Conversation Guide - Universal Access: Equity for all Students (E-3.6)

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

Participating Teacher:		Grade Level/Subject:	
Profile Components - Universal Access: Equity for all Students			
Collecting	Contextualizing		Extending
Class Profile / Student Services Profile	What are the background experiences skills/abilities represented by the stude classroom? How can you use this inforconnect with students? What are you noticing regarding bias the influence your teaching or affect stude. What flexible learning groups might yo your students' learning needs? What effect will groupings have on you to meet state-adopted academic conte	nat might nt learning?	What steps can you take to eliminate any bias brought to the classroom/instructional environment and provide equal access to the core curriculum? How do you ensure that instructional methodologies and processes are adapted and aligned with the core curriculum? Considering the types of learners in your environment, which strategies have you identified for a broad application and which one can you keep in mind for specific learners? How do you consistently monitor and adjust teaching strategies to meet the needs of all
	What are ways can you ensure that yo classroom/instructional environment at provides positive images and positive imirrors the population diversity of your as required under California Education How are you able to promote opportunilearners to be successful? How will you value and respect your stand appreciate their role in student learners will you communicate with all you families?	and practice anguage that county and state Code? ities for all udent families rning?	In what ways have you effectively accessed district resources to support the development of culturally responsive teaching? What contributing factors should you be exploring to adhere to Least Restrictive Environment (LRE)? How does knowledge about family structure influence your relationship with students and families relative to student learning?