

www.blogsomemoore.com

The screenshot shows the homepage of the website. At the top left, the logo "blogsomemoore" is displayed in a large, white, sans-serif font, with the tagline "Teaching and Empowering Students with Special Needs" underneath in a smaller font. Below the logo is a dark grey navigation bar with four menu items: "About", "App-Tastic", "Handouts", and "Resources". The "Handouts" menu item is highlighted in orange. Below the navigation bar, the main content area is divided into two columns. The left column features a "Conferences" section with a list of links: "School Districts", "Conferences", "Post Secondary", "Community", and "Organizations". The right column contains 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, there is a section titled "You are following this blog" with a subtext: "You are following this blog, along with 895 other amazing people (manage)." An "Edit" link is visible at the bottom of the main content area.



@tweetsomemoore



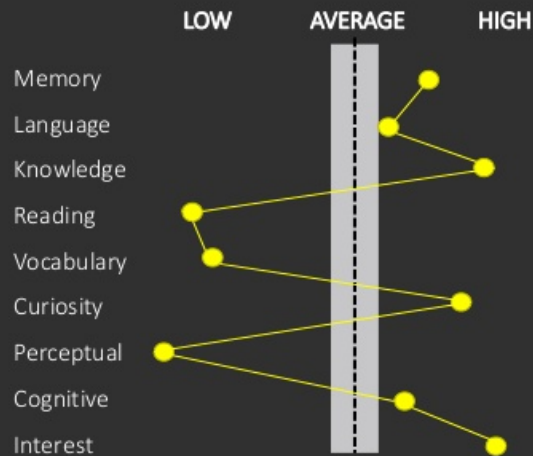
@proudtobeanoutsidepin

Think back....

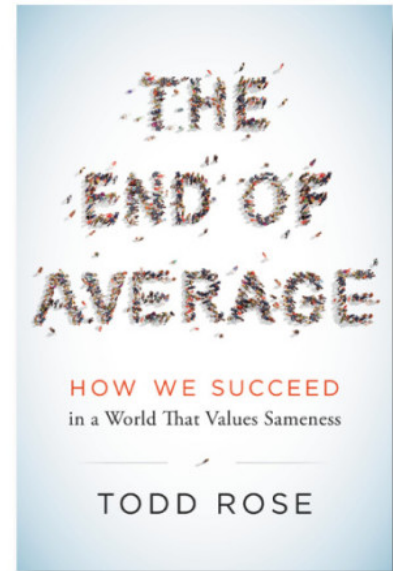
- ▣ What do you remember from our last session together?
- ▣ What is something that you tried?
- ▣ What did you notice?

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

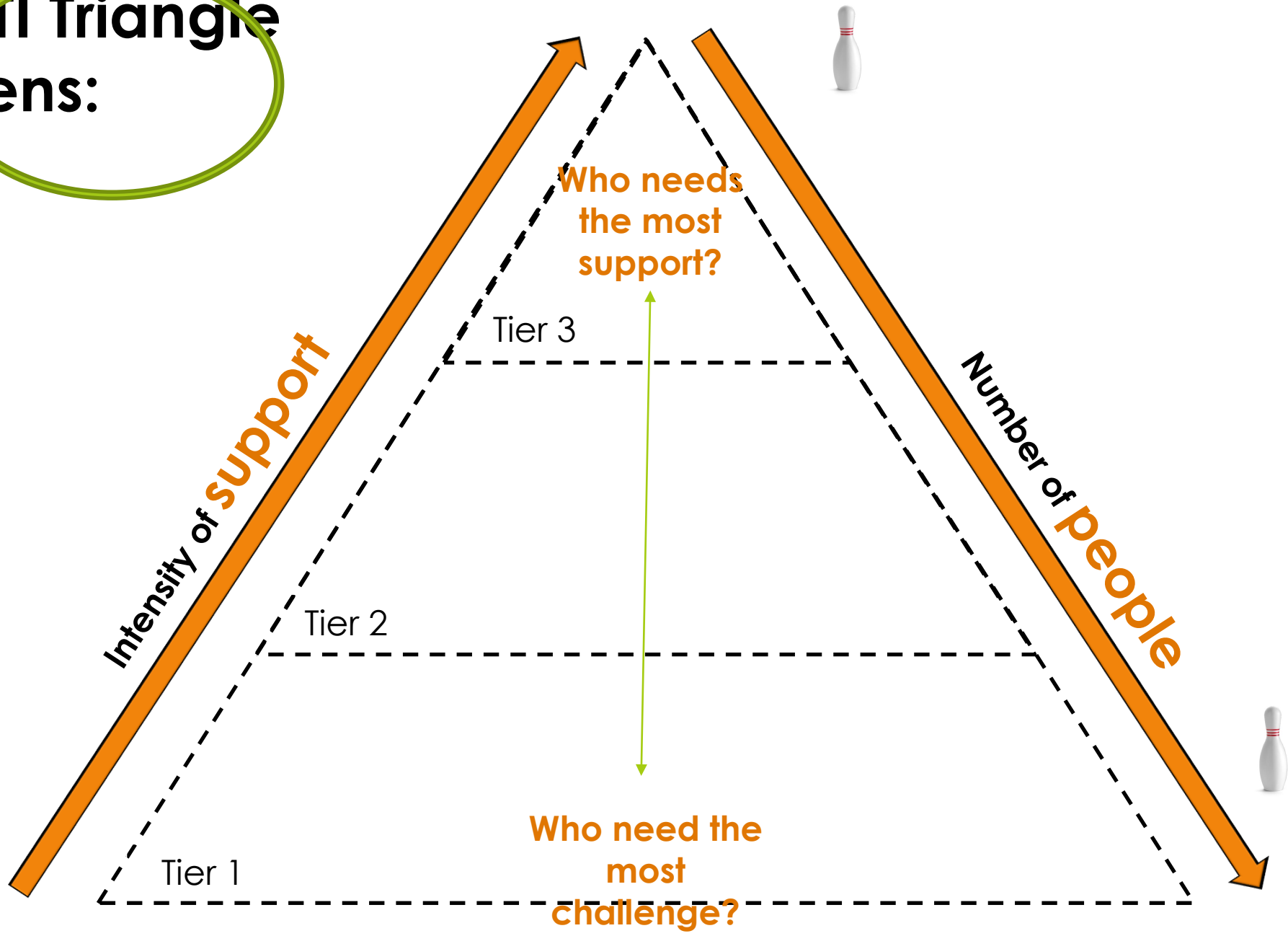
Response to Instruction

Response to Instruction (RTI)

Four assumptions to RTI

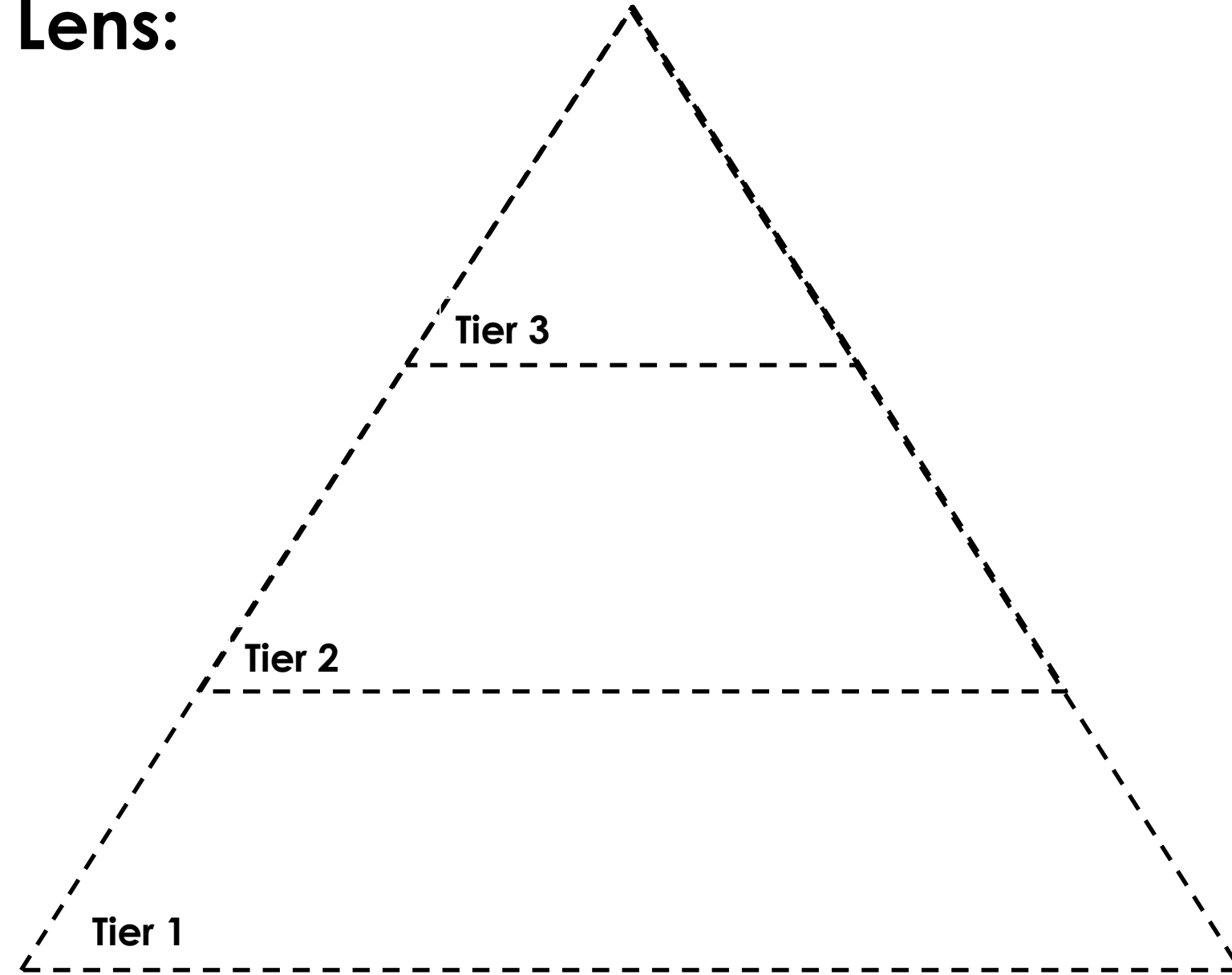
1. We can effectively teach all students in our community
2. Early instruction of support
3. Research based instruction
4. Shifting our support models

RRI Triangle Lens:



RTI Triangle

Lens:



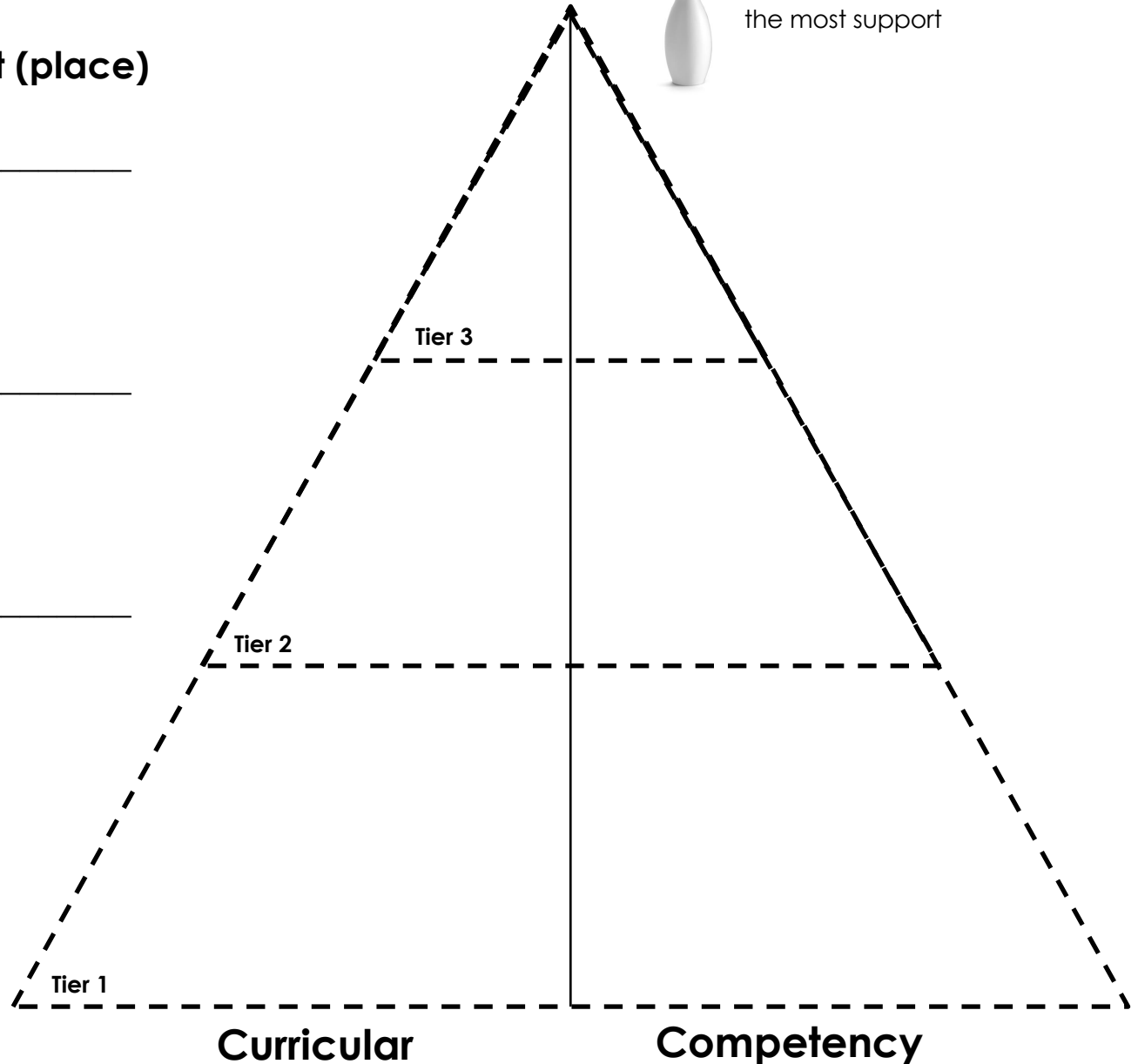
RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who need
the most support



Students who
need the most
challenge



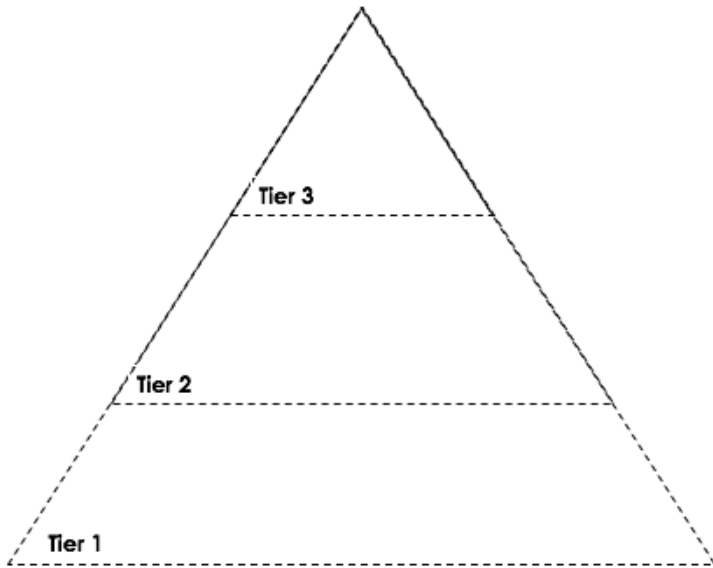
Tier 1

Tier 3

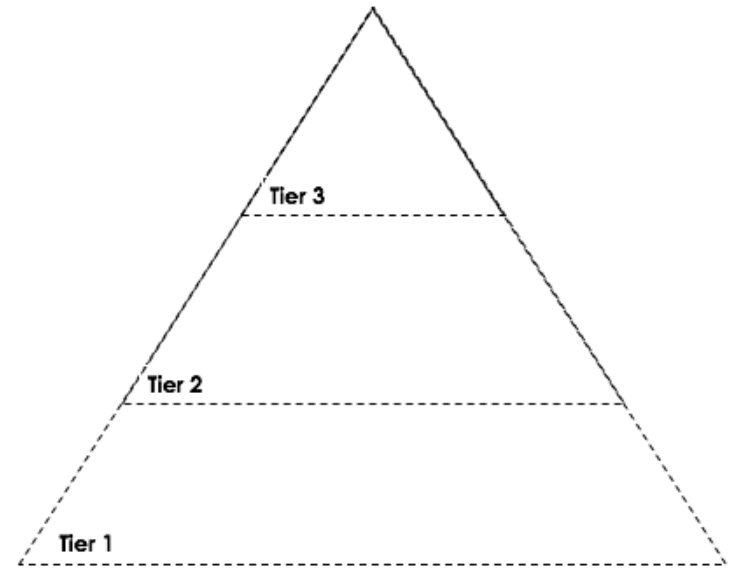
Tier 2

Curricular

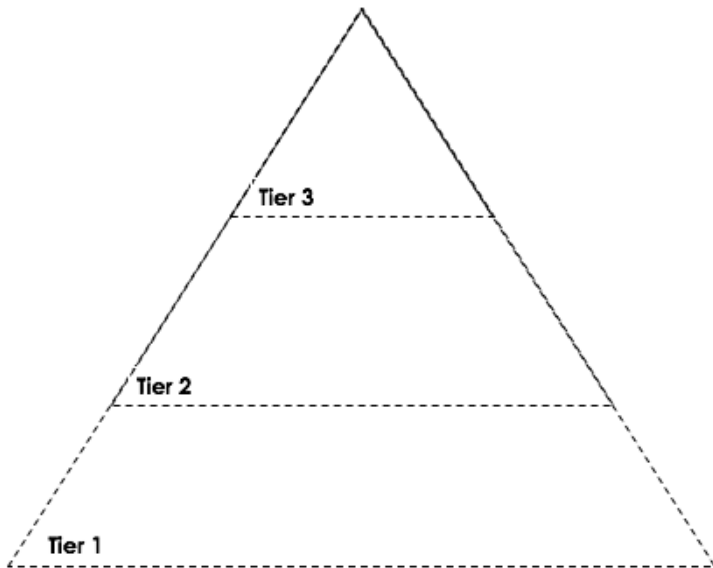
Competency



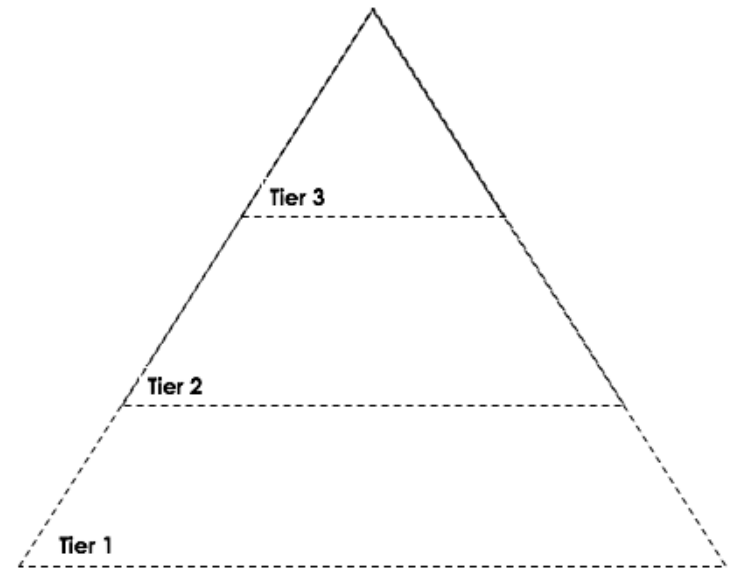
Literacy



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

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

Teaching to a range of diversity?

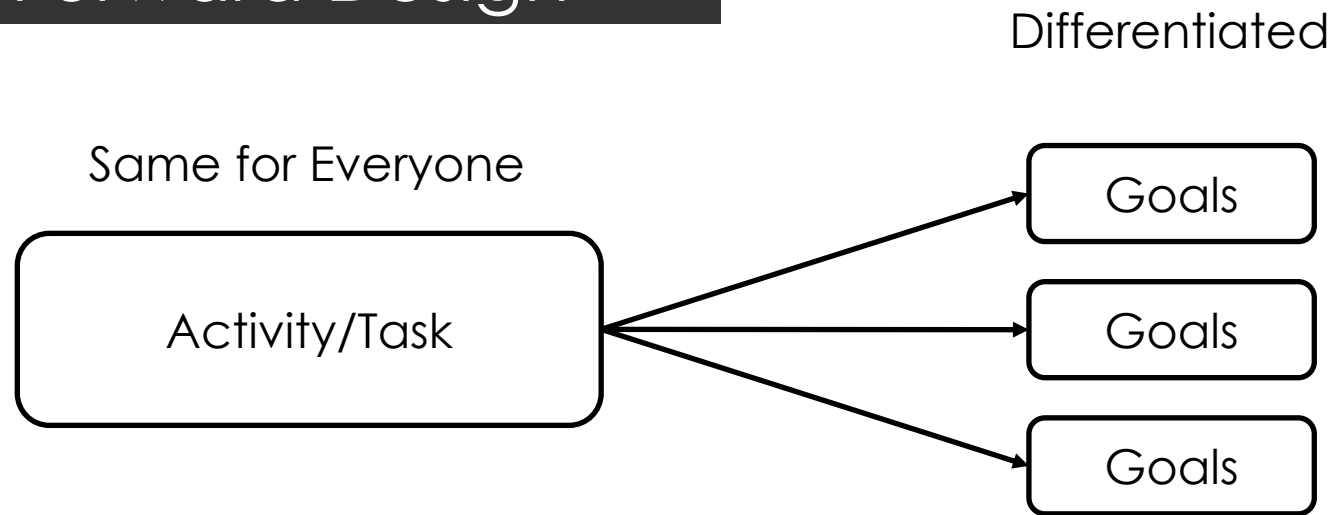
- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the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

How to Build a curricular “Plane”

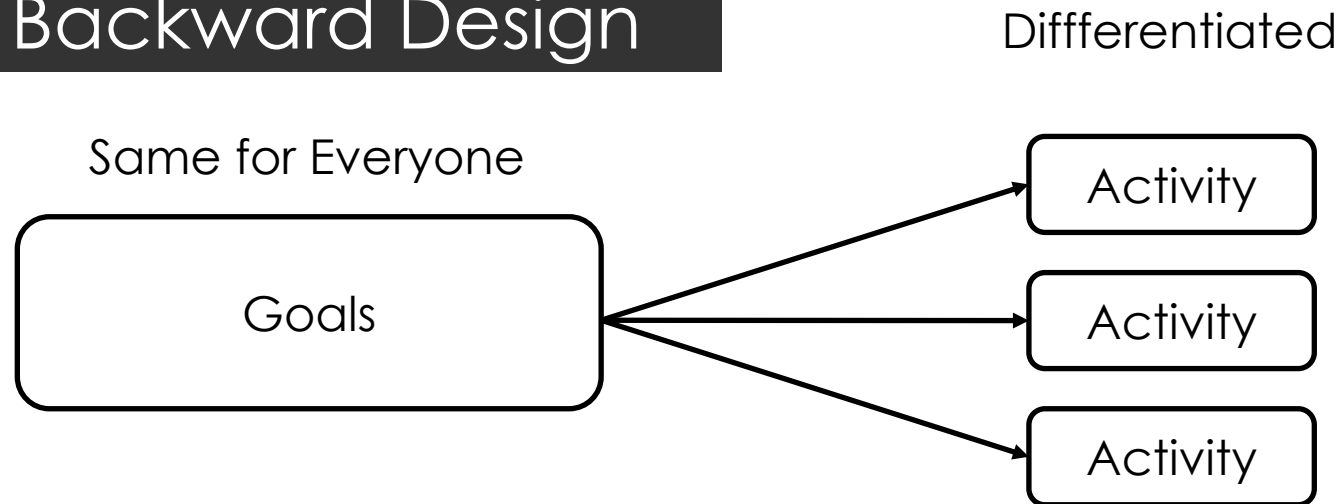
□ Backwards Design

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

Forward Design



Backward Design



Backwards Design

Shifting from...

- “Show me that you can meet these goals by completing **THIS** task”

To....

- “Show me that you can meet these goals by completing **ANY** task”

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?

□ Core Competencies

□ Who do we need to become?

Choosing Unit Goals...

 **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

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?

□ Core Competencies

□ Who do we need to become?

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	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become / a person who is...	

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:7/8	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	

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	

Grade: 8	Subject Area: Math	Planning Team: Westview Secondary
Big Idea: <u>Discrete linear relationships</u> can be represented in many connected ways and used to identify and make generalizations.		Unit Guiding question: What is a linear relationship? What are the different ways we can represent a linear relationship? Where could we find linear relationships in our world?
Content Goal	I know two-variable linear relations	
Curricular Competency Goal	I can reason and analyse by using patterns and logic	
Curricular Competency Goal	I can understand and solve by developing, demonstrating, and applying mathematical understanding through play, inquiry, and problem solving	
Curricular Competency Goal	I can communicate and represent by explaining and justifying	
Core Competency Goal: Personal Awareness & Responsibility	I can self regulate in math	

Backwards Design: The Plane

Grade:	Subject Area:	Planning Team:
<p>Big Idea: All living things have common characteristics.</p> <p>Living things evolve over time.</p>		<p>Unit Guiding question: Why is our forest unique?</p> <ul style="list-style-type: none"> - How and why have our forest ecosystems evolved over time?
Content Goal:	<p>I know speciation that occurs within our forest</p> <ul style="list-style-type: none"> - I know divergent evolution - I know convergent evolution - I know co-evolution 	
<p>I can process and analyze data and information by:</p> <p>Curricular Competency Goal</p> <p>Curricular Competency Goal</p>	<p>I can experience and interpret the local environment</p>	
	<p>I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies</p>	
	<p>I can Construct, analyze, and interpret graphs, models, and/or diagrams</p>	

One point rubric

Name:

Date:

Unit Guiding question:

I need some support with...

I can do this!

I need some challenge with...

Content:

Competency:

Competency:

Competency:

Core Competency:

One point rubric

Name:

Date:

Unit Guiding question: Why is our forest unique?

- How and why have our forest ecosystems evolved over time?

I still need support

I can do this!

I need some challenge

I know speciation that occurs within our local ecosystems

I can process and analyze data and information by experiencing and interpreting the local environment

I can process and analyze data and information by seeking evidence and analyze data

I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)

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)

Planning Pyramid - Learning Map

- ▣ 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



One point rubric

	Standard
goal	



One point rubric



Backwards Design: The Plane

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	<p>I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies</p>	
	<p>I can Construct, analyze, and interpret graphs, models, and/or diagrams</p>	

One point rubric

Name:

Date:

Unit Guiding question: Why is our forest unique?

- How and why have our forest ecosystems evolved over time?

I still need support

I can do this!

I need some challenge

I know speciation that occurs within our local ecosystems

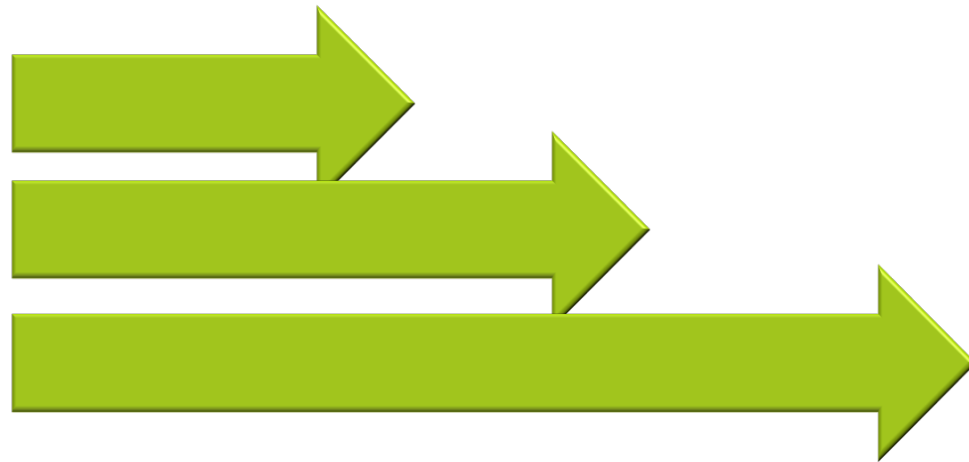
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I can process and analyze data and information by seeking evidence and analyze data

I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)

Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			



Learning Map



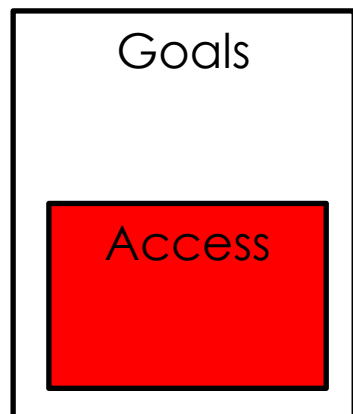
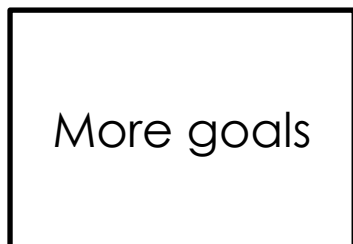
Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			




It's the journey, not the destination



Planning for the RANGE: Extending for further access and challenge



Building a Learning Map!

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

Backwards Design: The Plane

Grade: 3/4	Subject Area: LA	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	I can be socially responsible	

Course/Subject/Grade(s): 4/5			Planning Team:			
Unit 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?			
Goals	This is what I <u>need</u> to know and do	This is what I <u>must</u> know & do	This is what I <u>can</u> know & do	This is what I <u>could</u> know & do	This is what I <u>can try to</u> know & do	
Content: I know literary elements in story/ text	I know when something happens with myself and my friends	I know conflict I know characters I know setting	I know characterization I know plot I know theme	I know narrative structures I know purpose	I know influence/ lesson/moral	
Curricular Competencies: I can create and communicate	I can create text	I can use pictures and words to tell a story	I can tell a story orally I can use visual text I can make a plan and draft	I can write a story I can edit my story	I can combine texts to tell a story I can revise my story	I can create a story with a purpose
	I can use language in creative and playful ways	I can label my pictures with descriptive words	I can try try something new in my writing I can play with words in my writing	I can play with format in my writing	I can play with ideas in my writing	I can play with perspective in my writing
	I can communicate using sentences and paragraphs	I can use pattern sentences	I can write sentences I can connect multiple sentences together	I can write paragraphs	I can connect multiple paragraphs together	I can create a thesis for my writing
	I can use conventions	I can use capital letters	I can use Canadian spelling in my writing	I can use punctuation in my writing	I can use grammar in my 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

School Team:

What is a take away from today?

What is your first step?

What is something you can connect to your own context/learning environment?

Who can support you?

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Teaching and Empowering Students with Special Needs

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National Council of Teachers of English

Special Education Association of British Columbia
Mind

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Conferences

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Conference 2015: Planning with All Students in

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Inclusion Consultant



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