



ED&I IDEAS CHECKLIST

This checklist is meant to be a tool to help you plan for learning, setting up your curriculum and implementing ED&I supported UDL practices. As you plan for your students, look through the checklist to see where and what you could bring into practice to expand your teaching and learning.

Creating an Inclusive Learning Environment

- Utilize entry activities that vary in application for immediate participation
- Establish group norms and expectations that account for all needs and groups
- Share ownership of knowledge with all students

Help Students Acknowledge Their Multiple Positionalities

- Provide opportunities for students to acknowledge their various and intersectional positionalities in a safe environment
- Provide opportunities for students to identify/reflect on their statuses

Balance Emotional & Cognitive Dimensions

- Provide opportunities for students to reflect on their social experiences using ED&I and UDL concepts
- Include opportunities for social perspective discussion
- Utilize small-group discussions, peer panels, etc. to encourage self-reflection, analysis, active listening and communication, and action planning—especially with and arts critique
- Model ED&I mindset and practices
- Intervene when group norms are violated

Draw on Student Expertise

- Establish personal relevance by borrowing from the students' knowledge, experiences, and personal narratives to facilitate a positive attitude toward ED&I practices
- Use the intergroup dynamics in the classroom to inform ED&I practices
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths
- Use content that represents your students and/or who is currently missing from the curriculum



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Encourage Active Engagement & Collaboration

- Utilize fishbowls, common group or concentric circles, five faces, gallery walks, etc. to encourage students to engage actively and safely with the issues and one another
- Create challenging and thought-provoking learning experiences inclusive of students' perspectives and values

Foster & Evaluate Personal Awareness

- Utilize self-reflection to assess growth in personal awareness
- Develop rubrics to measure acquisition of knowledge and skills not behaviors
- Include multiple methods through which students can demonstrate

Notes:



Using ED&I to Support

UNIVERSAL DESIGN

ED&I focuses on equity, diversity, and inclusion, ensuring fair treatment and opportunities while eliminating prejudice. It involves cultivating a classroom environment that caters to all students' optimal learning. Understanding ED&I is crucial as it forms a fundamental aspect of UDL, which aims to create universally effective learning spaces, embracing diversity and individual characteristics. In essence, ED&I and UDL work hand-in-hand to foster equality and enhance education for every student.

Equity guarantees access, resources, and opportunities for everyone to thrive, especially those historically marginalized. *In education*, equity involves systems that facilitate learning support. It acknowledges diverse backgrounds, ethnicities, and interests among students, tailoring opportunities to individual needs.

Equality refers to the state of being equal; sameness especially in status, rights and opportunities-where everyone is provided with the same opportunities.

Diversity encompasses a range of distinctions such as race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, ability, age, religious dedication, and political stance.

Inclusion is the end goal of making sure that diverse perspectives and stories are not only acknowledged but also genuinely embraced and welcomed. This involves constantly revising our practices, rules, policies, and chances to guarantee that every voice is taken into account and valued.

Universal Design for Learning (UDL) is a valuable tool in a teacher's toolbox. It provides strategies and techniques to craft lessons, resources, and teaching methods that cater to the diverse needs of all students in the classroom. UDL's primary objective is to foster inclusive and effective teaching and learning experiences, ultimately enhancing each student's learning journey. It guides educators in creating an environment where every student feels supported and can fully engage in the learning process.



Physical Space

Access

- Setup your learning space so that all students can access the student areas
- Make sure student learning materials are accessible to all students

Design

- Make sure the design of your space fits the needs of your students
- Safe travel paths are important for you and your students

Purpose/Function

- Ensure that the space functions to support and the student learning goals

Visuals

Visuals in the physical space and curriculum are important to consider

Use visuals to support the different learners in your classroom

- Icons and pictures with directions

Visuals to positively represent your students, curriculum, and community

Tools & Languages

Utilize adaptive tool techniques so that all tools are accessible to all learners

Learn about what languages your students speak

Incorporate their languages to help with access

Inclusion & Visibility





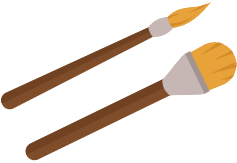
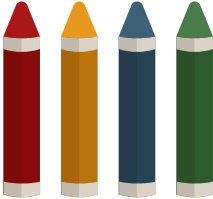



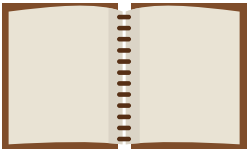
Visually represent your students, artists, community in the classroom and curriculum

Work to make sure all of your students are represented


- Give voice by giving choice

Build in other representations into the curriculum; diversify

Art Supplies For Today

 <div>Palette</div> <div></div>	 <div>Jar paint</div> <div></div>
 <div>Watercolor palette</div> <div></div>	 <div>Scissors</div> <div></div>
 <div>Paint brushes</div> <div></div>	 <div>Crayons</div> <div></div>
 <div>Mannequin doll</div> <div></div>	 <div>Mannequin hand</div> <div></div>
 <div>Canvas</div> <div></div>	 <div>Artbook</div> <div></div>

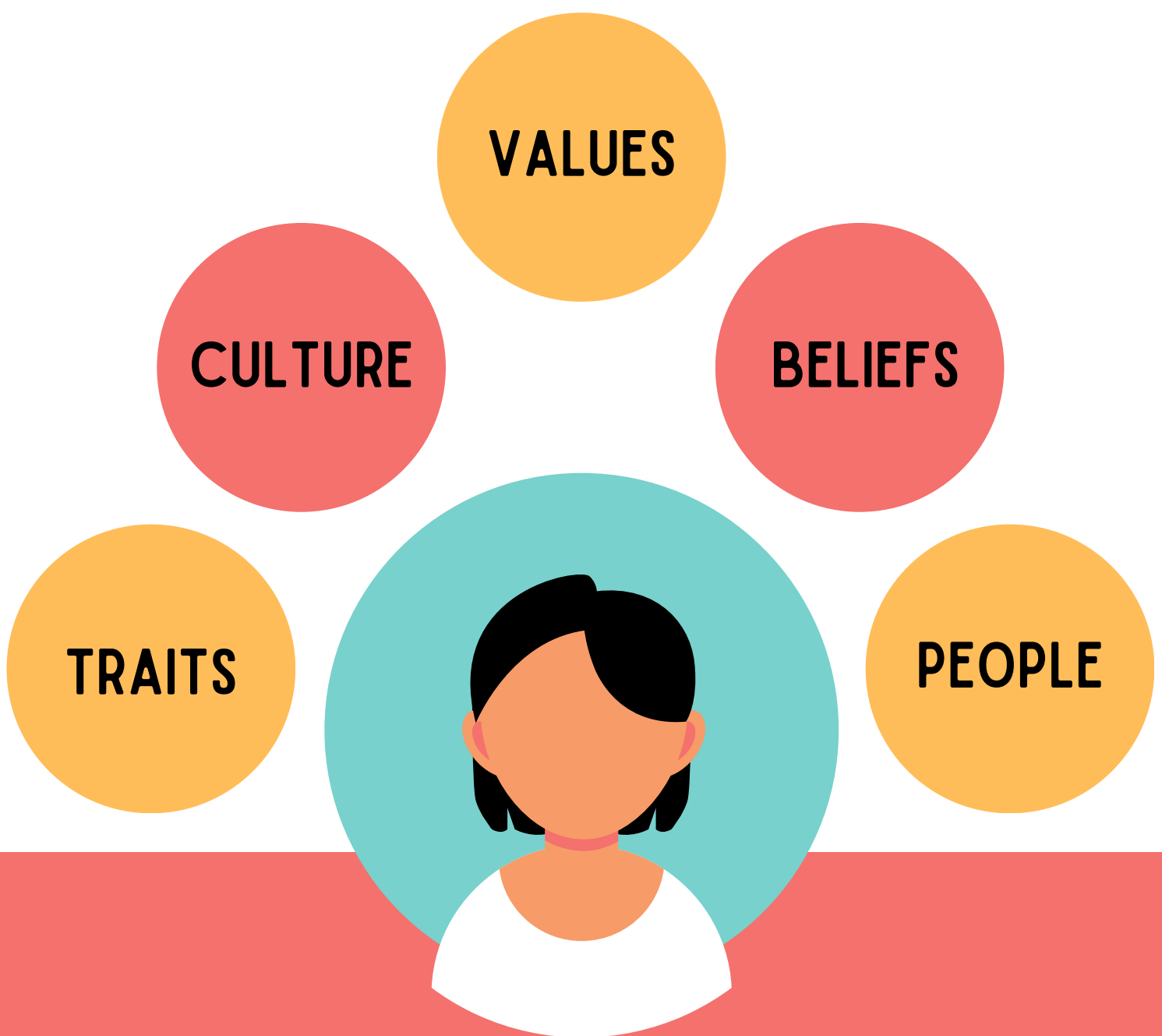
Art Supplies For Today

	<div>Glue</div> <div></div>		<div>Color guide</div> <div></div>
	<div>Ruler</div> <div></div>		<div>Pencils</div> <div></div>
	<div>Tube paint</div> <div></div>		<div>Palette knife</div> <div></div>
	<div>Paper</div> <div></div>		<div>Cutter</div> <div></div>
	<div>Sketchbook</div> <div></div>		<div>Black marker</div> <div></div>

PERSONAL IDENTITY!

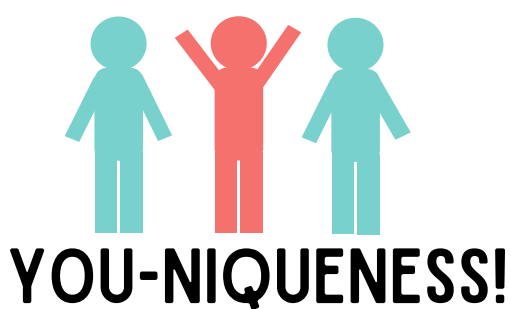
What makes us who we are?

There are multiple things that influence and develop our identity. They may even change over time. Learning about personal identity helps grow confidence and a sense-of-self.



Personality traits, culture and traditions, and values and beliefs help shape us as a person. The people and connections we have in our lives, influence how we form our identity.

WAYS WE SHOW WHO WE ARE!



Our differences are what make us unique. Learning to embrace, and be proud of, our differences can help us grow.

Our actions show who we are through how we treat others, how generous with our time we are and our values.



We can express ourselves and who we are, through things such as our image, our style, our tastes and our interests.



PMI Self-Reflection



Plus

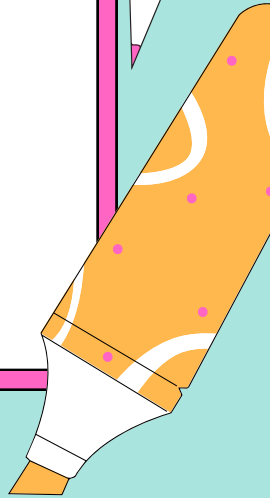
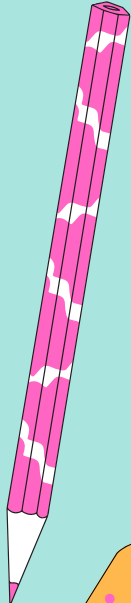
What were my strengths? In which areas was I most successful?

Minus

What were my weaknesses? In which areas was I least successful?

Improve

What are some specific strategies or activities I can undertake to improve particular skills for next time?



Student Interest Survey

Name:

Directions: Use the prompts below to help your teacher and peers to get to know you.

List your favorite books, tv shows, or movies

List 2 things you like about school

1

2

List 3 things you like to do outside of school

1

2

3

Please rate the topics below based on your interest level.

1 = I am not interested or passionate about it.
5 = I am very interested and passionate about it.



Animals

☐

☐

☐

☐

☐

1

2

3

4

5



Arts & Crafts

☐

☐

☐

☐

☐

1

2

3

4

5



Cooking/ Baking

☐

☐

☐

☐

☐

1

2

3

4

5



Engineering & Building

☐

☐

☐

☐

☐

1

2

3

4

5



Fashion

☐

☐

☐

☐

☐

1

2

3

4

5



Health, Medicine, & Wellness

☐

☐

☐

☐

☐

1

2

3

4

5



History, Culture, or Music

☐

☐

☐

☐

☐

1

2

3

4

5



Sports

☐

☐

☐

☐

☐

1

2

3

4

5



Technology/Computers

☐

☐

☐

☐

☐

1

2

3

4

5