SHELLEY MOORE

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What do you remember from last session?

What have you tried?

What did you notice?

What questions have come up?

How will we celebrate our learning?!

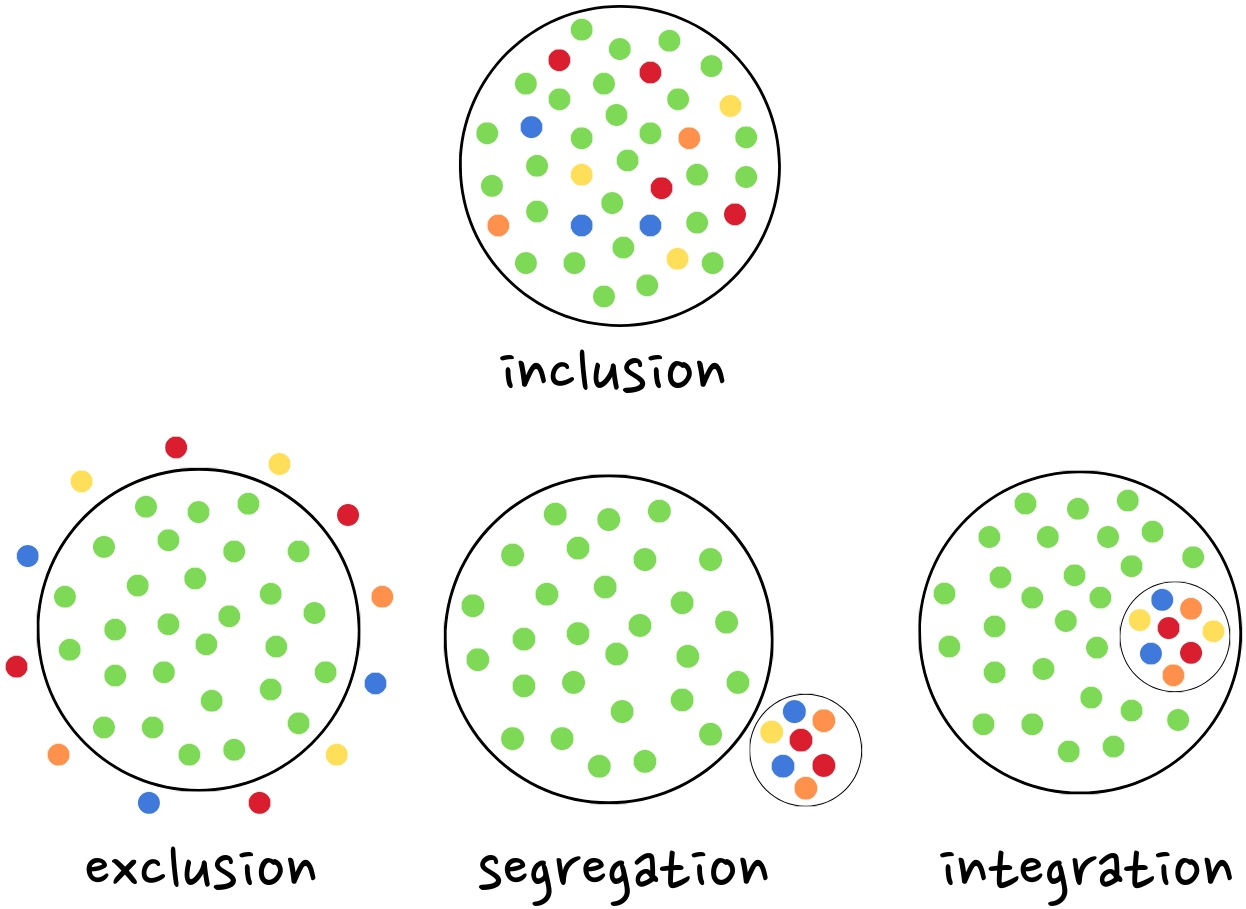
On the afternoon of March 13:

We will share our learning in small groups (3 – 5):

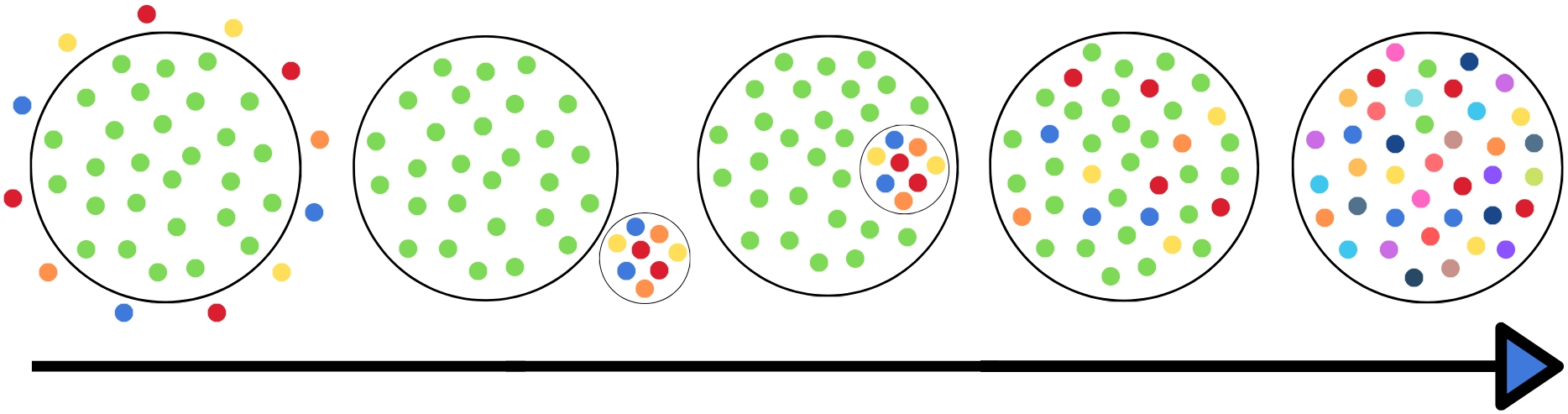
- What is one thing I learned in this series?
- What is one new thing I tried?
- What supported me to shift?
- What is my next step

Choice of format

WHAT DOES INCLUSION MEAN?

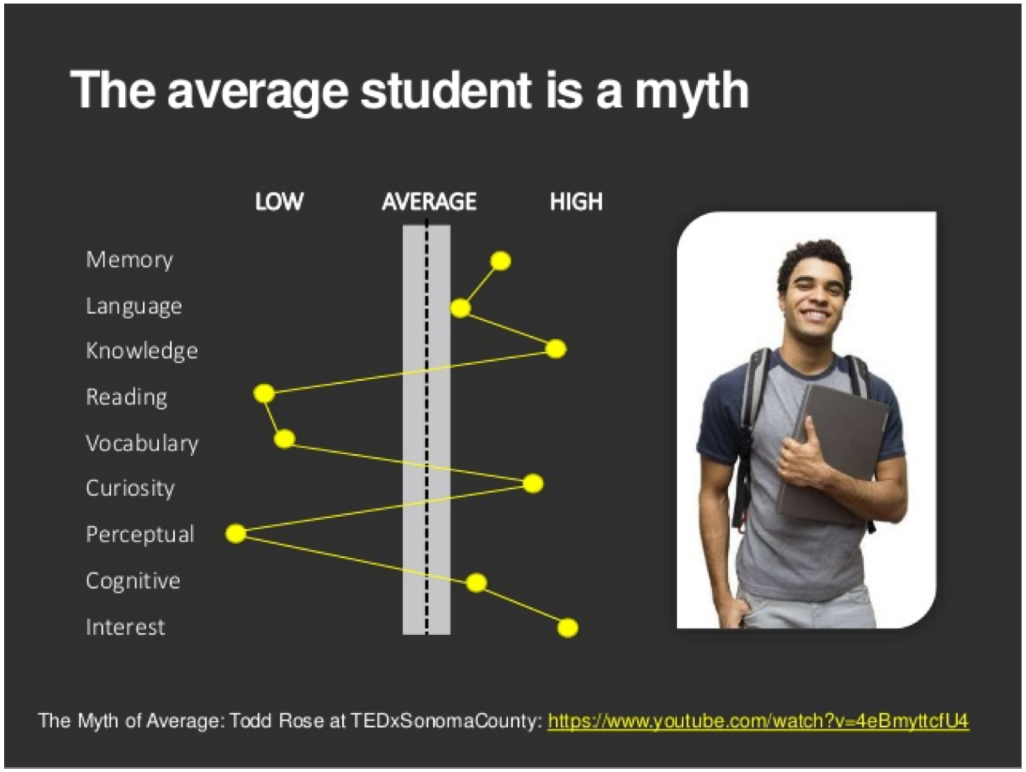

inclusion
exclusion
segregation
integration

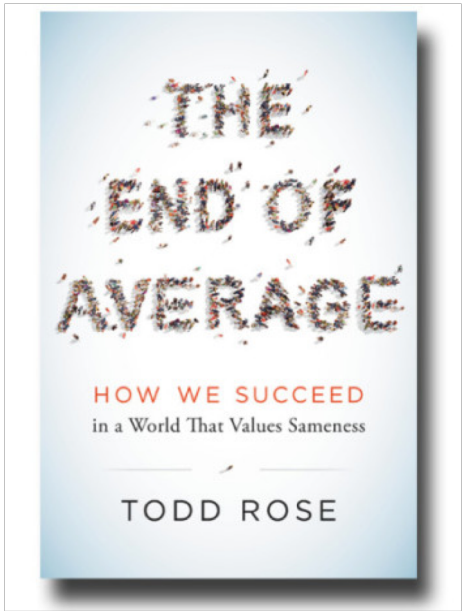
WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

What is a learner?
What kind of learner are we trying to create?





THE AIRPLANE DILEMMA...

Effectiveness: Building individualized planes for every pilot

Efficiency: Building one standardized plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

Efficiency: Building one standardized curriculum for ALL students

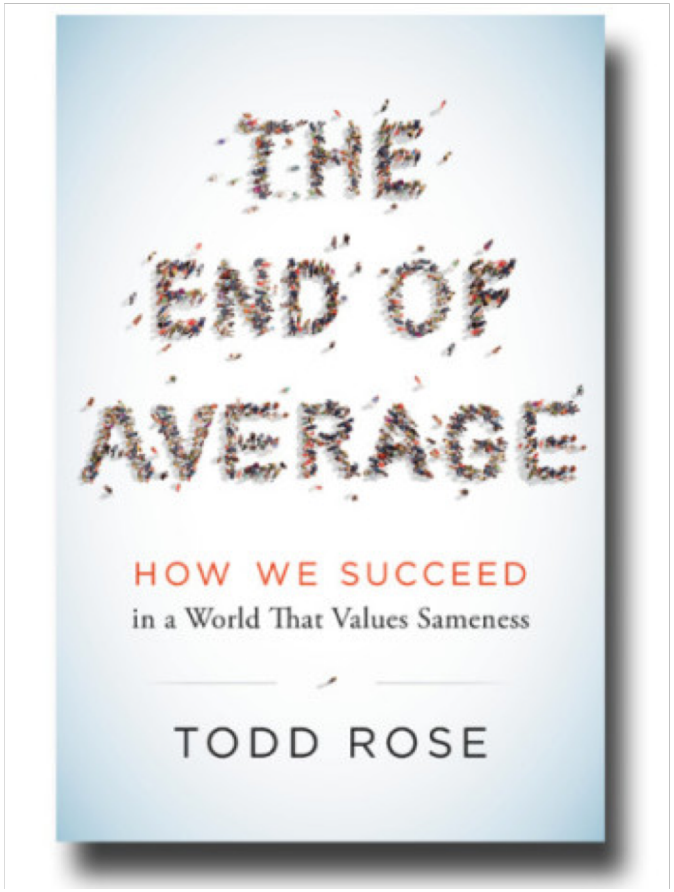
A SOLUTION?! Effective & Efficient?

An adjustable plane designed for a range of dimensions

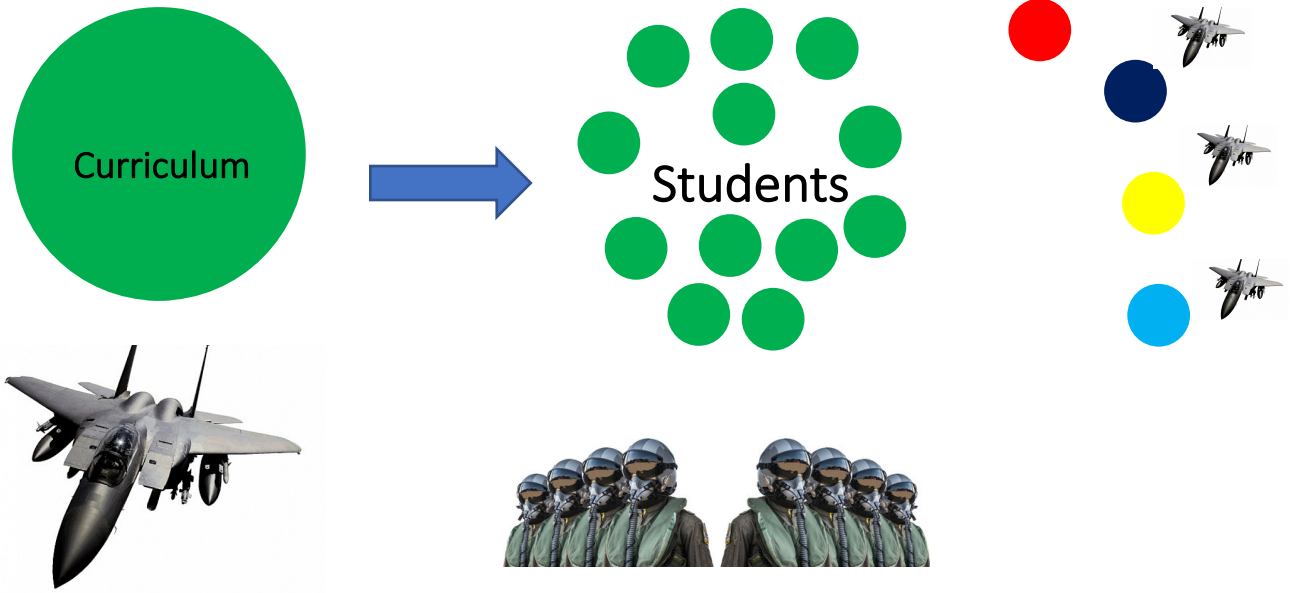
An adjustable curriculum designed for a range of diversity


THE
5 MOORE-MINUTES!
PODCAST

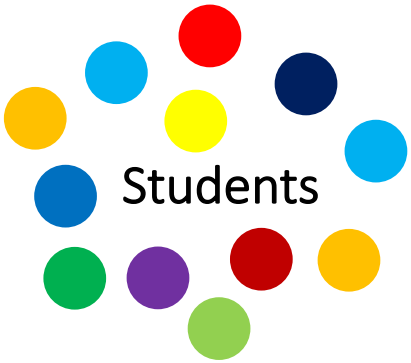

MacBook Air

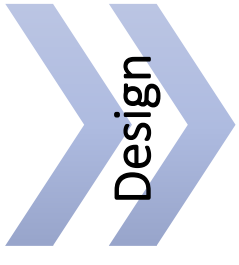

THE END OF AVERAGE
HOW WE SUCCEED
in a World That Values Sameness
TODD ROSE

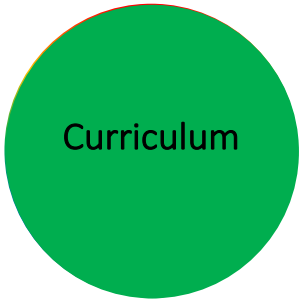
WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT







HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

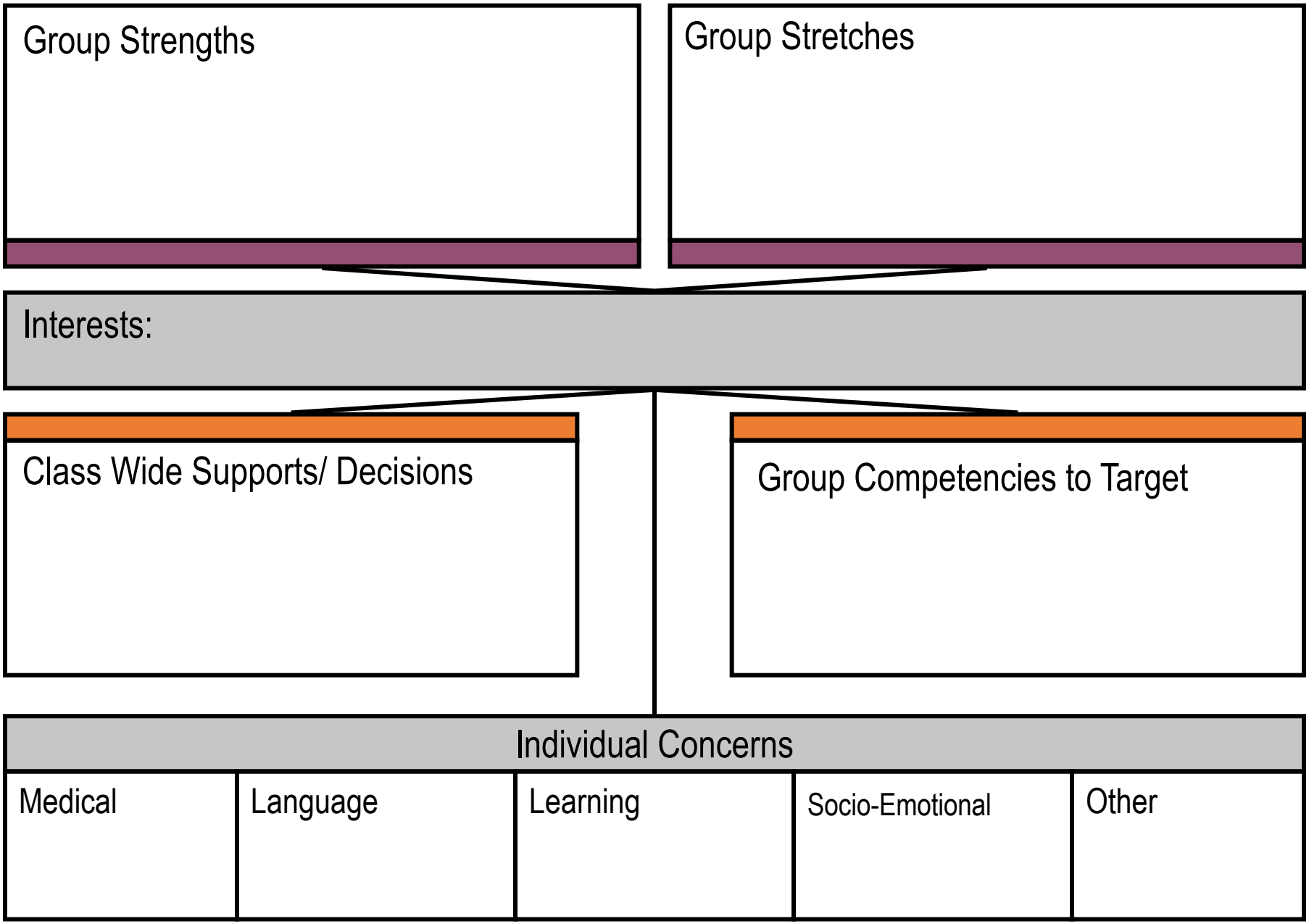
- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

Class Profile

(adapted from Brownlie & King, 2000)



Schnellert & Brownlie, 2011

Who Am I? Profile

Name:

Words that describe me

My favorite books/ stories

Things I like to do when I'm alone

Things I like to do with my friends

Things I like to do with my family

Things I'm very good at or interested in

Things I'd like (or need) you to know about me

My hopes and dreams for myself

The easiest way for me to show what I know is:

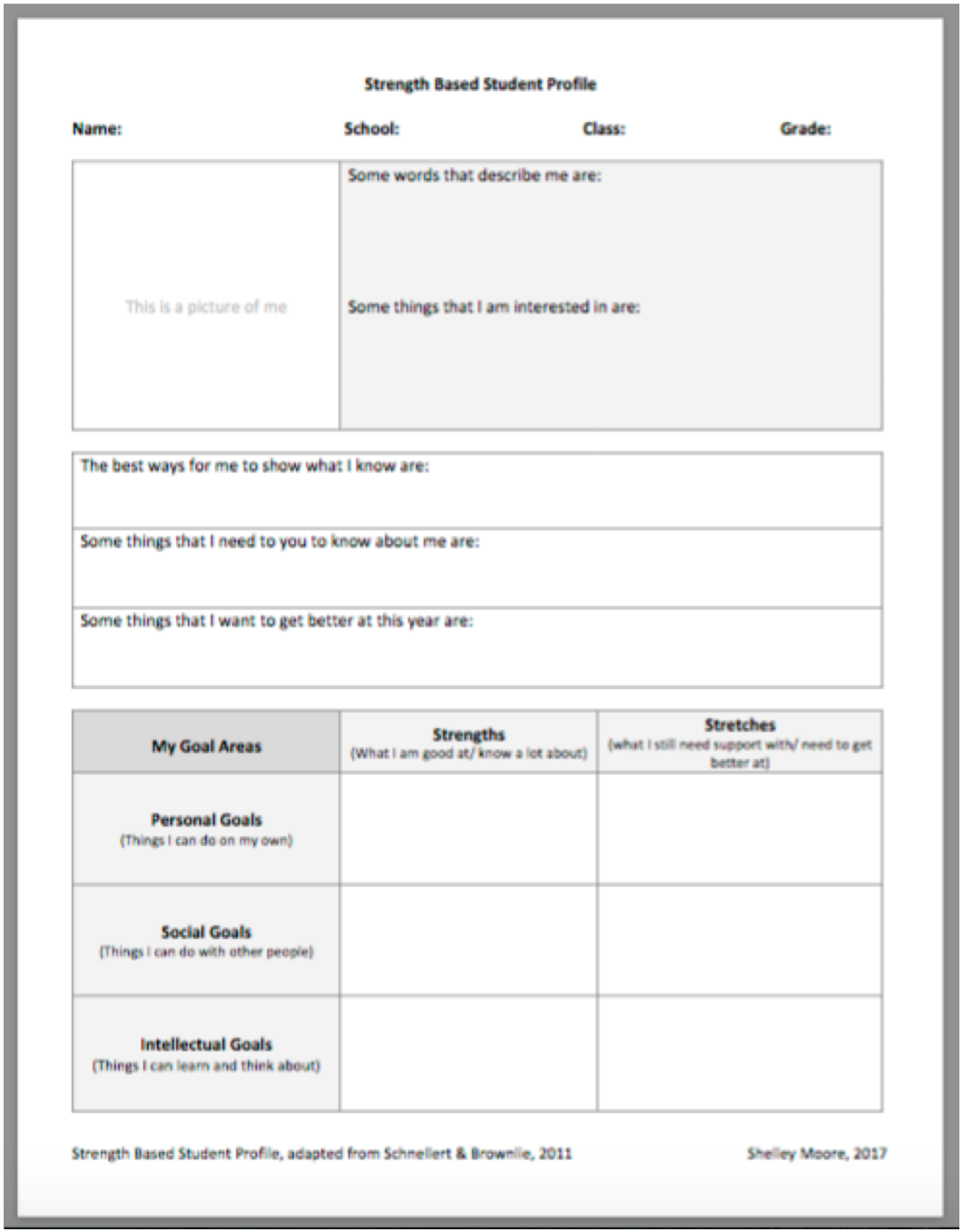
Things I would like to get better at are:

THIS IS ME!

Student Dimension Inventory (Confidential) Class:

Name	Interests and strengths	Supports needed to be successful	Important things to know/ Remember

Individual Profiles



Strength Based Student Profile

Name: **School:** **Class:** **Grade:**

This is a picture of me	Some words that describe me are: Some things that I am interested in are:

The best ways for me to show what I know are:
Some things that I need to you to know about me are:
Some things that I want to get better at this year are:

My Goal Areas	**Strengths** (What I am good at/ know a lot about)	**Stretches** (what I still need support with/ need to get better at)
Personal Goals (Things I can do on my own)		
Social Goals (Things I can do with other people)		
Intellectual Goals (Things I can learn and think about)		

Strength Based Student Profile, adapted from Schnellert & Brownlie, 2011 Shelley Moore, 2017

RTI Triangle Lens:

Who needs the most support?

Tier 3

Intensity of support

Number of people

Tier 2

Who need the most challenge?

Tier 1

RTI Triangle
Lens: waking up

Who needs the most support?

10AM

Tier 3

Intensity of support

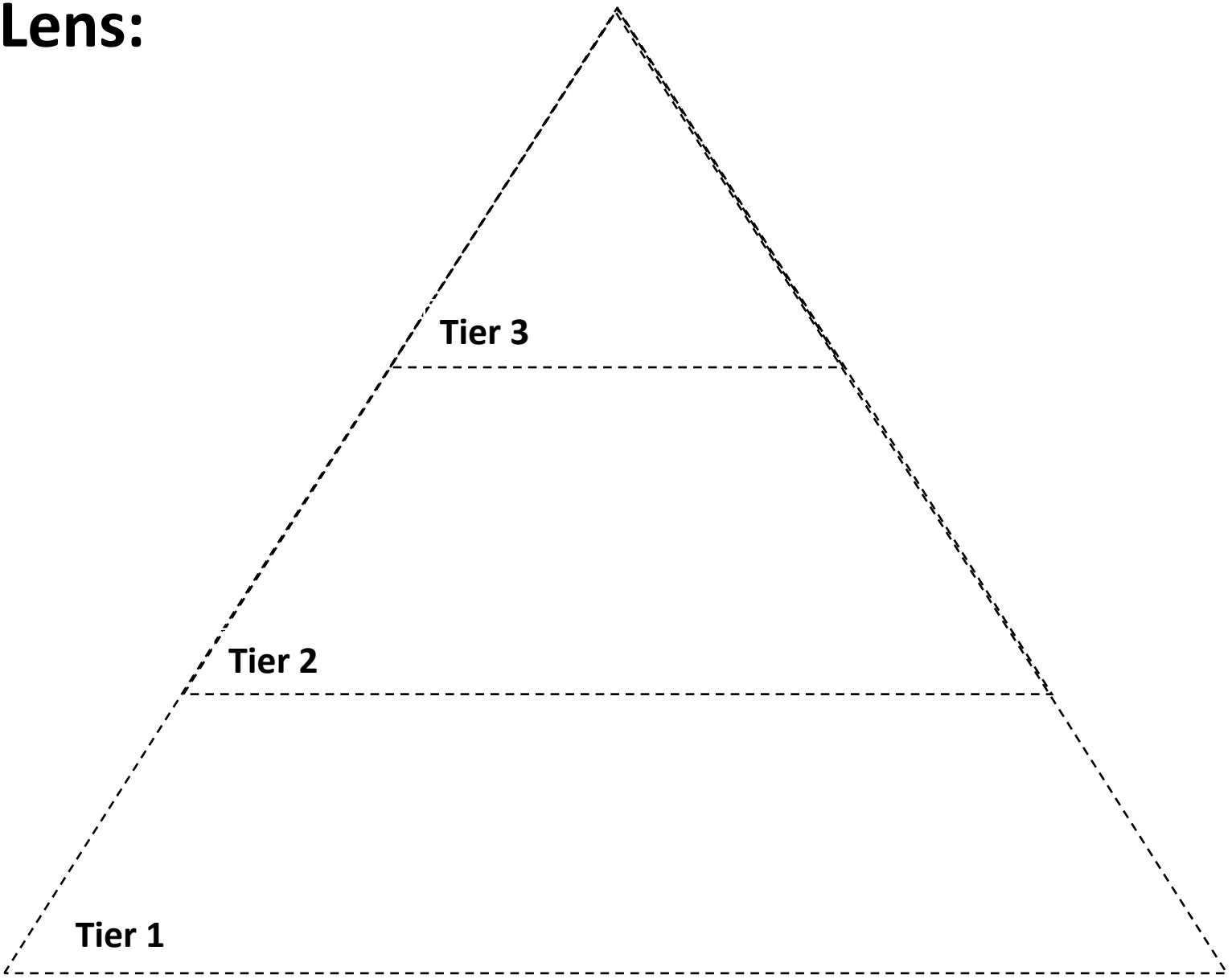
Number of people

Tier 2

Who need the most challenge?

Tier 1

RTI Triangle Lens:



RTI Triangle

Context: (class, grade, subject area, place)

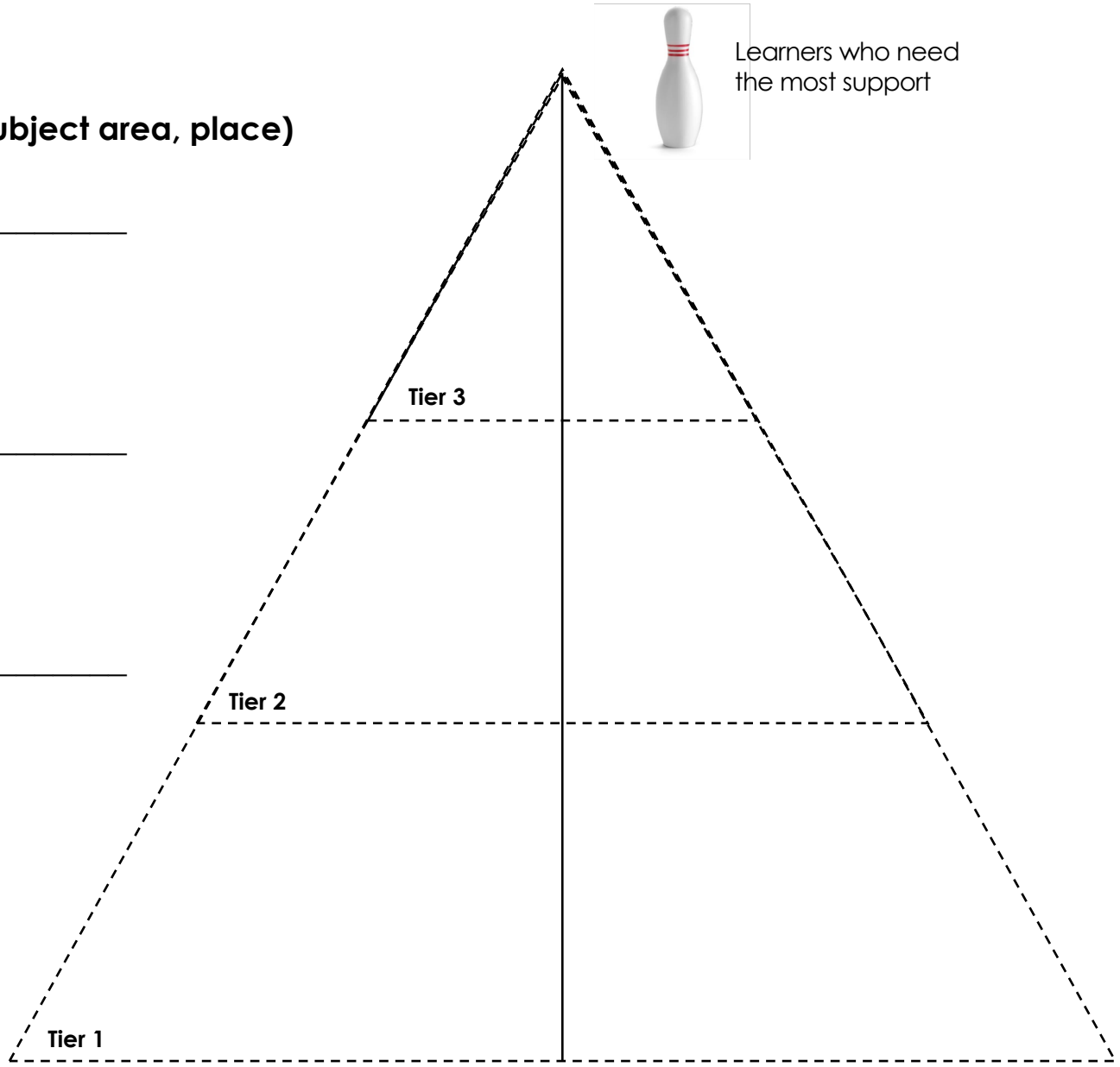
_____

Lens 1:

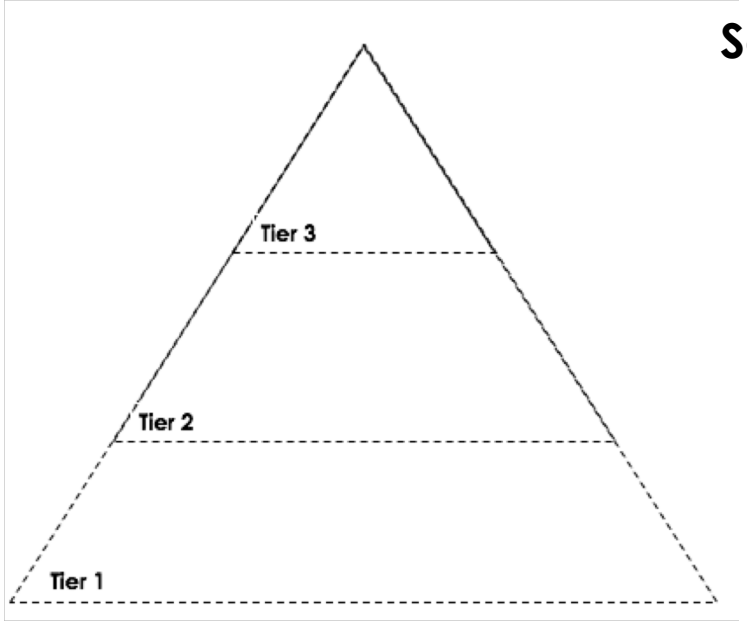
_____

Lens 2:

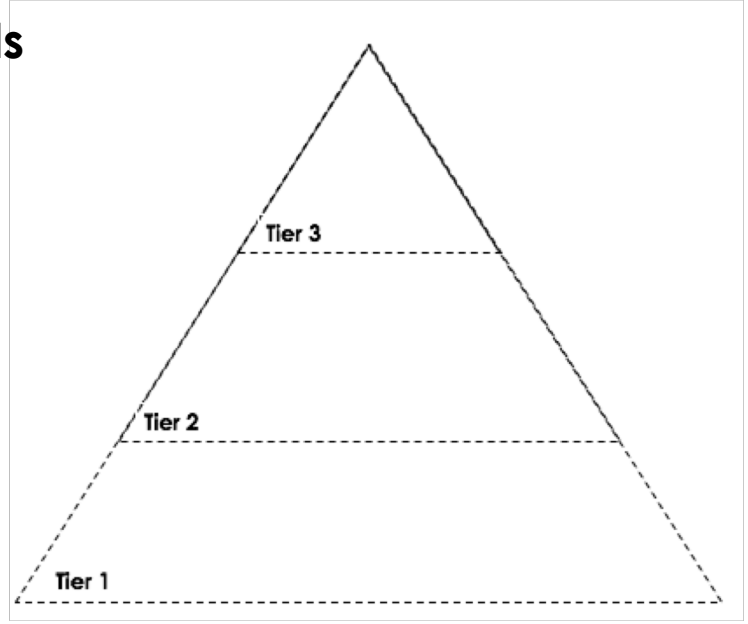
_____



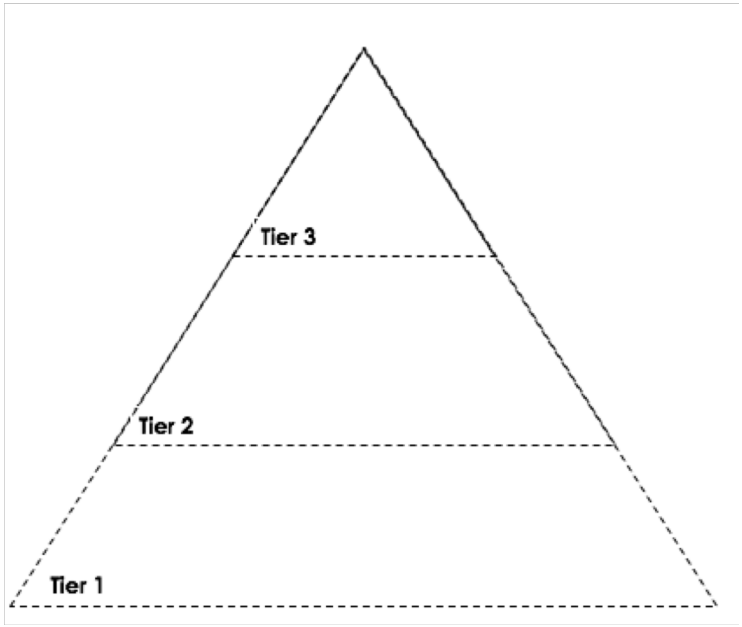
School Goals



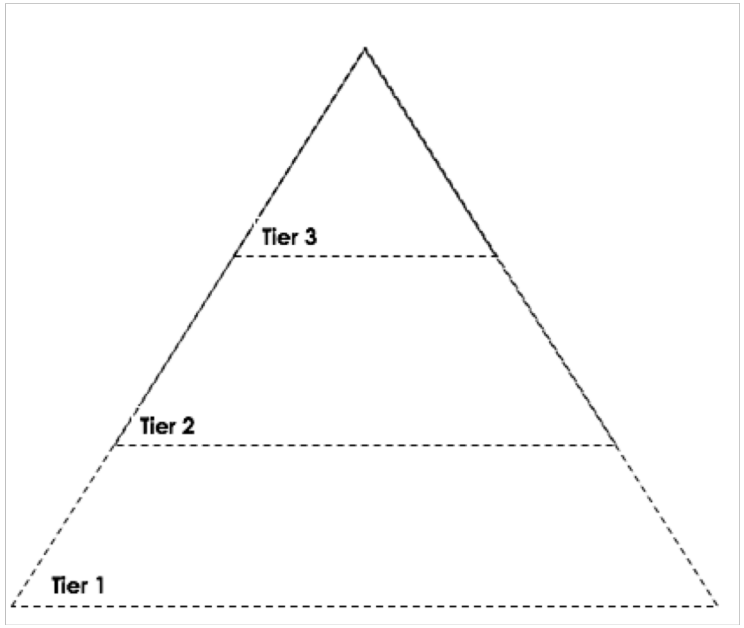
Literacy



Numeracy



Behaviour



Social Emotional

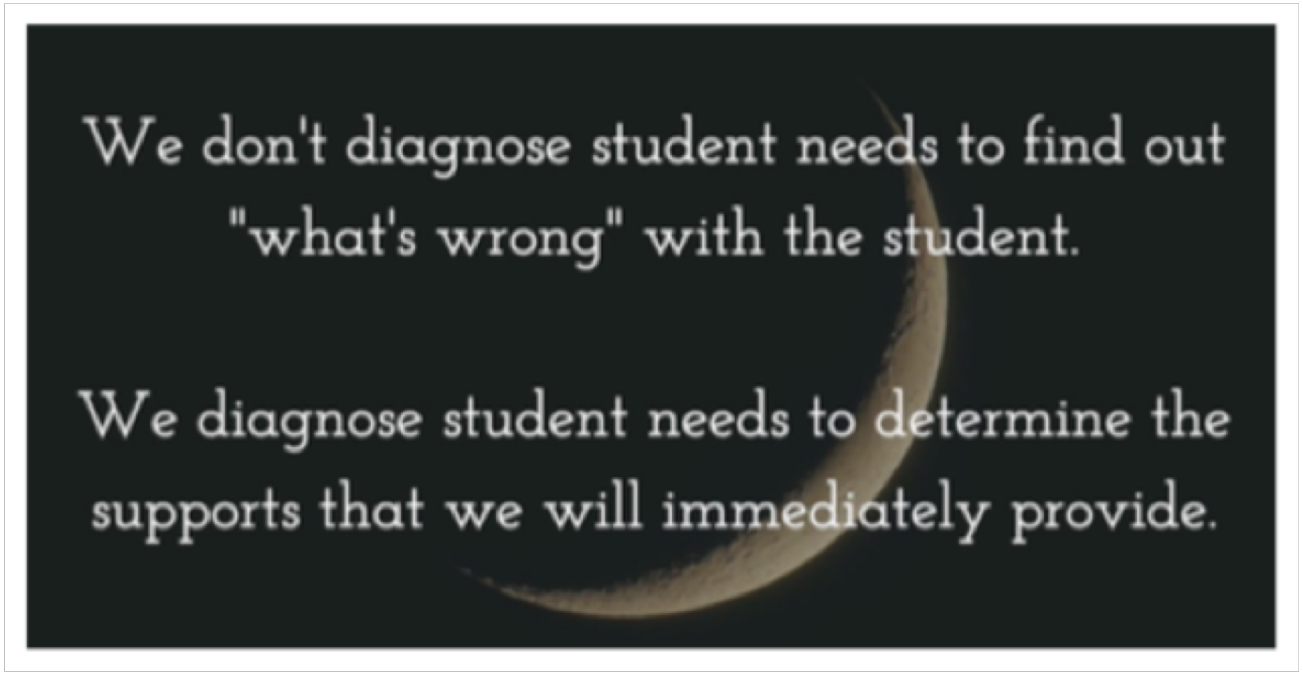
Response to Instruction (RTI)

Four assumptions to RTI

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

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

2. Early instruction of **support**



Assess the Environment

Teach the supports

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

Differentiating goals, not activities

4. **Shifting** our support models

?

Designing Supports for a DIVERSE group

n
re
port

rt

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

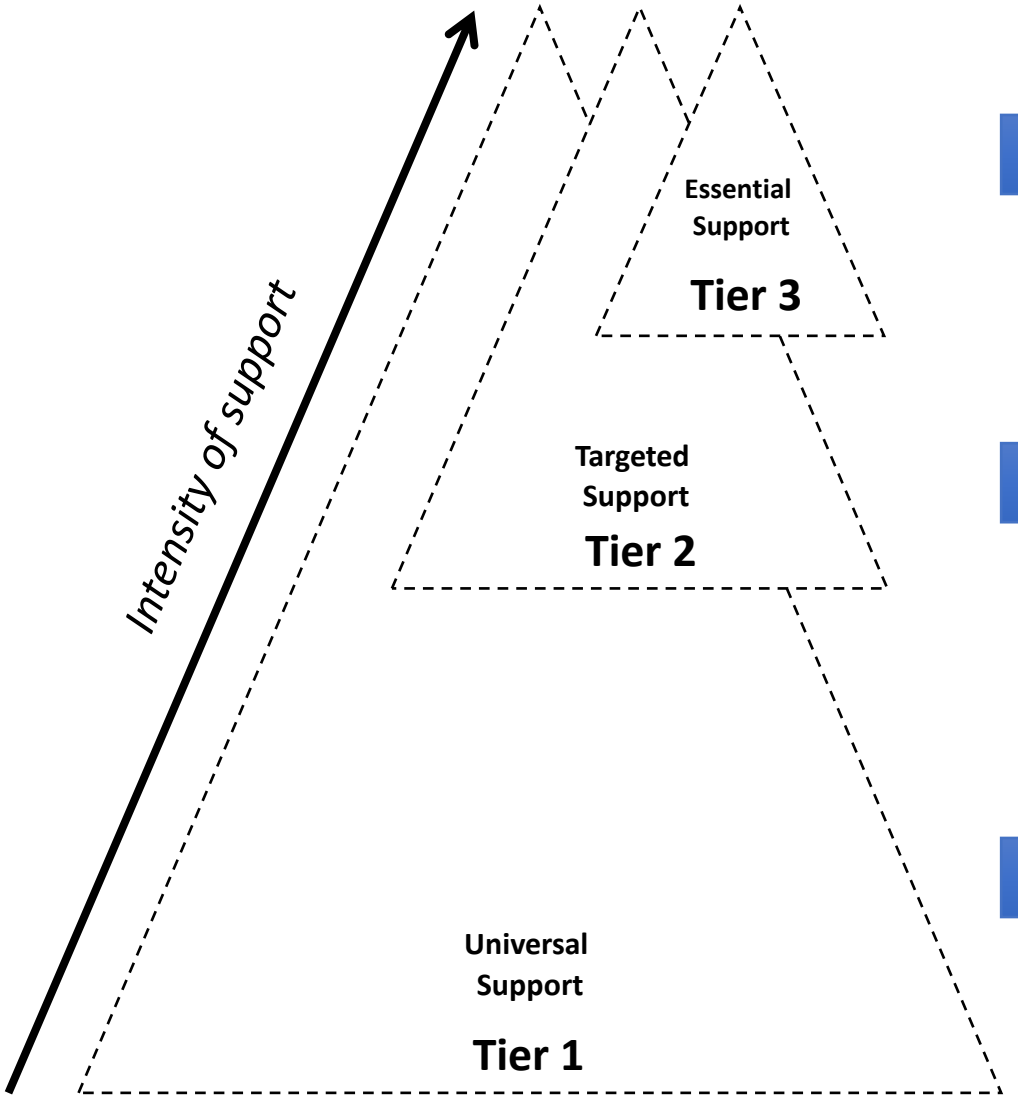
- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

How can we design an adjustable curriculum?

- **Who are our Learners?**
  - Getting to know who are learners are and their their range of diversity
- **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 do bake a layered support cake of rainbow love?

Continuum of Inclusive Supports

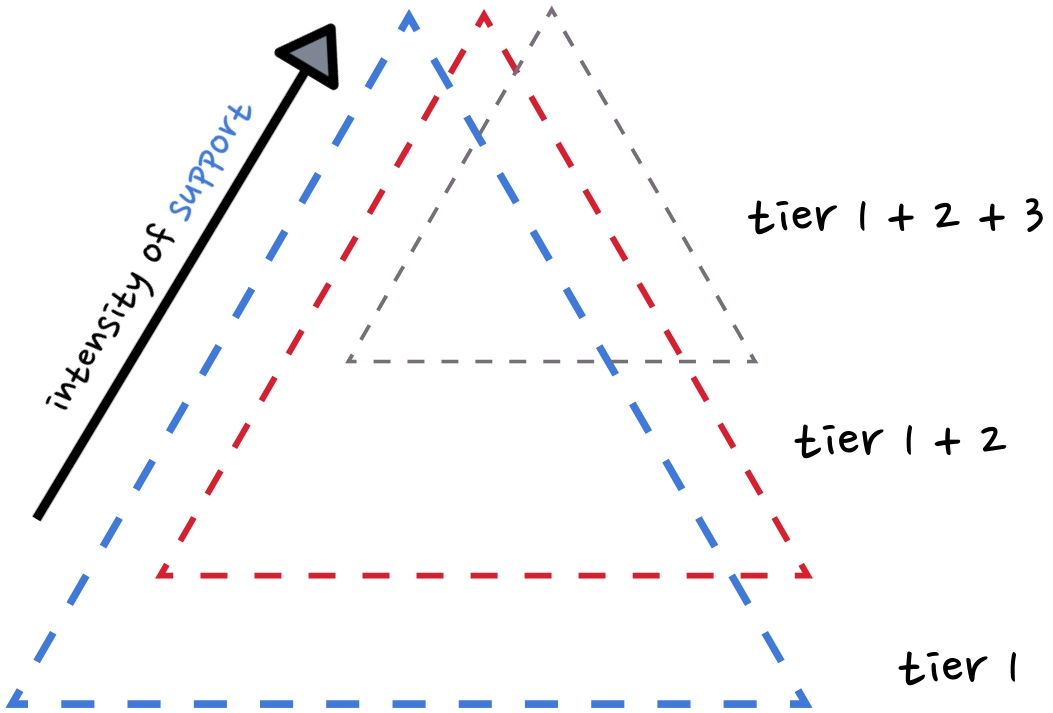


Designed for 1
Useful for 1

Designed for 1 or more
Useful for some

Designed for 1 or more
Useful for ALL

RTI/MTLS

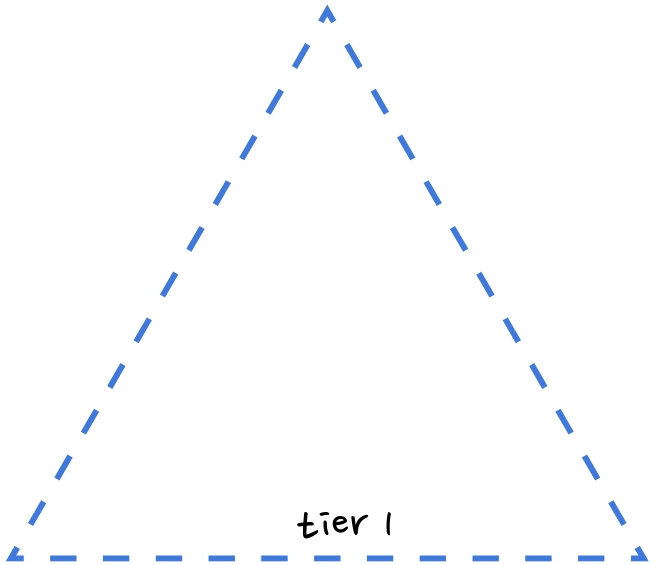


ESSENTIAL

TARGETED

UNIVERSAL

RTI/MTLS: UNIVERSAL SUPPORTS



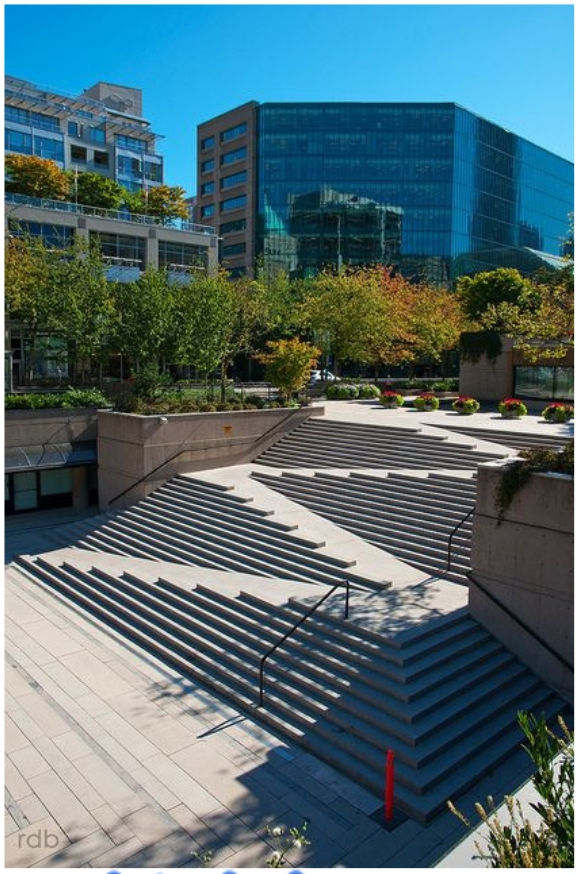
Designed for one or more; useful for ALL

UNIVERSAL SUPPORTS

1. What is the goal?

2. What supports are necessary to access the goal?

3. How do we make the supports available as to ALL?



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UNIVERSAL SUPPORTS

1. What is the goal?

2. What supports are necessary to access the goal?

3. How do we make the supports available to ALL?

UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable plantain & design

universal supports

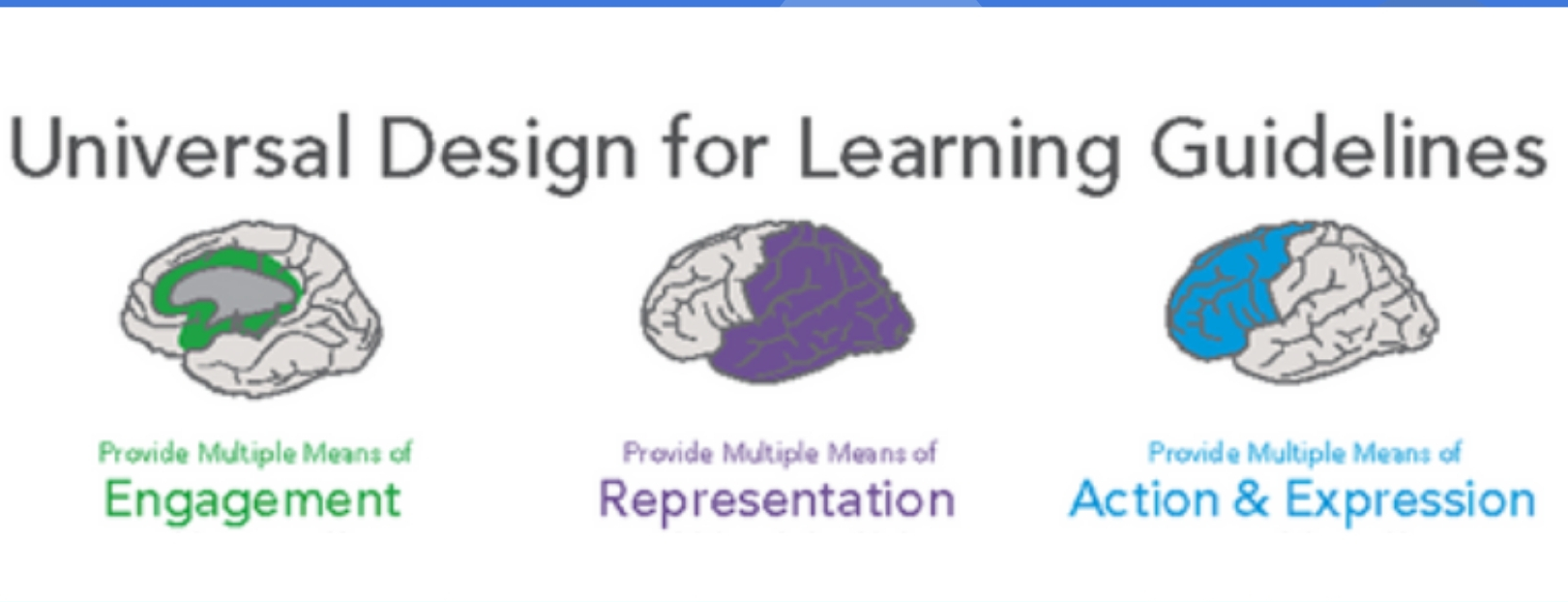
UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal supports

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

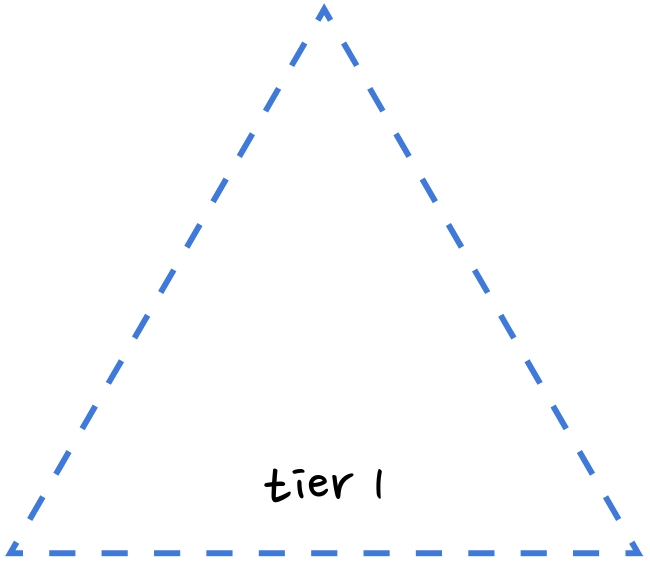


Shelley Moore, 2019

@tweetsomemoore

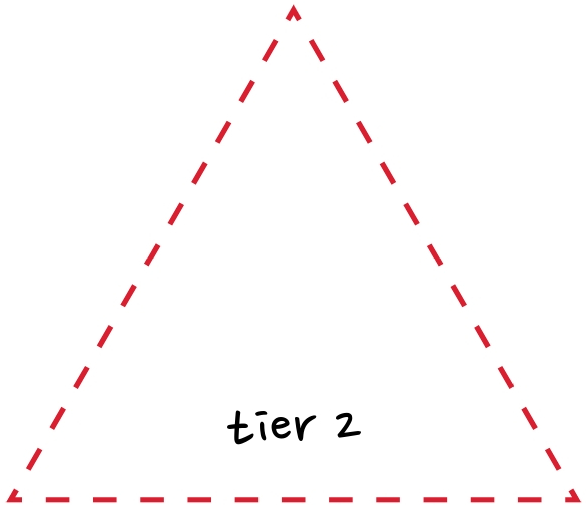
Cast.org

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

TARGETED SUPPORTS

1. What is the goal?

2. What MORE supports are necessary to access the goal?

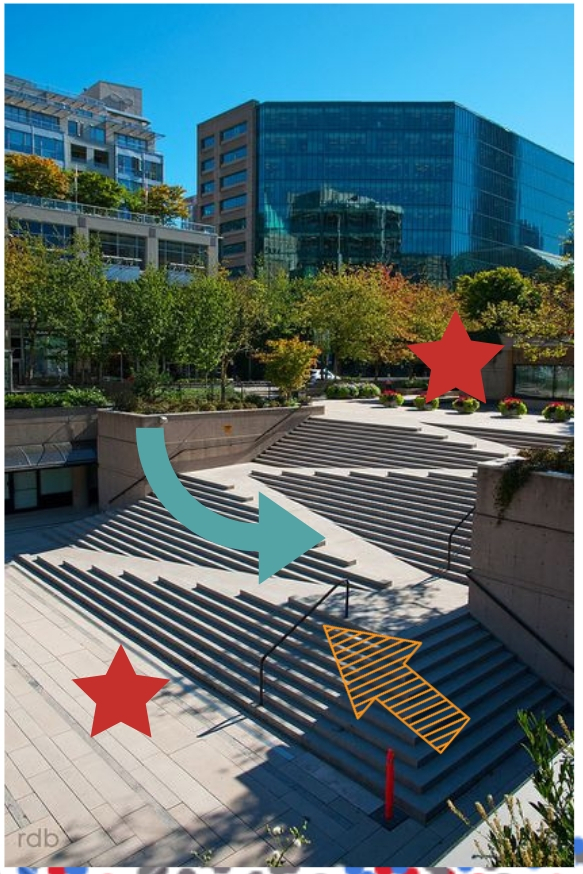
3. How do we make the supports available as a choice for others?

TARGETED SUPPORTS

1. What is the goal?

2. What MORE supports are necessary to access the goal?

3. How do we make the supports available as a choice for others?



TARGETED SUPPORTS

1. What is the goal?

2. What MORE supports are necessary to access the goal?

3. How do we make the supports available as a choice for others?

TARGETED SUPPORTS

1. What is the goal?

2. What MORE supports are necessary to access the goal?

3. How do we make the supports available as a choice for others?

WHAT ARE THE RAILS FOR LEARNING?

what additional supports are needed for targeted needs to meet the goal?

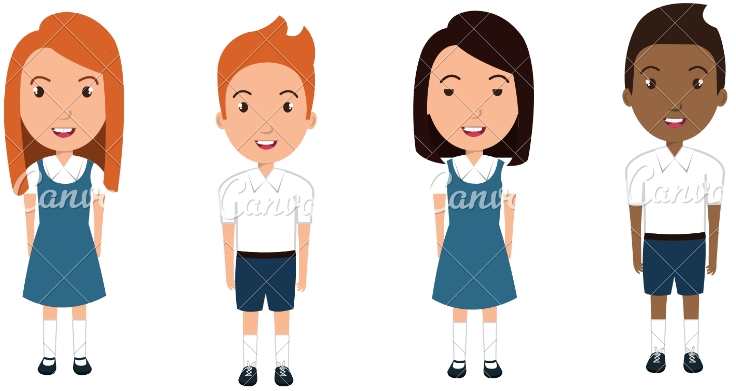
Learning Disability (LD)

Autism Spectrum

LGBTQ2S

Fetal Alcohol Syndrome

Trauma



Attention Deficit/ Hyperactivity (AD/HD

Anxiety/ Mental Health

Behaviour

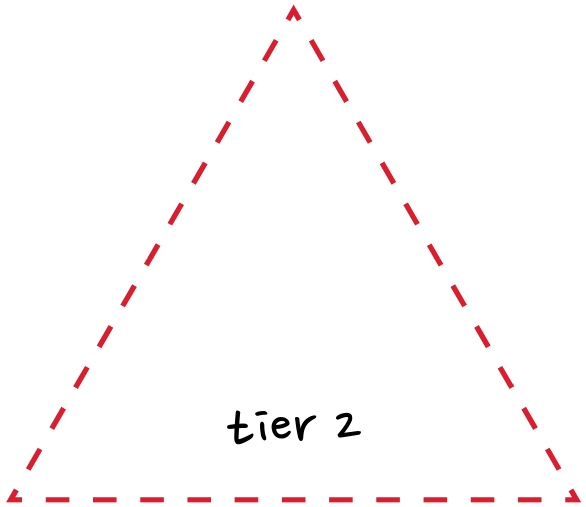
Refugee

English Language Learners (ELL)

At risk

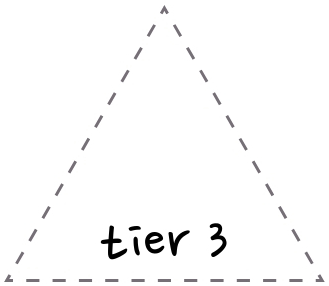
cultural/ Indigenous

RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

ESSENTIAL SUPPORTS

1. What is the goal?

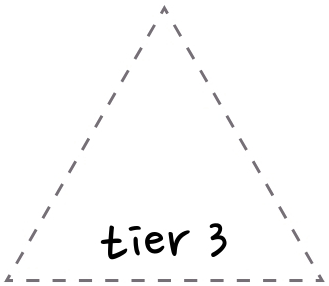
2. What EVEN MORE supports are necessary to access the goal?

3. How do we teach everyone about the support so that we can advocate for ourselves and each other?

WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

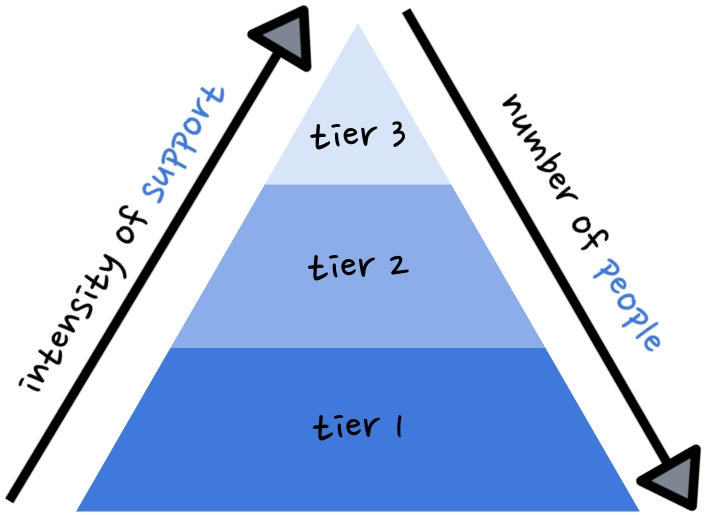
what essential supports are needed to meet the goal?

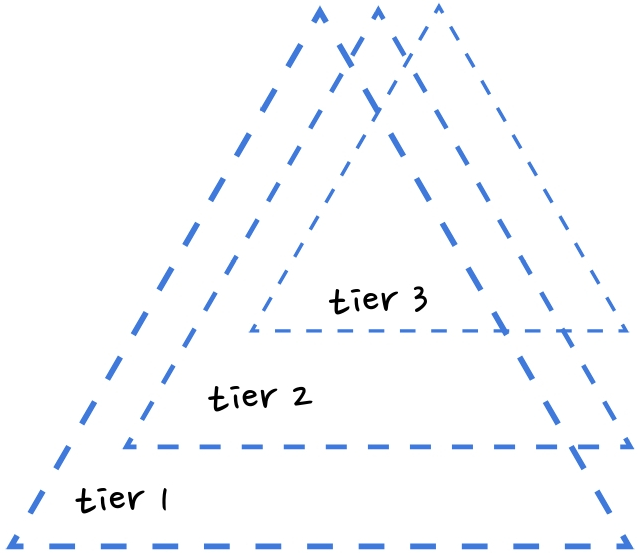
RTI/MTLS: ESSENTIAL SUPPORTS



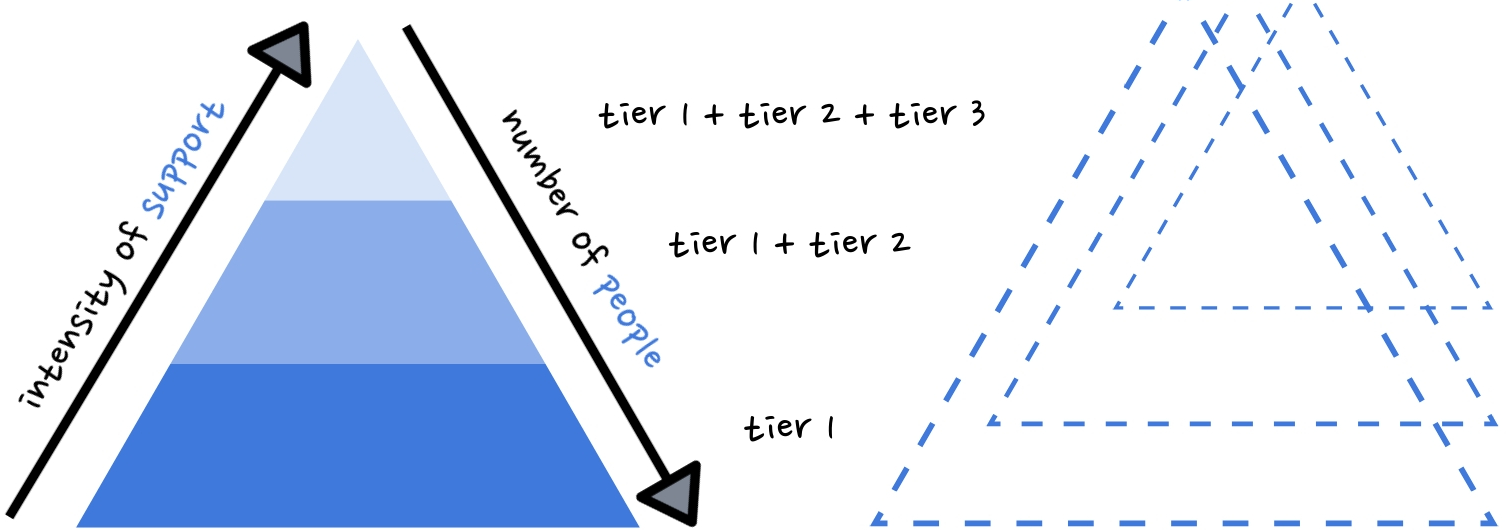
Designed for one; useful for one

Multi Tiered Levels of Support (MTLS)



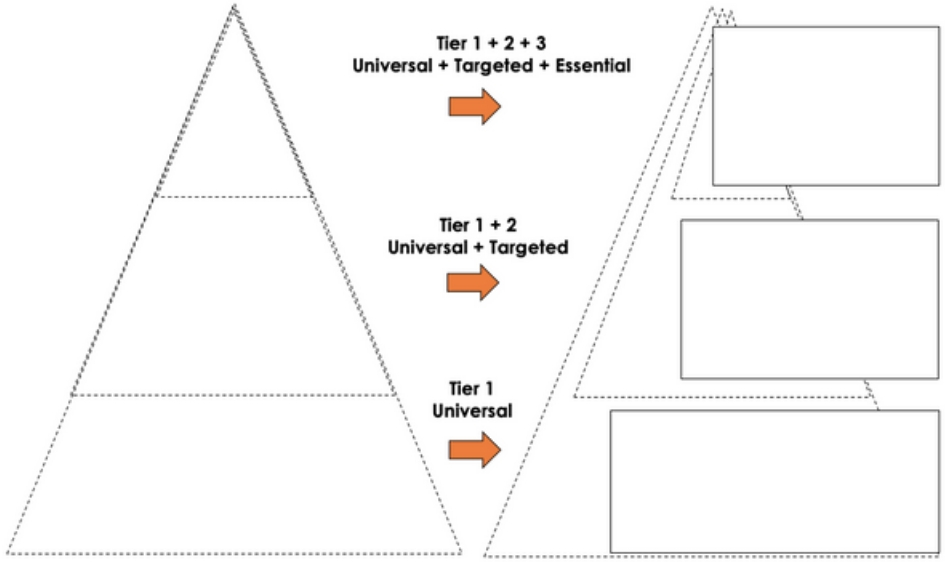


Multi Tiered Levels of Support (MTLS)

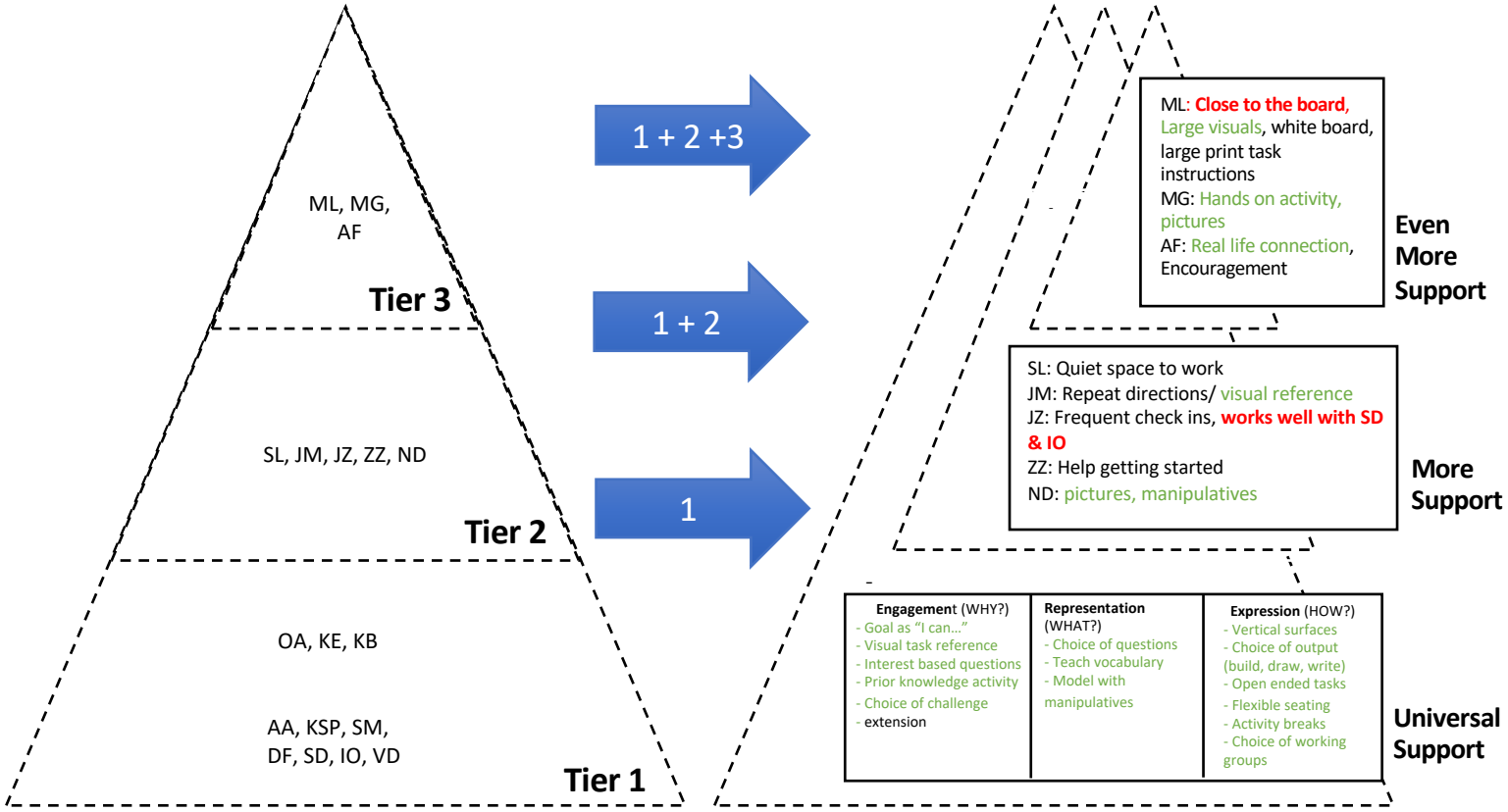


STRATEGY: RTI/MTLS

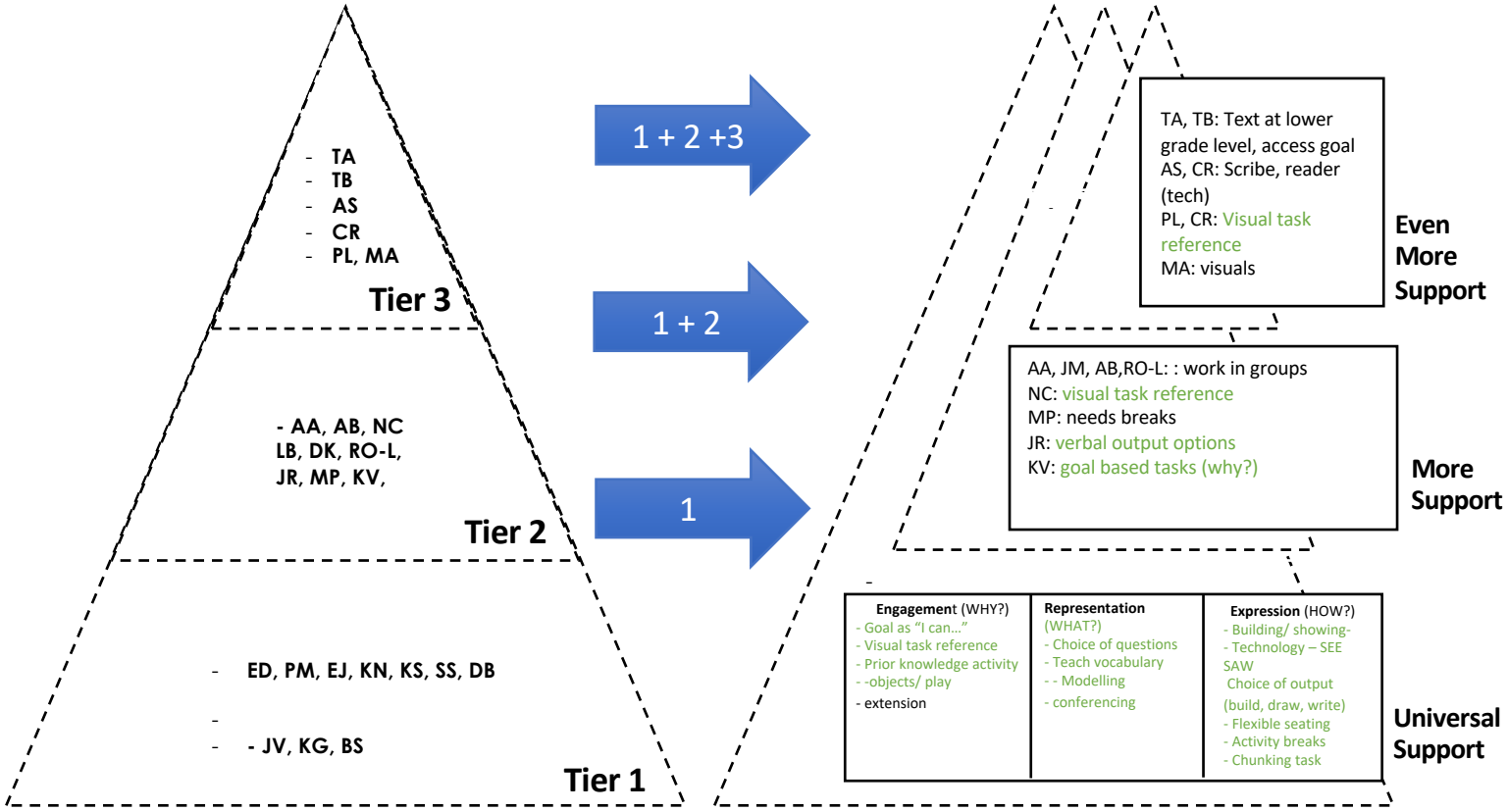
RTI Support Plan:
Lens:



Designing Supports for Diverse Classes
Lens: Math 6



Designing Supports for Diverse Classes
Lens: Science 2 - Content

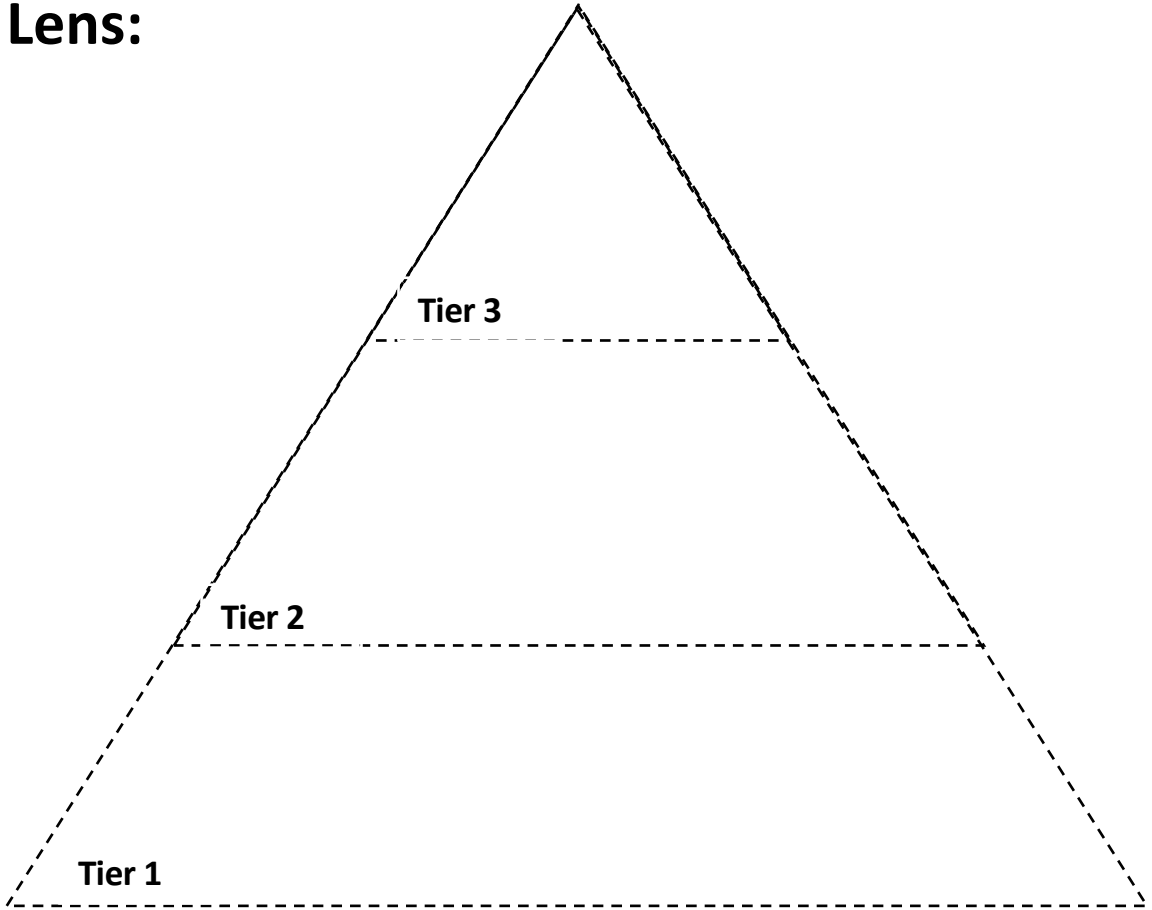


Your job! 10 minutes

Start Here:

- **YOU MUST:**
  - Choose a class and build an RTI triangle with your students in mind
  - Build an MTLS Triangle: Make a list of Universal Supports that you are ALREADY using that you know work for this class
- **YOU CAN:**
  - Build an MTLS Triangle: Choose a new UDL strategy to learn more about that would benefit your class
- **YOU COULD:**
  - Build an MTLS Triangle: Think of a student who needs targeted support, make a list/ research some evidence based strategies that will make a difference for them
- **YOU COULD TRY:**
  - Build an MTLS Triangle: If you have a student with essential supports, what are they?

RTI Triangle Lens:



RTI Triangle

Grade/Course/Subject (place)

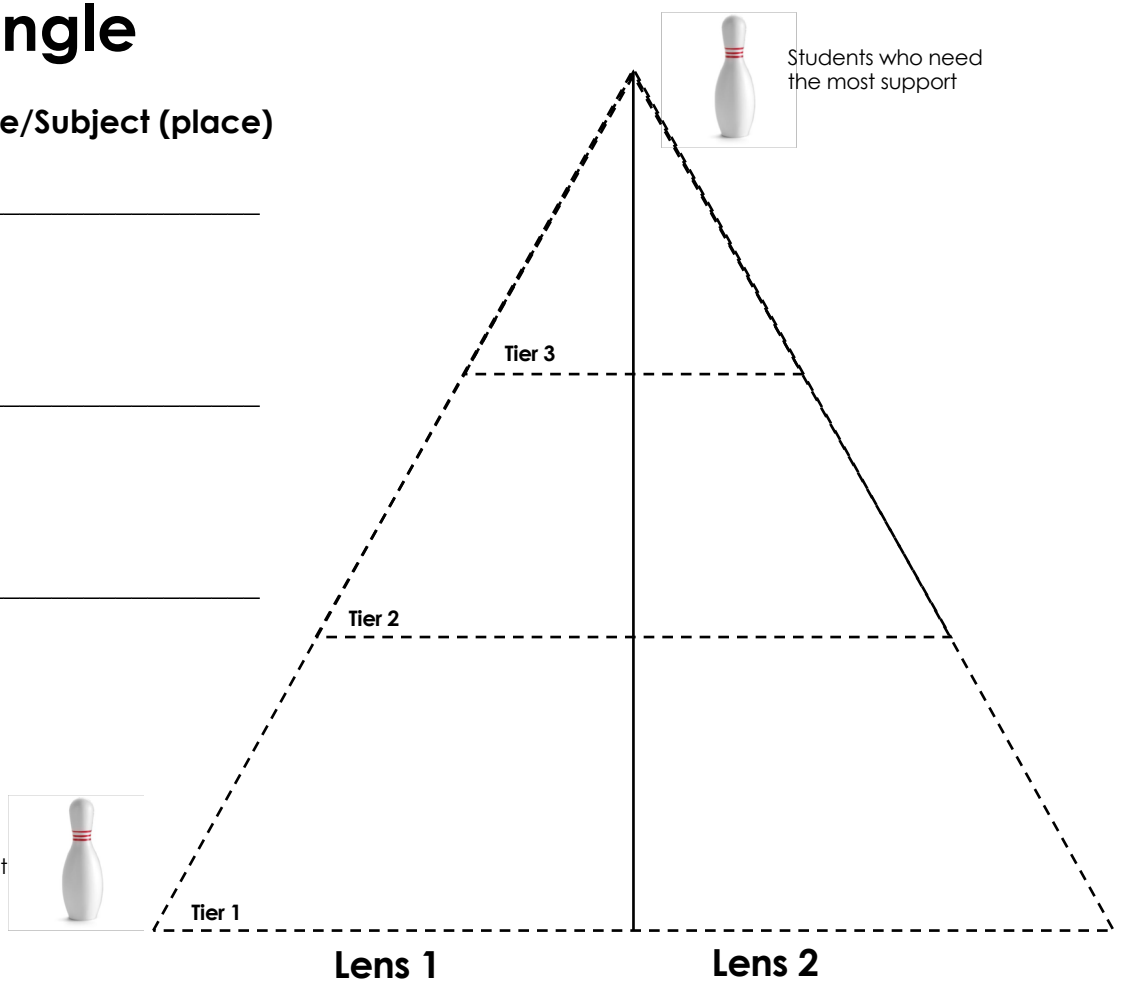
_____

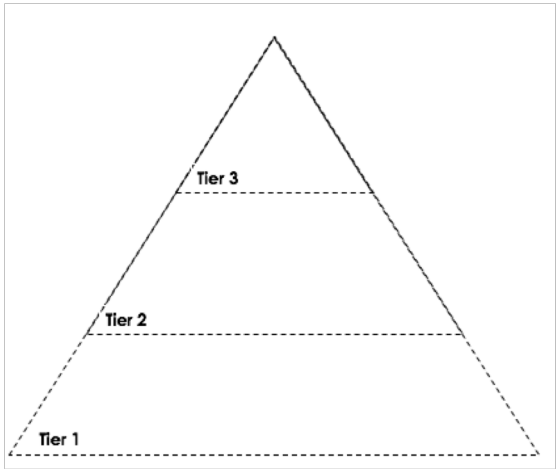
Lens 1:

_____

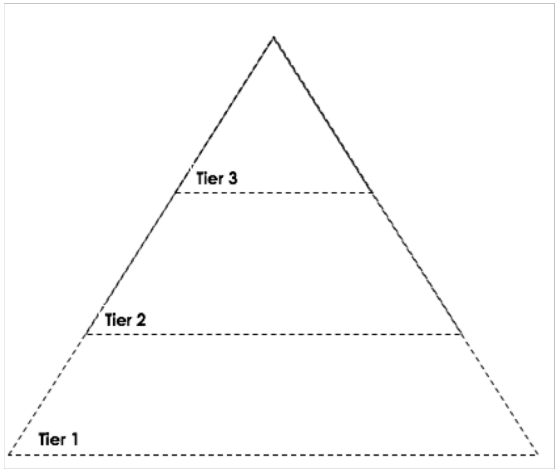
Lens 2:

_____

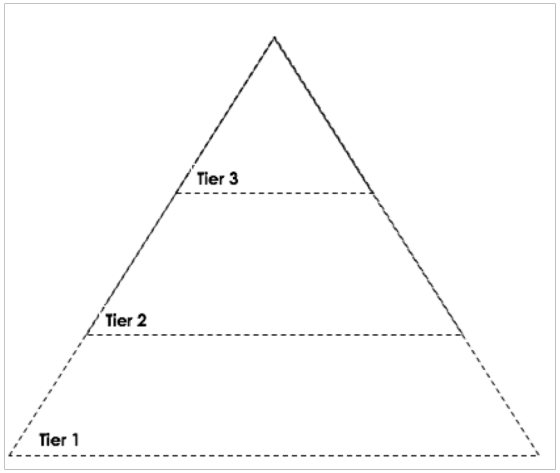




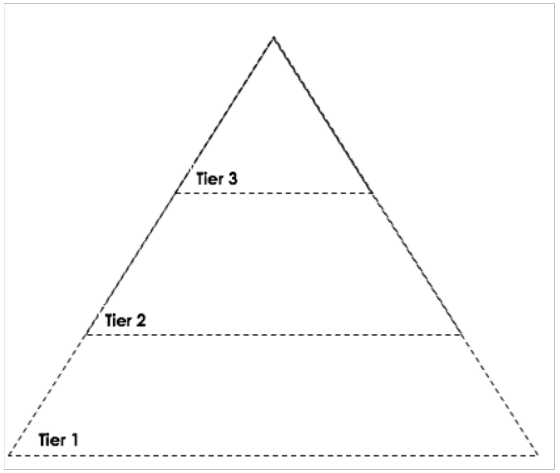
Literacy



Numeracy

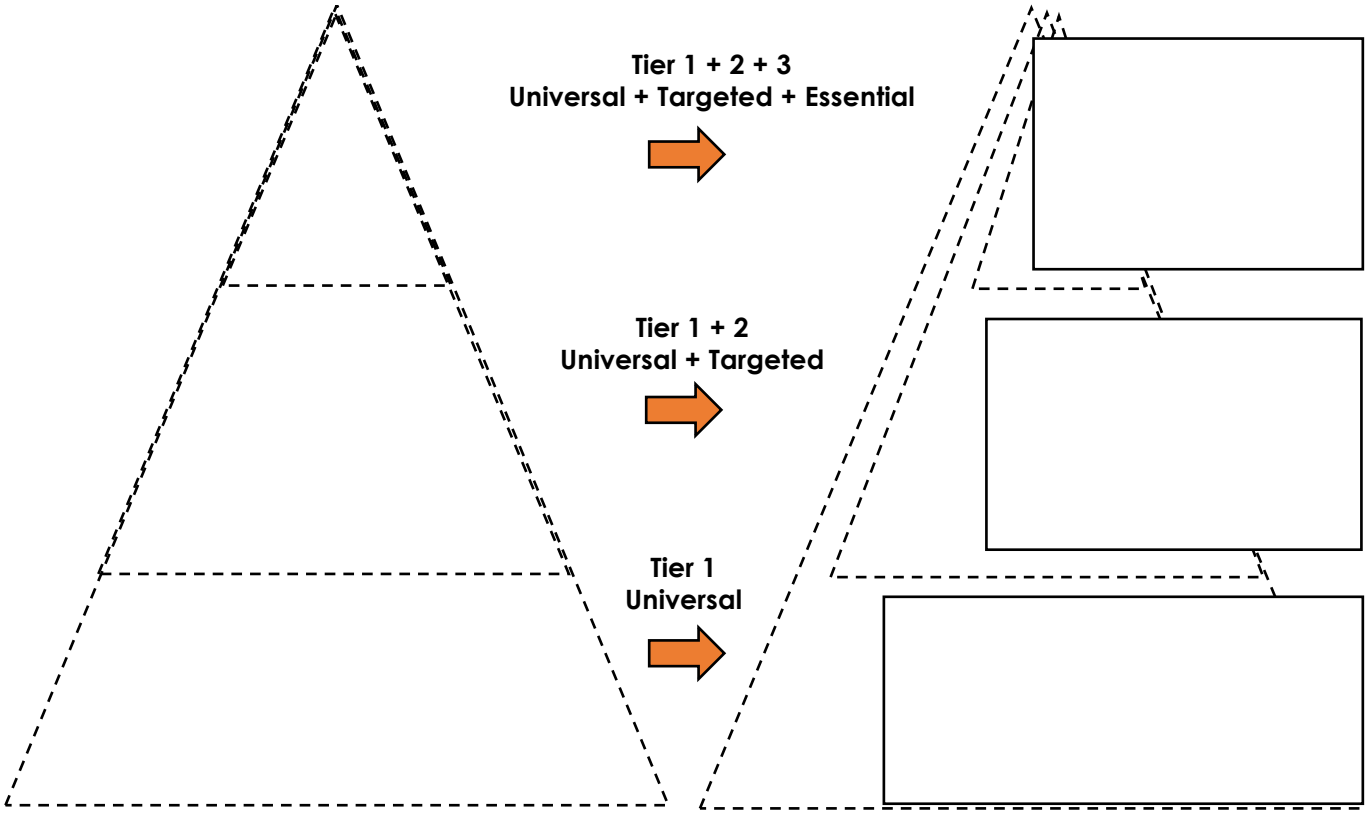


Behaviour



Social Emotional

MTSS Plan:
Lens:



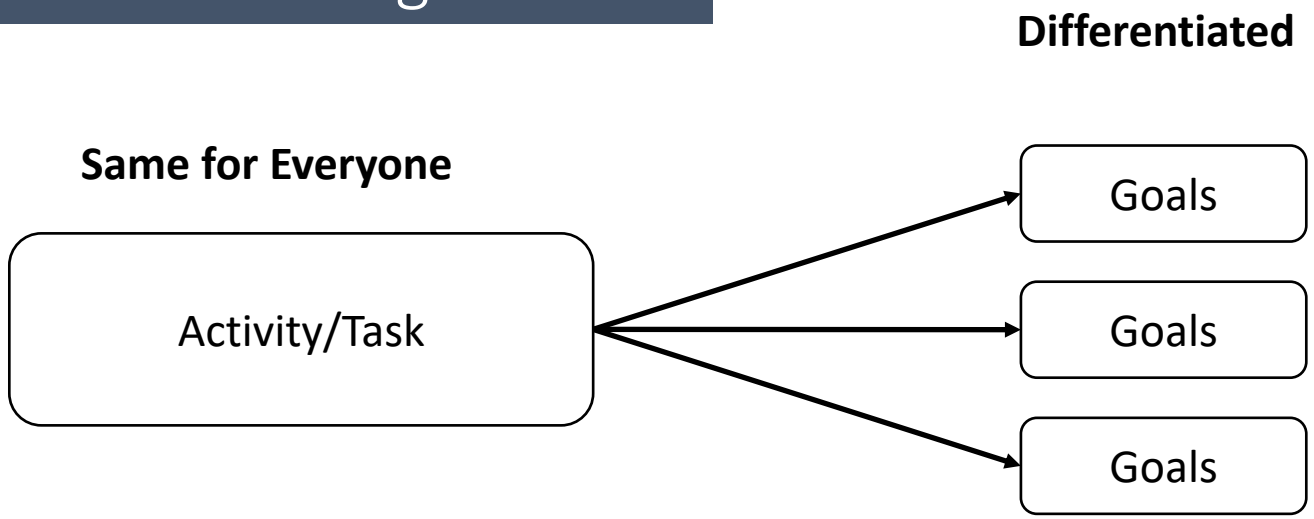
What is useful so far today?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

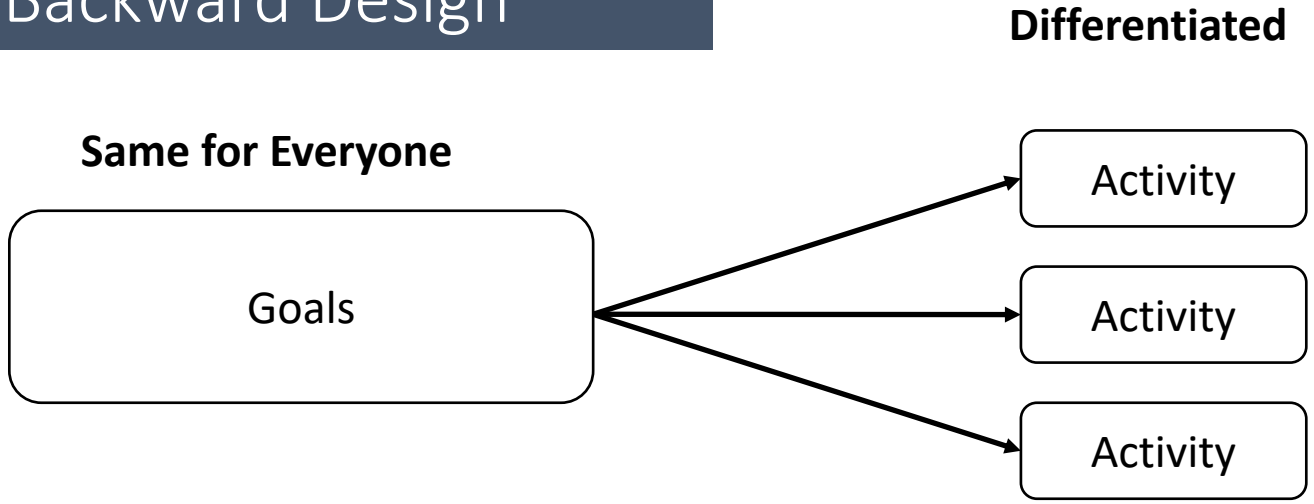
- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

Teaching (and Learning) to Goals, not activities

Forward Design



Backward Design



Choosing Unit Goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Process**
    - What do we need to do?
  - **Content**
    - What do we need to know?
  - **Competencies**
    - Who do we need to become?

Backwards Design Flip Book

Miserable

Two-toed

Lizard

Miserable Two-toed Lizard

Cover - Topic/Strand

Page1: Big Idea & Guiding Question(s)

What do we need to understand?

Teacher Evaluation

Page 2: Process

What do we need to do?

Page 3: Content

What do we need to know?

Student Evaluation

Page 4: Competencies

Who do we need to become?

Shelley Moore, 2019

Choosing Unit Goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Process**
    - What do we need to do?
  - **Content**
    - What do we need to know?
  - **Competencies**
    - Who do we need to become?

Choosing Unit Goals

Backwards Design

- **Big Idea (Essential understanding)**
  - What do we need to understand?
- **Process (Learning Outcome)**
  - What do we need to do?
    - **Content (**Conceptual knowledge)
      - What do we need to know?
    - **Content** (Procedural knowledge)
      - What can we do with that knowledge?
- **Competencies**
  - Who do we need to become?

Miserable

Two-toed

Lizard

Cover - Topic

Page 1- ESSENTIAL UNDERSTANDING & Guiding Question(s)

What do we need to understand?

Teacher Evaluation

Page 2: LEARNING OUTCOME

What do we need to do?

Student Evaluation

Page 3: Competencies

Who do we need to become?

BACKWARDS DESIGN: The Curricular Airplane

Grade:	Subject Area:	Topic:	Planning Team:
Essential Understanding:		**Unit Guiding Question(S):**	
Learning Outcome:			
Competency Goal:			

Choosing Unit Goals

- **Backwards Design**
  - **Essential Understanding**
    - I understand…
  - **Learning Outcome**
    - I can…
  - **Competencies**
    - I can become…

The Curricular Airplane

Grade:	Subject Area:	Topic:	Planning Team:
Essential Understanding:		Unit Guiding question(S):	(kid friendly)
Learning Outcome:		(kid friendly) I can…	
Competency Goal		(kid friendly) I can become…	

The Curricular Airplane

Grade: Kindergarten	Subject Area: Math	Topic: Numbers	Planning Team: S. Moore
Essential Understanding: Organizing and representing quantitative information develops additive and multiplicative thinking to make meaningful connections and support problem solving		**Unit Guiding question:** How can we represent quantities in everyday life with numbers?	**(kid friendly)** Where are numbers in our life? What are the different ways that we can show numbers in our life?
Learning Outcome:	Children can make meaning of quantities within 10		**(kid friendly)** I can show what numbers mean up to 10
Competency Goal	Critical thinking		(kid friendly) I can become a critical thinker
Competency Goal	Managing Information		(kid friendly) I can become a manager of information OR I can manage information

The Curricular Airplane

Grade: 2	Subject Area: Science	Topic: Water and living things	Planning Team: S. Moore
Essential Understanding: Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.		**Unit Guiding question:** How do living things grow and change? How does water impact living things in the environment?	**(kid friendly)** How do living things grow and change? How does water impact living things in the environment?
Learning Outcome:	Students investigate and analyze life cycles of different plants and animals.		I can investigate and analyze life cycles of different plants and animals
Learning Outcome:	Students investigate characteristics of water and the importance of water to living things in the environment.		I can investigate characteristics of water I can investigate the importance of water to living things in the environment
Competency Goal	Critical thinking		I can become a critical thinker
Competency Goal	Cultural and Global citizenship		I can become a cultural and global citizen

The Curricular Airplane

Grade: 4	Subject Area: ELA	Topic: Diverse Text/ Diverse Perspectives	Planning Team: S. Moore
Essential Understanding: Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.		**Unit Guiding question:** How can engaging with diverse texts help us build an understanding of different perspectives?	**(kid friendly)** What are diverse texts? How can using diverse text help us build understanding of diverse perspectives?
Learning Outcome:	Students examine a variety of perspectives found in diverse texts.		I can consider different perspectives when I use diverse text
Competency Goal	Critical thinking		I can become a critical thinker
Competency Goal	Communication		I can am a communicator

Backwards Design: The Curricular Airplane

Grade:	Subject Area:	Topic:	Planning Team:
Essential Understanding:		**Unit Guiding question:**	**(kid friendly)**
Learning Outcome:			I can…
Competency Goal			I can become …
Competency Goal			I can become …

One point rubric

Name:	Date:

Unit Guiding Questions:
How do living things grow and change?
How does water impact living things in the environment?

My evidence of Learning	My Goals for this Unit	What is my next step?
	I can investigate and analyze life cycles of different plants and animals	
	I can investigate characteristics of water I can investigate the importance of water to living things in the environment	
	I can become a critical thinker	
	I can become a cultural and global citizen	

Choosing Unit Goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Process**
    - What do we need to do?
  - **Content**
    - What do we need to know?
  - **Competencies**
    - Who do we need to become?

Backwards Design Alberta Goals Cheat Sheet

Backward Design Element	In Science it is called:	In Social Studies it is called:	In Math it is called:	In Language Arts/English it is called:
Topic: What is the theme/topic/context?	Unit of Study	Title	Strand	Theme of choice
Big Idea: What do we need to understand? Why are we learning this?	Overview	General Learning Outcome (GLO)	General Learning Outcome (GLO)	General Learning outcome (GLO)
Guiding Question: Turning the BIG IDEA into a questions for the students	Focus Questions	Make it out of the GLO	Make it out of the GLO	Make a question out of the theme
Content Goals: What do we need to know? (evaluate)	STS & Knowledge	Knowledge & Understandings	Specific Outcomes	none
Process Goals: What do we need to do? (evaluate)	Skills	Values & Attitudes	Skills & Processes	Specific learning outcomes
	Attitudes	Dimensions of Thinking		

Processing Activity: Build a Unit Plan

Your job (25 minutes, in groups):

Start here

GO as far as you can…

You NEED to: Choose a subject area and unit & topic

You MUST: Determine your essential understanding and guiding questions

You CAN: Determine you Learning outcomes and competencies

You COULD: turn the goals into kid friendly language

You CAN TRY to: Build a one point rubric

Transforming & Personalizing Activity: Guiding Question Reflection

Reflect & Share

On your own: Reflect (2 min)

- What was useful today
- What is something you want to try
- Write, type, draw

With a partner: Share (4 min)

- Share your thinking and plans

With another table: Share (6 min)

- Share you thinking and plans and next steps

SHELLEY MOORE

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