



The Consortium
Alberta Professional Learning Consortium

Designing for ALL: A Class Support Plan Approach to Literacy Differentiation

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Today, we acknowledge that this land is part of the traditional, ancestral territory of the Niitsitapi of the Blackfoot Confederacy, made up of the Siksika, Piikani, Amskapi Piikani and Kainai First Nations. This land is also important to the Nakoda Wîcastabi First Nations, comprising of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Dene people of the Tsuut'ina First Nation. This is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government Nose Hill Métis District 5 and Elbow Métis District 6. We also acknowledge all urban Indigenous people who call Calgary their home.

Am-ska-pi: Ahm-skah-pee

Iethka: ee-YETH-kah

Tsuut'ina: SOO-tin-uh

Otipemisiwak: Oh-teh-pim-swak

Wicastabi: WEE-che-stah-bee

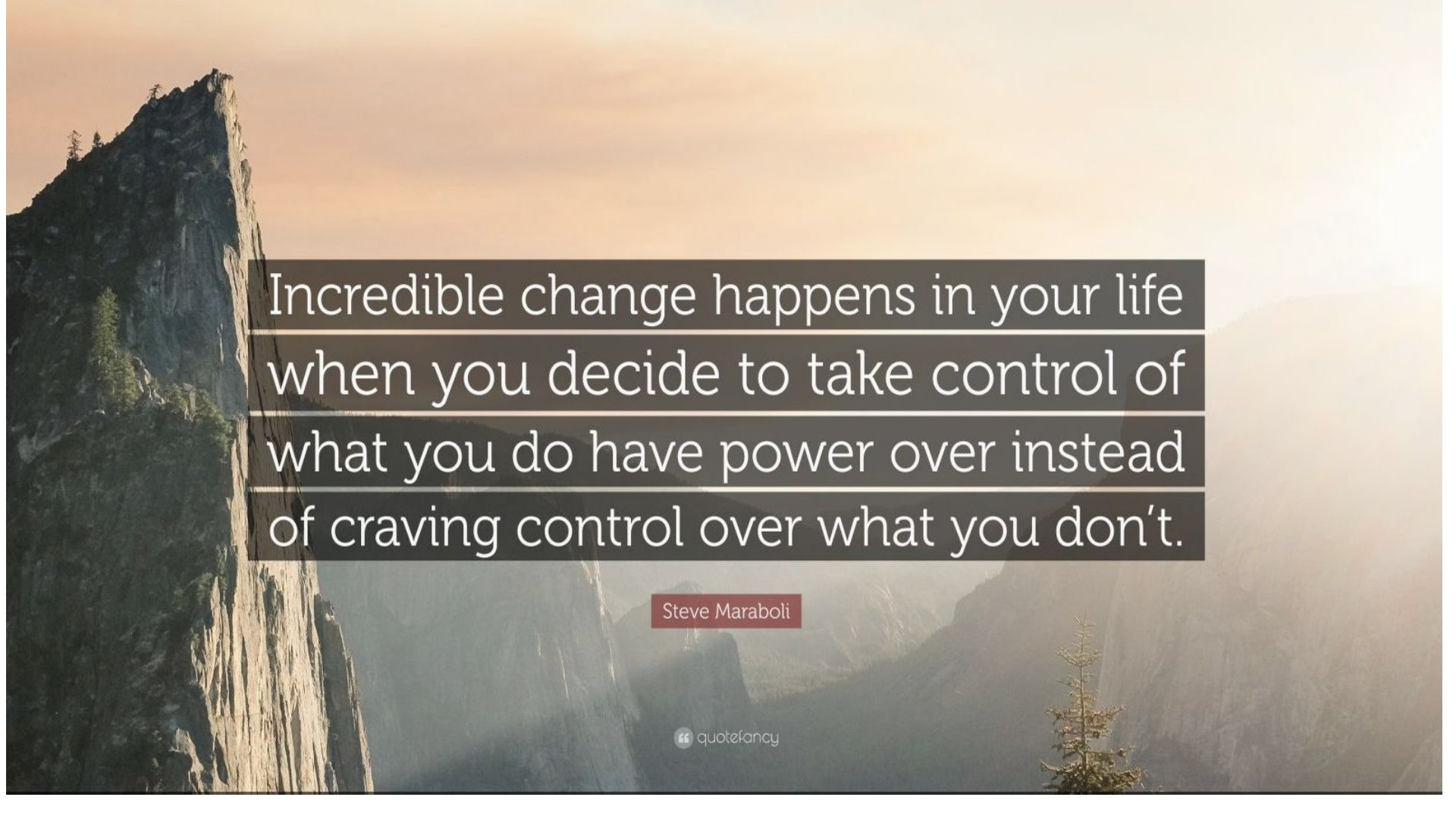
Session Agenda: 1:00- 2:15 pm



1. Setting Goals: What are your goals for this school year?
2. Universal Design for Learning
3. Benefits of Students' Setting Goals
4. Needs Based Assessment Support Plan
5. 2026 is on the horizon- Time for a Fresh Start!

LINK to
Slides in
Chat



A dramatic landscape photograph of a mountain peak, likely El Capitan in Yosemite National Park, with a quote overlaid. The image shows a steep, rocky cliff face on the left, with a few small trees growing on a ledge. The sky is a soft, hazy orange, suggesting sunrise or sunset. The background shows more mountain ranges and a valley. The quote is centered in a dark, semi-transparent box with white text.

Incredible change happens in your life
when you decide to take control of
what you do have power over instead
of craving control over what you don't.

Steve Maraboli

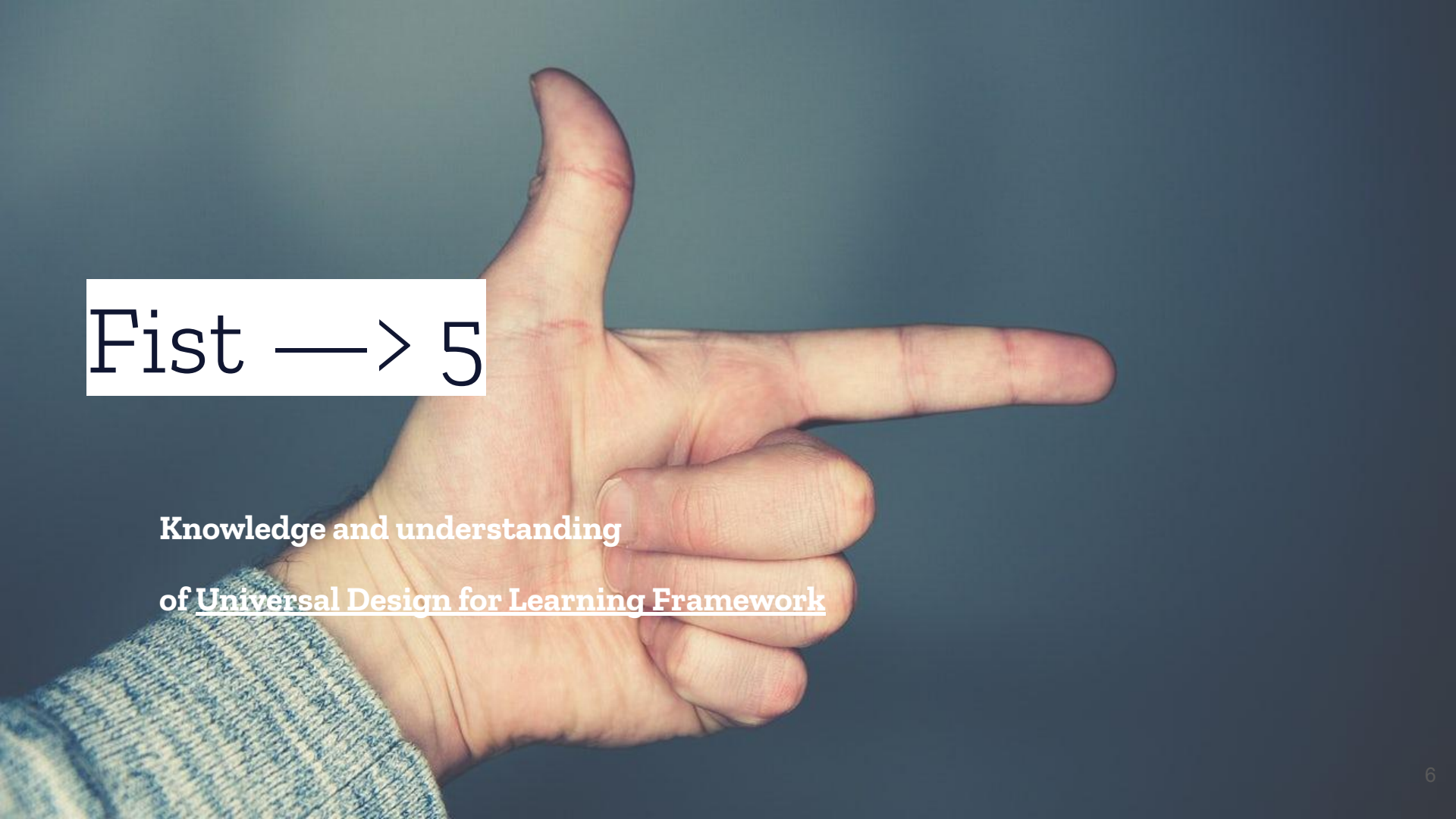
Supporting All Students



EQUALITY VERSUS EQUITY



Source: <https://www.diffen.com/difference/Image:Equality-equity-justice-lores.png>



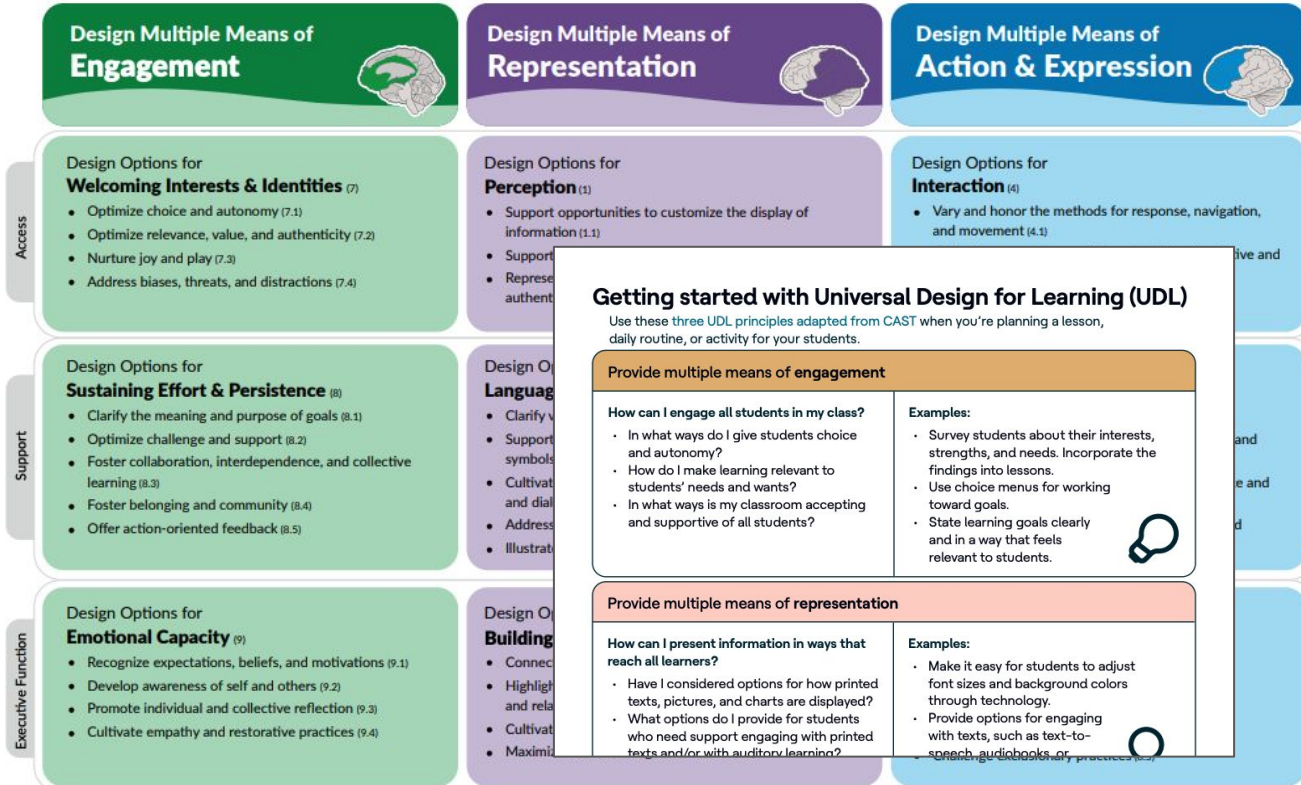
Fist —> 5

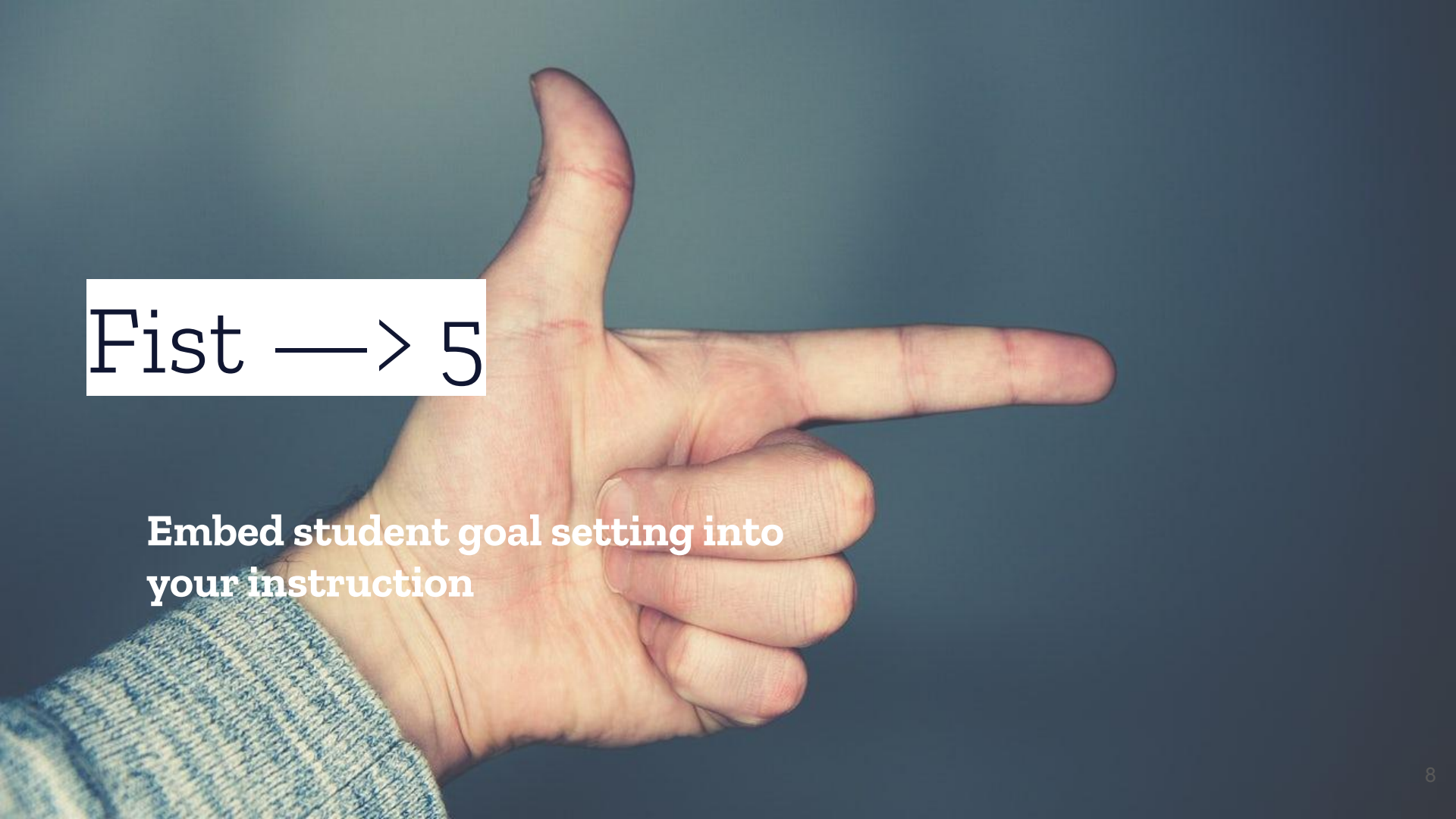
Knowledge and understanding
of Universal Design for Learning Framework

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

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in every classroom



A close-up photograph of a person's hand against a dark blue background. The hand is positioned with the index finger pointing straight up, while the thumb, middle, ring, and pinky fingers are curled into a fist. This gesture is commonly used to represent the number 5. The skin is fair, and a blue and white patterned sleeve is visible at the wrist.

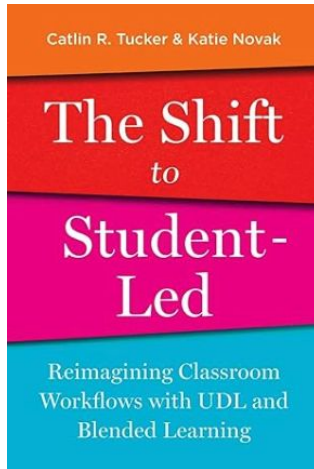
Fist —> 5

**Embed student goal setting into
your instruction**

Setting Goals

1. Teacher Goal Setting (Teacher Professional Growth Plan)
2. Student Goal Setting (Article: [LINK](#))
3. Communication with Families

Bonus: Assessment data to guide instruction and help with reporting



How does student goal setting support the literacy differentiation?



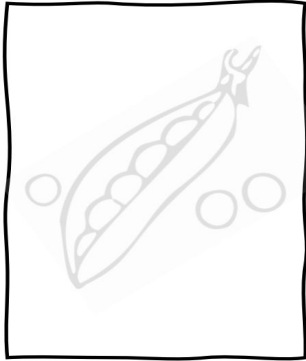
Student Goal Setting (in September)



Growth Year:

Name: _____

Who am I?



What do I love?

What am I good at?

How can I help others?

How do I want to grow this year?

1. _____

2. _____

3. _____

What helps me grow?

What makes it hard for me to grow?

Thank You For helping me GROW

Reset in 2026!

[LINK](#) to this
doc

[LINK](#) to
video
explaining
IPeas
concept

Weekly Student Goal Setting

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Monday: Set an Academic Goal

Where am I going this week? What goal do I want to work toward (academically, personally, behaviorally)?	How will I get there? What actions and behaviors will help me achieve my goal?	When will I arrive? What will success look or feel like?
This week I am going to try not to blurt out when the teacher asks the class a question	I am going to count to 5 in my head before I raise my hand.	I will see others in my sharing because I am patient. I won't hear people around me sigh because I did it again

LINK to template: [LINK](#)

Friday Goal Follow-up Template

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Friday: Revisit Your Goals

Did you accomplish your goal this week?	What actions or behaviors helped you to successfully meet your goal? How might these help in the future?	How did accomplishing your goal make you feel?
Yes, accomplished my goal. I remembered to count to 5 twice this week.	I took a deep breath and counted to 5 in my head. No one looked at me I will keep practising by doing it more often.	It was frustrating and hard It felt good to see other kids sharing because I wasn't interrupting.

Building Thinking Classrooms



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Older Students

Did NOT Listen	Listened
Did NOT Share	Shared
Argued	Took turns talking
Worked Alone	Worked Together
Unhappy Group	Happy Group

[illegible]

LINK

Weekly Family Update (Student-Led)

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Hello...

In the last week, my high has beenthis high makes me feel....

A low or an area where I feel I need to spend more time growing and improving is...to continue to make progress, I need to ...

If you have any questions, let me know.

Love,

(LINK to Caitlin tucker's Template: [LINK](#))

Great
weekly
ELAL
writing task!

Student Goal Setting Grades 7 +

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@Catlin_Tucker
CatlinTucker.com

[S.M.A.R.T. Goals](#)

[Questions to Guide Reflection](#)

[Soft Skills](#)

[Academic Skills](#)

S.M.A.R.T. Goals

What do you hope to achieve in the first grading period? Set 3 specific goals for yourself that you want to accomplish in the first grading period. Remember that your goals need to be specific, measurable, attainable, relevant, and timely.

Goals for 1st Grading Period	Write Your Goals as Statements	Describe Your Action Plan How do you plan to reach each goal? What support will you need to accomplish your goal? Describe each step you need to take to accomplish your goals.
Goal #1		
Goal #2		
Goal #3		

Questions to Guide Reflection:

- What are you working on for each class and/or project? What skills do those tasks require [you practice](#) and develop?
- Where do you feel like your skill is right now on the mastery scale of 1 (beginning) to 4 (mastery)? Please reference the rubrics.
 - Explain your self-evaluation score. Why did you give yourself a 2? Use your work as evidence.
- What are you doing well? Which pieces of work or documentation support this?
- Where do you need to focus more time and energy? What can you do to improve your skill set in this area?
- What evidence (e.g. links to Google docs or pictures of work) can you include to show your performance?

 Soft Skills	English	World History	Science
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Older Students: Setting Goals per Term: [LINK](#) to Template

Creating an Inclusion Support Plan

1. Universal vs/and Targeted Supports
2. Class Review Template by Shelley Moore
3. Needs Based Support Plan (Shelley Moore)
4. Seeking Additional Support (Thinking outside the box!)



Universal and Targeted Supports in **Literacy**

Need	Universal Supports	Targeted Supports
	Universal supports in education are inclusive, foundational strategies and high-quality instruction provided to all students in a classroom	Targeted supports in education are specific, extra learning or behavioral help given to students who struggle with regular classroom lessons. These are often provided in small groups and/ or involve embedded student choice
Literacy (writing)	Begin your sentence writing lesson with a simple sentence to provide access to all and then scaffold ie. “It was hot. “ Learners work in small groups to discuss the 5Ws. (what was hot? When was it hot? Why was it hot?)	One small group works initially with you- starting with ‘what?’ What was hot? then ‘when’. Students have a choice to return to their desks when comfortable with the task.

Group Work: Literacy Strategies: Universal or Targeted?

1. UFLI Foundations systematic reading program
2. Small group intervention for reading comprehension
3. Text-to-speech software to write a reflection after a read aloud
4. Small groups for oral conversation about their perspective on climate change
5. Fluency reading time where different groups read different passages focused on the same topic

What about differentiation?

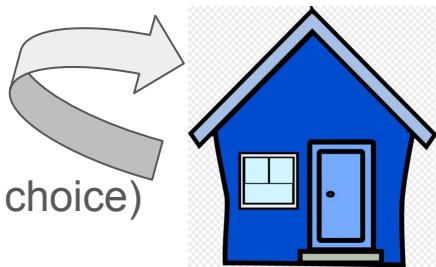


Differentiation is a mindset. It's about making decisions that optimize learning for all students. Differentiation is more effective if there is an inclusive class culture, strong relationships and teacher/EA know their learners strengths and stretches.

I always referred to it as going in the backdoor to support learners rather than ringing the doorbell!

Carol Tomlinson talks about the ability to differentiate in 3 areas:

- Content- Always ask yourself what is the learning goal (ie. student choice)
- Process- Change groupings
- Product - Multiple ways they demonstrate learning



Let's Explore Differentiation!





Tools for High-Quality Differentiated Instruction: An ASCD Action Tool by Cindy Strickland (2007) includes the following suggestions for differentiating content, process, and product:

Content	Process	Product
• Leveled or topical readers • Books on tape • Highlighted text • Varied topics for research • Independent study options • Interest centers • Optional mini-lessons on a specific topic or skill • Compacting the curriculum • Online readings at varied levels of difficulty • Demonstrations	• Opportunity to work alone, in pairs, or in small groups • Group roles when in small groups • Literature circle roles • Varied journal prompts • Choice of review activities • Supportive technology • Amount or kind of teacher help available • Various types of graphic organizers and supporting documents (vocabulary, formulas, key dates, etc.) • Homework options ("Do this section if you need more practice on..." or "Do this section if you feel ready for a challenge")	• Product options that respond to varied interests or learning profiles • Varied timelines or check-in points • Varied criteria for success (e.g. from novice to professional) • Varied audiences (in age, background knowledge, size, etc.) • Varied roles in a performance assessment • Some choice of questions on tests and quizzes

Source: Strickland, C. (2007). *Tools for high-quality differentiated instruction: An ASCD action tool*. Alexandria, VA: ASCD. Reprinted with permission.

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Other Examples of Differentiation

Literacy

Class Review

(Brownlie & King, 2000)

Learning in Safe Schools

[LINK](#)

Class Review Recording Form

Classroom Strengths

- creativity
- caring
- math

Classroom Stretches

- oral language
- comprehension
- writing ideas
- spelling

Teacher:

Class:

Goals

1. Planning literacy differentiation with UDL in mind



Decisions

1. Increase students awareness of strengths and stretches
2. Offer literacy content in different languages.

Individual Concerns

Medical

SR,
WD

Language

ES, ZC

Learning

Socio-Emotional

Other

Needs Based Support Plan

Team Approach

Educators:

Support Staff:

Group:

Lens:

Children/Students		Strategies & Supports		
Who needs the most support		Universal Support (Tier 1) (Useful for ALL, Good for ALL)	Targeted Support (Tier 2) (Useful for SOME, CHOICE for ALL)	Essential Support (Tier 3) (Useful for ONE, Good for ONE)
Need	EZ, RW, LS			
Oral language				
Need	SR, WD			
Writing ideas				
Need				
Comp				
Need				
Encoding (spelling)				
Need				
Who needs the most challenge?				

Range of Need

LINK



Set a Goal for 2026/27

Anonymously share a goal that you would like to set for 2026 related to planning

References

Ferlazzo, L. (2018, September 11). *Differentiating instruction: It's not as hard as you think* [Video]. [Education Week](https://www.edweek.org/teaching-learning/video-differentiating-instruction-its-not-as-hard-as-you-think/2018/09).
<https://www.edweek.org/teaching-learning/video-differentiating-instruction-its-not-as-hard-as-you-think/2018/09>

Liljedahl, P. (2020). *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Corwin Press

Moore, S. (n.d.). *Dr. Shelley Moore*. <https://www.drshelleymoore.com>

Tucker, Catlin, and Katie Novak. *The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning*. Impress, LP, 2022

Differentiating Reading Instruction:

<https://www.readingrockets.org/topics/differentiated-instruction/articles/differentiated-instruction-reading>



The Consortium

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APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you complete this short survey. **Your feedback is important and appreciated!** *Note: Your survey will be submitted anonymously.*

Survey URL: <https://aplc.ca/survey/?id=15805>

