

# SHELLEY MOORE



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[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

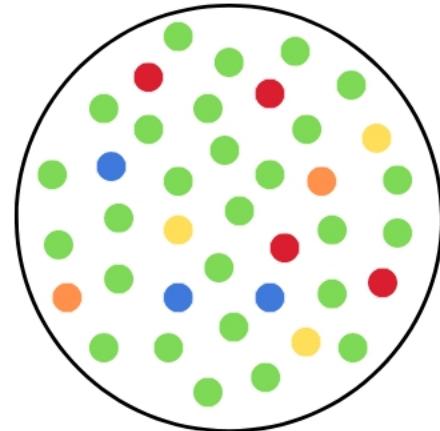


# Hello!

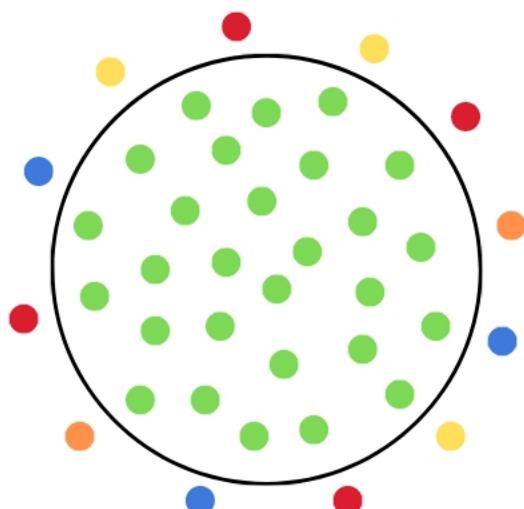
- What do you remember from our last time together?
- What is important to know if this is your first Shelley session?
- What are you hoping to get out of today?



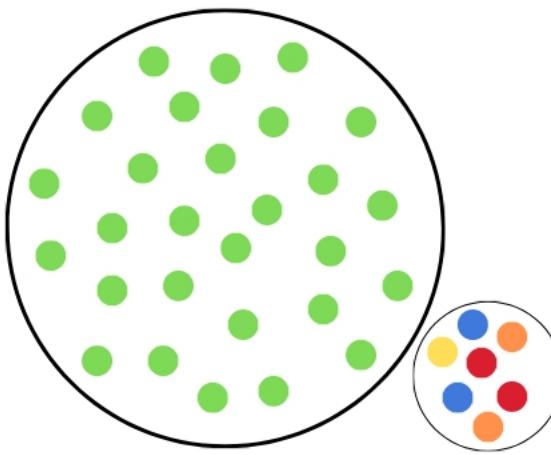
# **WHAT DOES INCLUSION MEAN?**



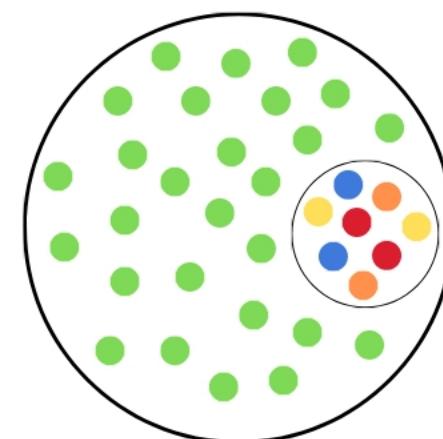
inclusion



exclusion

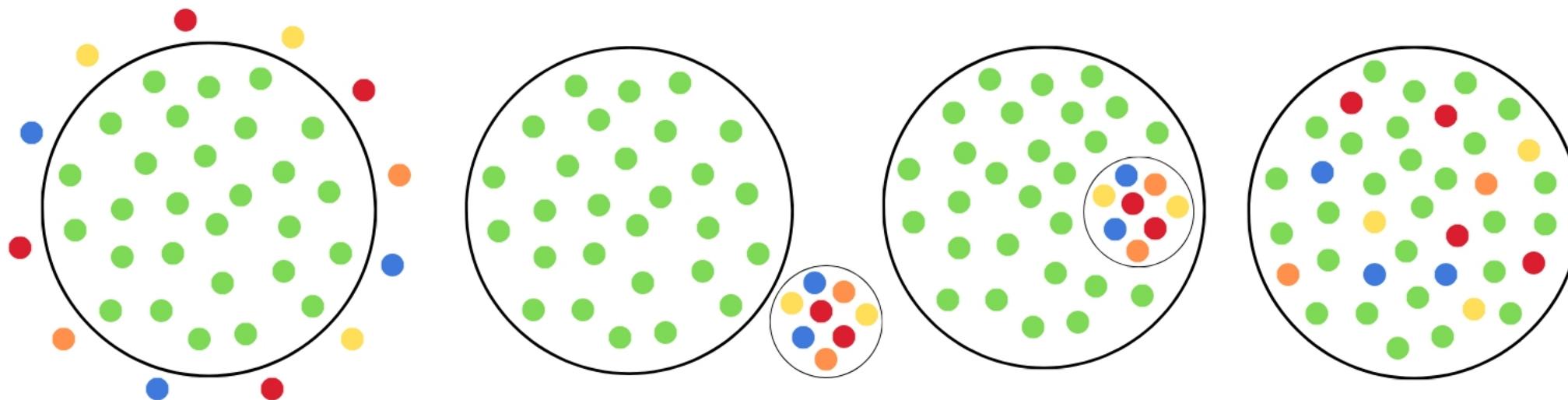


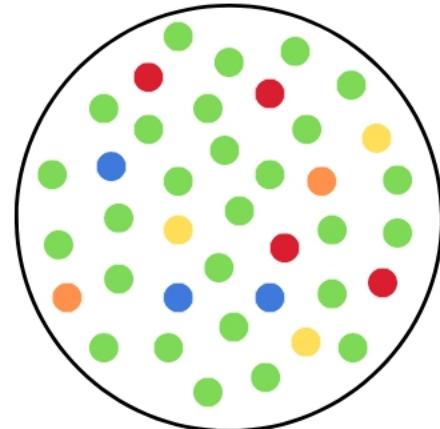
segregation



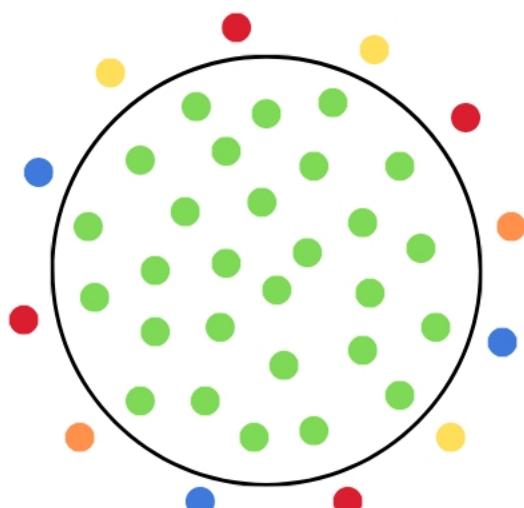
integration

# WHAT IS INCLUSION?

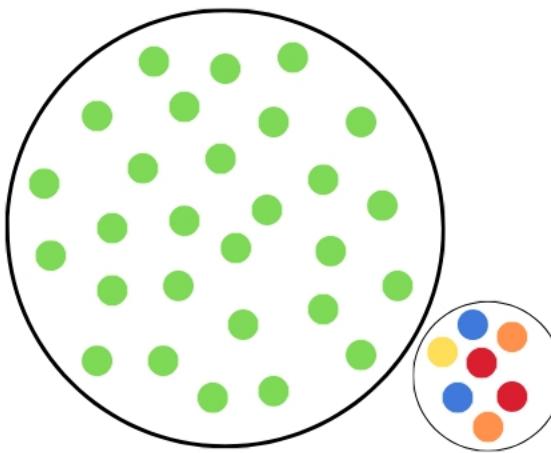




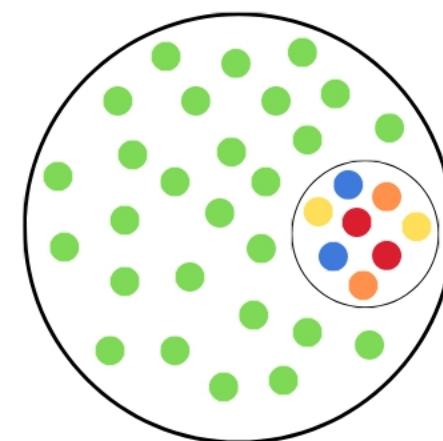
inclusion



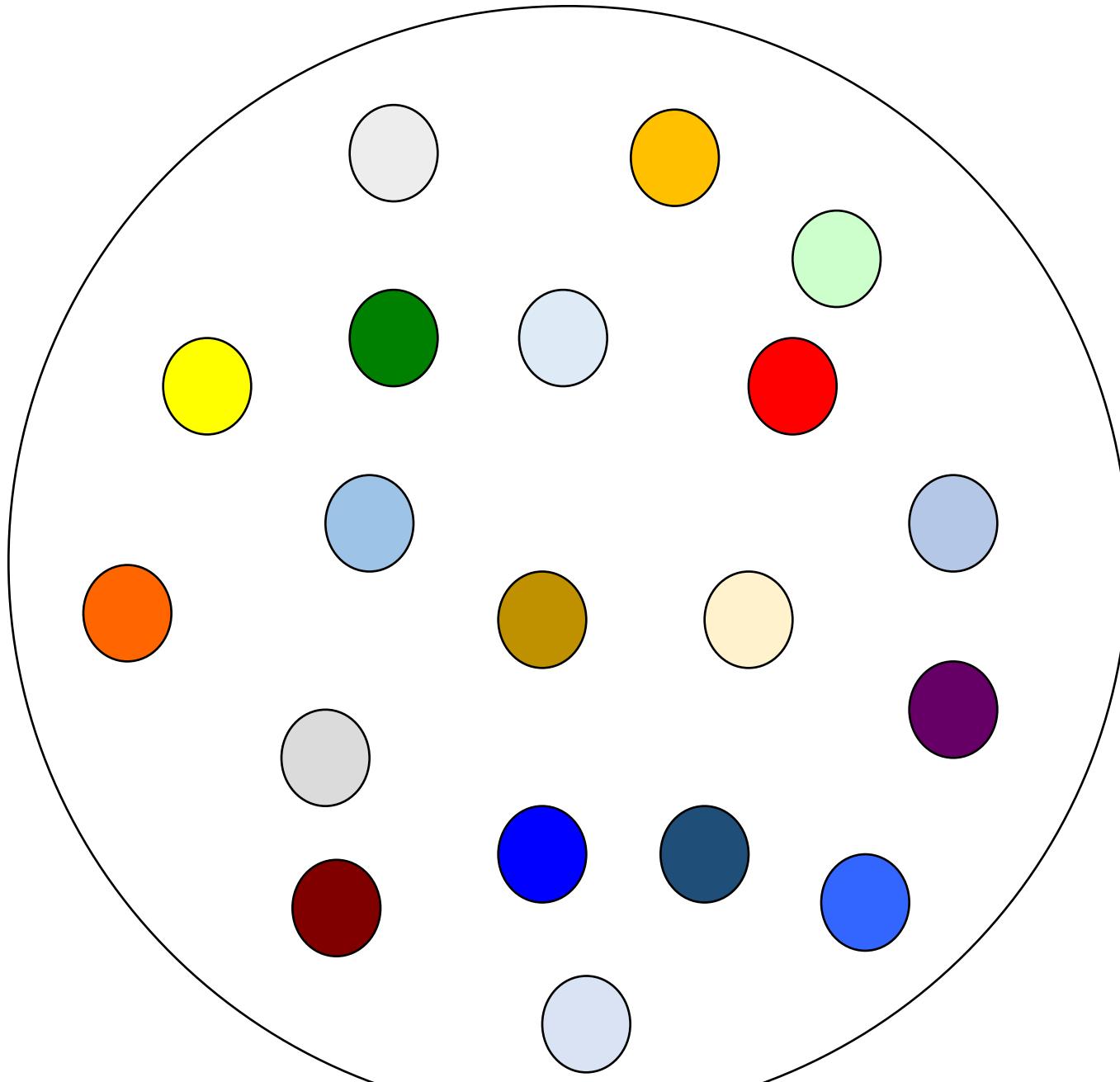
exclusion



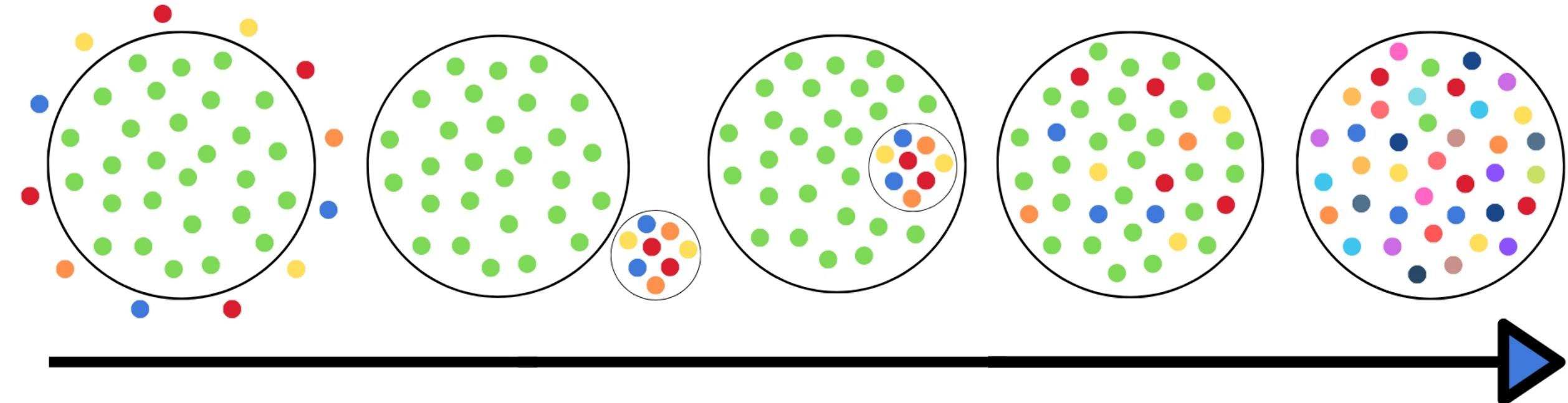
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integration



# WHAT IS INCLUSION?



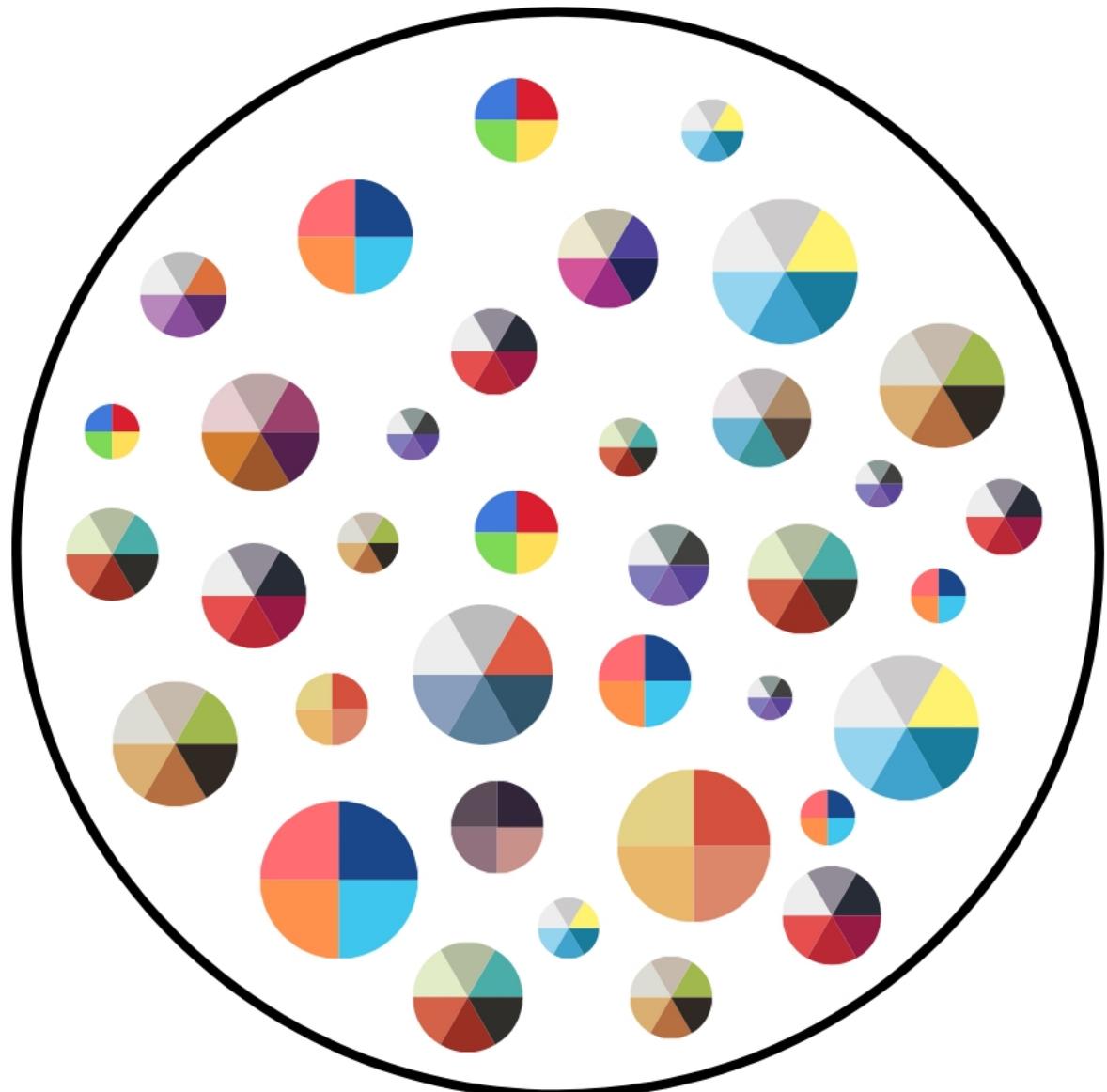
Where are you on this continuum? What's the next step?



# WHO IS INCLUSION?



# WHO IS INCLUSION?



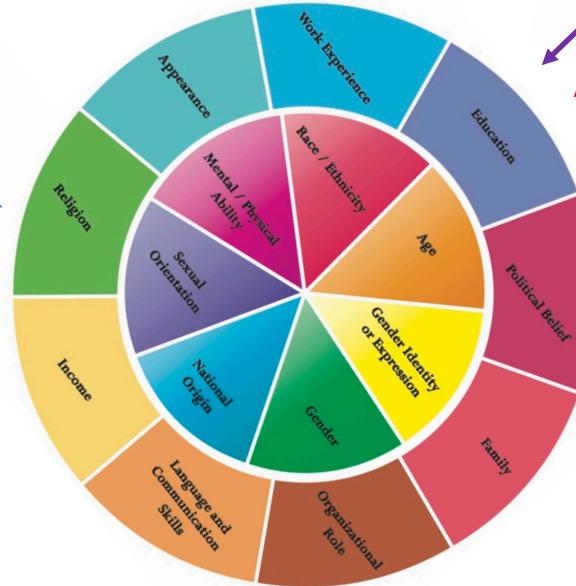
what are your  
colours?

DO we value ALL  
colours equally?

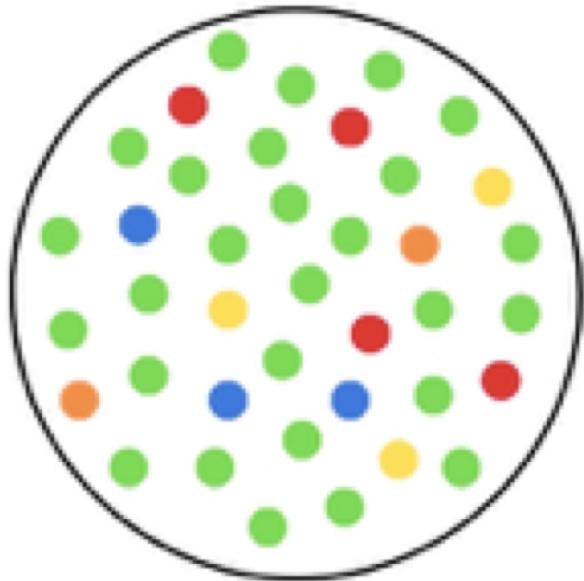


## How do we support communities of **identity**?

## How do we support communities of **diversity**?



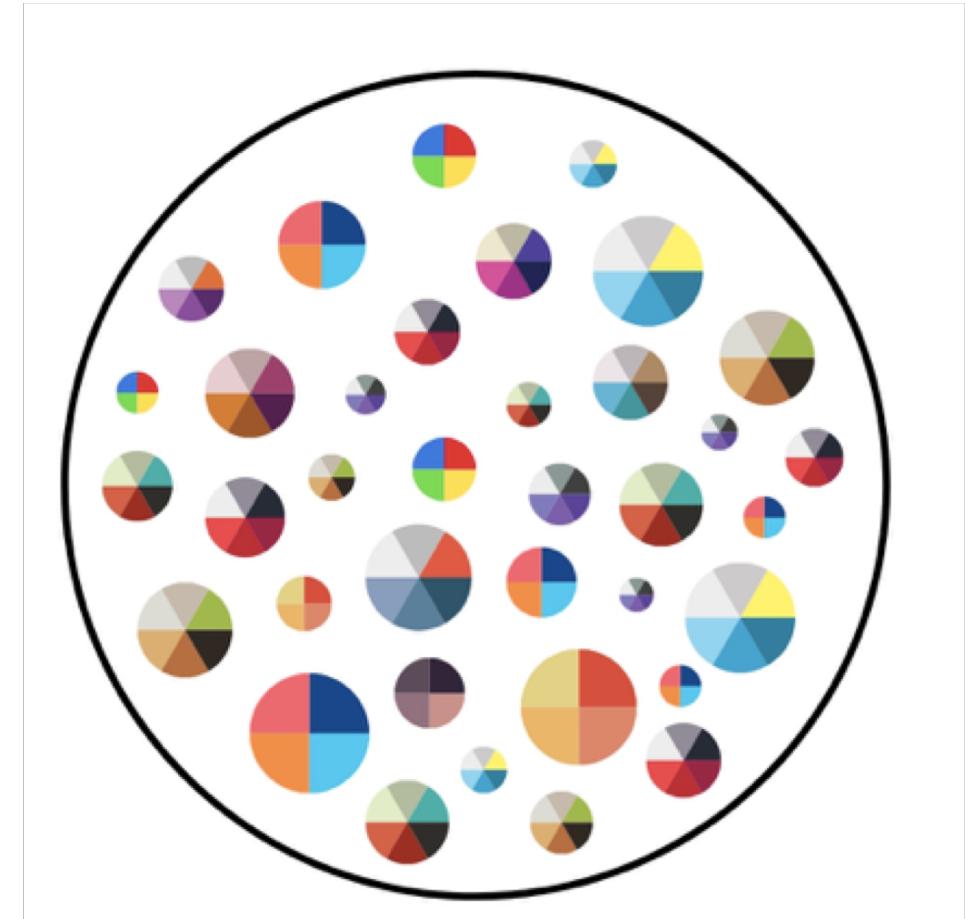
## How do we move **away** from groups of deficit?



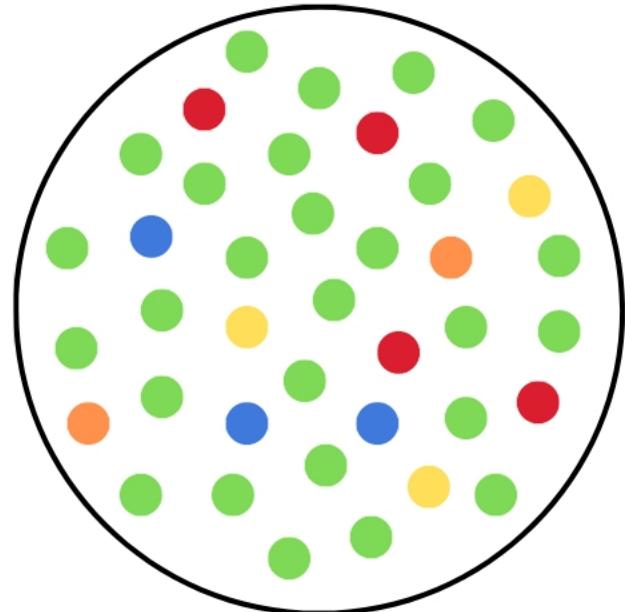
How do we  
including people  
who are different

VS.

How do we teach to diversity?

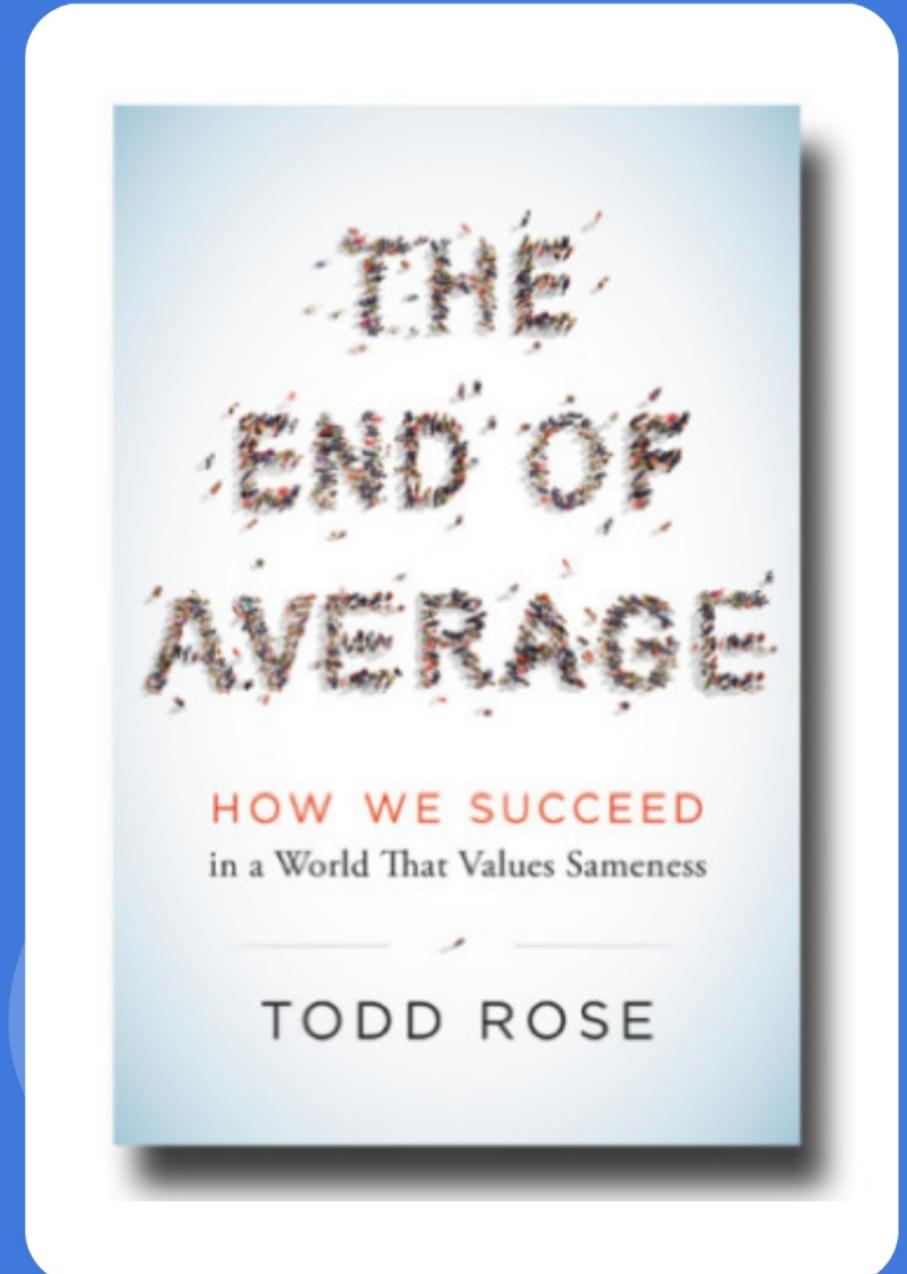
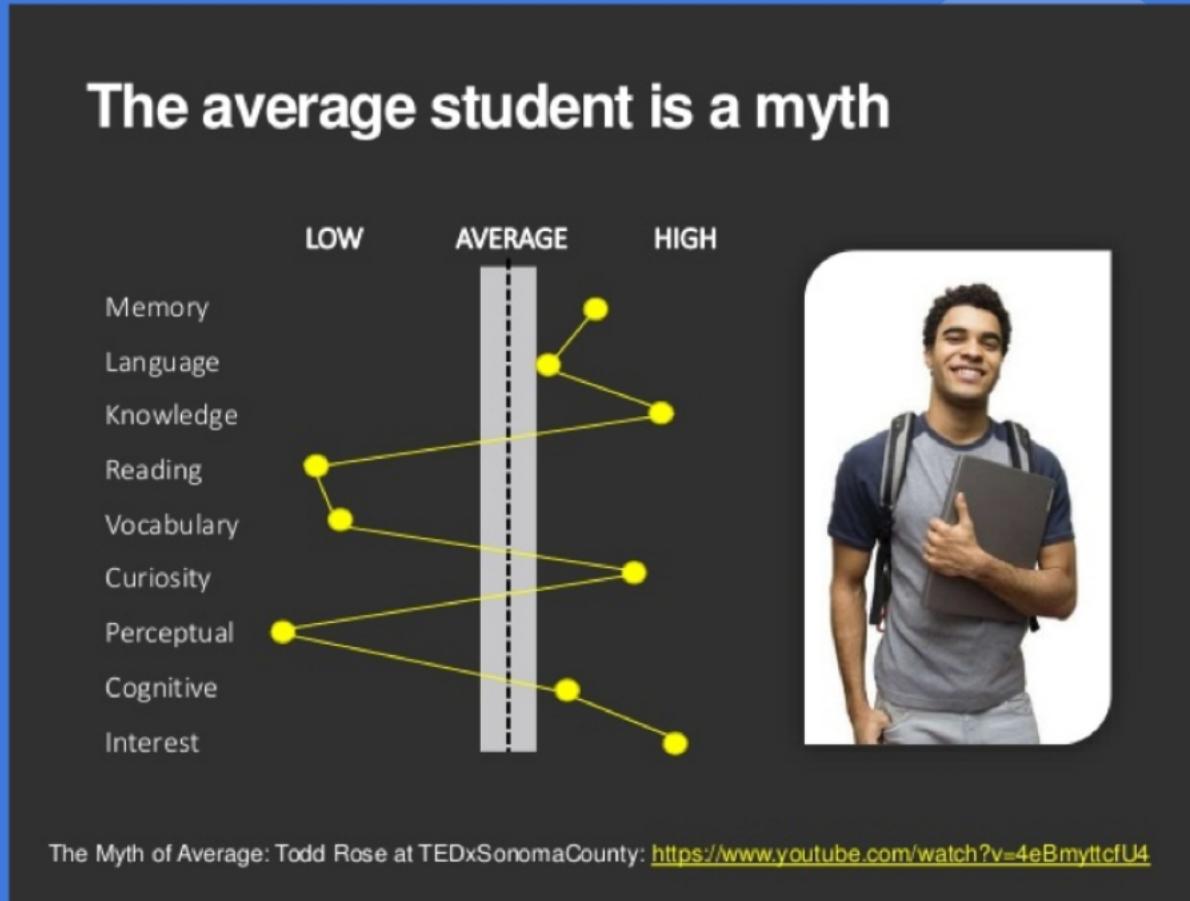


# WHERE DID **GREEN** COME FROM?



**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

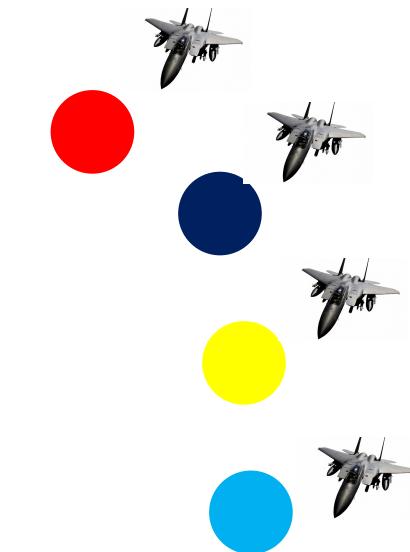
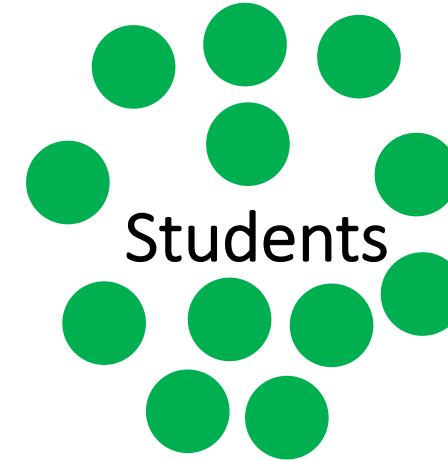
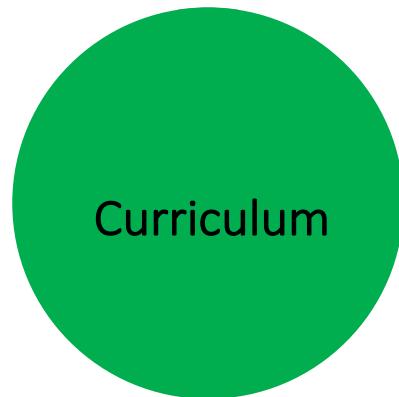
**Efficiency:** Building one standardized curriculum for ALL students

# 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 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?

*Strengths*

Identities

Interests

*Goals*

What are student **dimensions** that we can capture  
(so that we can design for them)?

*Strategies*

Barriers

*Supports*

*Needs*

# What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- Example: I am Danish, I am a teacher, I am Canadian, I am a wife



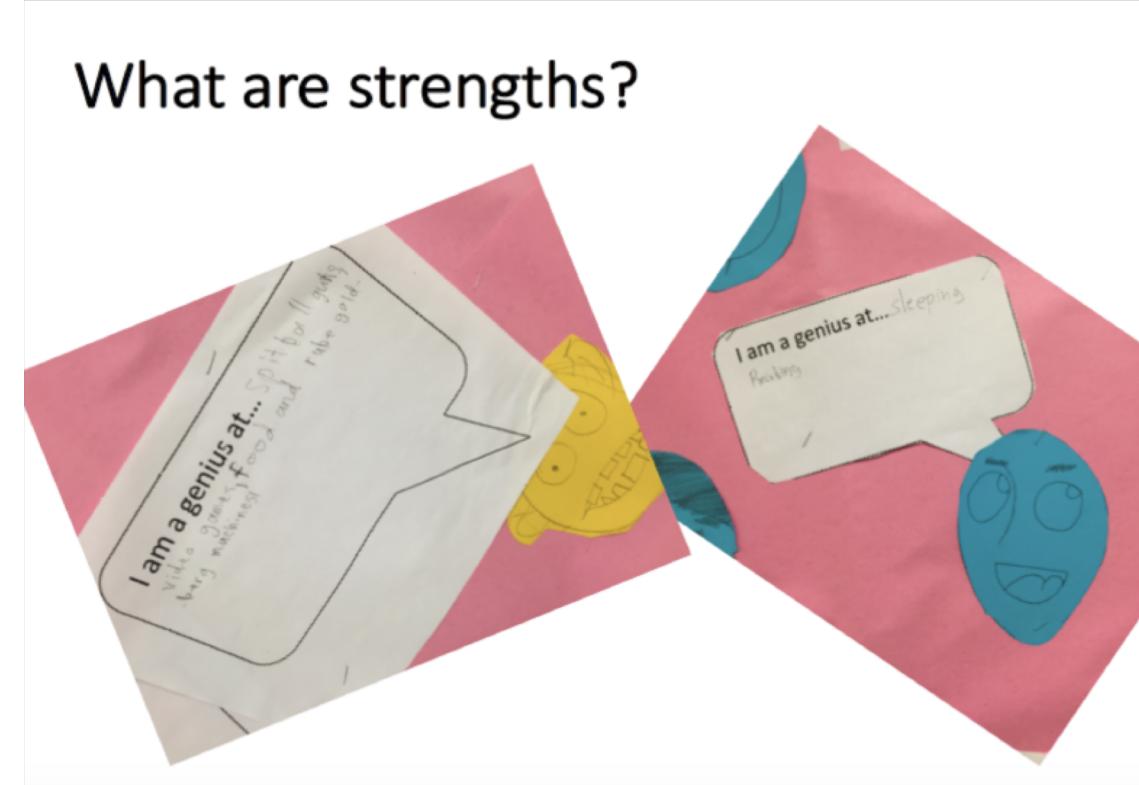
# What are my **interests**?

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?
- Example: I love food, art, travelling, reading, Tofino, whales, inclusive education, Netflix, curriculum, gardening



# What are my **strengths**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



# Shifting Our Perspectives

Every **strength** has a corresponding **challenge** and every challenge has a corresponding strength.

The inattentive child may be a **deep thinker**.

The uncooperative may be a **natural leader**.

The emotionally charged may be gifted with **exceptional empathy**.

The rule defying child may be an out of the box **innovator**.

When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

That is the essence of **working with**, instead of **against**, **children**.

# What are my **stretches**??

- Student/ Family/ Teacher/ Support Staff generated
- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need support with?
  
- Example: getting frustrated, self regulated my emotions, waking up early



*Strengths*

Identities

Interests

*Stretches*

What are student **dimensions** that we can capture  
(so that we can design for them)?

*Strategies*

*Needs*

*Barriers*

*Supports*

# What to stay connected?!



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What is useful so far!?

# DESIGN: THE MOST UNDERUTILIZED SUPPORT



*Strengths*

Identities

Interests

*Stretches*

What are student **dimensions** that we can capture  
(so that we can design for them)?

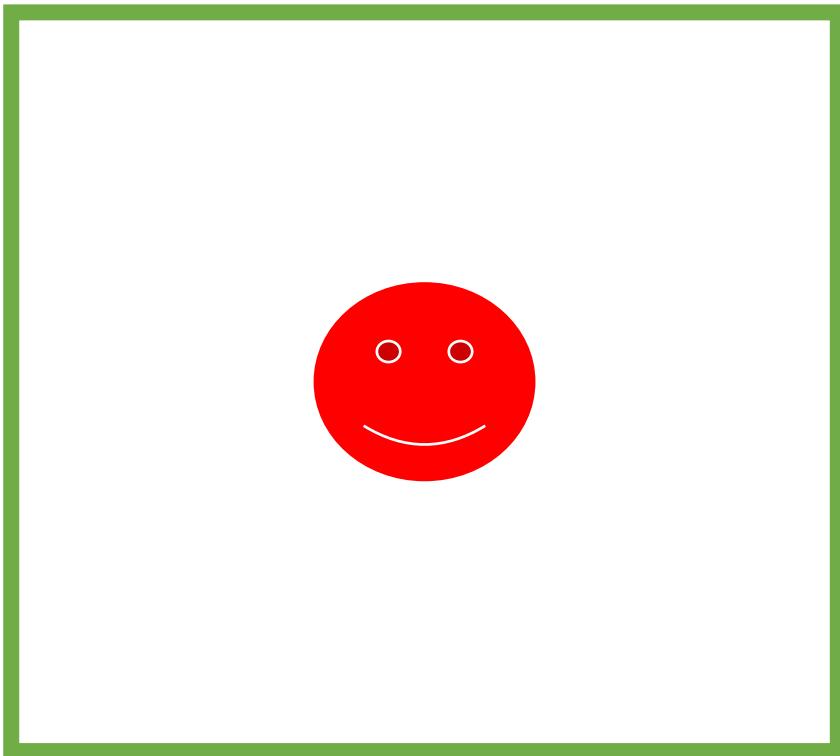
*Strategies*

*Needs*

*Barriers*

*Supports*

# Shifting the Paradigm: Medical Model of Disability

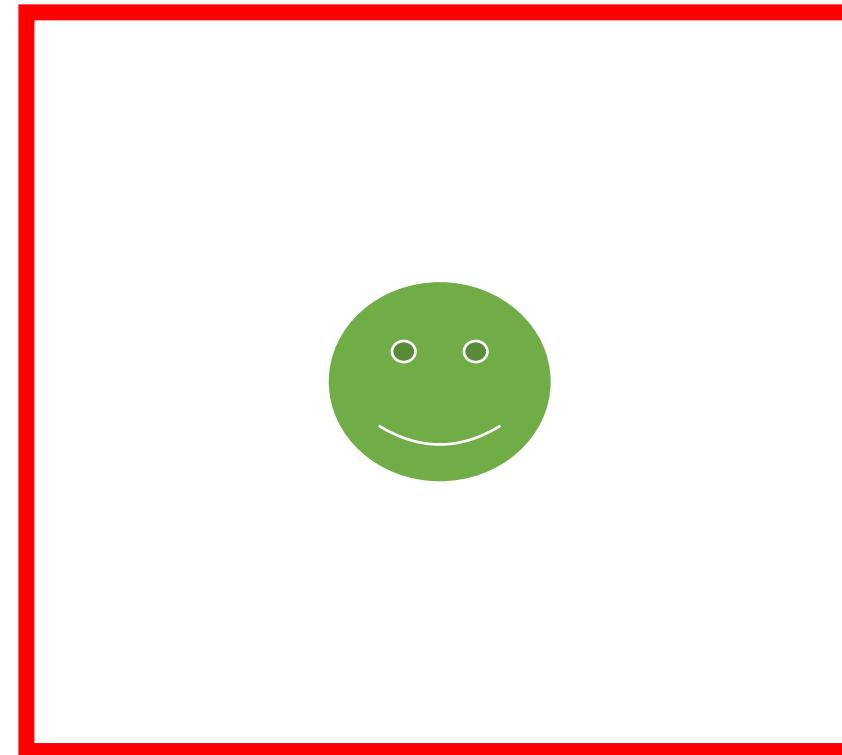


Identify the problems in the  
student

Fix the student

# Shifting the Paradigm: Social Model of Disability

Identify the problems  
in the environment

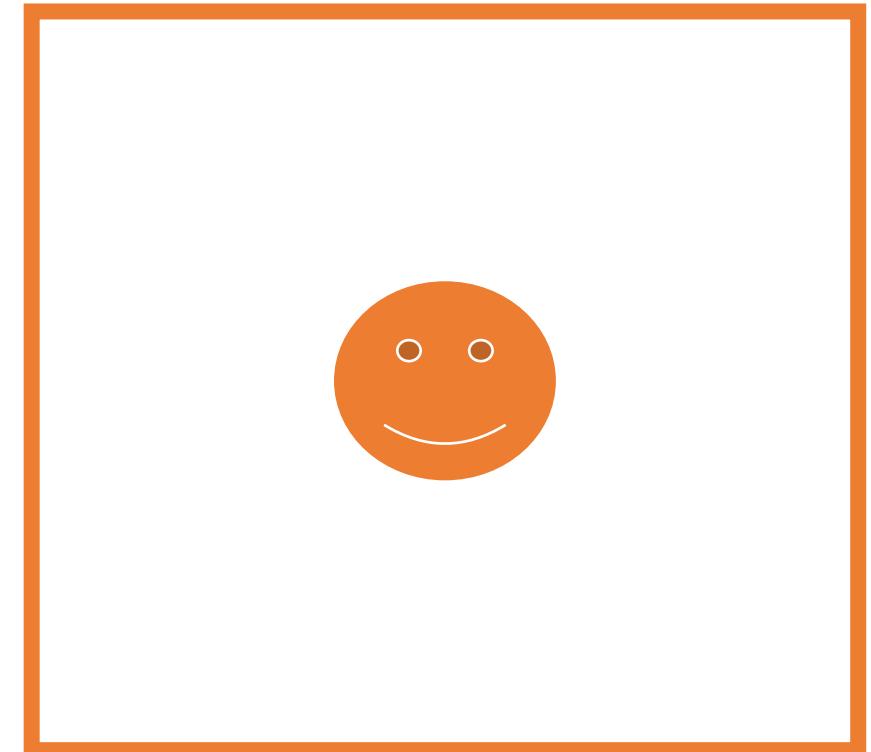


Fix the environment

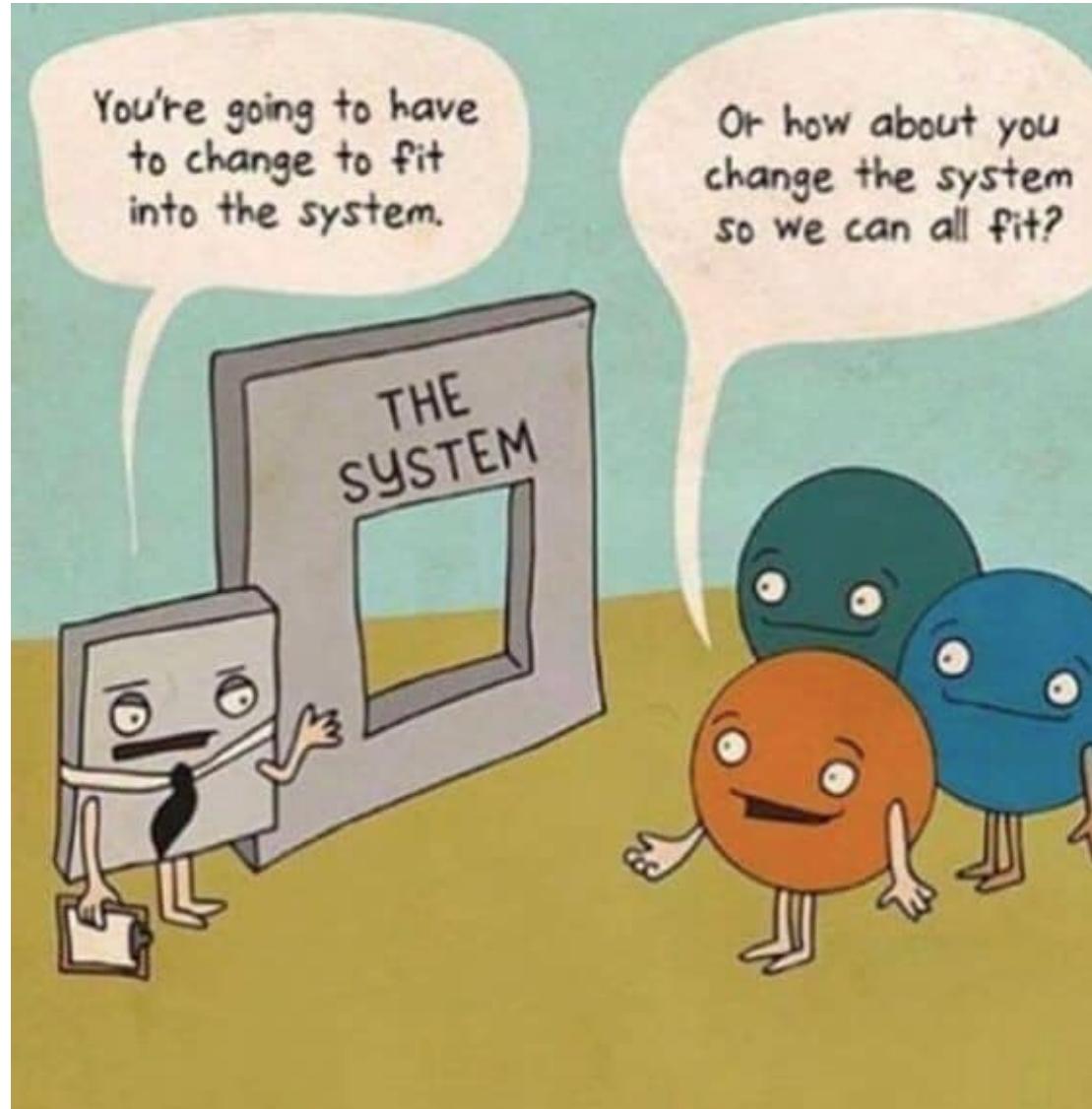
# Shifting the Paradigm: Person-Place Model of Disability

Identify the **needs** of the **student** AND  
Identify the **barriers** in the **environment**

Anticipate supports and strategies needed  
for students AND  
Reduce barriers in the environment



# The Role of the Environment/ System in Disabling Individuals



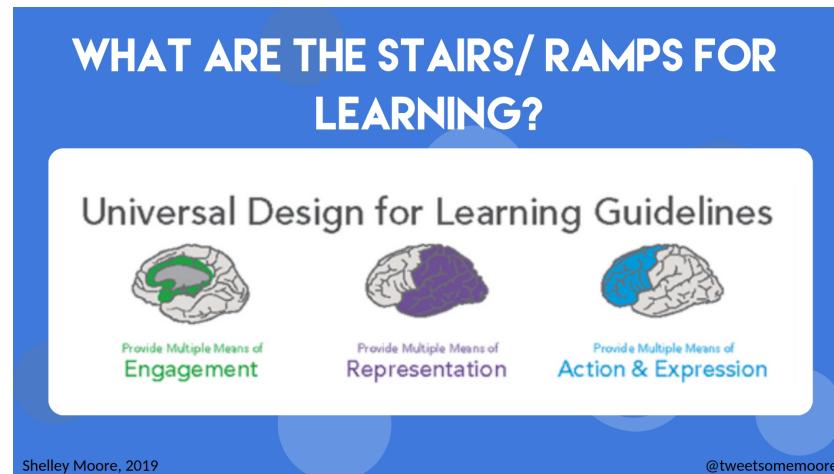
# What are my **barriers**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones, discrimination



# Reducing Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
  - How students are engaged in learning
  - How new learning/information is shared with/to them
  - How students share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
  - (engagement) I can optimize individual choice and autonomy
  - (representation) I can offer text and different reading levels
  - Action & Expression) I can vary the methods that students can respond



[www.CAST.org](http://www.CAST.org)

## Teacher Team UDL Guidelines Self-Assessment &amp; Target Goal Planner

Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	• Optimizing individual choice and autonomy	Objective	• giving students choice and control over what they are learning about (e.g. content, examples used)	X	<input type="checkbox"/>	<input type="checkbox"/>
7.2	• Optimizing relevance, value & authenticity	Objective	• making learning relevant to the student's lives and connecting it to real world problems that are important to the students	X	<input type="checkbox"/>	<input type="checkbox"/>
7.3	• Minimize threats & distractions	Objective	• reducing distractions in the classroom and building a safe place for students to take risks	X	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	• Heighten Salience of goals and objectives	Objective	• clearly communicating learning goals/ intentions and why tasks and activities matter	<input type="checkbox"/>	X	<input type="checkbox"/>
8.2	• Vary demands and resources to optimize challenge	Objective	• scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	<input type="checkbox"/>	X	<input type="checkbox"/>
8.3	• Foster collaboration and community	Objective	• building a community where learners work together by teaching collaboration and group work skills	X	<input type="checkbox"/>	<input type="checkbox"/>
8.4	• Increase mastery-oriented feedback	Objective	• providing ongoing formative feedback that is relevant, clear, accessible and timely	<input type="checkbox"/>	X	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	• Promote expectations and beliefs that optimize motivation	Objective	• helping students set learning goals that build confidence and help them take ownership of their learning	<input type="checkbox"/>	<input type="checkbox"/>	X
9.2	• Facilitate personal coping skills and strategies	Objective	• teaching how to manage emotional responses & about healthy emotional responses and interactions	<input type="checkbox"/>	<input type="checkbox"/>	X
9.3	• Develop self-assessment and reflection	Objective	• by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	<input type="checkbox"/>	<input type="checkbox"/>	X
Our UDL Team Target Goal is:						
8.1	We can support students to be motivated by clearly communicating learning goals/ intentions and why tasks and activities matter					

# Reducing Barriers: Equity Targets

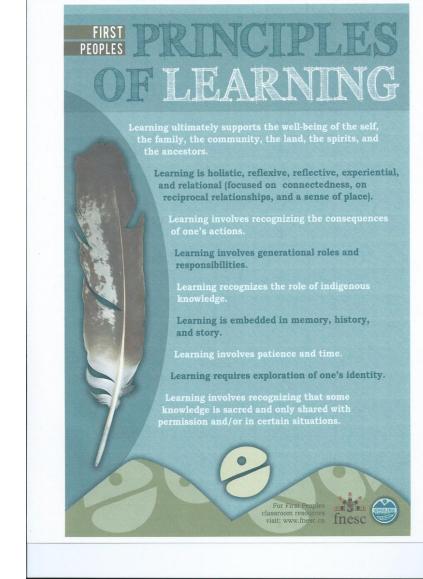
- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/ are being marginalized and/or oppressed:
  - Students of colour
  - Indigenous Students
  - Immigrants/Refugees
  - English Language Learners
  - Students with disabilities
  - LGBTQ2S+
  - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
  - I can commit to ensuring that the population in a classroom mimics the population in the community

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

- <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>

# Reducing Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
  - I can commit to including an indigenous perspective in every unit



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

# What are my **needs**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- Examples – [www.teachspeced.ca](http://www.teachspeced.ca)
- Writing support, memory support, time management, productivity, getting going on a task I don't want to do, travel bookings, email support, nutrition, anxiety/depression



# What are my supports?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

# What are my strategies?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more than 4 days at a time, going to bed early

# Supports vs. Resources

People  
Funding  
Time



# SHIFTING OUR SUPPORT MODELS

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## The cupcake Model

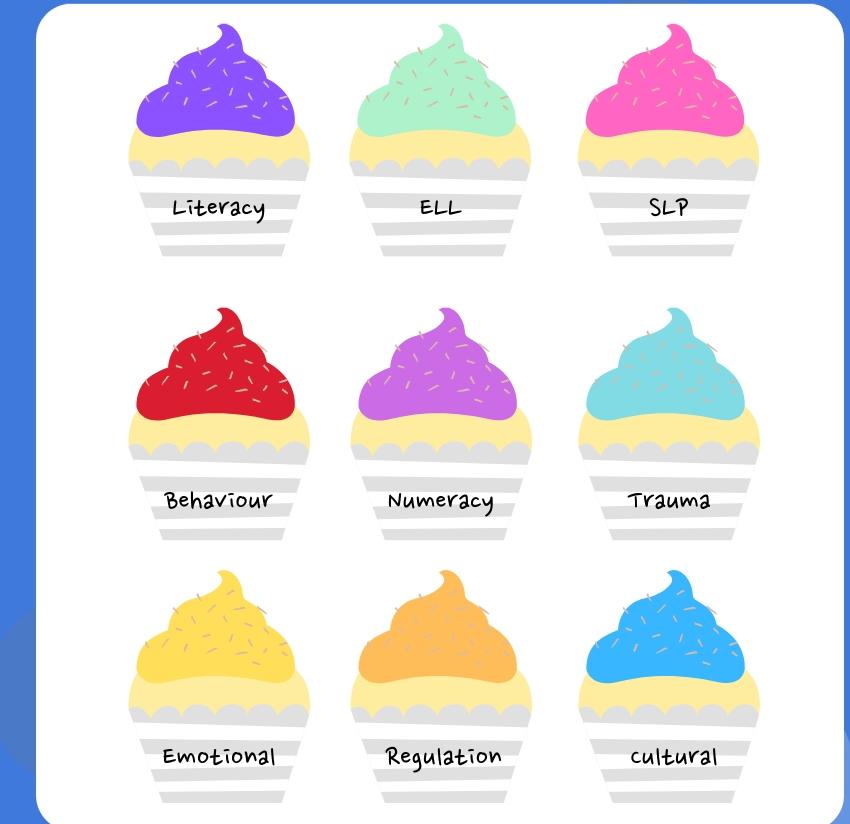


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Special Education  
Medical Model

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## The cupcake model



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## The layered cake model



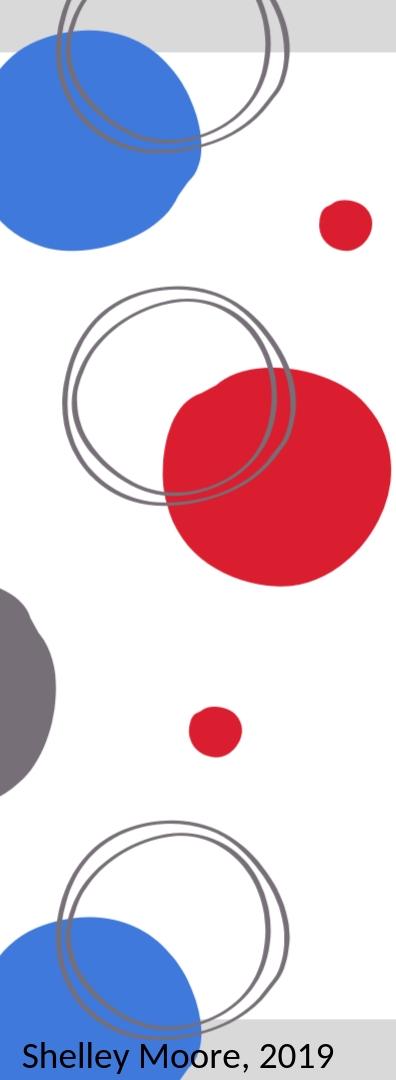
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# The layered cake model

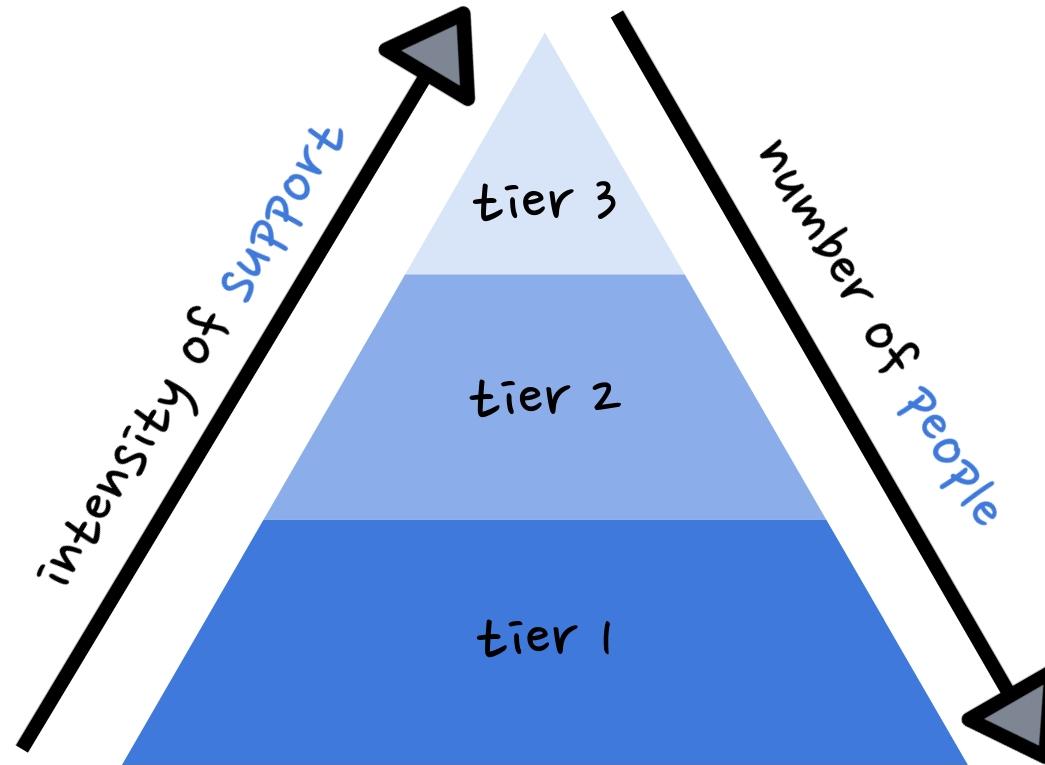


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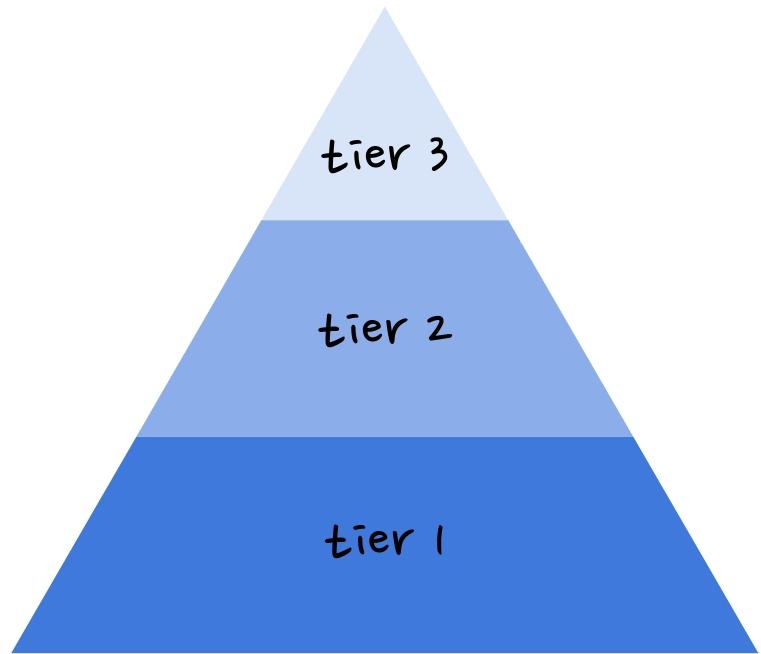
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# RTI: RESPONSE TO INTERVENTION

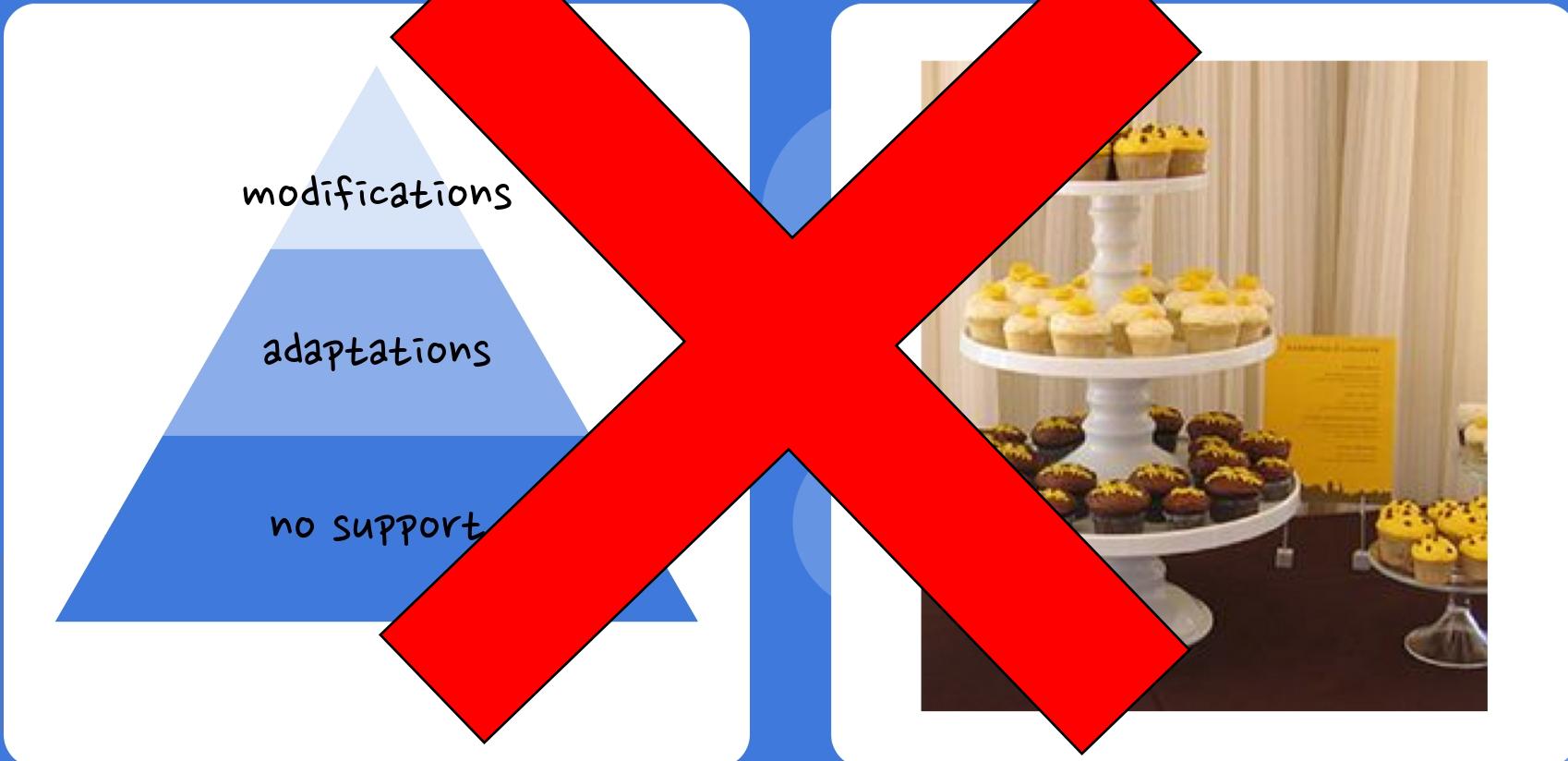


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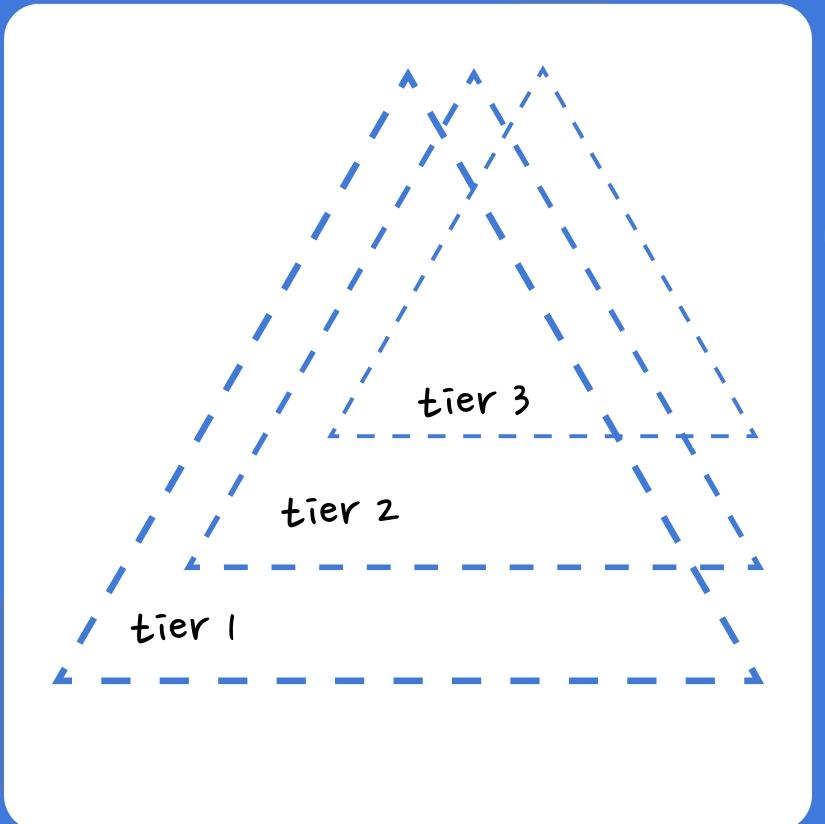


- early intervention of support
- assessment of students
- regulated supports

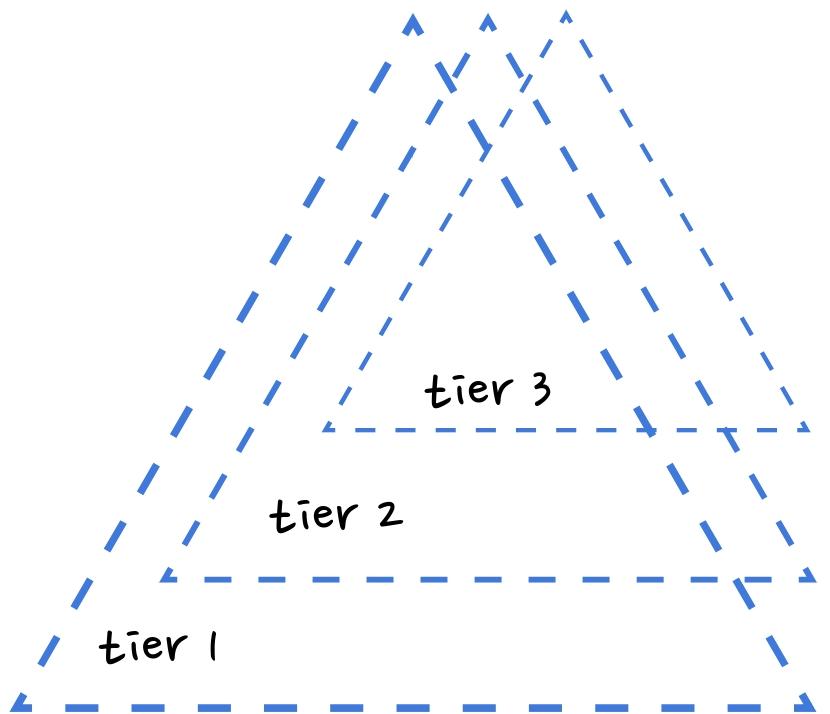
# RTI: RESPONSE TO INTERVENTION ??



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION



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



**When a flower  
doesn't bloom you  
fix the environment  
in which it grows,  
not the flower.**

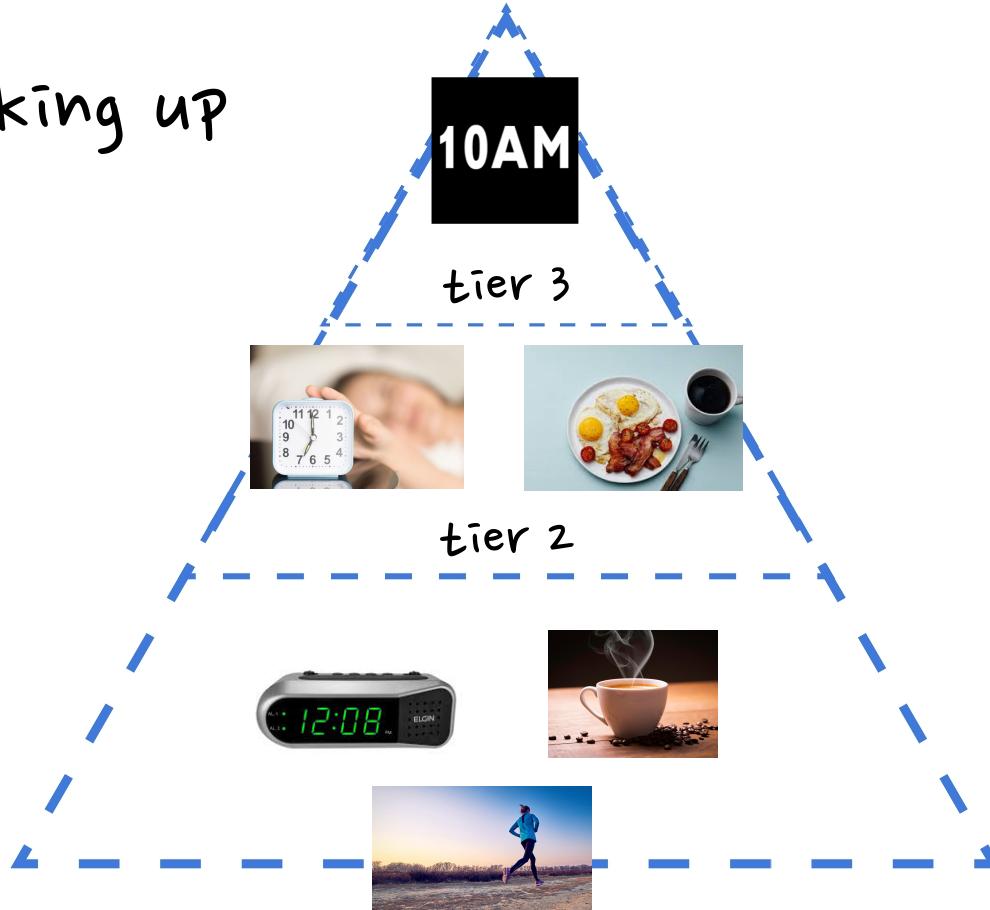
**- Alexander Den Heijer -**

[www.livelifehappy.com](http://www.livelifehappy.com)



# RESPONSE TO INSTRUCTION

Lens: Waking up



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# RESPONSE TO INSTRUCTION

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



# THE SUPPORT EQUATION

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

Response to  
Instruction

universal  
Design for  
Learning

Self Regulation  
for  
Learning



*Strengths*

**Identities**

**Interests**

*Goals*

How do we capture and develop student voice in knowing  
their **dimensions?** (as an individual and as a class)  
(so that we can design for them)?

*Strategies*

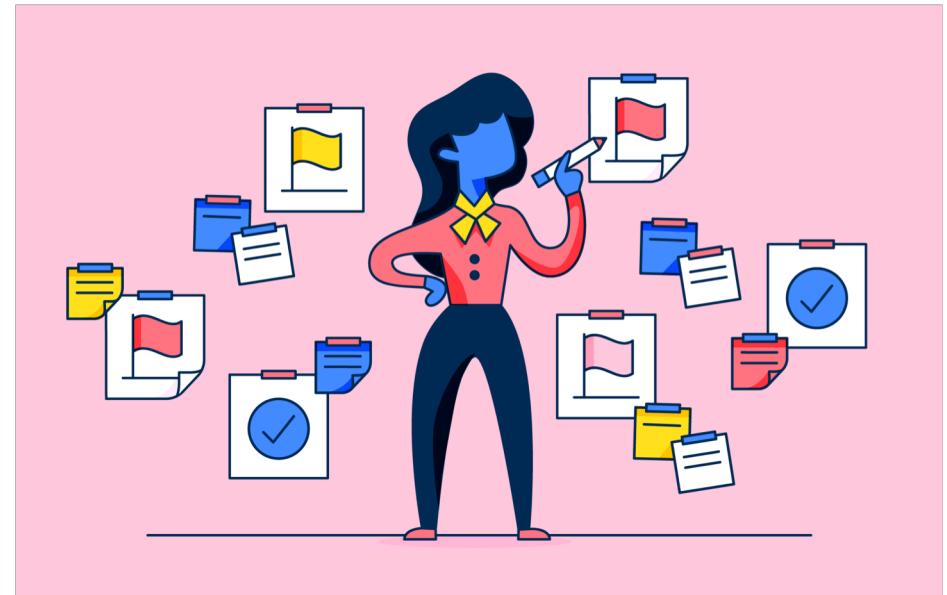
*Needs*

*Barriers*

*Supports*

# What are my goals??

- Student/ Family generated
- What do I want to get better at this year at school? At home? In life?
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
- What competencies (or sub competencies) do I want to target?
- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books



# What are my goals??

- Student/ Family generated
- How can I make a plan to target my stretches?
- What do I want to get better at this year at school? At home? In life
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
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- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books

## COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning (#001/2013)*:

### CRITICAL THINKING

### PROBLEM SOLVING

### MANAGING INFORMATION

### CREATIVITY AND INNOVATION

### COMMUNICATION

### COLLABORATION

### CULTURAL AND GLOBAL CITIZENSHIP

### PERSONAL GROWTH AND WELL-BEING

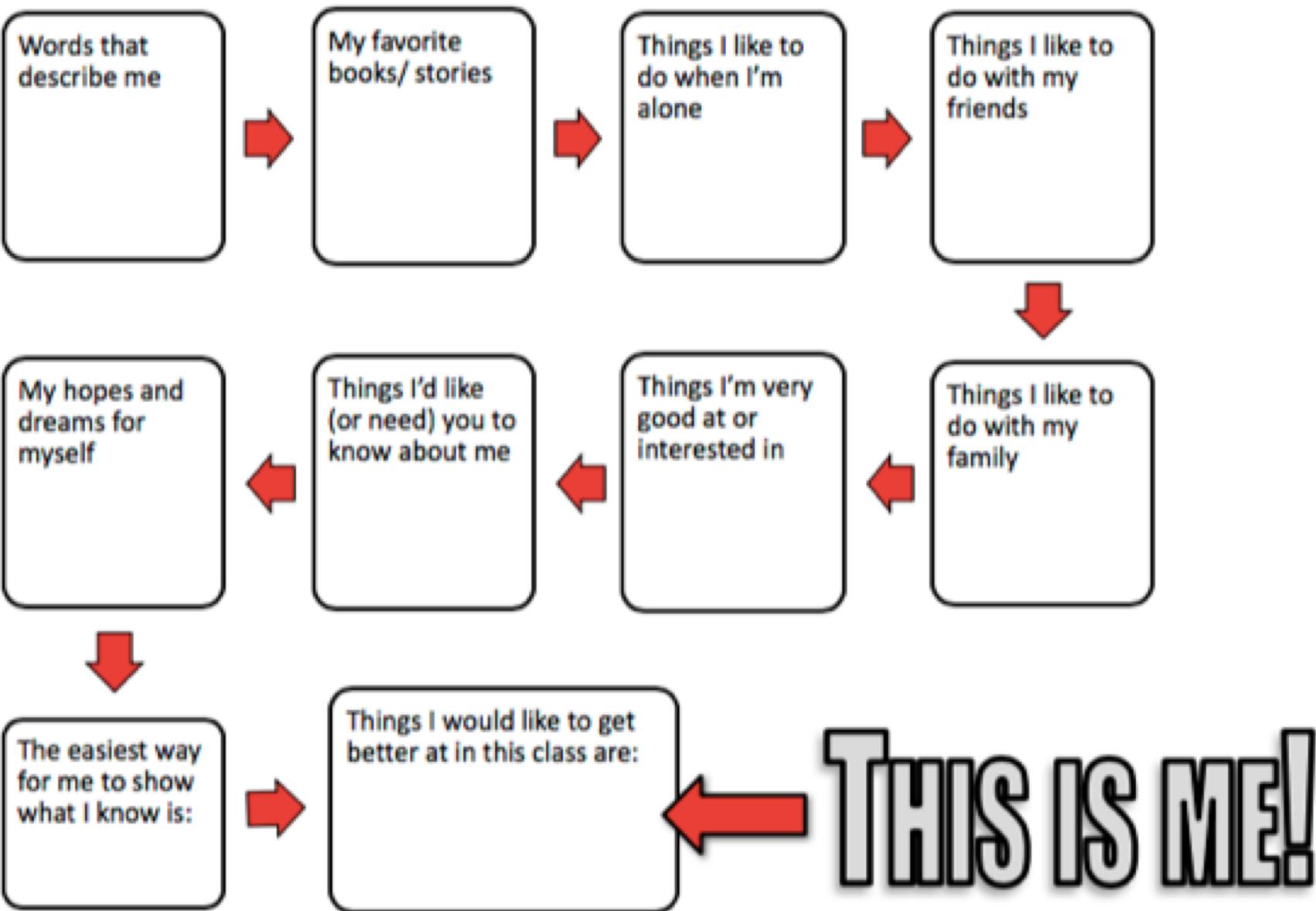
Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

# What are some ways that we can get to know our student's **dimensions**?

- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What if the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?
- **Goals** – what do they want to work on as an individual/ community in class/ life?

## Who Am I? Profile

Name:



## Who am I? \_\_\_\_\_

What are some communities or groups that I belong to?

What are some things that I like, or I am interested in? Or what do I want to learn more about?

What are some things that I am really good at? Things that I can help others with?

What are some things that I need to work on?

What are some things in my life that get in the way of my learning? Or make it hard for me to learn?

What are some things that happen in classrooms or schools that make it hard for me to learn?

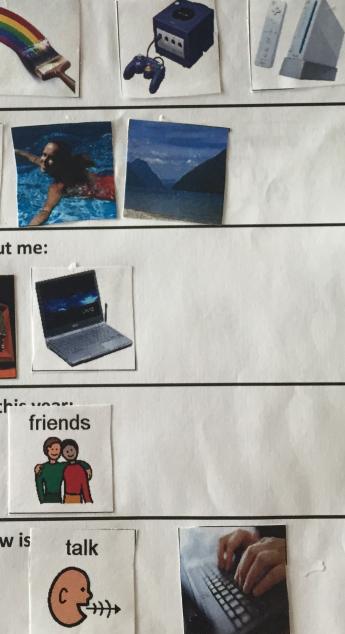
What are some things that I can use or do to help me learn? Or pay attention? Or keep me interested?

What are some things that other teachers have done that really help my to learn? Or to pay attention? Or keep me interested?

What am I hoping to get out of this class? Or this year?

**THIS IS ME!**

																
Name: <b>Susan</b> Grade: 12																
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D	Resource	Ms. Moore														
<p><b>Some things that I am good at:</b>  Taking photos, dancing, computers, cooking, swimming, video games, with animals , Math, art, reading, science.</p>																
<p><b>Things I really like:</b>  Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike</p>																
<p><b>Some things you need to know about me:</b> I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.</p>																
<p><b>Some things I want to get better at this year:-</b> to ask for help more often  -change for P.E.  -to get to class on time  -burp quietly</p>																
<p><b>The easiest way to show what I know is:</b> -writing, drawing. Talking, doing it, showing</p>																
																

																
Name: <b>Scott</b> Grade: 9																
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<p><b>Some things that I am good at:</b>  I am good at wii and game cube and painting</p>																
<p><b>Things I really like:</b>  I like internet swimming alouette lake friends</p>																
<p><b>Some things you need to know about me:</b>  I'm good at swimming and listening to radio and I have a laptop</p>																
<p><b>Some things I want to get better at this year:</b>  Computers and making friends</p>																
<p><b>The easiest way to show what I know is</b></p>																
<p>The easiest way is talking and typing.</p>																
																

Class Review for:	Teacher:	Date:
I can plan for my students by getting to know the:		
<b>Identities &amp; Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
<b>I can meet this goal(s) by making a plan:</b>	<b>I can meet this goal(s) by reducing barriers in the classroom:</b>	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting competencies chosen as a community:		
<b>Decision:</b> Competencies to target as a class:		

Class Review for: Industrial Design	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:		
<b>Identities &amp; Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
<ul style="list-style-type: none"> <li>- Farmers, Indo Canadian, Autistic, Athletes, Queer, Girl</li> <li>- Collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up</li> </ul>	<ul style="list-style-type: none"> <li>- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition</li> </ul>	<ul style="list-style-type: none"> <li>- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image</li> </ul>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<p><b>The BIG goal I have for this class:</b> I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community</p>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
<ul style="list-style-type: none"> <li>- Clear intentions for the class, why we are learning and what we are doing</li> <li>- Engage students by doing something loud and dangerous – blow stuff up</li> <li>- Involving the students in activities, but make sure they know the goal</li> <li>- Build life sized medieval weapons of war</li> <li>- Trebuchet pumpkins</li> </ul>	<p><b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p>	<p>We can use see our real life experiences to connect school learning to students' lives</p> <p>We can value each others' gifts and contributions</p>
We can meet this goal(s) by targeting core competencies chosen as a community:		
<p>Decision: Core competencies to target as a class</p> <p>Ryan thinks (Collaboration, Social Responsibility, Critical Thinking)</p> <p>Class voted on – Creative Thinking, Collaboration, Personal Awareness &amp; Responsibility)</p>		

*Strengths*

**Identities**

**Interests**

*Goals*

How do we capture and develop student voice in knowing  
their **dimensions?** (as an individual and as a class)  
(so that we can design for them)?

*Strategies*

*Needs*

*Barriers*

*Supports*

# DESIGN: THE MOST UNDERUTILIZED SUPPORT



# What to stay connected?!



## SHELLEY MOORE



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Shelley Moore, 2019



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