

SHELLEY MOORE



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Infrastructure of Inclusion

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

proximity to and participating in learning

have purposeful roles and responsibilities

2. Teacher professional development that...

supports collaboration and the changing roles of educators

is situated, ongoing and inquiry based

3. Planning frameworks that ...

support Universal Design for Learning

include connecting IEPs to the curriculum

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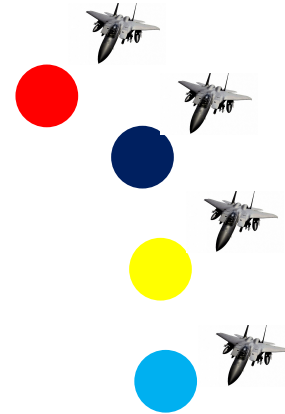
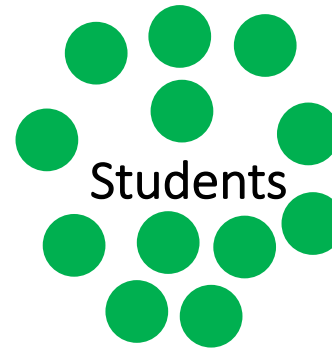
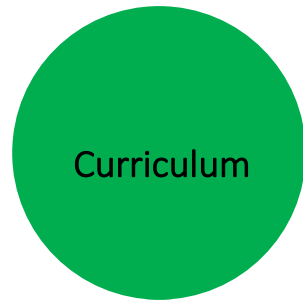
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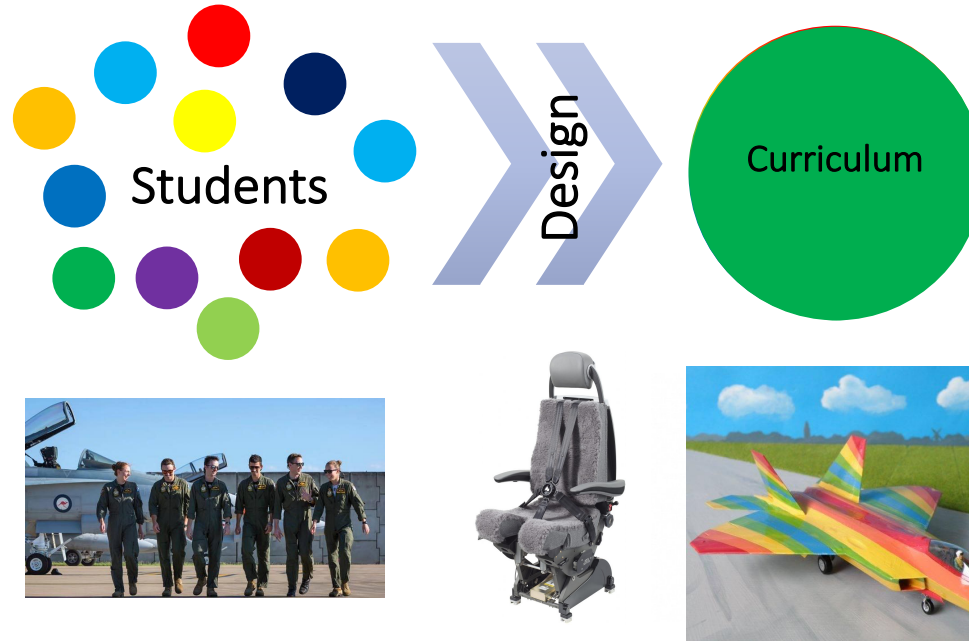
support Universal Design for Learning

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WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



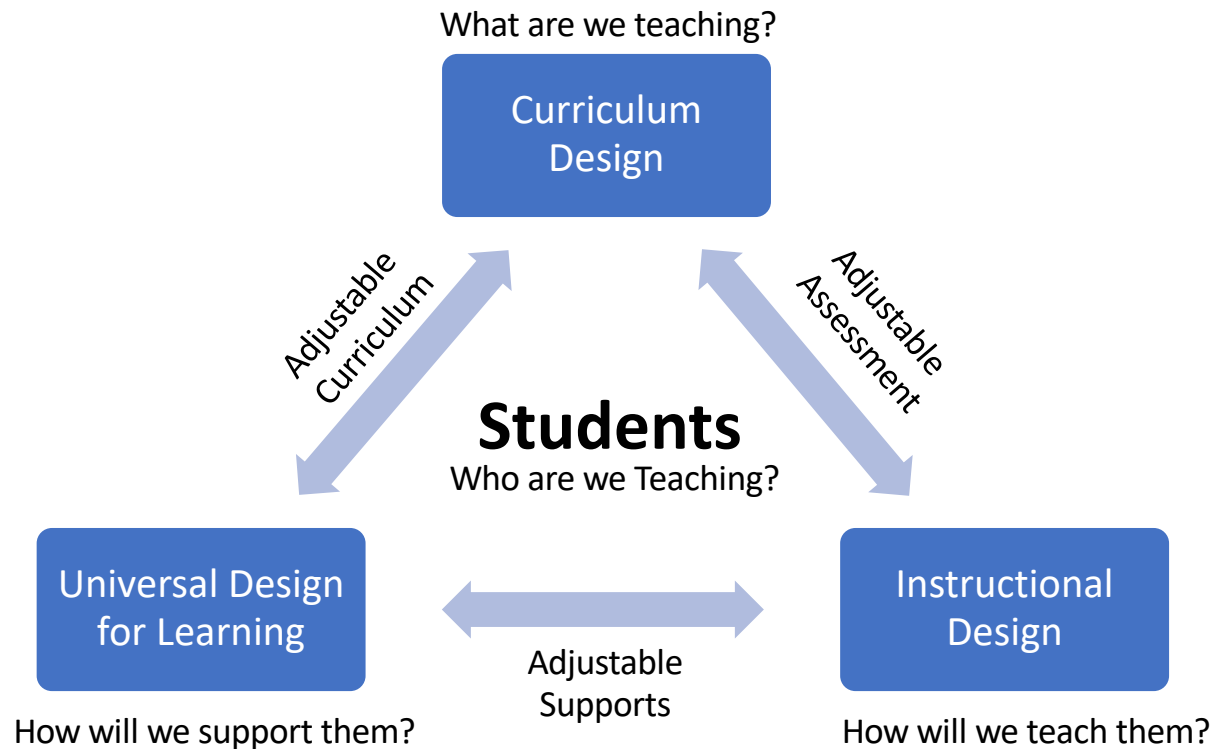
HOW DO WE **DESIGN** AN ADJUSTABLE **AIRPLANE**?

- 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?

Educational Architects: Designing with Equity in Mind





SHIFTING OUR SUPPORT MODELS

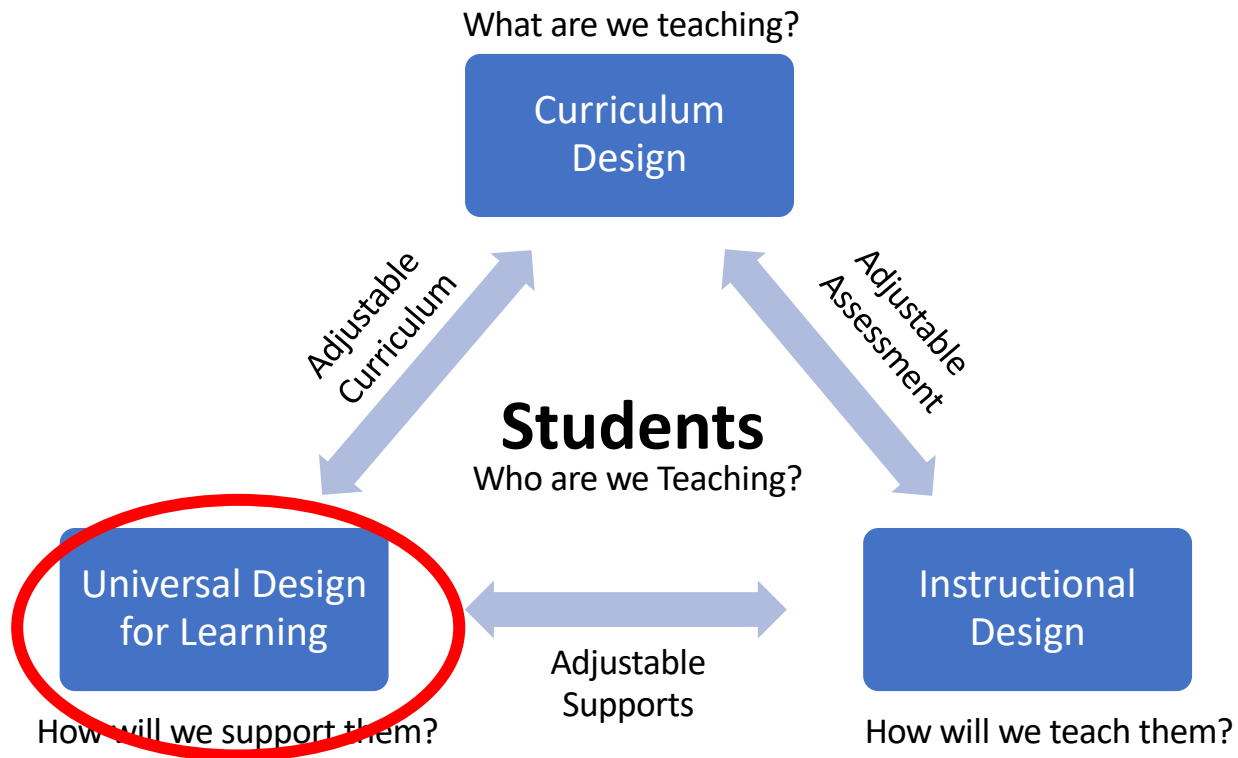
The cupcake model



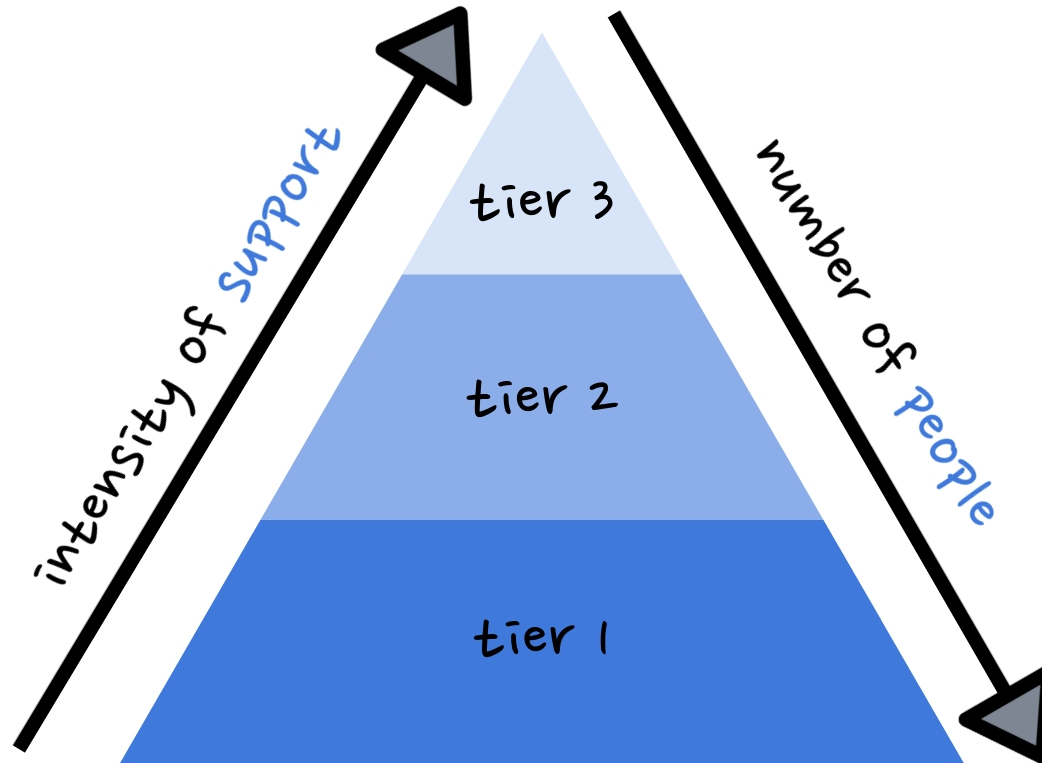
The layered cake model



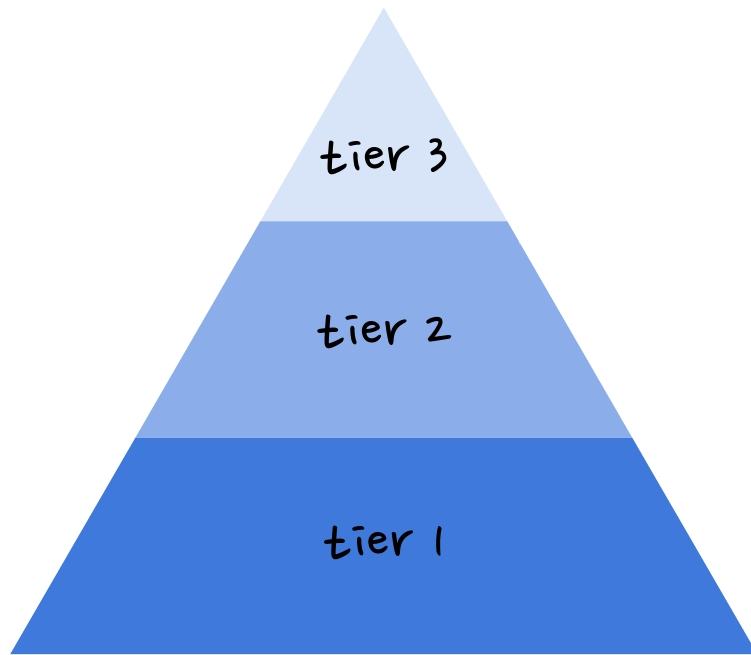
Educational Architects: Designing with Equity in Mind



RTI: RESPONSE TO INTERVENTION

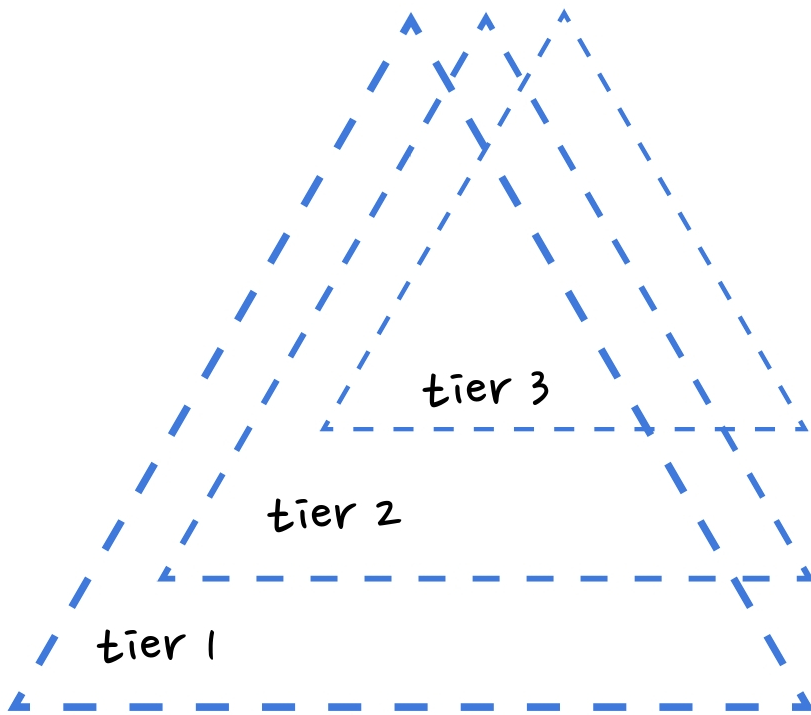


RTI: RESPONSE TO INTERVENTION



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

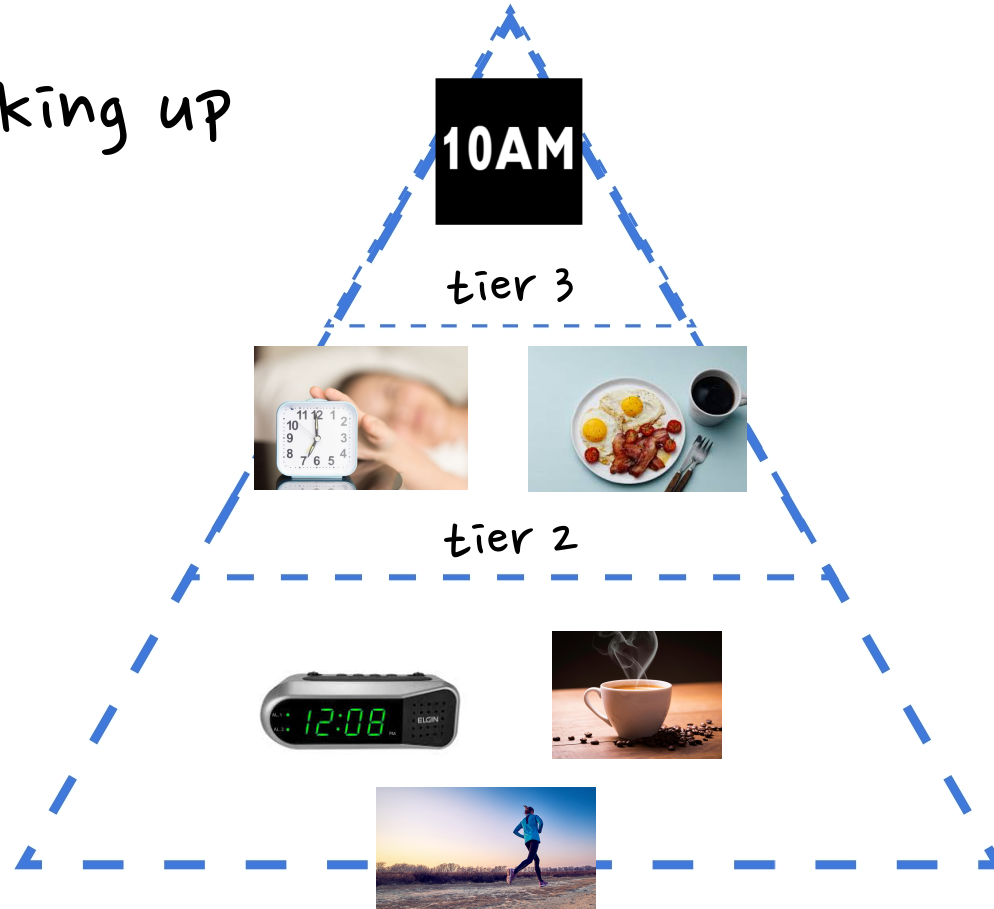
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

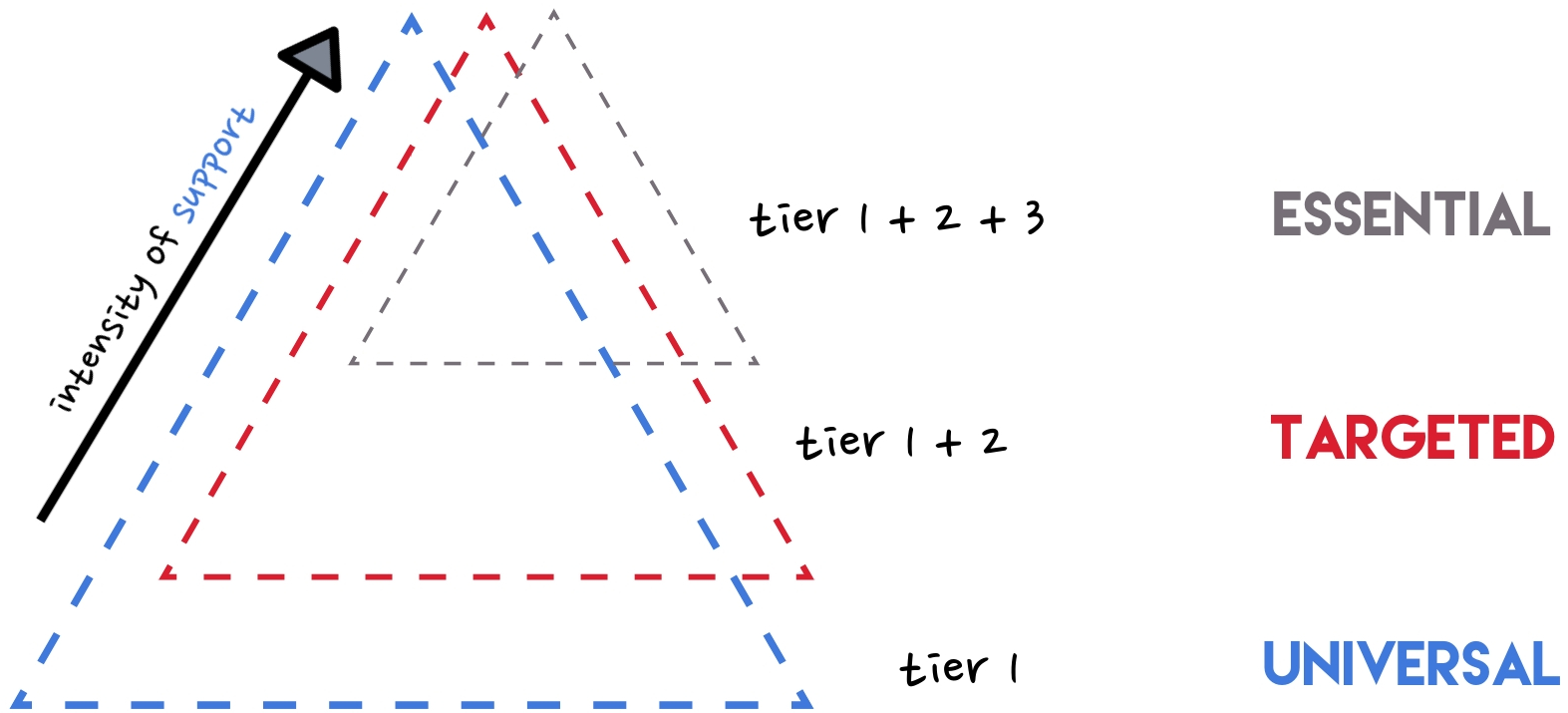
Lens: waking up



Shelley Moore, 2019

@tweetsomemoore

RTI/MTLS



Layered Support Cake of Love: Classroom Support Plan

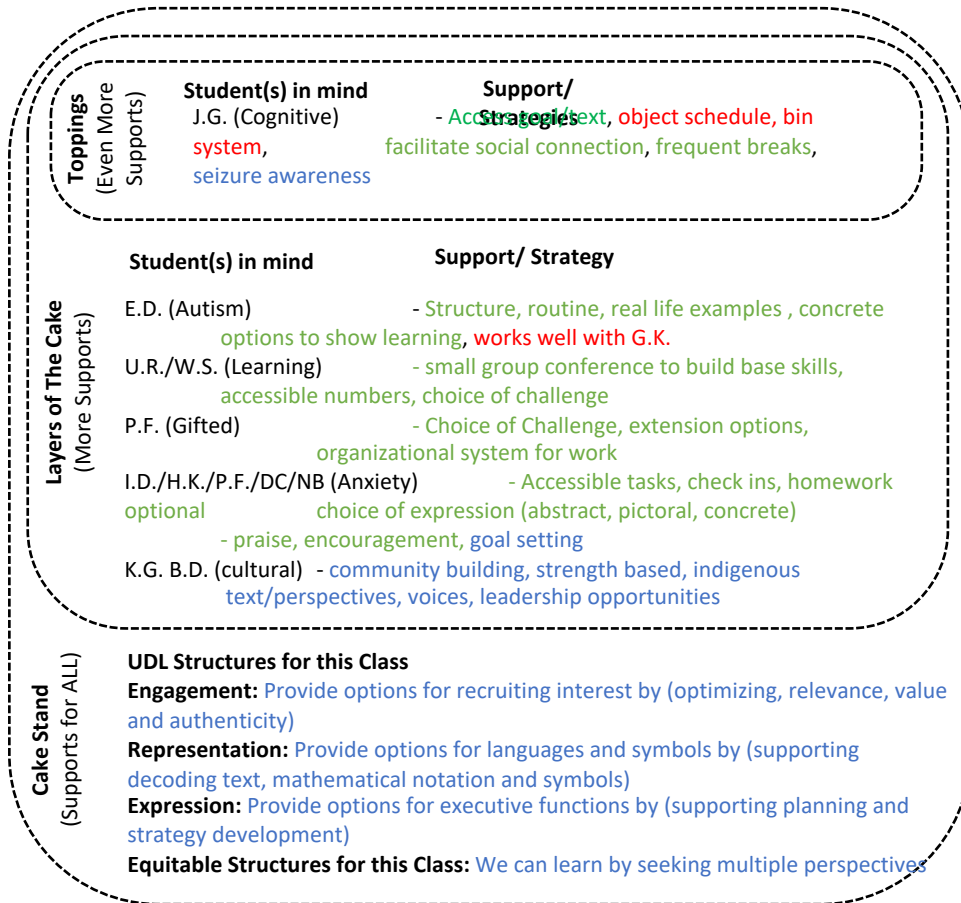
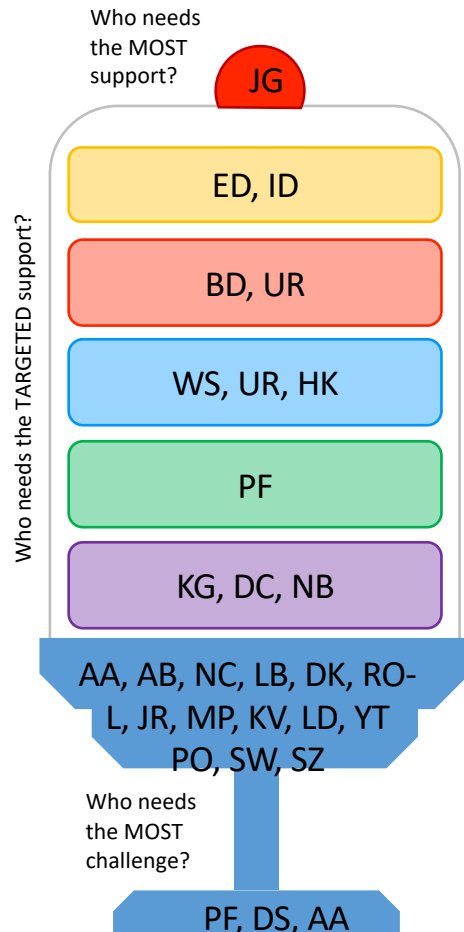
Essential (E)

Targeted (T)

Universal (U)

Party (Class): Grade 10

Cake Flavour (Lens): Math



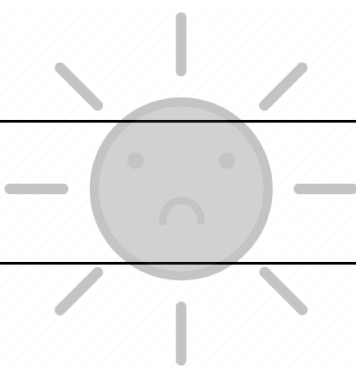
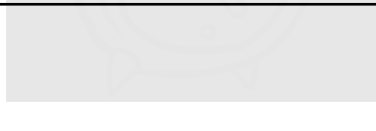
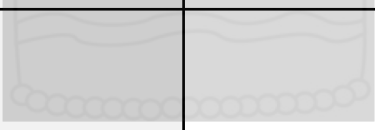
Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

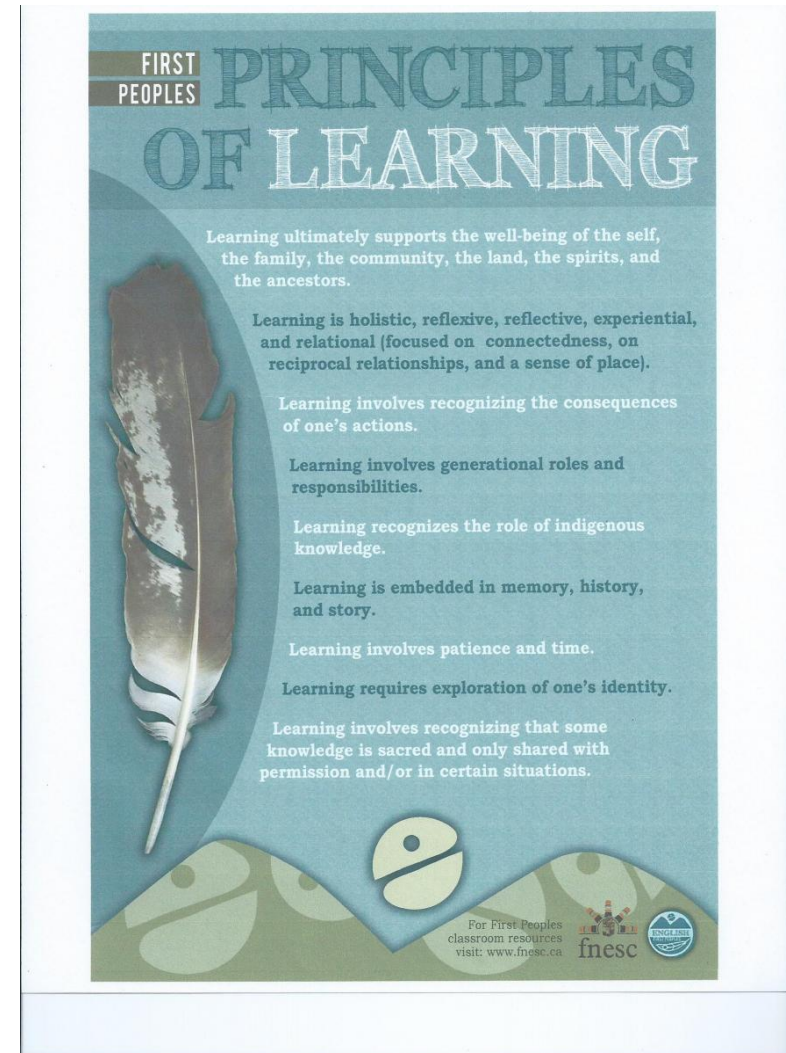


Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Reconciliation & Equity Targets:		

Reconciliation Targets

- http://www.fnesc.ca/irs_r/
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>



Equity Targets

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Equitable Classroom Practices Observation Checklist				
Equitable Classroom Practices is a checklist of 23 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 practices. This guide is not an all-inclusive description of best instructional practices.				
Teacher	Observer	Subject	Duration	Not Observed (0 points)
Equitable Classroom Practices				
1. Welcomes students by name as they enter the classroom				
2. Asks students for correct pronunciation of their names; correctly pronounces students' names				
3. Uses eye contact with all students				
4. Makes culturally appropriate eye contact with all students				
5. Uses proximity with all students				
6. Circulates around student work areas to be close to all students				
7. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important				
8. Uses "I" instead of "you" when addressing students; turns toward students who are seeking to show interest				
9. Manages the classroom to accommodate discussion				
10. Arranges seating to facilitate student-student discussion				
11. Encourages bulletin boards, displays, and other visual aids in the classroom that reflect the racial, ethnic, and cultural backgrounds represented by students				
12. Displays and uses materials (e.g., books, posters, etc.) that reflect all students' racial, ethnic, and cultural backgrounds				
13. Uses a variety of visual aids and props to support student learning				
14. Uses multilingual photos, pictures, and props to illustrate concepts and content; uses appropriate technology to illustrate concepts and content				
15. Uses "real" and displays some words in students' heritage languages				
16. Posts some content words or phrases in students' heritage languages; uses some words or phrases from students' heritage language in the classroom				
17. Models use of graphic organizers				
18. Uses a variety of graphic organizers during instruction; encourages students to identify and use the task				
19. Encourages graphic organizers by modeling				
20. Uses class building and teambuilding activities to promote peer support for academic achievement				
21. Structures academic and social interactions between students				
22. Uses random response strategies				
23. Uses random response strategies (e.g., unprompted heads, color-coded cards, equity sticks, calling sticks)				
24. Uses cooperative learning structures				
25. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates consult, Jigsaw, Quiz Check, Partner A and B, Boggle, Last Word)				
26. Structures heterogeneous and cooperative groups for learning				
27. Uses random 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				
28. Uses probing and clarifying techniques to assist students to answer				
29. Phrases 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

Classroom Support Plan

Teacher(s): Mr. B

Support Staff: Ms. L (support teacher last 20 min of block)

Class: English 8

Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I.D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

Students...

Strategies & Supports

Who needs the most support

J.W.

Universal Support

(Good for ALL)

Targeted Support

(CHOICE for ALL)

Essential

Support

(Good for ONE)

Need
Cognitive

J.W.

Start lesson with accessible task how to work with J.W., building community activities, manipulatives,

Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator

AAC Device, social role on class, works well with Y.T., glasses,

Need
Vision

R.P

Large print & high contrast outline of handouts, do not change furniture floor plan

Sitting close proximity to front of class

Magnifier,

Need
Trauma

H.L., U.B

Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,

Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave

Check in before class with Ms. H, might be late

Need
ELL

Y.I., O.R., B, F, N.M

Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall

translator

Need
Anxiety

R.M.

Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)

Taking breaks, choice of where to work, homework optional, parent check ins

Who needs the most challenge

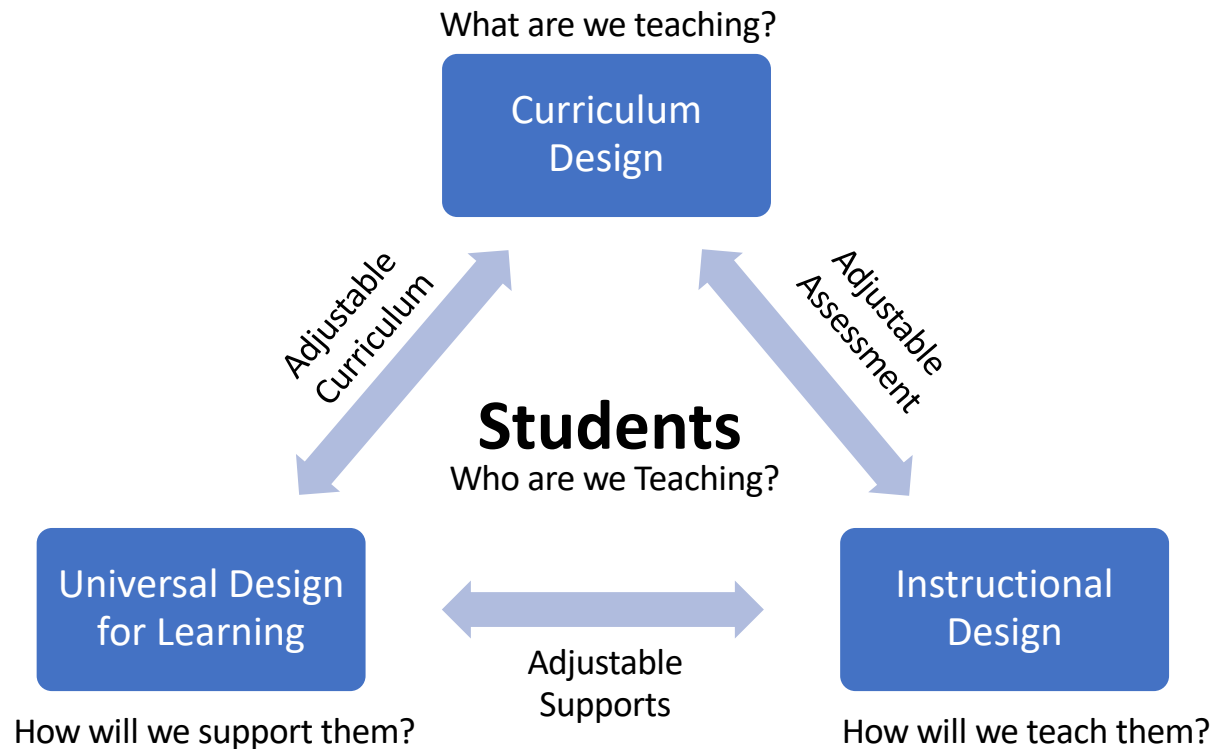
I.K., R.M.

Reconciliation & Equity Targets:

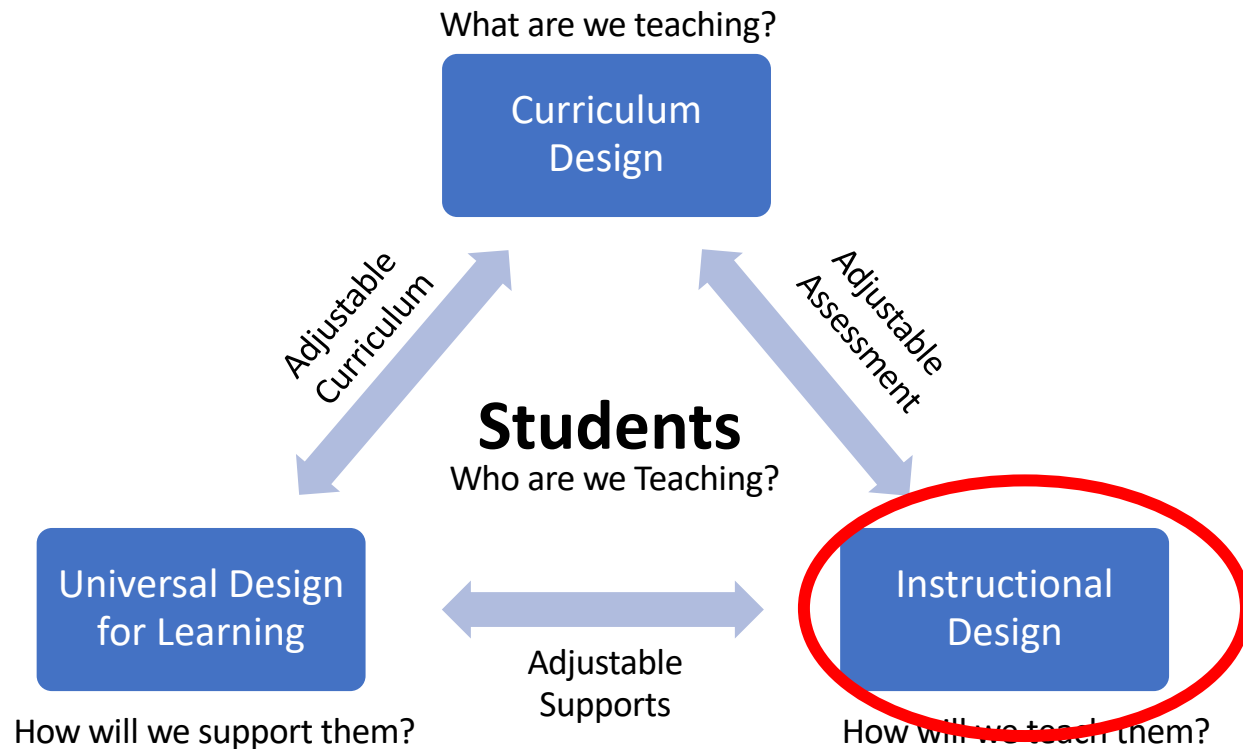
- Sharing local Indigenous content for math concepts
- Standards based grading and reporting

Range of Students

Educational Architects: Designing with Equity in Mind



Educational Architects: Designing with Equity in Mind



Guiding Unit Question:

Lesson Goal(s):

Date:

Connecting Activity

Essential Supports

(designed for 1, useful for 1)

Mini Lesson:

Targeted Support

(designed for some, useful for some)

Universal Supports

(designed for some, useful for all)

Processing Tasks

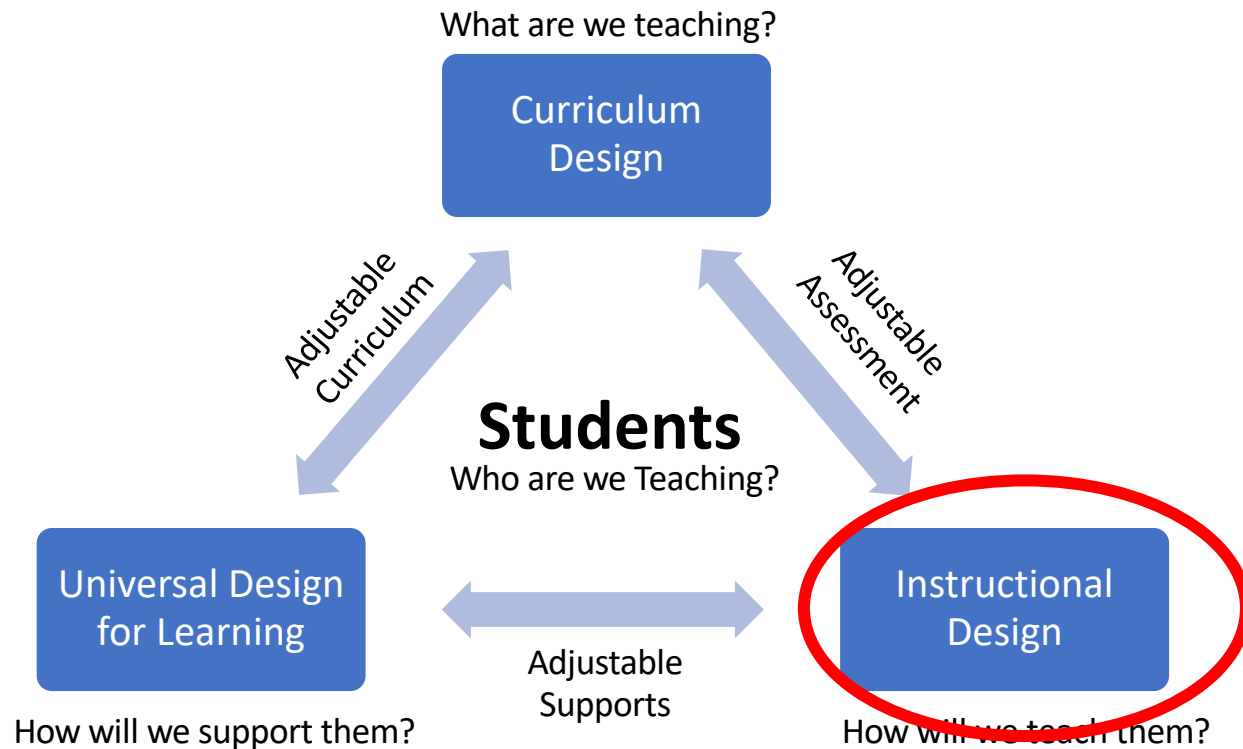
				
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
				
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:

HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- Who are the **students**? What is the range of **diversity**?
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Educational Architects: Designing with Equity in Mind



Lesson Design

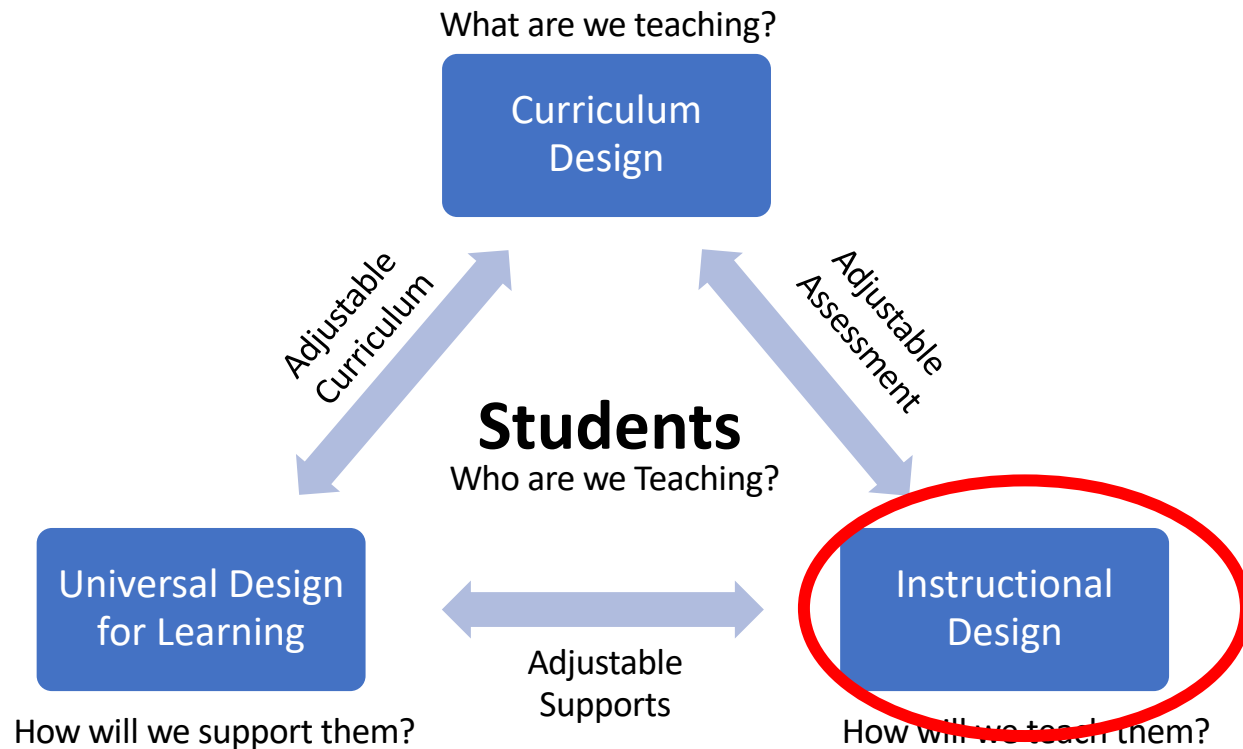
Putting it all together

- Grade 2/3 – Cross Curricular Unit
- Grade 3 – Language Arts/ ADST
- Grade 4/5 – Language Arts
- Grade 8 – English

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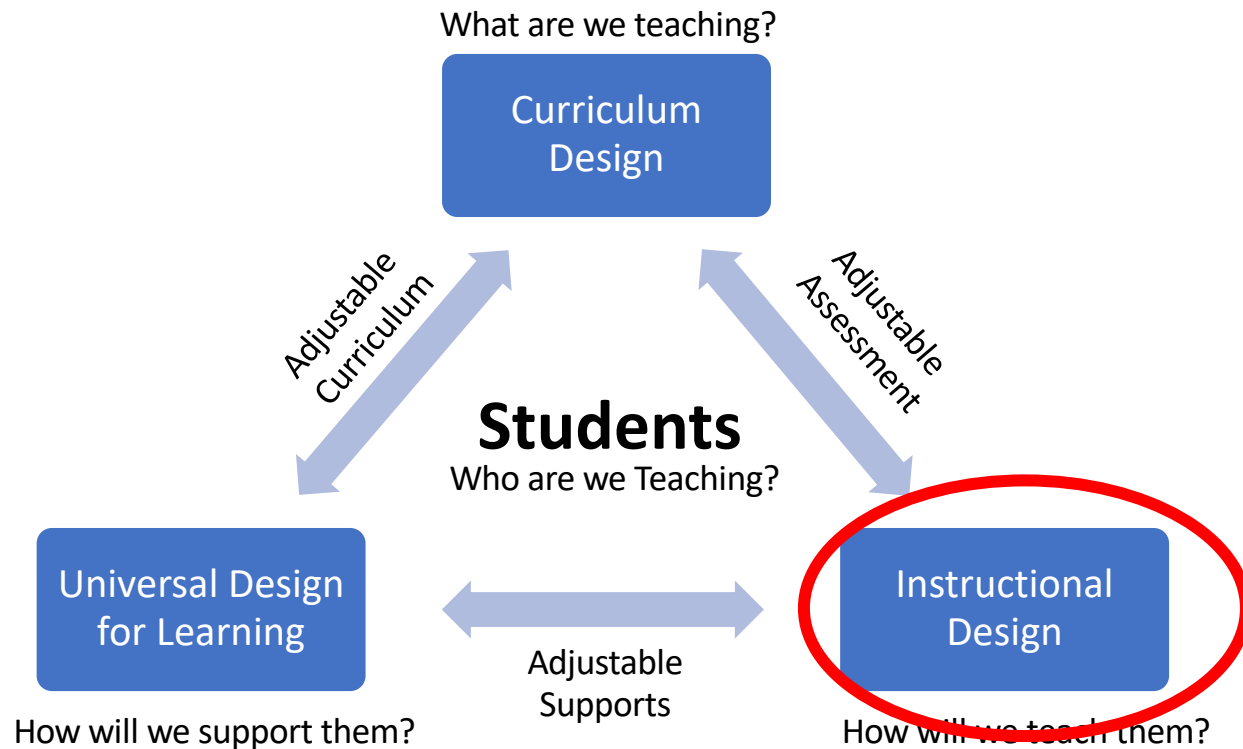
Educational Architects: Designing with Equity in Mind



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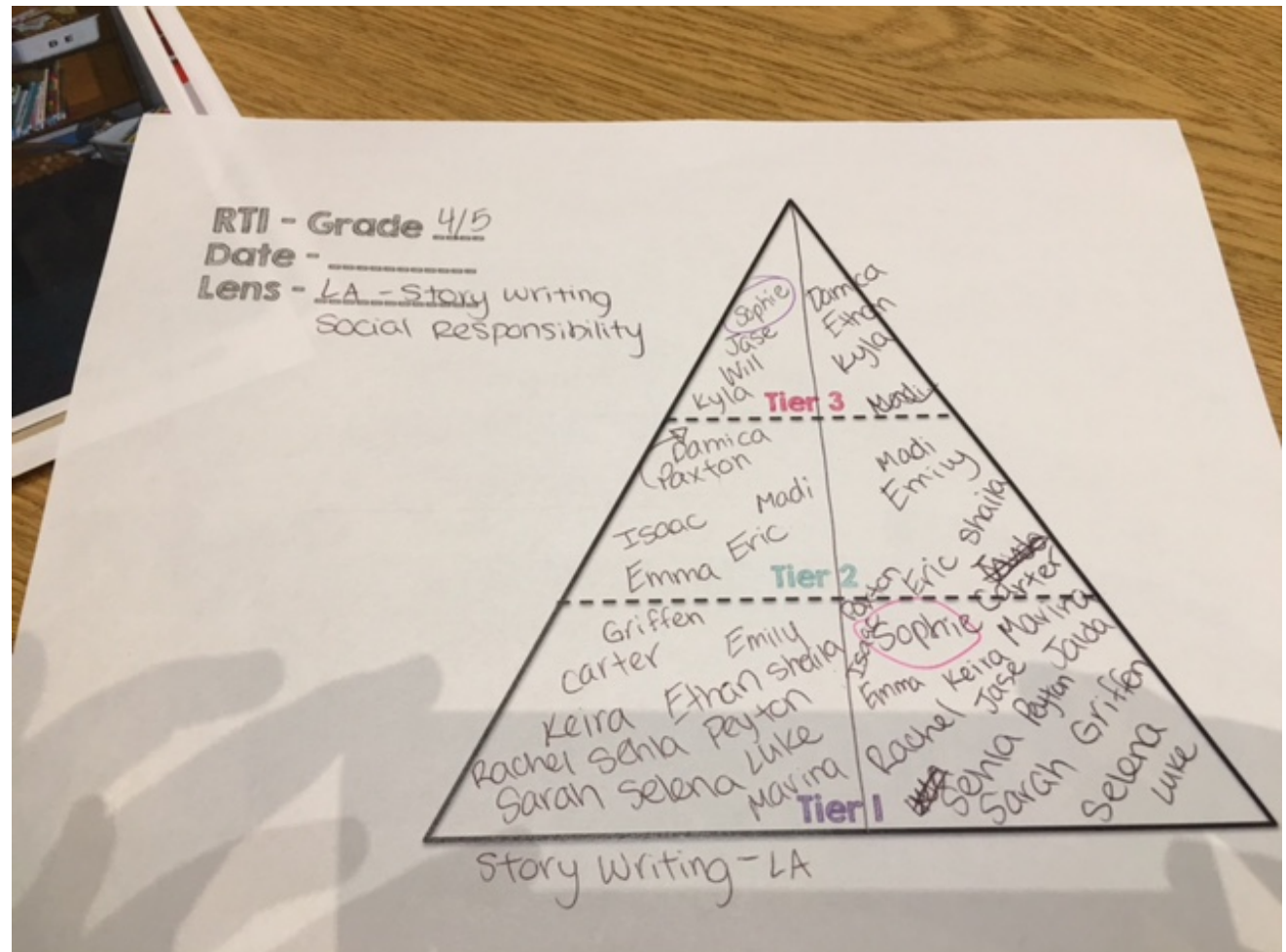
Educational Architects: Designing with Equity in Mind



West Bench Elementary

- Danielle (CT), Sachia (Librarian), Charlene (EA)
- Grade 4/5 Language Arts
 - RTI triangle
 - Story writing unit plan
 - Lesson plan
 - Implemented a lesson

RTI



Backwards Design: The Plane

Grade:	Subject Area:	Planning Team:
Big Idea: Language and text can be a source of creativity and joy		Unit Guiding question: What are stories? How can we use language to be creative through story?
Content Goal	I know literary elements in story/ text	
Curricular Competency Goal	I can create text	
Curricular Competency Goal	I can use language in creative and playful ways	
Curricular Competency Goal	I can communicate using sentences and paragraphs I can use conventions	
Core Competency Goal: Social	I can be socially responsible	

Course/Subject/Grade(s): 4/5				Planning Team:		
Unit Big Idea: Language and text can be a source of creativity and joy				Unit Guiding Question: What are stories? How can we use language to be creative through story?		
Goals		This is what I <u>need</u> to know and do	This is what I <u>must</u> know & do	This is what I <u>can</u> know & do	This is what I <u>could</u> know & do	This is what I <u>can try to</u> know & do
Content: I know literary elements in story/ text		I know when something happens with myself and my friends	I know conflict I know characters I know setting	I know characterization I know plot I know theme	I know narrative structures I know purpose	I know influence/ lesson/moral
Curricular Competencies: I can create and communicate	I can create text	I can use pictures and words to tell a story	I can tell a story orally I can use visual text I can make a plan and draft	I can write a story I can edit my story	I can combine texts to tell a story I can revise my story	I can create a story with a purpose
	I can use language in creative and playful ways	I can label my pictures with descriptive words	I can try try something new in my writing I can play with words in my writing	I can play with format in my writing	I can play with ideas in my writing	I can play with perspective in my writing
	I can communicate using sentences and paragraphs	I can use pattern sentences	I can write sentences I can connect multiple sentences together	I can write paragraphs	I can connect multiple paragraphs together	I can create a thesis for my writing
	I can use conventions	I can use capital letters	I can use Canadian spelling in my writing	I can use punctuation in my writing	I can use grammar in my writing	

Course/Subject/Grade(s):		Planning Team:		
Unit Big Idea: Language and text can be a source of creativity and joy		Unit Guiding Question: What are stories? How can we use language to be creative through story?		
Lesson Goal 1: What makes a story?			Materials/ Prep	
Connect: What does story mean to me? Group mind map			Chart paper, felts Pcs symbols	
Process: What makes a story a story? Choose a text in the library, compare with other texts, what do all stories have in common (problem)			Thinking organizers	
Transform: wax museum – create a tableau of a problem in your story				
Activity				
NEED to do...	MUST do...	CAN do...	COULD do...	Try to do...
I can tell a story about something that happens	I can choose a story and tell why I love it	I can compare stories to see ow they are the same and different	I can figure our what all stories have in common	I can create criteria for what makes a story

What makes a story?

- Connect
 - In your table groups
 - Using words, pictures, symbols – think about ...
 - What is the first **story** you remember?
 - What is an important **story** in your life?
 - Where is **story** in your life?
 - What **story** means to you?

Story

What makes a story?

- Process – step 1
 - In the library
 - Be reminded about shelf markers!
 - Look at **stories** that you know and/or could share today
 - Choose 1 **story** that you love

What makes a story?

Process – step 2

- Your job
 - You **must** – choose a group (3 or 4) and share your stories and why you chose them
 - You **can** – compare your stories (what is the same/what is different)
 - You **could** – figure out what all your group's stories have in common
- Come back together and share
 - What is something important about stories that everyone needs to know?
 - Stories have...

Choosing a story - MUST

I chose the story: _____

I chose this story because: _____

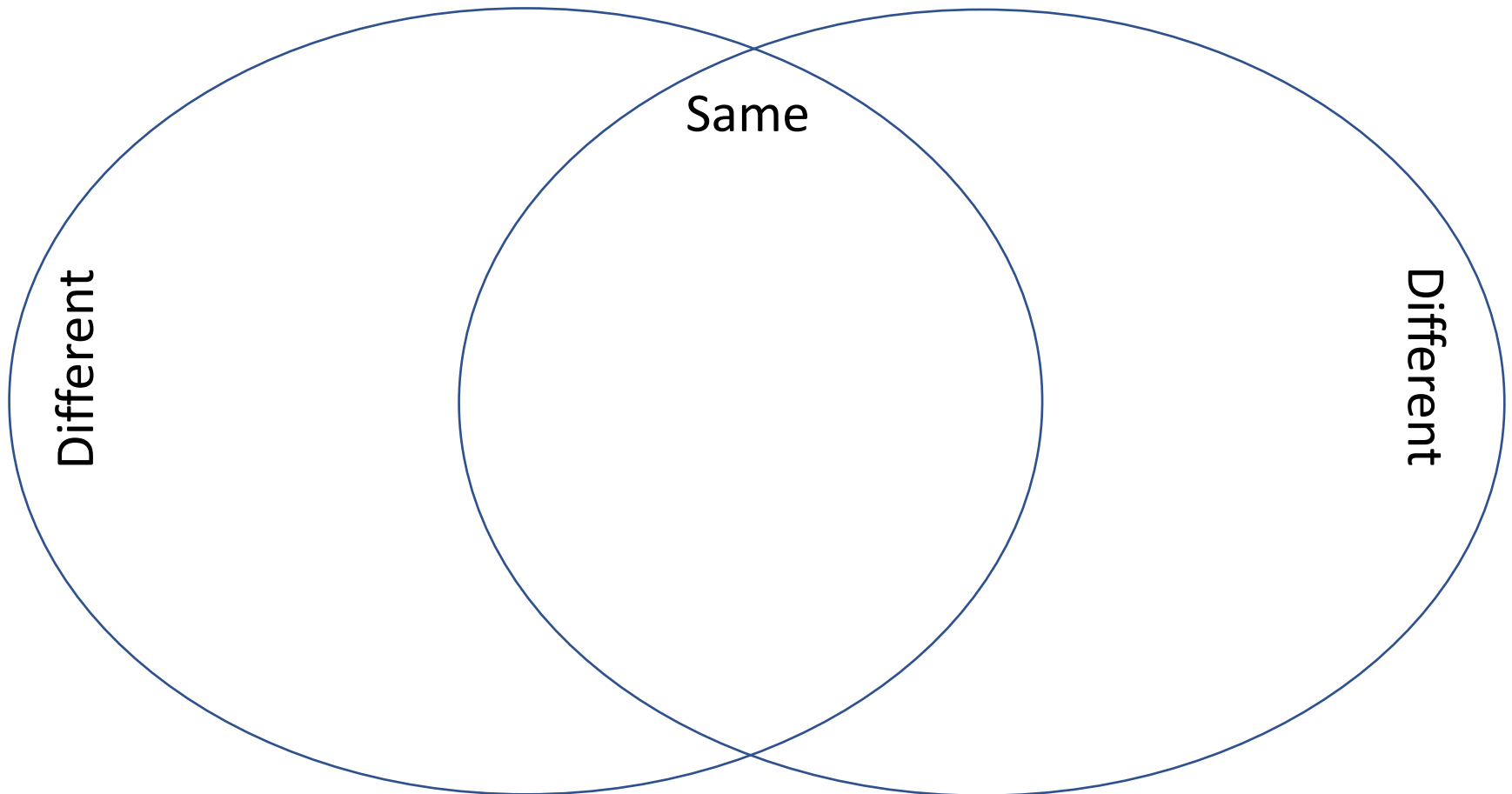
I chose the story: _____

I chose this story because: _____

Comparing our stories- CAN

Story 1:

Story 2:



Comparing our stories - COULD

Story 1:

Story 2:

All our stories have...

Story 3:

Story 4:

What makes a story?

- Transform: What makes a story? A conflict/problem!
 - WAX MUSEUM
 - In your groups
 - Choose a story from
 - Figure out what is the conflict (what happens in the book)
 - Create a group wax statue that tells the story about **what happens**

Course/Subject/Grade(s):		Planning Team:		
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Lesson Study English 8

- Lesson Study
 - Case Study Classroom
 - Plan in the morning/ co teach in the afternoon
 - observation
- Debrief

Class/Community Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

- Talking, great conversation when structured, competition
- Socially motivated, technology, empathy
- They like worksheets (the structure)
- Interests – athletic, academic, movement – like to go to gym when they are done

Classroom Stretches

- Off task talking, inappropriate comments, introvert sometimes get lost, effected emotionally by social structures, can complain, but will adjust when addressed
- Small group is dominate

Teacher: English 8

Class: Ms. G

Decisions/ Supports (Class wide supports)

- structure, movement, stations, active lesson, flexible groupings, graphic organizers, technology, connection with adults, clear plan and routine, leadership opportunity

Target goals (class wide core competencies)

- Communication (stregnth)
- Self awareness & responsibility
- Creative thinking

Individual Concerns

Medical

Abdullah (PTSD)
Hailey (Chronic health)

Language

- Abdullah (1), Morrison (3),
Adrian (ESD)

Learning

- Savannah (Q), **Owen (G)**,
Abdullah, D'Art (Q), LaSenza
(D), Morrison, Tyler (Q),
Melacchy (R),

Socio-Emotional

- Savannah, Hailey, Owen,
Lane, Kaliyah, Shianne, D'Art,
LaSenza, Aiden (P), Nyah,
Melacchy, Patrick

Other – absence/ attendance

- Tyler, Shianne,
Abdullah, Hailey,
LaSenza, D'Art, Raiden

RTI Triangle

Grade/Course/Subject (place)

English 8

Lens 1: Literacy



Students who need
the most support

Tier 3

**LaSenza (D)
Owen (G)**

D'Art (R)

Abdullah

Tier 2

Tyler
Melachhy, Nyah,
Morrison, Patrick, Savannah,
Shianne, Raiden, Luke,
Hailey?

Tier 1

Adrian, Calleigha

Lane, Gilbert, Riley

Eughee, Tosin, Quin, Chris

Aiden,

Students who
need the most
challenge



Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content Goal	I know oral language features and strategies I know elements of visual and graphic texts	
Curricular Competency Goal	I can construct meaningful connections between self, text and world	
Curricular Competency Goal	I can synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Curricular Competency Goal	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

Guiding Unit Question: How can I be active citizen? How can I use oral language to contribute to my community?

Lesson Goal(s): I know what makes a **POWERFUL TED** talk

I know oral language features and strategies

I know elements of visual and graphic texts

Date

Connecting Activity: What is an active citizen (look/sounds), review vocabulary

Supports

Mini Lesson: Model with first 5 minutes of Shelley's ted talk

Processing Tasks

				
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a Ted Talk What does the speaker look like/sound like	What is the speakers message? What does it feel like?	Choose a differnt Ted talk - Same process	Respond to the ted talk with a connection, a question or an opinion	Give feedback to the speaker on how to improve
Access	All	Most	Few	Challenge

- Proximity to Nicky, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

Transforming & Personalizing Activity: Exit slip – If you were going to make a **POWERFUL Ted Talk**, what are something you would do? What would be a topic you would talk about?

Lesson

How can I be an active citizen?

How can I use a TED Talk
to be an active citizen and
contribute to my community?

- **active citizen**
- **TED Talk**
- **contribute**
- **community**

What do you think we
are going to learn
about today?

Goals:

- I know oral language features and strategies
- I know elements of visual and graphic texts

TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Under the Table 				
(Paste QR code here)				

Supports

- Group work
- iPads
- QR codes
- Subtitles/translations
- Someone can be the recorder
- Someone can be a drawer

What makes a POWERFUL TED talk?

Start here!

Go as far as you can

First

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

Then

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

Next

- check in with Ms. Guyot or Ms. Moore
- analyze another QR code

Next

- make a connection, question or opinion about the Ted Talk

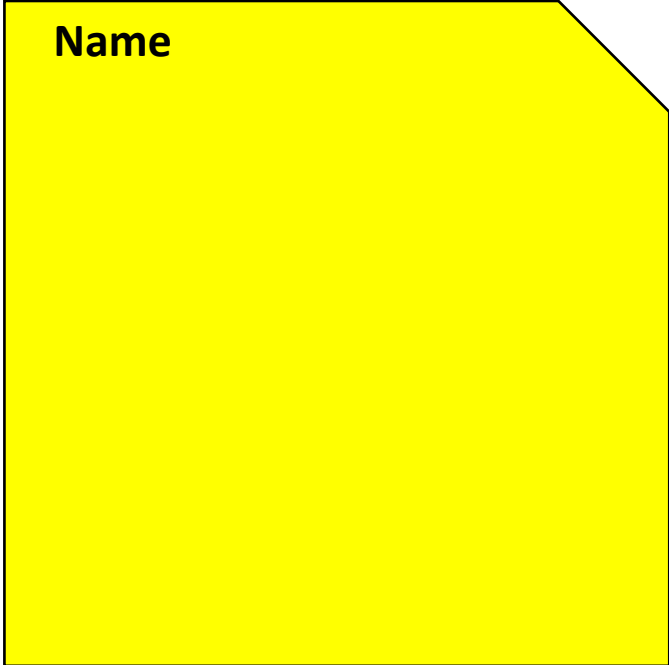
Then

- offer some feedback to make the TED talk better

Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?

Name



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?

Thinking Back, Looking Forward

- One useful thing
- One thing you want to try
- One first step
- One goal moving forward