

SHELLEY MOORE



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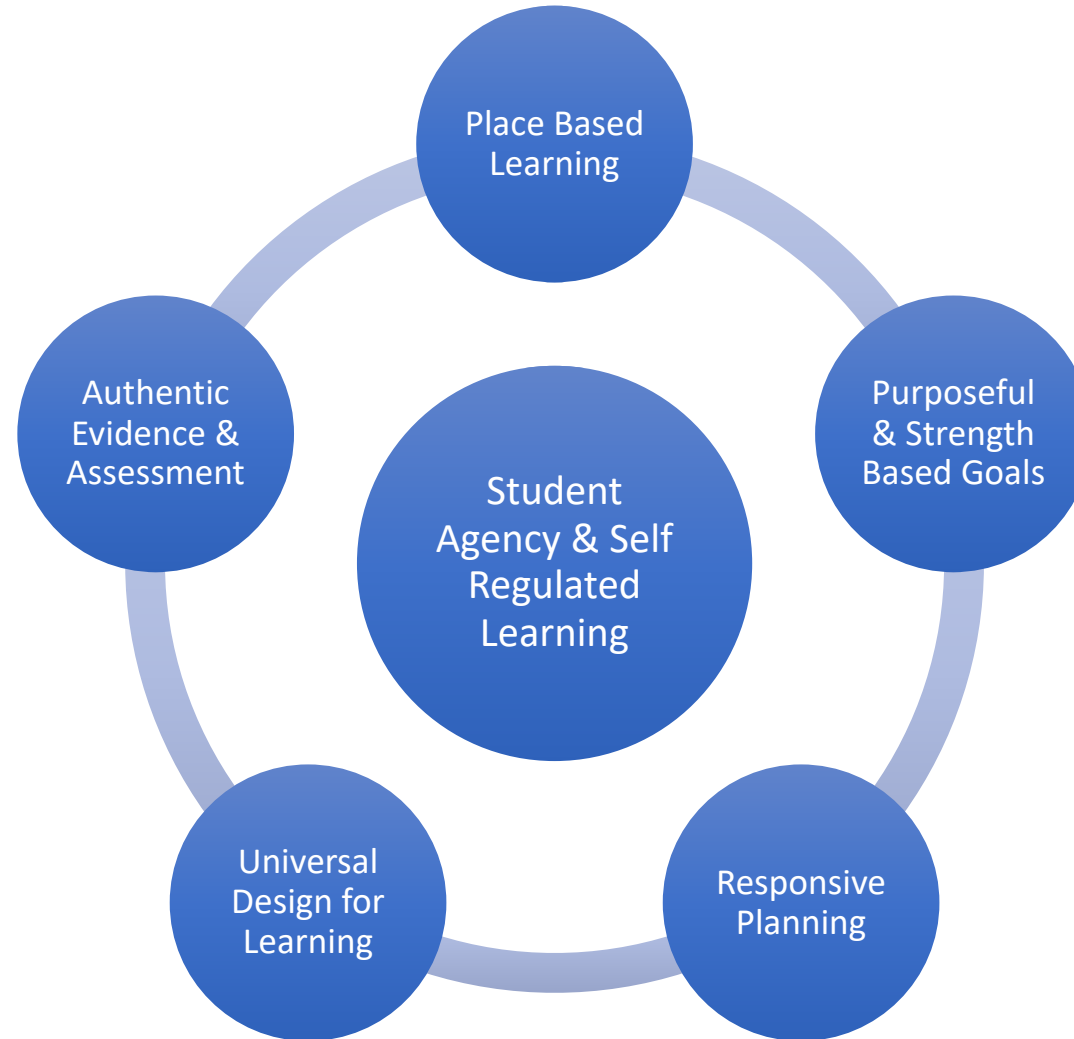


www.fivemooreminutes.com

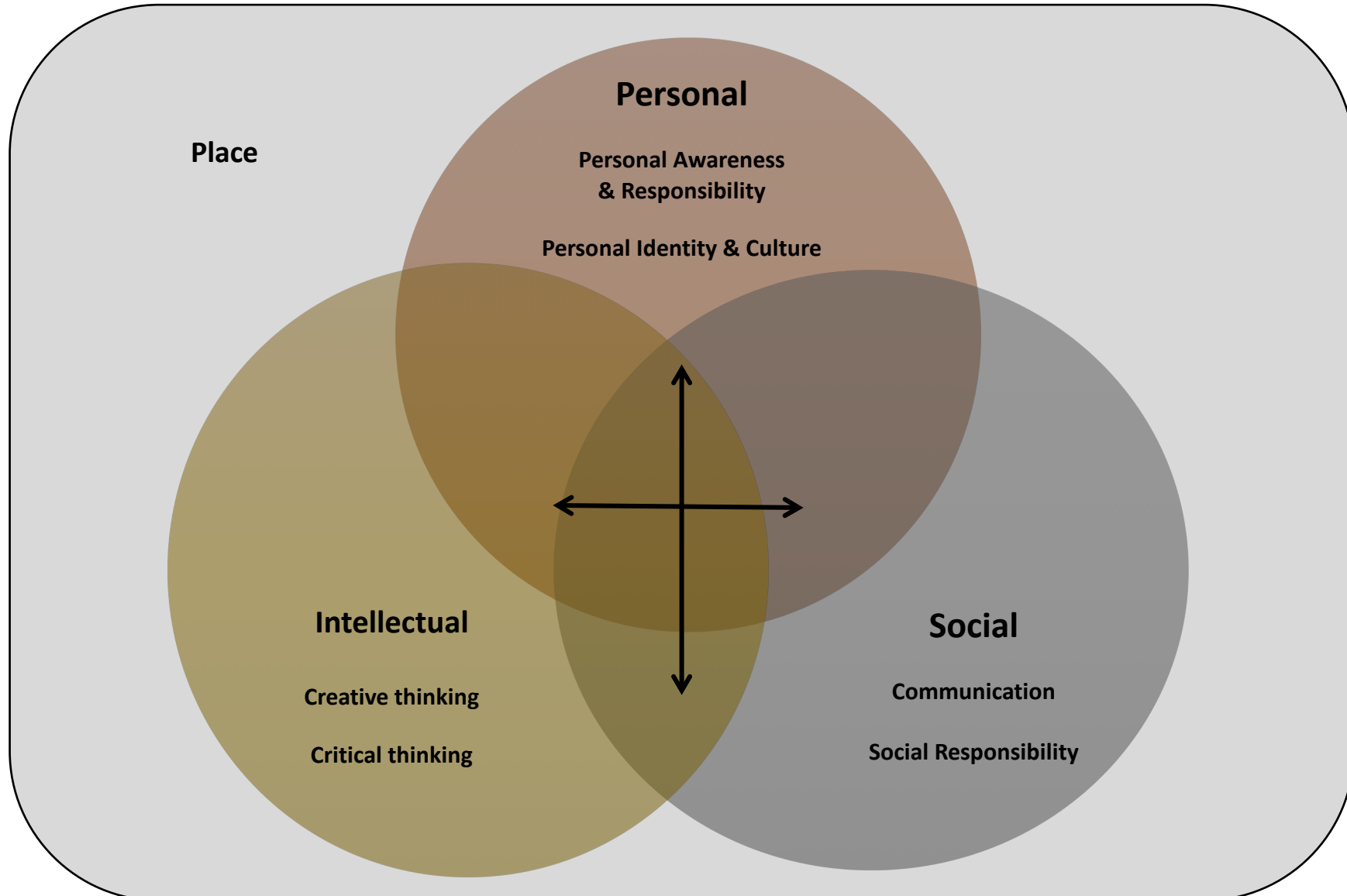
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Guiding Principles of a Renewed IEP



A Place Based, Competency Based & Strength Based IEP Framework!



Finding the Balance for Programming

- **Strategic** Planning

- Students are in classrooms with diverse peers
- Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
- Students are working on grade specific curriculum

- **Explicit** Planning

- Students are in smaller classrooms with their identity peers
- Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
- Students are working with age specific curriculum

Guiding Ratios for Inclusive Planning for students with cognitive and developmental disabilities*

Grade	% Strategic Instruction	% Explicit Instruction
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

*These are guiding ratios only, some individuals may need more individualized ratios

Goals, Objectives & Strategies

- Example - Rahul
 - Competency Focus: Personal
 - Goal Area: Positive Personal Identity & Culture
 - Goal: I am able to identify the different groups that I belong to
 - IEP Goal: I can identify the different groups that I belong to **by**:
 - Objective: describing important people and activities in my life
 - Strategies: Make a map of all the places I go in my life, take photos, books about community etc.

Goals, Objectives & Strategies

- Example – Rahul
 - Competency Area: Personal
 - Goal Area (Area of Development): Personal: Personal Awareness & Responsibility
 - Goal (Annual Student Outcome): I can advocate for myself and my ideas
 - IEP Goal: I can advocate for myself and my ideas by:
 - Objective (short term learning objective): taking my turn in group discussions
 - Strategies: visual cue to turn take, social story
 - Objective (short term learning objective): Making sure I let people know when I don't feel heard
 - Strategies: make a list of things I want to say, social story

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 - Strategies: make a list of things I want to say, social story

Assessment

Assessment

“Learning is only valid if it can be captured by someone else”

- This is tricky if someone has communication difficulties
- Evidence of learning heavily relied on behaviour (things we could see)
- No other curriculum in the world relies on learning in this way

Presuming Competence

“Learning happens regardless to observation”

- Increasing the definition what it means to know and be
- Aligning evidence to curriculum
- Many ways to demonstrate learning
- Triangulation

1. Standards based vs. standardized curriculum

Standards Based Grading

Kristine Nannini YoungTeacherLove

...helps teachers:

Give
quality
feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

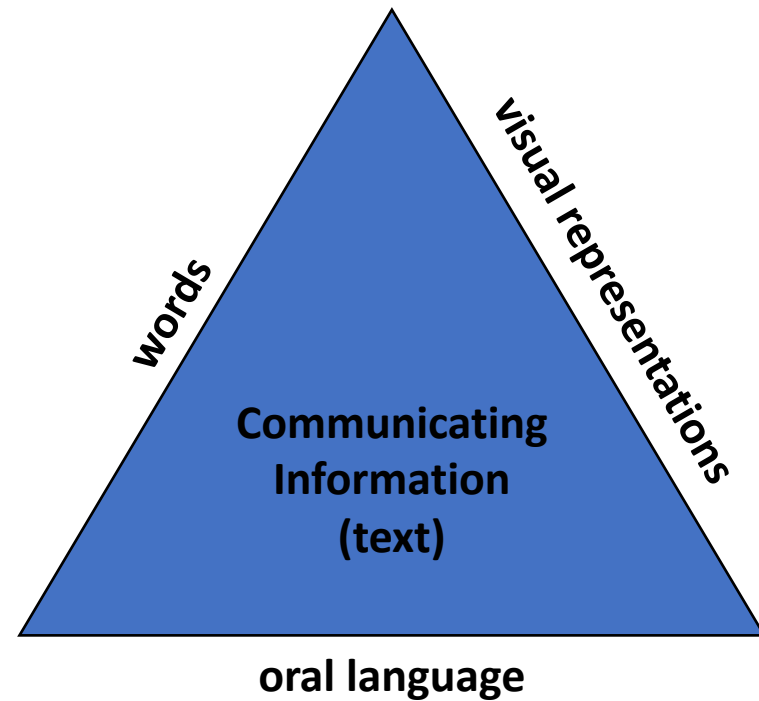
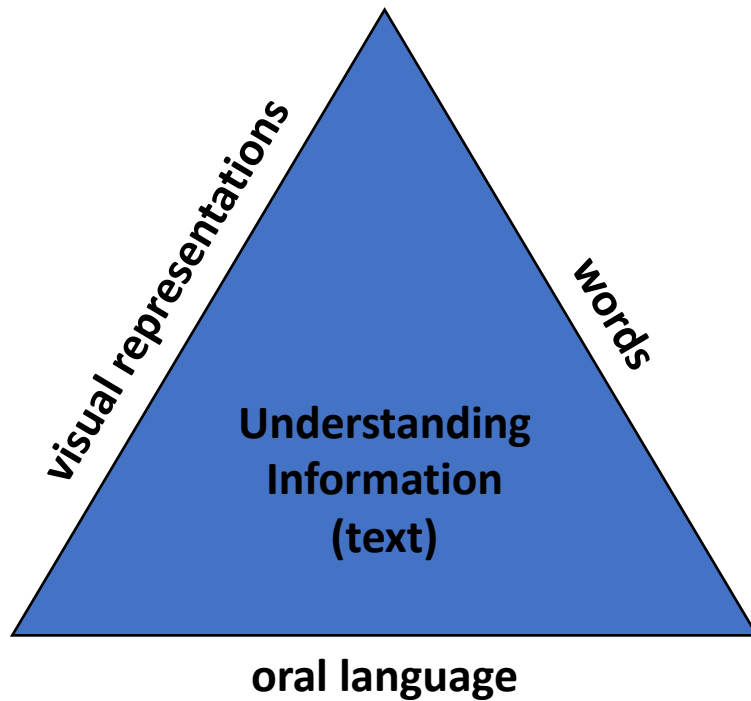
Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

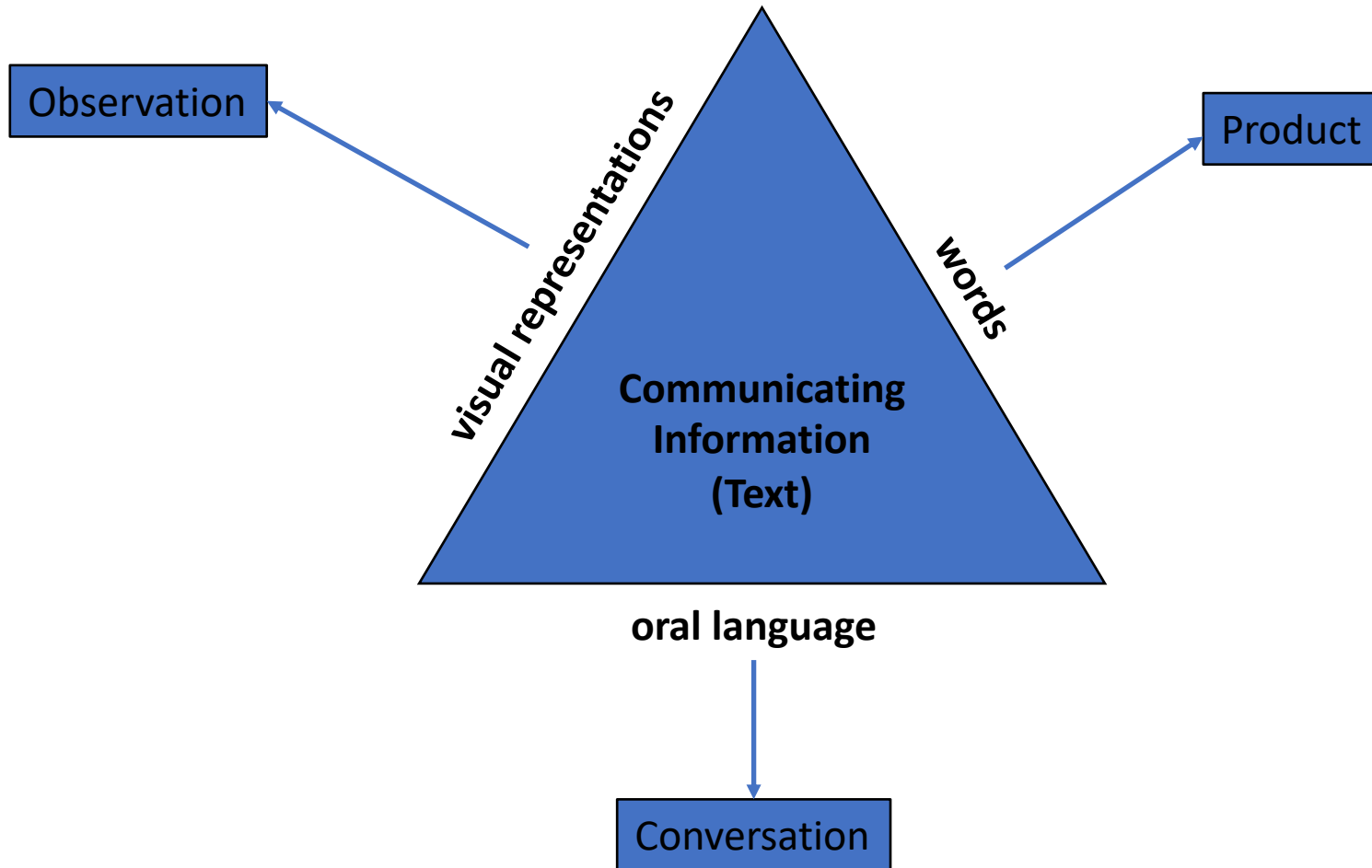
Standards Based Grade Book

	Standard 1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	
Katie	4	2	2	
Joe	2	3	1	

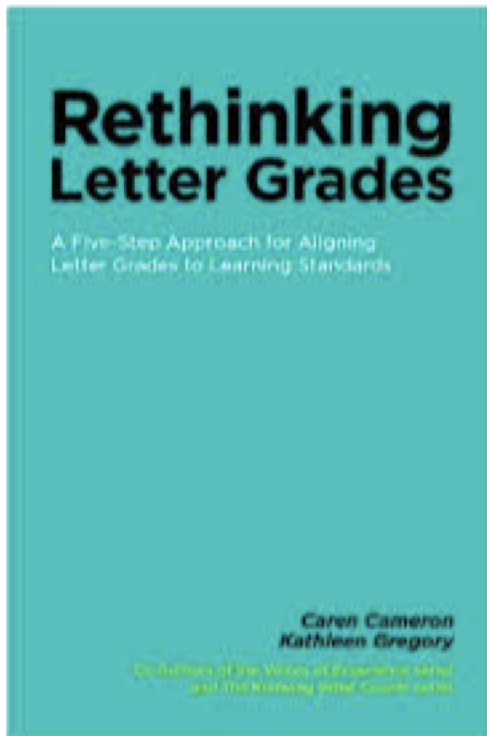
Teaching & Assessing



1. How do students show what they know?



Rethinking Letter Grades



Assessment: Evidence Logs

	Progress			Type of evidence			Location
	I can do this...						
	With full support	With some support	On my own	product	observation	conversation	
Student outcome:							
Objective:							

Assessment Rubric**Review Date:** _____

	Approaching Expectations (AE)	Minimally Meeting Expectations (MM)	Fully Meeting Expectations (FM)	Exceeding Expectations (EE)
Support Level	This goal is not yet within reach/ a new goal is needed	Student needs errorless support and/or significant assistance and prompting to meet this goal	Student can meet this goal with some support or prompting	Student can meet this goal without assistance or prompting
Independence Level		Student does not independently initiate	Student sometimes independently initiates	Student independently initiates most/all times
Participation Level		Student can participate when offered one-to-one matches	Student can participate when offered up to 3 choices	Student can participate without any offers of choices

IEP Goals

- Student Profile (Dough)
- Supports (Sauce)
- Competency Goals (Cheese)
 - Apply in ALL settings
 - Student driven
- Curricular Goals (different toppings)
 - Replacement Goals
 - Apply in inclusive classroom settings
 - Teacher driven
- Assessment (dip)

Replacement Curricular Goals Goals, Objectives & Strategies

1. Choose Subject/Course
2. Determine Big Idea
3. Determine “Goal for All” (curricular learning standard similar to peers)
4. Determine “Access” goal (objective specific to individual needs)
5. Determine strategies specific to objective

Student:	Course	Teacher/Staff:
What unit are you working on this term?	Why is this unit important? (Big Idea)	
Unit 1:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (Access Goal/Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

Tips for creating access!

- Make it all about me!!!
 - Personally relevant
- Comprehension levels
 - Kids can understand information at a higher level than they can communicate (i.e. read aloud)
- Vocabulary
 - Choose concrete words
- Blooms Taxonomy
- Verbs
 - Match
 - Choose
- Use earlier **grade levels** to help
- Ask yourself.... “What do you need to know/do to be able to know/do this?”
- Ask a primary teacher!

LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding, finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	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.	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:	Key words:	Key words:	Key words:	Key words:	Key words:
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Select	Show Spell State Tell Trace What Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Relate Rephrase Report Restate Review Show Summarise Translate	Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate
Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlate Demonstrate Develop Dramatise	Employ Experiment with Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth In discussion Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out	Prioritise Question Rank Reason Relationships Reorganise Research See Select Separate Similar Simplify Survey Take part in Test for Theme Comparing
Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate	Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate	Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Deduct Defend Determine	Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Text Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation
Questions:	Questions:	Questions:	Questions:	Questions:	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 ...?	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 ...?	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 ...?	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 ...?	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 ...?	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 ...?
Bloom's Taxonomy: Teacher Planning Kit					

IEP Goals: Curricular Competencies			
Course: Grade 6/7 Art	Teacher: Holly	Support Staff:	Term: 4

Unit Big Idea: Why do we take photographs? What stories can photographs tell us?					
Goal: I know how to take a photograph with meaning by		Communicating Student Learning			
Objective	taking a photo with a person as a subject	AE	MM	FM	EE
Strategies:					
Objective	taking a photo about subjects that are important to me	AE	MM	FM	EE
Strategies:					
Objective	describing a photograph that I have taken to others	AE	MM	FM	EE
Strategies:					

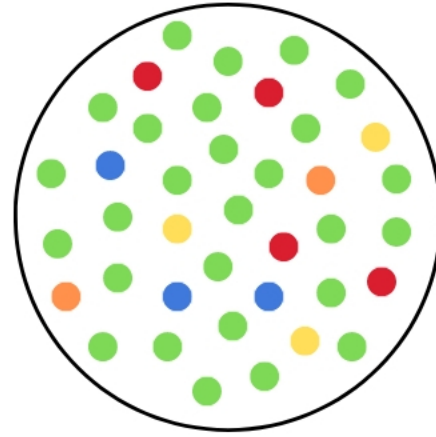
Assessment Rubric

Review Date: _____

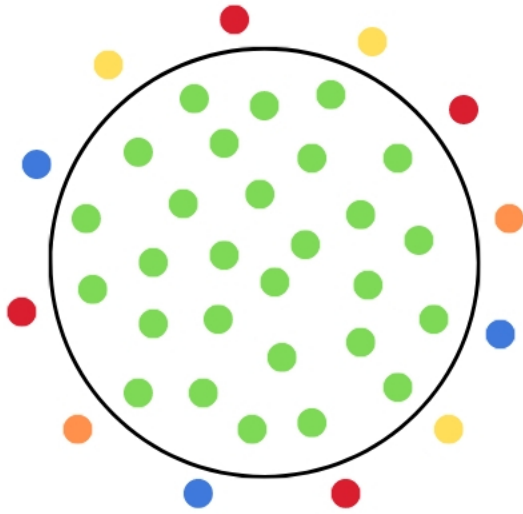
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Supporting Classrooms

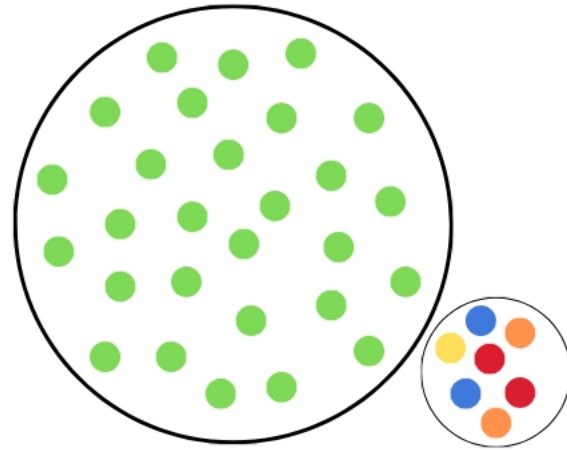
- Curricular Design
 - How do we plan for diversity?
- Instructional Design
 - How do we teach to diversity?
- Universal Design
 - How do we support diversity?



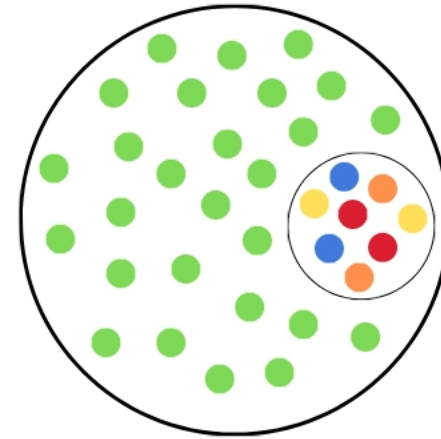
inclusion



exclusion

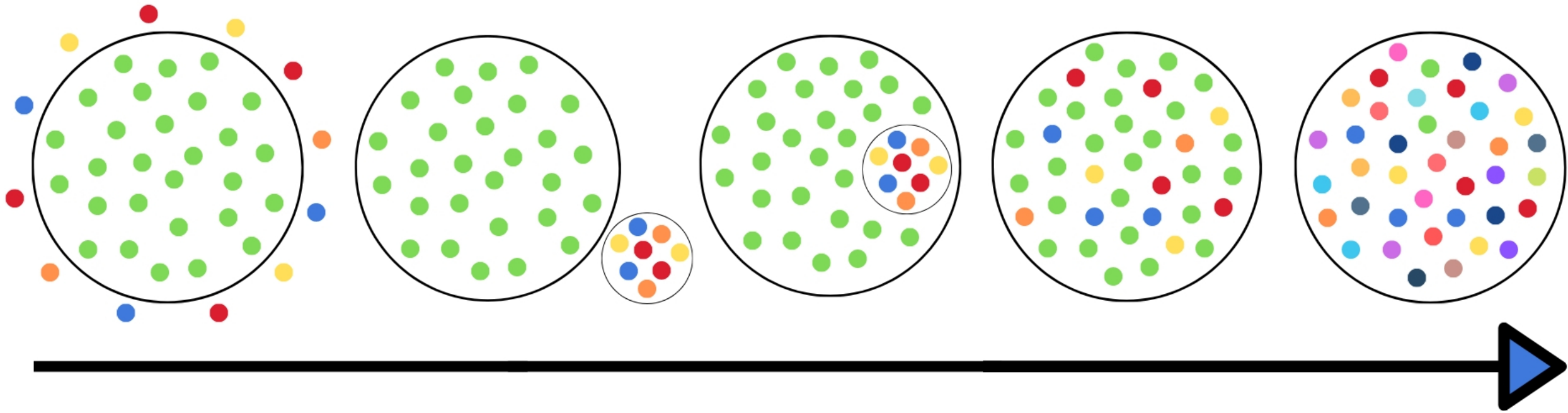


segregation



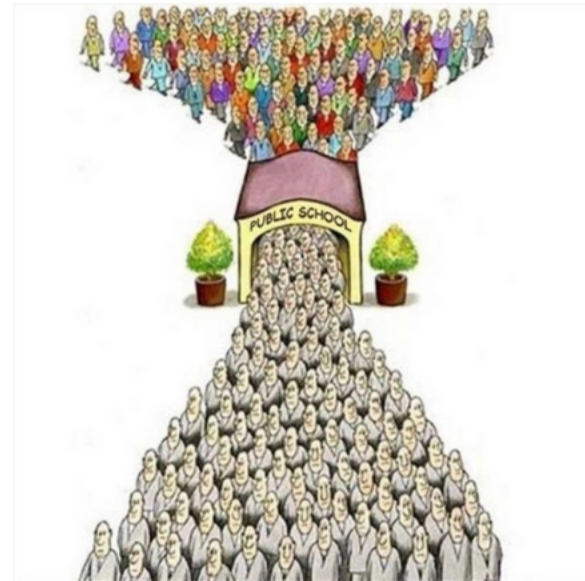
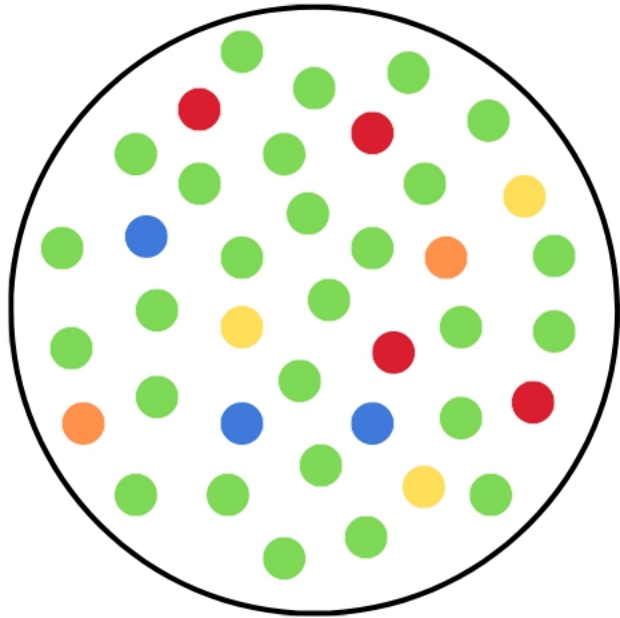
integration

WHAT IS INCLUSION?

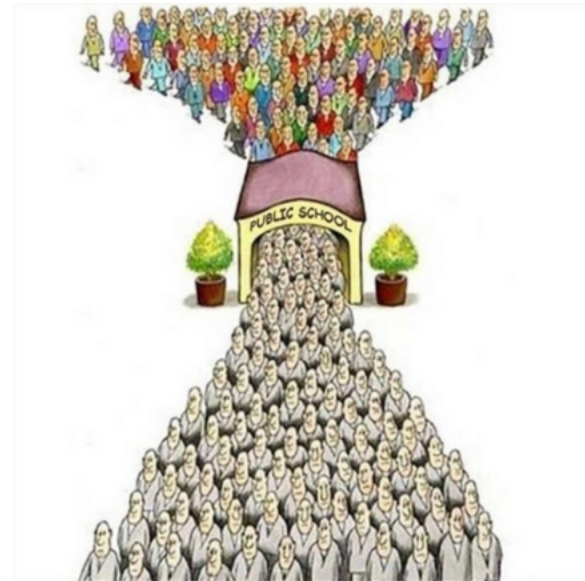
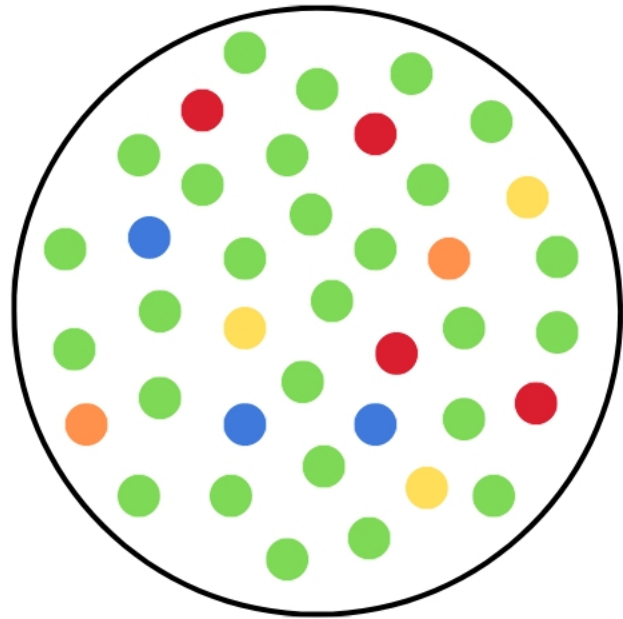


Where are you on this continuum? What's the next step?

WHERE DID **GREEN** COME FROM?



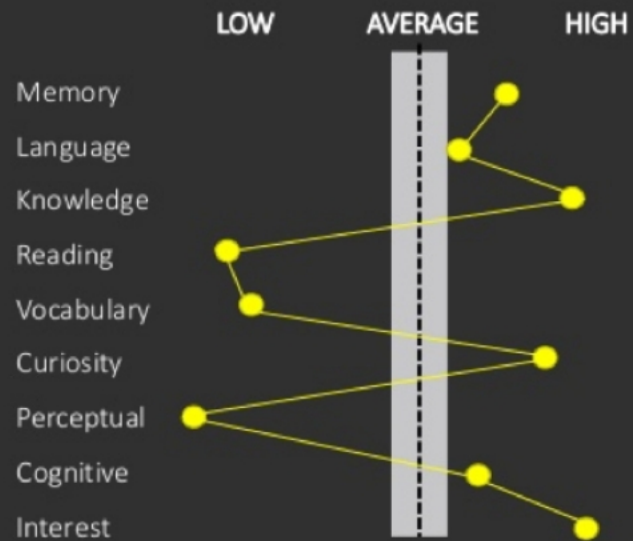
WHERE DID **GREEN** COME FROM?



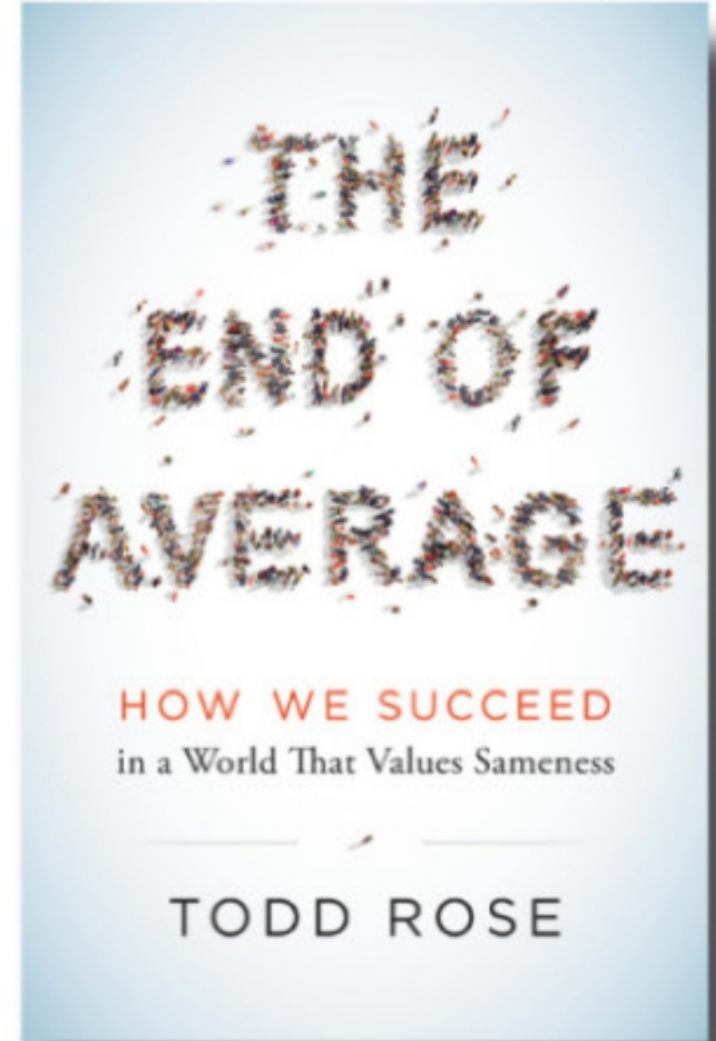
GREEN = AVERAGE

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 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

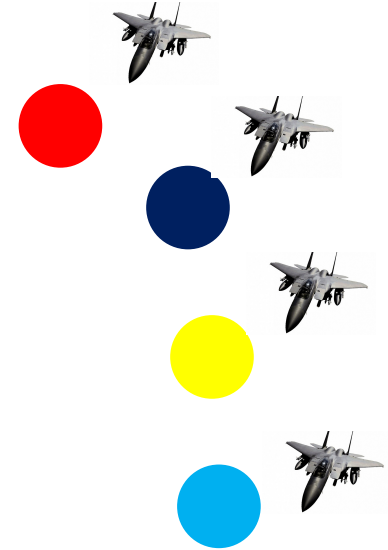
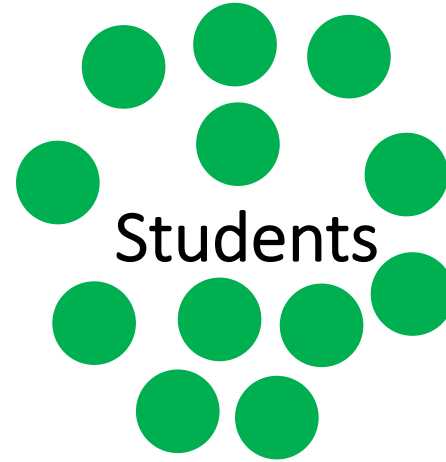
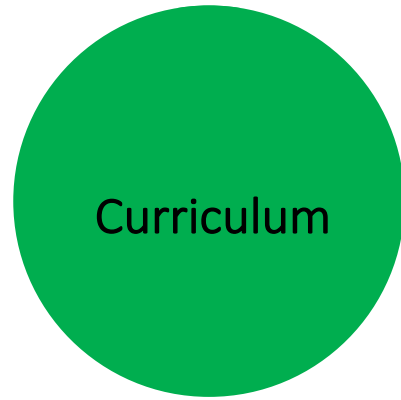
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

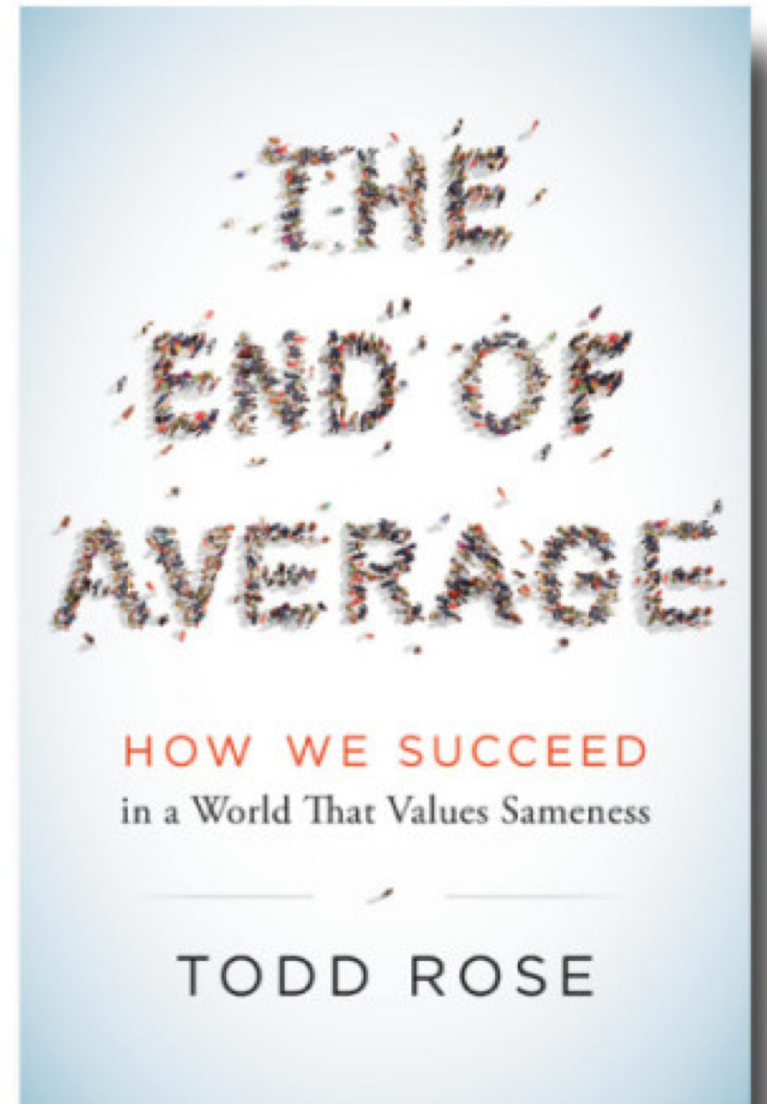
An **adjustable** curriculum designed for
a **range** of **diversity**

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?



STRENGTH BASED PERSPECTIVES

STRATEGY: THE CLASS PROFILE

Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths		Group Stretches		
Interests:		Class Wide Goals/ Competencies		
Class Wide Supports/ Decisions		Individual Considerations		
Medical	Language	Learning	Socio-Emotional	Other

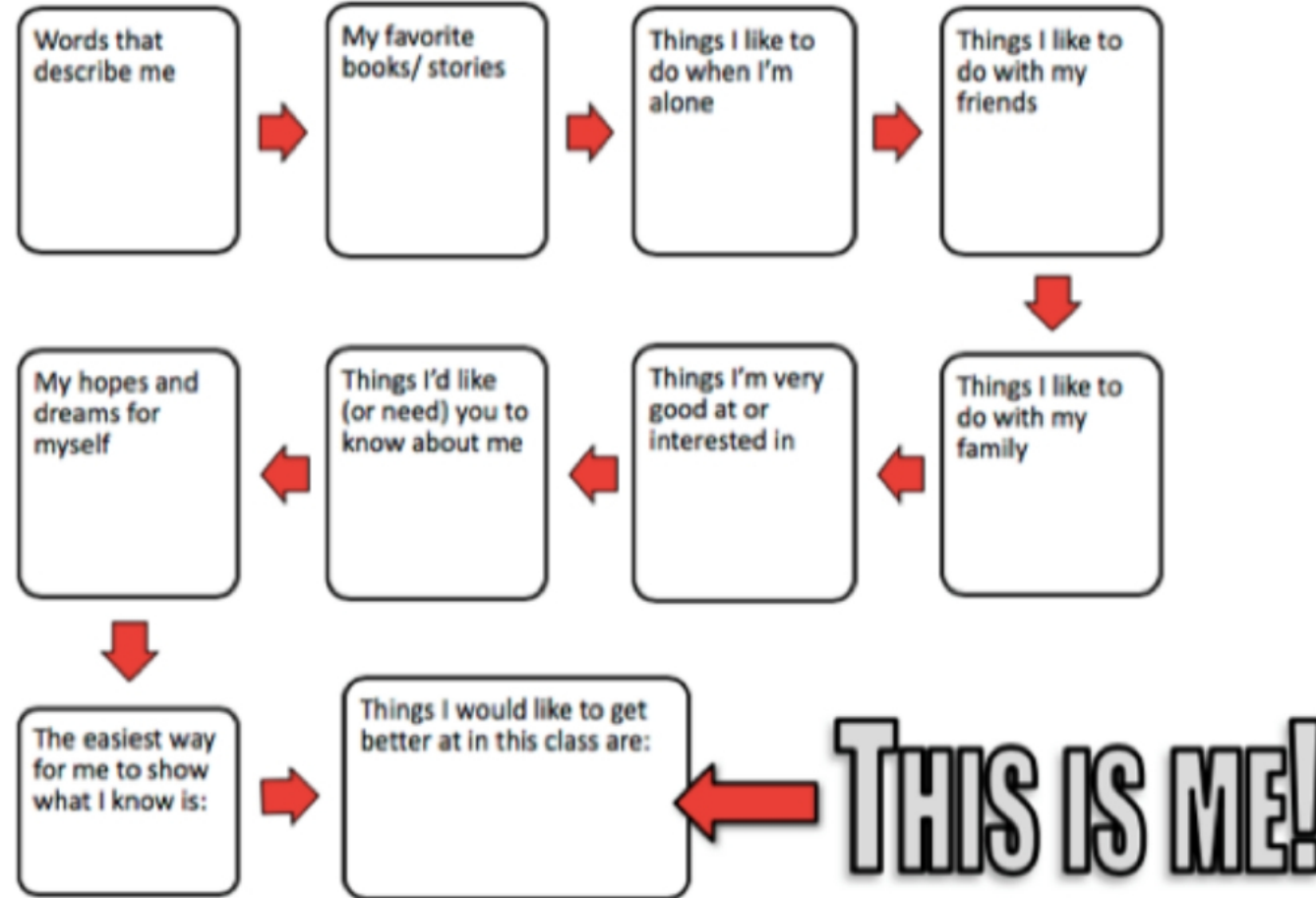
2018 Summer Institute for Inclusive Learning

Shelley Moore, 2018

STRATEGY: THE WHO AM I? PROFILE

Who Am I? Profile

Name:





SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



The layered cake model



The layered cake model



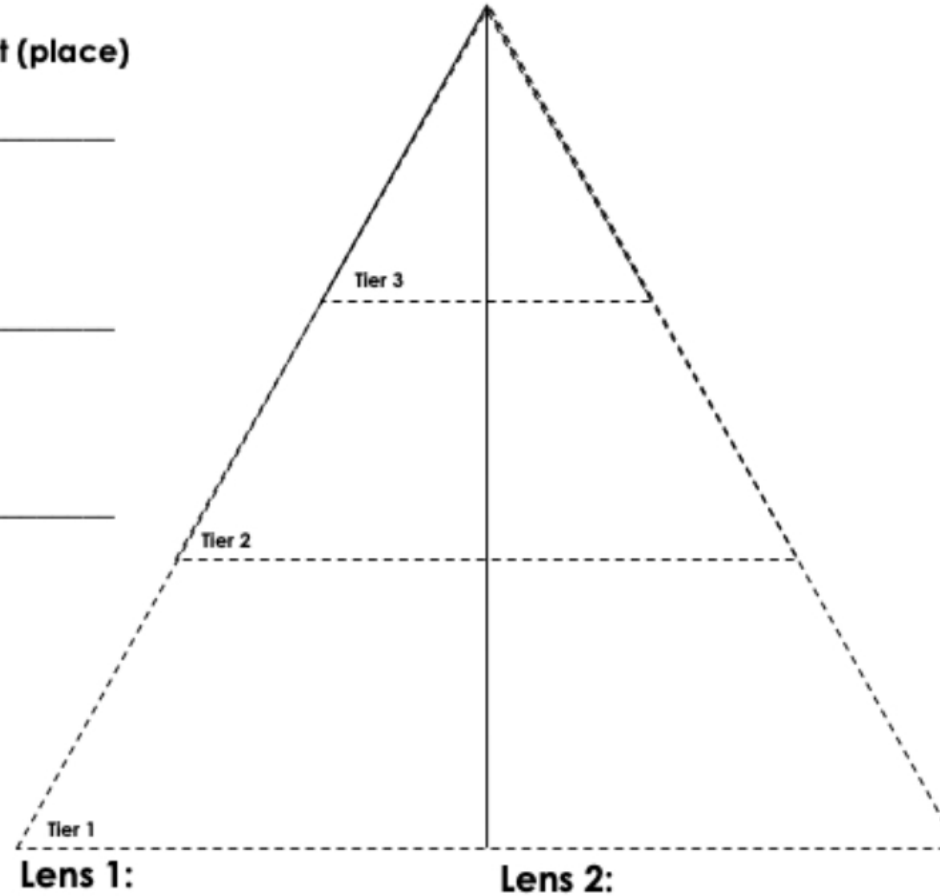
STRATEGY: RTI/MTLS

RTI Triangle

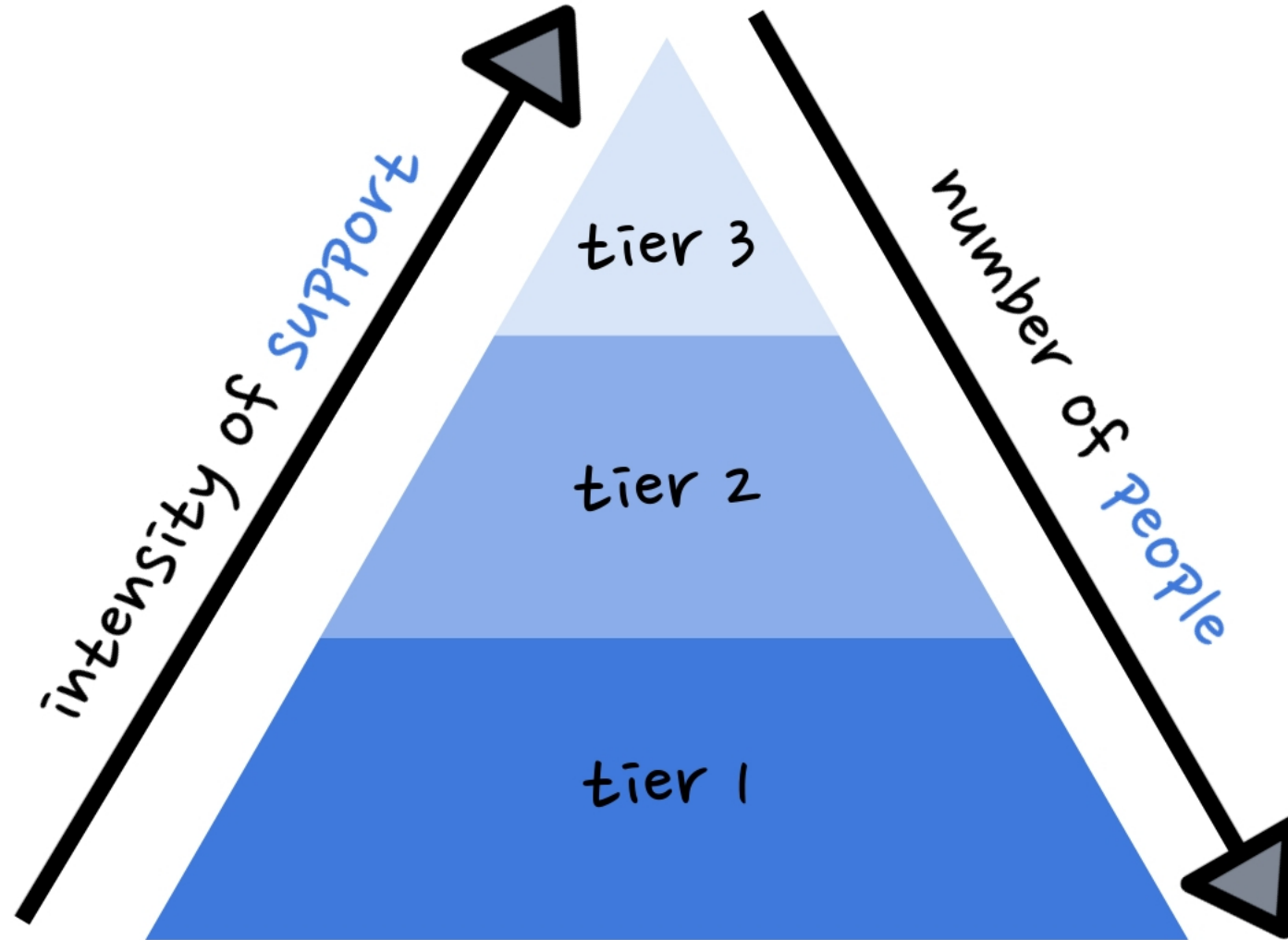
Grade/Course/Subject (place)

Lens 1:

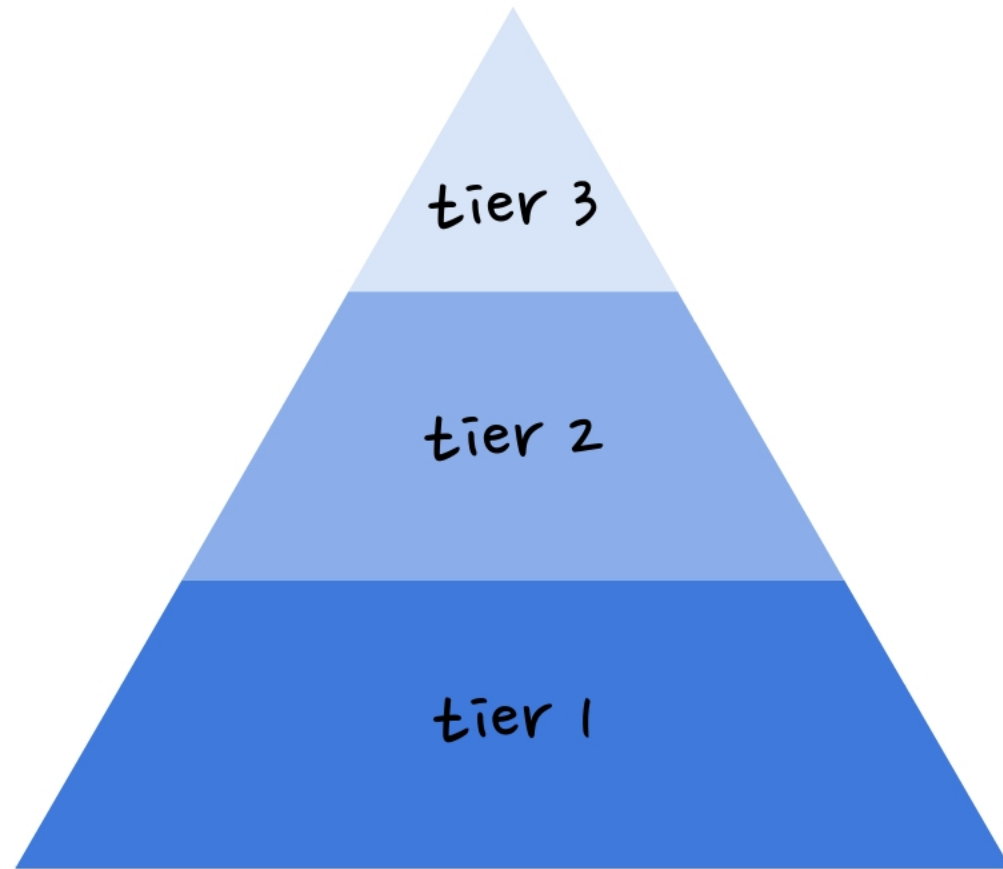
Lens 2:



RTI: RESPONSE TO **INTERVENTION**

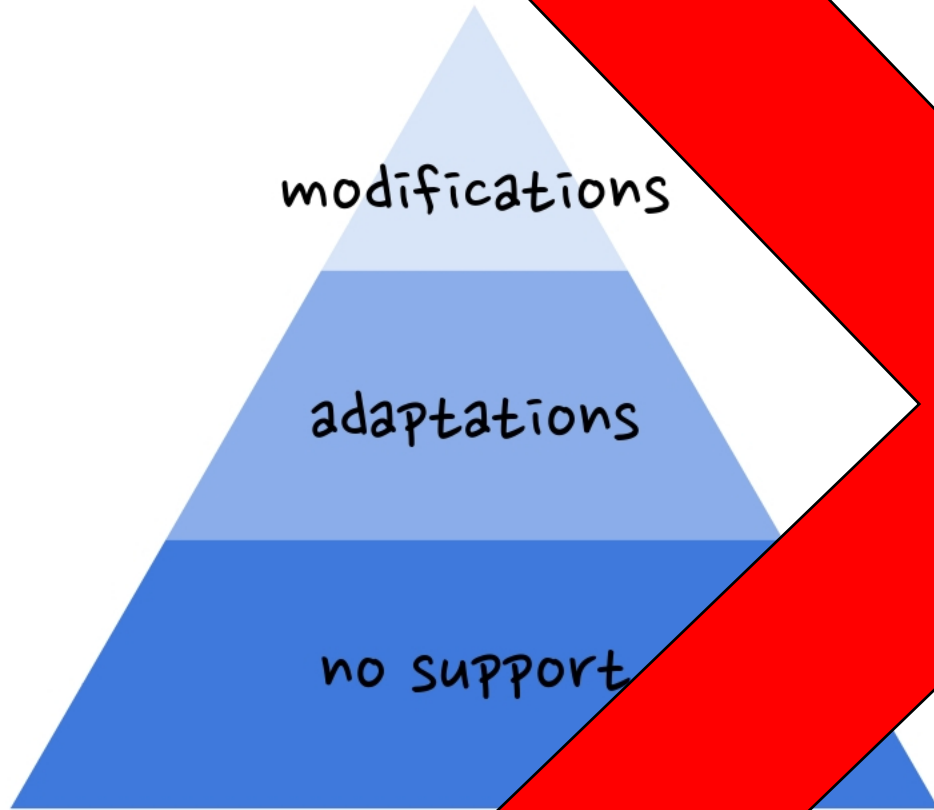


RTI: RESPONSE TO INTERVENTION

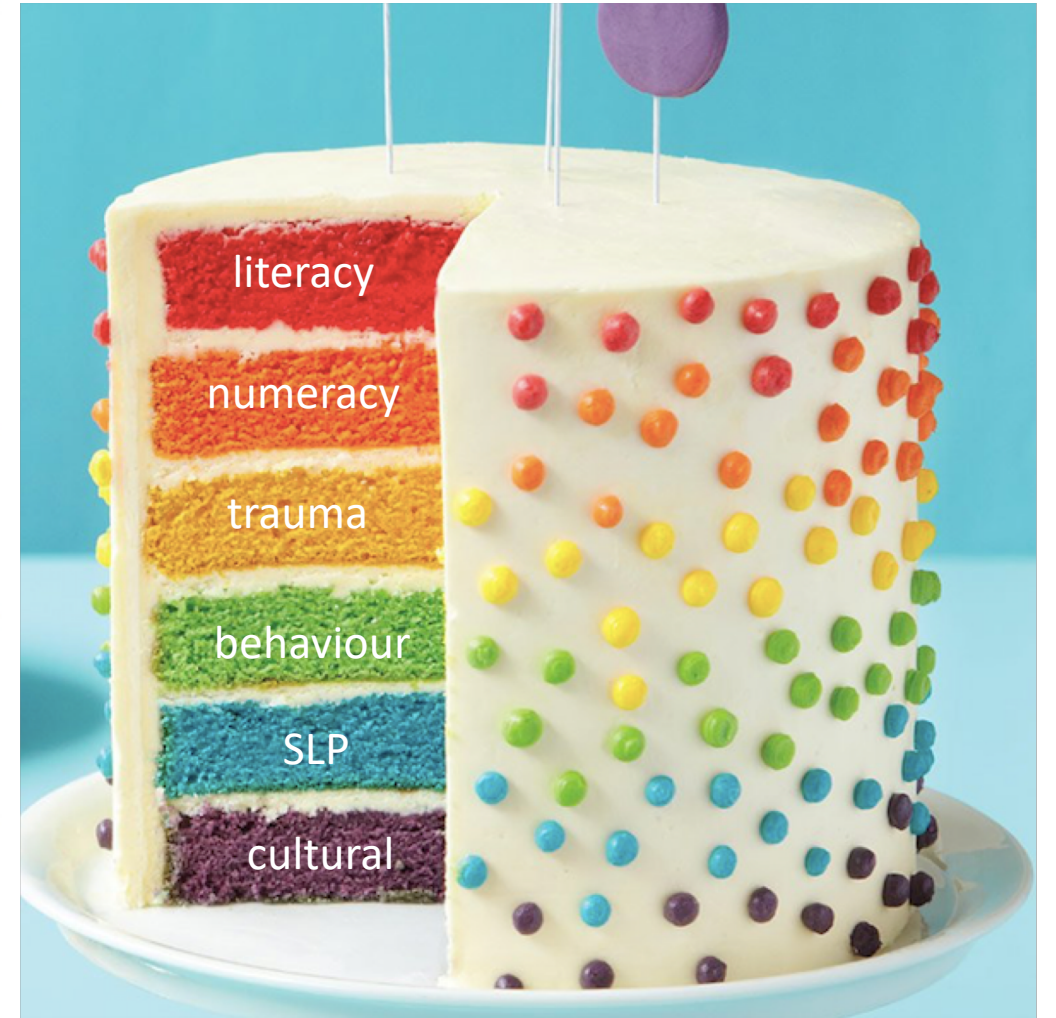
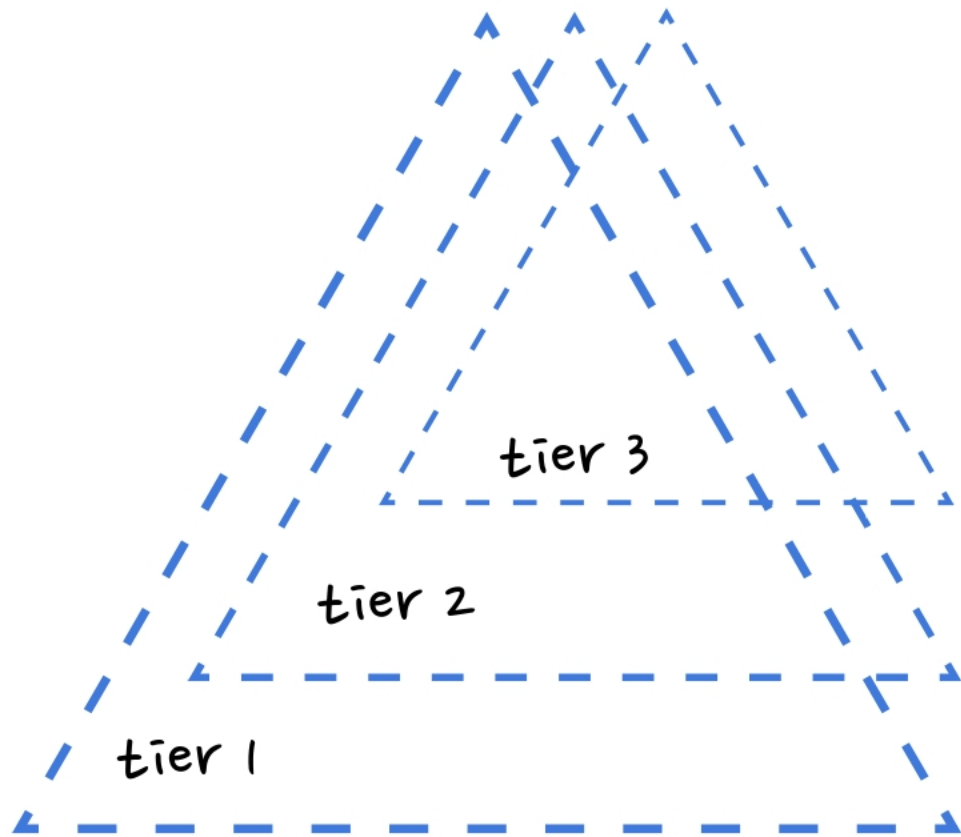


- early intervention of support
- assessment of students
- regulated supports

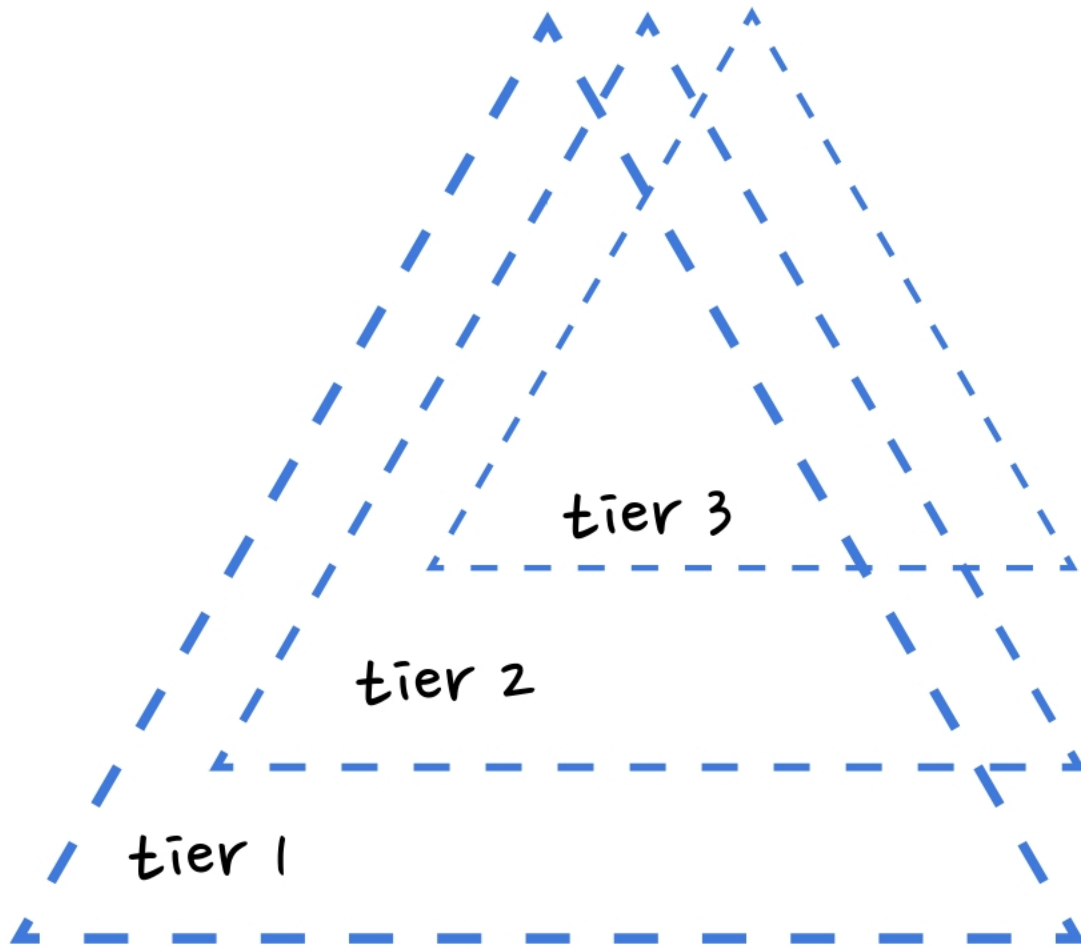
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO **INSTRUCTION**



RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students



THE **SUPPORT** EQUATION

$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to
Instruction

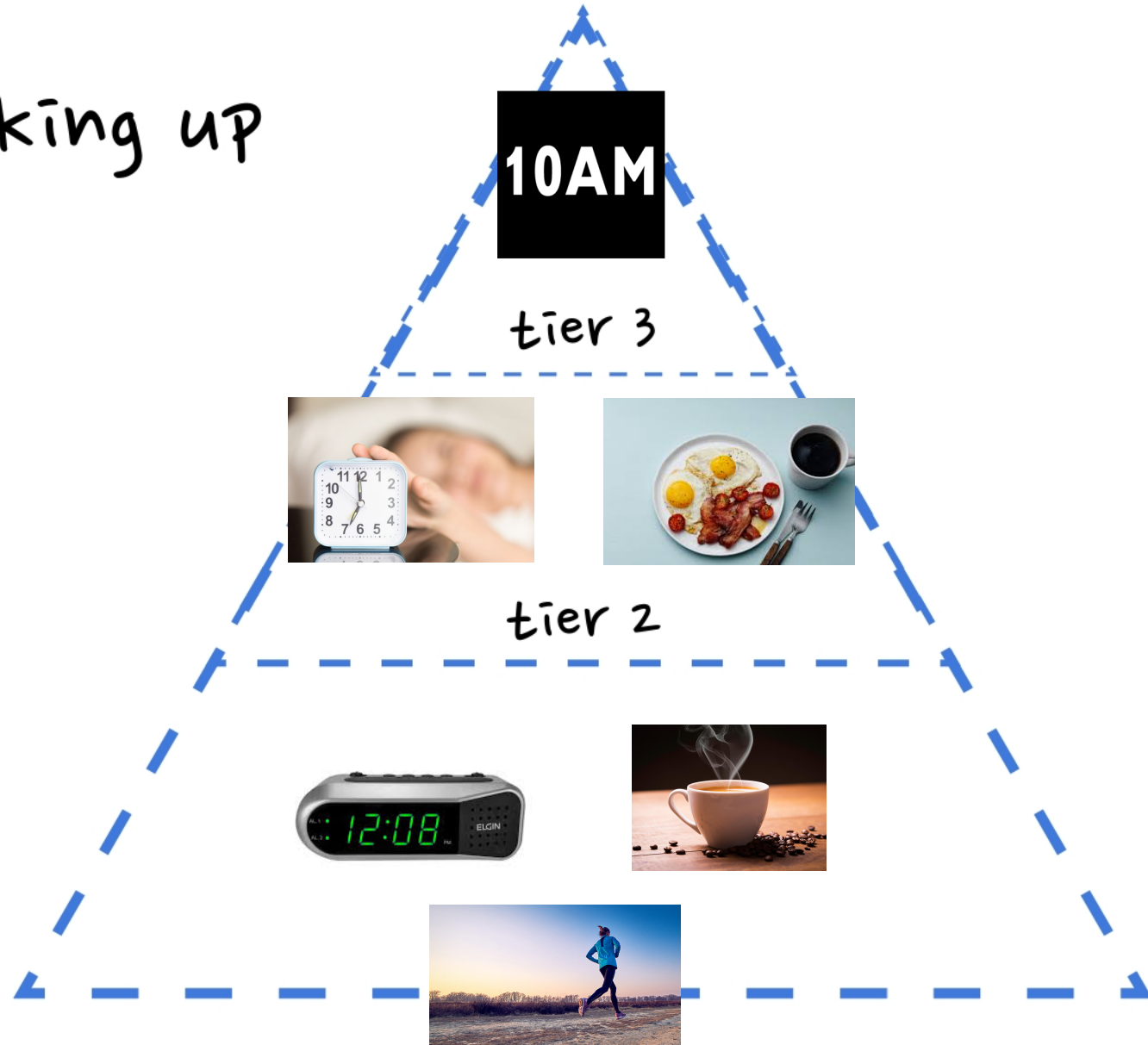
Universal
Design for
Learning

Self Regulation
for
Learning



RESPONSE TO INSTRUCTION

Lens: waking up



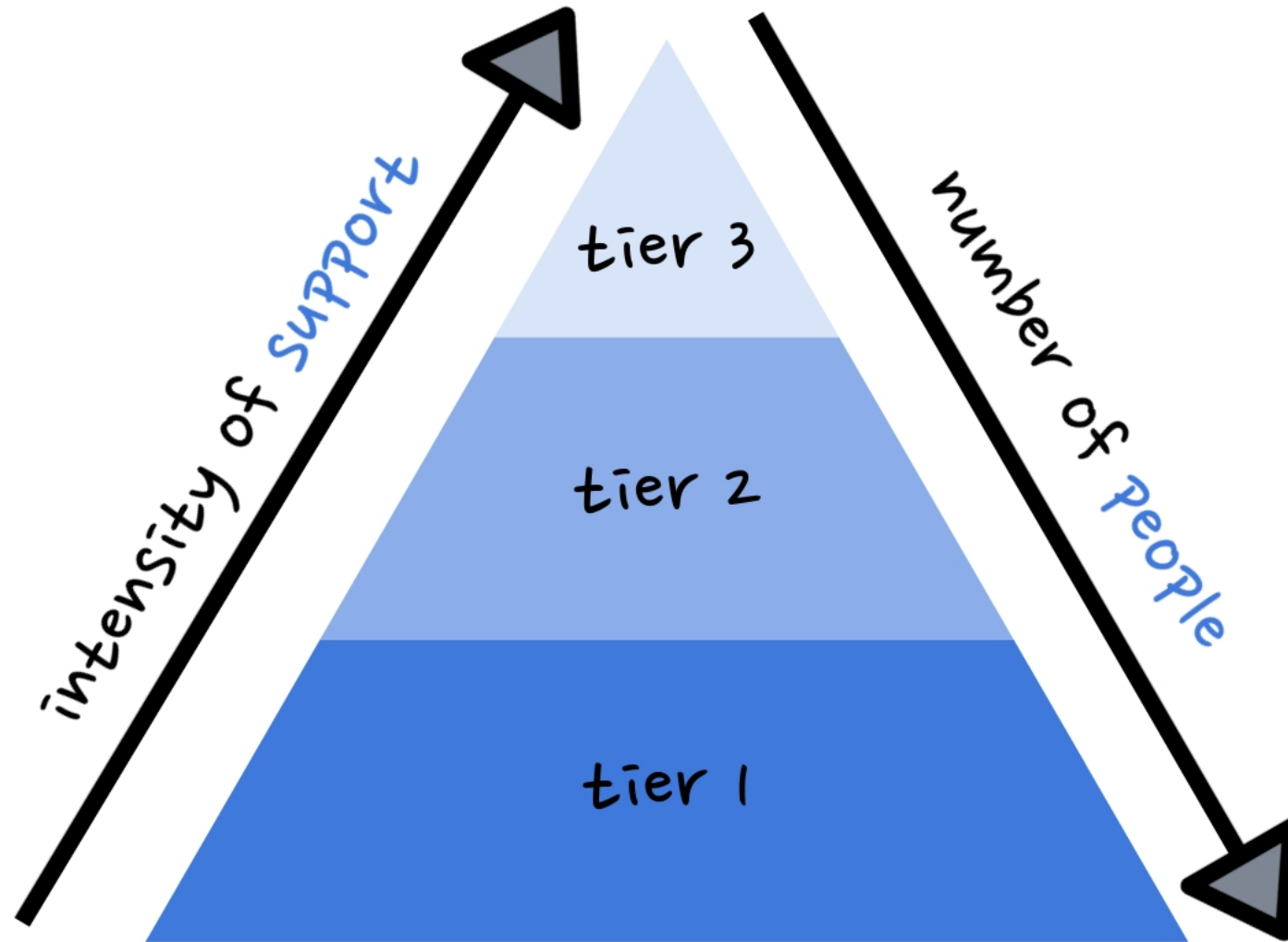
The cupcake model



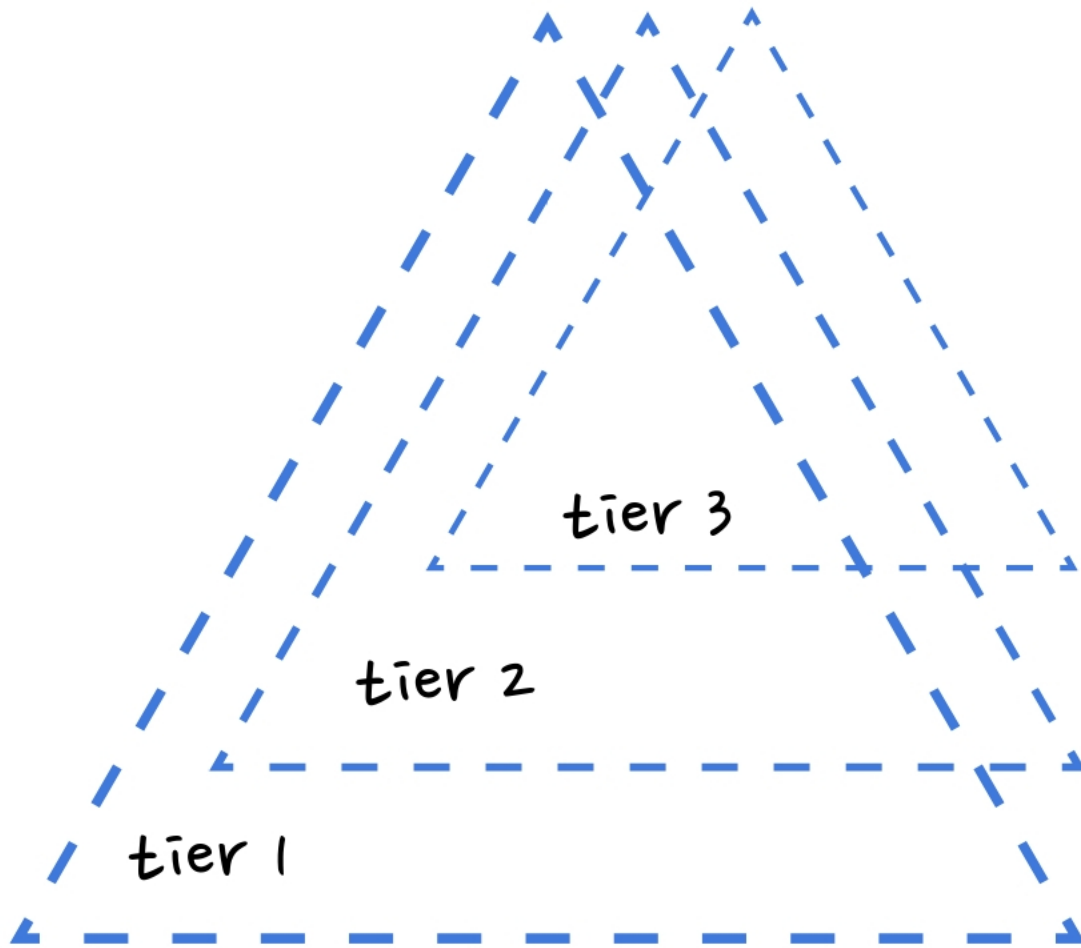
The layered cake model



RTI: RESPONSE TO **INTERVENTION**

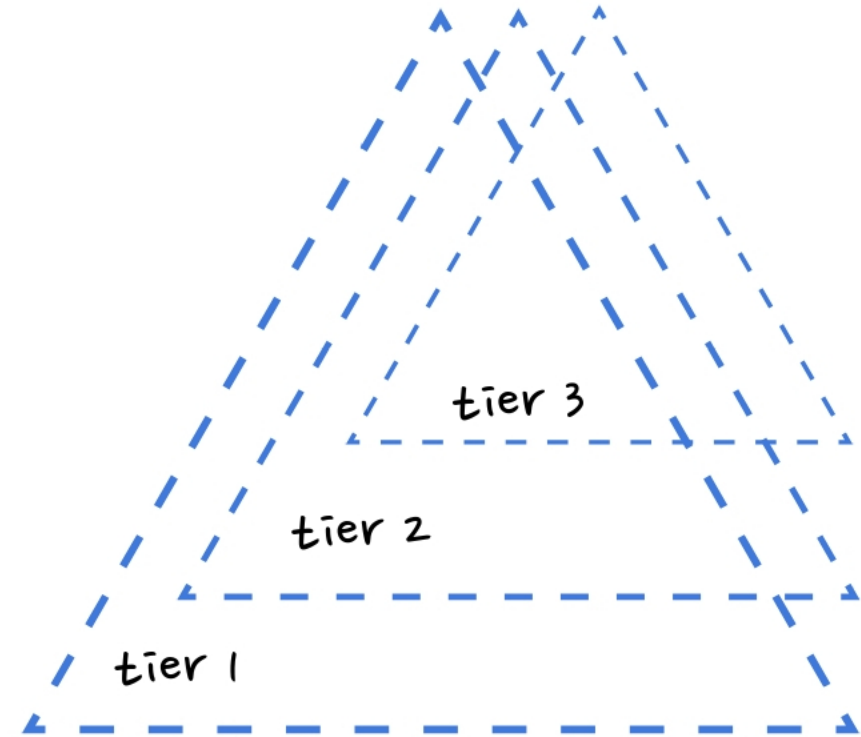
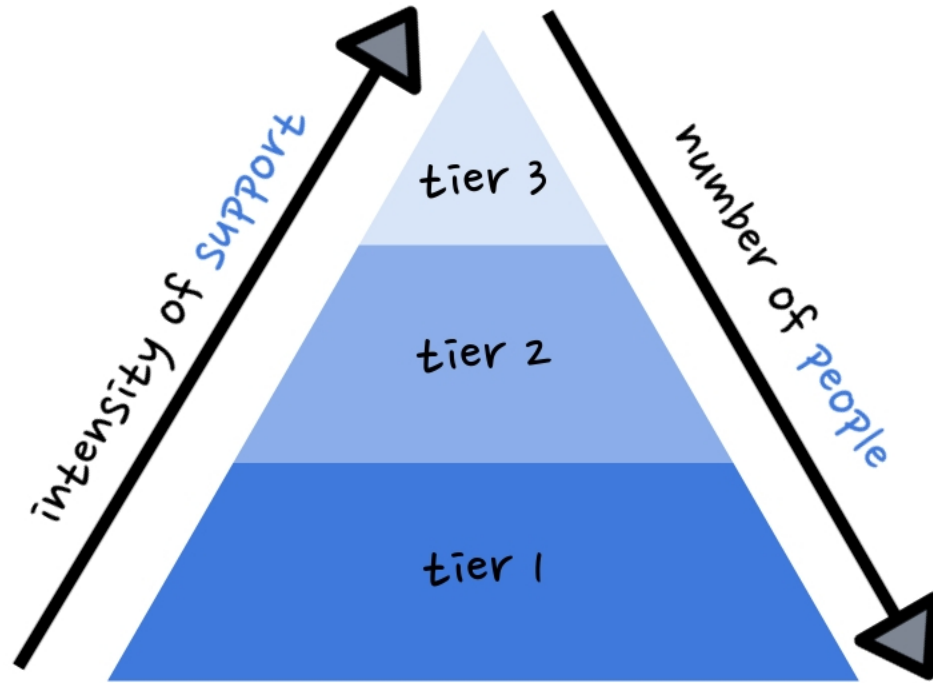


RTI: RESPONSE TO INSTRUCTION

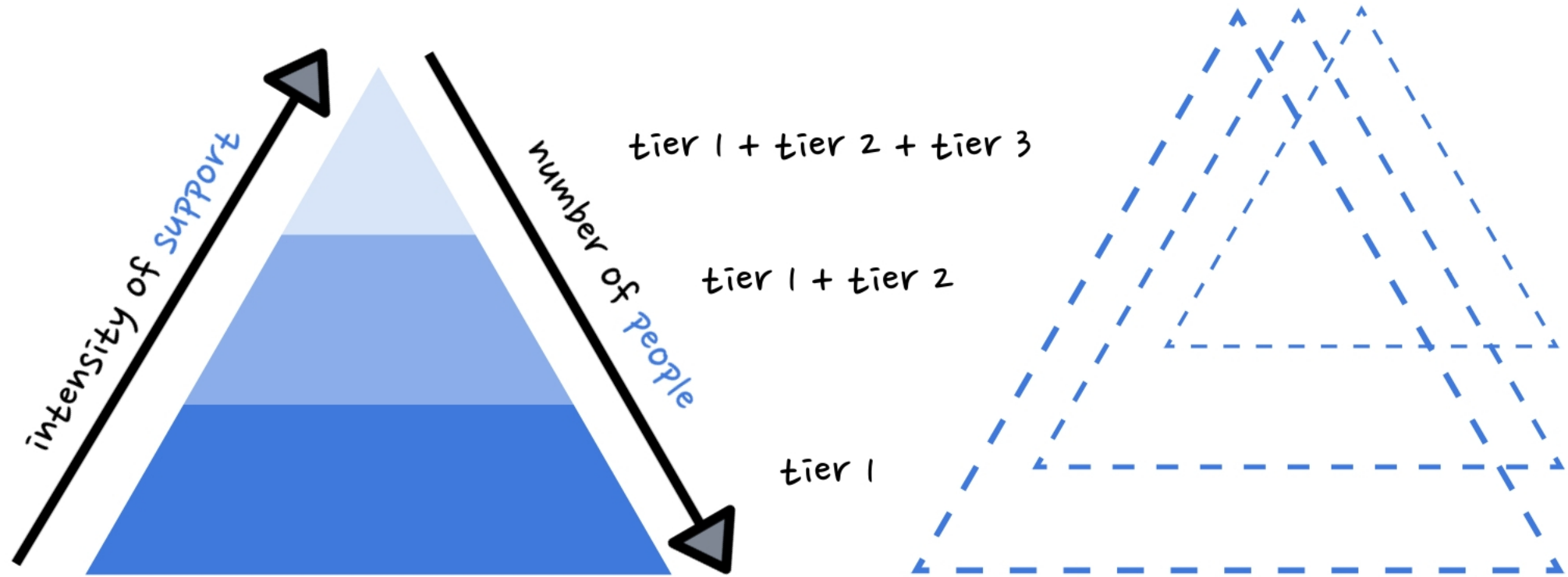


- early instruction of support
- assessment of the environment
- universal supports

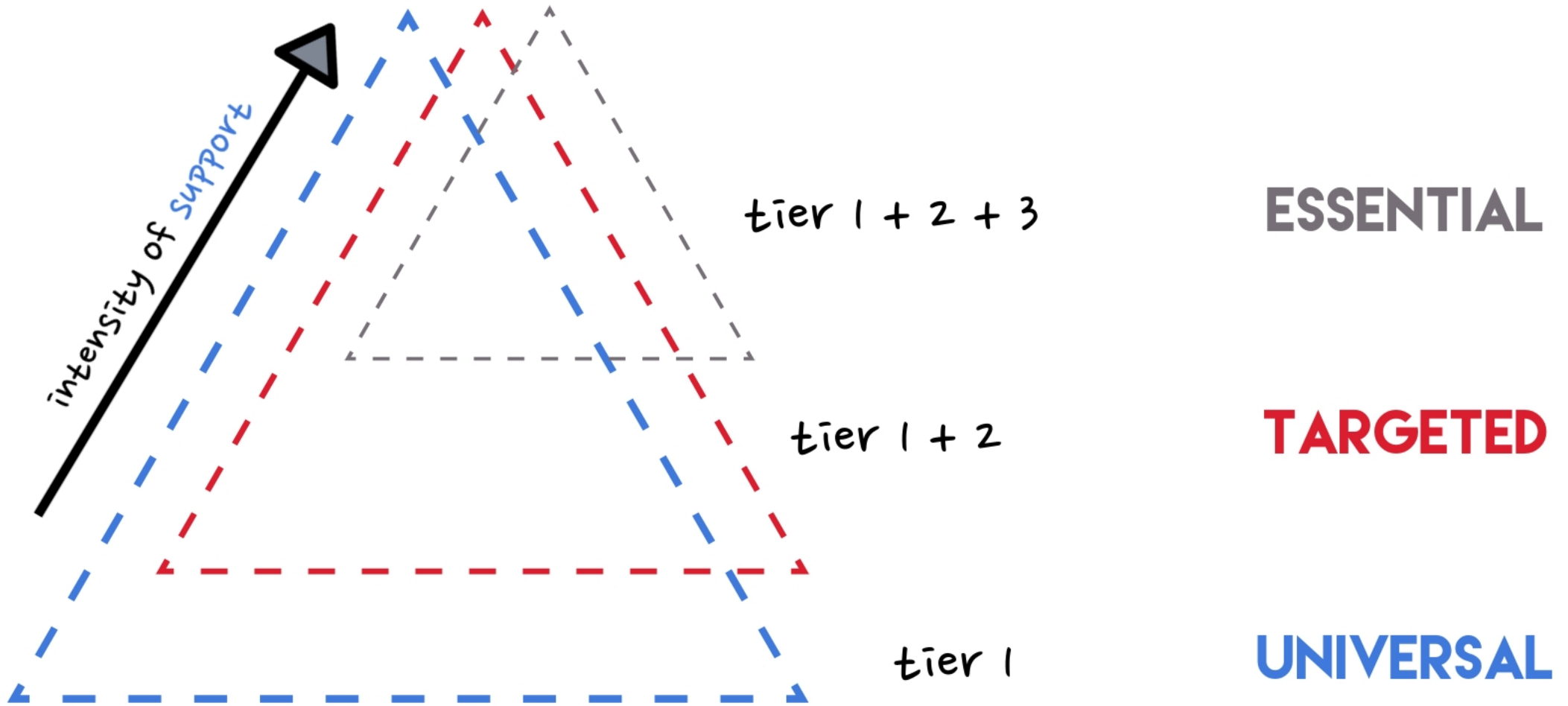
Multi Tiered Levels of Support (MTLS)



Multi Tiered Levels of Support (MTLS)



RTI/MTLS



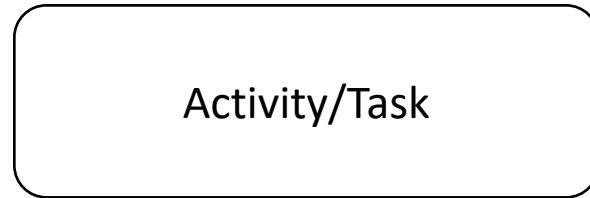
What is the learning goal?

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



Forward Design

Same for Everyone



Activity/Task

Differentiated



Goals



Goals



Goals

Backward Design

Same for Everyone



Goals

Differentiated



Activity

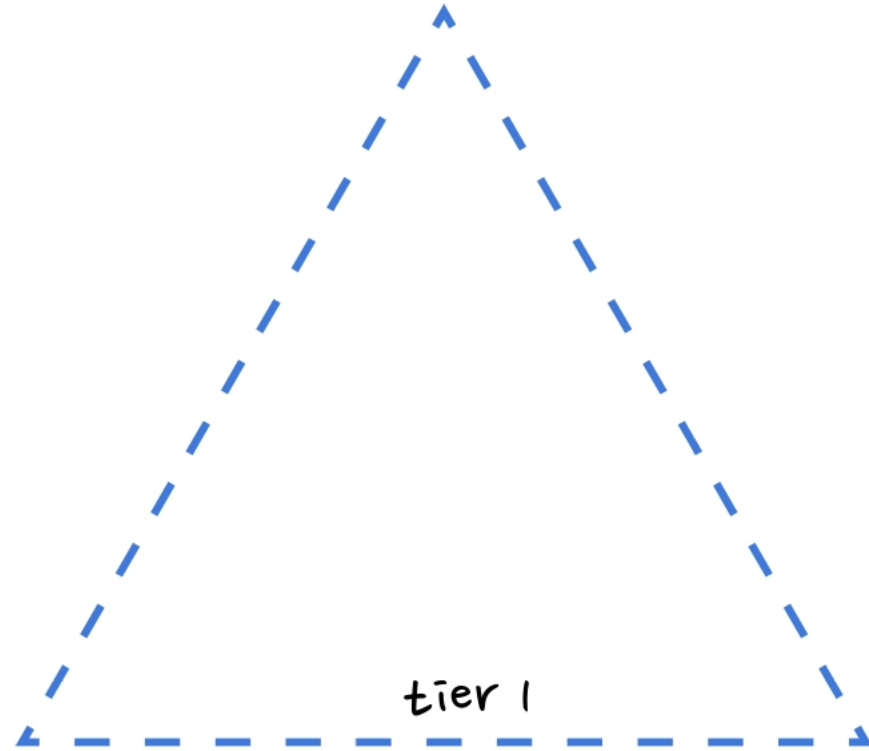


Activity



Activity

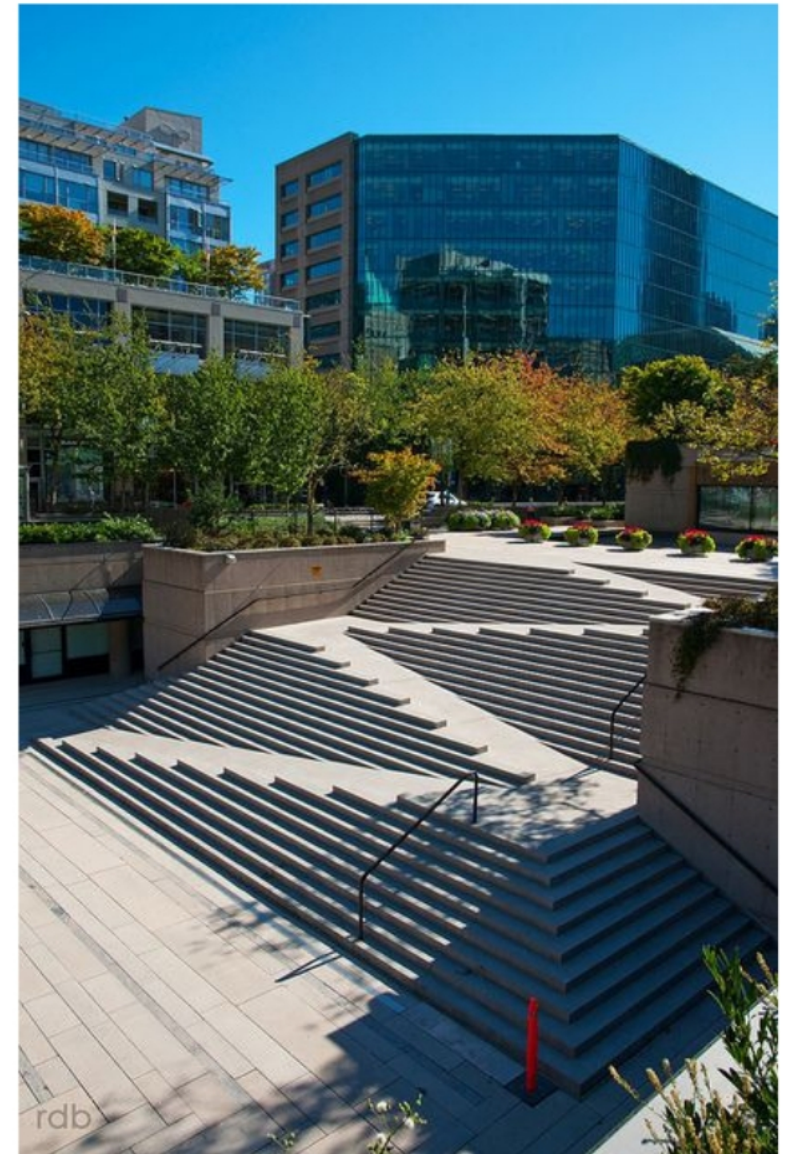
RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for **ALL**

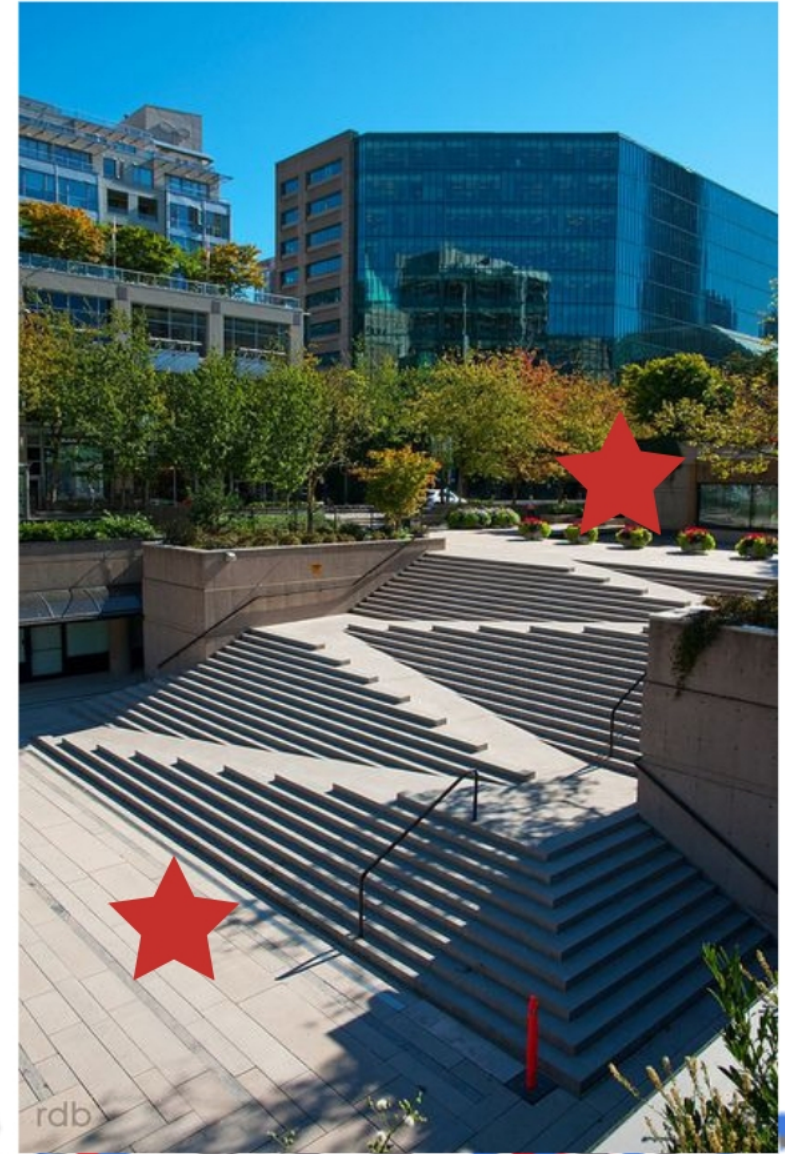
UNIVERSAL SUPPORTS

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**?



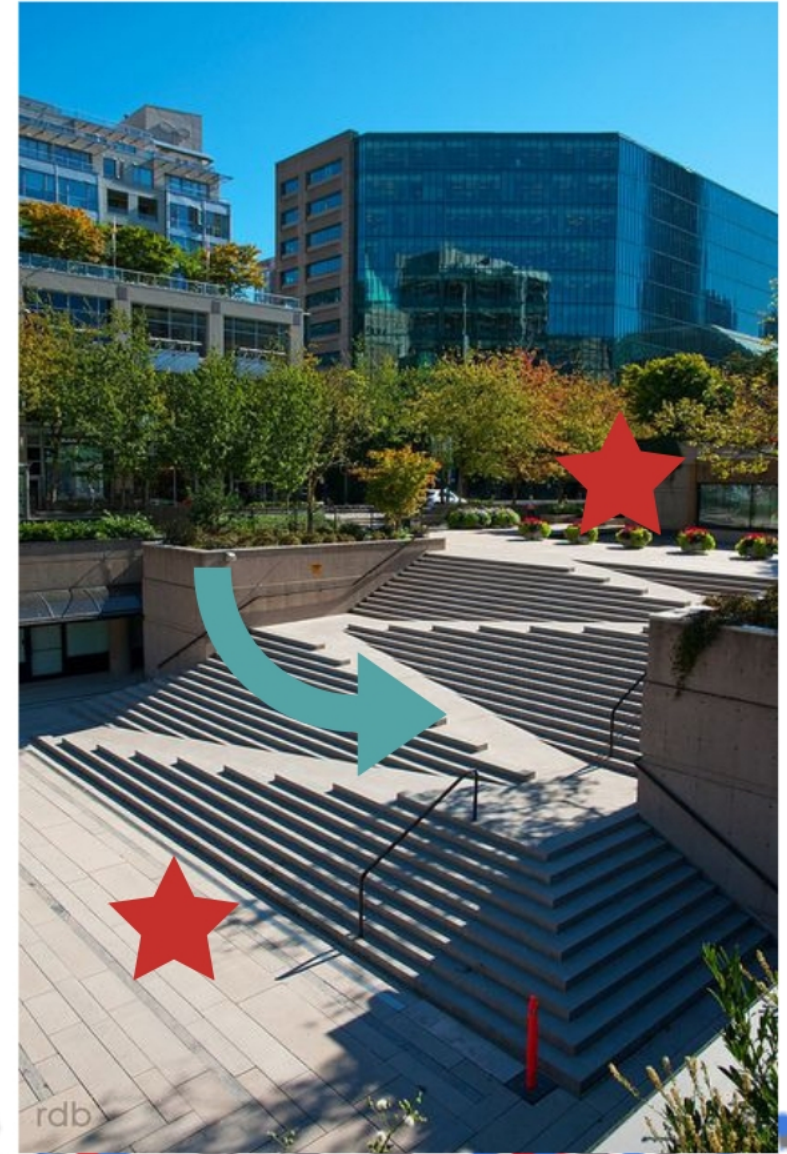
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UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** available to **ALL**?



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UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable planning & design

universal supports



UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal supports

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

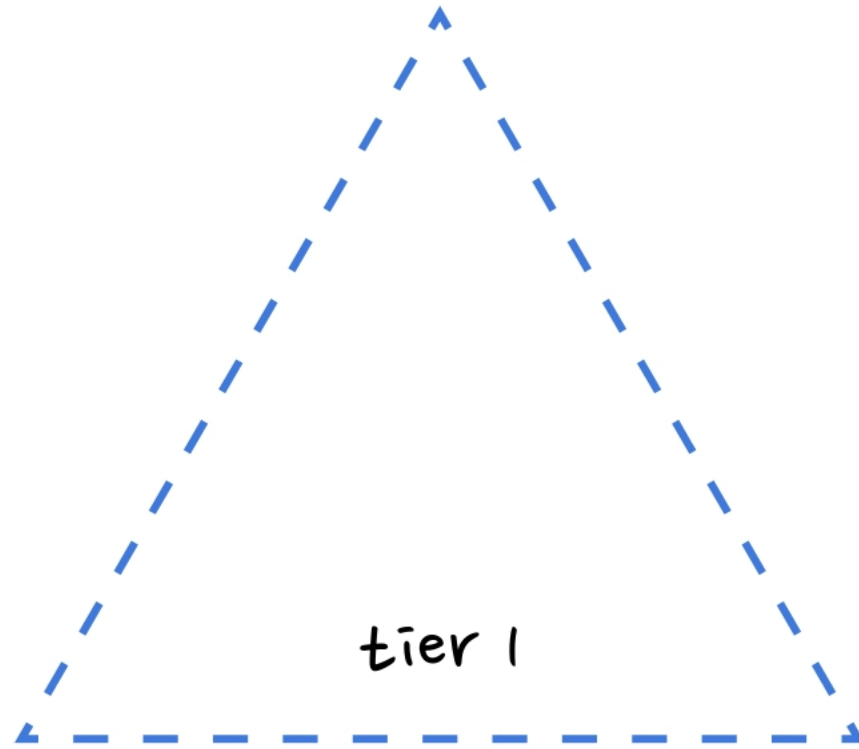


Provide Multiple Means of
Representation



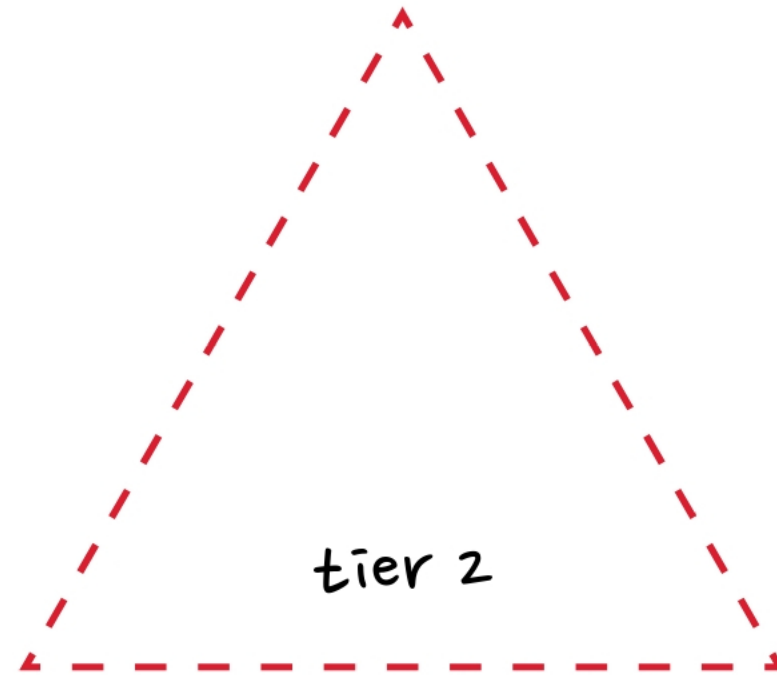
Provide Multiple Means of
Action & Expression

RTI/MTLS: **UNIVERSAL** SUPPORTS



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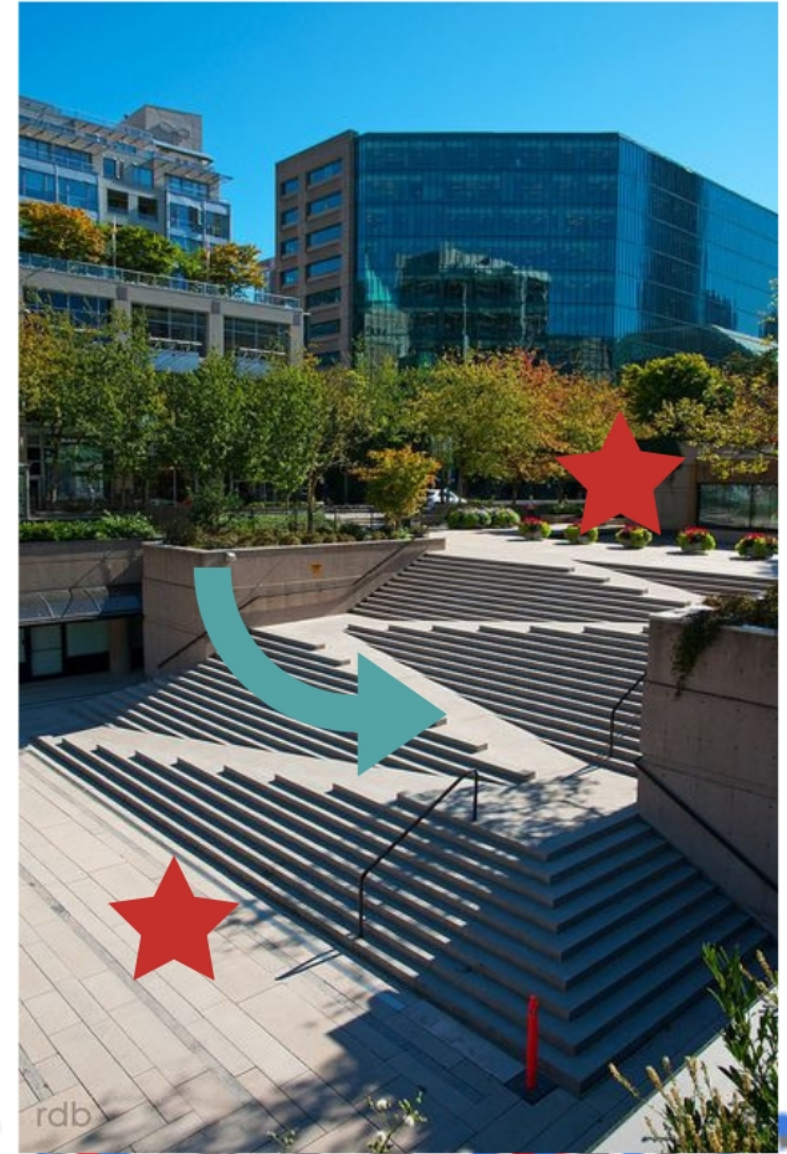
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

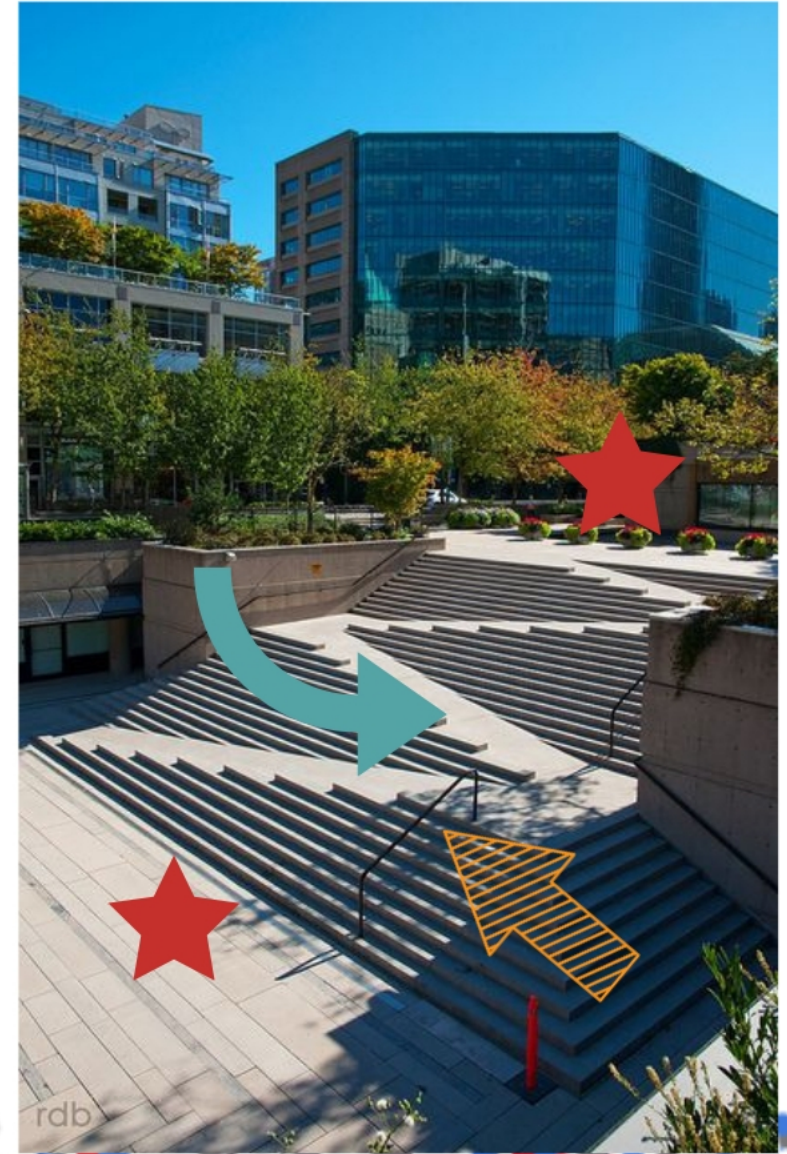
TARGETED SUPPORTS

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

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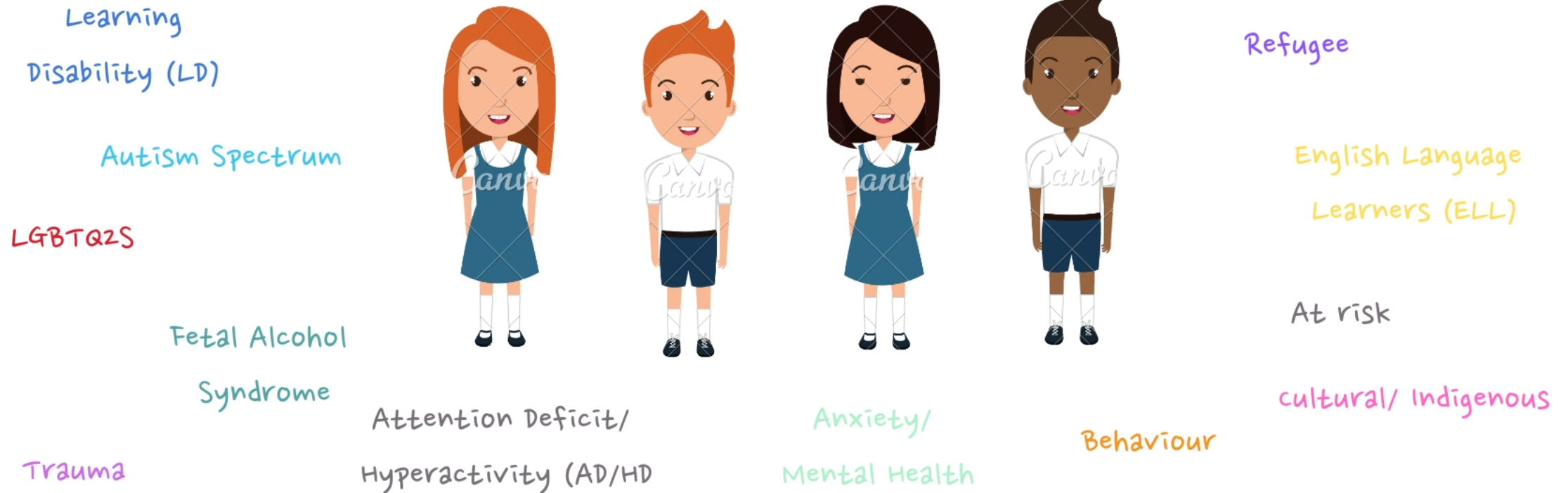
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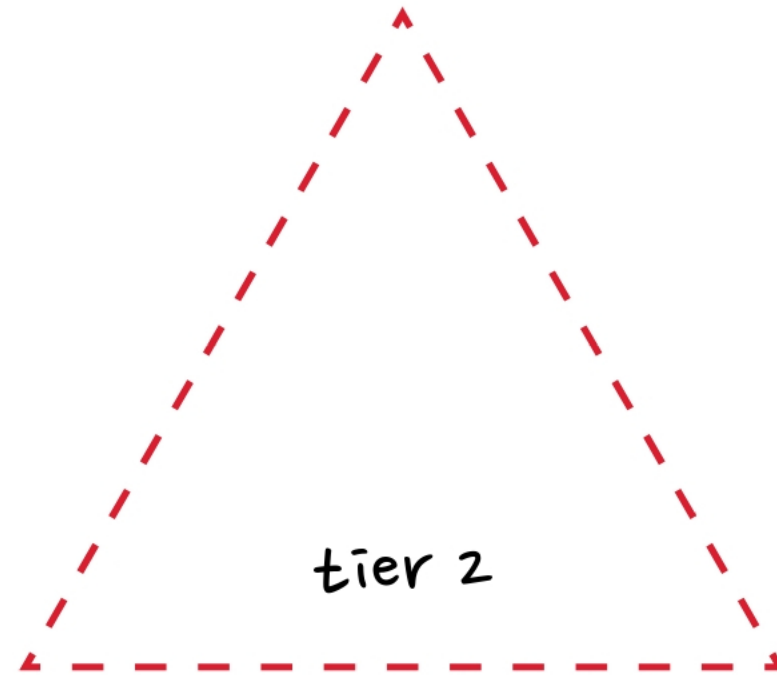


WHAT ARE THE RAILS FOR LEARNING?

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



RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

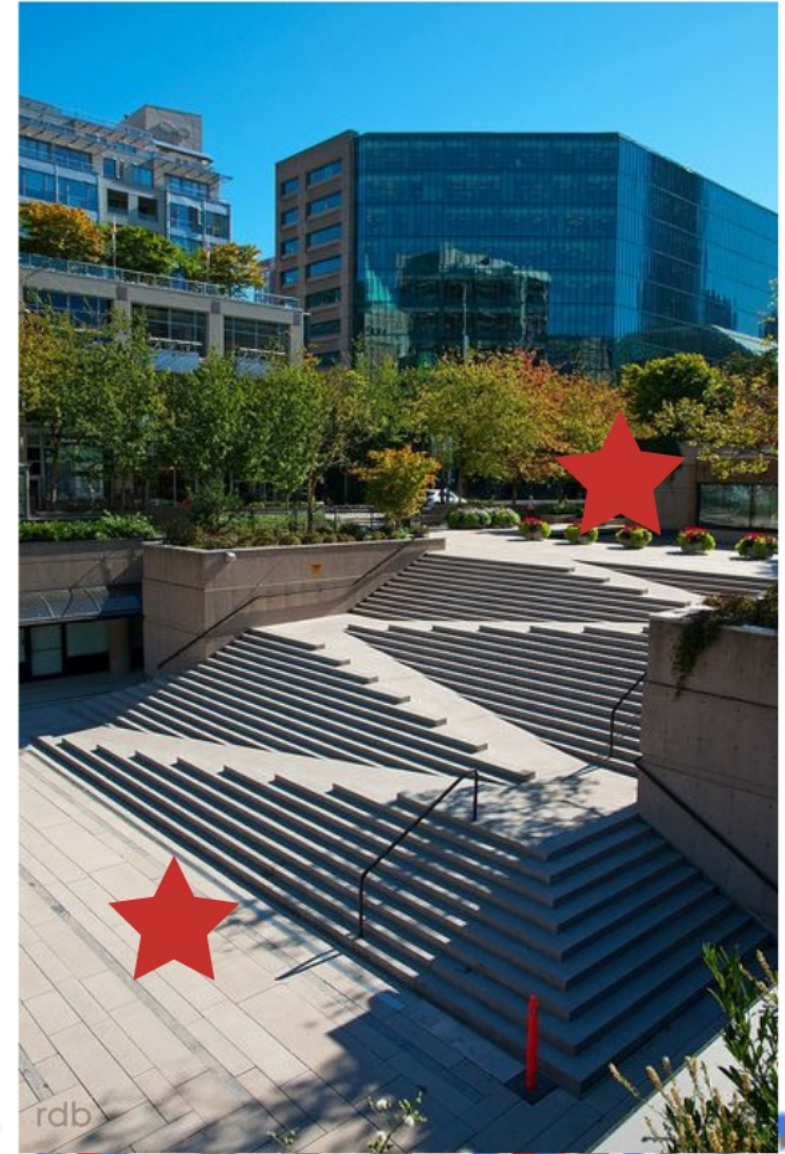
RTI/MTLS: ESSENTIAL SUPPORTS



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?

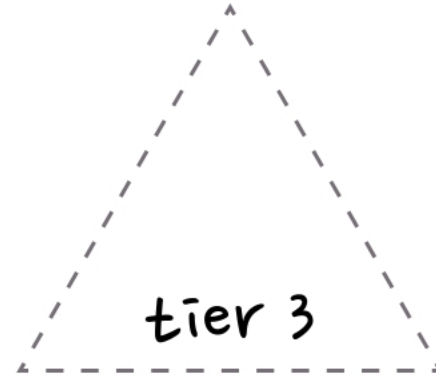


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



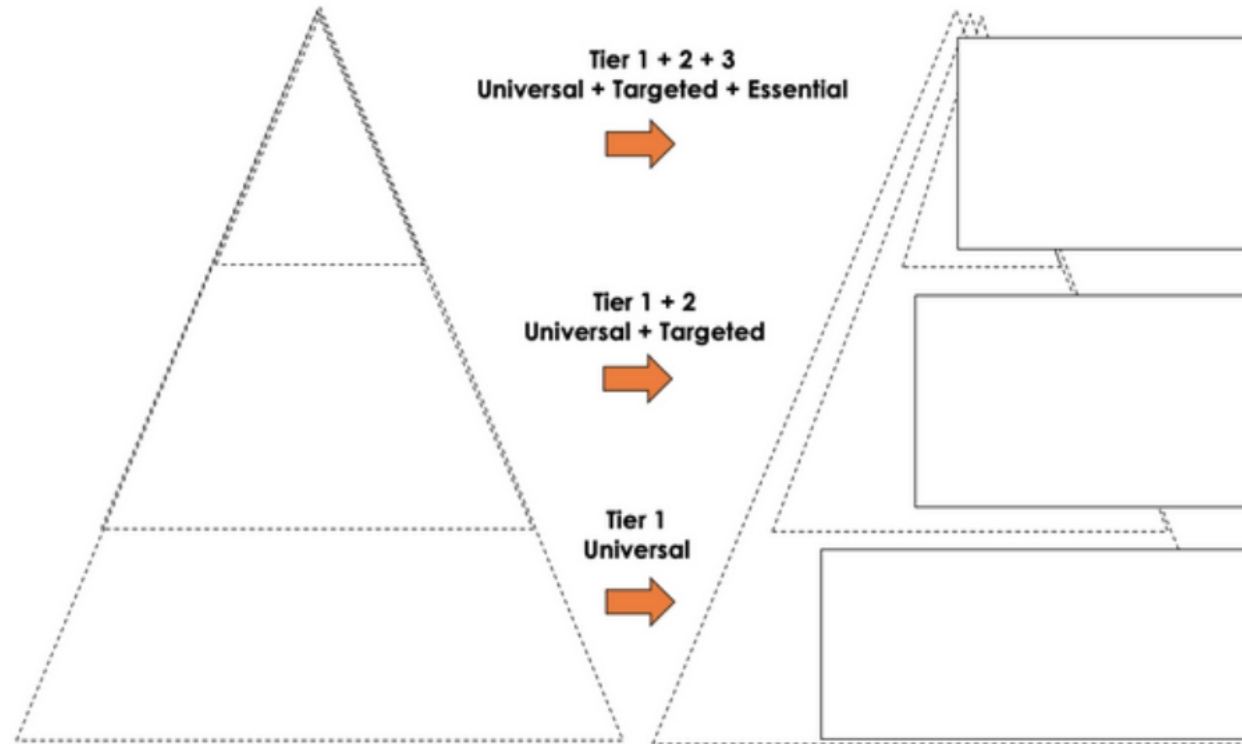
RTI/MTLS: ESSENTIAL SUPPORTS



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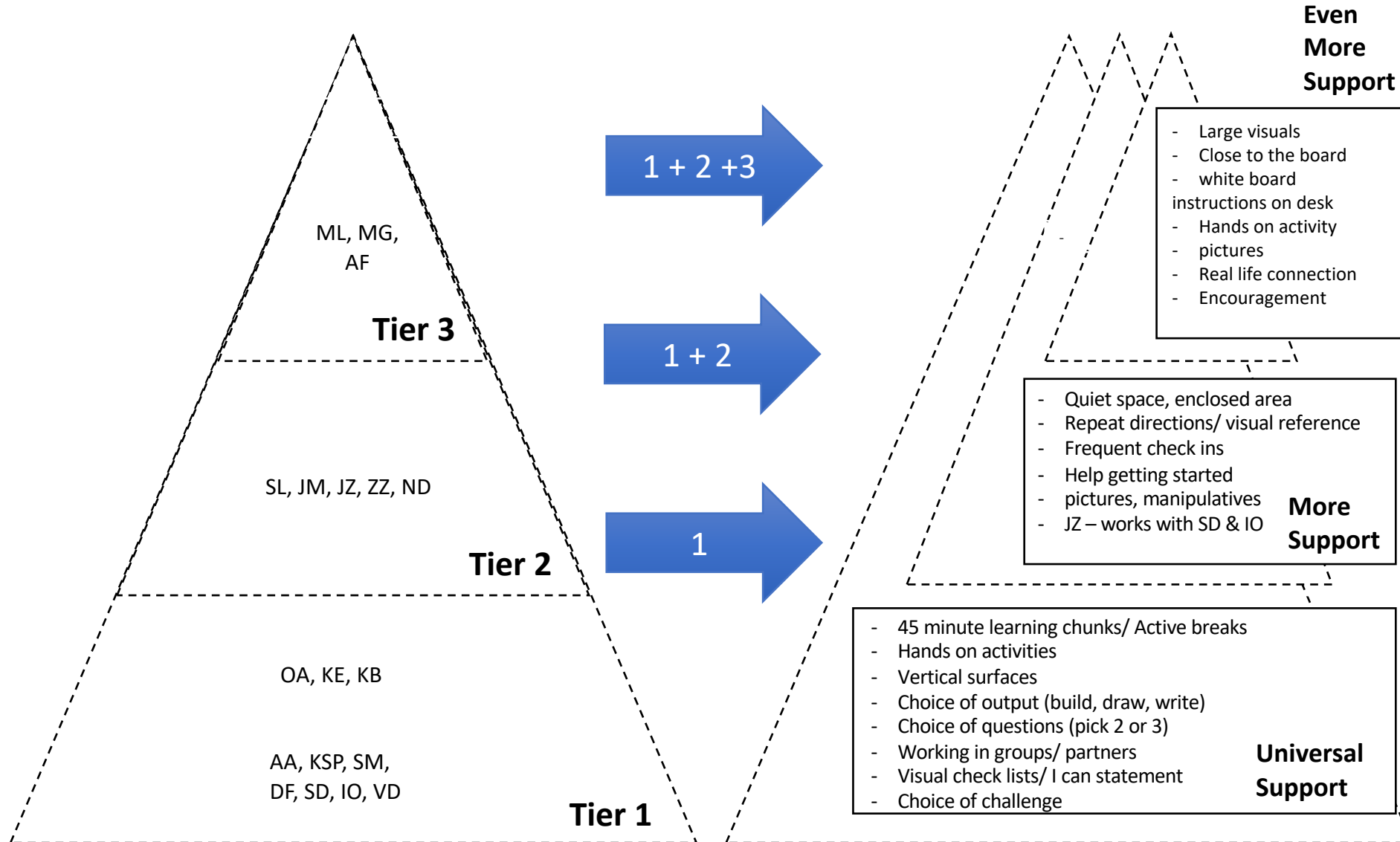
STRATEGY: RTI/MTLS

**RTI Support Plan:
Lens:**



Designing Supports for Diverse Classes

Lens: Math 6



RTI Triangle

Grade/Course/Subject (place)

Grade 9 Social Studies

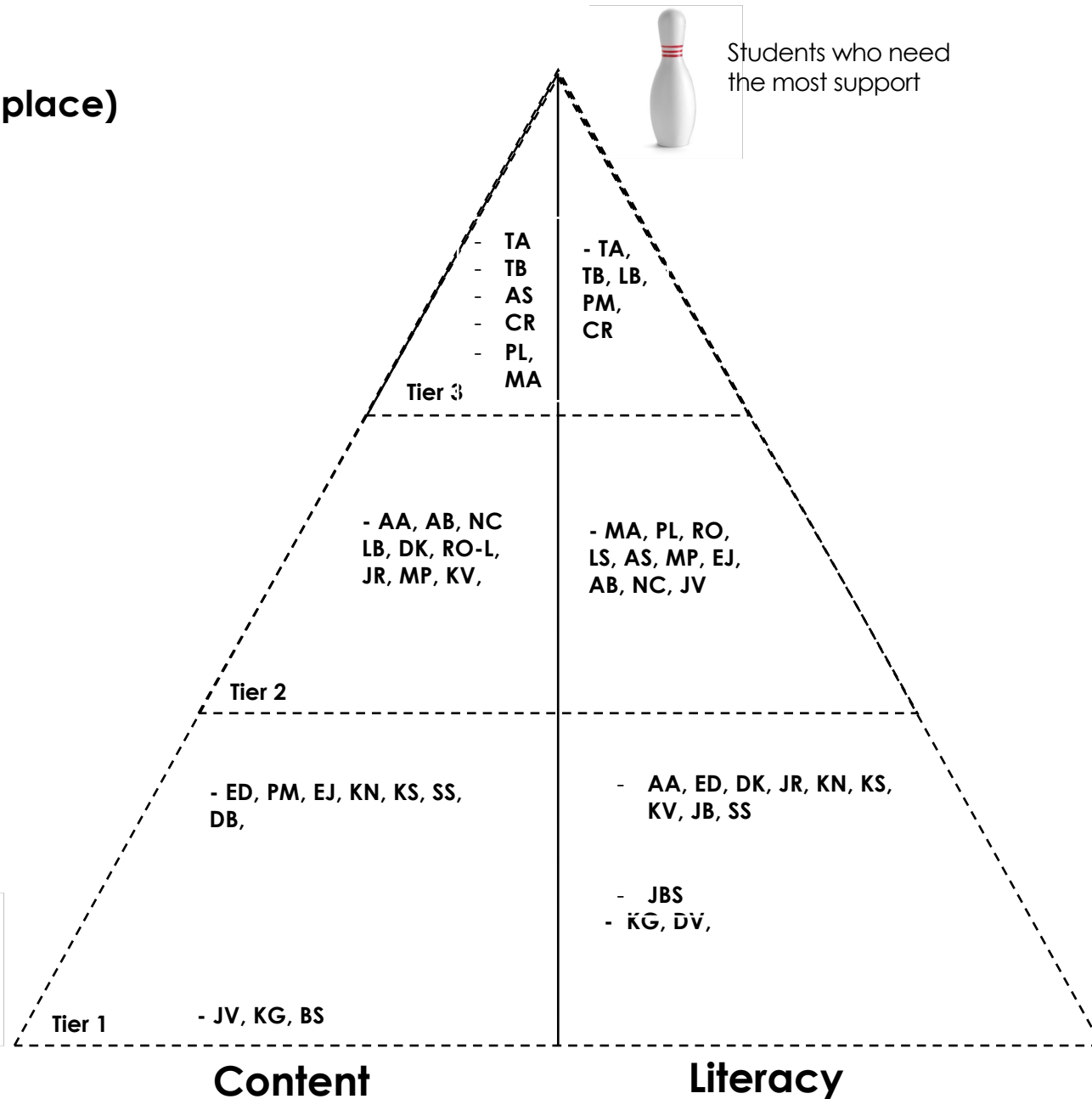
Curricular Lens:

Literacy/ Content

Competency Lens:

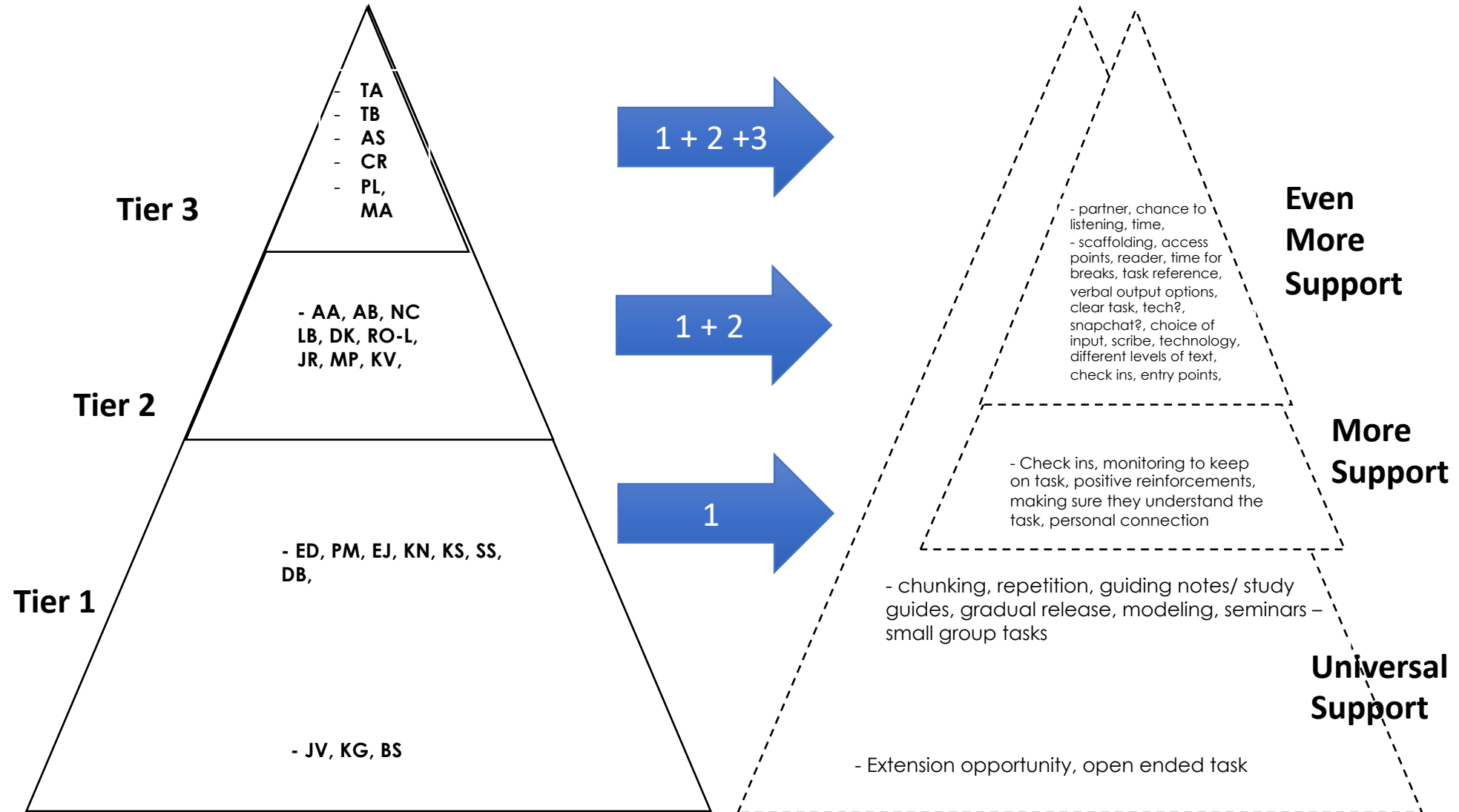
Behaviour

Students who
need the most
challenge



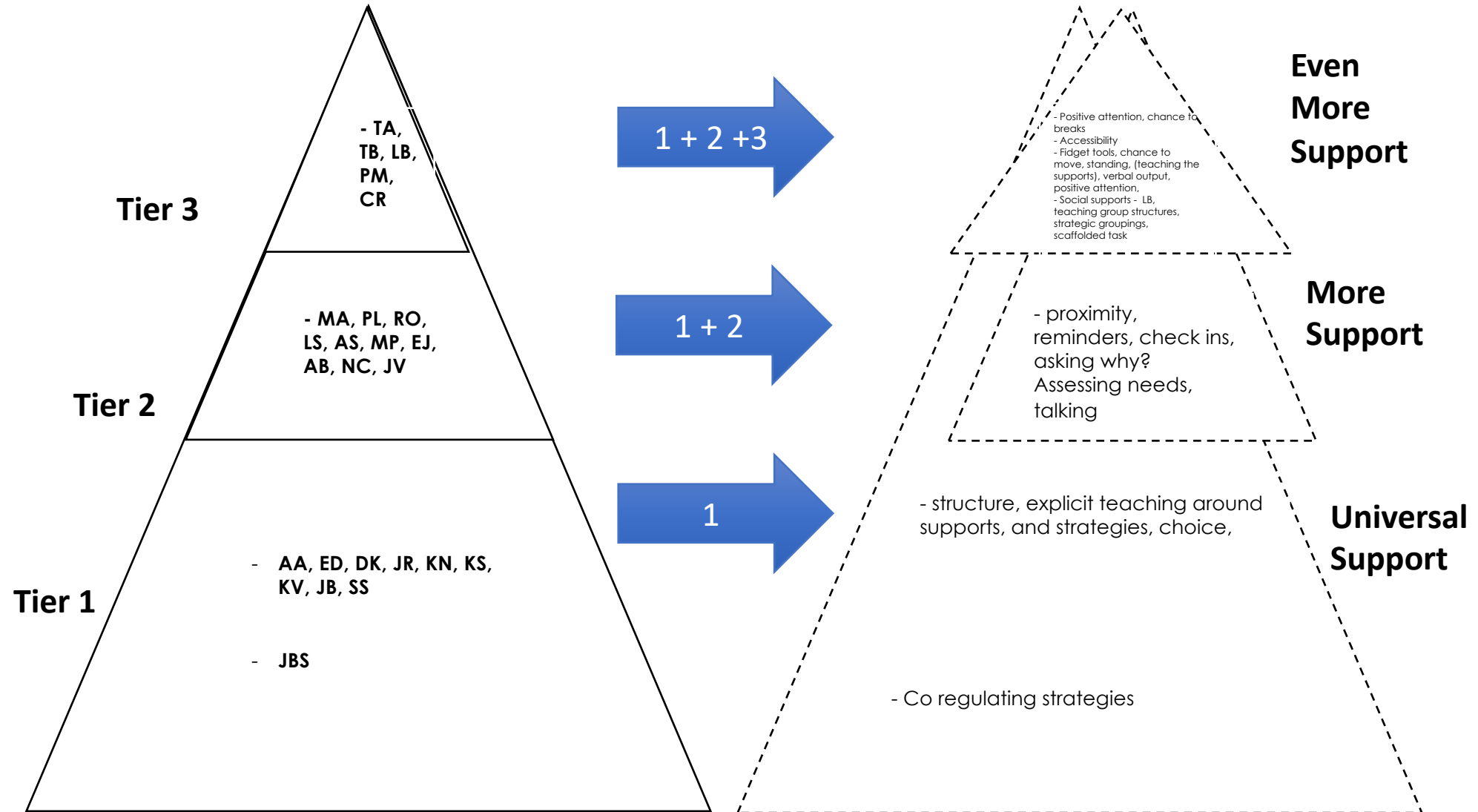
Designing Supports for a DIVERSE group

- Social Studies 9: Curricular



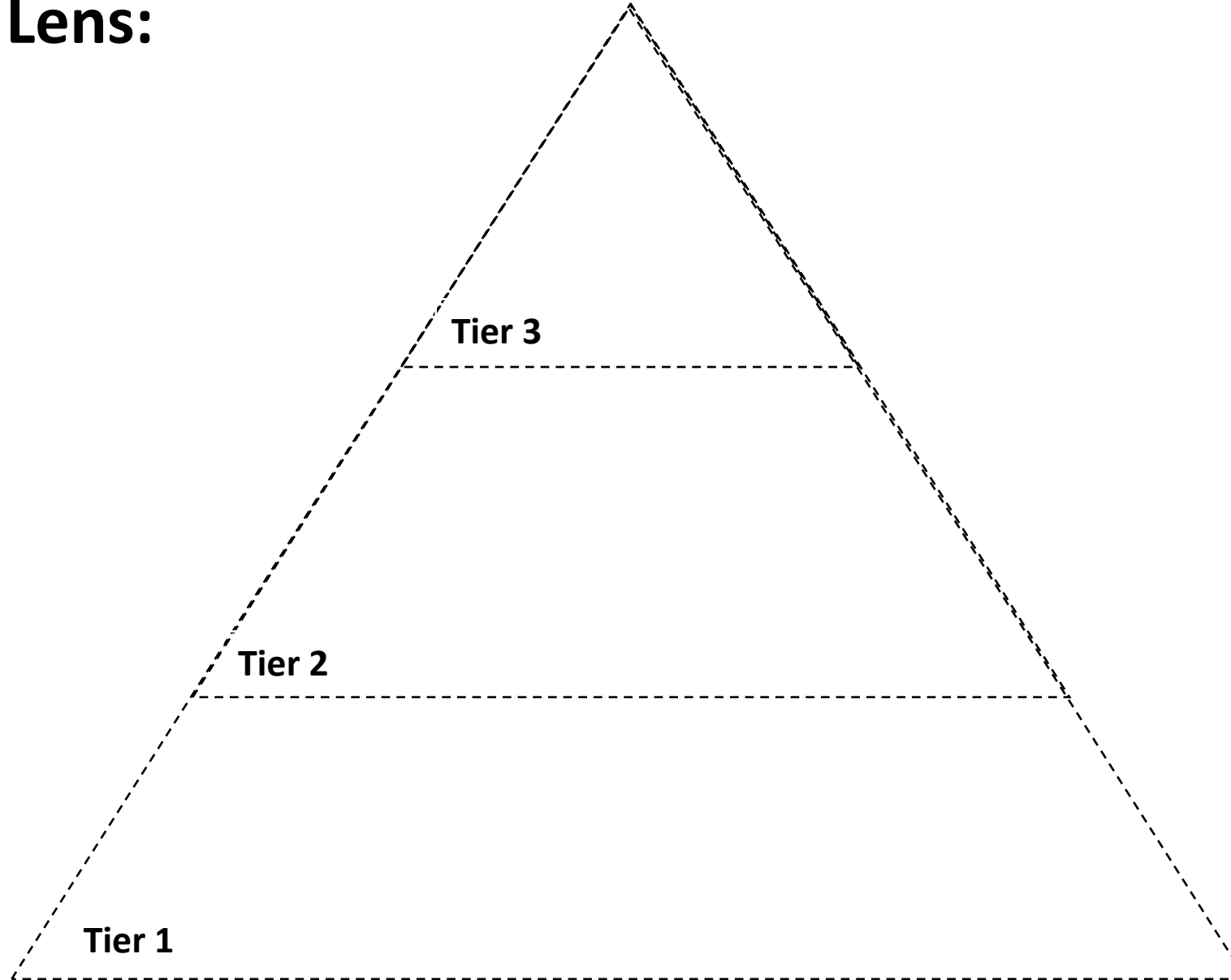
Designing Supports for a DIVERSE group

- Social Studies 9: Behaviour



RTI Triangle

Lens:



RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who
need the most
challenge



Tier 1

Lens 1

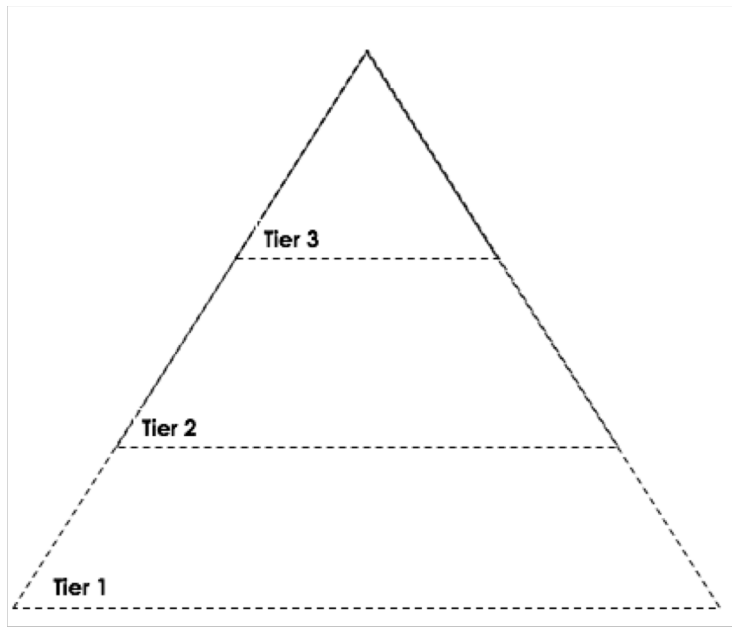
Tier 3

Tier 2

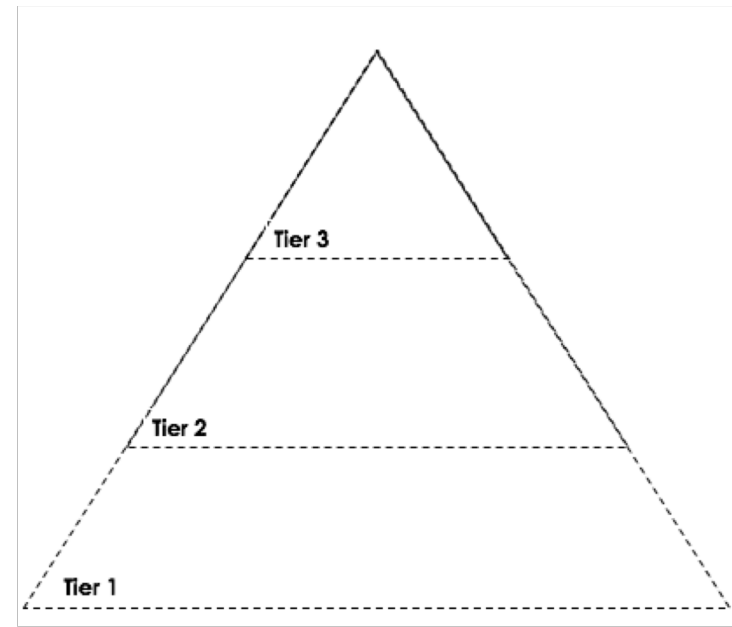
Lens 2



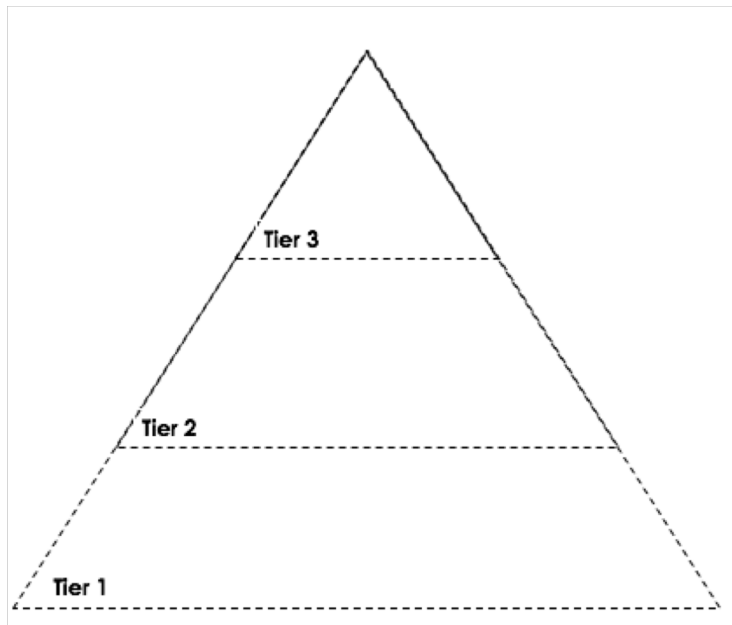
Students who need
the most support



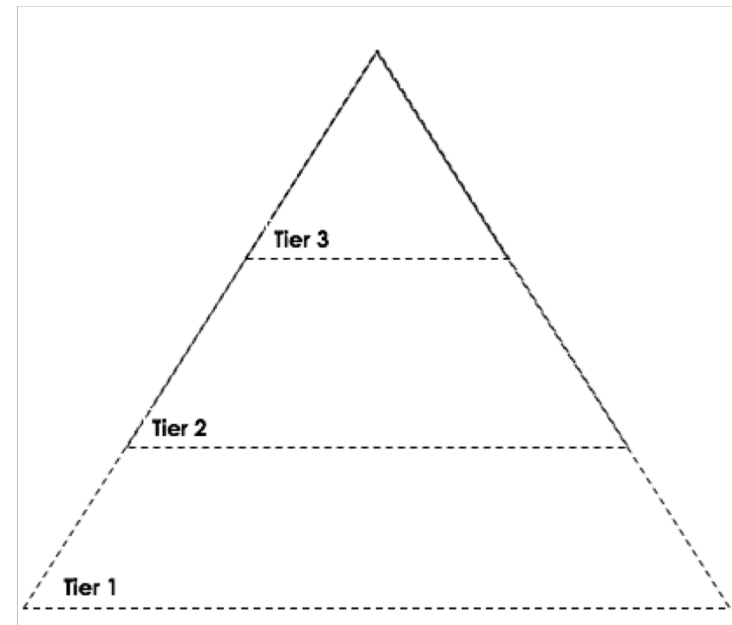
Literacy



Numeracy

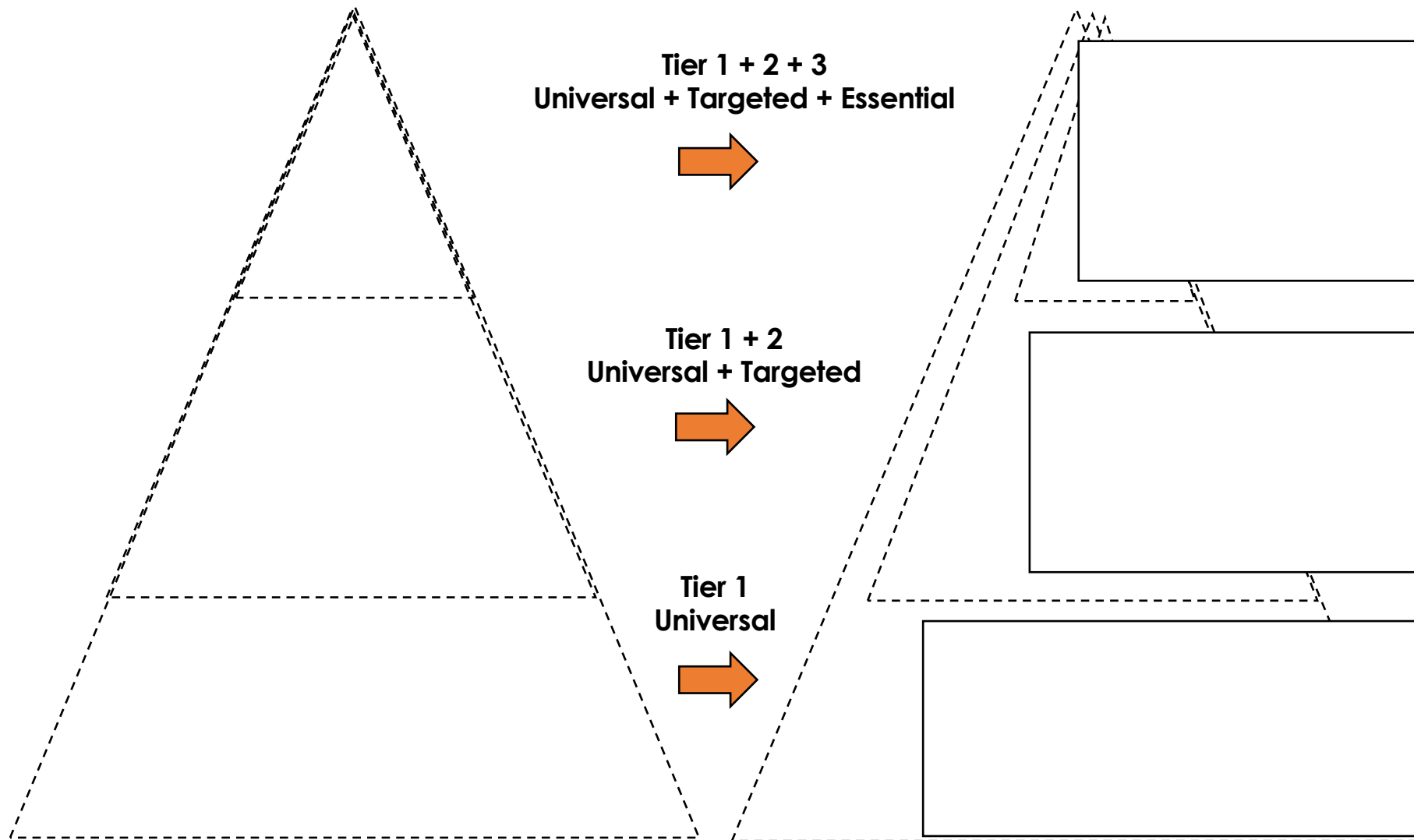


Behaviour



Social Emotional

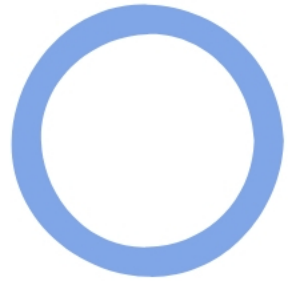
RTI Support Plan: Lens:



MAKING A PLAN...

- What is **one useful thing** so far?
- What is something you want to **try**?
- What is your **first step**?
- What **SUPPORTS** do you need?
- How will you **celebrate** your success?

Carly



Next Steps

- Class Student Support Plan = Class Review + RTI+ MTLS + UDL + SRL
 - Support plan – move to universal and increasing student agency but teaching supports to kids
 - Starting with a new term
 - Connecting to High School
- Work on an exemplar IEP – What are the steps within the process?
- Combine RTI with Class Review process
- Bring tiered support planning into the curricular planning process with our target teacher

Examples & feedback

- shelleymoore79@gmail.com