

SHELLEY MOORE



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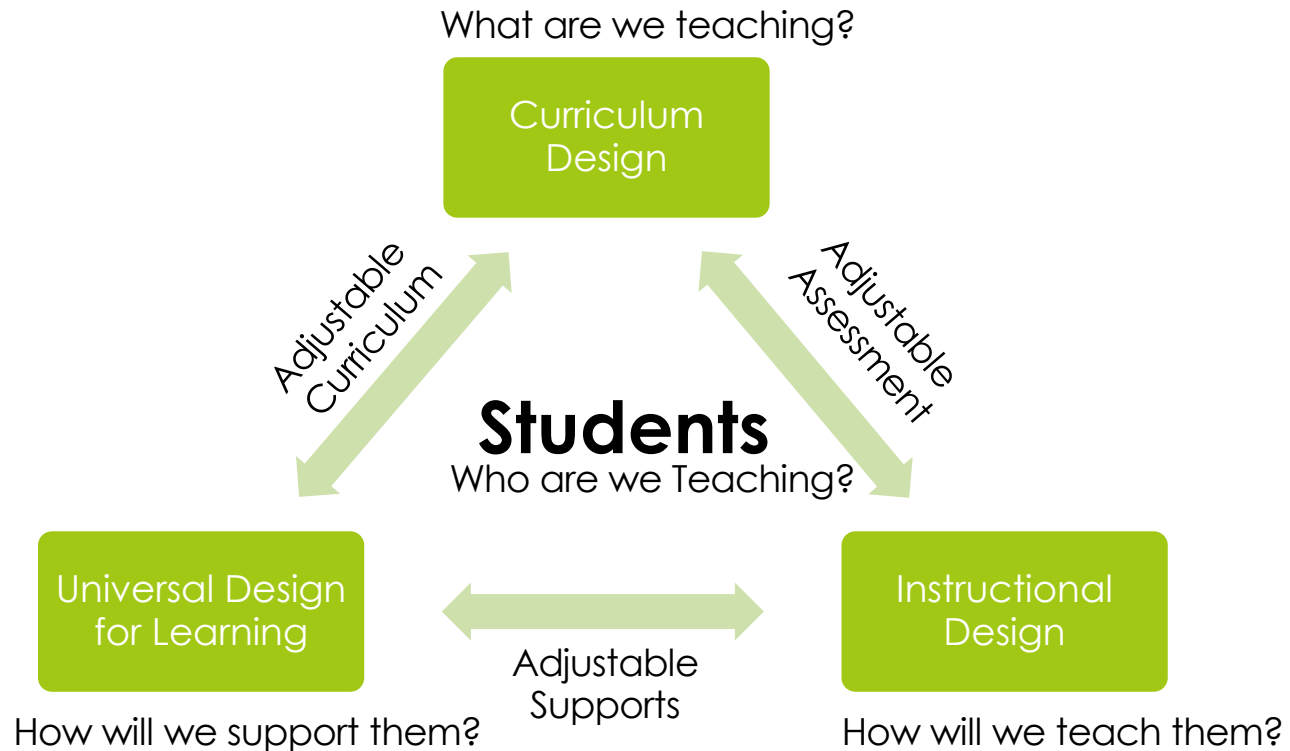
Share out

- What have you tried?
- What have you noticed?
- What questions are coming up?

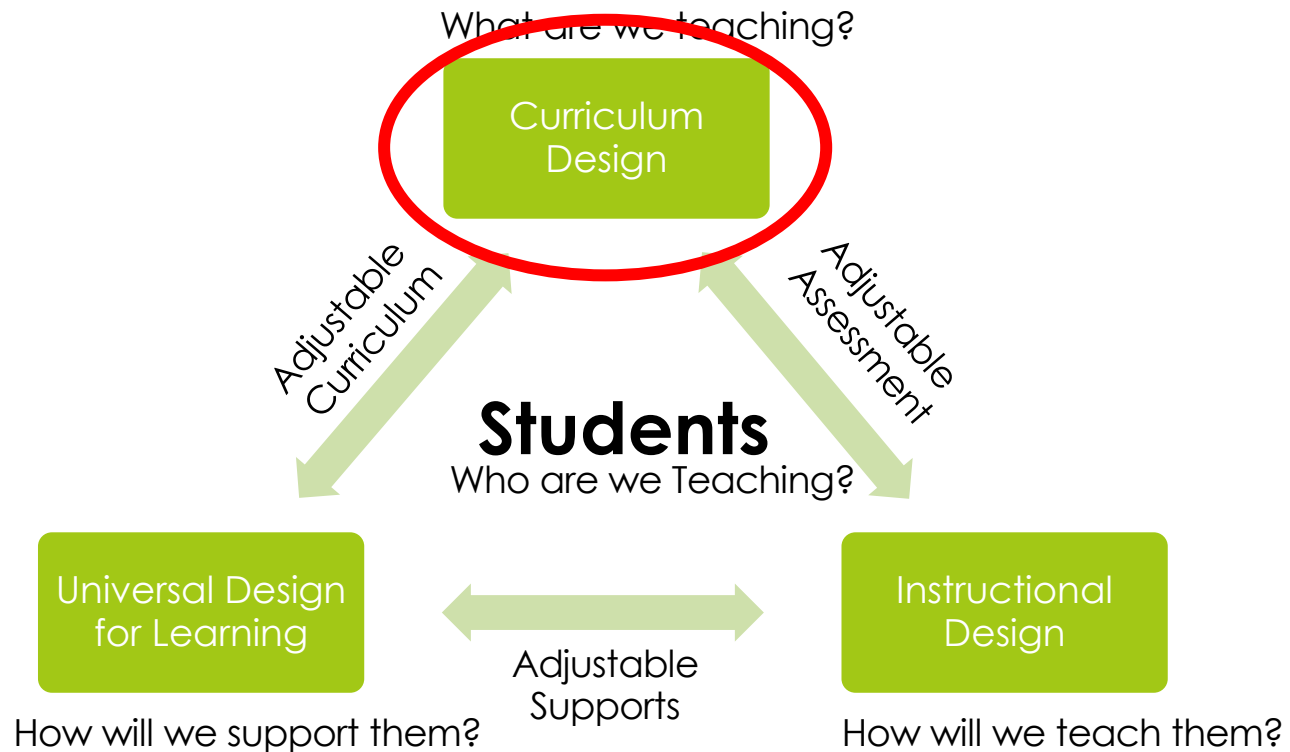
DESIGN: THE MOST UNDERUTILIZED SUPPORT



Educational Architects: Designing with Equity in Mind



Educational Architects: Designing with Equity in Mind



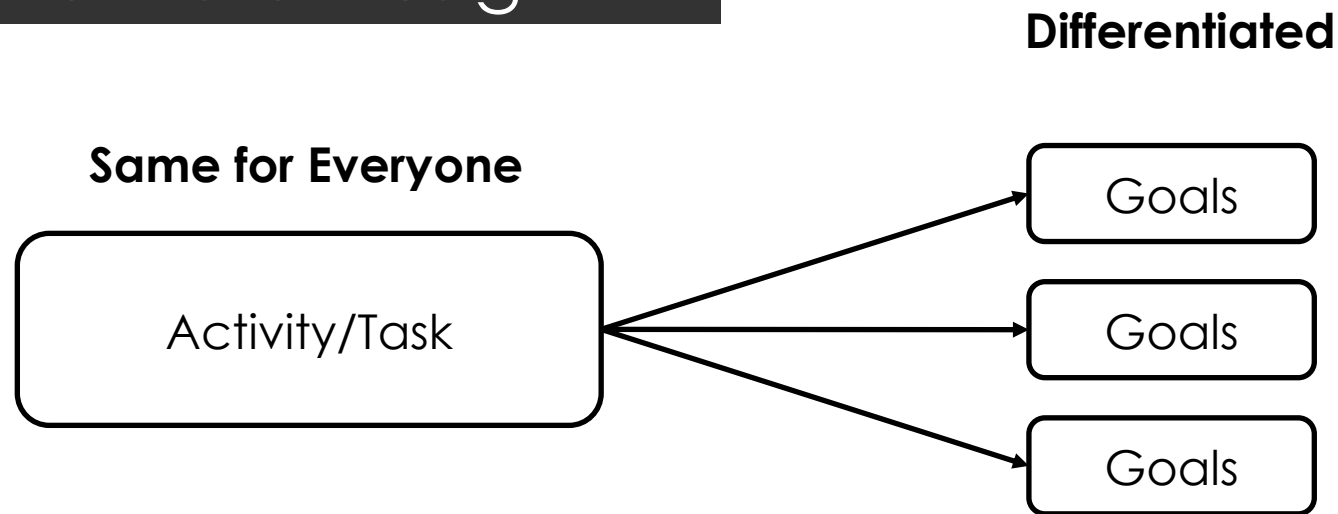
BACKWARDS DESIGN

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

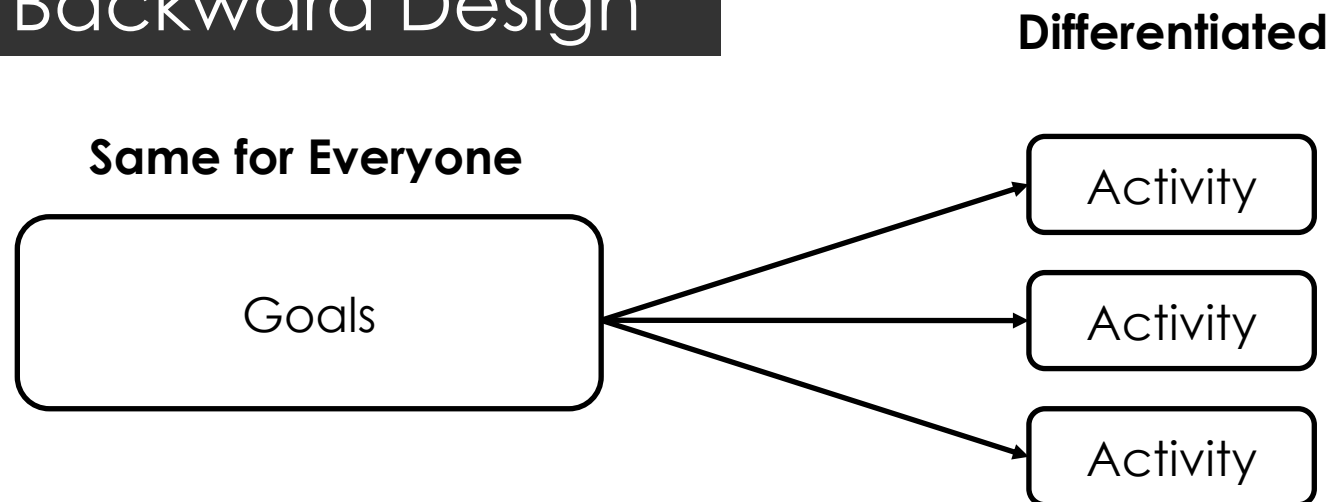


Teaching (and Learning) to **Goals**, not activities

Forward Design



Backward Design



The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



BIG IDEA

Context

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

Content

Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

Responsive

(Teacher decides what their class needs to do)

Core Competencies

Responsive

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

Teacher Evaluation

Student Evaluation

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...	

Course/Subject/Grade(s): English Studies 12

Unit Big Idea: The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Guiding Unit Questions: **How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?**

Goals

Content:

I know reading strategies

I know elements of style

Curricular Competencies

I can construct meaningful personal connections between self, text, and world

I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts

I can express and support an opinion with evidence

I can use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**

I can assess and **refine texts to improve their clarity, effectiveness, and impact**

Learning Maps

- ▣ Adjustable curriculum
- ▣ 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 vs. Learning Maps

	deficit	deficit	Standard
goal			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



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

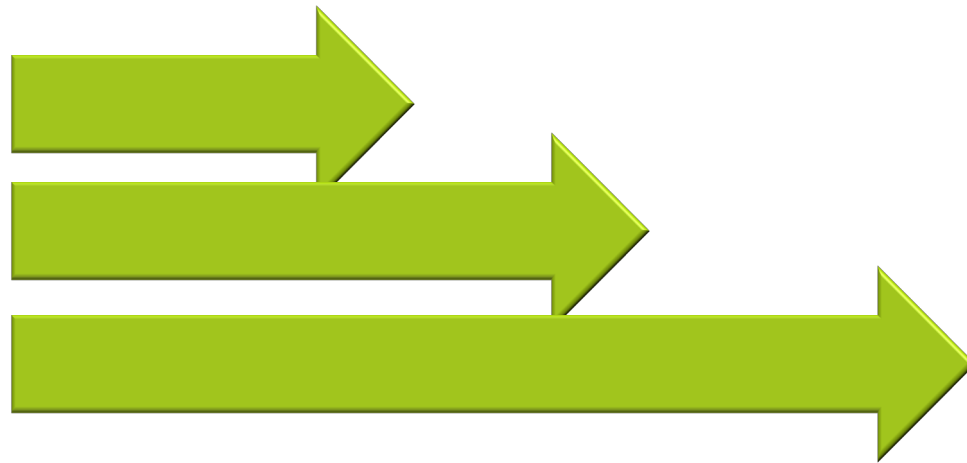
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			



Rubric



Learning Map



How could we use the planning pyramid?




Building a goal continuum for a curricular goal or outcome

- Choose a **grade appropriate** curricular **goal** or learning outcome
- **Prioritize** achievement indicators or elaborations to determine most **essential** concept, skills or competencies
- Chunk remaining indicators or elaborations to **increase complexity**

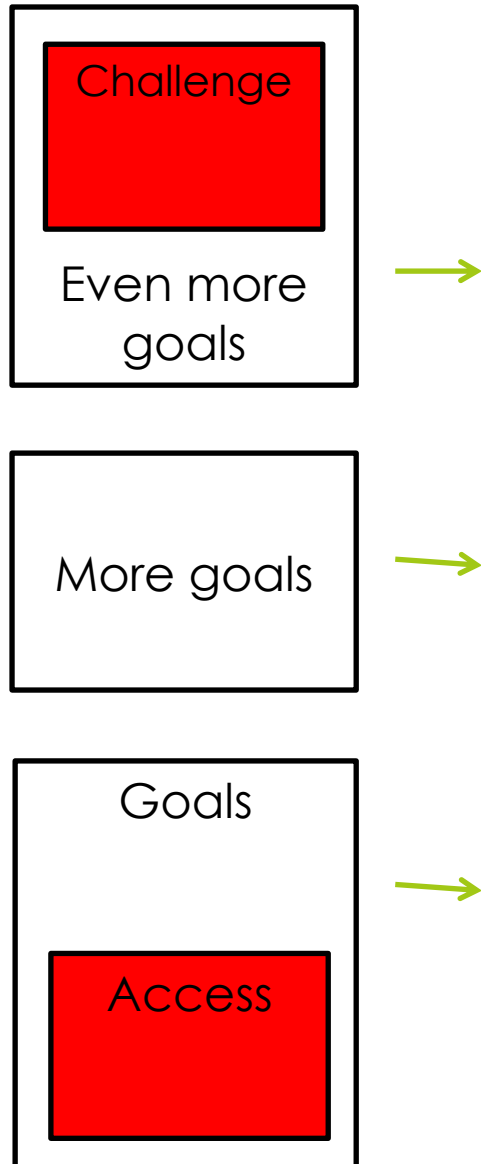
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Building a Learning Map!

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

Planning for the RANGE: Extending for further access and challenge



Backwards Design: The Plane

Grade: Grade 11	Subject Area: Bio	Planning Team: Timberline Secondary
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?
Content Goal:	I know speciation that occurs within our forest <ul style="list-style-type: none"> - I know divergent evolution - I know convergent evolution - I know co-evolution 	
Curricular Competency Goal: I can process and analyze data and information by:	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	

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

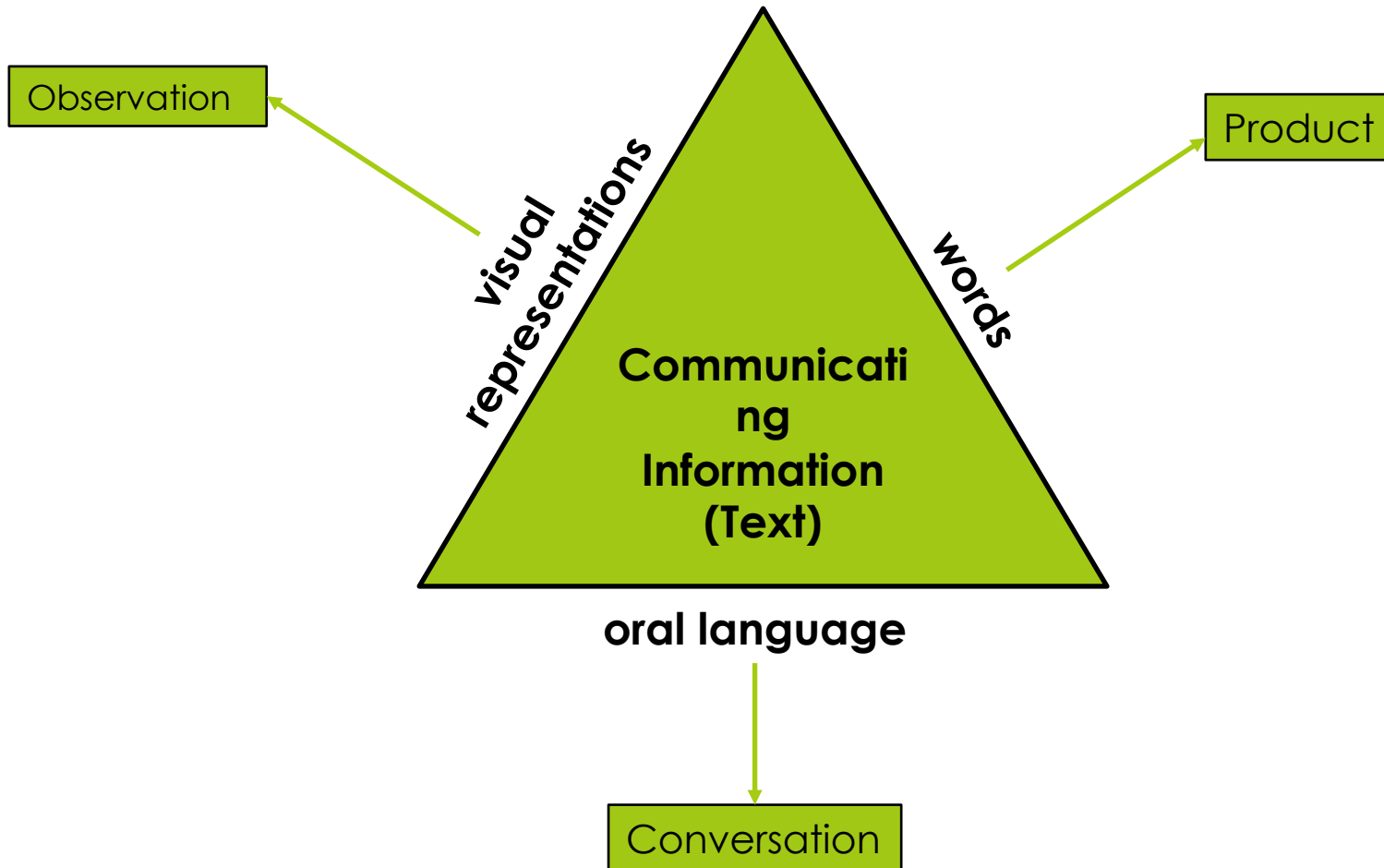
I can process and analyze data and information by
experiencing and interpreting the local environment

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)

Course/Subject/Grade(s): Life Sciences 11				Planning Team: Timberline Secondary		
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?						
Goals		Access	All	Most	Few	Challenge
Content: I know speciation that occurs within our forest		I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other
Curricular Competencies	I can experience and interpret the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence	I can interpret the local forests, streams and the ocean by making connections and reflections	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and preform simple calculations	I can identify inconsistencies in data
	I can Construct, analyze, and interpret graphs, models, and/or diagrams	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other data)	I can interpret a visual representation of data (i know why this data matters)

1. How do students show what they know?



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1. Standards based vs. standardized curriculum

Standards Based Grading

Kristine Nannini YoungTeacherLove

...helps teachers:

Give
quality
feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Standards Based Grade Book

Name	Standard 1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	
Katie	4	2	2	
Joe	2	3	1	