

# www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. Below the header is a dark navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, and a sub-menu is visible with the following items: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column has a 'Conferences' section with a list of items: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column has an 'about.me' section with the name 'Shelley Moore' and the title 'Inclusion Consultant'. Below this are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the right column, it says 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



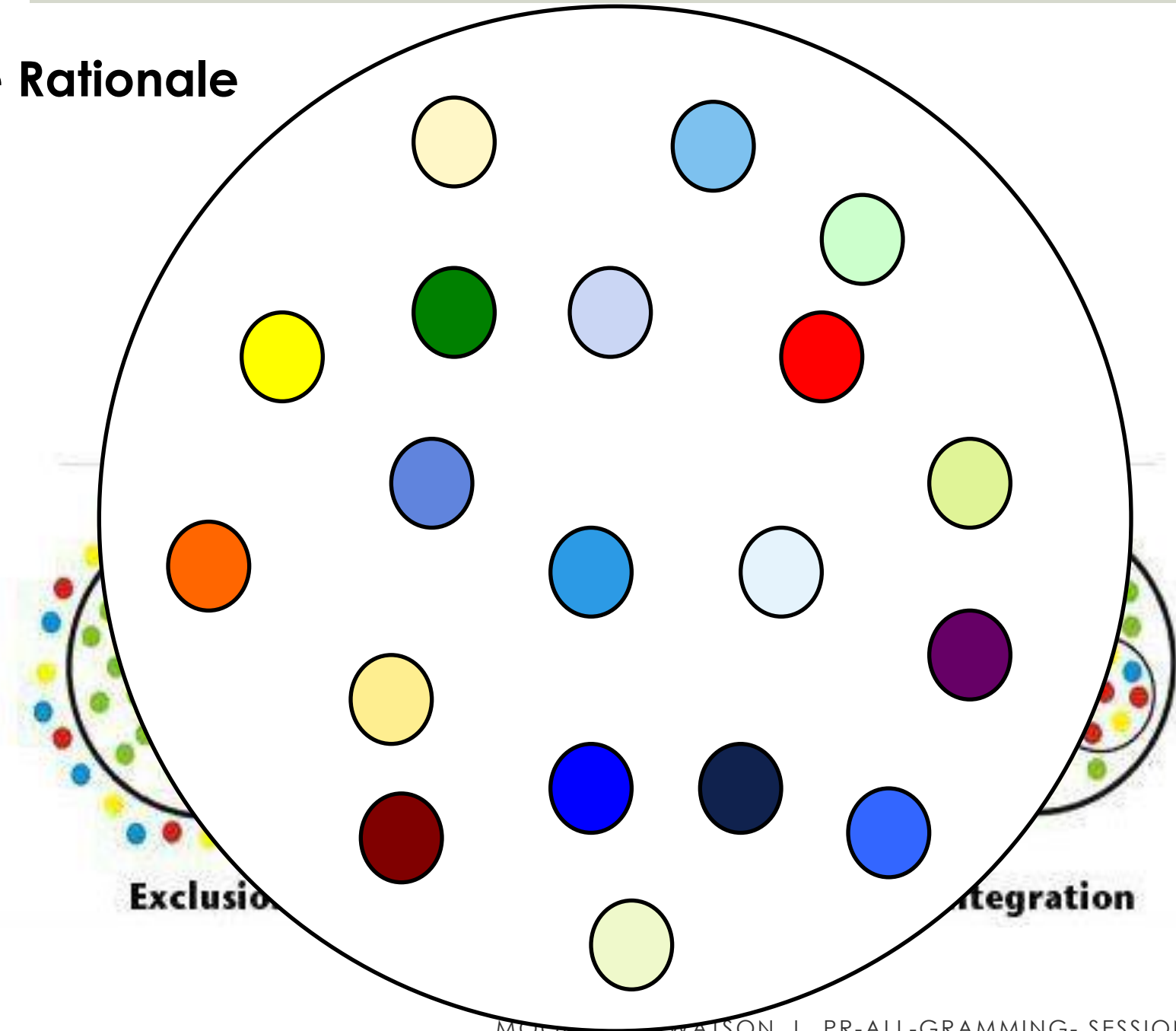
@tweetsomemoore



@proudtobeanoutsidepin

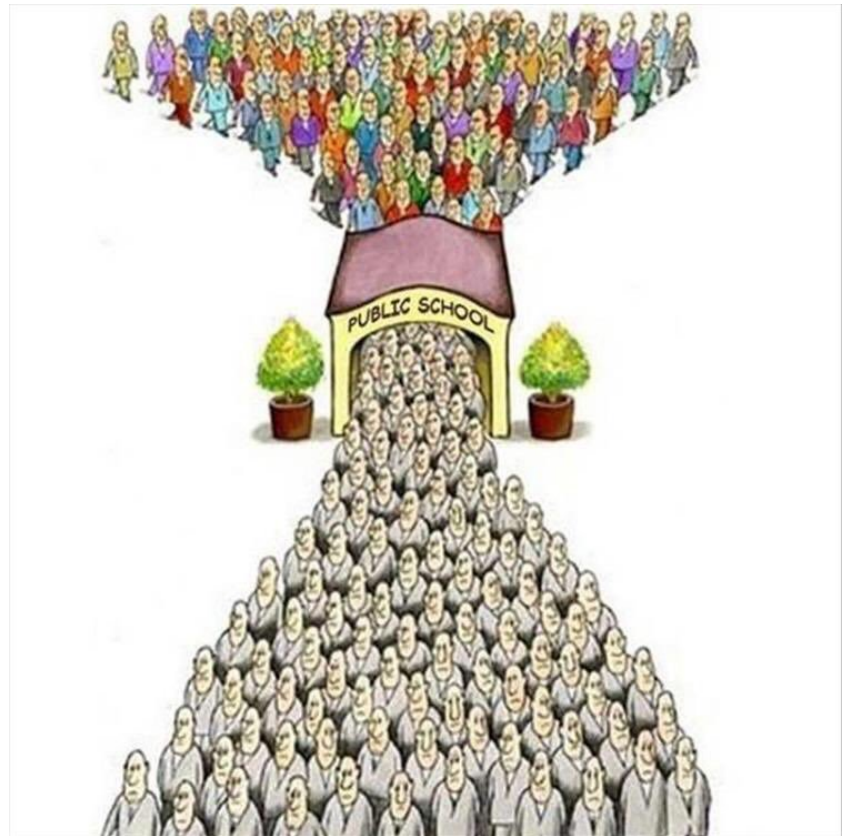
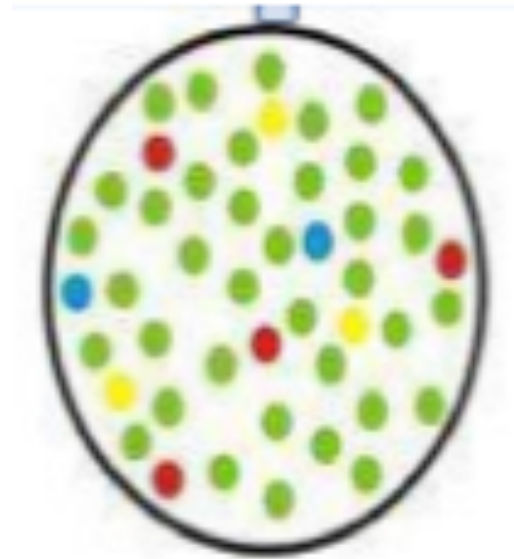
What do you need to know  
about inclusive education?

# The Rationale



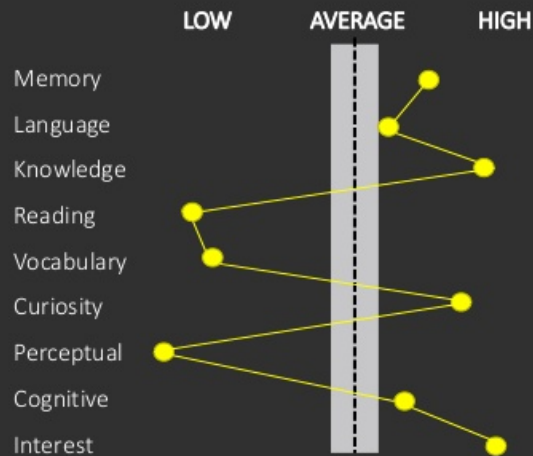
# Where did green come from?

## ■ The “green” kids

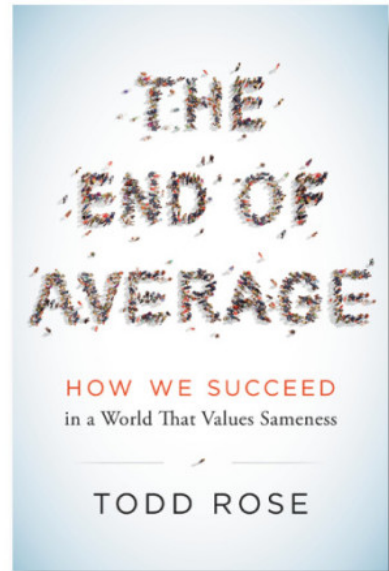


# The End of Average!

## 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!

# Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

# Class/Community Profile

(Brownlie & King, 2000)

## Class Review Recording Form

Classroom Strengths

Classroom Stretches

Teacher:  
Class:

Goals

Decisions

## Individual Concerns

Medical	Language	Learning	Socio-Emotional	Other
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# CLASS/COMMUNITY 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

Nate: (ADHD)- difficulty with staying focused

### Language

Peter - ESL 2  
Cory , Doug & Allie ESL 3  
- 6 other students ESL 4 and 5

### Learning

Nate, Jason, Lars- frontload, key ideas, adapt outcomes, reduce workload,  
Nate: Alphasmart

### Socio-Emotional

Nate: tunes out, seeks attention, few friends

### Challenge

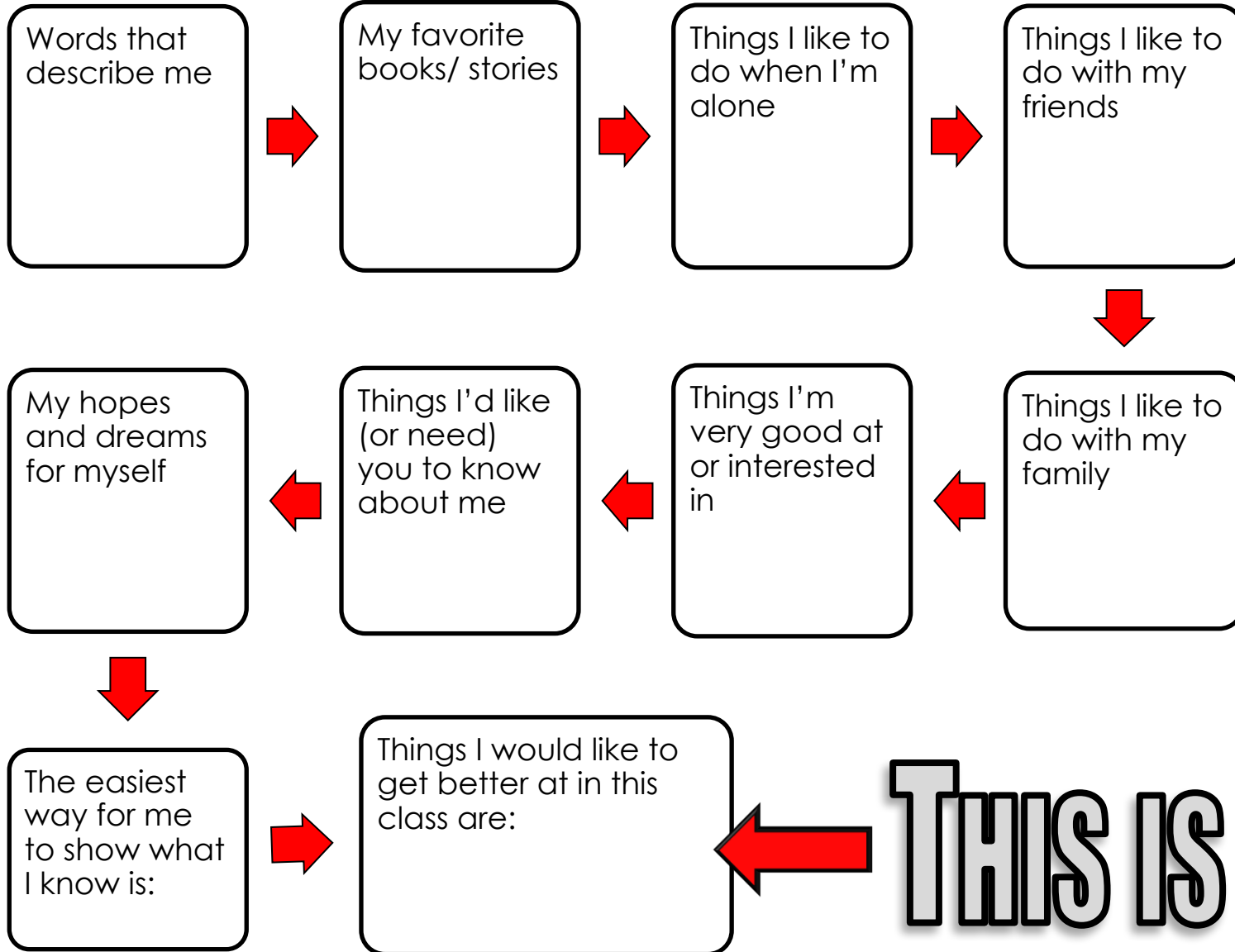
Izzy, Keisha, Brittney, Glen

How do we get individuals a part of the process?

# self reports

Who Am I? Profile

Name:



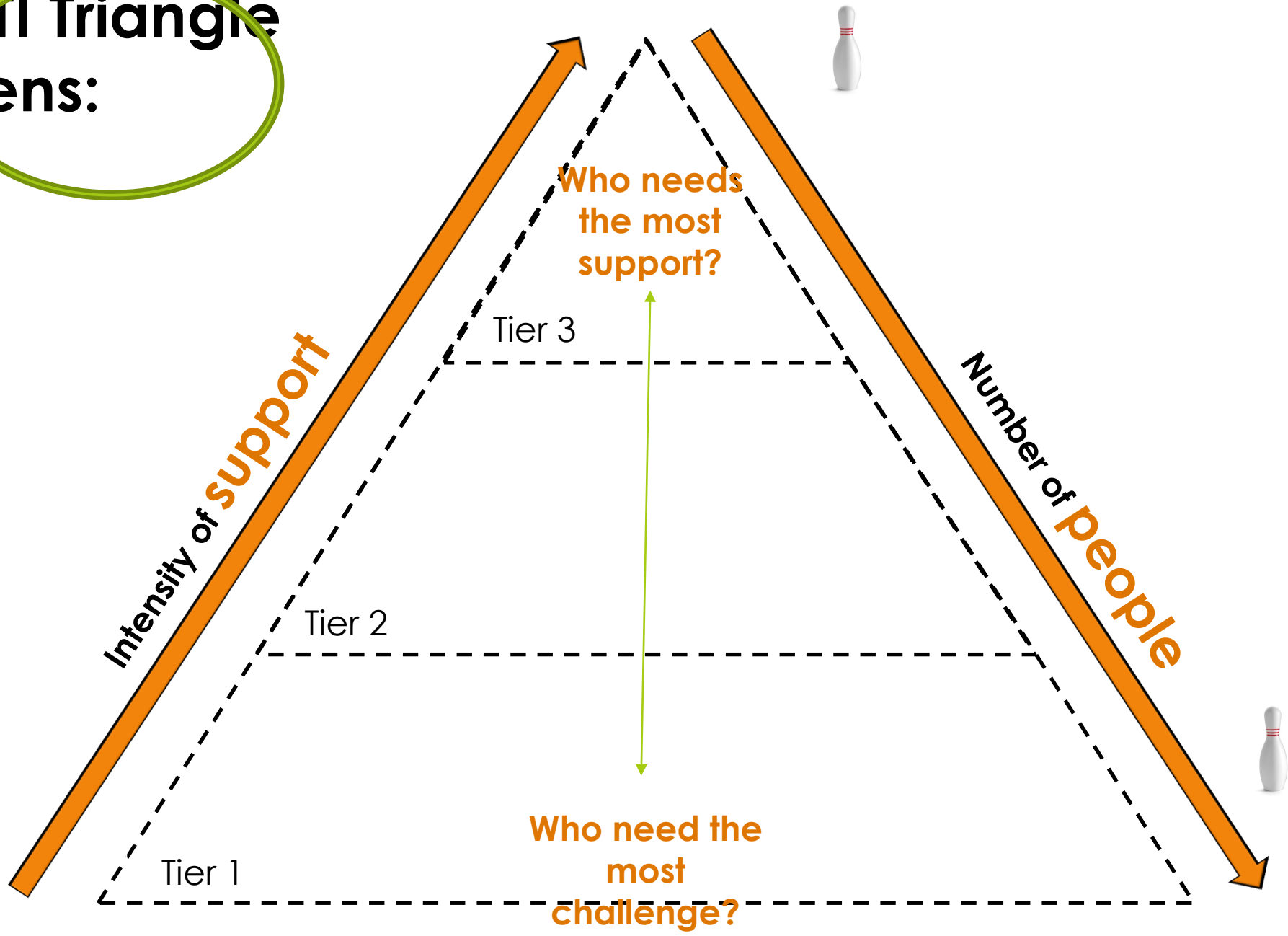
# Who are our pilots!?



**WHO  
are we?**

**Response to  
Instruction**

# RRI Triangle Lens:

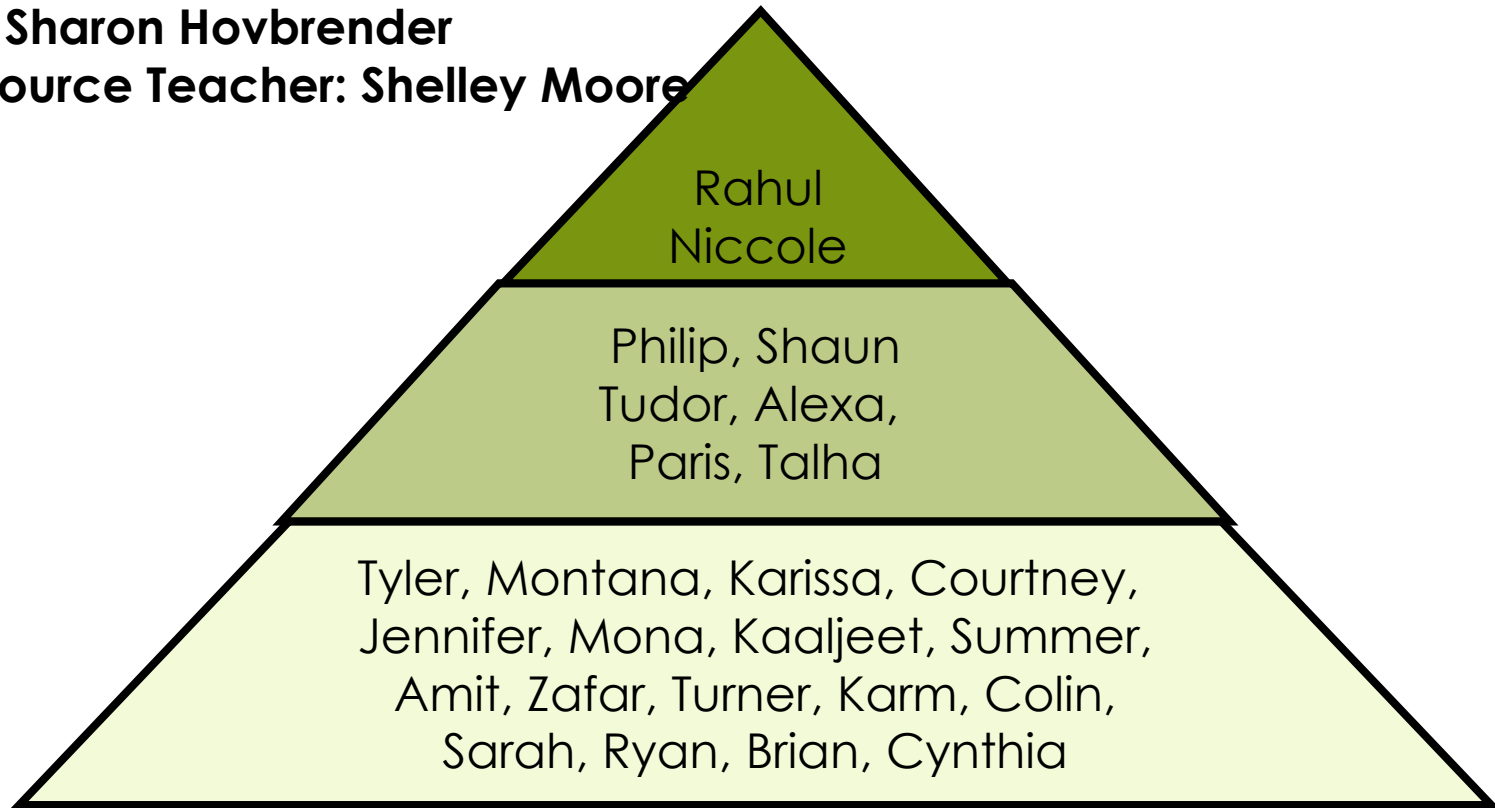


# Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender

Resource Teacher: Shelley Moore



## Regular Outcomes

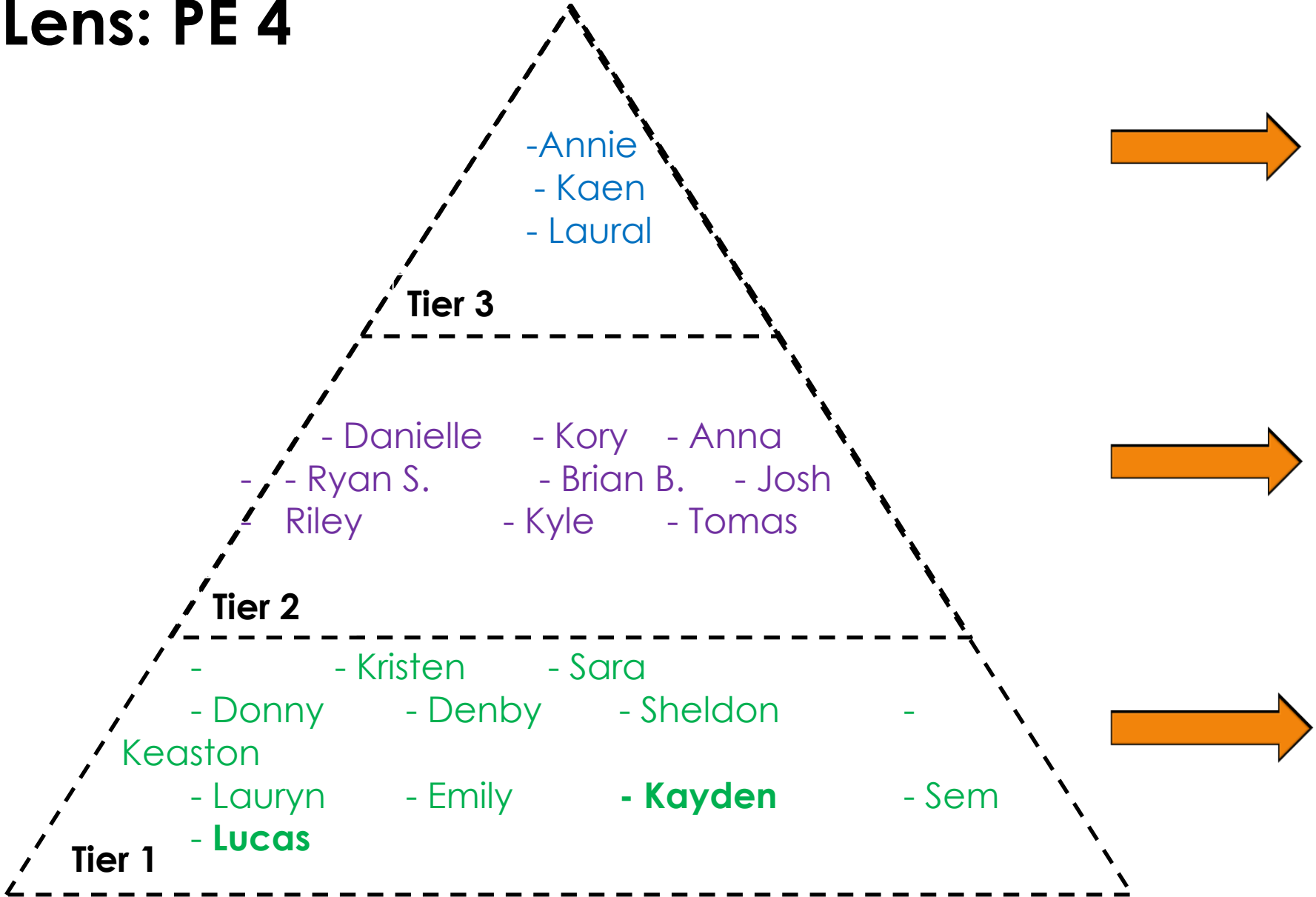
# RTI Triangle

Lens: Math 5/6



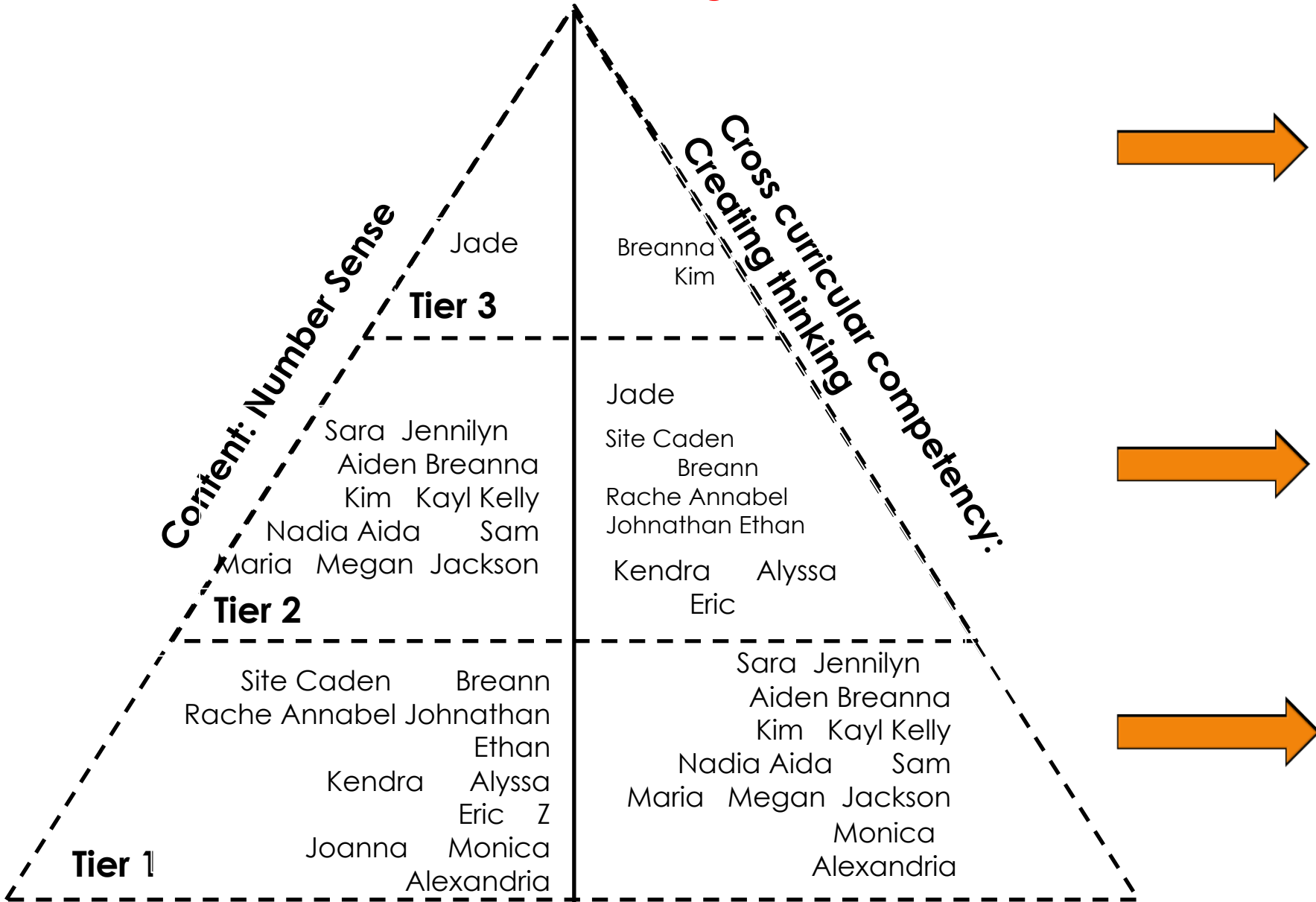
# RTI Triangle

## Lens: PE 4



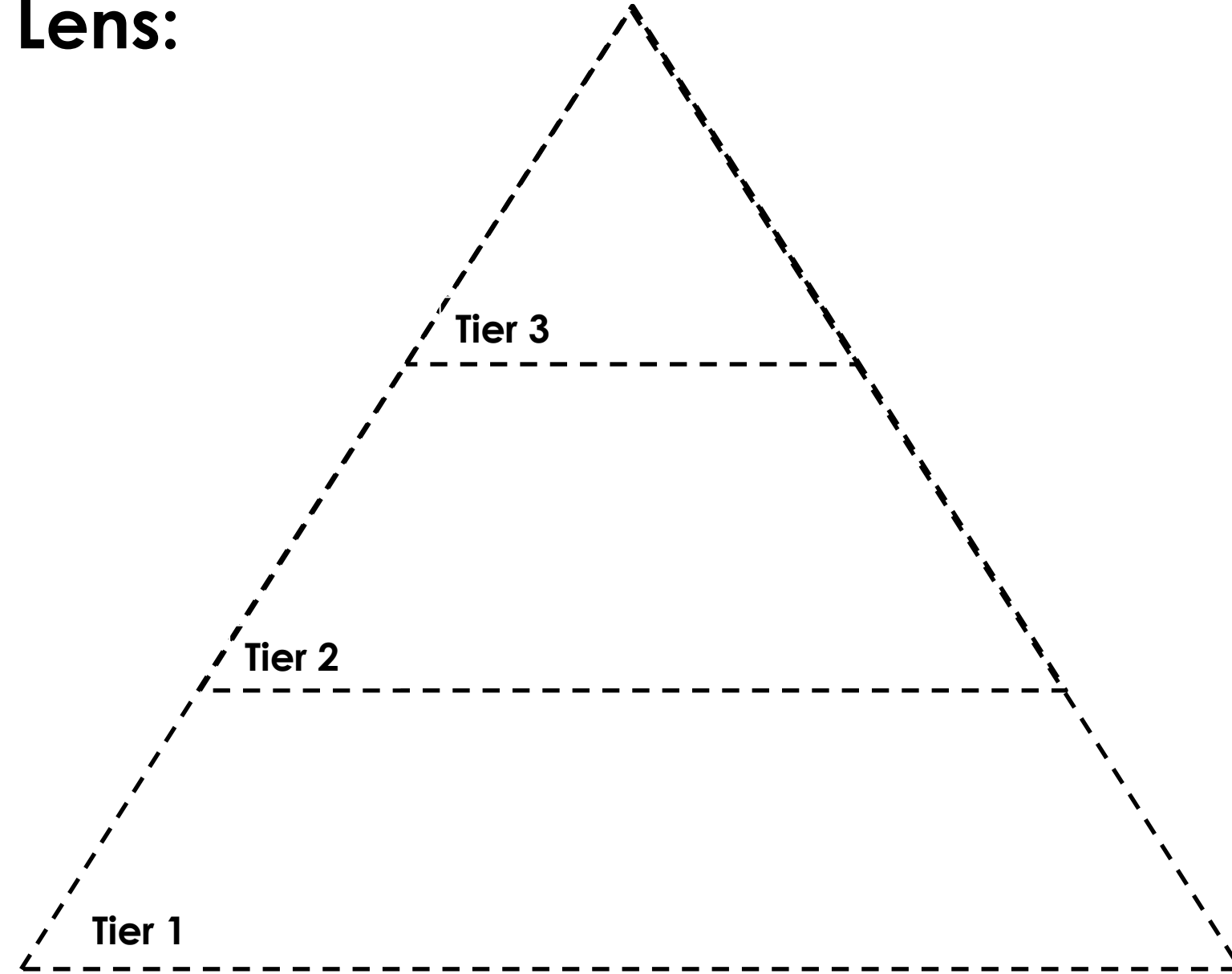
# RTI Triangle: Kindergarten

Lens: **Number sense/Creative thinking**



# RTI Triangle

Lens:



# RTI Triangle

Grade/Course/Subject (place)

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Lens 1:

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Lens 2:

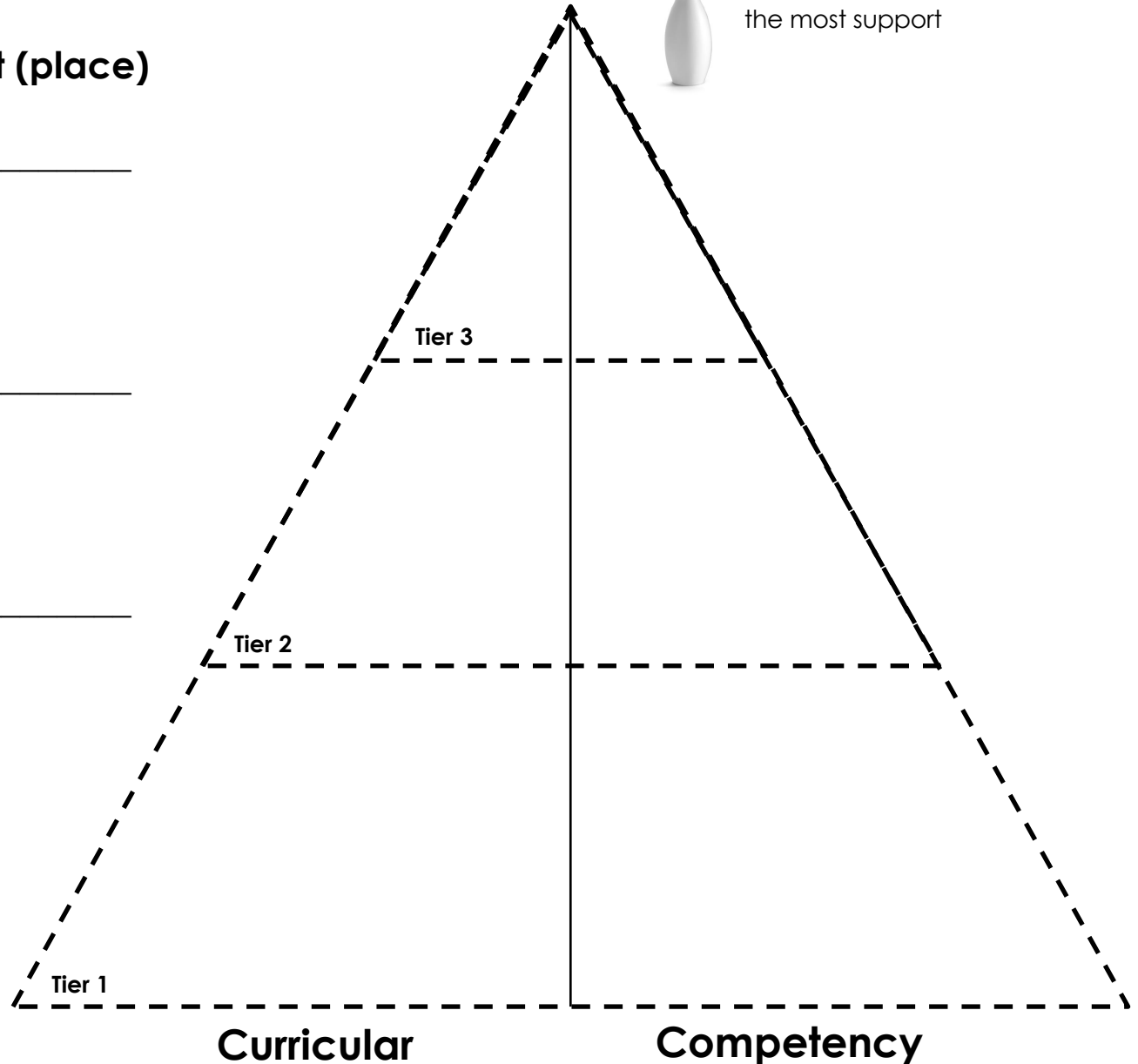
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Students who need the most support



Students who need the most challenge



# Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

# How to Build an adjustable “Plane”

## □ Backwards Design

1. Choose a grade and topic
2. Choose big idea
3. Choose goals for unit
  1. Content goals
  2. Curricular competency goals
  3. Core competency goals

# Backwards Design: Choose the goals

## □ Content

□ What do we need to know?

## □ Process

□ What do we need to do?

# Backwards Design: Choose the goals

## □ 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 become?

# What 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

# The goal ratios have shifted



## 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

# Backwards Design: Choose the goals

## □ 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?

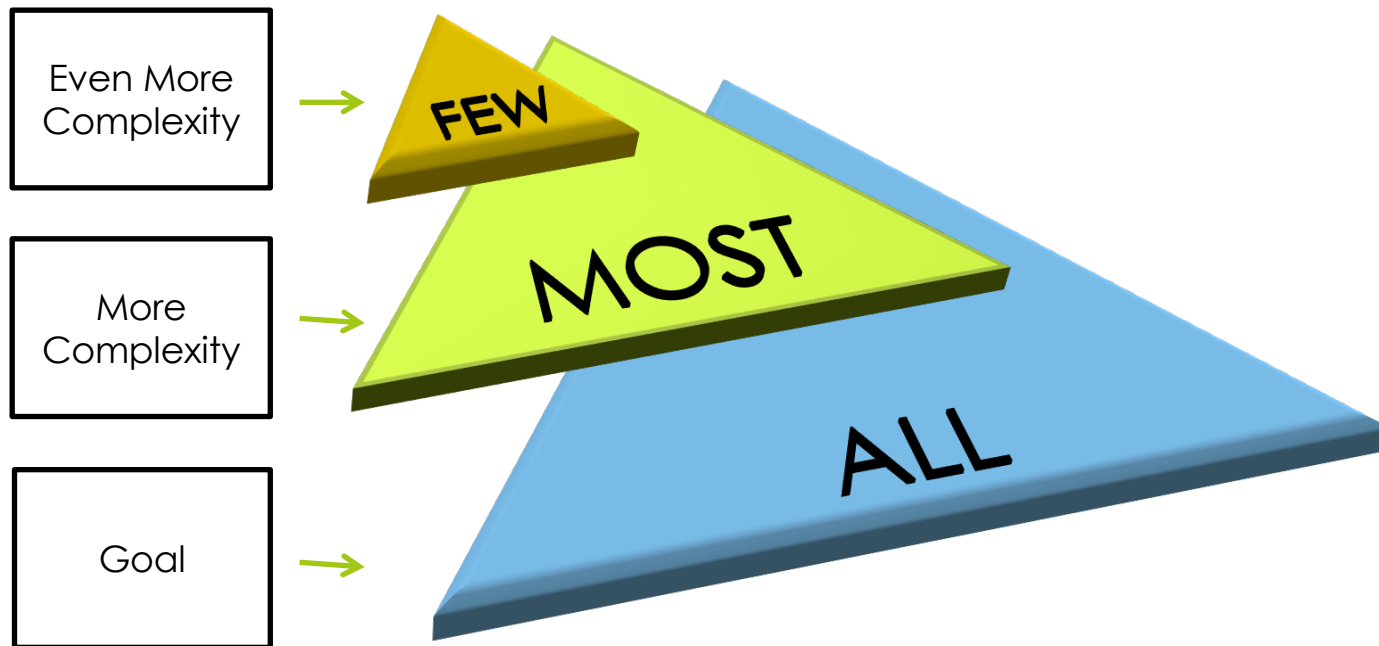
### □ Core Competencies

□ Who do we need to become?

# Teaching to a range of diversity?

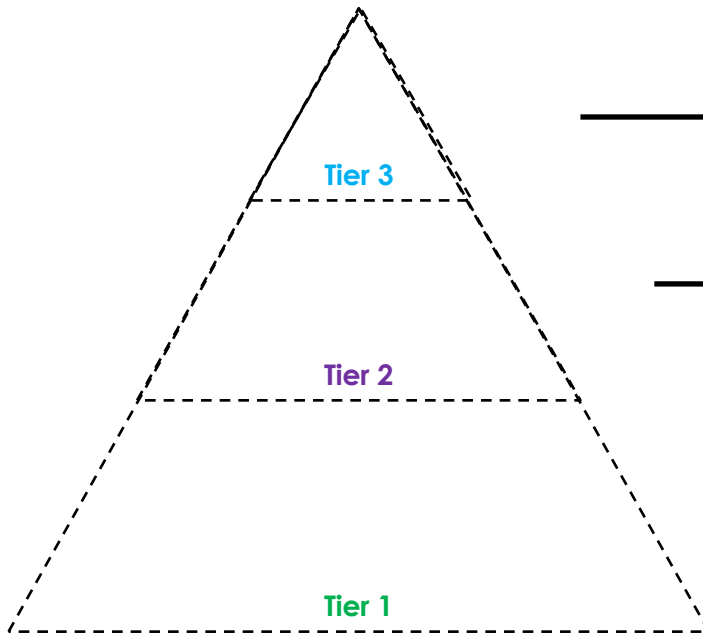
- Who are we teaching and what is their range? (the pilots)
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# Stretching grade level goals: Planning Pyramid

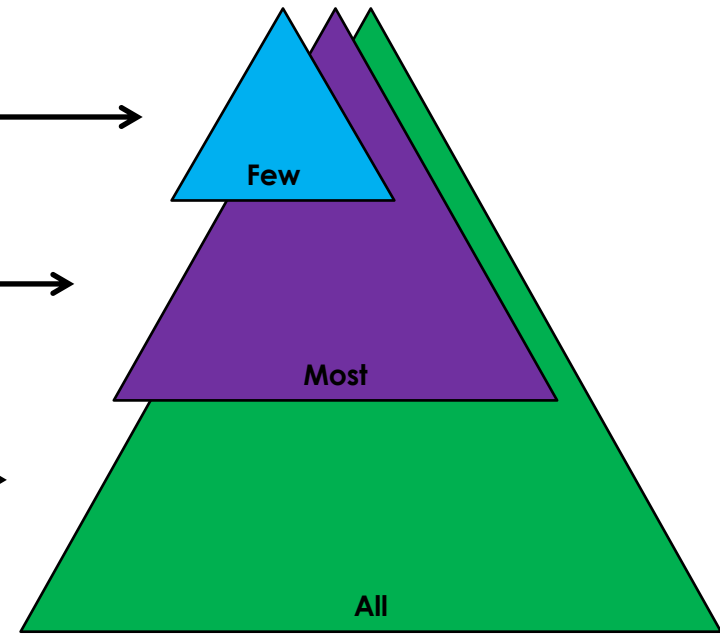


# What happens if we combine frameworks?

RTI Triangle



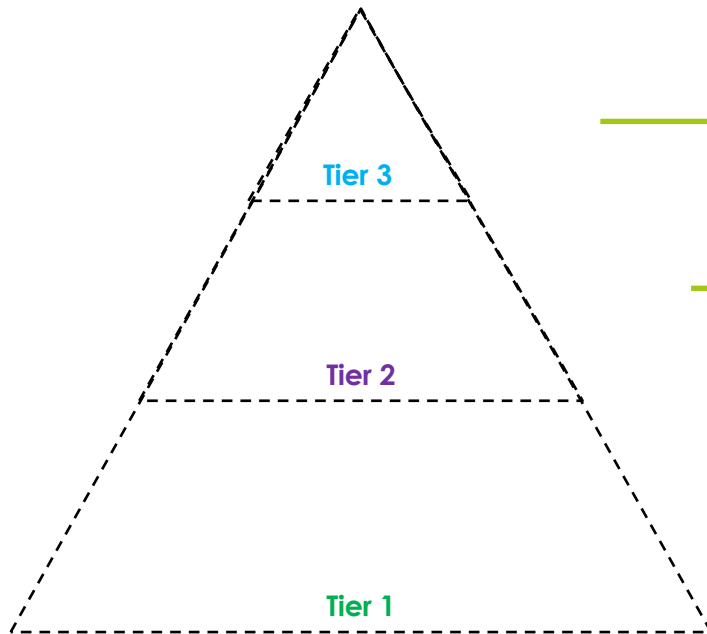
Planning Pyramid



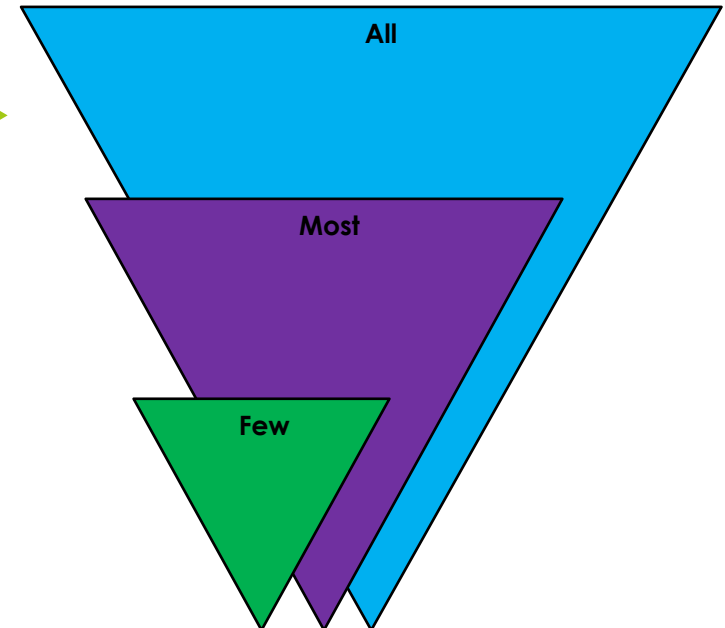
What do you notice?

# What happens if we combine frameworks?

RTI Triangle

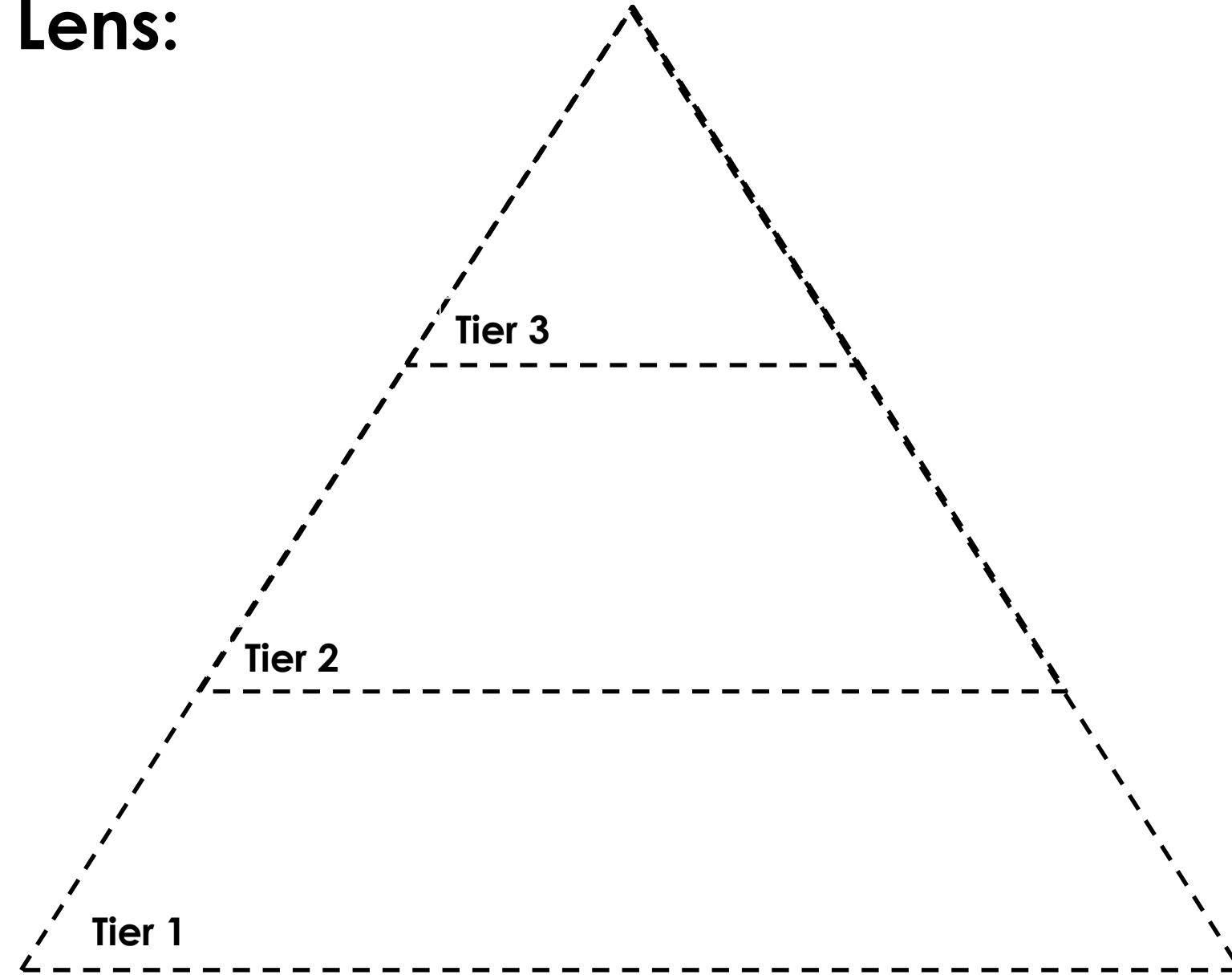


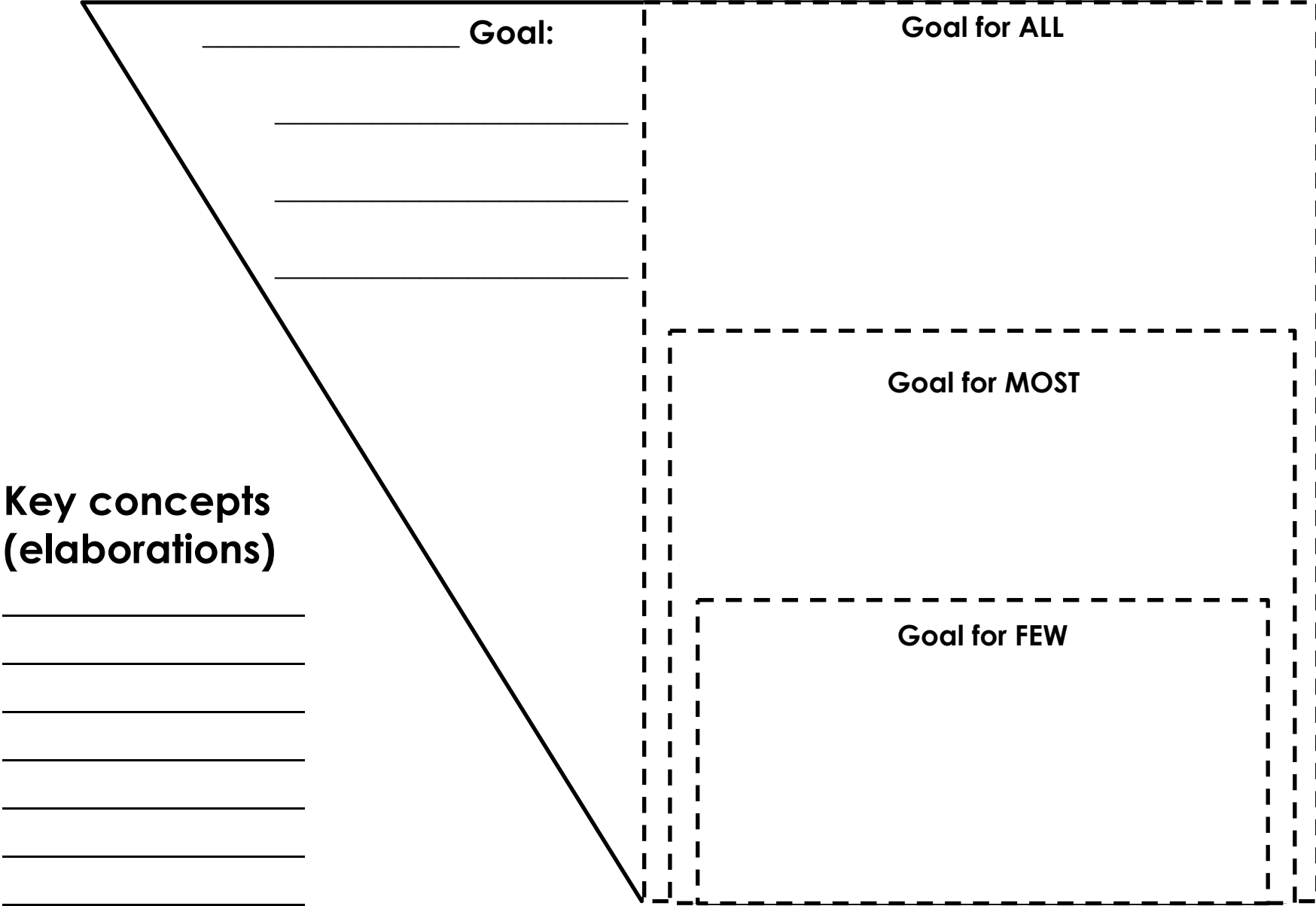
Planning Pyramid



# RTI Triangle

Lens:





# Your job! 20 min

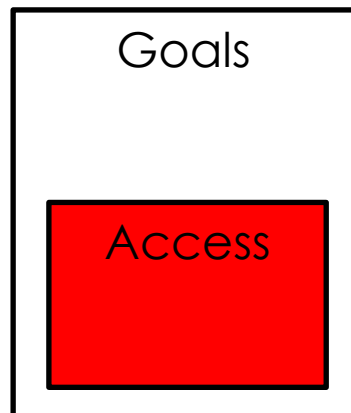
- ▣ You must: Choose 1 content goal
- ▣ You can: Choose 3-4 curricular competency goals
- ▣ You could; Choose a core competency goal

Stretch each goals into 3 chunks: ALL/MOST/FEW

# Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
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# Planning for the RANGE: Extending for further access and challenge



# Learning Maps

- ▣ Adjustable curriculum
- ▣ More than one “standard” designed for the average
- ▣ Multiple exit points
- ▣ Multiple complexity measures
- ▣ Start from access, add on challenge
- ▣ Different from a 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

	deficit	deficit	Standard
goal			



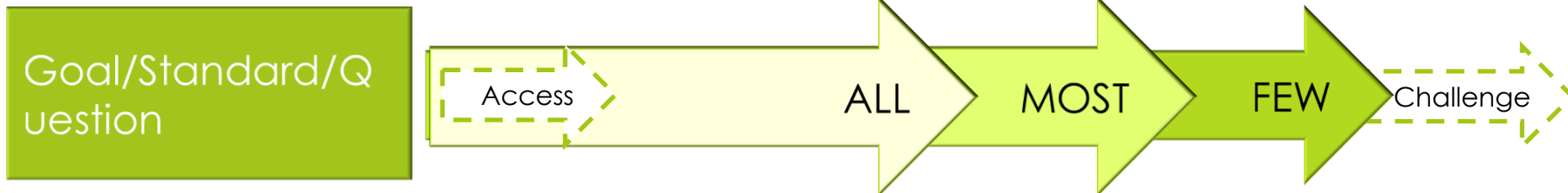
# One point rubric

	Standard
goal	



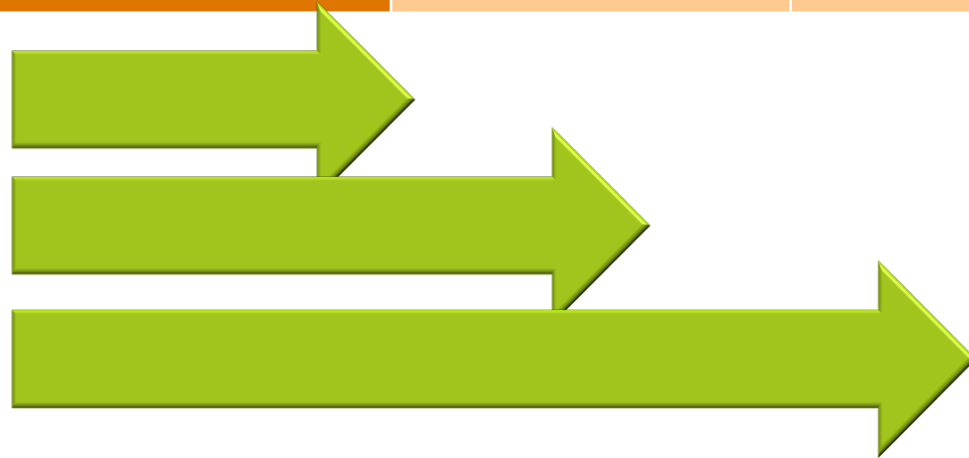
# Learning Maps

- For every goal there is a negotiation of its range
  - How can we make this goal more accessible?
  - How can we make this goal more challenging?



# Learning Map

	Standard (Essential/ Core)	More complex	More complex
goal			






# Learning Map



# Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			

# Building a Learning Map!

<b>Course/Subject/Grade(s):</b>		<b>Planning Team:</b>			
Unit Big Idea:		Unit Guiding Question:			
<b>Goals</b>	<b>Access</b>	<b>All</b>	<b>Most</b>	<b>Few</b>	<b>Challenge</b>
Content:					
<b>Curricular Competencies</b>					
 Prior knowledge		 Grade Level /Band Curriculum		 Extension	

# Tips for creating access!

- - Make it all about me!!!
  - Personally relevant
- - Comprehension levels
  - Kids can understand information at a higher level than they can communicate (i.e. read aloud)
- - Vocabulary
  - Choose concrete words
- - Blooms Taxonomy
- - Verbs
  - Match
  - Choose
- - Use earlier **grade levels** to help
- - Ask yourself.... "What do you need to know/do to be able to know/do this?"
- - Ask a primary teacher!

## Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

### Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retail	
Name	Select	

## Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

### Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Illustrate	Relate
Contrast	Rephrase	Rephrase
Demonstrate	Illustrate	Report
Indicate	Restate	Restate
Discuss	Infer	Review
Estimate	Interpret	Show
Explain	Match	Summarise
Express	Observe	Translate

## Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

### Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

## Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

### Key words:

Analyse	Examine	Prioritise
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relationships
Categorise	Highlight	Reorganise
Cause and effect	In-depth	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

## Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

### Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

## Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Critique	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	Mark	

### Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

### Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

### Actions:

Carrying out
Executing
Implementing
Using

### Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

### Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

### Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

### Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

### Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

### Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

### Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

### Questions:

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did ... happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did ...?
- When did ... happen?
- Where is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

### Questions:

- Can you explain what is happening ... what is meant ...?
- How would you classify the type of ...?
- How would you compare .../contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

### Questions:

- How would you use ...?
- What examples can you find to ...?
- How would you solve ... using what you have learned ...?
- How would you organise ... to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- How would you apply what you learned to develop ...?
- What other way would you plan to ...?
- What would result if ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

### Questions:

- What are the parts or features of ...?
- How is ... related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you classify ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

### Questions:

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt ... to create a different ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimise (maximise) ...?
- What way would you design ...?
- Suppose you could ... what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?

### Questions:

- Do you agree with the actions/outcomes ...?
- What is your opinion of ...?
- How would you prove/disprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- How would you prioritise ...?
- What judgement would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?

# Building a Learning Map

- You must: Choose 1 content goal
- You can: Choose 3-4 curricular competency goals
- You could; Choose a core competency goal

Stretch each goals into 3 chunks: ALL/MOST/FEW

# Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies	Week 1 Question	1	2	3	
	Week 2 Question	4	5	6	
	Week 3 Question	7	8	9	

# Unit Mini Lesson Planner

Course/Subject/Grade(s):

Unit Question:

## Mini lessons

Week 1	Weekly competency question:			
	Mini lesson:1	Mini lesson: 2	Mini lesson: 3	Mini lesson:
	Content used to teach the competency:			
Week 2	Weekly competency question:			
	Mini lesson: 4	Mini lesson: 5	Mini lesson: 6	Mini lesson:
	Content used to teach the competency:			
Week 3	Weekly competency question:			
	Mini lesson: 7	Mini lesson: 8	Mini lesson: 9	Mini lesson:
	Content used to teach the competency:			
Week 4	Weekly competency question: How do I show what I know?			
	Mini lesson: what format will I use to show my learning?	Mini lesson: answering the unit question	Mini lesson: finding evidence of learning	Mini lesson: self/peer assessment of learning
	Content: format of assessment (e.g. ted talk, interview, story, essay, project etc.)			

# What is one take away from today?

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