

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



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TALK TO YOUR NEIGHBOUR...

- What is inclusion?
- Who is inclusion for?
- Where/ when do you see it happening?
- Why is it important?



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

Barrie Bennett




**THEORY
& BELIEFS**

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

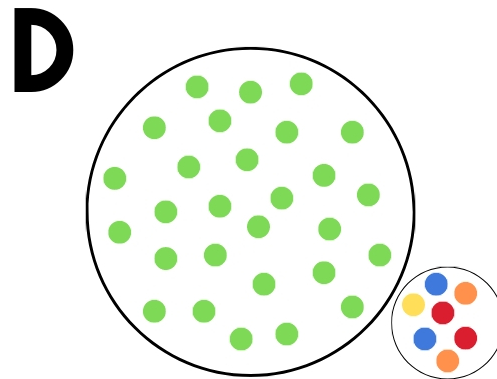
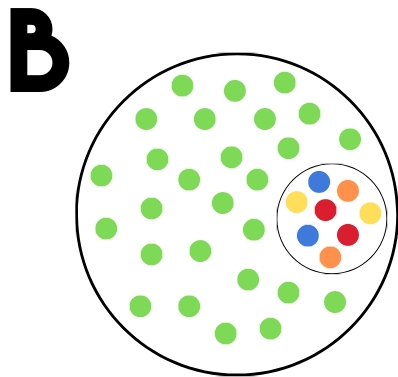
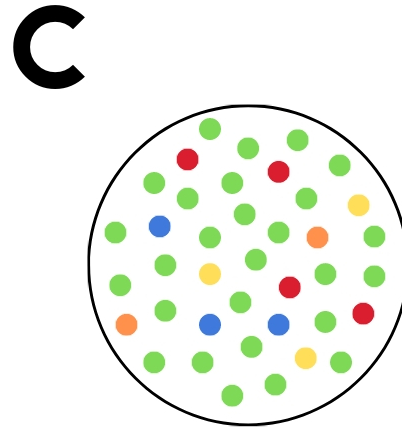
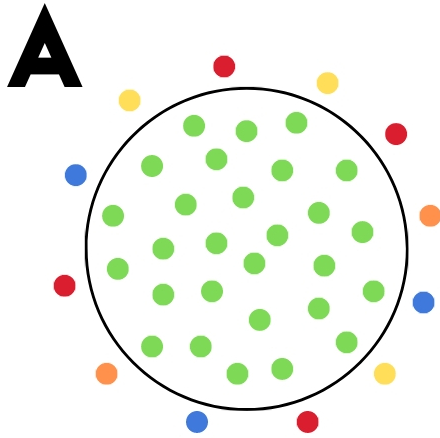
PRACTICE



WHAT DOES INCLUSION MEAN?



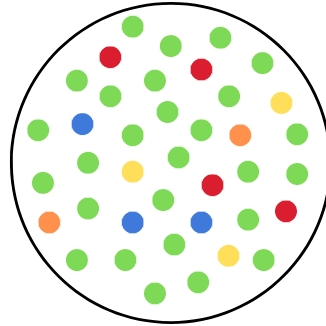
EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION



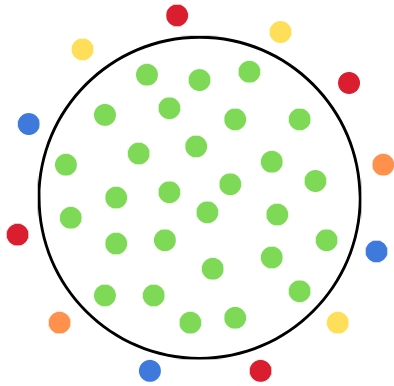
EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

WHAT IS
INCLUSION?

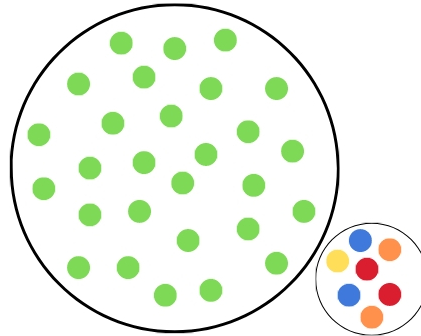
What is useful so far?



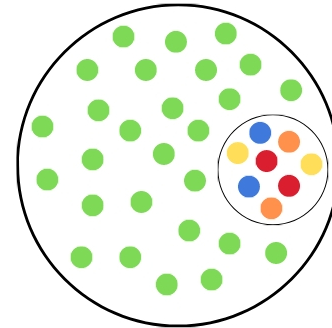
inclusion



exclusion

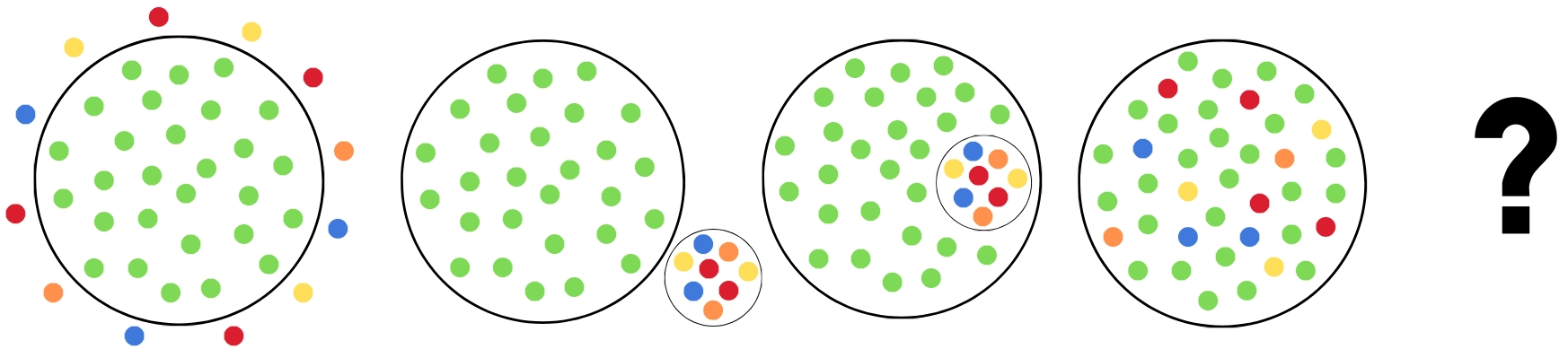


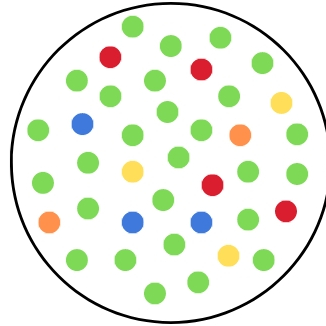
segregation



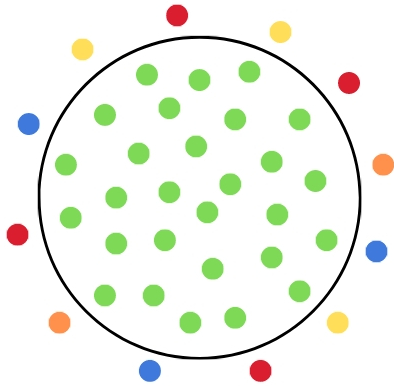
integration

WHAT IS INCLUSION?

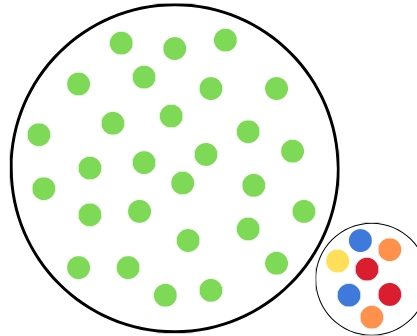




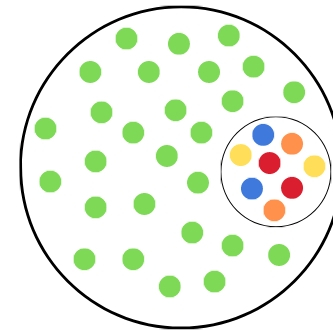
inclusion



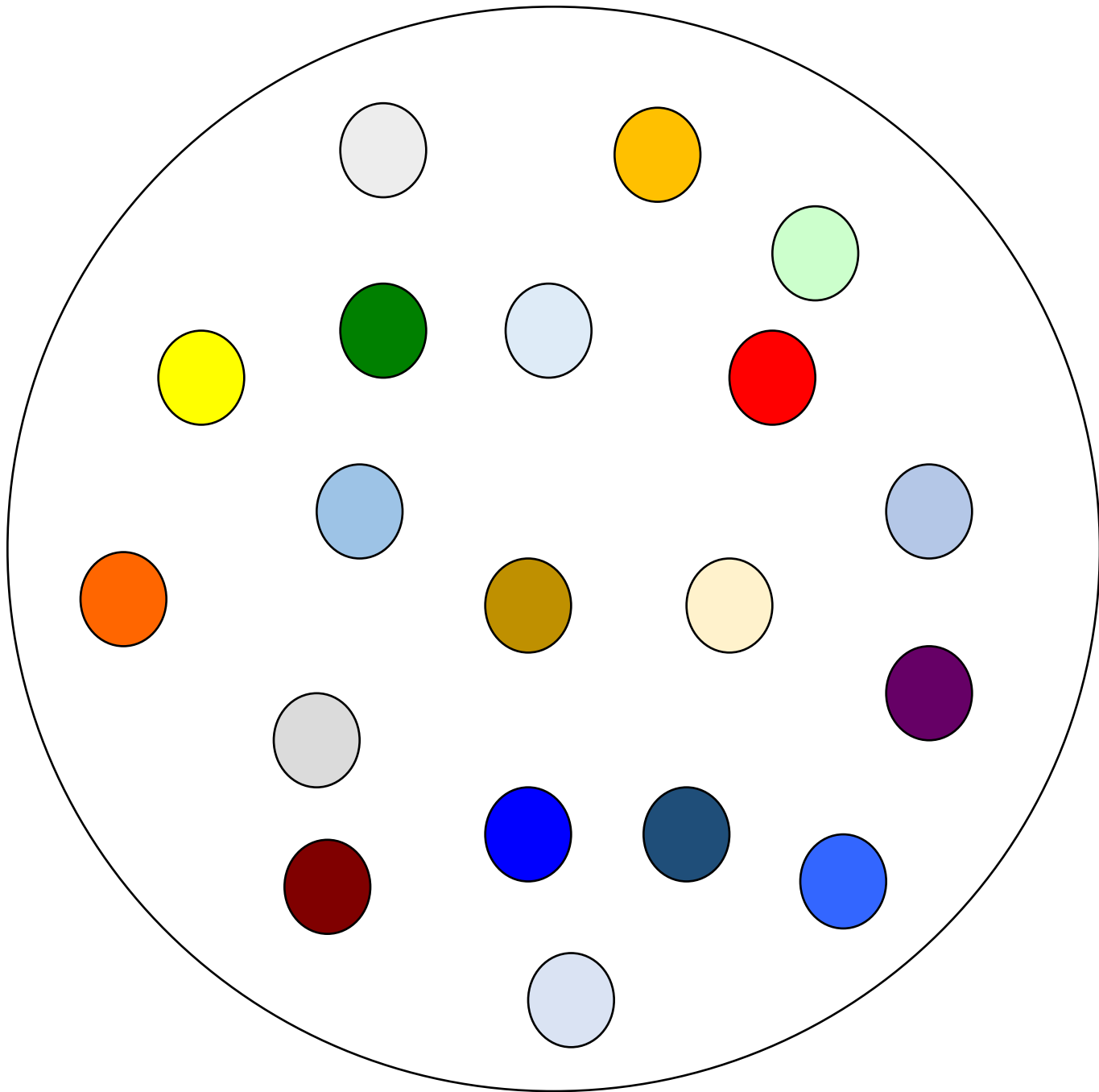
exclusion



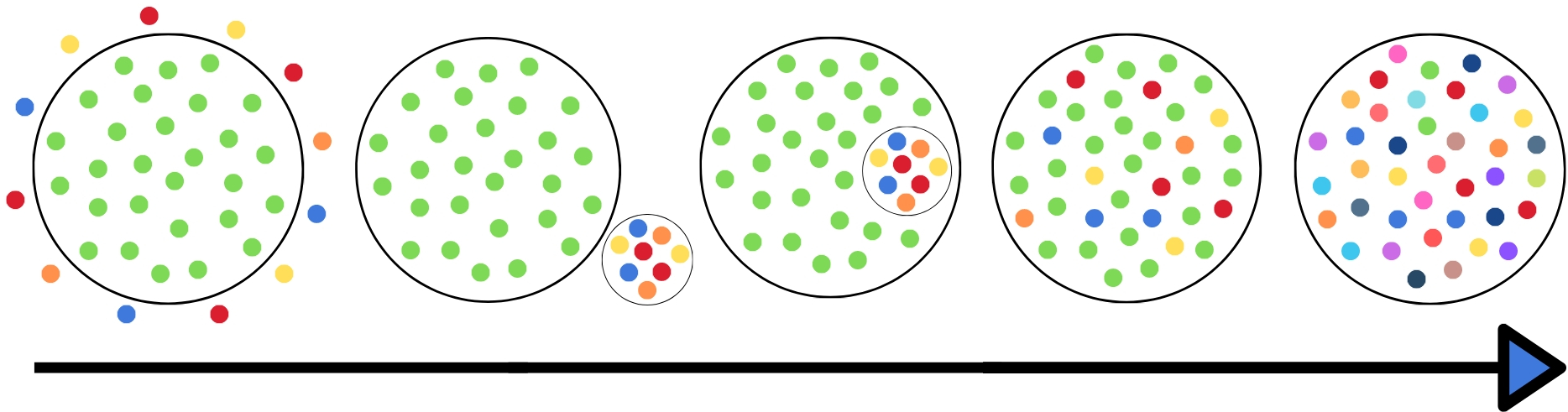
segregation



integration



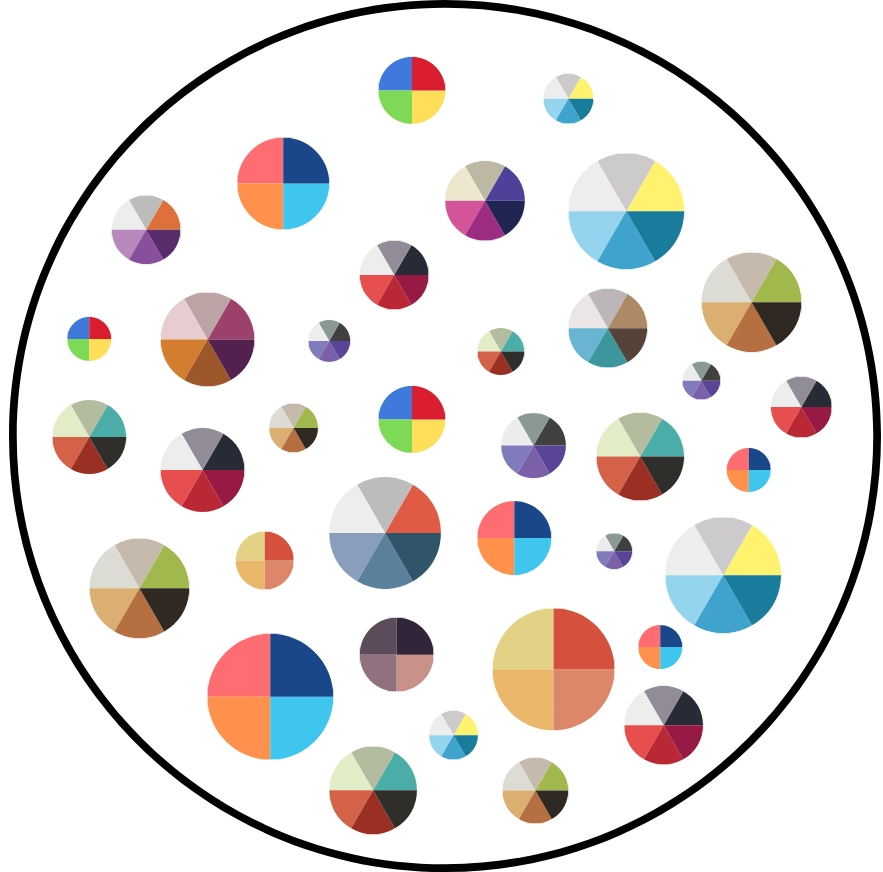
WHAT IS INCLUSION?



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



WHO IS INCLUSION?



WHO IS INCLUSION?

Shelley Moore, 2019

@tweetsomemoore

What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?

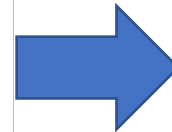
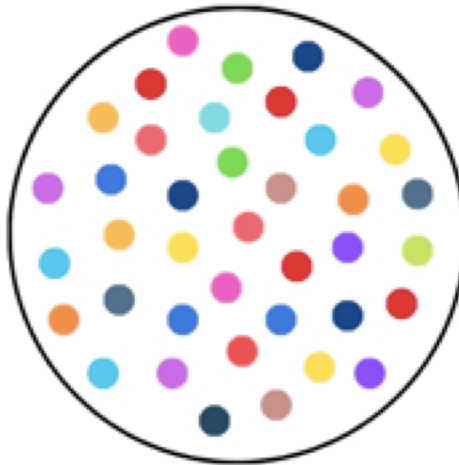
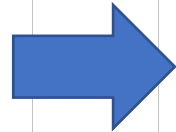
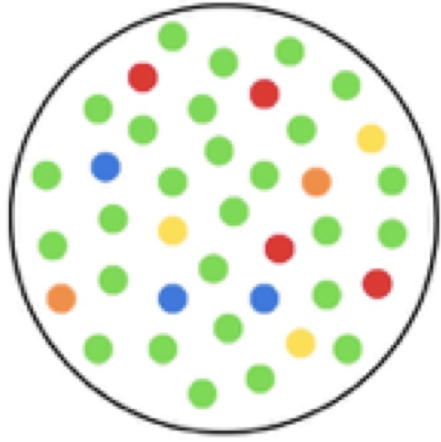


How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

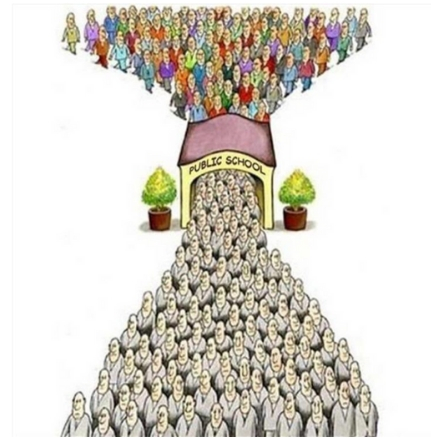
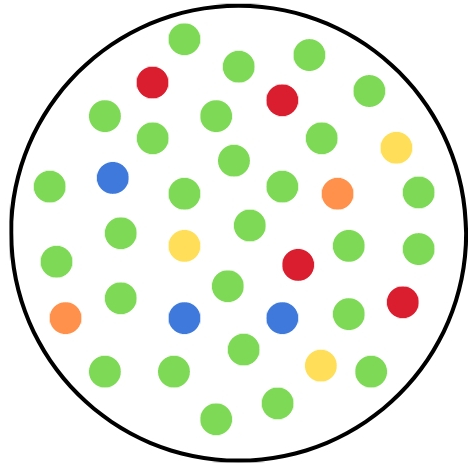


How do we
including people
who are different

How do we teach
to diversity?

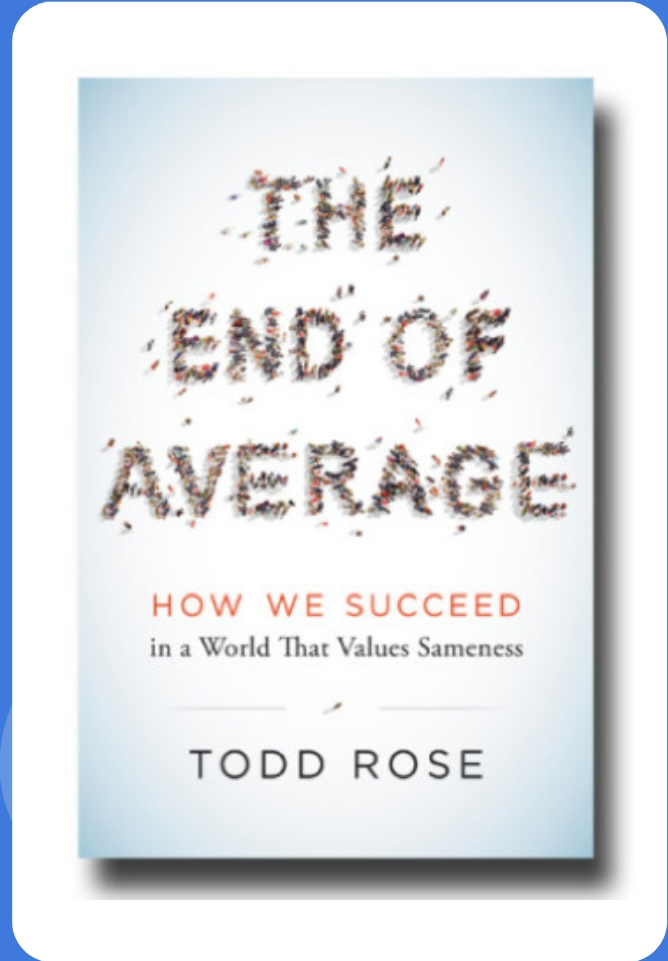
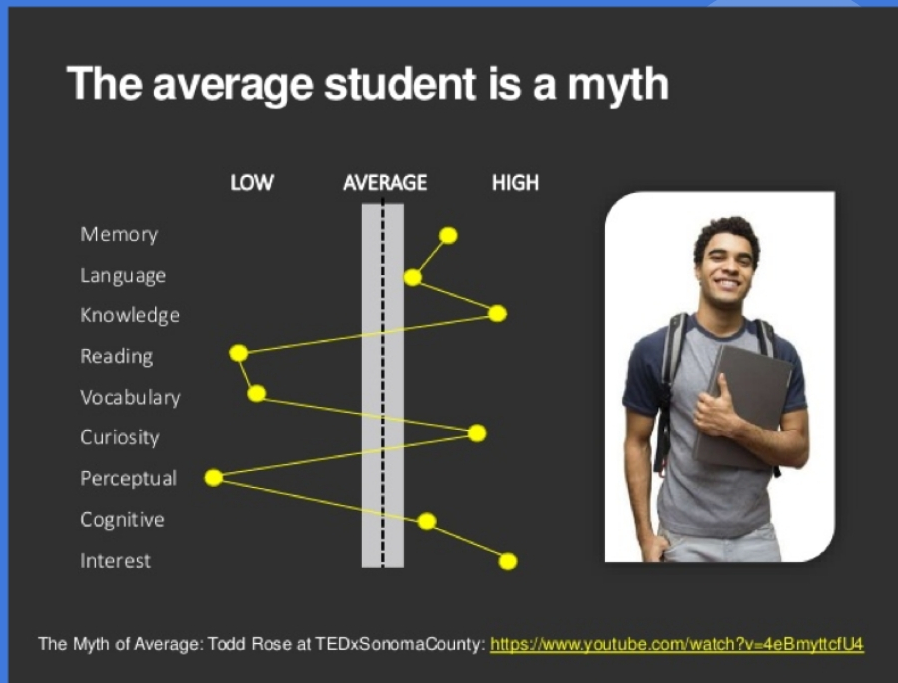
How do we
teach to
identity?

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

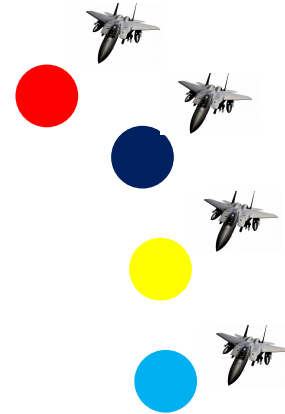
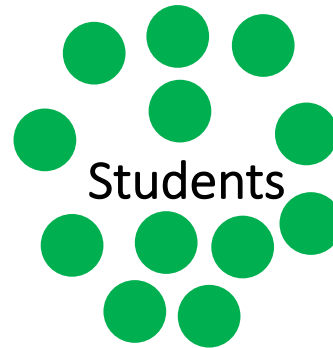
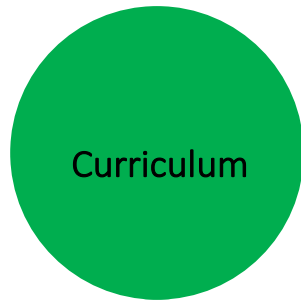
Efficiency: Building one standardized curriculum for ALL students

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?

What is useful so far?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the *students*? What is the range of *diversity*?
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SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



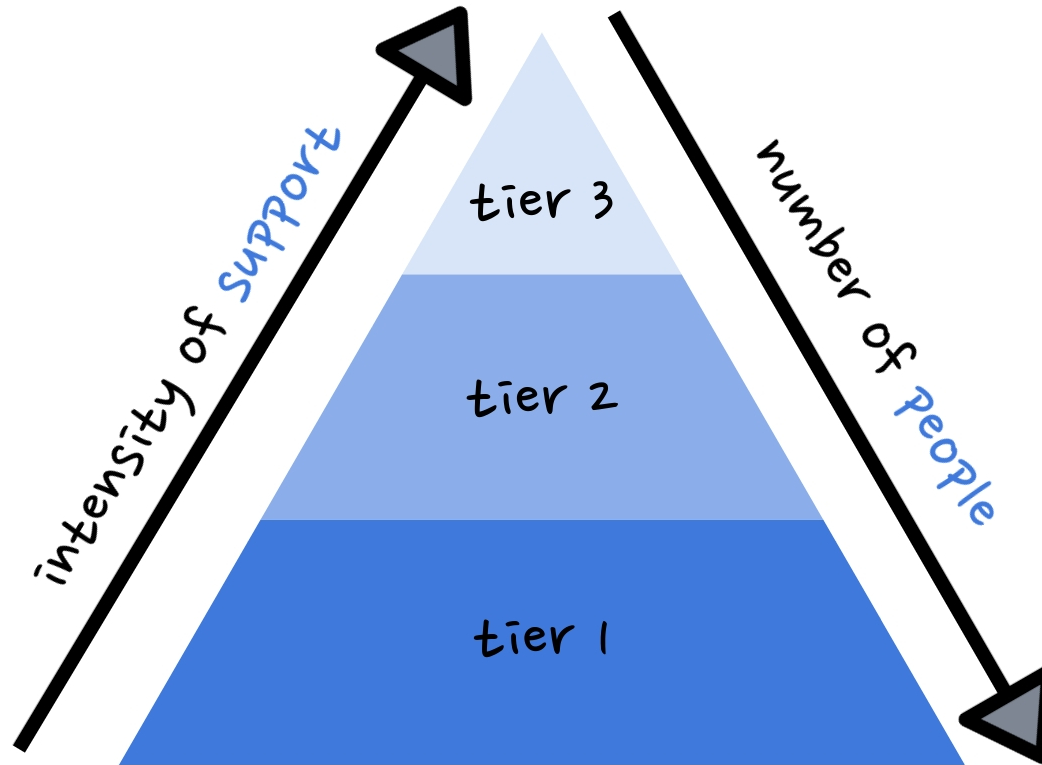
The layered cake model



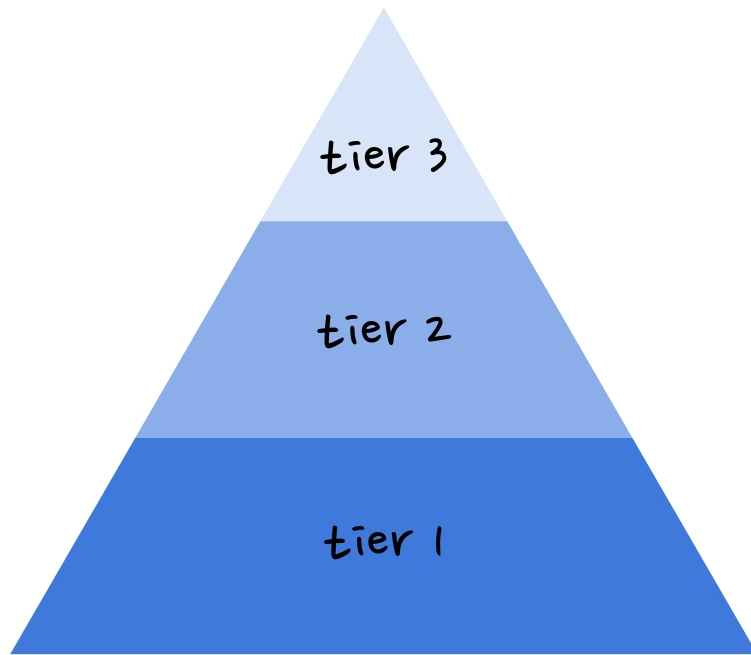
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??

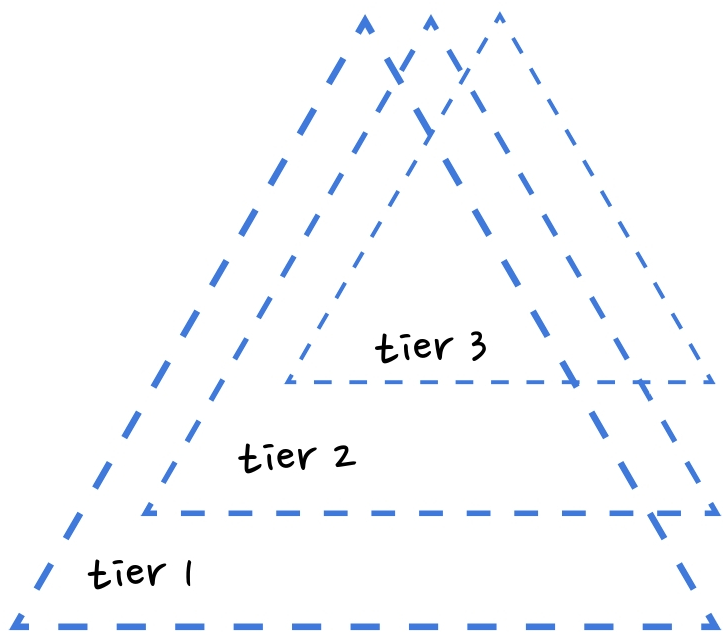
modifications

adaptations

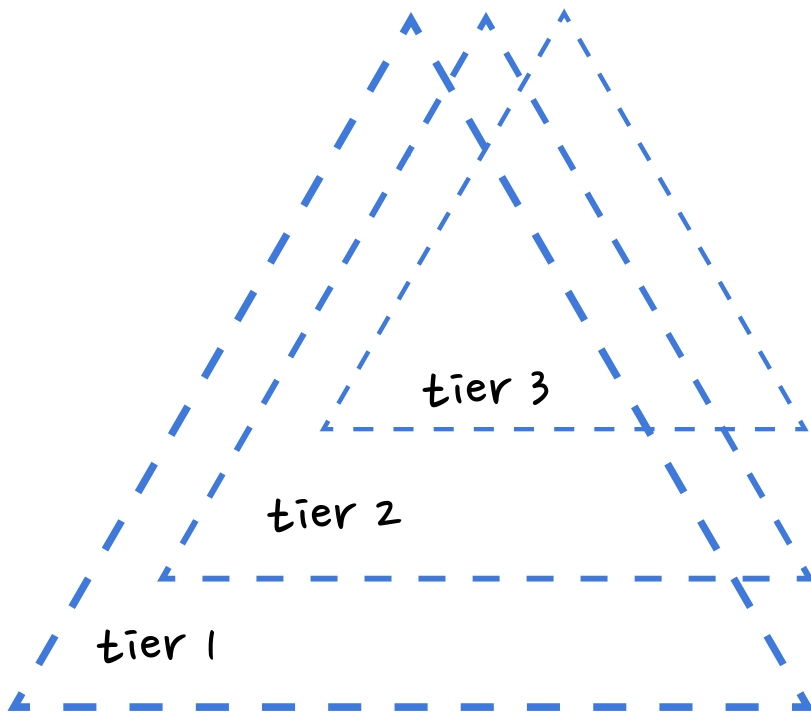
no support



RTI: RESPONSE TO INSTRUCTION



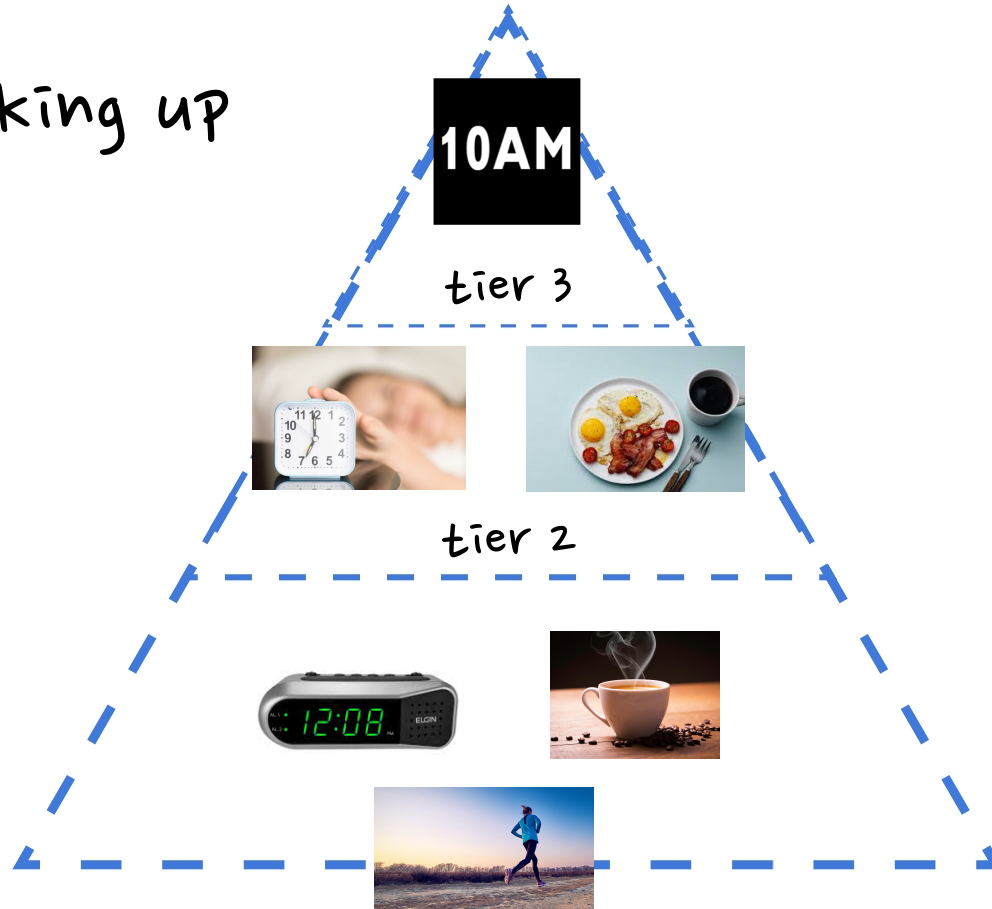
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

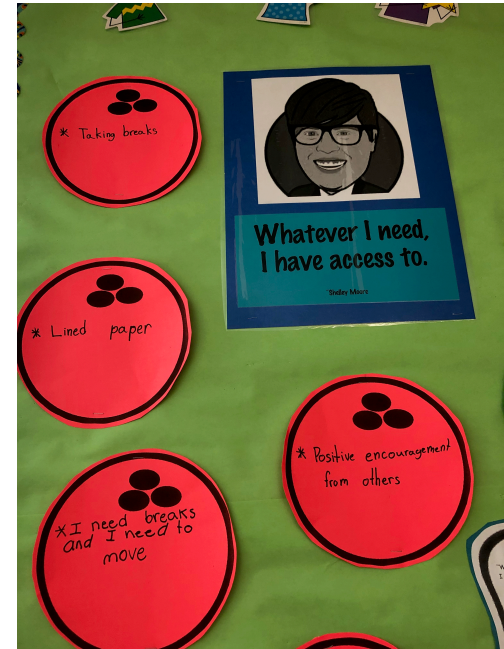
RESPONSE TO INSTRUCTION

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

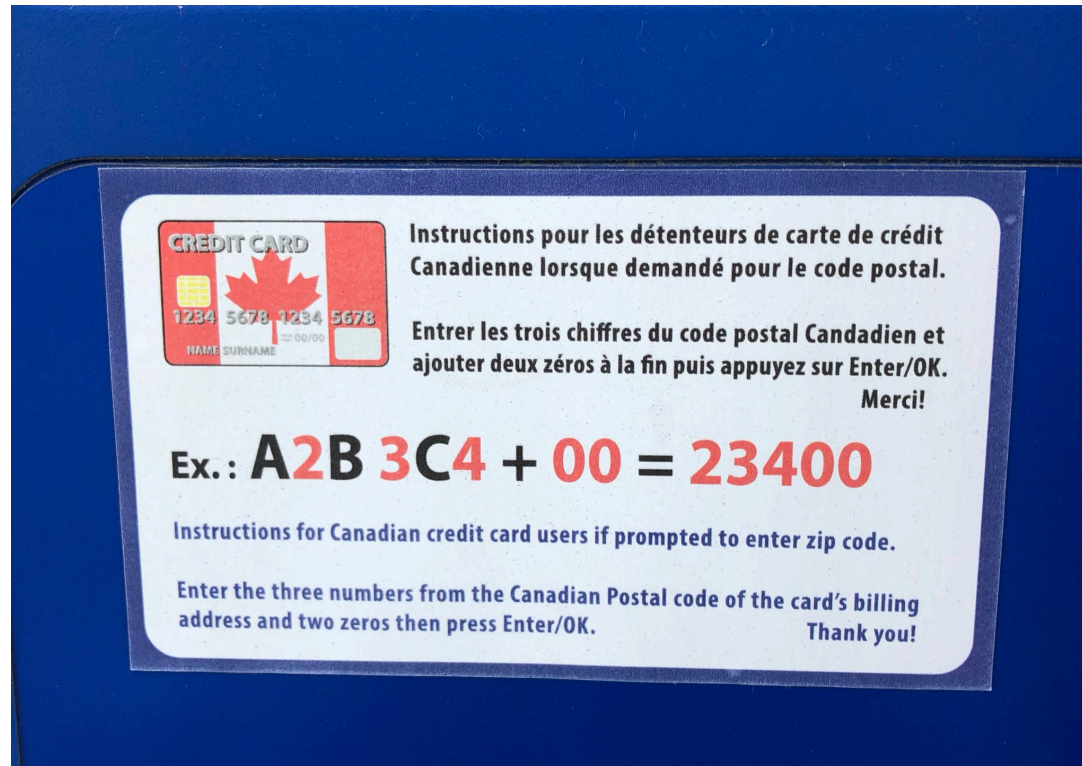


Support: 2 min break

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** for support?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?
- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Goal: Putting gas in your rental car



CREDIT CARD
1234 5678 1234 5678
NAME SURNAME

Instructions pour les détenteurs de carte de crédit Canadienne lorsque demandé pour le code postal.

Entrer les trois chiffres du code postal Canadien et ajouter deux zéros à la fin puis appuyez sur Enter/OK.
Merci!

Ex. : A2B 3C4 + 00 = 23400

Instructions for Canadian credit card users if prompted to enter zip code.

Enter the three numbers from the Canadian Postal code of the card's billing address and two zeros then press Enter/OK.
Thank you!

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

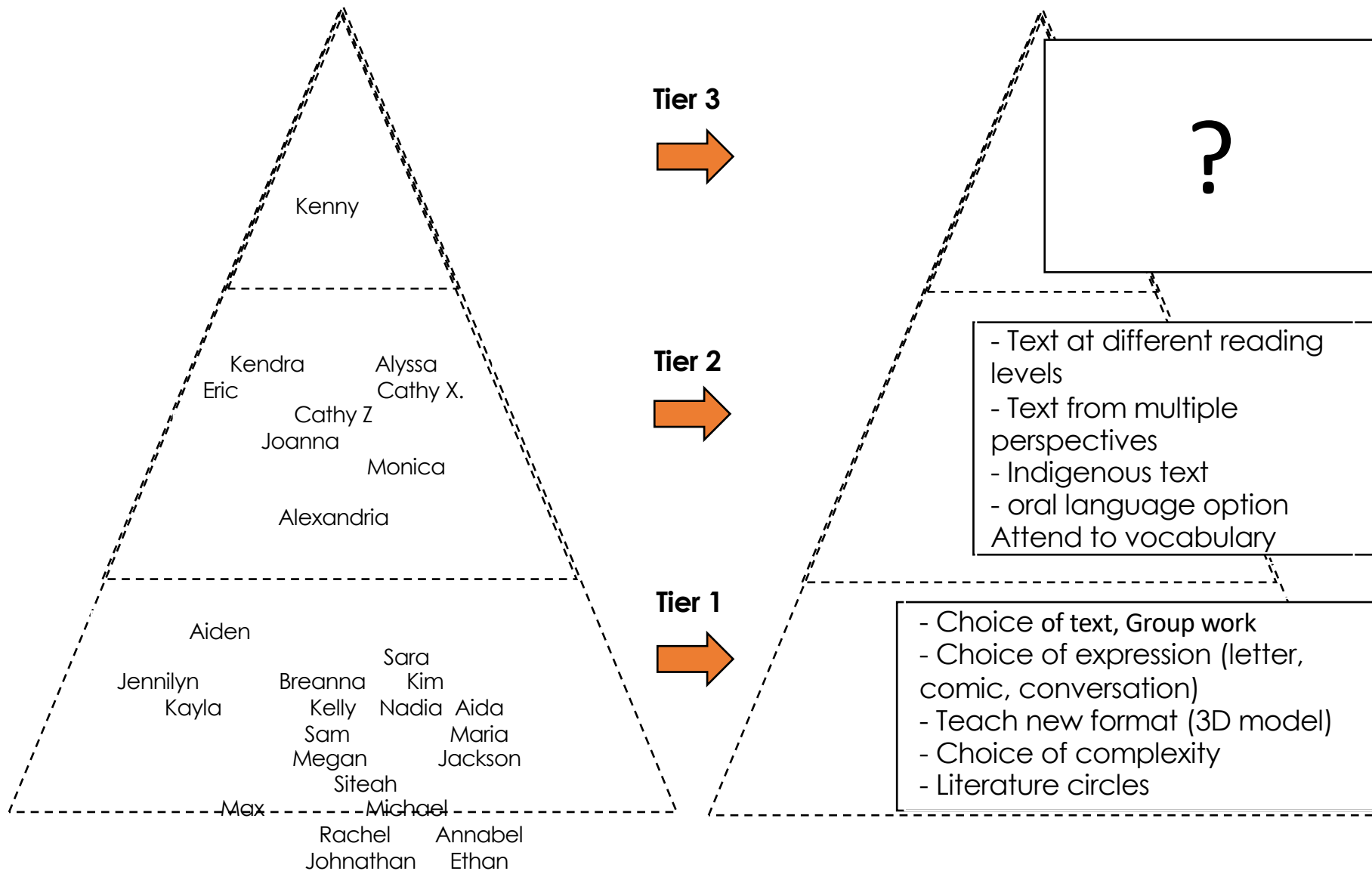
- Who are the *students*? What is the range of *diversity*?
- What kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

Example: Grade 6/7 Class

- Classroom Teacher/ Support Teacher
- Question: How can we respond to the diversity of our class using the competencies in the renewed curriculum? What frameworks and strategies can help us to design an adjustable airplane?

RTI Triangle

Lens: **Personal Awareness & Responsibility**



HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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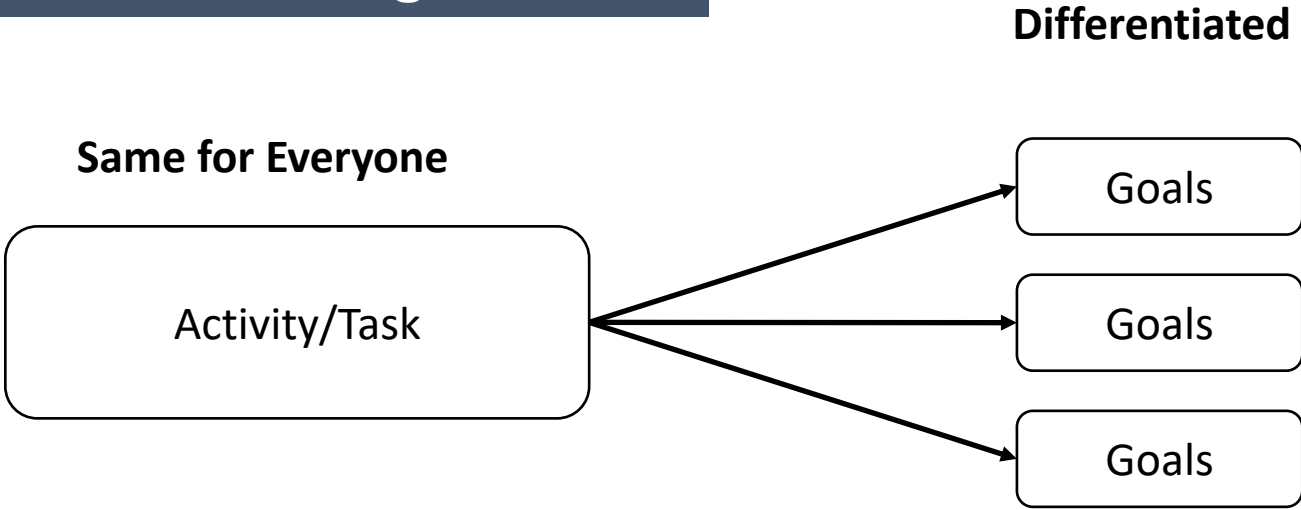
What kind of plane are we flying?
What are the goals?

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

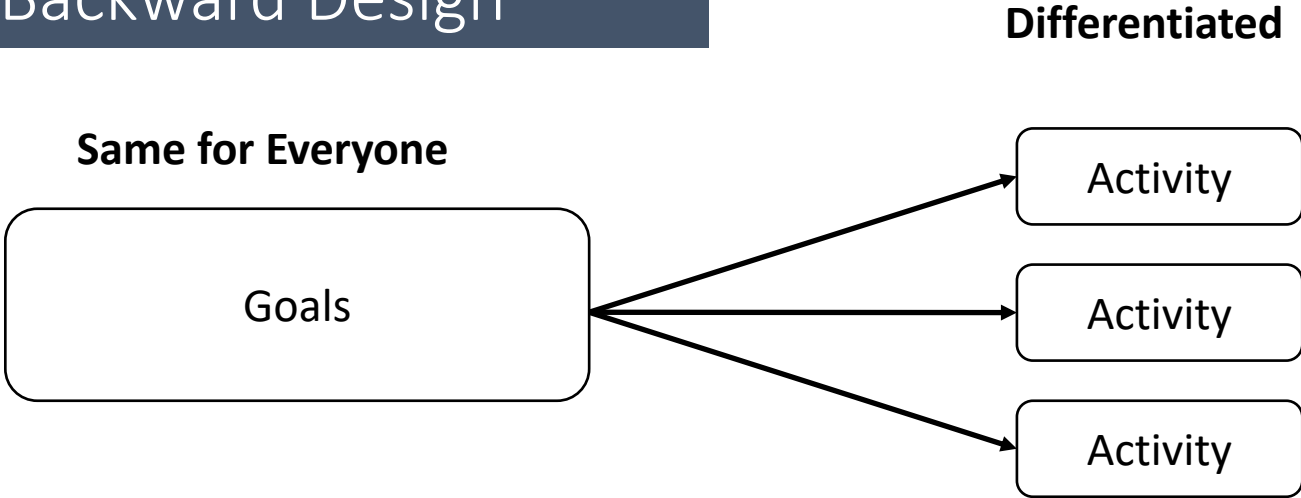


Backwards Design

Forward Design



Backward Design



Competency Curriculum

Goal: Students will become competent at **personal awareness and responsibility** by...



Communication -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

[View the Communication Profiles and Illustrations »](#)



Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

[View the Creative Thinking Profiles and Illustrations »](#)

[View the Critical Thinking Profiles and Illustrations »](#)



Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

[View the Positive Personal & Cultural Identity Profiles and Illustrations »](#)

[View the Personal Awareness and Responsibility Profiles and Illustrations »](#)

[View the Social Responsibility Profiles and Illustrations »](#)

Competency Curriculum

Students will become competent at **personal awareness and responsibility** by...

Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.



1

With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.



2

In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.



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I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.



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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

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

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.

PERSONAL GROWTH AND WELL-BEING

involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.

INDICATOR

identifying interests, values or skills to set learning, life or career goals

Examples:

- I create realistic and relevant goals based on self-reflection.
- I explore opportunities for personal growth in my learning, community or work environments.

INDICATOR

exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways

Examples:

- I seek out people or opportunities that support my personal, learning or career goals.
- I develop personal habits that contribute to my well-being and overall success.

INDICATOR

making choices or taking action to promote the safety and well-being of self or others

Examples:

- I make lifestyle choices, such as diet, exercise, sleep, or socializing, that have a positive impact on my well-being.
- I use safety equipment and follow appropriate procedures to ensure the safety of myself and others.

INDICATOR

building healthy relationships to support growth and well-being of self and others

Examples:

- I listen with care and patience to understand and learn from others.
- I use strategies to develop emotional awareness and social skills.

INDICATOR

demonstrating optimism, flexibility or resilience when adapting to new situations and transitions

Examples:

- I approach change or challenge as opportunities to grow and improve.
- I work through setbacks to achieve goals.

Backwards Design – Designing the Airplane

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being self determined

Competency Goal I can be personally aware and responsible by being self regulated

Summative Tasks (Self Evaluation)

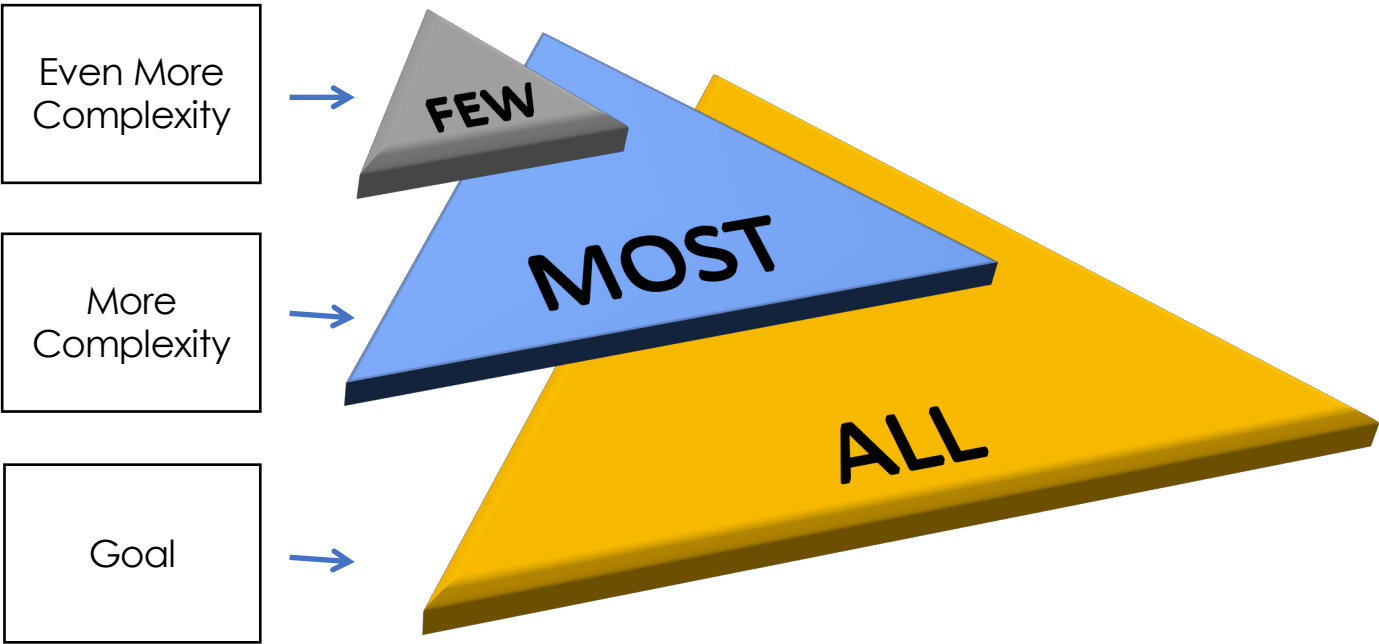
New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

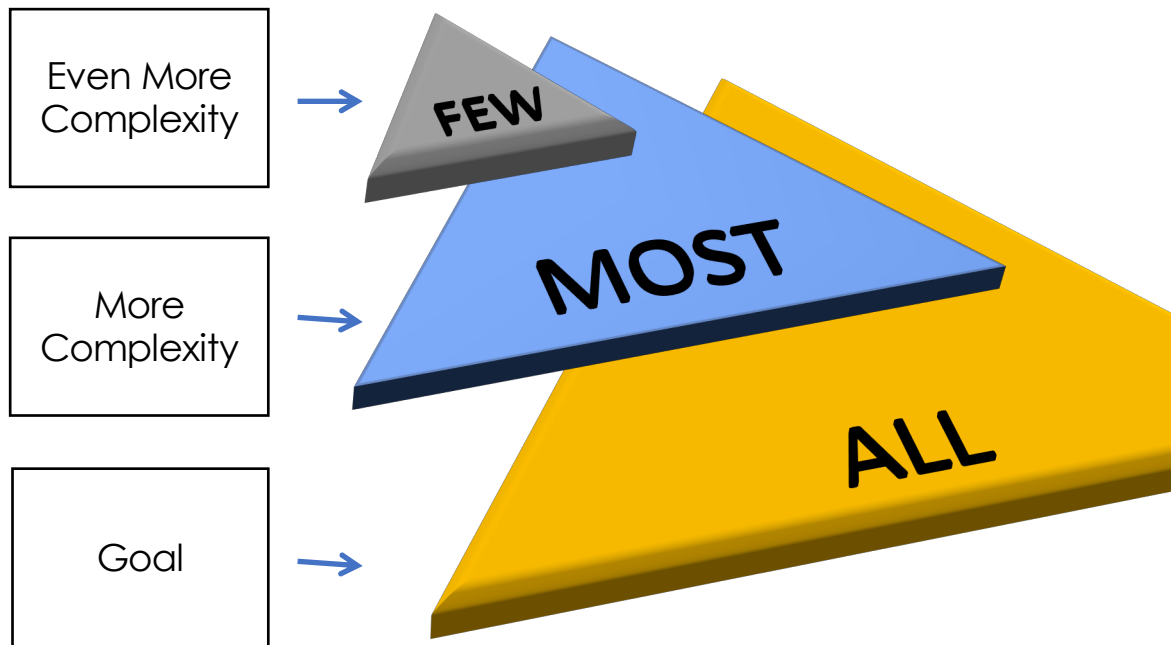
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Start from access, build on challenge: Planning Pyramid



Planning Pyramid



I can become competent at personal awareness and responsibility by...

Goal for FEW

- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)



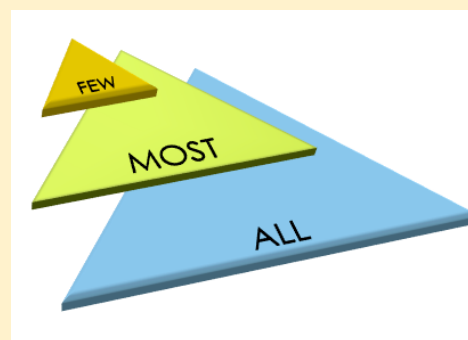
Goal for MOST

- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

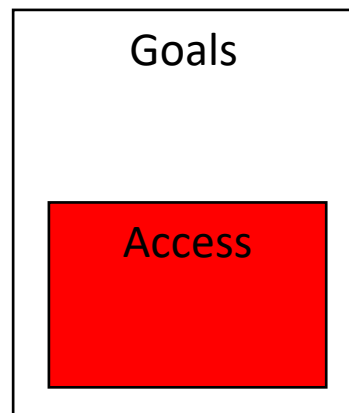
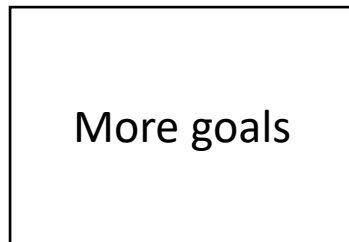


Goal for ALL

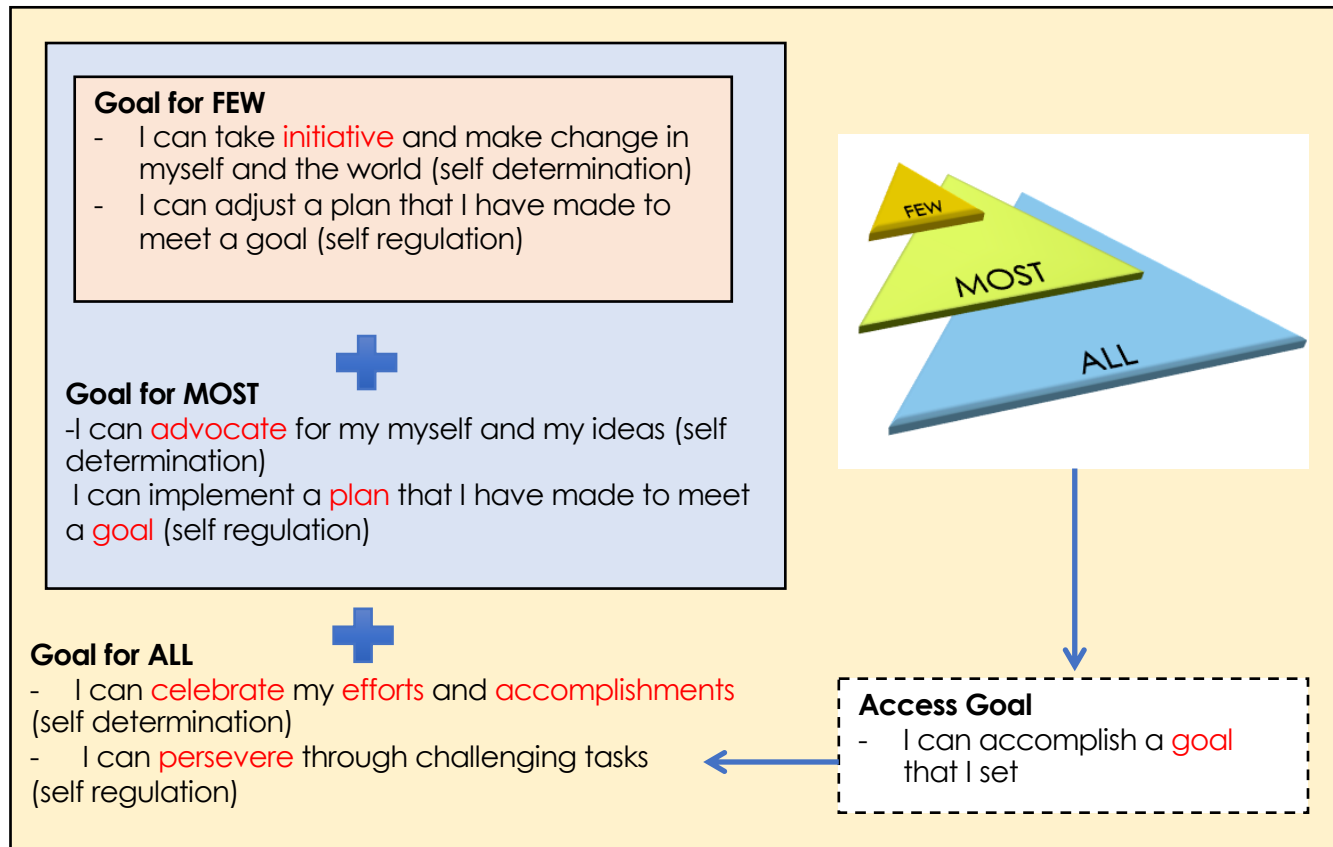
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



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



Extend access and/or challenge



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Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:



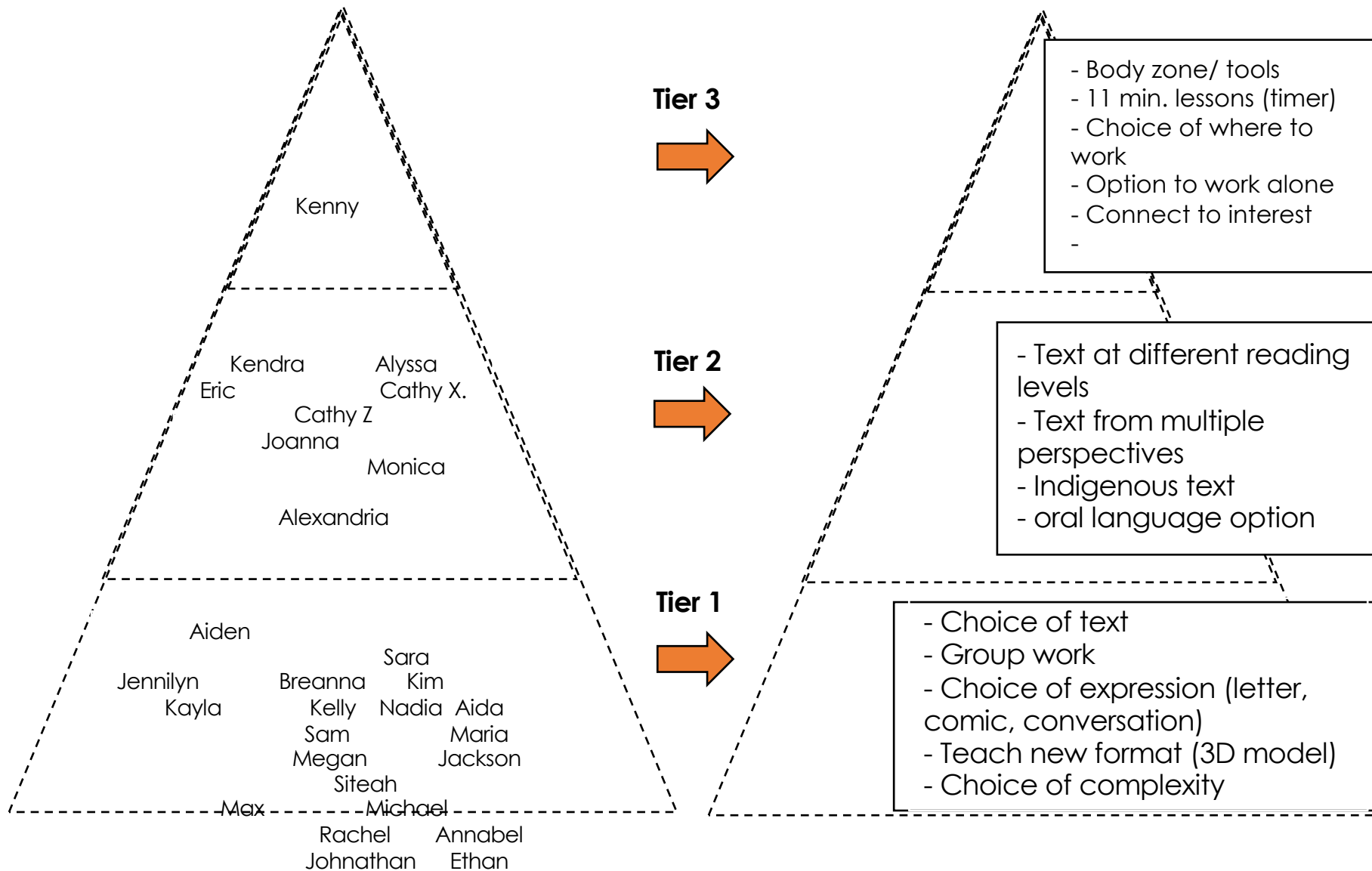
Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	<ul style="list-style-type: none">I can set a goal	<ul style="list-style-type: none">I can celebrate my efforts and accomplishments	<ul style="list-style-type: none">I can advocate for my myself and my ideas	<ul style="list-style-type: none">I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none">I can accomplish a goal	<ul style="list-style-type: none">I can persevere through challenging tasks	<ul style="list-style-type: none">I can implement a plan that I have made to meet a goal	<ul style="list-style-type: none">I can adjust a plan that I have made to meet a goal

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?

RTI Triangle

Lens: **Personal Awareness & Responsibility**



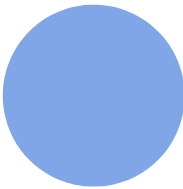
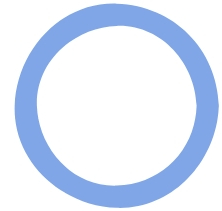
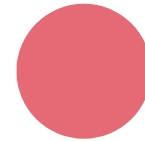
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MAKING A PLAN...

- 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?

Carly





**THEORY
& BELIEFS**

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

PRACTICE

Stay Connected!



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