

Welcome/Bienvenue

De-streaming in FSL

**Carlo Di Rienzo, FSL Consultant,
YCDSB**

carlo.di.rienzo@ycdsb.ca

Twitter: @Carlo_D_R

Agenda

- **Activity #1** (Menti) De-streaming in FSL
- De-streamed definition
- **Activity #2** (Menti) Culturally Responsive and Relevant Pedagogy
- CRRP Mindset
- Universal Design
- Class Profiles
- Lesson Design
- **Activity #3** (Breakout Rooms) Thinking Classrooms
- Collaborative Planning and Assessment
- Exit Ticket - Google Form

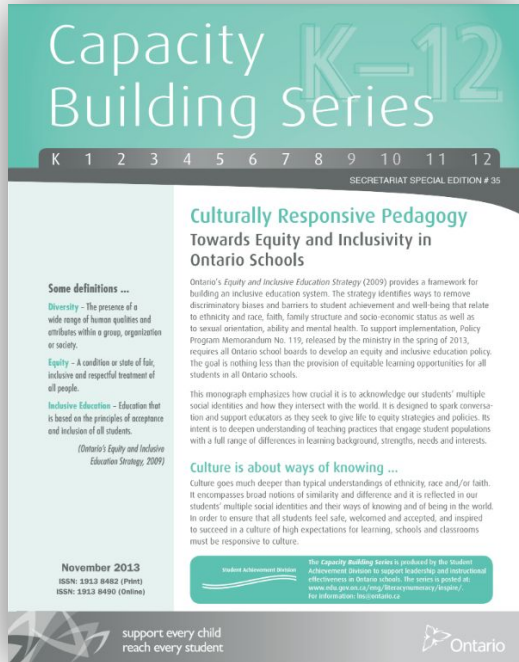
Activity #1 - De-streaming in FSL

Go to www.menti.com and use the code 5733 9382

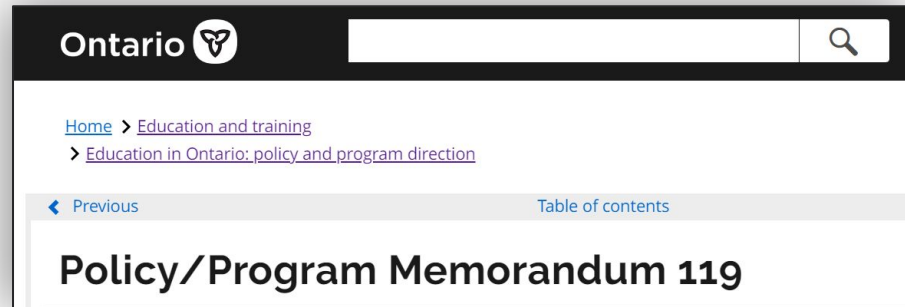
DE-STREAMED CLASSES

What de-streamed classes require is simply good teaching using Universal Design for Learning, Differentiated Instruction, and Culturally Relevant and Responsive Pedagogy. This applies to every class in every grade, not just newly de-streamed classes.

Culturally Responsive and Relevant Pedagogy



Go to www.menti.com and use the code 5733 9382



Culturally Responsive and Relevant Pedagogy #2

- Use **inquiry-based approaches** to student learning **to develop engaged and self-directed learners.**
- **Get to know your students:** how do they self-identify and what community do they originate from?
- **Use a variety of resources**, including community partners, to ensure the learning environment and pedagogical materials used are **accessible to all learners** and that **the lives of students and the community are reflected in the learning.**

Culturally Responsive and Relevant Pedagogy #3

- See the curriculum as **flexible and adaptive to the lived experiences of students.**
- Know and **build upon students' prior knowledge, interests, strengths and learning styles.**
- Ensure that learning engages a broad range of learners so that **varied perspectives, learning styles and sources of knowledge are explored.**
- **Differentiate instruction** and provide a **wide range of opportunities** for students to demonstrate their learning, ensuring both academic rigour and a variety of resources that are accessible to all learners.

CRRP MINDSET (MINISTRY OF EDUCATION)

Characteristic # 1

Socio-cultural consciousness

An awareness of how socio-cultural structures impact individual experiences and opportunities

Characteristic # 3

Desire to make a difference

See themselves as change agents working toward more equity.

Characteristic # 5

Deep knowledge of their students

Know about the lives of students and their families; know how students learn best and where they are in their learning.

Characteristic # 2

High expectations

Hold positive and affirming views of all students of all backgrounds.

Characteristic # 4

Constructivist approach

Understand that learners construct their own knowledge.

Characteristic # 6

Culturally responsive teaching practices

Design and build instruction on students' prior knowledge in order to stretch students in their thinking and learning.

[French Texts examples of CRRP](#)

[Collection of FSL books for diversity](#)

UNIVERSAL DESIGN FOR ALL LEARNERS

Universal design for all learners (UDL) is based on three key principles:

1

Give learners different ways to acquire information through *multiple means of representation*

The WHAT of learning

2

Give learners different ways to demonstrate learning through *multiple means of expression*

The HOW of learning

3

Tap into learners' motivation and interests through *multiple means of engagement*

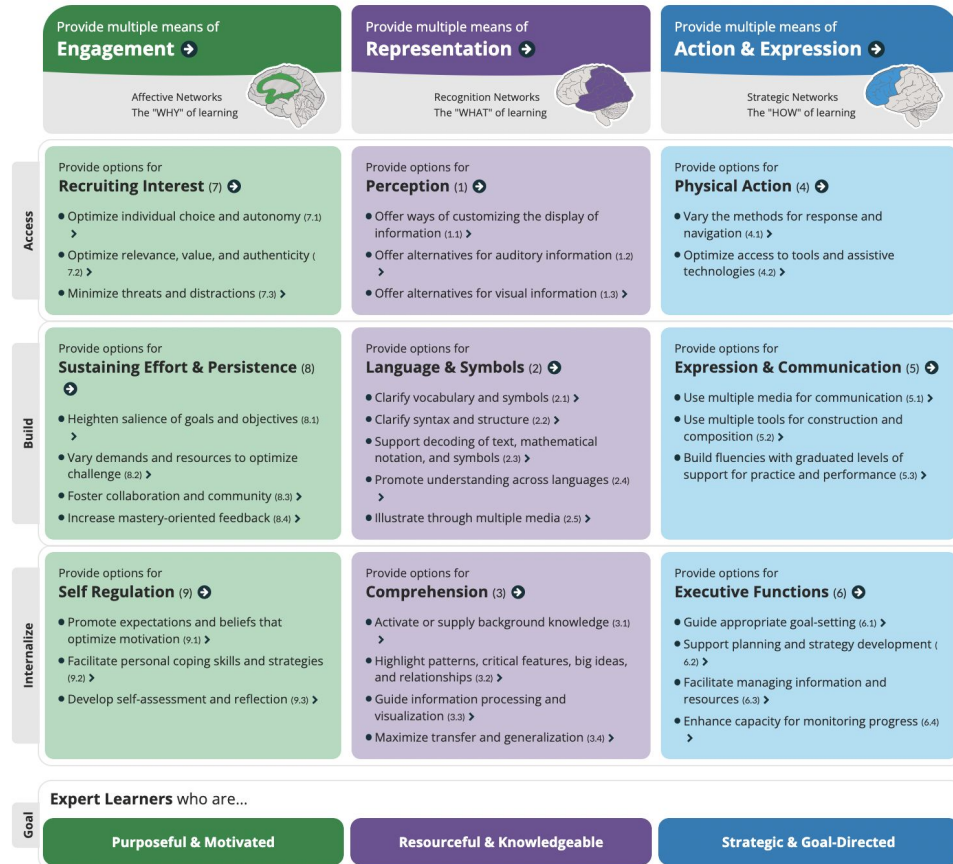
The WHY of learning

SOURCE: <https://udlguidelines.cast.org/>

UDL GUIDELINES

*Engagement
Representation
Action & Expression*

Universal Design for Learning Guidelines



Action 1 - Developing a class profile

CLASS PROFILES

In order to effectively create learning environments, learning experiences, and assessment opportunities that are...

- universally designed for all learners
- differentiated to meet the needs and strengths of all learners
- culturally relevant and responsive to all learners

It is important to know the students (i.e., the learners) we teach. An effective tool that can assist teachers in getting to know their students and in planning effective instruction and assessment is the *class profile*.

In consulting [this suggested template](#), think about what types of questions you could ask in a questionnaire to complete a class profile for your students.

CLASS PROFILES

Examples of questions in a questionnaire:

Mon Portfolio (C'est Parti)

1. I learn best when:

- I am given a choice of activities
- I am given detailed directions in advance
- I am provided with practical examples
- I do problem-solving questions

2. I prefer to work:

- With others in groups
- Independently
- With a partner

3. When learning a lesson, I prefer to:

- Read or see the information
- Watch videos explaining a concept
- Listen to someone explain a concept
- Demonstrate knowledge by doing an activity

4. My hobbies include:

- Doing sports
- Listening to Music
- Playing music
- Playing games

Action 2 - Lesson Design

BACKWARD DESIGN

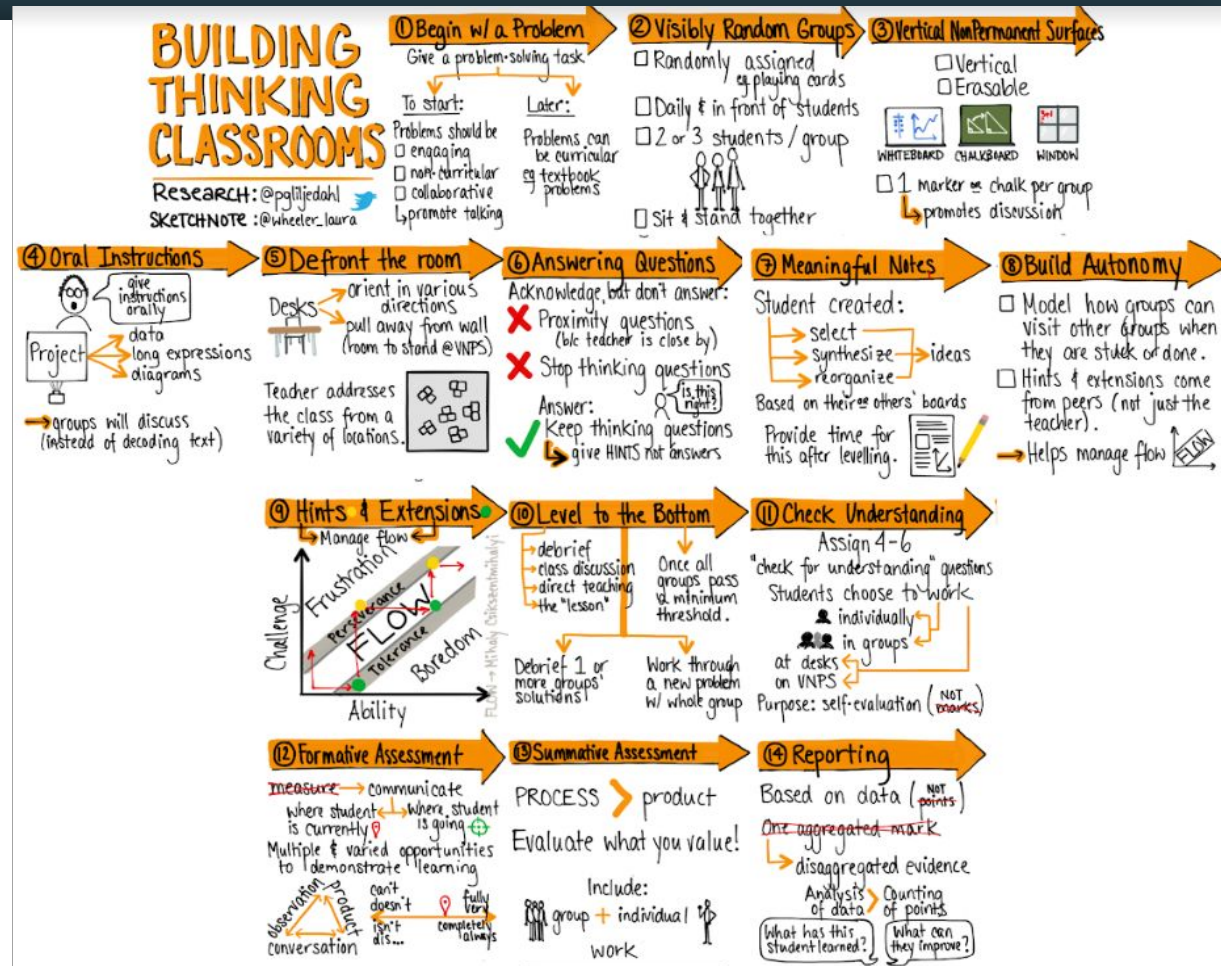
Backward design is a method of planning the intended learning with the end in mind. It comprises of three steps.

1. What is the most important for students to *know* (subject area expertise and big ideas), *do* (global competencies)?
2. How do we know when students know it (formative and summative assessments)?
3. What daily activities enable students to demonstrate their learning (prioritize common tasks and mini-inquiries)?

Building a thinking classroom (Breakout Rooms)

In what ways can you incorporate some practices of a Thinking Classroom into your classroom?

Click on the infographic for a larger view →



COLLABORATIVE PLANNING

Sample lesson has been provided.

Consider the components that support a de-streamed classroom:

- Universal design for all learners (UDL)
- Differentiated instruction (DI)
- Culturally Relevant and Responsive Pedagogy (CRRP)



French Lesson

Action 3 - Assessment

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative

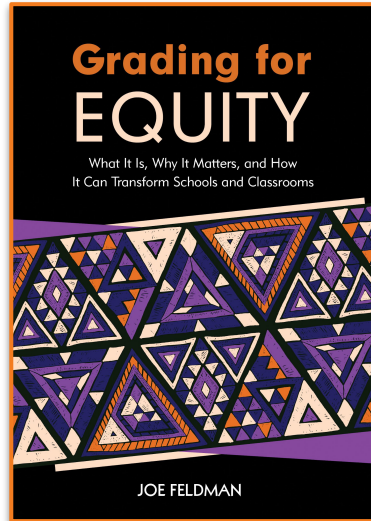
Assessment FOR learning is more commonly known as diagnostic assessments. Assessment FOR learning is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Teachers are now afforded the chance to adjust classroom instruction based upon the needs of the students. Similarly, students are provided with valuable feedback on their own learning.

Assessment AS learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

Summative

Assessment OF learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments.

EQUITABLE ASSESSMENT PRACTICES



POSSIBLE SOURCES OF EVIDENCE

Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations and student products.

Using multiple sources of evidence increase the reliability and validity of the evaluation of student learning.



CONVERSATIONS

OBSERVATIONS

PRODUCTS

[Growing Success, 2010 pg.39](#)

GATHERING EVIDENCE OF STUDENT LEARNING

Assessment *FOR* Learning

Assessment *AS* Learning

Assessment *OF* Learning

Possible strategies and tools via G Suite tools

- **Google Form** (Survey & exit ticket)
- **Jamboard** (Minds on)
- **Google Classroom** (Use **Assignment** leave ungraded, **Question** feature)
- **Google Meet** (*Breakout rooms*-observations/conversations, *Poll*- thumbs up/down, multiple choice, *Q&A* - what is already known?)

- **Google Form** (i.e. self assessment)
- Student self-assessment PDF can turn into a Google Doc.
- **Share** Google Docs or Slide with teacher or peer (use comment function, highlight criteria/rubric)
- **Co-create** rubric or checklist criteria
- **Google Meet** (*breakout rooms*- conferencing with students *Q&A* - ask each other/ask explain further)

- **Google Slides, Sites and Draw** (i.e. portfolio hyperdocs, photostory),
- **Google Docs** (writing piece, essay, report)
- **Multimedia** presentations (i.e. audio podcast, video - may require Yellow Tool consent form if outside of G Suite)
- **Authentic Tasks** (*scaffold* with **digital** rubrics, checklists, and graphic organizers)

ASSESSMENT

The following are suggested strategies and tools for differentiating assessments:

- Consider creating rubrics that focus on acquisition and application of skills (how to statements)
- Group students based on their readiness level (Zone of Proximal Development)
- Focus should be on improving learning with the use of assessment as learning (providing a variety of practice questions/scenarios, providing descriptive feedback, etc.)
- Offer a variety of assessment options in order to reach all learners
- See this [self-assessment tool](#) as an example
- The use of choice boards allow greater flexibility for students to demonstrate their understanding of concepts and skills

RUBRIC TIPS FOR STUDENT SELF-ASSESSMENT

As per the Ministry's monograph on [Student Self-Assessment](#):

- Rubrics are more powerful when used in conjunction with samples of student work or exemplars.
- Consider ready-made rubrics only as starting points – constantly modify them with student input.
- Consider having students assess a model piece of work using a rubric.
- Work with students to put rubrics into student-friendly language.
- Allow students to highlight or checkmark rubrics, using them as a visual guide while completing assignments.



FSL Online resources

1. <https://enseigner.tv5monde.com/>
2. <https://www.tv5unis.ca/francolab/ca-bouge-a-u-canada>

Consolidation

Consolidation



Reflect on how you can incorporate students interests in your lessons in the areas of: numeracy, literacy, Catholic faith, well being and equity, and student engagement, creativity and innovation.



What UDL, DI and CRRP strategies would help to support student success in relation to your department goals & the Board Improvement Plan?



Which assessment tools could be used in order to equitably measure student success?

You have had some time to reflect upon and discuss best practices to support FSL de-streamed classrooms.

You are now invited to respond to the following prompts using the EXIT TICKET provided:

1. One thing I agree with is...
2. I would like to learn more about...
3. One thing I wonder about is...

CONSOLIDATION

Exit Ticket

Questions?

carlo.di.rienzo@ycdsb.ca

Twitter: @Carlo_D_R