ESPE 390K – Day 4

Teaching & Supporting Diverse Learners

Shelley Moore

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July 15-19, 2019

830 am – 400 pm

Questions about the readings or activities from yesterday?

Which goals have we hit so far?

Students will...

- explore the rationale of inclusive education
- critically consider theoretical ideas and practical applications of inclusive design
- participate and engage in daily readings, discussions and reflections to more deeply understand concepts uncovered over the course
- collaboratively apply design strategies to support inclusive practice
- communicate and present learnings and reflections with evidence

Opening Activity

- Listen to the poem, “Welcome to Holland”

- How does this help us to better understand inclusion?

- How could we use this to better help others understand inclusion?

Morning Activity #1 – 45 min
Article Processing Strategy - 3D Models

I**n groups of 3 or 4:**

- 3-2-1 an article you read

3 - learnings

2 – connections

1 – question

As a group

- Determine a metaphor for how backwards design could connect to the planning pyramid
- Construct a 3D model of your metaphor using
  - 2 piece of poster paper
  - Tape or glue
  - You can draw images but not words on your model

What makes a powerful or meaningful 3D model?

- Colour, view from different perspectives, depth & dimension, tactile, manipulative, strong, not 2D, accessible, take the time to think deeply, a strong metaphor is a strong model, provokes questions, metaphor

3D Model – Gallery Walk

1. Half the room stays the other half goes
- Stayers describe your metaphor
- Goers give 2 appreciations

2. Goers find a new 3D model
- Stayers describe your metaphor
- Goers give 2 appreciations

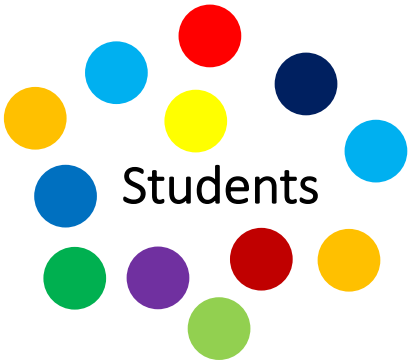
3. Switch

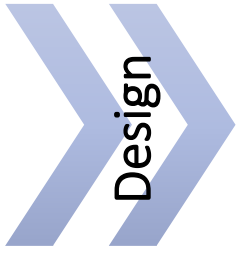
Break (15 min)
- return materials to front table
- move model to ledge
- go for a break

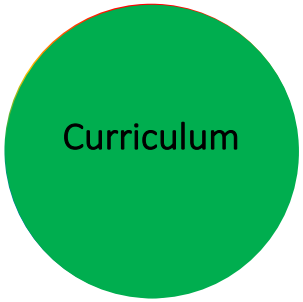
Morning Activity #2 – Presentation

- What big ideas stand out from yesterday?
- What is a question you have for today?

DESIGN: THE MOST UNDERUTILIZED SUPPORT







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?

The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard

BIG IDEA

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

Teacher Evaluation

Content

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

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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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…	

Adjustable Curriculum…

- A continuum of learning
- “proficiency” continuum
- Stretching out a goal
- 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?

	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

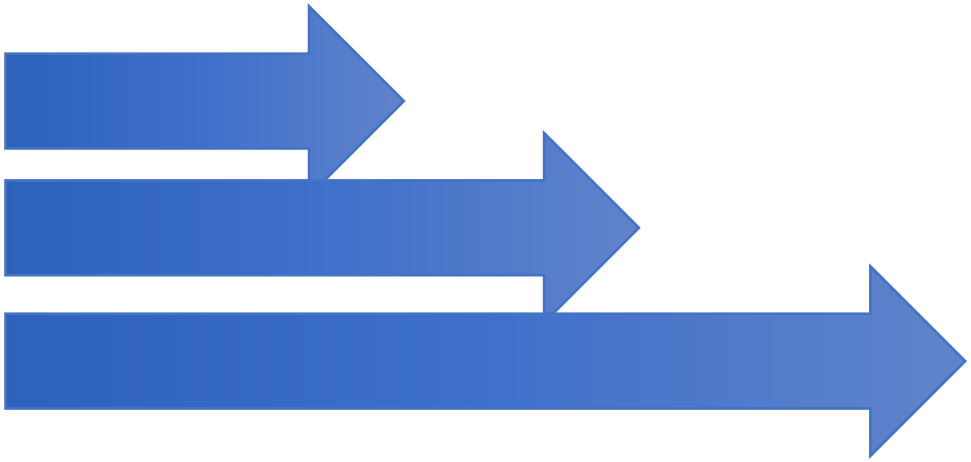
One point rubric

	Standard
goal	

One point rubric

Goal Continuum

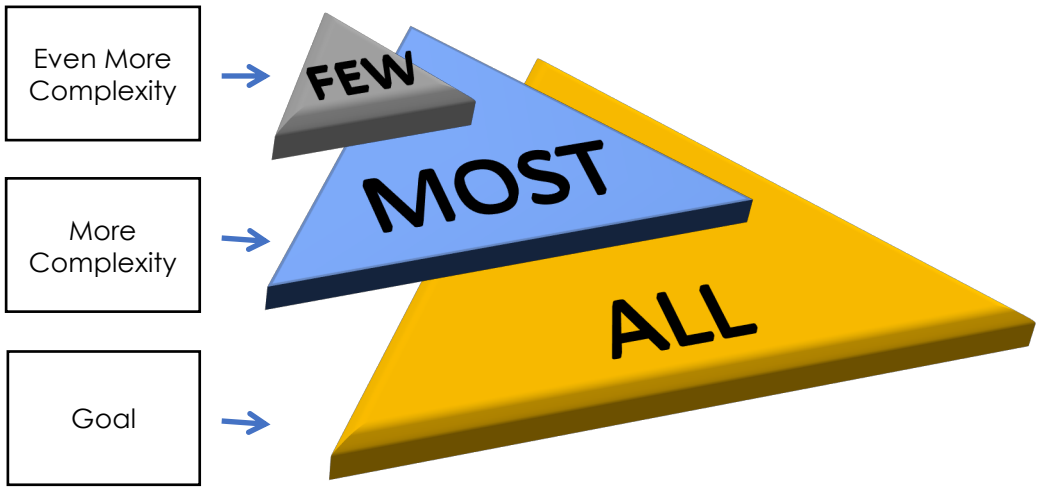
	Standard	More complex	More complex
goal			



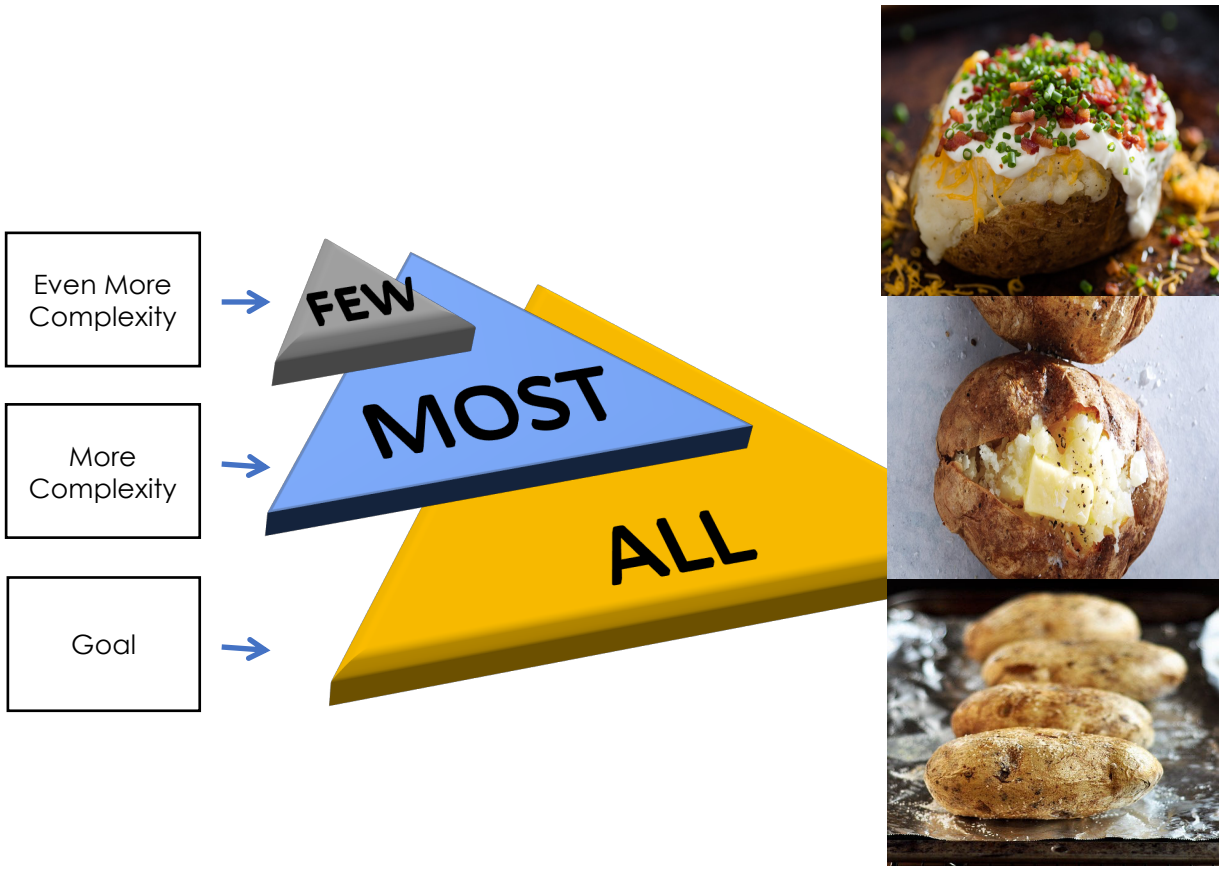
Adjustable

It’s the journey

Adjustable Curriculum: Planning Pyramid



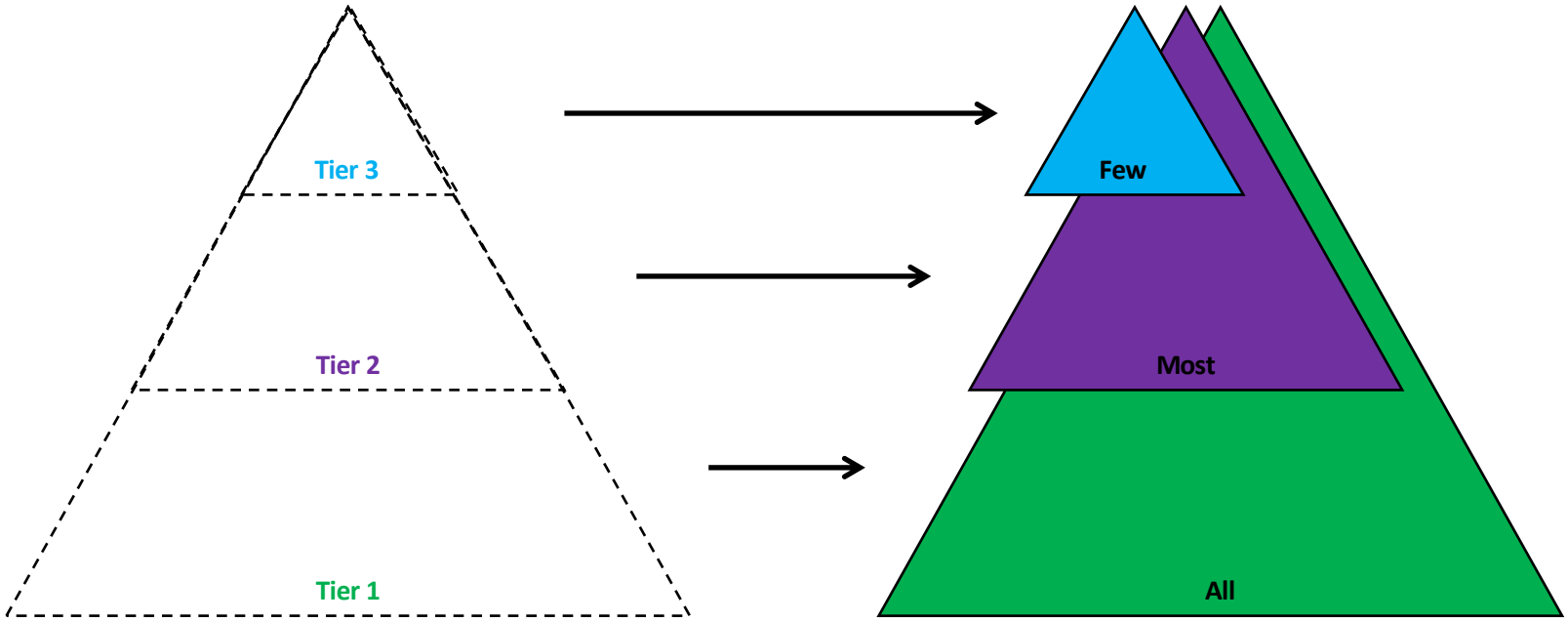
Adjustable Curriculum: Planning Pyramid



What happens if we combine frameworks?

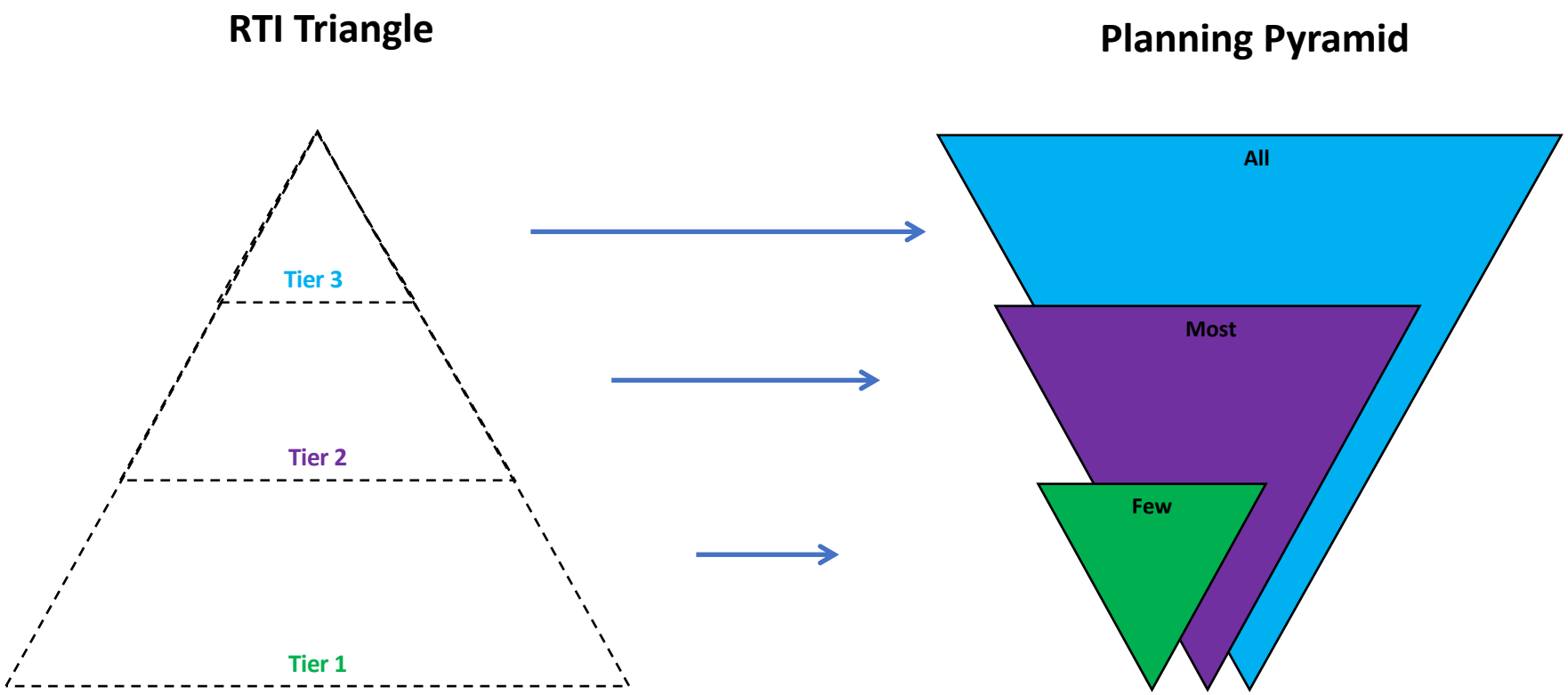
RTI Triangle

Planning Pyramid



What do you notice?

What happens if we combine frameworks?



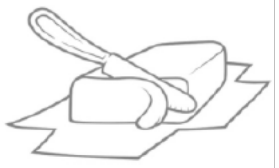
Grade:	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience
Cross Curricular Competency		I can use materials safely

Baked Potato Planning Pyramid: Designing for a range of complexity

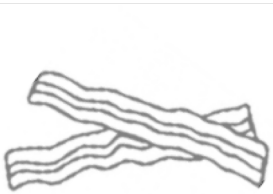
Goal: I know types of forces

Goal for **ALL**

Goal for **MOST**



Goal for **FEW**



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Baked Potato Planning Pyramid: Designing for a range of complexity

Goal: I know types of forces

contact forces and at-a-distance forces:

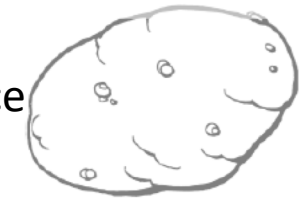
- different types of magnets
- static electricity

balanced and unbalanced forces:

- the way different objects fall depending on their shape (air resistance)
- the way objects move over/in different materials (water, air, ice, snow)
- the motion caused by different strengths of forces

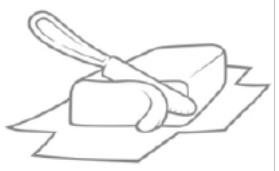
Goal for **ALL**

I know that objects move because of force
I know that fall, push and pull are forces
I know what magnets are



Goal for **MOST**

I know that different materials effect force and how objects move



Goal for **FEW**

know that forces can be sped up or slowed down, stop or continue all the time

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Grade: Gr 9	Subject Area: Math	Planning Team:
Unit Guiding question: What is a continuous linear relationship? How can we use patterns in linear relationships to make predictions? What are the different ways to represent linear relations?		
I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)	I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)	
Curricular Competency Goal	I can reason and analyze by...	
Curricular Competency Goal	I can reason and analyze by...	
Curricular Competency Goal	I can communicate and represent in many ways by...	
Curricular Competency Goal	I can communicate and represent in many ways by...	
Core Competency Goal	I can self regulated by persevering though a challenging task	

Baked Potato Planning Pyramid: Designing for a range of complexity

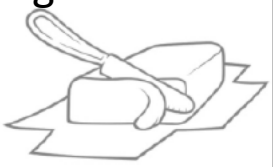
Goal: I know t*wo- variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)

two-variable continuous linear relations; includes rational coordinates
horizontal and vertical lines
graphing relation and analyzing
interpolating and extrapolating approximate values
spirit canoe journey predictions and daily checks

Goal for ALL

I know horizontal and vertical lines
I know two variable continuous relations I know graphing relations and analysis
I know how interpolations are useful

Goal for MOST



I know interpolating and extrapolating
I know how extrapolation is useful

Goal for FEW

I know how linear relations connect to our First People
I know how graphing is useful

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Grade: Gr 2	Subject Area: Math	Planning Team: Margo and Shelley
Big Idea: Numbers to 100 represent quantities that can be decomposed into 10s and 1s.		Unit Guiding question: What are numbers? What is 100? How do I break apart 100? Where do I find 100 in the world? What does 100 mean?
Content Goal	I know number concepts to 100 I know benchmarks of 25, 50, and 100 and personal referents	
Curricular Competency Goal	I can…	
Curricular Competency Goal	I can communicate and represent by communicating mathematical thinking in many ways	
Curricular Competency Goal	I can…	
Core Competency Goal	I can self regulated by persevering though a challenging task	

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Content Goal	I know number concepts to 100 I know benchmarks of 25, 50, and 100 and personal referents	
Curricular Competency Goal	I can reason and analyze by modelling math in contextualized experiences	
Curricular Competency Goal	I can understand and solve by developing, demonstrating and applying mathematical understanding through play, inquiry and problem solving	
Curricular Competency Goal	I can communicate and represent by communicating mathematical thinking in many ways	
Curricular Competency Goal	I can connect and reflect by connecting mathematical concepts to each other and other area and personal interests	
Core Competency Goal	I can self regulated by persevering though a challenging task	

Baked Potato Planning Pyramid: Designing for a range of complexity

Goal: I know number concepts to 100

Counting:

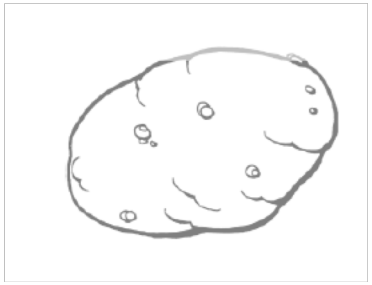
- skip-counting by 2, 5, and 10:
  - using different starting points
  - increasing and decreasing (forward and backward)

Quantities to 100 can be arranged and recognized:

- comparing and ordering numbers to 100
- benchmarks of 25, 50, and 100
- place value:
  - understanding of 10s and 1s
  - understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)
  - decomposing two-digit numbers into 10s and 1s

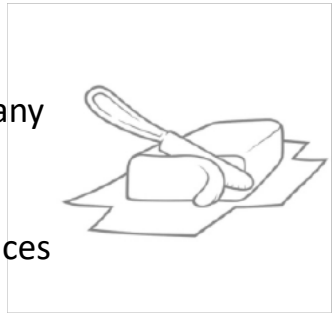
Even and odd numbers

Goal for ALL



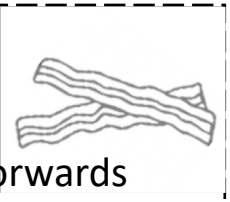
I know what skip counting is
I know why skip counting is useful
I know that 100 can be rearranged
I know comparing, I know ordering
I know what place value is
I know place value 1 and 10
I know even numbers
I know odd numbers

Goal for MOST



I know that skip counting can start from any number
I know what bench marks are
I know the relationship between digit places and value
I know the difference between even and odd numbers

Goal for FEW



I know that skipping counting can go forwards and backwards
I know that 2 digit numbers can be broken down into 10s and 1s

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The Curricular Air Plane

Course: EPSE 390K	Subject Area: Planning for Inclusion	Planning Team: Shelley and class
Big Idea:		Unit Guiding question:
Content Goal		
Competency Goal		
Competency Goal		
Competency Goal		
Competency Goal		

The Curricular Air Plane

Course: EPSE 390K	Subject Area: Planning for Inclusion	Planning Team: Shelley and class
Big Idea: Getting to know our learners needs collectively allows us to design for them and allows other learners to benefit from shared supports and strategies while eliminating he needs for accommodations, adaptations and modifications and building self regulation of learning skills		**Unit Guiding question:**
Content Goal		
Competency Goal		
Competency Goal		
Competency Goal		
Competency Goal		

The Curricular Air Plane

Course: EPSE 390K	Subject Area: Planning for Inclusion	Planning Team: Shelley and class
Big Idea: Getting to know our learners needs collectively allows us to design for them and allows other learners to benefit from shared supports and strategies while eliminating the needs for accommodations, adaptations and modifications and building self regulation of learning skills		**Unit Guiding question:** What are supports and strategies? How do we get to know the needs of our learning community? How can we effectively and efficiently design supports and strategies to meet the needs of diverse learners without retrofitting?
Content Goal		
Competency Goal		
Competency Goal		
Competency Goal		
Competency Goal		

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Content Goal	***We know the interests, strengths and stretches of my group of learners***	
Competency Goal		
Competency Goal		
Competency Goal		
Competency Goal		

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Content Goal	***We know* the interests, strengths and stretches of my group of learners**	
Competency Goal	***We can* construct classroom support plans by getting know our learners**	
Competency Goal	***We can* construct classroom support plans *that* are *responsive and living***	
Competency Goal	***We can construct classroom support plans that identify supports and strategies***	
Competency Goal	**We can construct classroom support plans that commit to *reconciliation and equity targets***	

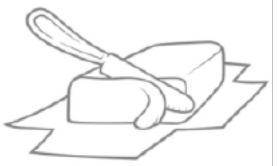
Baked Potato Planning Pyramid: Designing for a range of complexity

Criteria Element:
<u>We can</u> construct classroom support plans by getting know our learners by:

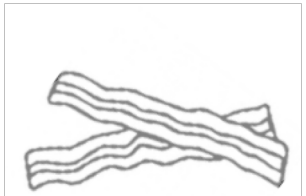
- personally connecting with learners
- finding shared needs among a group
- identifying student needs in a group
- understanding that student needs are connected to, but do not rely on, a diagnosis
- designing with the edges in mind (who needs the most support/ challenge)
- Ensuring that the plan focuses explicitly on the edges (the bowling pins)
- collecting data to get to know learners strengths, stretches and interests (class profile, student inventory)

Goal for ALL

Goal for MOST



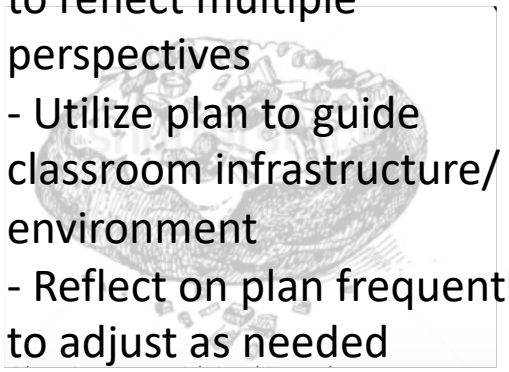
Goal for FEW



Baked Potato Planning Pyramid: Designing for a range of complexity

Criteria Element:
<u>We can</u> construct classroom support plans that* are *responsive and living by:

- identifying lens or areas of learning
- Determine a general or specific lens
- Organize information clearly and concisely (try to keep it on one page so it can be a snapshot/ reference
- Collaboratively create plan to reflect multiple perspectives
- Utilize plan to guide classroom infrastructure/ environment
- Reflect on plan frequently to adjust as needed



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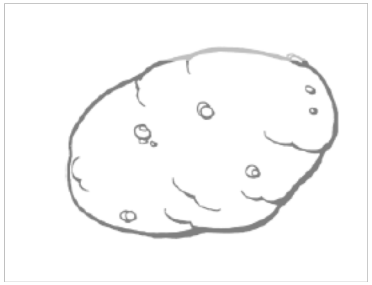

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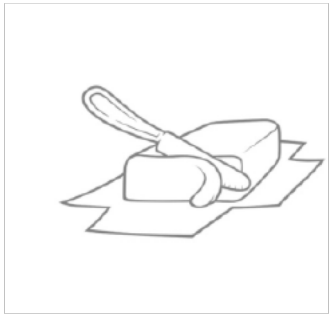

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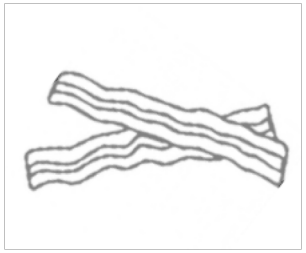


Baked Potato Planning Pyramid: Designing for a range of complexity

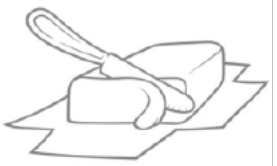
Criteria Element:

We can construct classroom support plans that identify supports and strategies by:

- Reflect the needs of a class or group
- Design supports and strategies based on needs
- Organize supports or strategies based on who will benefit (universal, targeted and essential)
- Understand the different between universal, targeted and essential supports
- Connect supports and strategies to the lens
- Choose supports and strategies that are tangible, concrete and realistic to the context
- Choose supports and strategies that highlight student strengths
- Evaluate supports and strategies by research and evidence
- Design proactively, ensuring that most supports and strategies are universal
- Acknowledge student stretches and design for them
- Prioritize needs, try to not have more that 5 needs groups to work on at a time
- Do not include people, time or funding as supports (because they are resources not supports)
- Advocate by describing how resources could be used to support a classroom
- Refer to data collected about class (student inventory, class profile etc.)
- Construct supports and strategies that engages learners, representing information to learners and allow learners to express their learning

Goal for ALL

Goal for MOST



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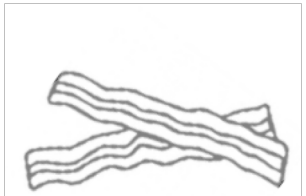

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Baked Potato Planning Pyramid: Designing for a range of complexity

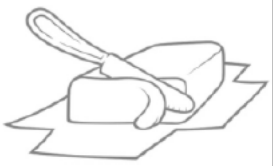
Criteria Element:

We can construct classroom Support plans that commit to *reconciliation and equity targets by:*

- Determine "we can" statements to emphasis community goal
- Reflect federal recommendations
- Build from authentic indigenous texts and resources
- Include equity targets which supports indigenous and other marginalized population (e.g. LGBTQ2S+, People of Colour, People with Disabilities etc.)
- Connect to core competencies
- Connect to identity by honouring story
- Inviting Elders in to be a part of the class commitments
- Commit to a doable number of targets
- Include the class in the process of choosing them and help them understand why it is important
- Build community and agency based on common goals
- Connect targets to community involvement
- Evaluate the role of privilege in reconciliation and equity commitments
- Evaluate how reconciliation connects to inclusion
- Construct targets that are action oriented

Goal for ALL

Goal for MOST



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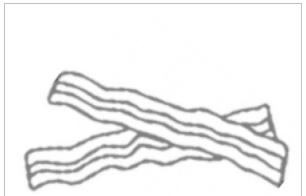

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Building a Goal Continuum

Targeted goal: collaboratively apply design strategies to support inclusive practice
Targeted goal: critically consider theoretical ideas and practical applications of inclusive design

Task: In your working groups:

- You need to:
  - Choose a content goal from your backwards design plan
- You must:
  - Look at the elaborations in the goal and highlight important details
- You can:
  - Prioritize details into three chunks (All/ Most/Few)
- You could:
  - Add any additional details if needed
- You could try to:
  - Try the same process with a curricular competency goal

Supports

- Blooms Taxonomy
- BC Curriculum
- Shelley will model at the board if you want to stay and watch a couple
- Templates

Debrief/ Reflection

- Presentation Criteria
- Homework
- Exit Slips: Inclusive Practices, Strategies, Supports

Homework

- Need to read – Choose 1
  - Hitchcock, C. et al. (2002)
  - Green, J. et al. (2012)

- Must read – choose 1
  - Fisher, D. & Frey, N. (2001)
    Alberta Education (2010) - Chapter 10
  - Courtade-Little & Browder (2005)
  - Schnellert et al. (2015) – Chapter 4

- Can read – choose 2 (from above)

- Could read – choose 3 (from above)

- Try to – find another useful article that connects to the topic to share with the group

Independent Reflection – 5 min

- How can we design curriculum for inclusive classrooms using BC's renewed curriculum?

Exit Slip – Add to our Inclusion Parking Lot

- Practices – Things that Shelley did to helped you learn/engage (Verb)
  - E.g. used PowerPoint slides, allow movement
- Strategies - Things that you did that helped you learn/engage (verb)
  - E.g. talk to a partner, take pictures
- Supports – Things that you used or accessed to help you learn/ engage (noun)
  - Projector, couch, table groupings