

# SHELLEY MOORE



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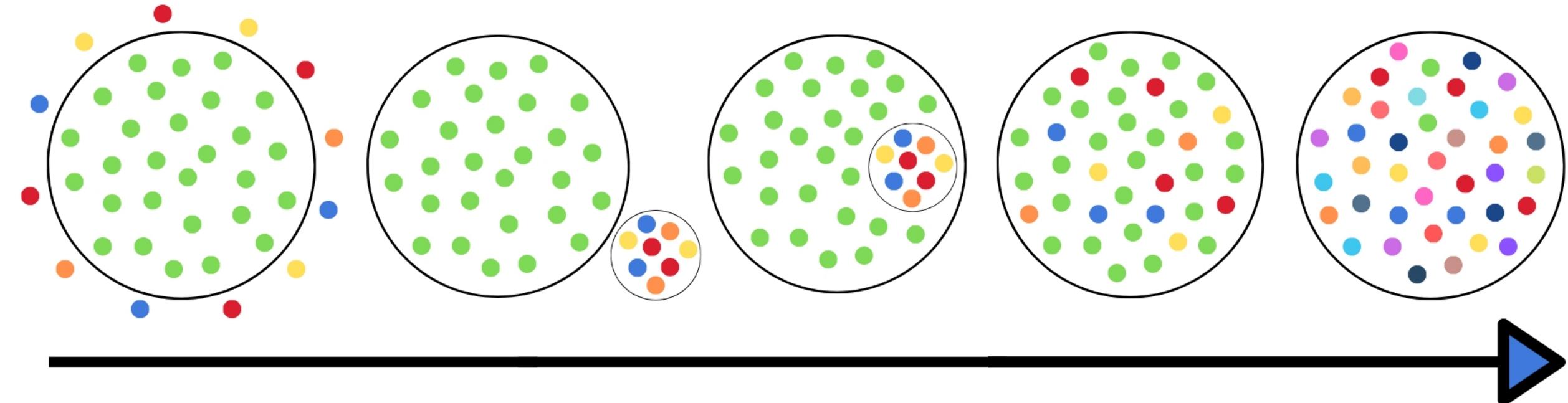


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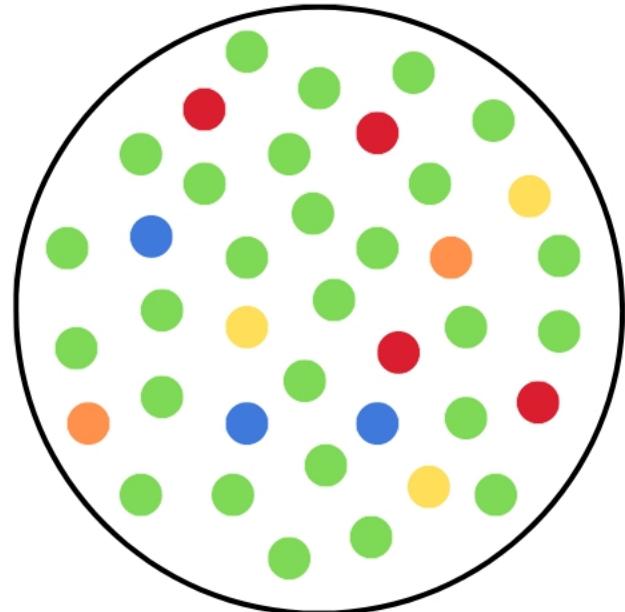


# WHAT IS INCLUSION?



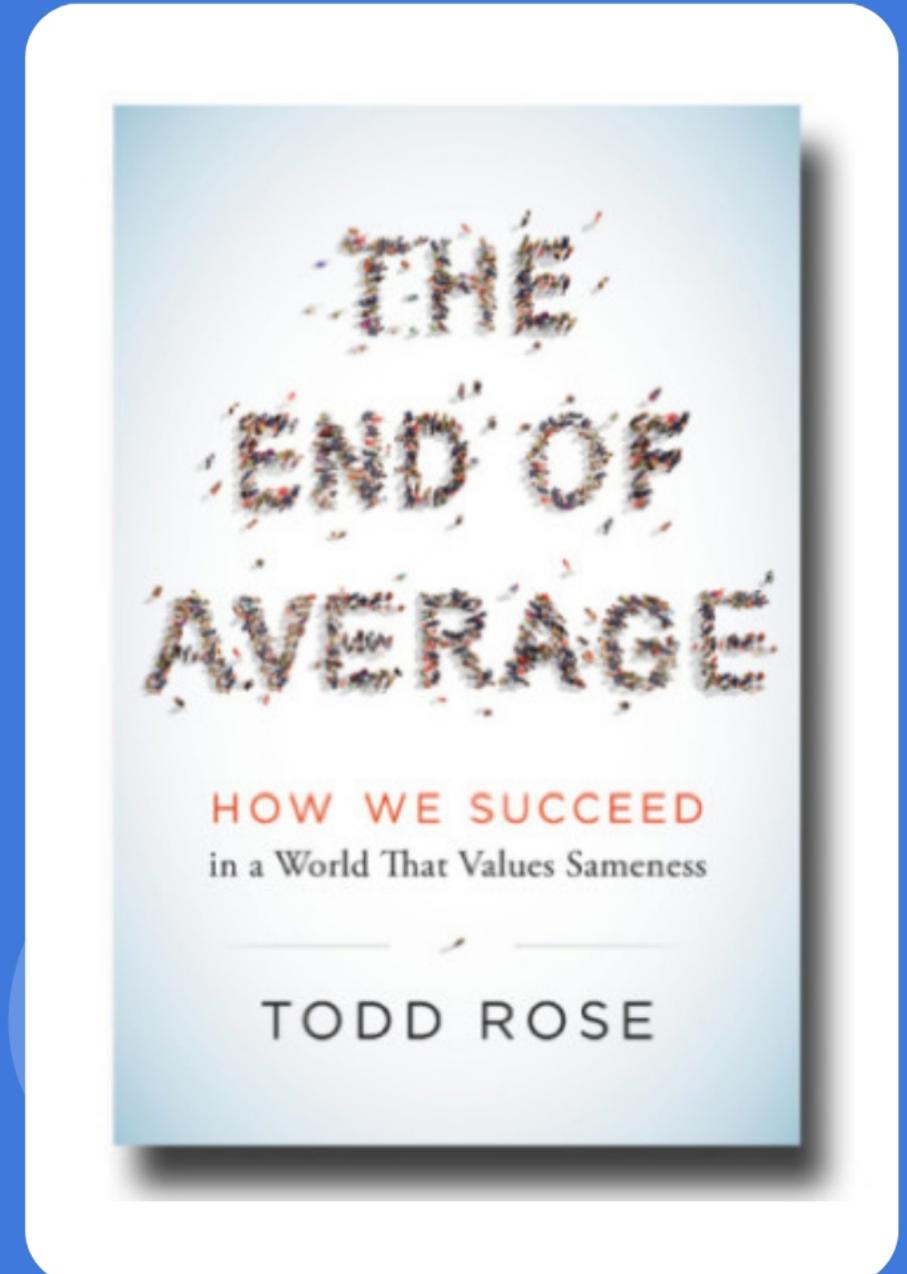
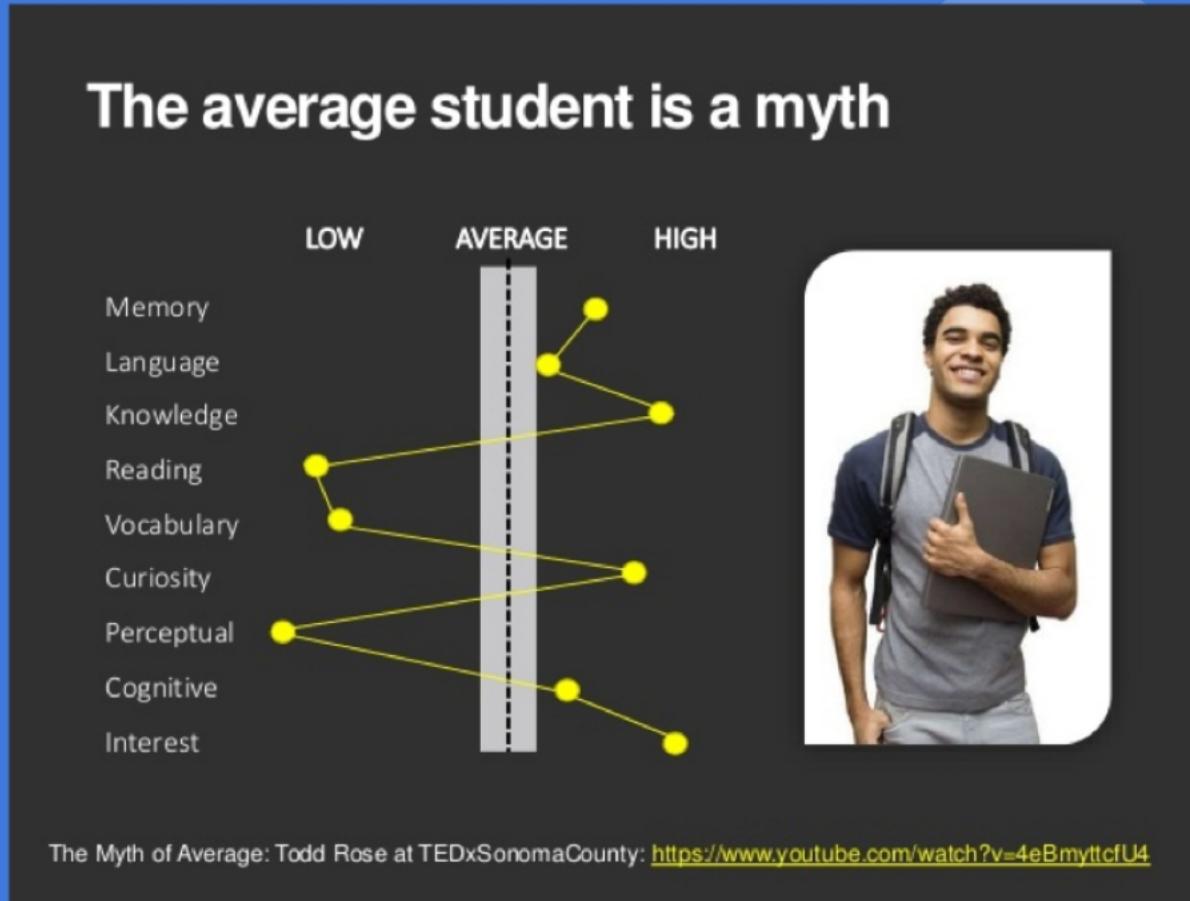
Where are you on this continuum? What's the next step?

# 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

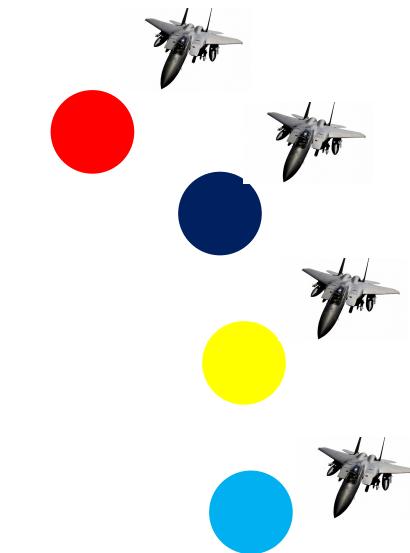
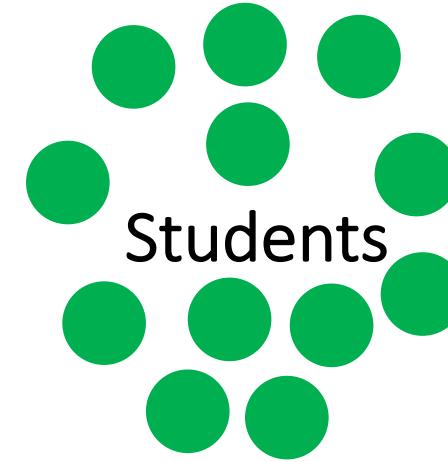
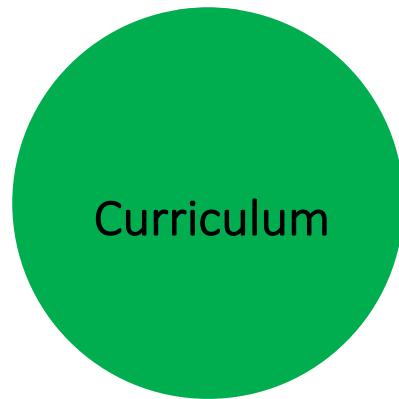
**Efficiency:** Building one standardized curriculum for ALL students

# 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



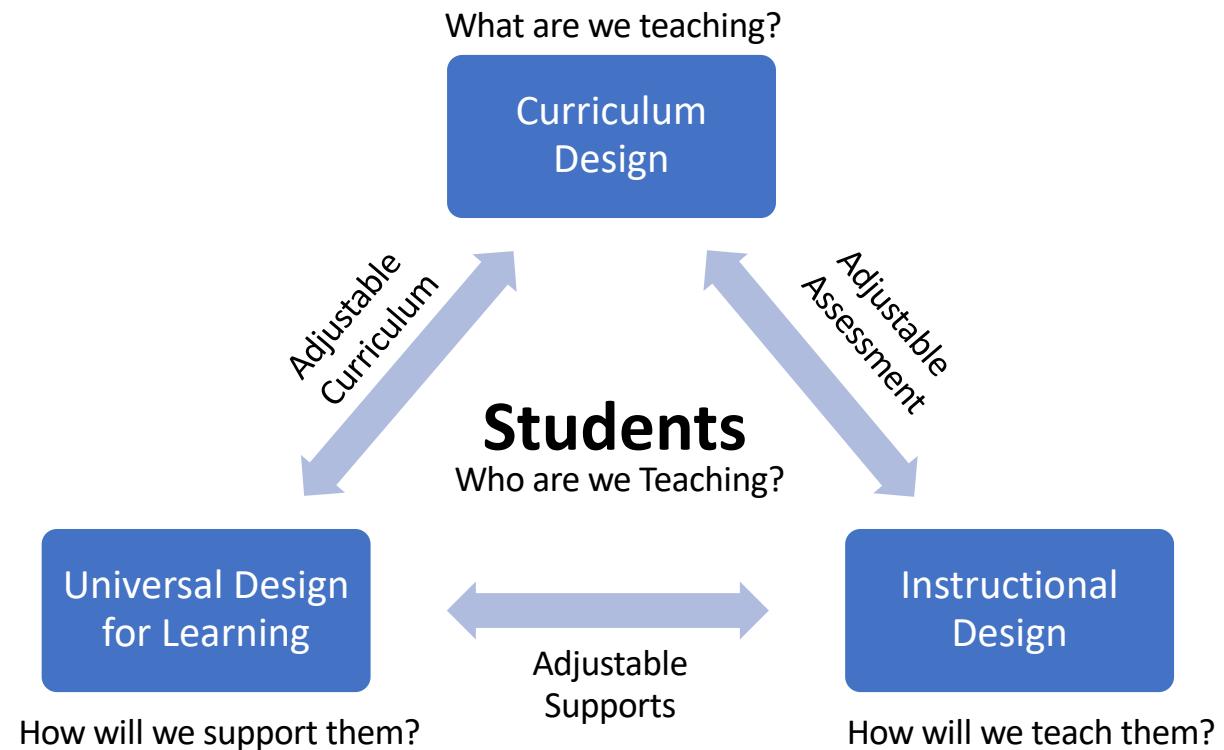
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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*?

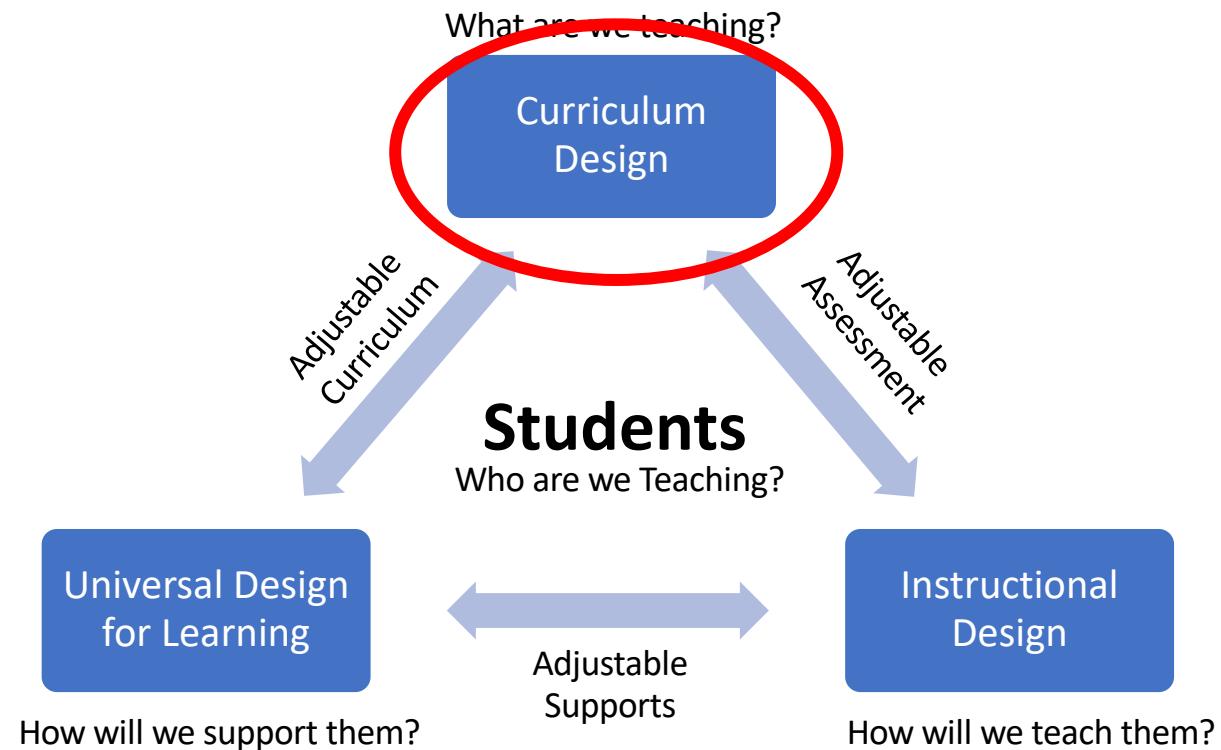
# How can we design an adjustable **curriculum**?

- **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



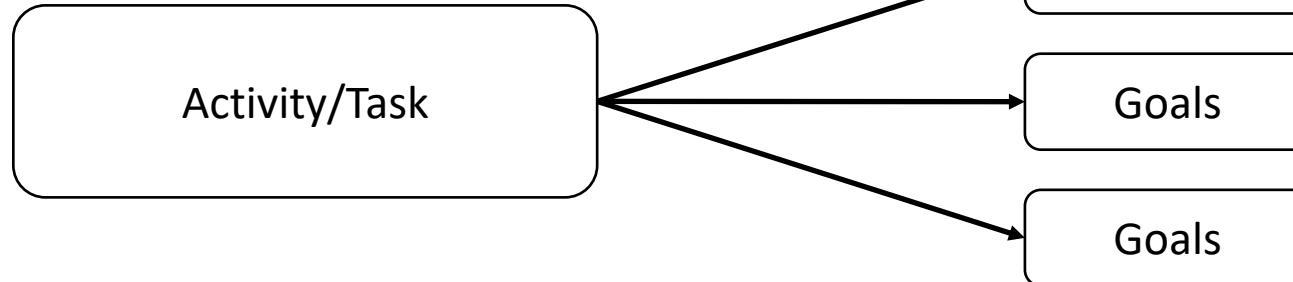
# Teaching (and Learning) to **Goals**, not activities



## Forward Design

**Differentiated**

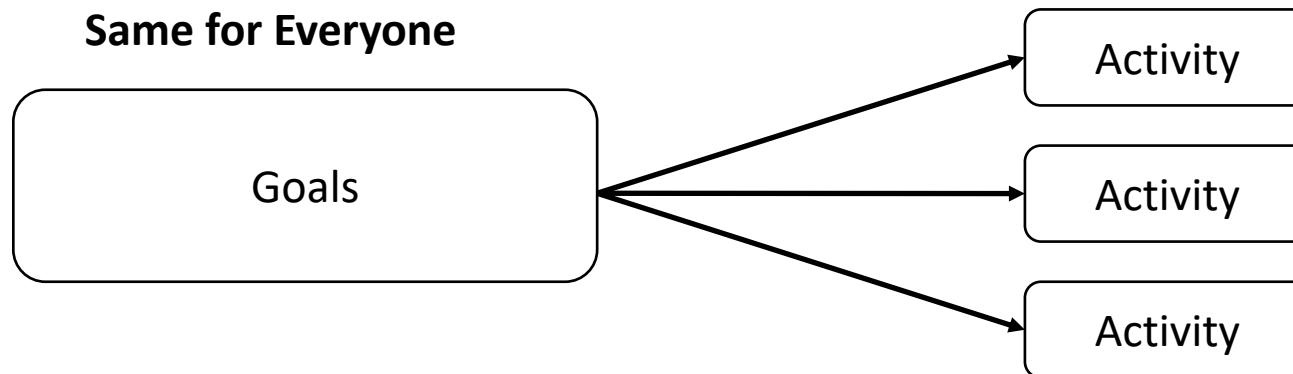
**Same for Everyone**



## Backward Design

**Differentiated**

**Same for Everyone**



# Backwards Design: Choose the goals

- **Content**
  - What do we need to know?
- **Process**
  - What do we need to do?

# Backwards Design: Choose the goals

- Backwards Design
  - Big Idea
    - What do we need to understand?
  - Content
    - What do we need to know?
  - Curricular Competencies
    - What do we need to do?
  - Core Competencies
    - Who do we need to become?

# What is different? The ratios!

## PREScribed LEARNING OUTCOMES BY GRADE

**GRADE 4**

**Processes and Skills of Science**  
*It is expected that students will:*

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

**Life Science: Habitats and Communities**  
*It is expected that students will:*

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

**Physical Science: Sound and Light**  
*It is expected that students will:*

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

**Earth and Space Science: Weather**  
*It is expected that students will:*

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

# The goal ratios have shifted

 **Area of Learning: SOCIAL STUDIES** **Grade 8**

**Mission of Education**

**BIG IDEAS**

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.
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**Learning Standards**

<b>Curricular Competencies</b>	<b>Concepts and Content</b>
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"><li>• Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li><li>• Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)</li><li>• Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)</li><li>• Determine key historical turning points that led to progress and decline for different groups (continuity and change)</li><li>• Test and/or develop different geographic models and theories (continuity and change)</li><li>• Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)</li><li>• Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)</li><li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li><li>• Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)</li></ul>	<p><i>Students will know and understand the following concepts and content related to <b>Canada and the Early Modern World (15th to 18th Century)</b>:</i></p> <ul style="list-style-type: none"><li>• relationships between expansion, exploration, and colonization</li><li>• interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America</li><li>• social, political, and economic systems and structures, including those of at least one indigenous society in the world</li><li>• religious systems and spiritual practices, including those of at least one indigenous society in the world</li><li>• scientific, philosophical, and technological innovations in this period, including cartography and navigation</li><li>• the relationship between humans and the physical environment</li></ul>

# Backwards Design: Choose the goals

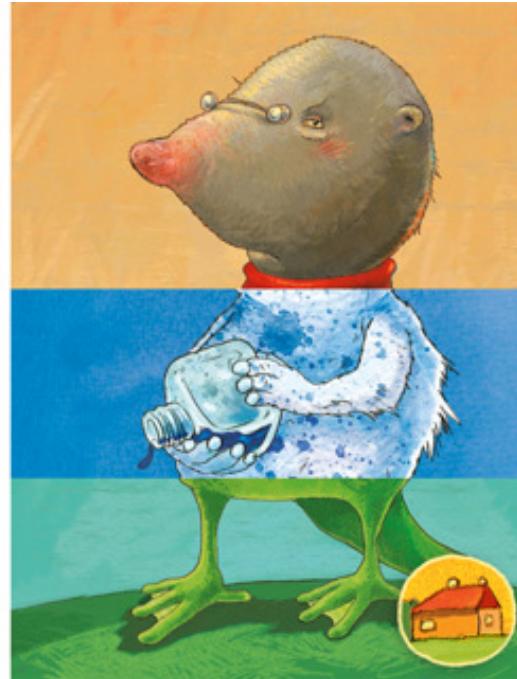
- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

# Flip Book

Miserable

Two-toed

Lizard

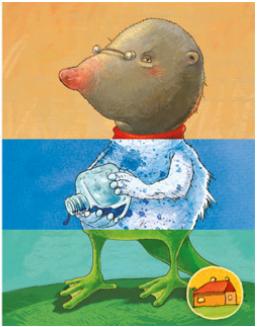


# The Backwards Design FLIPBOOK

**M***iserable*

**T***wo-toed*

**L***izard*



**BIG IDEA**

## **Context**

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

**Content**

## **Scope & Sequence**

(Society/department decides what kids need to know)

**Teacher Evaluation**

**Curricular Competencies**

## **Responsive**

(Teacher decides what their class needs to do)

**Student Evaluation**

**Core Competencies**

## **Responsive**

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

# The Curricular Plane

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

# Backward Design Unit Planning Template: Building the Curricular Air Plane

Math 8	
<b>Big Idea(s):</b> Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations.	Unit Guiding Questions: What is a discrete linear relationship? What is a linear relationship? Where can we find discrete linear relationships in the world? How do we use patterns to understand relationships? How can I show relationships in different ways?
Content Goal: I know discrete linear relations (extended to larger numbers, limited to integers)	
Content Goal: I know expressions- writing and evaluating using substitution	
Curricular Competency Goal: I can reason and analyze by using logic and patterns to solve problems	
Curricular Competency Goal: Visualize to explore mathematical concepts	
Curricular Competency Goal: Use mathematical vocabulary and language to contribute to mathematical discussions	
Curricular Competency Goal: Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts	
Core Competency Goal:	

## One point rubric: Student Self Assessment

Name:	Date:	
<b>Unit Guiding questions:</b> What is a discrete linear relationship? What is a linear relationship? Where can we find discrete linear relationships in the world? Why does this matter to me? How do we use patterns to understand relationships? How can I show relationships in different ways?		
Where I need support	I can do this!	Where I need some challenge
	I know discrete linear relations	
	I know expressions	
	I can reason and analyze by using logic and patterns	
	I can understand and solve by visualizing to explore mathematical concepts	
	I can communicate and represent by using mathematical vocabulary in discussions	
	I can connect and reflect by including Indigenous world views and perspectives and connecting to mathematical concepts	

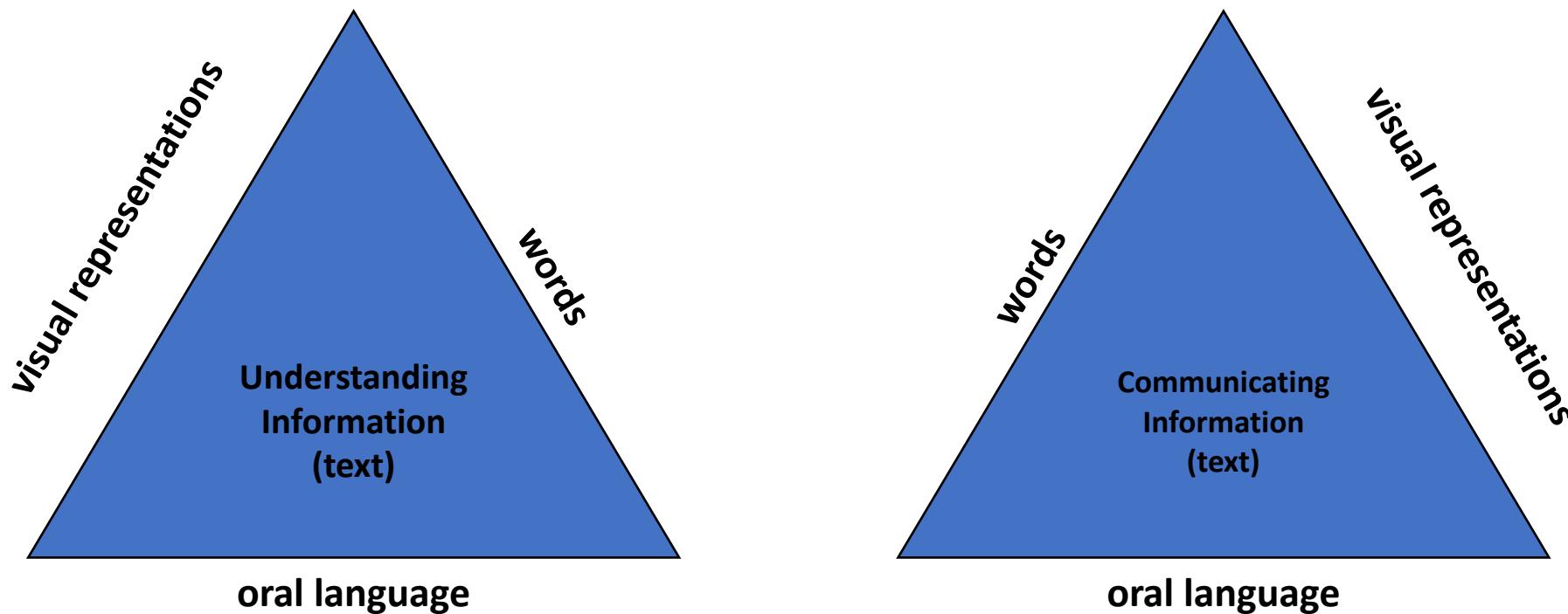
## One point rubric: Student Self Assessment

Name:	Date:	
<p><b>Unit Guiding questions:</b> What is a discrete linear relationship? What is a linear relationship? Where can we find discrete linear relationships in the world? Why does this matter to me? How do we use patterns to understand relationships? How can I show relationships in different ways?</p>		
Pay attention to	The goals!	Some next steps
	<p>I know discrete linear relations</p> <p>I know expressions</p> <p>I can reason and analyze by using logic and patterns</p> <p>I can understand and solve by visualizing to explore mathematical concepts</p> <p>I can communicate and represent by using mathematical vocabulary in discussions</p> <p>I can connect and reflect by including Indigenous world views and perspectives and connecting to mathematical concepts</p>	

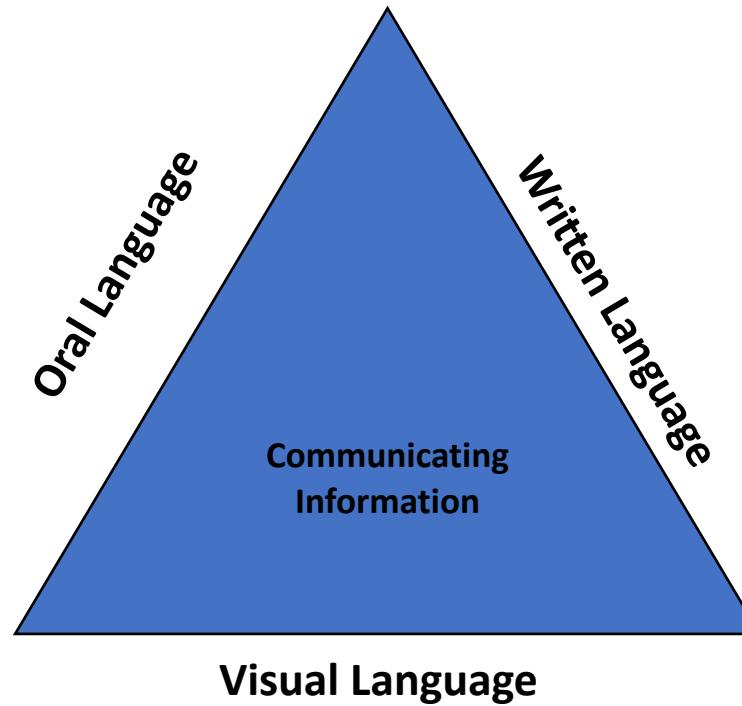
# One point rubric

Name:	Date:	
<p>Unit Guiding Question(s): What is a discreet linear relationship? What is a linear relationship? Where an we find discreet linear relationships in the world? Why does this matter to me? How do we use patterns to understand relationships? How can I show relationships in different ways?</p>		
My Goals for this Unit	Evidence of my Learning	What is my next step?
I know discrete linear relations		
I know expressions		
I can reason and analyze by using logic and patterns		
I can understand and solve by visualizing to explore mathematical concepts		
I can communicate and represent by using mathematical vocabulary in discussions		
I can connect and reflect by including Indigenous world views and perspectives and connecting to mathematical concepts		

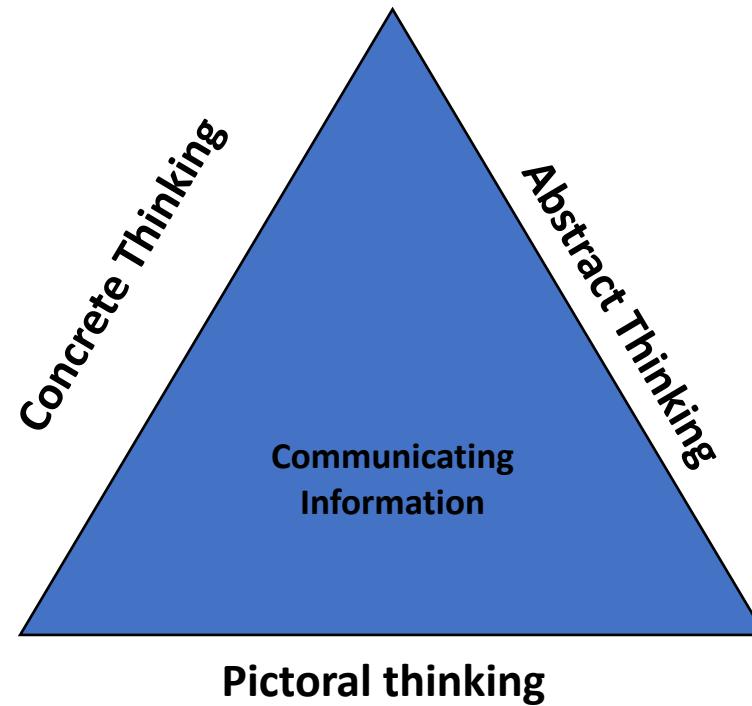
# Teaching & Assessing



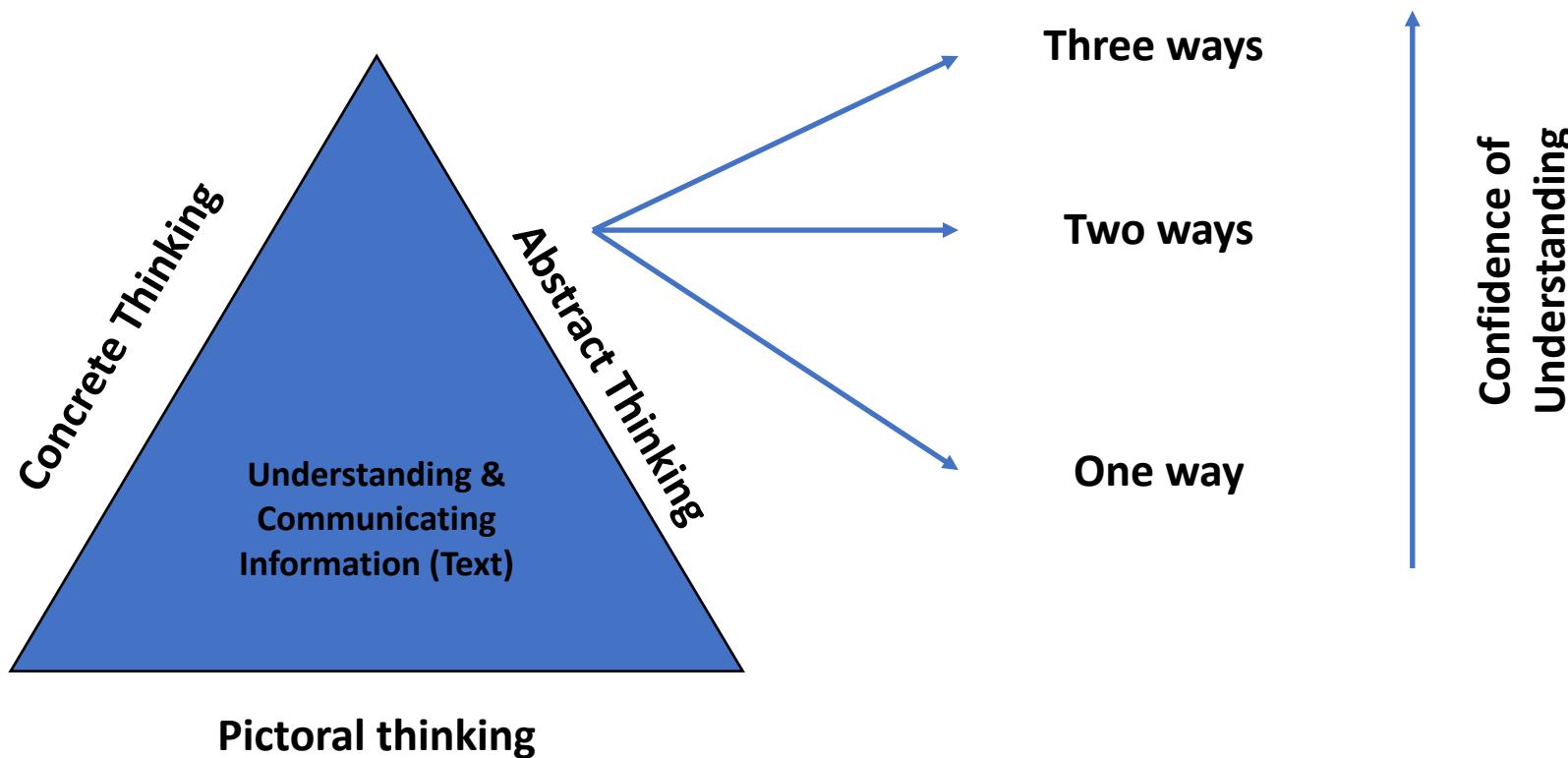
# How do students show what they know?



# How do students show what they know?

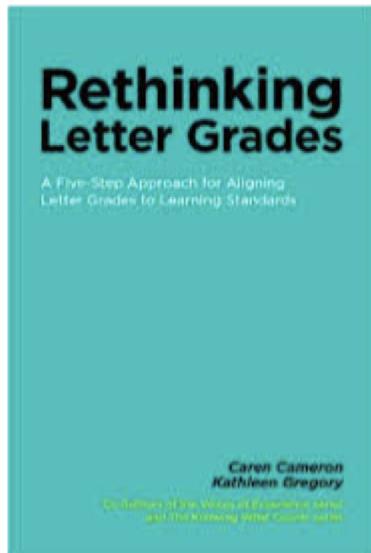


# How do student show what they know?



Name:	Date:						
<b>Unit Guiding question:</b> What is a discreet linear relationship? What is a linear relationship? Where an we find discreet linear relationships in the world? Why does this matter to me? How do we use patterns to understand relationships? How can I show relationships in different ways?							
Goals	My evidence of learning		Showing my Learning			I Need Support	I Need Challenge
	Activtivities/ tasks		Concrete	pictorial	abstract		
I know discrete linear relations							
I know expressions							
I can reason and analyze by using logic and patterns							
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# Rethinking Letter Grades

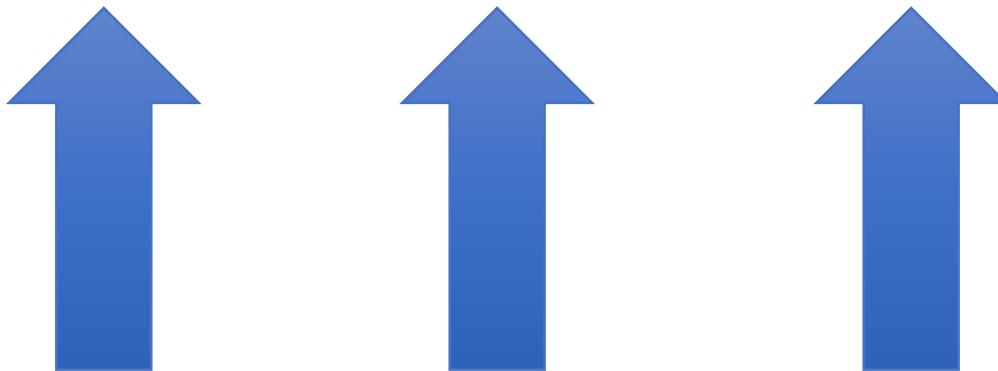


# How do we make out Backwards Designed Plans Adjustable?

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement measures
- Start from access, add on challenge
- Learning map (goal progression/ goal continuum)
- 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!

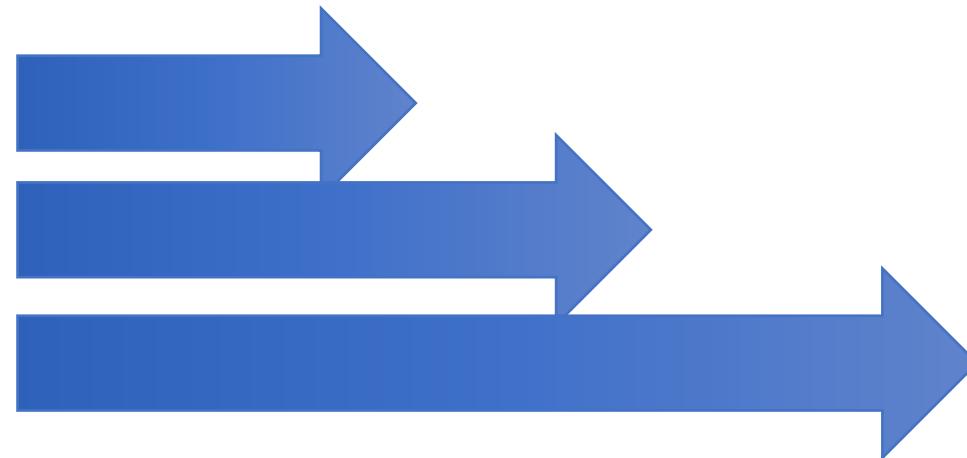


Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

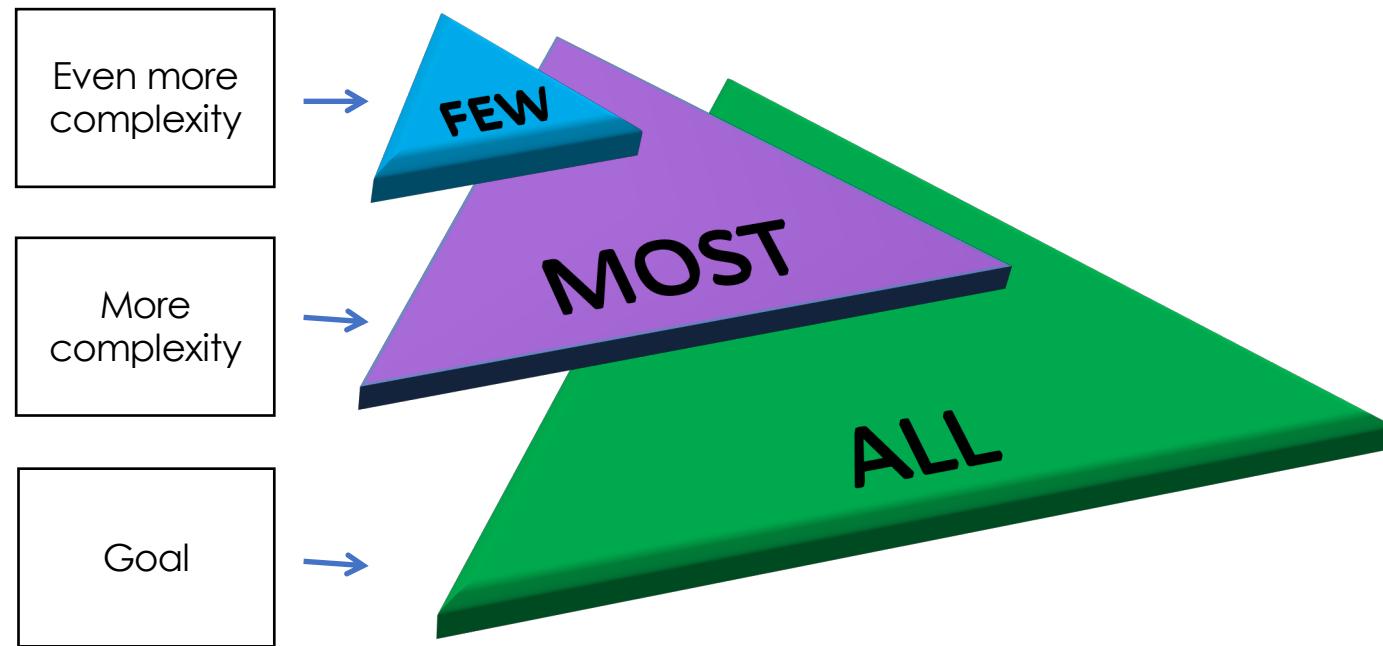
**Translation:** Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

# Rubrics vs. Learning Maps

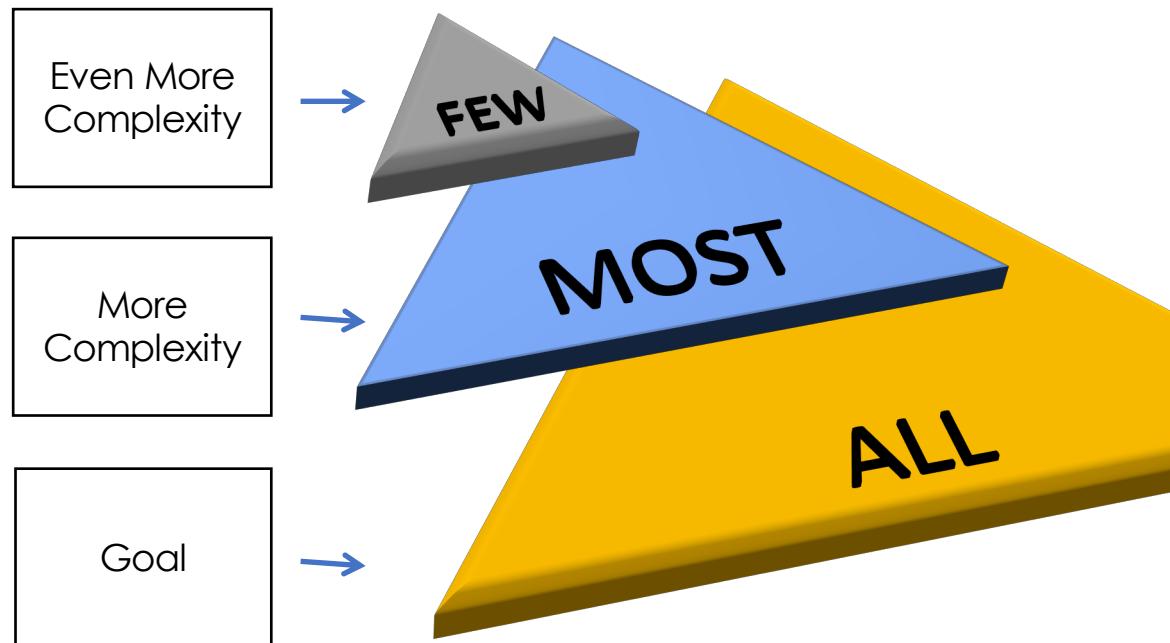
	Standard	More complex	More complex
goal			



# Planning Pyramid – Stretching goals

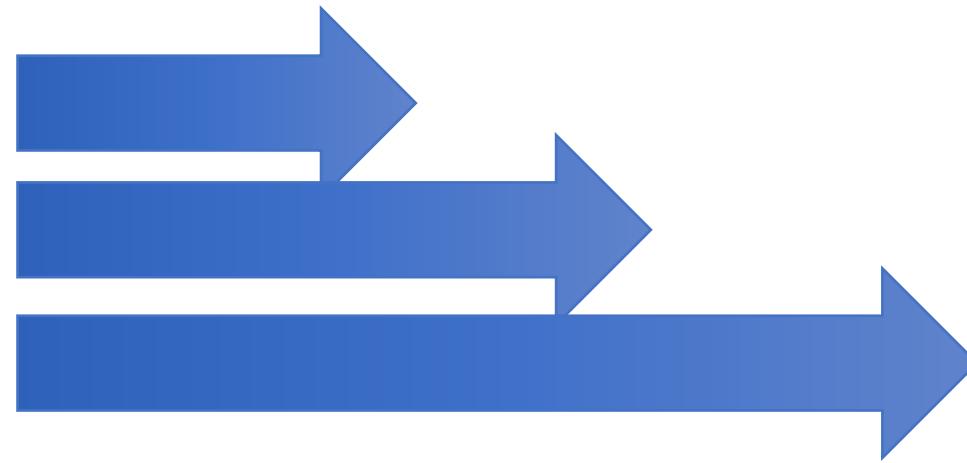


# Planning Pyramid



# Learning Maps

	Essential Concept	More complex	More complex
goal			

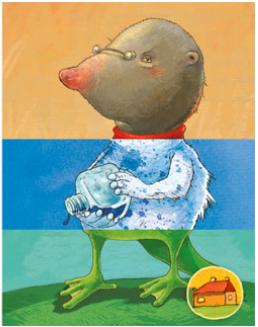


# The Backwards Design FLIPBOOK

**M***iserable*

**T***wo-toed*

**L***izard*



**BIG IDEA**

## **Context**

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

**Content**

## **Scope & Sequence**

(Society/department decides what kids need to know)

**Teacher  
Evaluation**

**Curricular  
Competencies**

## **Responsive**

(Teacher decides what their class needs to do)

**Student  
Evaluation**

**Core  
Competencies**

## **Responsive**

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

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	Activtivities/ tasks		Concrete	pictorial	abstract		
I know discrete linear relations							
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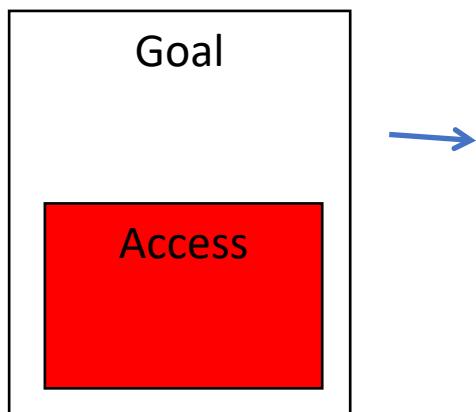
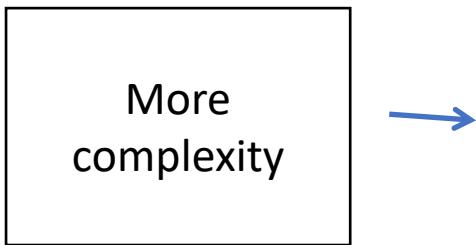
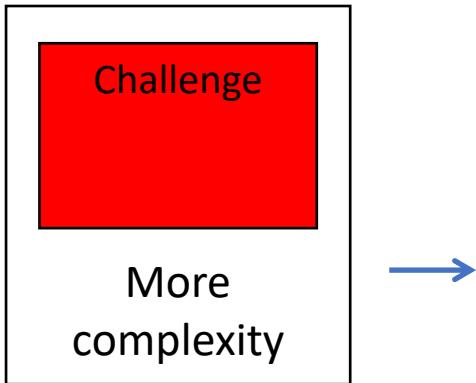
# Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 8	Subject Area(s): Math	Pla
<p><b>Big Idea(s):</b> Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations.</p> <p><b>Unit Guiding Questions:</b></p>		
Content Goal: I know discrete linear relations (extended to larger numbers, limited to integers)	I know discrete linear relations	
Content Goal: I know expressions- writing and evaluating using substitution	I know expressions	
Curricular Competency Goal: I can reason and analyze by using logic and patterns to solve problems	I can reason and analyze by using logic and patterns	
Curricular Competency Goal: Visualize to explore mathematical concepts	I can understand and solve by visualizing to explore mathematical concepts	
Curricular Competency Goal: Use mathematical vocabulary and language to contribute to mathematical discussions	I can communicate and represent by using mathematical vocabulary and language	
Curricular Competency Goal: Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts	I can connect and reflect by including Indigenous worldviews and perspectives to make connections to mathematical concepts	
Core Competency Goal		
Backward Design Unit Planning Template		Shelley Moore, 2018

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Core Competency Goal:	

# Student Language



Grade:

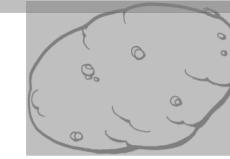
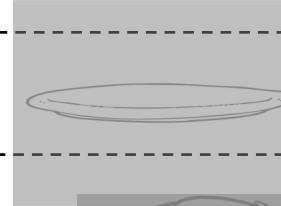
Unit Guiding Question:



**Goal:**

**Goal for ALL (Essential)**

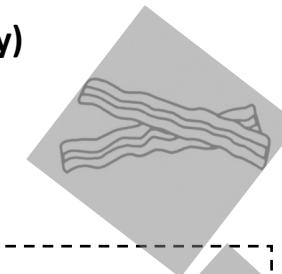
**Access**



**Goal for MOST (add complexity)**



**Goal for FEW (add complexity)**



**Challenge**



# Building a Learning Map!

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

# 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?

