

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



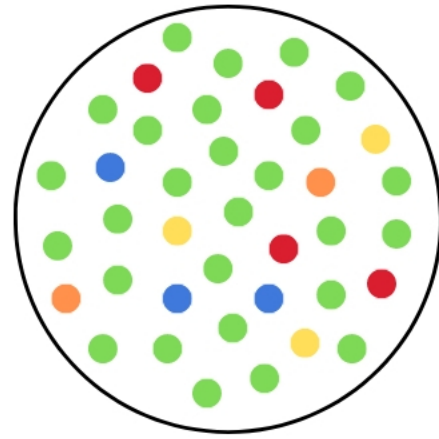
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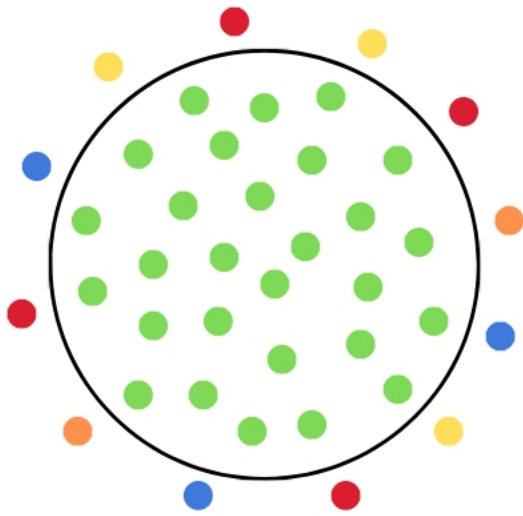


TALK TO YOUR NEIGHBOUR...

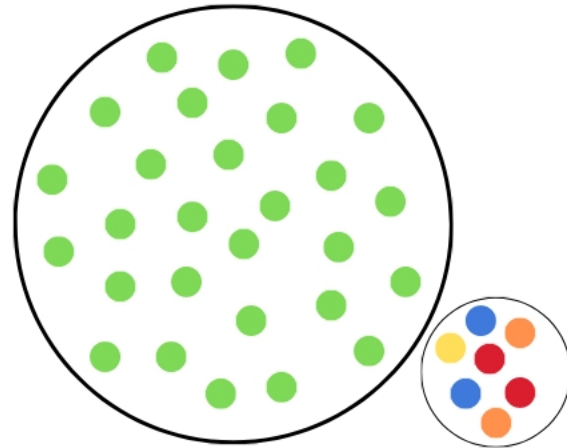
- what is something that is useful so far today?
- what questions are coming up for you?



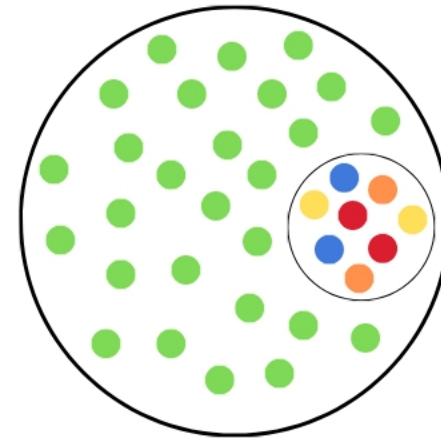
inclusion



exclusion

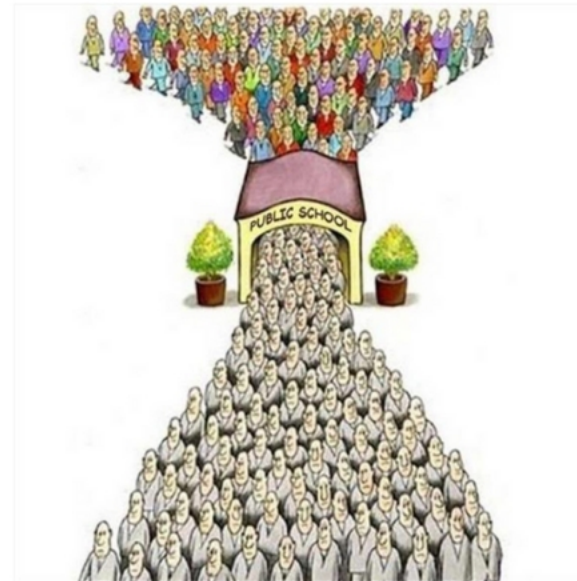
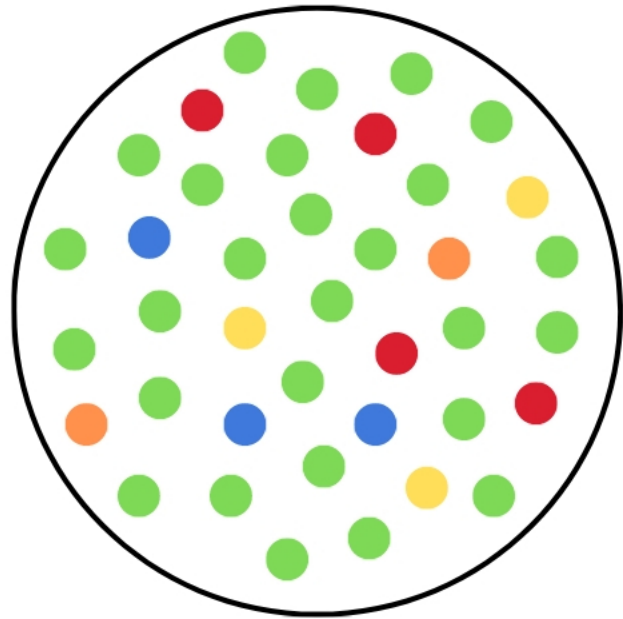


segregation



integration

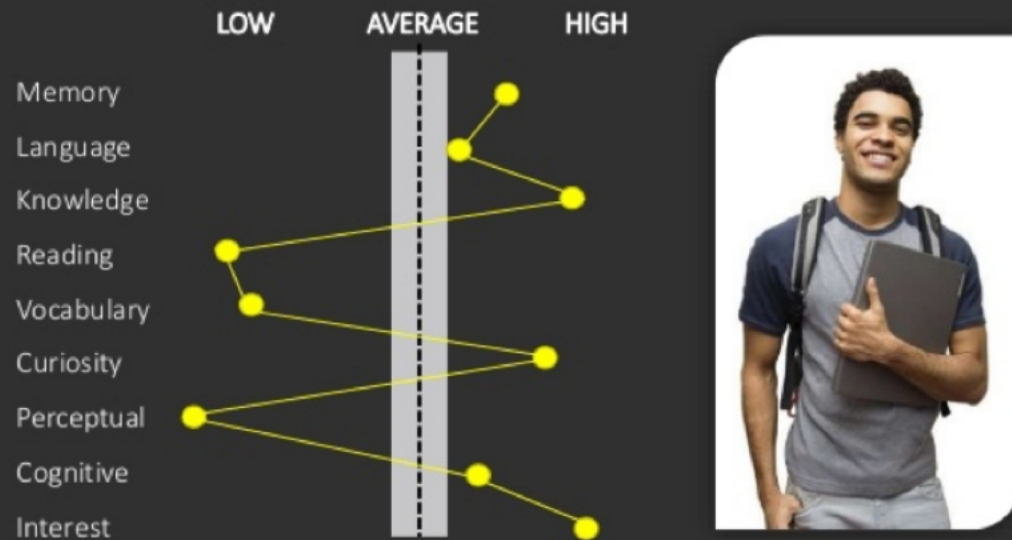
WHERE DID **GREEN** COME FROM?



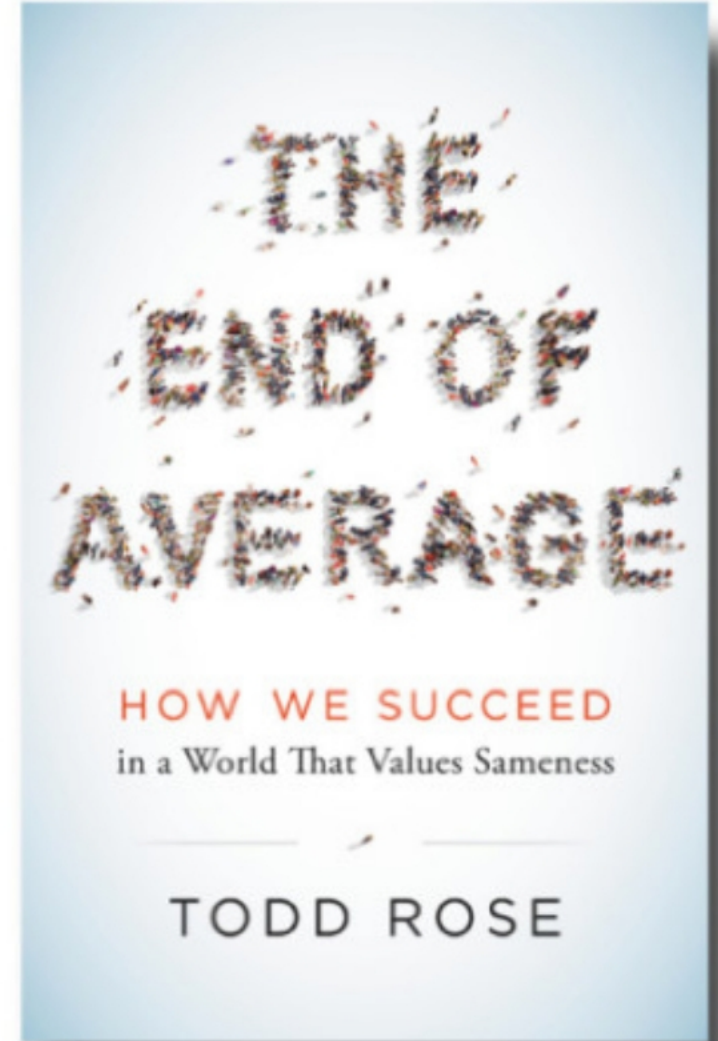
GREEN = AVERAGE

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

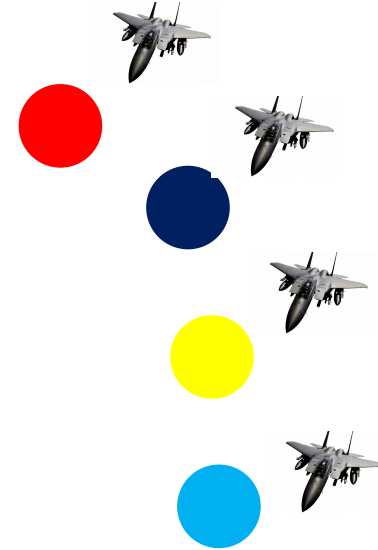
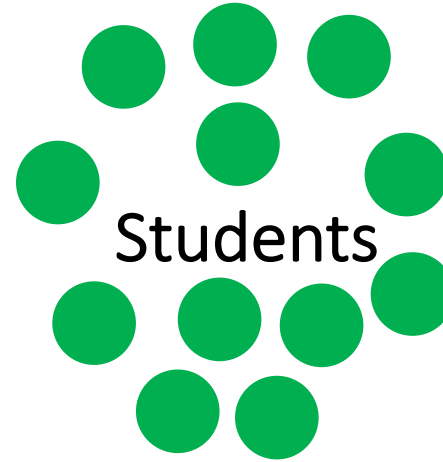
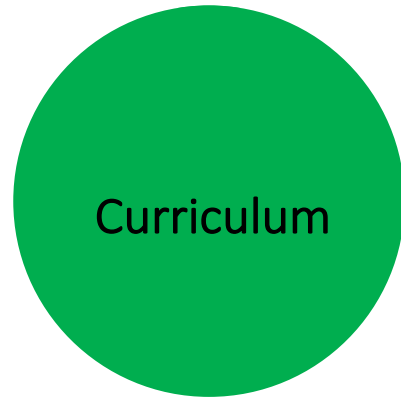
Efficiency: Building one standardized curriculum for ALL students

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?

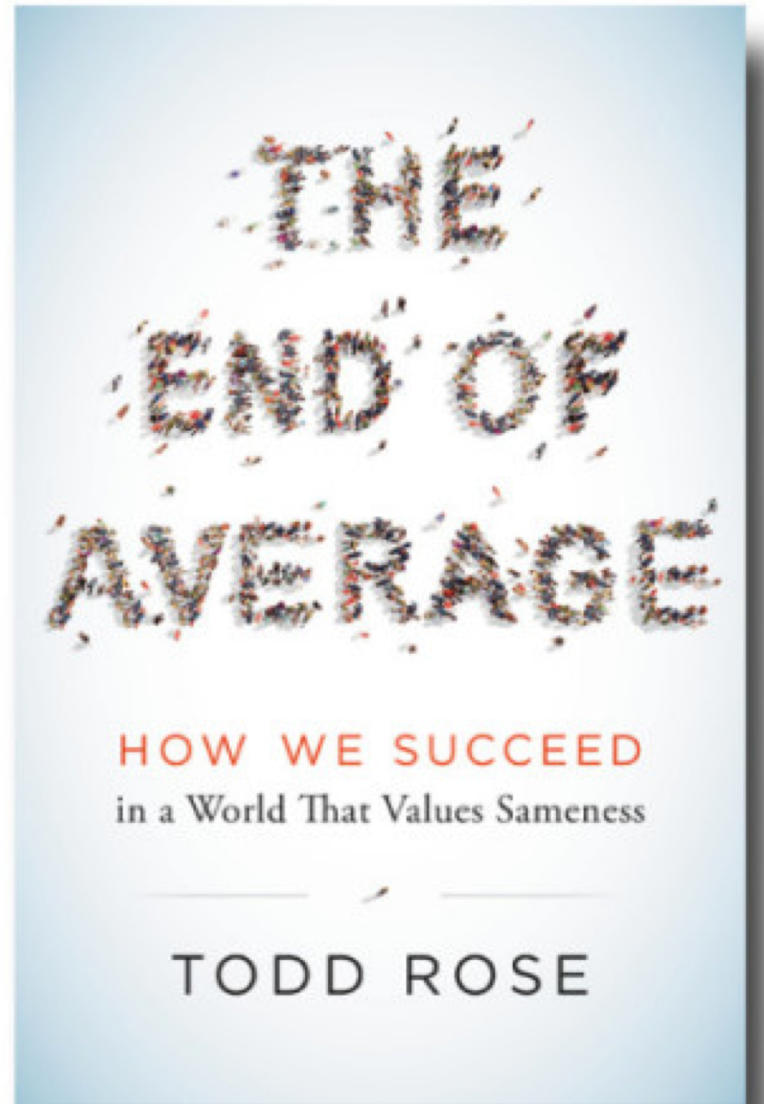


DESIGN: THE MOST UNDERUTILIZED SUPPORT





**THE
5 MOORE-MINUTES!
PODCAST!**



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?

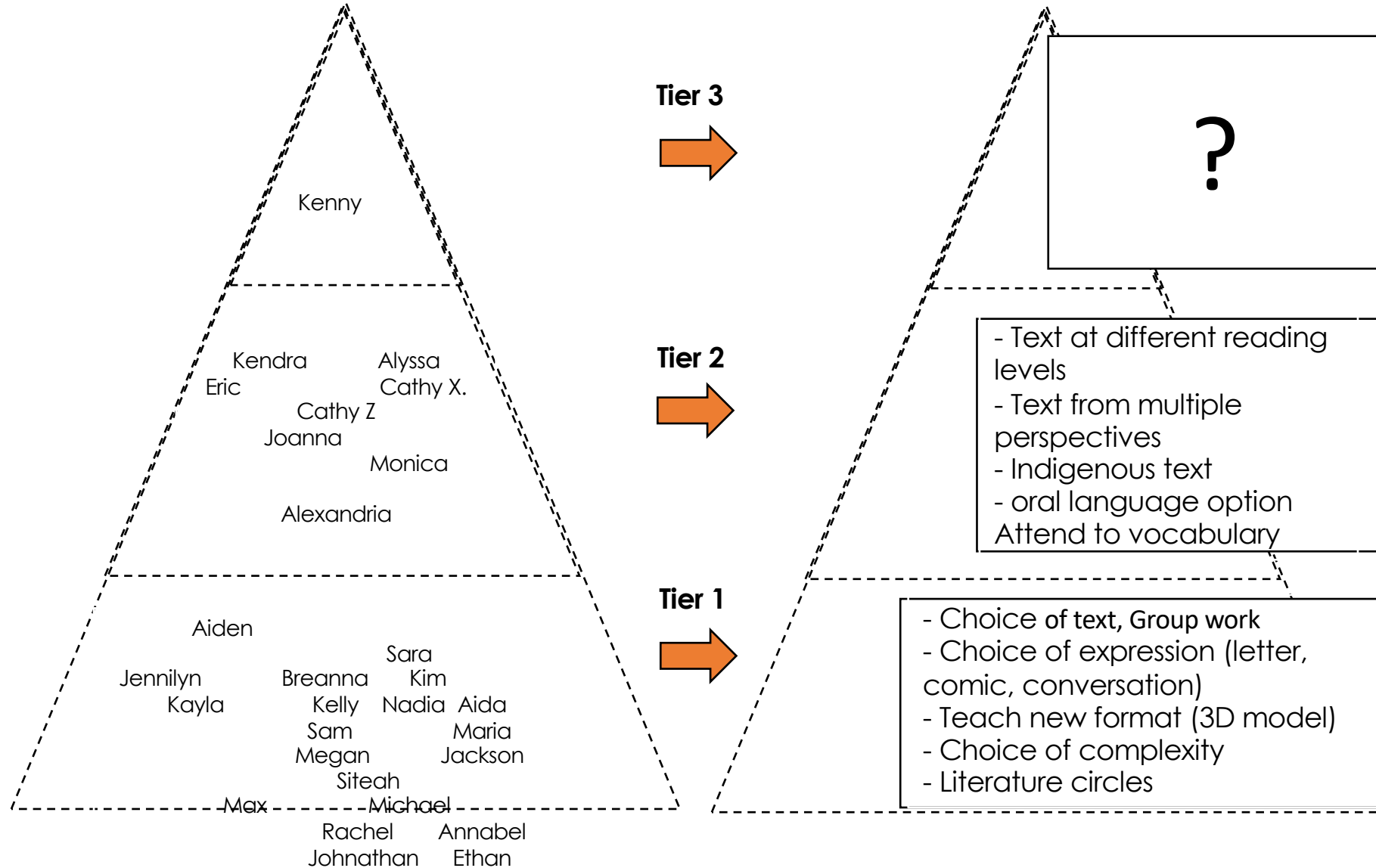
- Who are the *students*? What is the range of *diversity*?
- What kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

Example: Grade 6/7 class

- **Inclusive Learning Communities Project**
- **Classroom Teacher/ Resource Teacher/ Facilitator**
- **Inquiry question:** What happens when we collaborate to plan using inclusive teaching strategies to respond to the range of diversity in a Language Arts Unit?
- Focus on 21st learning competencies and skills

RTI Triangle

Lens: **Personal Awareness & Responsibility**



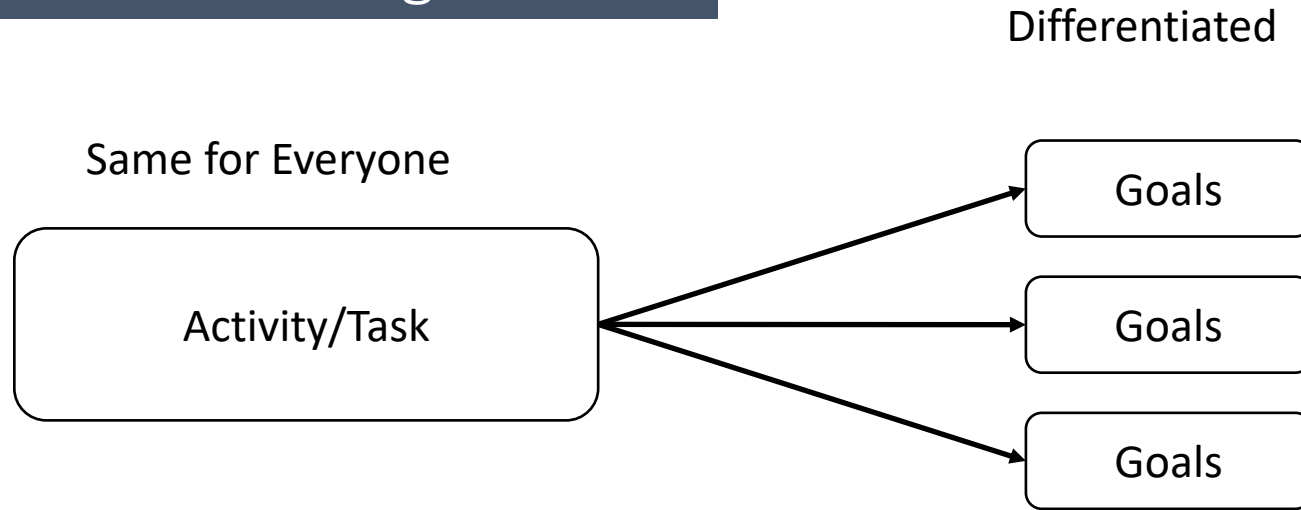
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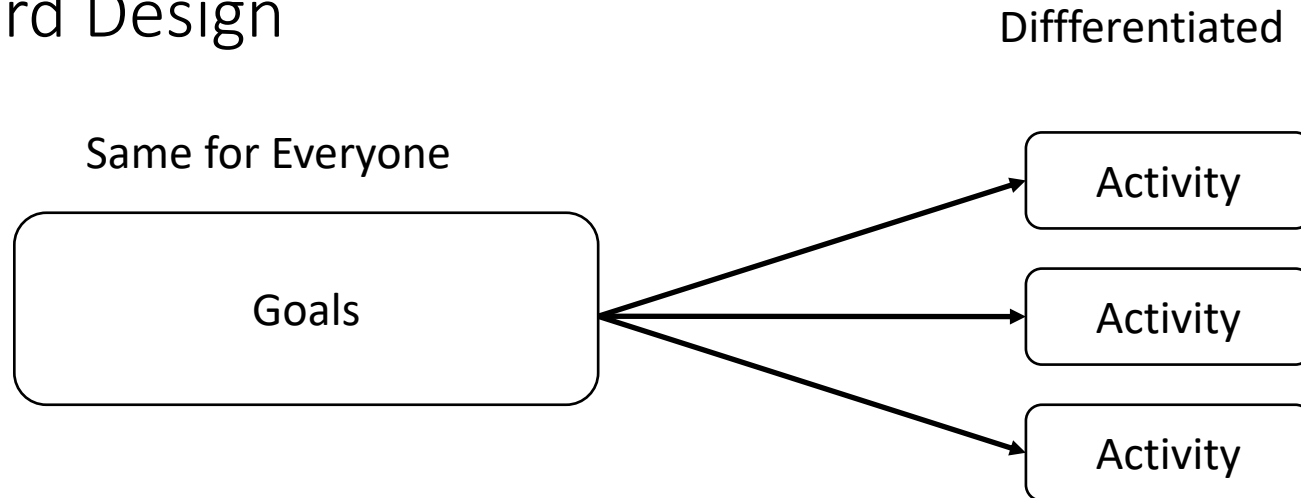
Planning & Instruction that is
goal based, not task based



Forward Design



Backward Design







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.

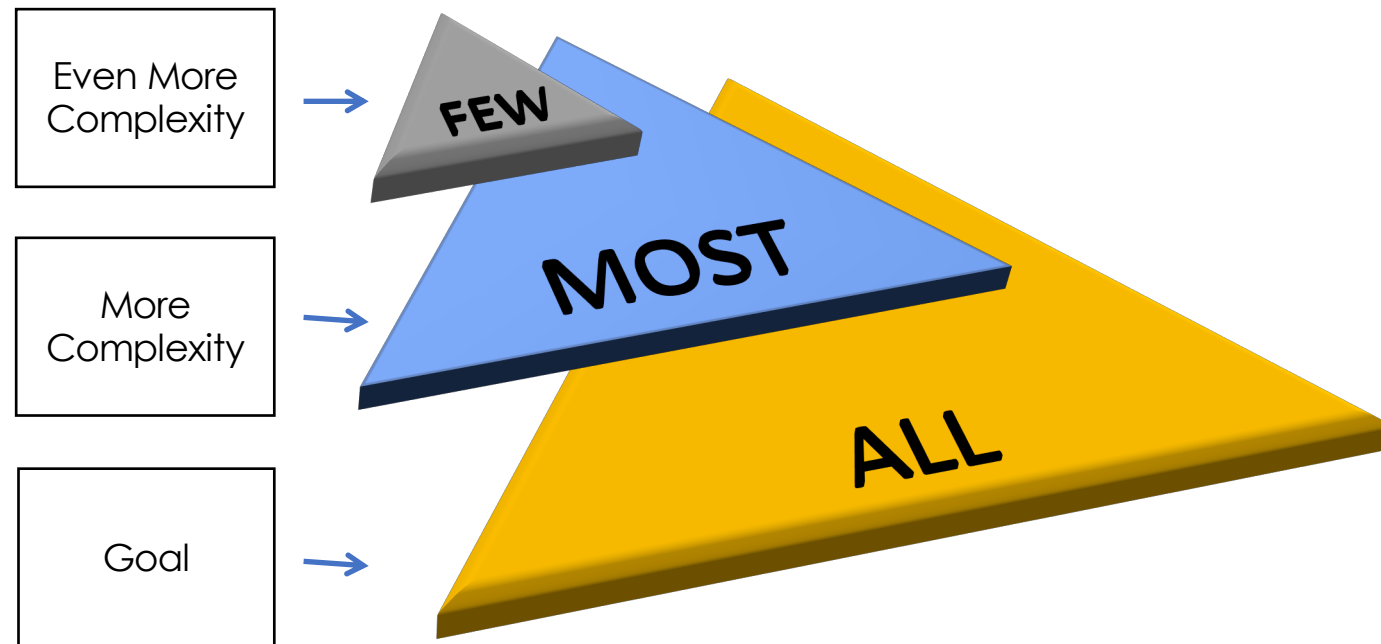
Making the plan! Backwards Design

- **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?**
- **Targeted Goals:** 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

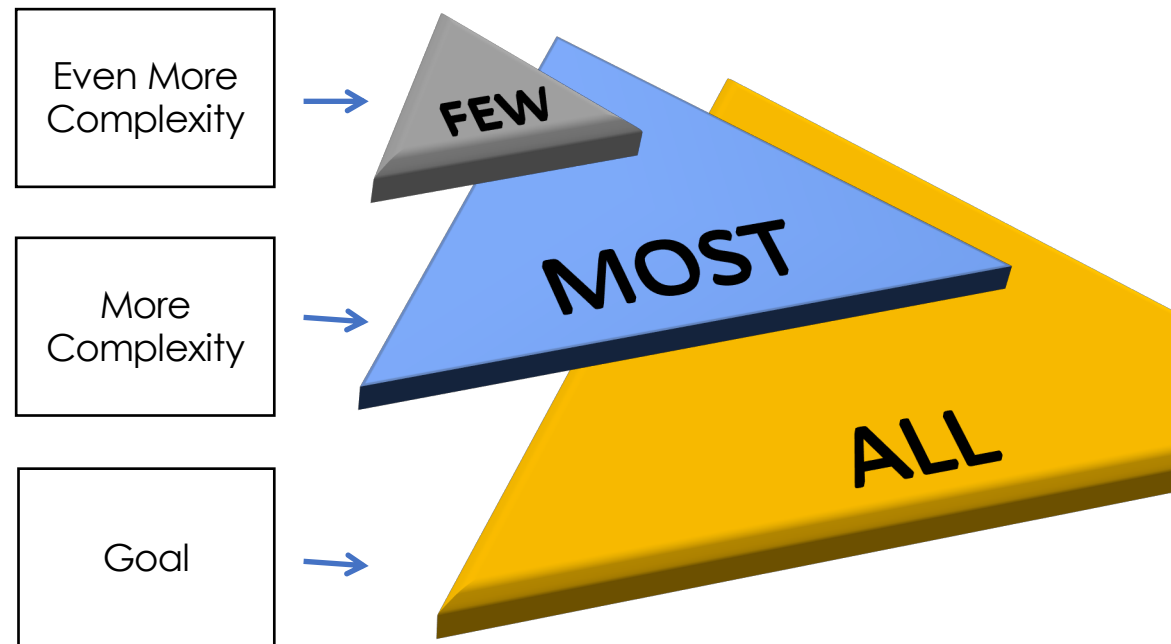
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Start from access, build on challenge: Planning Pyramid



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)



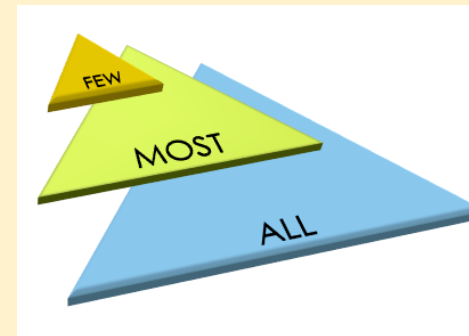
Goal for MOST

- 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)

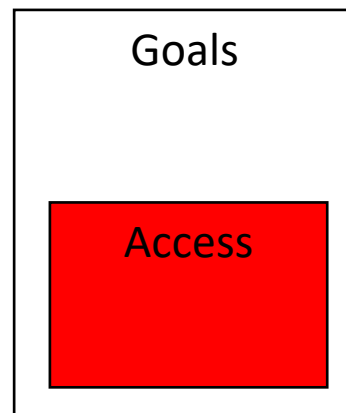
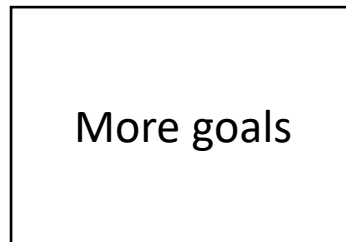


Goal for ALL

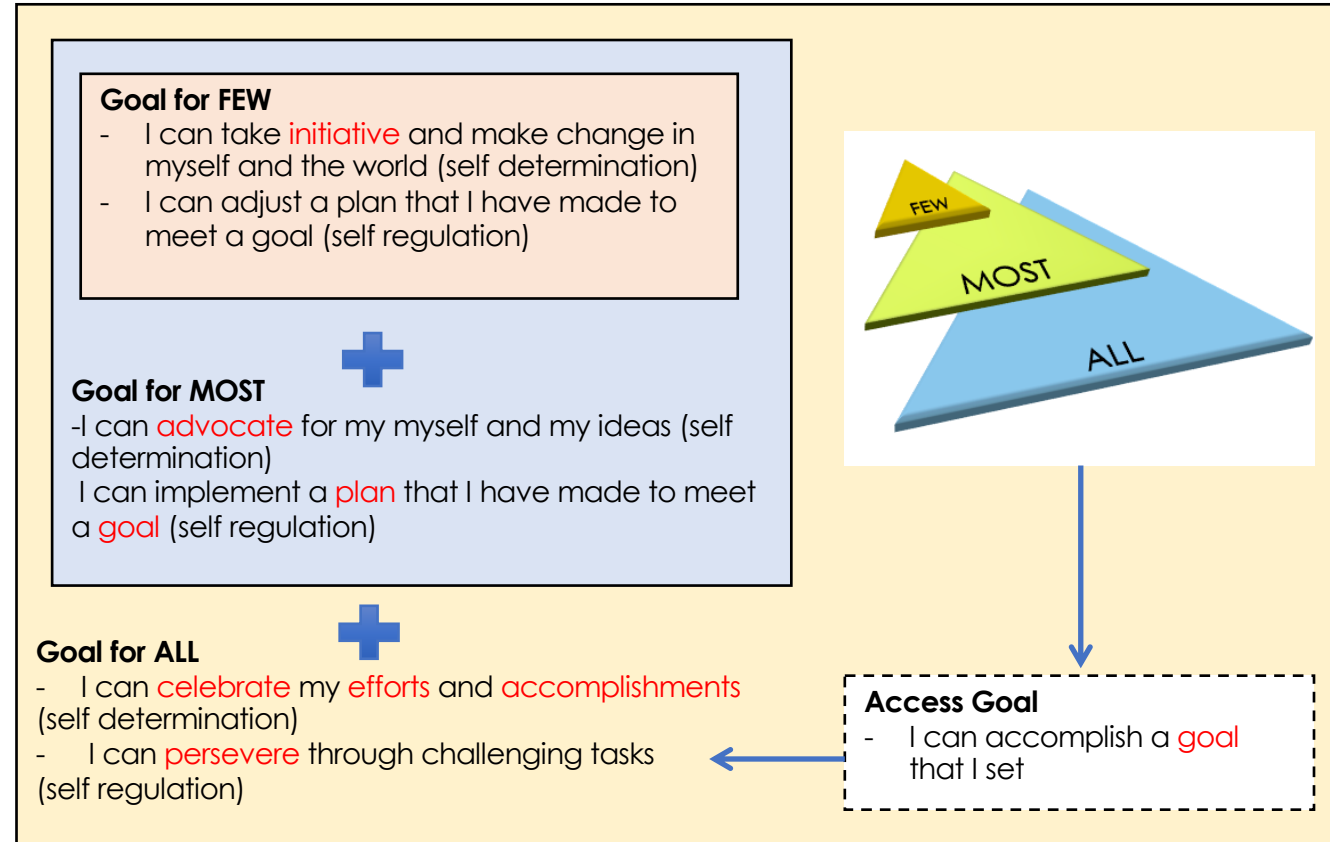
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



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



Extend access and/or challenge

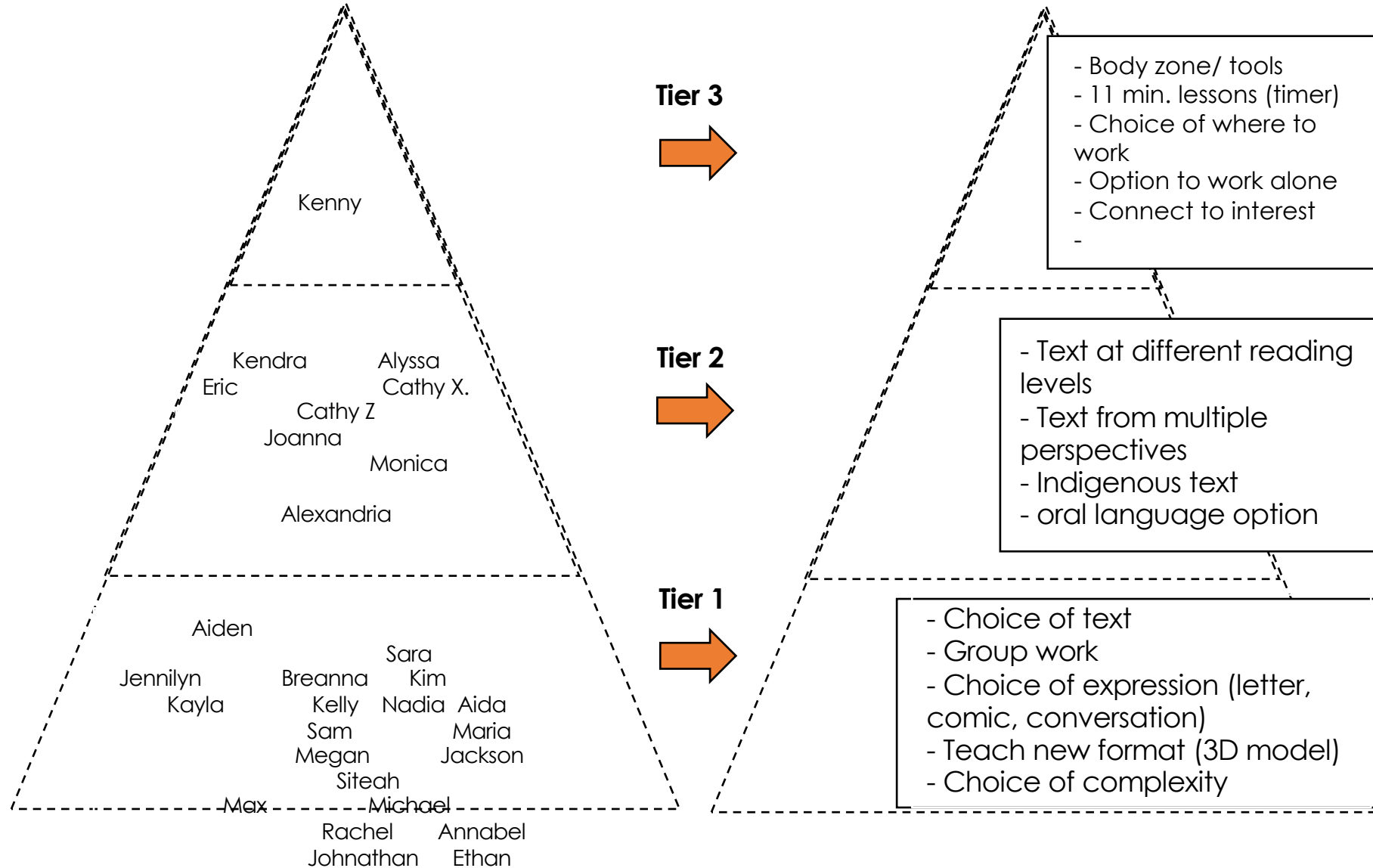


The Lessons!

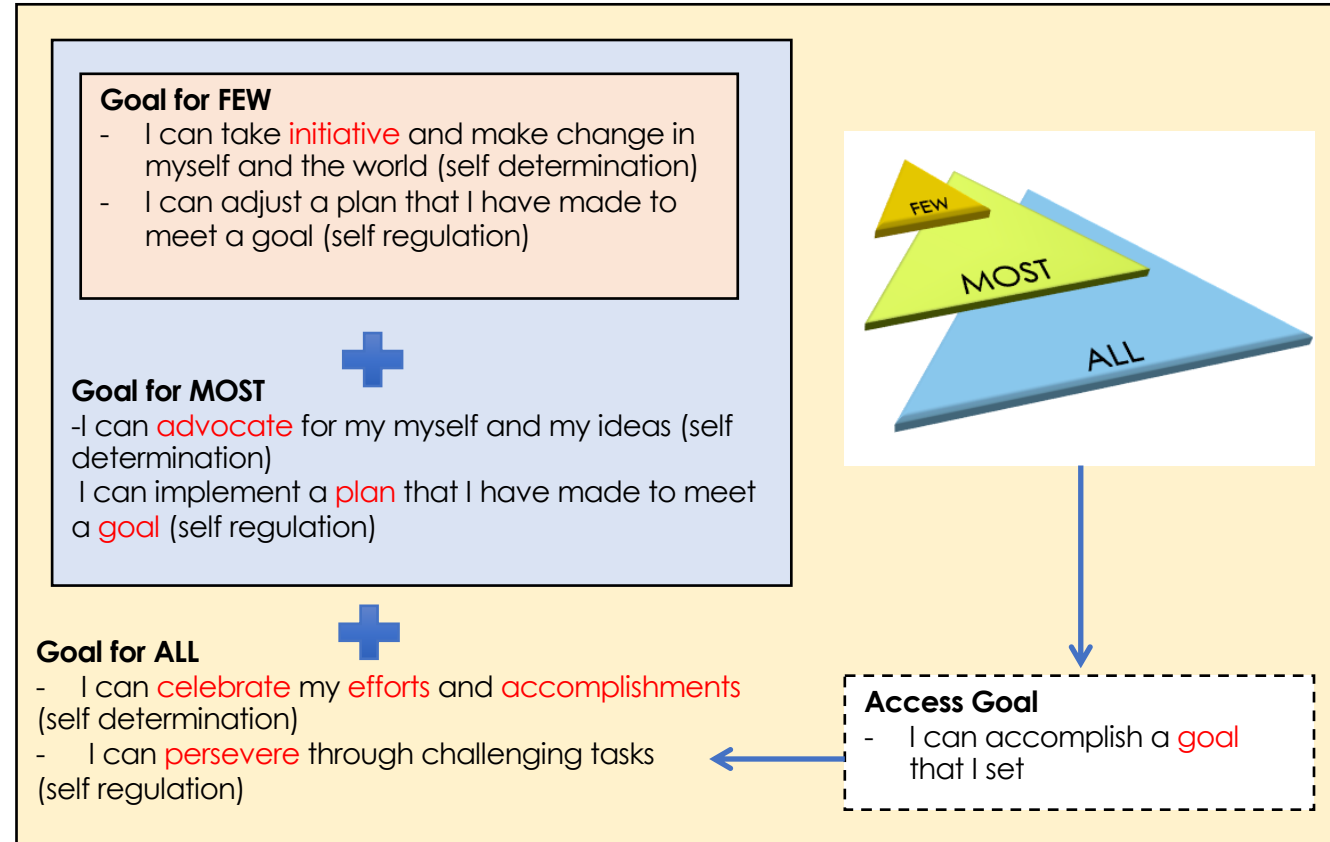


RTI Triangle

Lens: **Personal Awareness & Responsibility**



Extend access and/or challenge



HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

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

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