

www.blogsomemoore.com
www.fivemooreminutes.com

The screenshot shows the top portion of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. Below the header is a dark grey navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently expanded, showing a list of categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. To the left of this menu, the 'Conferences' section is visible, listing items such as 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. To the right, there is a sidebar area with the text 'about.me', the name 'Shelley Moore', and the title 'Inclusion Consultant'. Below this, there are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the sidebar, it says 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore



@fivemooreminutes

Inclusion and Design

- ▣ What is inclusion?
- ▣ What questions do you have about inclusion?
- ▣ How does design impact inclusion?

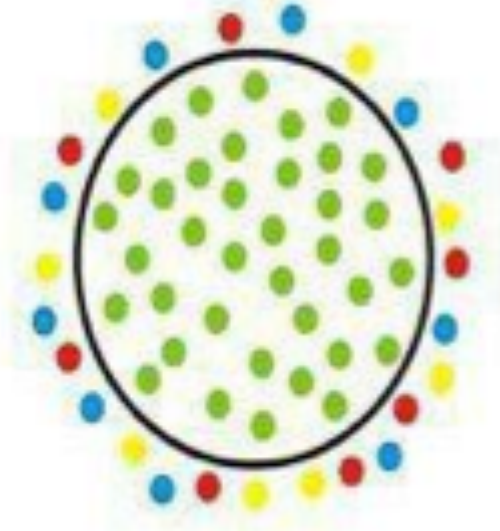
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

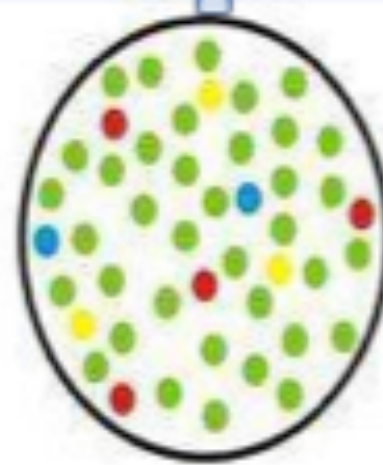
What is Inclusion?

INCLUSION
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EXCLUSION
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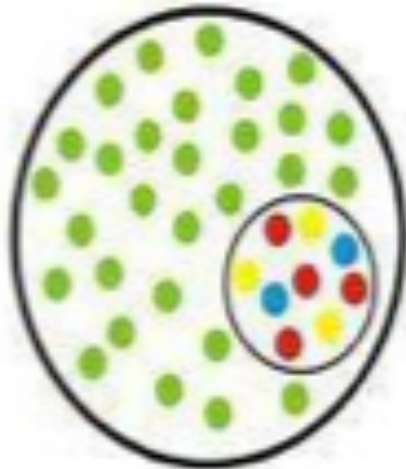
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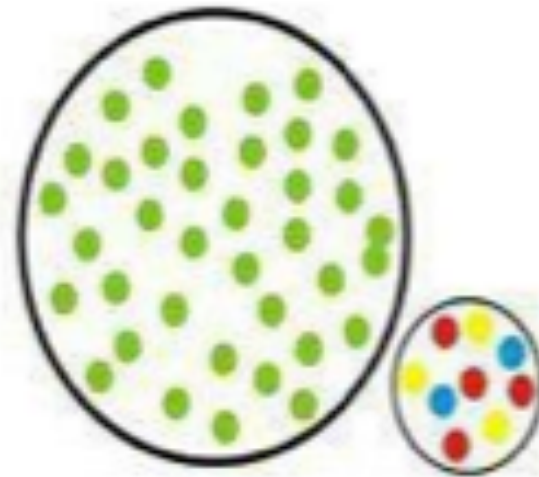
C

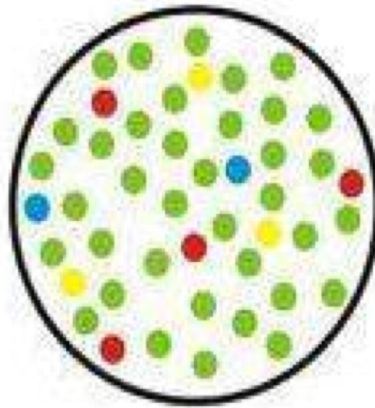


B

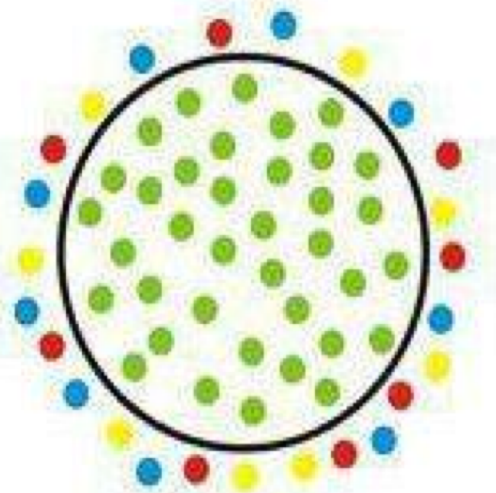


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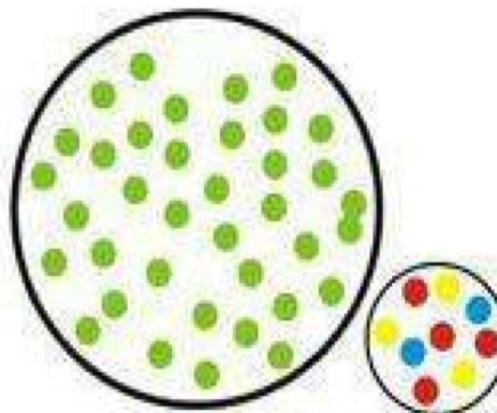




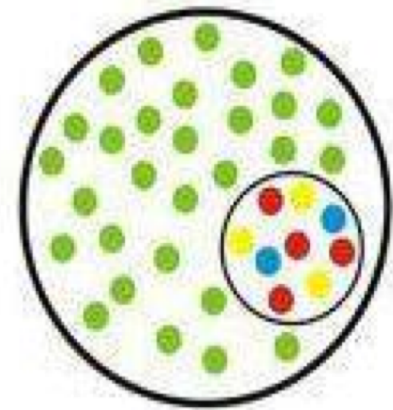
Inclusion



Exclusion

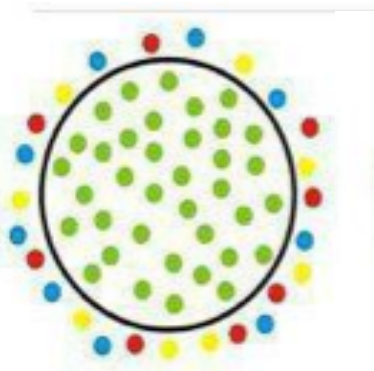


Segregation

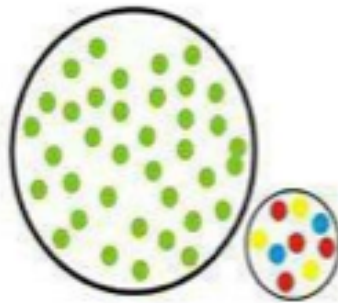


Integration

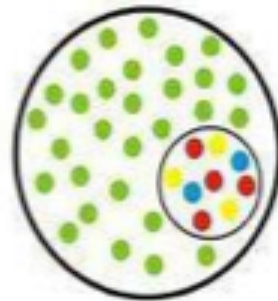
The evolution of inclusion



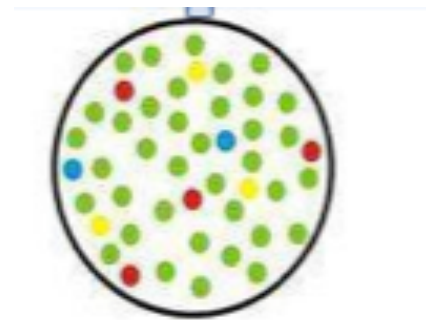
exclusion



segregation



integration

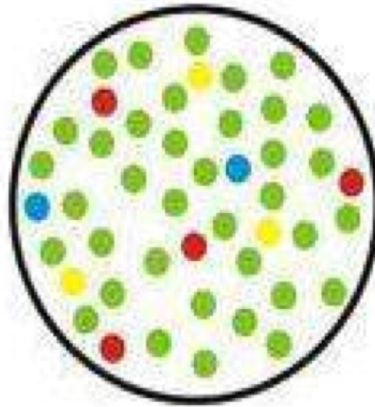


inclusion

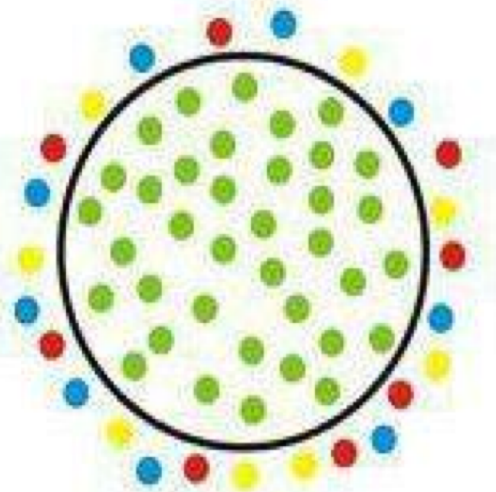
?



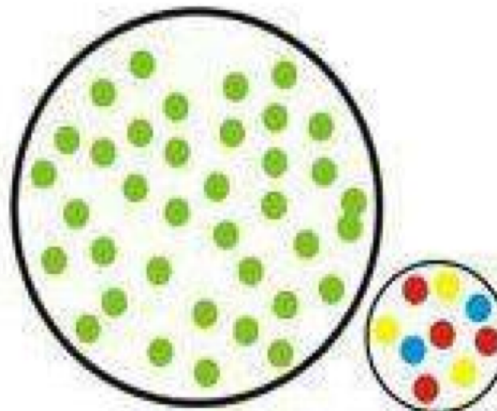
How do we move?



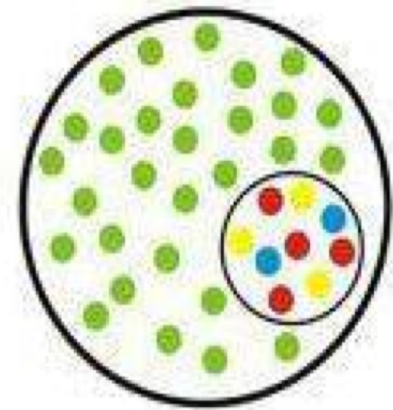
Inclusion



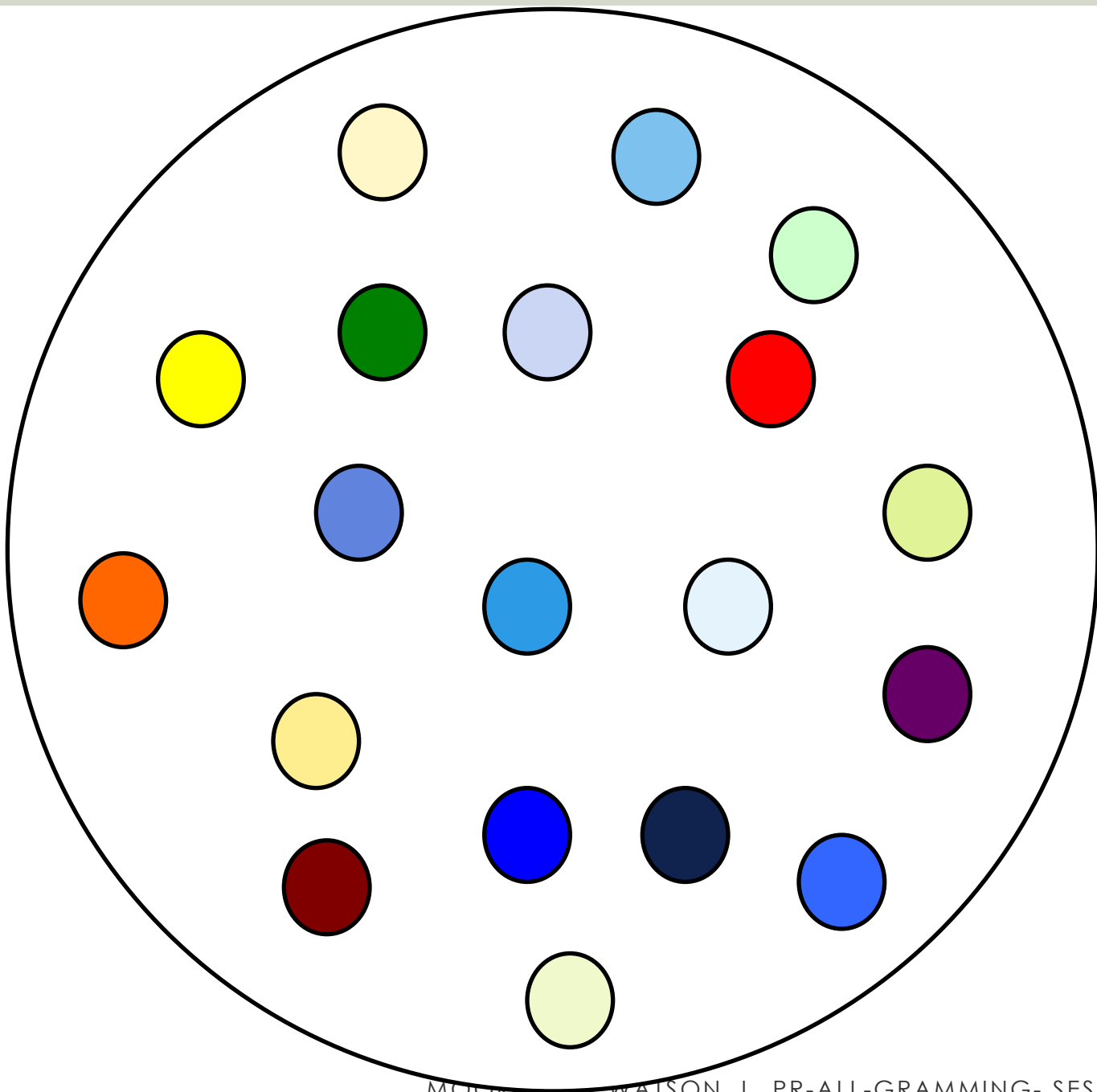
Exclusion



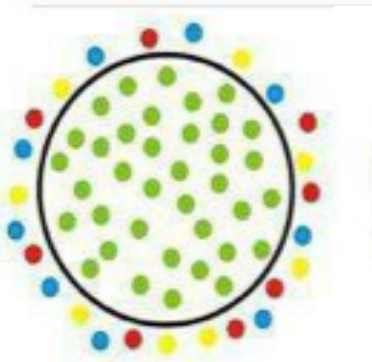
Segregation



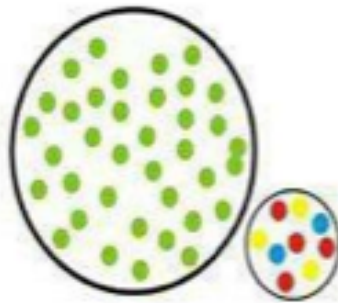
Integration



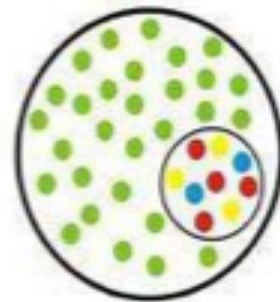
The evolution of inclusion



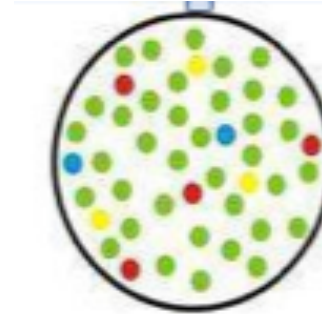
exclusion



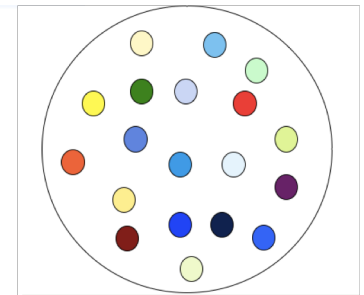
segregation



integration



inclusion



teaching
to diversity



How do we move?

What are your colour(s)?



Do we value all colours equally?

How do we support communities of **identity**?

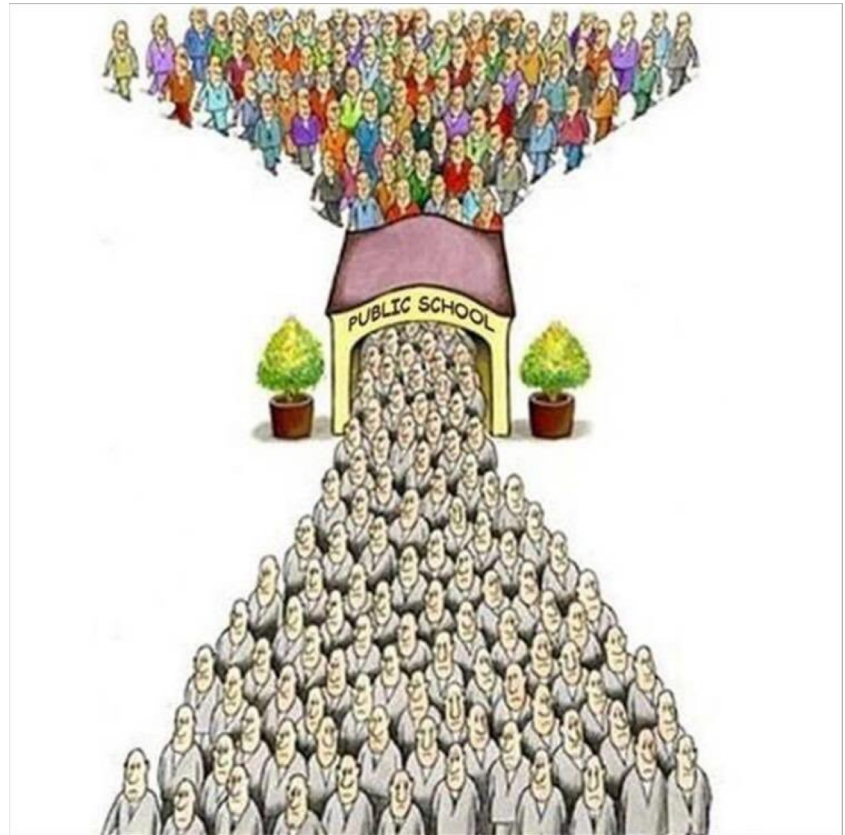
How do we support communities of **diversity**?



How do we move **away** from groups of deficit?

Where did green come from?

■ The “green” kids





The Evolution of Curriculum

21st Century Schools, 2010

19th Century

- Being right
- Copying/ duplicating
- Listening to the teacher
- Accepting what you are told
- Working alone
- Sitting still
- Remembering facts
- Showing respect
- Following instructions
- Being evaluated
- Streaming by skills level

20th Century

- content
- Standardization
- Time - slotted
- One size fits all
- Competition
- Text-based
- Summative tests
- Learning for school
- Streaming by ability
- Teacher as expert
- Proficiency benchmarks
- Single perspective
- Knowledge transmission

21st Century

- Being adventurous
- Being creative
- Working with others
- Imagining multiple solutions
- Questioning things
- Showing initiative
- Persevering
- Taking responsibility
- Learning for life
- Self evaluation

Skills

+

Knowledge

+

Competency

The evolution of curriculum

@refthinking

(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)

TOP 10 SKILLS IMPORTANT IN THE WORKFORCE

2015

1. Complex Problem Solving 
2. Coordinating with Others 
3. People Management 
4. Critical Thinking 
5. Negotiation 
6. Quality Control 
7. Service Orientation 
8. Judgement and Decision Making 
9. Active Listening 
10. Creativity 

2020

1. Complex Problem Solving 
2. Critical Thinking 
3. Creativity 
4. People Management 
5. Coordinating with Others 
6. Emotional Intelligence 
7. Judgement and Decision Making 
8. Service Orientation 
9. Negotiation 
10. Cognitive Flexibility 

COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning* (#001/2013):

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

10

Essential Characteristics
OF A
21ST CENTURY EDUCATOR

BY

George Couros



**RELATIONSHIP
BUILDER**



LEARNER



INCLUSIVE



REFLECTIVE



NETWORKED



INNOVATOR



LEADER



STORYTELLER

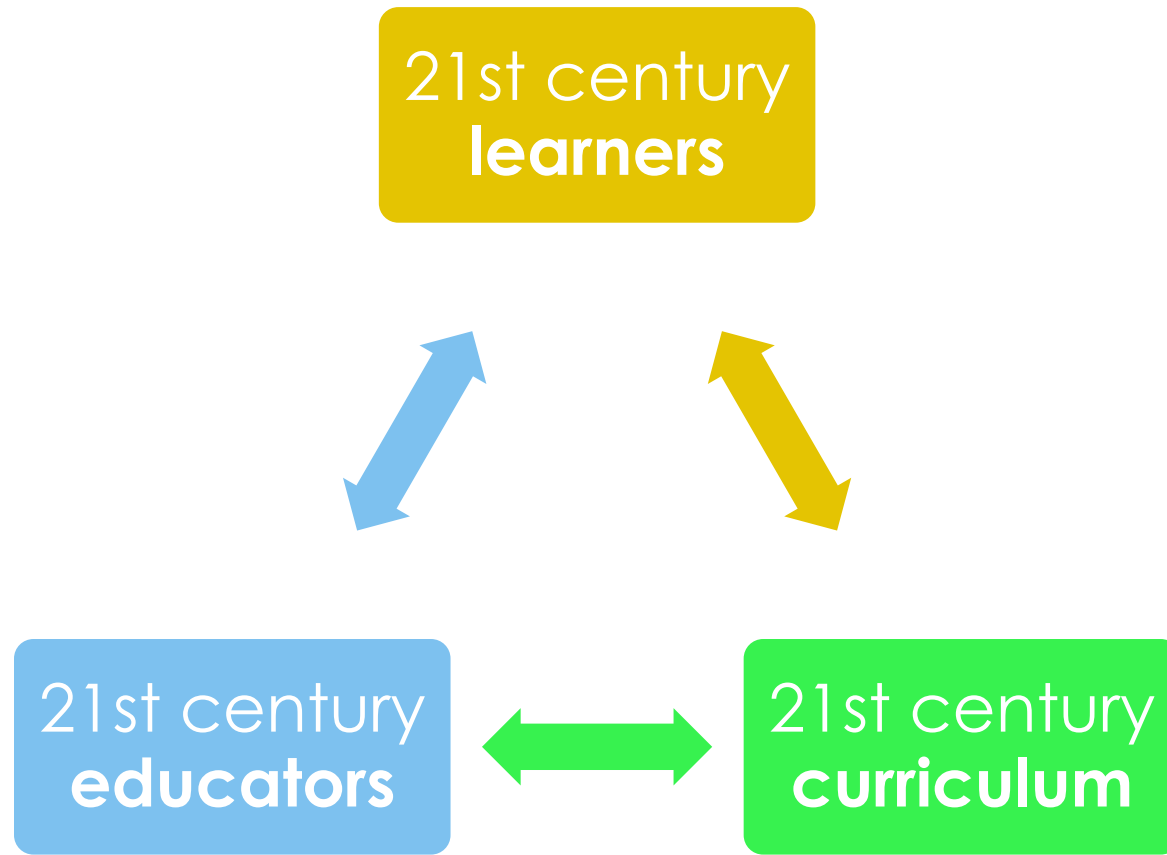


DESIGNER



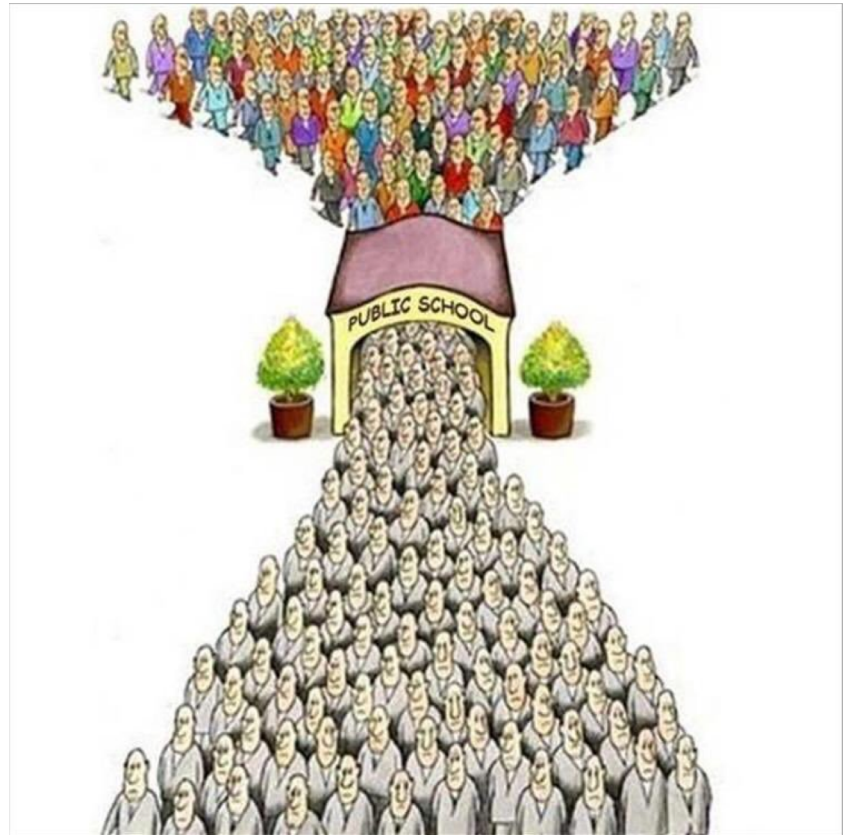
ARTIST

The Education Trifecta!



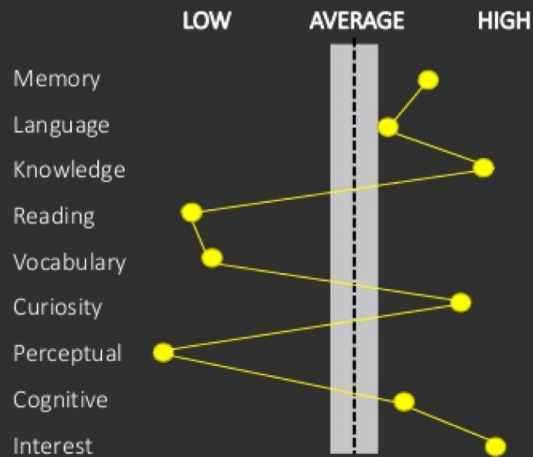
Green = Average

■ 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>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE



THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

The Airplane Dilemma...

Designing INDIVIDUAL **planes** for
every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY
pilot is not effective!



THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

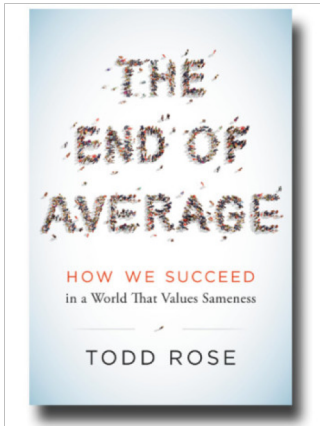
The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!

A solution....



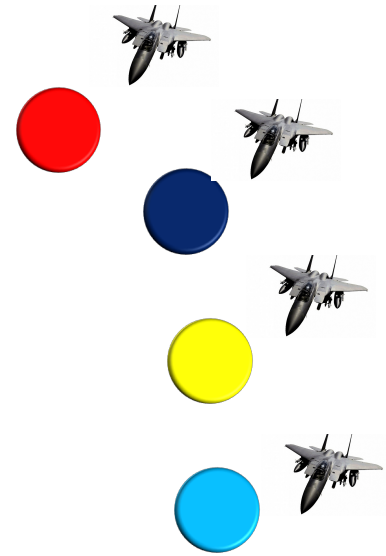
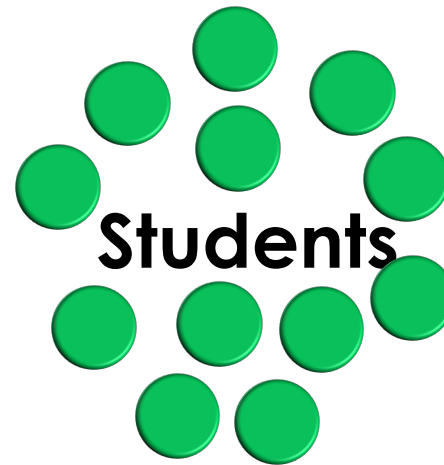
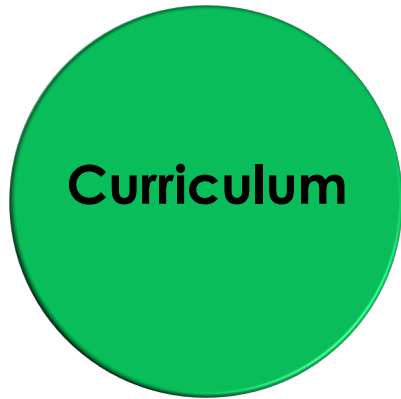
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

An ADJUSTABLE **curriculum**,
designed for a range of diversity

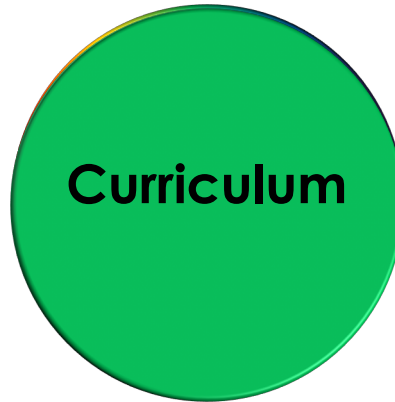
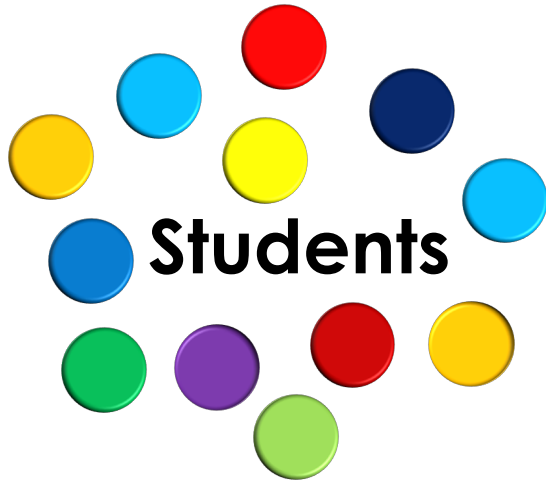


Design is the MOST underutilized support!





Design is the MOST underutilized support!



How can we design an adjustable **plane**?

▣ Who are our **pilots**?

- ▣ Getting to know who the pilots are and their range of dimensions

▣ What is the **plane** they are flying?

- ▣ Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)

▣ How is the plane **responsive** to the pilots dimensions?

- ▣ Designing planes with both access and extension as well as considering specific supports needed for this group of pilots

▣ How are we **teaching pilots** to make the **adjustments** they need to fly the plane?

- ▣ Pilots knowing what they need to fit into and fly the plane

How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

□ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum



How can we design an adjustable curriculum?

- Who are our Learners
 - Getting to know who are learners are and their their range of diversity

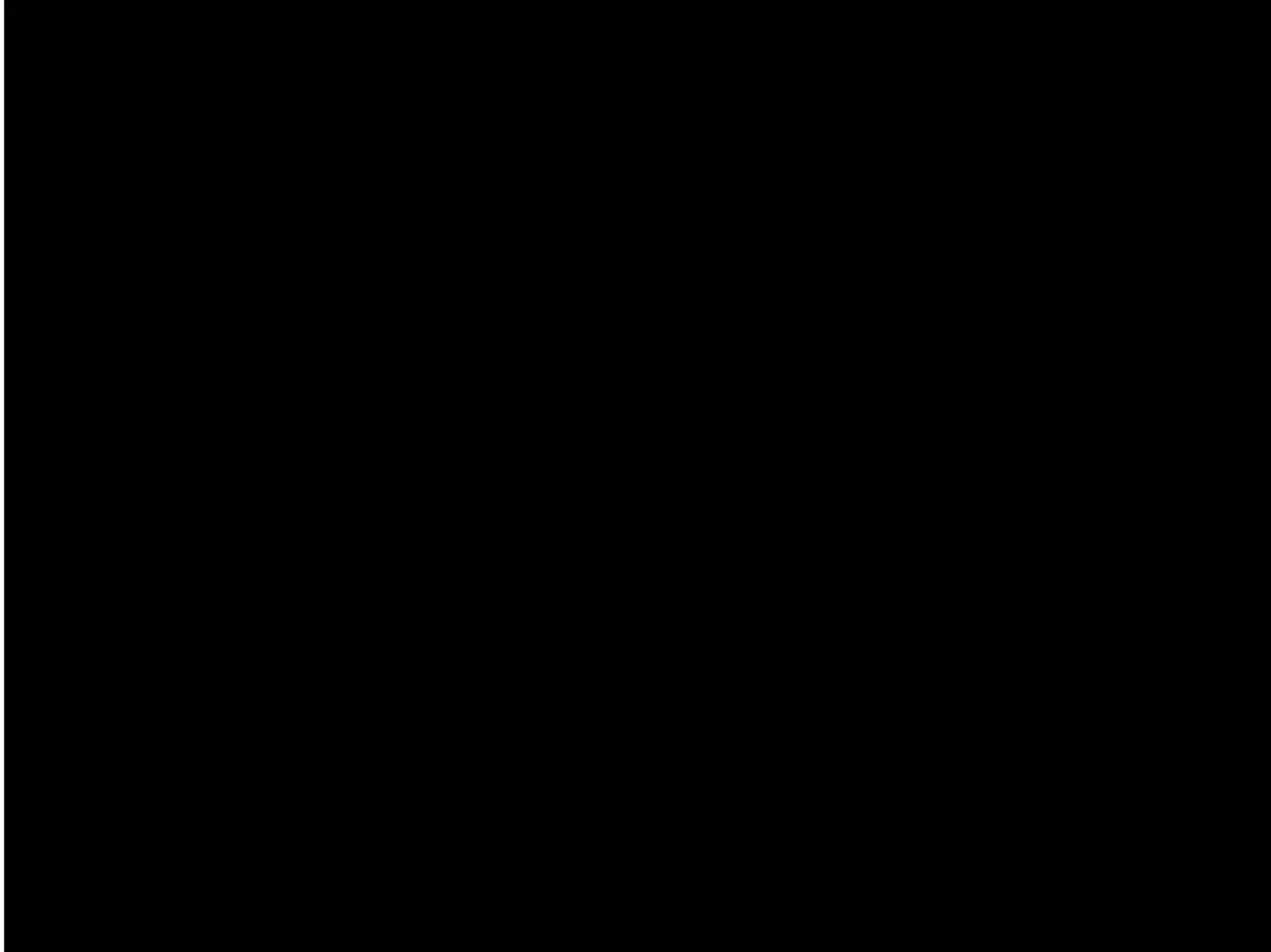




Learning with diversity through a strength based lens

Learning about the **diversity** of learners is like finding their dimensions, we aim to **capture** what **they bring**, not what they are missing or cannot do...

What's the difference between **strength** based
& **deficit** based thinking?



What is useful so far?

An idea?

A question?

A thought?

A strategy?

Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Universal Supports/
Structures

Class Wide Competencies to Target

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

Class Profile: Grade 9 Math

(Brownlie & King, 2000)

Classroom Strengths

- Social, funny, technology/ gaming
- Aware of their needs, know their strengths
- Advocate for help
- Need to move
- They want to do well
- Being outside

Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics, video games

Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset, get outside for learning, games for learning activities

Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

Individual Considerations

Medical
K.M. (FAS)

Language
A.P. – ELL
F.A - ELL

Learning
CH – LD
PA, RG, MK, KM

Socio-Emotional
CH (withdrawn)
MK, OW

Self Regulation
KL (movement)
IH, TK, BM
(handing in things)

Menu

Of Support



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

Brownlie & King, 2011

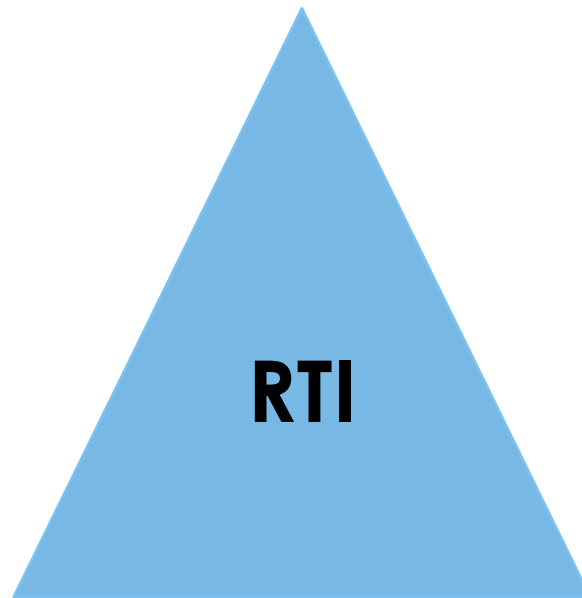
Collaborative support models



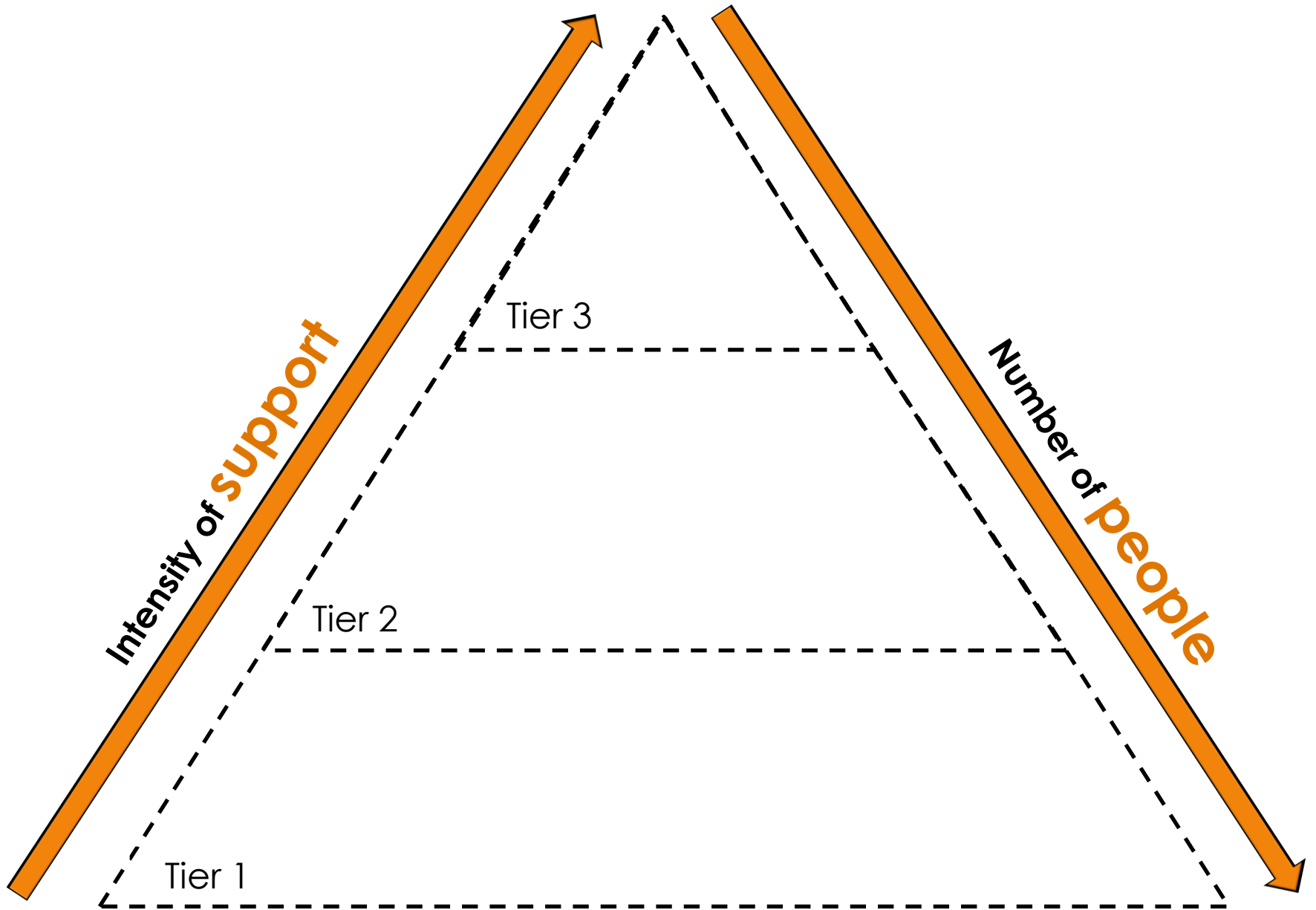




Supporting ALL Learners



Response to Intervention



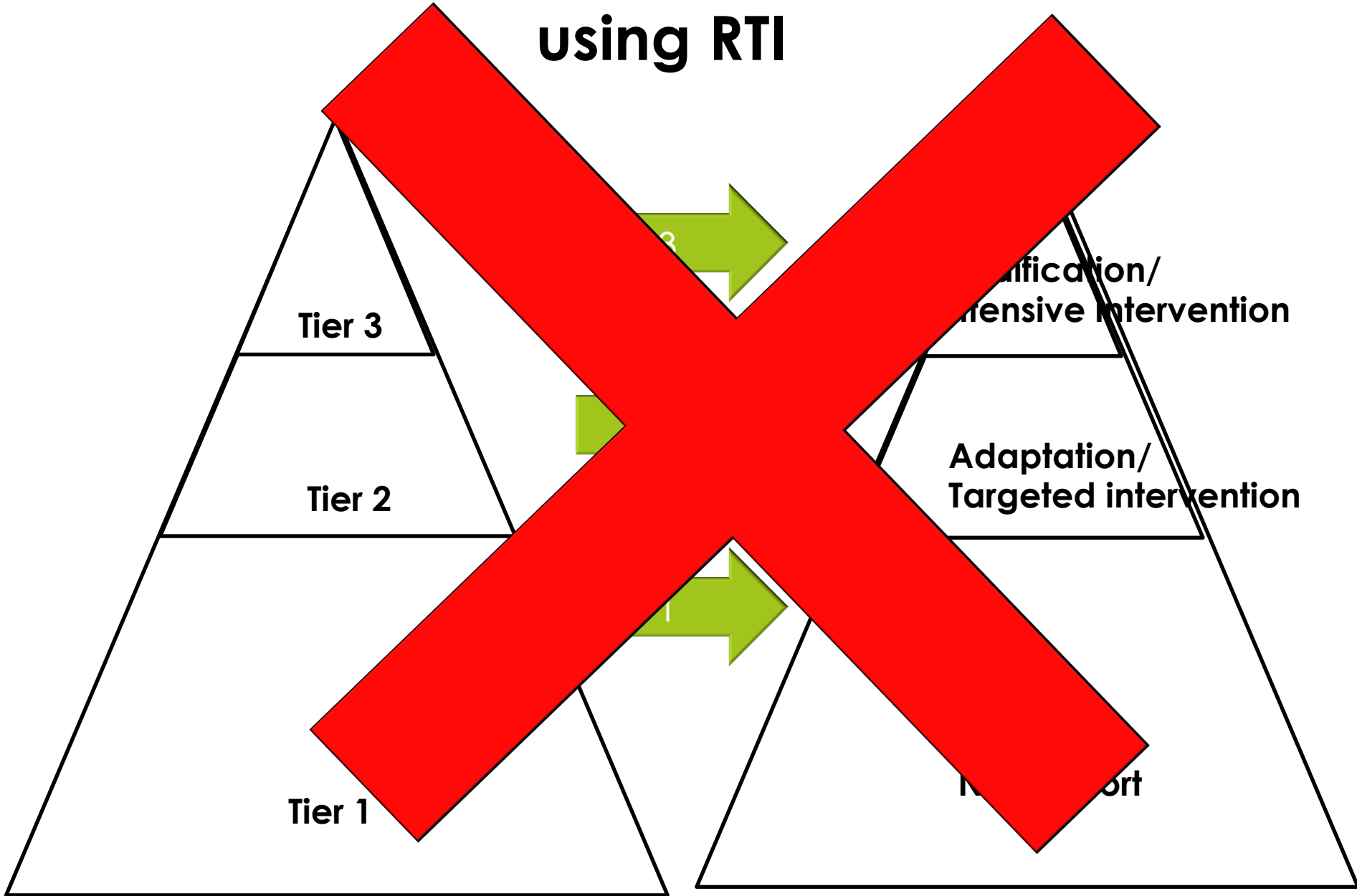
The role of special education historically...

Early intervention of **support**

Assess the Kids Early

Educators regulate their supports

Designing Supports for a DIVERSE group using RTI





Adaptations and Modifications vs. Inclusive Supports

- Supports are designed for specific students **BEFORE** teaching
- **ALL** students **can access** supports regardless of ability **DURING** teaching
- **No need** to do any **accommodations** after the fact

Evolving Support structures...

Instruction

Early ~~intervention~~ of **support**

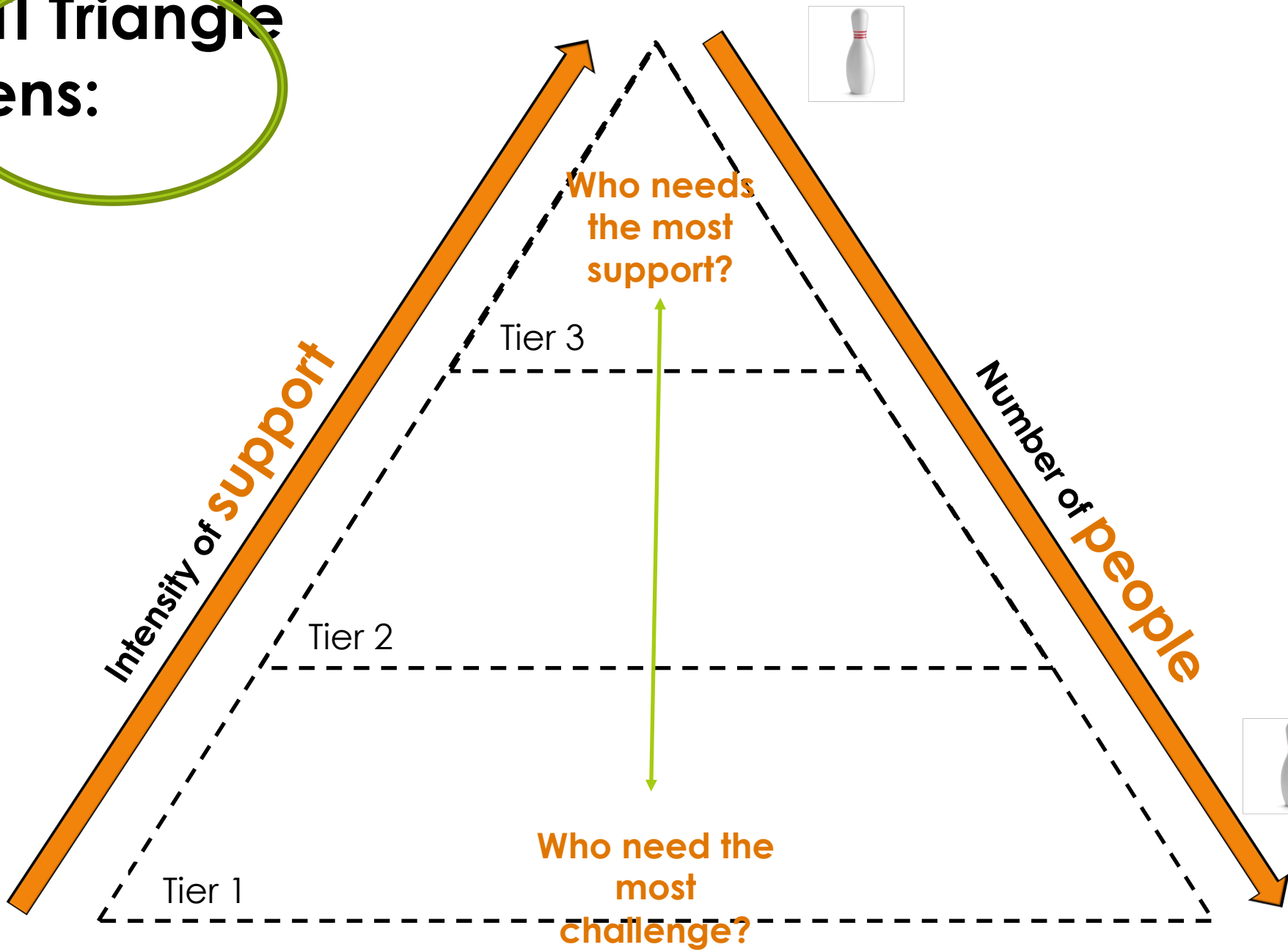
We don't diagnose student needs to find out
"what's wrong" with the student.

We diagnose student needs to determine the
supports that we will immediately provide.

Assess the Environment

Teach the Supports to ALL

RTI Triangle Lens:

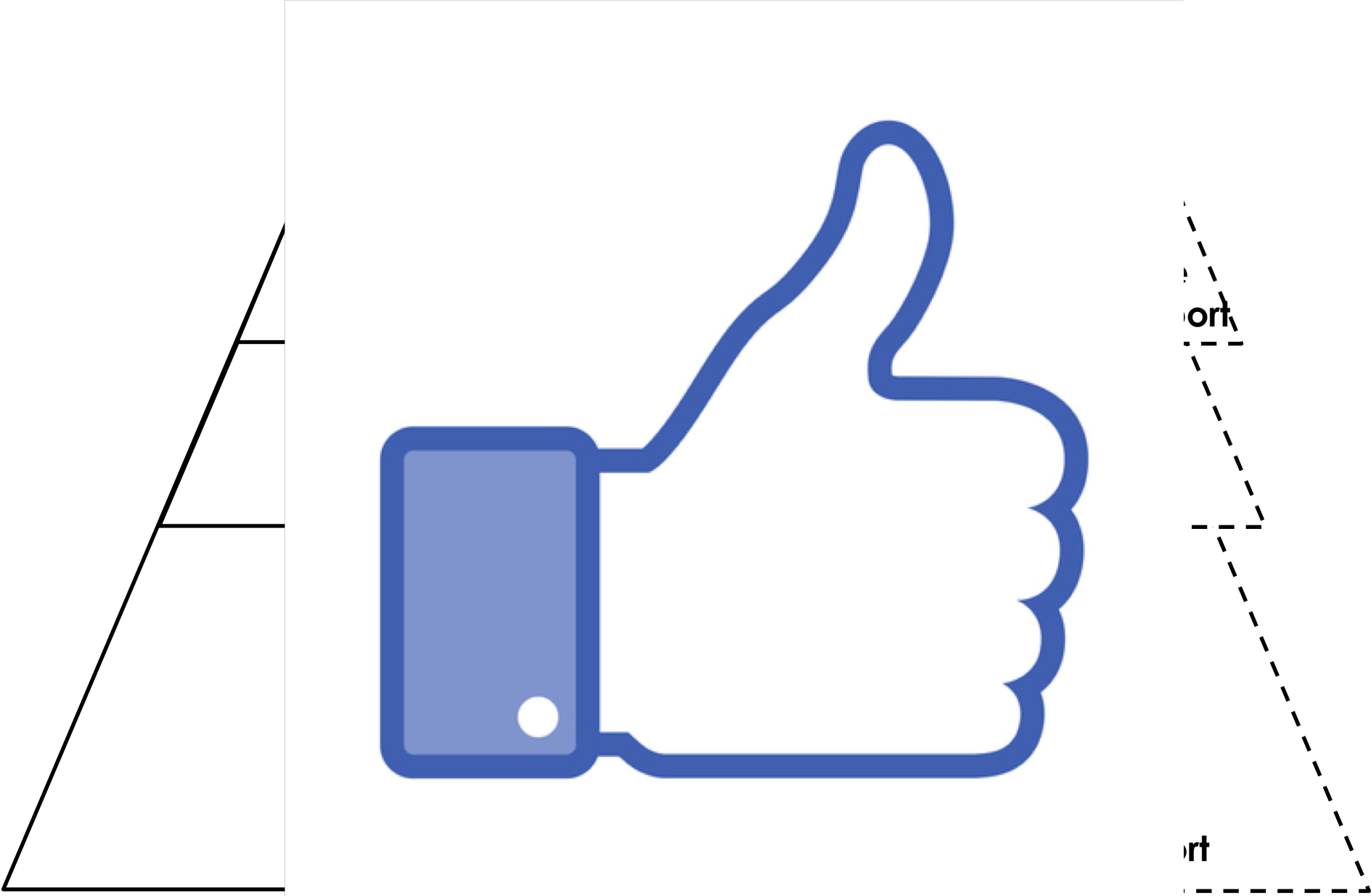


RTI Triangle Lens: waking up



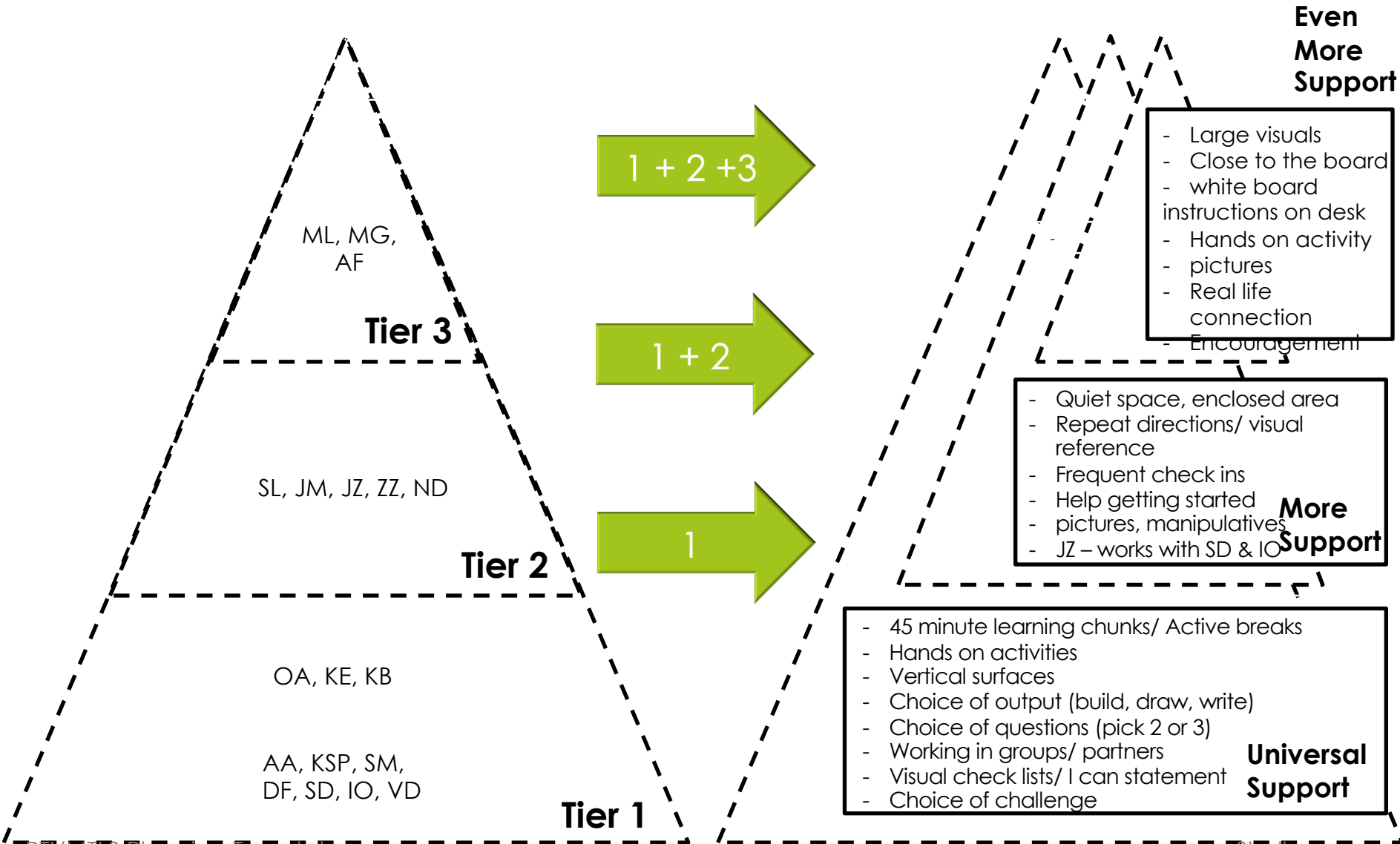


Designing Supports for a DIVERSE group



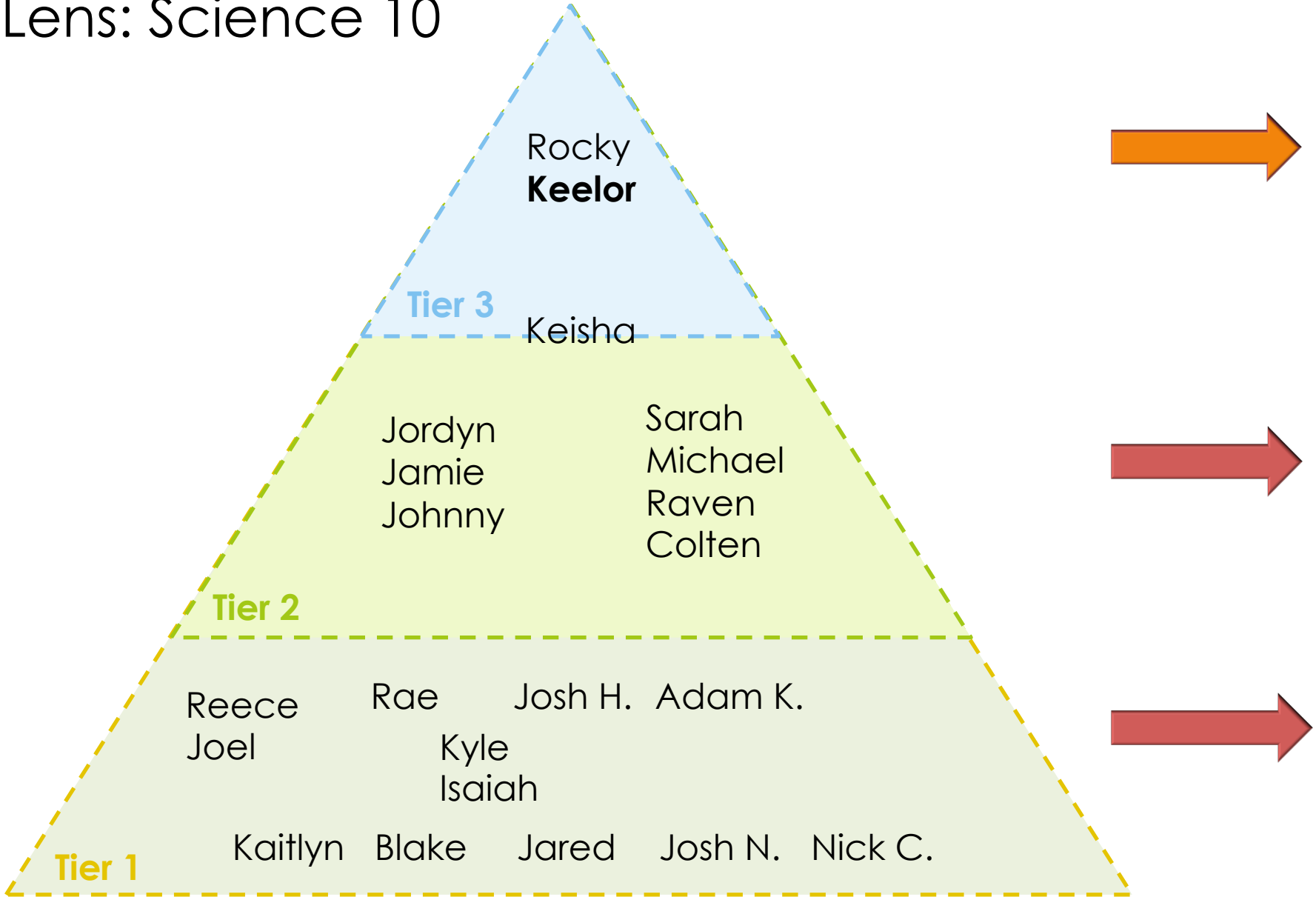
Designing Supports for Diverse Classes

Lens: Math



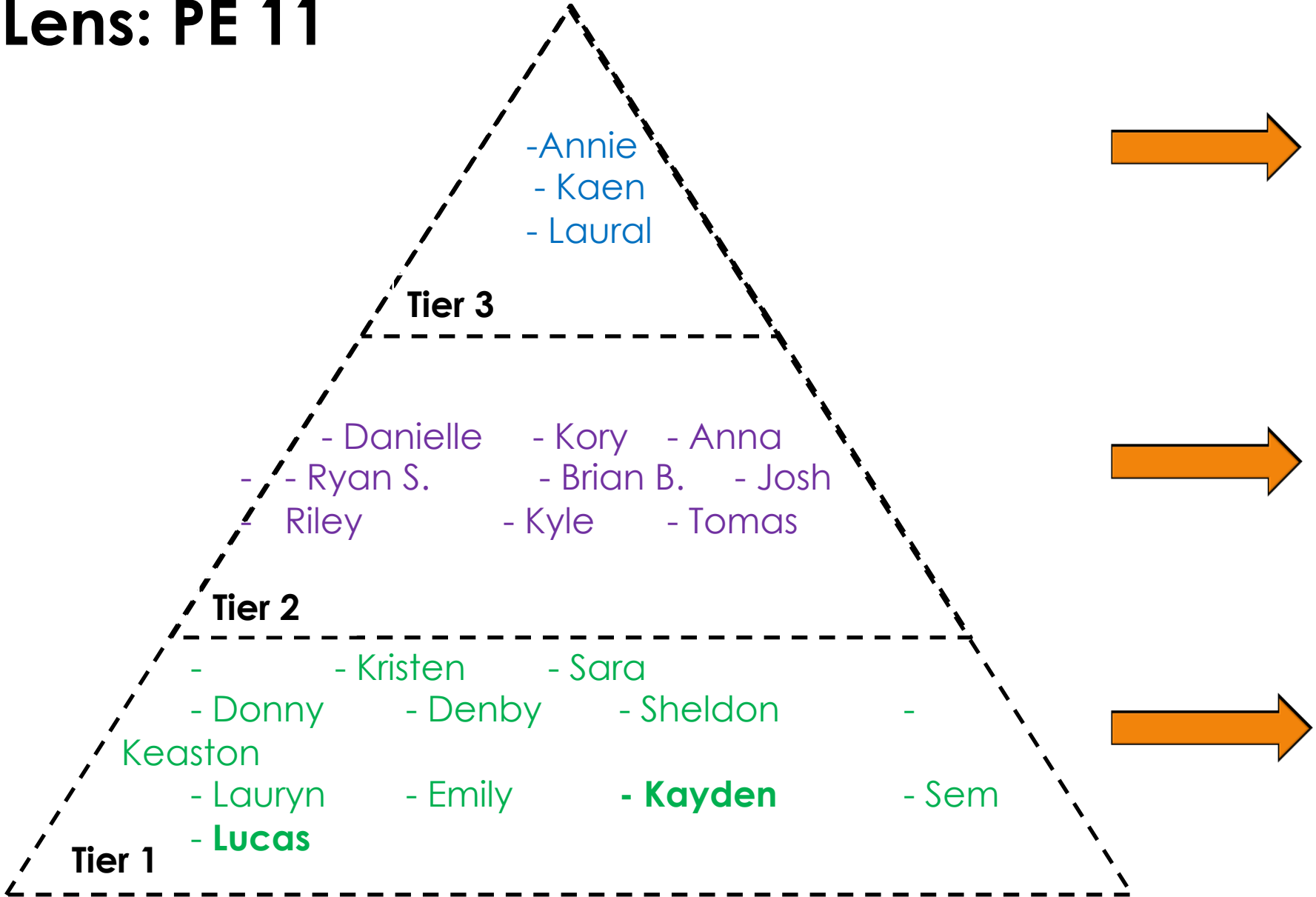
RTI Triangle

Lens: Science 10

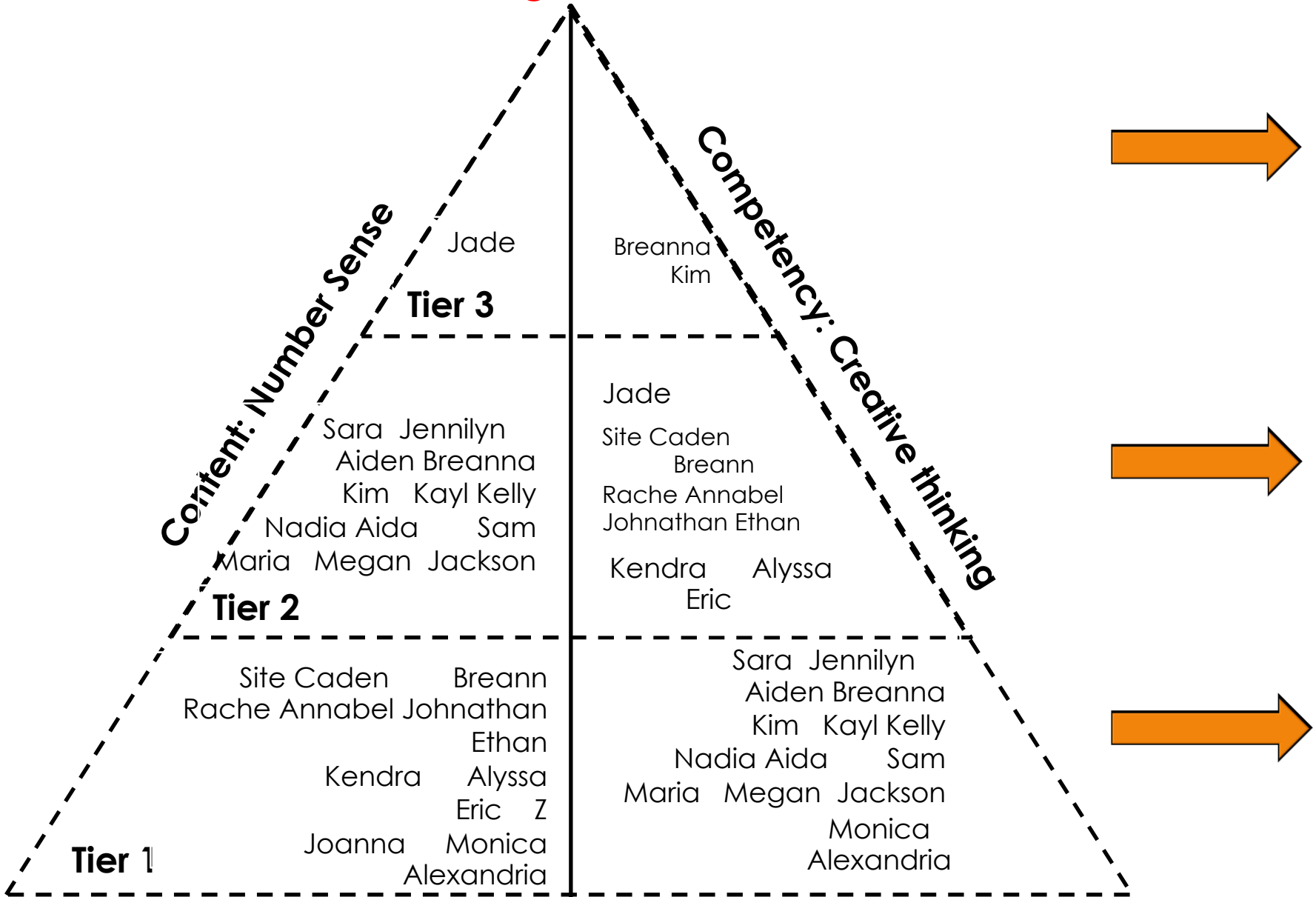


RTI Triangle

Lens: PE 11

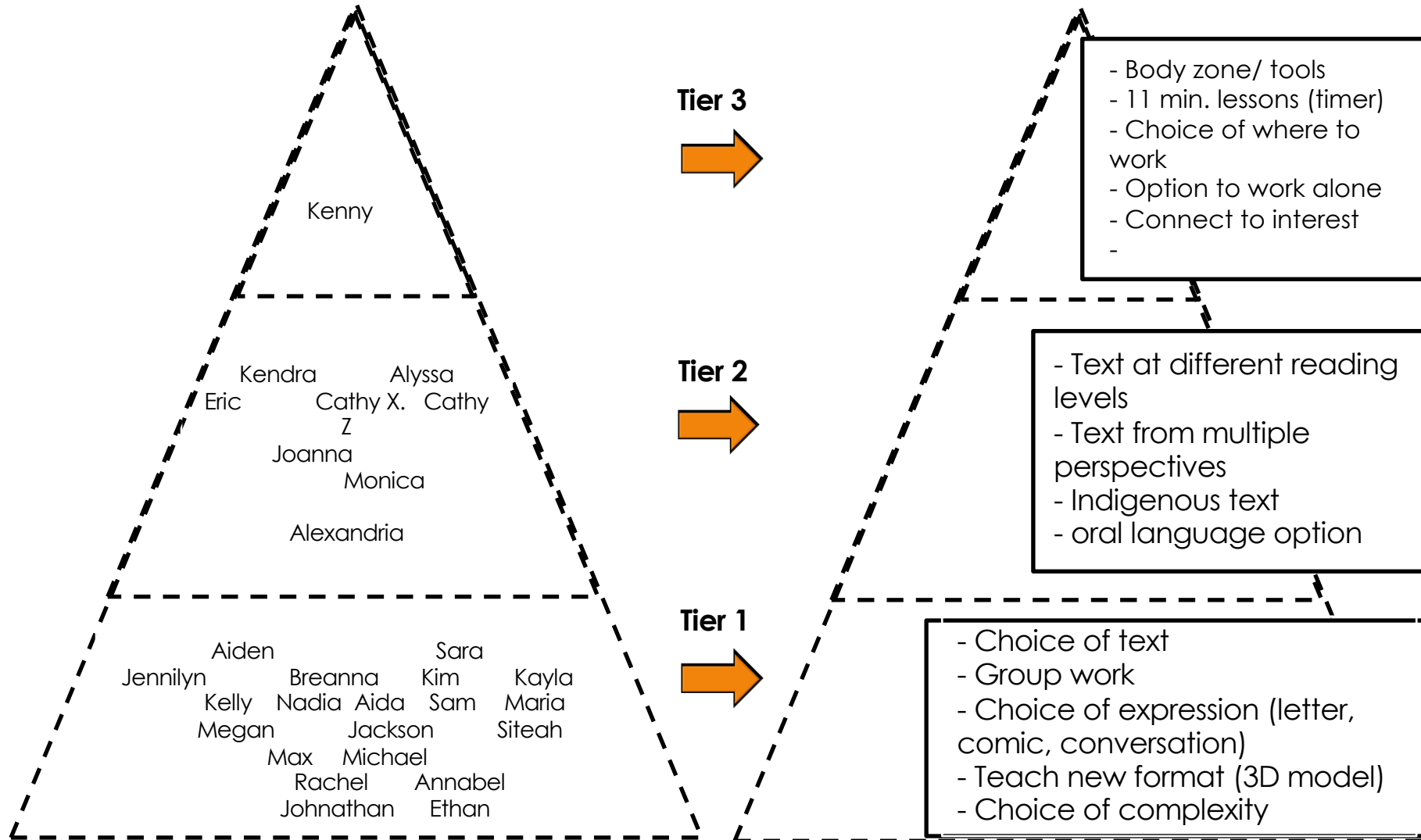


RTI Triangle: Grade 8
Lens: Math/Creative thinking



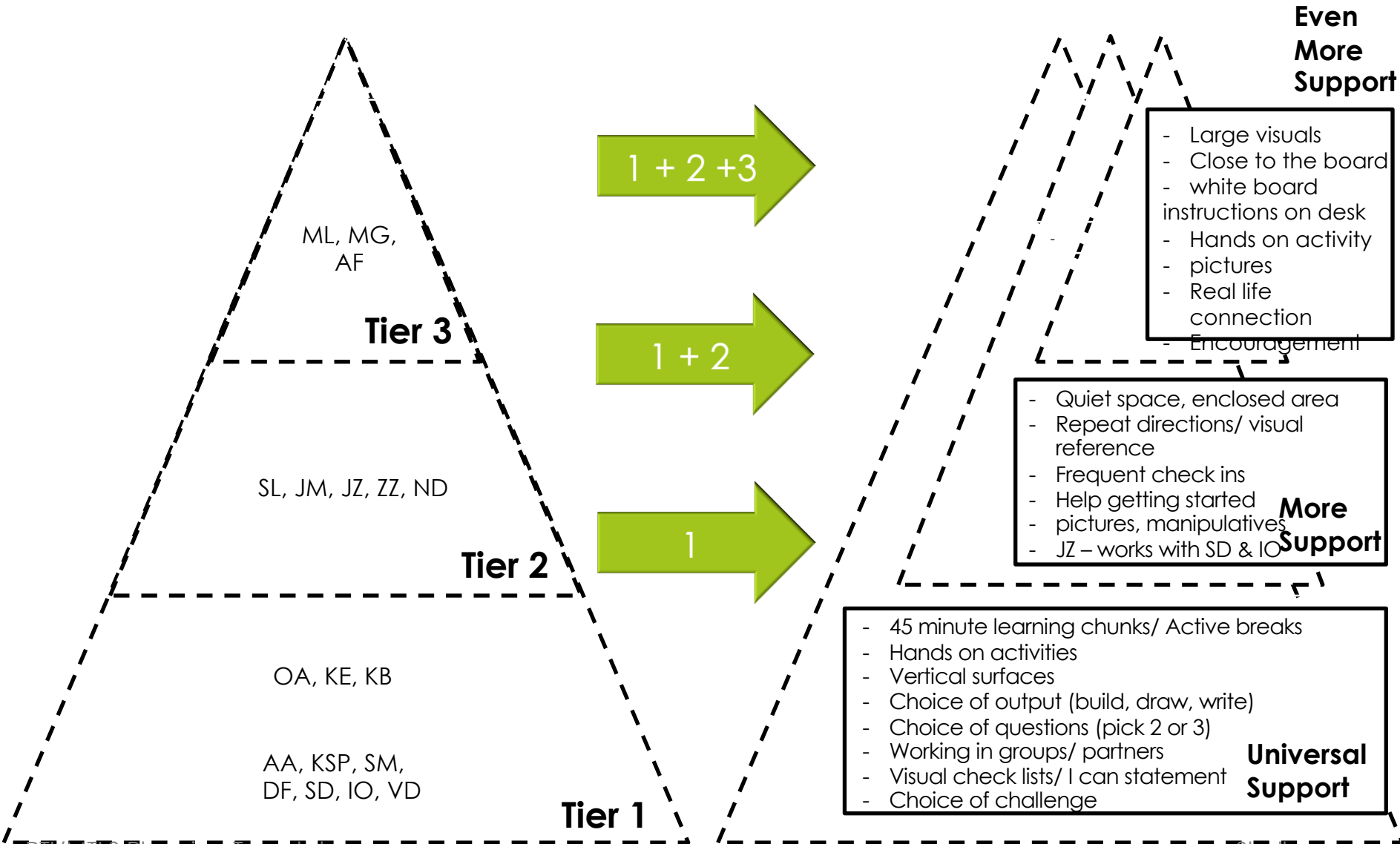
RTI Triangle: Hum 8

Lens: **Personal Awareness & Responsibility**



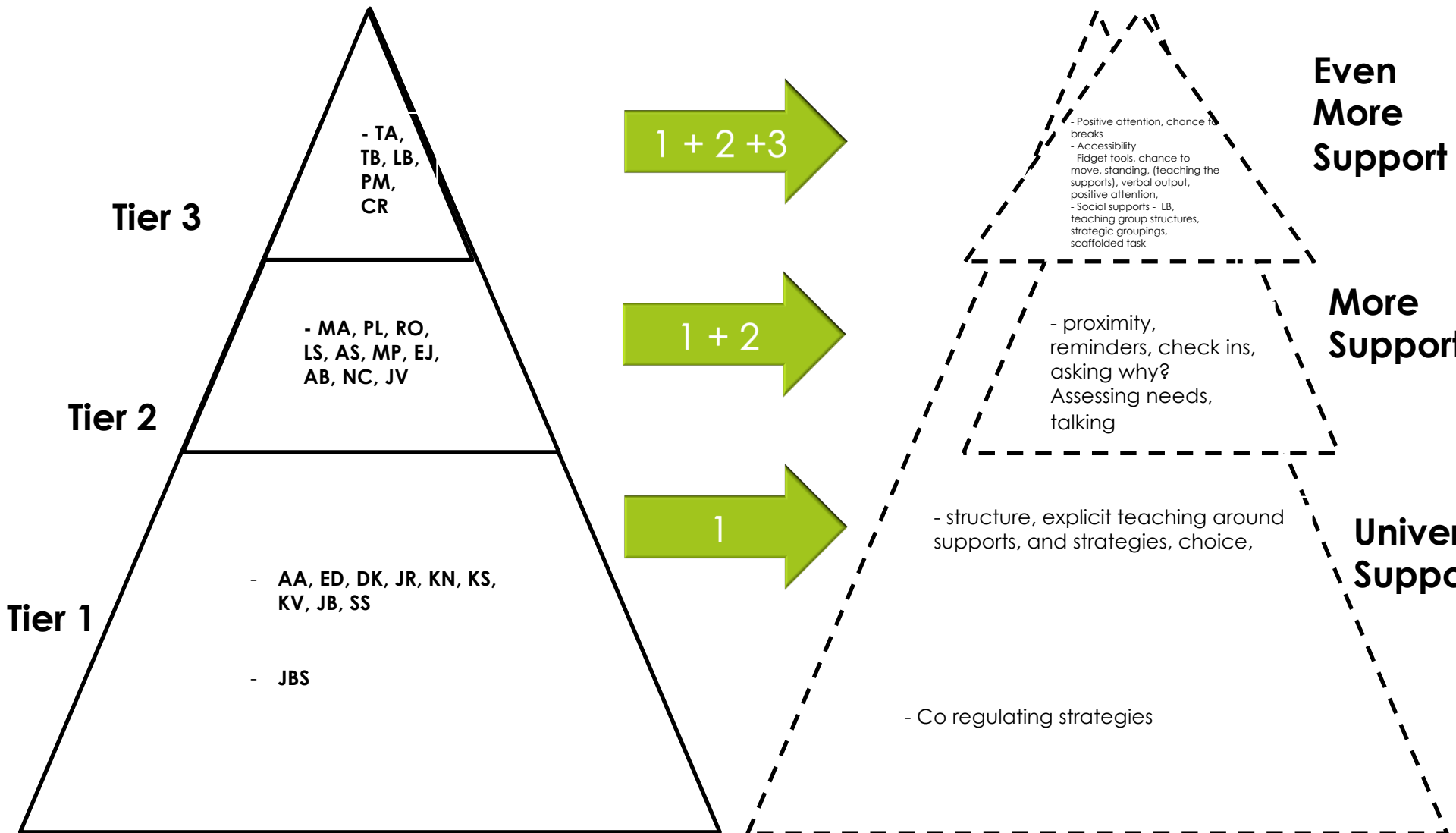
Designing Supports for Diverse Classes

Lens: Math 7



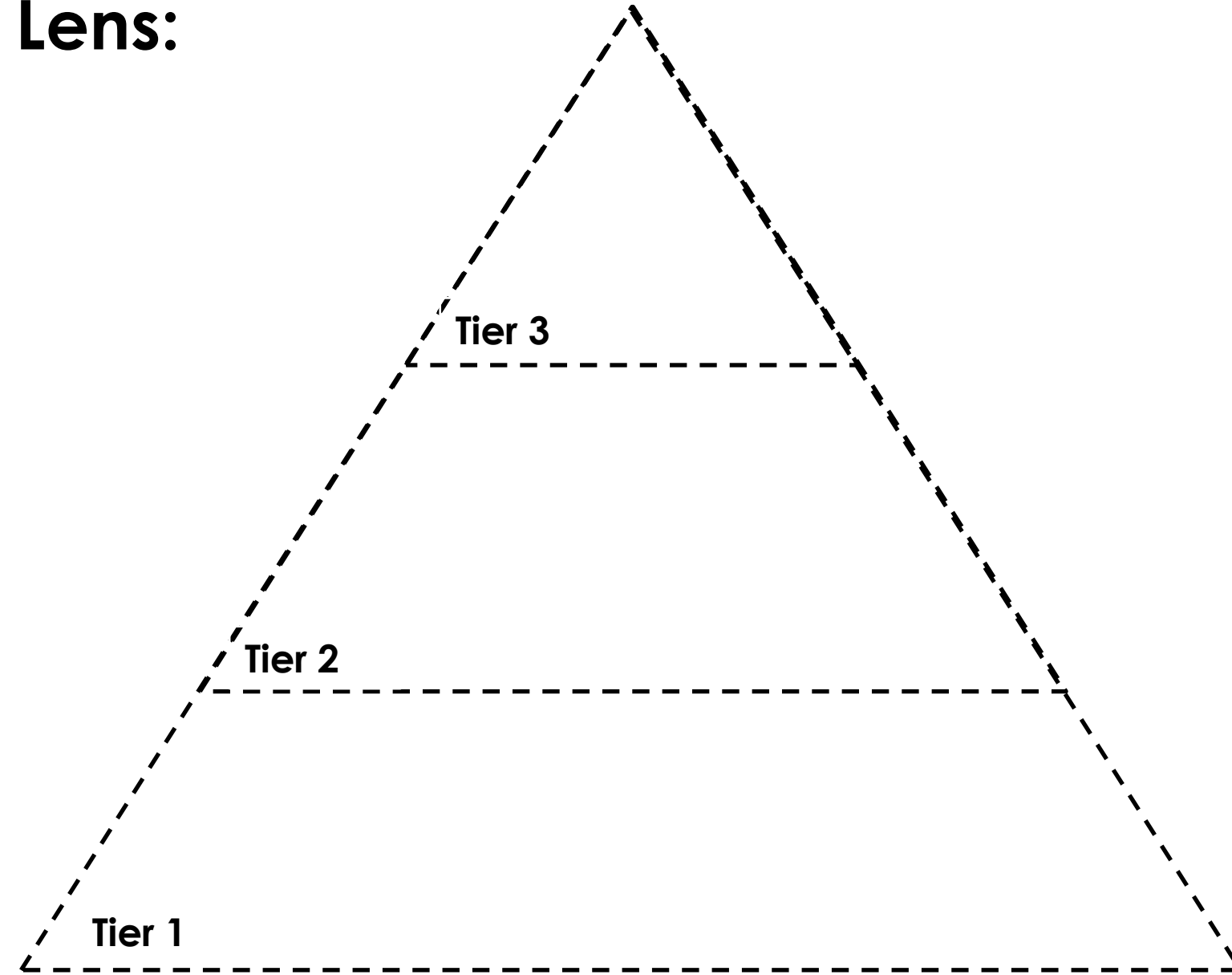
Designing Supports for a DIVERSE group

- BEHAVIOUR Supports Gr. 11



RTI Triangle

Lens:



RTI Triangle

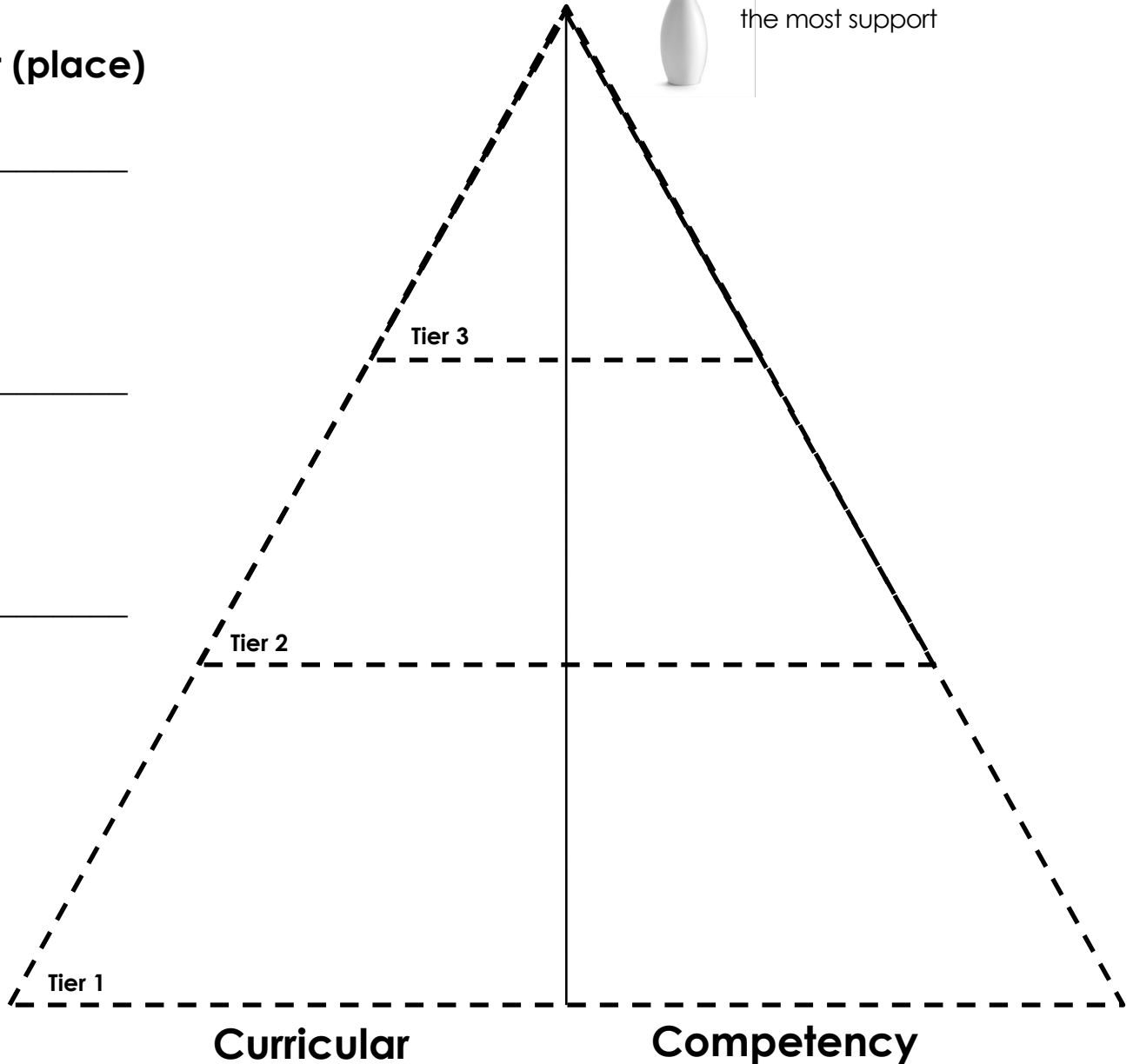
Grade/Course/Subject (place)

Lens 1:

Lens 2:



Students who need the most support



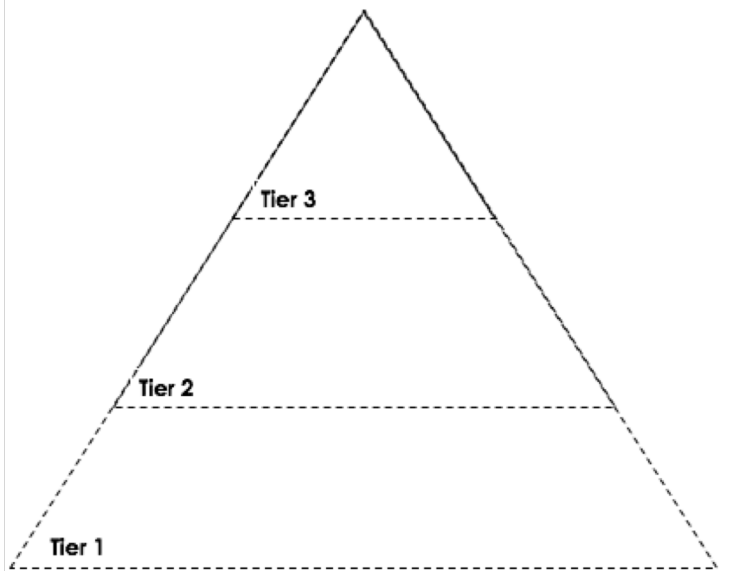
Students who need the most challenge



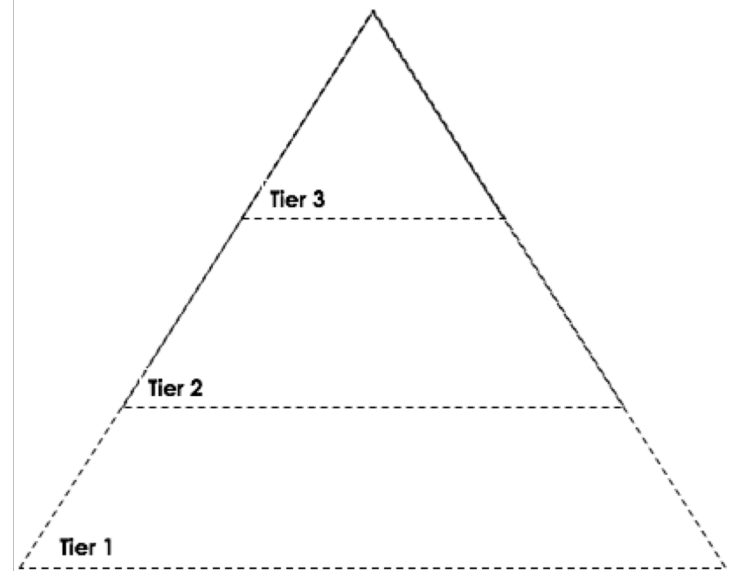
Tier 1

Curricular

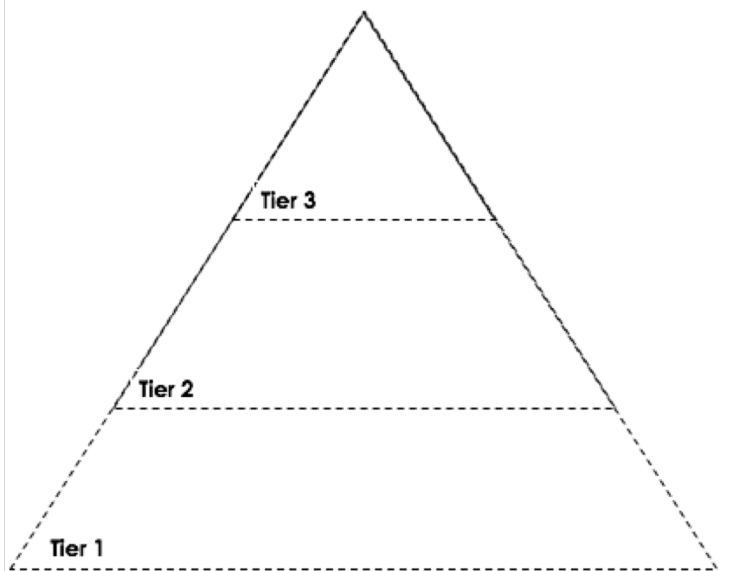
Competency



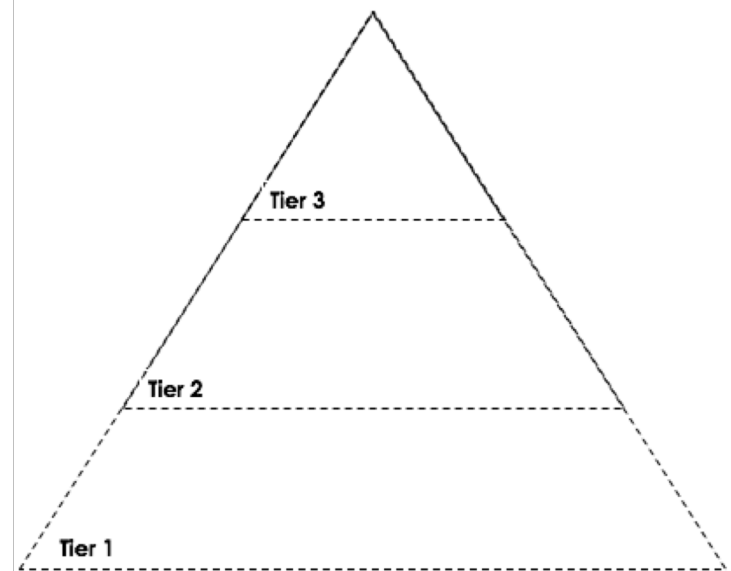
Literacy



Numeracy

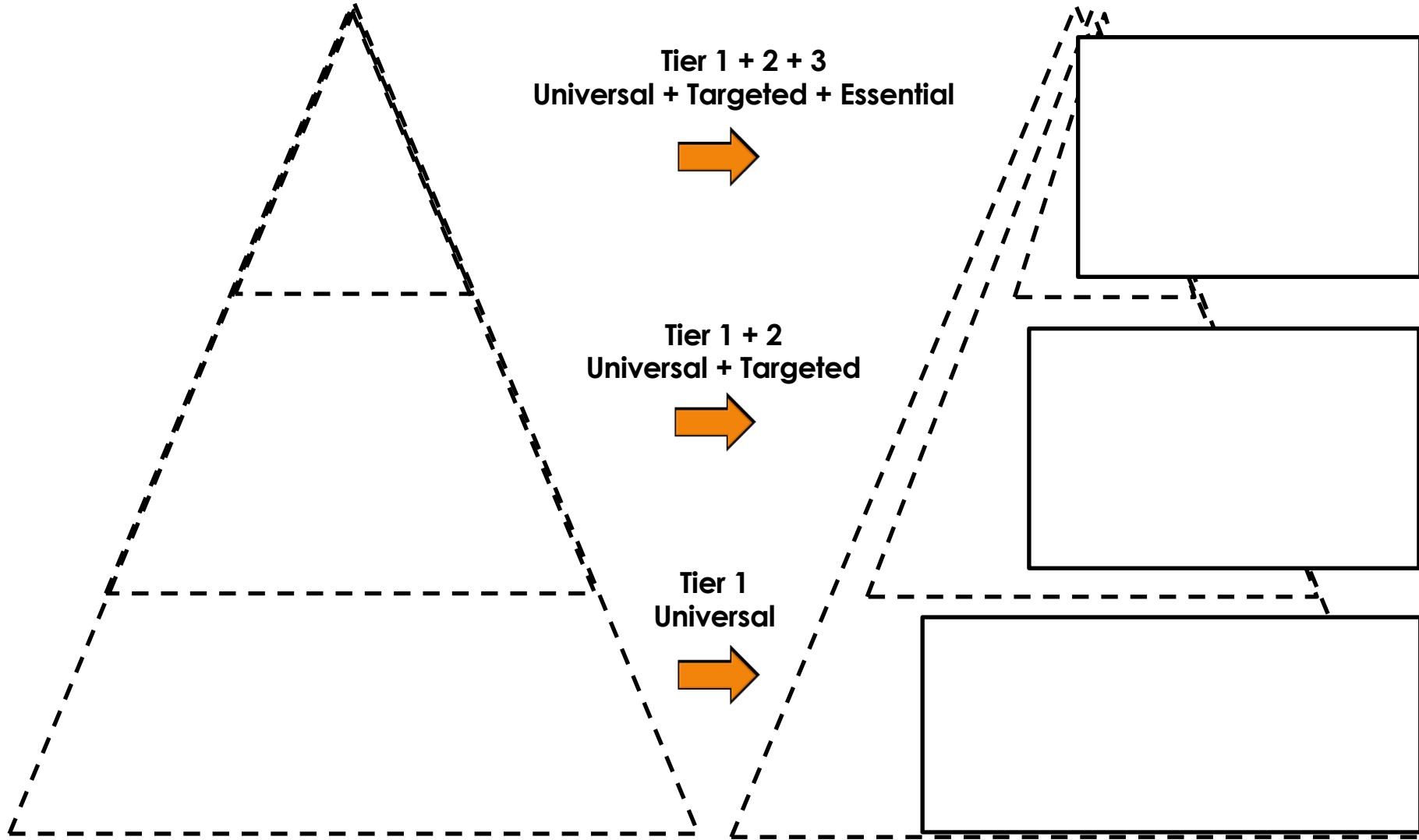


Behaviour



Social Emotional

RTI Support Plan: Lens:



How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

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□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

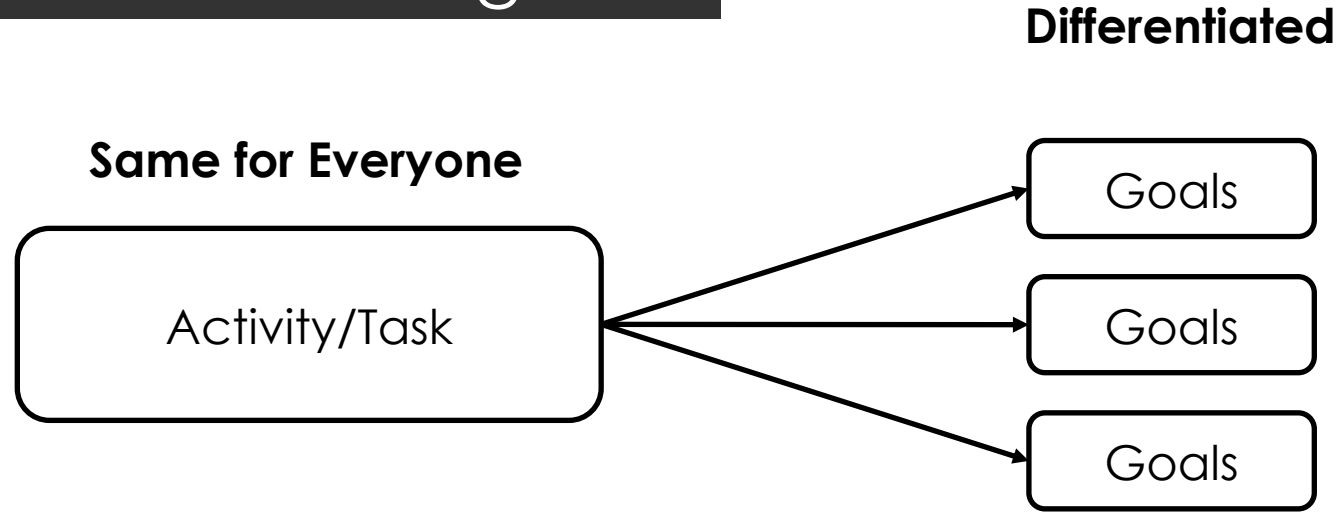
- Students knowing what they need to fit into and use the curriculum

Teaching (and Learning) to **Goals**, not activities

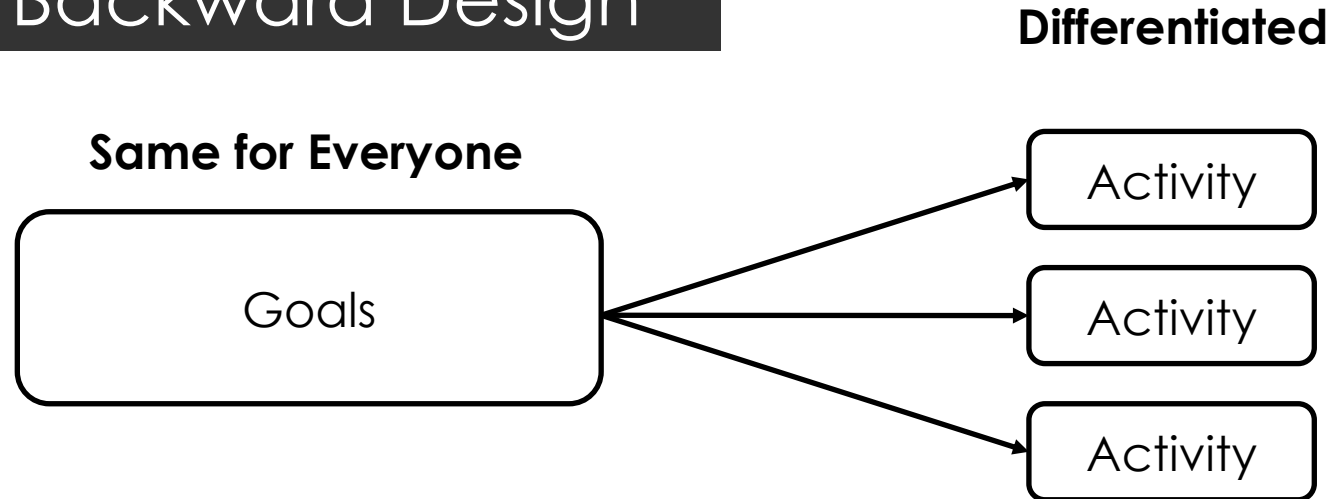
The most dangerous phrase in the language is "we've always done it this way."



Forward Design



Backward Design



Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

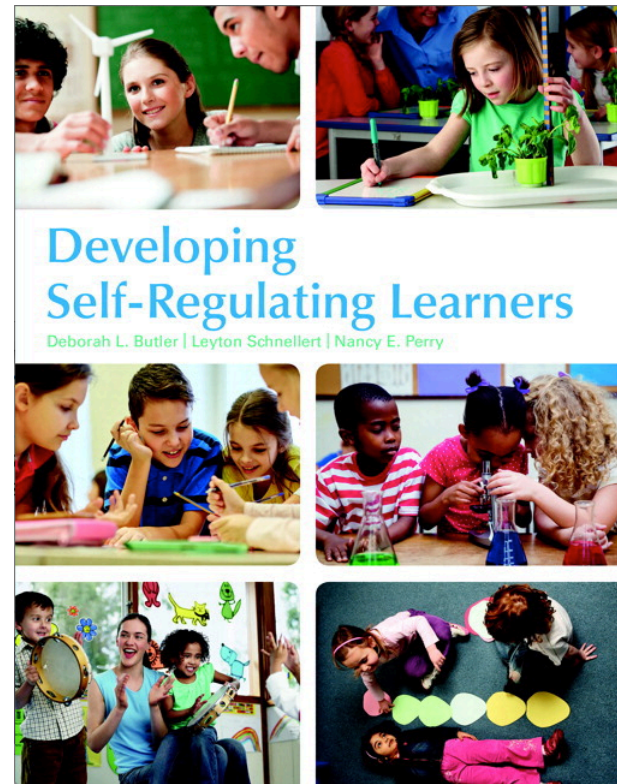
■ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who & what can support you?
- ▣ What can you bring back to share next time?

Recommended Resources

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

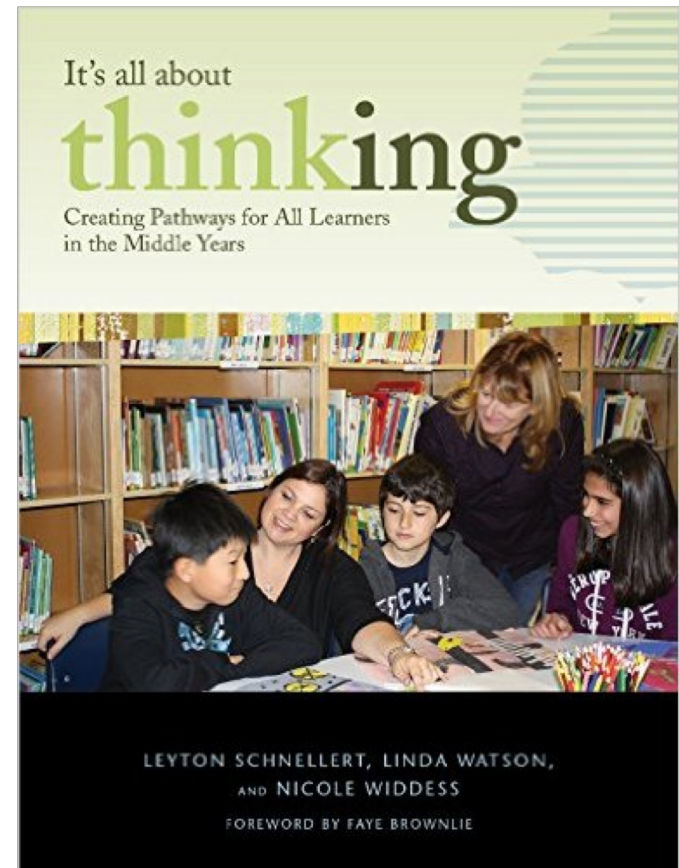


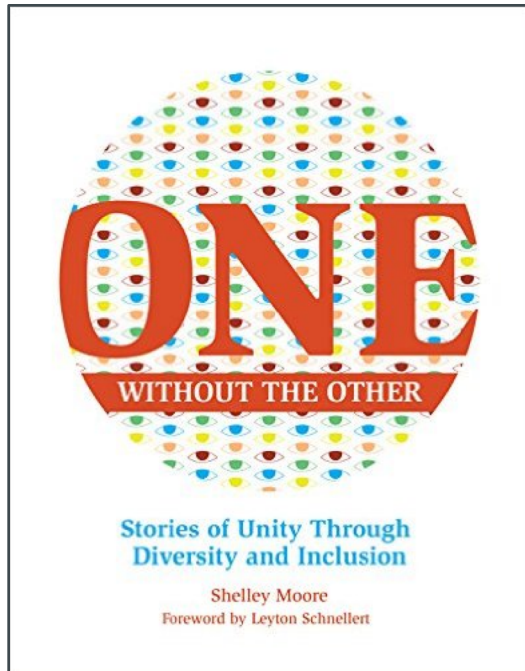
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

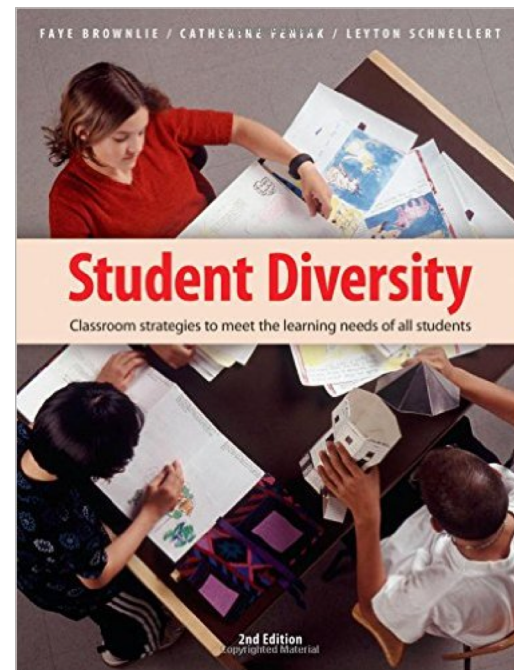
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





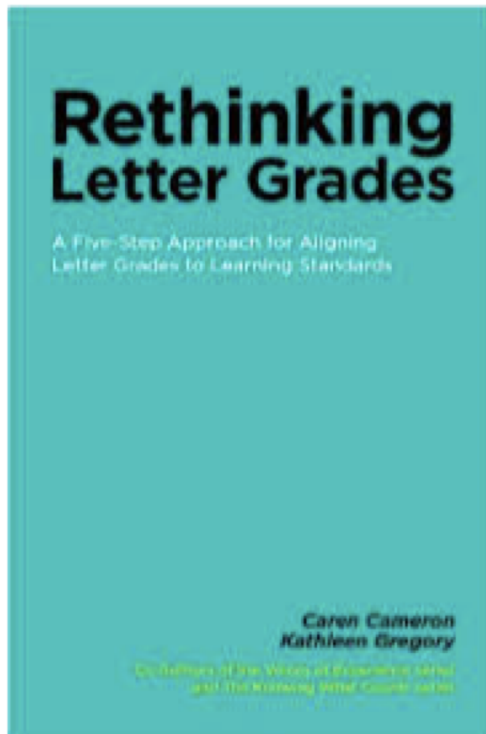
Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

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



New Edition this Fall!!!

Rethinking Letter Grades



www.blogsomemoore.com

The screenshot shows the homepage of the website. At the top left is the logo "blogsomemoore" with the tagline "Teaching and Empowering Students with Special Needs". Below the logo is a dark navigation bar with four items: "About", "App-Tastic", "Handouts", and "Resources". The "Handouts" menu is highlighted in orange and contains a sub-menu with "School Districts", "Conferences", "Post Secondary", "Community", and "Organizations". The "Conferences" section is expanded, listing "BC Teachers of English Language Arts", "National Council of Teachers of English", and "Special Education Association of British Columbia". A post titled "Conference 2015: Planning with All Students in Mind" is visible with an "Edit" link. On the right side, there is an "about.me" section for "Shelley Moore", an "Inclusion Consultant", and social media icons for Twitter, LinkedIn, and WordPress. Below these icons is a section titled "You are following this blog" with the text "You are following this blog, along with 895 other amazing people (manage)." and a "manage" link.



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