page 79 of Teaching to Diversity)
- Sticky Note Activity → teachers create 'Stand Up If" statements
- We will have a bank of statements in a shared folder (Google Drive)

MI INTELLIGENCES

👤	Intrapersonal
👥	Interpersonal
x^2	Logical-Mathematical
🍃	Naturalist
👁	Spatial
🏃	Bodily-Kinesthetic
📖	Linguistic
♪	Musical

MI Intelligences

Intrapersonal
Interpersonal
Logical-Mathematical
Naturalistic
Spatial
Bodily-Kinesthetic
Linguistic
Musical
Existential (proposed)
check out pages 20 - 21 Gardner

Strengths activity

You will notice around the room that there are **9 stations**. Please go to the one that **sparks your interest**.

Once you are at the station -

◆ Greet everyone at your station
◆ Welcome each other & check in
◆ Then talk about anything you wish as a group

"Spirit Buddies" p. 52, Teaching to Diversity, J. Katz

Literacy across the Curriculum

Universal Design for Learning has **two primary goals**:
1. To develop higher order thinking and passionate learners
2. To make the concepts and interactions in the learning accessible to diverse learners.

When we focus on literacy, we strive for the same goals.
How do we help diverse learners to think deeply and profoundly about literature and multimedia texts; to communicate their feelings, thoughts, beliefs and values in powerful and impactful ways; and to develop a love for language?
Jennifer Katz, p. 91, Teaching to Diversity

Conversational Activity - Literacy and M.I.

Big Idea: (Gr 4) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

What types of activities could you plan that are related to this Big Idea and this Multiple Intelligence to engage students?

This will allow students who are comfortable in this type of learning to shine, and stretch students who need variety in their learning to grow.

Theory: p. 83, 2nd paragraph, Jennifer Katz

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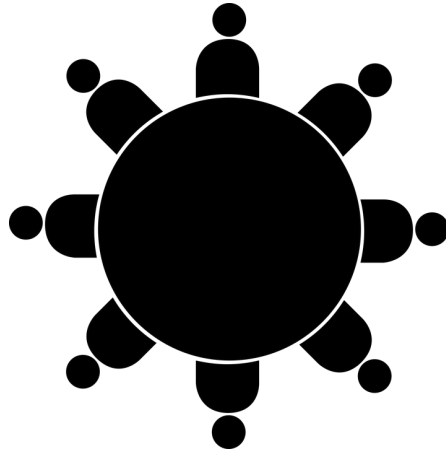# Jigsaw Activity

Thinking about the three headings...

1. Planning with the Big Idea in Mind
2. Planning with Assessment in Mind
3. Planning with Diversity in Mind

Jigsaw Activity cont…

Centres:

1. **Let's look at some planning templates** - highlight what you like, and highlight what you would change

2. **Let's look at some rubrics** - highlight what you like, and highlight what you would change

3. **Let's Dive into Jennifer Katz' Teaching to Diversity**- Jennifer Katz p. 72 - 79 - Insert Strategy

Whole Group Share Out & Discussion

Talking Circle

What are your dreams for this year...

Thanks!

Any questions?

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WHAT IF I TOLD YOU

LINING UP AT THE DOOR DOES NOT MAKE THE BELL RING FASTER?

www.traceeorman.com

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1: Provide options for perception	**4: Provide options for physical action**	**7: Provide options for recruiting interest**
1.1 Offer ways of customizing the display of information	4.1 Vary the methods for response and navigation	7.1 Optimize individual choice and autonomy
1.2 Offer alternatives for auditory information	4.2 Optimize access to tools and assistive technologies	7.2 Optimize relevance, value, and authenticity
1.3 Offer alternatives for visual information		7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols	**5: Provide options for expression and communication**	**8: Provide options for sustaining effort and persistence**
2.1 Clarify vocabulary and symbols	5.1 Use multiple media for communication	8.1 Heighten salience of goals and objectives
2.2 Clarify syntax and structure	5.2 Use multiple tools for construction and composition	8.2 Vary demands and resources to optimize challenge
2.3 Support decoding of text, mathematical notation, and symbols	5.3 Build fluencies with graduated levels of support for practice and performance	8.3 Foster collaboration and community
2.4 Promote understanding across languages		8.4 Increase mastery-oriented feedback
2.5 Illustrate through multiple media		
3: Provide options for comprehension	**6: Provide options for executive functions**	**9: Provide options for self-regulation**
3.1 Activate or supply background knowledge	6.1 Guide appropriate goal-setting	9.1 Promote expectations and beliefs that optimize motivation
3.2. Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	9.2 Facilitate personal coping skills and strategies
	6.3 Facilitate managing information and resources	

Three Words

This is a fast activity that's easily adaptable to any topic. Ask your students (teachers) to come up with three words they associate with the new topic. The value in this for you, as a teacher, is that you'll discover very quickly where your students' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in your classroom

Insert Marking System

x   I thought differently
+   New & important information
!   WOW
??   I don't get it
*   VERY important to remember

How to use INSERT

- Provide guide for symbols.
- Give reading to be completed.
- As students read, the symbols are used – can be completed lightly in pencil; using post-it notes; pieces of notebook paper.