



**CanvasCon Online**

# Assuring Access and Equity Through The Fundamental Five

Todd Theobald, The Center for Leadership and Learning  
Shara Johnson, The Center for Leadership and Learning

# THE FUNDAMENTAL 5 HOW TO MAKE LEARNING PERSONAL FOR EVERY STUDENT

Use this simple framework as a foundation for improving communication processes—wherever and however learning happens.

## STUDENTS WILL ASK...

## TEACHERS SHOULD SEEK TO...

1

What am I supposed to do?



### Centralize Learning Resources

Sending or posting a detailed schedule of each day's activities, assignments, and readings with clear directions and submission requirements will help keep both students and parents on track. If you are using online resources that require a student login, don't forget to include easy-access to login information.

2

When is it due?



### Set Clear Expectations

If you are going to apply due dates to assignments, it's important to make sure there is clarity around when work should be completed and how students should turn their work in to teachers.

3

How did I do?



### Provide Personal Feedback

When you provide students feedback on assignments, graded or not, you are communicating to them that the learning process will continue and that you acknowledge their effort. Grades are inevitable. Feedback is personal.

4

Can you help me?



### Establish Consistent Communication Methods

Communication processes will vary greatly from school to school, but having a clear method for connecting with your students and parents is key.

5

What more can I do?



### Present Learning Alternatives

Create additional and alternative opportunities for students to demonstrate understanding and show that they are meeting expectations. This is essential in alleviating stress.




# WHaT am I SUPPOSEd TO DO?

# WHAT am I SUPPOSED TO DO?

## USE A HOME PAGE

### CONSIDER USING:

A districtwide template  
or  
Districtwide required elements



### ELA

Contact Information:

Contact Information	
Teacher Name:	Mrs. Shara Johnson
Preferred Communication:	<ul style="list-style-type: none"><li>• Please use the Canvas Inbox to message me</li><li>• Zoom link can be found in course navigation</li></ul>
Other Resources:	<a href="#">CHS Website</a> & <a href="#">Powerschool</a> &

### Coming Up!

August 24 - 28, 2020:

Weekly Schedule / Outline	
Monday:	<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• The learner can infer the topic of the reading from the resources.</li><li>• The learner can generate norms for effective discussion.</li></ul> <p><b>Lesson Outline:</b></p> <ul style="list-style-type: none"><li>• <b>Opening:</b> Practicing Observing Closely: I Notice/I Wonder</li><li>• <b>Work Time:</b> Infer the Topic, Generate Discussion Norms</li><li>• <b>Closing:</b> Introduce the Performance Task and Module Guiding Questions</li></ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"><li>• Read and reflect on the guiding questions for the module. Talk about them with your family. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</li></ul>

# WHAT am I SUPPOSED TO DO?

## BUILD IN MODULES

### CONSIDER USING:

Text Headers  
Indentation  
Thoughtful Naming Convention  
Pre-Requisites  
Requirements

The screenshot displays a Canvas LMS course structure. The 'Equity Unit' is expanded, showing three steps: 'Step 1: Take the Self Assessment below', 'Step 2: Preview Resources (Watch and read)', and 'Step 3: Complete the assignments below'. Under 'Step 1', there is an 'Equity - PRE Assessment' due Apr 21, 20 pts, with a 'Submit' button. Under 'Step 2', there are three resources: 'TED Talk (Equity): Solving the Act', 'TED Talk (Equity): What is Equity', and 'Article (Equity): Equity in Education', each with a 'View' button. Under 'Step 3', there are three assignments: 'Equity - POST Assessment' due Apr 21, 20 pts, 'Equity Discussion: Solving the Act' due Apr 27, 20 pts, and 'Equity Discussion: What is Equity' due Apr 27, 20 pts, each with a 'Submit' button. The 'Scarlet Letter' unit is also expanded, showing 'Scarlet Letter Lesson Plan Notes for ME - DO NOT PUBLISH', 'Introduction to the Scarlet Letter', 'SL: Introduction' (Marked done), 'SL: BEFORE the story Discussion' (Jun 12, 20 pts), 'Chapters 1 - 8', 'Scarlet Letter Characters', 'SL-Ch 1: Characters' (Contribute), 'SL - Ch 3: Setting', 'SL- Ch1/2/3/Quiz' (0 pts), 'SL - Ch 5 Questions' (Submit), and 'Chapters 9 - 15'.

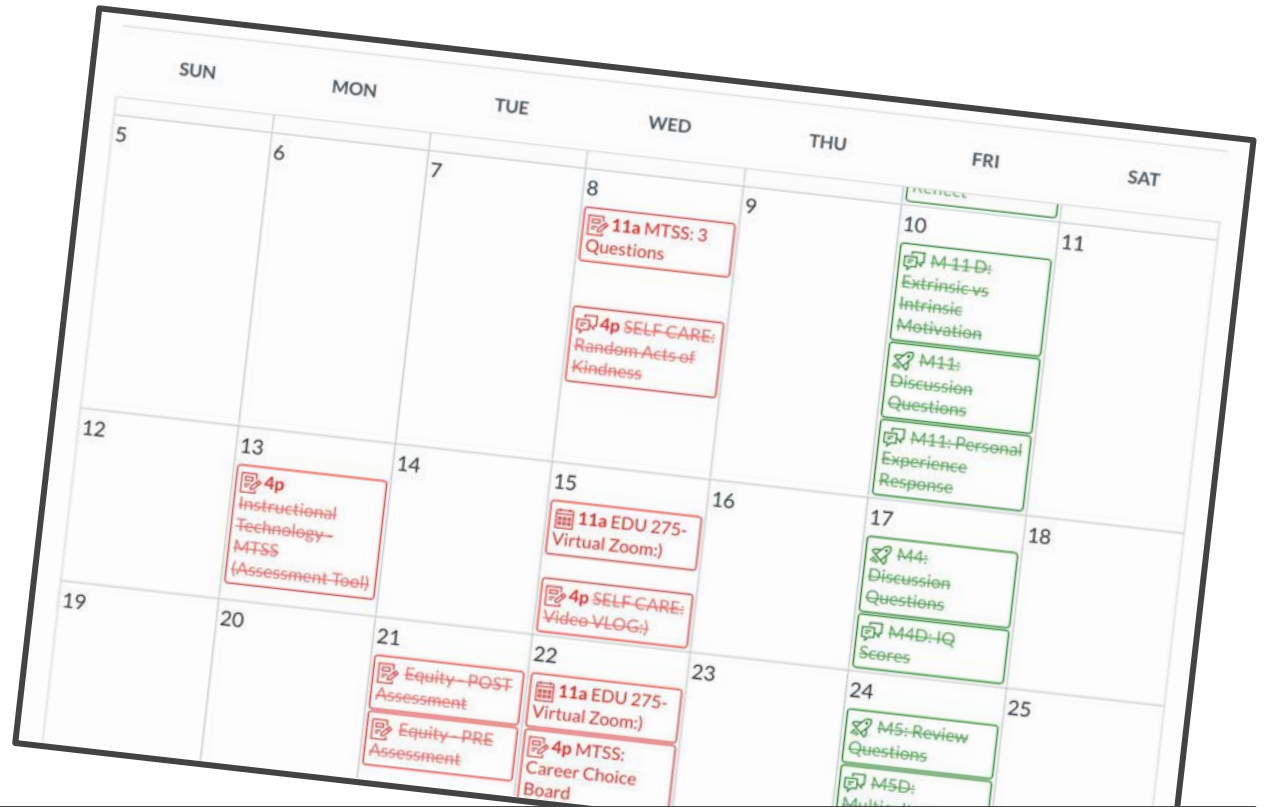
# WHEN IS IT DUE?

# WHEN IS IT DUE?

## USE DUE DATES

### GIVE ALL ASSIGNMENTS A DUE DATE!

Due dates allow items to appear correctly on the:  
Course Calendar  
List View  
TO DO list



MONDAY  
March 16, 2020

Item	Status	Due Date	Points	Due Time
EDU 275-INTRODUCTION TO PK-12 INSTRUCTION 2019/2020 (S2) ANNOUNCEMENT	<input type="checkbox"/>	3/16/2020 --- UPDATE		2:53 PM
EDU 275-INTRODUCTION TO PK-12 INSTRUCTION 2019/2020 (S2) ASSIGNMENT Lesson Plan 1: Learning Plan	<input checked="" type="checkbox"/>		30 PTS	DUE: 12:30 PM

# HOW DID I DO?

# HOW DID I DO?

# FEEDBACK! FEEDBACK!

## USE SPEEDGRADER TO:

Leave Written Comments

Leave Audio / Video Comments

Attach a Rubric for easy grading and to provide additional feedback

Assessment by Shara Johnson

[Close Rubric](#)

Some Rubric			
Criteria	Ratings		Pts
Standard Addressed	<b>5 pts Full Marks</b> Standards were identified and recorded appropriately on template. The standard that was selected will be an appropriate standard for a beginning UBD lesson.	<b>0 pts No Marks</b> No standards were included in the UBD template	5 / 5 pts
Student Learning Objectives:	<b>5 pts Full Marks</b> 3 Student Learning Objectives were created based on the standard selected. The objectives were well written including: appropriate verb choice and specifics of what the learner will be able to do. In addition, there was one objective that was at level 3 or above on Bloom's taxonomy.	<b>3 pts Partial Marks</b> 3 Student Learning Objectives were created based on the standard selected. The objectives were not well written including: appropriate verb choice and specifics of what the learner will be able to do OR there was NOT an objective that was at level 3 or above on Bloom's taxonomy.	<b>0 pts No Marks</b> No learning objectives were included in the UBD template
Essential Questions:	<b>5 pts Full Marks</b> An essential question was included in the template that identifies what the creator wants students to know at the end of this unit.	<b>0 pts No Marks</b> No essential question was identified.	5 / 5 pts
Total Points: 15			

### Recent Feedback

✓ **Equity Discussion: What is Equity and Why do our Children Deserve it?**  
EDU 275  
20 out of 20  
"Agreed - you'll learn that children you teach will be so different and each need something different! Whether that's ..."

### Assignment Comments



Great Job!! Love that you journal! I'm hoping you had ranch with your broccoli.. lol



Thank you for resubmitting!

Shara Johnson, Apr 19 at 10:30pm


# CAN YOU HELP ME?

# CAN YOU HELP ME?

## ON YOUR HOME PAGE

CONSIDER INCLUDING:

Instructor's contact information



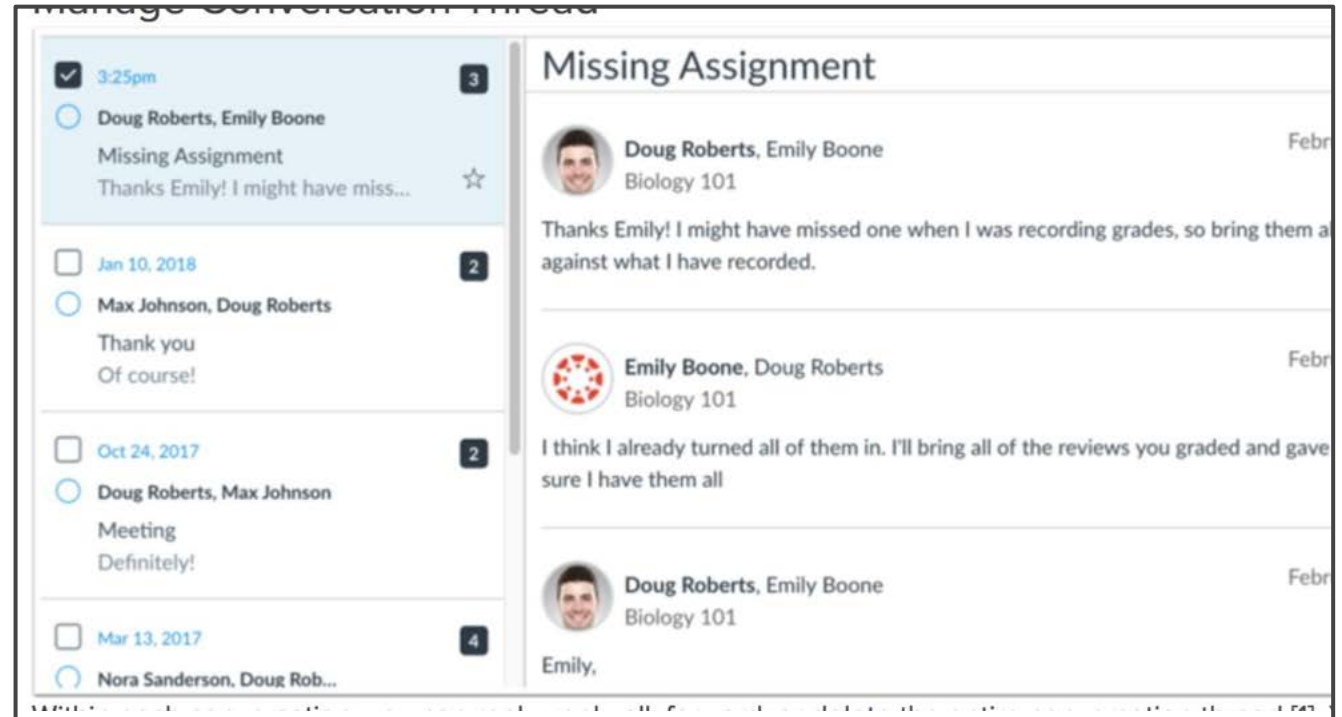
### Introduction to PK-12 Education

#### Welcome

Contact Information	
Teacher:	Mrs. Shara Johnson
Preferred Communication:	<ul style="list-style-type: none"><li>• Please message me using the Canvas Inbox.</li><li>• Office Hours: Tues / Thurs - 11:00 AM - 1:00 PM</li></ul> Use scheduler on Calendar for appointment

# CAN YOU HELP ME?

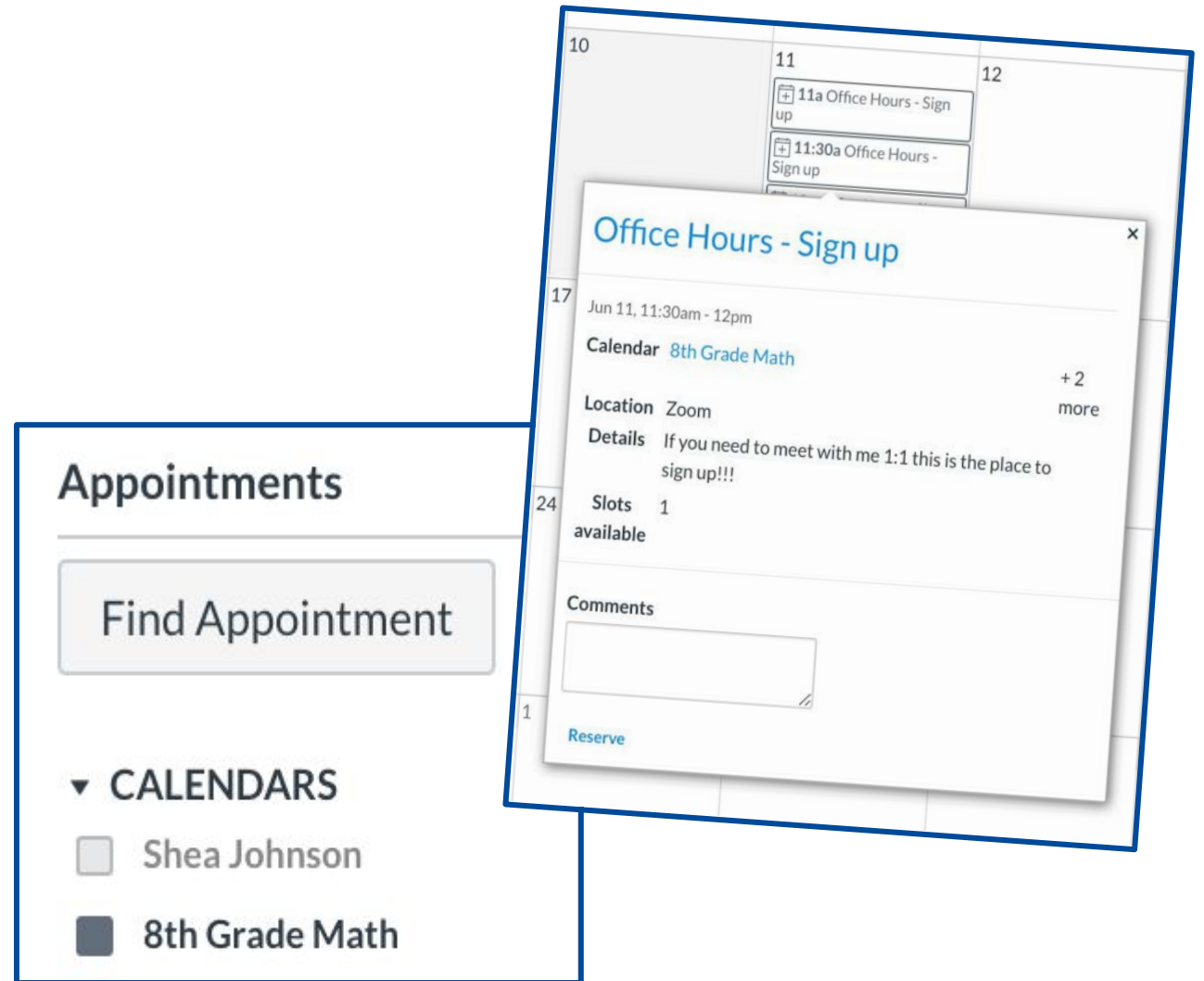
## USE THE CANVAS INBOX ENCOURAGE KIDS TO DO SO TOO!



# CAN YOU HELP ME?

## USE APPOINTMENT GROUPS

TO MAKE 1:1 APPOINTMENTS



# WHAT MORE CAN I DO?

# WHAT MORE CAN I DO?

## GIVE STUDENTS CHOICE

TO SHOW WHAT THEY KNOW

Online ▾

Online Entry Options

- ☐ Text Entry
- ☒ Website URL
- ☒ Media Recordings
- ☒ File Uploads
- ☐ Restrict Upload File Types

### Project Choice Board

Present a [TED Talk](#) to inspire others to take action on this issue.



Make an animated [movie](#) to inform others about the issue and your solution.



Build a [model](#) of a solution you designed that you believe could have a positive impact on this issue.



Create a [poster](#) that uses visuals (e.g., pictures, charts, graphs) to help others understand the problem and solution.



Design an [informative slideshow](#) to teach people about this issue and possible solutions.



Write a [children's book](#) to raise awareness about this issue.



**BONUS  
TIP!**

# BONUS TIP: create an Assignment!

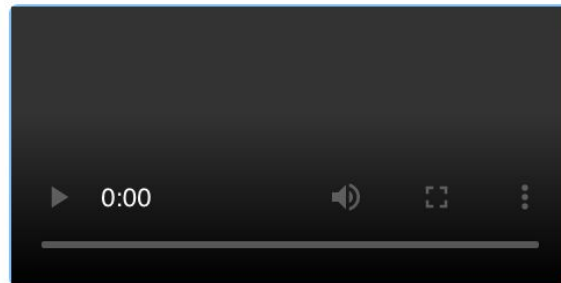
Create an assignment within your PD course and have teachers submit their home page URL!

▼ Lesson Plans

Semester 1 - Please Submit Here

Semester 2 - Please Submit Here

Please submit the Home Page URL to this assignment for EVERY course you teach (Use the "Resubmit" button to submit a new URL)  
the short demonstration video below to further explain. Thank you!



Submission Type

Online

Online Entry Options

☐ Text Entry

☒ Website URL

☐ Media Recordings

☐ File Uploads

# BONUS TIP: create an Assignment!


Use Speedgrader to view LIVE home page for each teachers courses in ONE PLACE!!!!

Use Submit Here 0/3 Graded 1/3 ← ● Pebbles Flinstone →

ELA Home Page

View All Pages Publish Edit ⋮

ELA Home Page



**ELA**

Contact Information:

Contact Information	
Teacher Name:	Mrs. Shara Johnson
Preferred Communication:	<ul style="list-style-type: none"><li>• Please use the Canvas Inbox to message me</li><li>• Zoom link can be found in course navigation</li></ul>
Other Resources:	<a href="#">CHS Website</a> <a href="#">Powerschool</a>

Submission to view:  
Aug 27 at 4:06pm

Assessment  
Grade (/ 0)  
---

Assignment Comments  
Add a Comment

Submit

[Download Submission Comments](#)

