SHELLEY MOORE

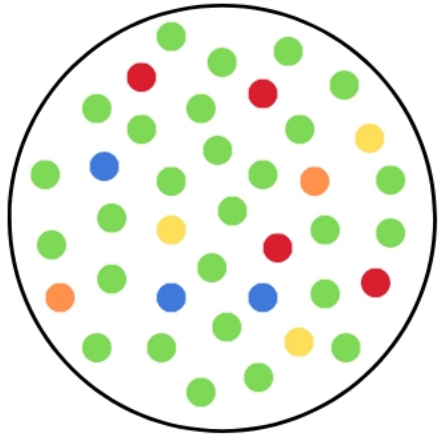
@tweetsomemoore

@fivemooreminutes

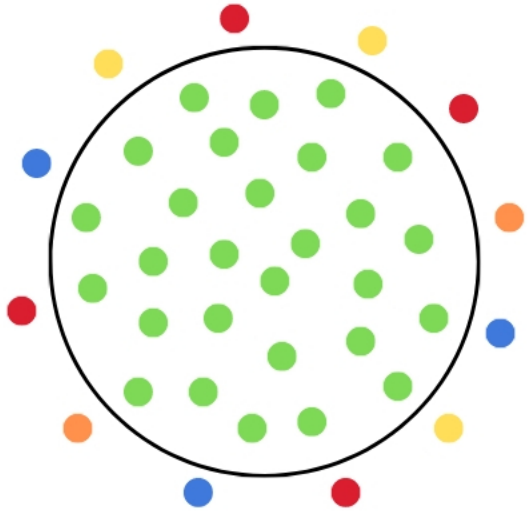
@fivemooreminutes

www.fivemooreminutes.com

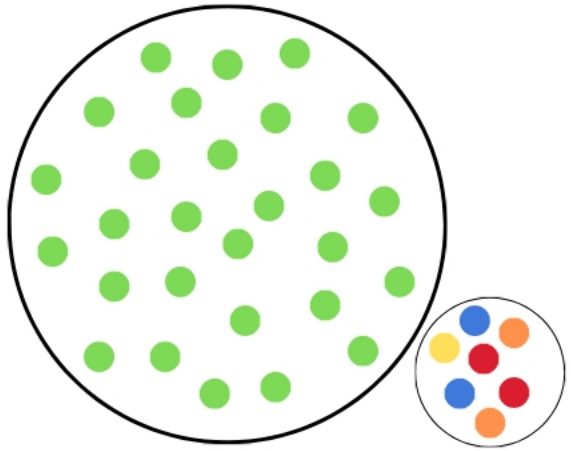
www.blogsomemoore.com



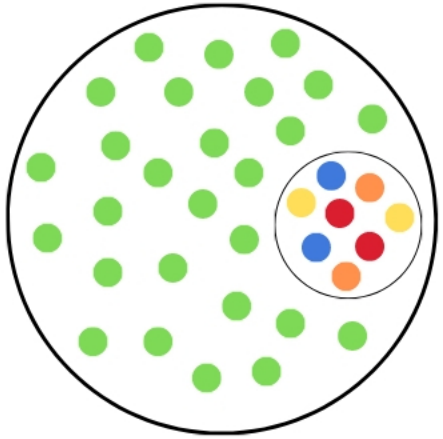
inclusion



exclusion

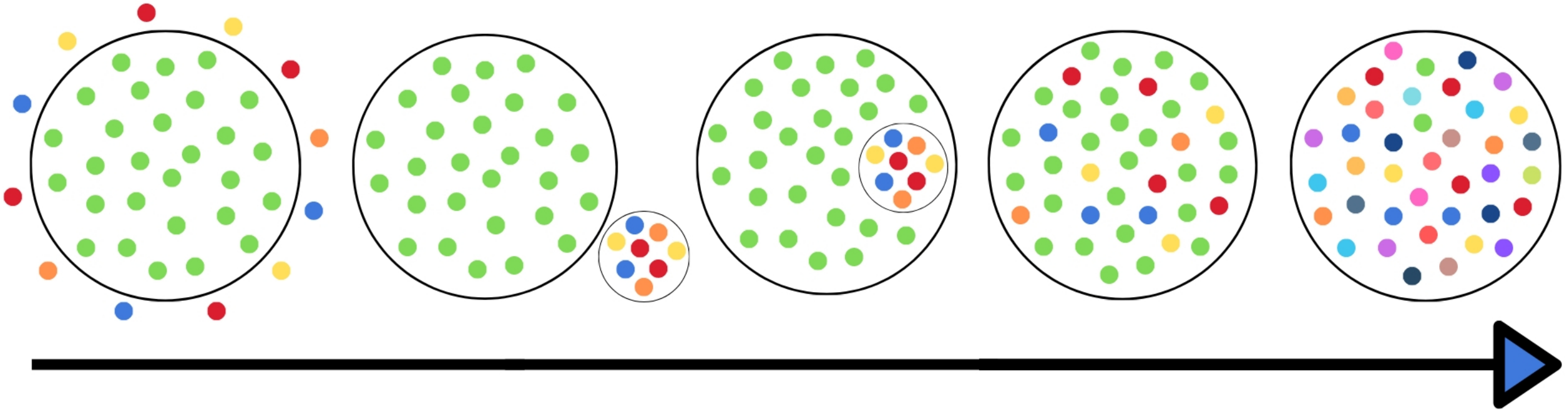


segregation



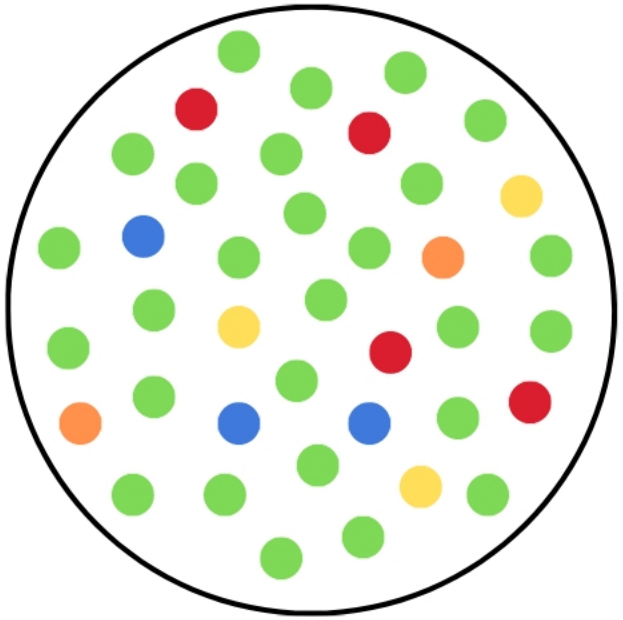
integration

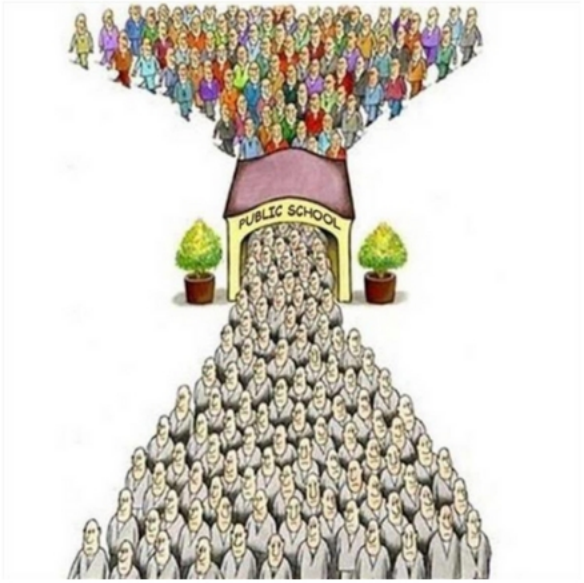
WHAT IS INCLUSION?



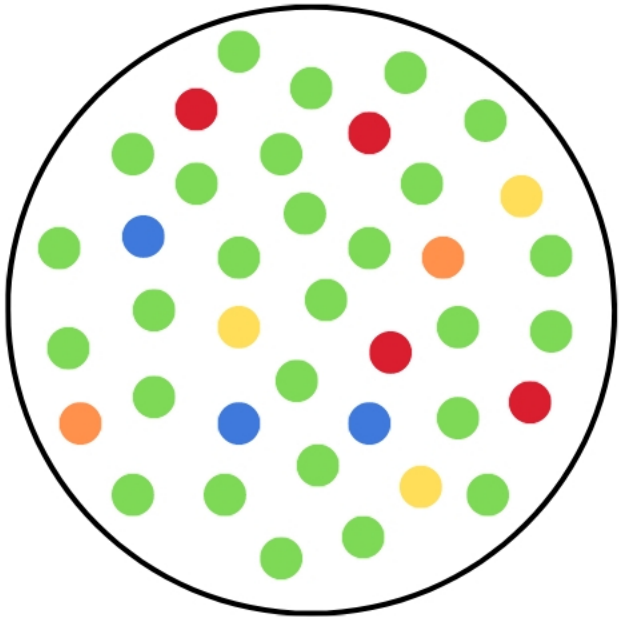
Where are you on this continuum? What's the next step?

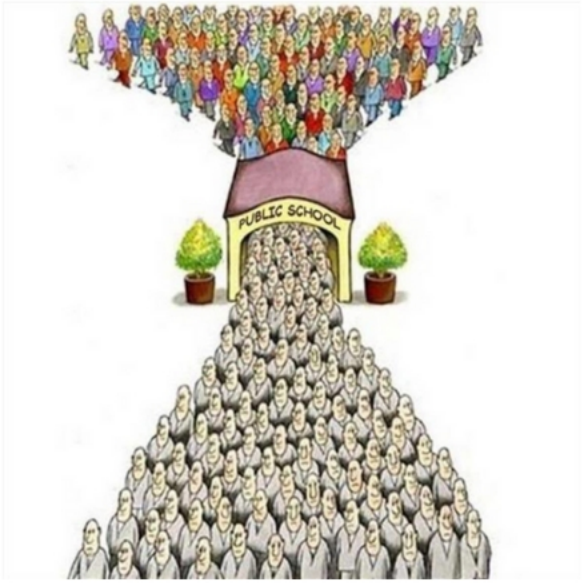
WHERE DID GREEN COME FROM?





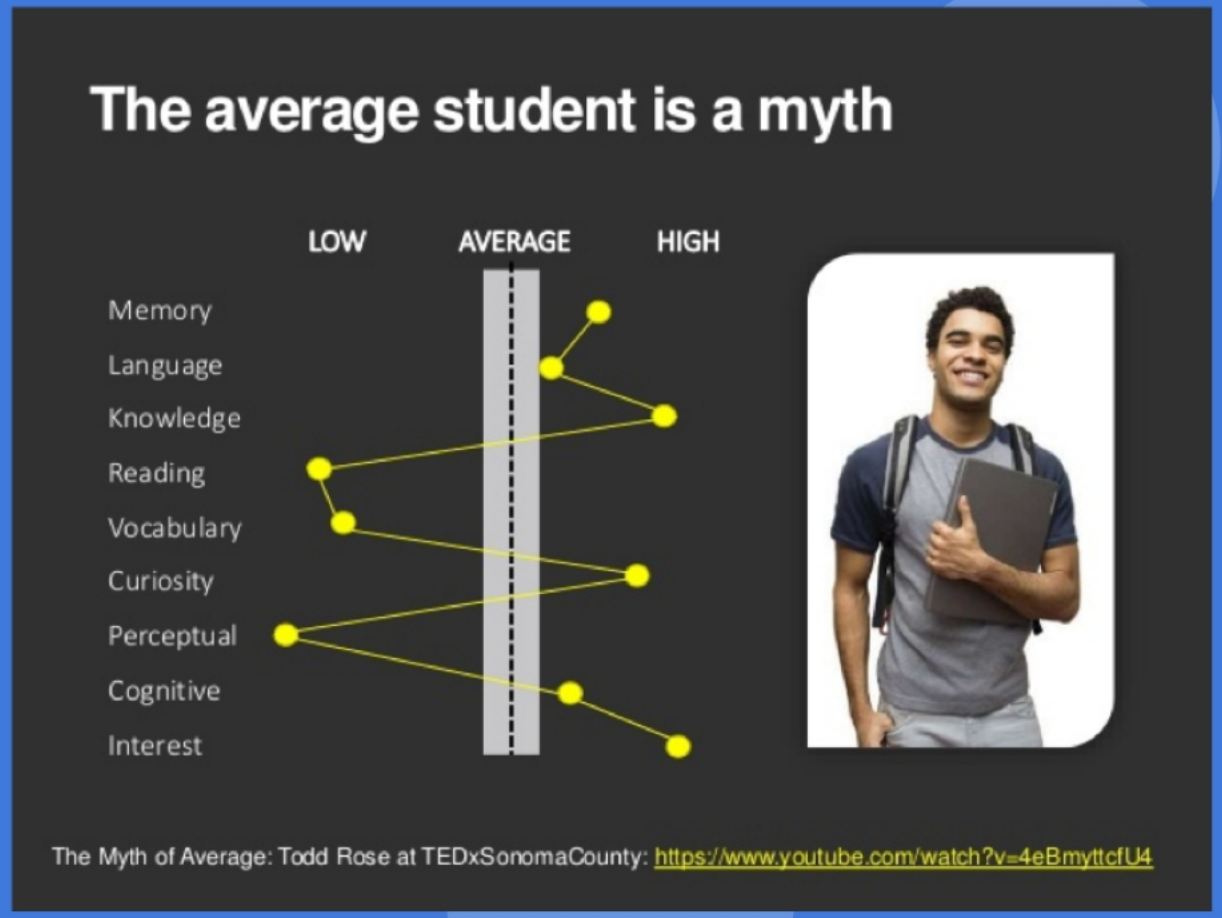
WHERE DID GREEN COME FROM?

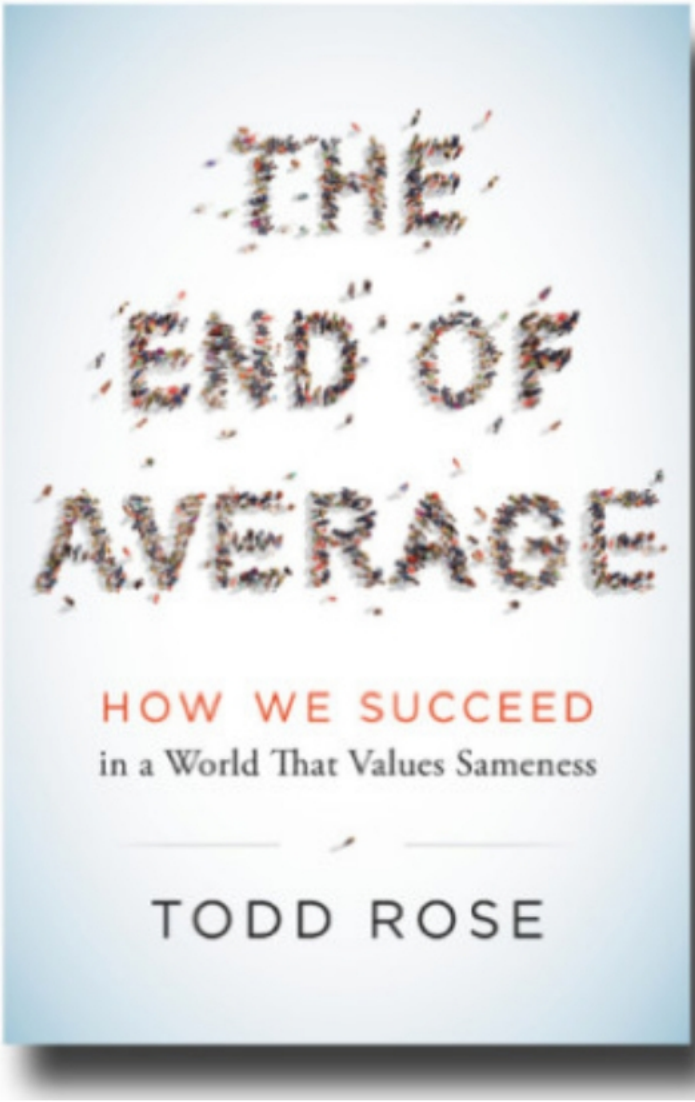




GREEN = AVERAGE

The End of Average!





THE 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

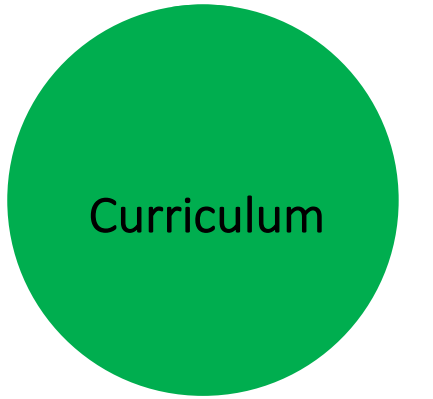
Efficiency: Building one standardized curriculum for ALL students

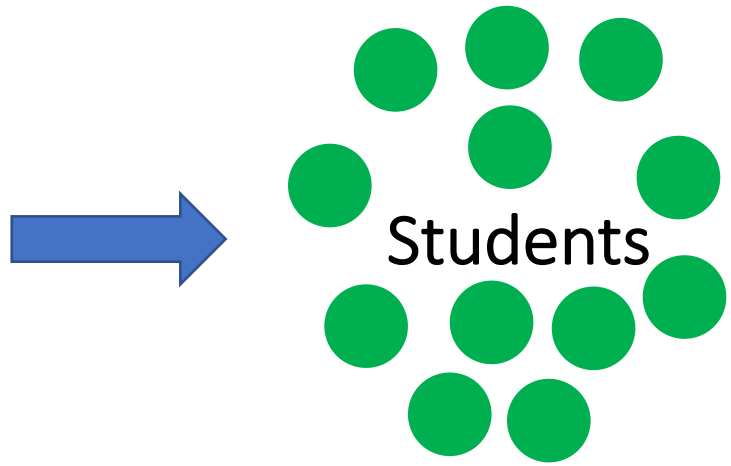
A SOLUTION?! Effective & Efficient?

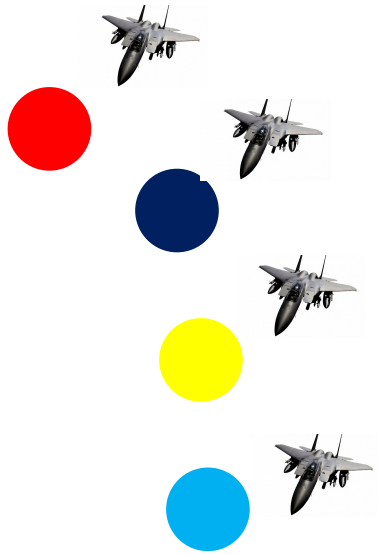
An adjustable plane designed for a range of dimensions

An adjustable curriculum designed for a range of diversity

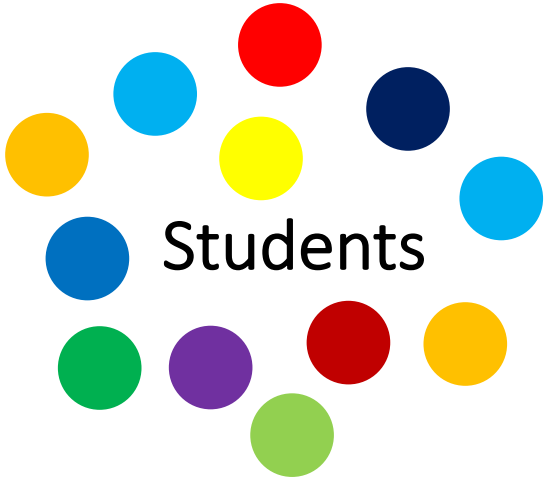
WHAT'S THE DIFFERENCE?

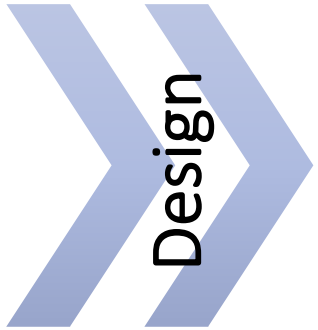


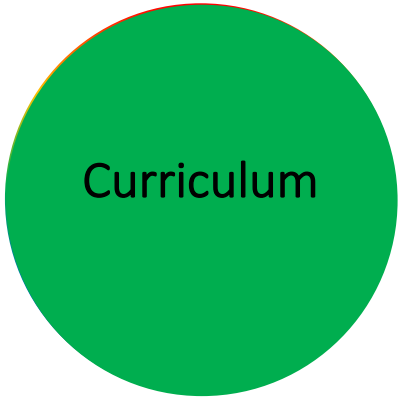




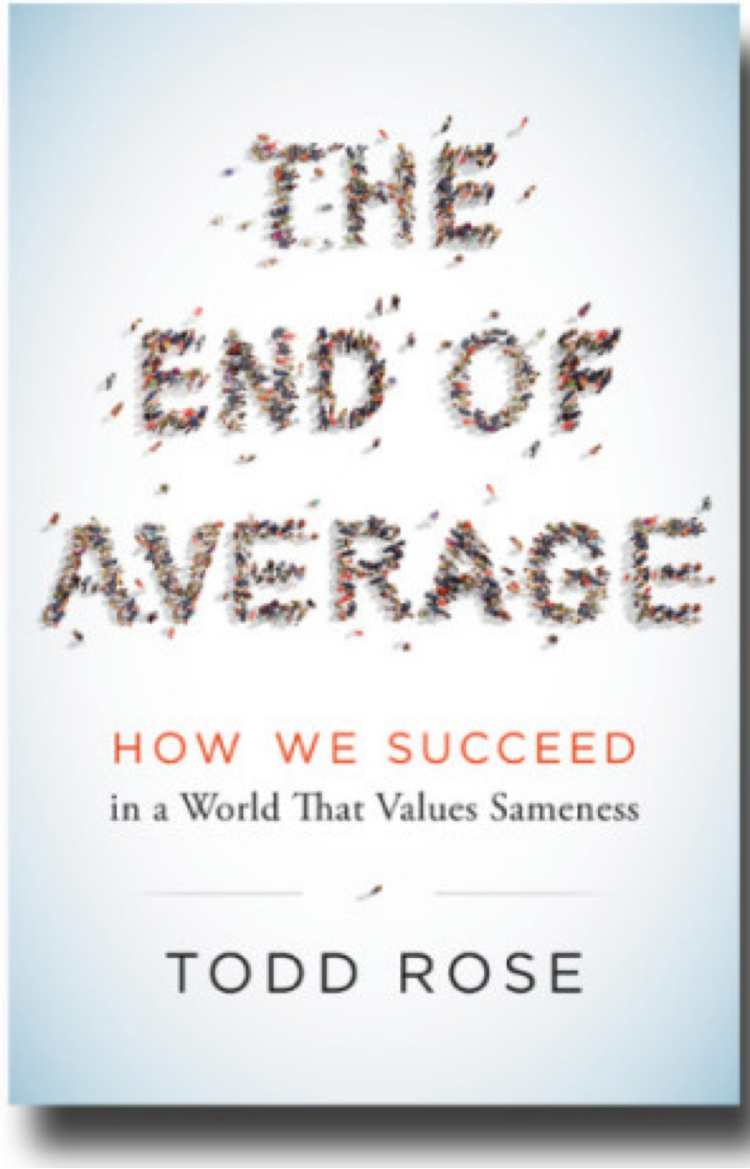
DESIGN: THE MOST UNDERUTILIZED SUPPORT







THE
5 MOORE-MINUTES!
PODCAST



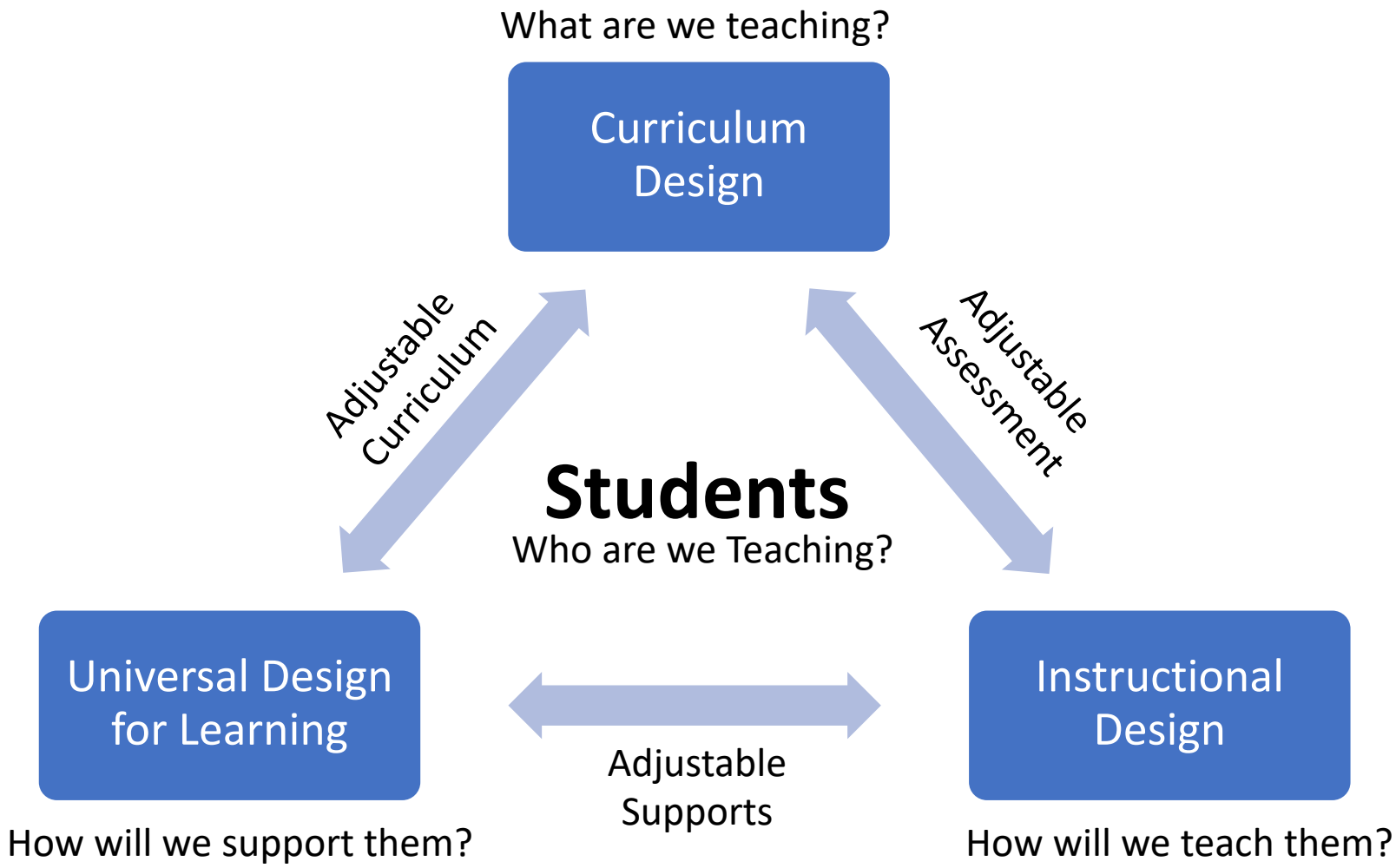
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

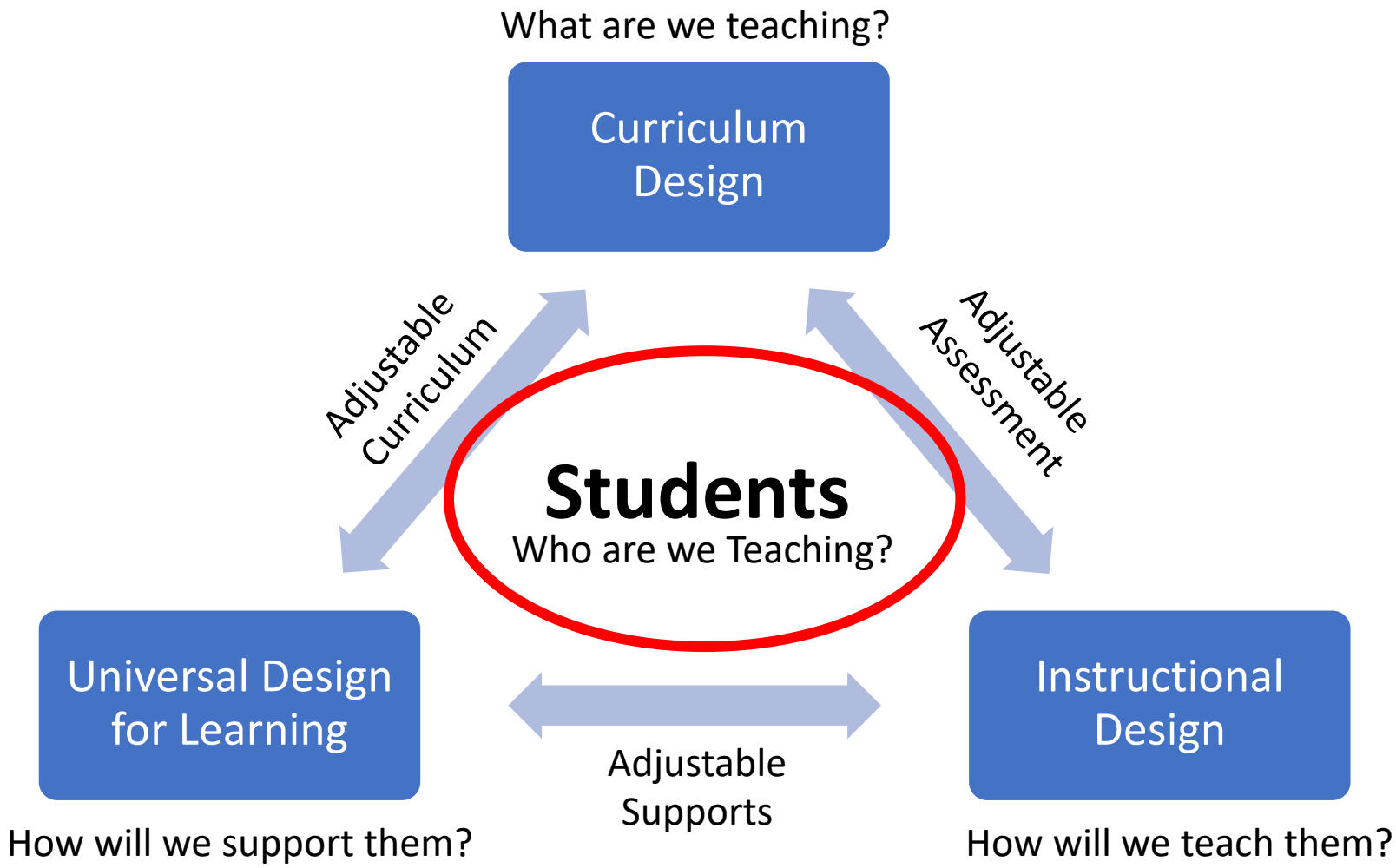
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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?

Educational Architects:
Designing with Equity in Mind

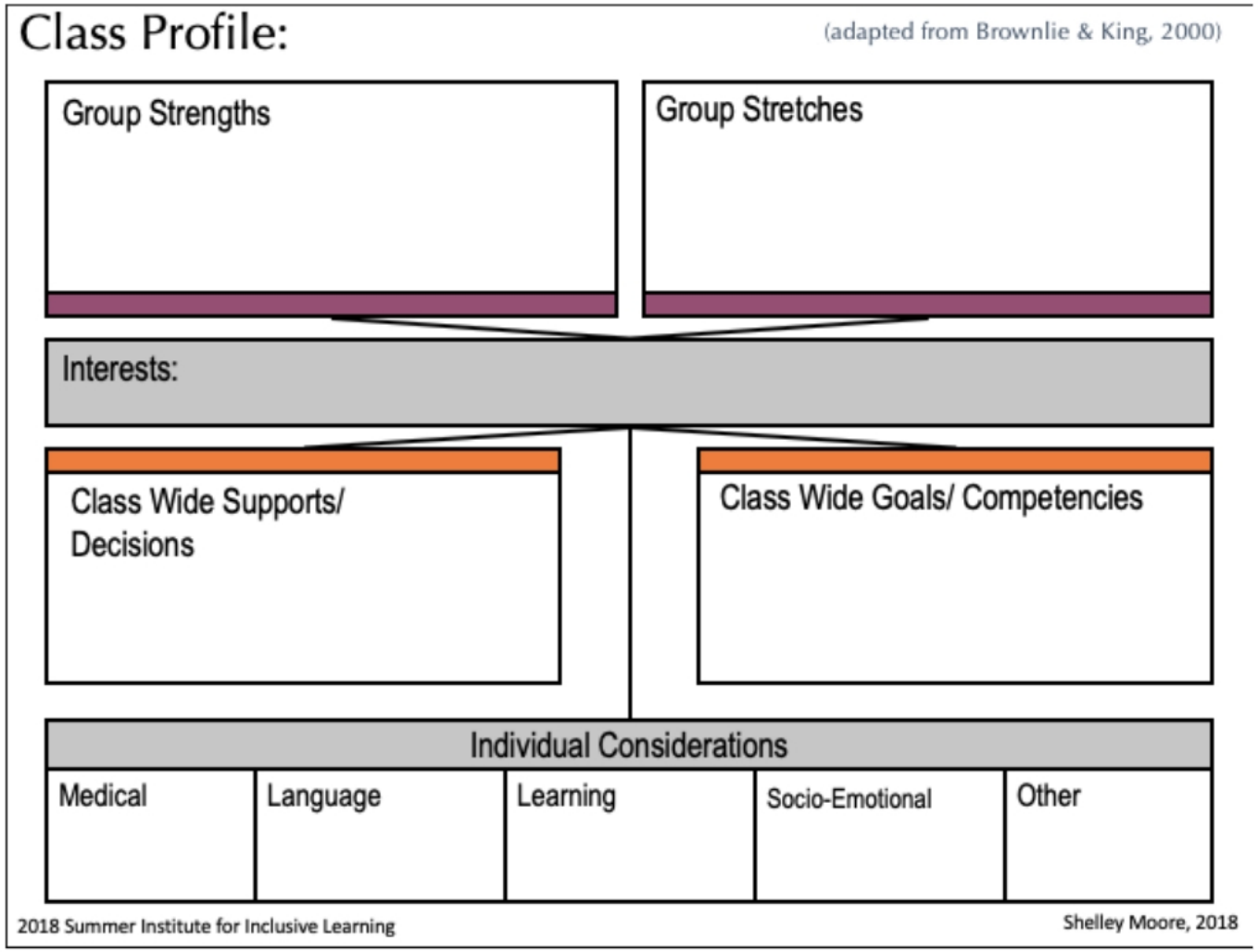


Educational Architects:
Designing with Equity in Mind

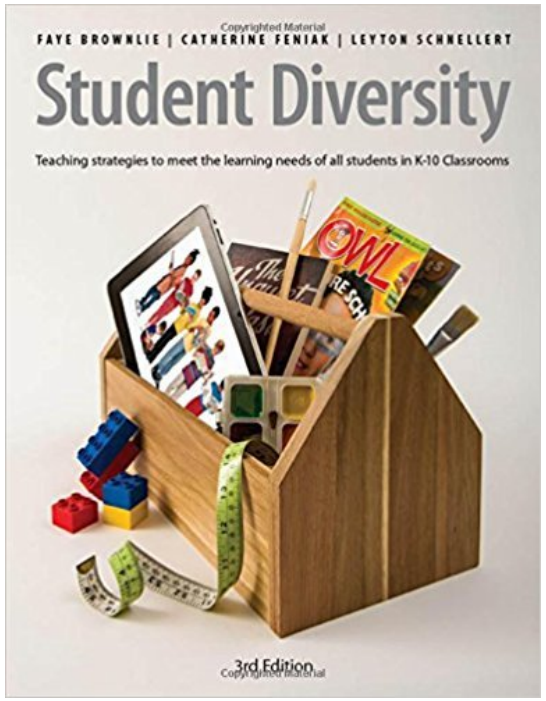


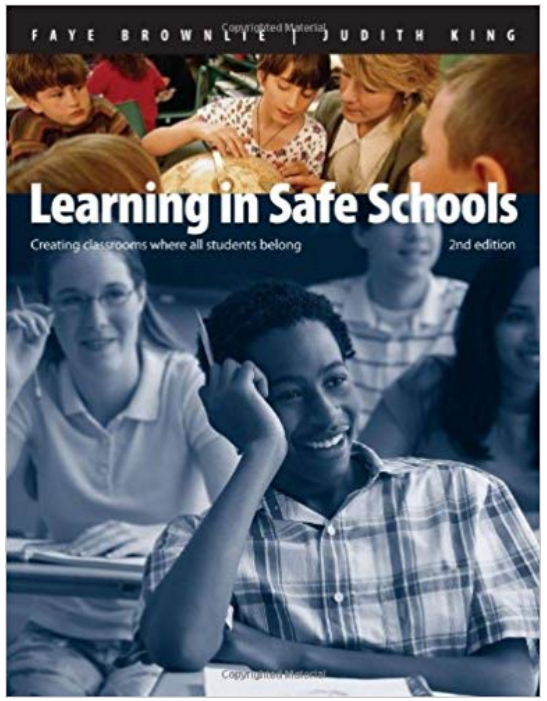
STRENGTH BASED PERSPECTIVES

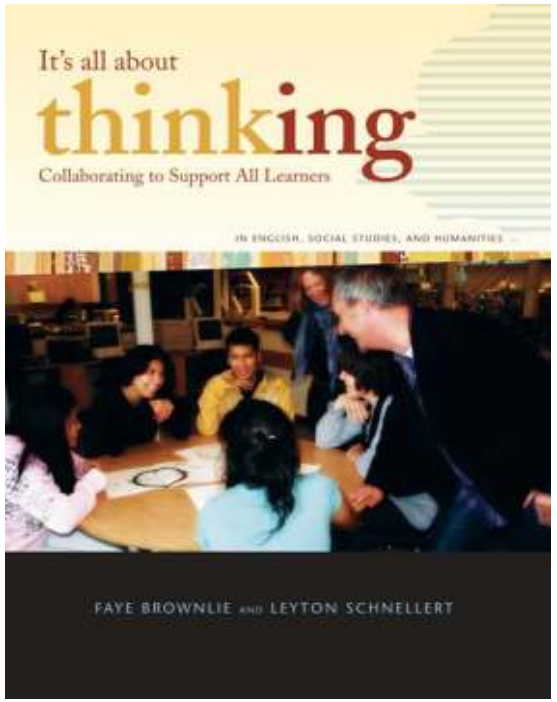
STRATEGY: THE CLASS PROFILE



Class Profile/ Review







WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM

Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests	
Classroom Strengths	Classroom Stretches
Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths	Classroom Stretches

Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

Class Review for: Grade 1/2
Teacher(s): Ms. A & Ms. C (EA)

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests: toys, acting, sports, family, going outside, food, art , stories, movies

Classroom Strengths
Get along with each other, strong speakers, hands on activities, helping each other, learning outside, predictability, one on one time

Classroom Stretches
Written output, transition time, unexpected events, peer feedback, working independently

Class Wide Structures
Hands on learning, get outside for learning, opportunities for movement, short focused tasks, centers, use all texts for input & output (written, visual, oral), conferencing, Daily 5, visuals and countdown for transitions, visual schedule

Class Wide Goals/ Competencies
We can help support each other to learn and play
We can build and strengthen our learning muscles
We know what supports we need to met a goal

Individual Considerations

Medical	Language	Learning	Socio-Emotional	Behaviour
S.M.	K.M. - ELL L.L. - ELL P.G. - ELL	S.M. (cognitive) L.L. F.C. W.B.	L.L., D.O. (anxiety)	O.S. W.B. M.L.

Class Review for: Grade 5/6
Teacher(s): Mr. P

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

Interests: sports, their community, history/culture, family, games, stories, being outside, food

Classroom Strengths
Identity, game based learning, visual learning, movement, choice, learning outside, building/ hands on learning, technology, ok asking for help

Classroom Stretches
Staying on task/knowing the task, getting started, working together, comprehension, stamina, attendance, written output,

Class Wide Structures
20 min learning chunks, activity breaks/outside, vertical surfaces, choice of output (draw, write, speak, build), visual/ task checklists, choice of task (complexity/ interest), goal statements, teach group skills, quiet zones, target interests/life , visuals, centers, choice, tech/ apps, conferencing, strategic groupings

Class Wide Goals/ Competencies
We can work together (Social Responsibility)
We know our stories (Cultural Identity)

Teacher Goal
Utilizing UDL strategies in planning & design

Individual Considerations

Visual	Language	Learning	Socio-Emotional	Behaviour
M.L.	S.L. J.Z. N.D	V.D. (gifted) A.F. (cognitive) S.L., Z.Z. (LD)	V.D. (anxiety) S.L.	Z.Z., O.A., D.F.

Class Review for: Math 8
Teacher(s): Mr. S

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

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

Classroom Strengths
Social, funny, technology/ gaming, aware of their needs, know their strengths, advocate for help, need to move, they want to do well, being outside, work well together

Classroom Stretches
Building more strategies to SRL, balancing social and productivity/ learning, managing the use of supports and space, Being responsible and self aware, attention, stamina

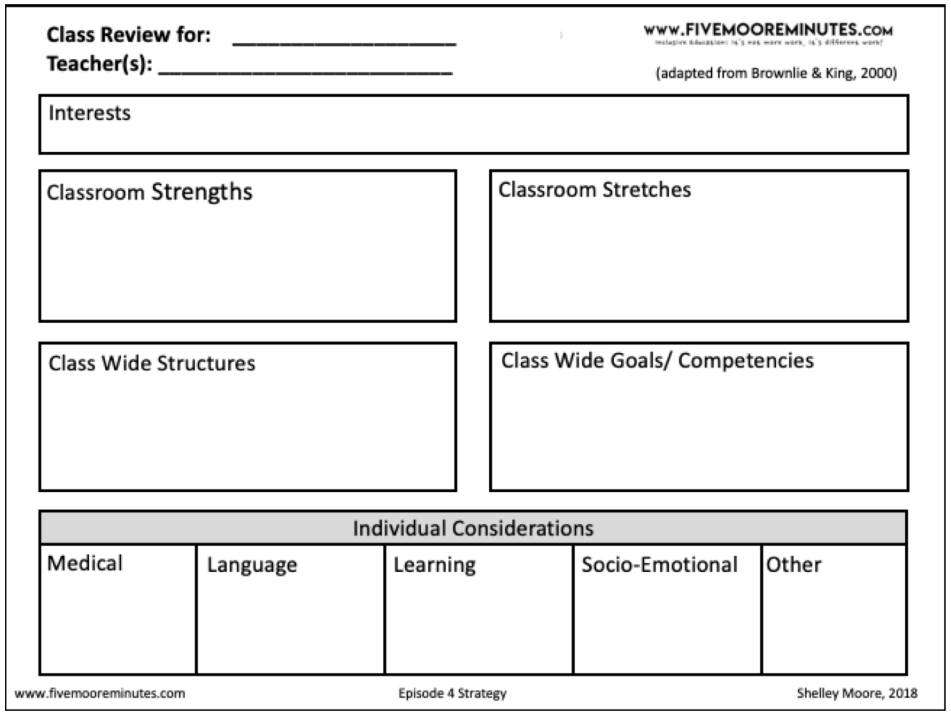
Class Wide Structures
Flexible seating, hands on learning, standards based assessment, time to work together, growth mindset, get outside for learning, games for learning activities, mini lessons

Class Wide Goals/ Competencies
Communication (strength)
Personal awareness & responsibility
Creative thinking (in math)

Individual Considerations				
Medical K.M. (FASD)	**Language** A.P. – ELL F.A - ELL	**Learning** CH – LD PA, RG, MK, KM	**Socio-Emotional** CH (withdrawn) MK, OW (anxiety)	**Self Regulation** KL (movement) IH, TK, BM (handing in things)

The Class Profile/Review

- **Teacher Driven**
- **Classroom Based**
- **Assume Diversity**
- **Needs Based**
- **Multiple Expertise**
- **Supporting Teachers**



Class Review for: _____

Teacher(s): _____

WWW.FIVEMOOREMINUTES.COM

(adapted from Brownlie & King, 2000)

Interests	
Classroom Strengths	Classroom Stretches
Class Wide Structures	Class Wide Goals/ Competencies

Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

www.fivemooreminutes.com Episode 4 Strategy Shelley Moore, 2018

http://udlresource.ca/2017/12/class-review/

WWW.FIVEMOOREMINUTES.COM

Inclusive Education: it's not more work, it's different work!

SHIFTING OUR SUPPORT MODELS

The Cupcake Model

Special Education

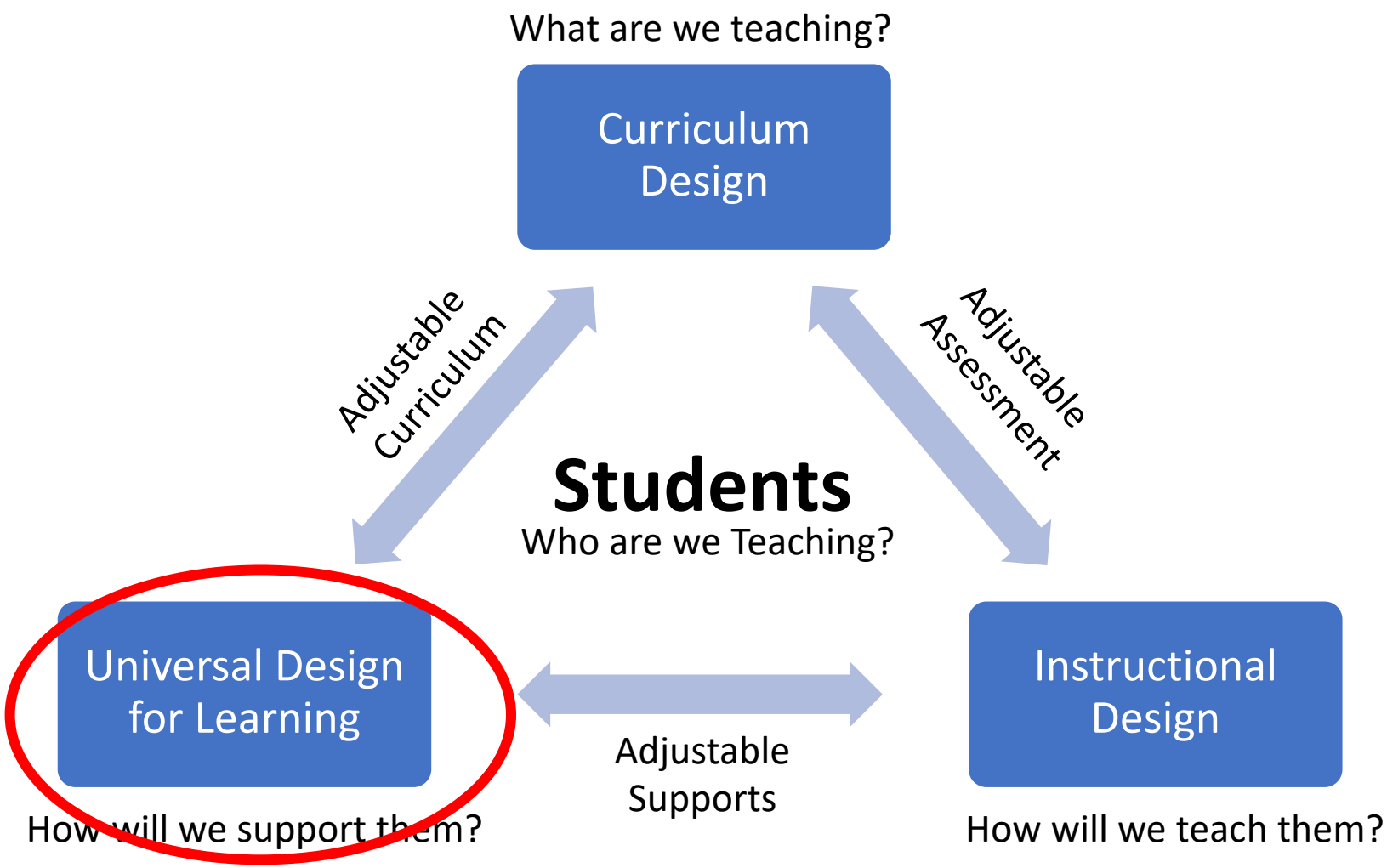
Medical Model

The cupcake model

The layered cake model

The layered cake model

Educational Architects:
Designing with Equity in Mind



The layered cake model

STRATEGY: RTI/MTLS

RTI Triangle

Grade/Course/Subject (place)

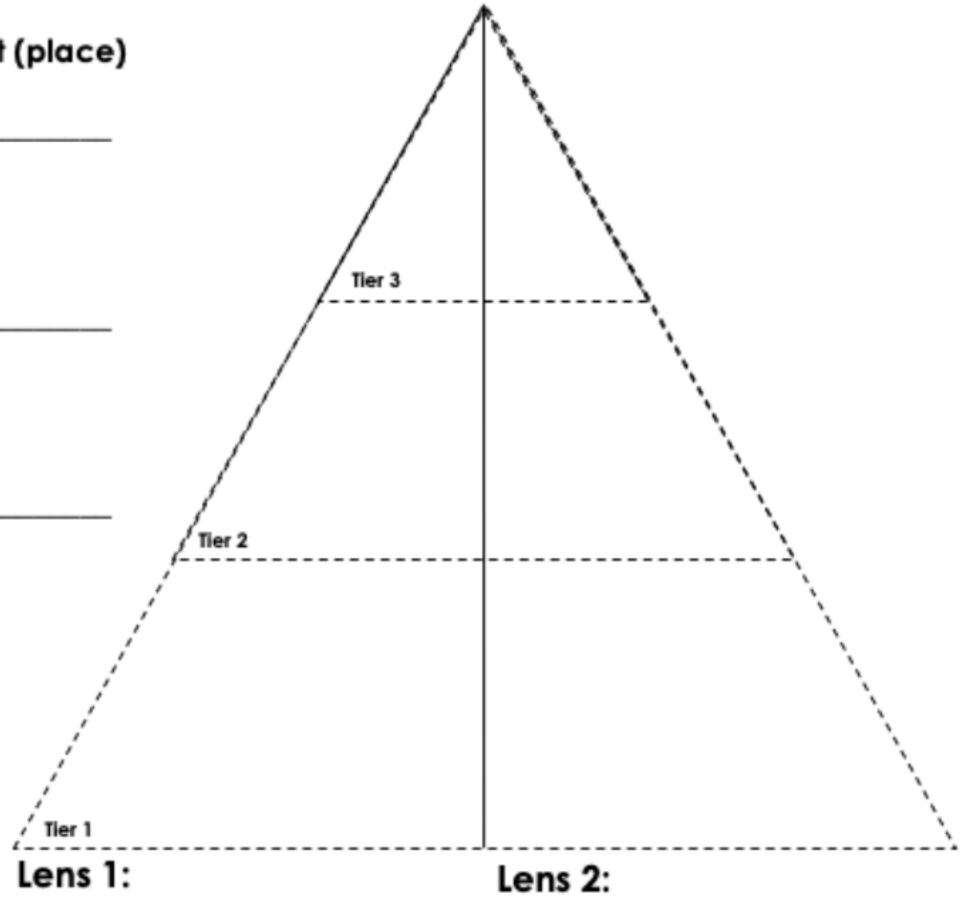
_____

Lens 1:

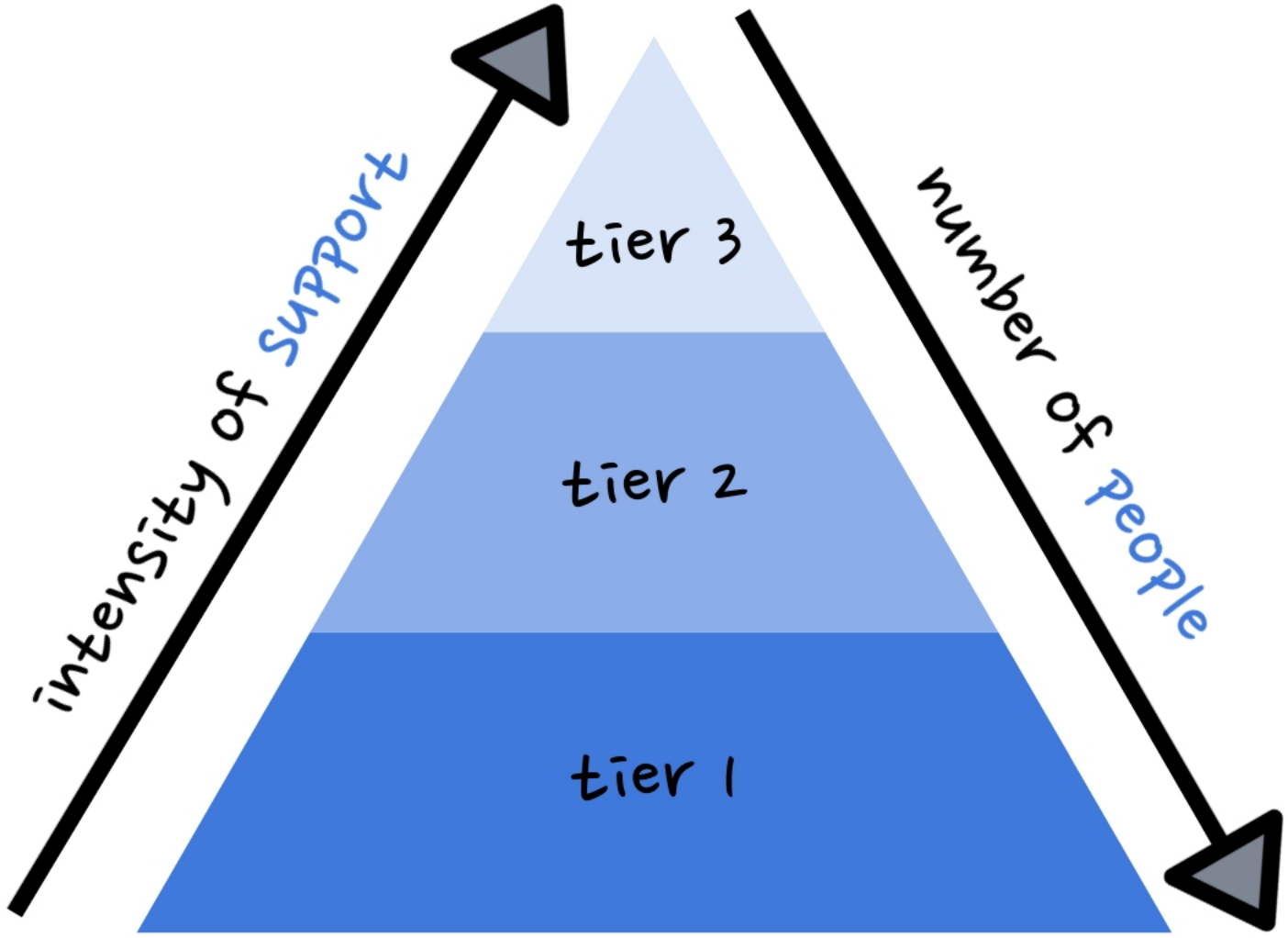
_____

Lens 2:

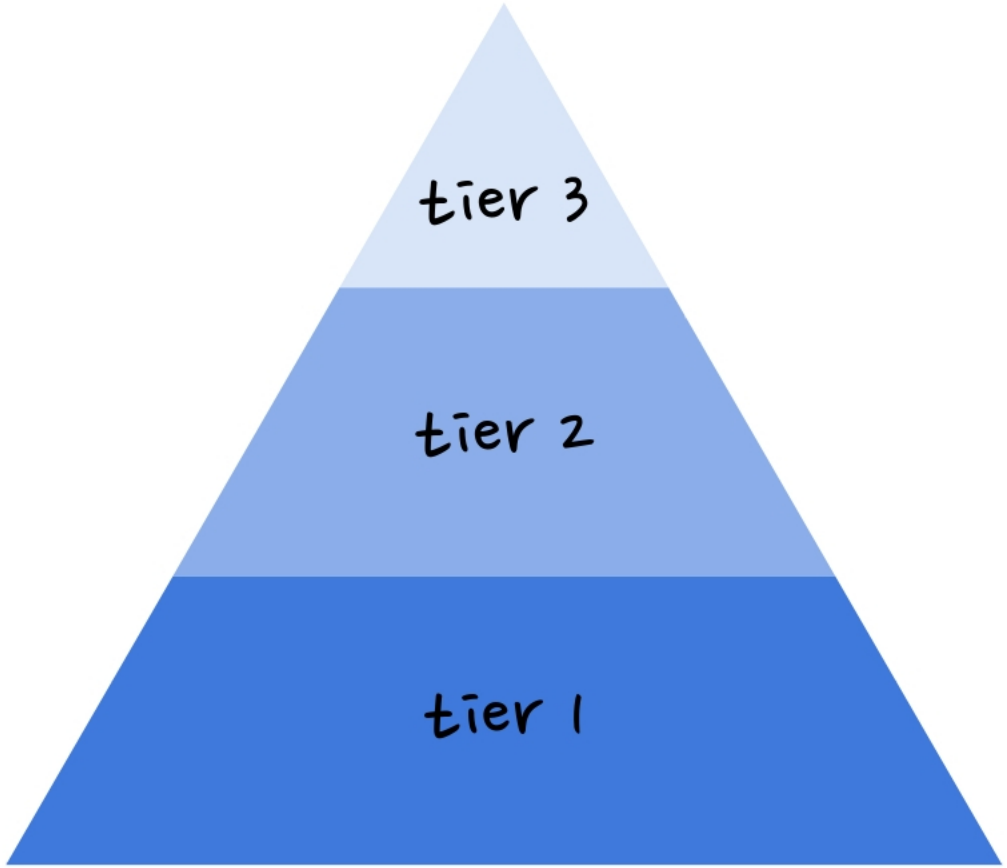
_____



RTI: RESPONSE TO INTERVENTION

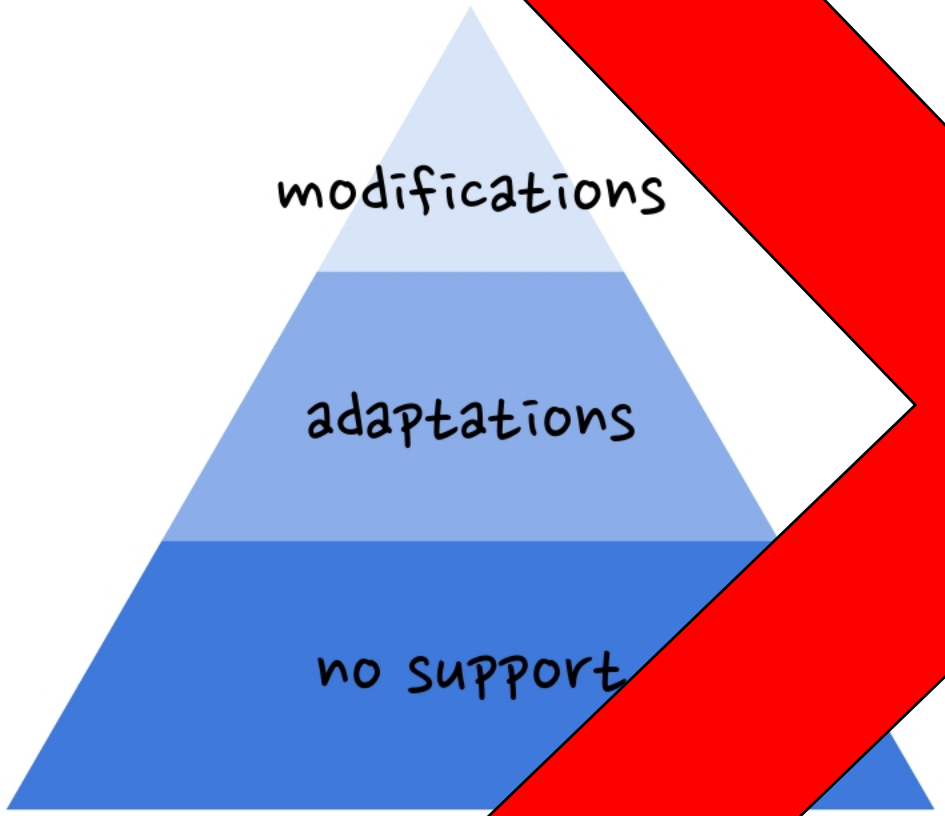


RTI: RESPONSE TO INTERVENTION

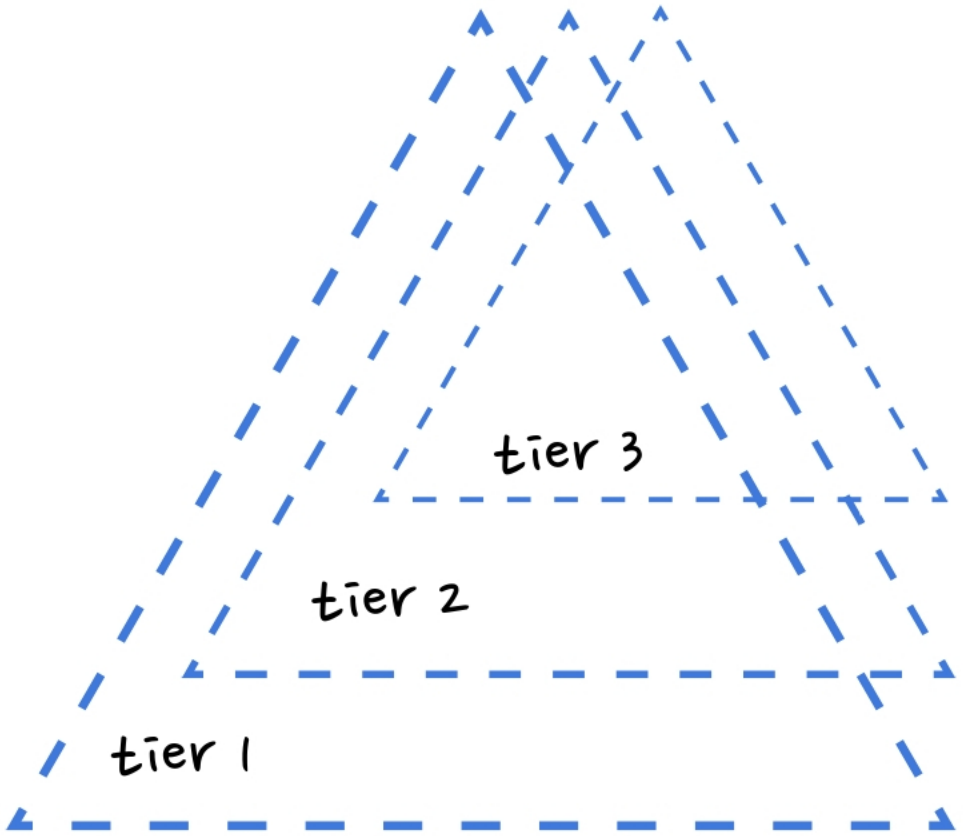


- early intervention of support
- assessment of students
- regulated supports

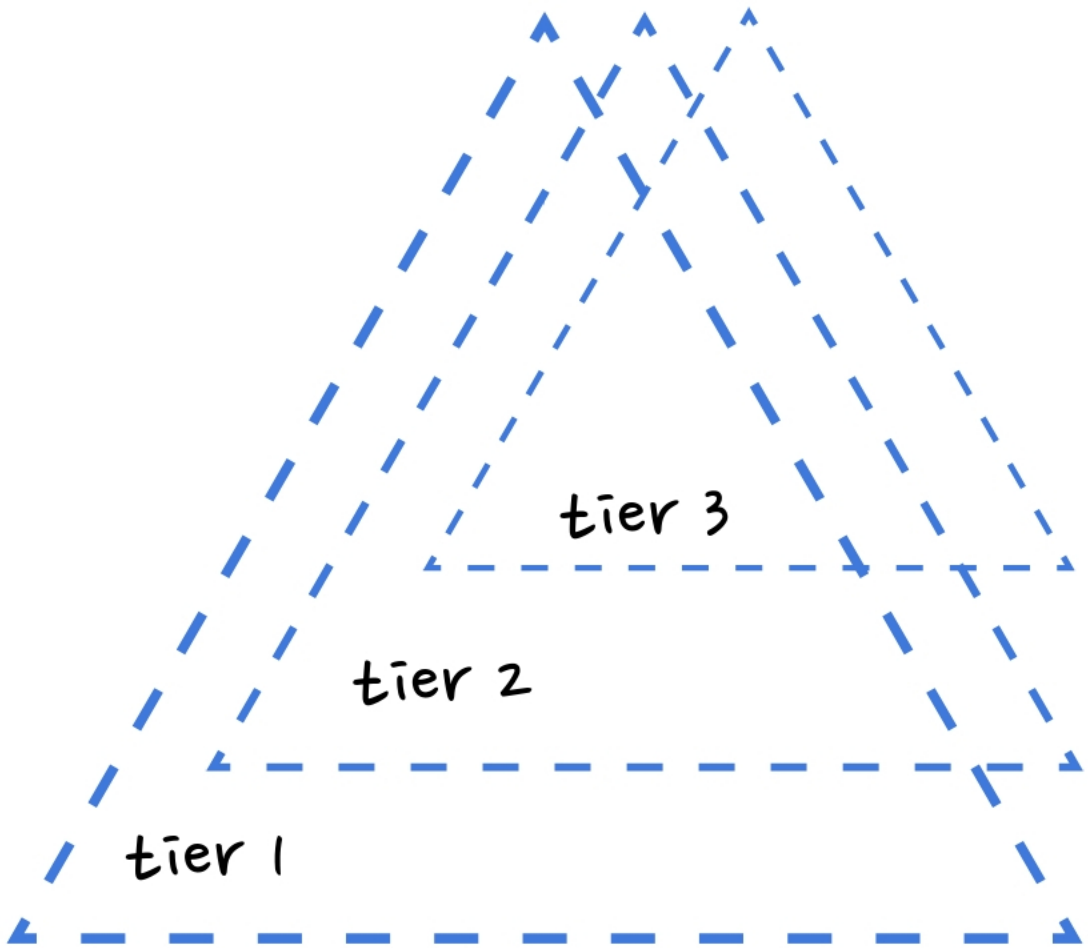
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



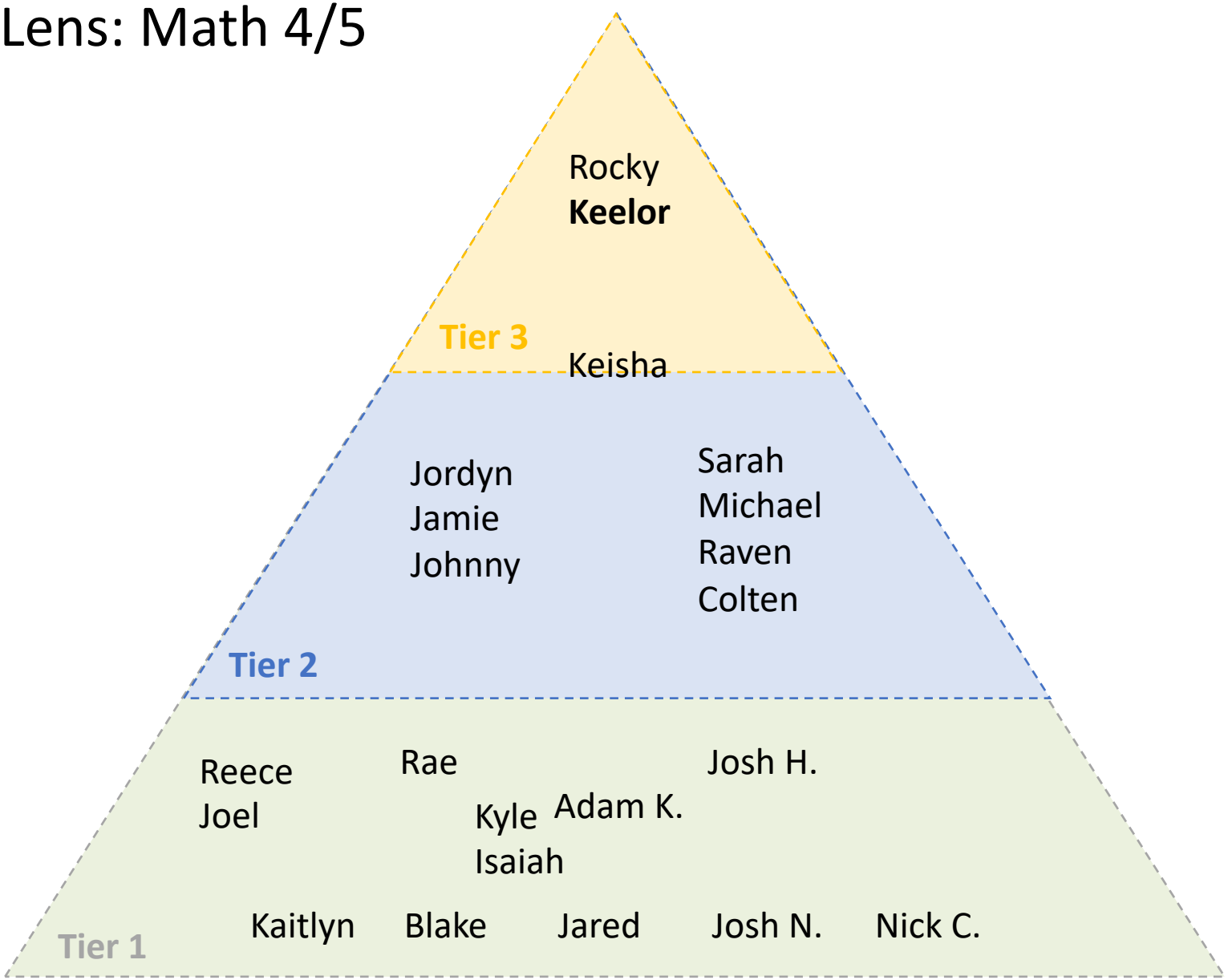
- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

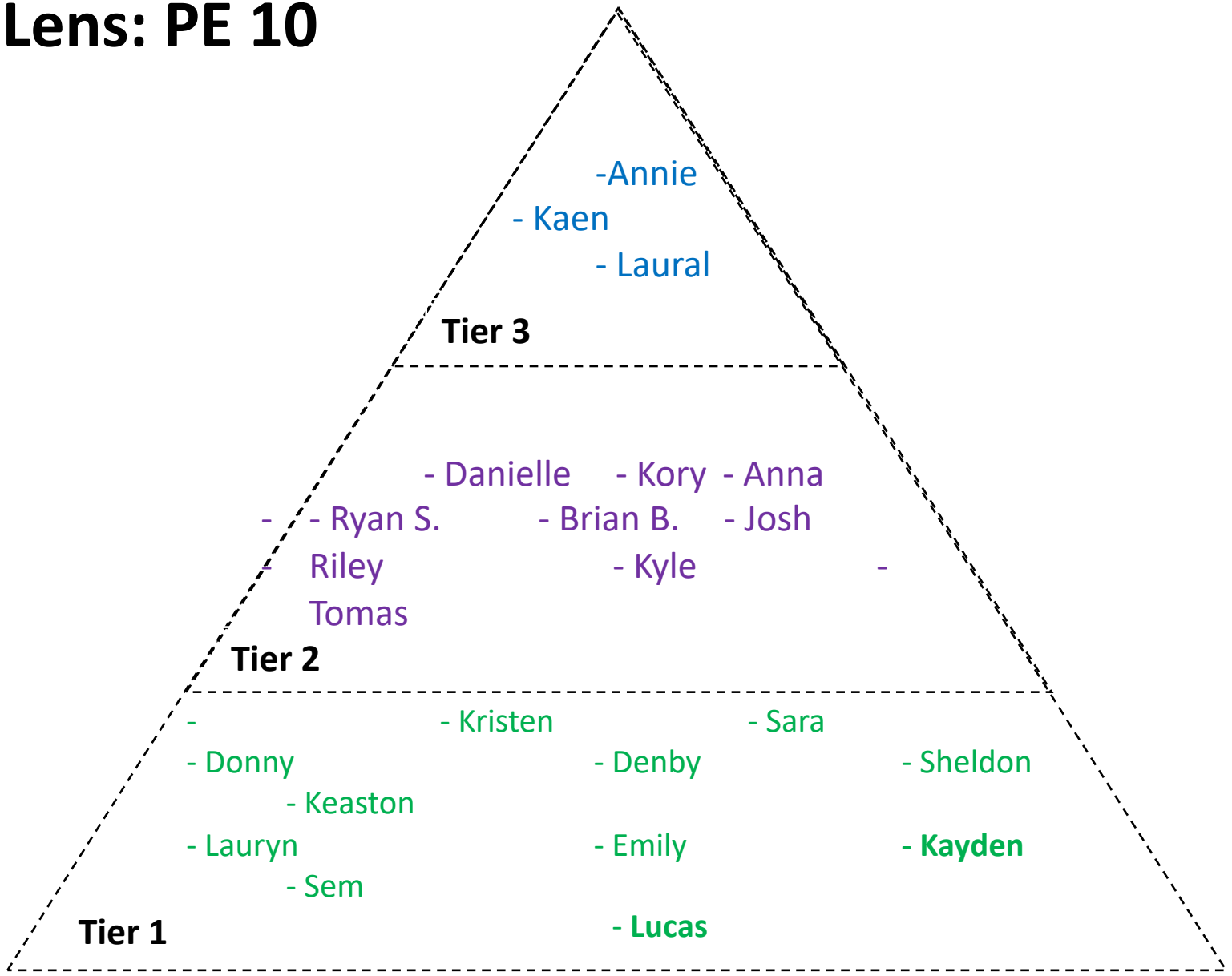
- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students

RTI Triangle

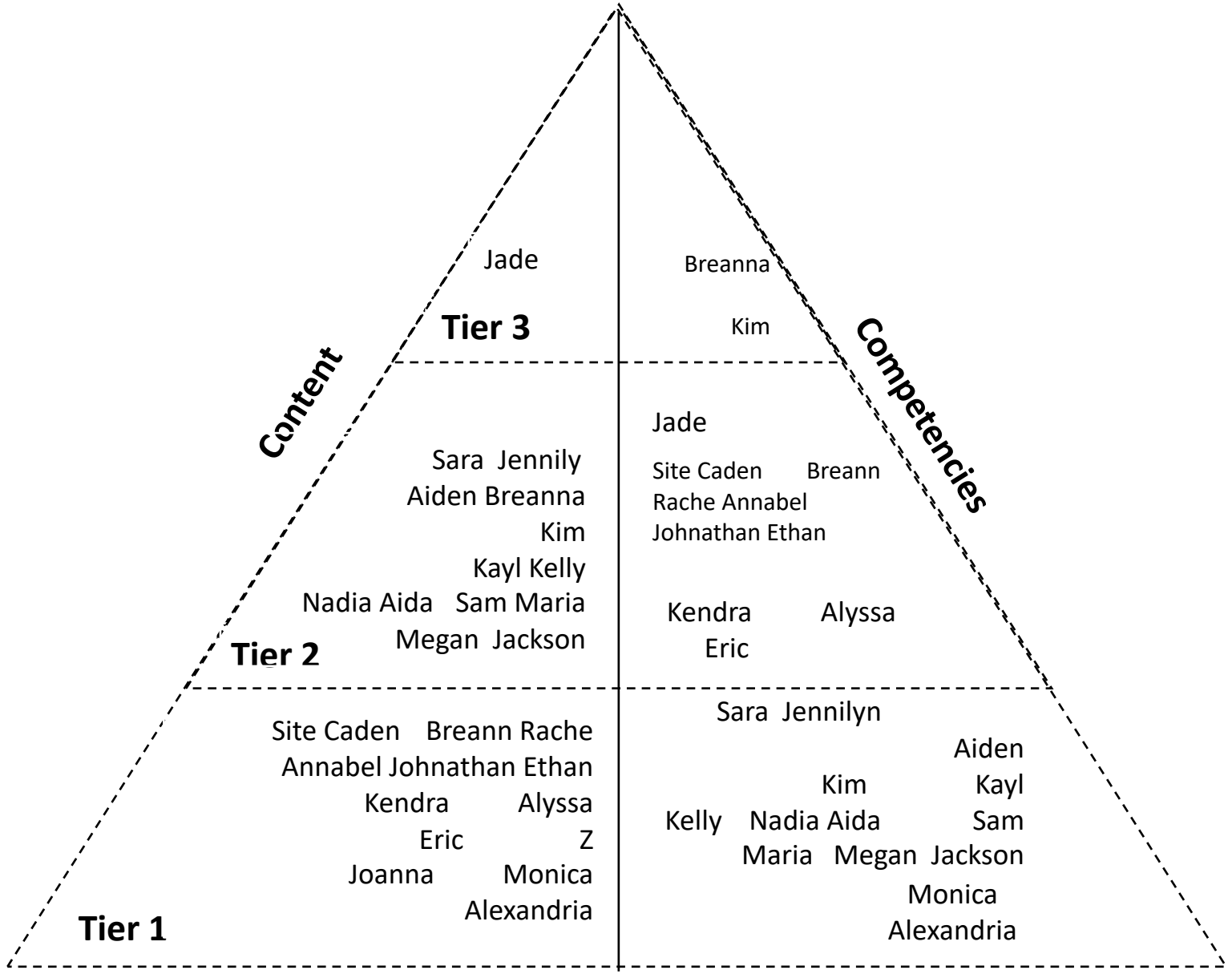
Lens: Math 4/5

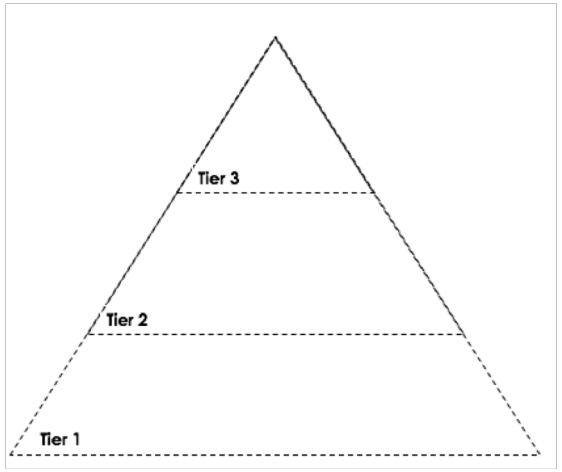


RTI Triangle
Lens: PE 10

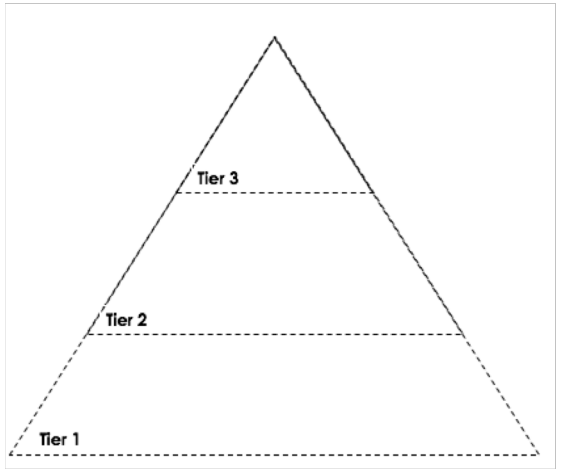


RTI Triangle: Kindergarten
Lenses: Math Shape & Space/Creative Thinking

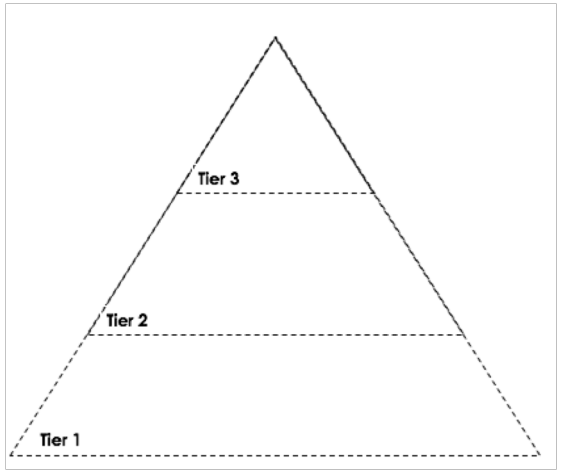




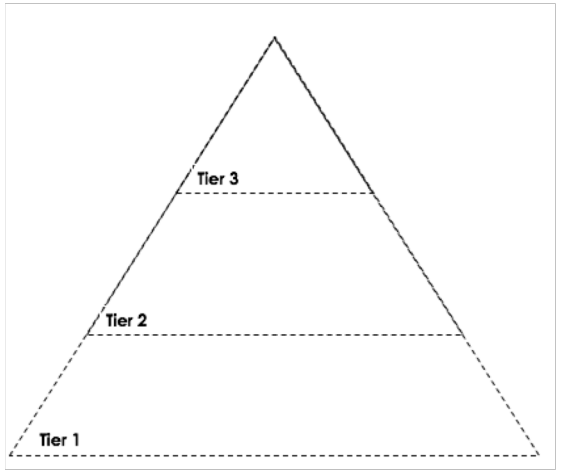
Literacy



Numeracy



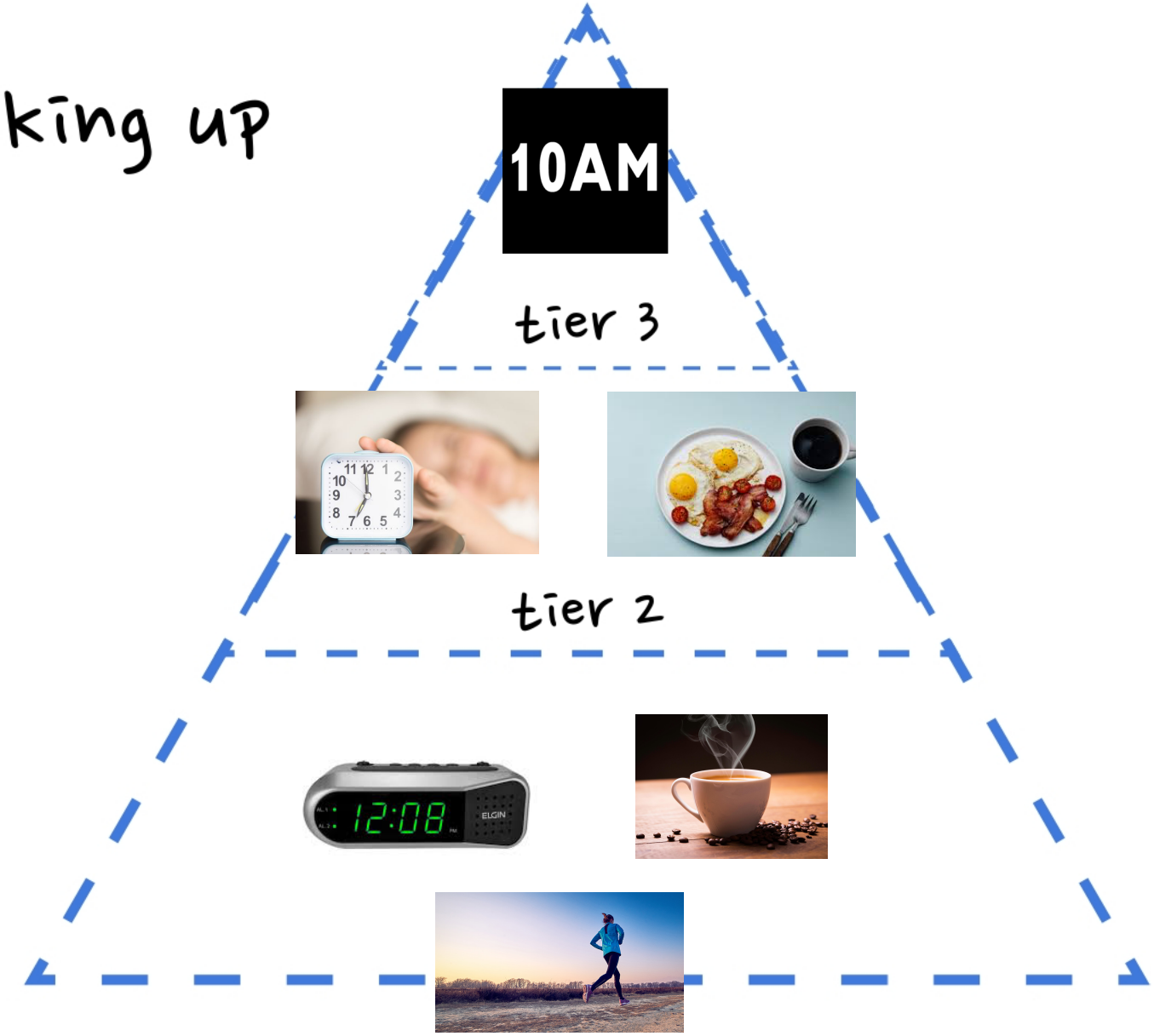
Behaviour



Social Emotional

RESPONSE TO INSTRUCTION

Lens: waking up



THE SUPPORT EQUATION

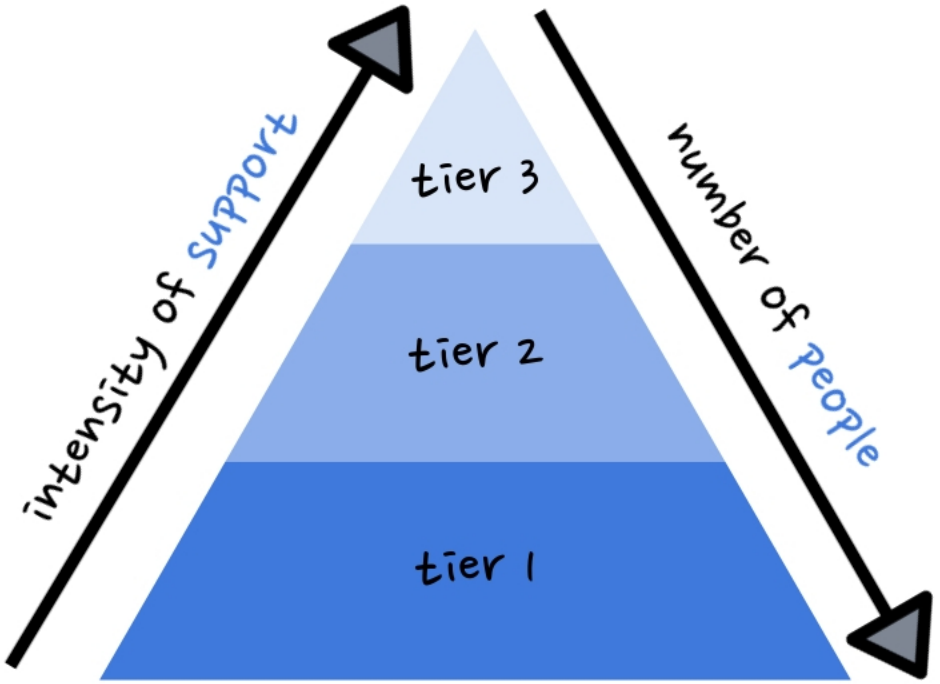
RTI + **UDL** = **SRL**

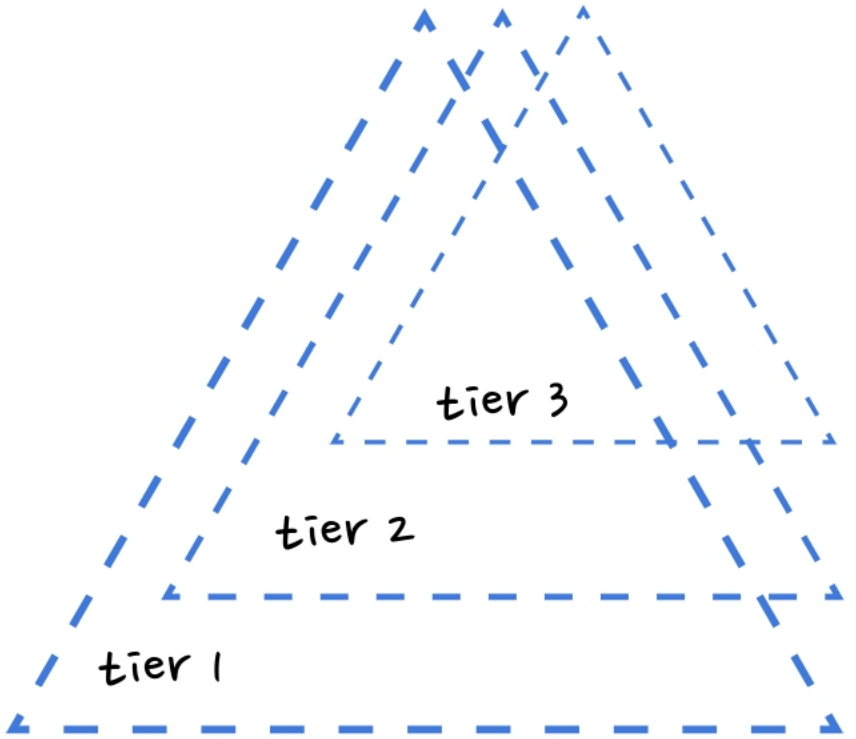
Response to Instruction

Universal Design for Learning

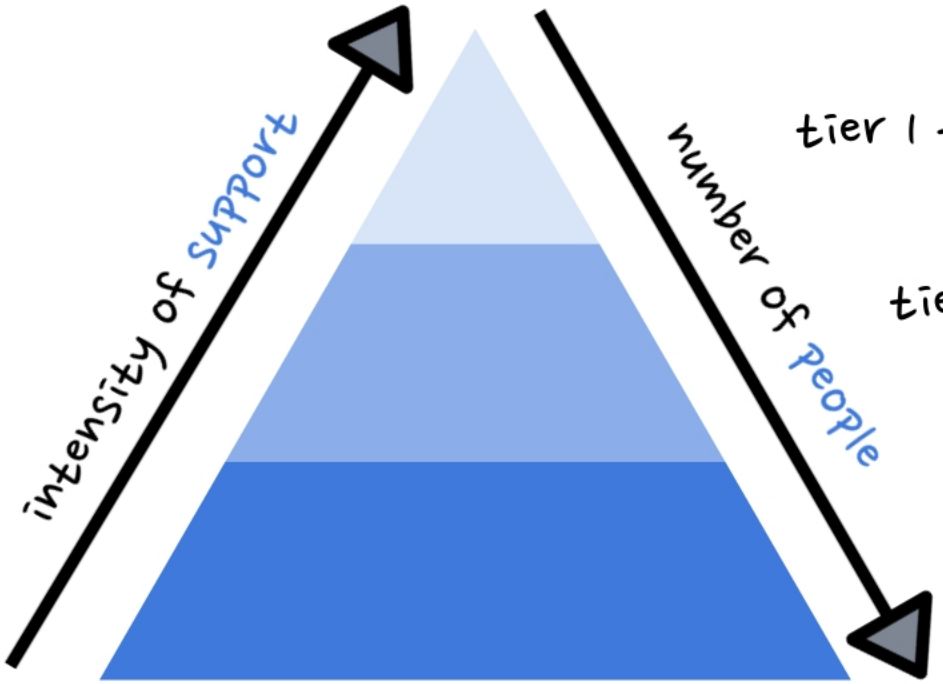
Self Regulation for Learning

Multi Tiered Levels of Support (MTLS)





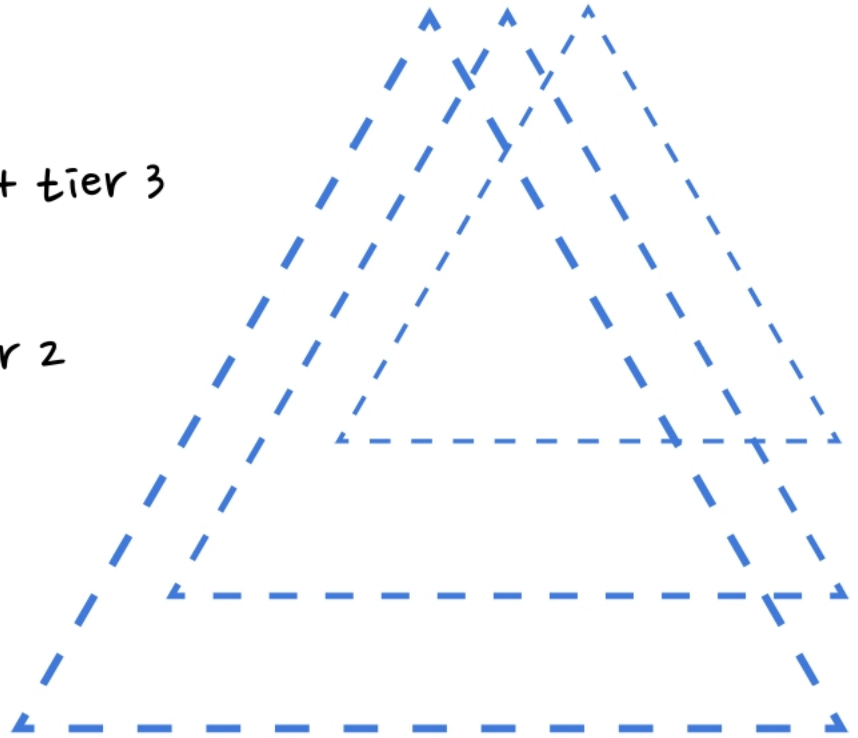
Multi Tiered Levels of Support (MTLS)



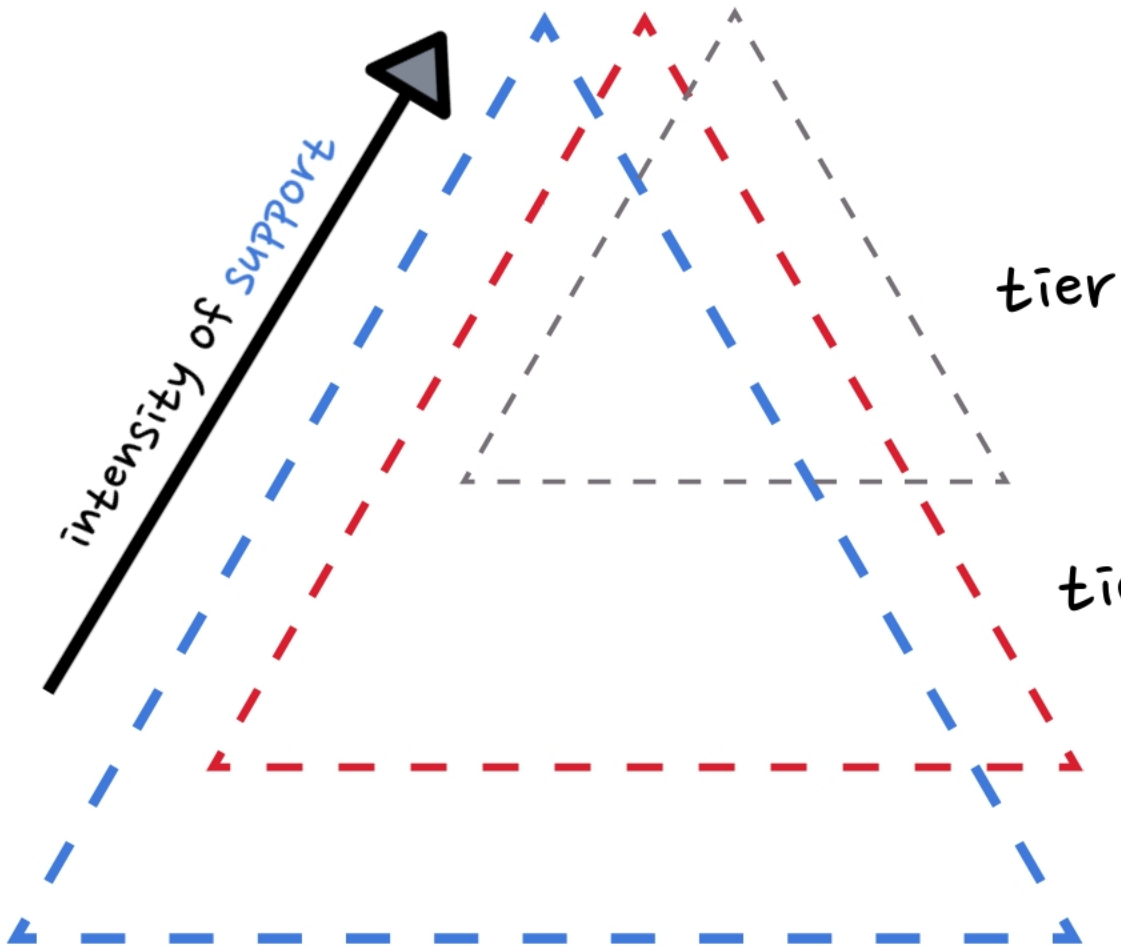
tier 1 + tier 2 + tier 3

tier 1 + tier 2

tier 1



RTI/MTLS

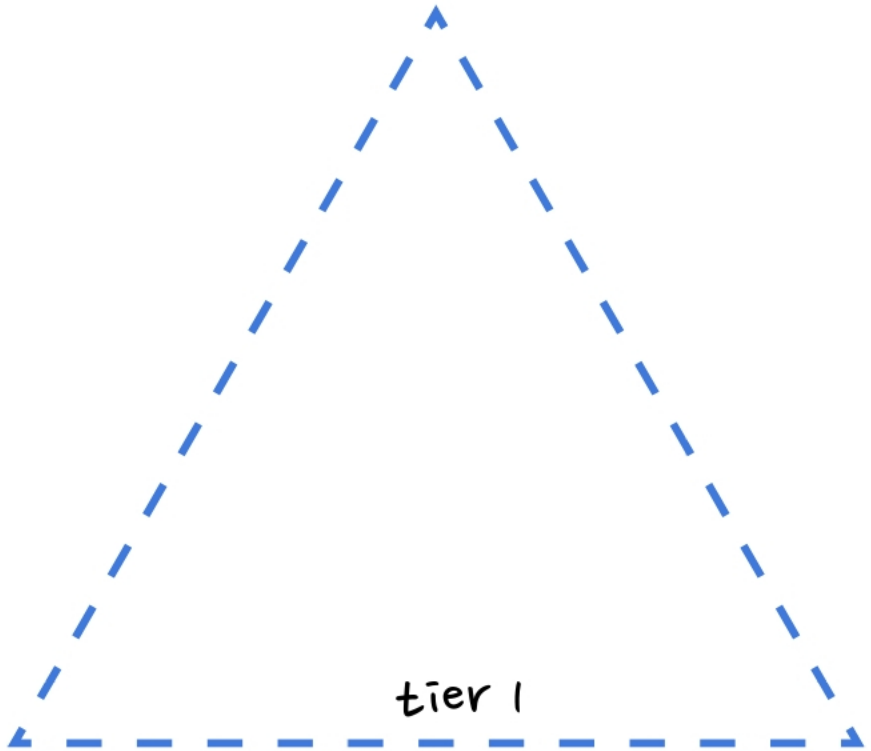


ESSENTIAL

TARGETED

UNIVERSAL

RTI/MTLS: UNIVERSAL SUPPORTS



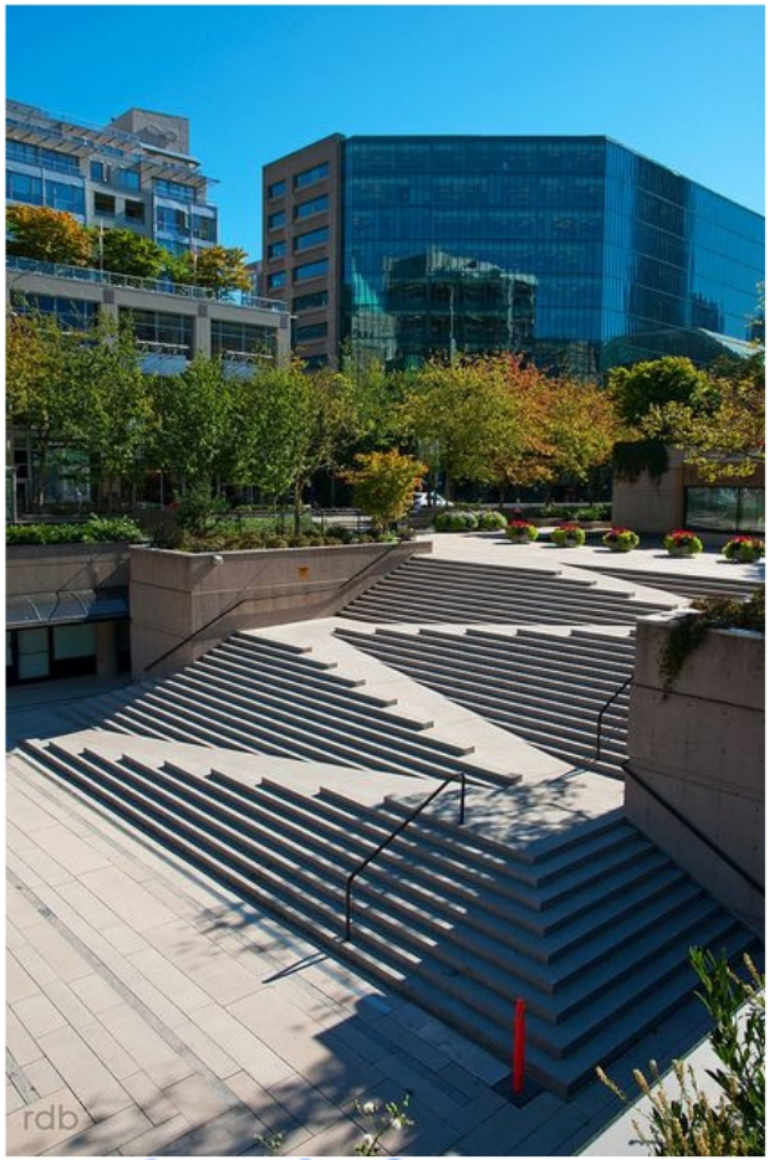
Designed for one or more; useful for ALL

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?



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 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 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 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?

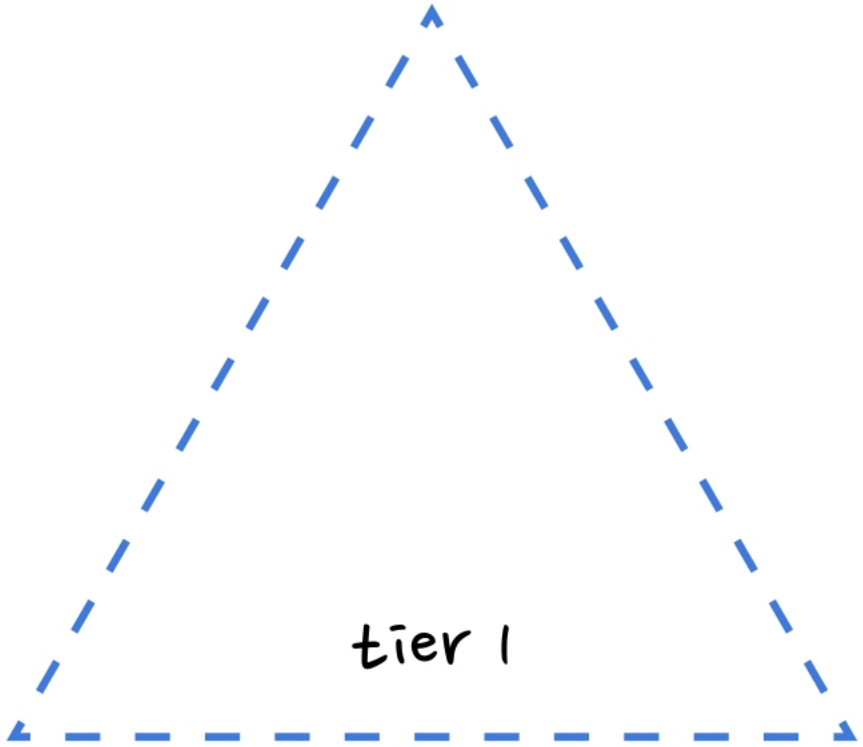
Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement

Provide Multiple Means of
Representation

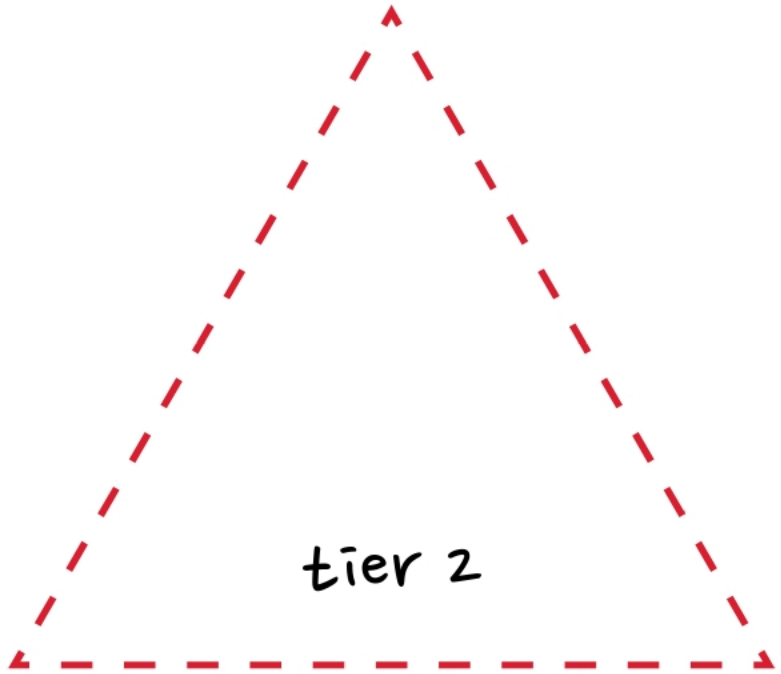
Provide Multiple Means of
Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

RTI/MTLS: TARGETED SUPPORTS



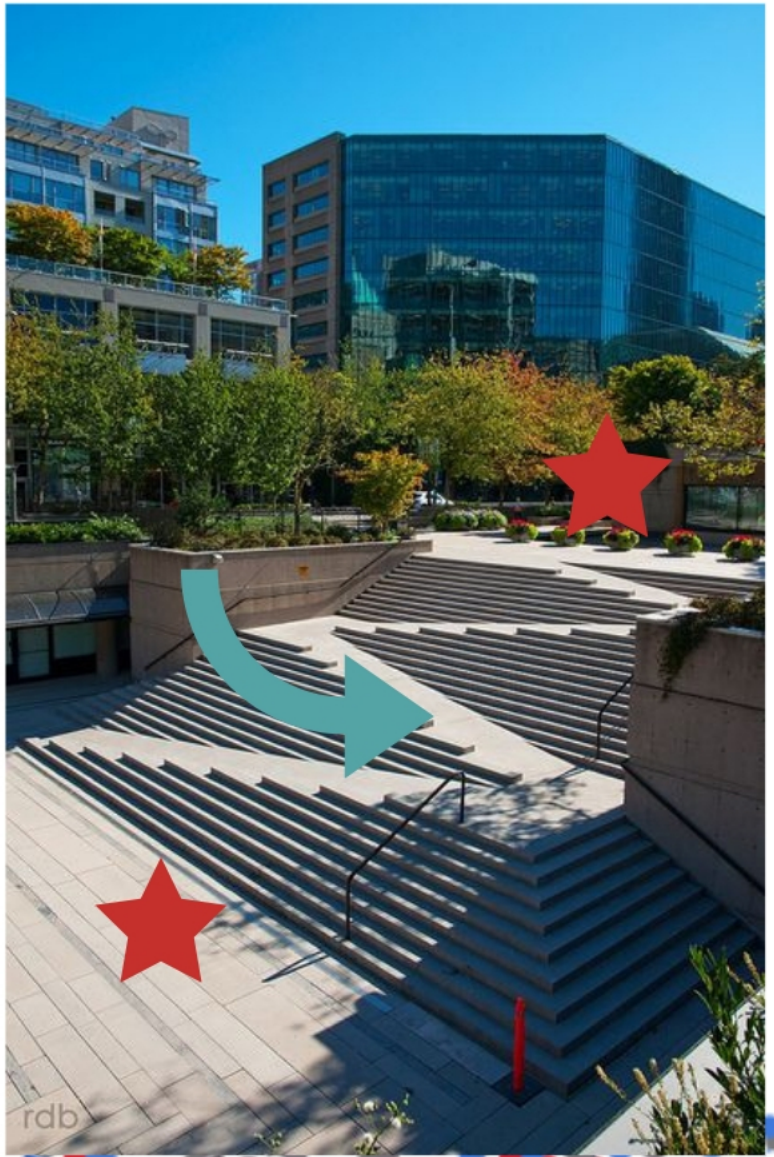
Designed for one or more; useful for some

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?

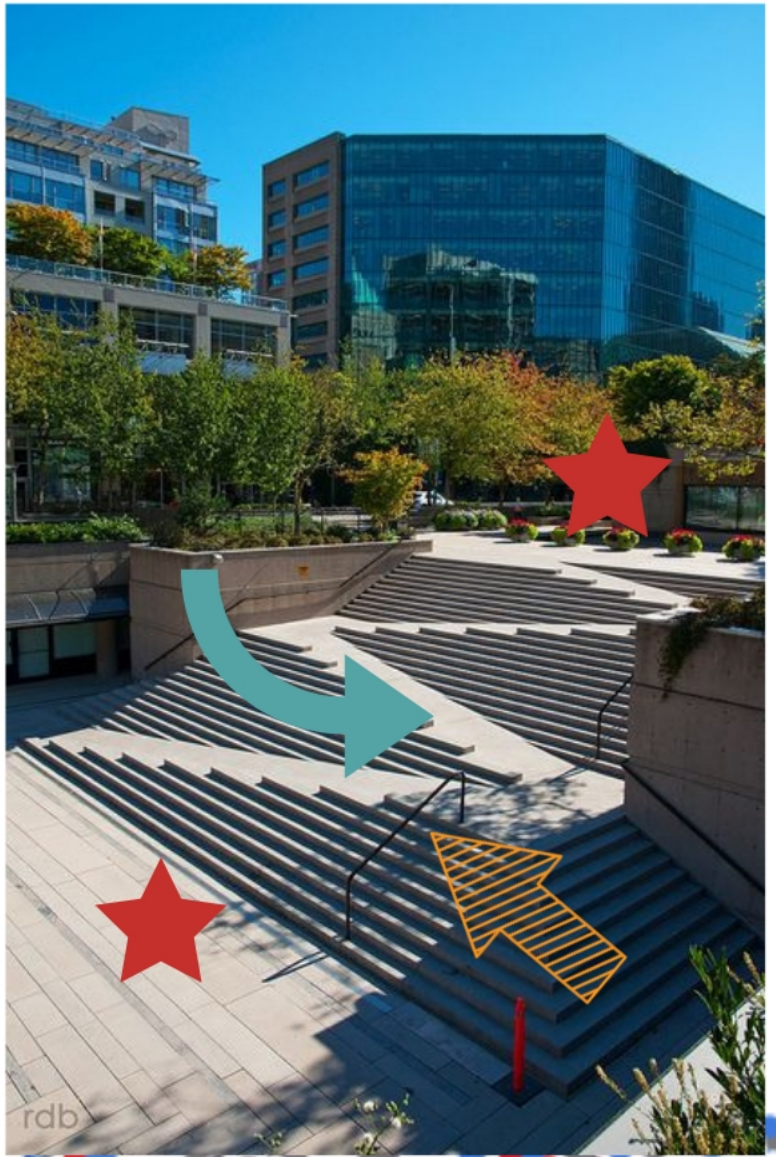


TARGETED SUPPORTS

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

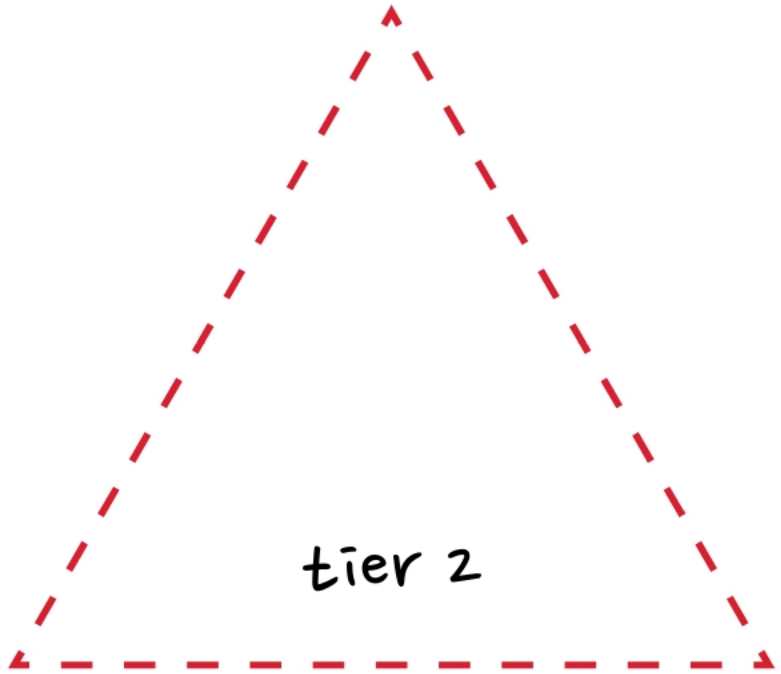
Refugee

English Language Learners (ELL)

At risk

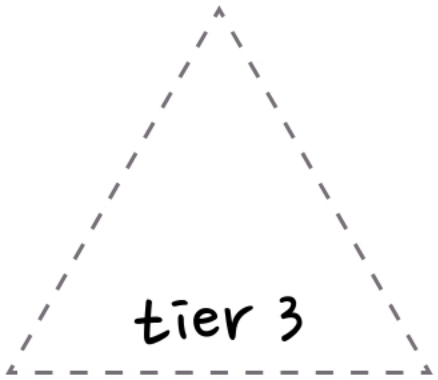
cultural/ Indigenous

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?

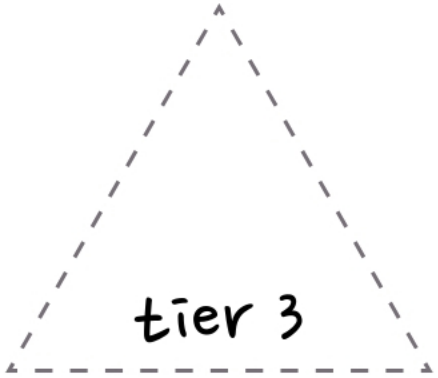
2. What EVEN MORE supports are necessary to access the goal?

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?

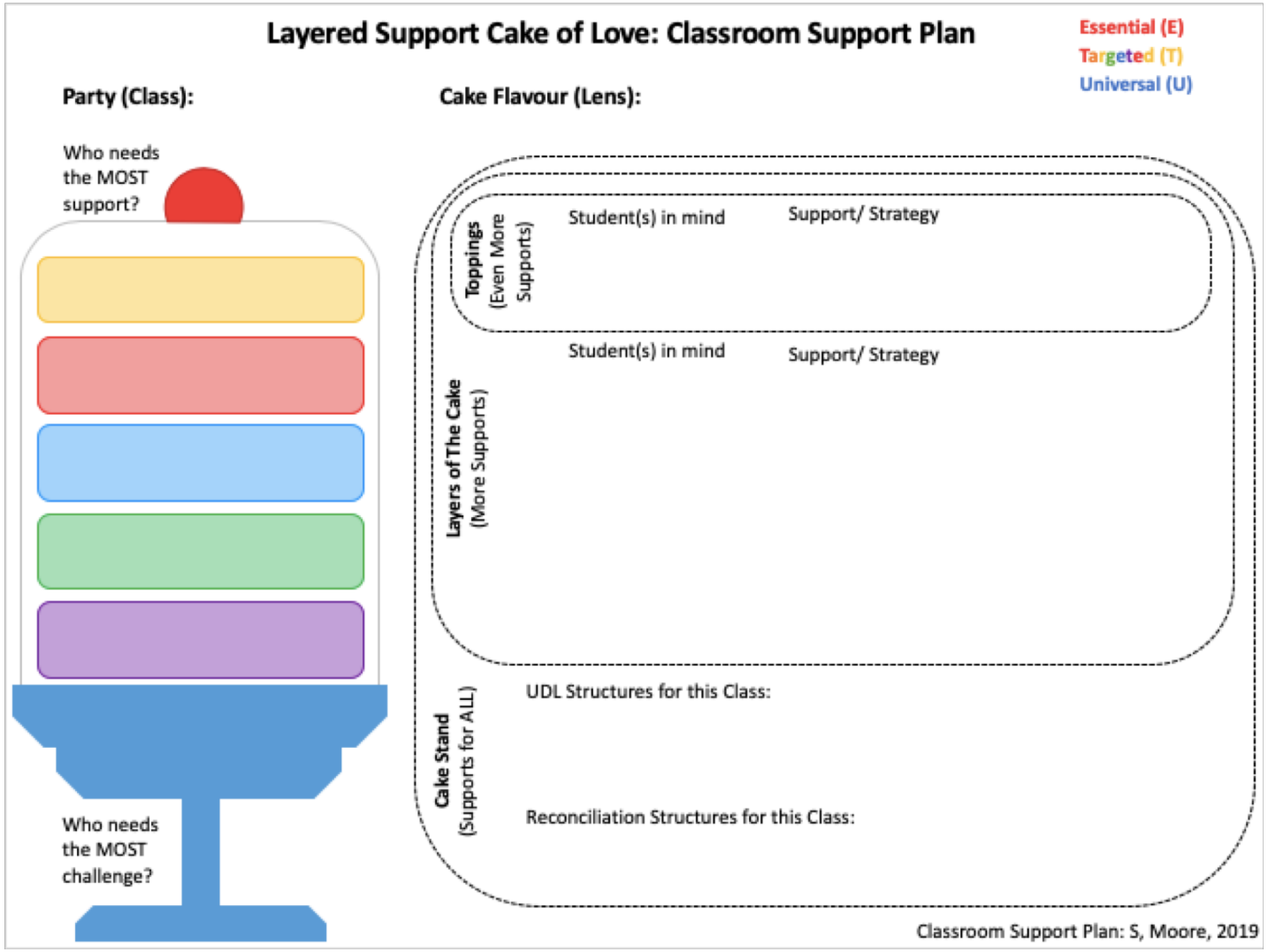
What essential supports are needed to meet the goal?

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

STRATEGY: RTI/MTLS



Layered Support Cake of Love: Classroom Support Plan

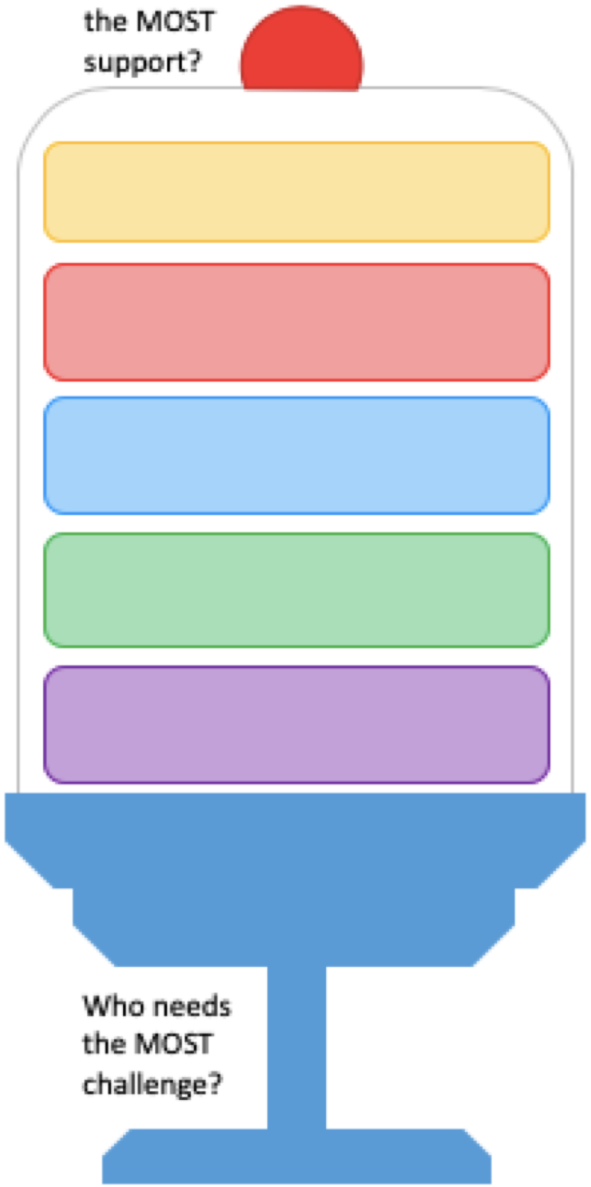
Essential (E)
Targeted (T)
Universal (U)

Party (Class):

Cake Flavour (Lens):

Who needs the TARGETED support?

Who needs the MOST support?



Who needs the MOST challenge?

Toppings (Even More Supports)

Student(s) in mind | Support/ Strategy

Layers of The Cake (More Supports)

Student(s) in mind | Support/ Strategy

Cake Stand (Supports for ALL)

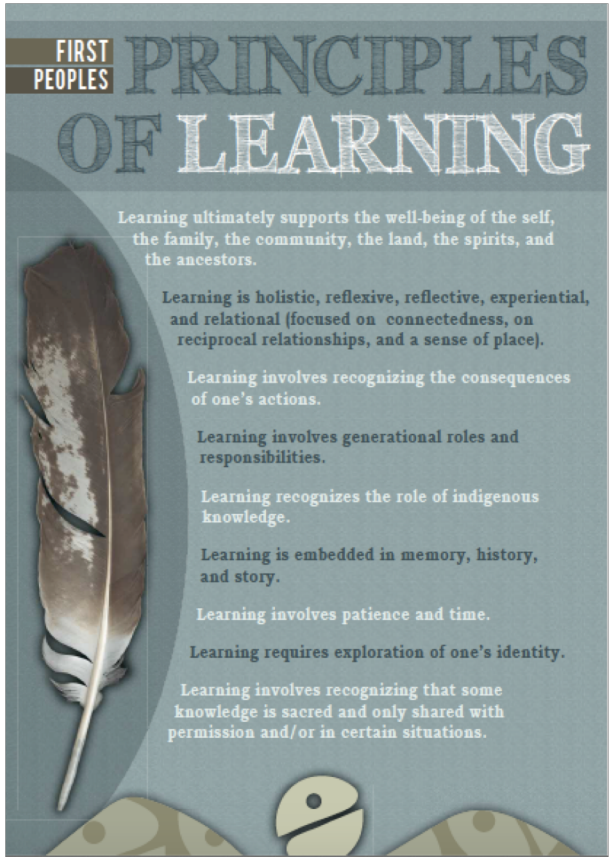
UDL Structures for this Class:

Reconciliation Structures for this Class:

Classroom Support Plan: S, Moore, 2019

Layered Support Cake of Love: Classroom Support Plan

How do we figure out reconciliation and/or equity supports & strategies



Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	

Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom *Asks students for correct pronunciation of their names; correctly pronounces students' names*		
2. Uses eye contact with all students *Makes culturally appropriate eye contact with all students*		
3. Uses proximity with all students equitably *Circulates around student work areas to be close to all students*		
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*		
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students *Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*		
7. Uses a variety of visual aids and props to support student learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*		
8. Learns, uses, and displays some words in students' heritage language *Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom*		
9. Models use of graphic organizers *Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling*		
10. Uses class building and teambuilding activities to promote peer support for academic achievement *Structures academic and social interactions between students*		
11. Uses random response strategies *Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)*		
12. Uses cooperative learning structures *Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)*		
13. Structures heterogeneous and cooperative groups for learning *Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task*		
14. Uses probing and clarifying techniques to assist students to answer *Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt*		

Adapted from "A Resource for Equitable Classroom Practice" 2010
Louisiana State Personnel Development Grant

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

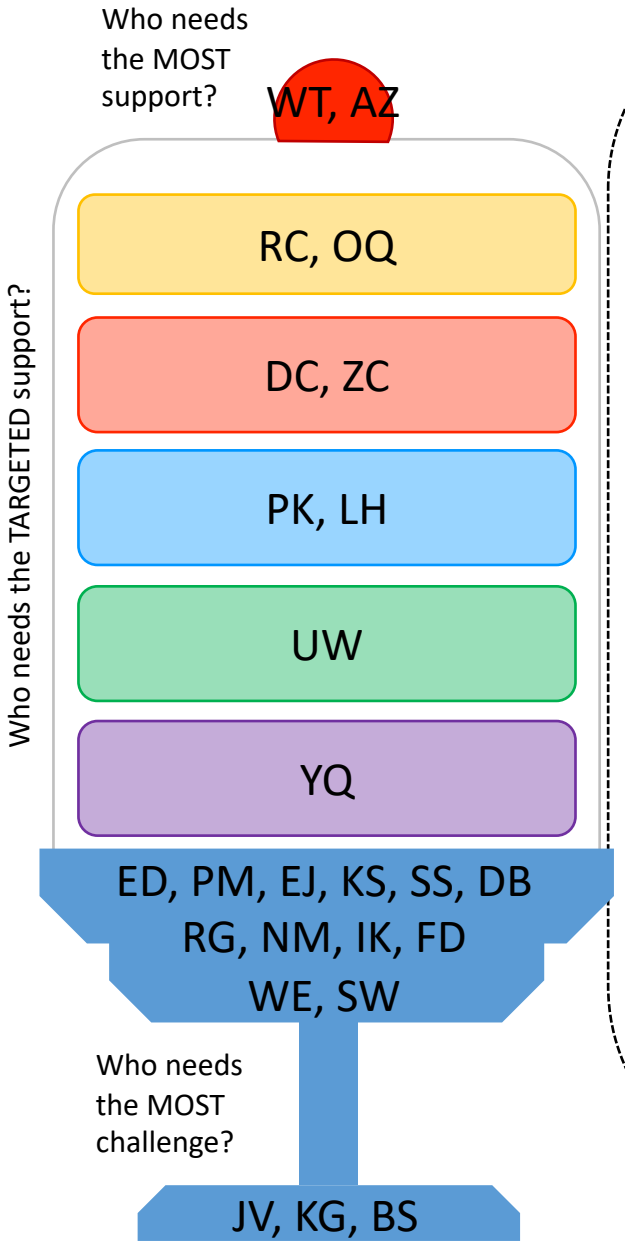
Teacher		Observer		Subject		Date/Time	
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)

1. Welcomes students by name as they enter the classroom *Asks students for correct pronunciation of their names; correctly pronounces students' names*		
2. Uses eye contact with all students *Makes culturally appropriate eye contact with all students*		
3. Uses proximity with all students equitably *Circulates around student work areas to be close to all students*		
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important *Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*		
5. Arranges the classroom to accommodate discussion *Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*		
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students *Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*		
7. Uses a variety of visual aids and props to support student learning *Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*		

Layered Support Cake of Love: Classroom Support Plan

Party (Class): Grade 2 **Cake Flavour (Lens): Literacy**

Essential (E)
Targeted (T)
Universal (U)



Toppings (Even More Supports)

Student(s) in mind	Support/ Strategies
W.T (Cognitive/SLP) A.Z. (Behaviour)	- AAC device, Accessible text/ goal, objects - Quiet zone, 2 min breaks, check ins, incentive system, multiple levels of text, high interest

Layers of The Cake (More Supports)

Student(s) in mind	Support/ Strategy
R.C./ P.K/ I.H. (ELL)	- Visuals, vocabulary connections, word walls, strategic partnering
U.V. / D.C./ Z.C. (Learning)	- choice of challenge, clear learning intentions/ goals, video, outside learning, strategic groupings
P.S./ U.W./ O.Q. (Behaviour)	- structure, routine, transition countdown, first/then, personal check ins, regulation breaks
Y.Q. (LGBTQ2S+ family)	- text with diverse families, adjust binary family activities, demystification

Cake Stand (Supports for ALL)

UDL Structures for this Class:
Engagement (hook): "I can statements…," visual task reference, prior knowledge activity, incorporating objects/play,
Representation (input): Centers, teach vocabulary, modelling, conferencing
Expression (output): Building/showing learning, Technology (SeeSaw), flexible seating, activity breaks, chunking tasks, choice of challenge

Reconciliation Structures for this Class: We can learn by exploring our identities

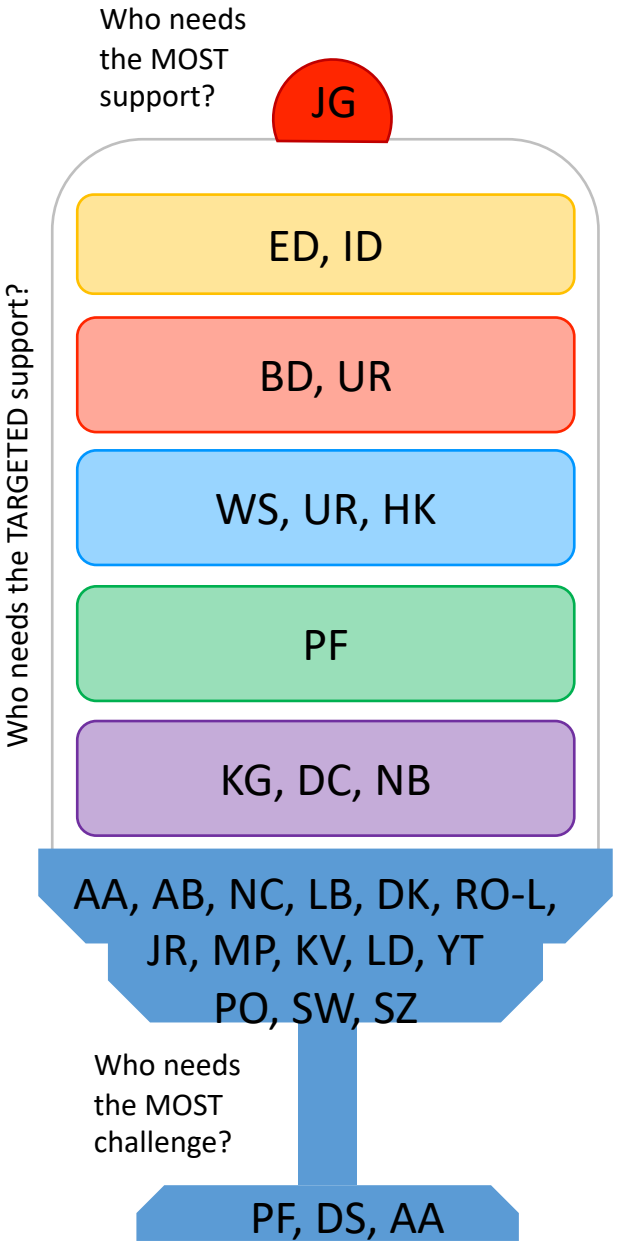
Classroom Support Plan: S, Moore, 2019

Layered Support Cake of Love: Classroom Support Plan

Party (Class): Grade 10

Cake Flavour (Lens): Math

Essential (E)
Targeted (T)
Universal (U)



Toppings (Even More Supports)

Student(s) in mind	Support/ Strategies
J.G. (Cognitive)	- Access goal/text, object schedule, bin system, facilitate social connection, frequent breaks, seizure awareness

Layers of The Cake (More Supports)

Student(s) in mind	Support/ Strategy
E.D. (Autism)	- Structure, routine, real life examples , concrete options to show learning, works well with G.K.
U.R./W.S. (Learning)	- small group conference to build base skills, accessible numbers, choice of challenge
P.F. (Gifted)	- Choice of Challenge, extension options, organizational system for work
I.D./H.K./P.F./DC/NB (Anxiety)	- Accessible tasks, check ins, homework optional choice of expression (abstract, pictoral, concrete) - praise, encouragement, goal setting
K.G. B.D. (cultural)	- community building, strength based, indigenous text/perspectives, voices, leadership opportunities

Cake Stand (Supports for ALL)

UDL Structures for this Class

Engagement: Provide options for recruiting interest by (optimizing, relevance, value and authenticity)

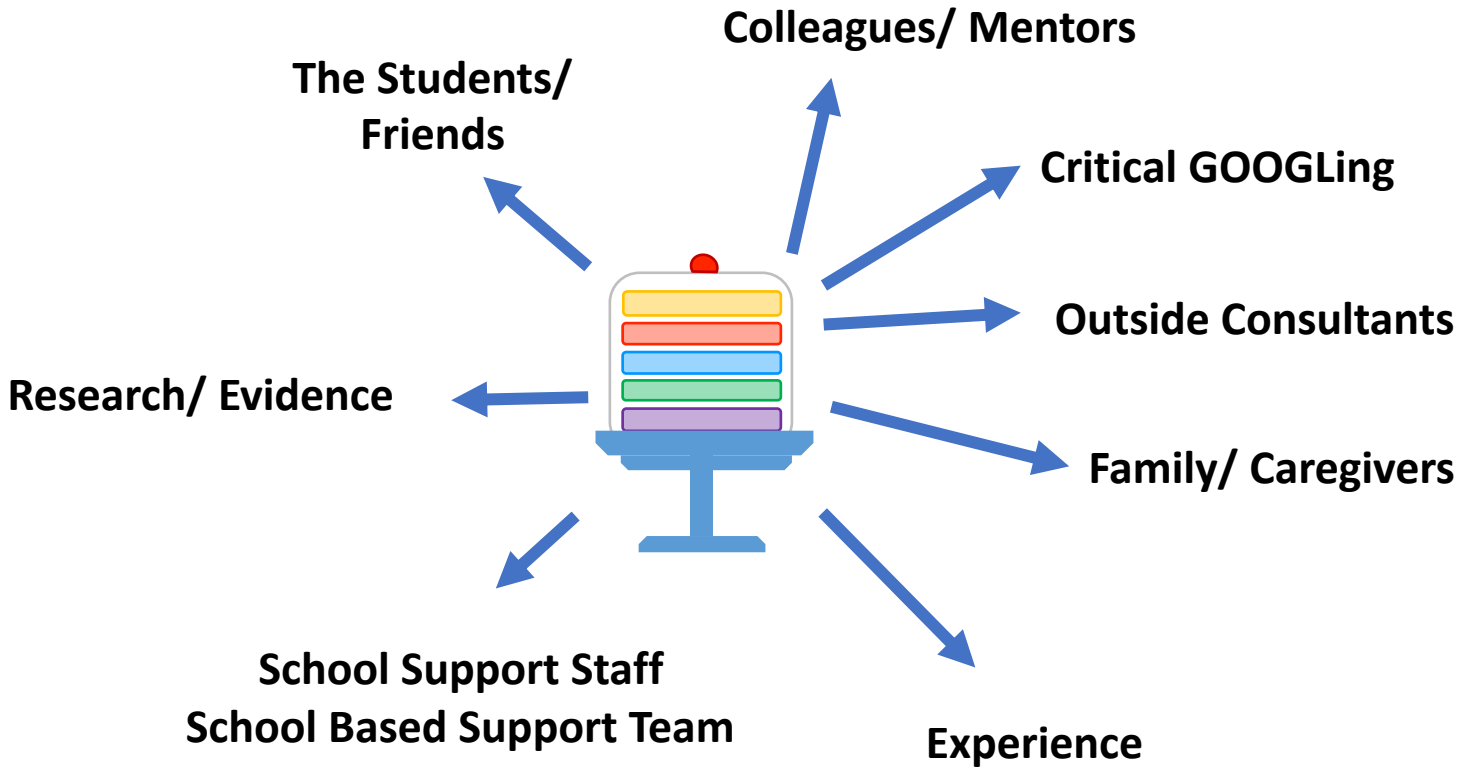
Representation: Provide options for languages and symbols by (supporting decoding text, mathematical notation and symbols)

Expression: Provide options for executive functions by (supporting planning and strategy development)

Equitable Structures for this Class: We can learn by seeking multiple perspectives.

Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



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

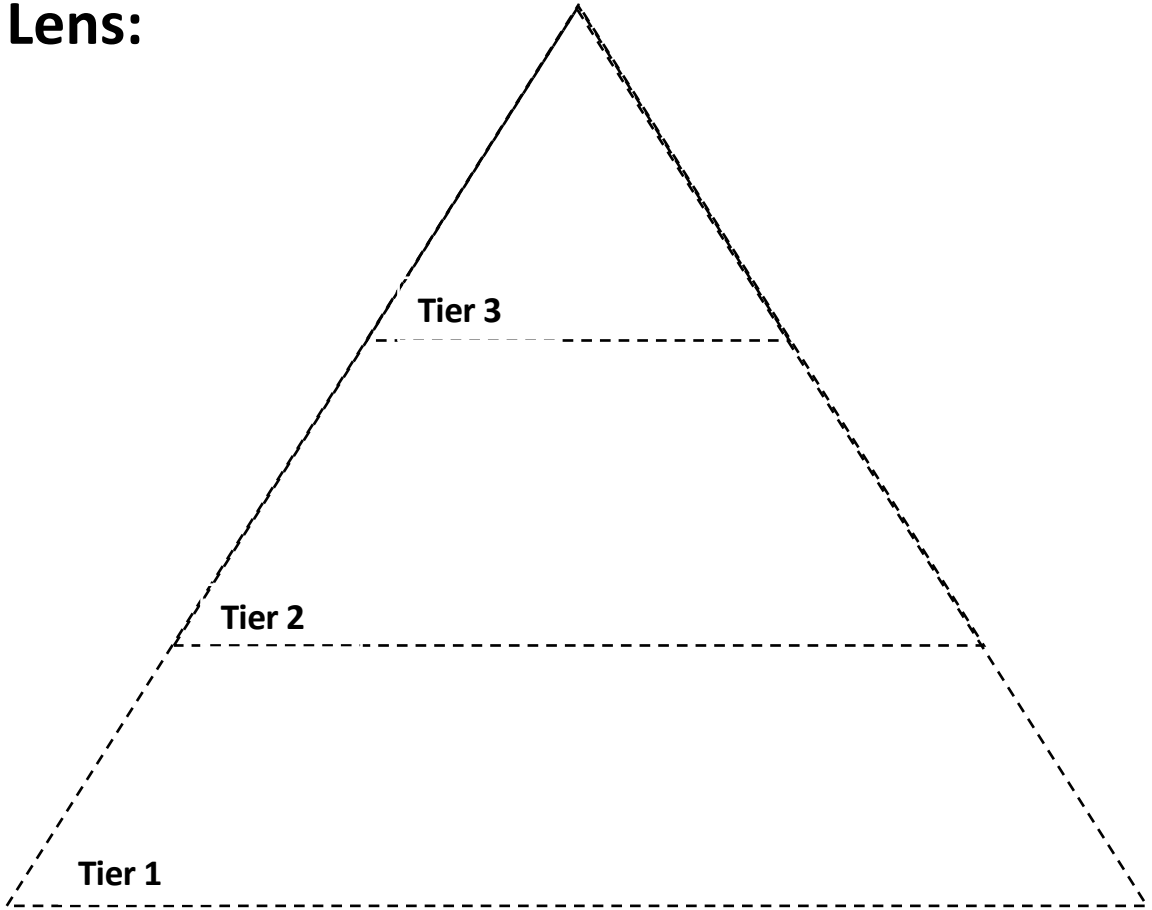
Things I'd like (or need) you to know about me

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 in this class are:

RTI Triangle Lens:



RTI Triangle

Grade/Course/Subject (place)

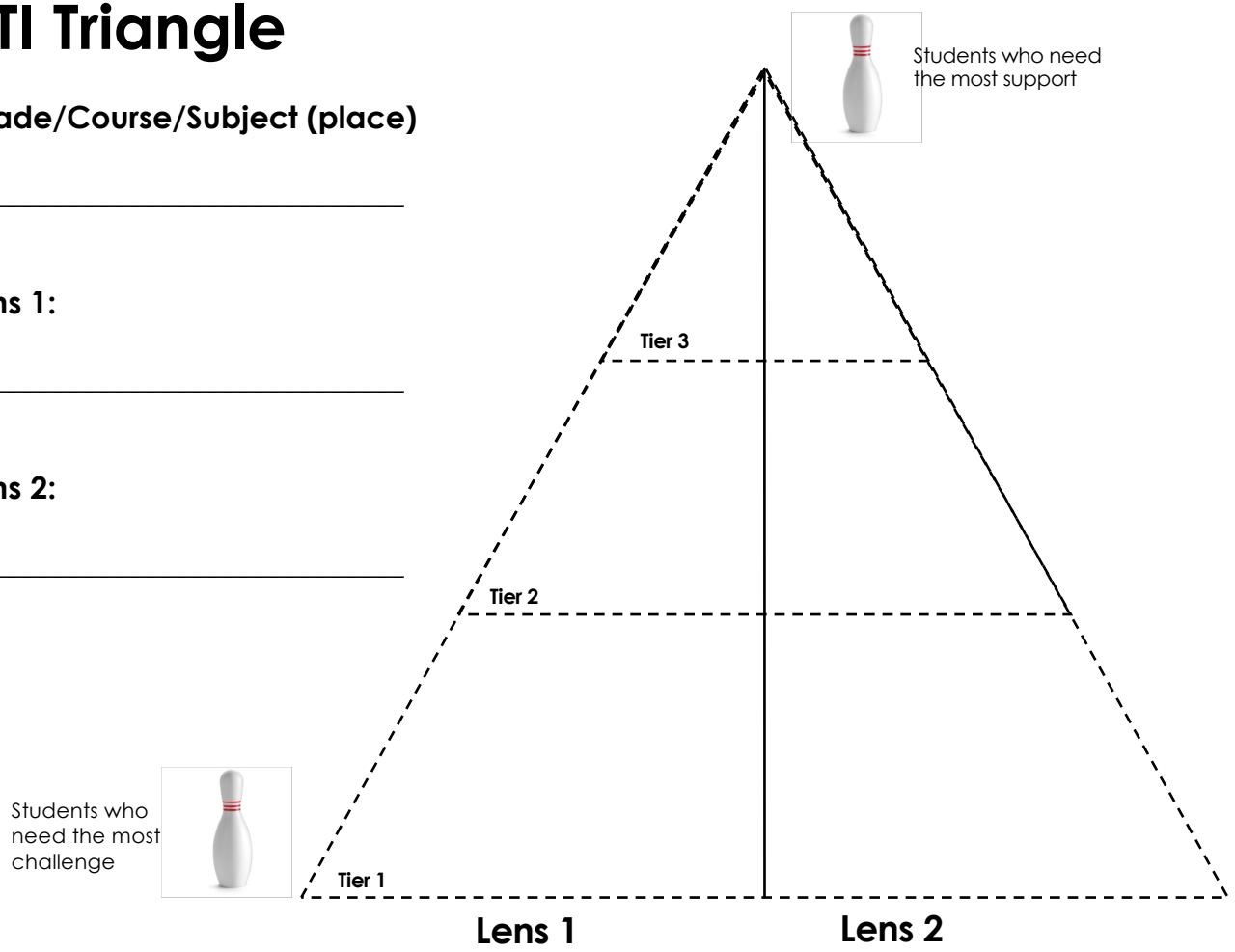
_____

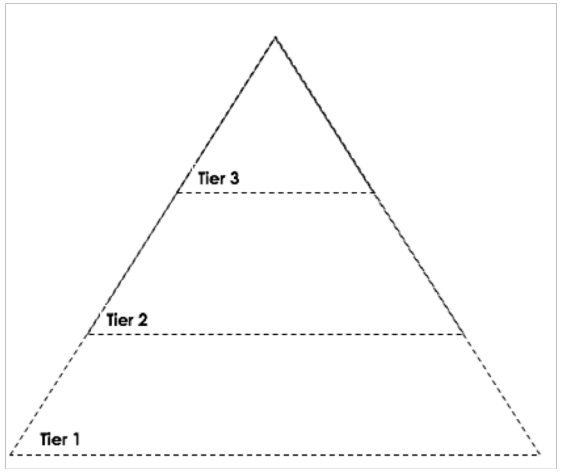
Lens 1:

_____

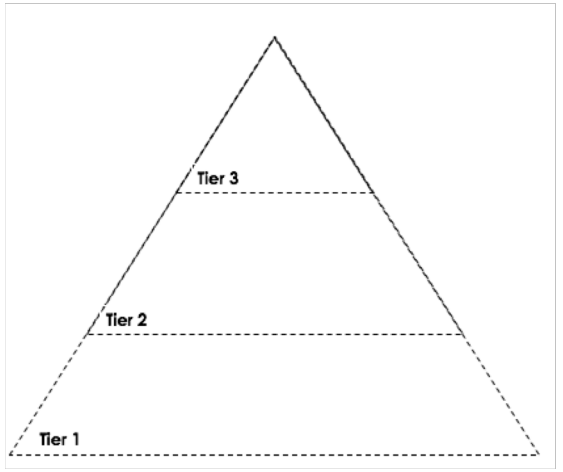
Lens 2:

_____

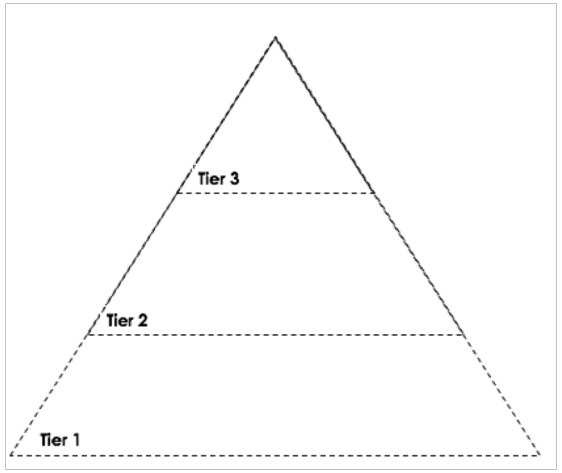




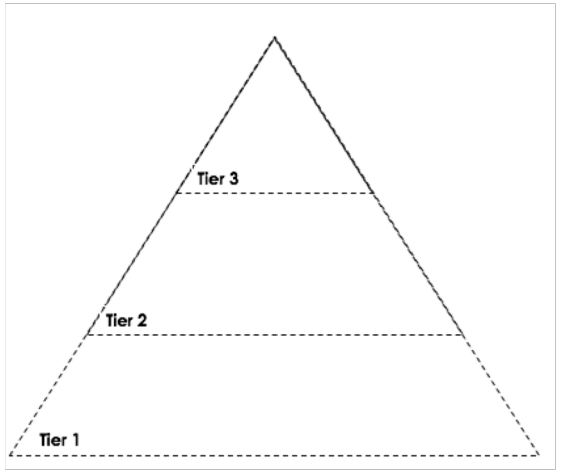
Literacy



Numeracy

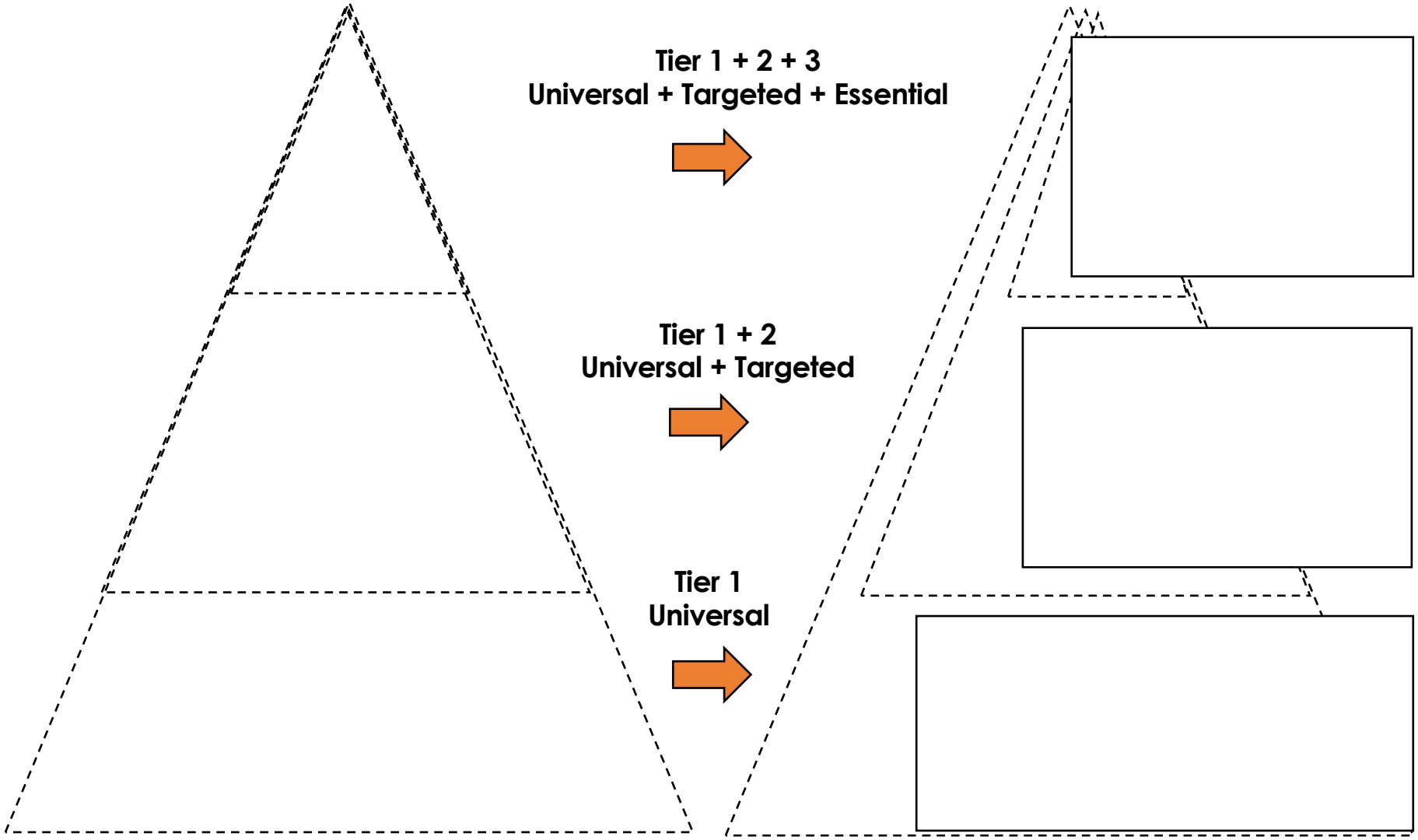


Behaviour



Social Emotional

MTLS 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?

April 10

- Bring back an artifact that represents something you tried
- Reflect on:
  - What you tried
  - What you noticed
  - What questions came up
  - What are your next steps

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com