

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

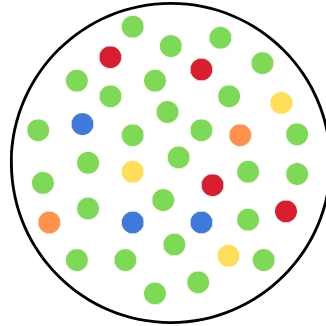
www.blogsomemoore.com



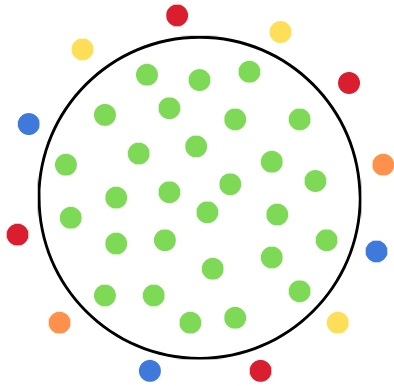
@tweetsomemoore

Setting intentions for today!

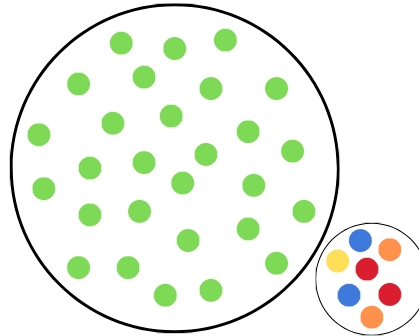
- What do you remember from last time we were together?
- What questions are coming up?
- What have you tried?
- What are you noticing?
- What are you hoping to get out of today?



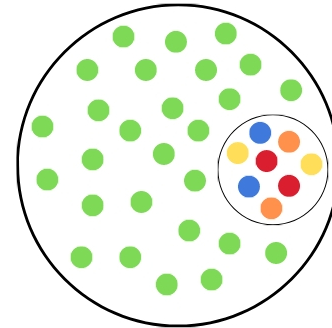
inclusion



exclusion

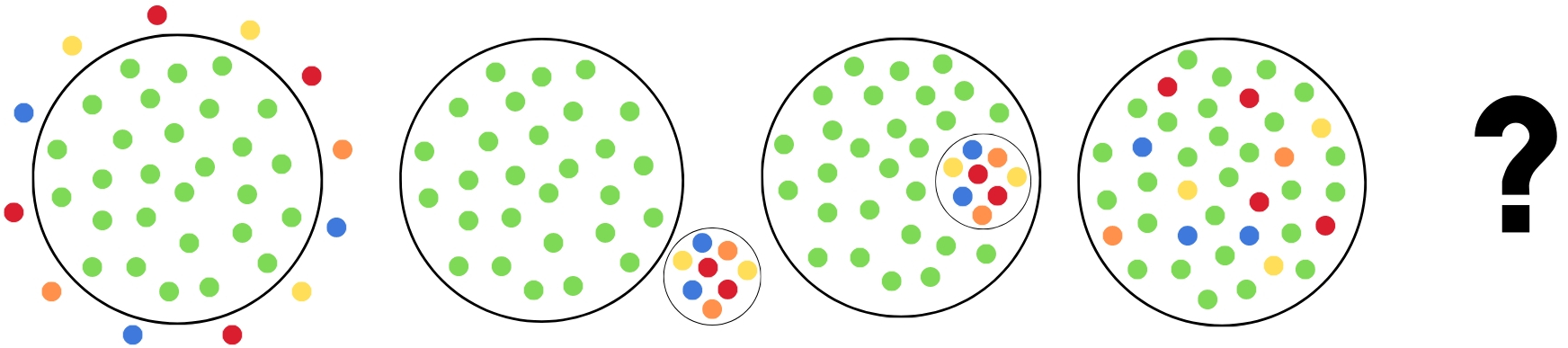


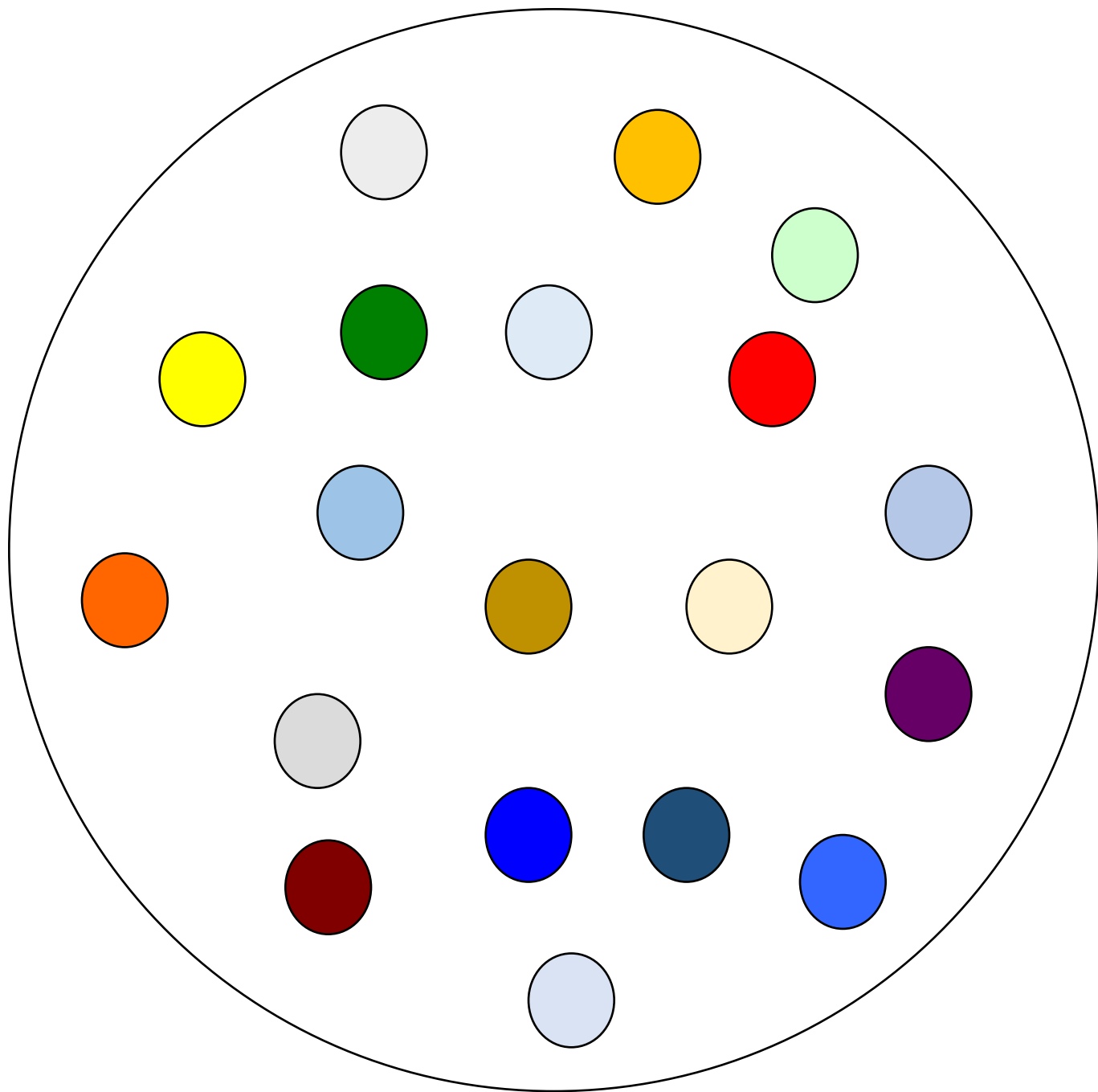
segregation



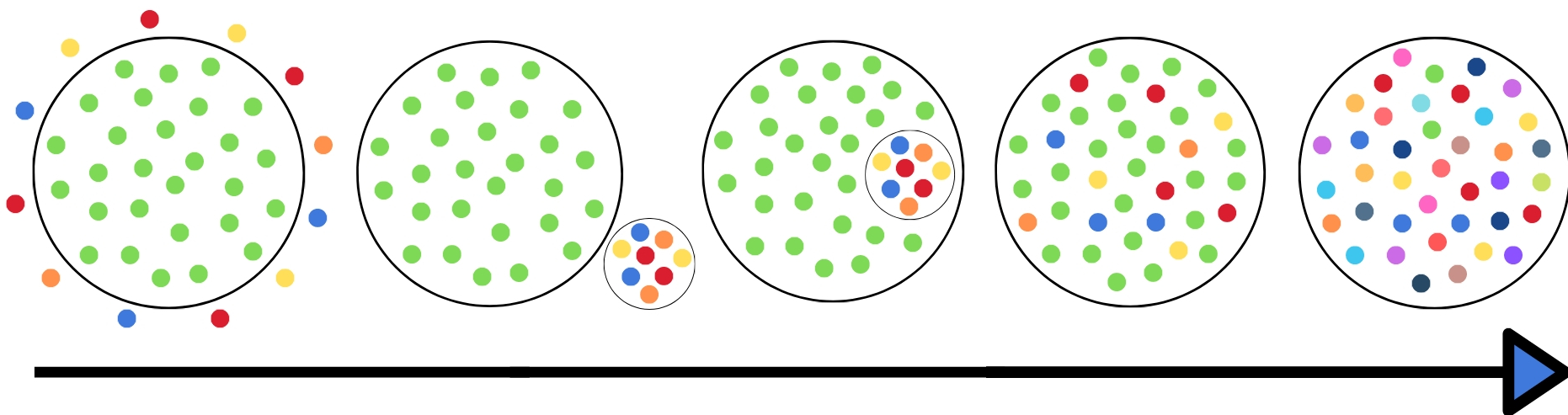
integration

WHAT IS INCLUSION?





WHAT IS INCLUSION?

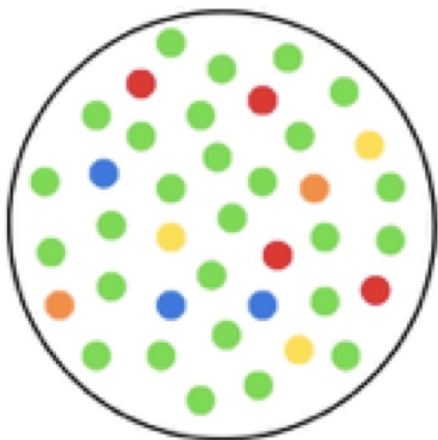


Where are you on this continuum? What's the next step?

What are your
colours?

Do we value ALL
colours equally?





How do we
including people
who are different

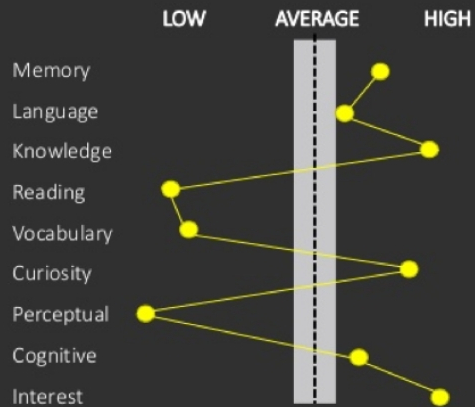
VS.

How do we teach to
diversity & identity?

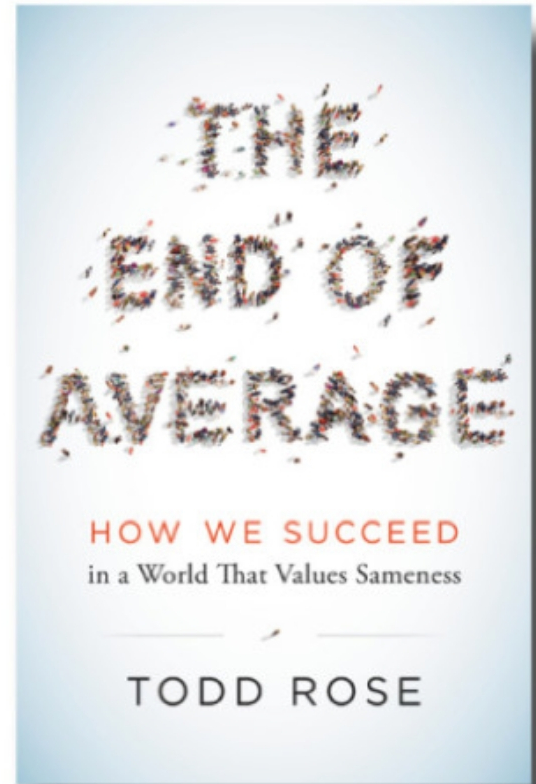


The End of Average!

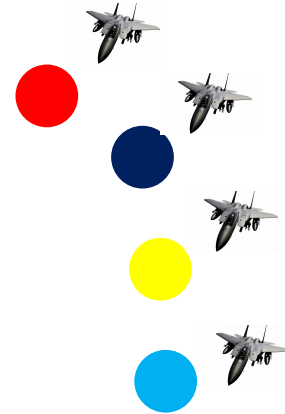
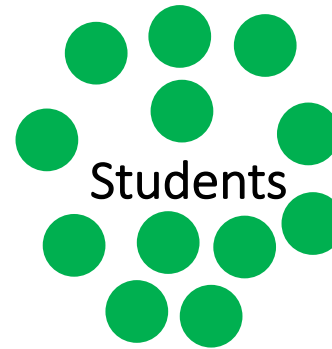
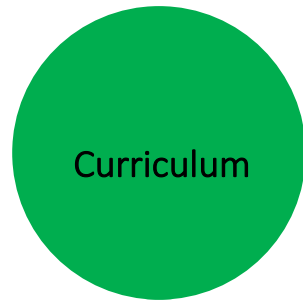
The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



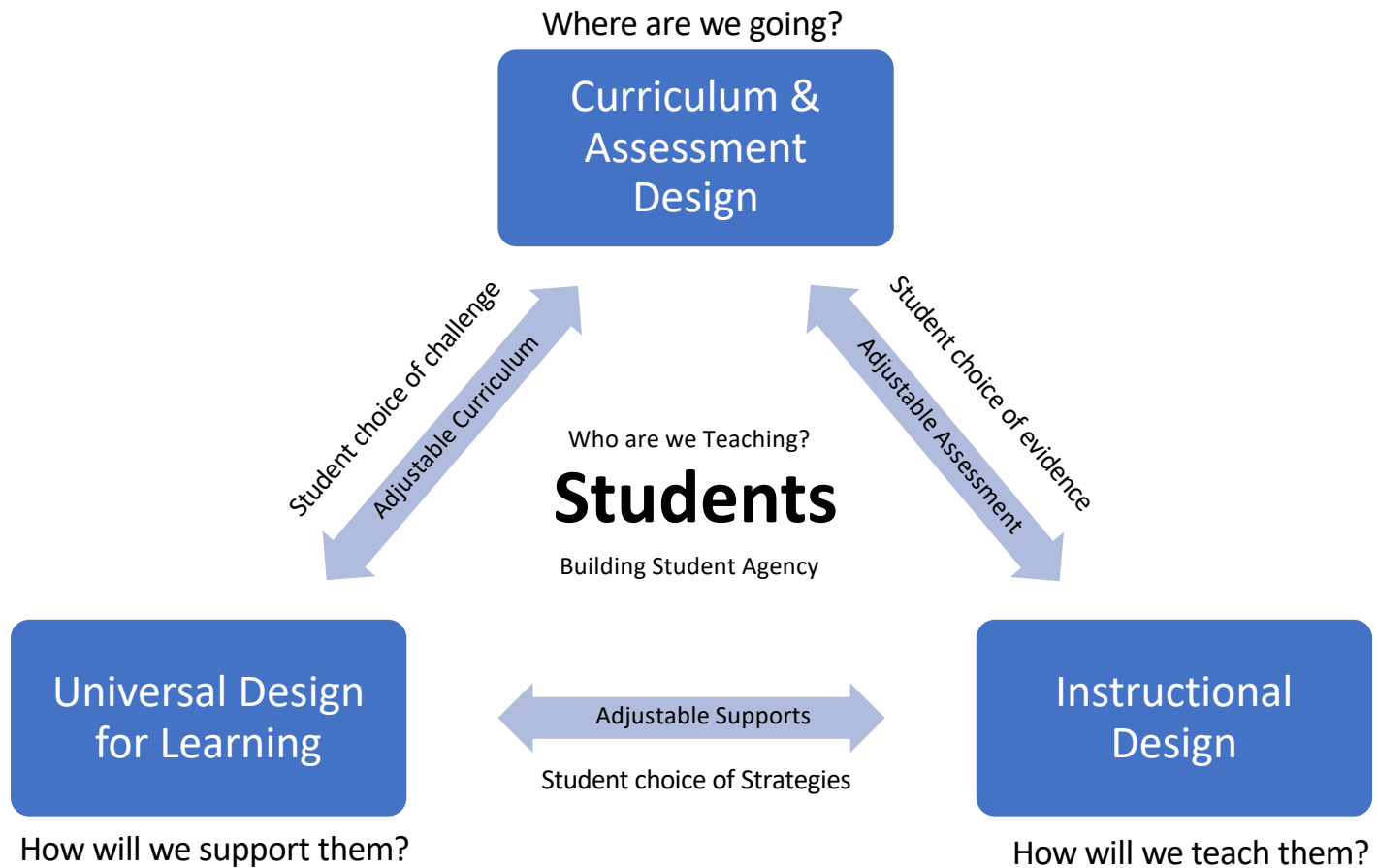
WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



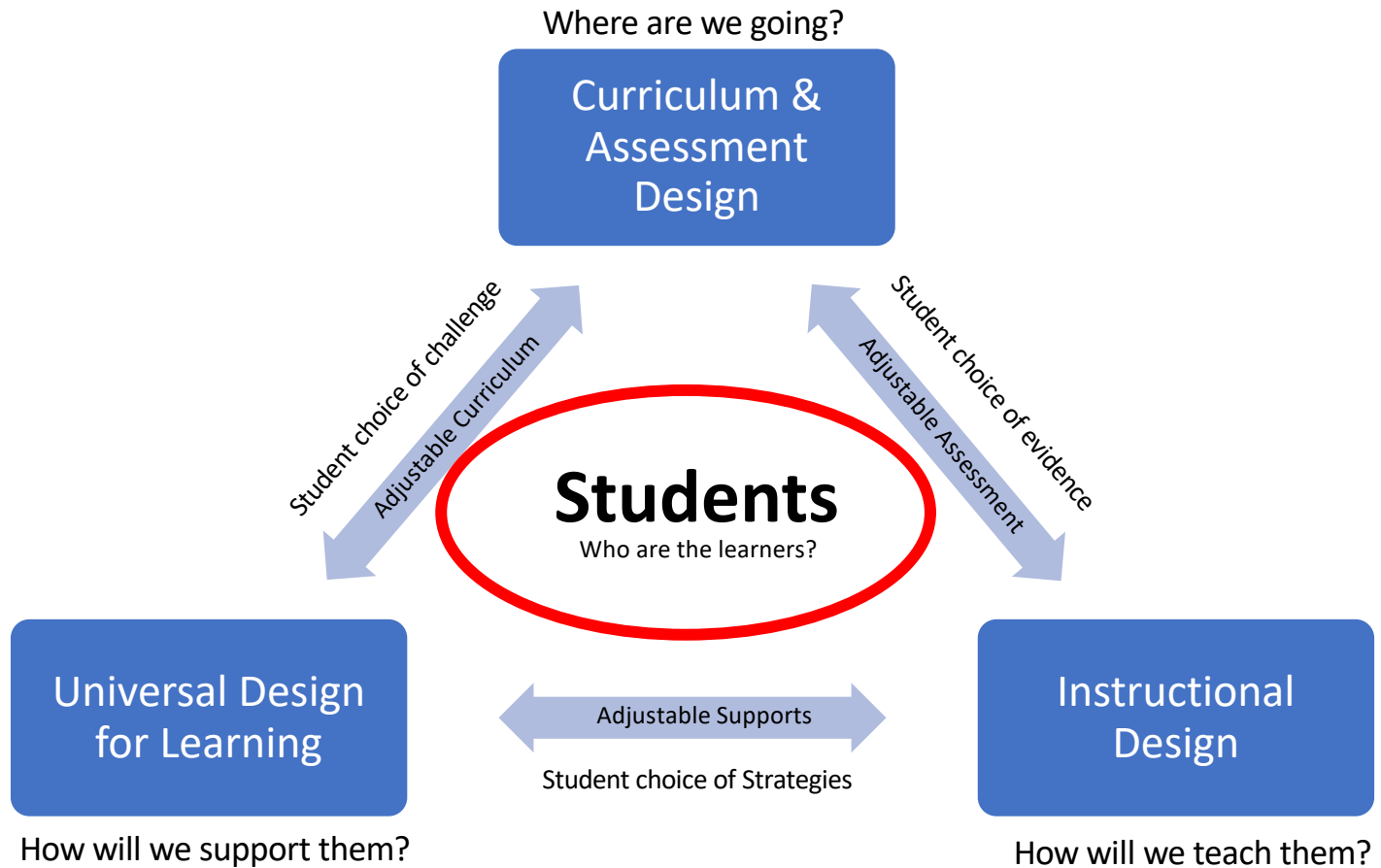
How can we change the system? Designing with Equity in Mind



How do we change the system?

Design with Equity in Mind

Shelley Moore, 2019



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

Stretches

Strengths

Identities

Interests

Goals

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

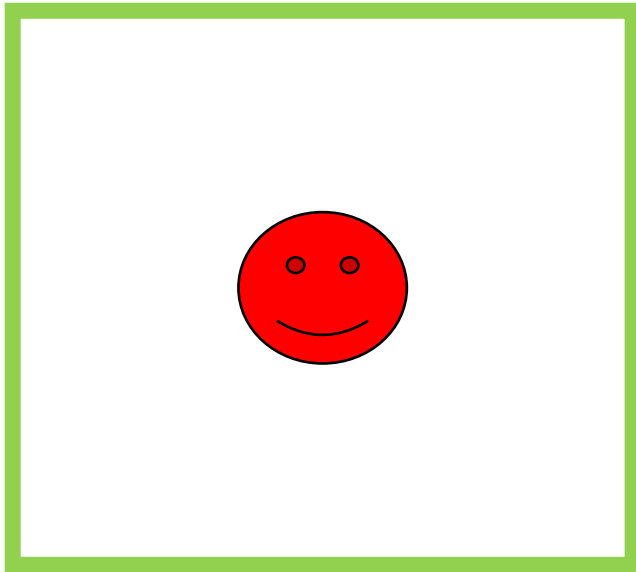
Strategies

Needs

Barriers

Supports

Shifting the Paradigm: Medical Model of Disability

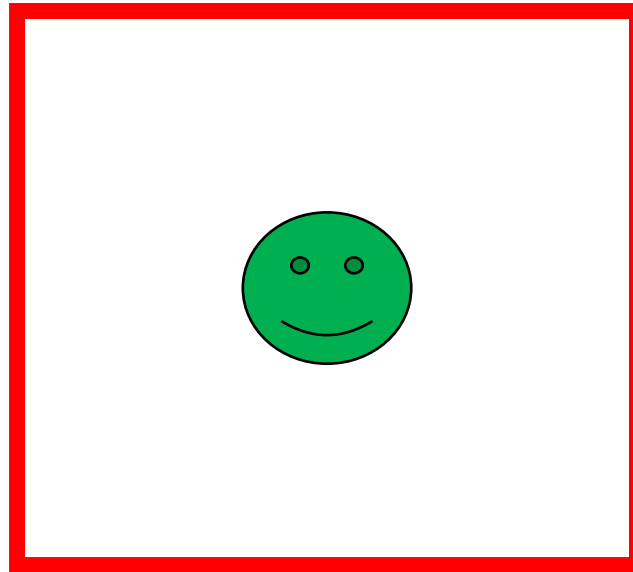


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

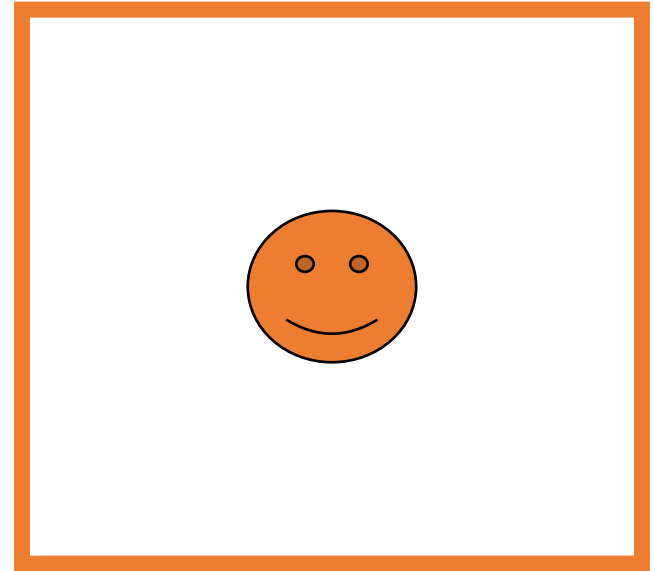
Identify the problems
in the environment



Fix the environment

Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
Reduce barriers in the environment
 - Barriers to Learning
 - Barriers to Equity & Reconciliation
- Reduce **barriers** for **ALL learners!**
- Identify the **needs** of **ALL students** AND **anticipate supports and strategies** needed
- **Teach** supports and strategies to **ALL learners!**



Medical Model Perspective: Fix the person

Problem: Putting gas in your car in America

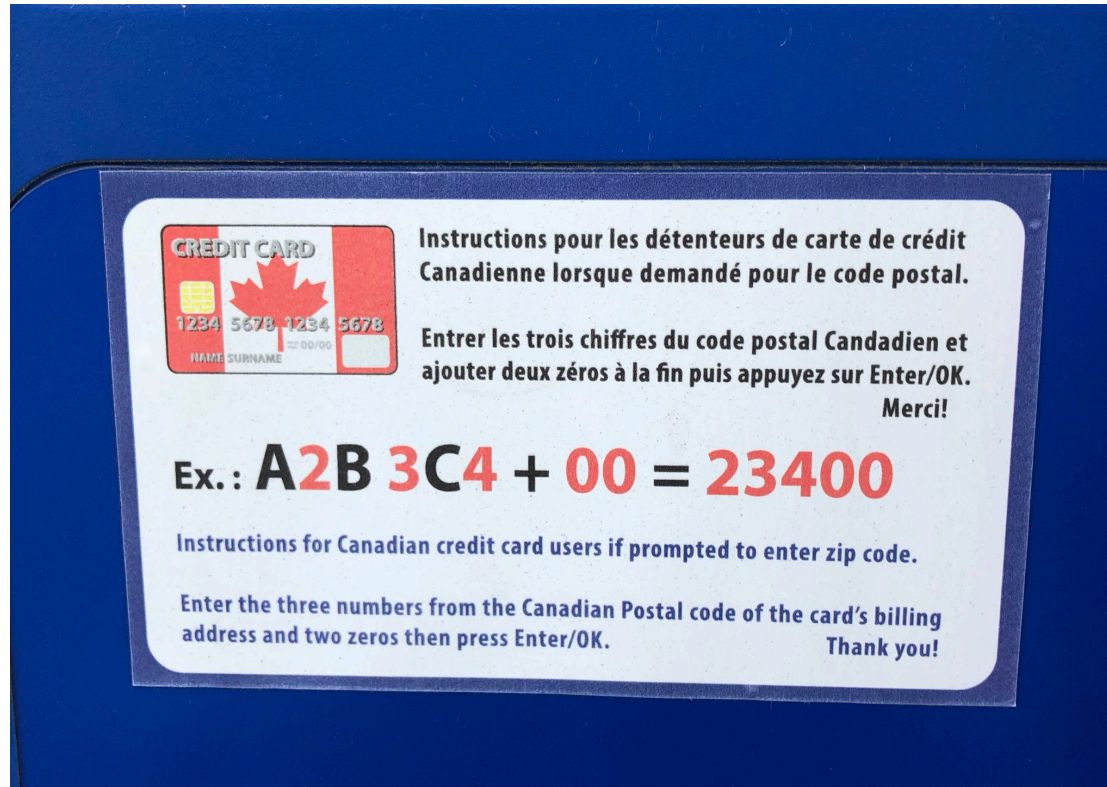
Deficit: Shelley can't fill up with gas in America

S.M.A.R.T goal: Shelley will fill up her car with gas in America with 90 % accuracy by June 2020 by

Objective: using planning strategies to fill up with gas

Individual Supports & Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Why can't I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

Person/Place Perspective: Fix the place, support the needs of the person

Place: AMERICA

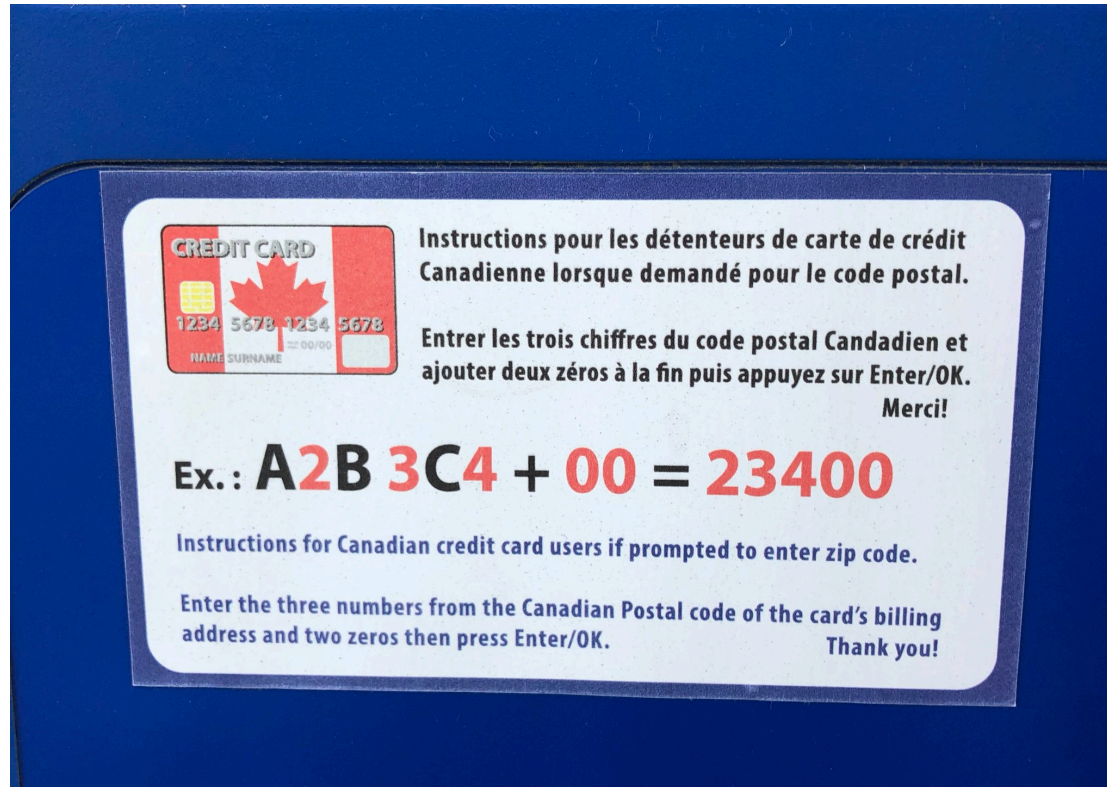
Purpose: Filling up with gas

Barrier: Shelley can't fill up with gas in America
because she doesn't have a Zip Code!

Universal Support & Strategy: turn postal code
into a Zip Code

Individual Supports & Strategies:
none

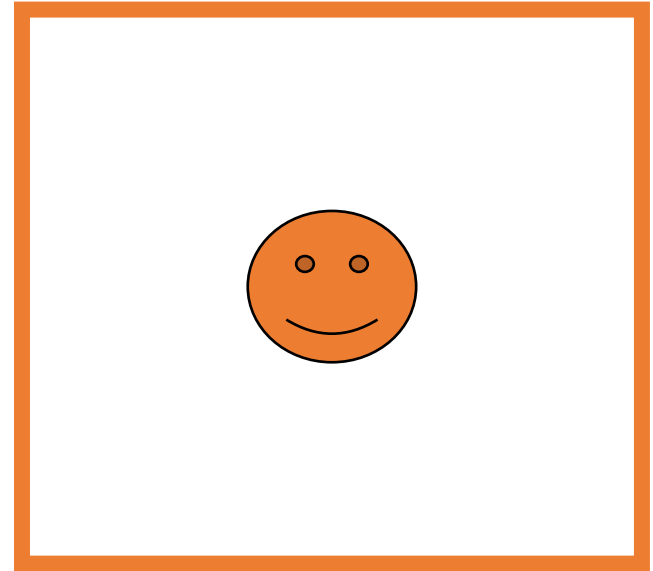
What are the barriers in a classroom?



What strategies can we teach?
How do we remove barriers?

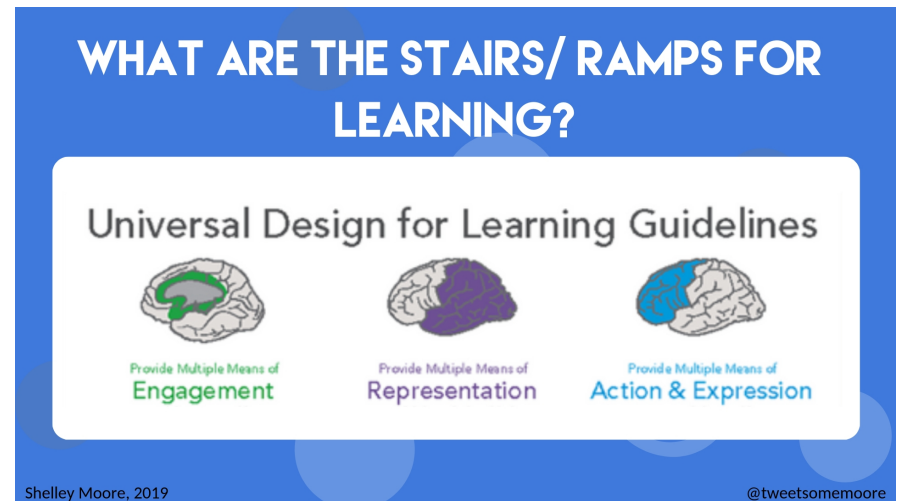
Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
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- Identify the **needs** of **ALL students** AND **anticipate supports and strategies** needed
- **Teach** supports and strategies to **ALL learners!**



Reducing **Learning** 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 student share their learning
- Targets chosen based on the needs of a learning community



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)	☐	☐	☐
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	☐	☐	☐
7.3	Minimize threats & distractions	Objective	reducing distractions in the classroom and building a safe place for students to take risks	☐	☐	☐
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	☐	☐	☐
8.2	Vary demands and resources to optimize challenge	Objective	scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	☐	☐
8.3	Foster collaboration and community	Objective	building a community where learners work together by teaching collaboration and group work skills	☐	☐	☐
8.4	Increase mastery-oriented feedback	Objective	providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	☐	☐
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	☐	☐	☐
9.2	Facilitate personal coping skills and strategies	Objective	teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	☐
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	☐	☐	☐
Our UDL Team Target Goal is:						

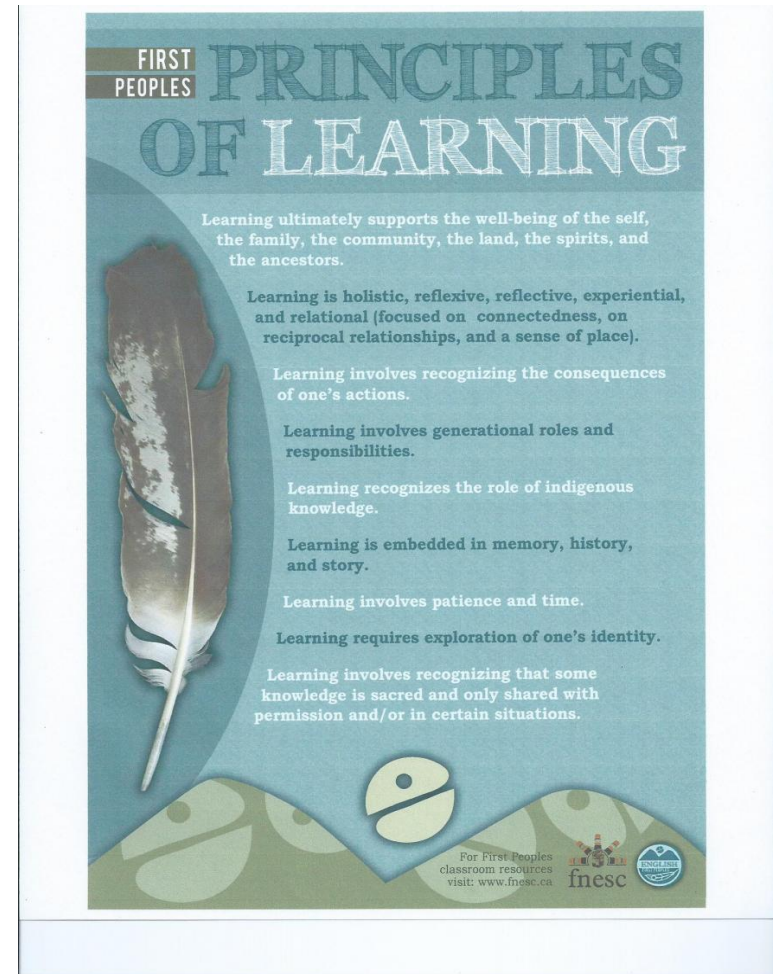
UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Representation	Goal Area	Sharing “what” students are learning			
1	Provide options for perception	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	Offer ways of customizing the display of information	Objective	Sharing information in formats that are flexible	☐	☐	☐
1.2	Offer alternatives for auditory information	Objective	Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)	☐	☐	☐
1.3	Offer alternatives for visual information	Objective	Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	☐	☐	☐
2	Providing options for language and symbols	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	Clarify vocabulary and symbols	Objective	Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)	☐	☐	☐
2.2	Clarify syntax and structure	Objective	Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)	☐	☐	☐
2.3	Support decoding of text, mathematical notation and symbols	Objective	Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)	☐	☐	☐
2.4	Promote understanding across languages	Objective	Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages	☐	☐	☐
2.5	Illustrate through multi media	Objective	Using multi-media to support understanding (videos, graphics, activities)	☐	☐	☐

UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Action & Expression	Goal Area	Sharing and representing new information for student learning			
4	Providing options for physical action	Goal	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	Vary the methods for response and navigation	Objective	providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	☐	☐	☐
4.2	Optimize access to tools and assistive technologies	Objective	providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	☐	☐	☐
5	Provide options for expression and communication	Goal	We can provide options for students to show what they know & communicate their learning by:	We can do this!	We want to keep working on this!	This is our next step!
5.1	Use multi-media for communication	Objective	teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)	☐	☐	☐
5.2	Use media tools for construction and composition	Objective	offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	☐	☐	☐
5.3	Build fluencies with graduated levels of support of support for practice and performance	Objective	supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	☐	☐	☐
6	Provide options for executive functions	Goal	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:	We can do this!	We want to keep working on this!	This is our next step!
6.1	Guide appropriate goals setting	Objective	guiding students through reflection, self-assessment and goal setting with curricular and core competencies	☐	☐	☐
6.2	Support planning and strategy development	Objective	modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	☐	☐	☐
6.3	Enhance managing information and resources	Objective	teaching students to organize their evidence of learning and determine their best examples of learning	☐	☐	☐
6.4	Enhance capacity for monitoring progress	Objective	using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment			
Our UDL Team Target Goal is:						

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
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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	☐	☐
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	☐	☐
7.3	Minimize threats & distractions	Objective	reducing distractions in the classroom and building a safe place for students to take risks	X	☐	☐
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 Saliency of goals and objectives	Objective	clearly communicating learning goals/ intentions and why tasks and activities matter	☐	X	☐
8.2	Vary demands and resources to optimize challenge	Objective	scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	X	☐
8.3	Foster collaboration and community	Objective	building a community where learners work together by teaching collaboration and group work skills	X	☐	☐
8.4	Increase mastery-oriented feedback	Objective	providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	X	☐
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	☐	☐	X
9.2	Facilitate personal coping skills and strategies	Objective	teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	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	☐	☐	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 **Equity** 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
- Sacred Teachings

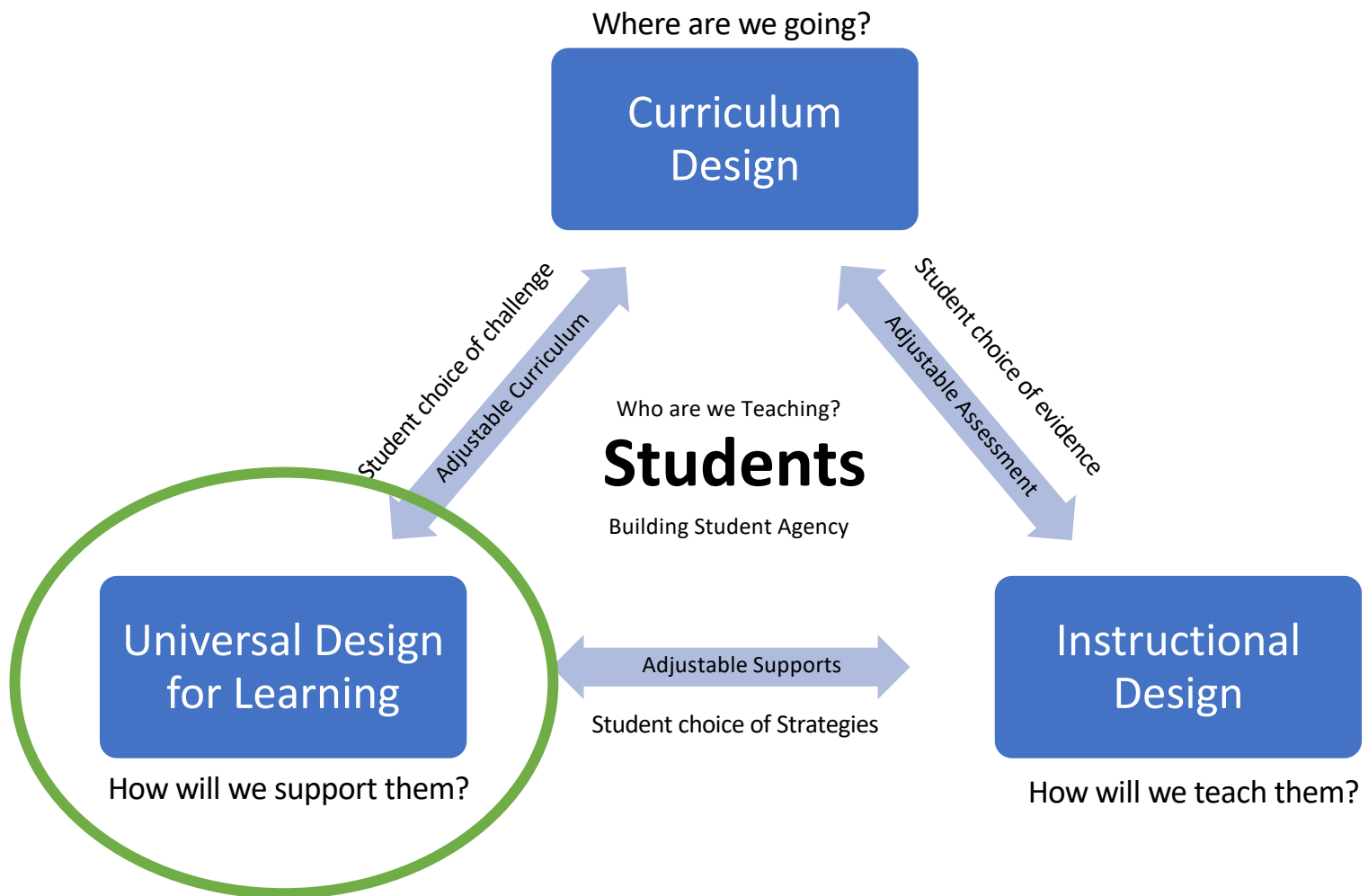


- <http://www.fnescc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

Class Review for : Grade 6 math		Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion		- Active, funny, sports, competition, reading, working together, structured activities	- Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things			
We can meet this goal(s) by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings		• Giving students choice and control over what they are learning about (e.g. content, examples used) • Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings • using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Targeted competencies for this class We can collaborate with each other			

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

How can we change the system? Designing with Equity in Mind





SHIFTING OUR **SUPPORT** MODELS

The cupcake Model



Special Education
Medical Model

The cupcake model



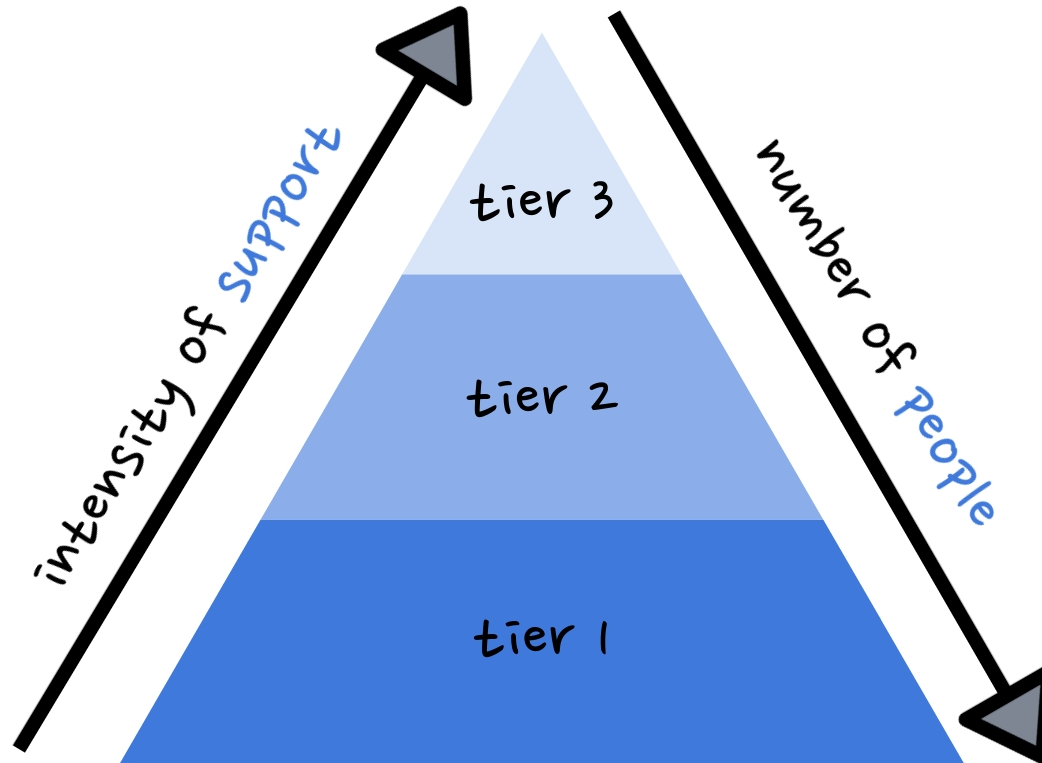
The layered cake model



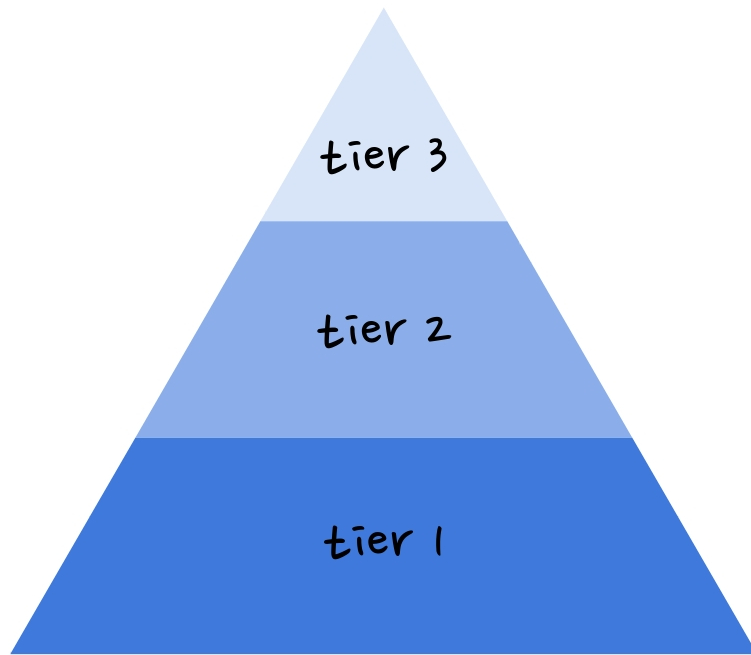
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??

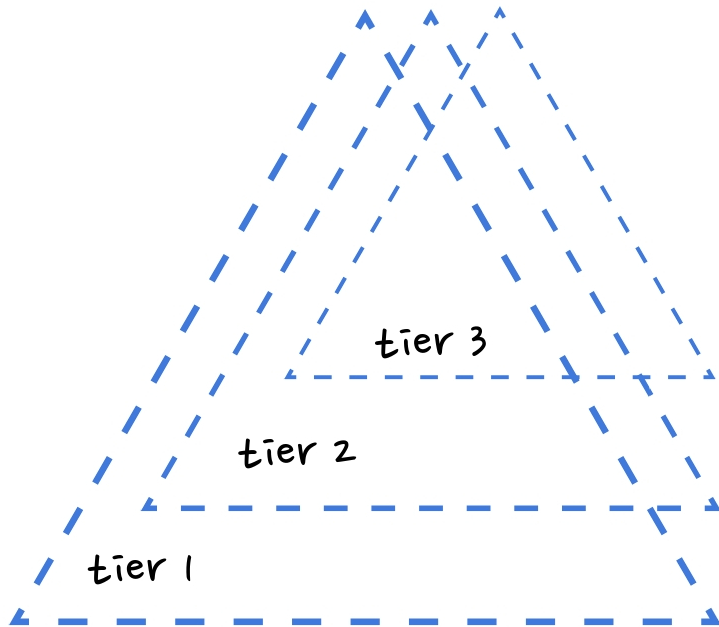
modifications

adaptations

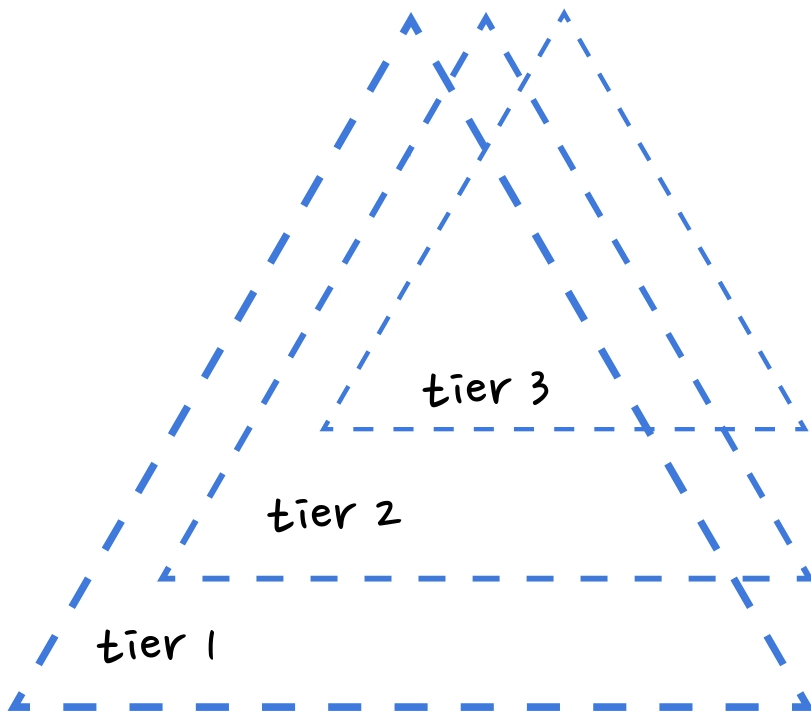
no support



RTI: RESPONSE TO INSTRUCTION



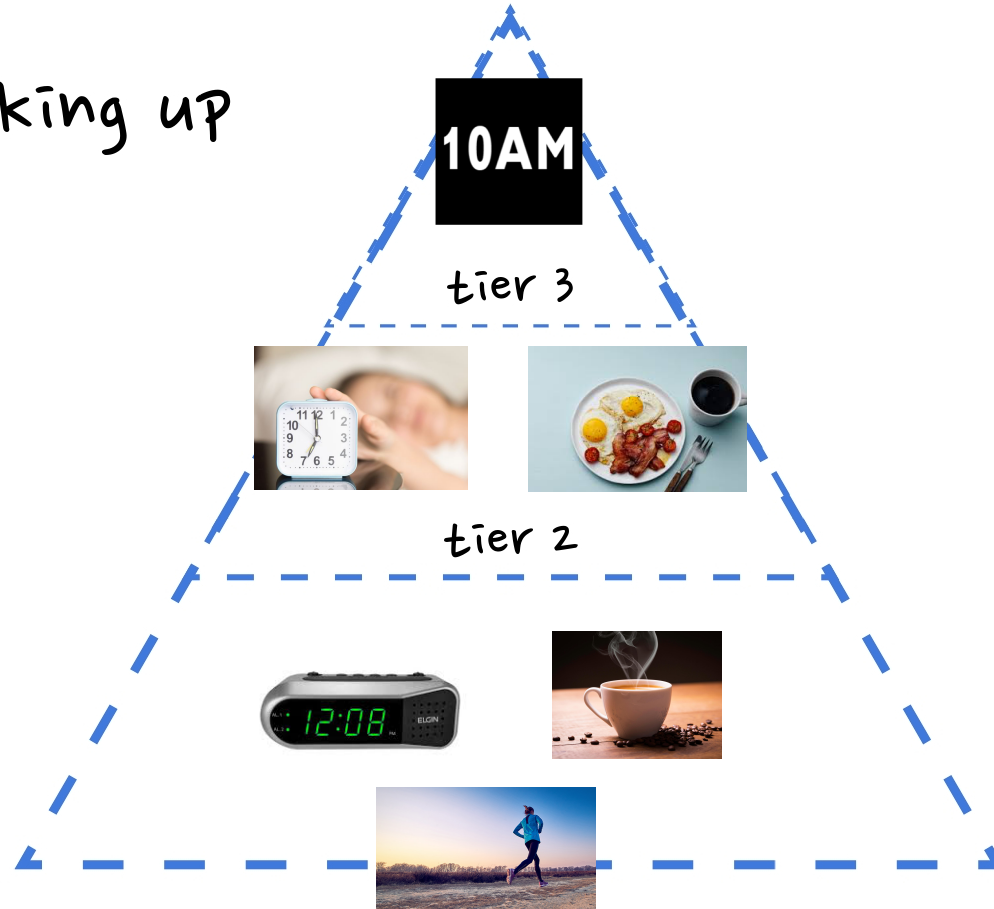
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

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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

$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to
Instruction

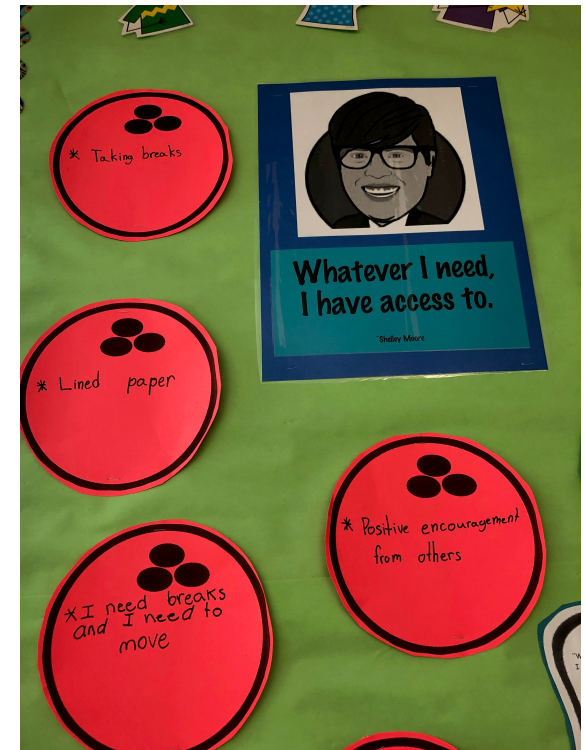
Universal
Design for
Learning

Self Regulation
for
Learning



Strategy: taking a 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?



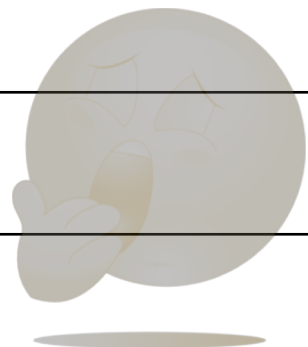
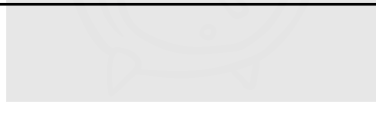
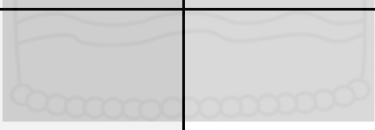
Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

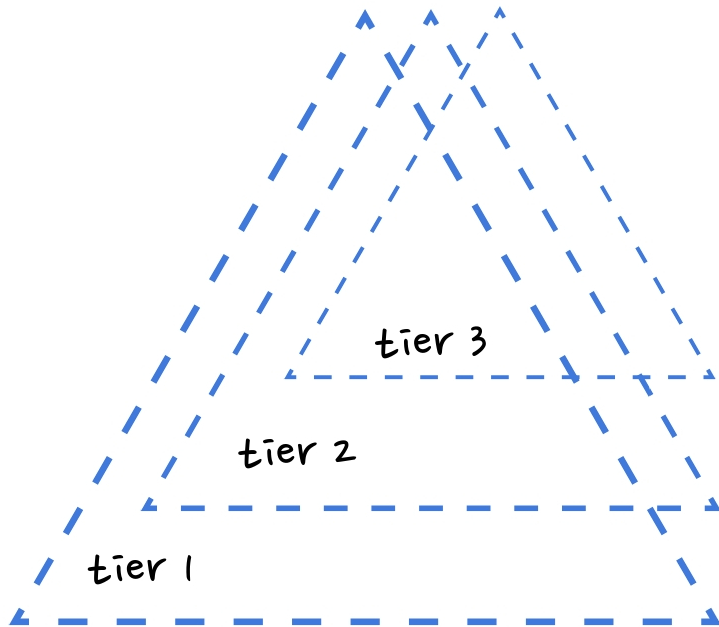
Range of Support (MTLS)



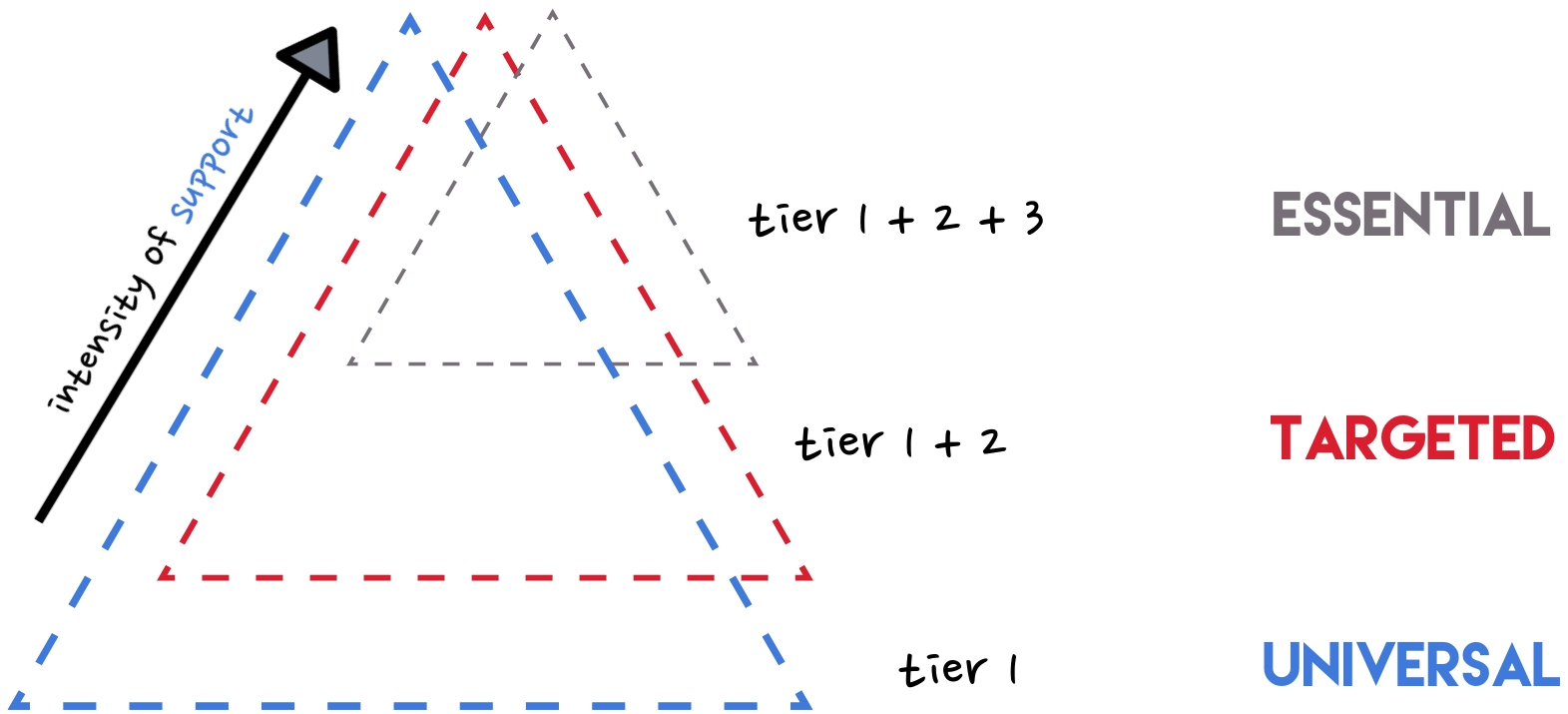
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

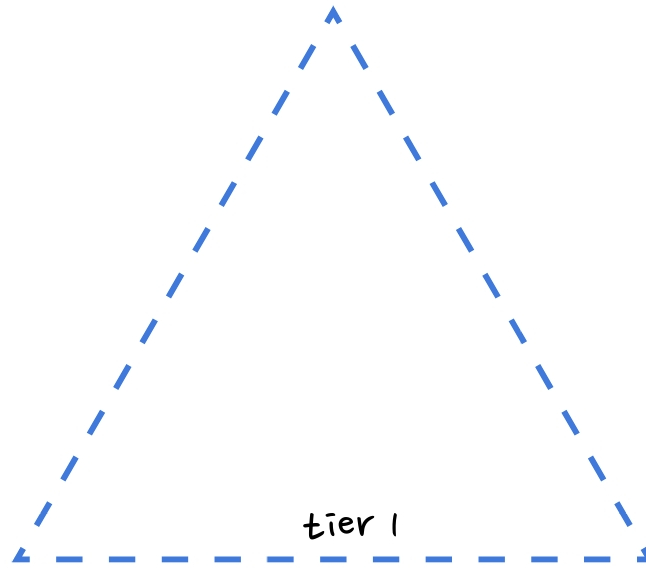
RTI: RESPONSE TO INSTRUCTION



RTI/MTLS

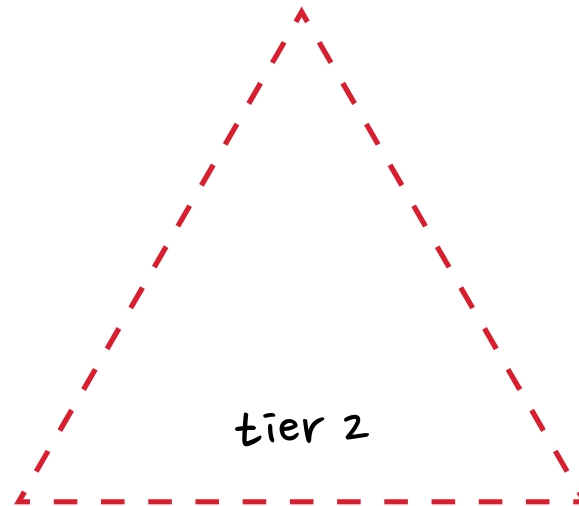


RTI/MTLS: **UNIVERSAL** SUPPORTS



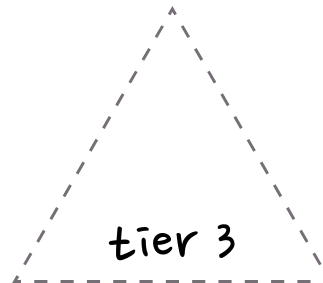
Designed for one or more; useful for **ALL**

RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

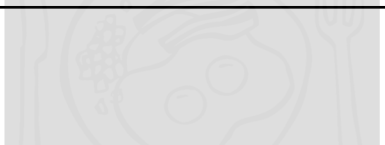
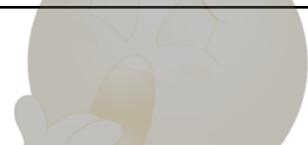
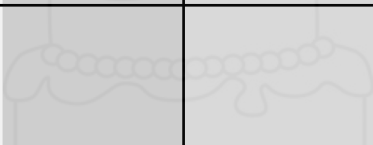
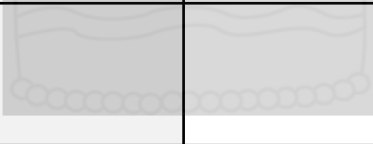
Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)



Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

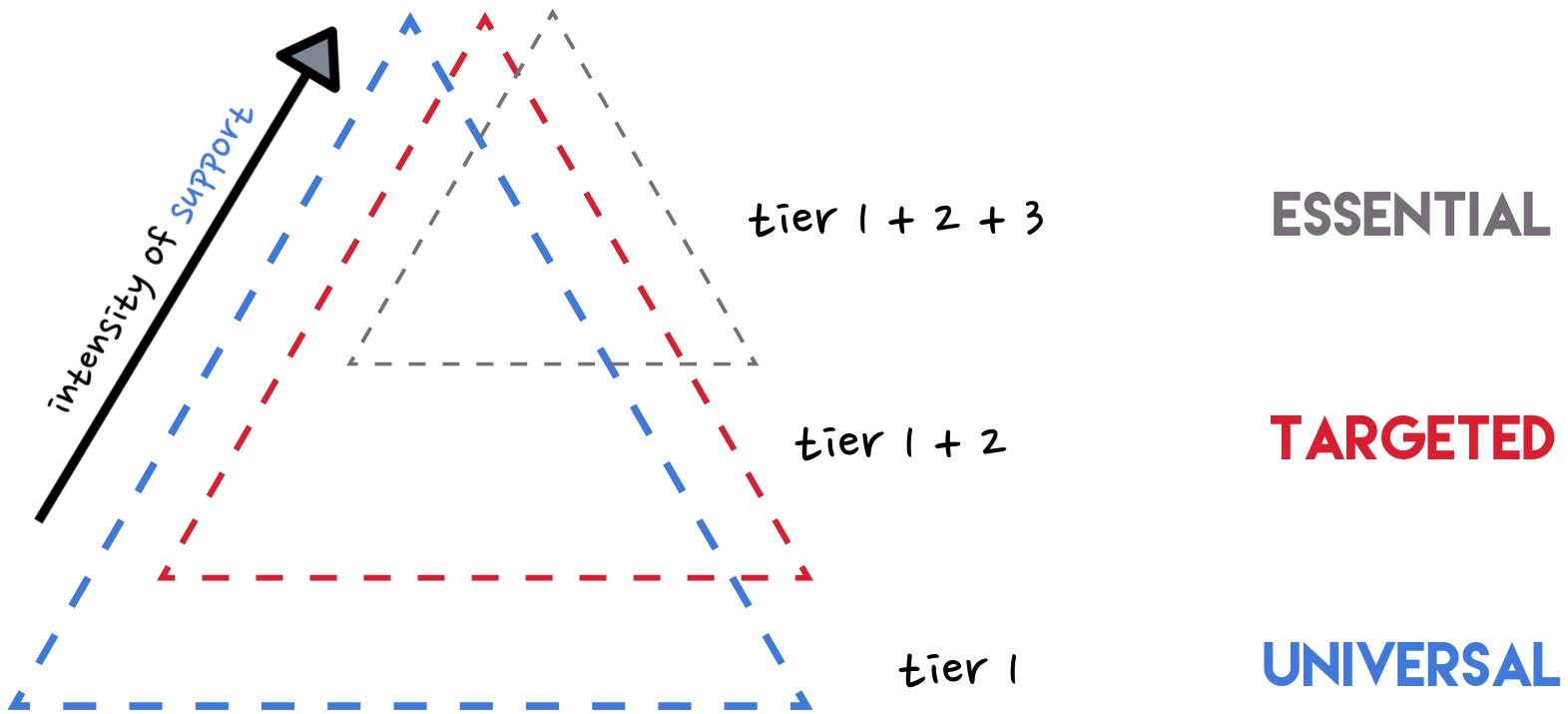
What are our **needs**?

(replacing weaknesses)

- They don't make us "weaker" they are just things we need support with
- What are some things in my life that make it hard for me to learn?
- These might not be things that I cannot control
- [Examples](http://www.teachspeced.ca) – www.teachspeced.ca
- As a class – choose the big 5 that are getting in the way of learning



RTI/MTLS



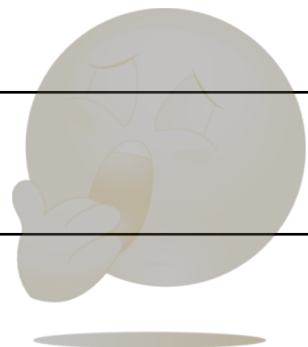
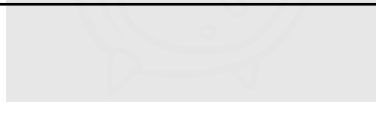
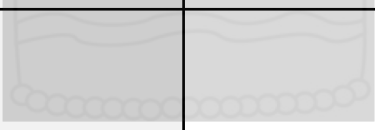
Classroom Support Plan

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Range of Support (MTLS)



Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Range of Support (MTLS)		

What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- 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](http://www.teachspeced.ca) – www.teachspeced.ca
- As a class – choose the big 5 that are getting in the way of learning



Classroom Needs	Priority	Next step	As Soon as Possible
Anger			y
Anxiety	y		
Articulation			y
Ability	y		
Attention		y	
Memory	y		
Executive function		y	
Fine motor		y	
listening			y
Mental health		y	
Non verbal			y
Personal care			y
Processing Speed	y		
Self Esteem	y		
Sensory			y

Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV			
Need Ability	ST, AT			
Need Processing Speed	JC, CH, JK, IR, LV, DV			
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
who needs the most challenge JP, CG, LJ		 Range of Support (MTLS)		

Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV			
Need Ability	ST, AT			
Need Processing Speed	JC, CH, JK, IR, LV, DV			
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
who needs the most challenge JP, CG, LJ		 Range of Support (MTLS)		

What are supports?

- What are some tools that I can use to help me learn?
- These **tools** help me to pay attention and keeps me interested?

What are strategies?

- 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?

Supports vs. Resources

People
Funding
Time

What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- 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](http://www.teachspeced.ca) – www.teachspeced.ca
- As a class – choose the big 5 that are getting in the way of learning



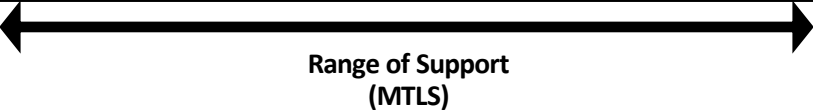
Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV	- Visual instructions - Pre teach vocabulary - Structured agenda support	2 min breaks - Using a computer for tasks - Work bin	
Need Ability	ST, AT	- concept based planning - random/ strategic seating - access point/ scaffolding	- Quiet location - home-communication - unlimited time for assessment	
Need Processing Speed	JC, CH, JK, IR, LV, DV	- Develop/practice basic math fluency (without calculator, with manipulatives, not timed) - Windows of due dates - No marks lost for late assignments	Choice of complexity	CH- Assistive tech (Computer)
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH	- Strength based goals (I can...) - Strategic groupings - Build community	Check ins	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV	- Structured agenda support - Task chunking/ reference - Highlight verbs/ key words in tasks	- Home communication - Calculator - Colour coding	
who needs the most challenge JP, CG, LJ				

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 4

Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Learning	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I.D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: English 10

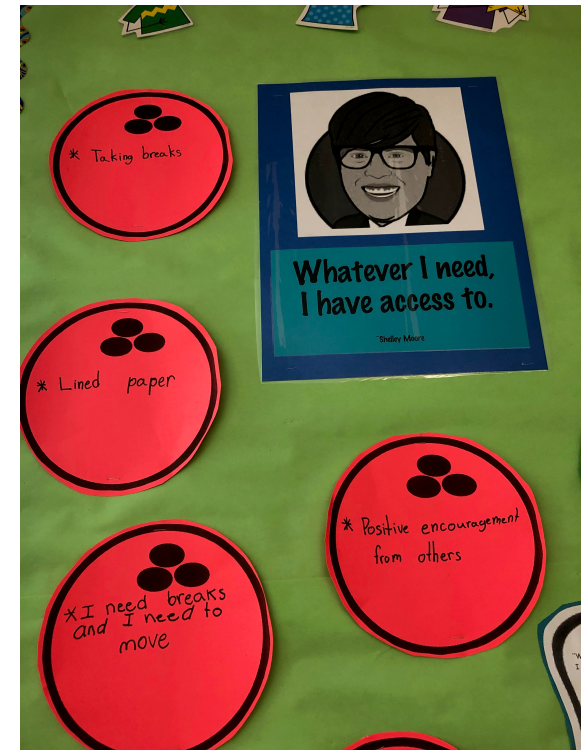
Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		Reconciliation & Equity Targets: - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Strategy: taking a 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?



Classroom Support Plan

Teacher(s):

Support Staff

Lens:

Range of Students (RTI)

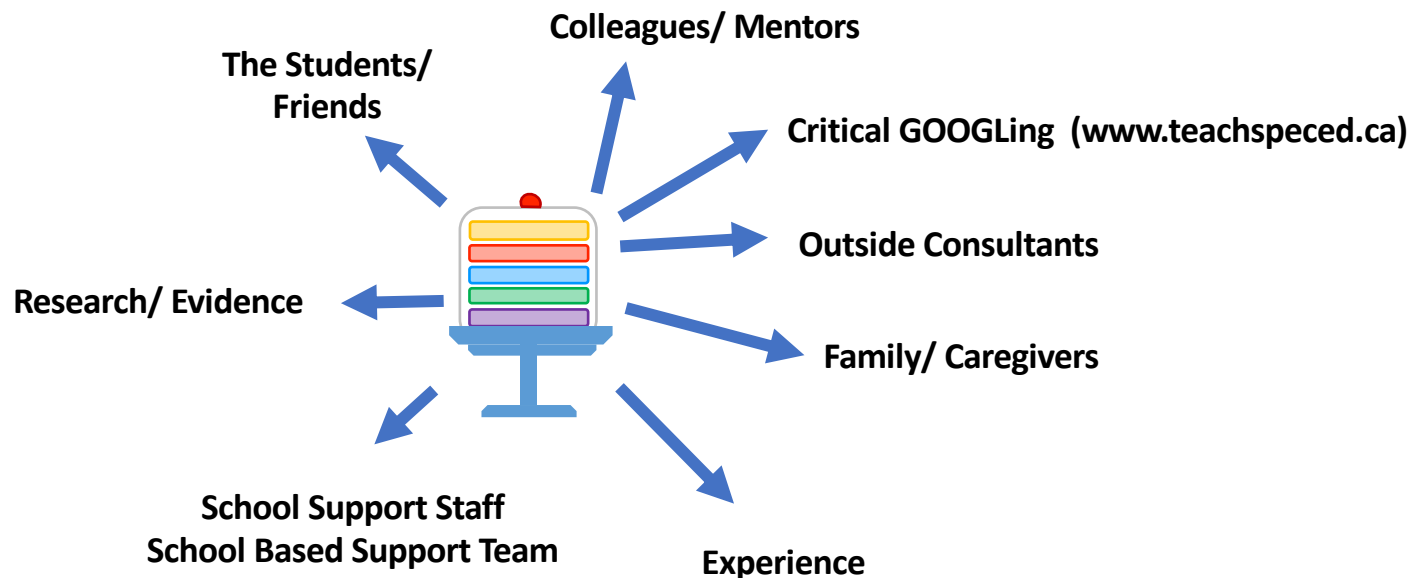
Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Range of Support (MTLS)		



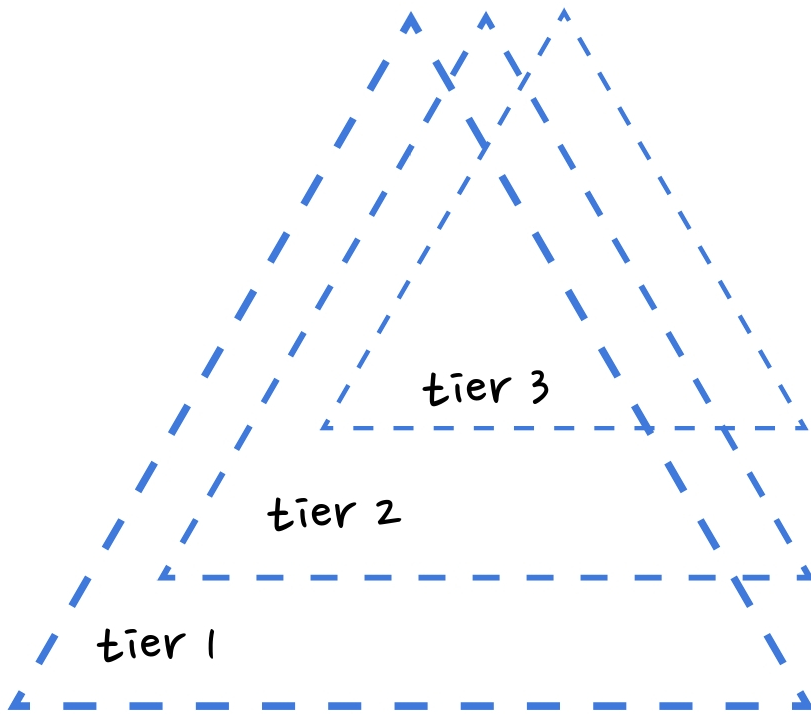
Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?

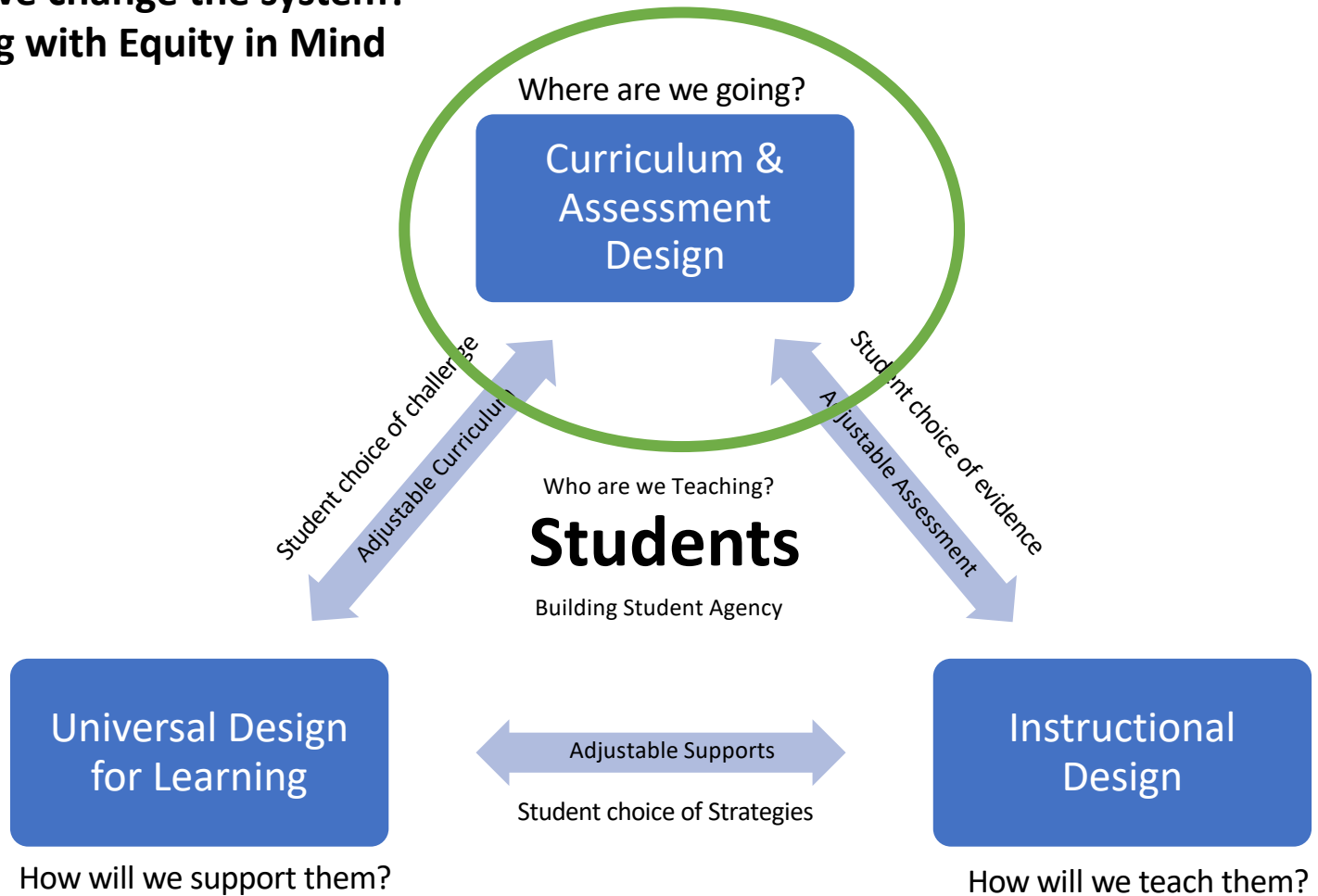


RTI: RESPONSE TO INSTRUCTION



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

How can we change the system? Designing with Equity in Mind



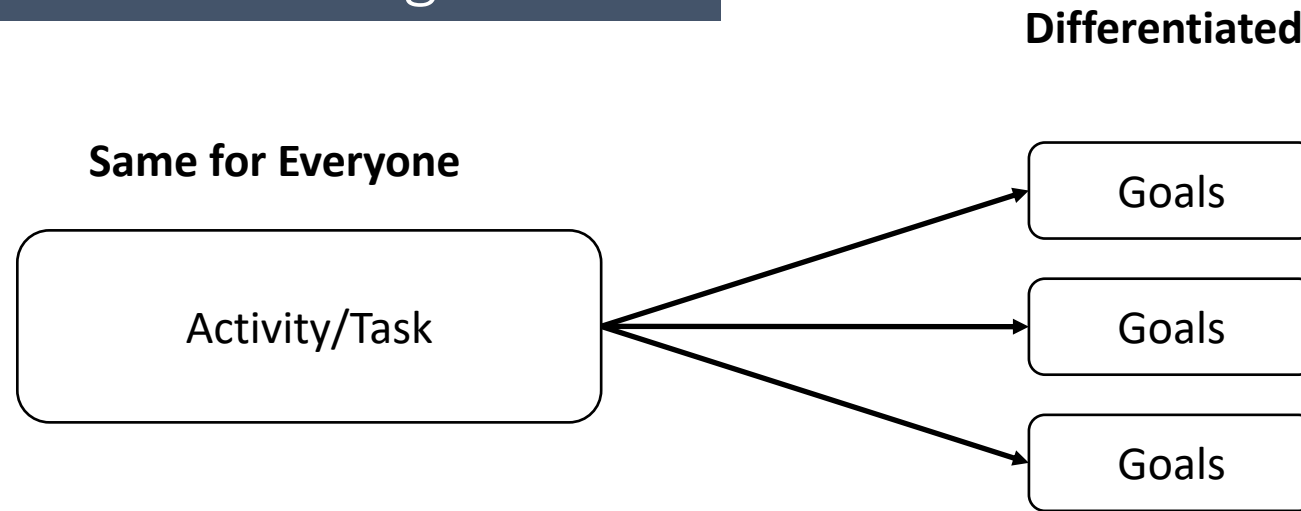
What kind of plane are we flying?
What are the goals?

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

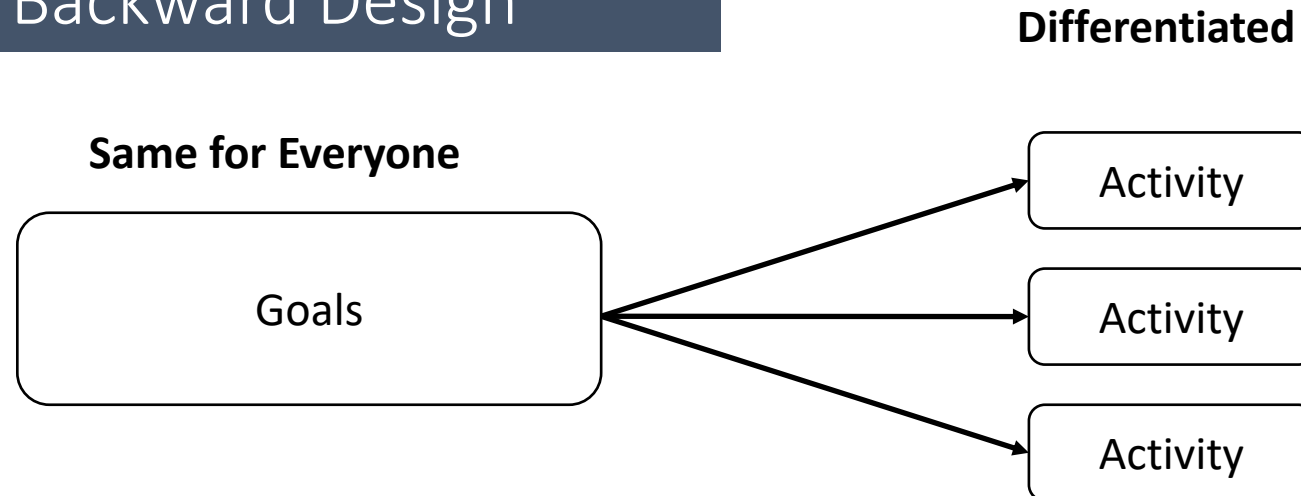


Backwards Design

Forward Design



Backward Design



Backwards Design: What are the GOALS?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

Backwards Design: What are the GOALS?

- **Big Idea/Guiding Questions**
 - What do we need to understand?
- **Content**
 - What do we need to know?
- **Process**
 - What do we need to do?
- **Competencies**
 - Who do we need to be/become?

Backwards Design: Renewed Curriculum

- **Essential Questions**
 - What do we need to understand?
- **Conceptual Knowledge**
 - What do we need to know?
- **Procedural Knowledge**
 - What do we need to do?
- **Competencies**
 - Who do we need to be/become?

Backwards Design: Current Curriculum

Backwards Design Alberta Goals Cheat Sheet

Backward Design Element	In Science it is called:	In Social Studies it is called:	In Math it is called:	In Language Arts/English it is called:
Topic: What is the theme/topic/context?	Unit of Study	Title	Strand	Theme of choice
Big Idea: What do we need to understand? Why are we learning this?	Overview	General Learning Outcome (GLO)	General Learning Outcome (GLO)	General Learning outcome (GLO)
Guiding Question: Turning the BIG IDEA into a questions for the students	Focus Questions	Make it out of the GLO	Make it out of the GLO	Make a question out of the theme
Content Goals: What do we need to know? (evaluate)	STS & Knowledge	Knowledge & Understandings	Specific Outcomes	none
Process Goals: What do we need to do? (evaluate)	Skills	Values & Attitudes	Skills & Processes	Specific learning outcomes
	Attitudes	Dimensions of Thinking		

Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?	Kid Friendly: What is water ? Why is water important to living things ?	
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Kid friendly goals: I can investigate water I know that water is important to living things and the environment	
Competency: We can be cultural and global citizens Numeracy: We can collect data Numeracy: We can communicate our learning Literacy: We can use strategies to help us understand text		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

Our Big Question: How can we use fractions to communicate numbers?

Key vocabulary for this unit: fraction, improper fraction, mixed number, concrete, pictorial, symbolic, number line, more than 1

I need some support	The goals for this unit are: (What do I need to KNOW?)	I got this!	How do I know that I have met this goal? (What is my EVIDENCE?)
	• I know what a fraction is • I know that a fraction is a number • I know how fractions connect to the world		
	• I can show how an improper fraction is more than 1 • I can show what an improper fraction is concretely, pictorially and symbolically • I can show a mixed number concretely, pictorially and symbolically		
	• I can show an improper fraction as a mixed number • I can show a mixed number as an improper fraction		
	• I can put improper fractions and mixed numbers on a number line • I can share my thinking about why fractions are where they are on a number line		
	• I can find and share examples of mixed numbers and improper fractions in the world		

Backward Design Unit Planning Template: Building the Curricular Plane

Grade: 8	Subject Area(s): English/ Social Studies	Planning Team:
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content	I know oral language features and strategies I know elements of visual and graphic texts	
Skills	I can construct meaningful connections between self, text and world	
Skills	I can synthesize ideas from a variety of sources to build understanding	
Skills	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Skills	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

Backwards Design: The Plane

Grade: 11	Subject Area: Bio	Planning Team:
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?
Content Goal:	I know speciation that occurs within our forest	
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	
Competency: Social Responsibility	I can become socially responsible by...	

Name:			Date:			
Unit Guiding question: Why is our forest unique in Campbell River? How and why have our forest ecosystems evolved over time?						
Goals	My evidence of learning	Showing my Learning			I Need Support	I Need Challenge
	Actvtivities/ tasks	written	oral	visual		
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)						

Grade:	Subject(s):	Planning Team:	
Our Guiding Unit Question:		Student Friendly Questions:	
Curricular Goals		Student friendly goals:	
Competencies:			
Important vocabulary to know and use:			
Summative Tasks			
Format:			
Format:			

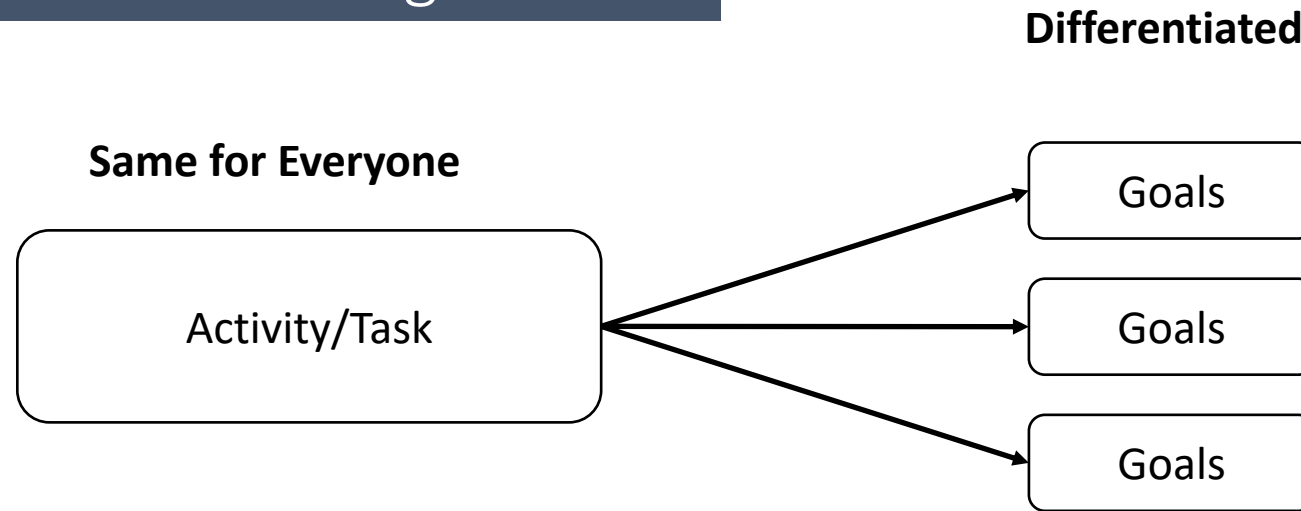
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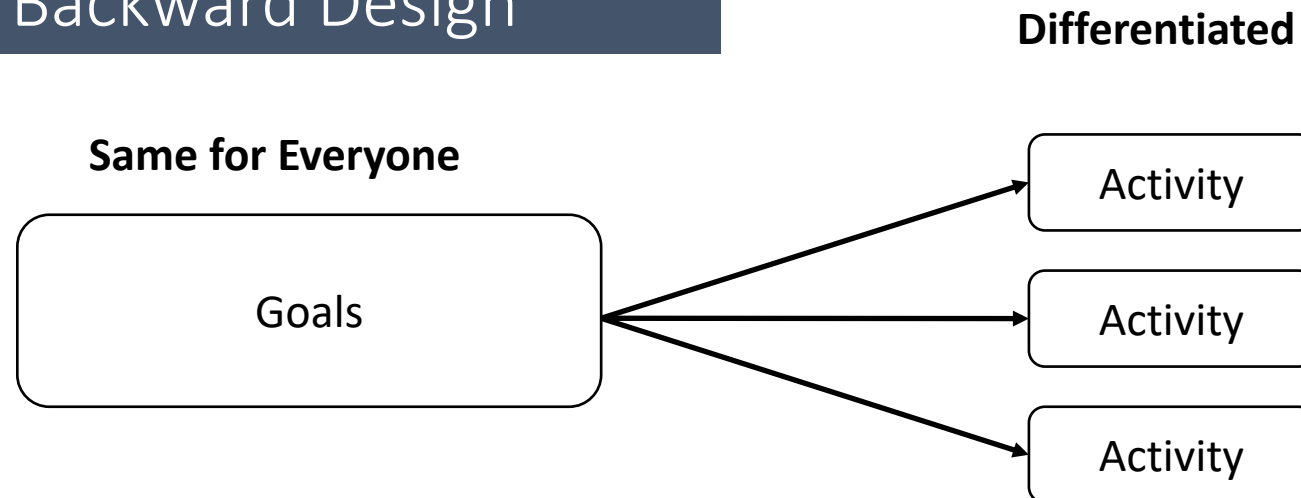
Example

- Grade 6/7 class
- Classroom teacher/ support teacher
- How can we use inclusive design based strategies to respond to student needs in our classroom community?

Forward Design



Backward Design



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

Curricular 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

Classroom Support Plan
Teacher(s): Ms. S

Support Staff: Ms. L

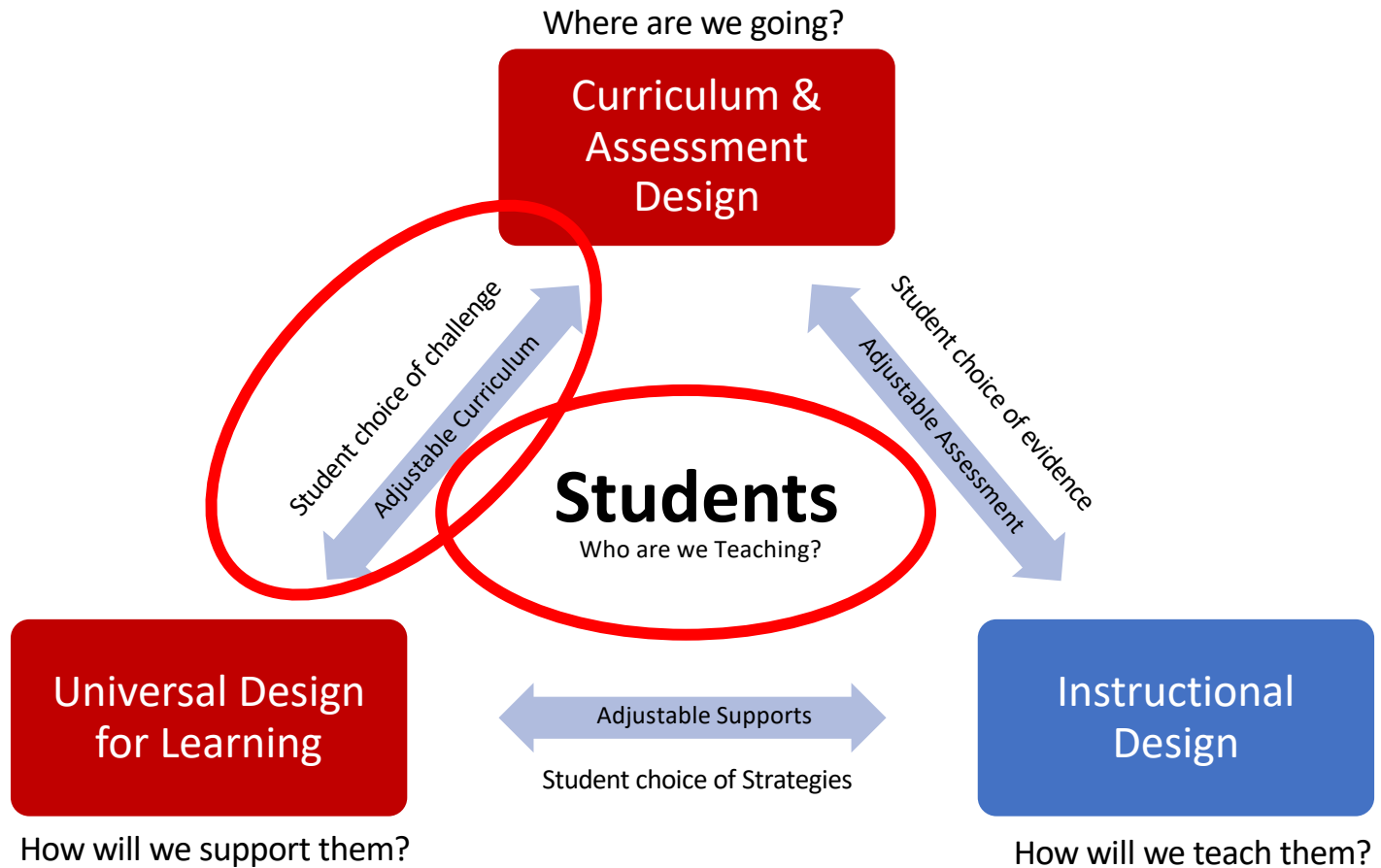
**Lens: Personal Awareness &
 Responsibility/ Literacy**

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need behaviour		Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life	Choice to work alone, 2 min,	Kenny????
Need literacy		- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL		Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge				

What are the blueprints for inclusion?

Design with Equity in Mind

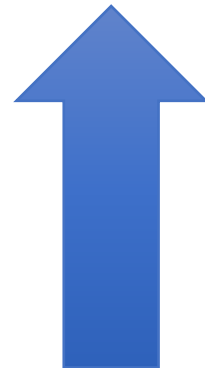


Adjustable Curriculum...

- 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	

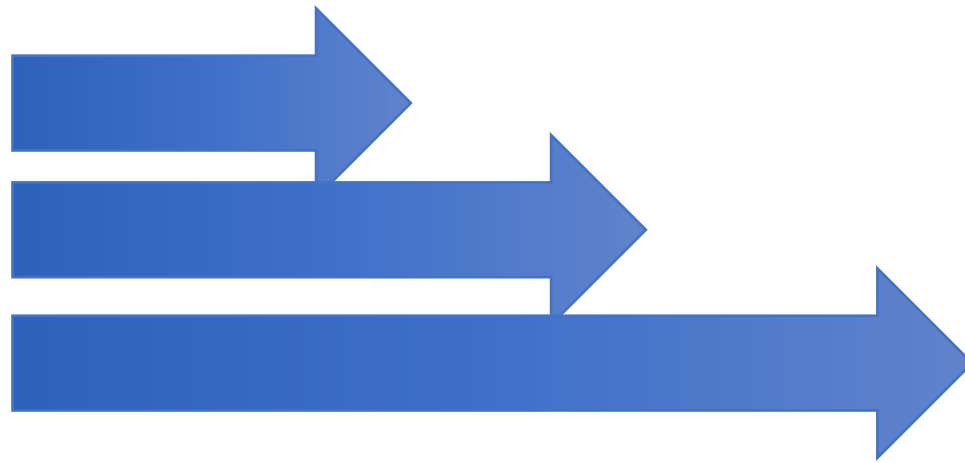


One point rubric



Goal Continuum

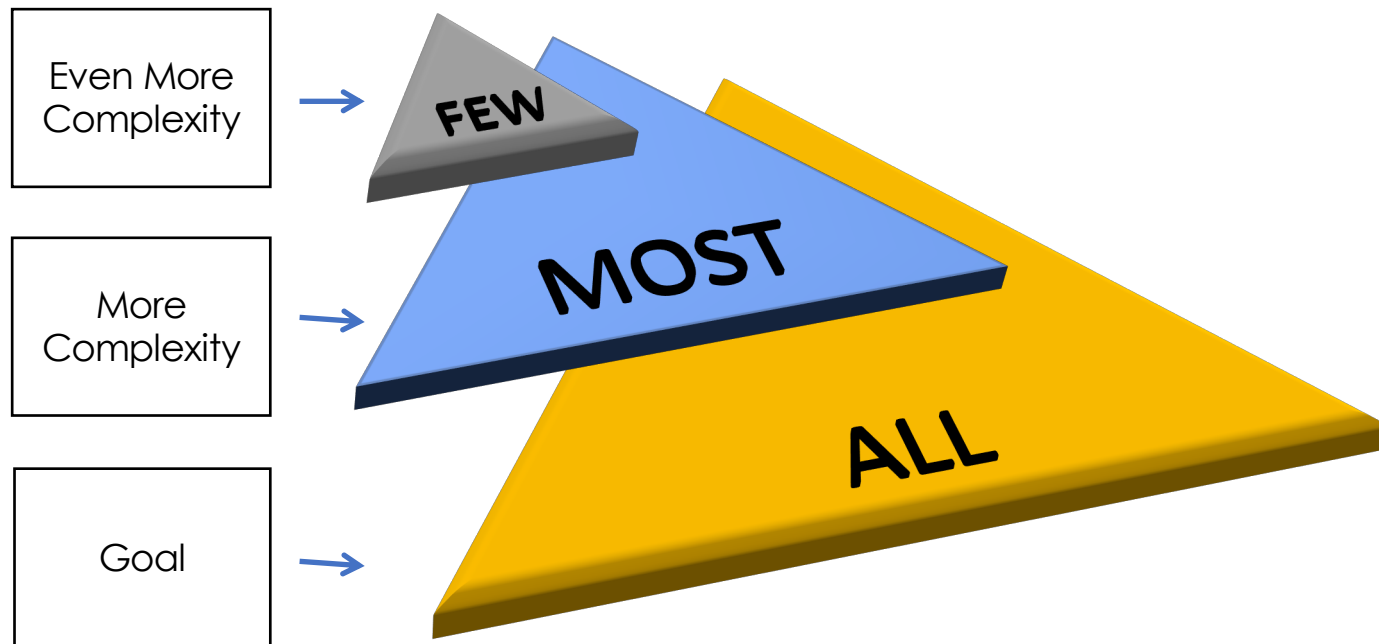
	Standard	More complex	More complex
goal			



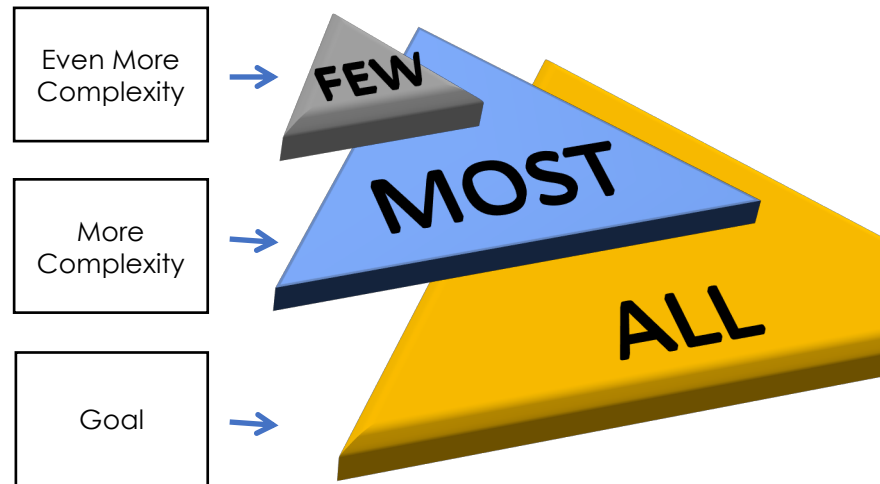
Adjustable



Planning Pyramid: Start from access, build on challenge



Adjustable Curriculum: Planning Pyramid



Goal: I can become personally aware and responsible 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)



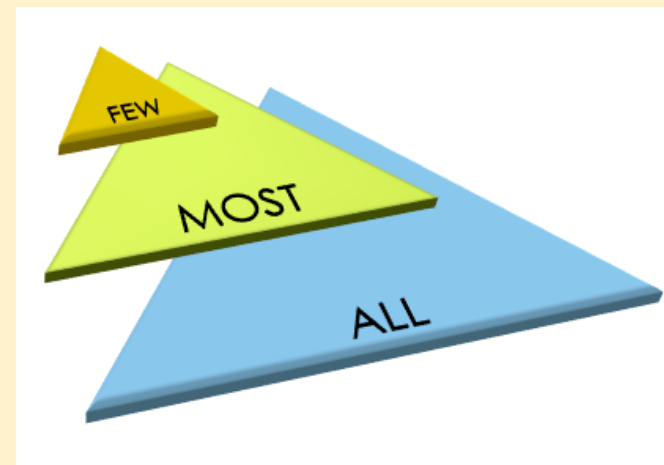
Goal for MOST

- 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)

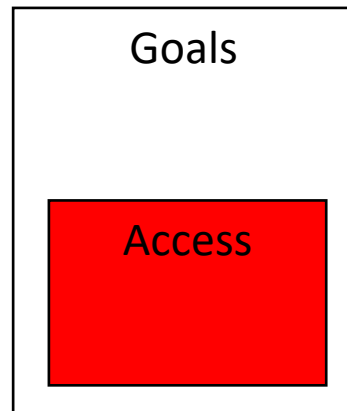
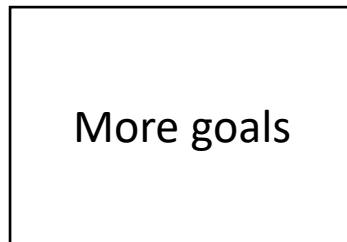


Goal for ALL

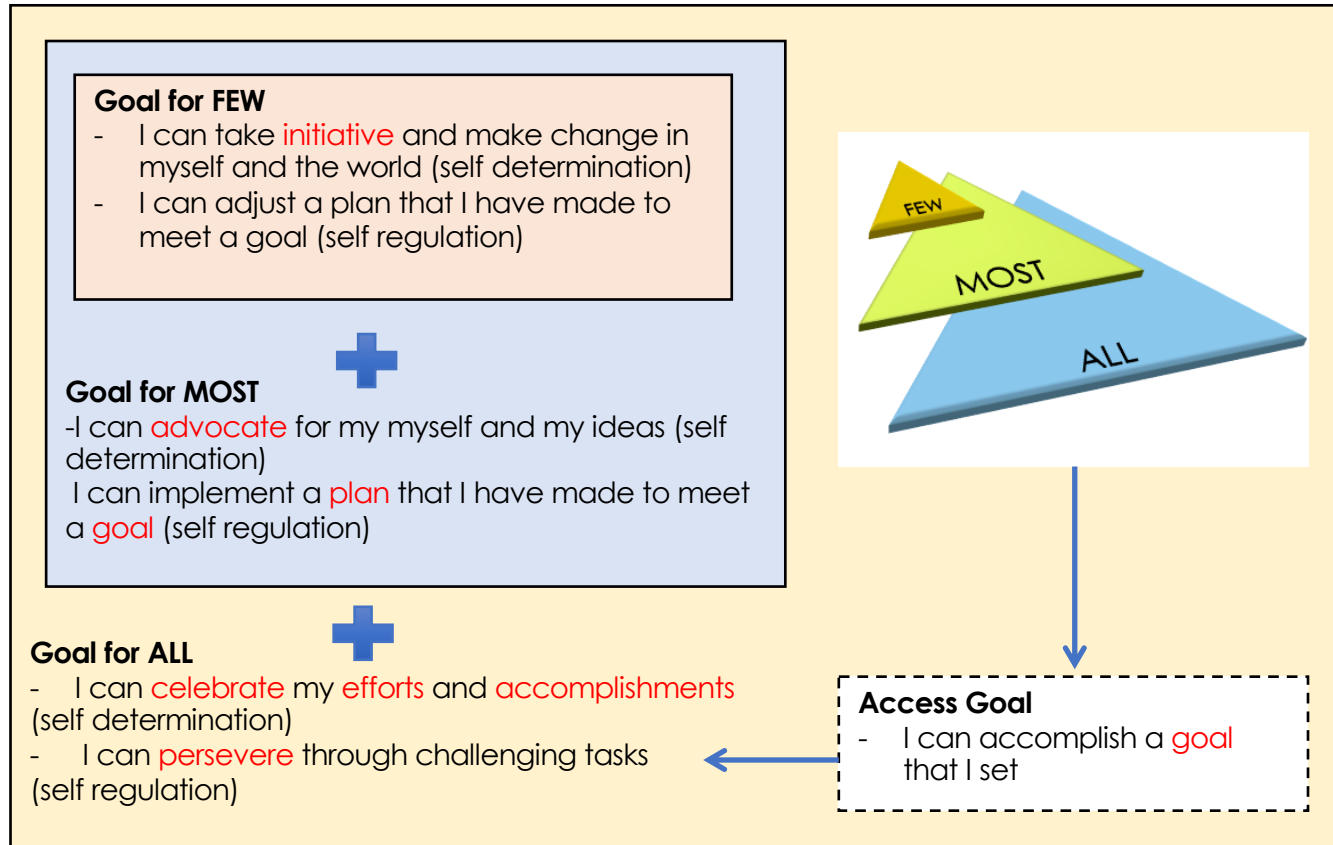
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



Planning for the RANGE: Extending for further access and challenge



Planning for the RANGE: Extending for further access and challenge



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

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

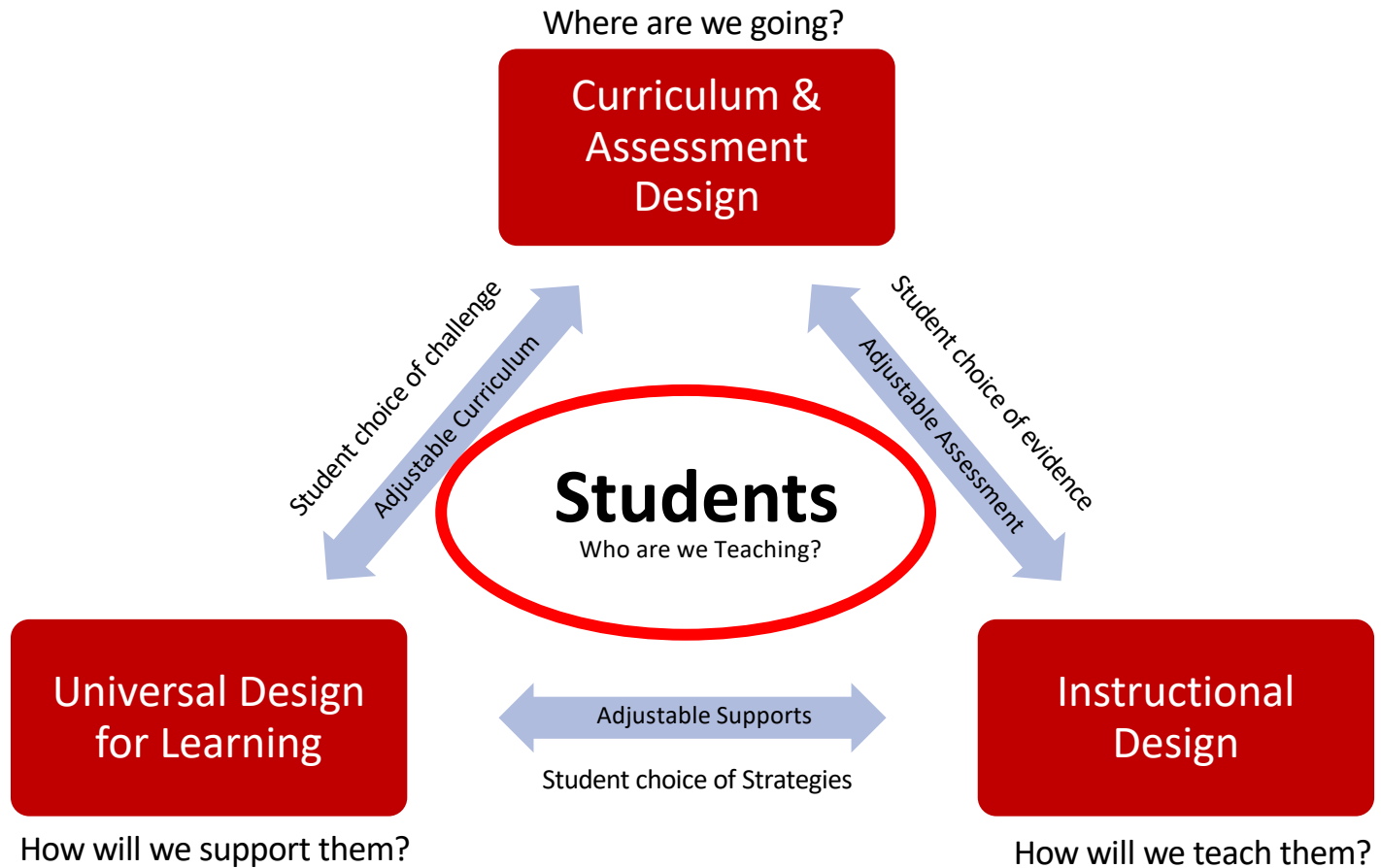
I can be personally aware and responsible by:

Start Here

Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	I can set a goal	I can celebrate my efforts and accomplishments	I can advocate for my myself and my ideas	I can take initiative and make change in myself and the world
being self regulated	I can accomplish a goal	I can persevere through challenging tasks	I can implement a plan that I have made to meet a goal	I can adjust a plan that I have made to meet a goal

What are the blueprints for inclusion?

Design with Equity in Mind



The Lessons!



Classroom Support Plan
Teacher(s): Ms. S

Support Staff: Ms. L

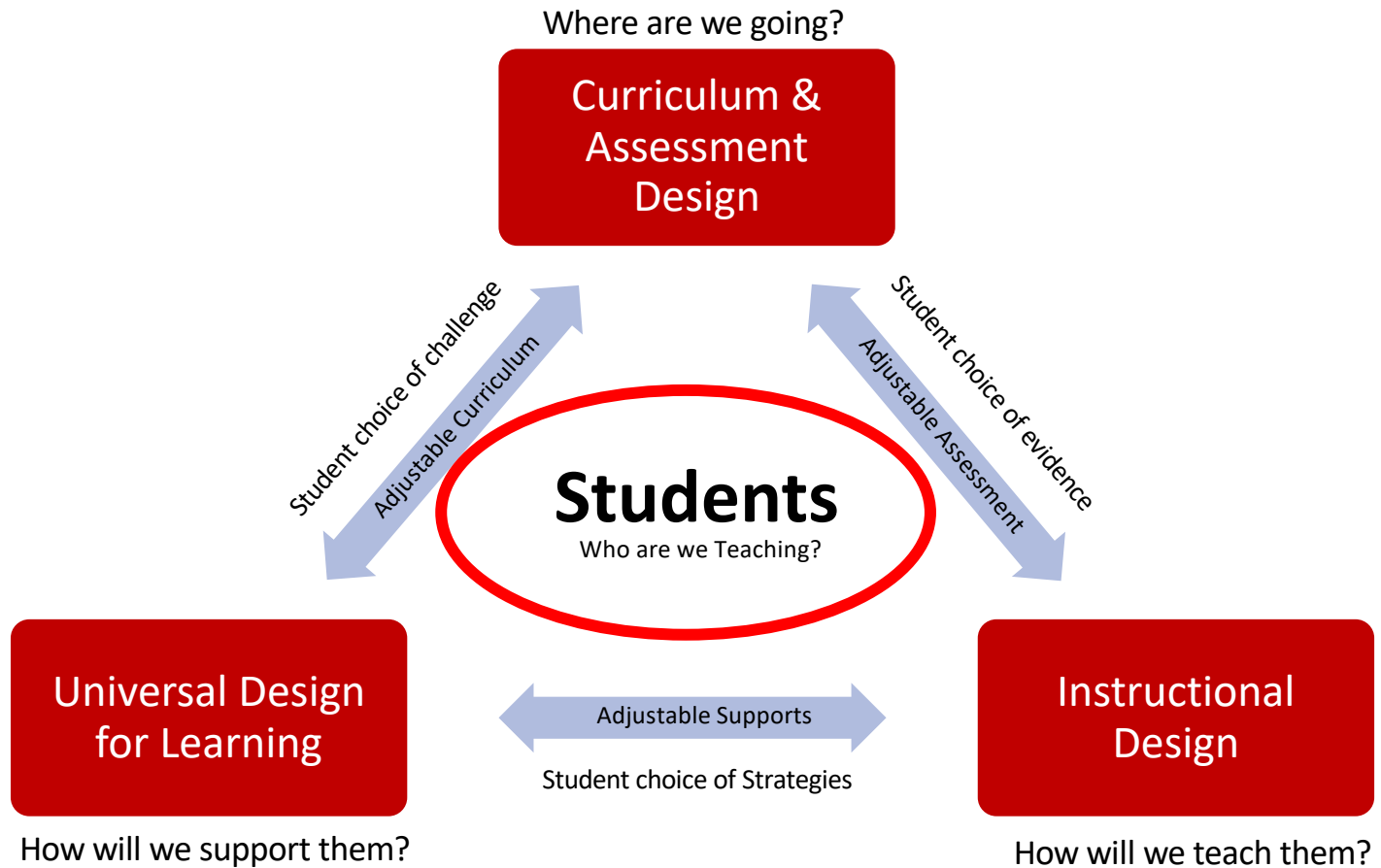
**Lens: Personal Awareness &
 Responsibility/ Literacy**

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need behaviour		Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, Connect to interest, 11 min. lessons (timer)	Choice to work alone, 2 min, Body zone/ tools	Choice to stay in the classroom or work outside the classroom (hallway, office, library)
Need literacy		- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL		Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge				

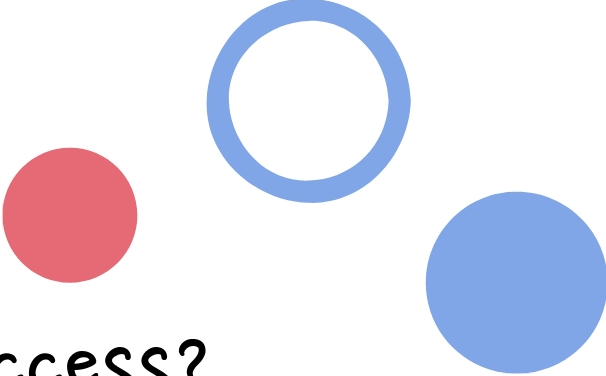
What are the blueprints for inclusion?

Design with Equity in Mind



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?
- 

Stay Connected!



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Shelley Moore, 2019

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