

Equity and Inclusive Design Statement

It is important to provide students with a classroom that is designed to give a sense of community and acceptance. Teaching to diverse learning styles, cultures, genders, backgrounds, and abilities can be challenging. When creating lesson plans, I like to include pictures, interactive notes, music, and some type of lab. One of my experiences through UTeach was with a ninth grade biology inclusion class. This was particularly challenging because of the student diversity and ability levels, but also because there were several students that knew little English. My lesson on symbiotic relationships included a translational chart for Spanish and Vietnamese, and I printed the chart and passed out to all students. This also included definitions in progressively simpler terms in order to assist students by building on prior vocabulary.

| English | Spanish | Vietnamese | Short definition |
|-------------------------|----------------------------|-----------------------|---|
| Ecosystem | Ecosistema | Hệ sinh thái | a population of organisms and their environment |
| Trophic Levels | Los Niveles Tróficos | dinh dưỡng cấp độ | energy levels |
| Symbiotic Relationships | Las Relaciones Simbióticas | cộng sinh mối quan hệ | things that live closely together |
| Mutualism | Mutualismo | thuyết hỗ trợ | both organisms benefit |
| Commensalism | Comensalismo | -- | neither organism benefits |
| Parasitism | Parasitismo | trạng thái ký sinh | one thing benefits and one is harmed |
| Predator/Prey | Depredador y la Presa | -- | one animal eats another animal |

I love being able to find relevant music to incorporate into lesson plans. Addressing the student culture can profoundly enhance the learning, so I found a couple of great rap songs that really engaged the students and prepared them for the gallery walk lab. Students were even singing them during the lab and on their way out the door at the end of class! Another prompt that seemed to be helpful was the addition of pictures on the data sheets that students could associate with the new information they were learning. Lastly, interactive note-taking was already a part of the mentor teacher's normal routine, so I used a four-square where students jotted down their own version of the definitions for four types of symbiotic relationships.

In my future classroom, I will continue to develop teaching strategies that reach all students. Making sure that every student is included and has the same opportunities to learn is my duty.