

# LEADERSHIP FOR INCLUSION

*A Five-Part Inquiry Series with Shelley Moore*



# NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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

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





## Our plan for today

- Sharing Out
- Quick Review
- P #5: Planning for ALL
- Celebration

# Virtual Participation Protocols



## Chat Box

- Anytime! All the time!
- Wild Tea

## Break Out Groups

- Popcorn conversations

## Padlet

- “I used to think but now”

# Popcorn

5 minutes

As a team


- Come up with 1 or 2 learning statements:
- “I used to think \_\_\_\_\_ but now \_\_\_\_\_”
- What artifact can represent your learning? (Evidence)

# Padlet – Sharing our learning

- Padlet
  - Add team name
  - Share learning statement(s)
  - Add one piece of evidence
    - Image, photo, reflection, website, audio recording, video, etc.
    - Padlet is private to our group

<https://padlet.com/fivemooreminutes/abn6w77y0fethhqp>

The image shows a screenshot of a Padlet board. At the top left, the word "padlet" is visible. The board is titled "Keeping track of our learning" and is attributed to "Five Moore Minutes" with a timestamp of "1m". Below the title is the subtitle "AWSP Leadership for Inclusion Inquiry". The board features a single post from "Five Moore Minutes" posted "2m" ago. The post includes a colorful, abstract image of many small, multi-colored dots. Below the image, the text reads: "Team Name" followed by "I used to think that inclusion was just about including students with disabilities, now I think that it is responding to the diversity and identity of all students". The Padlet interface includes a top navigation bar with icons for heart, REMAKE, SHARE, settings, and a user profile. At the bottom, there is a dashed line with a central circle and plus signs, and a pink circular button with a white plus sign in the bottom right corner.



What Infrastructure can  
be put in place that will  
make choosing  
inclusion easier?

# What does the Research Say?

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

support Universal Design for Learning

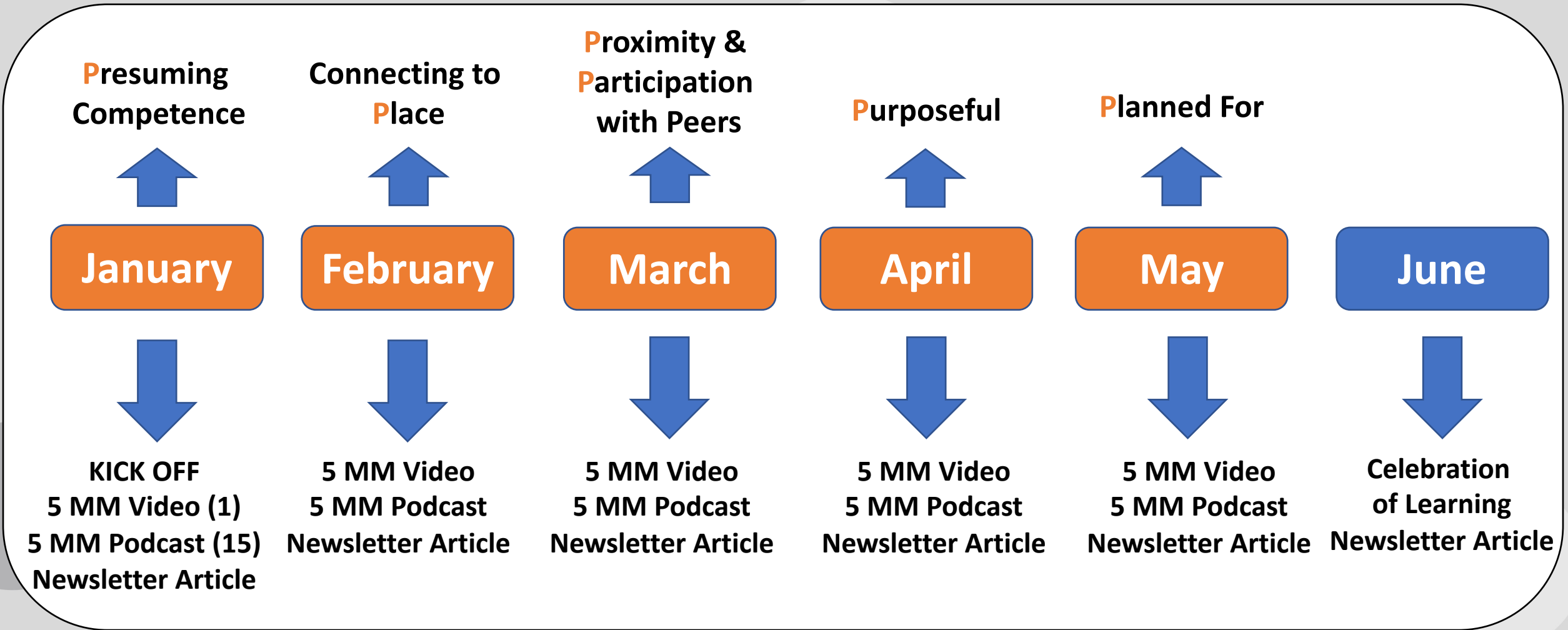
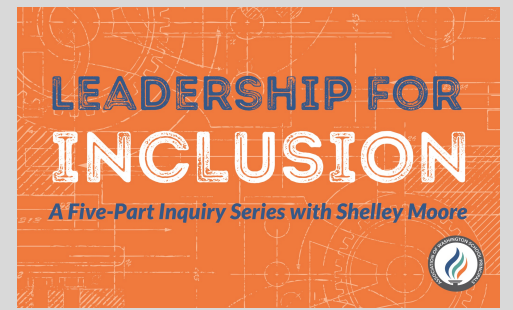
move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

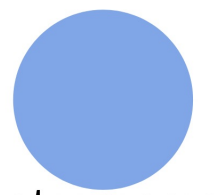
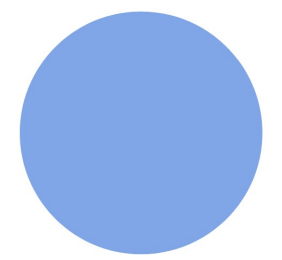
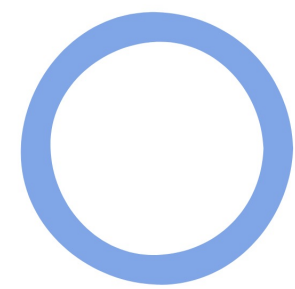
Student Infrastructure

Every Month will focus on an infrastructural condition with supporting resources



# Wild Tea

What is one thing that stands out from last session?



# Why is Presuming Competence Important?

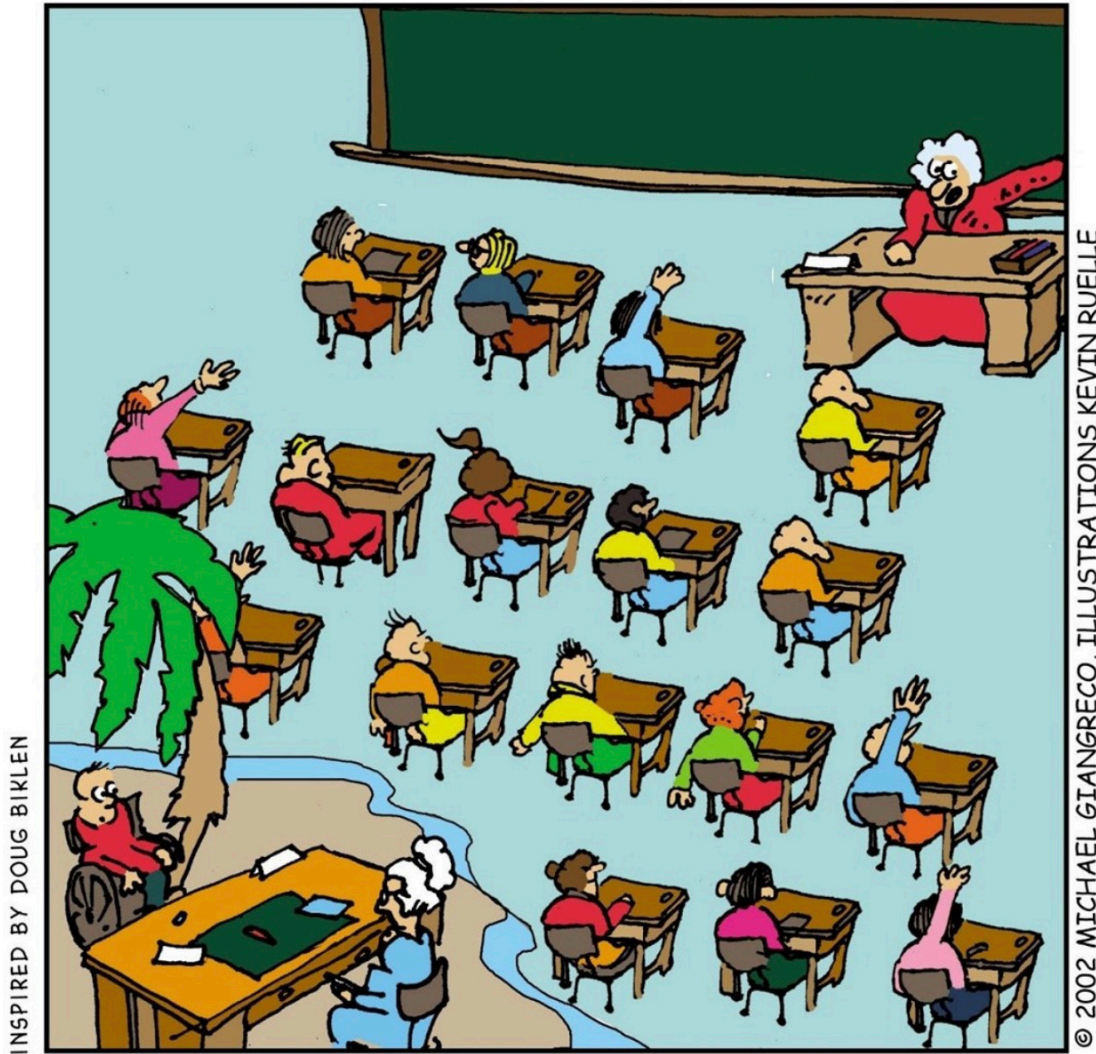
“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative.**”

Cheryl Jorgenson

Location vs. Place



Existence vs. Belonging



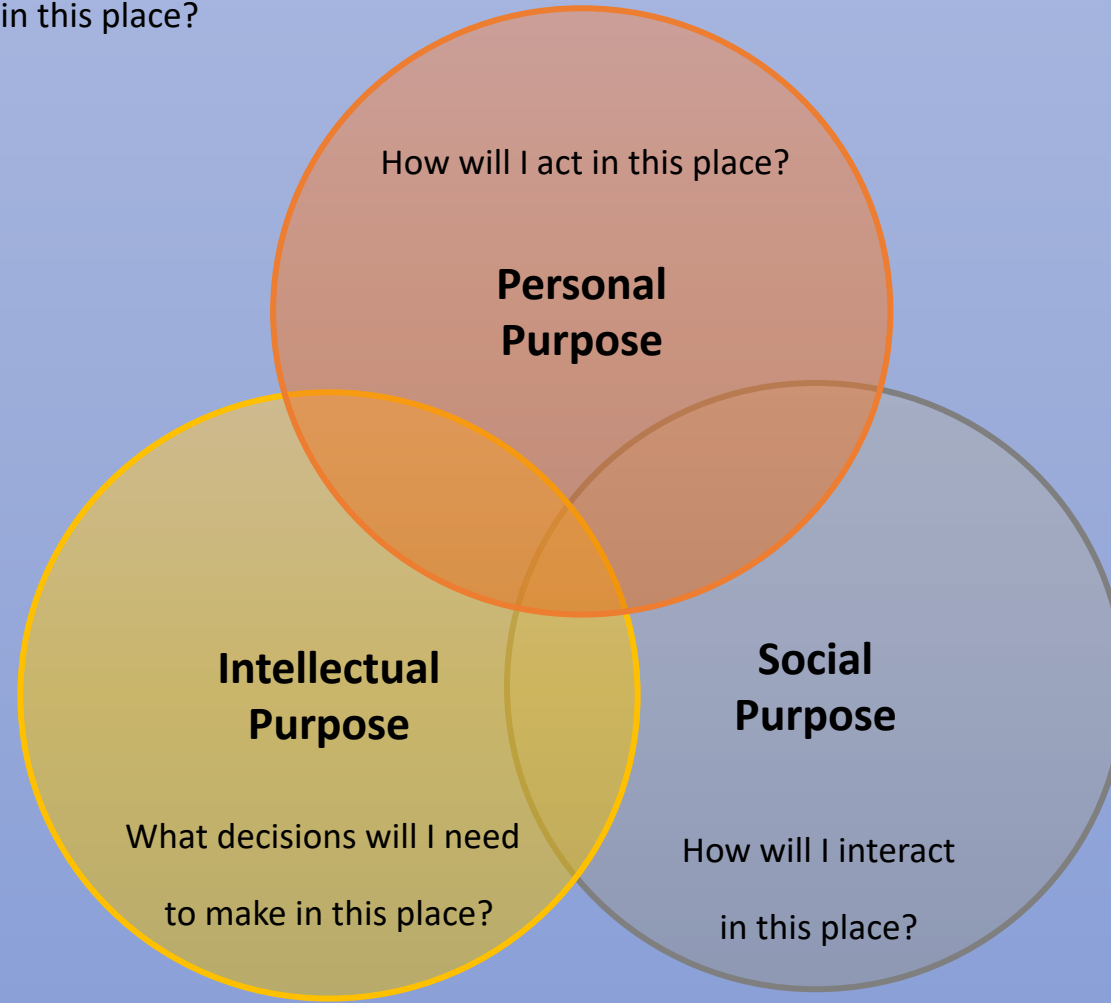
# Proximity & Participation with Peers

## ISLAND IN THE MAINSTREAM

MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

## Place (Contextual Purpose)

What skills do I need in this place?



How will I act in this place?

**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

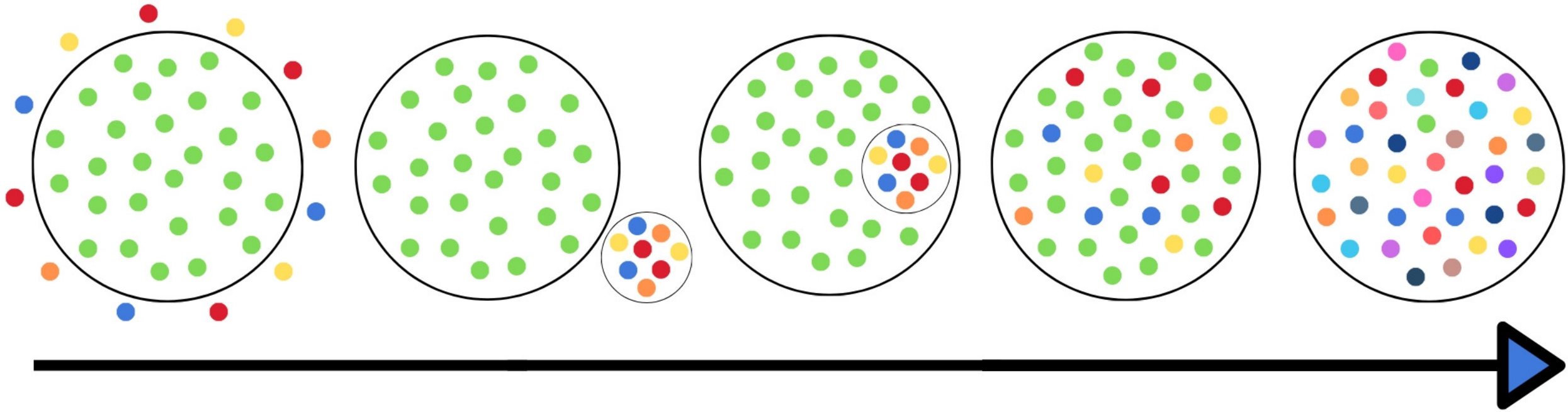
**Social  
Purpose**

How will I interact  
in this place?

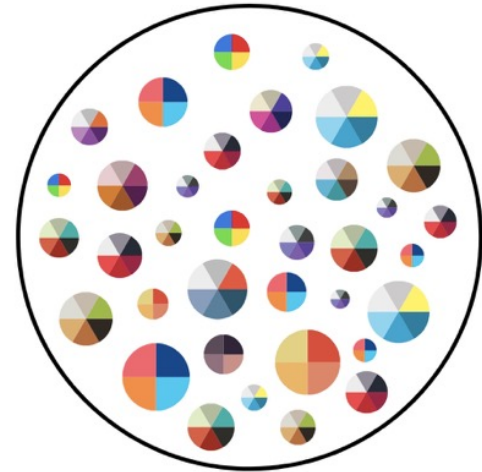
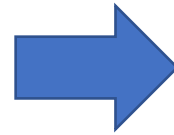
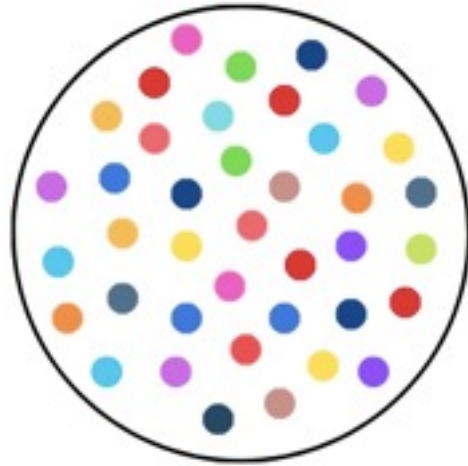
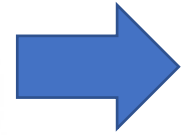
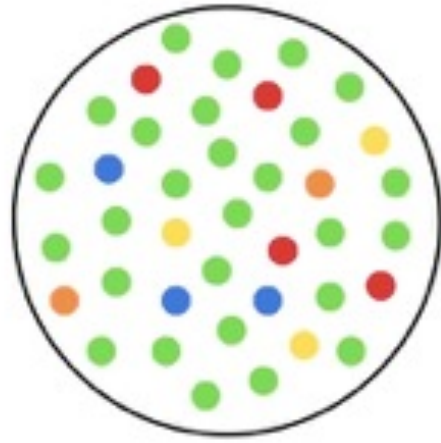


# Planning for ALL

# WHAT IS INCLUSION?



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

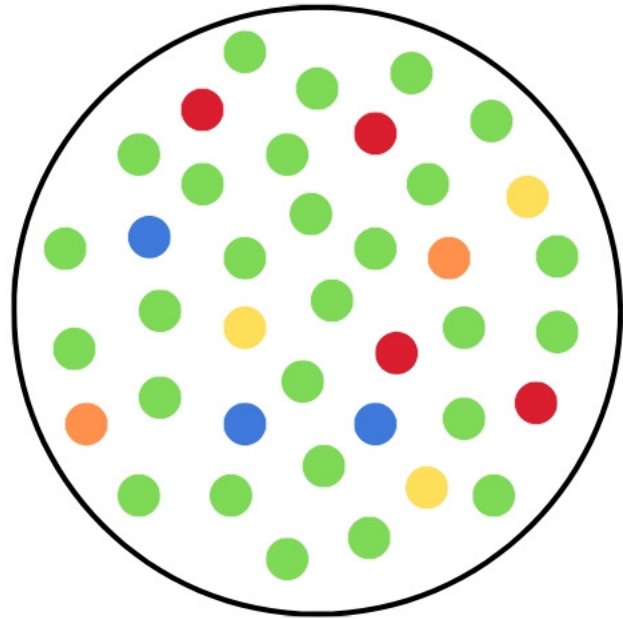


How do we  
including people  
who are different

How do we teach  
to diversity?

How do we  
teach to  
identity?

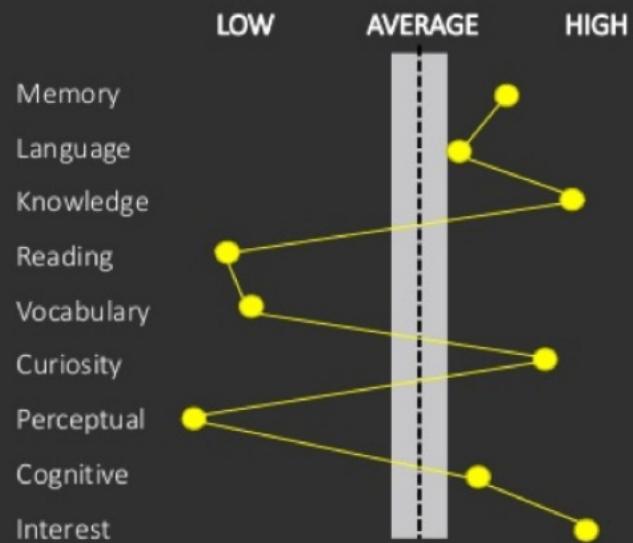
# WHERE DID GREEN COME FROM?



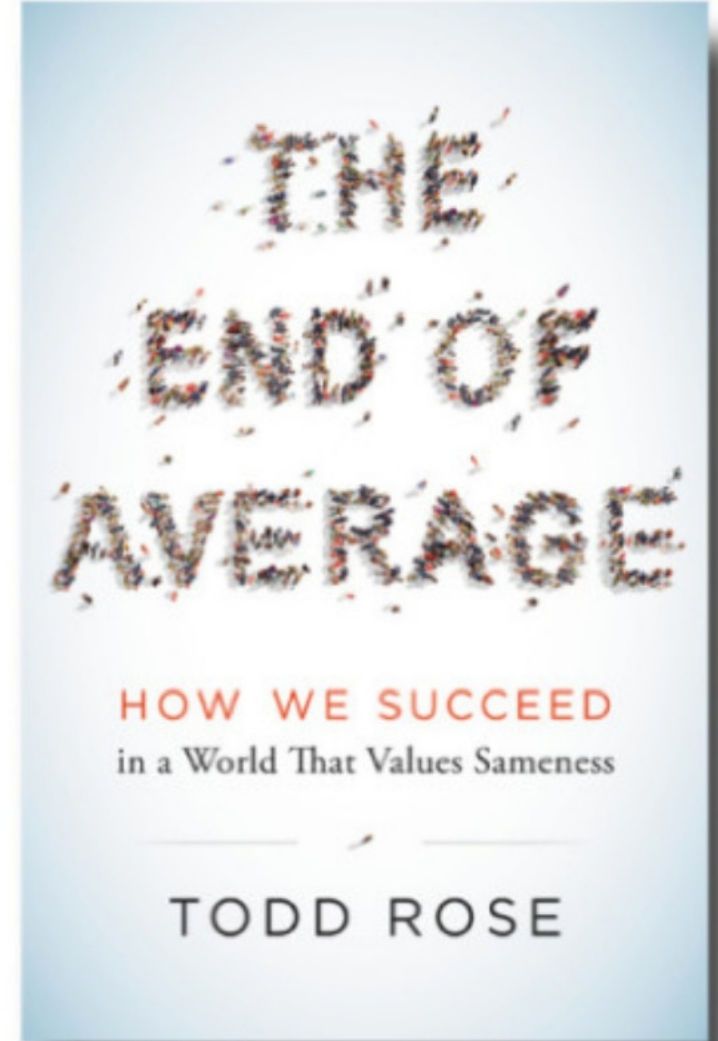
**GREEN = AVERAGE**

# The End of Average!

## The average student is a myth



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



# 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

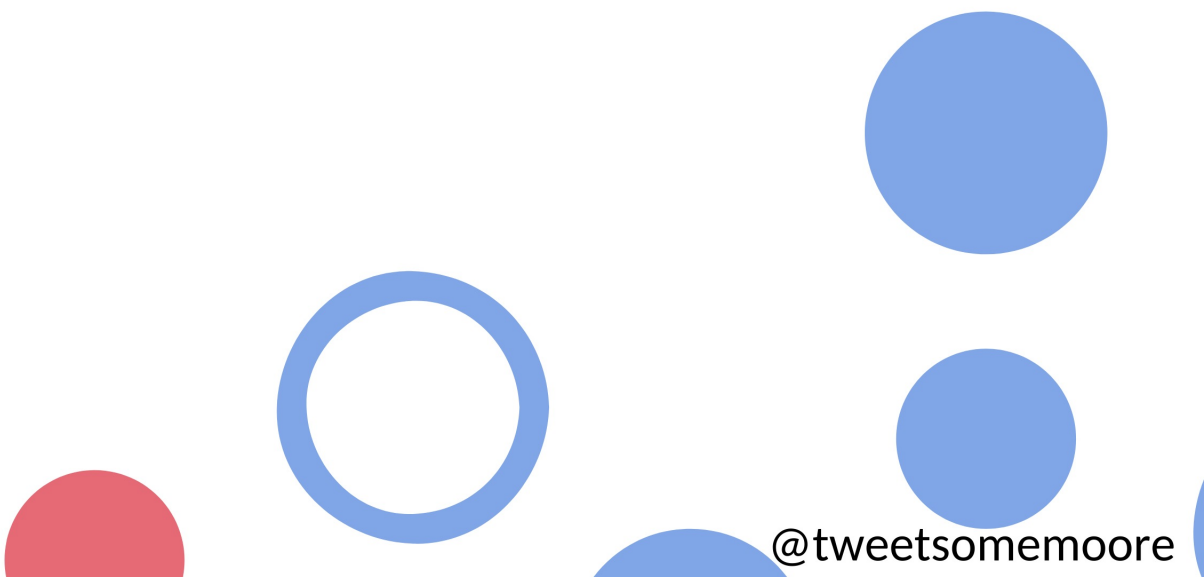
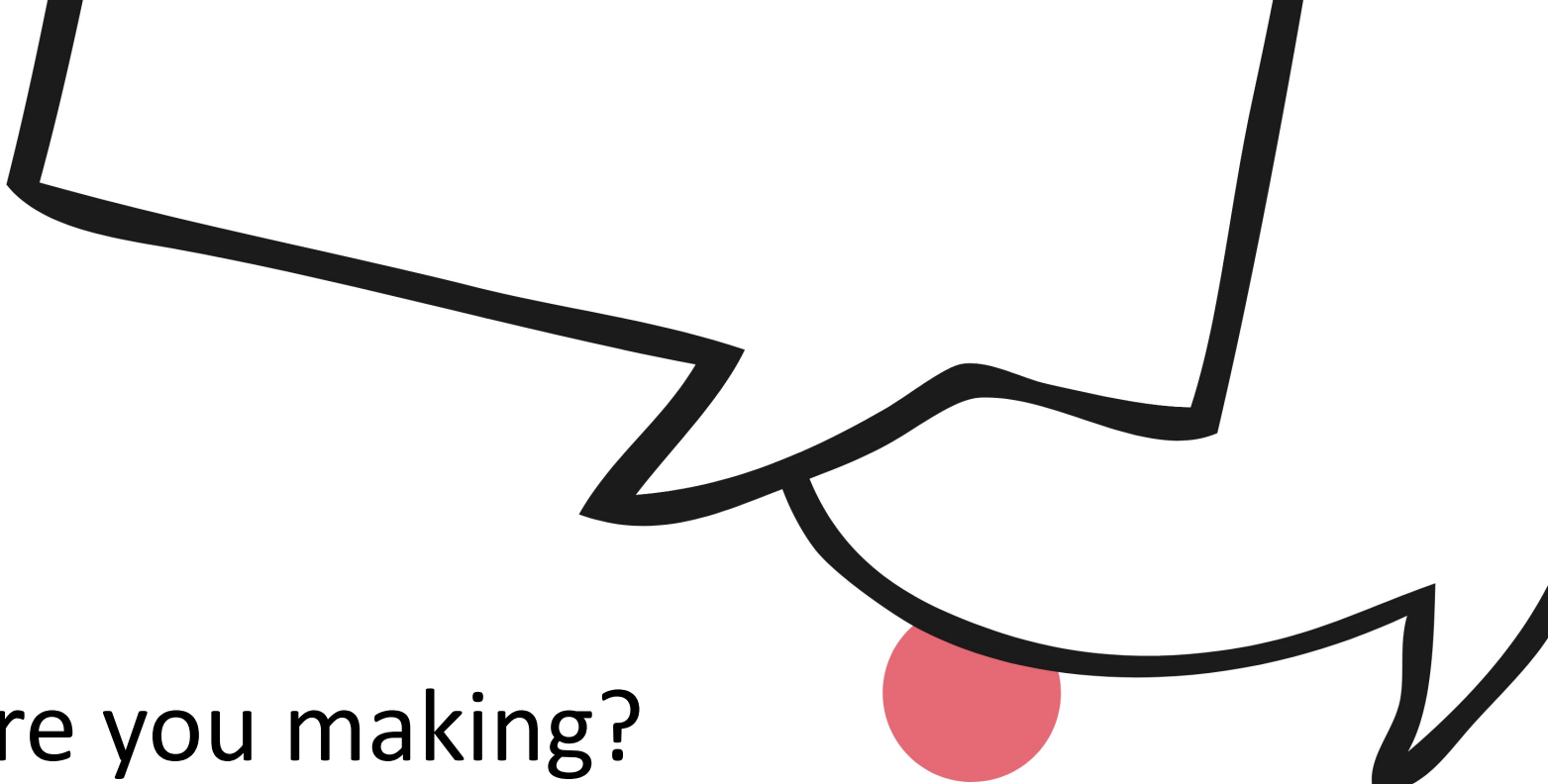
# A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a  
**range** of **dimensions**

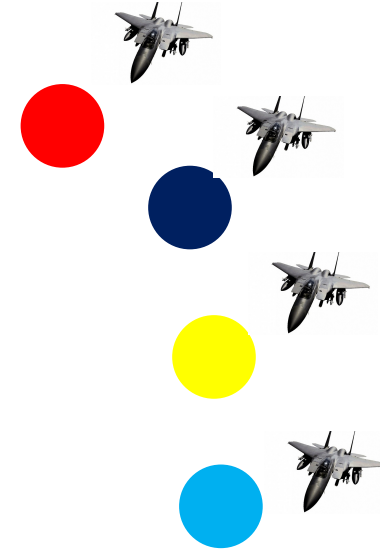
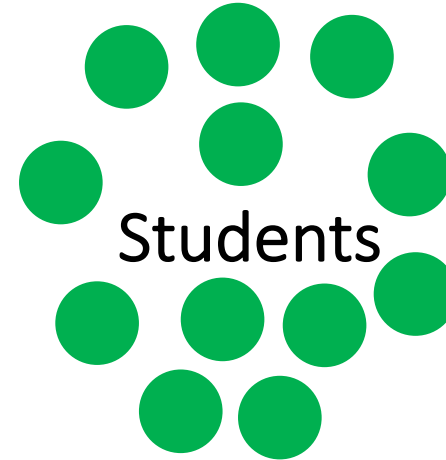
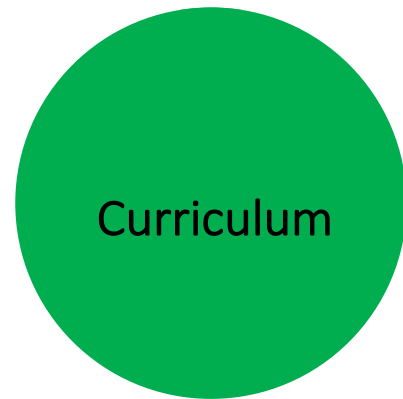
An **adjustable** curriculum designed for  
**a range** of **diversity**

Popcorn

What connections are you making?



# WHAT'S THE DIFFERENCE?



# DESIGN: THE MOST UNDERUTILIZED SUPPORT



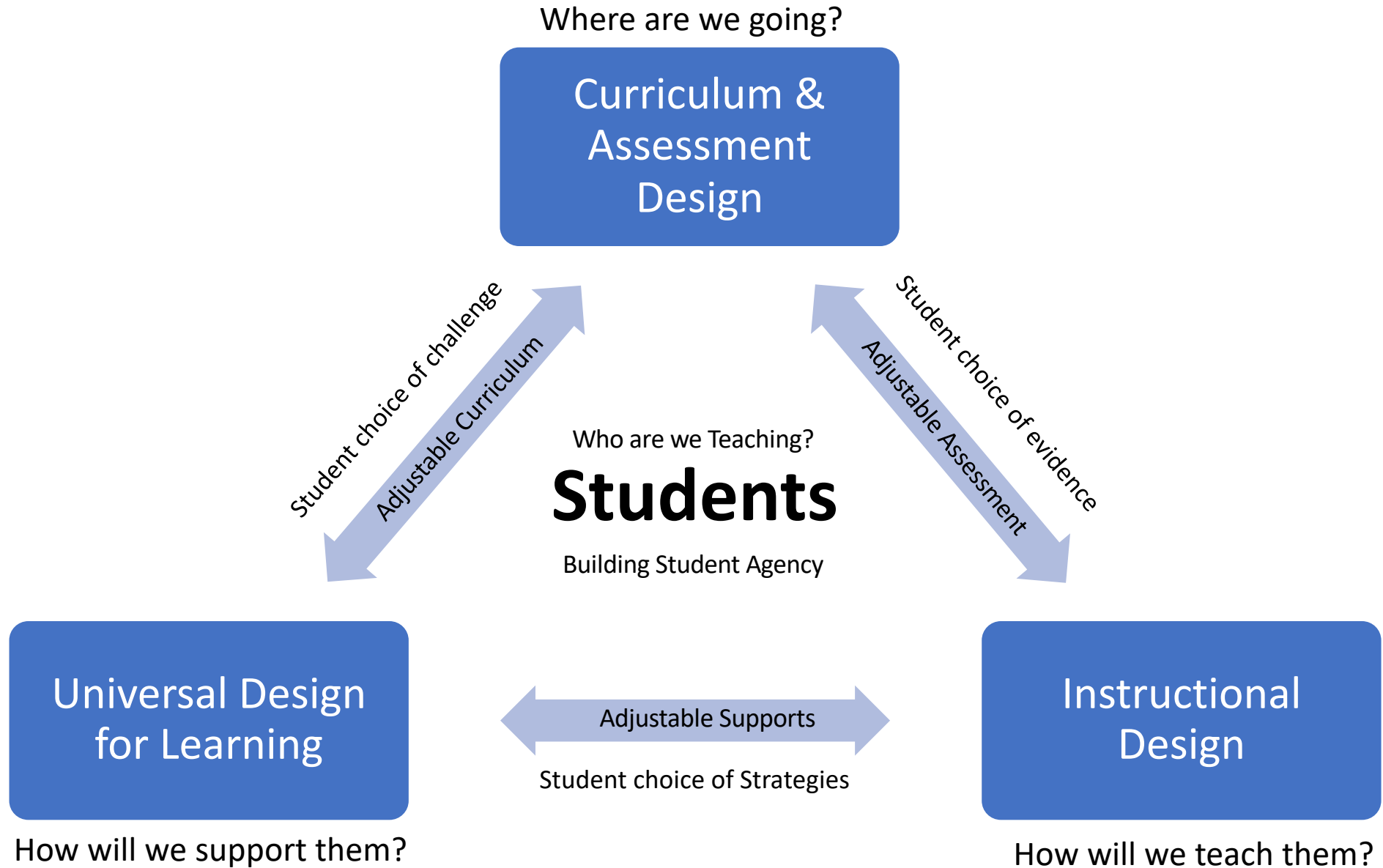
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

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





# Example: Grade 6/7 Class

- Classroom Teacher/ Support Teacher

# Getting to Know Our Pilots!

Class Review for : Ms. S Grade 6/7 class		Teacher: Ms S, Ms.L	Date: October 2016
We can plan for our students by getting to know the:			
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
Pokemon, skateboarding, art/drawing, read alouds, each other  Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative	English language, written output, taking the lead, initiative	
Based on the interests, strengths and stretches of this class:			
<b>The BIG question or inquiry I have for this class:</b> How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?			
We can try to answer this questions by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:		
<b>Decision:</b> Something I want to try	<b>Decision:</b> Barriers to Learning (UDL)	<b>Decision:</b> Barriers to Equity (Reconciliation)	
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas  We can make learning intentions clear (and the range of complexity for kids to choose from)	We can include multiple perspectives with the texts we choose  We can reflect on our identities as we learn	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Targeted competencies to target for this class			
We can be personally aware and responsible			

# Adjustment Plan 1: Classroom UDL Support Plan

<b>Classroom Support Plan</b>		
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)
	Kenny			
<b>Need</b> behaviour	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> <li>- Structured and predictable lessons</li> <li>- start lessons with an accessible activity</li> <li>- connect to interests, connect to life</li> </ul>	Choice to work alone, 2 min	K - ?????
<b>Need</b> literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> <li>- Literature circles</li> <li>- Attend to vocabulary, Group work</li> <li>- connect to life</li> </ul>	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
<b>Need</b> ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> <li>- Attend to vocabulary</li> <li>- Group work</li> <li>- Text from multiple perspectives</li> </ul>	Oral, written, visual language options	translator
who needs the most challenge				
Johnathan Ethan				

# Adjustment Plan 2: Backwards Design Curriculum & Assessment Plan

<b>Class: Gr. 6/7</b>		<b>Planning Team: Shackles, Locke &amp; Moore</b>
<b>Essential Question:</b> What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?		
<b>Key vocabulary:</b>	goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative	
<b>Goals</b>		
<b>Competency Goal</b>	I can be personally aware and responsible by being <b>self determined</b>	
<b>Competency Goal</b>	I can be personally aware and responsible by being <b>self regulated</b>	
<b>Summative Tasks (Self Evaluation)</b>		
<b>New format</b> (3D model)	Create a 3D model that represents your understanding of being personally aware & responsible	
<b>Choice Format</b> (letter, comic book, conversation)	Describe how being personally aware & responsible connects to and can help you in your own life	

# Adjustment 3: Learner Progressions/ Learning Maps

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

# Instructional Plan



2016  
May. 12

Dear Mrs. Shackles

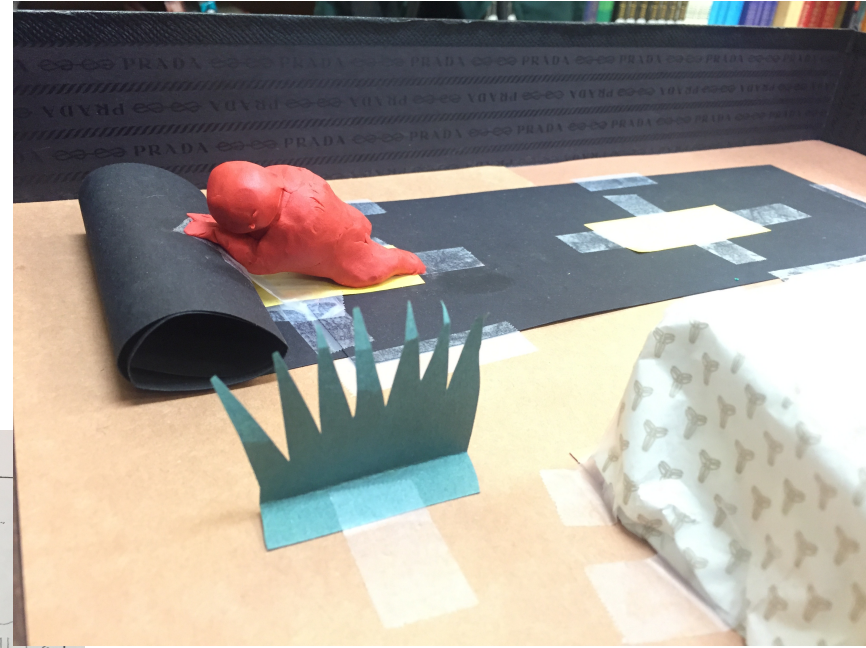
At the begining of this unit I thought self-determination was imrove myself, but now I noticed self-determination was more than just imrove myself, it's cross the limit of yourself and thinking.

For example, Redmond's leg was injured during in the Olympics, but he pushed himself over his limit and run. Same as his father, his father was crossed over the crowded medias, and help Redmond finished race.

This unit was very important because it let me know that no matter how hard the obstacle is, how long the road is, you can still do it if you have hope and believe.

Even you can't change completely, but you can struggle and make it better, just like He run around the Canada leg. He know he's going to because the cancer, so he did and wait, he fight with the mated to the finished line.

This unit inspired me. I know that if I can be I can make a history.



Date	Name
Self-determination	joy
Growth mindset	fixed mindset

# Students as Pilots

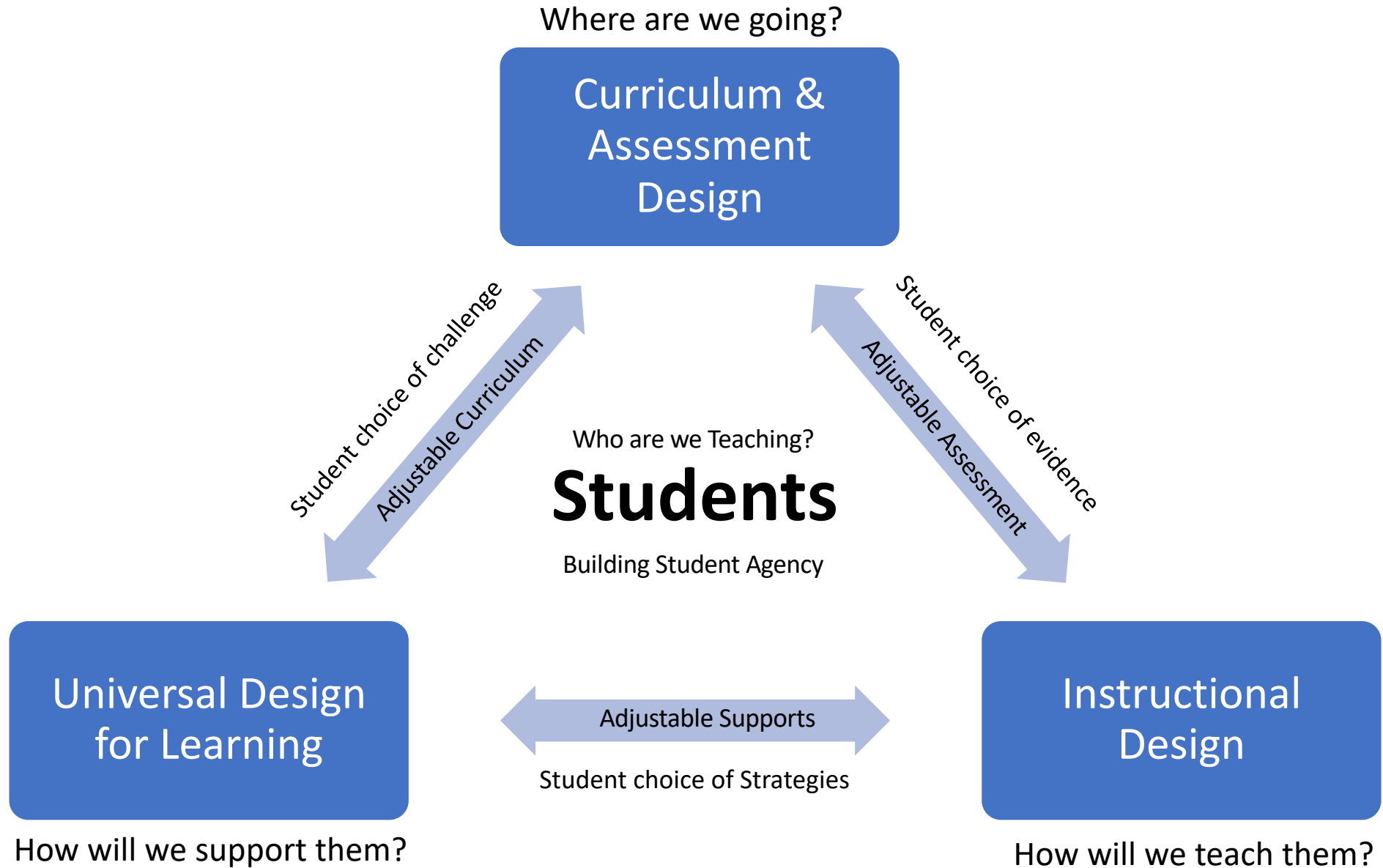
# Adjustment Plan 1: Classroom UDL Support Plan

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Range of Students (RTI)

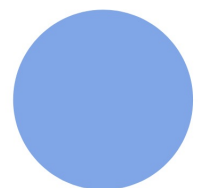
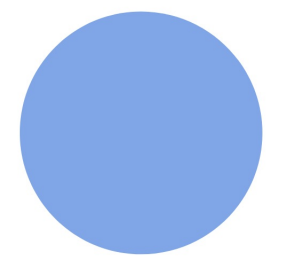
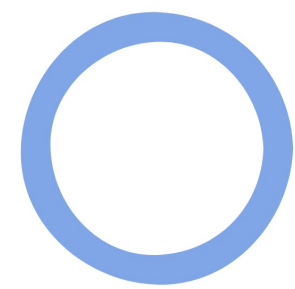
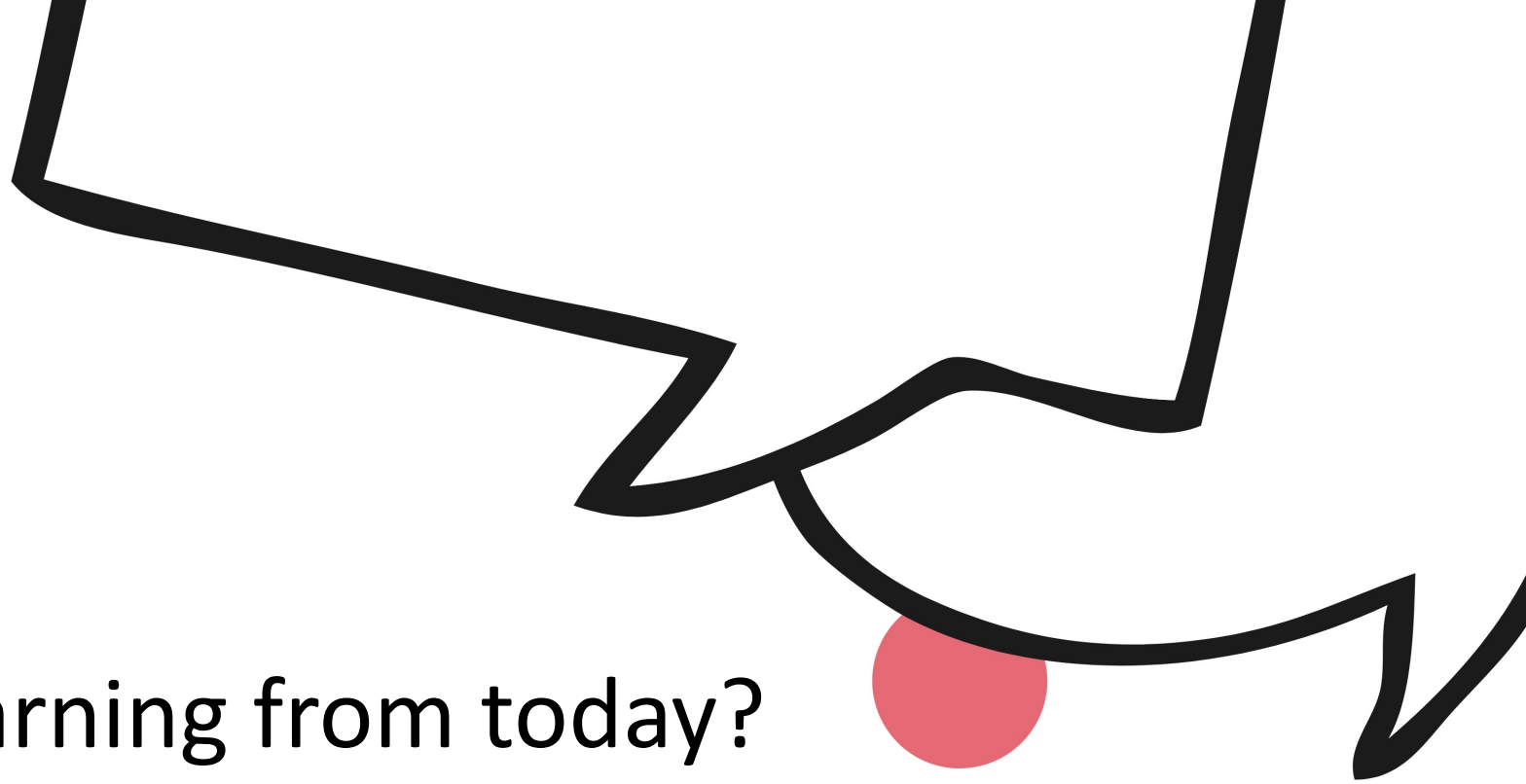
Students...		Strategies & Supports		
who needs the most support <small>Kenny</small>		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
<b>Need</b> behaviour	Kenny, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible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

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



# Wild Tea

What is one new learning from today?



# Next Steps

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

# Celebration Session

Connecting the cohorts!

- 2 large groups sharing (1 from each cohort)
- 2 rounds of small group sharing (cross cohort)
- PowerPoint
  1. What is one new thing we tried, that is connected to the 5Ps?
    - 1 piece of evidence
  2. What did we notice?
    - 1 piece of evidence
  3. What did we learn?
    - 1 piece of evidence
  4. What are our next steps?

# Research & Literature that Supports this Session:

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M. Messina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in educational programs for severely handicapped students. *Journal of the Association for Persons with Severe Disabilities*, 7, 17-27.
- Carter, E. W., Hughes, C., Guth, C. B., & Copeland, S. R. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. *American Journal on Mental Retardation*, 110(5), 366-377.
- Carter, E. W., Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113(6), 479-494.
- Feldman, R., Carter, E., Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children*, 82(2), 192-208.
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148-157.
- Kwon, Elicker, & Kontos, (2011).
- McDonnell, L. M., McLaughlin, M. J. and Morison, P., eds. 1997. *Educating one and all: Students with disabilities and standards-based reform*, Washington, DC: National Academy Press. Committee on Goals 2000 and the inclusion of students with disability.

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