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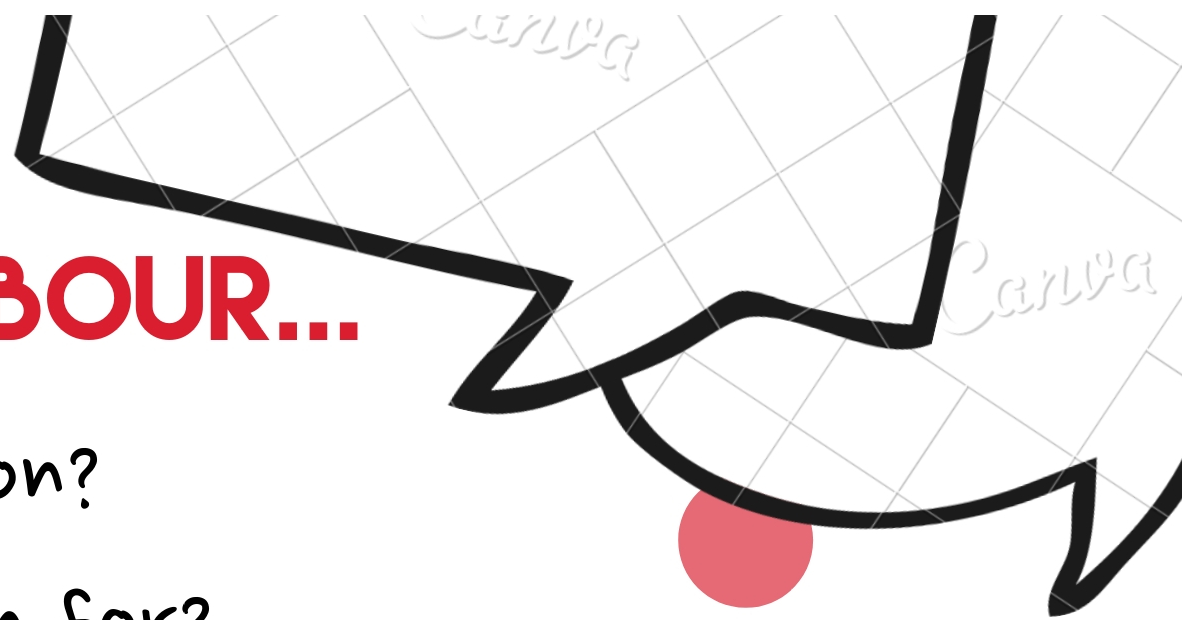
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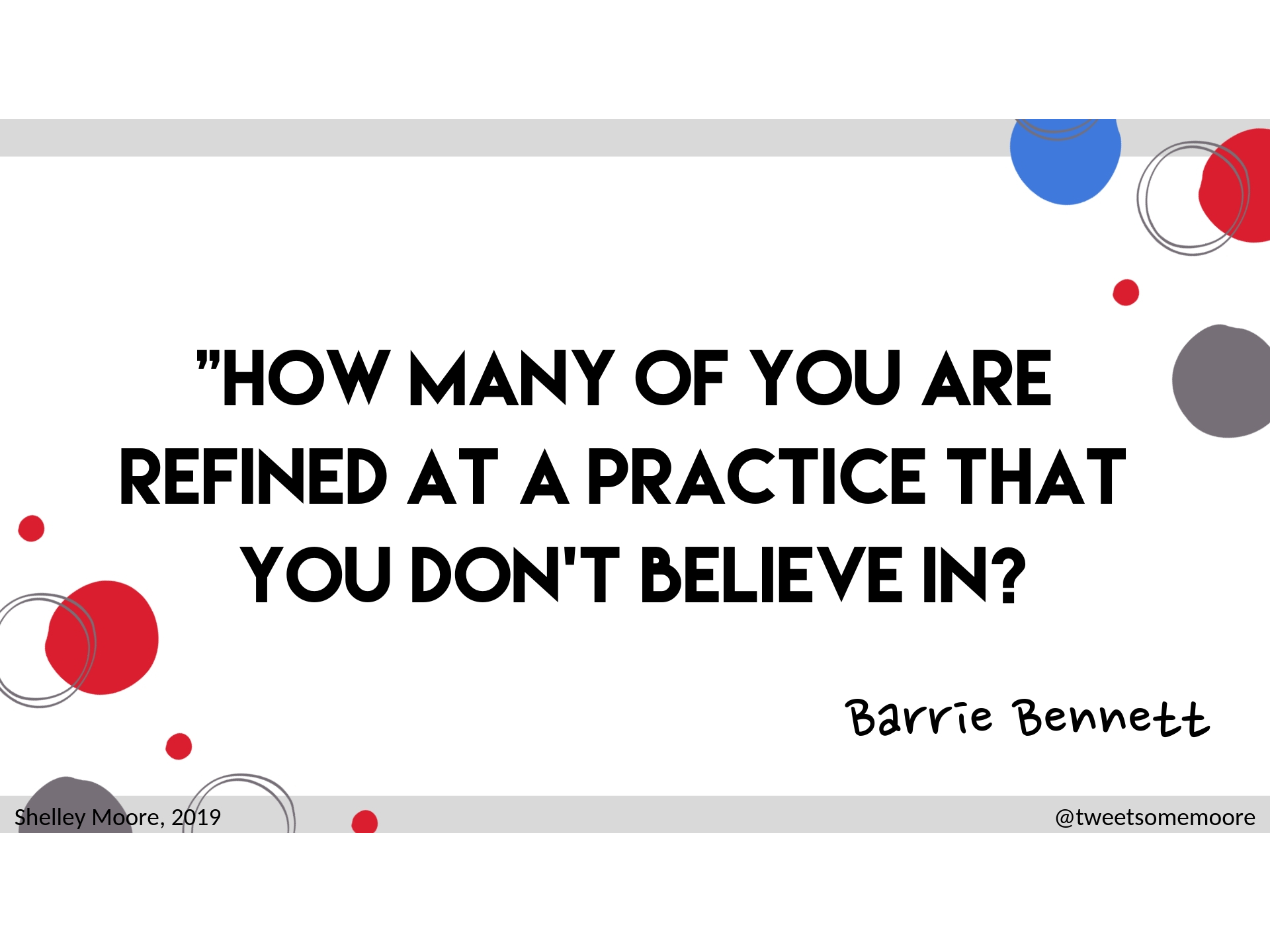
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TALK TO YOUR NEIGHBOUR...

- what is inclusion?

- who is inclusion for?

- where/ when do you seen it happening?

- why is it important?

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"HOW MANY OF YOU ARE REFINED AT A PRACTICE THAT YOU DON'T BELIEVE IN?

Barrie Bennett

THEORY & BELEIFS

PRACTICE

How do we bridge the gap between what we believe in (and know to be true)... and how we live?

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WHAT DOES INCLUSION MEAN?

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A

C

B

D

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

WHAT IS INCLUSION?

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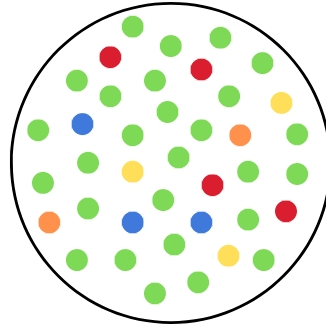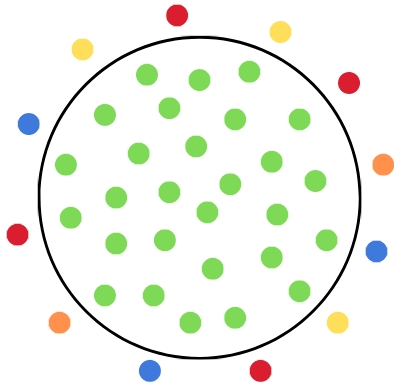
inclusion
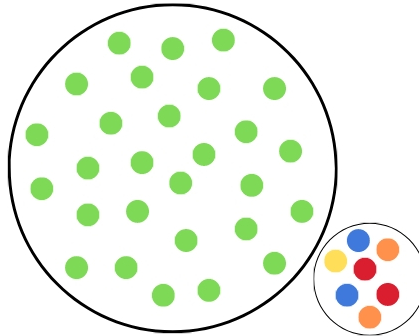
exclusion   segregation   integration

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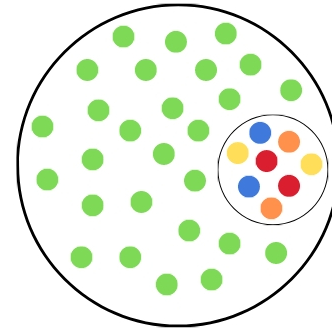
WHAT IS INCLUSION?
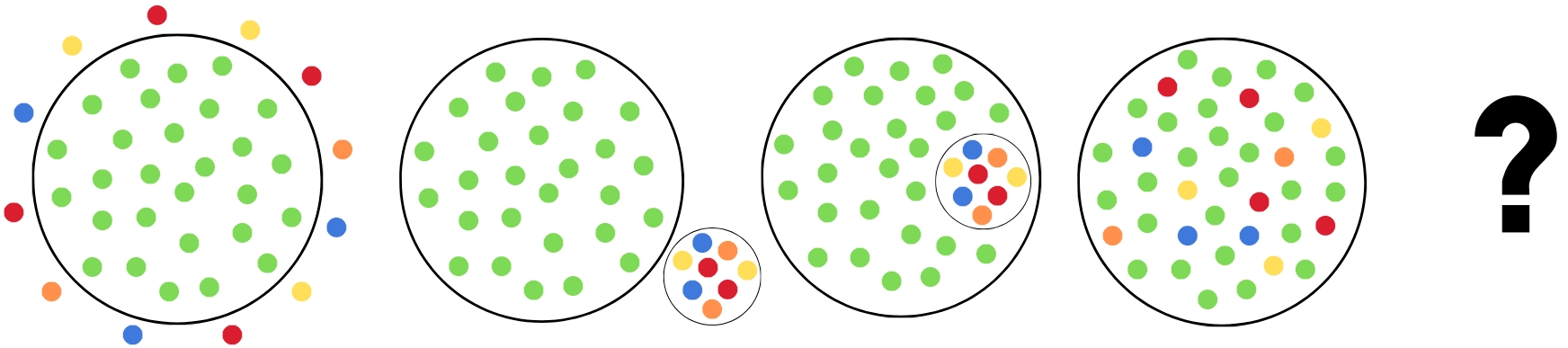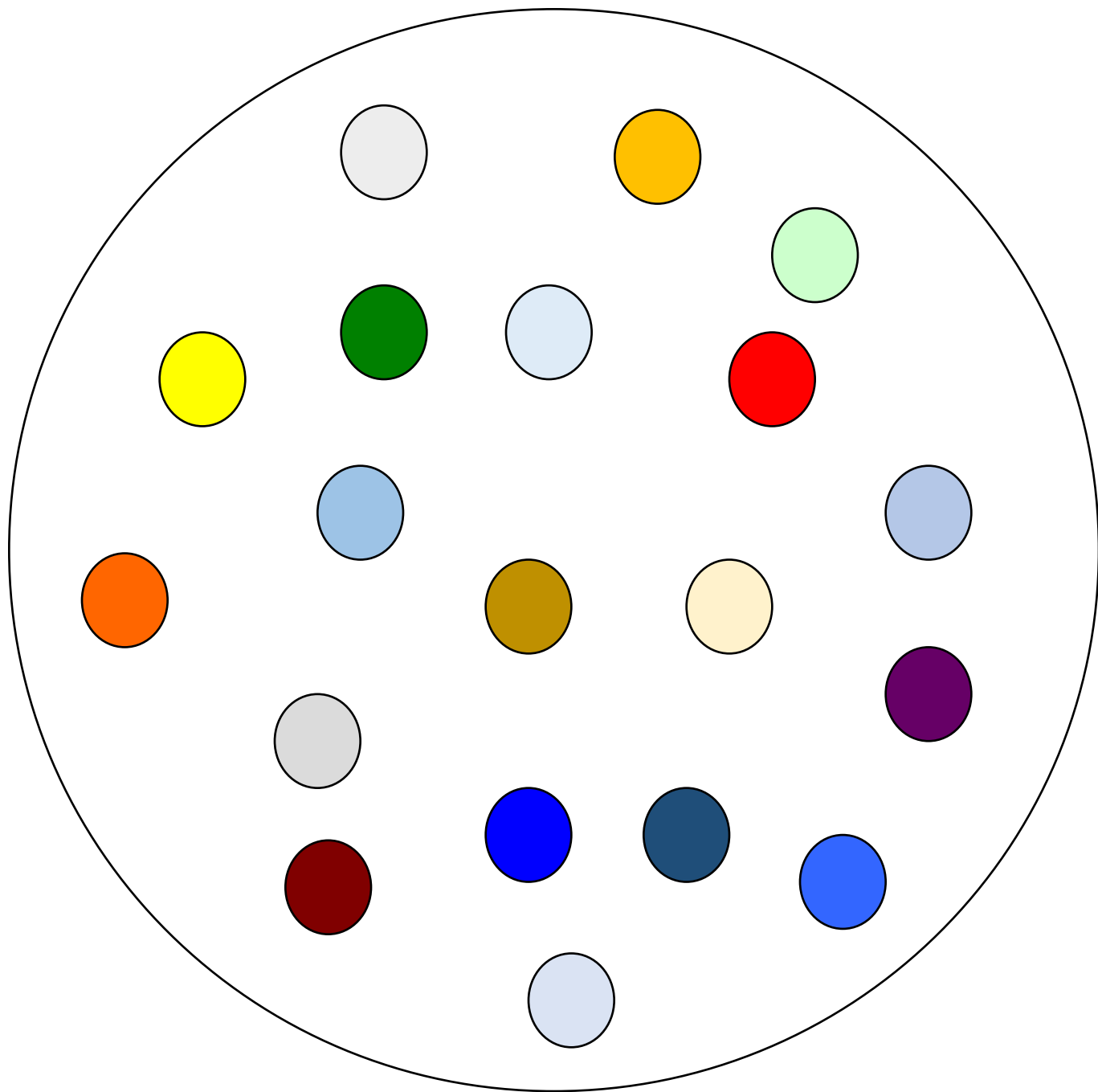
The End of Average!

The average student is a myth

LOW   AVERAGE   HIGH

Memory
Language
Knowledge
Reading
Vocabulary
Curiosity
Perceptual
Cognitive
Interest
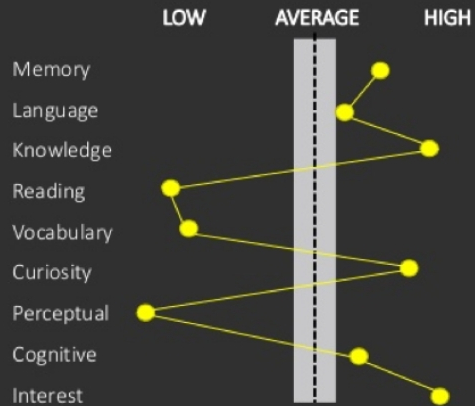
The Myth of Average: Todd Rose at TEDxSonomaCounty: https://www.youtube.com/watch?v=4eBmyttcfU4

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE
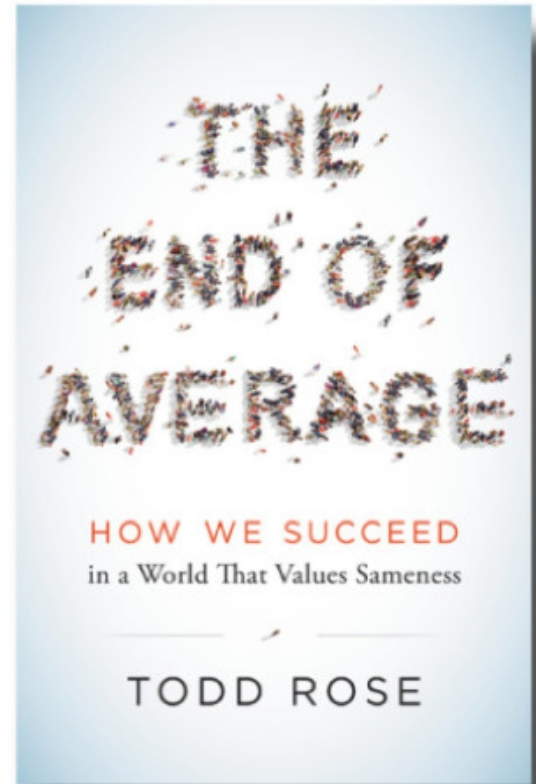
THE AIRPLANE DILEMMA...

Effectiveness: Building individualized planes for every pilot

Efficiency: Building one standardized plane for ALL pilots

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THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

Efficiency: Building one standardized curriculum for ALL students

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A SOLUTION?! Effective & Efficient?

An adjustable plane designed for a

range of dimensions

An adjustable curriculum designed for

a range of diversity

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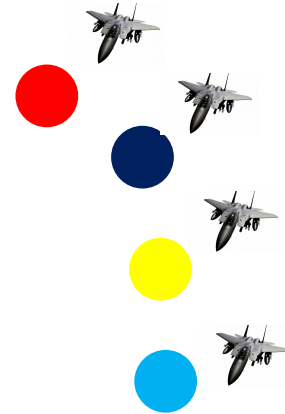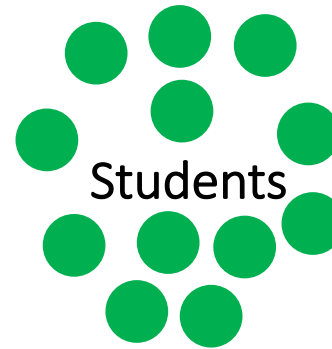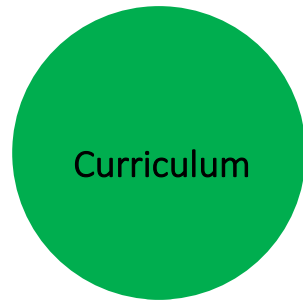
DESIGN: THE MOST UNDERUTILIZED SUPPORT

Students

Design

Curriculum

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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?

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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 Cupcake Model

Integration

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Shifting the Paradigm:
The Person Place Model

The cupcake model

Literacy   ELL   SLP

Behaviour   Numeracy   Trauma

Emotional   Regulation   cultural

The layered cake model

literacy

numeracy

trauma

behaviour

SLP

cultural

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Shifting the Paradigm:
The Person Place Model

The layered cake model

literacy
numeracy
trauma
behaviour
SLP
cultural

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RTI: RESPONSE TO INTERVENTION

intensity of support

number of people

tier 3

tier 2

tier 1

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RTI: RESPONSE TO INTERVENTION ??

modifications

adaptations

no support

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RTI: RESPONSE TO INSTRUCTION

tier 3

tier 2

tier 1

literacy

numeracy

trauma

behaviour

SLP

cultural

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RTI: RESPONSE TO INSTRUCTION

tier 3

tier 2

tier 1
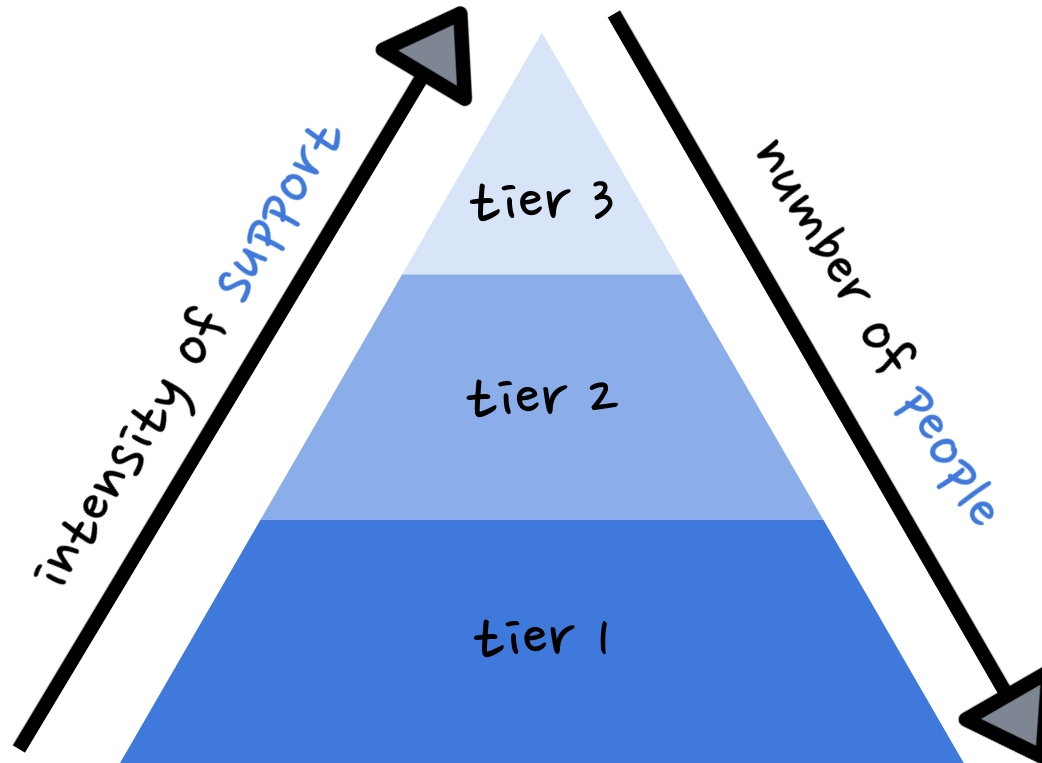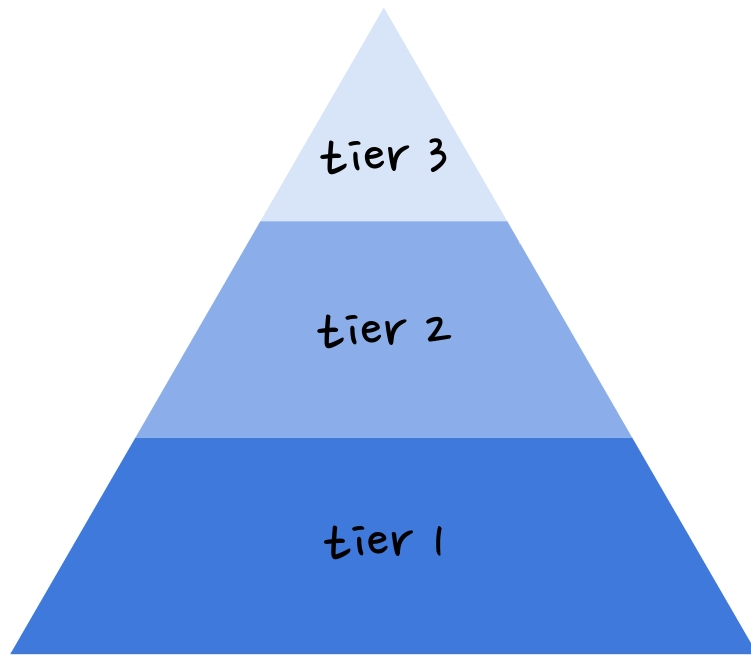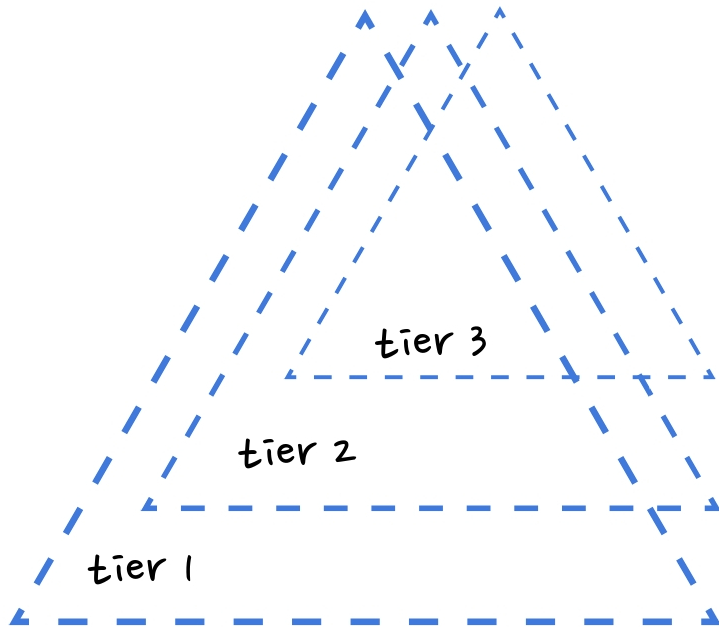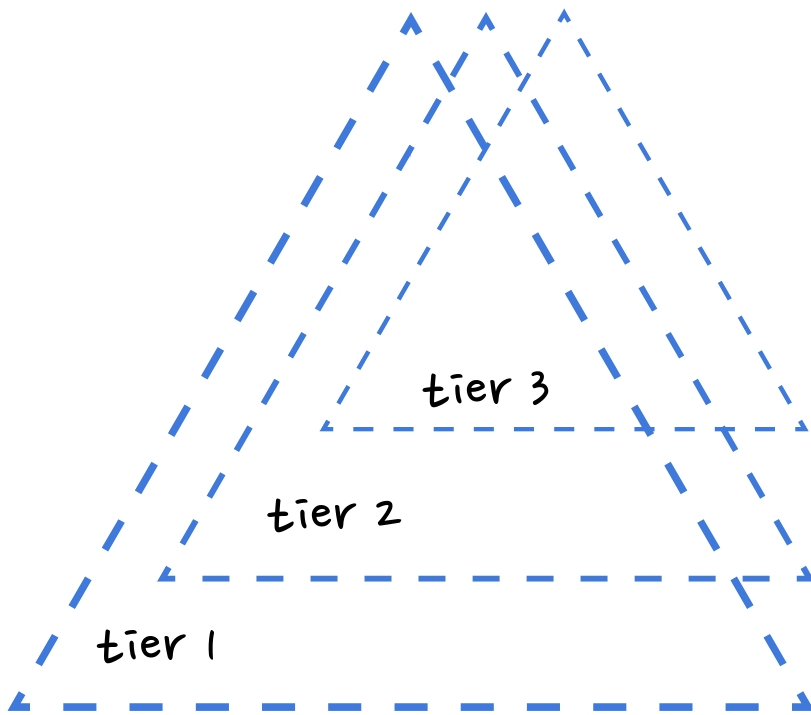
- early instruction of support
- assessment of the environment
- universal supports
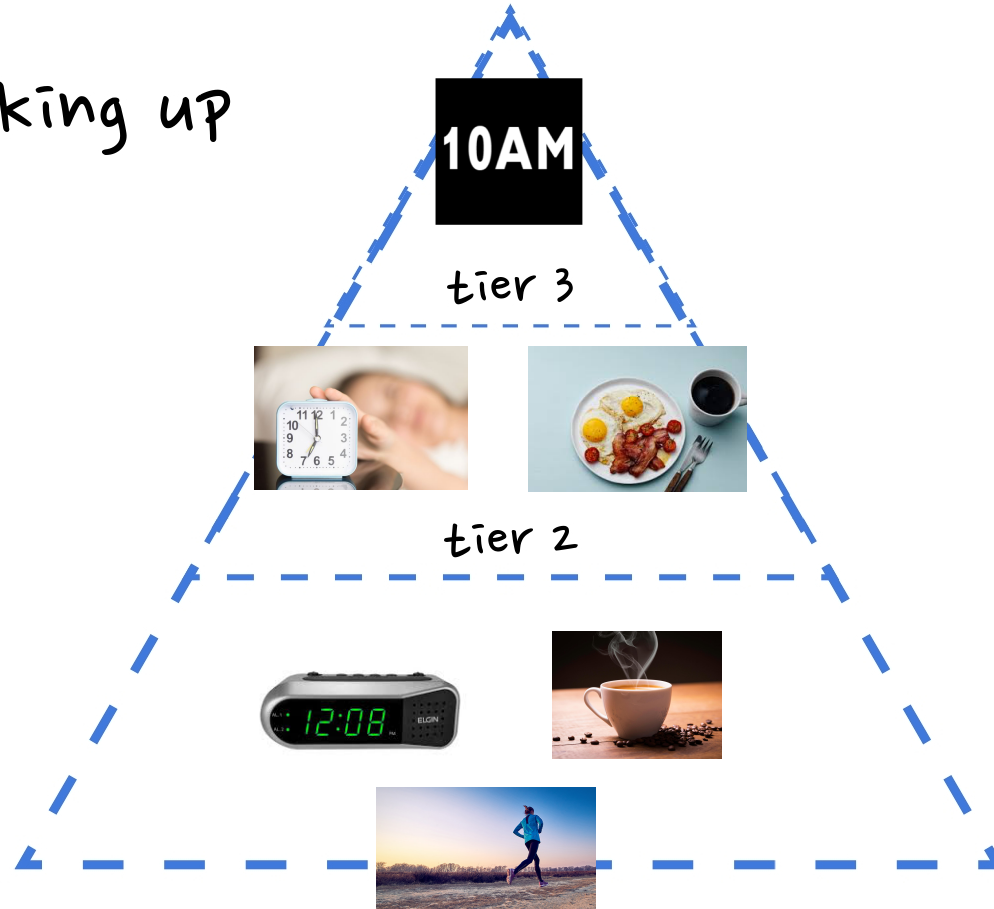
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Start from access, build on challenge: Planning Pyramid

Even More Complexity	→

More Complexity	→

Goal	→

FEW

MOST

ALL
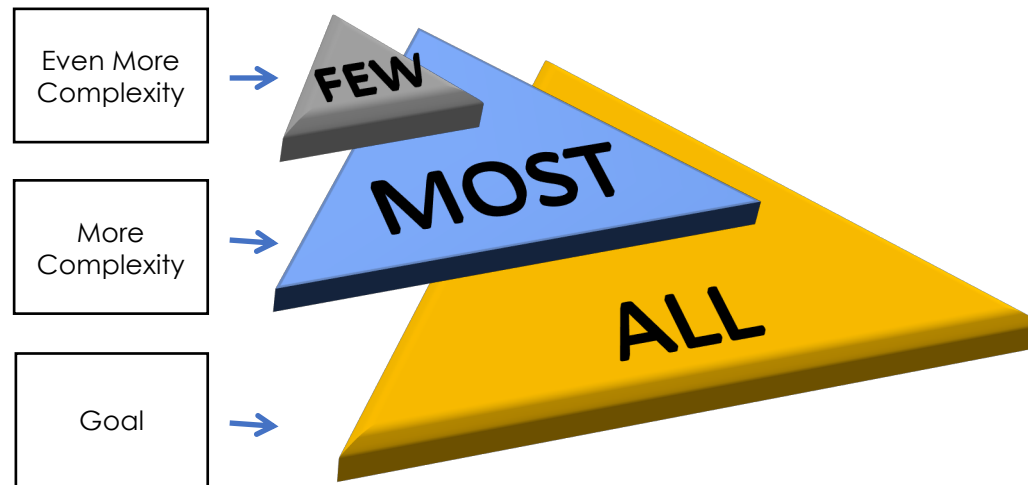
5. Planning for the RANGE: Extending for further access and challenge

| Challenge |
| Even more goals |

More goals

| Goals |
| Access |
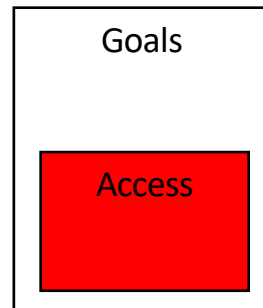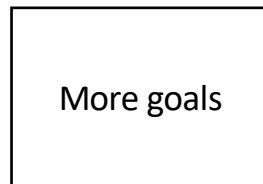
What to stay connected?!

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Teaching & Assessing
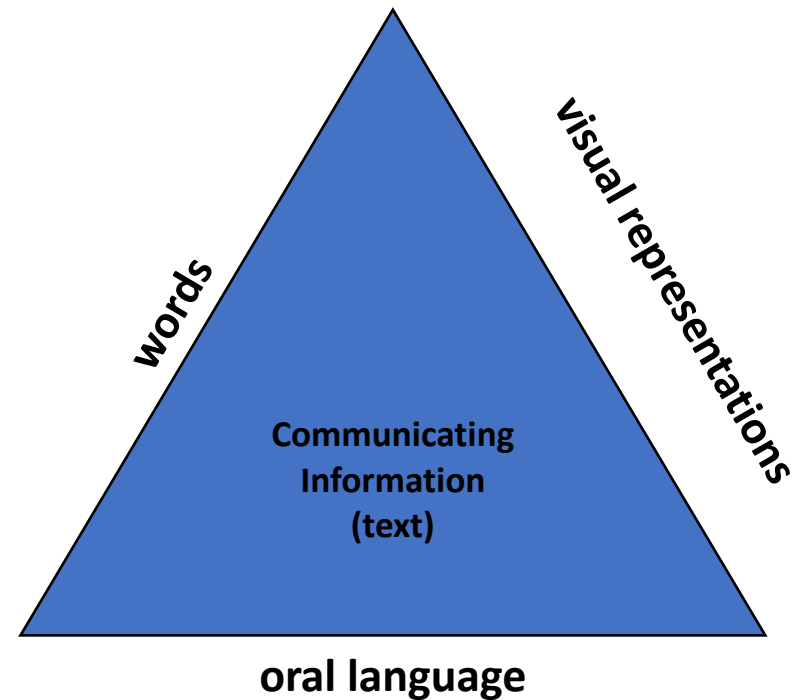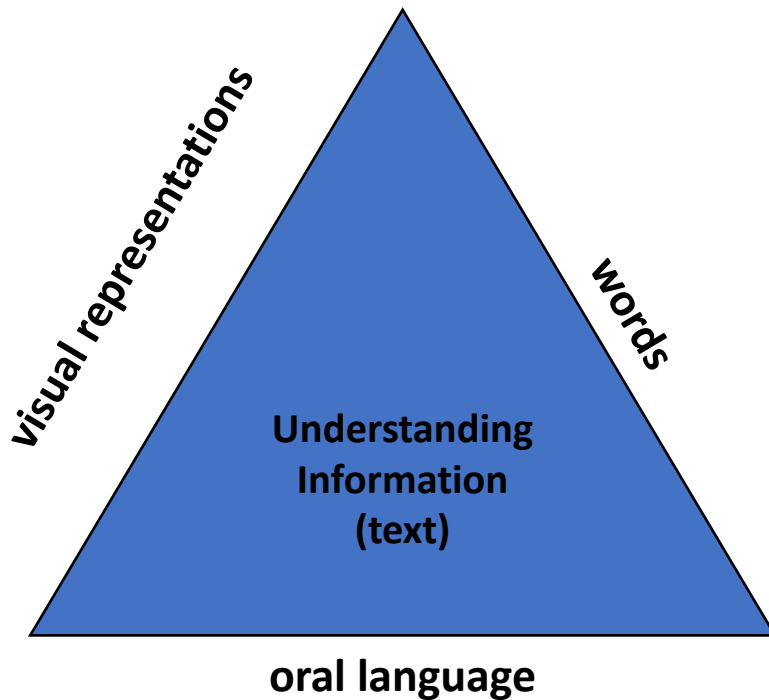
1. How do students show what they know?

Observation

Product

Conversation

visual representations

words

oral language

Communicating Information (Text)
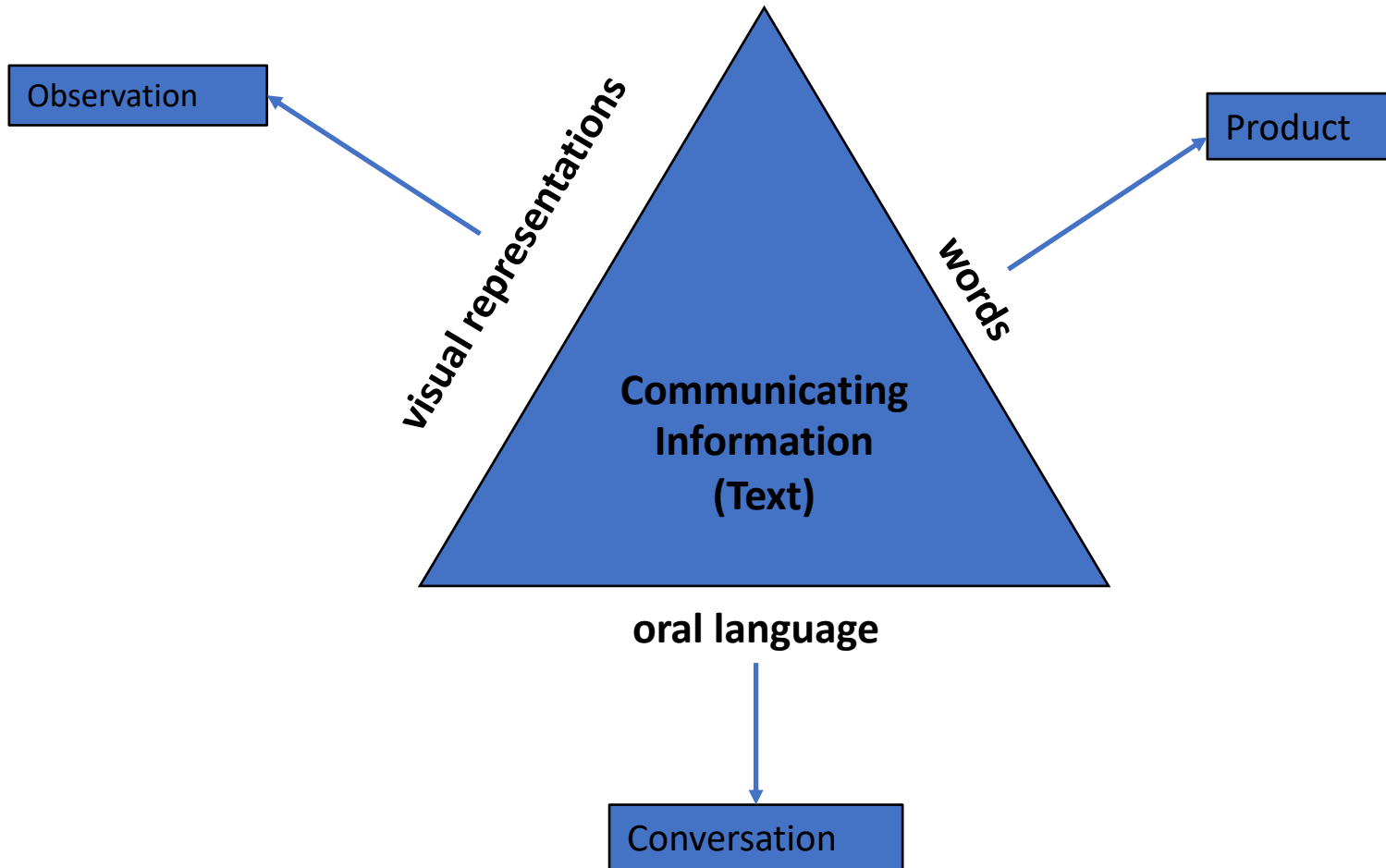
1. How do student show what they know?
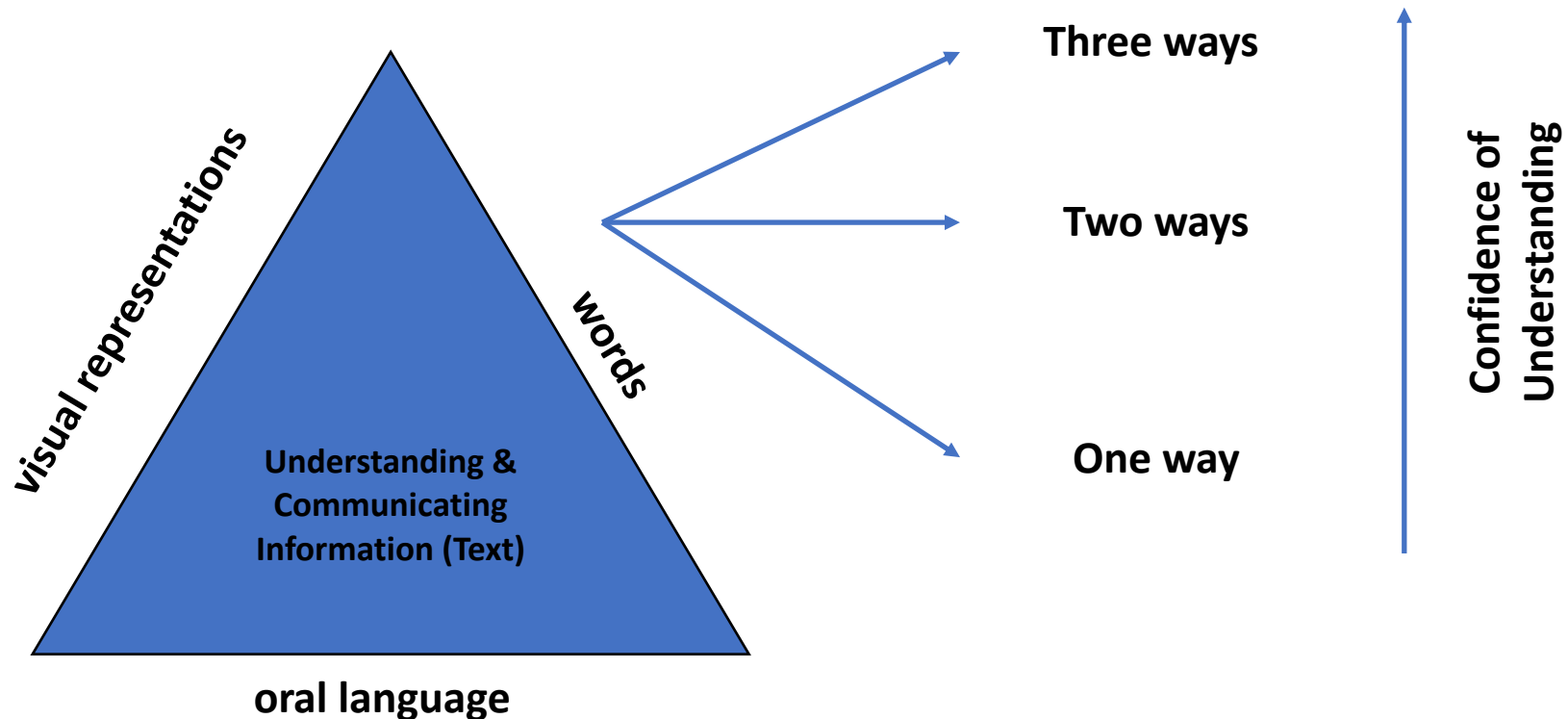
1. Standards based vs. standardized curriculum

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

One point rubric

Name:		Date:
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	**I can do this!**	**I need some challenge**
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

	Content					Curricular Competencies																		
	I know speciation that occurs within our forest					I can experience and interpret the local environment					I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies					I can Construct, analyze, and interpret graphs, models, and/or diagrams				
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A
Learning Map	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try
Student																				
Student																				
Student																				
Student																				
Student																				

	Content					Curricular Competencies														
	I know speciation that occurs within our forest					I can experience and interpret the local environment					I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies					I can Construct, analyze, and interpret graphs, models, and/or diagrams				
	C-	C+	B	A		C	C+	B	A		C	C+	B	A		C	C+	B	A	
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding
Student																				
Student																				
Student																				
Student																				

	Content				Curricular Competencies															Total
Learning Map	Student I know the effects of solar radiation				I can show intellectual curiosity					I can make observations					I can hypothesize					
	10	5	3	2	10	5	3	2	10	5	3	2	10	5	3	2	80
	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:
Student																					
Student																					
Student																					
Student																					
Student																					

Learning Map	Content — Student I know the effects of solar radiation					Curricular Competencies — I can show intellectual curiosity					I can make observations					I can hypothesize					Total	Percentage %
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80	
	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:	
Student	✓	✓				✓	✓				✓	✓				✓	✓				40	50% C-
Student	✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			60	75% B
Student	✓	✓	✓			✓	✓				✓	✓	✓			✓	✓				50	63% C
Student	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		72	90% A
Student	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				66	83% B