

# Shelley Moore BEd, MEd

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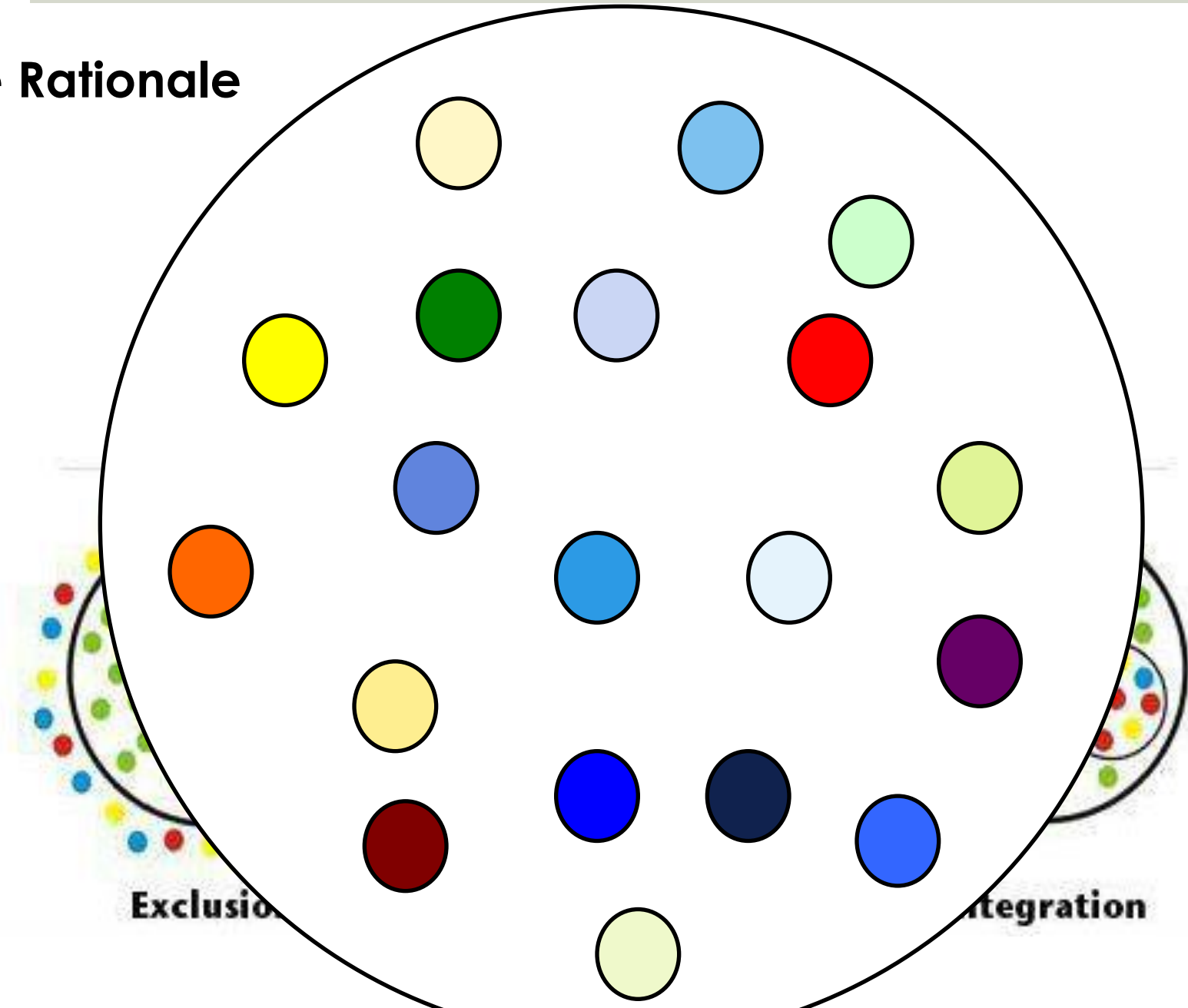


I acknowledge the land that I live, and work is on the unceded territory of the Coast Salish peoples, including the territories of the x̱məθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

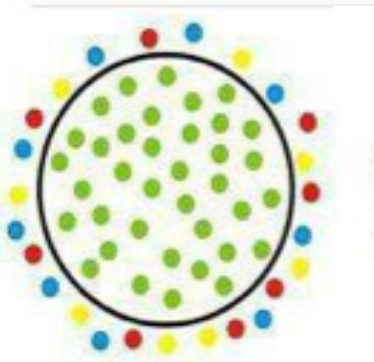
# Thinking Back

- What do you remember from last time?
- What have you tried?
- What have you noticed?

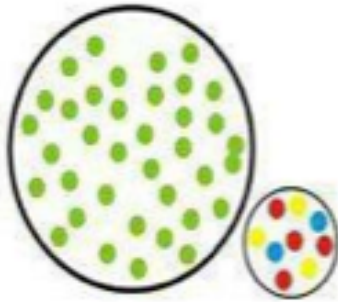
# The Rationale



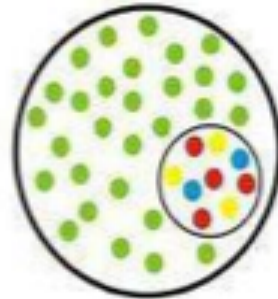
# The evolution of inclusion



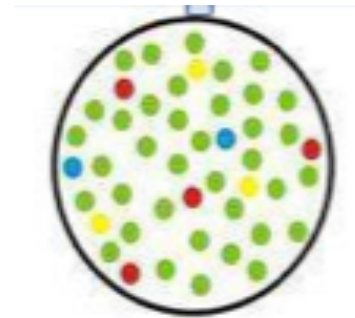
exclusion



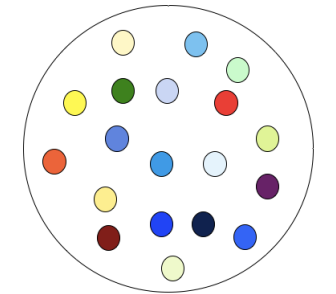
segregation



integration



inclusion



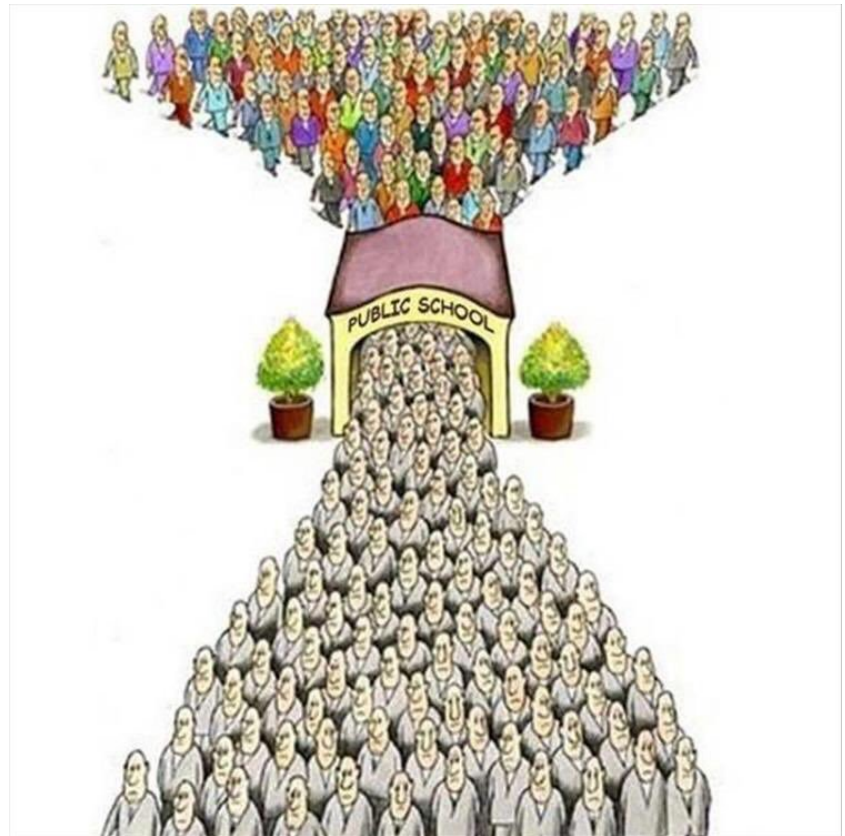
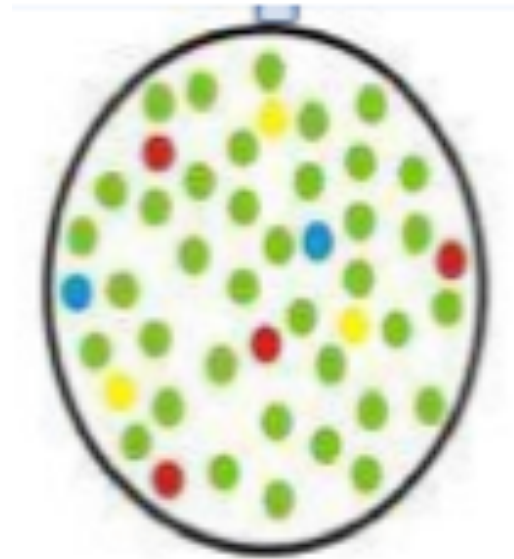
teaching  
to diversity



## How do we move?

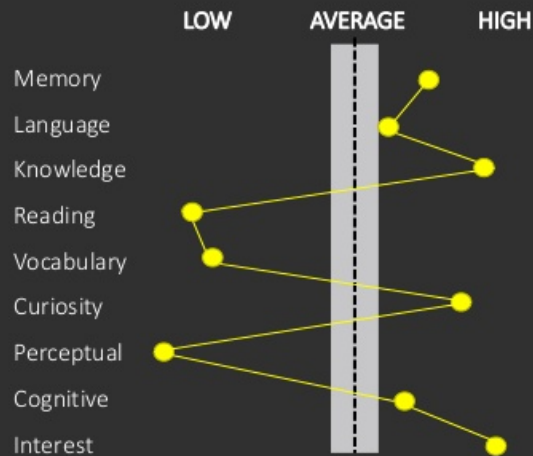
# Where did green come from?

## ■ The “green” kids

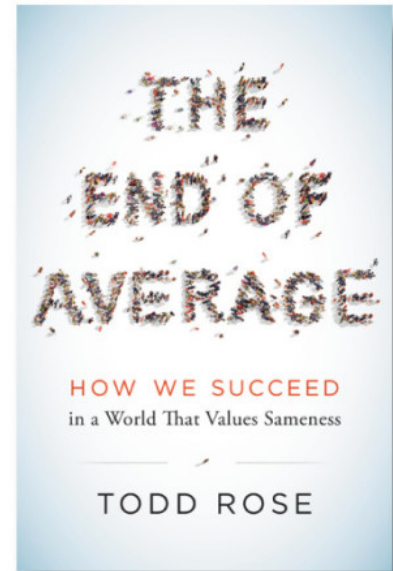


# The End of Average!

## The average student is a myth



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



# 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)

# Class Profile

(Brownlie & King, 2000)

## Class Review Recording Form

Classroom Strengths

Classroom Stretches

Interests

Goals

Decisions

## Individual Concerns

Medical

Language

Learning

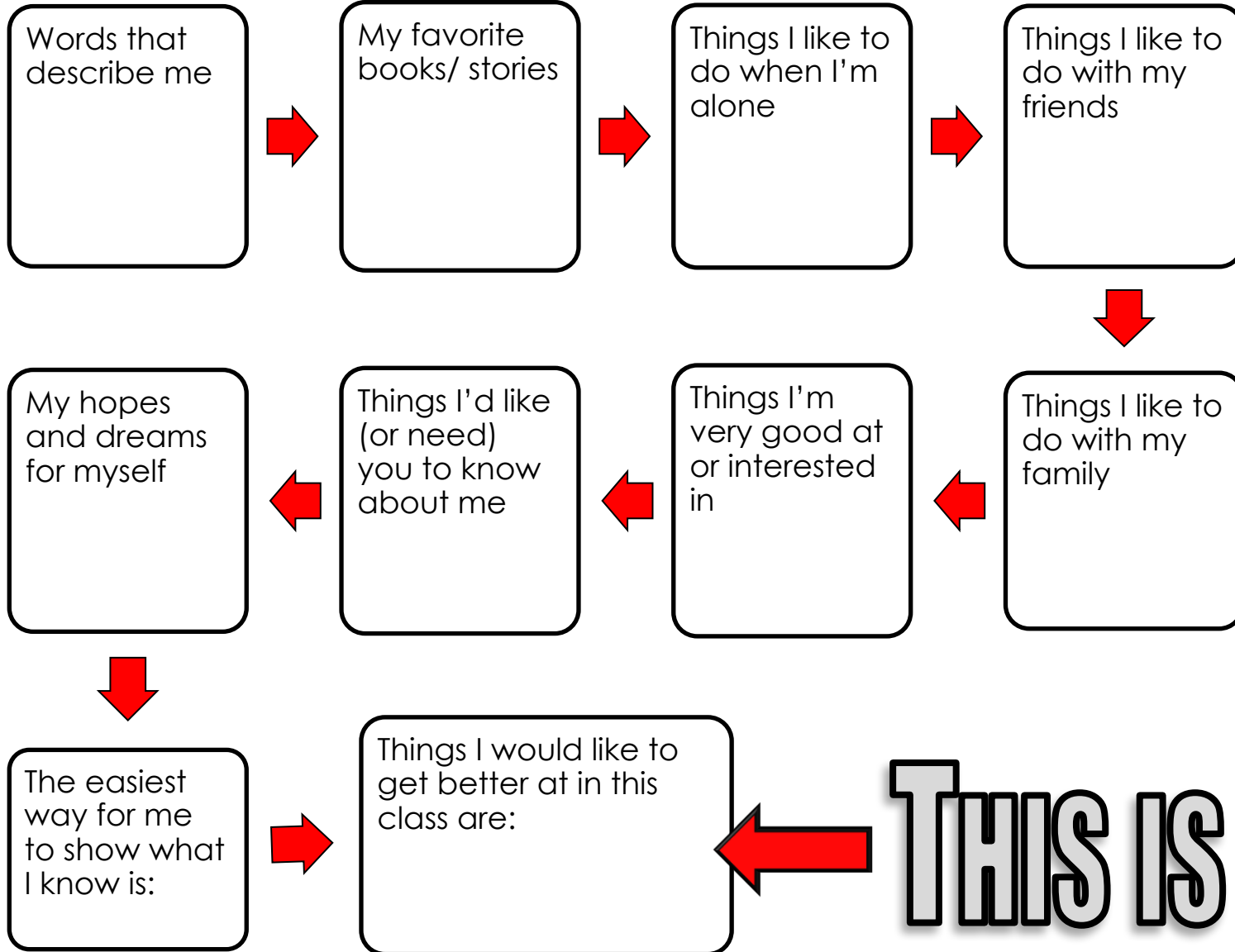
Socio-Emotional

Other

# self reports

Who Am I? Profile

Name:



# 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

# Who are our pilots!?

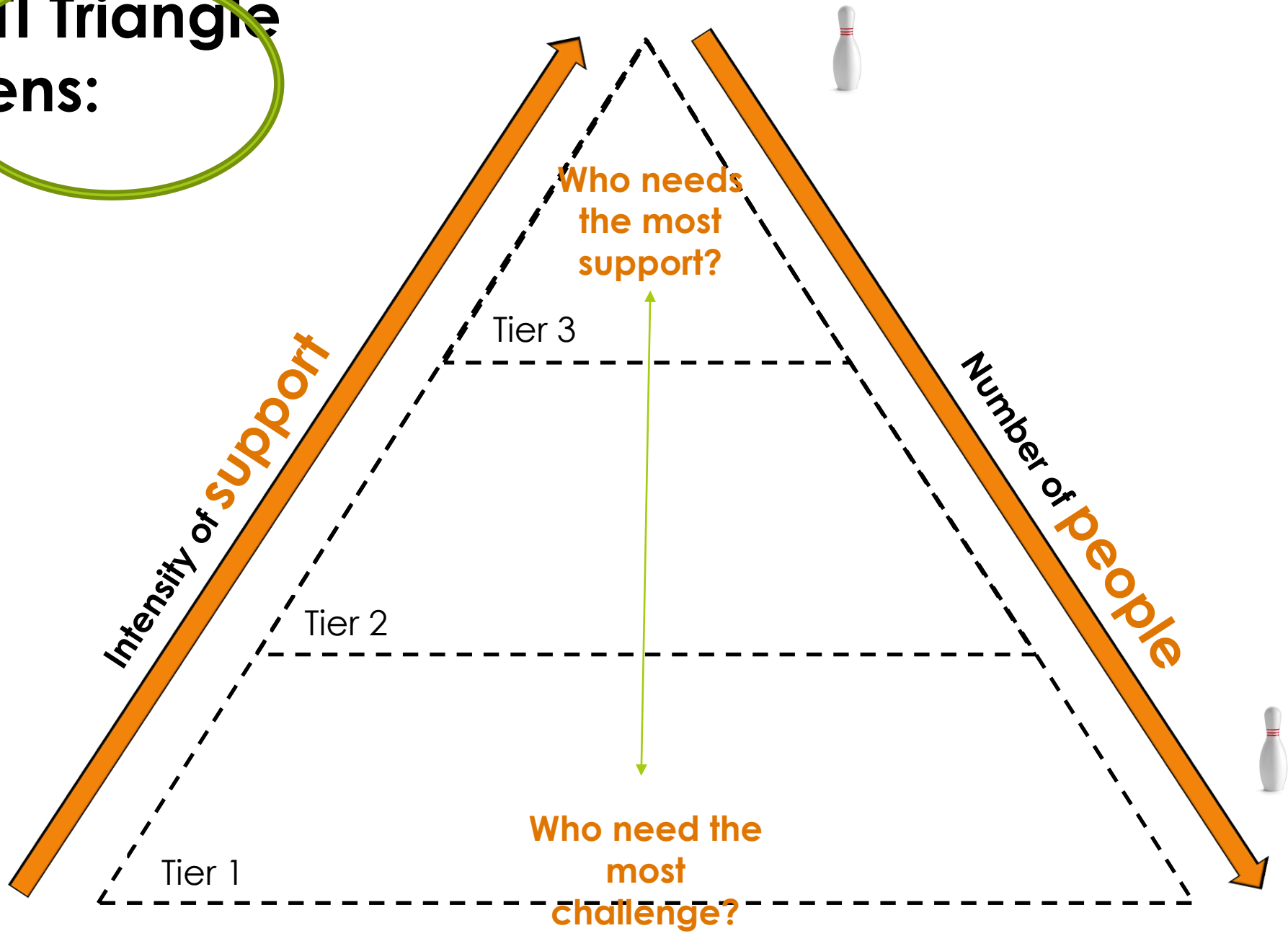


**WHO  
are we?**

**RTI**

**Response to Instruction**

# RRI Triangle Lens:

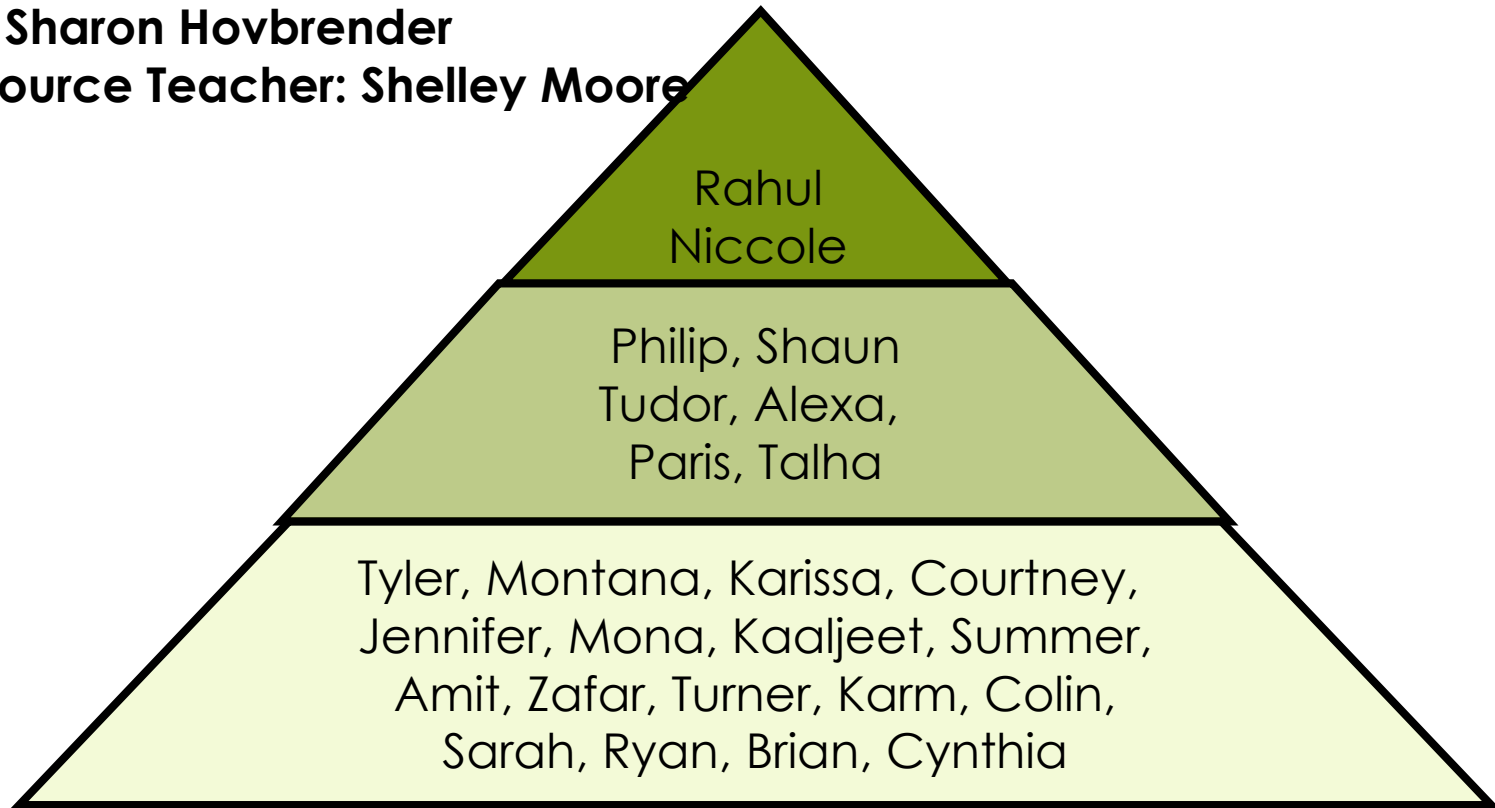


# Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender

Resource Teacher: Shelley Moore



## Regular Outcomes

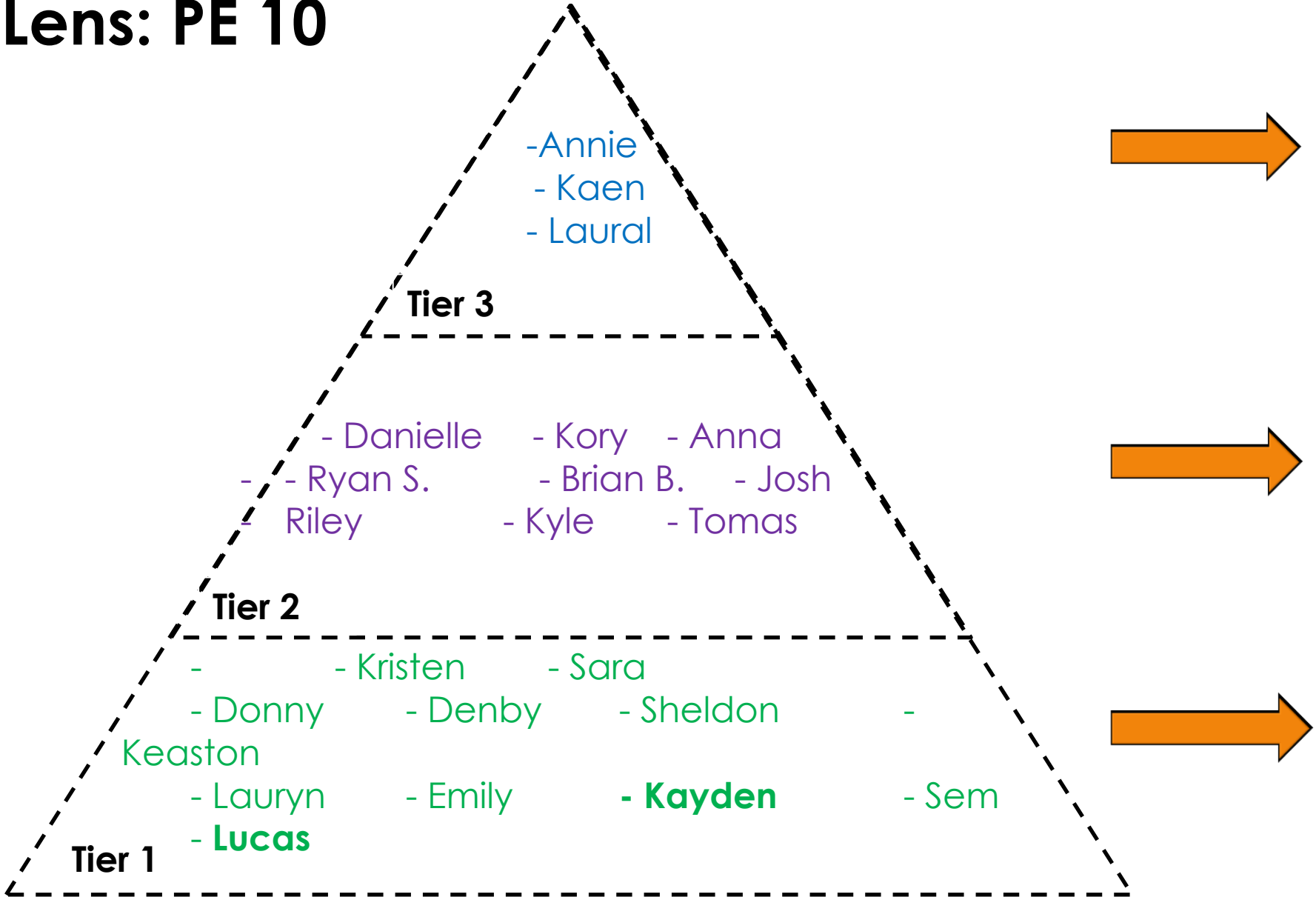
# RTI Triangle

Lens: Math 5

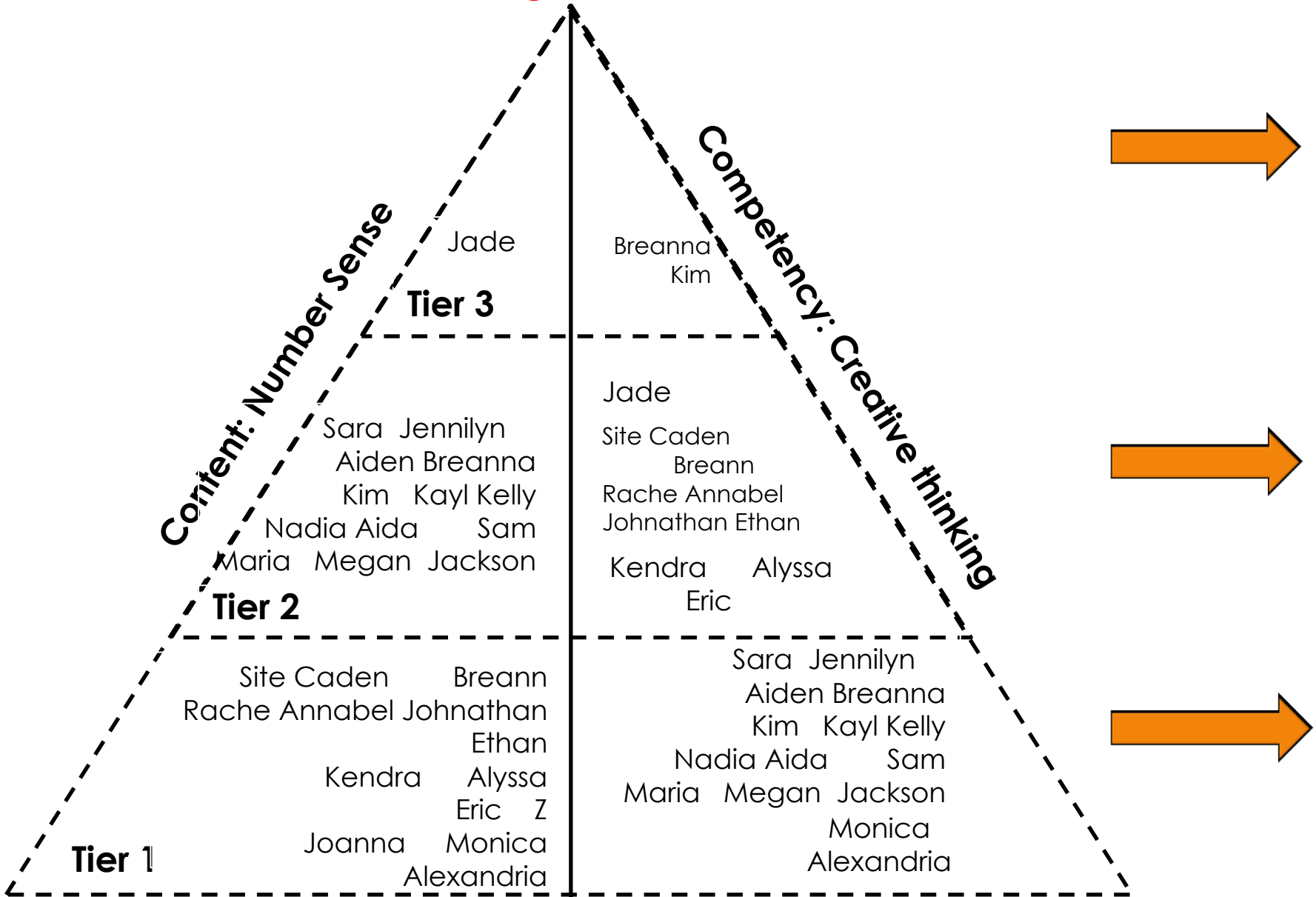


# RTI Triangle

## Lens: PE 10

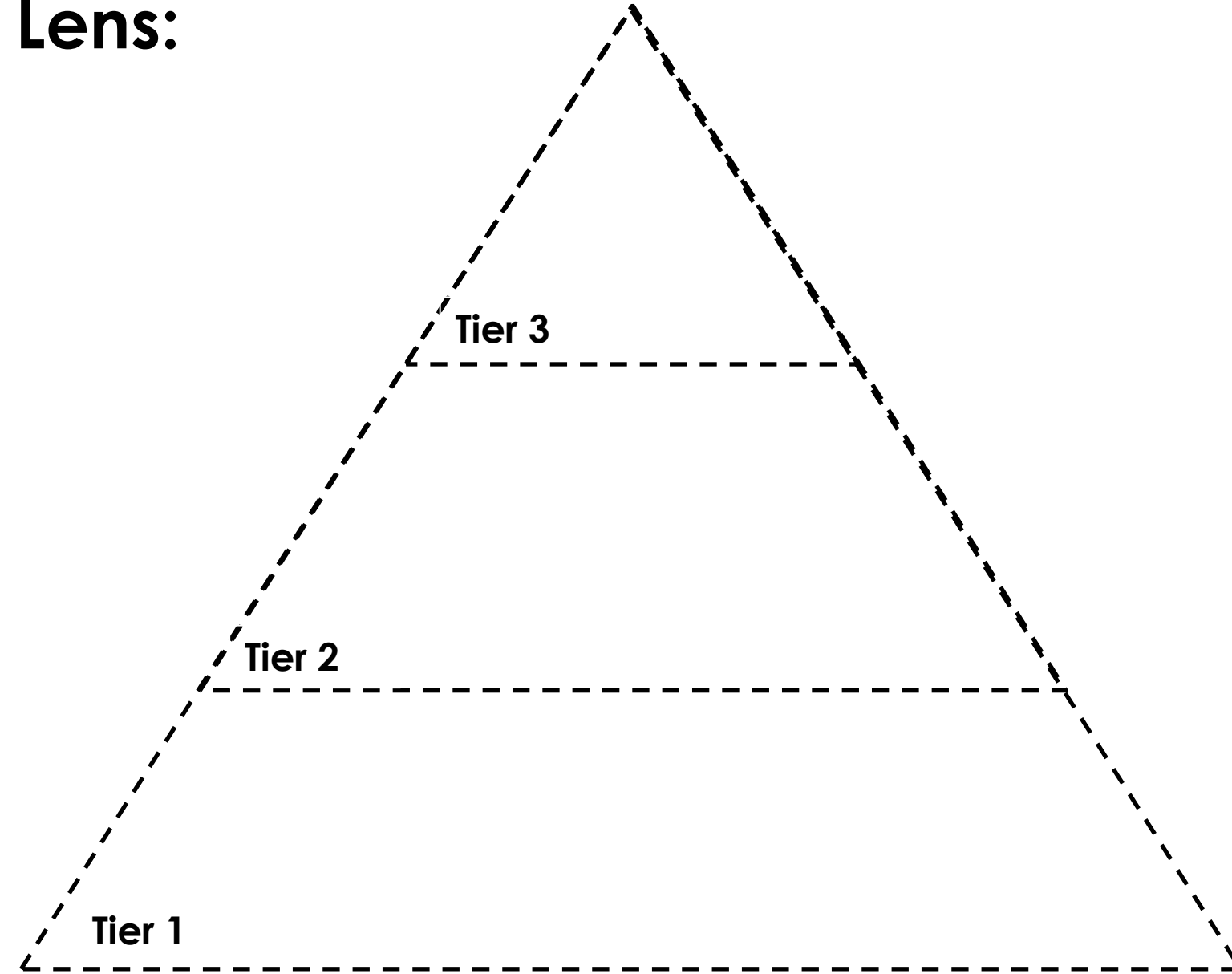


**RTI Triangle: Kindergarten**  
**Lens: Math/Creative thinking**



# RTI Triangle

Lens:



# RTI Triangle

Grade/Course/Subject (place)

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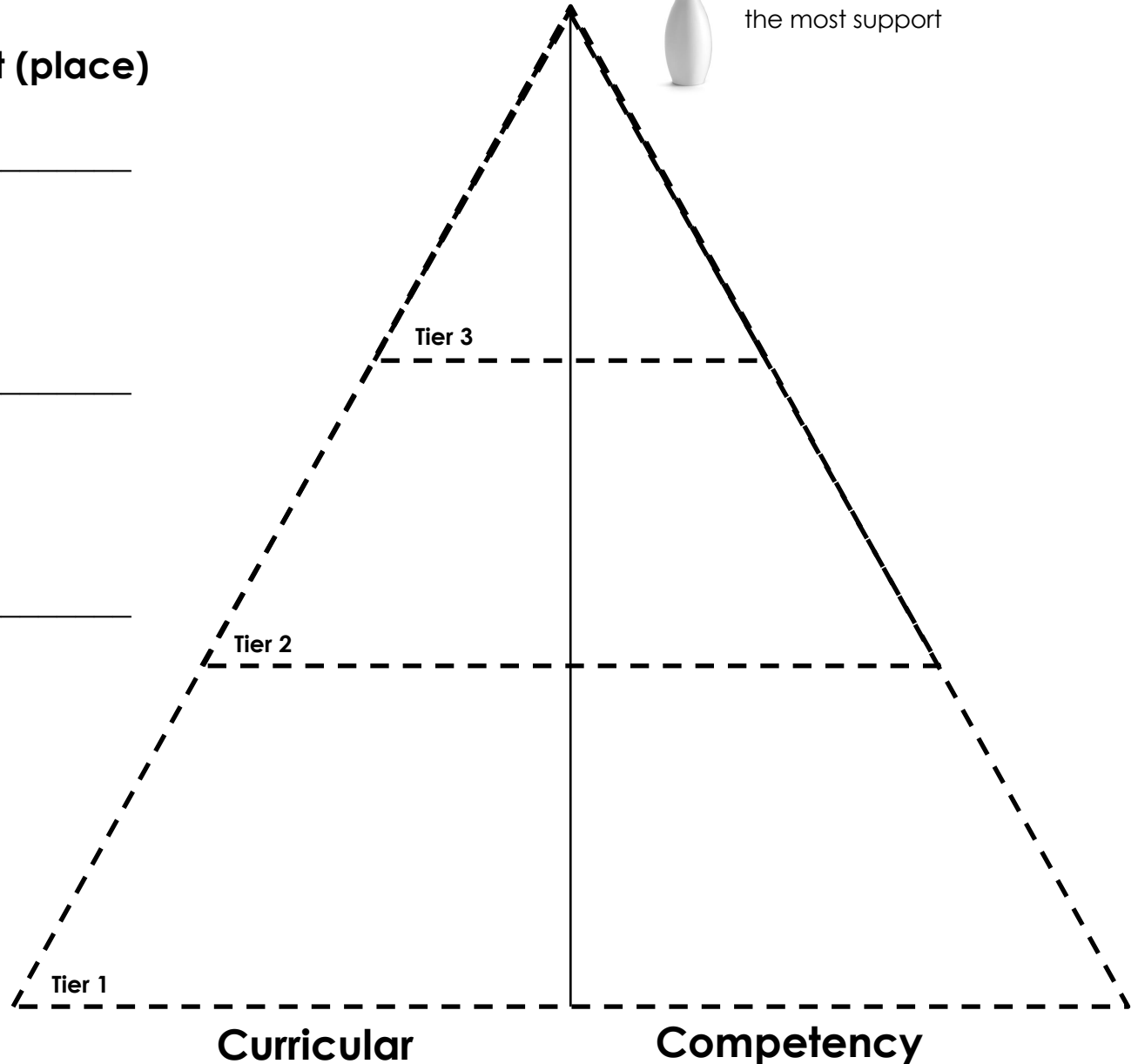
Lens 1:

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Lens 2:

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Students who need  
the most support



Students who  
need the most  
challenge



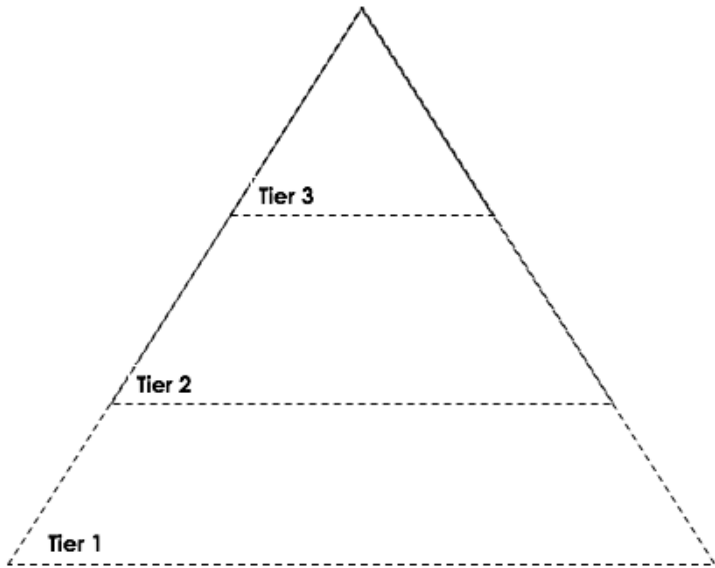
Tier 1

Tier 3

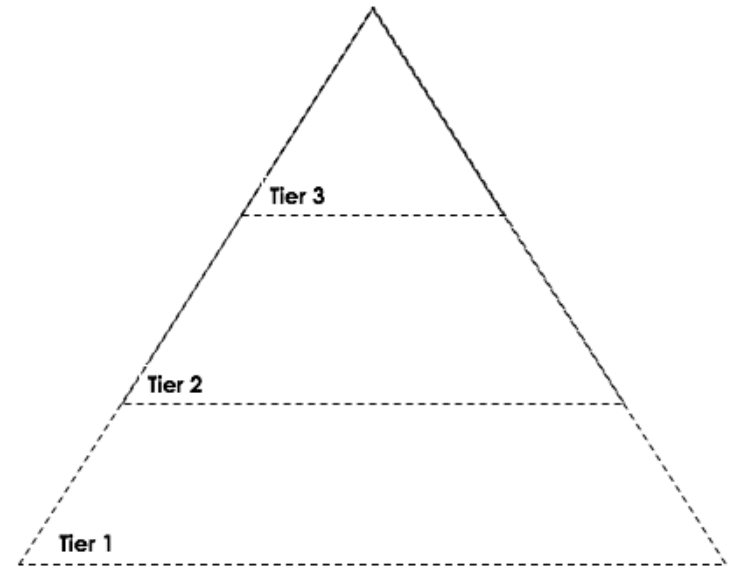
Tier 2

Curricular

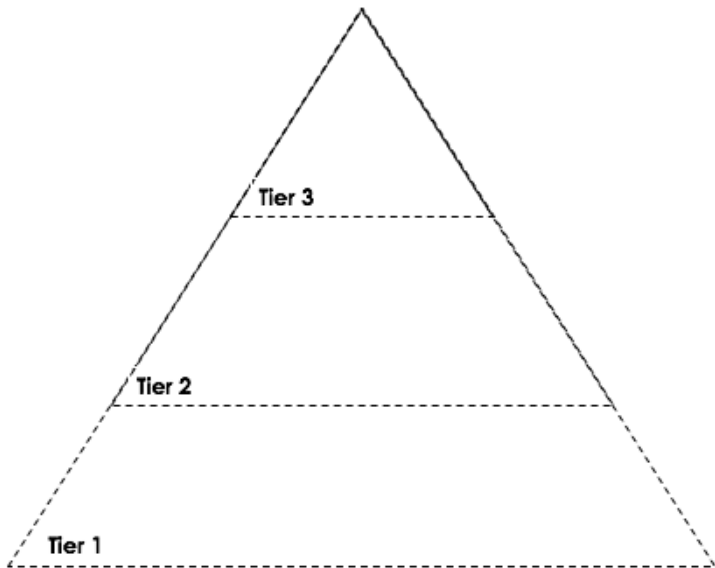
Competency



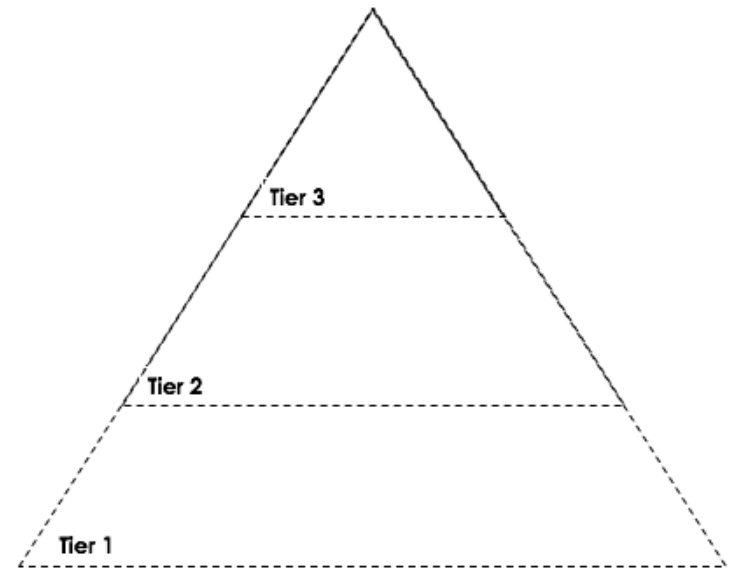
**Literacy**



**Numeracy**



**Behaviour**



**Social Emotional**

# Teaching to a range of diversity?

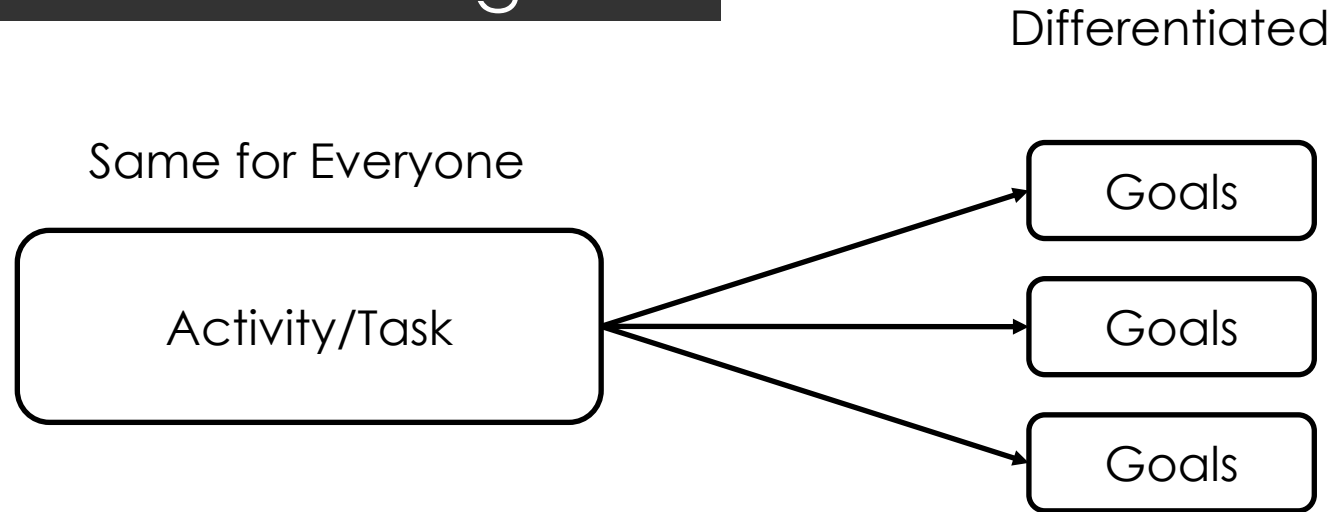
- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the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

# How to Build a curricular “Plane”

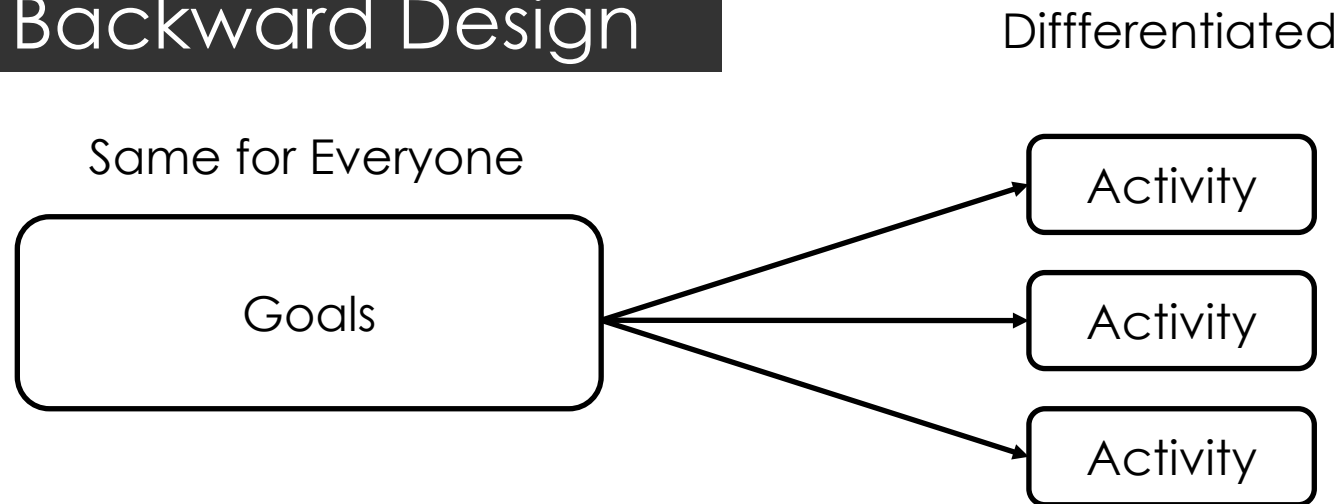
## □ Backwards Design

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

# Forward Design



# Backward Design



# 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"> <li>• Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li> <li>• Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)</li> <li>• Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)</li> <li>• Determine key historical turning points that led to progress and decline for different groups (continuity and change)</li> <li>• Test and/or develop different geographic models and theories (continuity and change)</li> <li>• Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)</li> </ul>	<p><i>Students will know and understand the following concepts and content related to <b>Canada and the Early Modern World (15th to 18th Century)</b>:</i></p> <ul style="list-style-type: none"> <li>• relationships between expansion, exploration, and colonization</li> <li>• interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous society in the world</li> <li>• religious systems and spiritual practices, including those of at least one indigenous society in the world</li> <li>• scientific, philosophical, and technological innovations in this period, including cartography and navigation</li> <li>• the relationship between humans and the physical environment</li> </ul>

# Flip Book

**M**iserable

**T**wo-toed

**L**izard



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		
Core Competency Goal		

# Backwards Design

## What are we teaching?

<b>Grade: 7</b>	<b>Subject Area: SS</b>	<b>Planning Team: A.D. Rundle</b>
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: <b>Language and text can be a source of creativity and joy</b>		Unit Guiding question: <b>What are stories? How can we use language to be creative through story?</b>
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: 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

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

# Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
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# Teaching to a range of diversity?

▣ What is useful for you today?

▣ What do you want to try?

▣ What is your first step?

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## Conferences

**BC Teachers of English Language Arts**

**National Council of Teachers of English**

**Special Education Association of British Columbia**  
Mind

School Districts

Conferences

Post Secondary

Community

Organizations

Multiple and Diverse Texts

Using Multiple and Diverse Texts

**Conference 2015: Planning with All Students in**

Edit

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Inclusion Consultant



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