

[www.blogsomemoore.com](http://www.blogsomemoore.com)  
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. A dark navigation bar contains links for 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is expanded, listing 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column is titled 'Conferences' and lists several organizations: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column is titled 'about.me' and identifies the author as 'Shelley Moore', an 'Inclusion Consultant'. It includes social media icons for Twitter, LinkedIn, and WordPress, and a section stating 'You are following this blog' with a note that 895 other people are following it.



@tweetsomemoore



@fivemooreminutes

# What do you know about inclusive education?

- ▣ Who does it include/ who is it for?
- ▣ What is it?
- ▣ Where/when does it already happen?
- ▣ Why is it important?

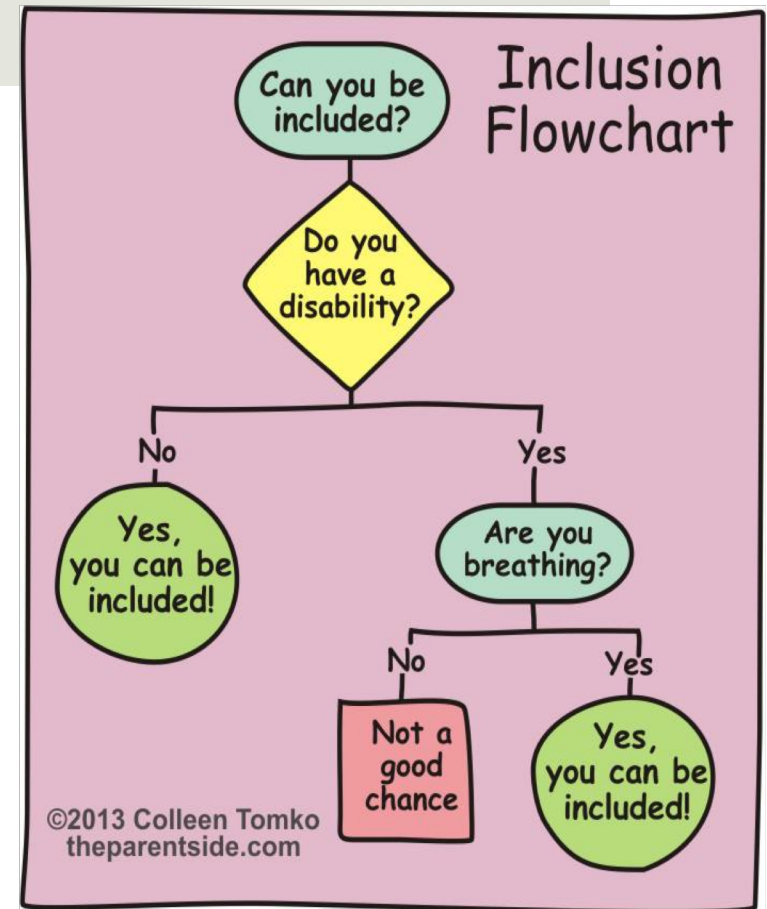
# Bridging what we **believe** with what **how we live**



**Who** is inclusion for?  
**Who** does it include?

In philosophy?

In practice?



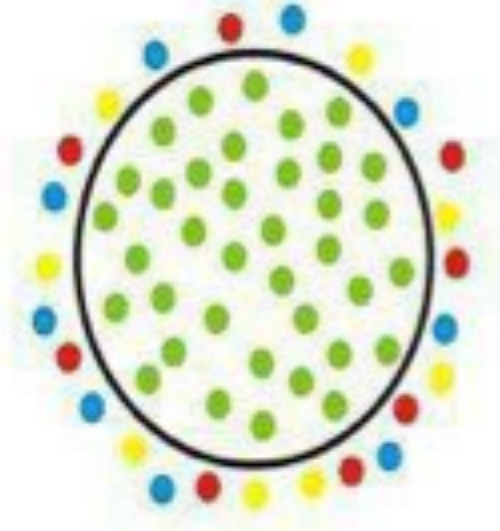
# **What** is Inclusion?

INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

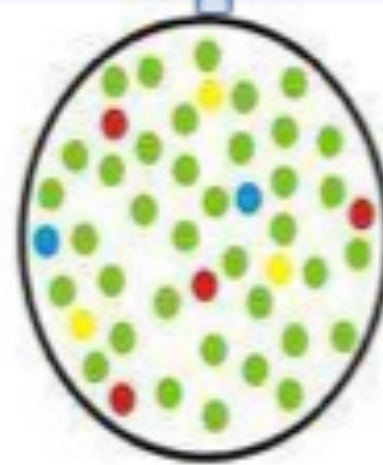
# What is Inclusion?

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

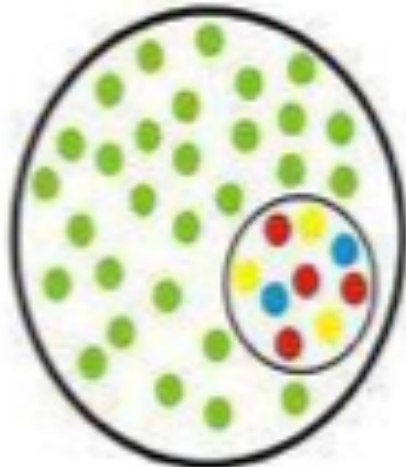
**A**



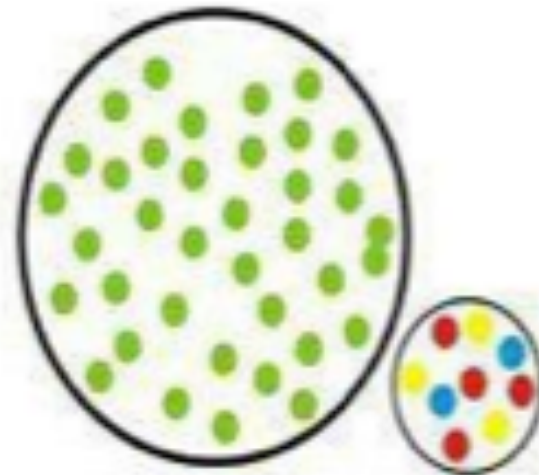
**C**

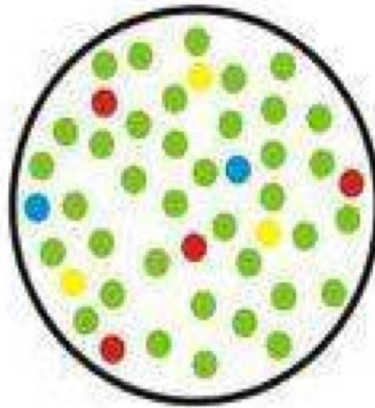


**B**

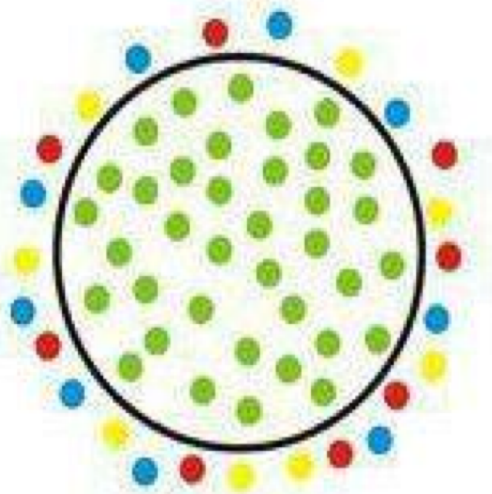


**D**

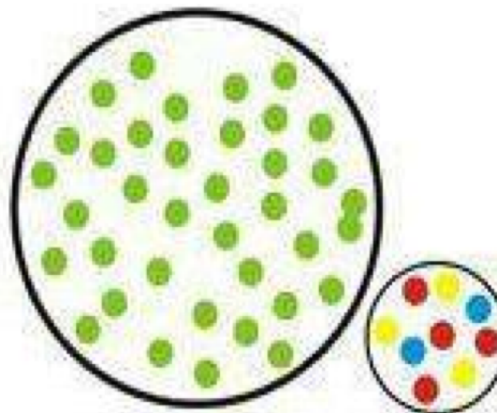




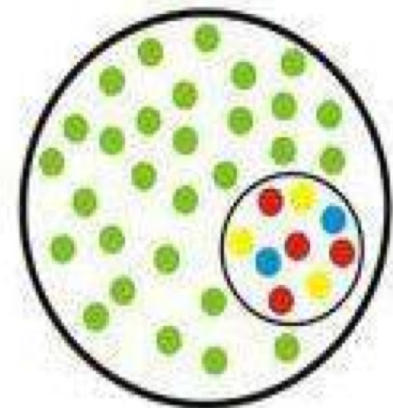
**Inclusion**



**Exclusion**

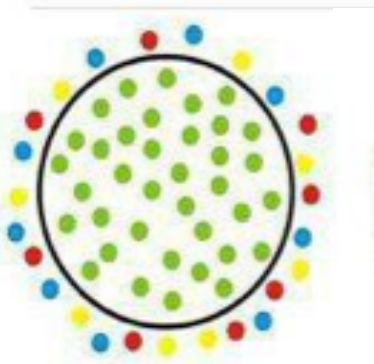


**Segregation**

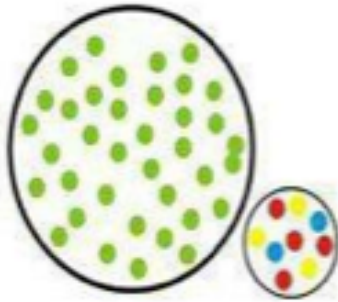


**Integration**

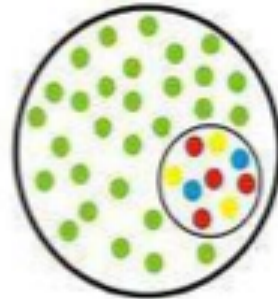
# The evolution of inclusion



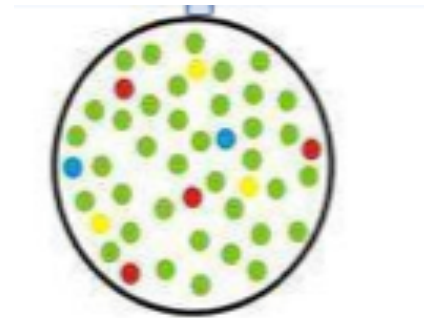
exclusion



segregation



integration

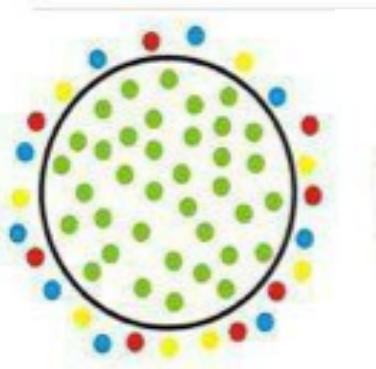


inclusion

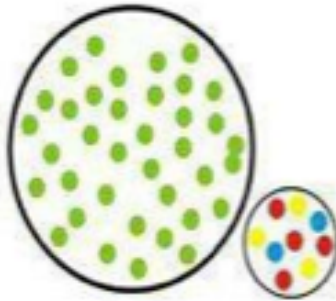


## How do we move?

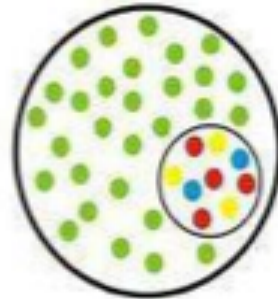
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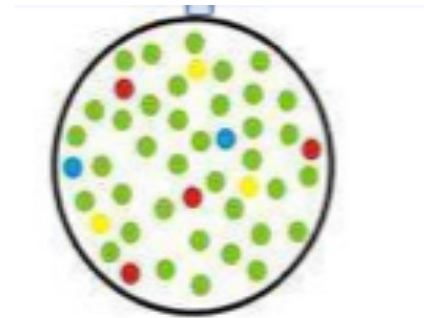
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segregation



integration



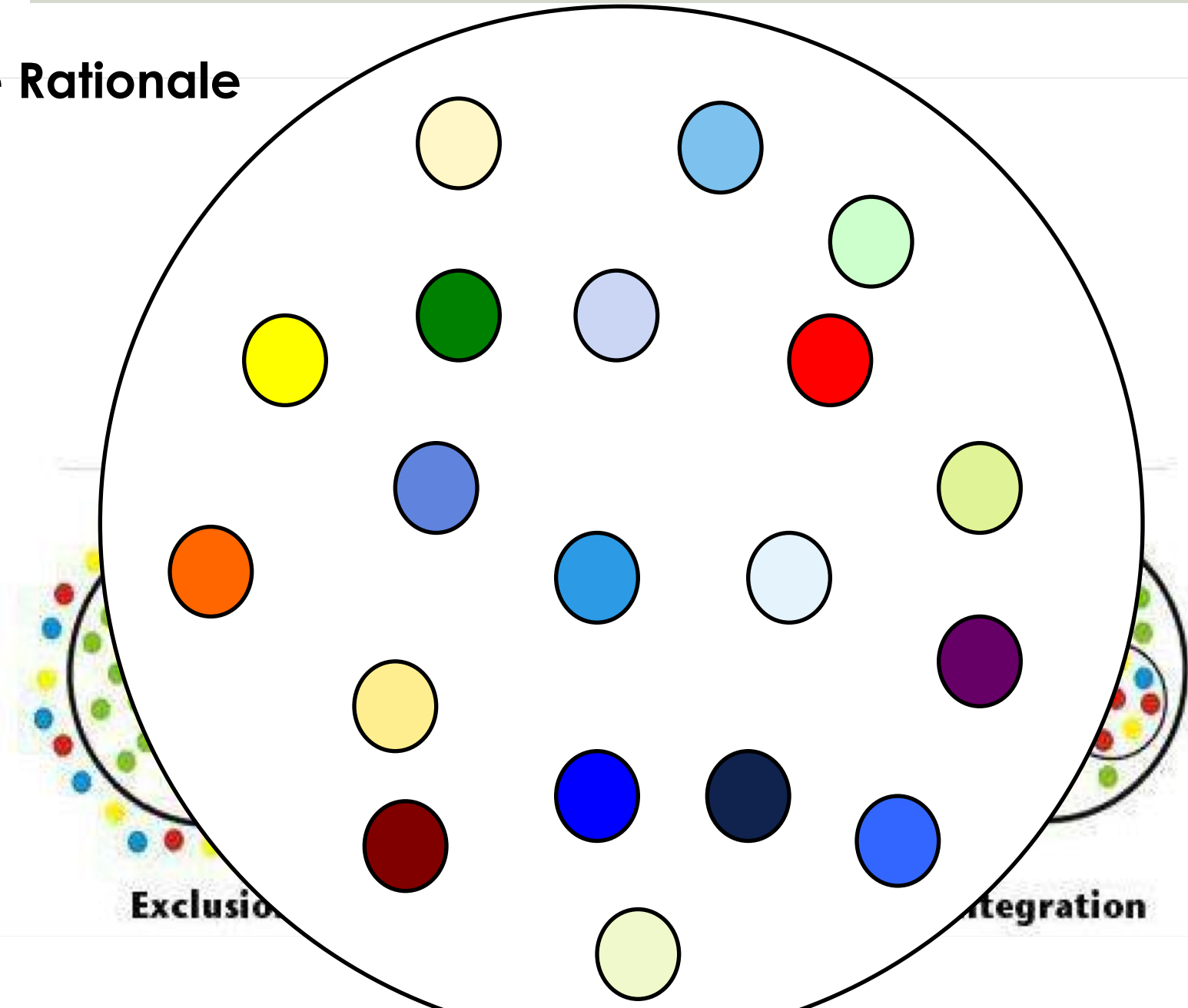
inclusion

?

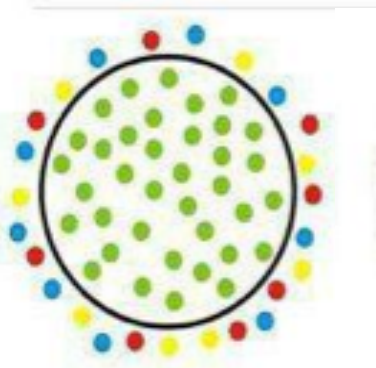


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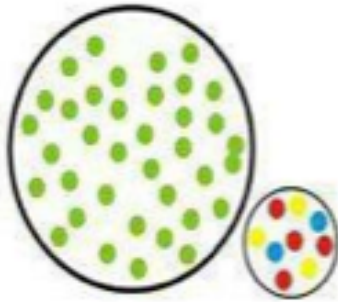
# The Rationale



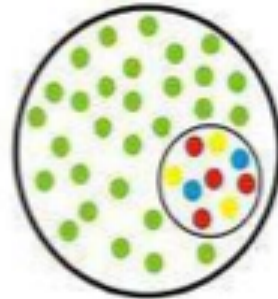
# The evolution of inclusion



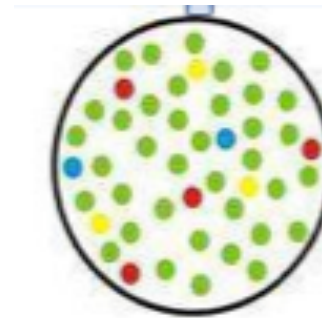
exclusion



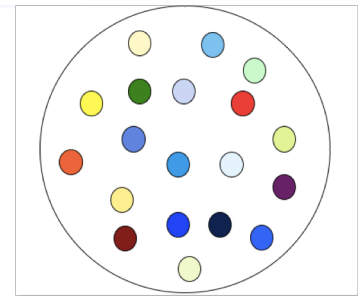
segregation



integration



inclusion



teaching  
to diversity



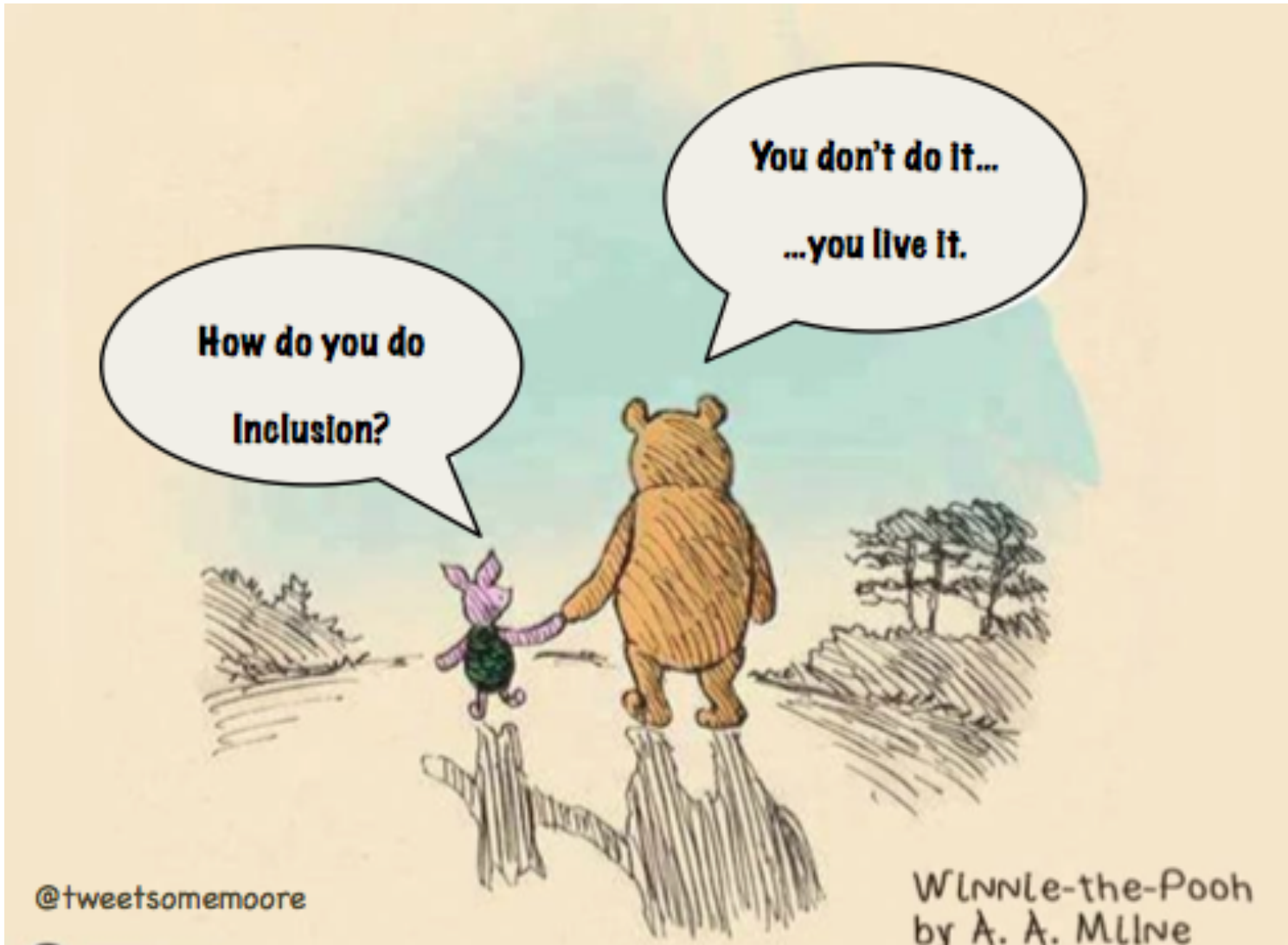
## How do we move?

# Inclusion is...

- ❑ Not forcing separation
- ❑ More than physical integration
- ❑ Facilitating Voluntary communities
- ❑ Responding to diversity – Not just valuing green
- ❑ Finding places where we can move along the inclusion continuum
- ❑ All of us



# Inclusion is...

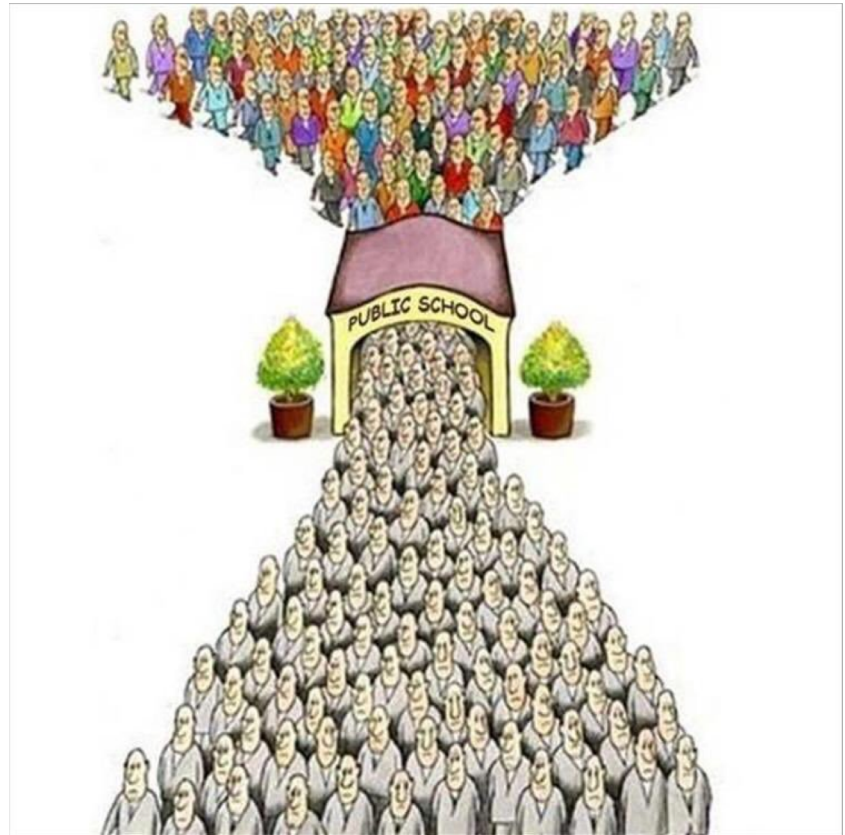


**HOW** do we change our aim?



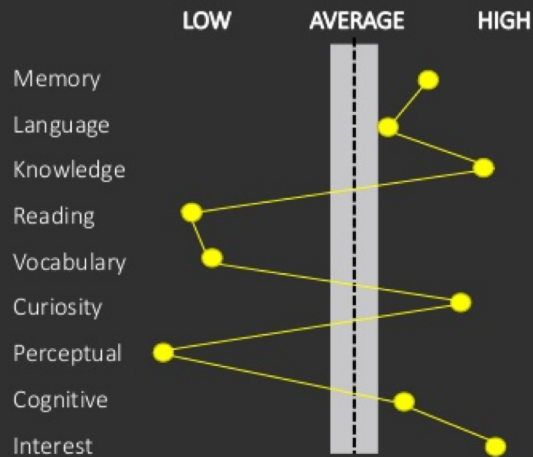
# Where did green come from?

## ■ 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>

## 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

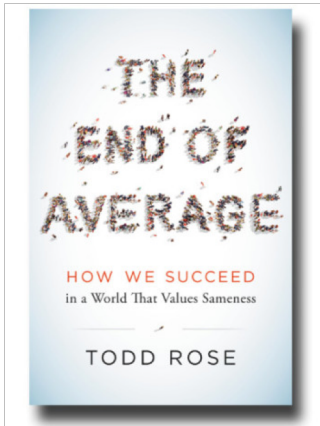
# The Curricular Dilemma...

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

AND

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

# A solution....



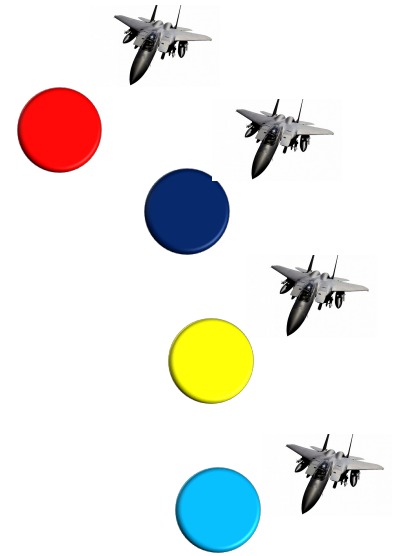
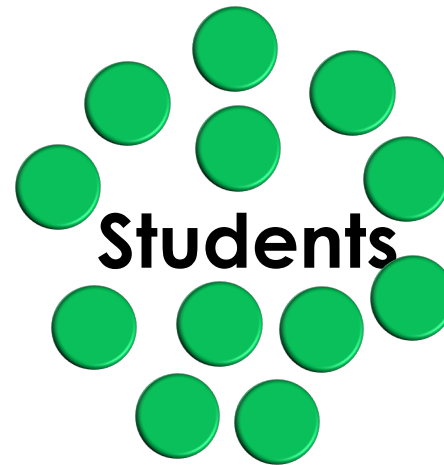
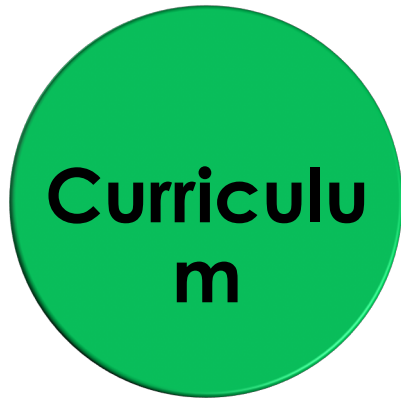
An ADJUSTABLE **plane**, designed for  
a range of dimensions

OR

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

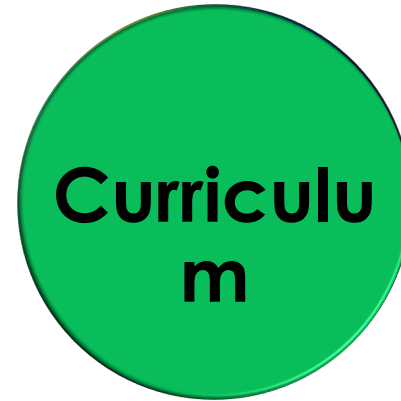
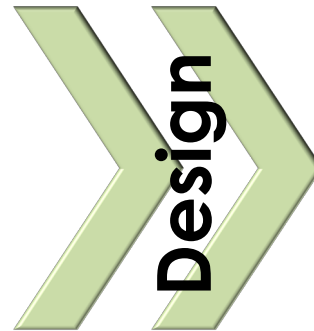
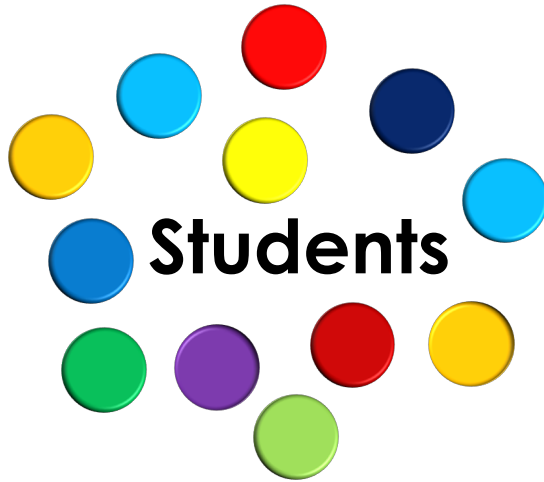


**Design is the MOST underutilized support!**





**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

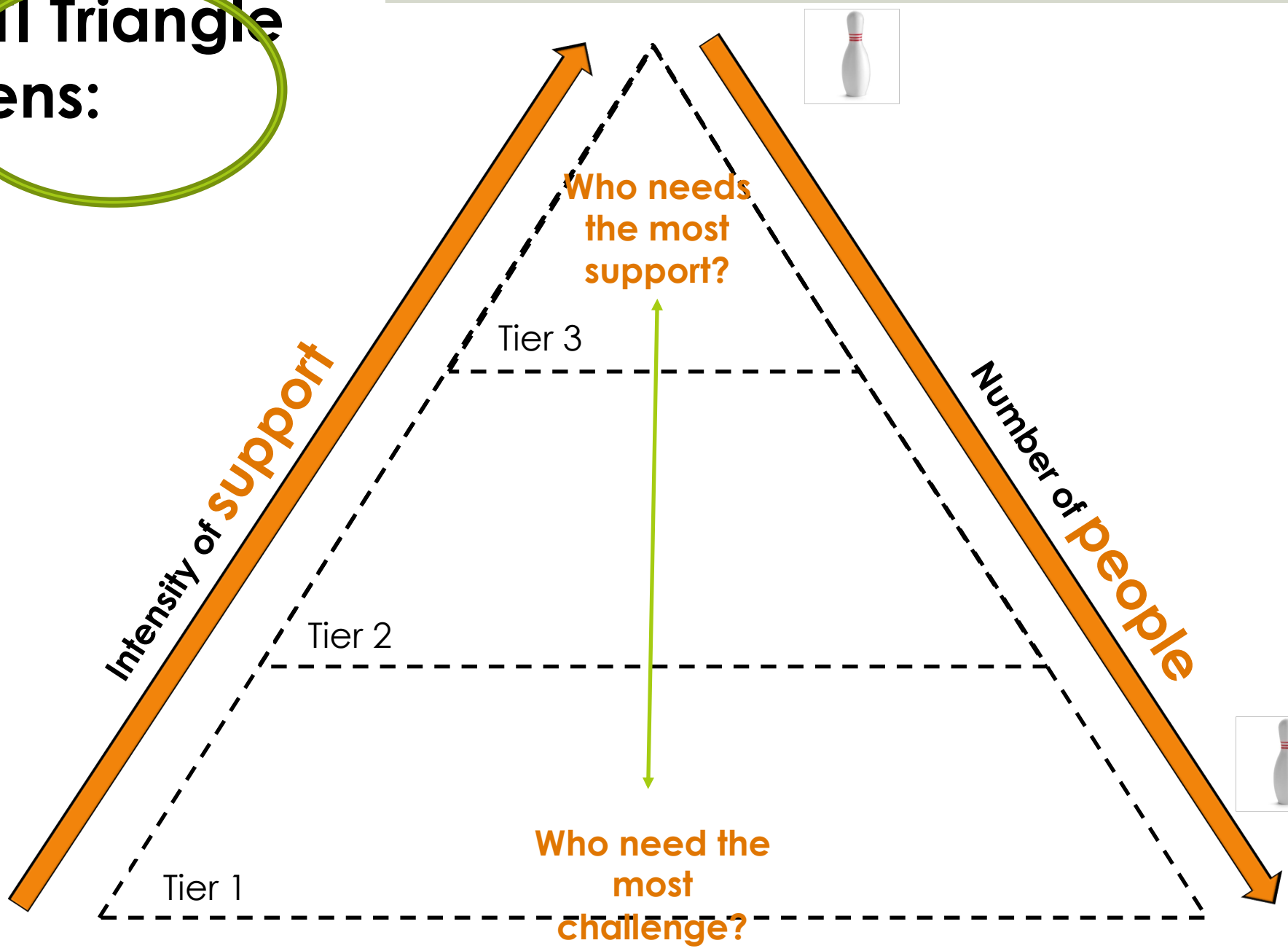
Who are our pilots?  
What do they bring?

**WHO  
are we?**

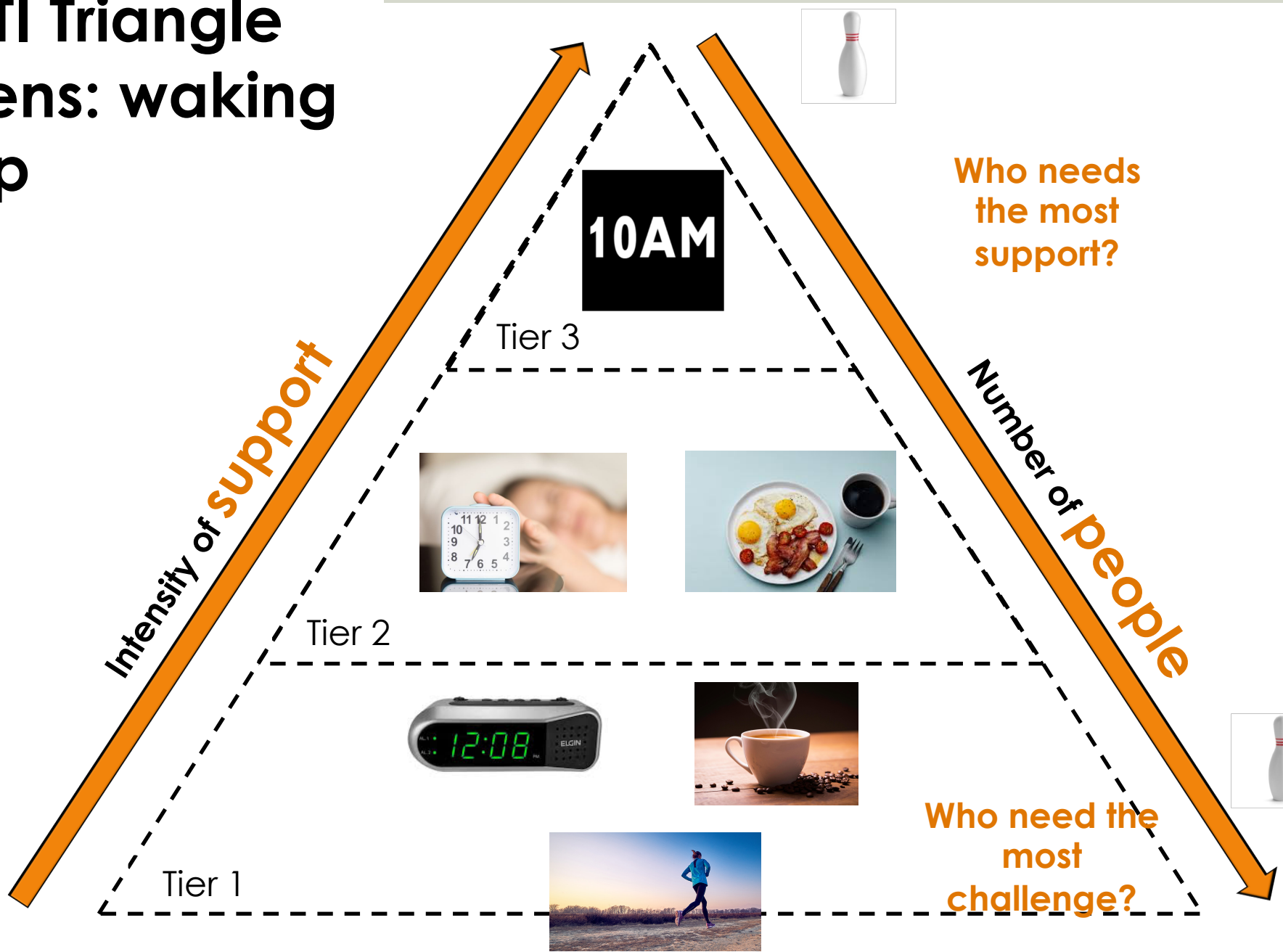
**instruction**

**Response to Intervention**

# RTI Triangle Lens:



# RTI Triangle Lens: waking up



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

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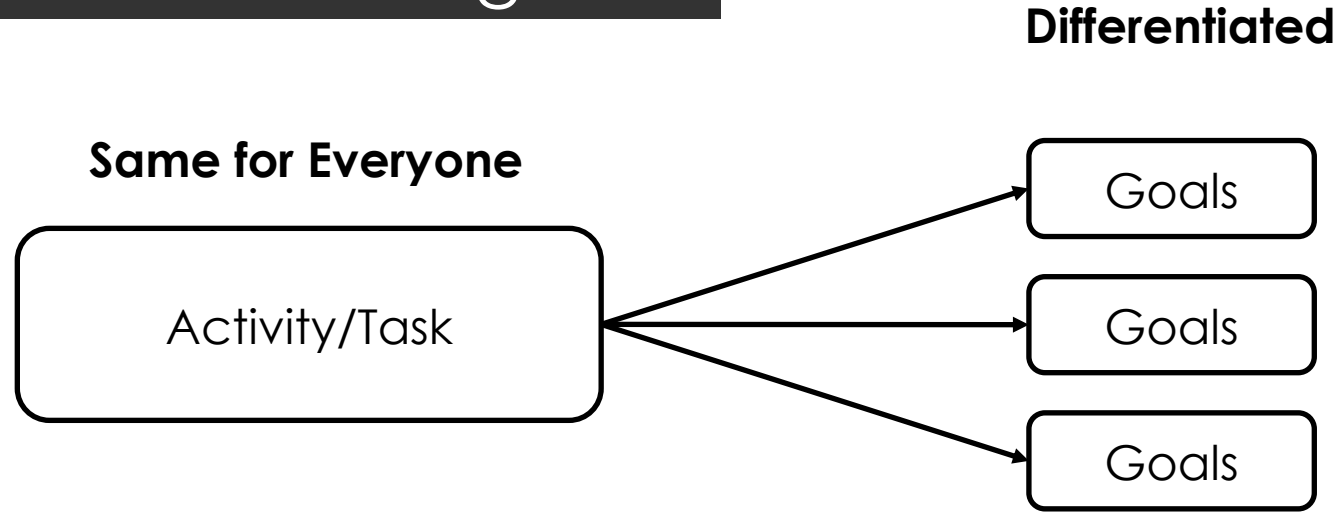
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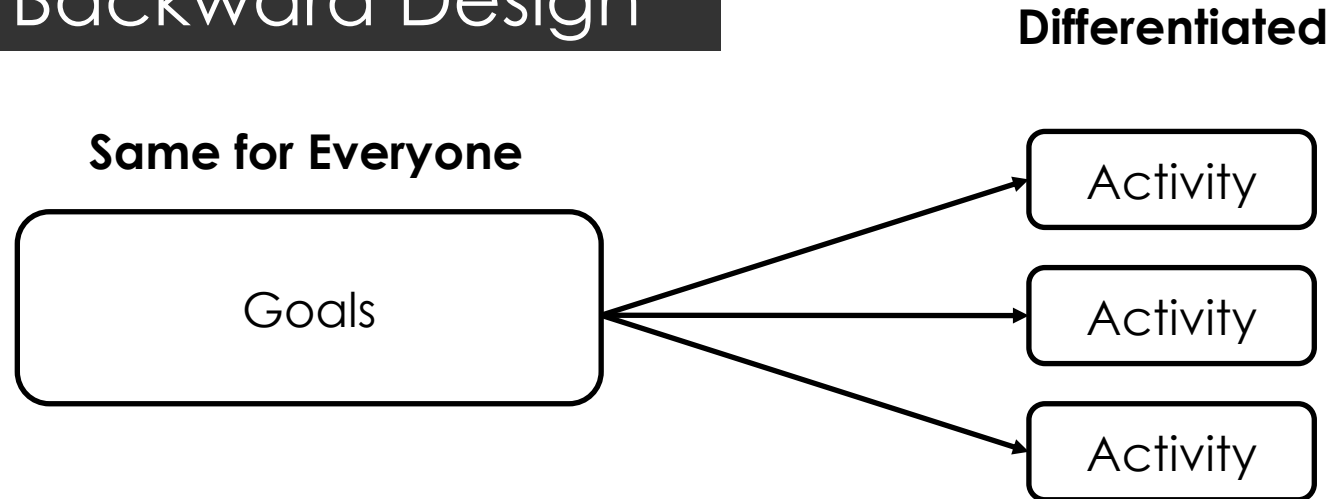
## □ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

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

# Forward Design



# Backward Design



# Backwards Design

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



Planning & Instruction that is goal based, not task based

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

## □ Who are our **Learners**?

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

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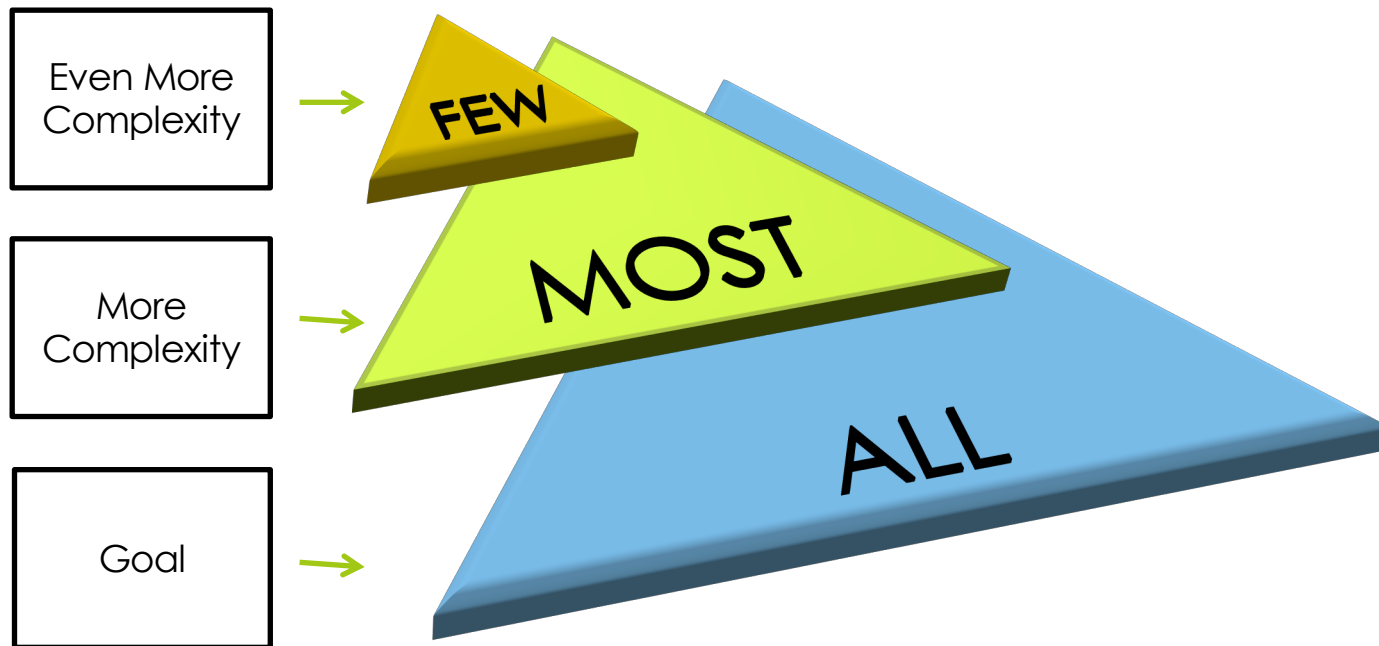
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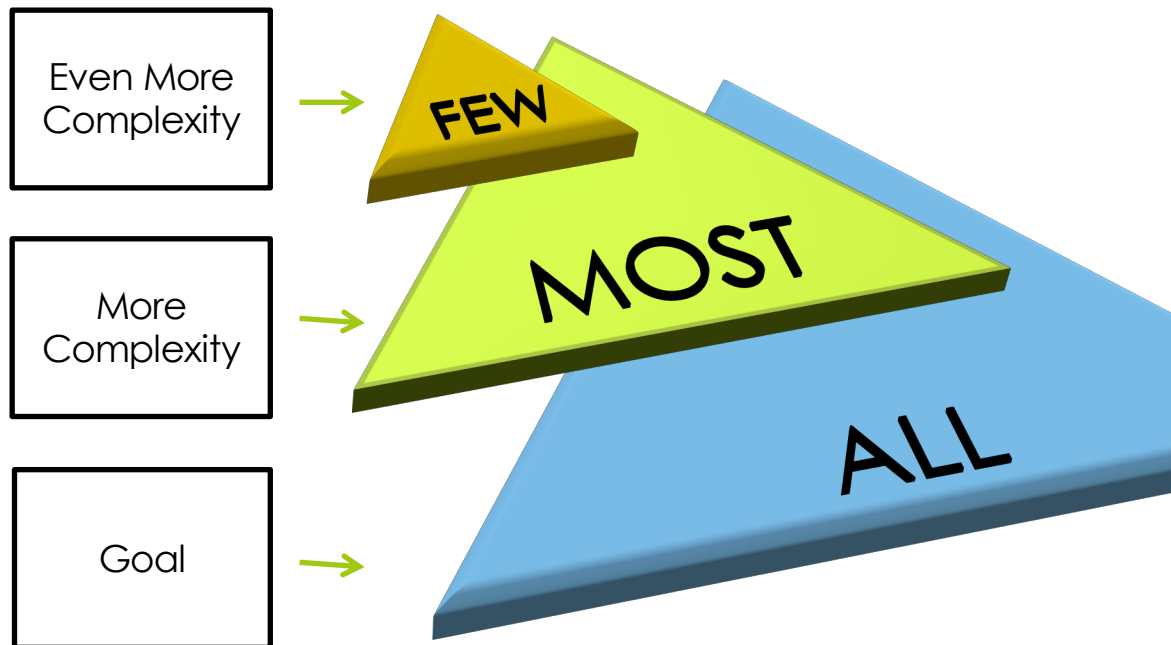
## □ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

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# Start from access, build on challenge: Planning Pyramid



# Planning Pyramid



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

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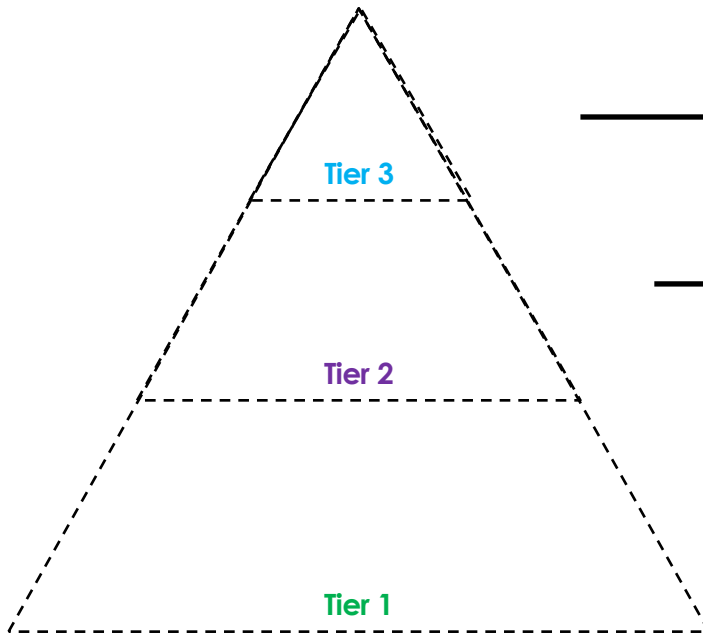
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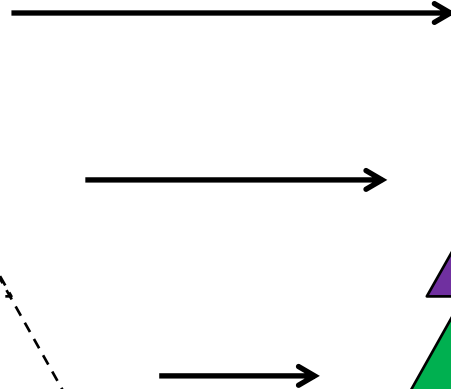
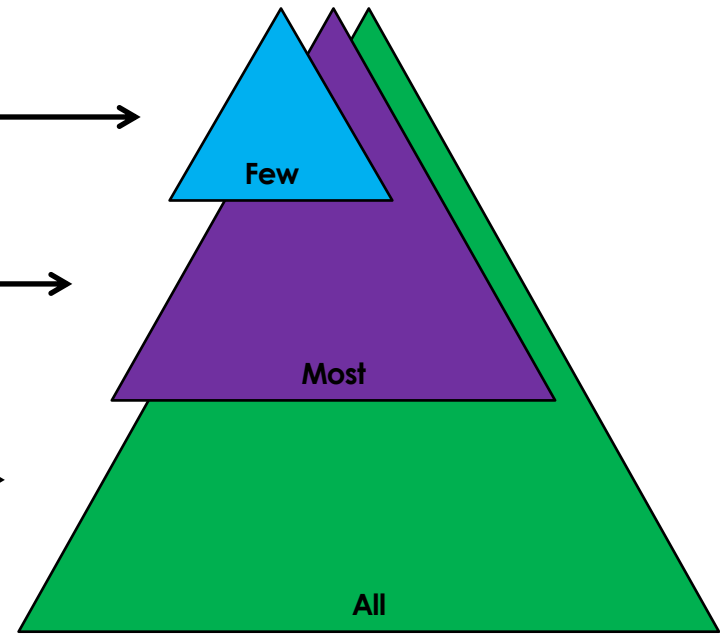
- Students knowing what they need to fit into and use the curriculum

# What happens if we combine frameworks?

RTI Triangle



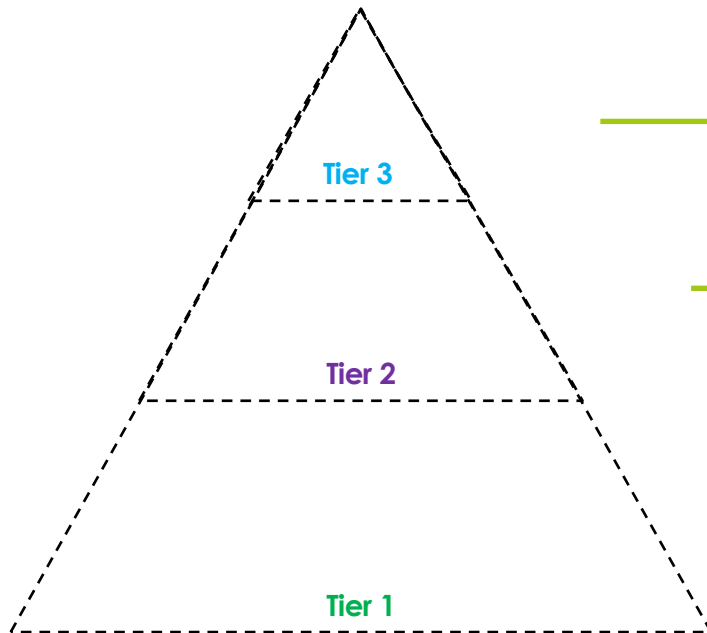
Planning Pyramid



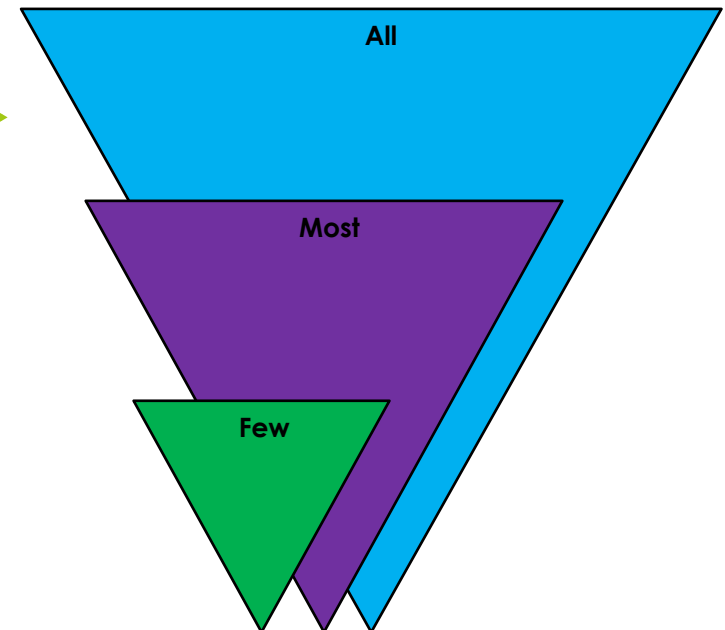
What do you notice?

# What happens if we combine frameworks?

RTI Triangle



Planning Pyramid



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

## □ Who are our **Learners**?

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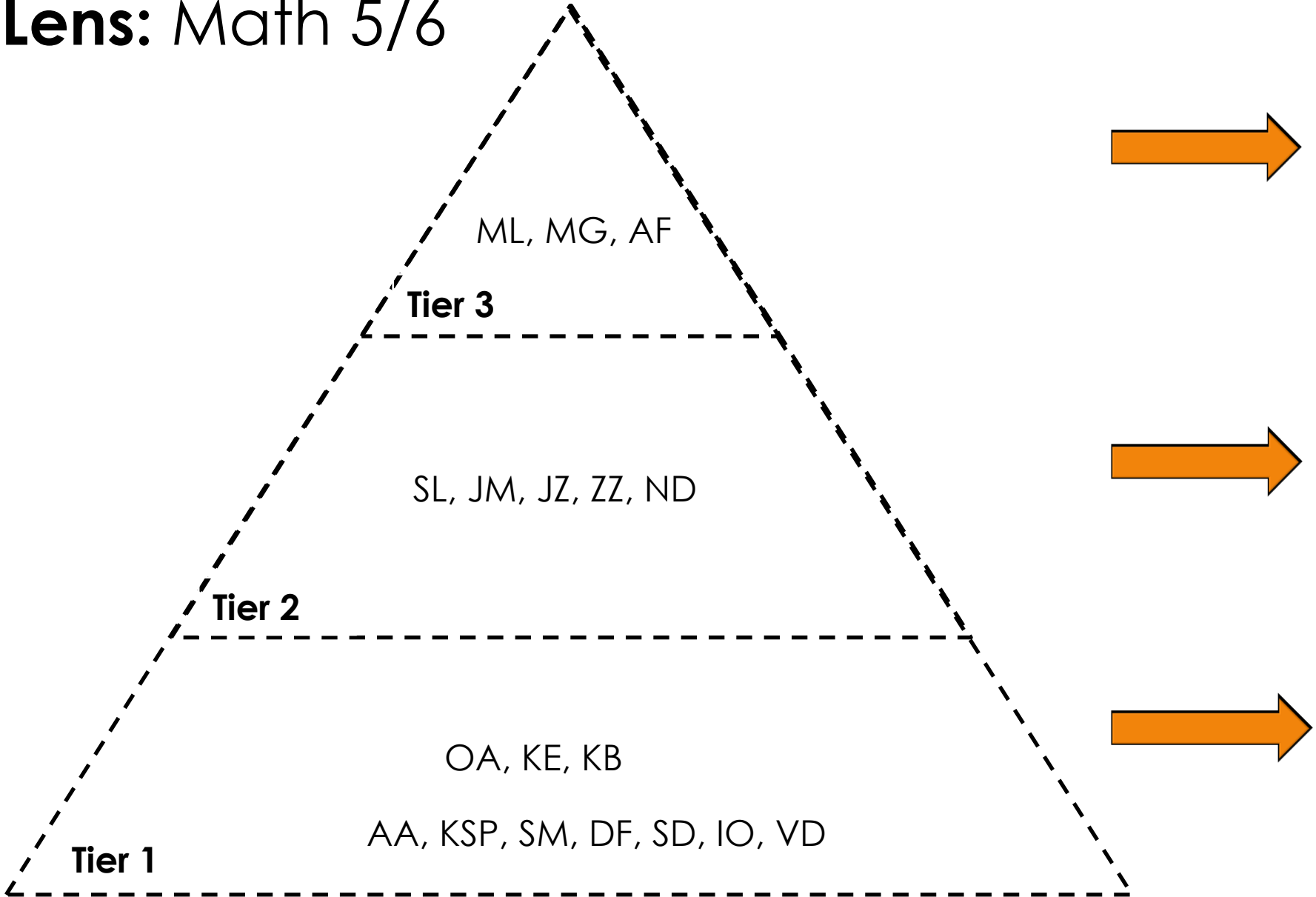
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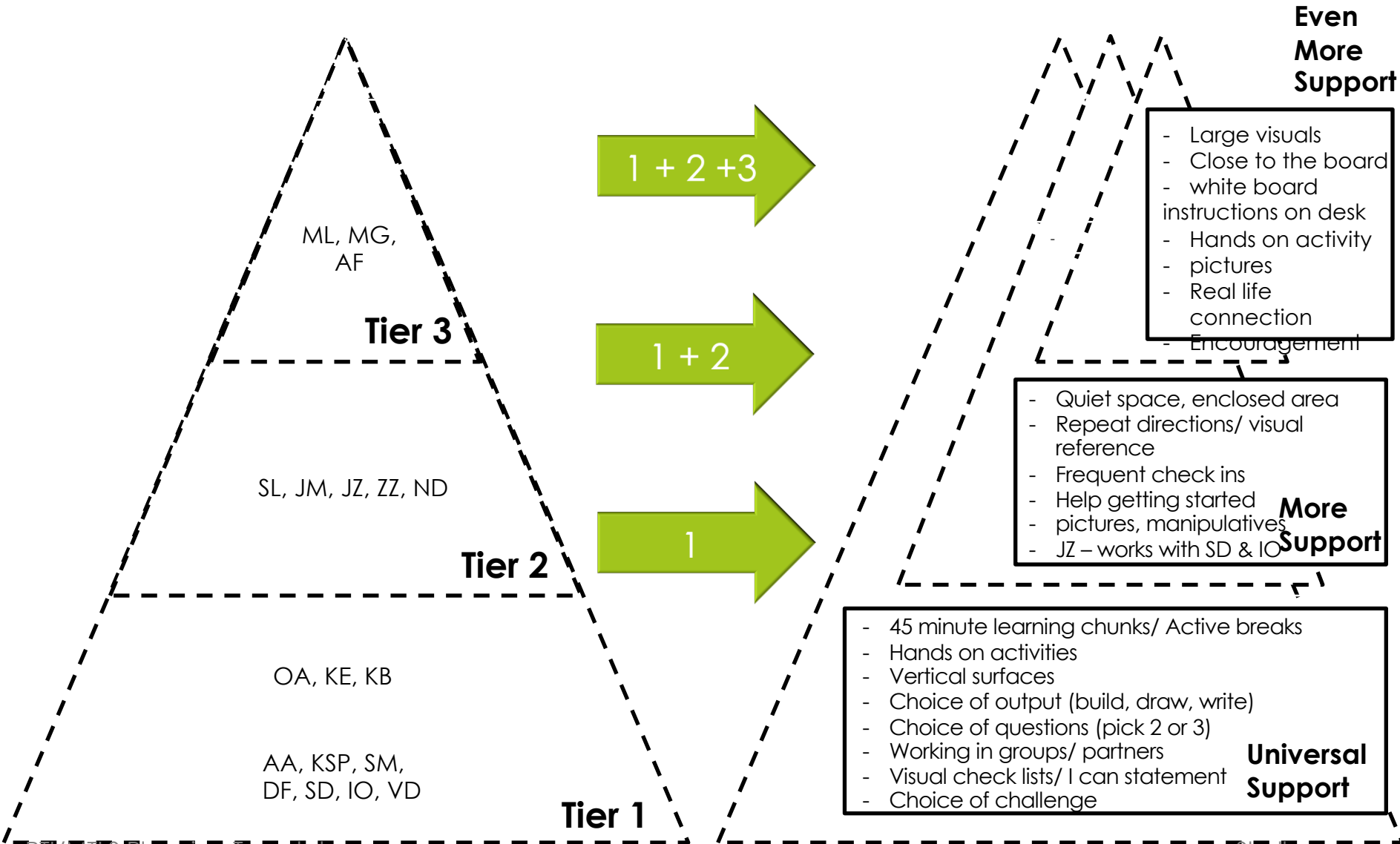
# RTI Triangle

Lens: Math 5/6



# Designing Supports for Diverse Classes

## Lens: Math



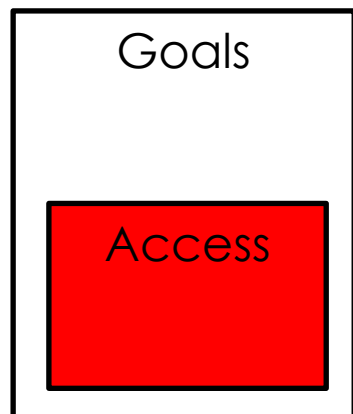
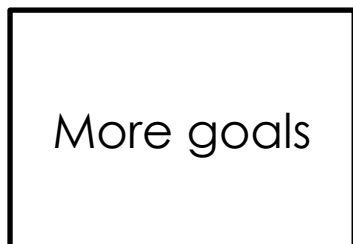
**Learning Outcome(s):** 5A3, 5A4, 5A5, 5A6, 6A3, 6A8

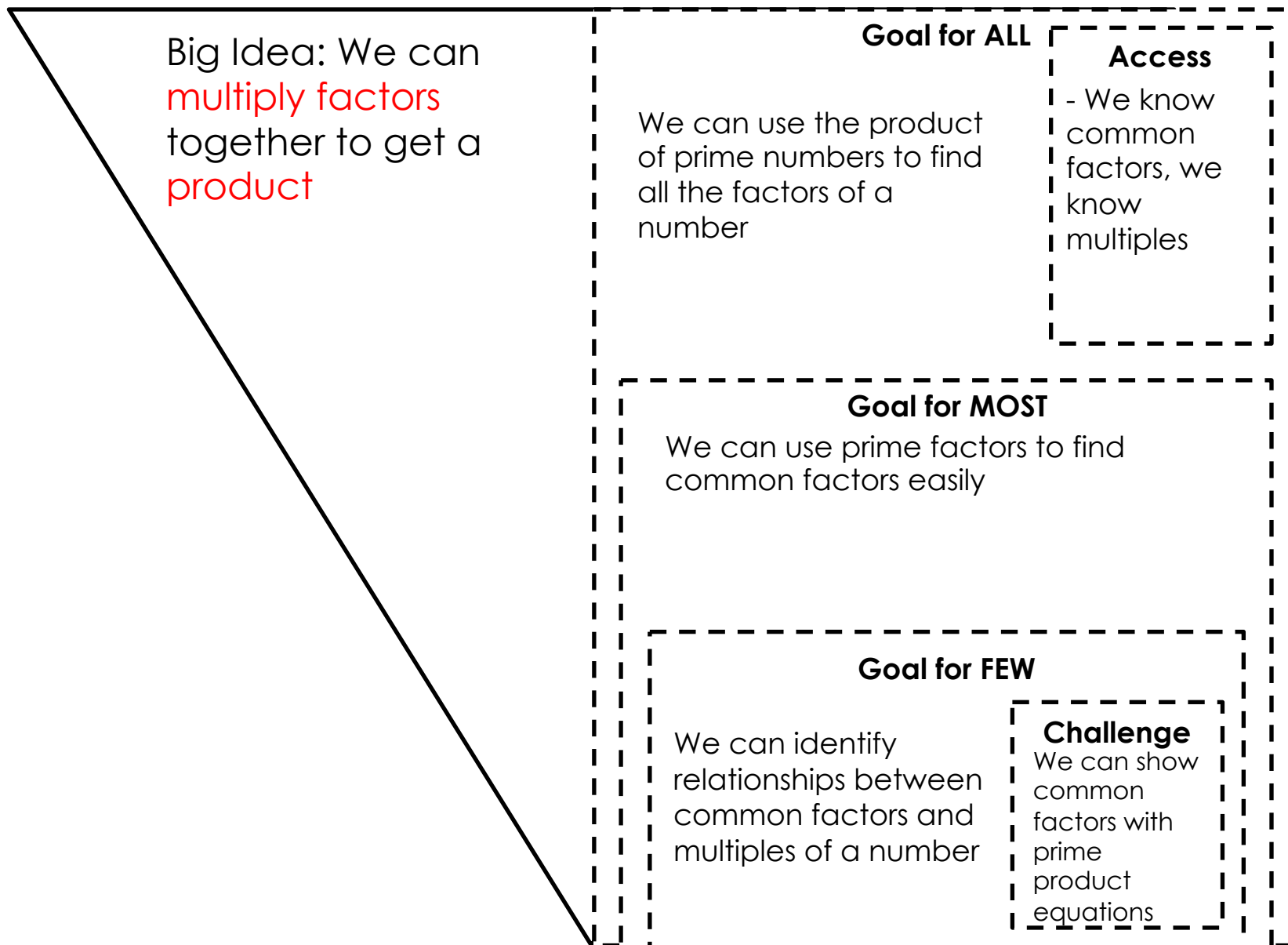
**Big Idea:** We can **multiply factors** together to get a **product**

**Goals:**

1. We can identify relationships between **common factors** and **multiples** of a **number**
2. We can use the **product** of **prime numbers** to find all the **factors** of a number
3. We can use **prime factors** to find **common factors** easily

## 5. Planning for the RANGE: Extending for further access and challenge





Outcome: Learning Outcome(s): 5A3, 5A4, 5A5, 5A6, 6A3, 6A8

Lesson Big Idea: How can we multiply factors together to get a product

Date: Oct. 30, 2018

Connecting Activity: Good Questions  
Which has more wheels? 32 unicycles or 8 scooters  
Build a factor tree to model common factors

Mini Lesson: Prime Numbers  
Model how to play math game

Processing Tasks: Prime Factor Game

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
- Draw, show, or build math question and label it with math words Access	- Play the using number 6, 15 12 - Most counters win All	- play PM Factor game 1 - spinner - Most counter win Most	- play PM Factor game 1 - spinner - Line - 4 corners - x Few	- Try factor game 2 - Create a prime product equation Challenge

Tier 3

- Coloured bingo chips
- Enlarged instructions
- White board/ markers

Tier 2

- Strategic grouping
- Quiet area to play the game
- Put up multiplication table on board
- Frequent check ins, Calculators
- visuals

Tier 1

- Factor trees
- clear, sheets, white board marker
- partners
- Scaffolded task, choice of challenge
- Goals written
- Task check list
- Choice of markers/ counter
- Word wall

Transforming & Personalizing Activity: reflection question

1. How can we multiply factors together to get a product?
2. What is the relationship between multiples and common factors
3. What helped you learn today?

How can we multiply factors  
together to get a product?

# Connect Question:

Which has more wheels?

32

unicycles



8

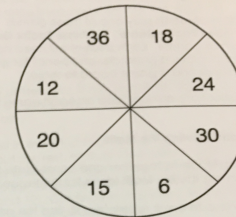
Scooters



# Process Activity: Prime Factor Game!

## Prime Factor Game

Spin the spinner. This is your product.  
Record as the product of prime factors.  
Cover the factors in your colour on the  
game board.  
Play until the board is covered.  
Count up the total counters.  
The person with the most counters wins.



2	3	5	2	5	3	2
5	3	3	2	5	2	5
3	3	2	2	2	5	3
2	3	2	5	3	2	3
2	2	2	5	2	3	2
3	5	3	2	3	2	5
2	2	3	3	2	2	3

## Lesson Goal:

We can multiply factors together to get a product

## Start here



- You MUST in partners:
  - Play the Prime Factor Game
  - Choose 6, 12, 15 as your product
  - Fill in the game board – the most counters wins
  - Check in with an adult to get a paper clip
  
- You CAN:
  - Spin to use ANY number
  - Fill in the game board – the most counters wins
  - Check in with an adult
  
- You COULD:
  - Play with strategy: with a line, an x, or 4 corners
  - Check in with an adult
  
- You COULD TRY:
  - Play the Prime Factor game 2
  - Create a prime product equation

## Supports for TODAY, in partners:

- use white board
- build it, draw it, write it
- choice of markers or bingo chips
- multiplication tables
- calculator
- vertical surfaces
- word wall
- choice of challenge
- Task checklist

How can we multiply factors  
together to get a product?

# Transforming & Personalizing Activity: Exit Slip

1. What supports helped you learn today?
2. Show an example of how we can multiply factors to get a product?
3. What is the relationship between multiples and common factors?

Name:

# How can we design an adjustable curriculum?

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# Tips for creating access!

- Make it all about me!!!
  - Personally relevant
- Vocabulary
  - Choose concrete words
- Blooms Taxonomy
  - Verbs
    - Match
    - Choose
- Use earlier **grade level concepts** to help
- Ask yourself.... “What do you need to know/do to be able to know/do this?”

## 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	Rephrase
Contrast	Rephrase	
Demonstrate	Illustrate	Report
Indicate	Indicate	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	Discussion	See
Classify	Inference	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  
Text  
Workbook  
Worksheet

### Actions:

Classifying  
Comparing  
Exemplifying  
Explaining  
Inferring  
Interpreting  
Paraphrasing  
Summarising

### Outcomes:

Collection  
Examples  
Explanation  
Label  
List  
Outline  
Quiz  
Show and tell  
Summary

### 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 ...?

# 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

# RTI Triangle

**Grade/Course/Subject (place)**

Grade 2/3 – Cross Curricular

**Curricular Lens:**

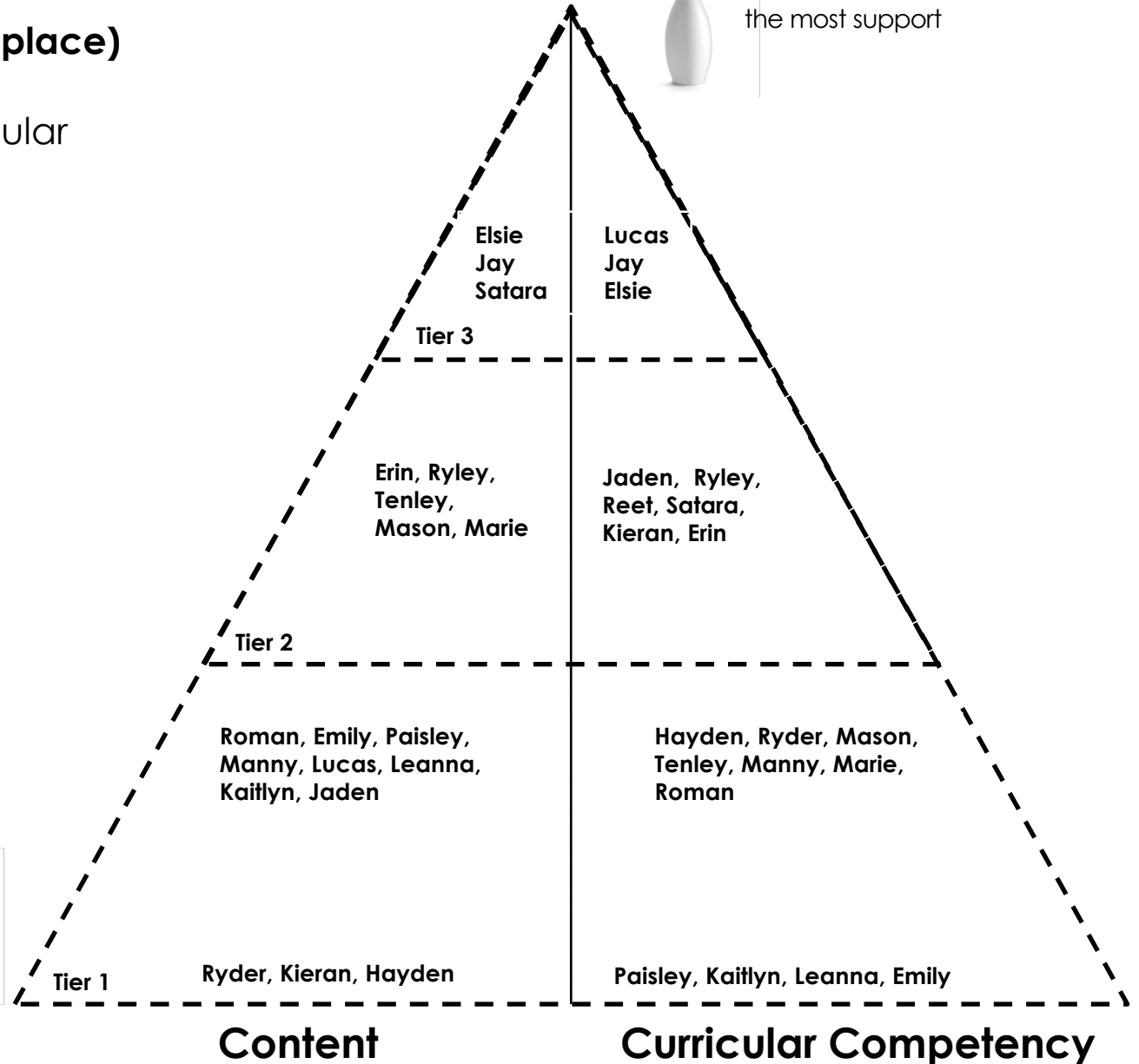
Science/Art

**Competency Lens:**

Language Arts/Design



Students who need the most support



Students who need the most challenge



Grade:	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: 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
Cross Curricular Competency		I can use materials safely

**Guiding Unit Question:** Who are our monsters? How many ways can we catch a monster??

**Lesson Goal(s):** I know that fall, push and pull are different kinds of forces


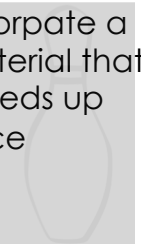
**Date:**

**Connecting Activity:** 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups ( 3+) -

**Mini Lesson:** what do all of these have in common? FORCE – watch a video to get more ideas

**Model -**

**Processing Tasks**

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
know fall, push & pull 	incorporate or explain a force in my trap that includes a falling element	incorporate or explain a force in my trap that includes a push or pull	incorporate a material that speeds up force 	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

**Tier 3**

- Headphones/ alternate space
- Pcs symbols of examples

**Tier 2**

(designed for some, useful for some)

Choice of:

- Different roles- talker, writer, drawer, demonstrator
- Proximity

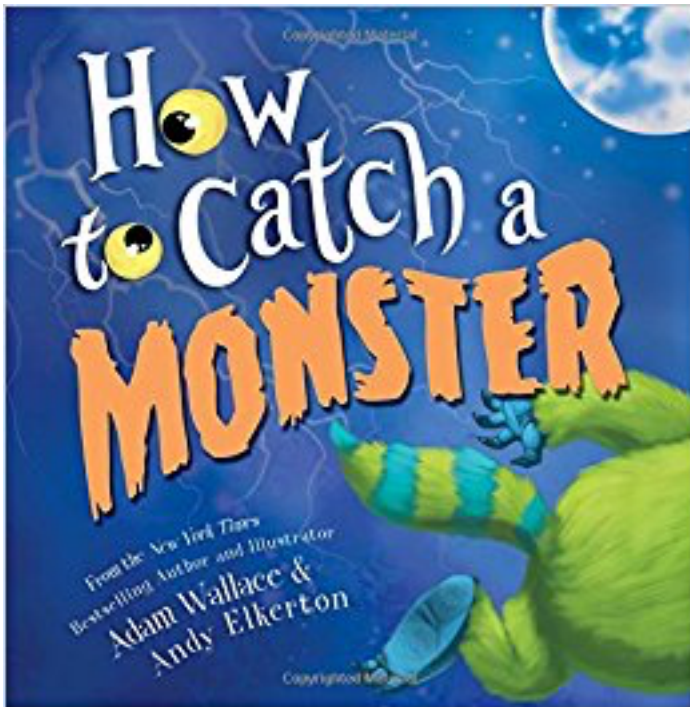
**Tier 1**

- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

**Transforming & Personalizing Activity:** Small group share

- Appreciate circle

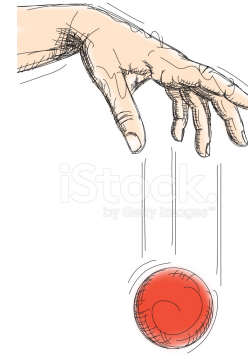
Who are our monsters?  
How many ways can we catch them?



Goal: I can add a **force** to my monster trap!

# Where in the world do things:

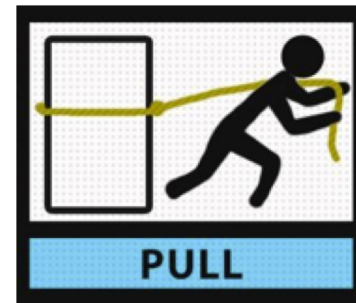
**Fall**



**Push**



**Pull**



# In groups of 3...

- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk

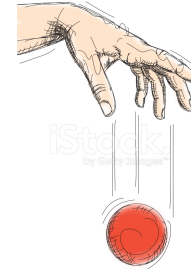
What do falling, pushing, and pulling have in common?

**FORCE**

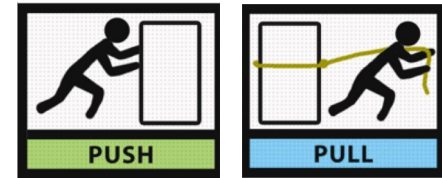
Your job today!

Add a  
**FORCE** to  
your monster  
trap!

# Your job today!



1. Add a force that **falls**



2. Add a force that **push or pulls**

3. Add a **material to speed up** the force



4. Add a **material to slow down** the force



# Share Out!

What force did I try out?

What materials did I use?

# 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.)

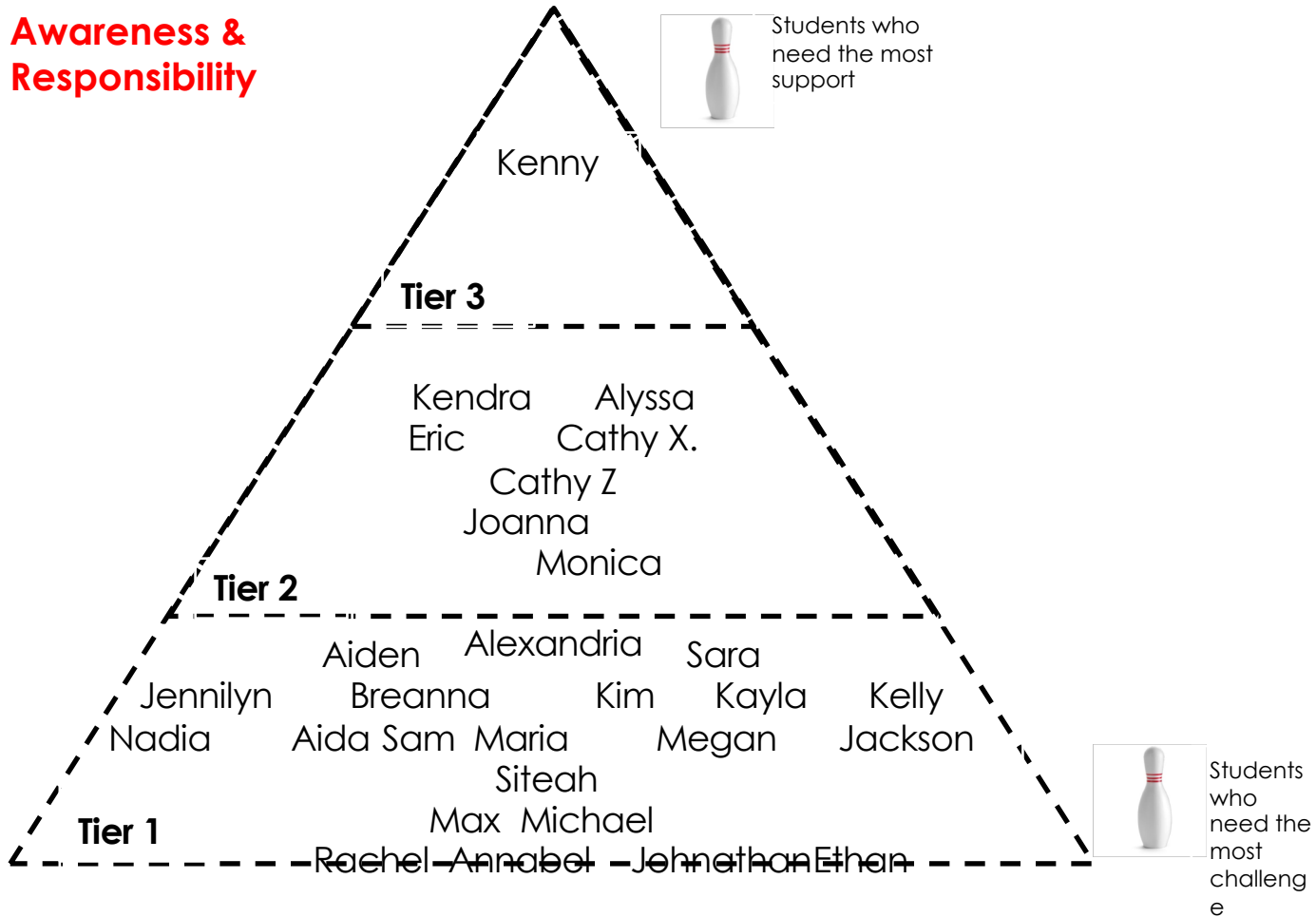
## □ How is the curriculum **responsive** to the learners?

- 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?

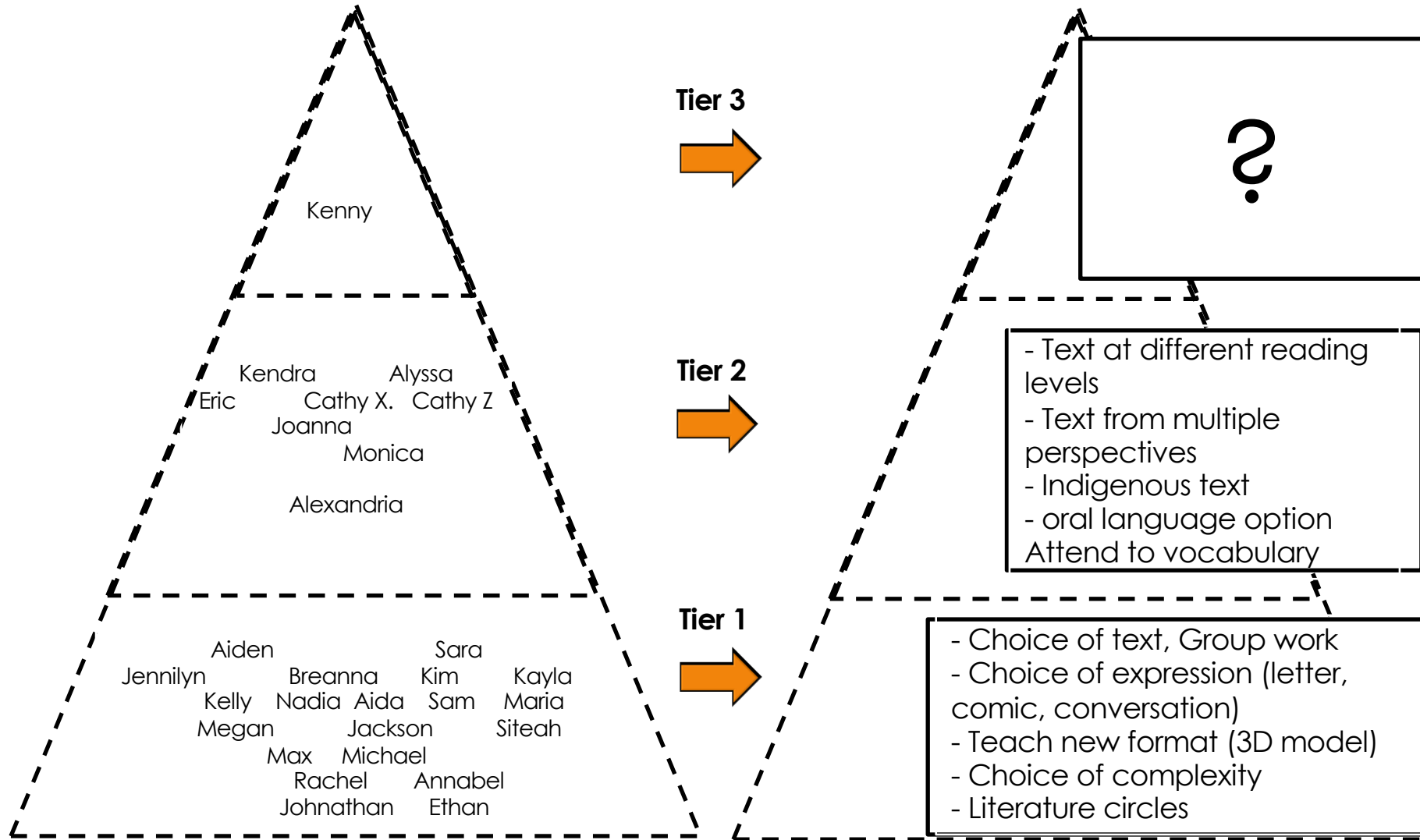
- Students knowing what they need to fit into and use the curriculum

**RTI Triangle**  
**Lens: Personal Awareness & Responsibility**



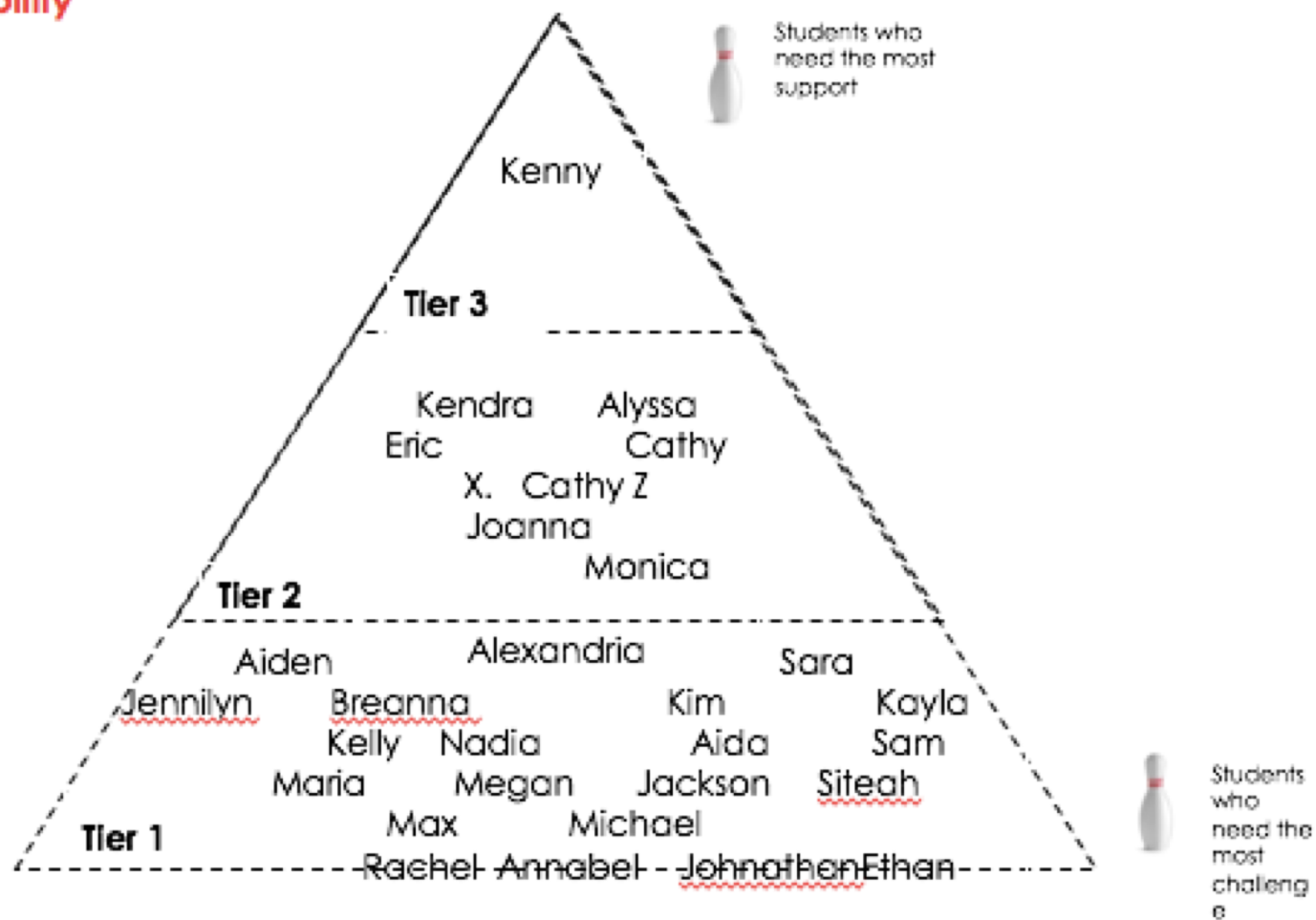
# RTI Triangle

## Lens: **Personal Awareness & Responsibility**



## RTI Triangle

### Lens: Personal Awareness & Responsibility



# Competency Curriculum

Students will become competent at **personal awareness and responsibility** by...



**Communication** -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

[View the Communication Profiles and Illustrations »](#)



**Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

[View the Creative Thinking Profiles and Illustrations »](#)

[View the Critical Thinking Profiles and Illustrations »](#)



**Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

[View the Positive Personal & Cultural Identity Profiles and Illustrations »](#)

[View the Personal Awareness and Responsibility Profiles and Illustrations »](#)






[View the Social Responsibility Profiles and Illustrations »](#)

# Competency Curriculum

Students will become competent at **personal awareness and responsibility** by...

## Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
 1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
 2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
 3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
 4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
 5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

# 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.

## PERSONAL GROWTH AND WELL-BEING

involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.

INDICATOR

identifying interests, values or skills to set learning, life or career goals

Examples:

- I create realistic and relevant goals based on self-reflection.
- I explore opportunities for personal growth in my learning, community or work environments.

INDICATOR

exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways

Examples:

- I seek out people or opportunities that support my personal, learning or career goals.
- I develop personal habits that contribute to my well-being and overall success.

INDICATOR

making choices or taking action to promote the safety and well-being of self or others

Examples:

- I make lifestyle choices, such as diet, exercise, sleep, or socializing, that have a positive impact on my well-being.
- I use safety equipment and follow appropriate procedures to ensure the safety of myself and others.

INDICATOR

building healthy relationships to support growth and well-being of self and others

Examples:

- I listen with care and patience to understand and learn from others.
- I use strategies to develop emotional awareness and social skills.

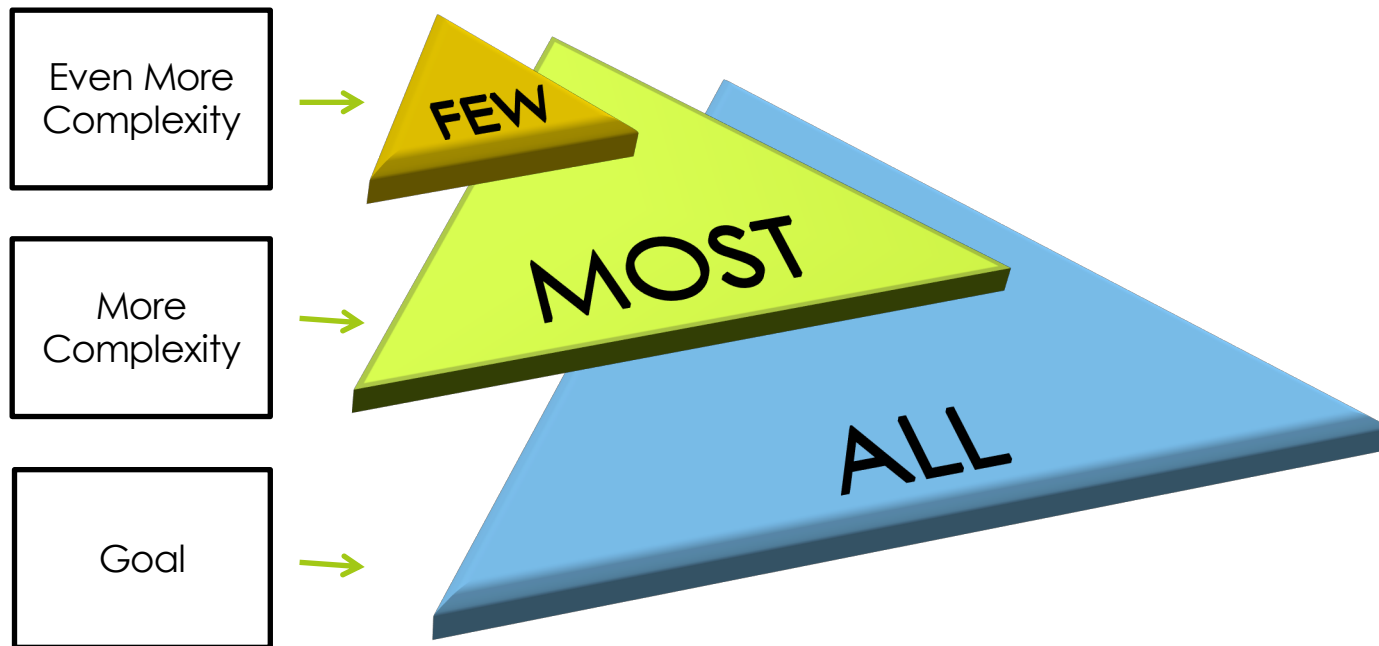
INDICATOR

demonstrating optimism, flexibility or resilience when adapting to new situations and transitions

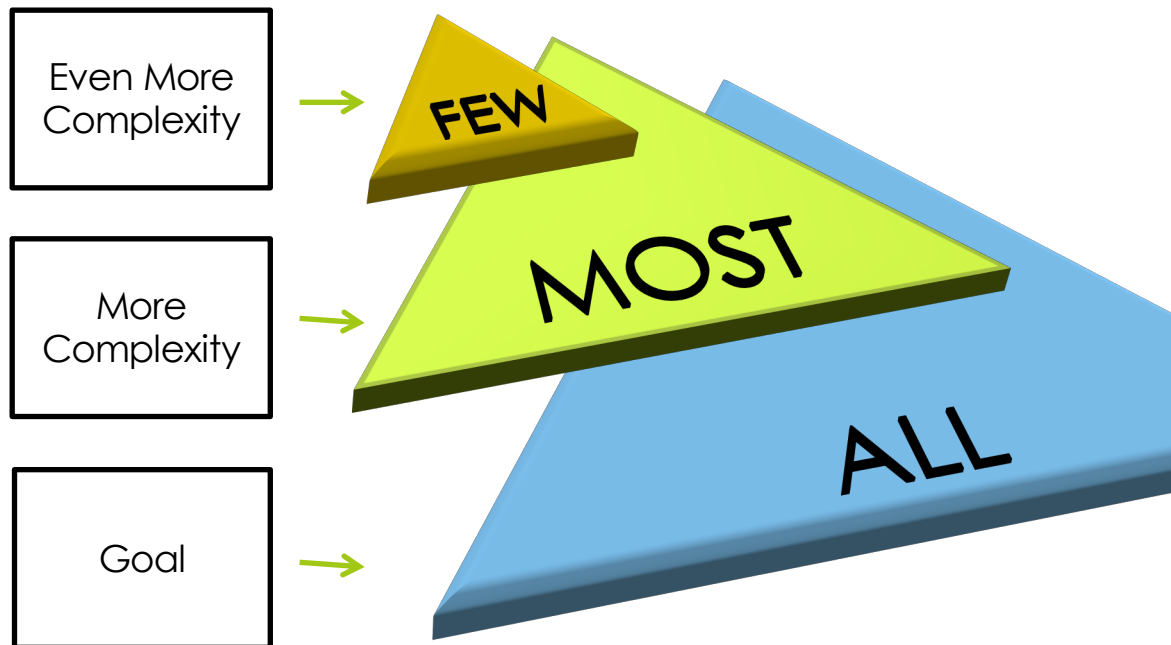
Examples:

- I approach change or challenge as opportunities to grow and improve.
- I work through setbacks to achieve goals.

# Start from access, build on challenge: Planning Pyramid



# Planning Pyramid



# I can become competent at personal awareness and responsibility by...

## Goal for FEW

- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)



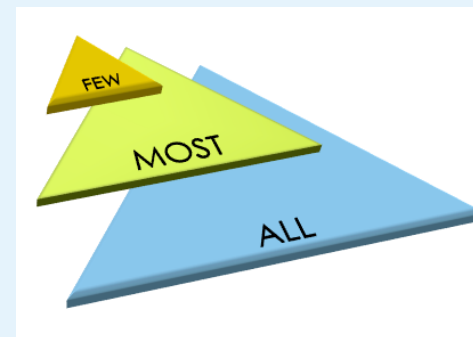
## Goal for MOST

- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

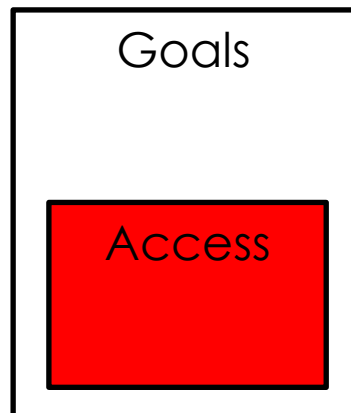
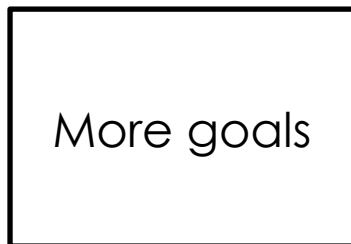


## Goal for ALL

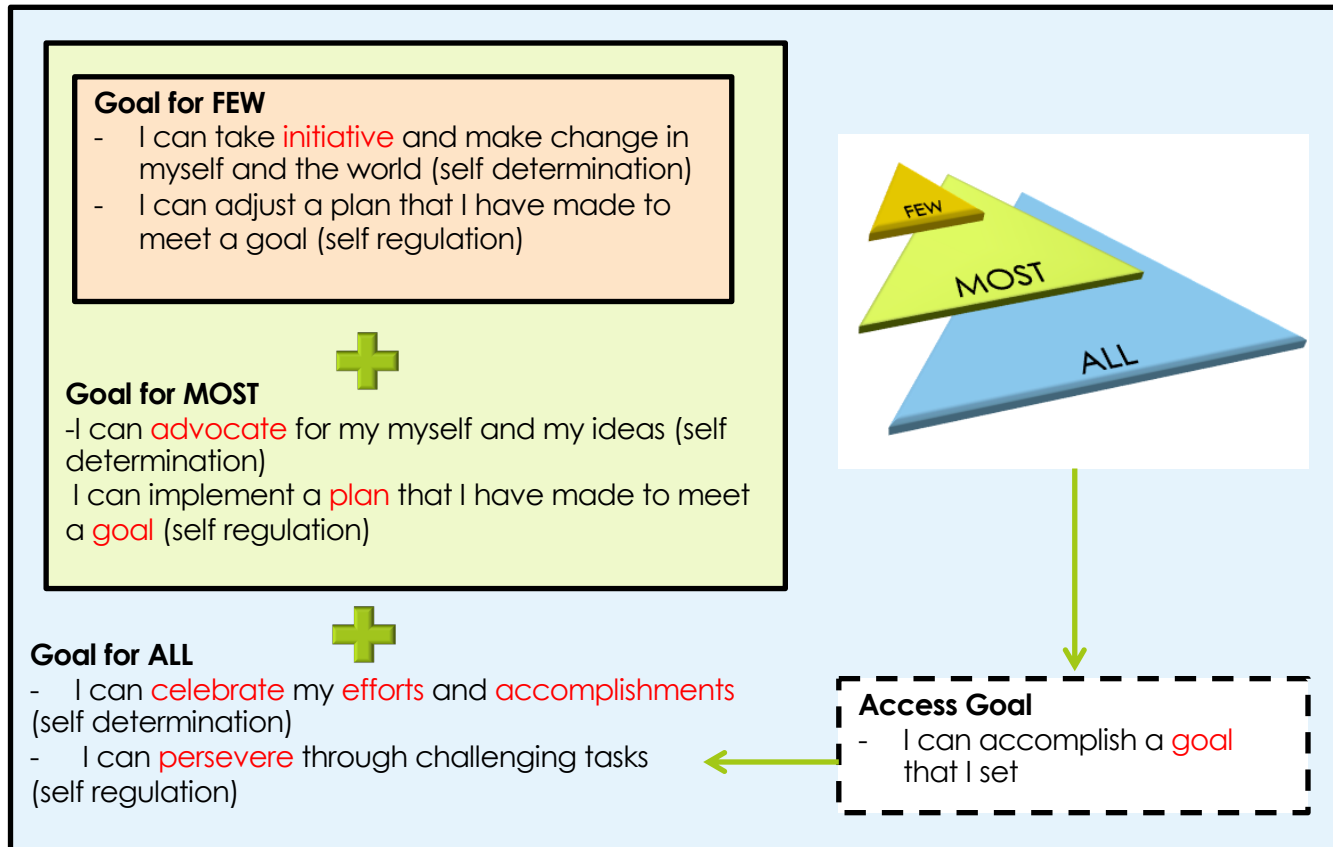
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



## 5. Planning for the RANGE: Extending for further access and challenge



# Extend access and/or challenge



# Making the plan!

## Backwards Design

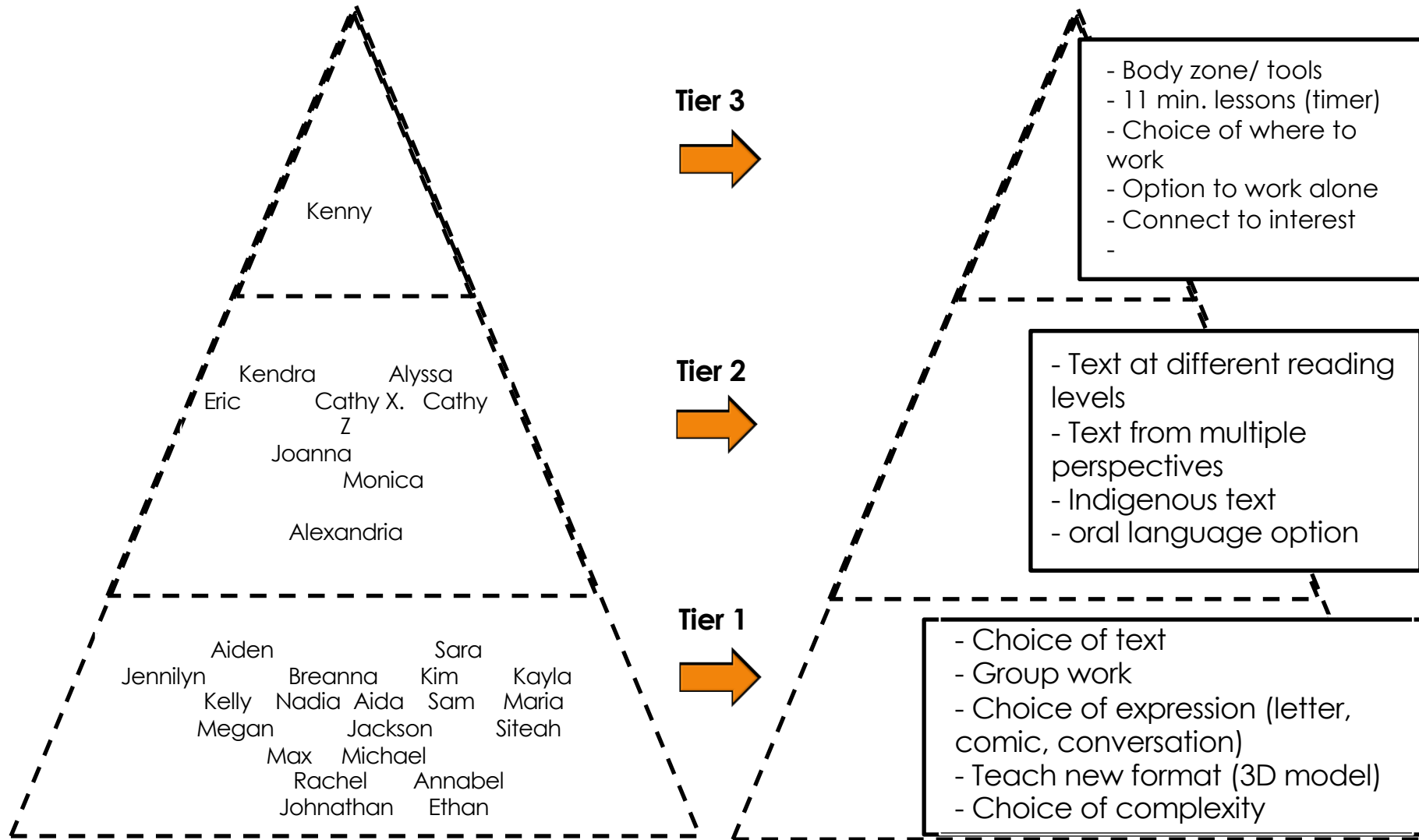
- **Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?
- **Key concepts:** Self determination/ Self Regulation
- **Key Vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
- **Performance tasks**
  - 1. create a 3D model that represents your understanding of being personally aware & responsible
    - Choose to work individually or with a partner, choose level of challenge
  - 2. Describe how being personally aware & responsible connects to and can help you in your own life
    - Choose from writing a letter, drawing a comic, having a meeting; choose level of challenge

# The Lessons!



# RTI Triangle

## Lens: **Personal Awareness & Responsibility**



# 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?

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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

Keep in mind...

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

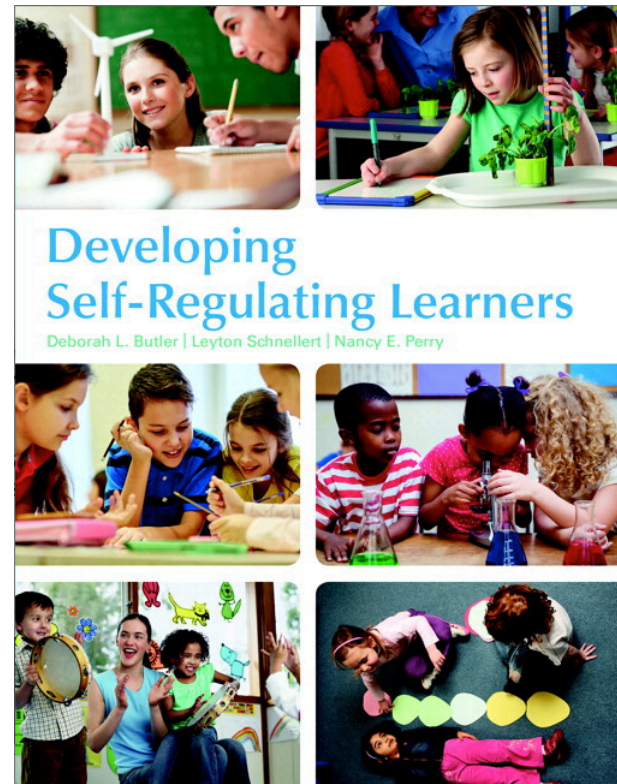
■ Bruce Beirsto

# One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who can support you?

# Recommended Resources

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

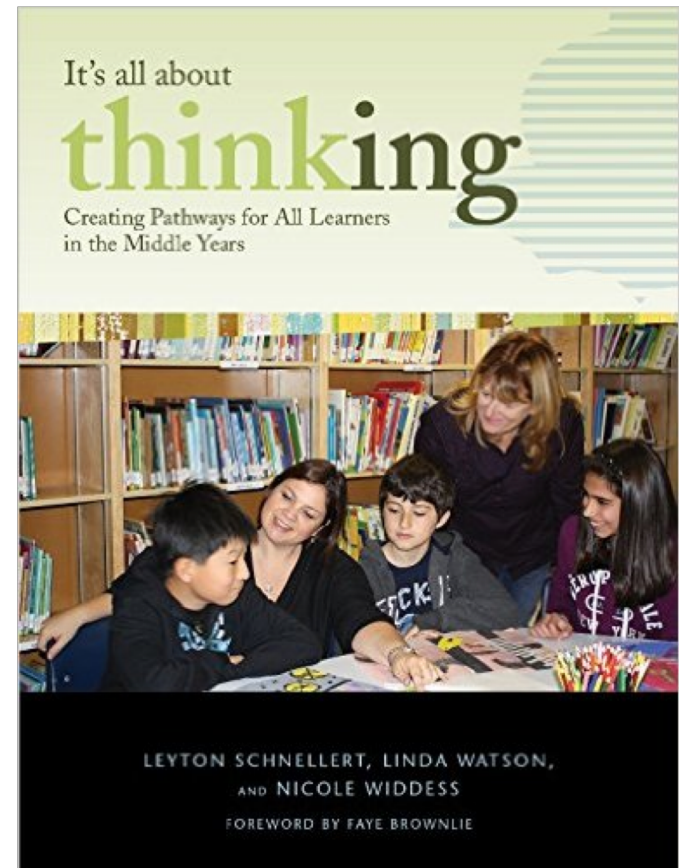


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

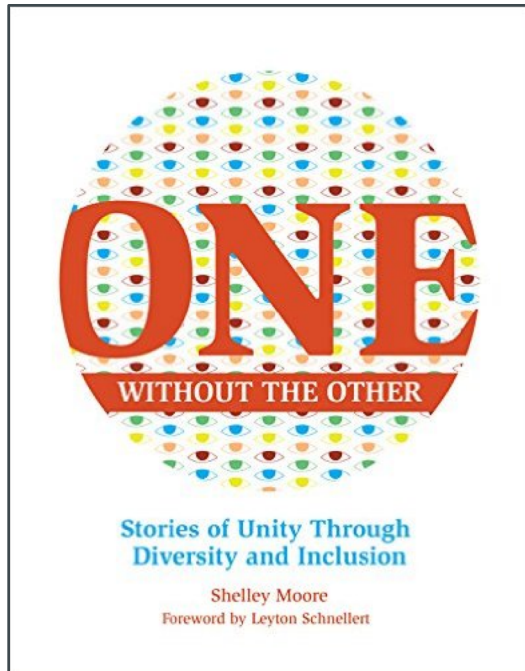
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

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.

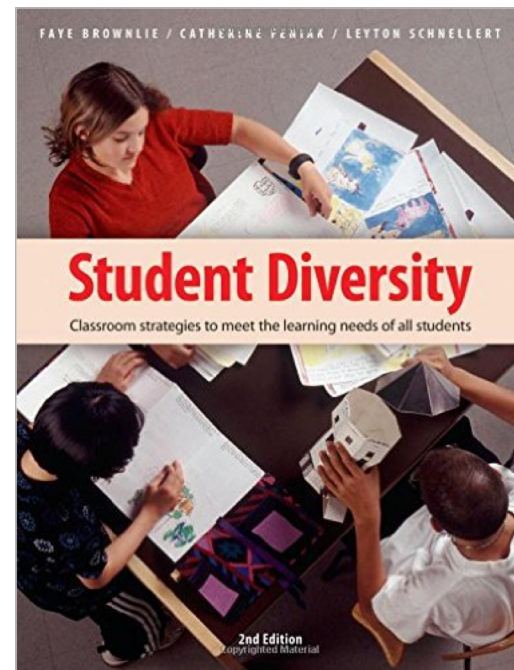
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



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



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



New Edition this Fall!!!

# www.blogsomemoore.com

The screenshot shows the homepage of the 'blogsomemoore' website. At the top left, the site name 'blogsomemoore' is displayed in a large, white, lowercase font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. A dark grey navigation bar contains four tabs: 'About', 'App-Tastic', 'Handouts', and 'Resources'. Below this, a sidebar menu is visible with orange highlights on 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area features a post snippet with the title 'Conferences' and a list of organizations including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. A post snippet is also visible with the title 'Using Multiple and Diverse Texts' and a sub-header 'Conference 2015: Planning with All Students in Mind'. On the right side, there is a section for 'about.me' featuring 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 sidebar, it says 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore



@fivemooreminutes