

# SHELLEY MOORE



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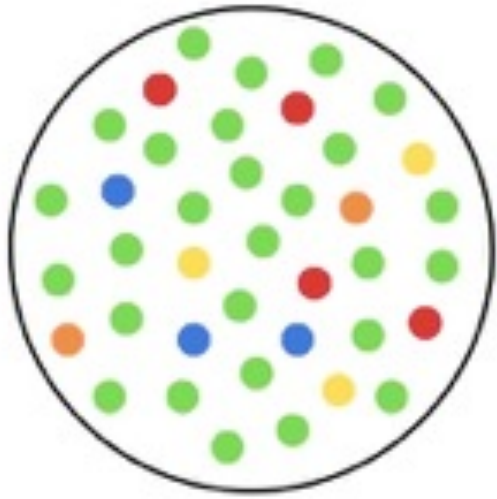
# NEXWLÉLEXM (BOWEN ISLAND)

- 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**.

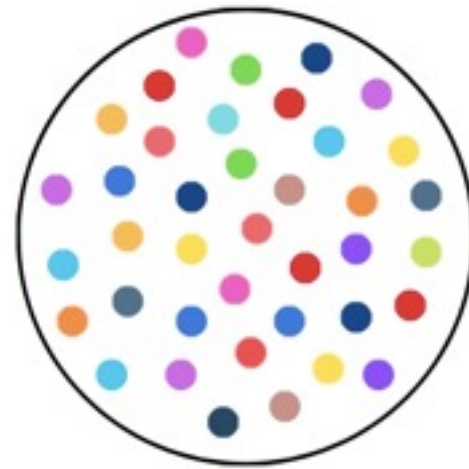
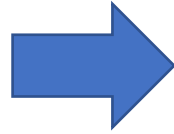


# 2023-2024 Guided Planning Series

# What is inclusion?

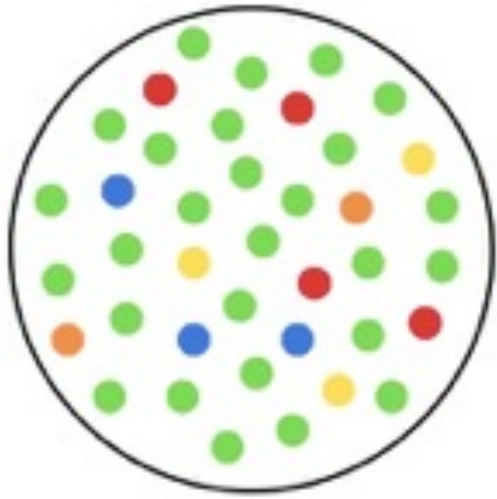


How do we include  
people with  
disabilities?

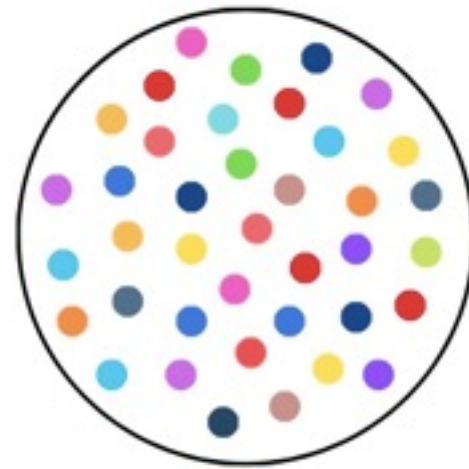
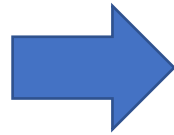


How do we teach  
to diversity?

# What is inclusion?



How do we include  
people with  
disabilities?

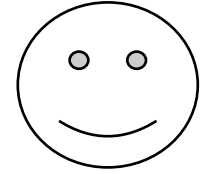


How do we teach  
to diversity?

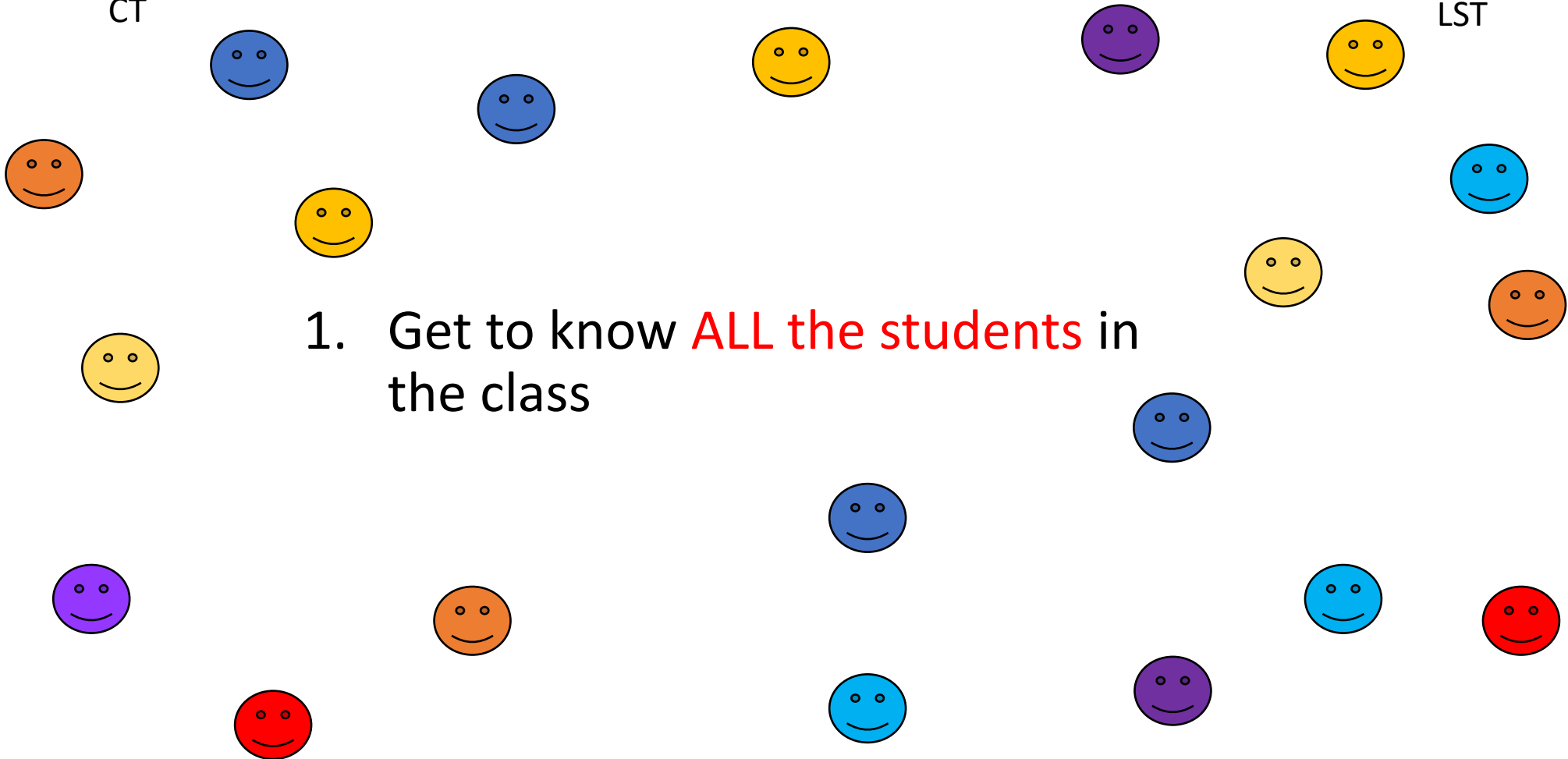


CT

# Place Based, Inclusive Planning

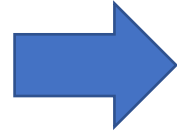
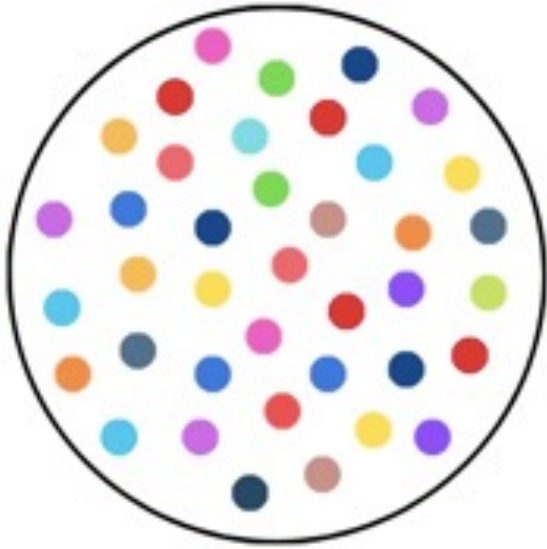


LST



1. Get to know **ALL the students** in the class

# Planning for and Teaching to Diversity



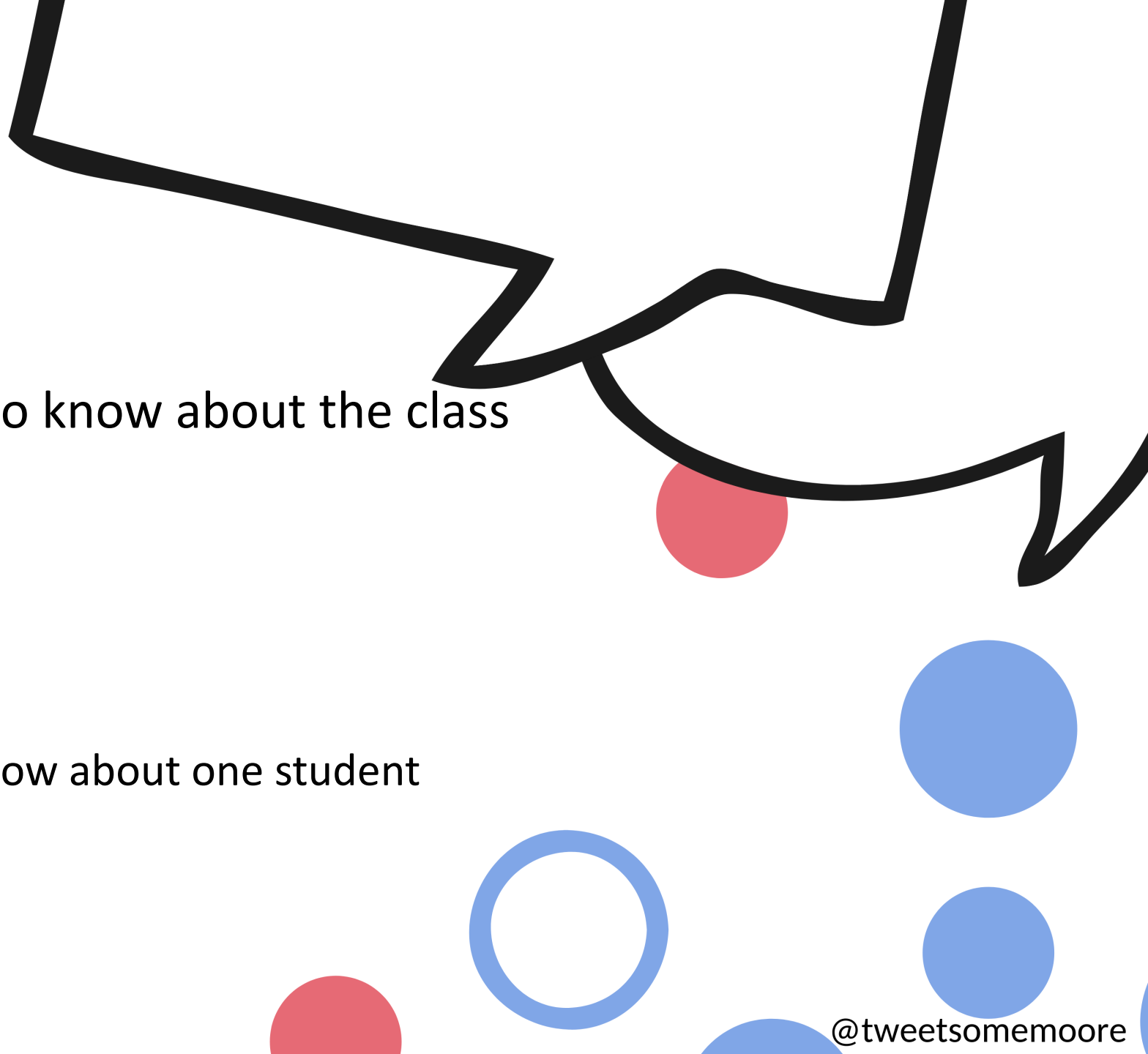
To plan for a diverse class, we need to know who is in the class and what the diversity is



## Dimensions

# Breakout

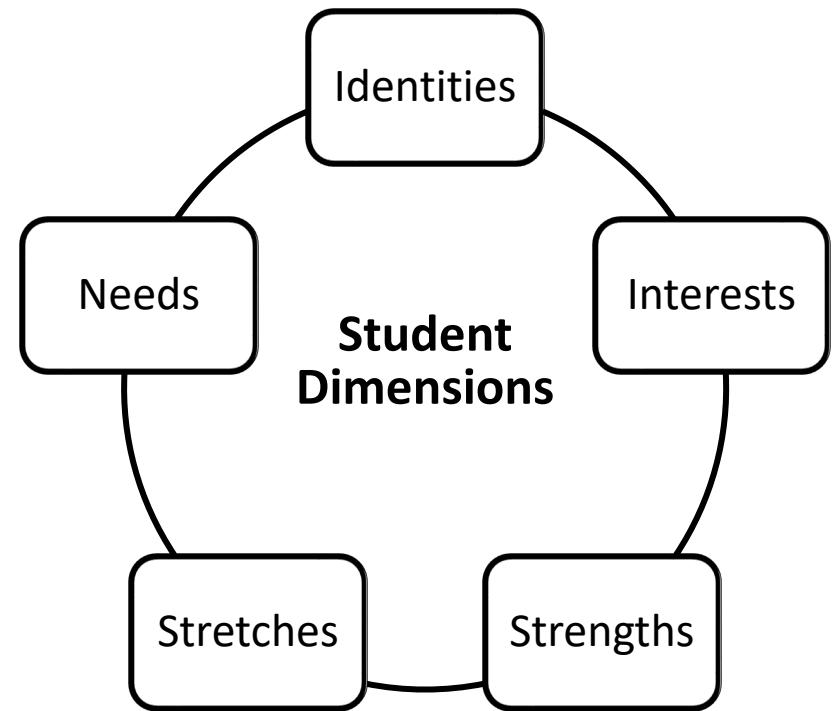
- Choose a class
  - Share what is important to know about the class you are focusing on
- Targeted Students
  - Share what is important to know about one student with an IEP in the class





# Getting to know who the students are

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



# How can we can plan for our students by getting to know who they are?

## Who am I? Profile

The worksheet is titled "Who am I? Profile". It features a flowchart of nine rectangular boxes arranged in a circular pattern, with arrows indicating a clockwise flow. The boxes are:

- Words that describe me:** (Top Left)
- My favourite books/stories:** (Top Middle)
- Things I like to do when I'm alone:** (Top Right)
- Things I like to do with my friends:** (Middle Right)
- Things I like to do with my family:** (Middle Left)
- Things I'm very good at or interested in:** (Bottom Left)
- Things I like (or need) you to know about me:** (Bottom Middle)
- My hopes and dreams for myself are:** (Bottom Right)
- The easiest way for me to show what I know is:** (Bottom Far Right)

Arrows connect the boxes in a clockwise cycle: Words that describe me → My favourite books/stories → Things I like to do when I'm alone → Things I like to do with my friends → Things I like to do with my family → Things I'm very good at or interested in → Things I like (or need) you to know about me → My hopes and dreams for myself are → The easiest way for me to show what I know is → back to Words that describe me.

In the center of the flowchart is a larger box with a double border containing the text **THIS IS ME!**. An arrow points from the box "Things I would like to get better at in this class are:" (located below the flowchart) up to the "THIS IS ME!" box.

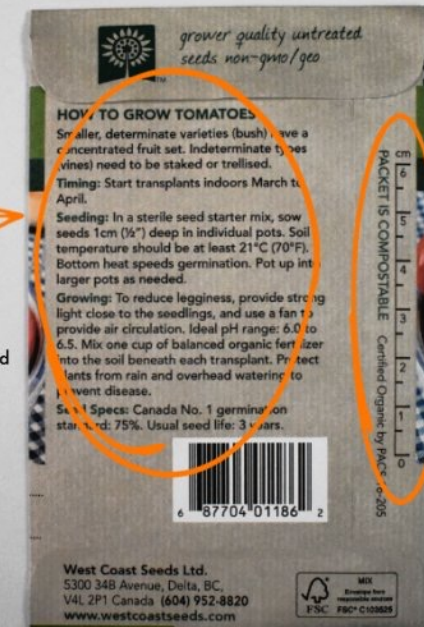
**Things I would like to get better at in this class are:**

# The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Who are you?

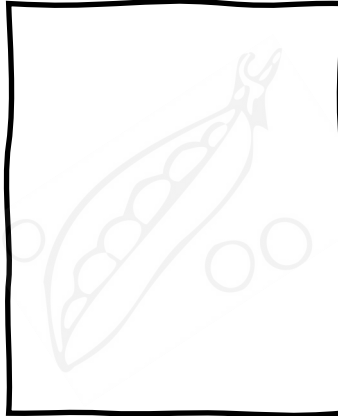
What are your  
dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
How do you identify?	What brings you joy?	What feels easy to you?	What is a goal that you have for yourself?	What makes it hard for you to learn?
What are some words that describe you?	What are some of your favourite things/ activities?	What do you know a lot about?	What do you want to get better at?	What helps you learn best?
Complete the statement: I am _____	What are some things that you do with your family and friends?	What perspective do you bring to conversations?	What is something you want to learn more about?	What makes it hard for you to pay attention/ focus?
What communities are you and your family a part of?	What do you wish you could spend more time doing?	What are you really good at?	What do you wish you could do more of?	Do you prefer to work alone or in a group?
What are your pro nouns?	What do you want to learn more about?	<b>How can I help others? (Strengths)</b>	What is an area that you need some practice in?	What makes it hard to get to school/ go to class?
What place do you call home?	What do you want to learn how to do?	What could you teach to someone else?	What could you work on now, that will help you in the future?	What do you wish was different about school?
What languages do you speak?	What would you do if you had a full day off?	Why is your family/ class/group so lucky to have you?	What do you need support for at school?	What materials/tools do you need in a classroom?
What cultures, races or nations do you identify with?	What do you like to learn/ read about?	How do you help out at home? In other activities?	What do you wish you could do more of without help?	What is important for your teacher to know about you?
Are there any disabilities that you identify with?	What kinds of shows/ movies/ books do you like?	What do you do that brings other people joy?		

Growth Year: \_\_\_\_\_

Name: \_\_\_\_\_

Grade: \_\_\_\_\_



Identities: I am...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Interests: I really like and/or what to learn more about:

- \_\_\_\_\_
- \_\_\_\_\_

Strengths: I am really good at and/or could teach others:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Goals: I want to grow in these areas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Needs: I need this support in these areas to grow:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Supports: I need this in my garden to grow:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Barriers: This is what makes it hard for me to grow:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank You For helping me GROW

# Seed Packet

Growth Year: 2022

Name: Joshua I.

Grade: 11

**Identities: I am...**

- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

**Interests: I really like and/or what to learn more about:**

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

**Strengths: I am really good at and/or could teach others:**

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

**Goals: I want to grow in these areas:**

1. I want to learn more about different countries
2. I want to learn how to be a good leader
3. I want to get a job

**Needs: I need this support in these areas to grow:**

- communication
- literacy (understanding)
- emotional regulation
- Social skills

**Supports: I need this in my garden to grow:**

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes too write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

**Barriers: This is what makes it hard for me to grow:**

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

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# Student Voice

Growth Year:

Name: Conor G.

Grade: 1

**Identities: I am...**

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

**Interests: I really like and/or what to learn more about:**

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

**Strengths: I am really good at and/or could teach others:**

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

**Goals: I want to grow in these areas:**

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

**Needs: I need this support in these areas to grow:**

- Communication
- Social Skills
- Physical
- Hearing
- Vision

**Supports: I need this in my garden to grow:**

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

**Barriers: This is what makes it hard for me to grow:**

- Negative or forceful comments, expectations without supports or strategies in place, being rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

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Student &  
Family/  
Community  
Voice

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at?  What can they teach others?	What is hard for _____?  What do you think _____ wants to get better at?	What does _____ need support with?  What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					



## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
<b>Person 2: Frank Dad</b>	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
<b>Person 3: Kiran Family Friend</b>	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
<b>Person 4:Matty Cousin</b>	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

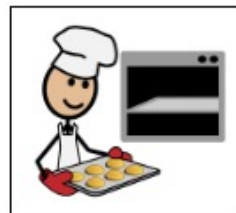
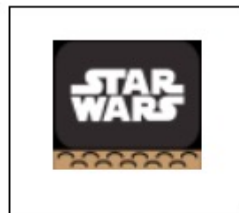
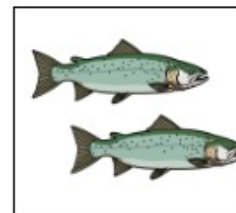
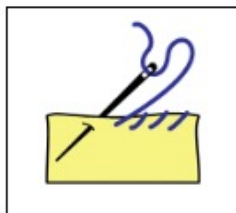
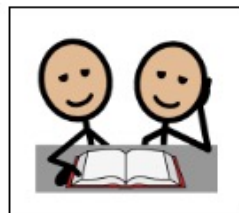
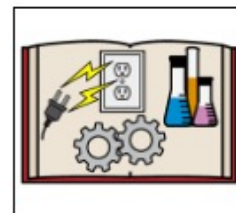
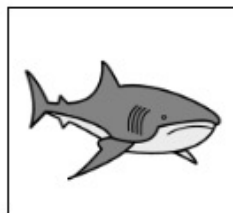
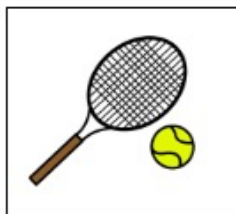
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



## Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: 2

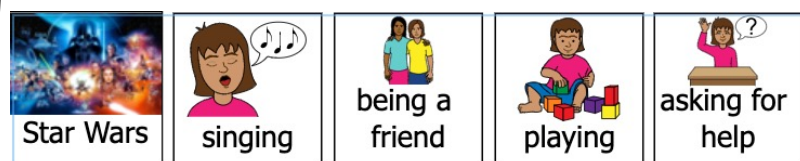
Identities: I am...



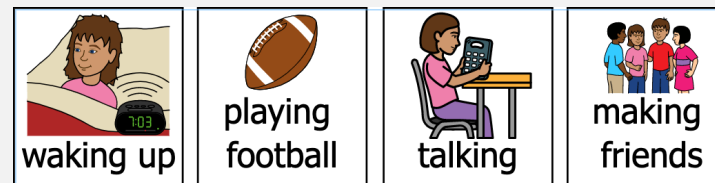
Interests: I really like and/or what to learn more about:



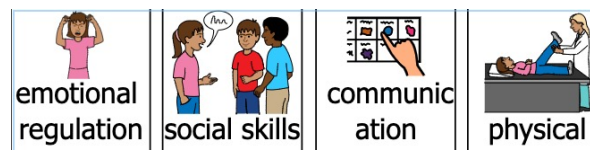
Strengths: I am really good at and/or could teach others:



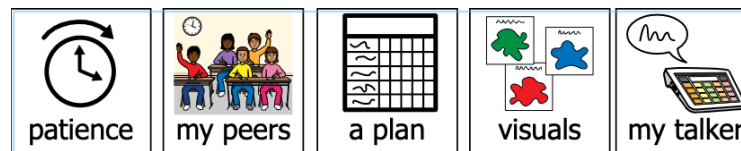
Goals: I want to grow in these areas:



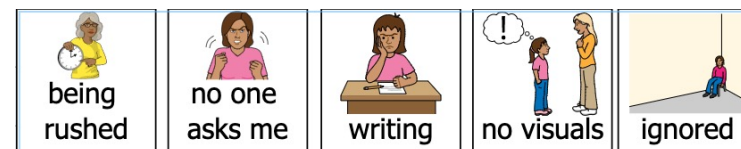
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

# Student Voice

# Student Dimension Inventory (Confidential)

Class:

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

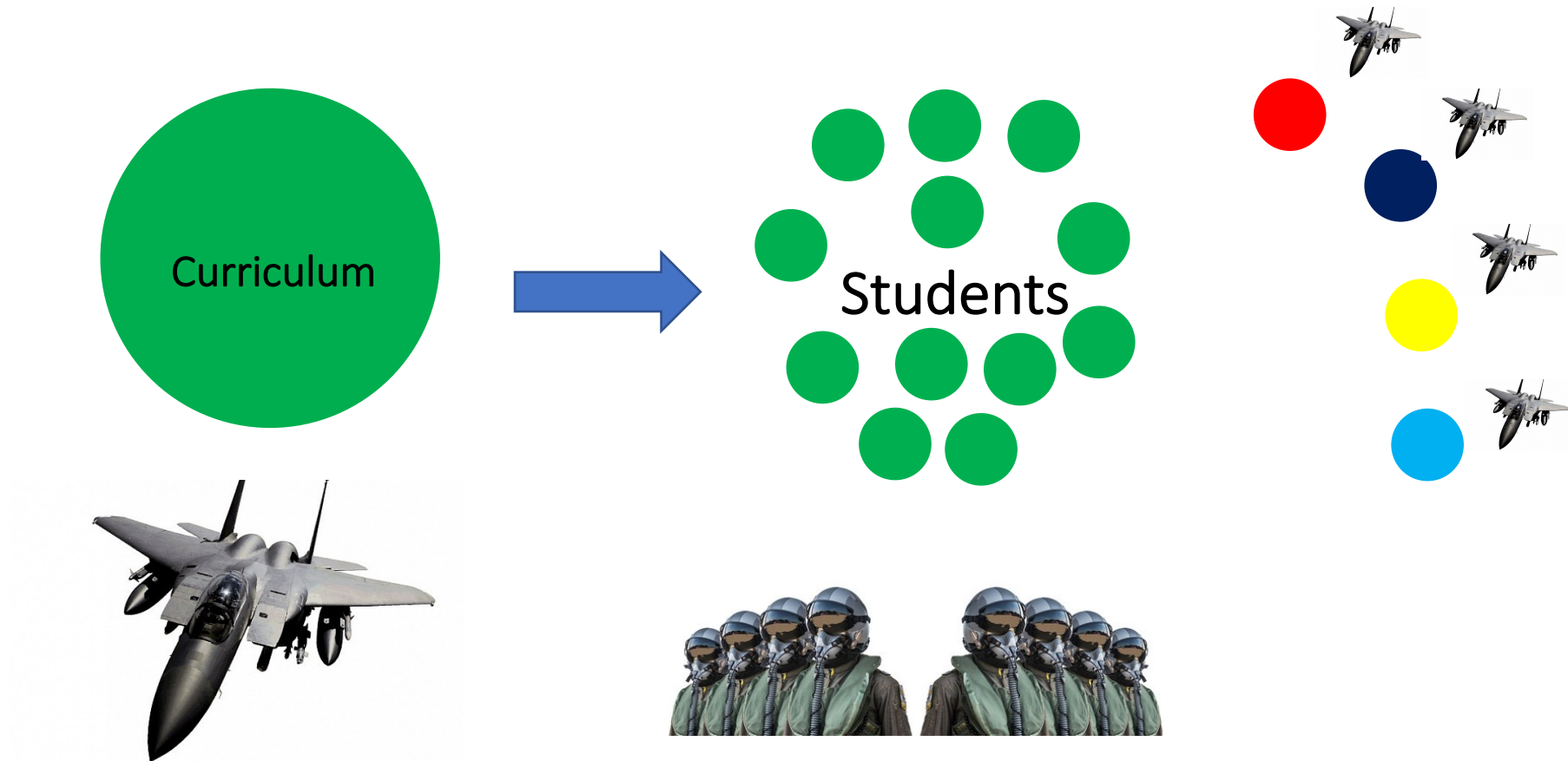
# Classroom Inventory: Grade 4

Student	Dimensions (Student Perspective)				
	Identities	Interests	Strengths	Stretches	Needs
Tamina	From Stolo Nation, Sister, Friend	Piano, my community, my friends	Drawing, Listening, reading	Focusing for a long time	Breaks, movement, to talk, being creative
Rose	I think I am Irish	Music, Tik Tok, friends, shoes	I'm a good friend	Writing, getting mad	I have a hard time sleeping, I live with my grandma
Harrison (Q)	Athlete, Tall, Brother	Rugby, Hockey, video games	Sports, Hockey, PE, I'm funny	Miss school sometimes, reading	Its hard for me to do homework because I have games afterschool
Seamus	Don't know	D & D, Minecraft	Gaming, math	Talking in front of a lot of people	I hate being called on; I don't like to read out loud
Juniper (C)	Ukrainian	Whale sharks, BC Lions, tennis, fishing, Science	Happy, funny, friends, fashion	Math, calming down, waking up	Tired, mad, worry
Rahul (G/C)	Autism, Pakistani	Hockey, Sydney Crosby	Funny	Friends	Bullies

# Classroom Inventory: Grade 9 English

Name	Strengths	Needs	Supports - ALL	Supports - Choice	Supports – Essential
Laura-Lee Phillips	listener	Speaking up in a group	Role of listener Inviting contribution		
Fiona Smith	Communicators, group work	Talks a lot, doesn't <u>invite</u> or make space for others	Time during class to work	Knitting, choice of evening workload	
Emily Barrie	Many perspectives/ lenses, experiences with new curriculum/ competencies	Time - Managing multiple roles (family/ student)	Snacks, drinks (water, coffee) conversation time, time to share & learn from others' experiences	Planning templates	
Margo Reindeers	Asks questions, open to sharing	Time - processing	Time to process and think about the day, guiding questions, sharing thinking with others, wait time		
Deanna Holitzki	Many experiences to draw from, diverse roles/ perspectives	Shy, Time - Managing multiple roles (family/ student)	Small group time		
Zoe Oppenheim	Funny, advocate, experience with working with diverse students, multiple perspectives,	anxiety	Need to ask questions, need to be heard and listened too, connect to own context	Vulnerability, authentic conversations	Medication

# How we were Teaching to Homogeneity





# What if we anticipated variability



## instead of homogeneity?

What grade level curriculum are we using?  
What are the learning standards?

## Curriculum & Assessment Design

Student choice of challenge  
Adjustable Curriculum

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Student choice of evidence  
Adjustable Assessment

## Needs Based Design

What barriers are getting in the way?  
What are the student needs?  
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

## Instructional Design

How will students show growth within the learning standard?  
How do we know?

# 1. Getting to know our student's dimensions

Strategies to try for next session:

- Who am I? Profile
- Student Dimension Interview
- Seed Packet
- Classroom Inventory

Questions

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