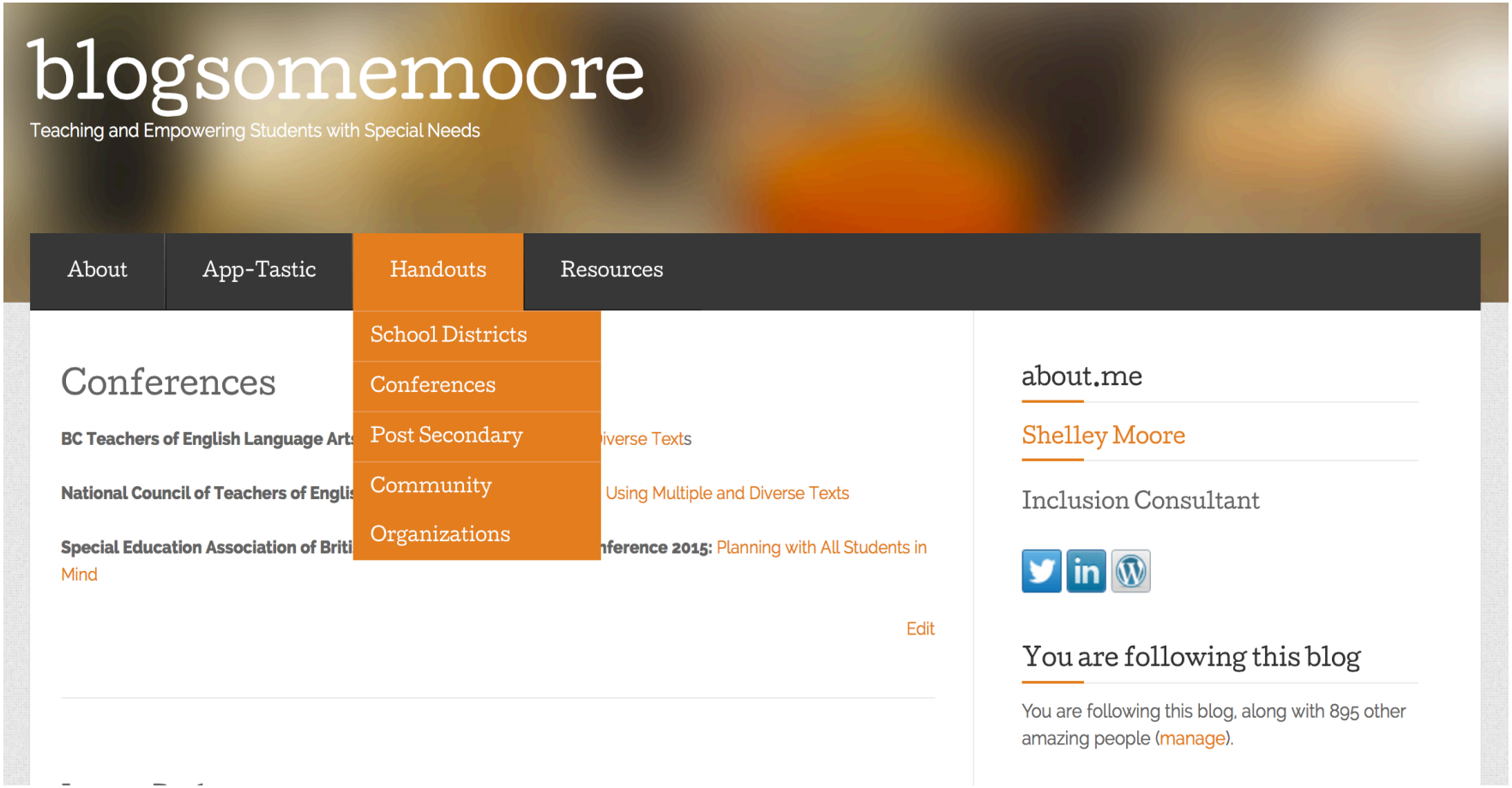
Inclusive Assessment!

Shelley Moore

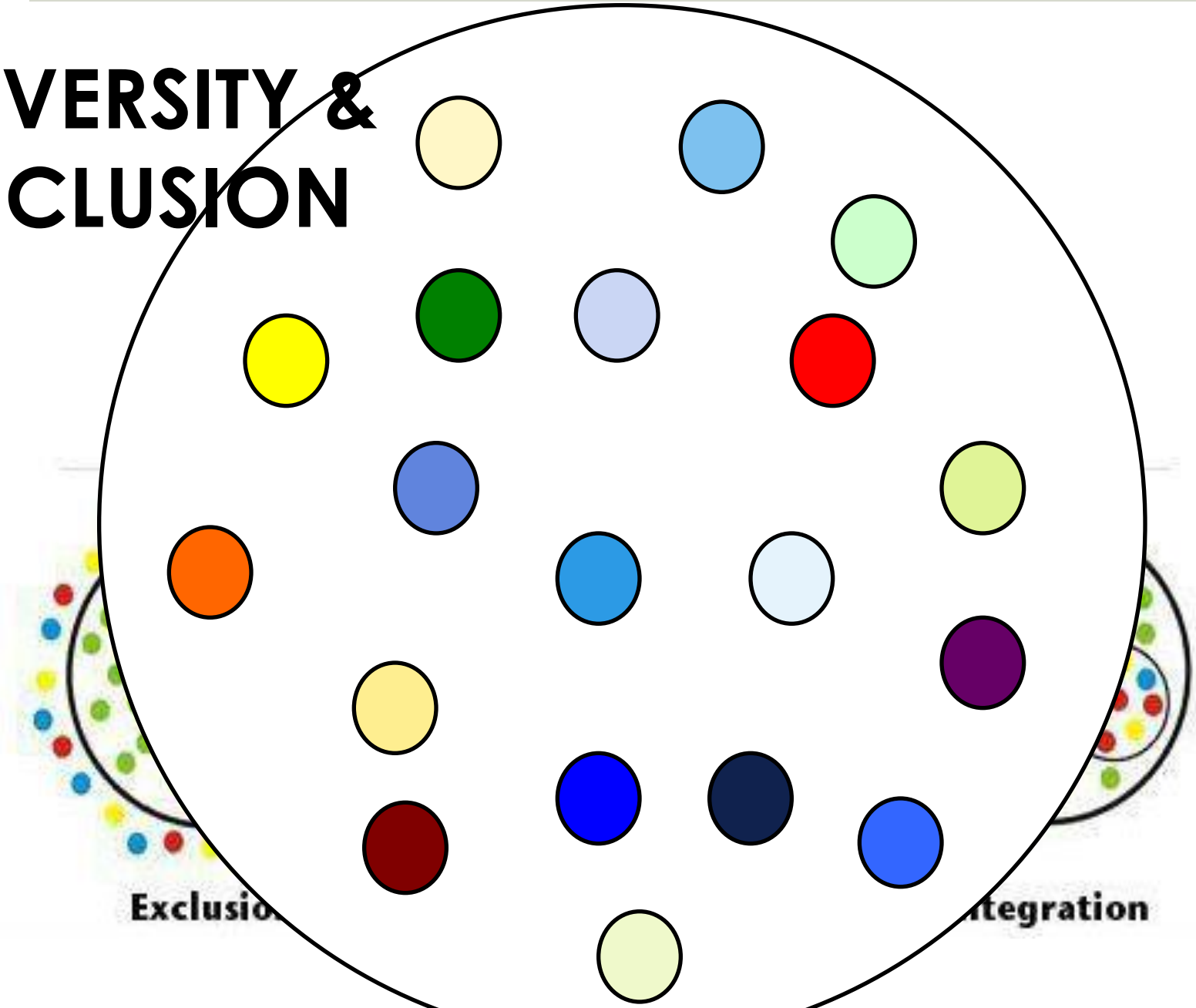
www.blogsomemoore.com



@tweetsomemoore

Bridging Philosophy & Practice

DIVERSITY & INCLUSION

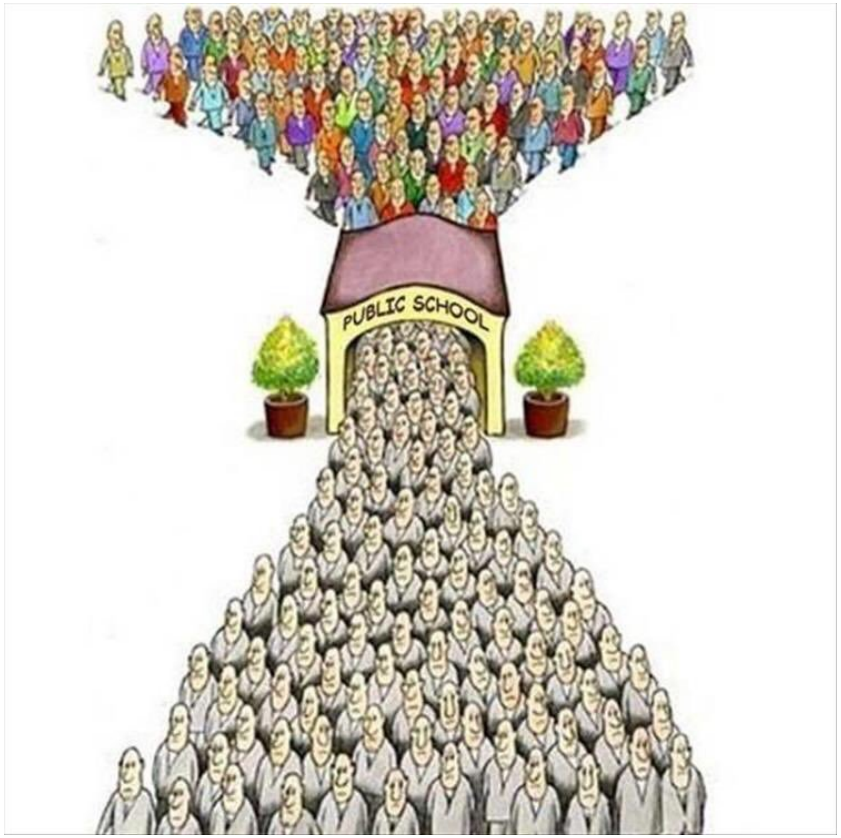


What are your colour(s)?

Inclusion

Its not easy being green…

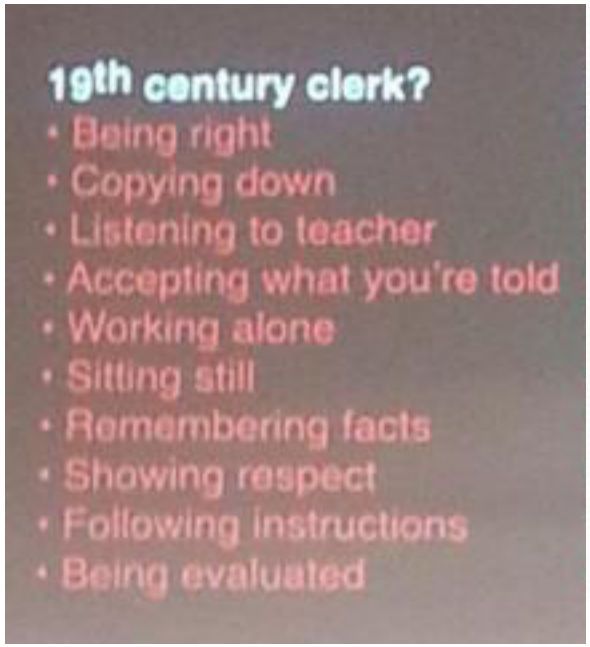
- The “green” kids



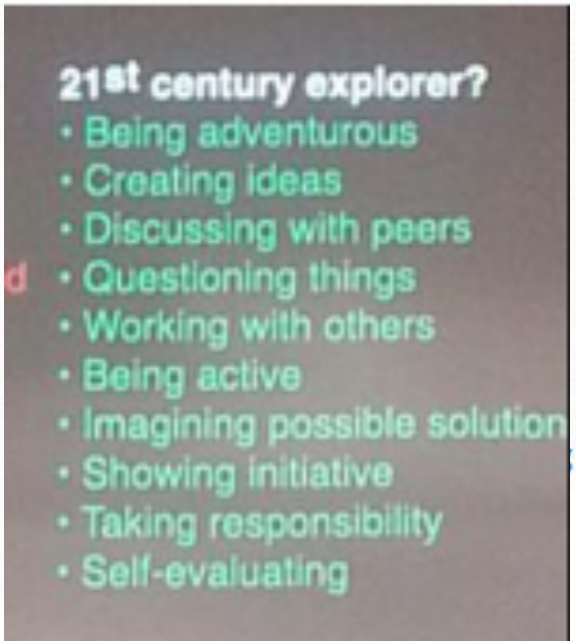

Limited Menu during the Olympic Games to serve you better
BIG MAC
DOUBLE CHEESEBURGER
CHEESEBURGER
6 McNUGGETS
FRIES
COCA-COLA


order & pay here
FAST & EASY!
TOUCH TO START
McCafé

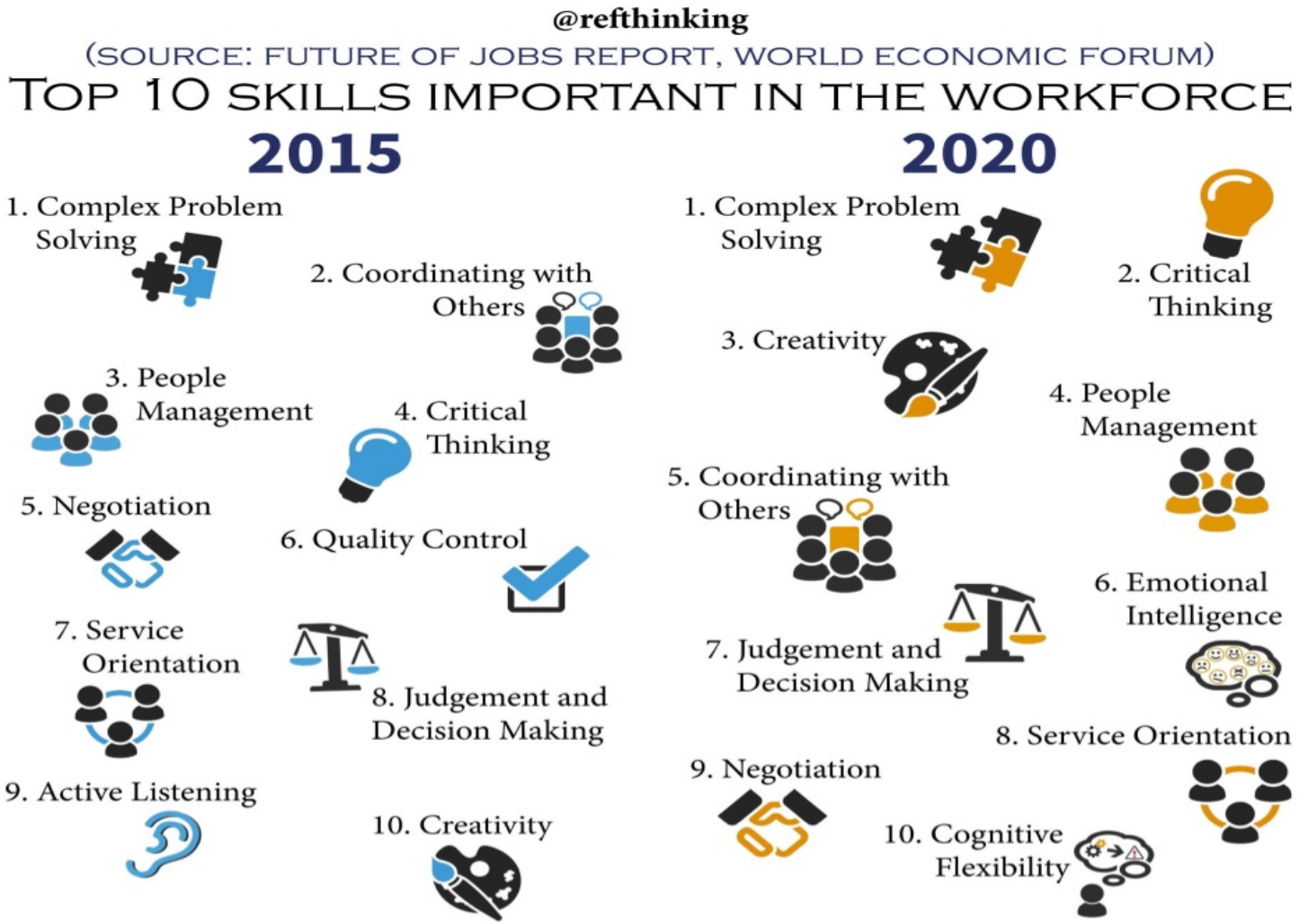
The evolution of skills…



20th Century
Curriculum
Time-Slotted
One-size-Fits-All
Competitive
Classroom
Text-based
Summative Tests
Learning For School



The evolution of skills…



10 Essential Characteristics of a 21st Century Educator

by George Couros

Relationship Builder

Learner

Inclusive

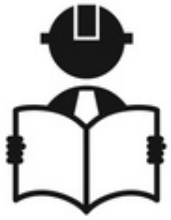
Reflective

Networked

Innovator

Leader

Storyteller



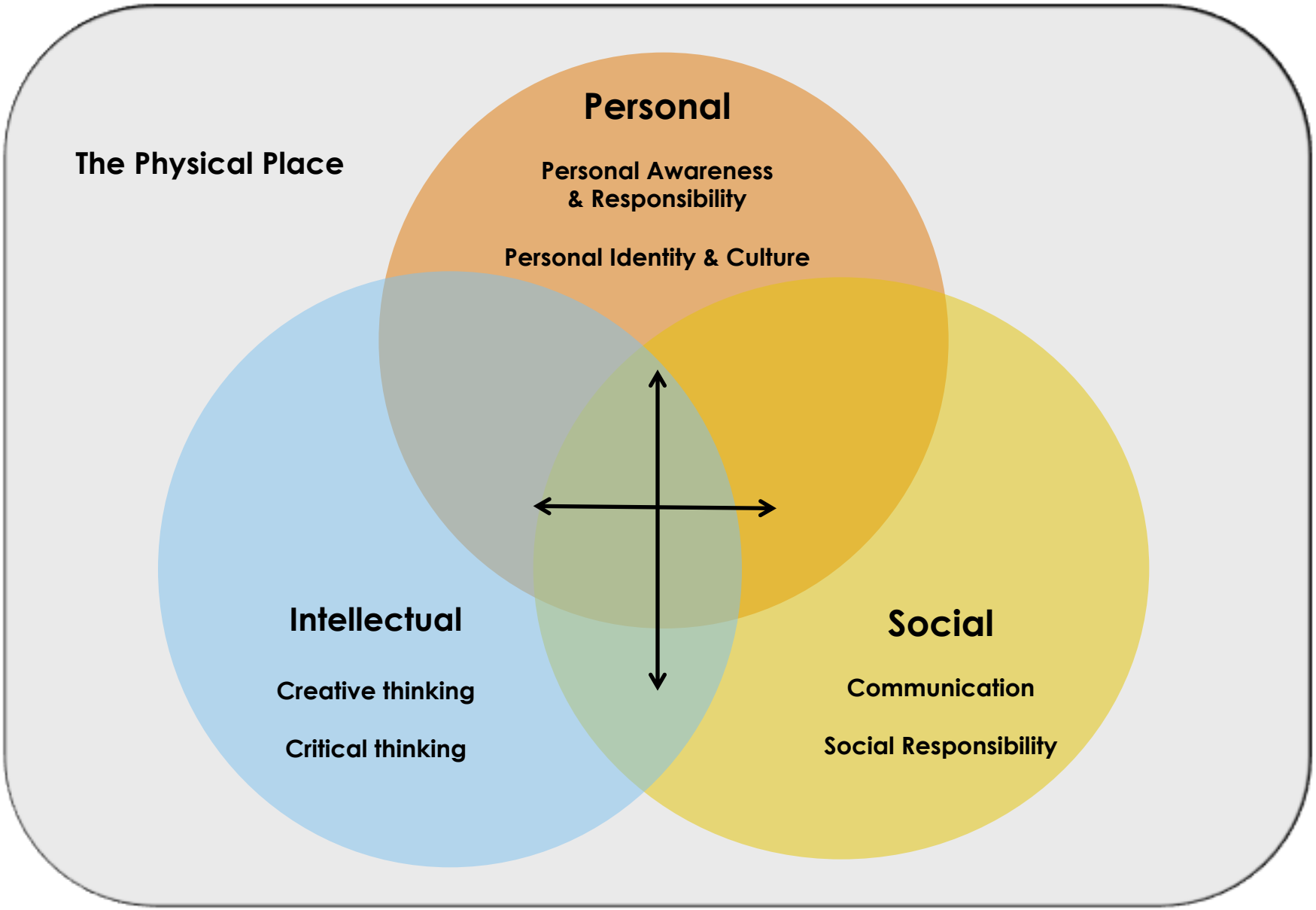
Designer

Artist

Image created by @mrbadura

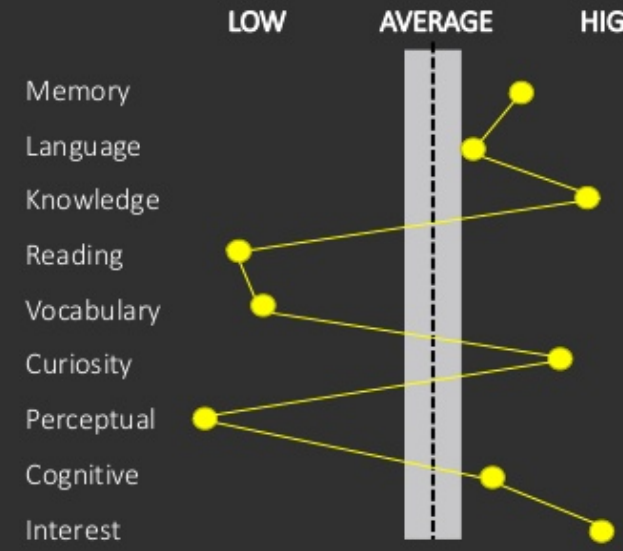
Competency Based Education

BC's CORE COMPETENCIES

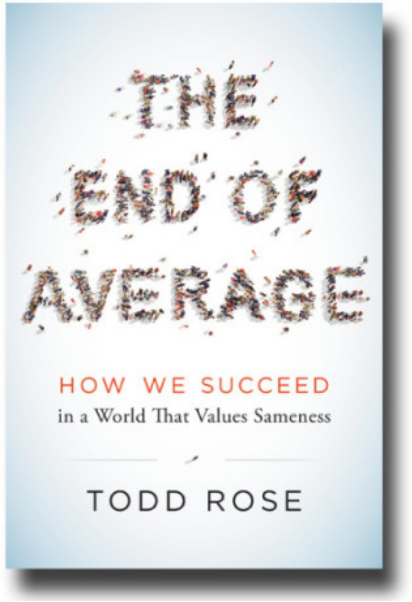


Where did this "should" come from?

The average student is a myth



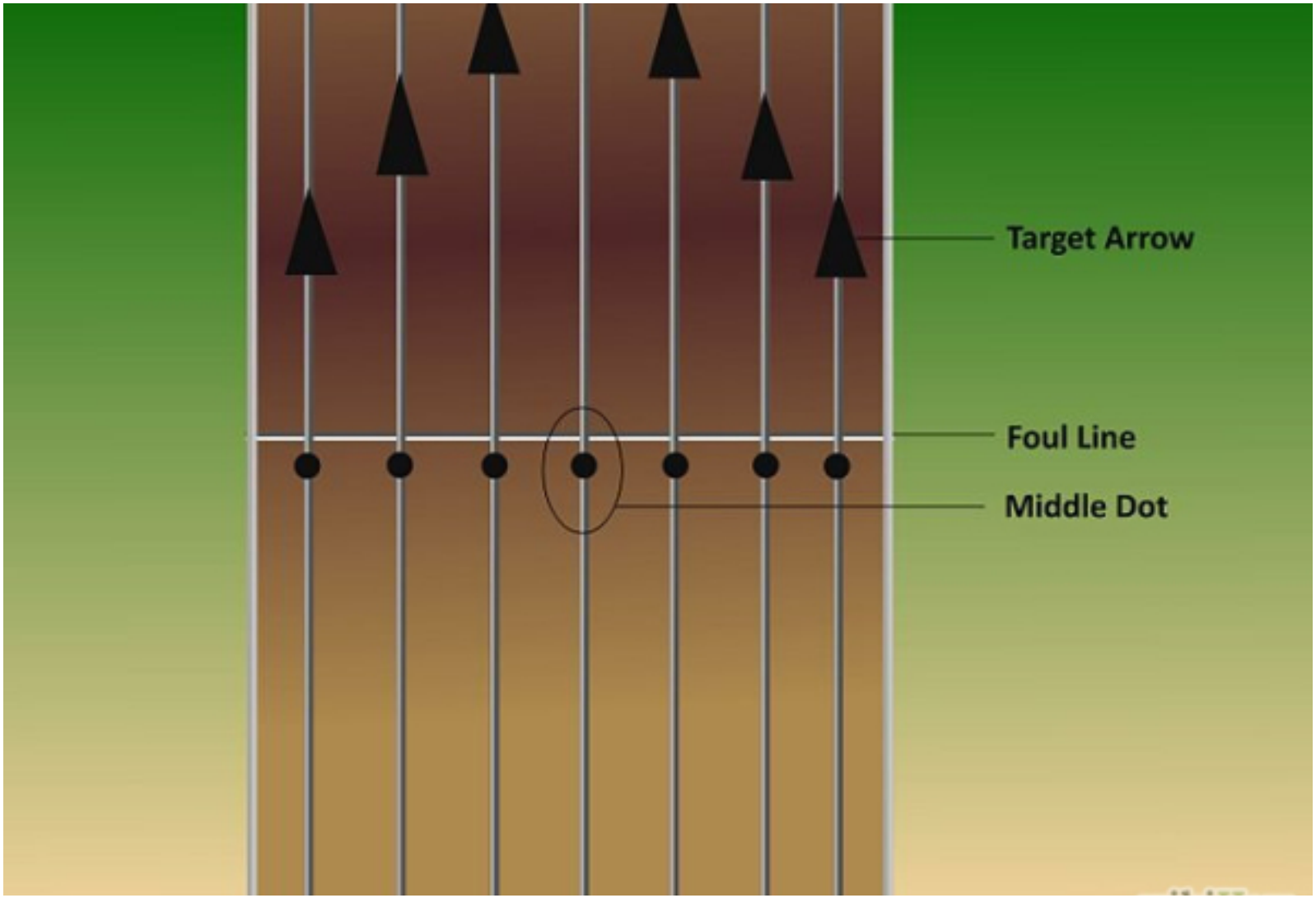
The Myth of Average: Todd Rose at TEDxSonomaCounty: https://www.youtube.com/watch?v=4eBmyttcfU4



How do we make an adjustable curriculum?

- Build a curriculum plan that fits the kids vs. kids fitting the curriculum

- We need to find the RANGE!


Target Arrow
Foul Line
Middle Dot

How do we teach to the range?

1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

1. Know your students

- "Knowing your learners, is foundational to designing curriculum," (Childre, 2009)
  - Not prescriptive
  - Not one size fits all
  - Planning for our class needs to represent their unique ecology

Class Review

(Brownlie & King, 2000)

Learning in Safe Schools

Class Review Recording Form

Classroom Strengths	Classroom Stretches

Teacher:

Class:

Goals	Decisions

Individual Concerns

Medical	Language	Learning	Socio-Emotional	Other

CLASS PROFILE

Classroom Strengths
-attentive
-good listeners
-ask for help
-like real-life examples/applications
-visual, hands-on learners
-good with text features
-positive towards each other

Classroom Stretches
-generating their own strategies
-determining importance
-discussion
-self-monitoring
-accessing prior knowledge

Interests: -socializing, sports, performing arts (dance and drama), facebook, reading

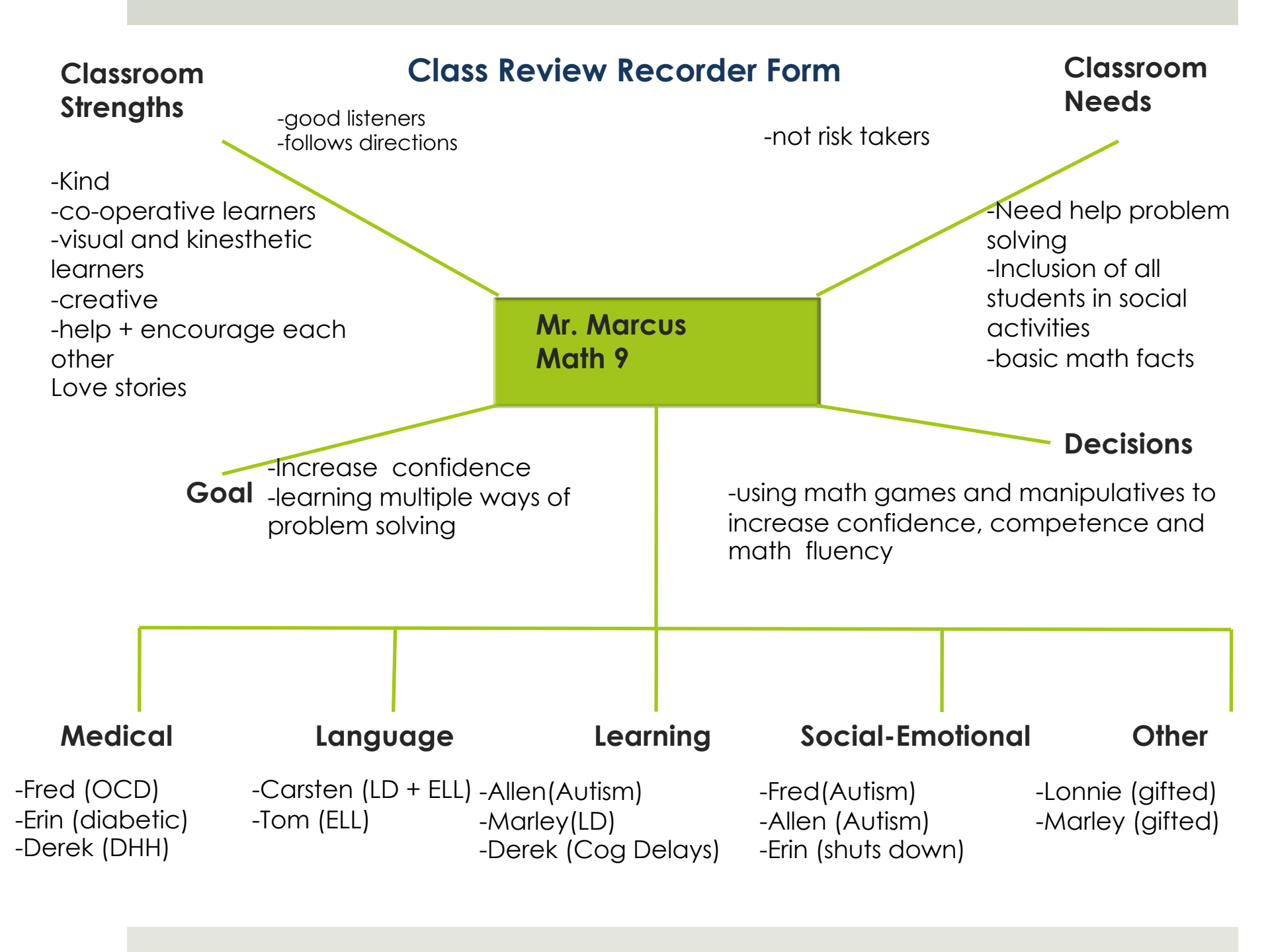
Goals
-Making connections
-Determining Importance
-Applying their learning across the curriculum
-Help students develop planning and self-monitoring strategies
-Be able to write a persuasive piece using research skills

Decisions
-Before, during, after lesson structure
-Targeted, extended strategy instruction
-Multimodal representation opportunities (differentiation)
-Planning activities, metacognitive steps in lessons

Individual Concerns

Medical	Language	Learning	Socio-Emotional	Challenge
Nate: (ADHD)- difficulty with staying focused	Peter - ESL 2 Cory , Doug & Allie ESL 3 - 6 other students ESL 4 and 5	Nate, Jason, Lars- frontload, key ideas, adapt outcomes, reduce workload, Nate: Alphasmart	Nate: tunes out, seeks attention, few friends	Izzy, Keisha, Brittney, Glen

Class Review Recorder Form

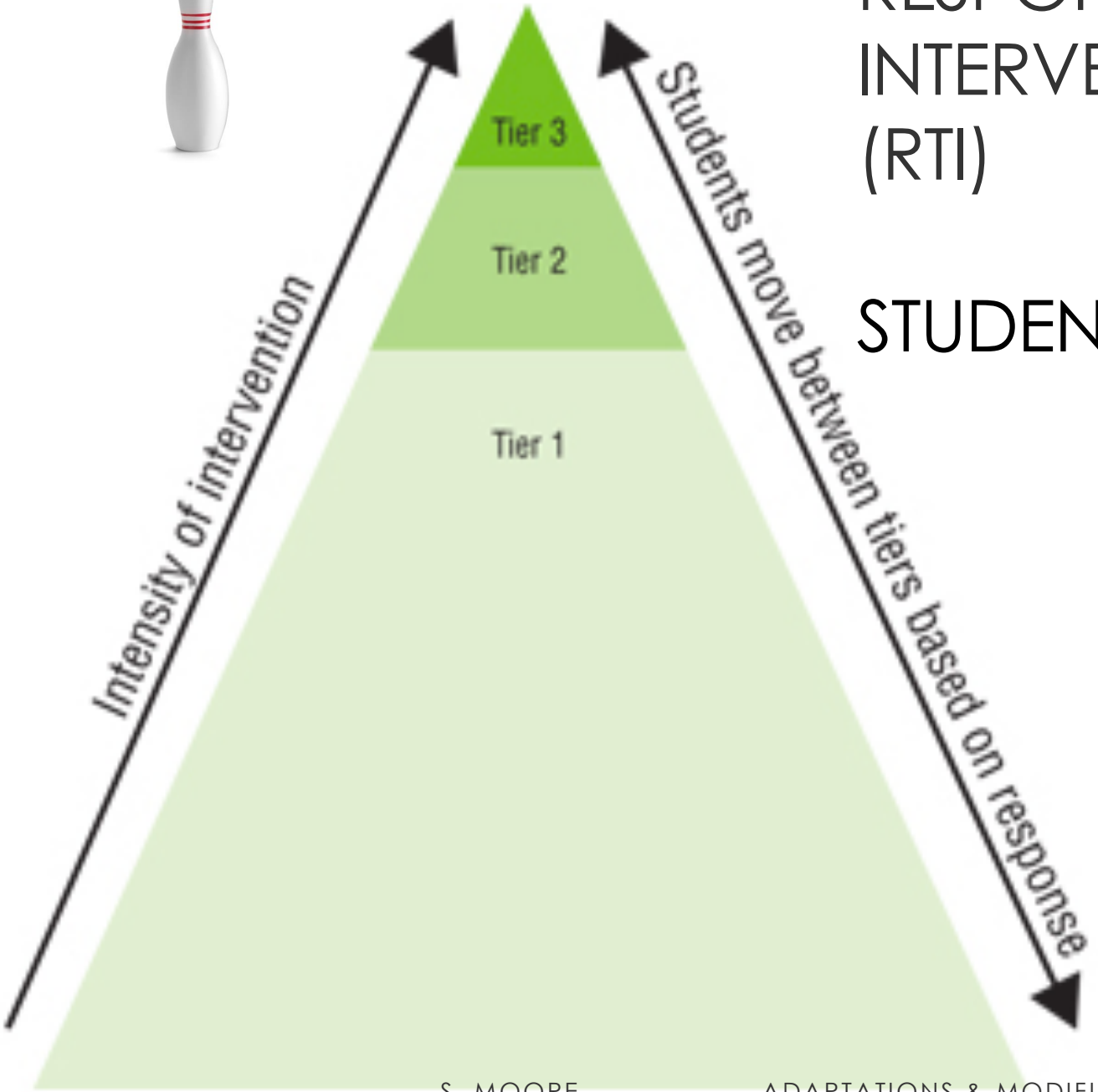


Response to Intervention (RTI)

- Some core assumptions
  - The educational system can effectively teach ALL children
  - Early Intervention is critical (catching kids BEFORE they fall)
  - A multi-tiered service delivery model is necessary
  - Research based interventions implemented

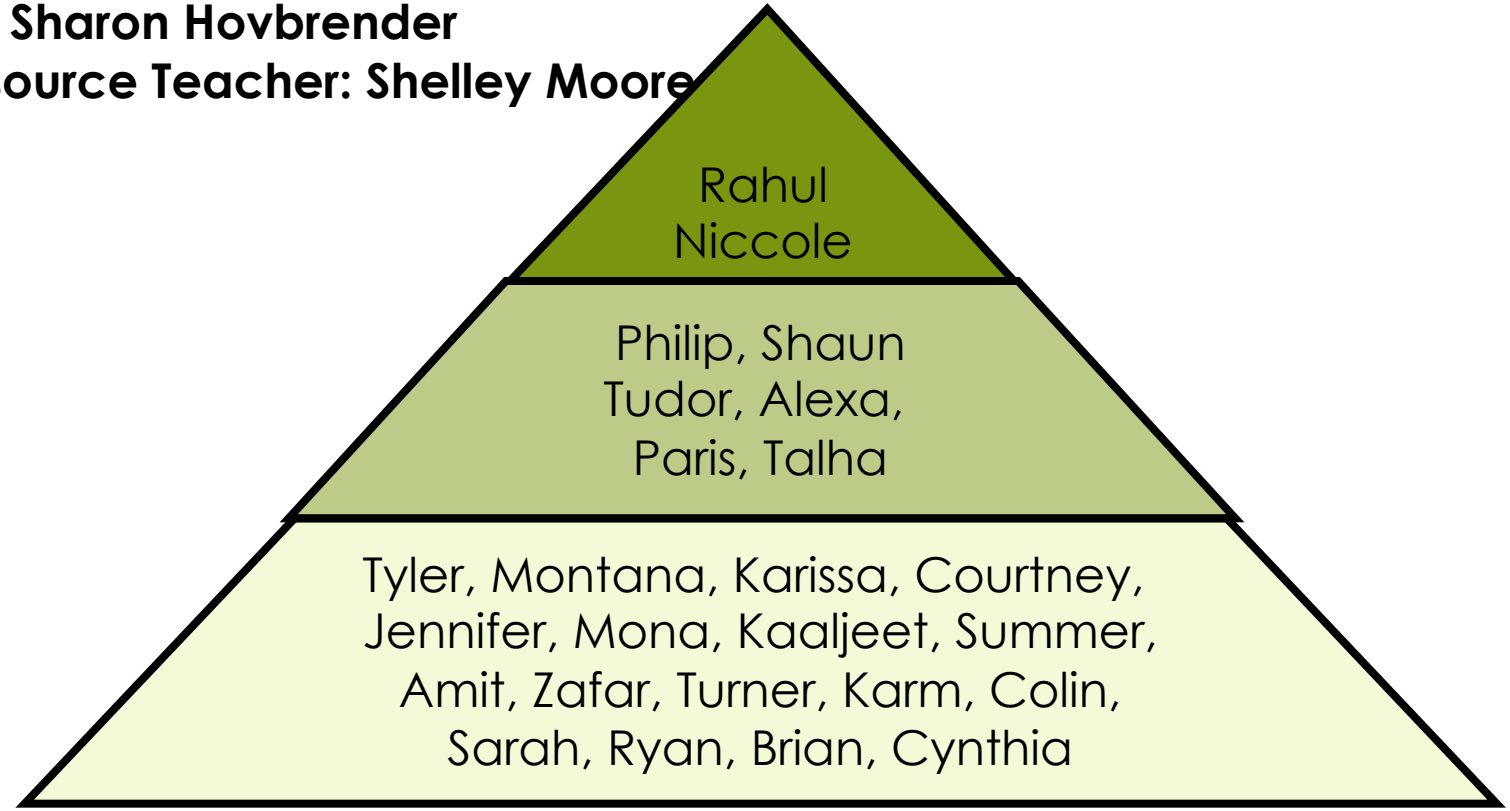
RESPONSE TO INTERVENTION (RTI)

STUDENTS



Lens: Grade 9 – Social Studies
Teacher: Bryce Miller

EA: Sharon Hovbrender
Resource Teacher: Shelley Moore



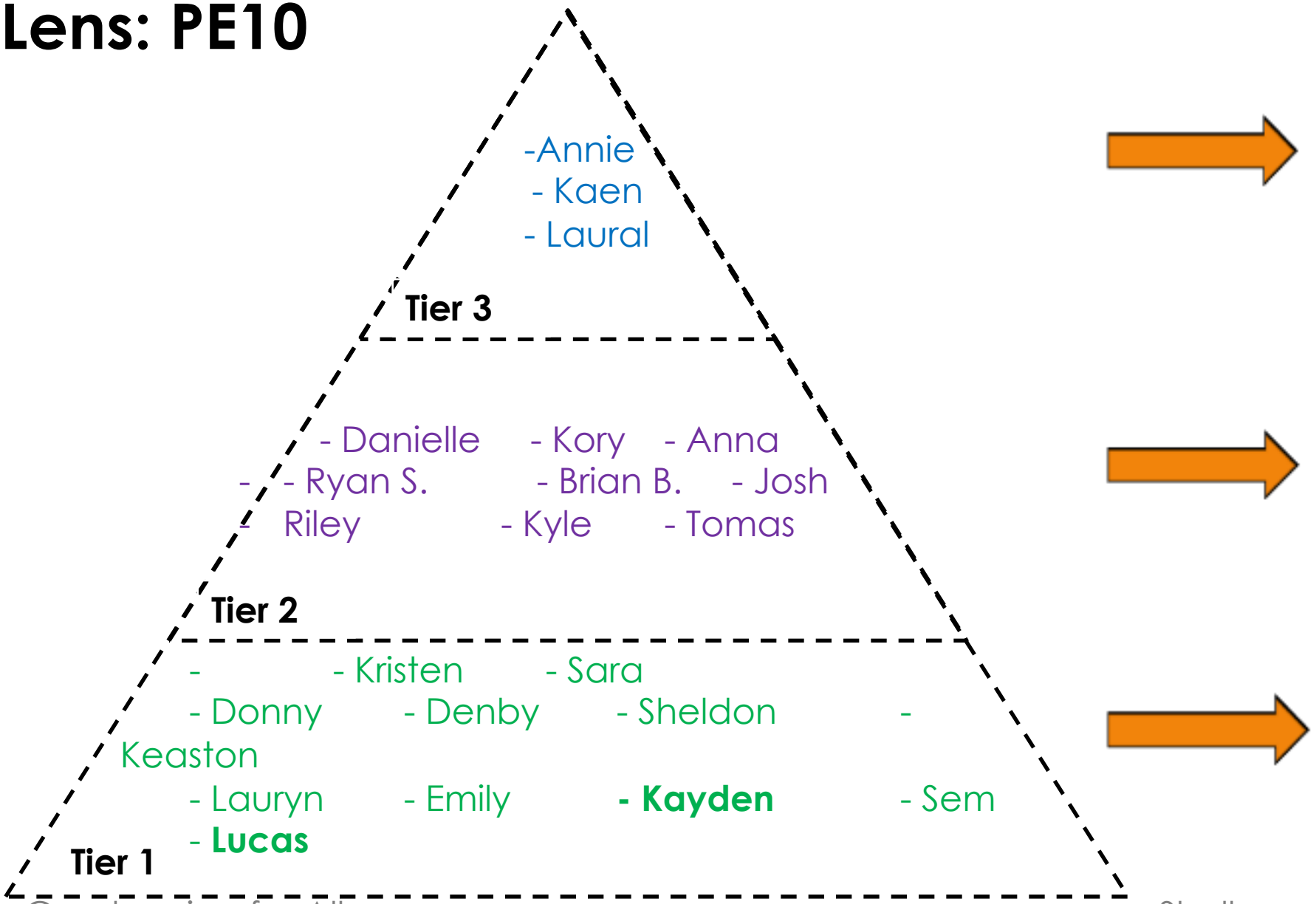
Regular Outcomes

Modified Schmodifed. Shelley Moore, 2012

RTI Triangle

Lens: Hum 8

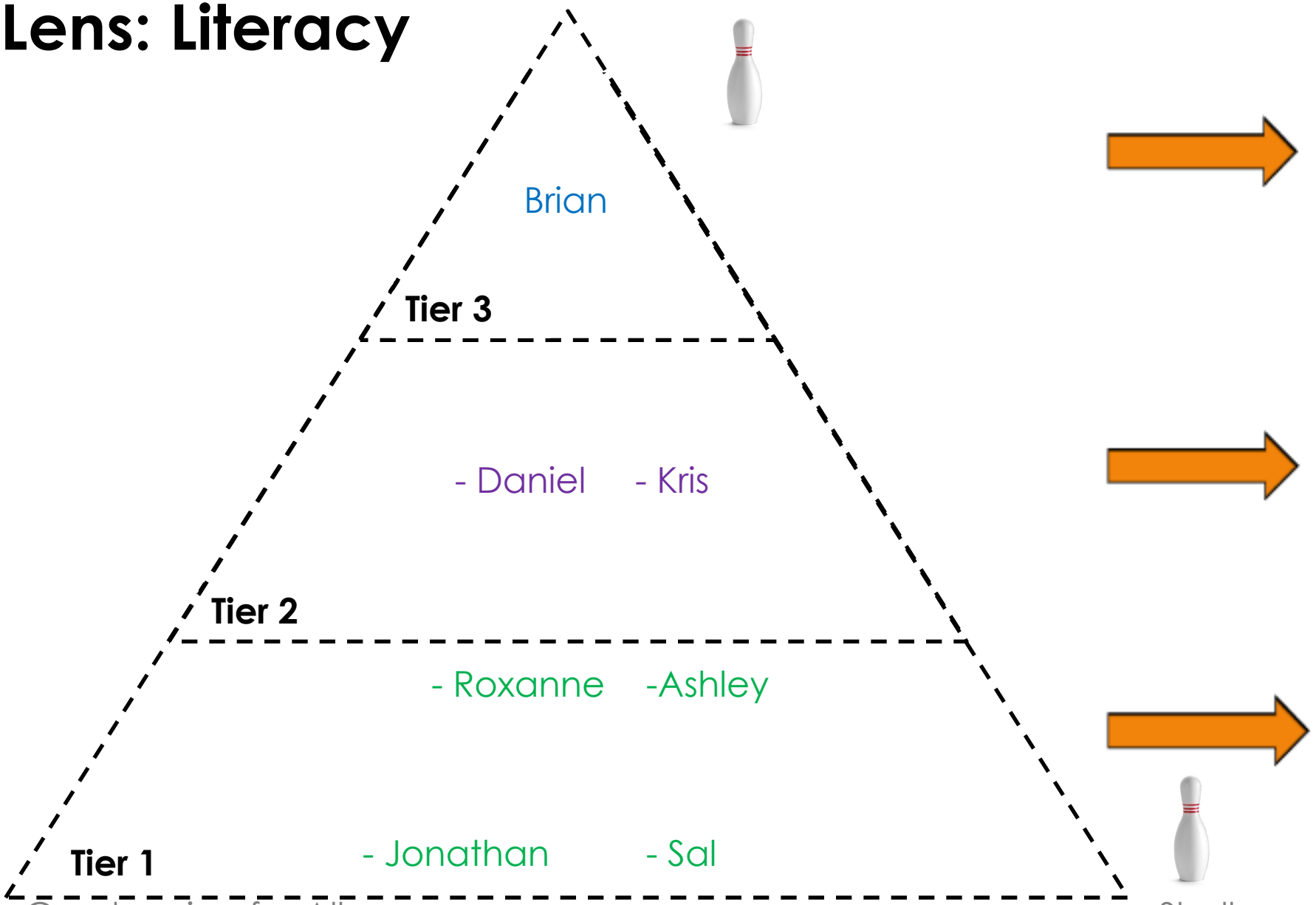
RTI Triangle
Lens: PE10



What about smaller class sizes

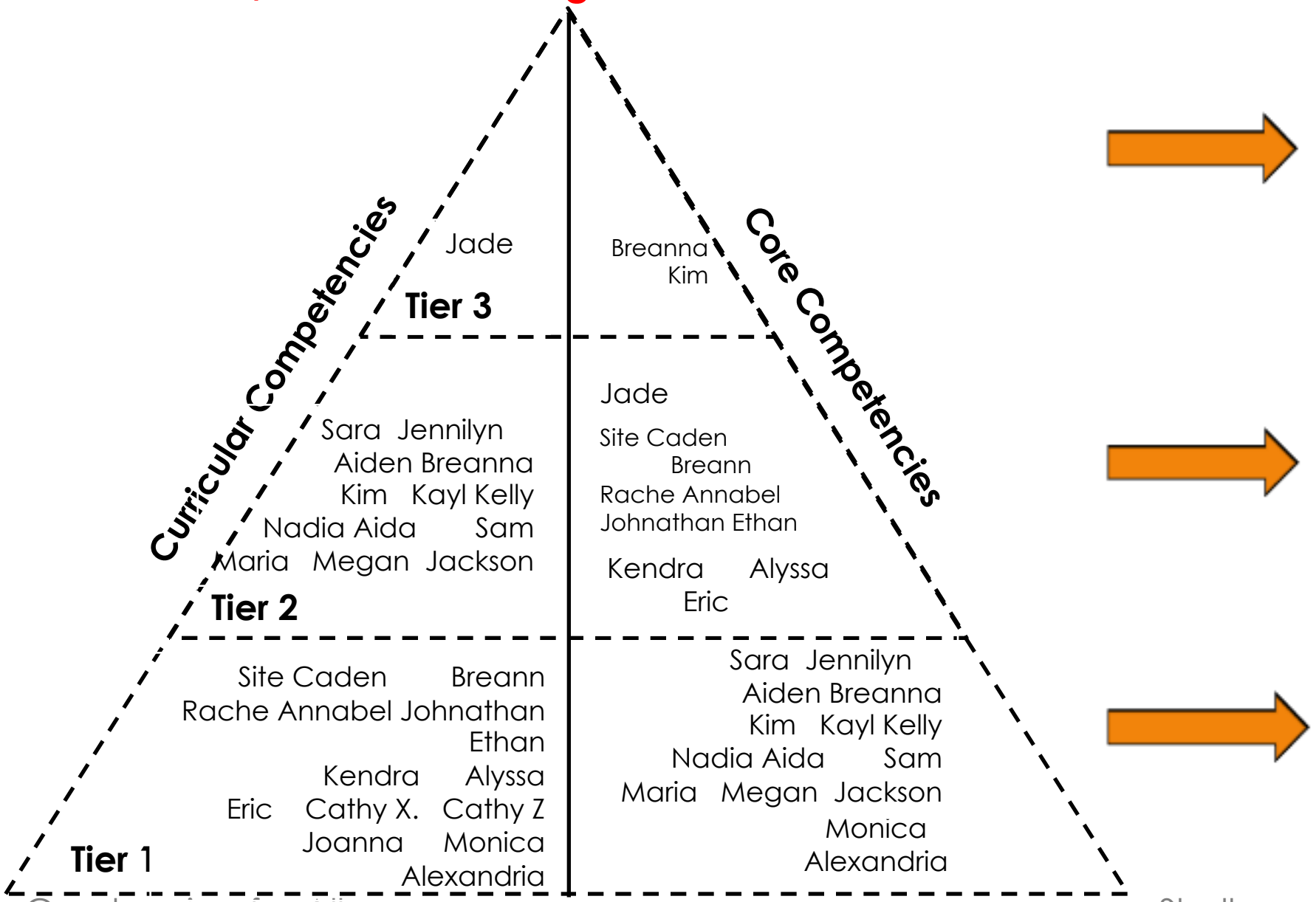
- RTI can be used for any group size
- Even when working with a smaller group of students there will be students who need more or less support.
- Every setting can be differentiated, and a multi tiered approach can be used for example ,in resource room settings, guided reading groups, or life skill classes and as well

RTI Triangle: Resource 8-12
Lens: Literacy



RTI Triangle: Math 10

Lens: number/creative thinking



RTI Triangle

Grade/Course/Subject (place)

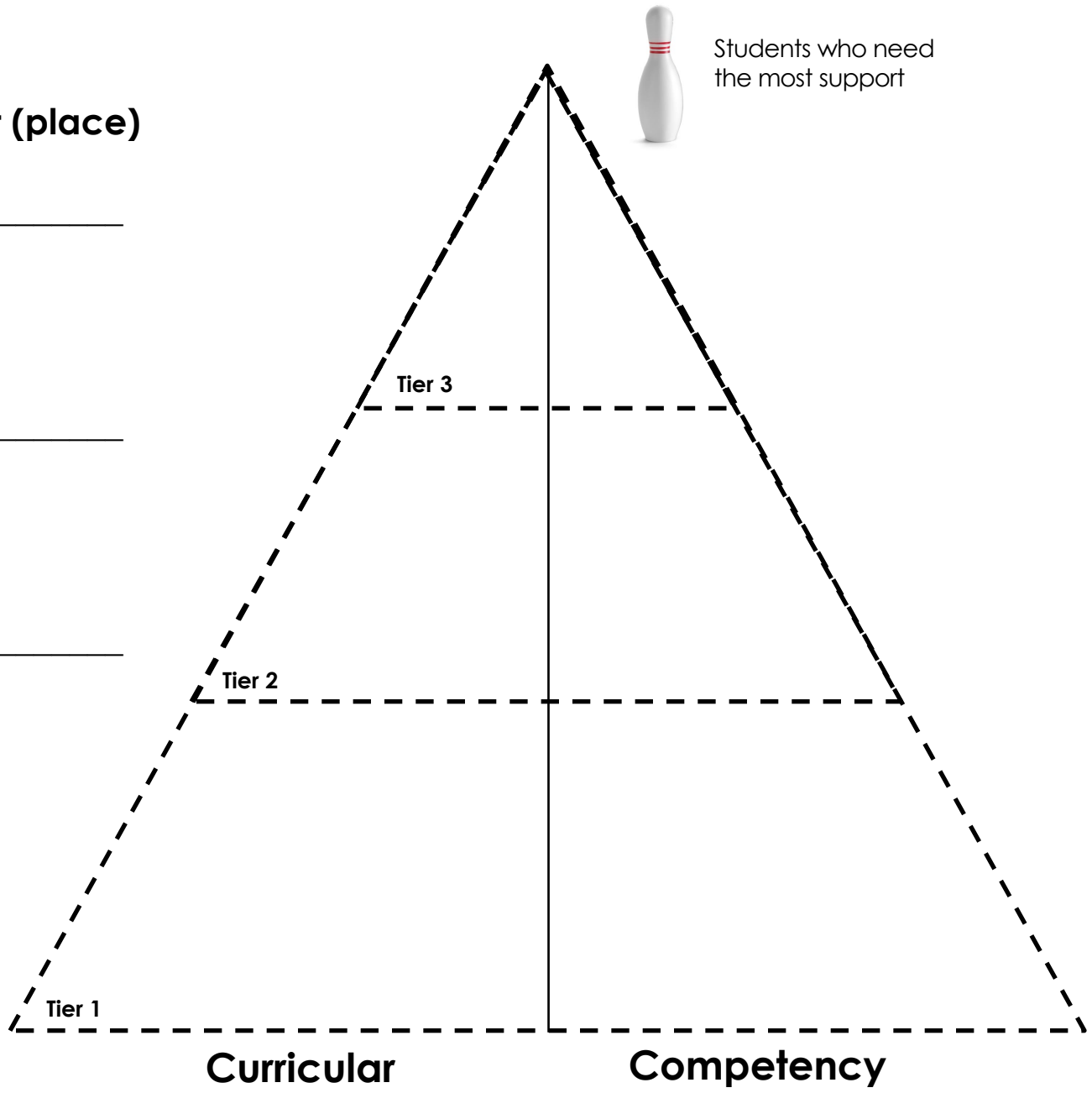
_____

Curricular Lens:

_____

Competency Lens:

_____



How do we teach to the range?

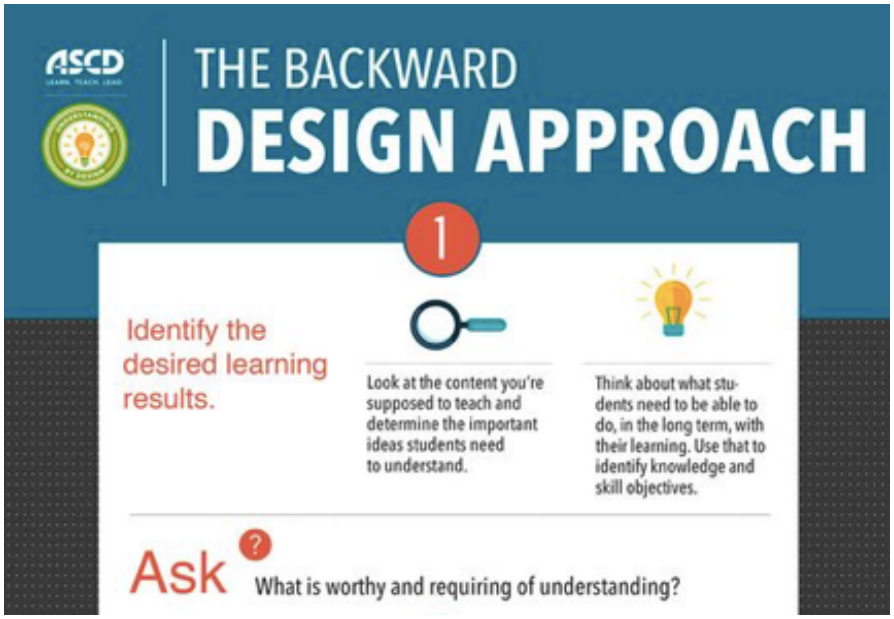
1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

2. Choose your goals

- **Backwards Design: Teacher as deisgner**
  - "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understands where you are now so the steps you take are always in the right direction."
    - Steven Covey
  - "One starts with the end- the desired results – and then derives curriculum from the evidence of learning"
    - Wiggins & McTighe

Planning Using the Old Curriculum

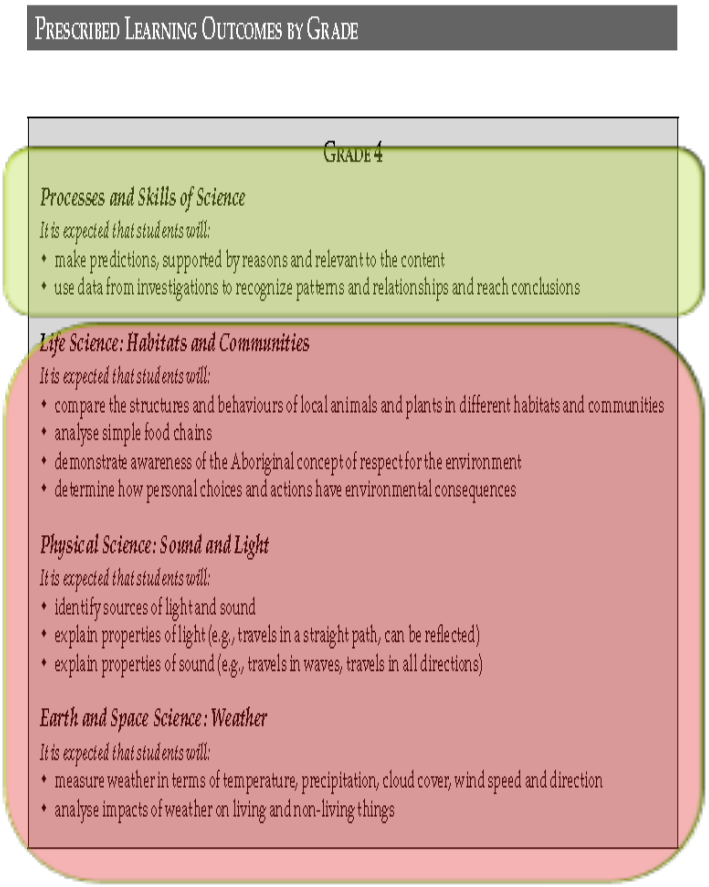
- **Backwards Design**
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?



Planning Using the Renewed Curriculum

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to be?

What else is different? The ratios!



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

25 % Process Goals
What do we need to do?

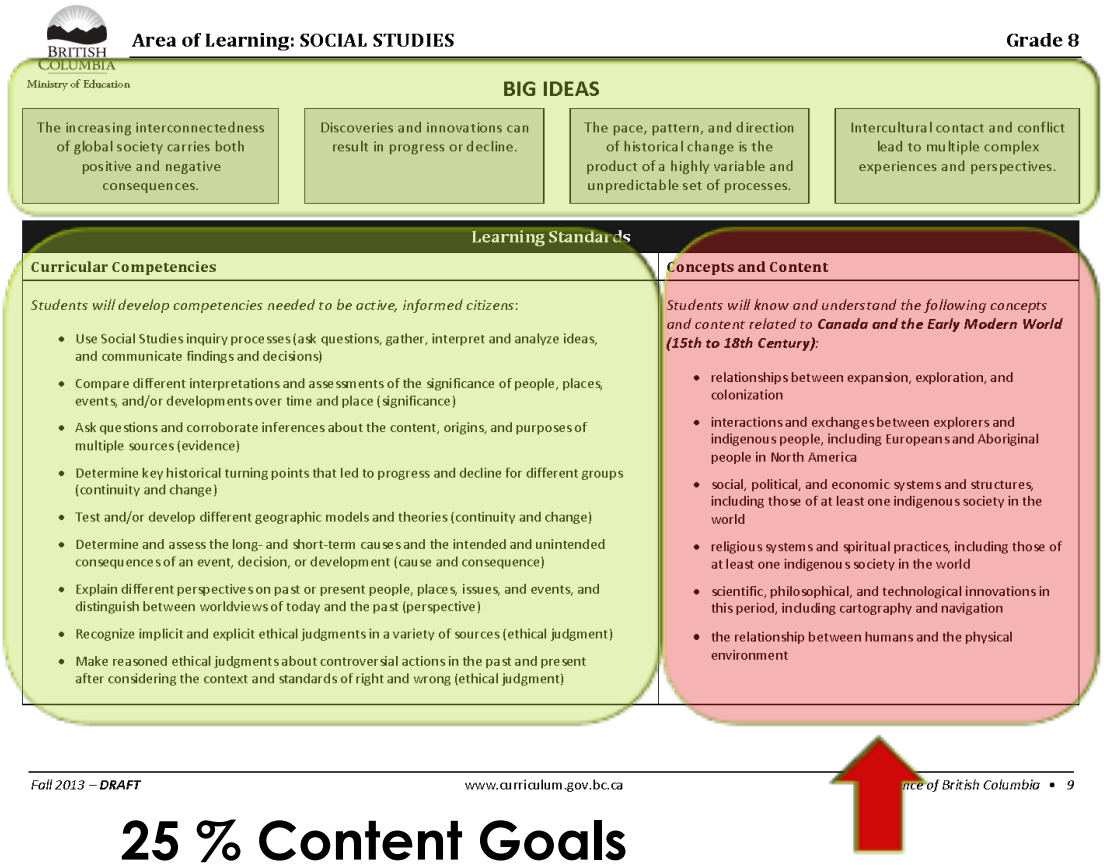
75 % Content Goals
What do we need to know?

The goal ratios have shifted

75 % Process Goals

What do we need to understand?

What do we need to do?



BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES — **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

Students will know and understand the following concepts and content related to ***Canada and the Early Modern World (15th to 18th Century)****:*

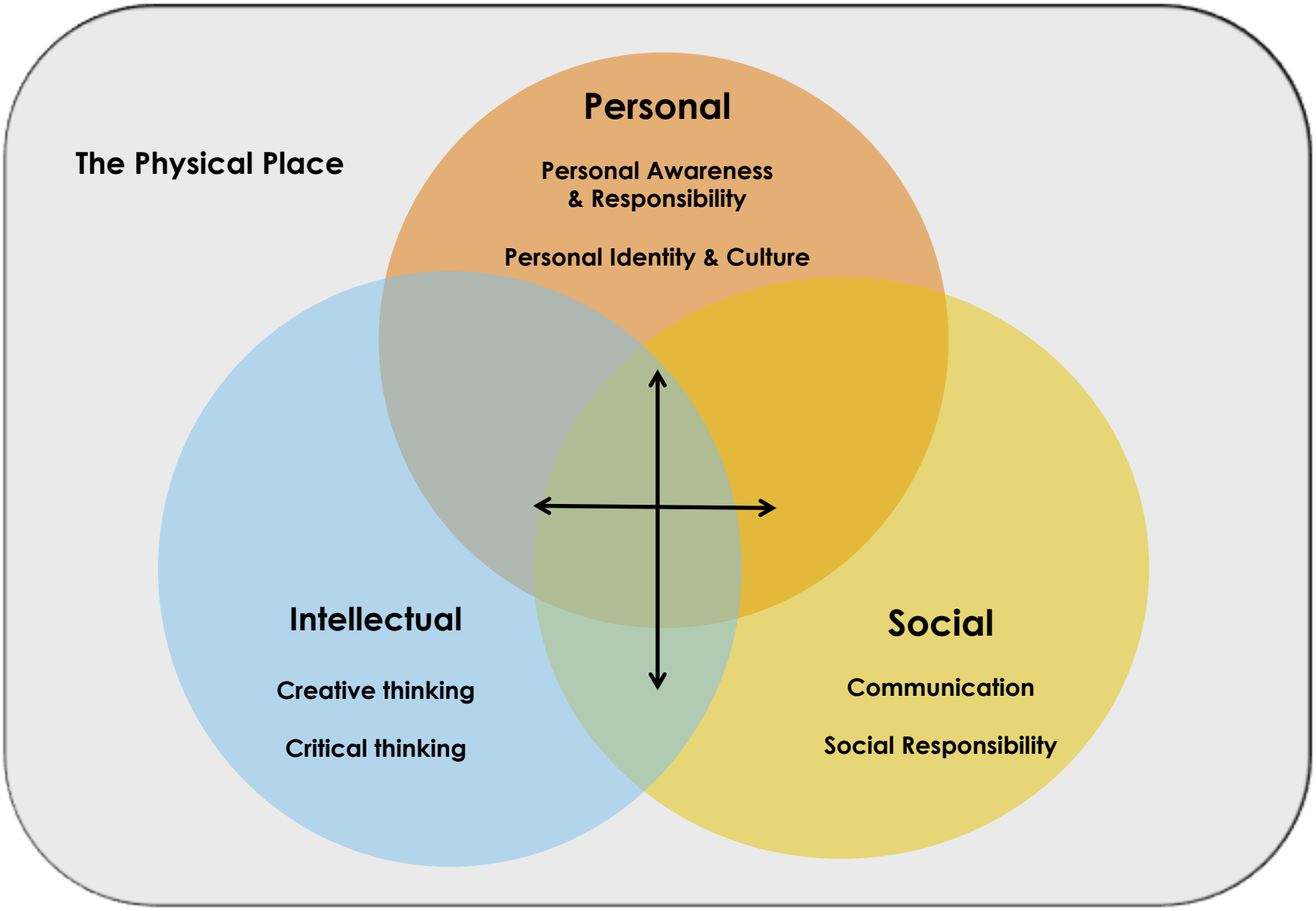
- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

*Fall 2013 – **DRAFT*** www.curriculum.gov.bc.ca *...ce of British Columbia • 9*

25 % Content Goals

What do we need to know?

BC's CORE COMPETENCIES: Who do we need to become?

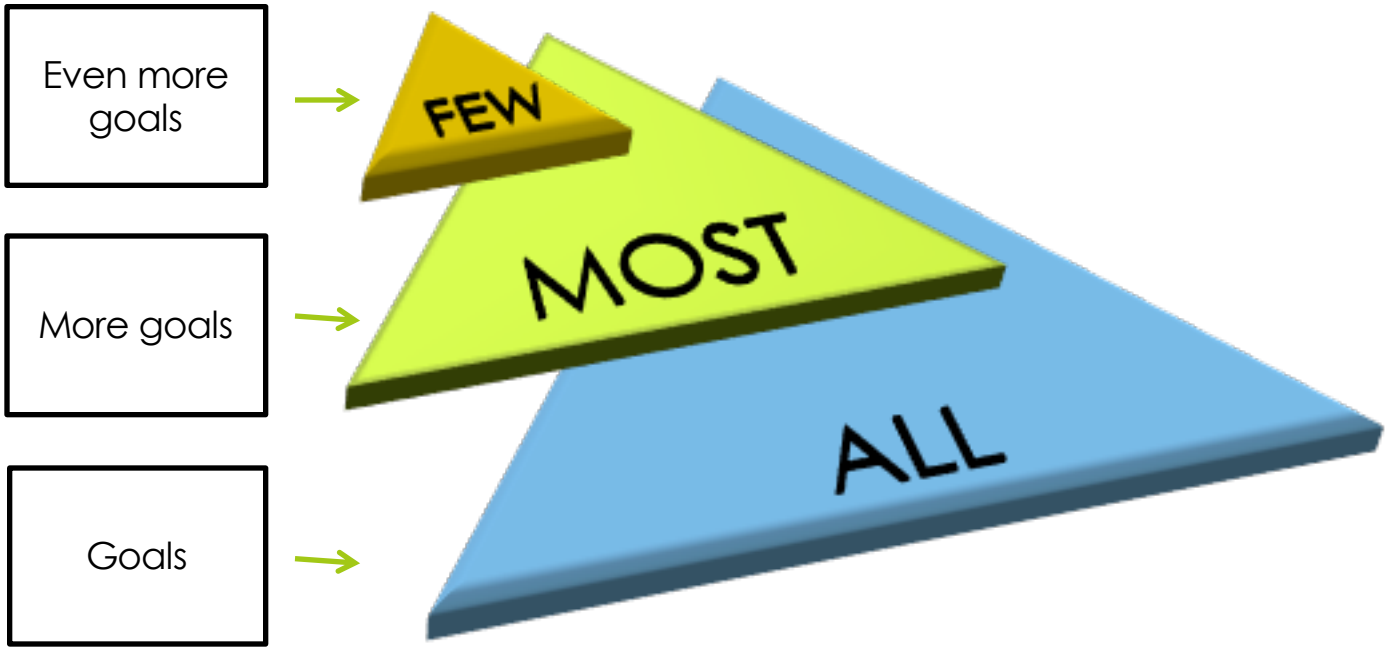


How do we teach to the range?

1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

3. Creating a range of success: Start from access, build on challenge

The Planning Pyramid



The Planning Pyramid

Even more goals →

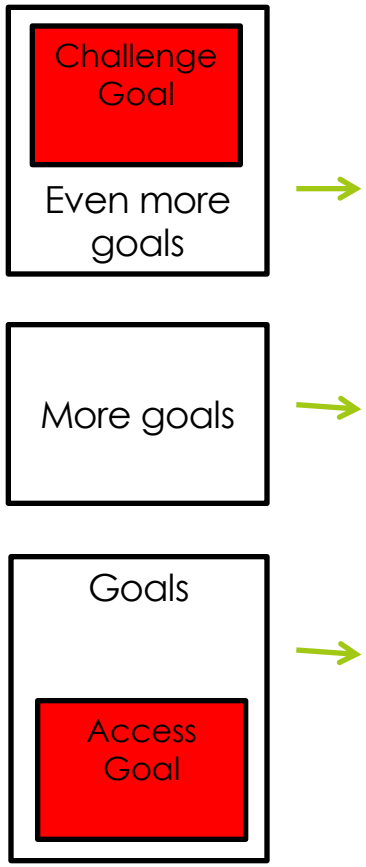
More goals →

Goals →

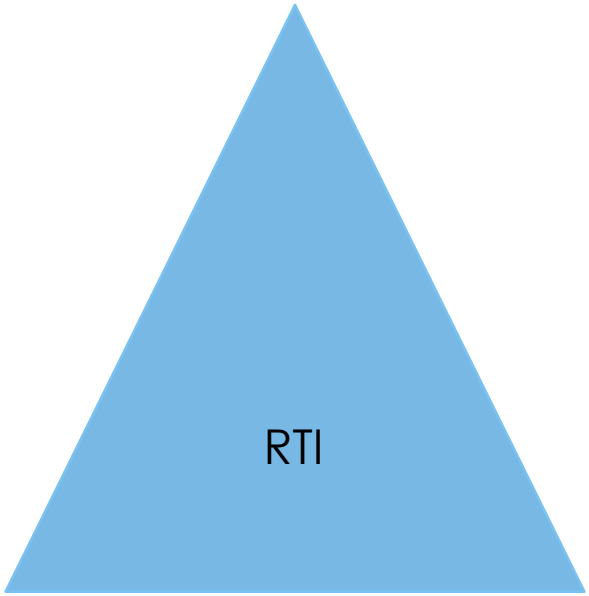
How do we teach to the range?

1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

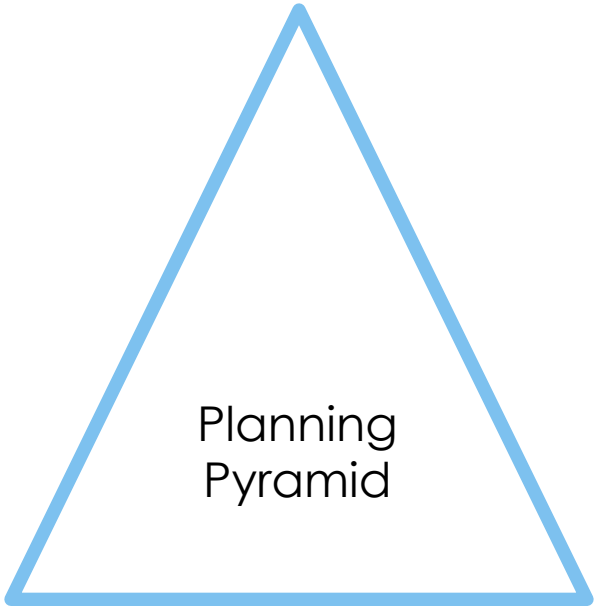
4. Extend for access and/or challenge



Combining Frameworks



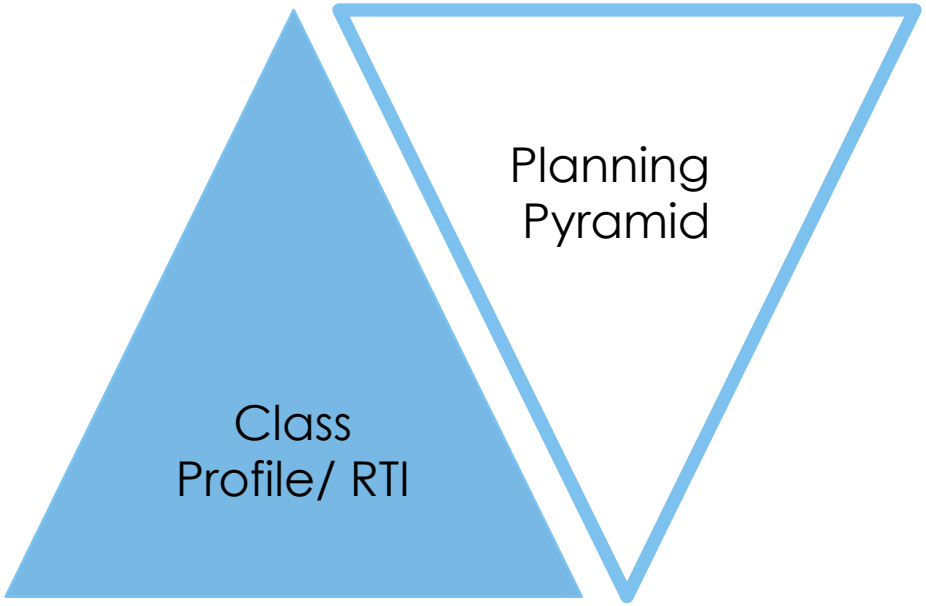
WHO am I teaching?



WHAT am I teaching?

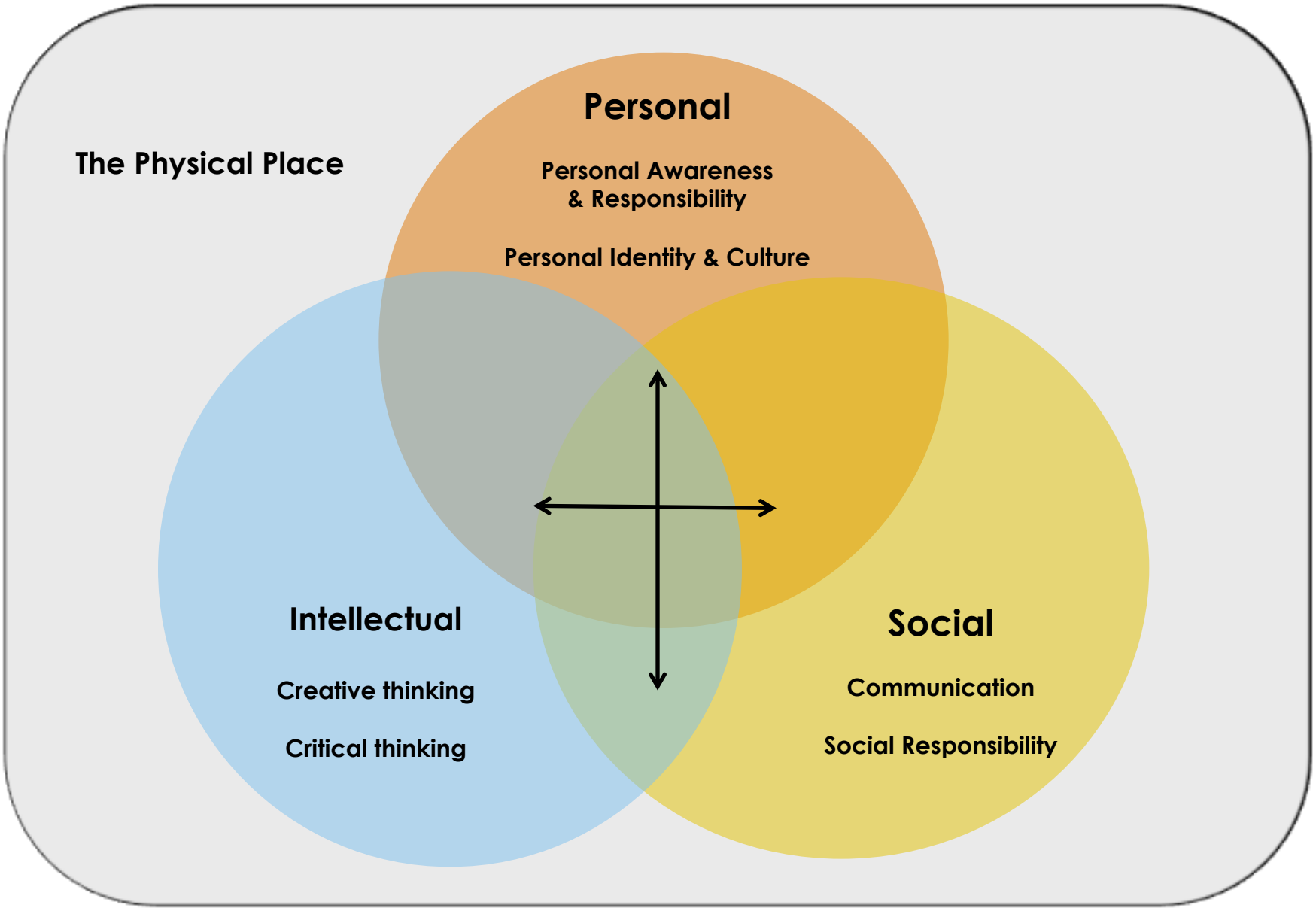
Combining Frameworks

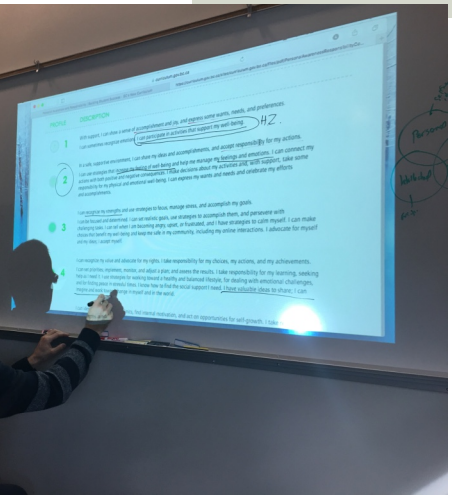
WHAT am I teaching?



WHO am I teaching?

BC's CORE COMPETENCIES: Who do we need to become?





Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

What CAN They do = **strengths**

What are they NEXT steps = Goals

How do we teach to the range?

1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

5. Build a map!

- How do we design a range for curricular competencies & content?
- Map vs. Rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubric

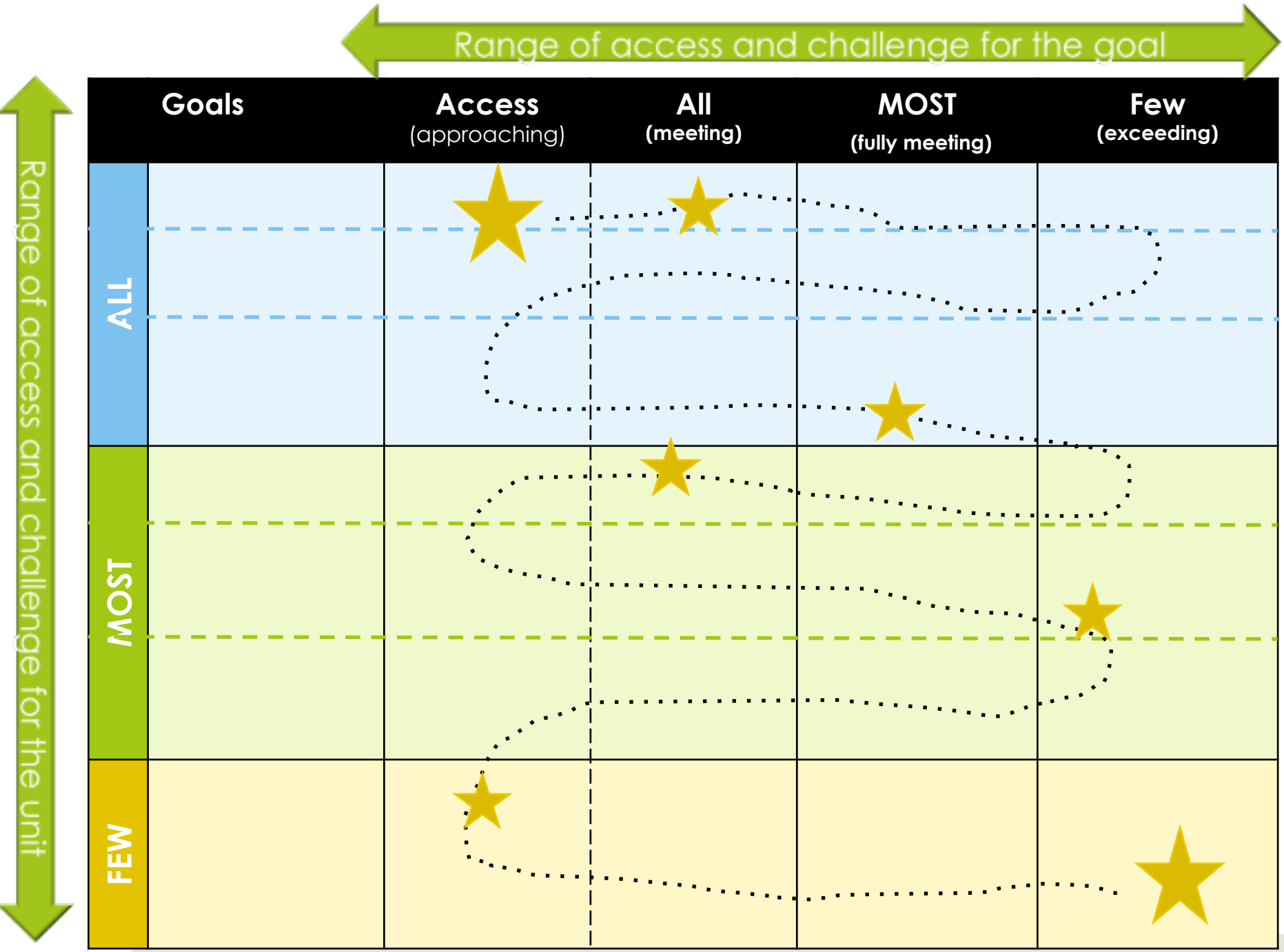
Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			

Learning Map

Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			


Range of access and challenge for the goal
Range of access and challenge for the unit
Goals
Access
(approaching)
All
(meeting)
MOST
(fully meeting)
Few
(exceeding)
ALL
MOST
FEW

It's the journey, not the destination

Building an Assessment Map!

Course/Subject/Grade(s):		**Planning Team:**		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access	All	Most	Few
Content:				
Curricular Competencies				

Prior knowledge

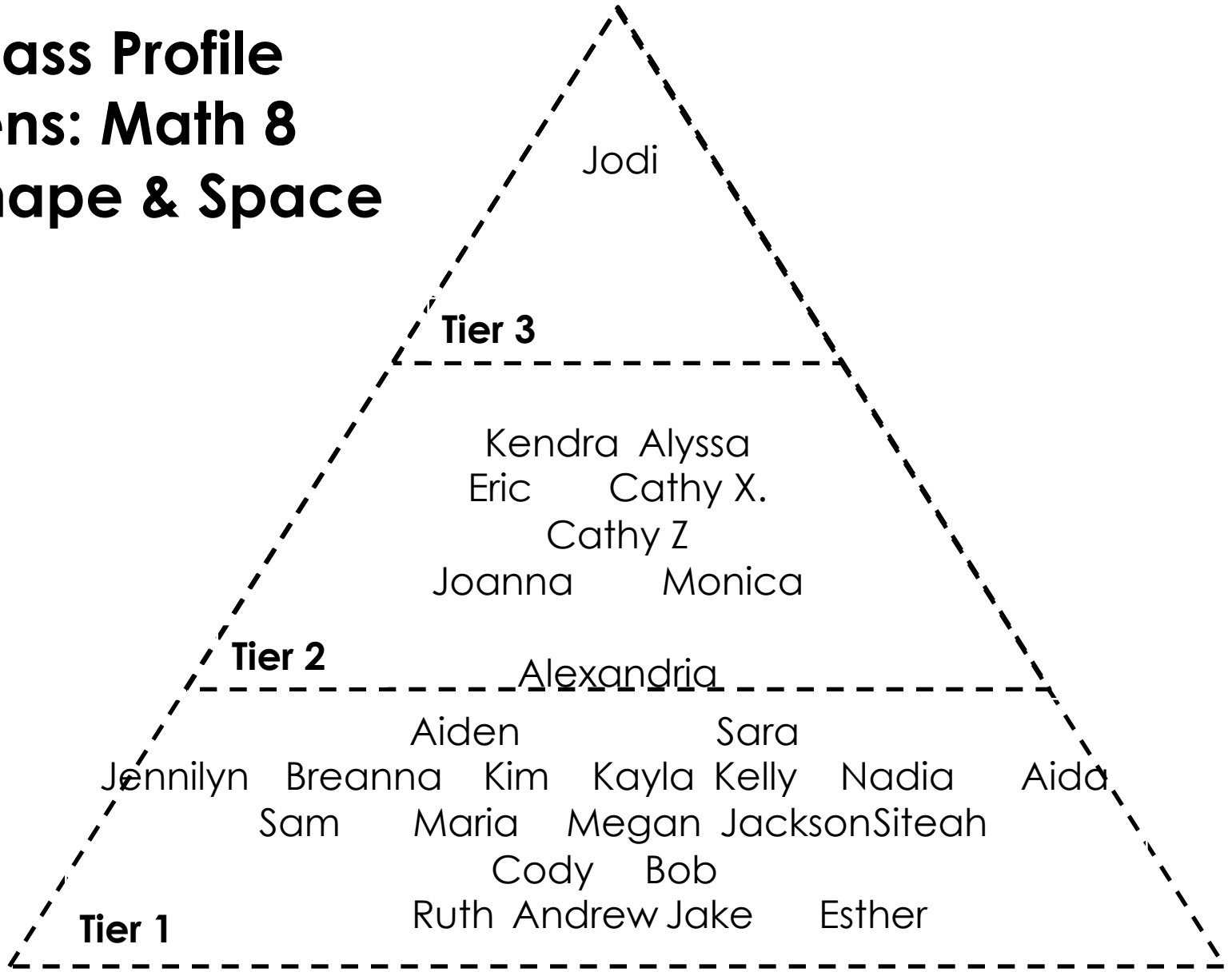
Grade Level Curriculum

Example: Math 8

Unit: Shape & Space

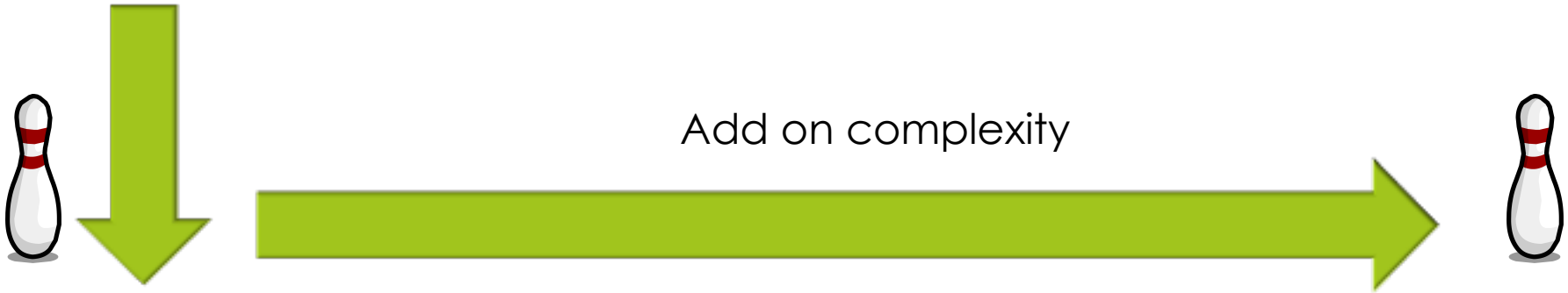
Goal for ALL: 2D/3D shapes, math vocabulary

Class Profile
Lens: Math 8
Shape & Space



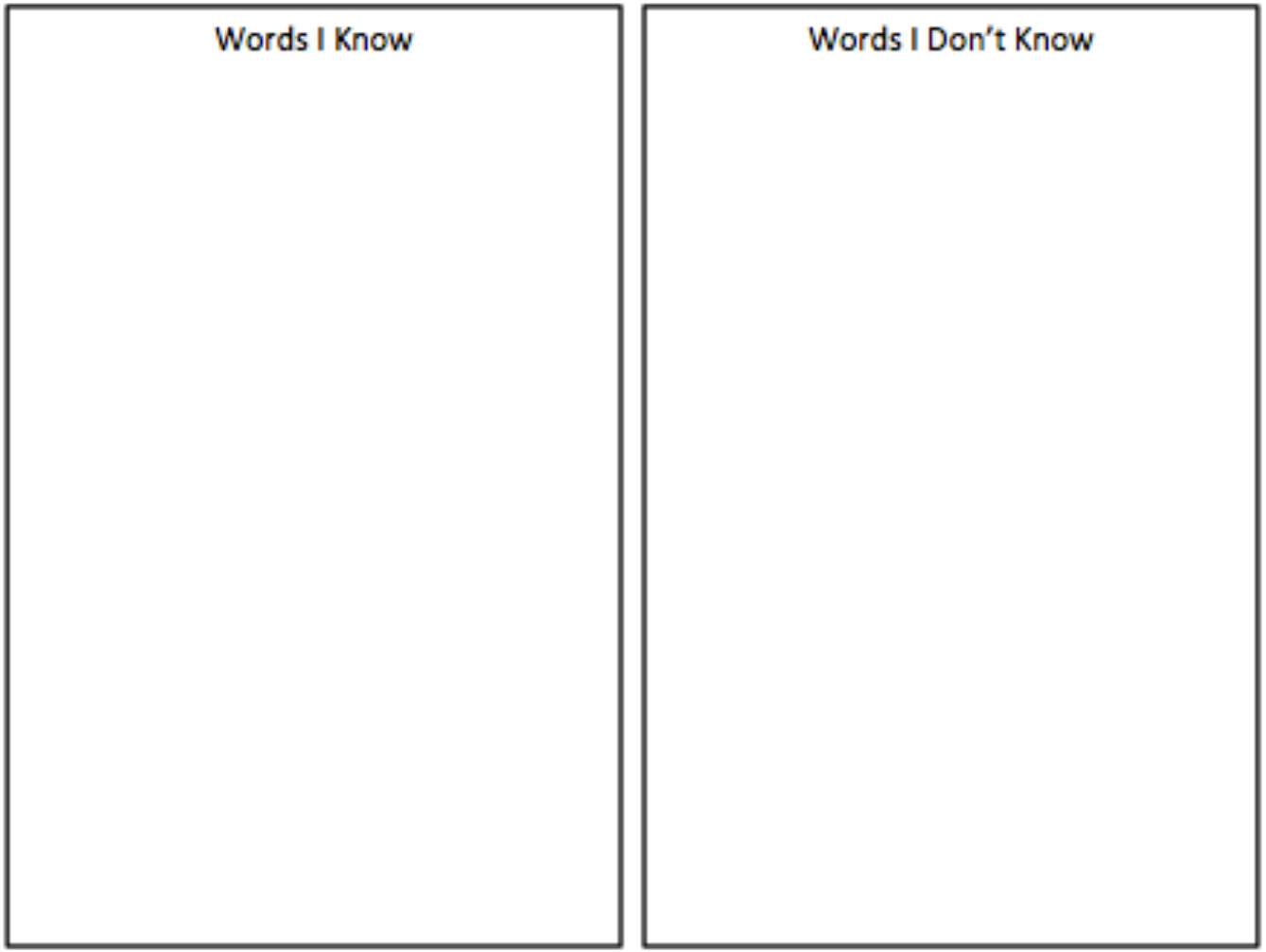
The lesson goal…

Start here



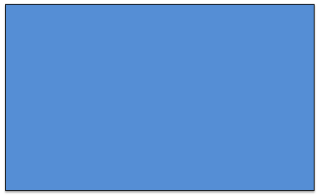
Access	All	Some	Few
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

The lesson – Start

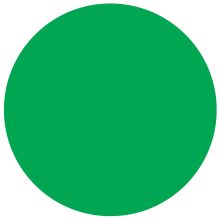


Sort the pictures/words

rectangle



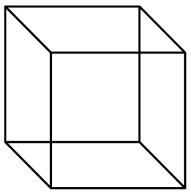
circle



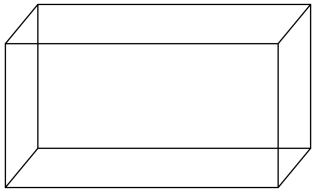
triangle

square

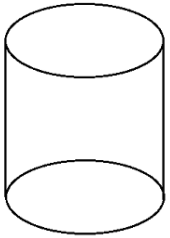
cube



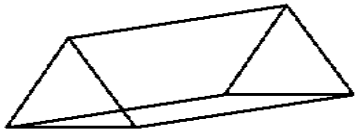
rectangular prism



cylinder

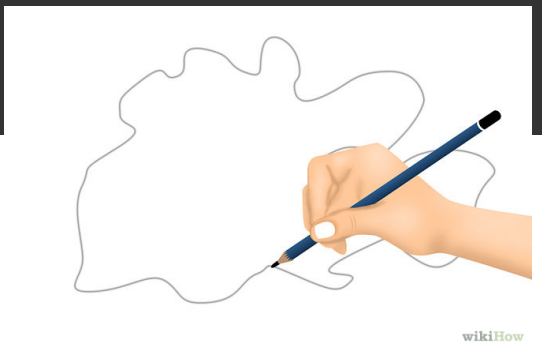


triangular prism



face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

Draw it!

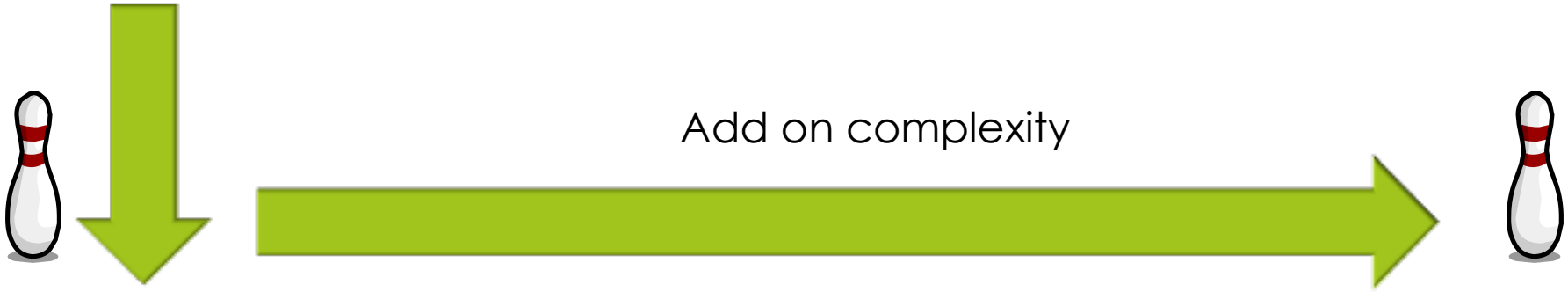


- The words you know
  - Show what the words means in Pictures

- The words you don't know
  - use text, internet, each other
  - show what the words mean in pictures

The lesson goal…

Start here



Access	All	Some	Few
Build a 3D prism Draw a line with a ruler	Build a 3D prism with a volume of 24 units3 Create a drawing of a 3D prism with a volume of 24 units 3	Build a net for a prism with the volume of 24 units 3	Determine the surface area for a 3D prism with the volume of 24 units 3

	Lesson	Approaching (Access)	Meeting (All)	Fully Meeting (Most)	Exceeding (Few)
2D/3D shapes	Vocabulary	- Can identify square, rectangle, triangle, circle	- Can identify and communicate using math vocabulary (2D, 3D, prism, rectangular prism, cube, length, width, height, surface area,) (fluency- 3 statements)	- Can identify and communicate using math vocabulary (triangular prism, faces, formula, base) (flexibility- different structures)	- Can identify and communicate using math vocabulary (cylinder, circumference, radius) (originality)
	Area	- Can sort 2D/3D shapes	- Understands the difference between 2D/3D - Can develop and apply formula for area of a square, rectangle	- Can identify faces of a shape - Can develop and apply formula for area of a triangle	- Can identify the base of a shape - Can develop and apply formula for area of a circle
Nets	Construct a net	- Can identify 3D shapes (cube, triangular prism, rectangular prism)	- Can draw and construct a net for a rectangular prism	- Can draw and construct a net of a triangular prism	- Can draw and construct a net of a cylinder
	Deconstruct a net		- Can identify the base and faces of a rectangular prism with a net	- Can identify the base and faces of a triangular prism with a net	- Can identify base and faces of a rectangular and triangular prism from multiple perspectives
Surface Area	Rectangular prism	- Can identify 2D shape faces of a net	- Find surface area of a rectangular prism in one way in one way (concrete/pictorial/abstract)	- Find surface area of rectangular prism in two ways in one way (concrete/pictorial/abstract)	- Find surface area of composite prisms in all ways (concrete/pictorial/abstract)
	Triangular prism		- Find surface area of a triangular prism in one way (concrete/pictorial/abstract)	- Find surface area of triangular prism in two ways (concrete/pictorial/abstract)	
	Cylinder		- Find surface area of cylinder in one way (concrete/pictorial/abstract)	- Find surface area of cylinder in two ways (concrete/pictorial/abstract)	

Example: Math 10

Unit: Pythagoras

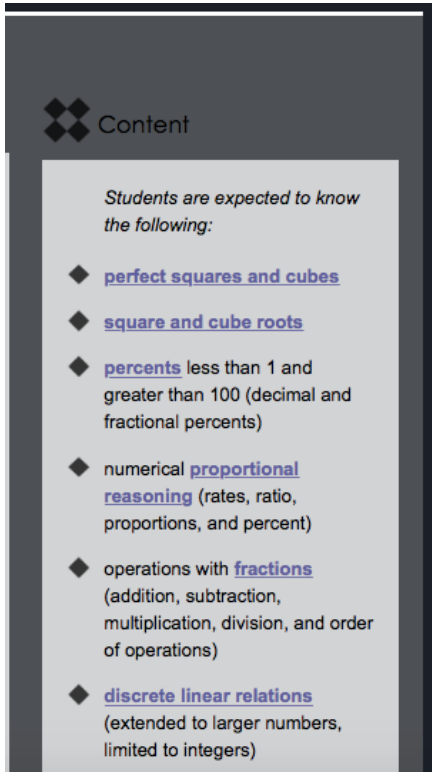
Course/Subject/Grade(s):	Planning Team:
Unit Big Idea (the circles)	Unit Guiding Question (turning BIG IDEA into a question)

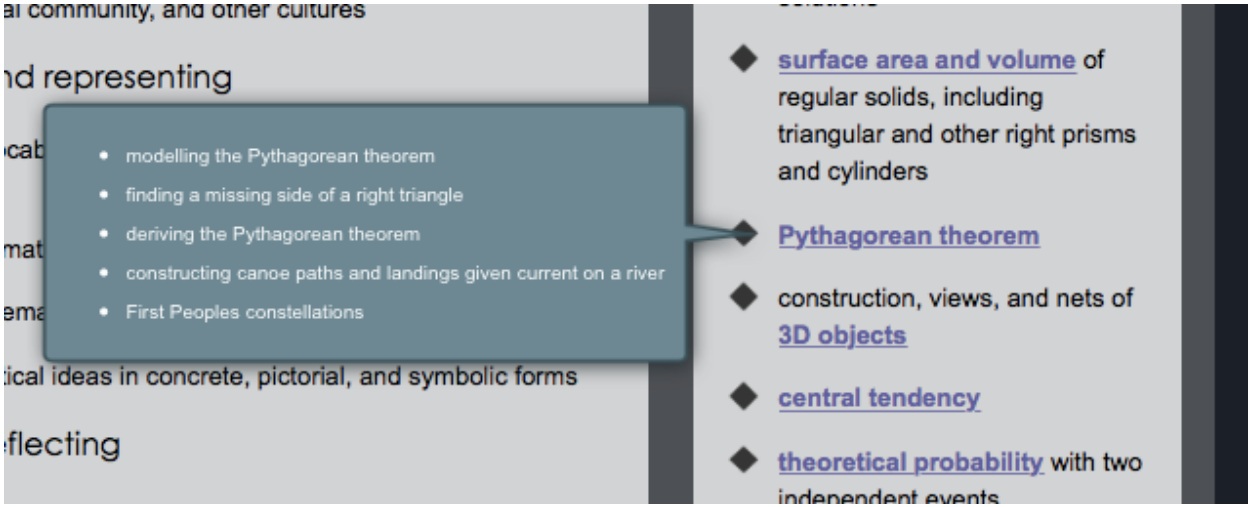
Course/Subject/Grade(s):		Planning Team:		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access (Tier 3)	All	Most	Few (Tier 1)

Example

Course/Subject/Grade(s): Math 8		Planning Team: Graeme & Shelley		
Unit Big Idea: The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships.		Unit Guiding Question: What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?		
Goals	Access (Grade 4)	All	Most	Few

Course/Subject/Grade(s):		Planning Team:		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access	All	Most	Few
Content 25%				

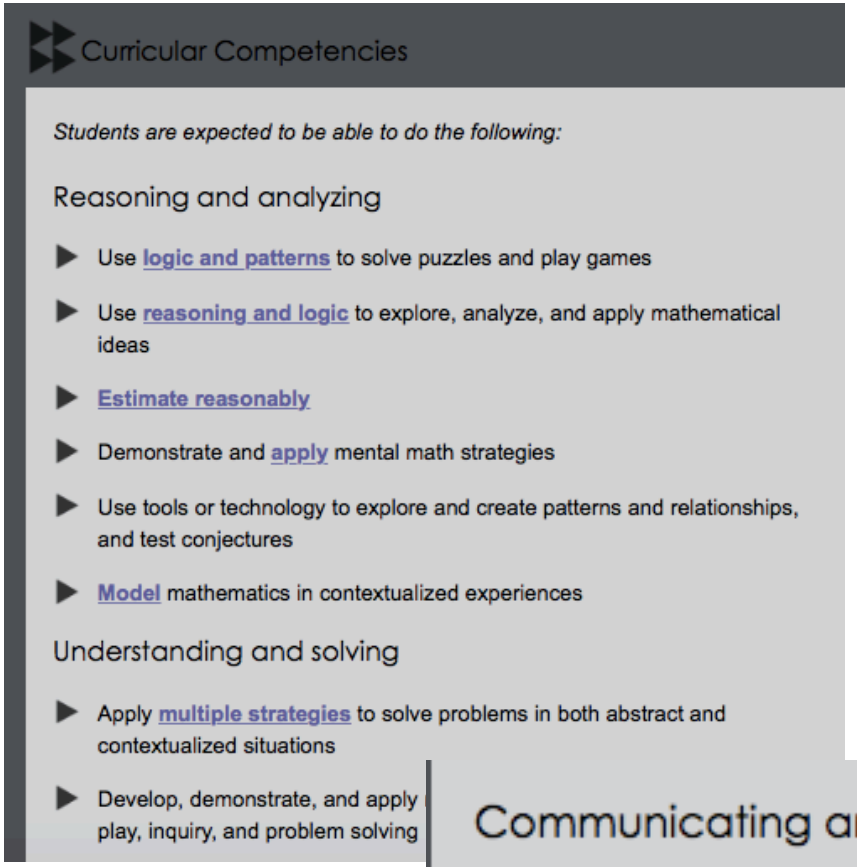




Course/Subject/Grade(s):		Planning Team:		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access	All	Most	Few
Content:				

Course/Subject/Grade(s): Math 8		Planning Team: Graeme & Shelley		
Unit Big Idea: The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships.		Unit Guiding Question: What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?		
	Access (Grade 4)	All	Most	Few
Content: Pythagorean Theorem	I know square root, square, area, right triangle, rectangle, Squares vs rectangle, square compared to other shapes, area of square, all sides are equal, square root, right	I know Pythagorean theorem	I know how to derive the formula for Pythagorean theorem	I know how to find a missing side of a right triangle

Course/Subject/Grade(s):		**Planning Team:**		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access	All	Most	Few
Content:				
Curricular Competencies				

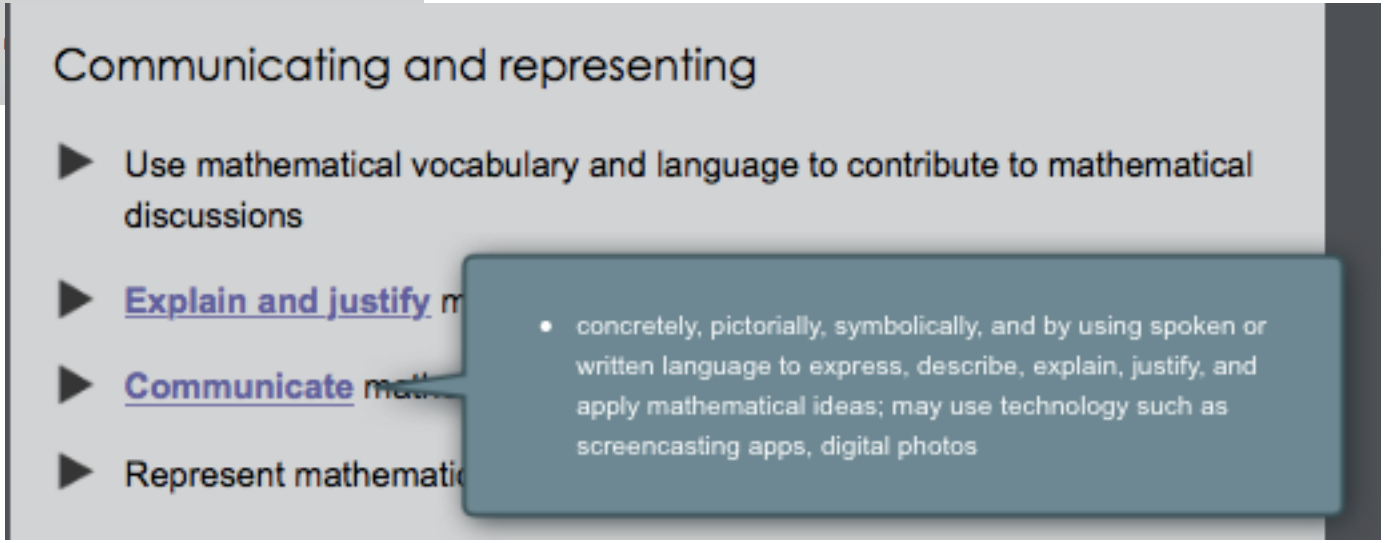


Reasoning & Analysis

Understanding & Solving

Communicating & Representi

Connecting & Reflecting

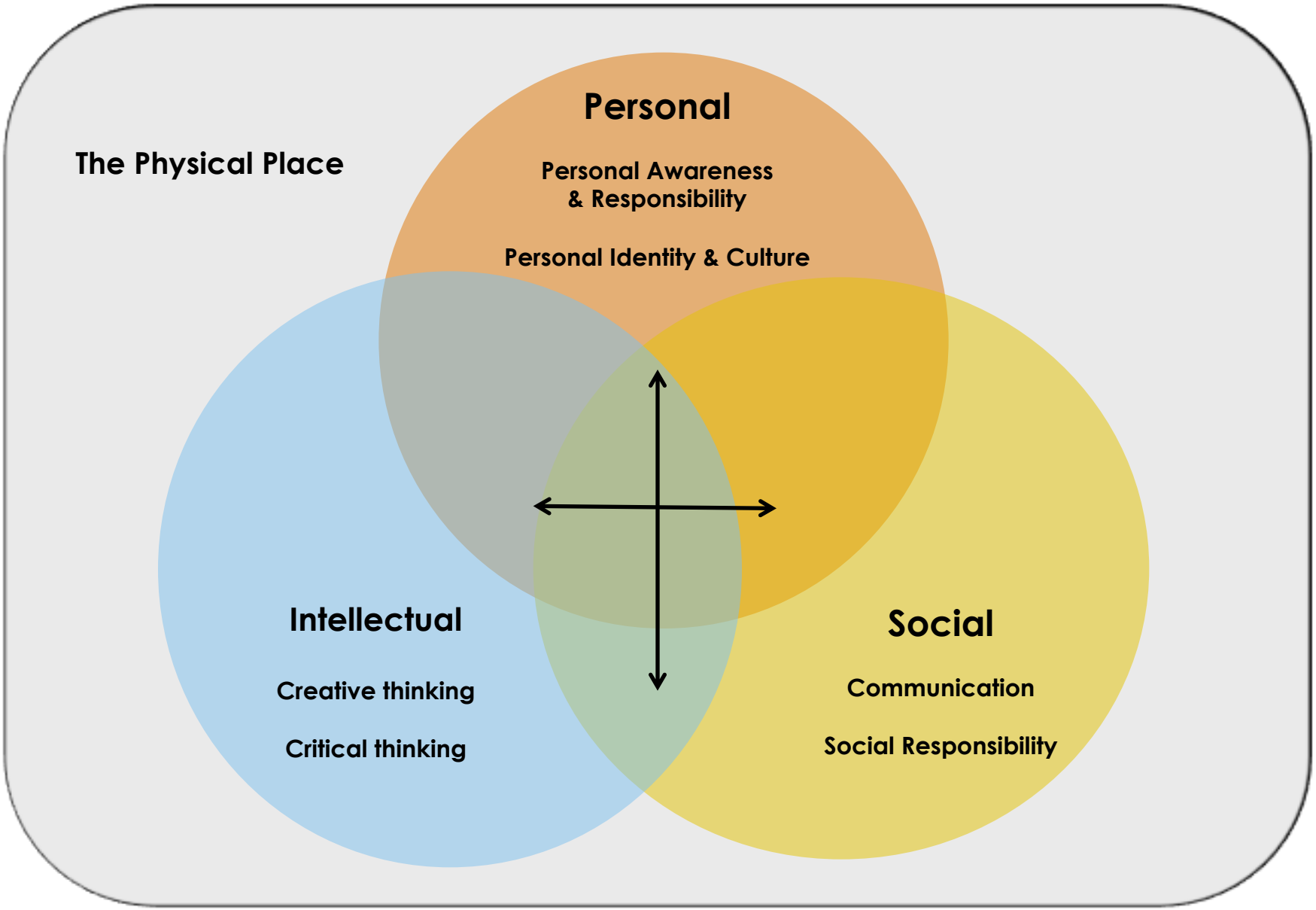


Course/Subject/Grade(s): Math 8		Planning Team: Graeme & Shelley		
Unit Big Idea: The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships.		Unit Guiding Question: What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?		
Goals	Access	All	Most	Few
Content: Pythagorean Theorem	I know square root, square, area, right triangle, rectangle, Squares vs rectangle, square compared to other shapes, area of square, all sides are equal, square root, right triangle	I know Pythagorean theorem	I know how to derive the formula for Pythagorean theorem	I know how to find a missing side of a right triangle
Curricular Competencies: Reasoning and Analysis	Estimating by comparing to something familiar Using concrete materials to understand above concepts	Using perfect square numbers Building a model using concrete materials	Non perfect squares numbers Drawing pictures/ diagrams	Using non whole numbers Using/ applying an abstract formula
Curricular Competencies: Understanding and Solving	Explore environment to find a right triangle OR find a rectangle and make it into a right triangle	Use an example connected to personal/ familiar experience	Use an example from a context unfamiliar (e.g. word problem)	Use an example connected to first the first nations constellations
Curricular Competencies: Communicating and representing	Using math vocabulary (square, square root, rectangle, triangle, equal) Explain and justify your thinking in one way (abstract/concrete/pictorial)	Using math vocabulary (right triangle) Explain and justify your thinking in one way (abstract/concrete/pictorial)	Using math vocabulary (Pythagorean theory, formula, non-perfect square Explain and justify your thinking in two ways (abstract/concrete/pictorial)	Using math vocabulary Explain and justify your thinking in all ways (abstract/concrete/pictorial)
Curricular Competencies: Connecting and reflecting	What does this problem this remind you of in the world?	Find another solution to a problem	Pose a new problem or question	Describe how Pythagorean connects to our self and world around us (connect to First Nations)

Course: Math 8 Pythagorean				
Guiding Unit Question: What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?				
Goals	NEED to know	MUST know (;30) – 6 each	ABLE to know (15) – 3 each	POSSIBLE to know (5) 1 each
What do you need to know?	I know square root, square, area, right triangle, rectangle, Squares vs rectangle, square compared to other shapes, area of square, all sides are equal, square root, right triangle	I know Pythagorean theorem	I know how to derive the formula for Pythagorean theorem	I know how to find a missing side of a right triangle
What do you need to do? How does reason and analysis help me understand?	I can estimate by comparing numbers I can using concrete materials to understand above concepts	I can use perfect square numbers Building a model using concrete materials	I can use non perfect squares numbers I can use drawings, pictures and diagrams	I can use non whole numbers I can apply a formula
How can I understand and solve problems?	I can find a right triangle OR find a rectangle and make it into a right triangle in the environment	Use an example connected to personal/ familiar experience	Use an example from a context unfamiliar (e.g. word problem)	Use an example connected to first the first nations constellations
How can I represent and communicate my thinking?	I can use math vocabulary (square, square root, rectangle, triangle, equal) I can explain and justify my thinking in one way (abstract/concrete/pictorial)	Using math vocabulary (right triangle) I can explain and justify my thinking in one way (abstract/concrete/pictorial)	Using math vocabulary (Pythagorean theory, formula, non-perfect square I can explain and justify my thinking in two ways (abstract/concrete/pictorial)	Using math vocabulary Explain and justify your thinking in any way (abstract/concrete/pictorial)
How can I connect and reflect on my thinking?	I can connect ideas to situations in the world	I can find another solution to a problem	I can pose a new problem or question	I can describe how Pythagorean connects to our self and world around us (e.g. connect to First Nations)
Evaluation		/ 30	/ 15	/ 5

Course/Subject/Grade(s):		**Planning Team:**		
Unit Big Idea:		Unit Guiding Question:		
Goals	Access	All	Most	Few
Content:				
Curricular Competencies				
Core Competency:				

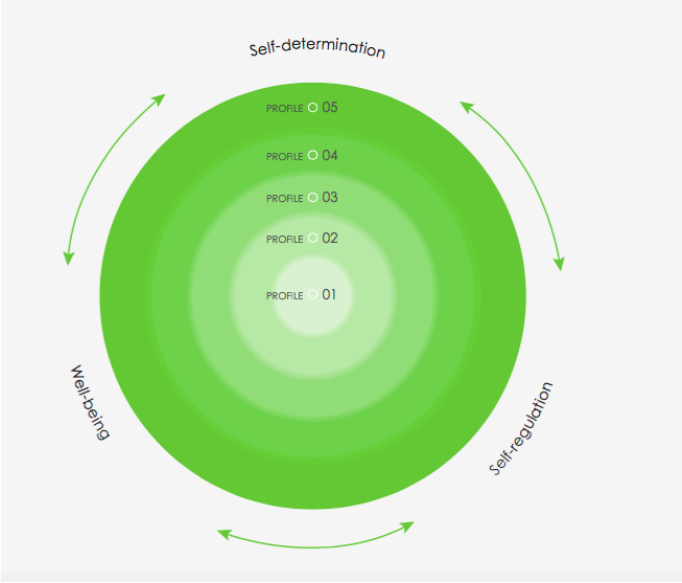
Planning Using BCs Renewed Curriculum



Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.



2. Self-regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

SAMPLE "I" STATEMENTS

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behaviour.

3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.

SAMPLE "I" STATEMENTS

- I can participate in activities that support my well-being, and tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle.

Course/Subject/Grade(s): Math 8	Planning Team: Graeme & Shelley			
Competency Lens: Personal Target Competency: Personal Awareness & Responsibly				
Self Assessment Pre Post				
Targeted Skill	Access	All	Most	Few
How can I self-regulate to support my learning and wellbeing?	I can identify choices, supports, strategies, that help manage my learning and emotions	I can choose activities in math class that support feeling comfortable learning and trying new things, I know how these choices help me	I can accept responsibility for my physical and emotional actions in math class I can manage my feeling my in math class and emotions	I take ownership of my learning, goals, and behavior in math class

What is a new skill I learned? What is a skill I was reminded of that is useful?

How do I know I have learned this skill?

How did these skills help me be more successful during this class?

How can I use the skills that I have learned in other contexts?

Core Competencies: Personal Competencies: Personal Awareness and Responsibility **Self-Assessment** PRE → POST				
How can I self-regulate to support and sustain my learning and wellbeing?	I can identify choices, supports, strategies, that help manage my learning and emotions	I can choose activities in math class that support feeling comfortable learning and trying new things, I know how these choices help me	I can accept responsibility for my physical and emotional actions in math class I can manage my feeling my in math class and emotions	I take ownership of my learning, goals, and behavior in math class

What is a new skill I learned? What is a skill I was reminded of that is useful?

How do I know I have learned this skill?

How did these skills help me be more successful during this class?

How can I use the skills that I have learned in other contexts?

Example: English 10

Unit: Poetry

Class: English 10 - Poetry

Unit Question: How has poetry and/or spoken word affected society today?

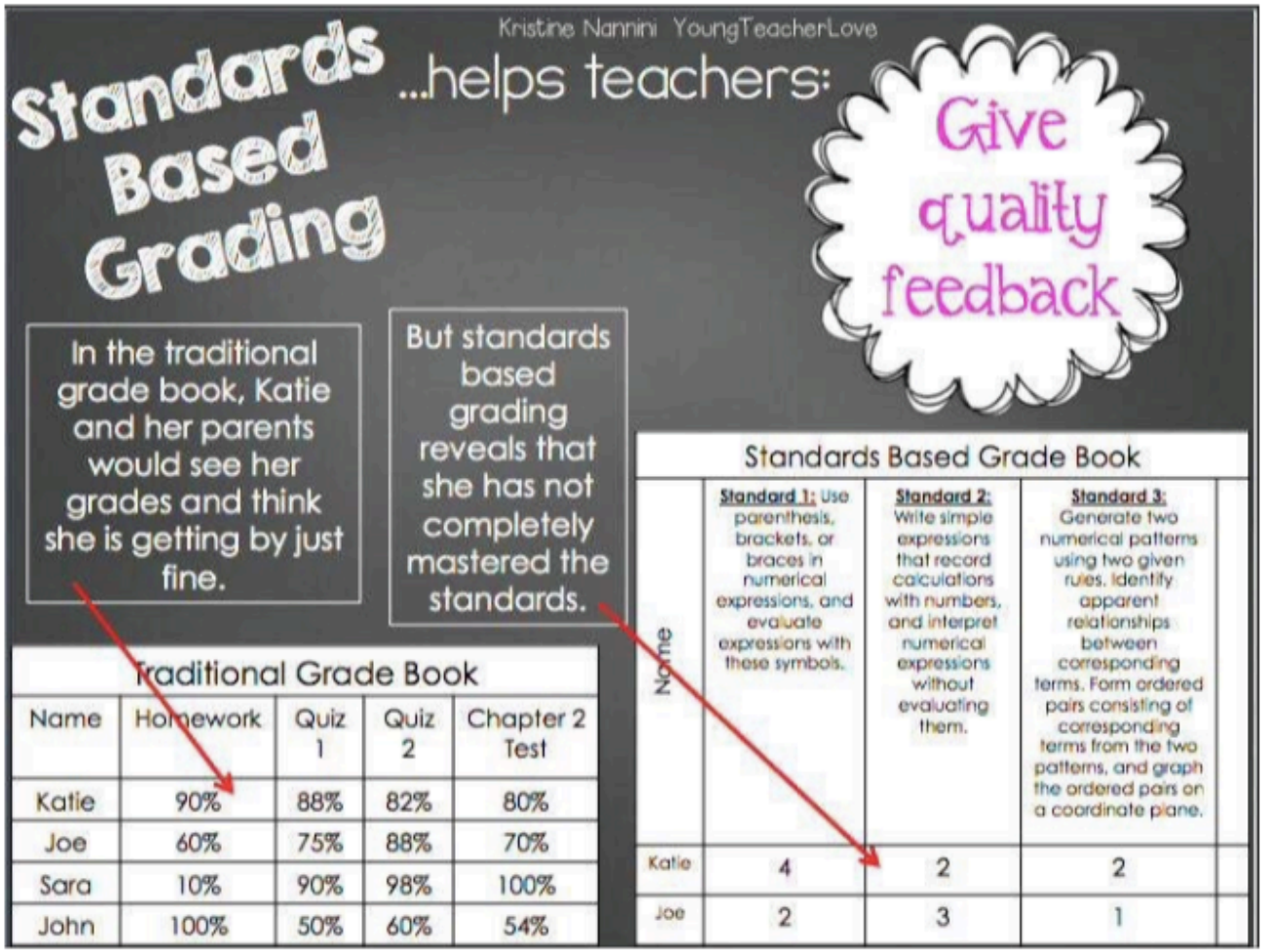
	Approaching (All-Modified)	Minimally Meeting Expectations (All)	Meeting Expectations (Most)	Exceeding Expectations (Few)
Oral Language	I can use a loud and clear voice when I read my poems.	I can use rhyme when I read poetry/spoken word?	I can engage an audience when I read poem/spoken word	I can use style to contribute to the presentation of spoken word/poetry?
Reading & Viewing	I can read poems about things that are interesting to me	I know what a poem is I know some features of poems I can we find poetry/spoken word in today's society	I know what theme is I know what symbolism is I can find poetry/spoken word that is connected to social justice	I can use theme and symbolism to help me understand poetry/ spoken word I know how has poetry contributed to social justice movements
Writing & Representing	I can write a poem about my self in the world	I can write a poem/ spoken word about my life experience	I can write a poem/ spoken word to an issue in the world	I can write a poem/spoken word to a social justice issue

How do we teach to the range?

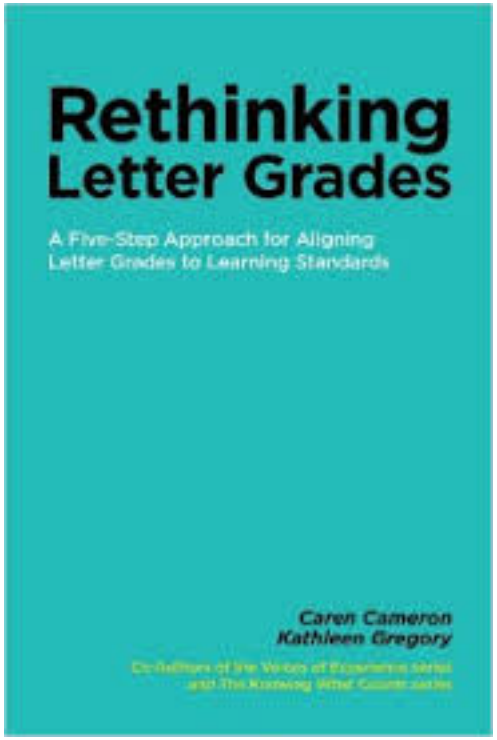
1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

6. Keeping track of evidence

1. **Standards based vs. standardized curriculum**



Rethinking Letter Grades



Assessment - Formative

	Uses math vocabulary			Determines Area			Uses formula to determine volume		
Student	1 way	2 ways	3 ways	Product	Observation	Conversation	Product	Observation	Conversation
Shelley	✔	✔	✔	✔	✔		✔		
Barb		✔		✔			✔		
Sarah	✔	✔	✔	✔	✔	✔	✔	✔	

- MM (1 way)
- FM (2 ways)
- EE (3 ways)

Assessment - Summative

	Uses math vocabulary									Determines Area									Uses formula to determine volume									total	Out of	%
Student	MM- 9			FM - 6			EE - 3			MM- 9			FM - 6			EE - 3			MM- 9			FM - 6			EE - 3				45	
Shelley	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓			✓			✓	✓	✓							34	54	63%
Barb	✓	✓	✓							✓	✓	✓							✓	✓	✓							27	54	50%
Sarah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				46	54	85%

- MM (1 way)
- FM (2 ways)
- EE (3 ways)

Quio Learning Map: Math 8: Shape & Space

Unit vocabulary 1	Approaching (Modified)	Minimally Meeting	Fully Meeting	Exceeding
	Can identify square, rectangle, triangle, circle	Can identify and communicate math vocabulary (2D, 3D, prism, rectangular prism, cube, length, width, height, surface area)	Can identify and communicate math vocabulary (triangular prism, faces, formula, base)	Can identify and communicate math vocabulary (cylinder, circumference, radius)
Area of 2D Shapes 2	Approaching (Modified)	Minimally Meeting	Fully Meeting	Exceeding
	Can sort 2D/3D shapes	Can develop and apply formula for area of a square, rectangle	Can develop and apply formula for area of a triangle	Can develop and apply formula for area of a circle
Volume of 3D shapes 3	Approaching (Modified)	Minimally Meeting	Fully Meeting	Exceeding
	Can identify short, tall (length, width)	Can develop formula for volume of a rectangular prism in one way (concrete /pictorial/abstract)	Can apply formula for volume of a rectangular prism two ways (concrete /pictorial/abstract)	Can apply formula for volume of composite prisms in a variety of ways (concrete/ pictorial/ abstract)
	Can identify bottom (base) and top	Can develop formula for volume of a triangular prism in one way (concrete /pictorial/abstract)	Can apply formula for volume of a triangular prism in two ways (concrete/ pictorial/ abstract)	
Constructing and Deconstructing Nets 4	Approaching (Modified)	Minimally Meeting	Fully Meeting	Exceeding
	Can identify 3D shapes (cube, triangular prism, rectangular prism)	Can draw and construct a net for a rectangular prism	Can draw and construct a net of a triangular prism	Can draw and construct a net of a cylinder
		Can identify the base and faces of a rectangular prism with a net	Can identify the base and faces of a triangular prism with a net	Can identify base and faces of a rectangular and triangular prism from multiple perspectives

Talk to your neighbour!

- **What are you thinking?**
- **What questions do you have?**
- **What does this connect to?**

How do we teach to the range?

1. Know your students
2. Plan backwards: Choose your goals
3. Create a range of success: Start from access and build on challenge
4. Extend for those who need even more access or even more challenge
5. Build a map!
6. Keep track of multiple sources of evidence
7. SUPPORT THEM!

7. SUPPORT THEM!

Changing our support models

Input
Adapting the way instruction is delivered to the learner

Example: Use different visual aids, concrete examples, hands on activities, cooperative groupings

Output
Adapt how the learner responds to instruction
Example: allow verbal vs. written response, allow students to choose method of expression

Time
Adapt the time allowed for learning or task completion
Example: extend time if needed

Difficulty
Adapt the skill level, problem type or rules of how the learner may approach the work
Example: Allow a calculator, simply directions

Level of Support
Increase the amount of help the learner receives

Example: Assign peer buddies, peer tutors, or educational assistants

Size
Adapt the number of items that the learner is expected to learn or complete
Example: reduce the number of math questions around a concept

Degree of participation
Adapt the extent to which a learner is actively involved in the task
Example: In PE, student is I charge of scoring, while others play game

Alternate goals
Adapt the goal or outcomes while using the same materials
Example: In social studies, expect a student to find provinces on a map while other find provinces and capitals

Parallel curriculum
Provide the different instruction and materials to meet individual goals
e.g. a task that is similar to class – meet the same goals, but is individualized

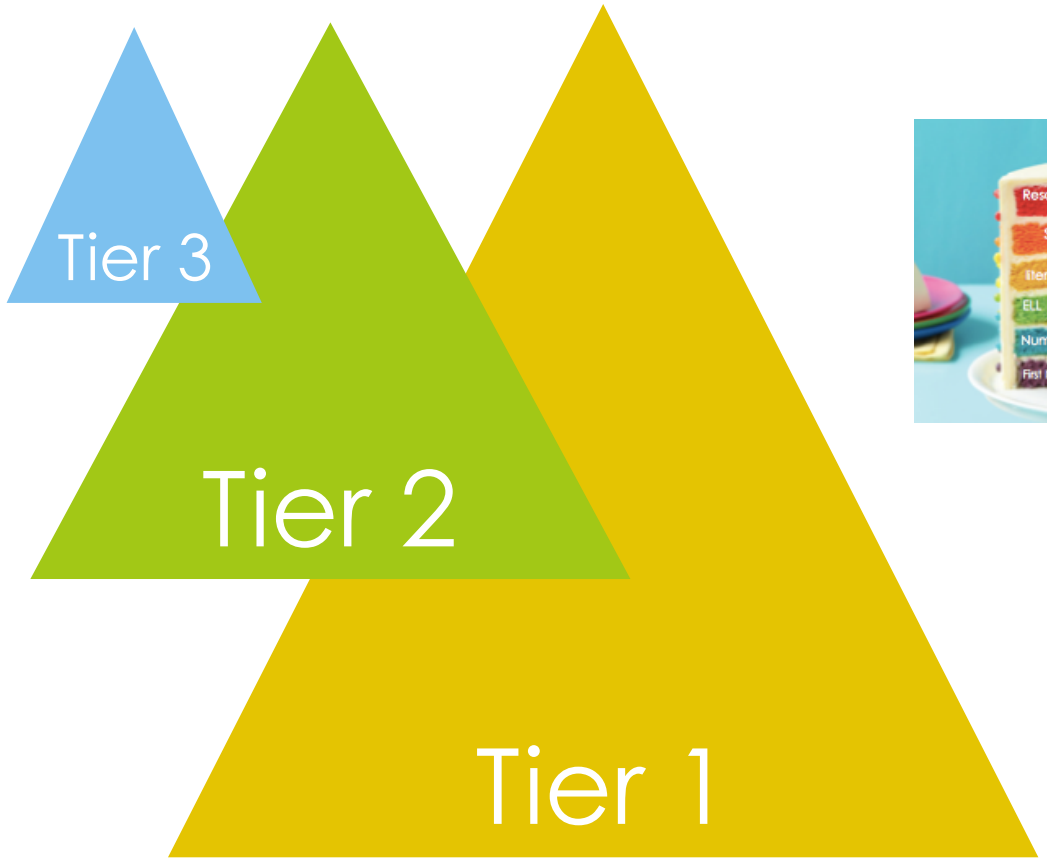
http://www.spannj.org/pti/Curriculum_Modifications_and_Adaptations.pdf

Universal Design for Learning
TEACHING & LEARNING SUPPORTS

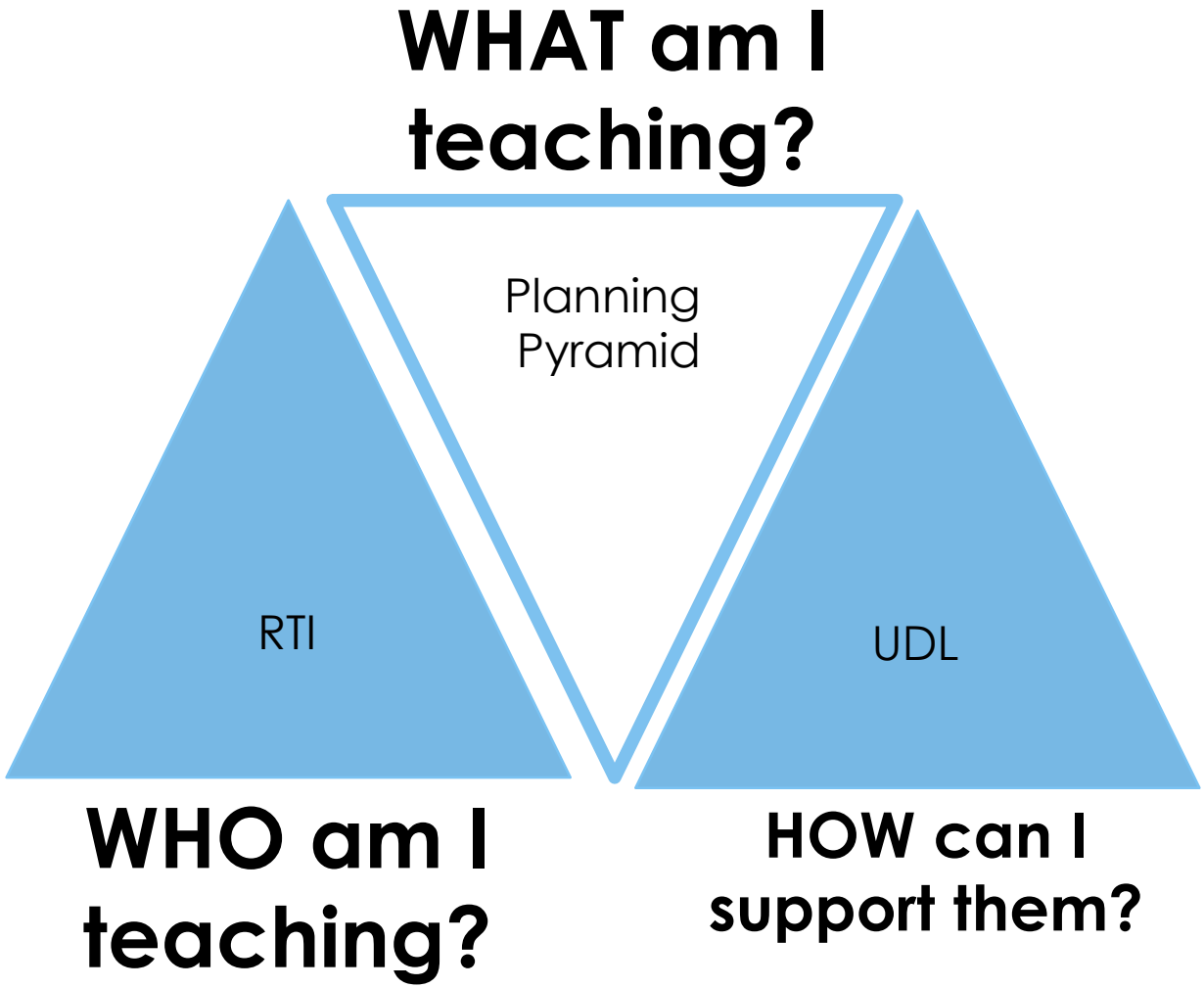
Even More Supports/ Strategies →

More Supports/ Strategies →

Supports/ Strategies (UDL) →

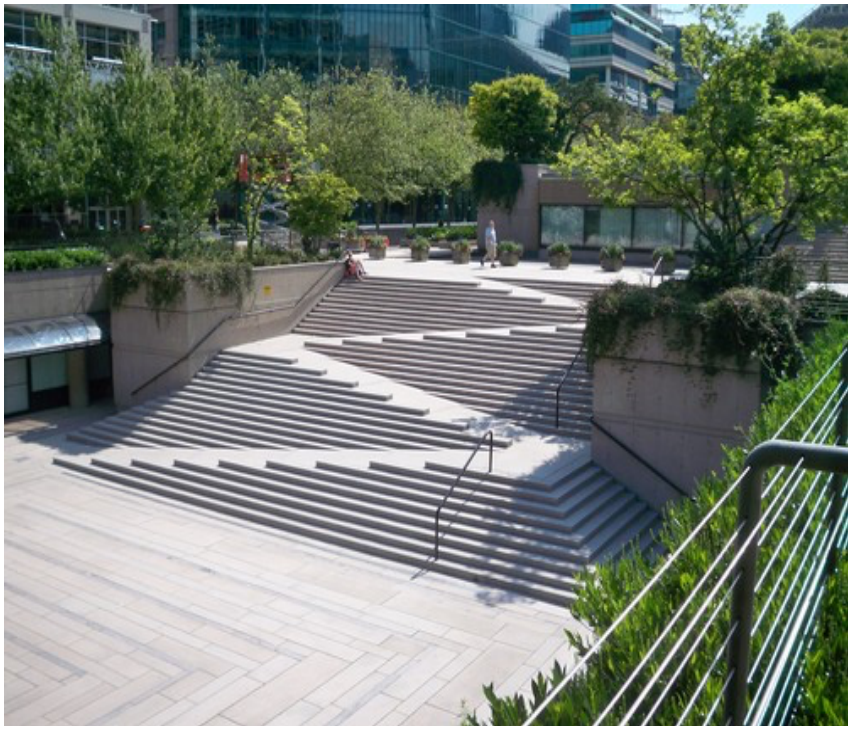


Frameworks to Support Diversity



Universal Design

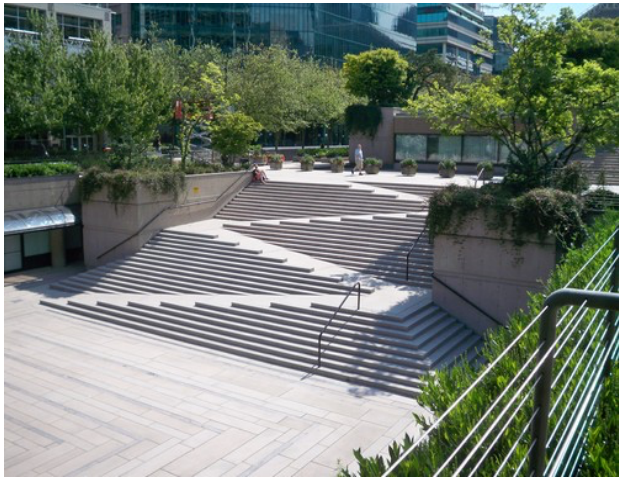
- Started in architecture
- Stairs are not accessible to many people
- Designing buildings to be accessible BEFORE they are built
- Other people use the new accessibility features other than people in wheelchairs
  - E.g. strollers, bikes, skateboards, shopping carts etc.



Adapted from L. Schnellert

Access & Choice
UDL

What supports are **necessary** to create **access** ? (the ramp)



What supports are available for students to **choose** from that **highlight their strengths**? (the stairs or the ramp)

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

CAST
Universal Design for Learning

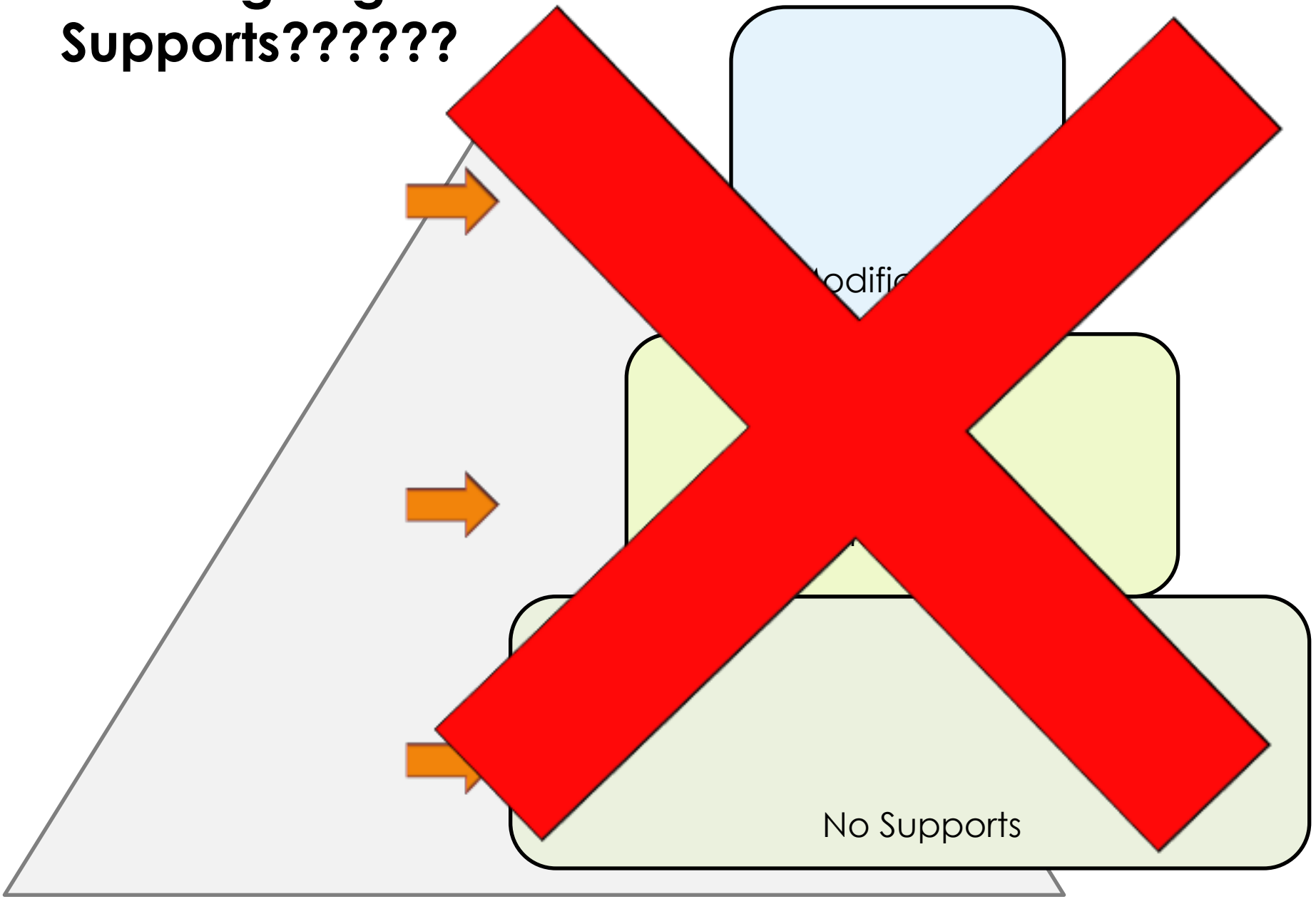
APA Citation: CAST (2008). *Universal design for learning guidelines version 1.0*. Wakefield, MA: Author.

Adaptations and Modifications vs. Inclusive Supports

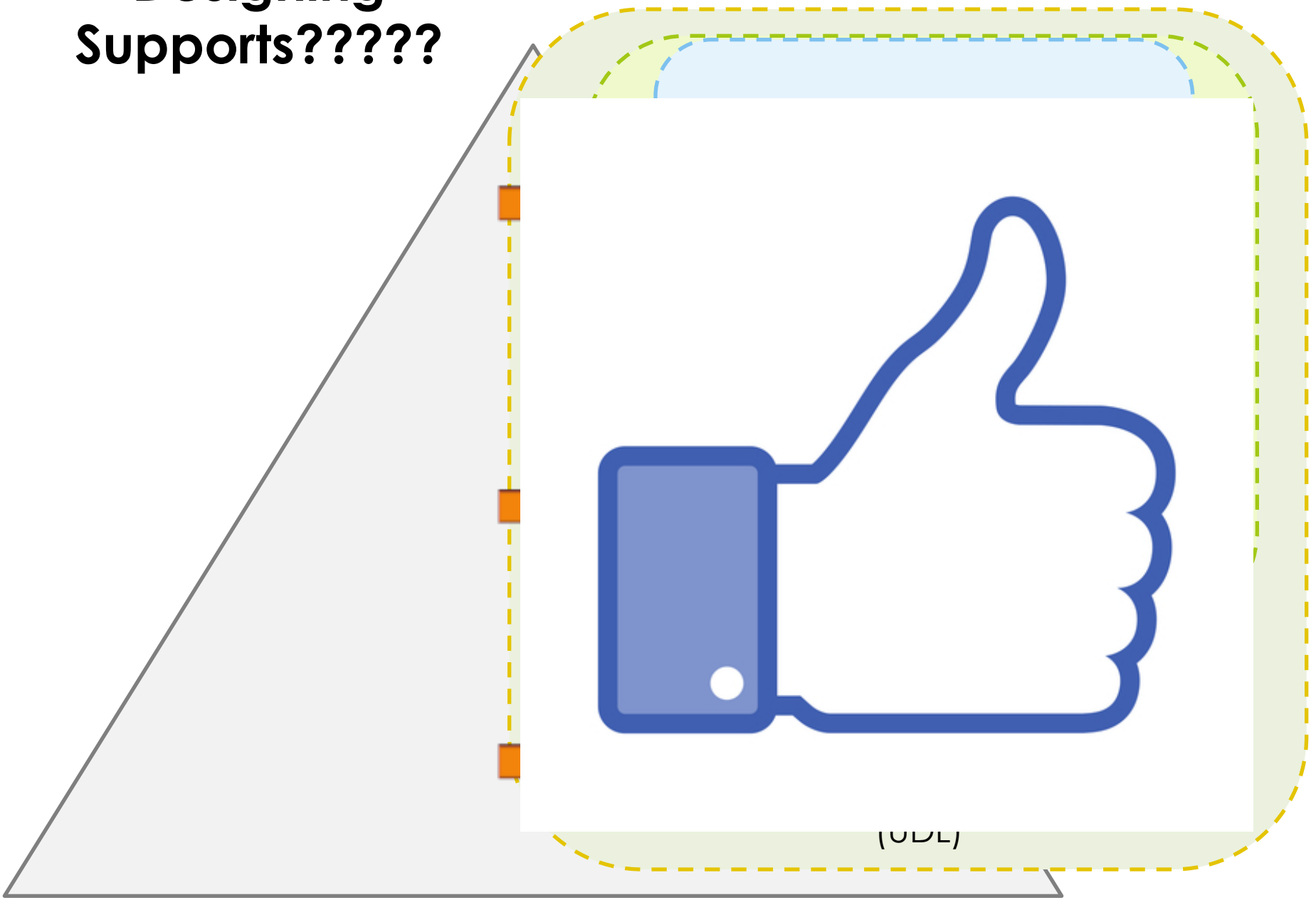
- Supports are **designed for specific students**

- **ALL** students **can access** supports regardless of ability in the teaching and learning phase

Designing Supports??????



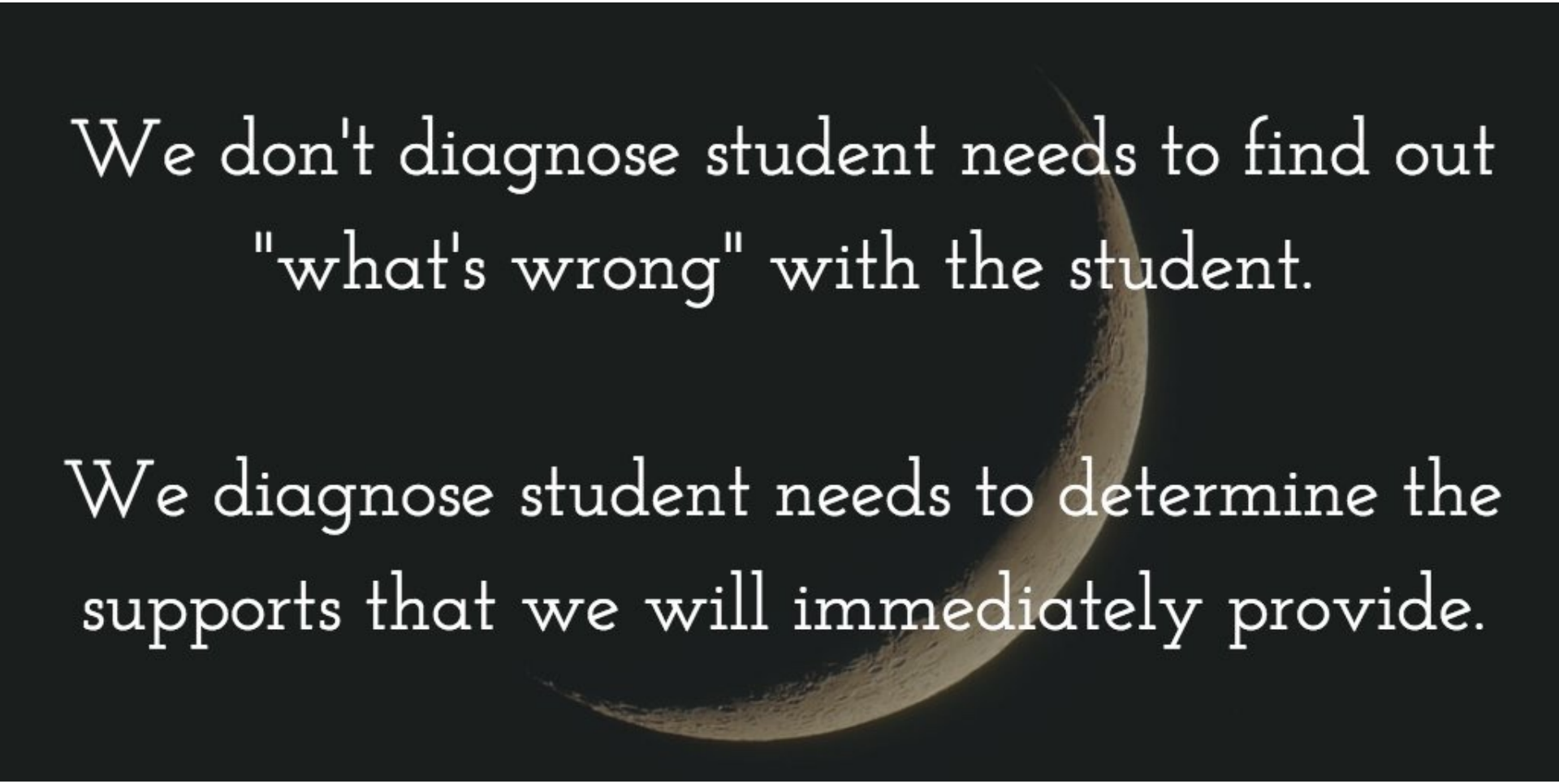
Designing Supports?????



Cause I Ain't Got a Pencil

by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.


We don't diagnose student needs to find out "what's wrong" with the student.
We diagnose student needs to determine the supports that we will immediately provide.

What is a support?

- When creating support, ask yourself, “what do students need to help them in engage in an activity in the future, when we are not there to guide them?”
  - Butler, Schnellert & Perry

Start with one…

Keep in mind…

"It is not about finding the answer…It is about finding out what is useful."

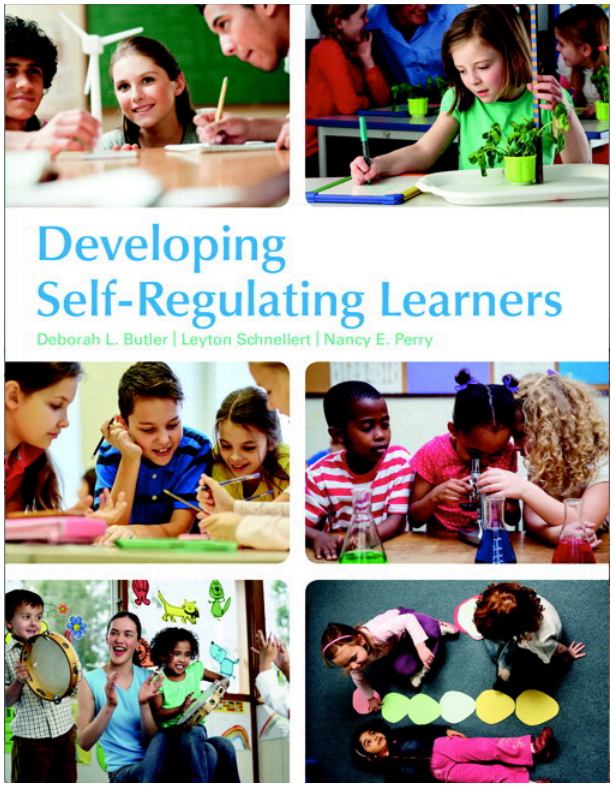
Bruce Beairsto

One thing..

- What is one USEFUL thing from today?
- What do you want to try?
- What is your next steps?
- Who can support you?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

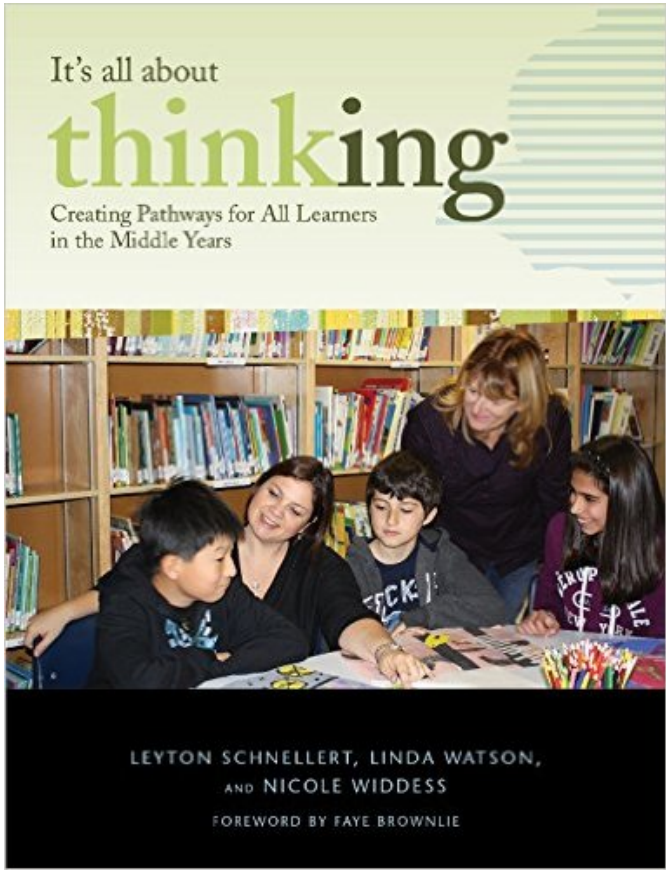


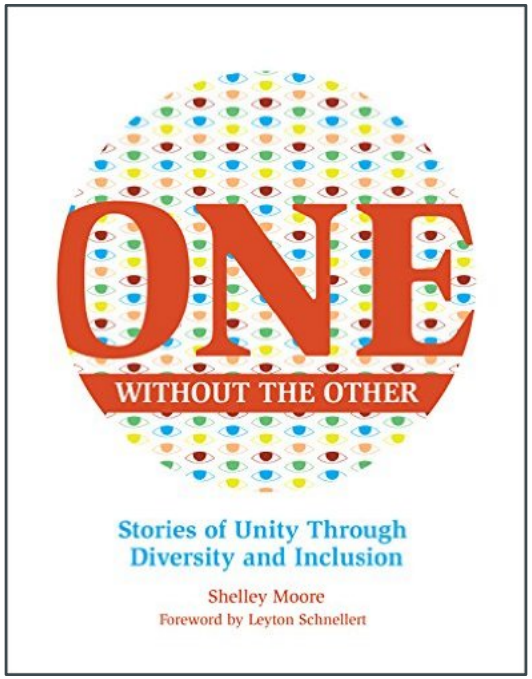
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

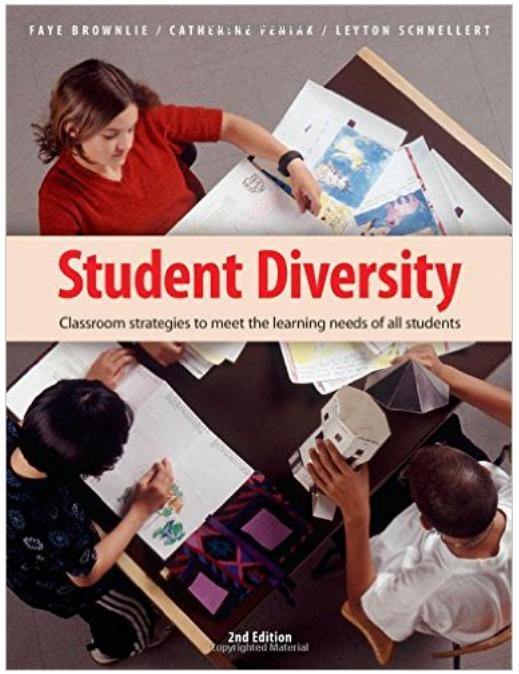
Schnellert, L., Datoo, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





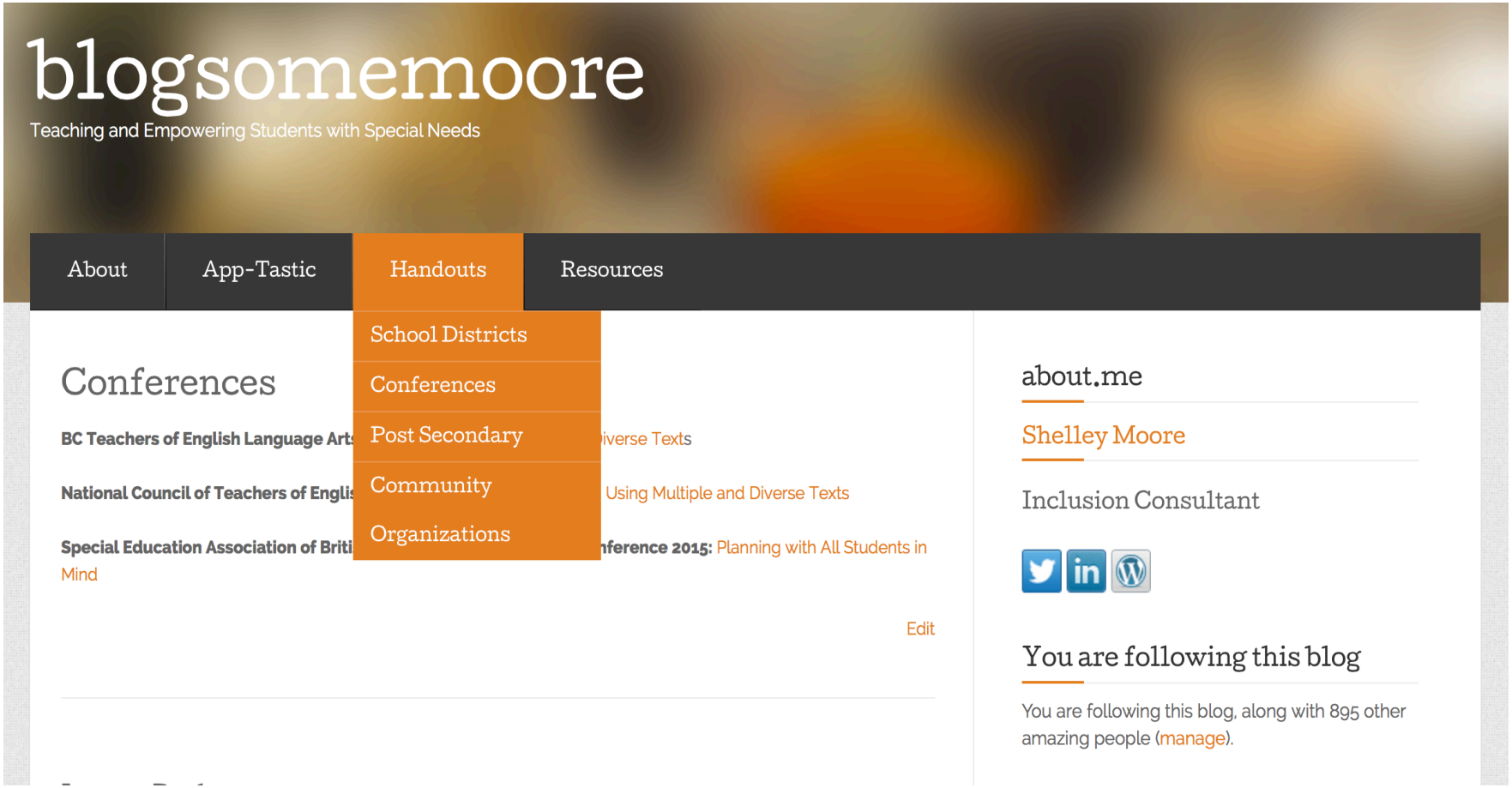
Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*. Pembroke.



New Edition this Fall!!!

www.blogsomemoore.wordpress.com



@tweetsomemoore