

SHELLEY MOORE



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www.fivemooreminutes.com

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You're job today

- Who are we teaching and what is their range? (the pilots)
 - Choose a class (lens)
 - Build an RTI triangle or a class profile for this class
- What is the curriculum that we teaching? (the plane)
 - Choose a unit that you could focus on
 - What is your big idea?
 - What is your content goal(s)?
 - What are your curricular competencies?
 - What could be a core competency to target?

Thinking back...

- ▣ What do you remember from last time?
- ▣ What is something you tried?
- ▣ What did you notice?
- ▣ What questions have come up?

How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

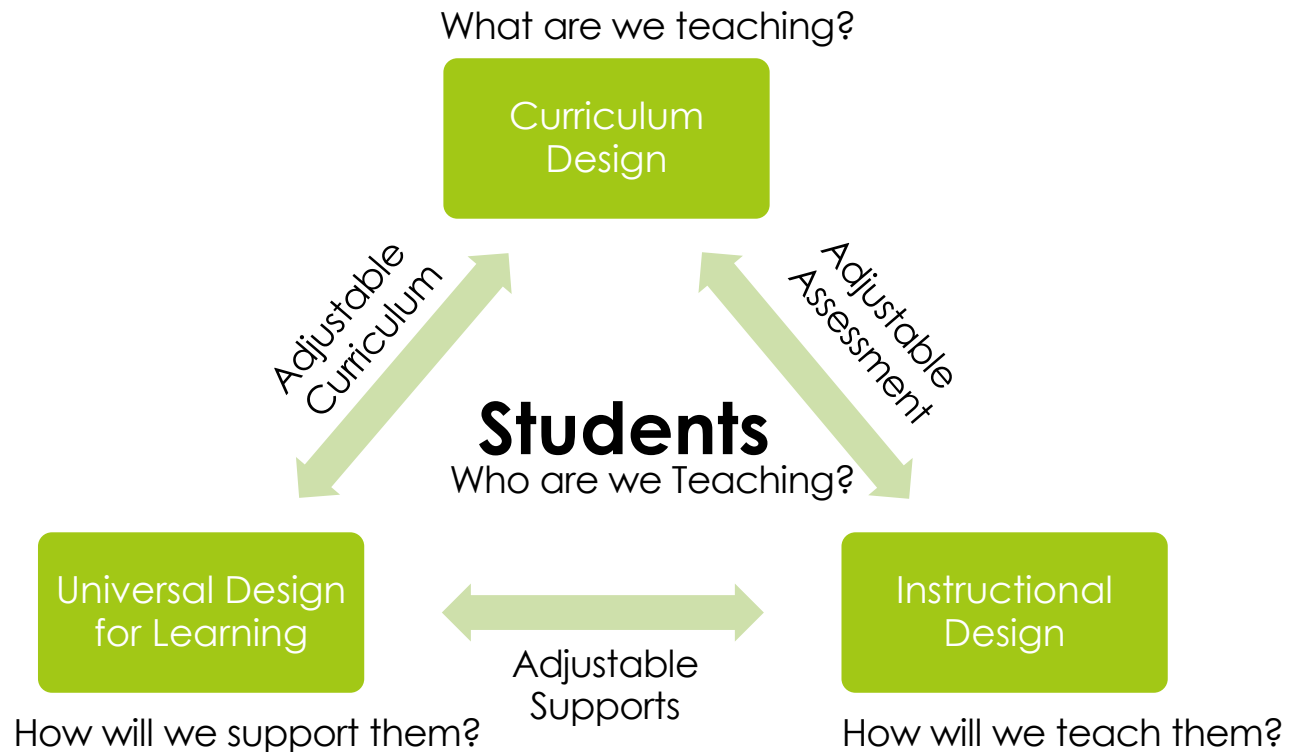
□ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

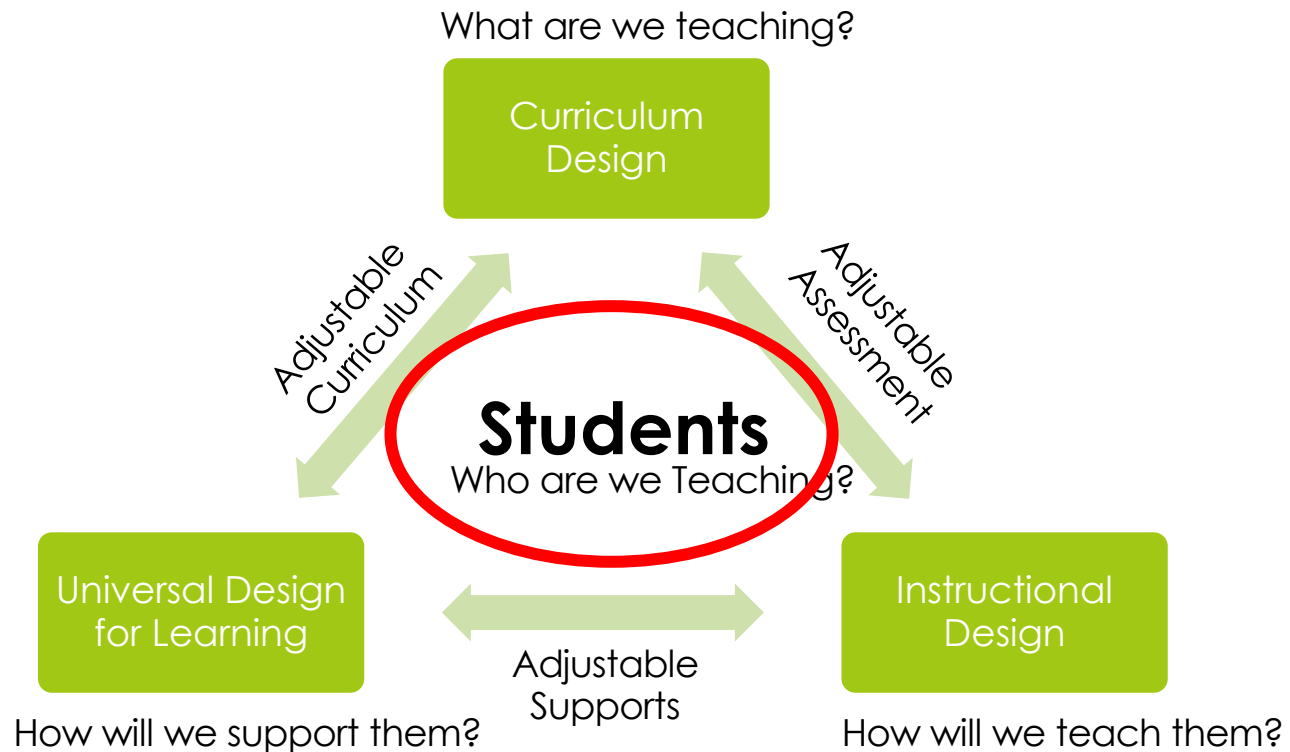
□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum

Educational Architects: Designing with Equity in Mind



Educational Architects: Designing with Equity in Mind



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

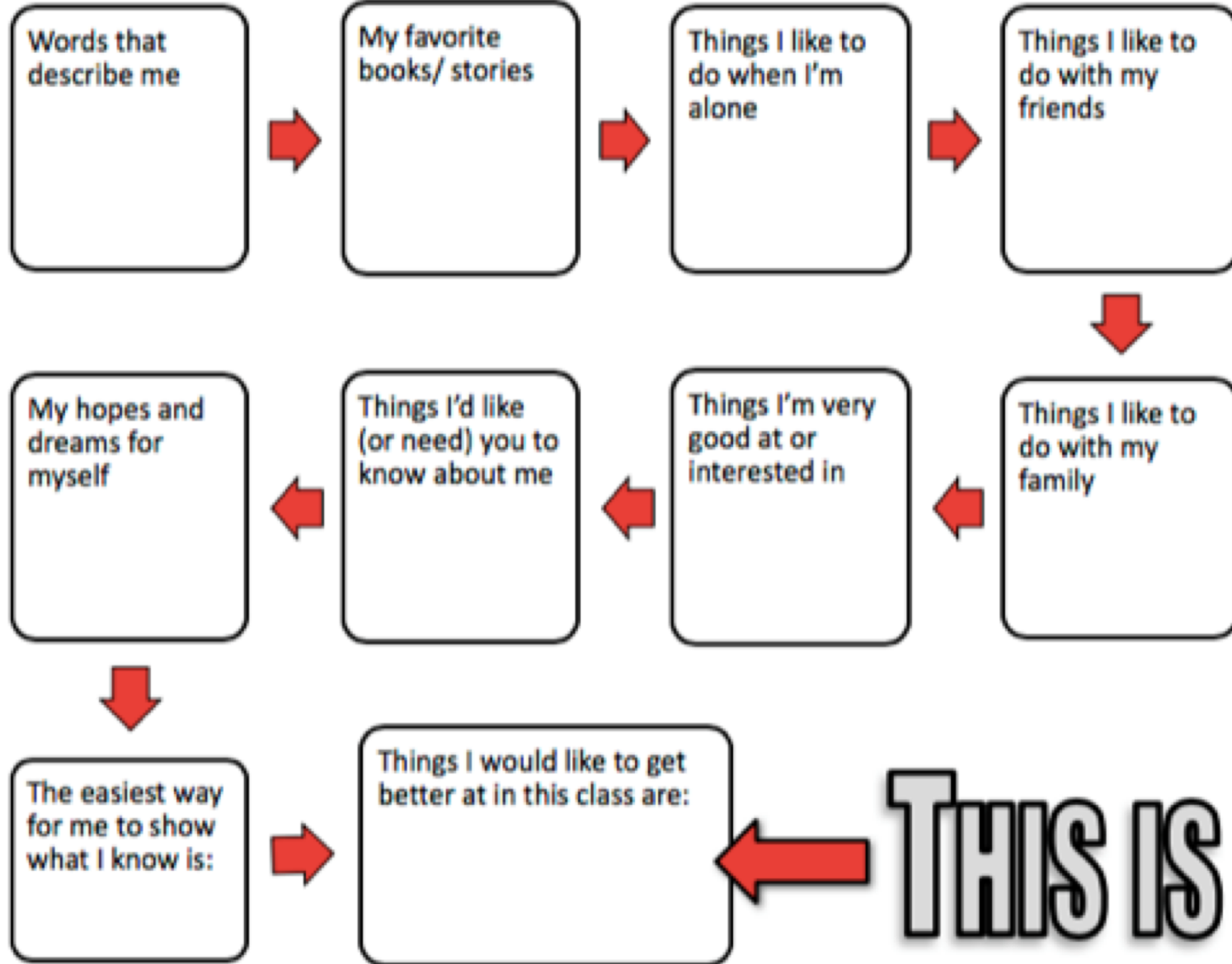
Learning

Socio-Emotional

Other

Who Am I? Profile

Name: _____



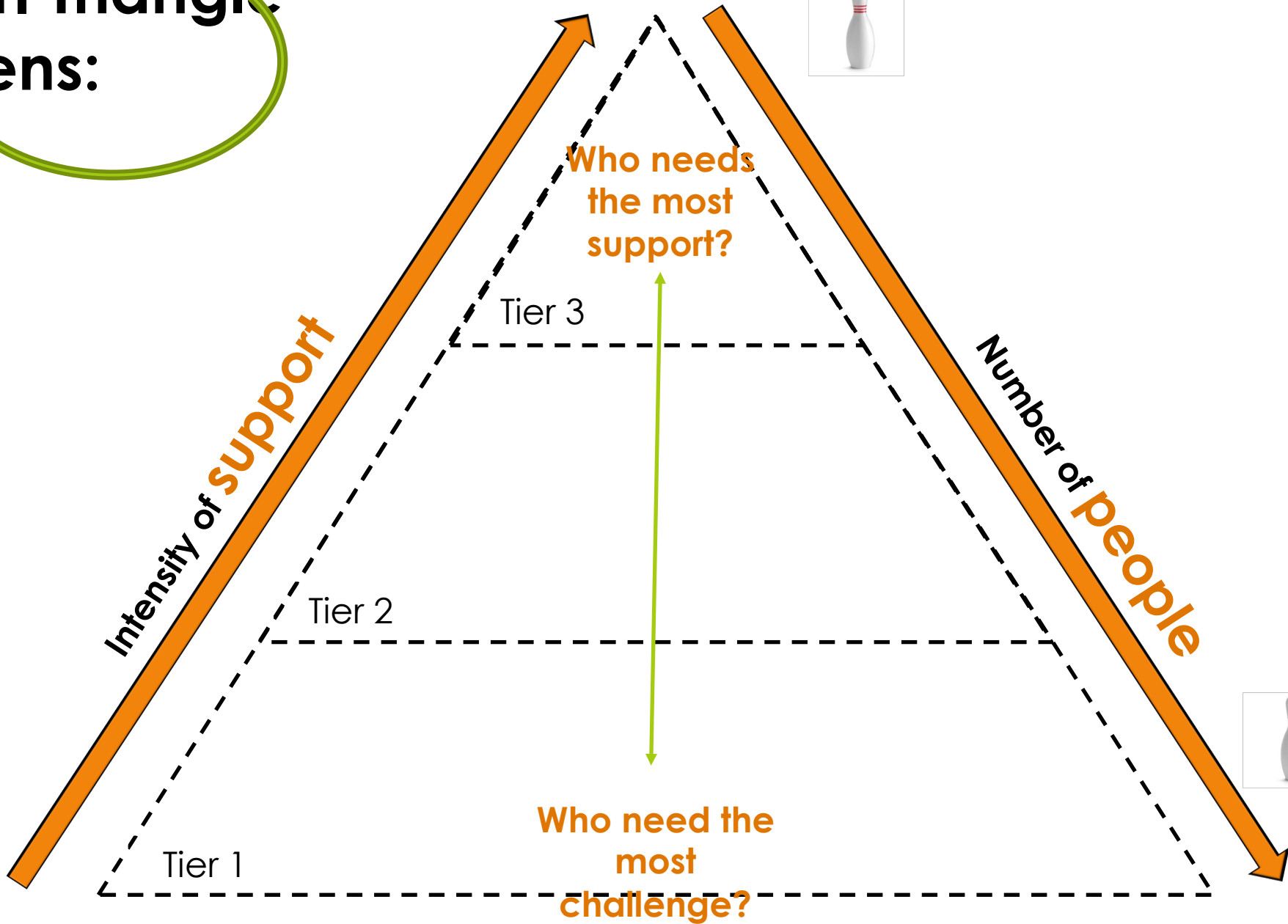
Who are our pilots?
What do they bring?

**WHO
are we?**

instruction

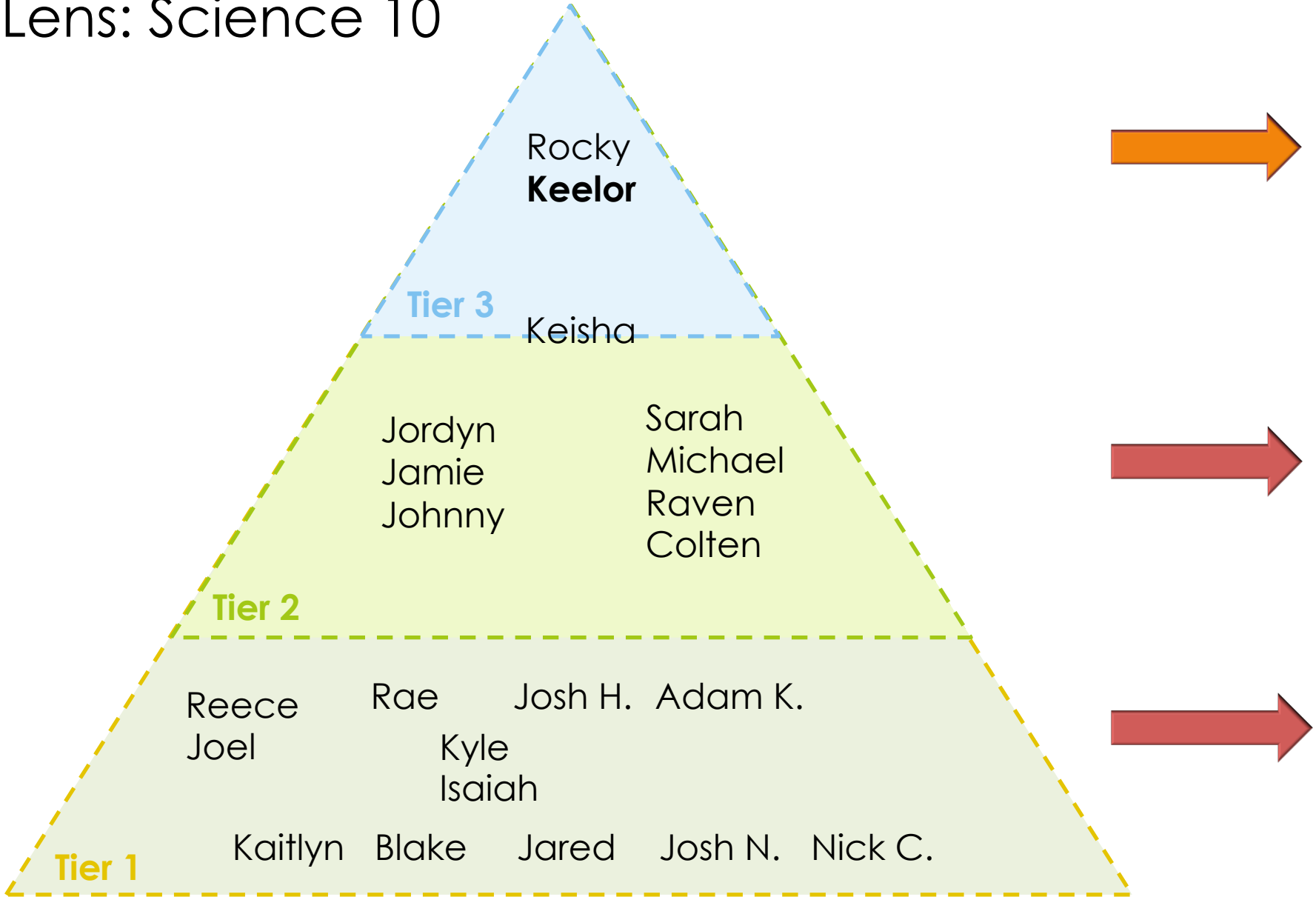
Response to Intervention

RTI Triangle Lens:



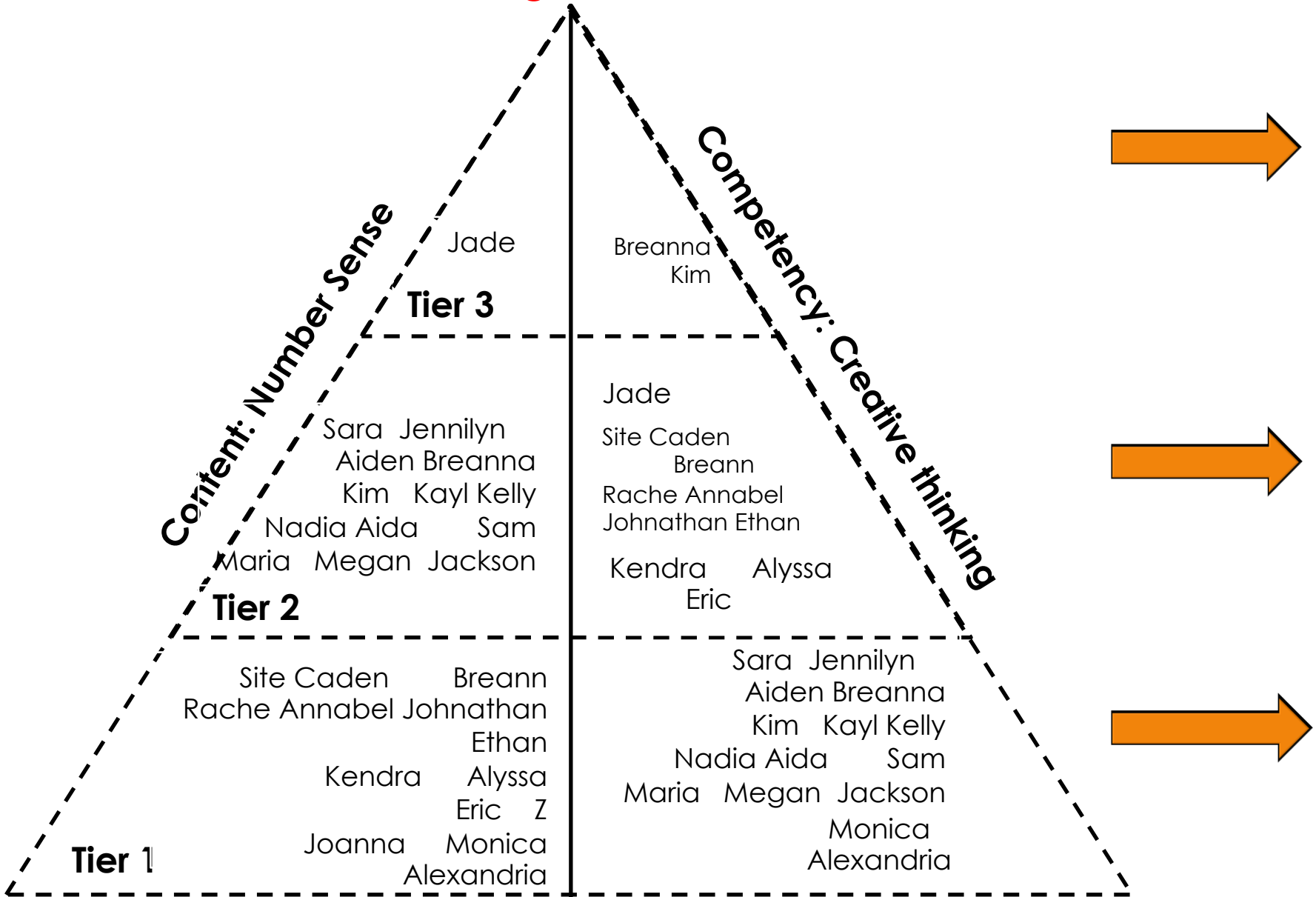
RTI Triangle

Lens: Science 10



RTI Triangle: Kindergarten

Lens: **Math/Creative thinking**



RTI Triangle

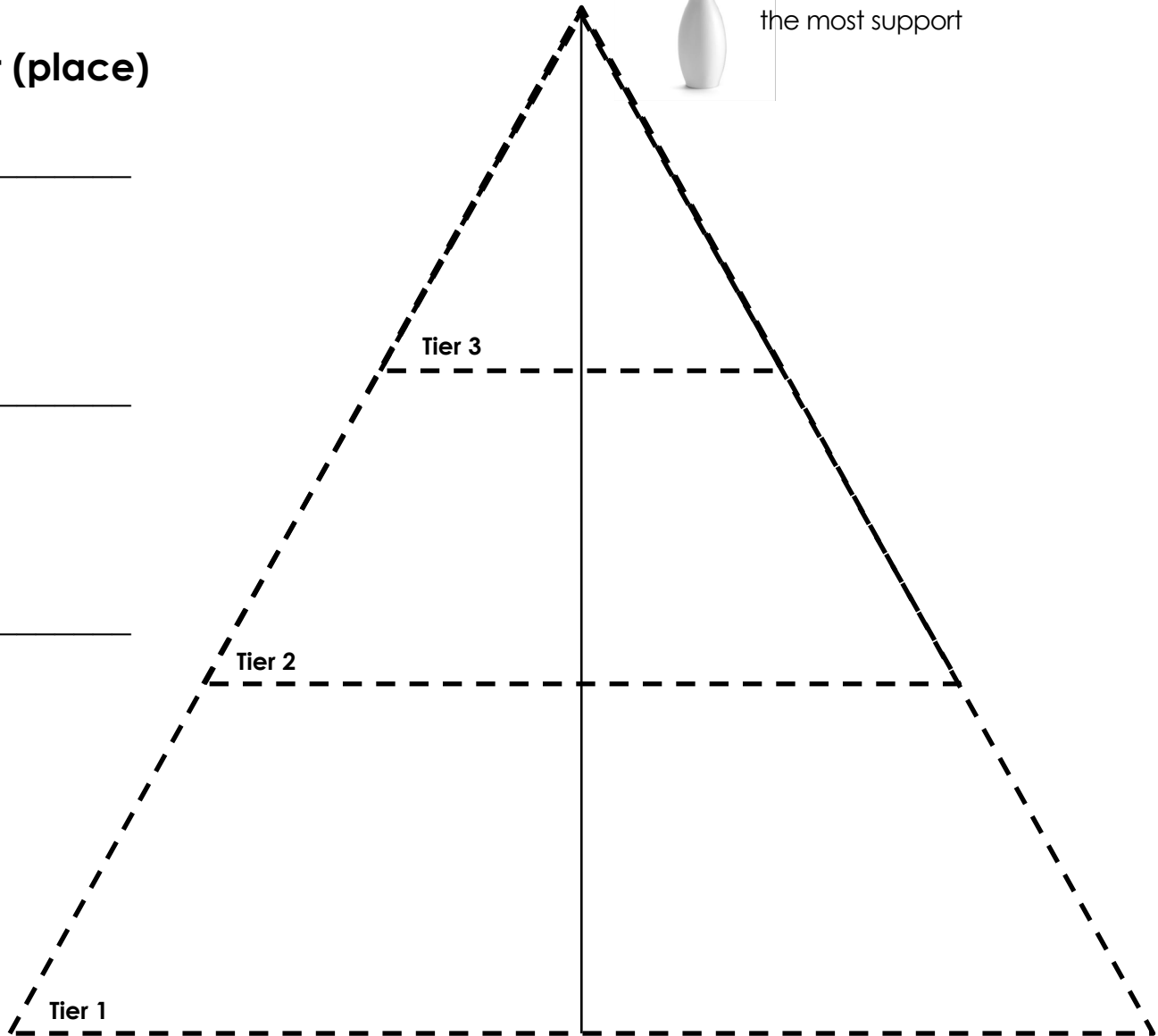
Grade/Course/Subject (place)

Lens 1:

Lens 2:



Students who need the most support



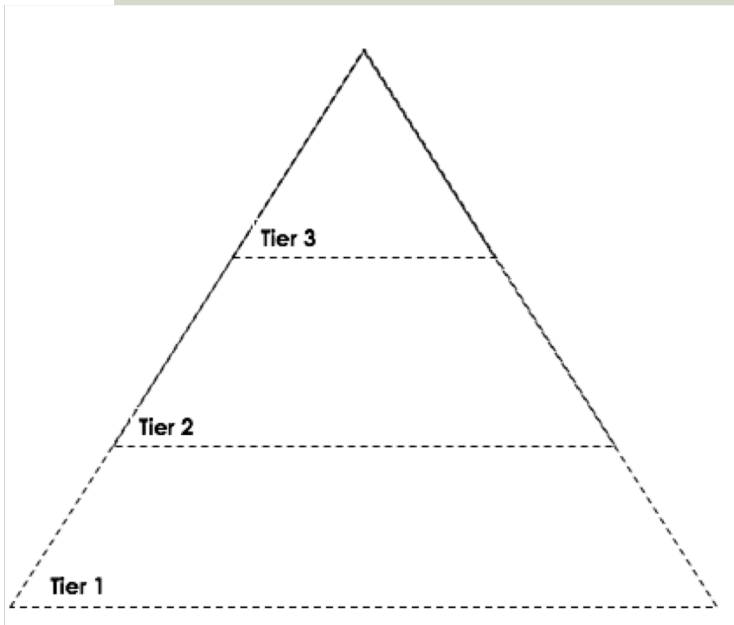
Students who need the most challenge



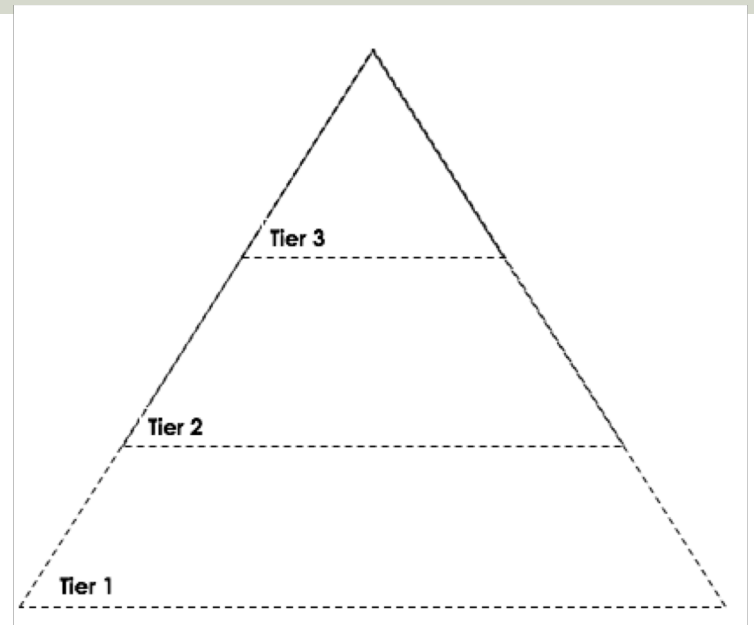
Tier 1

Curricular

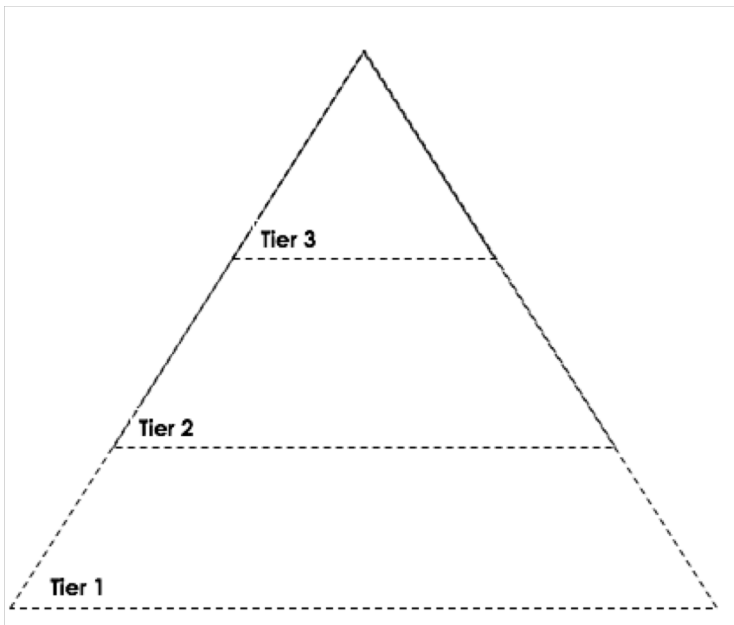
Competency



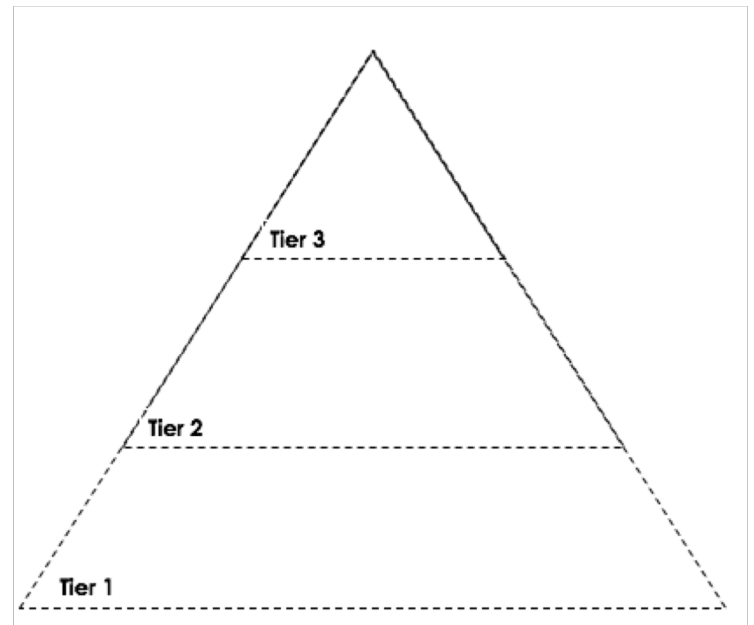
Literacy



Numeracy



Behaviour



Social Emotional

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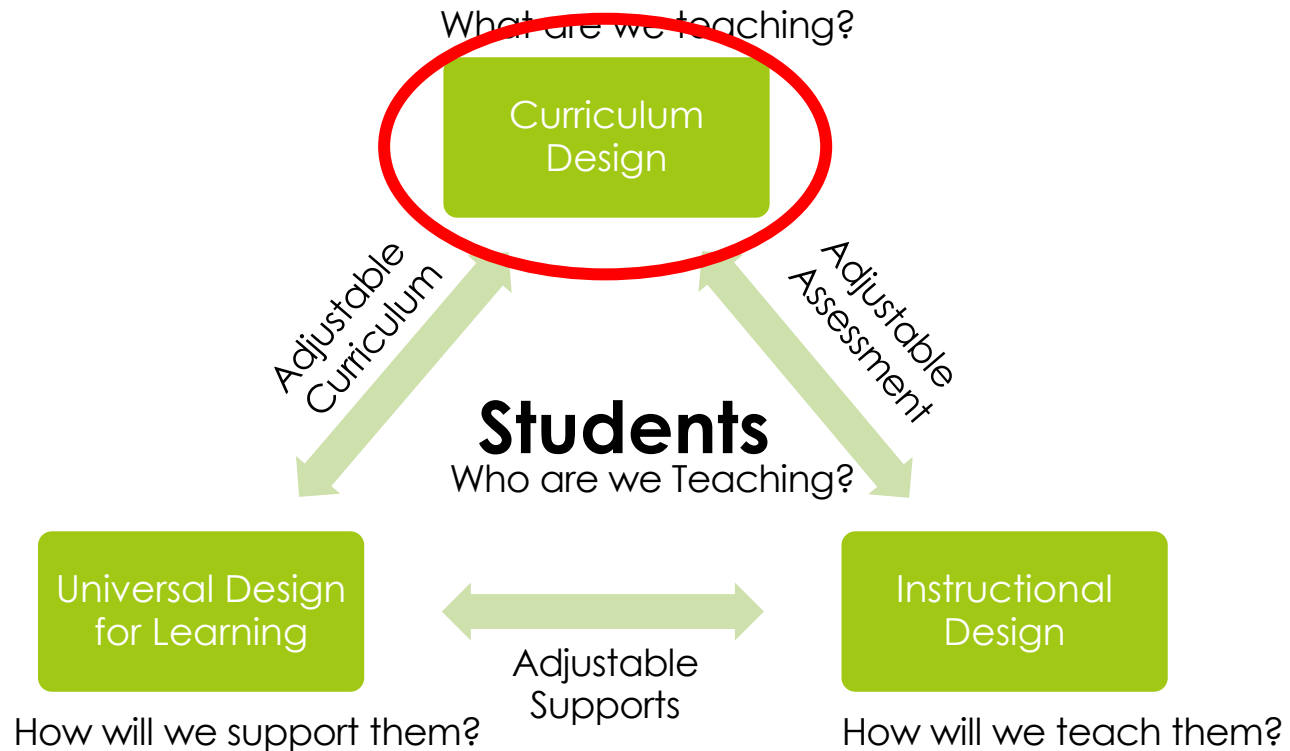
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Educational Architects: Designing with Equity in Mind

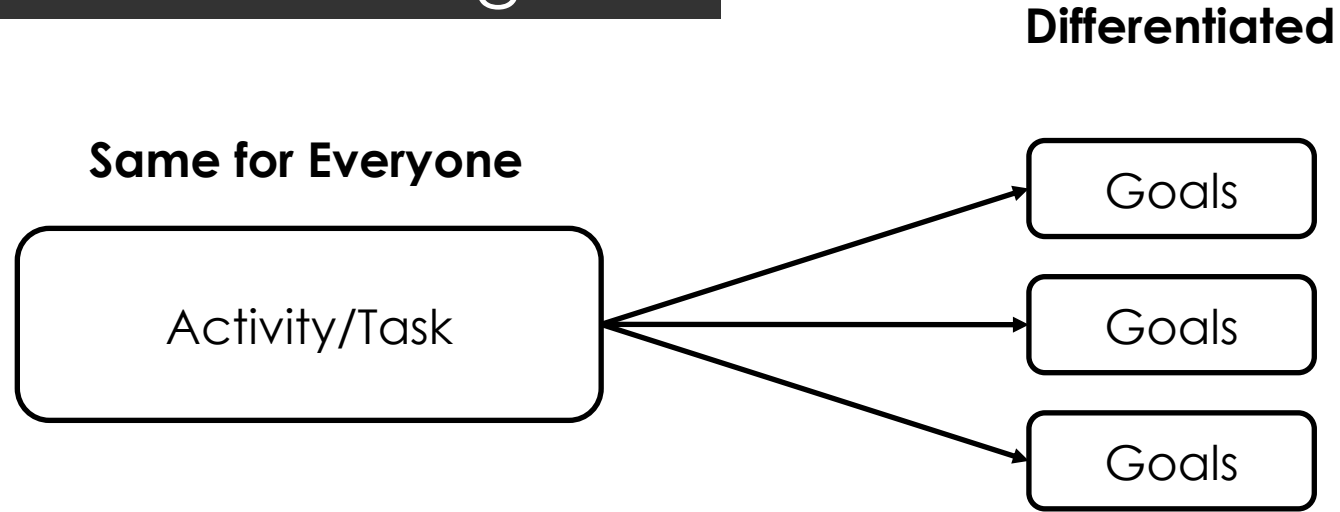


Teaching (and Learning) to **Goals**, not activities

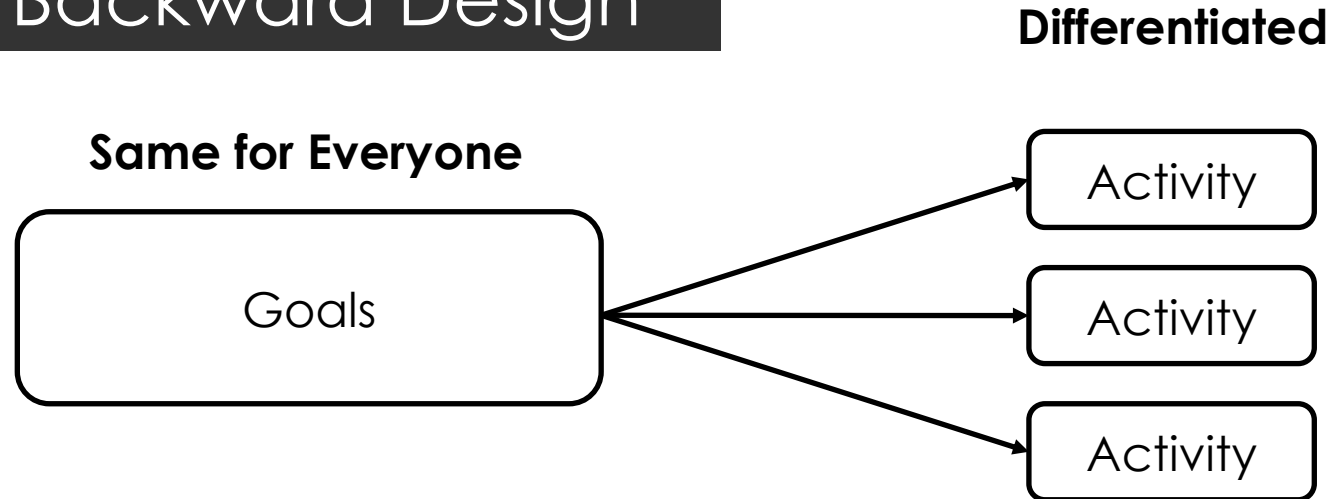
The most dangerous phrase in the language is "we've always done it this way."



Forward Design



Backward Design



The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests decide what kids need to understand)

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

The Curricular Plane

Grade:	Subject Area:	Planning Team:
Big Idea		Unit Guiding question:
Content Goal	I know...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 6/7	Subject Area(s): English	Planning Team: Grand Forks
Big Idea: Developing our understanding of how language works allows us to <u>use it purposefully</u>		Unit Guiding Question(s): What is language? How do we use language purposefully to communicate information about flooding in the Grand Forks and surrounding areas?
Content Goal	I know techniques of persuasion I know presentation techniques	
Curricular Competency Goal	I can access information and ideas for <u>diverse purposes</u> and from a <u>variety of sources</u> and evaluate their <u>relevance</u> , <u>accuracy</u> , and <u>reliability</u>	
Curricular Competency Goal	I can respond to <u>text</u> in <u>personal, creative, and critical ways</u>	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>	
Curricular Competency Goal	I can assess and <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u> , and message	
Core Competency Goal	I can be socially responsible by contributing to community and caring for the environment	

Grade: Grade 10	Subject Area: Science	Planning Team: Carihi Secondary
Big Idea: Chemical processes require energy change as atoms rearrange		Unit Guiding question: What is an atom? How and why to they rearrange?
Content Goal 1:	I know that energy changes during chemical reactions	
Content Goal 2:	I know the practical applications and implications of chemical processes, including First Peoples perspectives	
Curricular Competency Goal: I can plan and construct by:	Assessing risk and addressing ethical, cultural, and/or environmental issues associated with their proposed methods and those of others	
Curricular Competency Goal: I can process and analyze data and information by:	Applying First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	Considering social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	Formulating physical or mental theoretical models to describe a phenomenon	
Core Competency Goal: Communication	I can become a communicator by...	

Miserable

Two-toed

Lizard



BIG IDEA

Context

(Teacher & Student interests decide what kids need to understand)

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do)

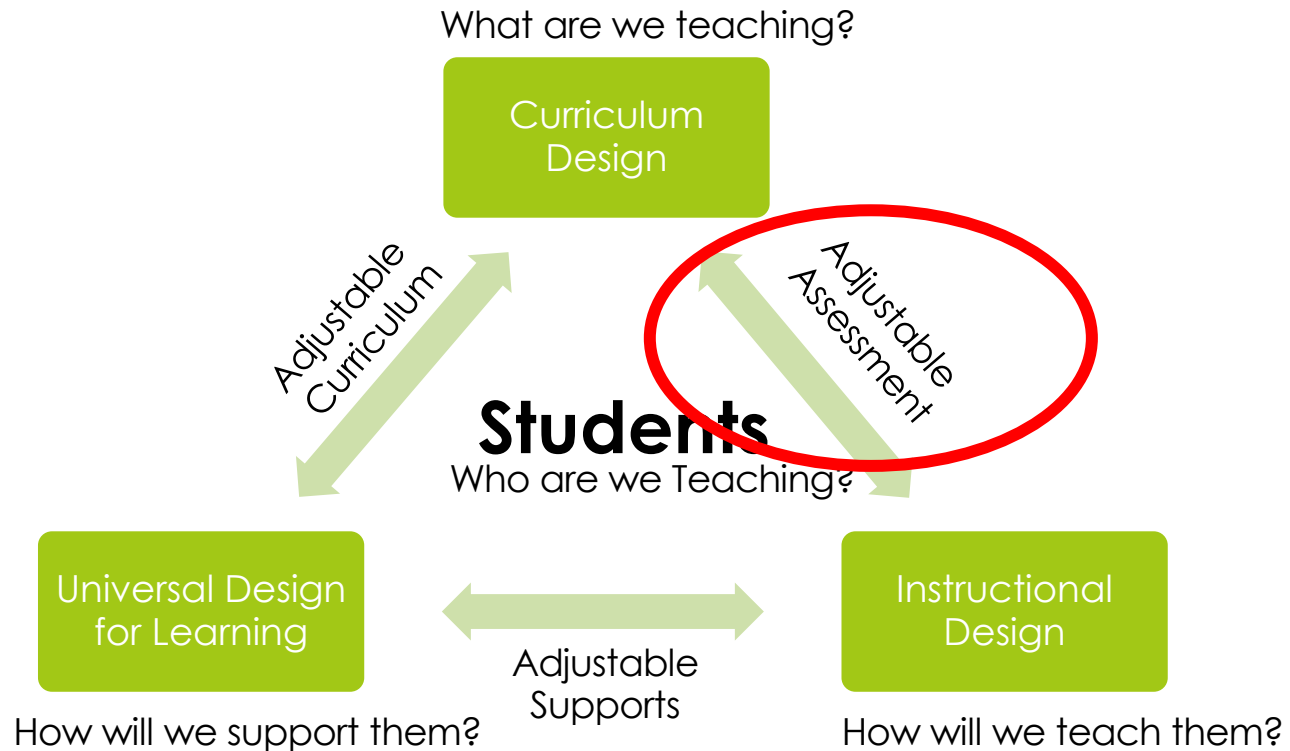
Core Competencies

Responsive
(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

Educational Architects: Designing with Equity in Mind



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Curricular Competency Goal	I can...	
Curricular Competency Goal	I can...	
Core Competency Goal	I can become...	

Course/Subject/Grade(s): English Studies 12

Unit Big Idea: The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Guiding Unit Questions: **How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?**

Goals

Content:

I know reading strategies

I know elements of style

Curricular Competencies

I can construct meaningful personal connections between self, text, and world

I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts

I can express and support an opinion with evidence

I can use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**

I can assess and **refine texts to improve their clarity, effectiveness, and impact**

One point rubric

Name:		Date:
Unit Guiding question: How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?		
Where I need support	I can do this!	Where I need some challenge
	I know reading strategies I know elements of style I can construct meaningful personal connections between self, text, and world I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts I can express and support an opinion with evidence I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences I can assess and refine texts to improve their clarity, effectiveness, and impact	

One point rubric

Name:		Date:	
Unit Guiding question: How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?			
Some things to pay attention to... (support)	The goals	Some next steps... (challenge)	
	I know reading strategies		
	I know elements of style		
	I can construct meaningful personal connections between self, text, and world		
	I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts		
	I can express and support an opinion with evidence		
	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences		
	I can assess and refine texts to improve their clarity, effectiveness, and impact		

One point rubric

Name:

Date:

Unit Guiding Question(s):

My Goals for this Unit

Evidence of my Learning

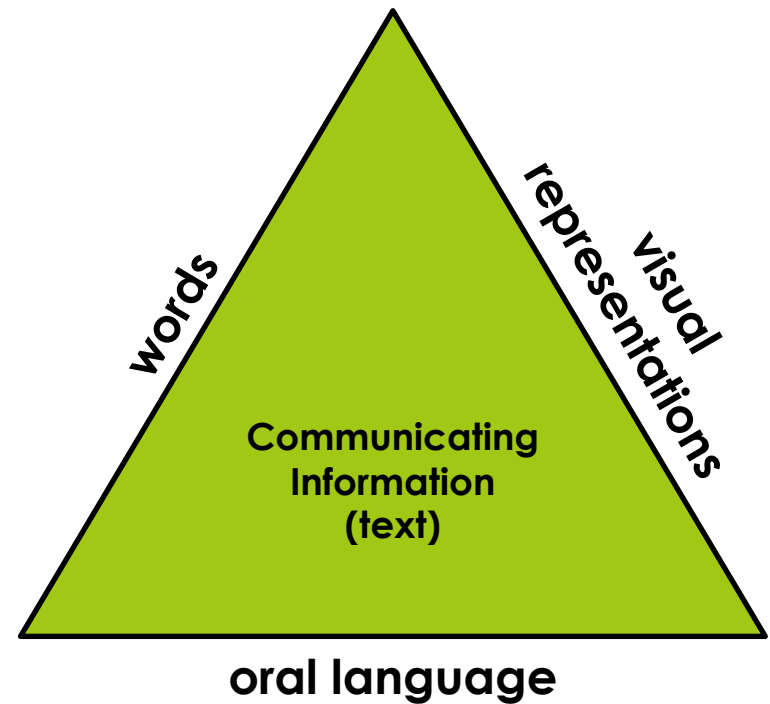
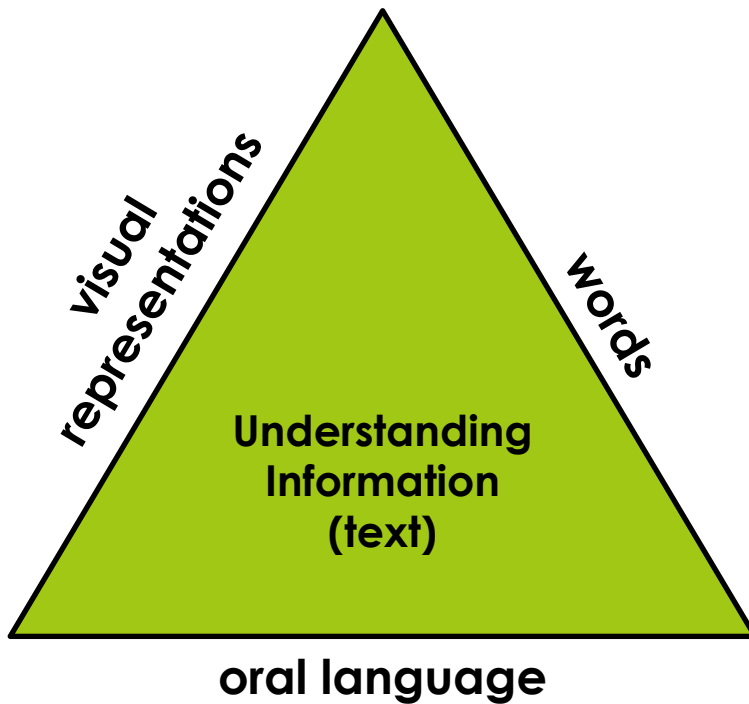
What is my next step?

Name:	Date:
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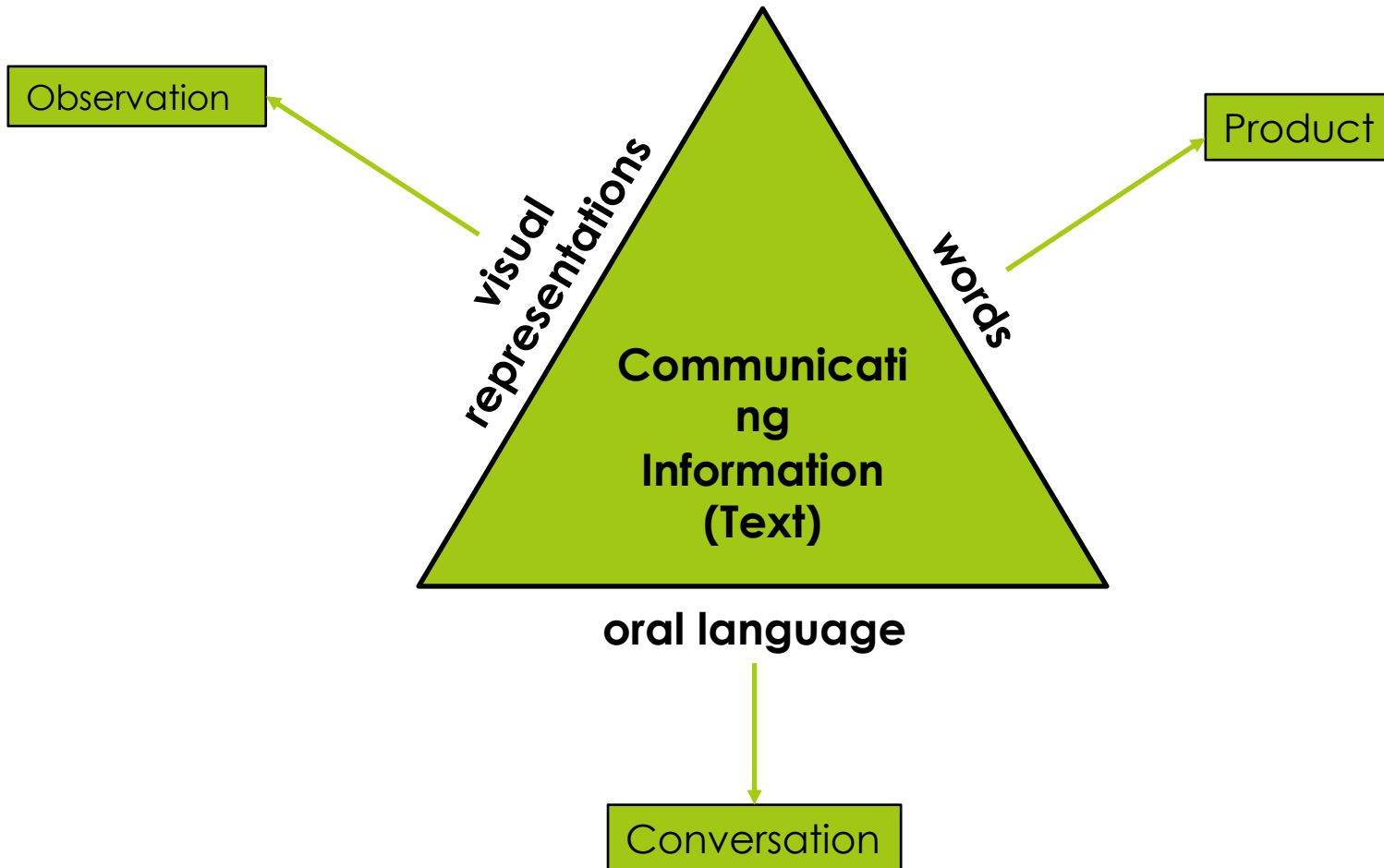
Unit Guiding question:
 How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?

Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Activities/ tasks	written	oral	visual		
I know elements of story						
I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community						
I can plan and create a variety of <i>communication forms</i> for different purposes and audiences						
<i>I can design by sharing and explaining my ideas</i>						

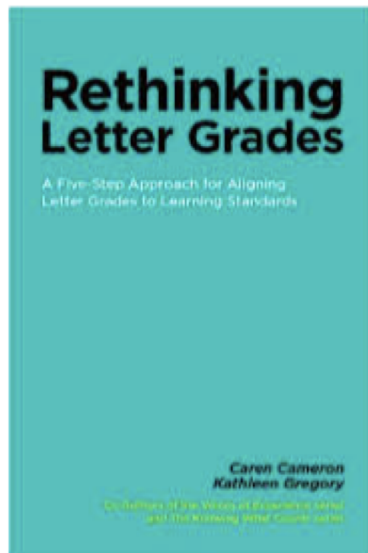
Teaching & Assessing



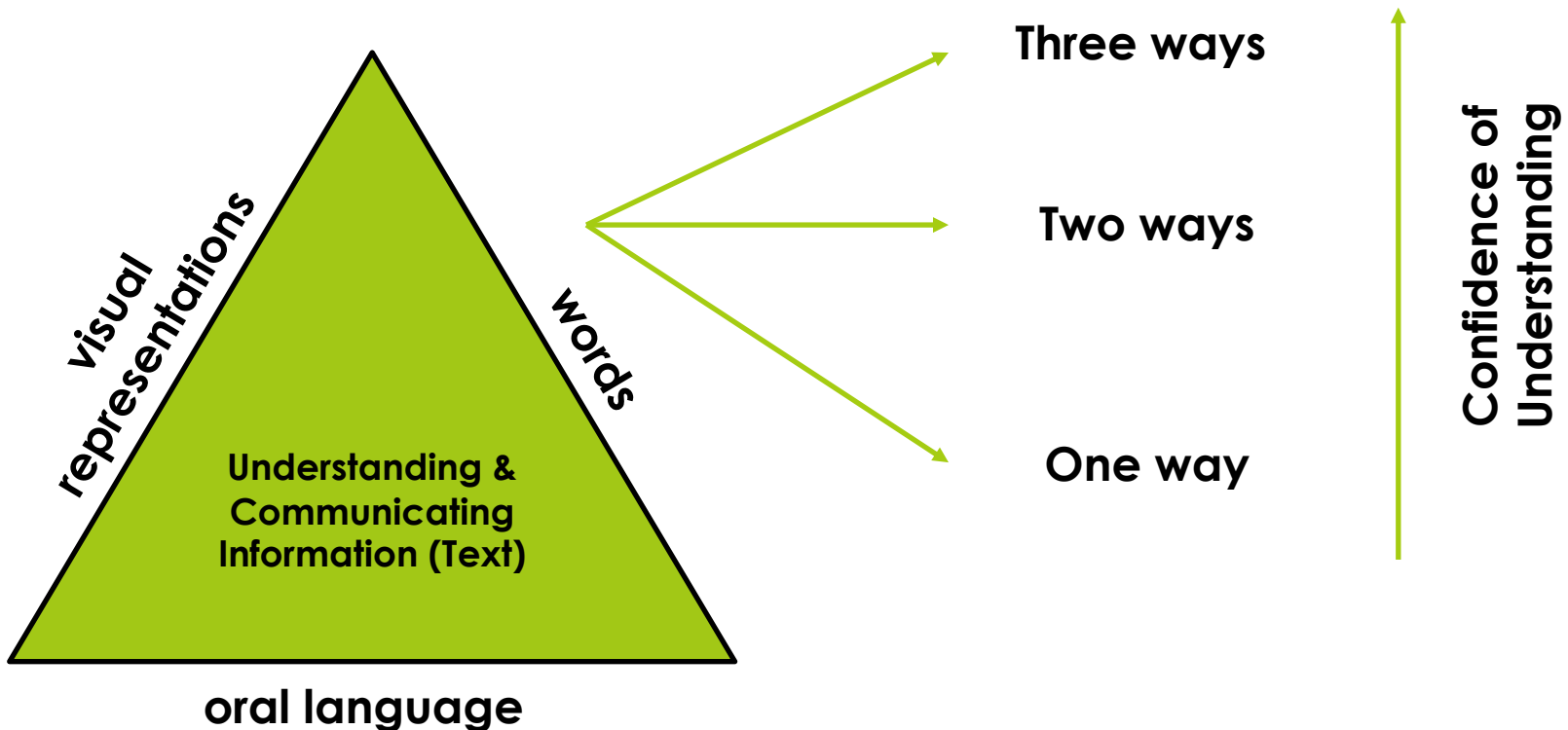
1. How do students show what they know?



Rethinking Letter Grades



1. How do student show what they know?



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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.

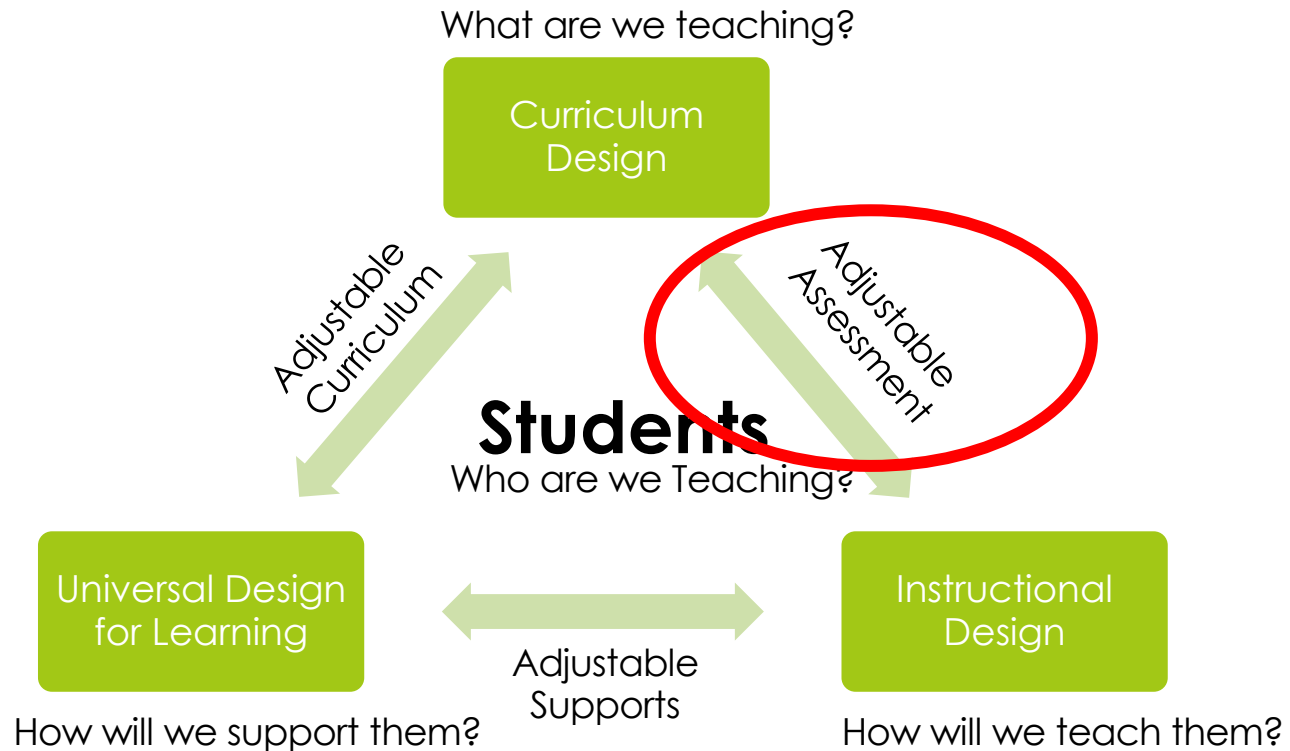
Traditional Grade Book

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

Name	Standard 1: Use parenthesis, 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

Educational Architects: Designing with Equity in Mind



Learning Maps

- ▣ Adjustable curriculum
- ▣ More than one “standard” designed for the average
- ▣ Multiple exit points
- ▣ Multiple achievement measures
- ▣ Start from access, add on challenge
- ▣ Different from a rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubric



One point rubric

	Standard
goal	

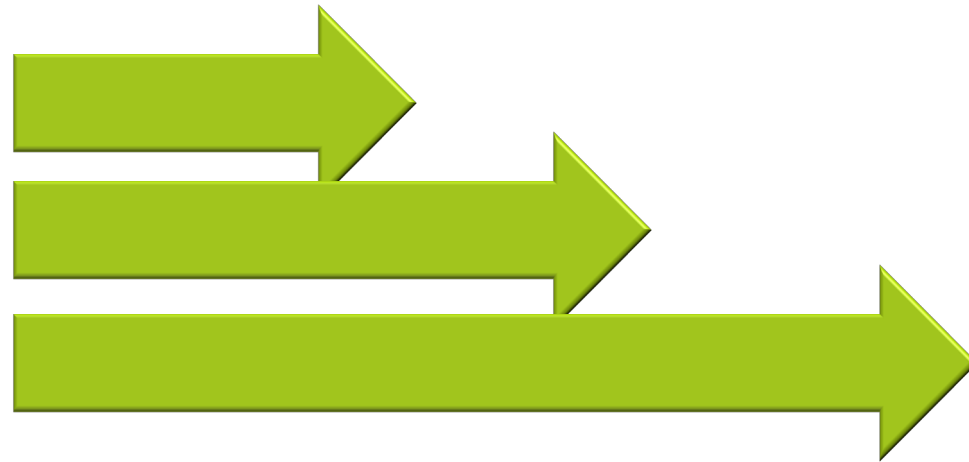


One point rubric



Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			



Learning Map






Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			

It's the journey, not the destination



Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Extension
Content:					
Curricular Competencies					
 Prior knowledge		 Grade Level Curriculum			 Challenge

Inclusion and BCs Renewed Curriculum

- ▣ What is inclusion?
- ▣ What questions do you have about inclusion?
- ▣ What do you know about the renewed curriculum?
- ▣ How is it different?
- ▣ How is the renewed curriculum connected to inclusion?

Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

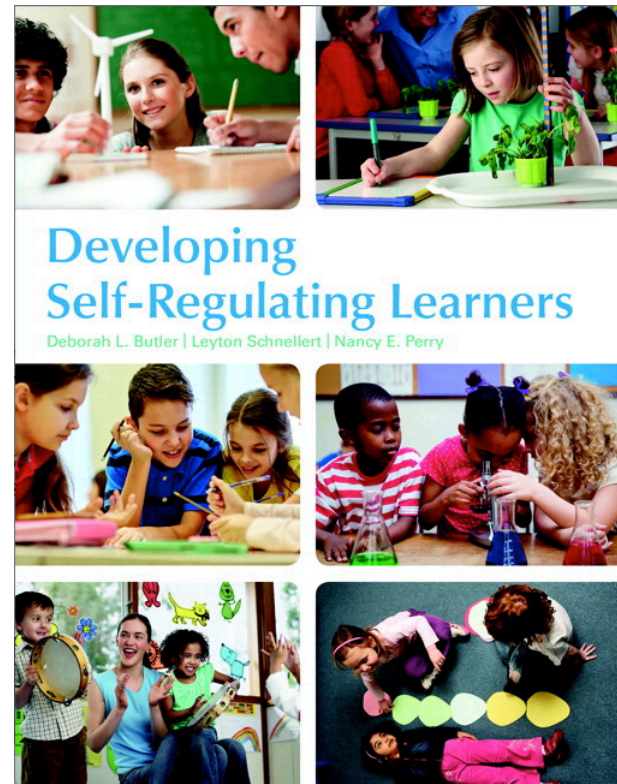
■ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who & what can support you?
- ▣ What can you bring back to share next time?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

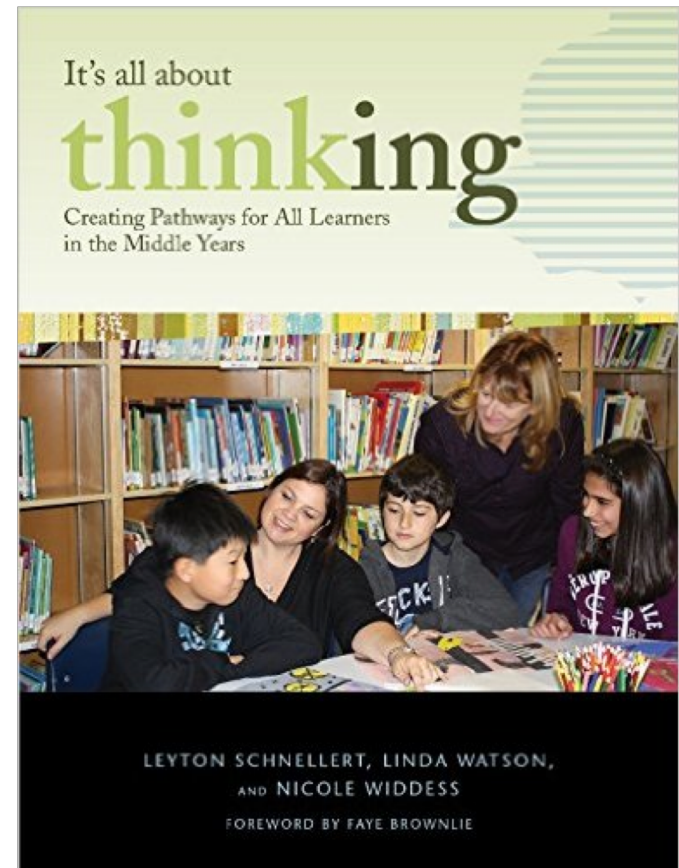


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

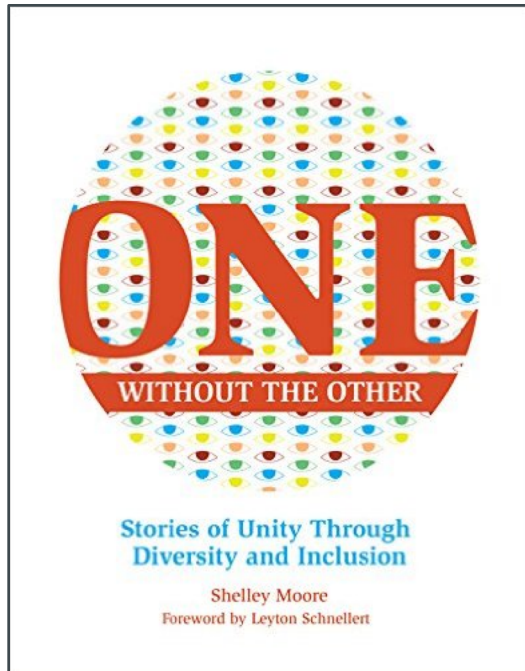
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

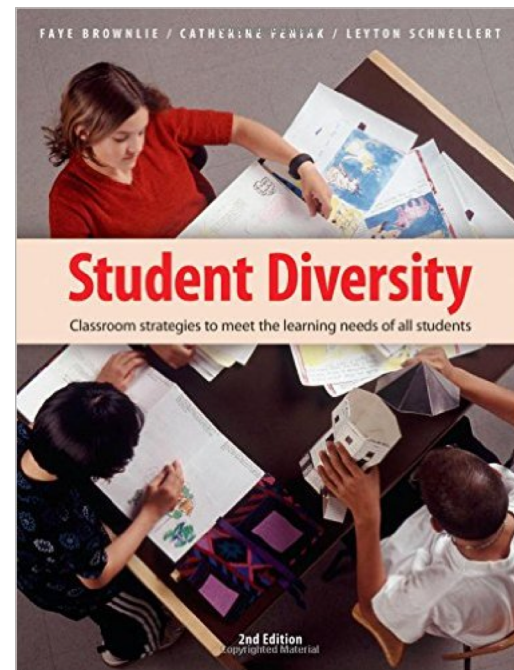
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*.
Pembroke.



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.



New Edition this Fall!!!

www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. Below the header is a dark navigation bar with links for 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is expanded, showing sub-links for 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column has a 'Conferences' section with links to 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column features an 'about.me' profile for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. Below the icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'. An 'Edit' link is visible at the bottom of the main content area.



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