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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 dropdown 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

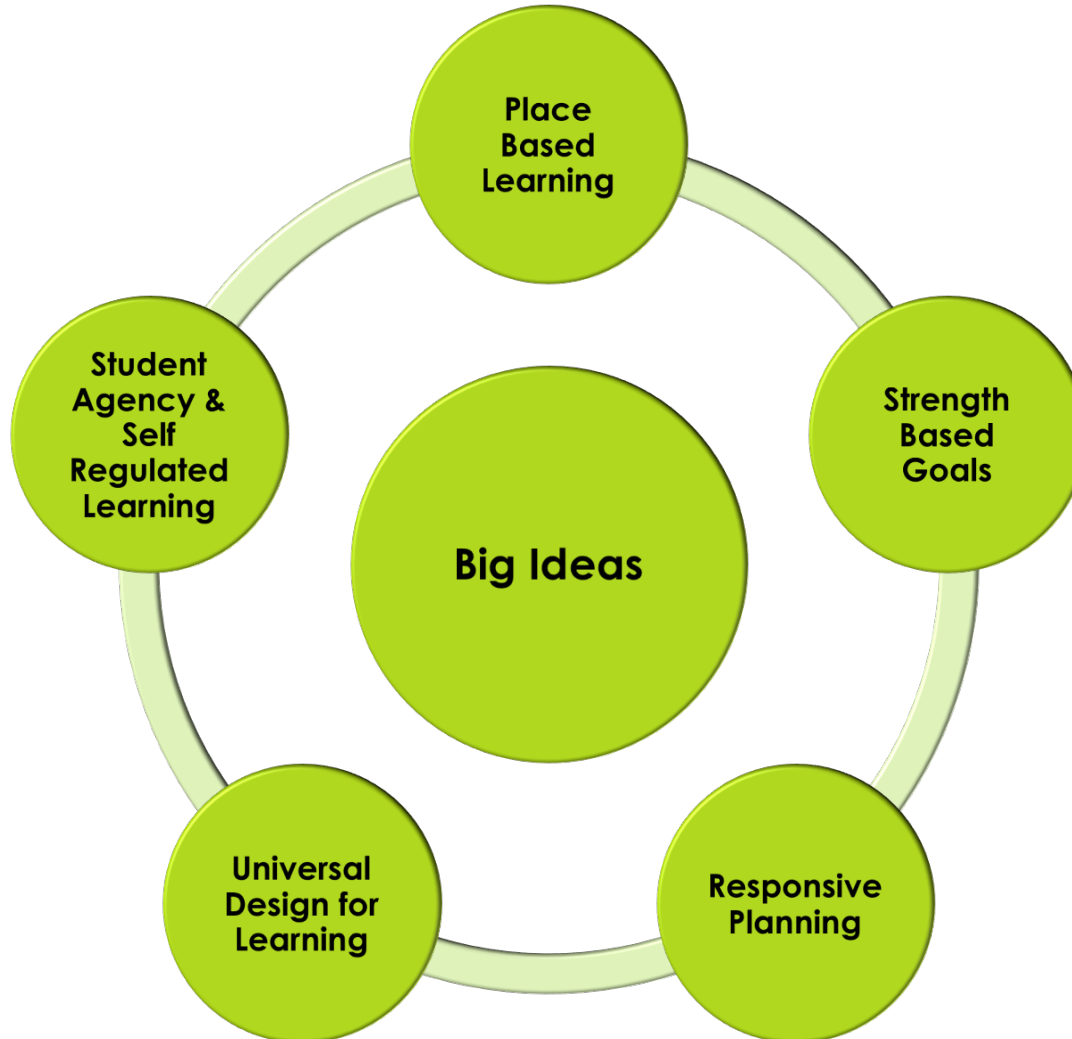
Think back....

- ▣ What do you remember from our last session together?
- ▣ What is something that you tried?
- ▣ What did you notice

POTLUCK!!!!

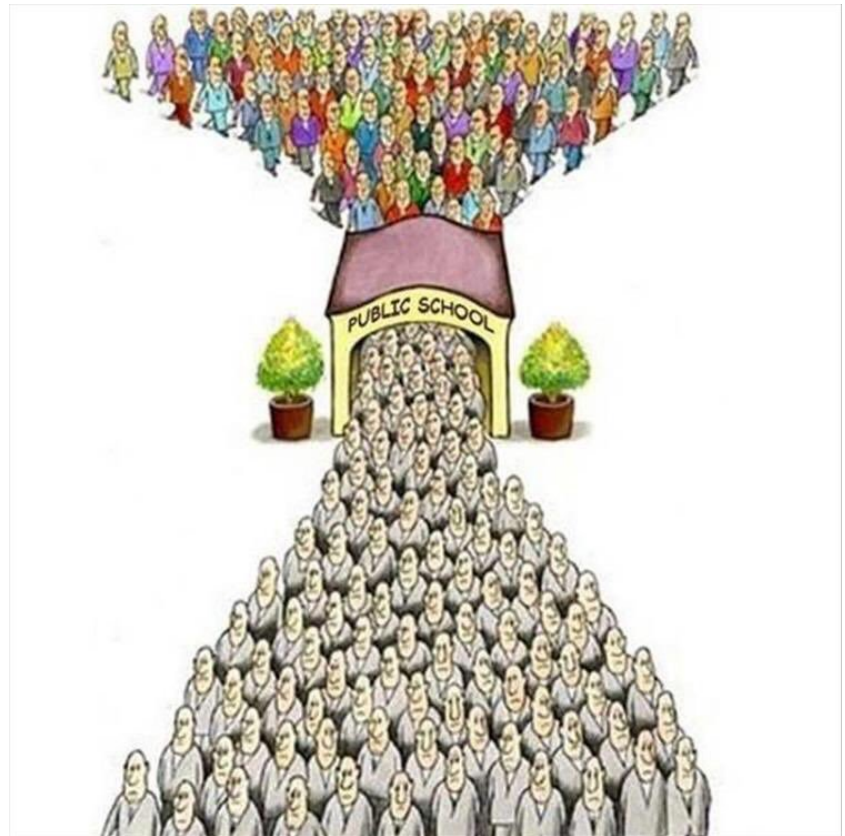
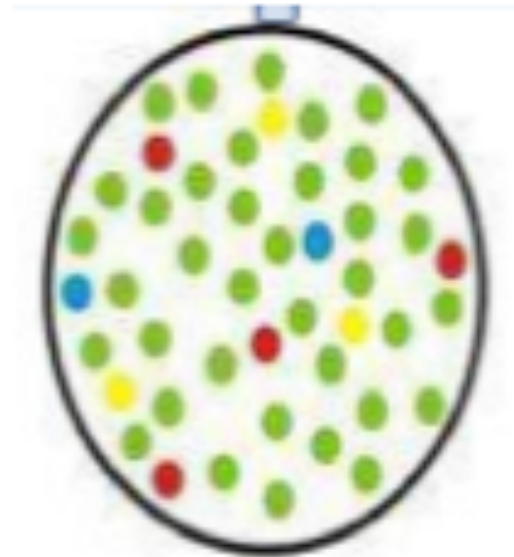
- ▣ What is the goal of a potluck?
- ▣ If you had to plan a potluck for 36 people, what would you do?
- ▣ How would you meet the needs of people with dietary restrictions?

Big Ideas of BCs Redesigned Curriculum



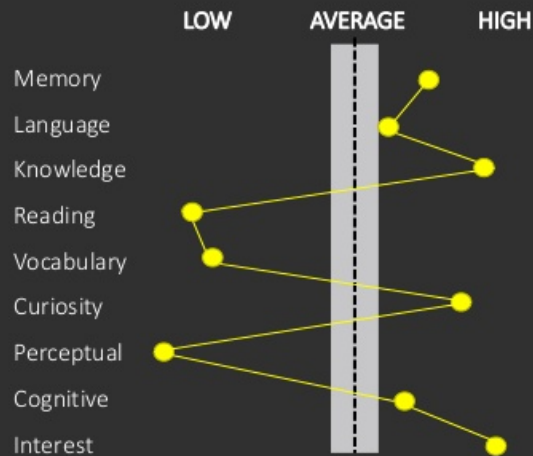
Moving away from the green!

■ The “green” students

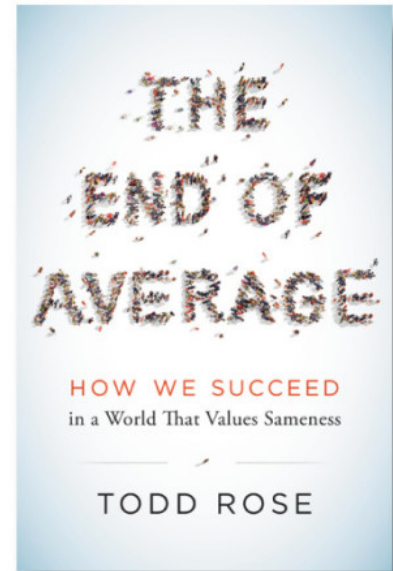


The End of Average!

The average student is a myth



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



Teaching to a range of diversity?

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

Who are our pilots!?

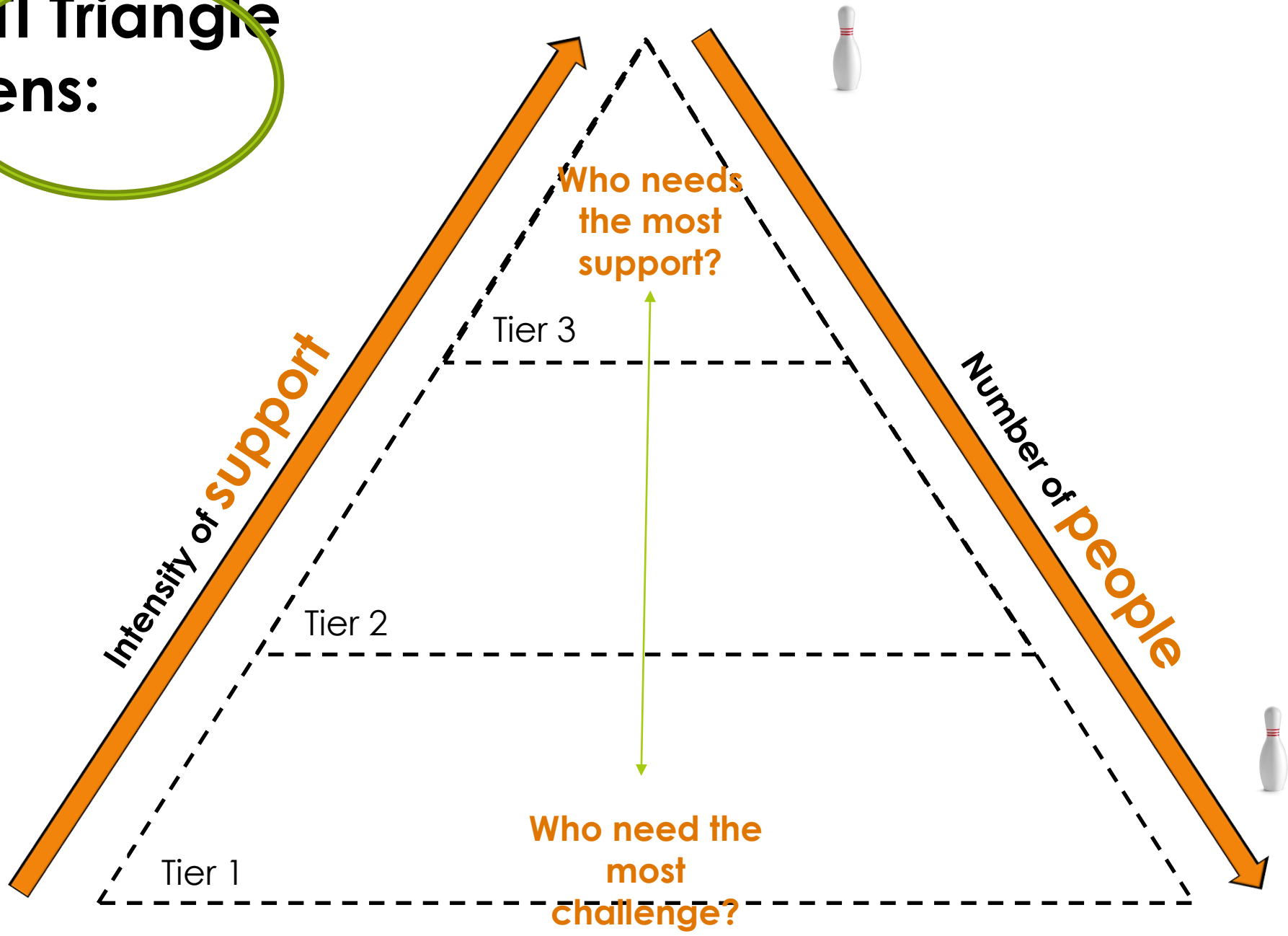


**WHO
are we?**

RTI

Response to Instruction

RRI Triangle Lens:

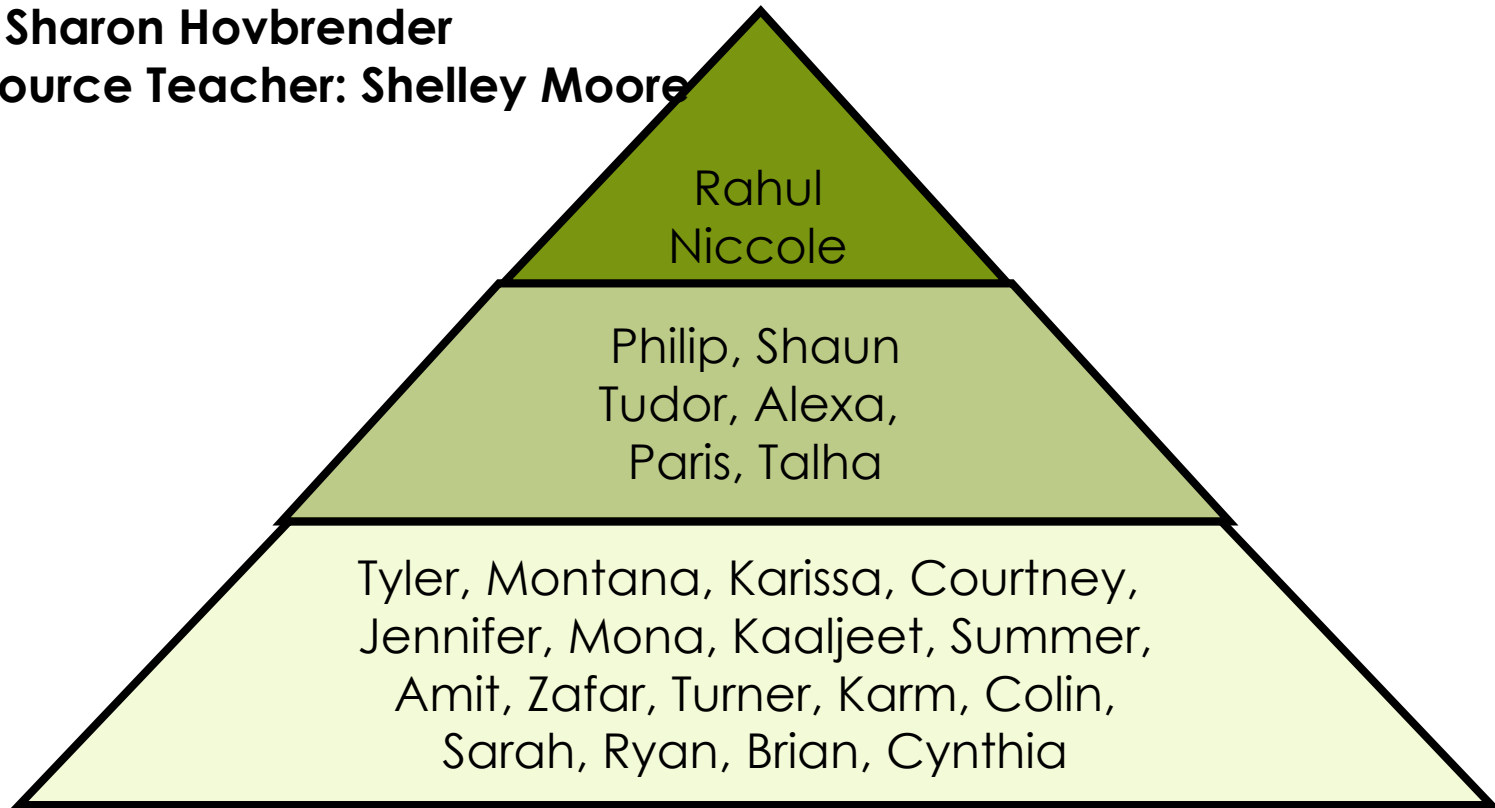


Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender

Resource Teacher: Shelley Moore



Regular Outcomes

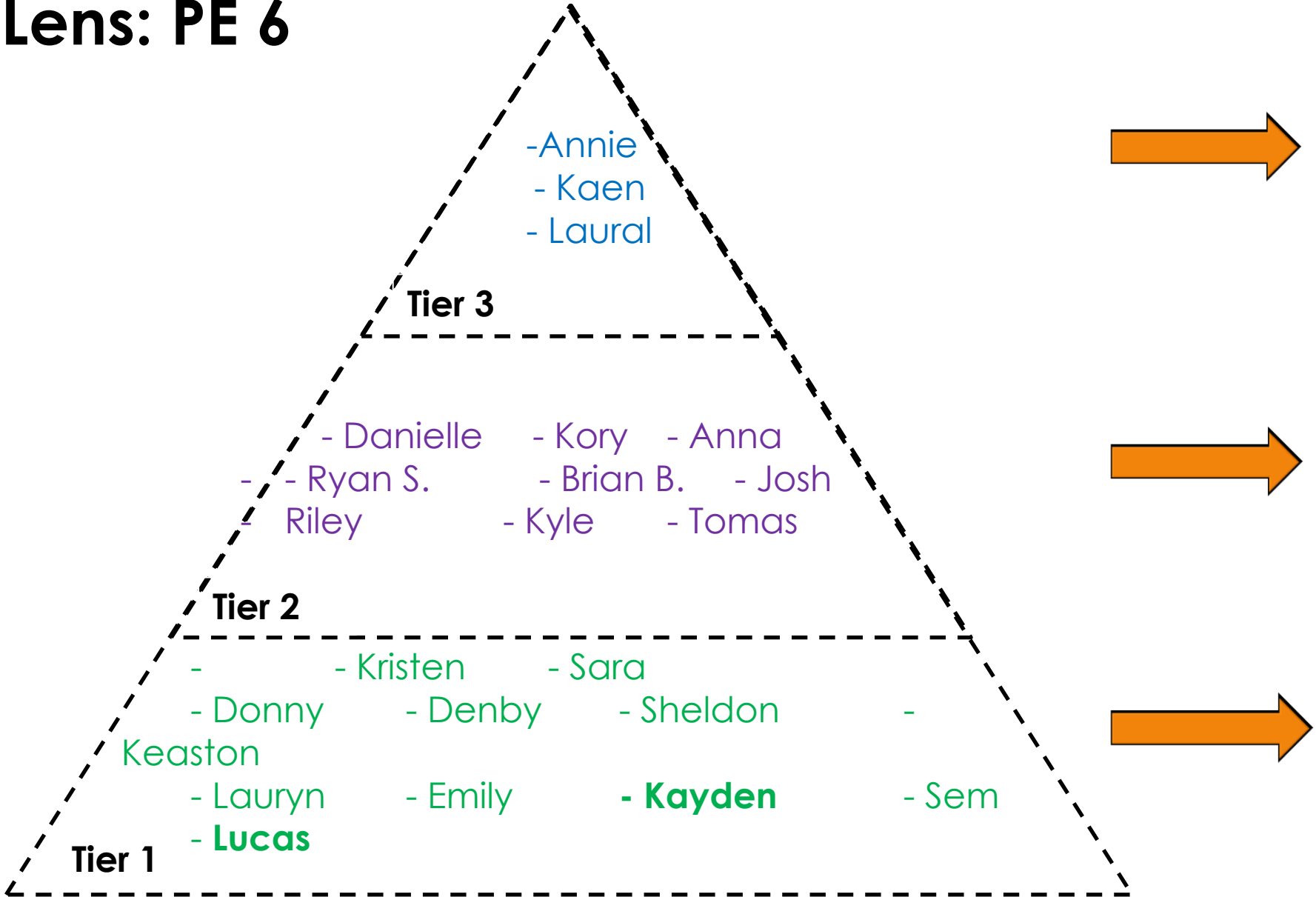
RTI Triangle

Lens: Math 10



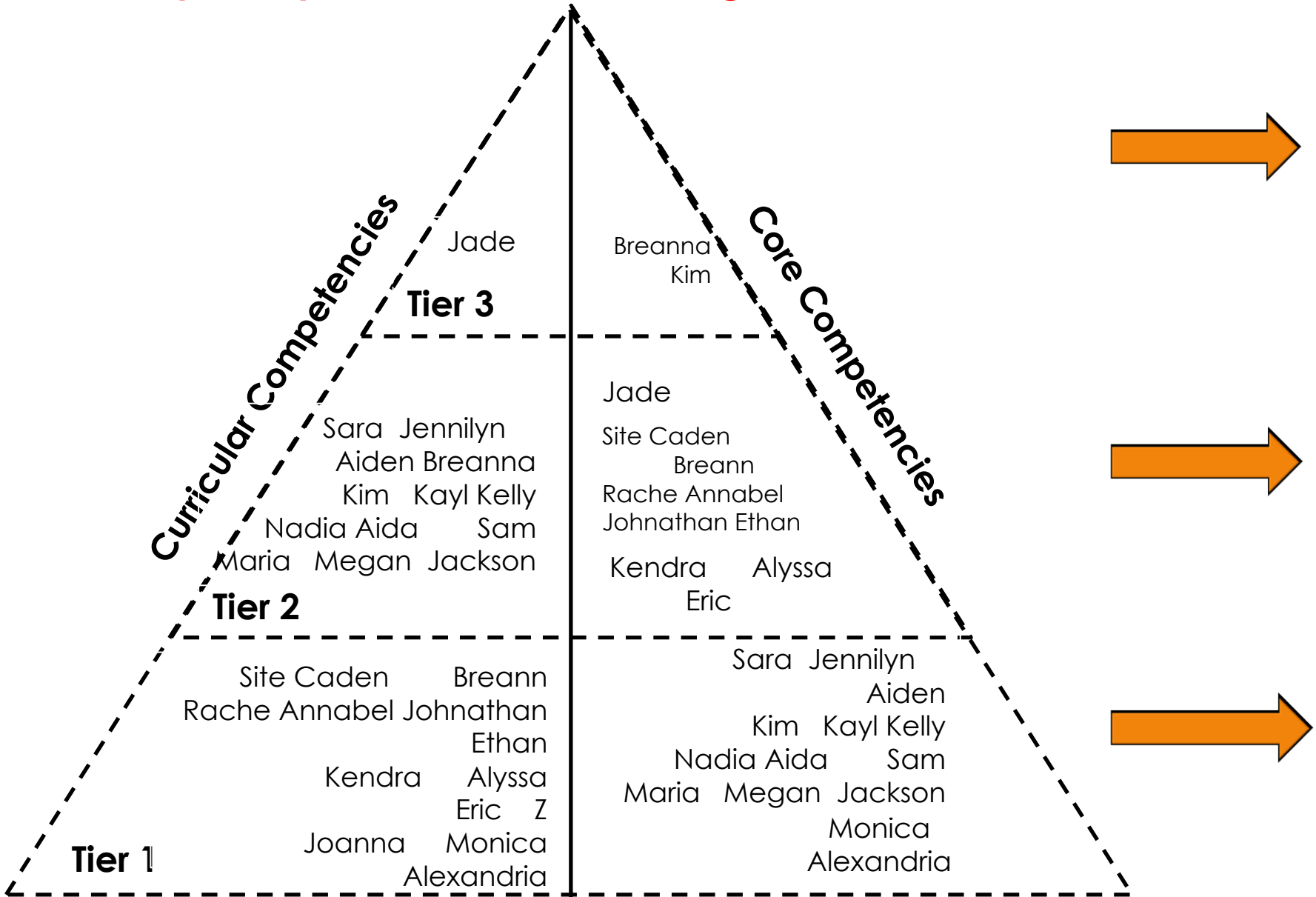
RTI Triangle

Lens: PE 6



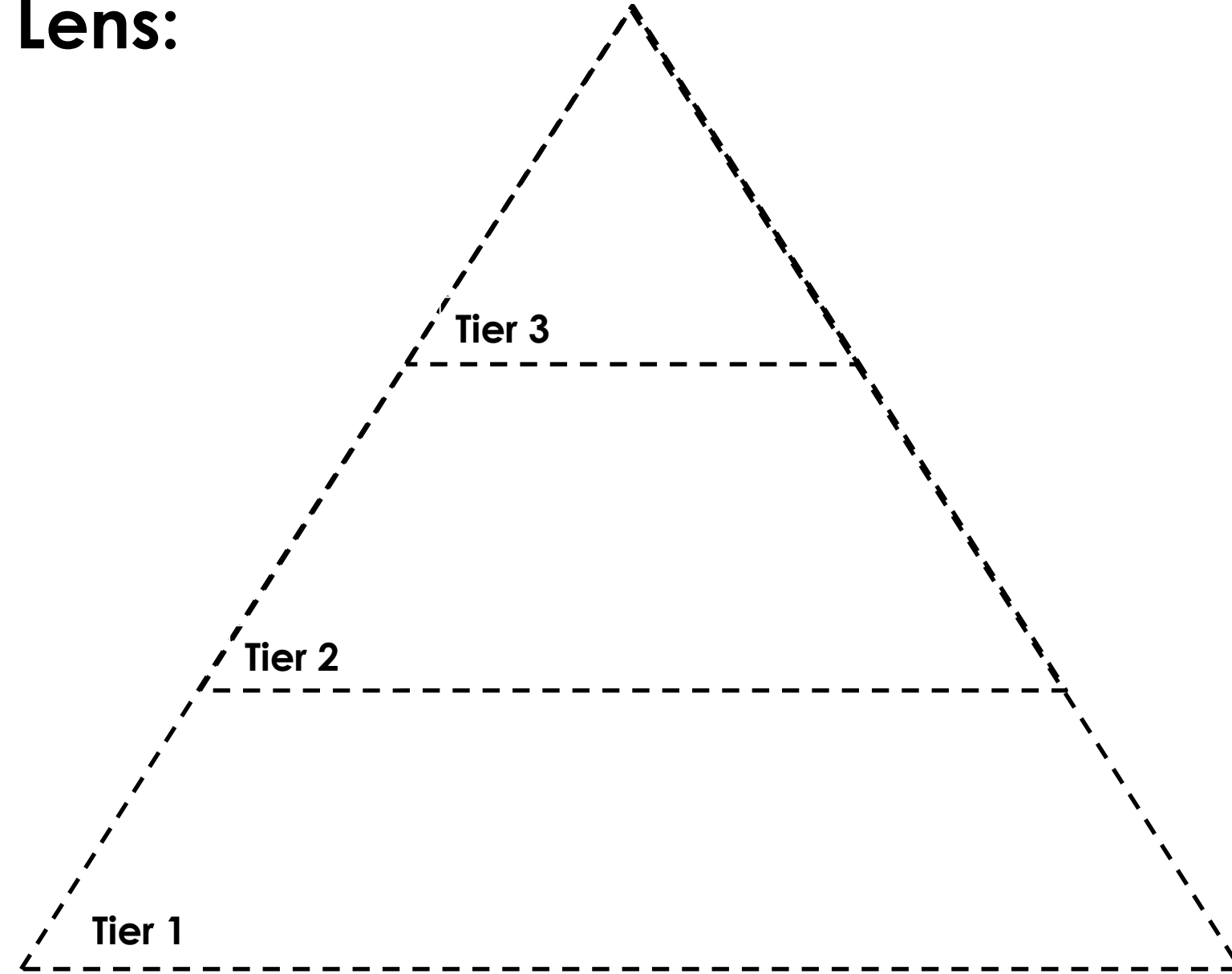
RTI Triangle: Kindergarten

Lens: Shape & Space/Creative thinking



RTI Triangle

Lens:



RTI Triangle

Grade/Course/Subject (place)

Lens 1:

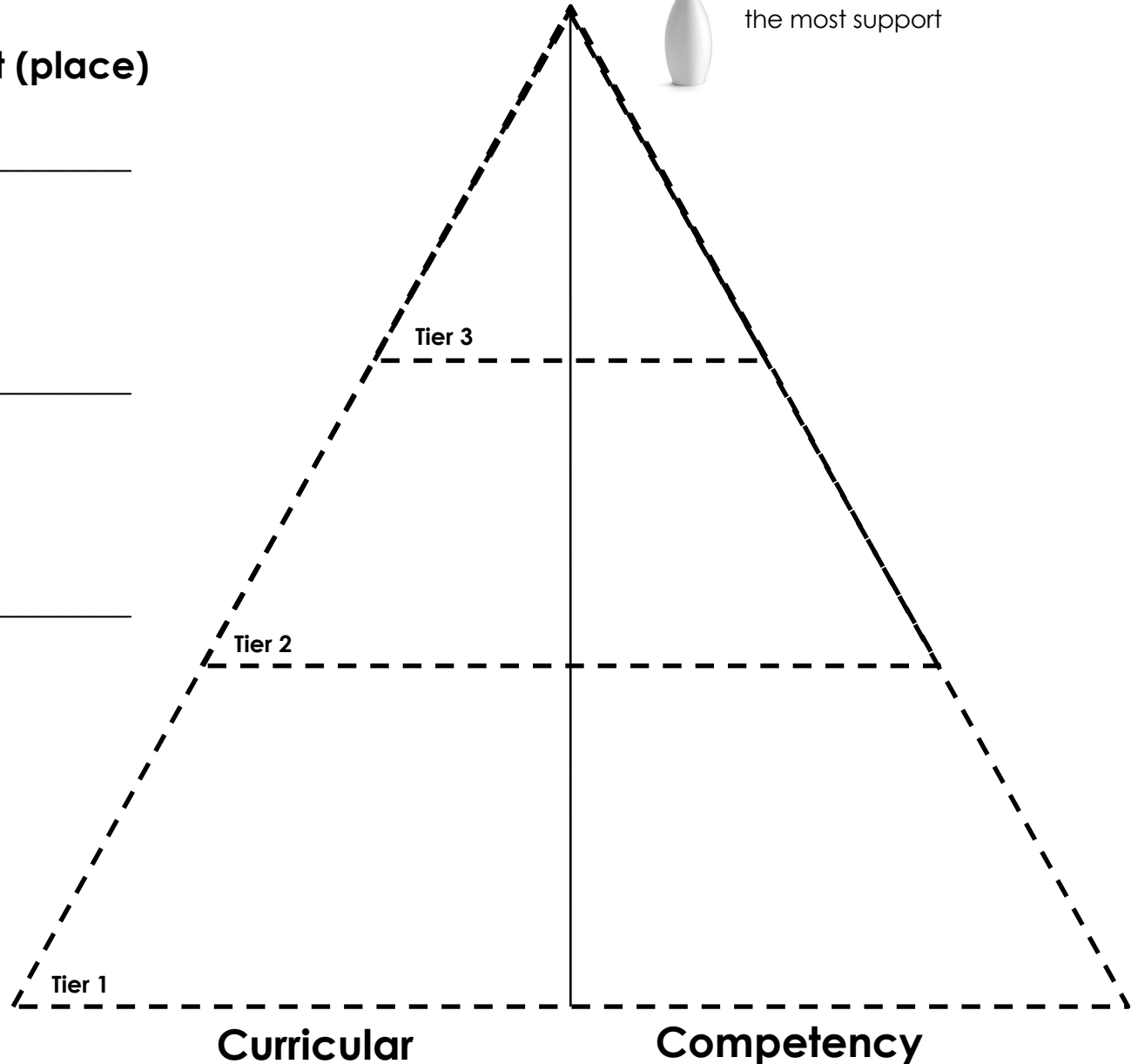
Lens 2:

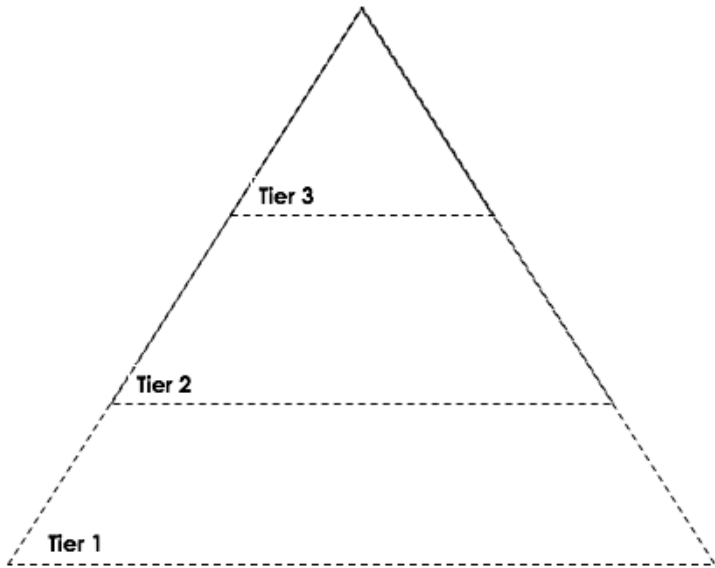


Students who need the most support

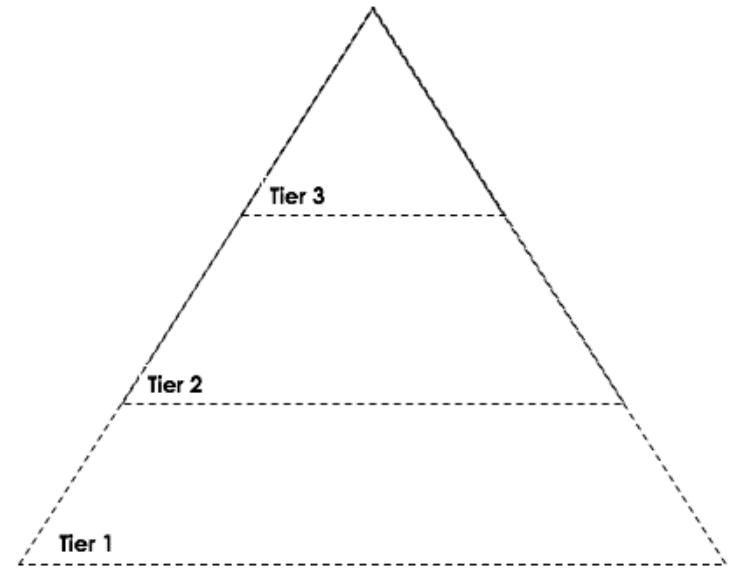


Students who need the most challenge

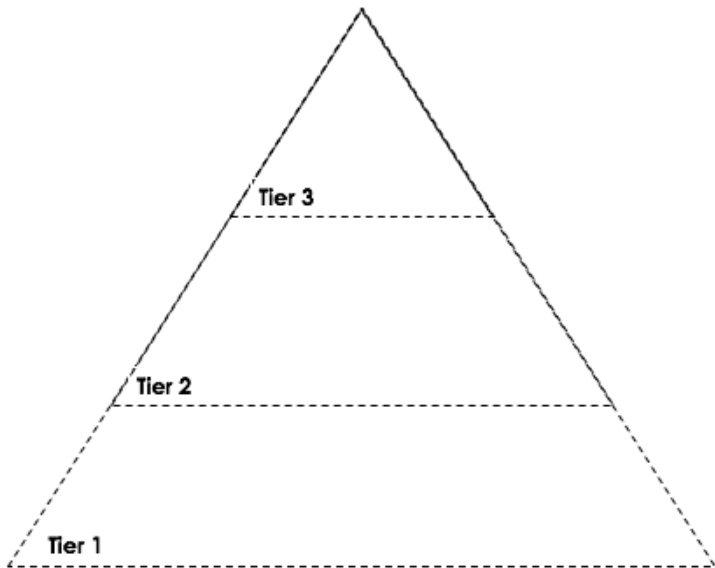




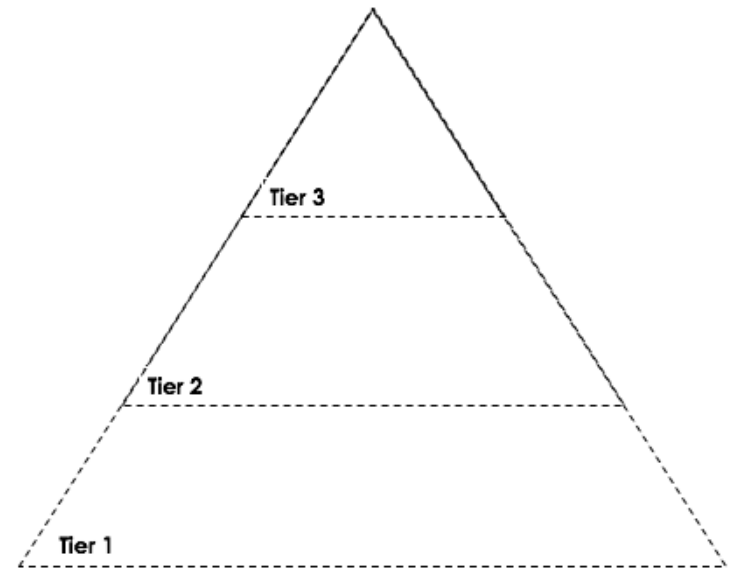
Literacy



Numeracy



Behaviour



Social Emotional

Response to Instruction (RTI)

Four assumptions to RTI

1. We can effectively teach all students in our community
2. Early instruction of support
3. Research based instruction
4. Shifting our support models

1. **We** can effectively teach all students in our community



Menu

For Support Teachers



- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

2. Early instruction of **support**

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.

Assess the Environment

Teach the supports

3. Research based **Instruction** that is **goal** based, not **task** based

The most dangerous phrase in the language is "we've always done it this way."



Differentiating goals, not activities

4. **Shifting** our support models



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 a curricular “Plane”

□ Backwards Design

1. Choose a grade and topic
2. Choose big idea
3. Choose goals for unit

Choosing Unit Goals...

□ Backwards Design

□ Content

□ What do we need to know?

□ Curricular Process

□ What do we need to do?

Choosing Unit Goals...

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

Choosing Unit 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?

□ Cross Curricular Competencies

□ Who do we need to become?

Choosing Unit Goals...

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	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> • 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) 	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> • 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

Flip Book

Miserable

Two-toed

Lizard



Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests decide what kids need to understand)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Cross Curricular Competency Goal		

Backwards Design

What are we teaching?

Grade: 7	Subject Area: SS	Planning Team: A.D. Rundle
Big Idea: Geographic conditions shaped the emergence of civilization		Unit Guiding question: What geographic conditions shaped the emergence of civilizations?
Content Goal	I know how humans respond to particular geographic challenges & opportunities including climate, landforms and natural resources	
Curricular Competency Goal	I can determine which causes most influenced particular decisions, actions or events and assess their short term & long term consequences	
Curricular Competency Goal	I can assess the significance of people, places, events or developments at particular times and places	
Curricular Competency Goal	I can identify what the creators of accounts, narratives, maps or texts have determined is significant	

Backwards Design: The Plane

Grade: 4/5	Subject Area: English Language Arts	Planning Team:
Big Idea: Language and text can be a source of creativity and joy		Unit Guiding question: What are stories? How can we use language to be creative through story?
Content Goal	I know literary elements in story/ text	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language in creative and playful ways	
Curricular Competency Goal	I can communicate using sentences and paragraphs I can use conventions	
Core Competency Goal: Social Responsibility	I can be socially responsible	

Grade:9	Subject Area: English	Planning Team:
Big Idea: Exploring <i>stories</i> and other <i>texts</i> helps us understand ourselves and make connections to others and to the world.		Unit Guiding question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?
Content Goal	I know oral language features and strategies	
Curricular Competency Goal	I can construct meaningful personal connections between self, text, and world	
Curricular Competency Goal	I can apply appropriate strategies to comprehend written, oral, texts, guide inquiry, and extend thinking	
Curricular Competency Goal	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	
Core Competency Goal: Personal awareness & responsibility	I can persevere through a challenge task	

Grade: 2/3	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal - Art		I know expectations to use materials safely
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience

Grade: 8	Subject Area: French	Planning Team:
Big Idea: We can express ourselves and talk about the world around us in French	Unit Guiding question: How is Canadian culture similar/ different to Francophone cultures around the world?	
Content Goal:	I know French culture	
Curricular Competency Goal	I can Identify & Share info	
Curricular Competency Goal	I can Describe similarities & differences	
Curricular Competency Goal	I can Exchange ideas & information orally & in writing	

Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests decide what kids need to understand)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

You're job today

- Who are we teaching and what is their range? (the pilots)
 - Choose a class (lens)
 - Build an RTI triangle or a class profile for this class
- What is the curriculum that we teaching? (the plane)
 - Choose a unit that you could focus on
 - What is your big idea?
 - What is your content goal(s)?
 - What are your curricular competencies?
 - What could be a core competency to target?

School Team:

What is a take away from today?

What is something you can support someone else with?

What is something you want to focus on?

Who is a student you want to target?

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Conference 2015: Planning with All Students in

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