

Shelley MOORE PH.D.



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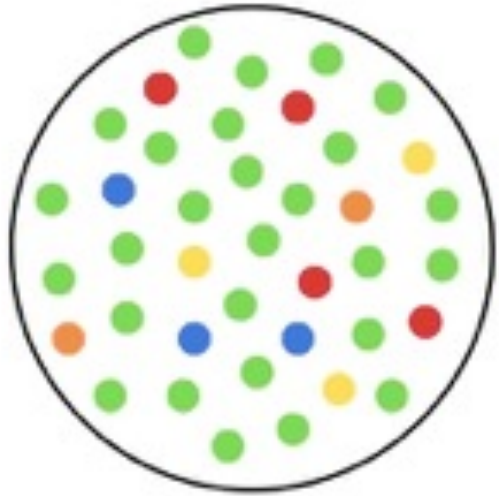
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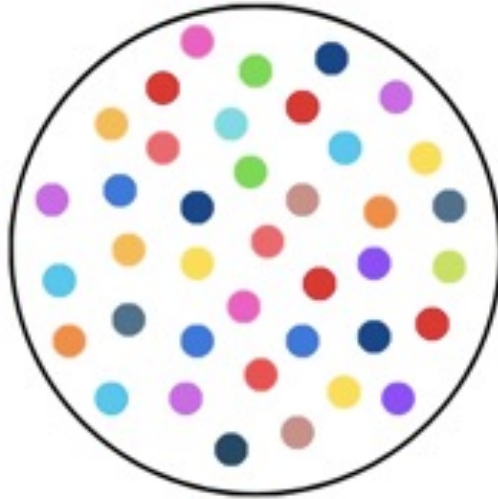
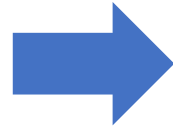
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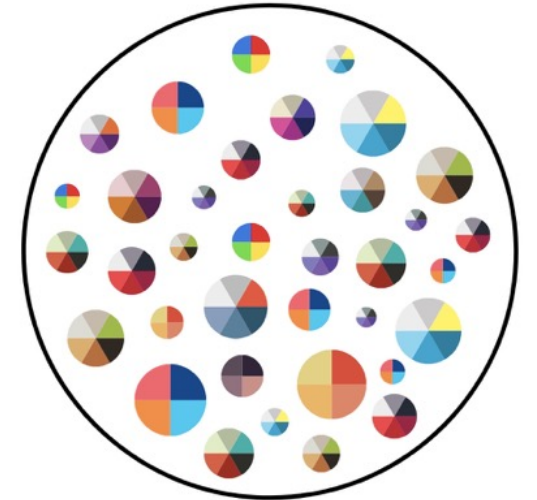
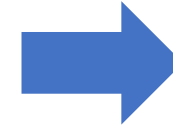
WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to *diversity*?

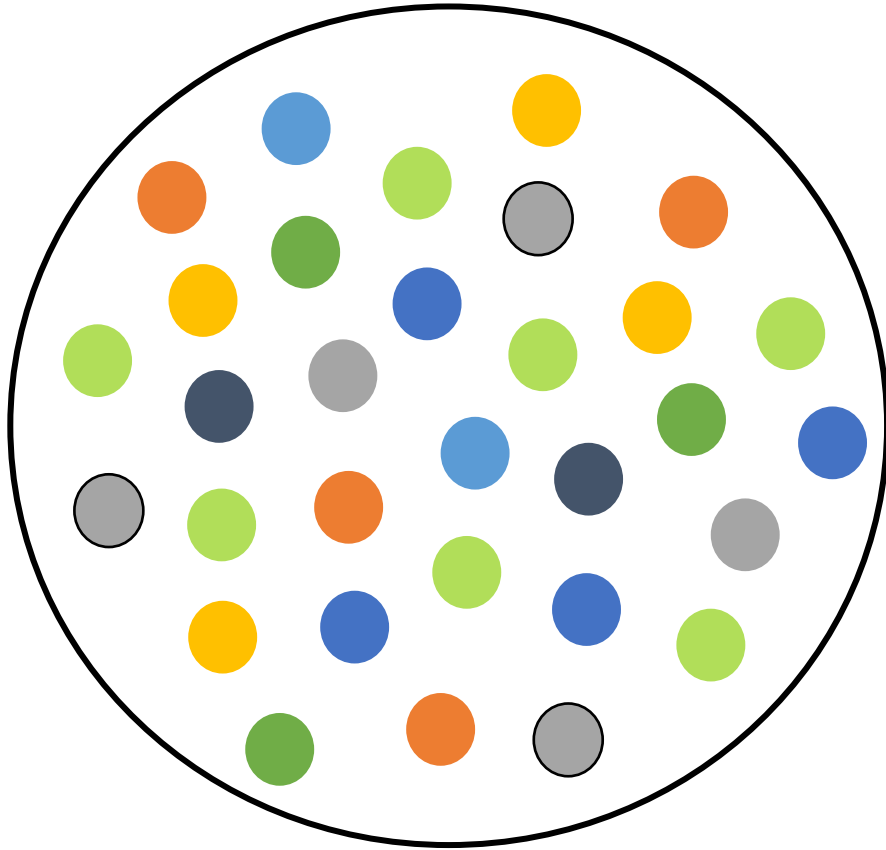


How do we
teach to *identity*?

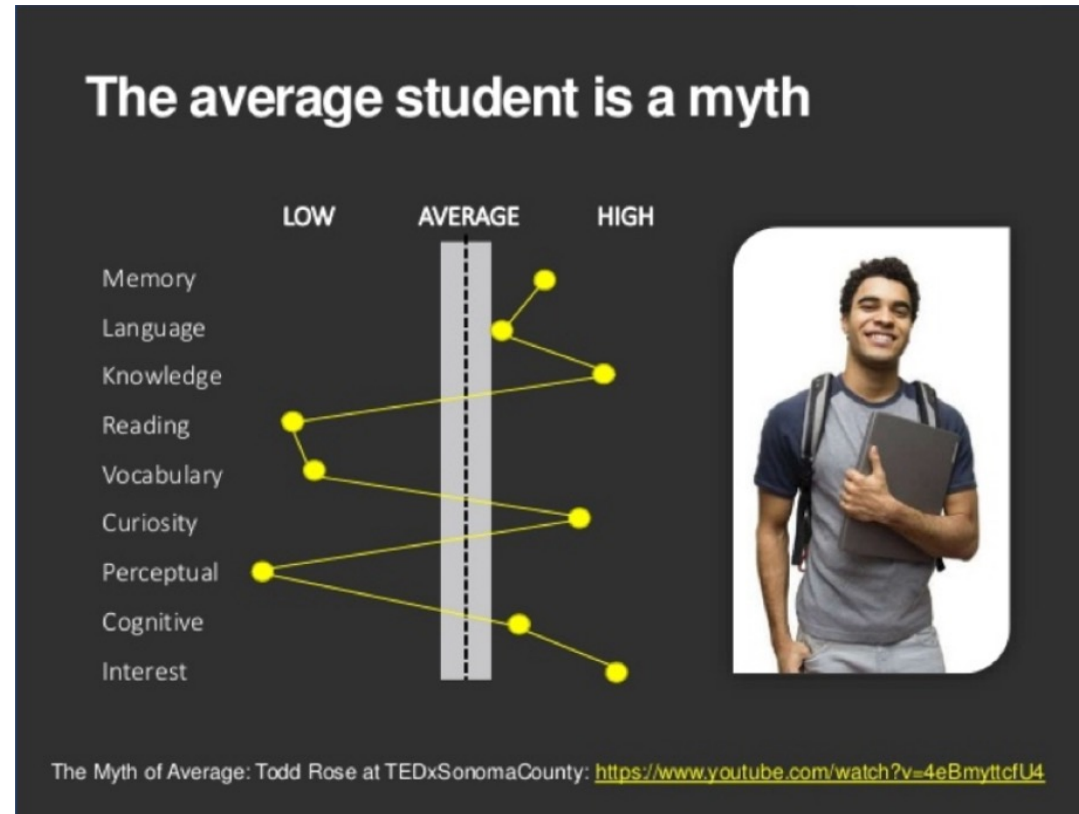
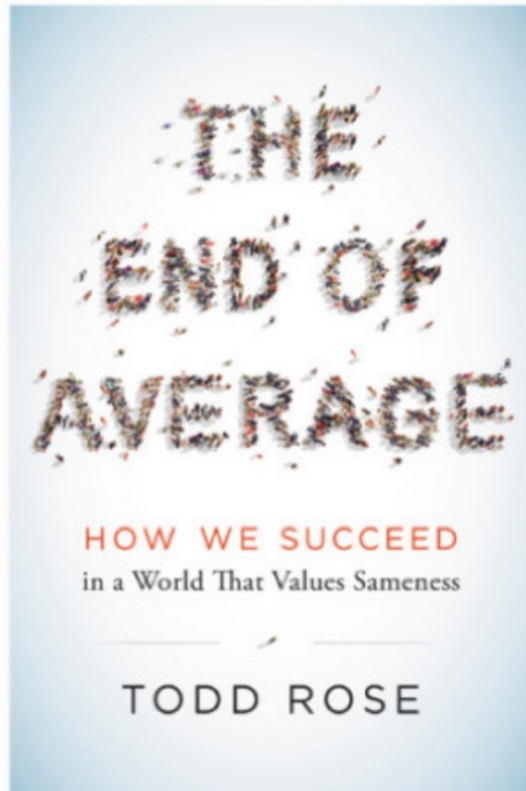


HOW CAN WE
shift our thinking
TOWARDS
inclusion?

THE INTERSECTIONS OF ABLEISM

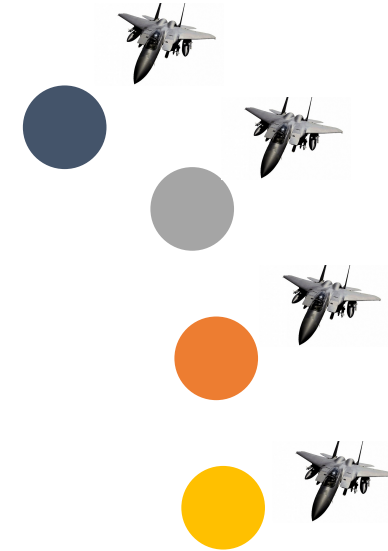
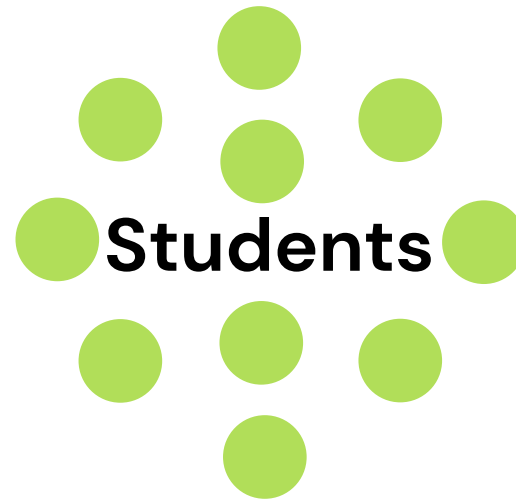
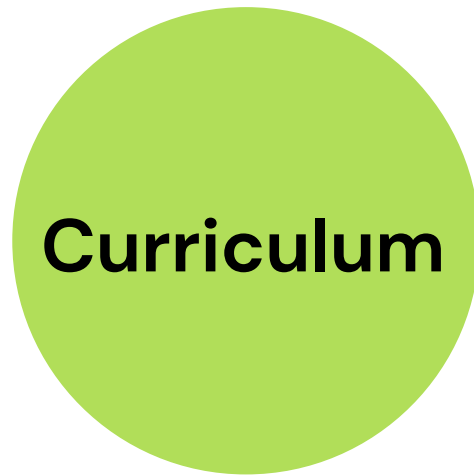


WHAT IS “normal”?

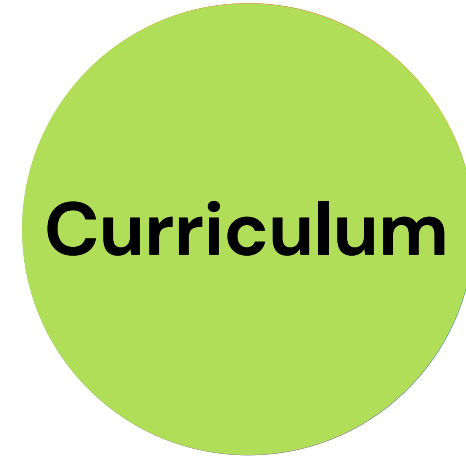
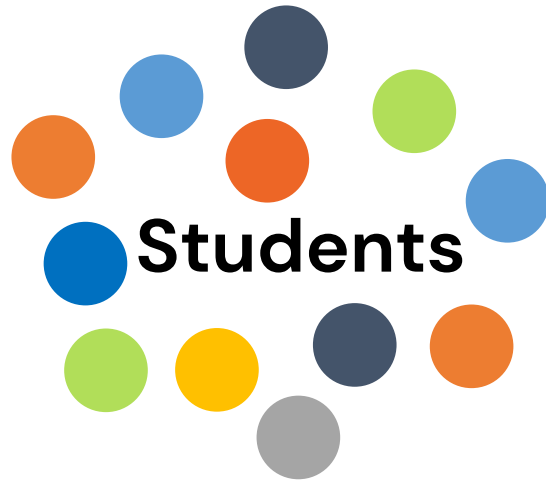


WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED *variability*



INSTEAD OF *homogeneity*?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they 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 PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?





What are you thinking about?



HOW CAN WE
shift our practices
TOWARDS
inclusion?

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 are the student needs?
What barriers are getting in the way?
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?

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:		
Interests & Identities of the class	Classroom Strengths	Classroom Stretches
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:		
The BIG question or inquiry I have for this class: 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:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)	Decision: 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:		
Decision: Targeted competencies to target for this class We can be personally aware and responsible		

Who are the PILOTS?

Who are the students? What are their dimensions?

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 Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need engagement	Kenny, Kendra , Max, Jackson	- Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life	Choice to work alone, 2 min	K - ?????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life/ interests	Text at different reading levels, - Choice of complexity Oral, written, visual language options	Orton Gillingham (Eric)
Need Language	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	- Attend to vocabulary - Group work - Text from multiple perspectives	Oral, written, visual language options, targeted language conferencing	translator
who needs the most challenge Johnathan Ethan				

How do we design an adjustable plan?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



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	

How do we design an adjustable plan?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?



- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?

Learning Maps

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement measures
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



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

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

NEEDS SOME UMPH



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

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

GETS THE POINT



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

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

RIGHT ON!



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

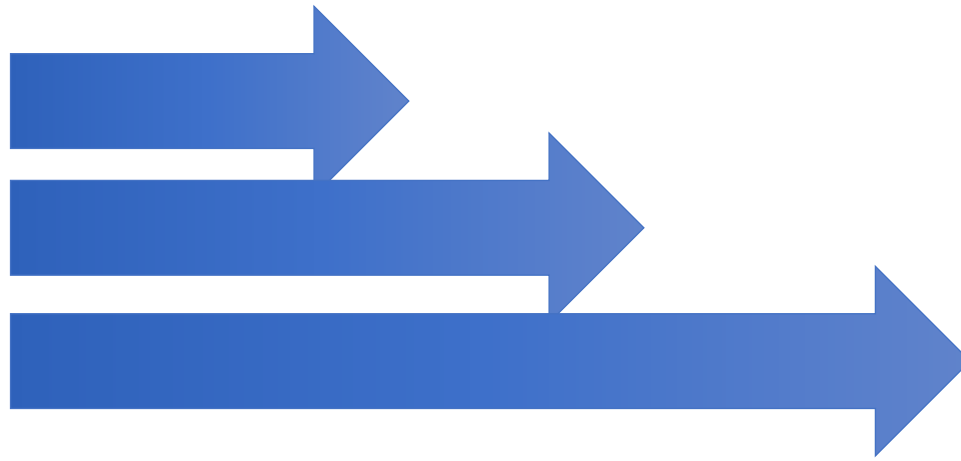
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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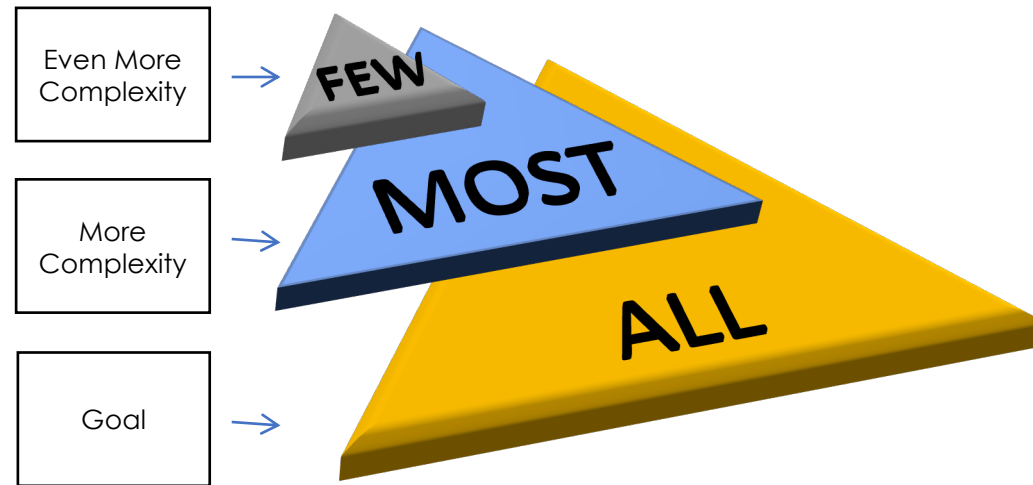
Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Maps

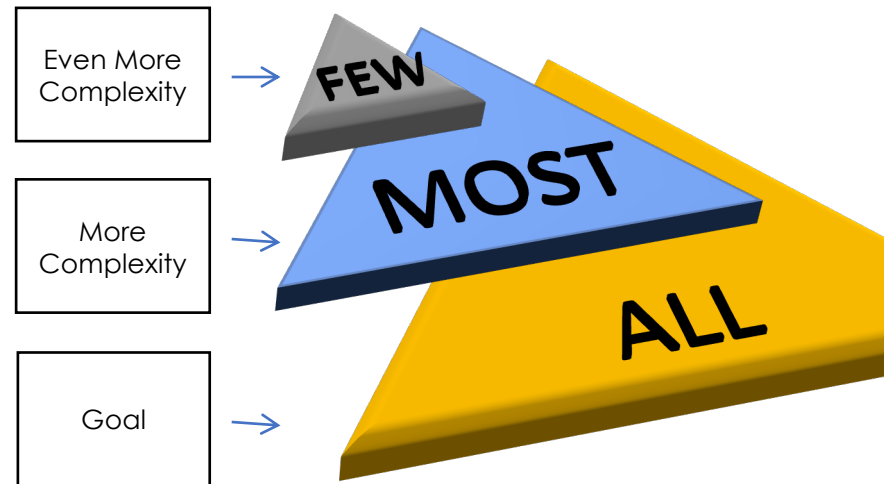
	Standard	More complex	More complex
goal			



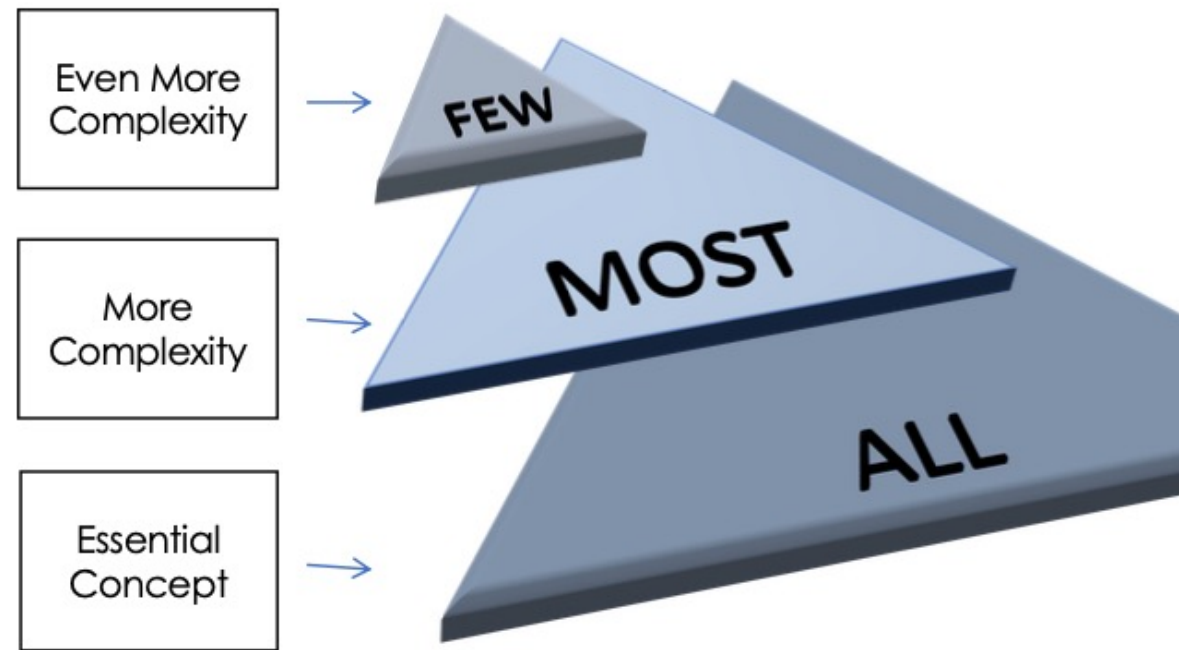
Adjustable Curriculum: Planning Pyramid



Adjustable Curriculum: Planning Pyramid



The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

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

How do we design an adjustable plan?

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How do we support pilots (students) to make the adjustments they need?



2016
May. 12

Dear Mrs. Shackles

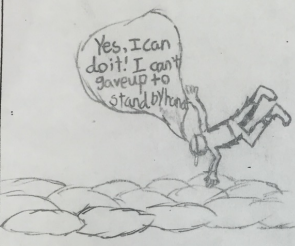
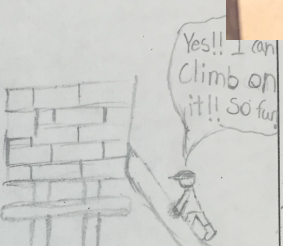
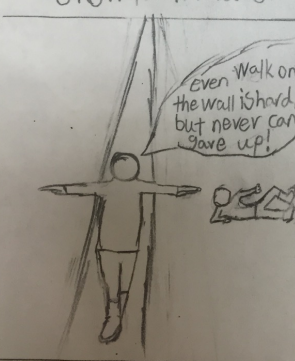
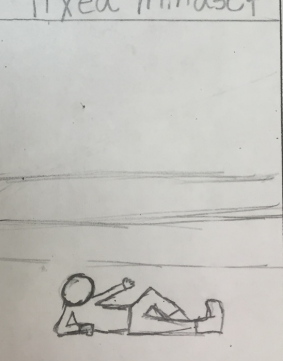
At the begining of this unit I thought self-determination was imrove myself, but now I noticed self-determination was more than just improve myself, it's cross the limit of yourself and thinking.

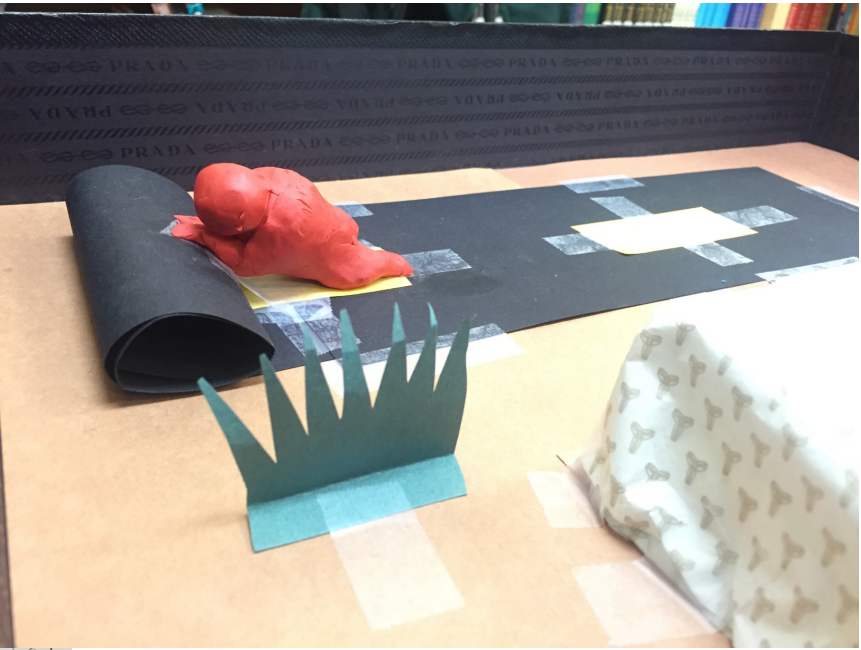
For example, Redmonds leg was injured during in the Olympic, but he pushed him-self over his limit and run. Same as his father, his father was crossed over the crowded medias, and help Redmond finished race.

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 strug and make it better, just like He run around the Cana leg. He know he's going to because the cancer. So he d 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
	



Classroom Support Plan Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy
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 Range of Students (RTI)	Students...		Strategies & Supports		
	who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	Need behaviour	Kenny, Kendra , Max, Jackson	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	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	
	Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
	who needs the most challenge Johnathan Ethan				

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

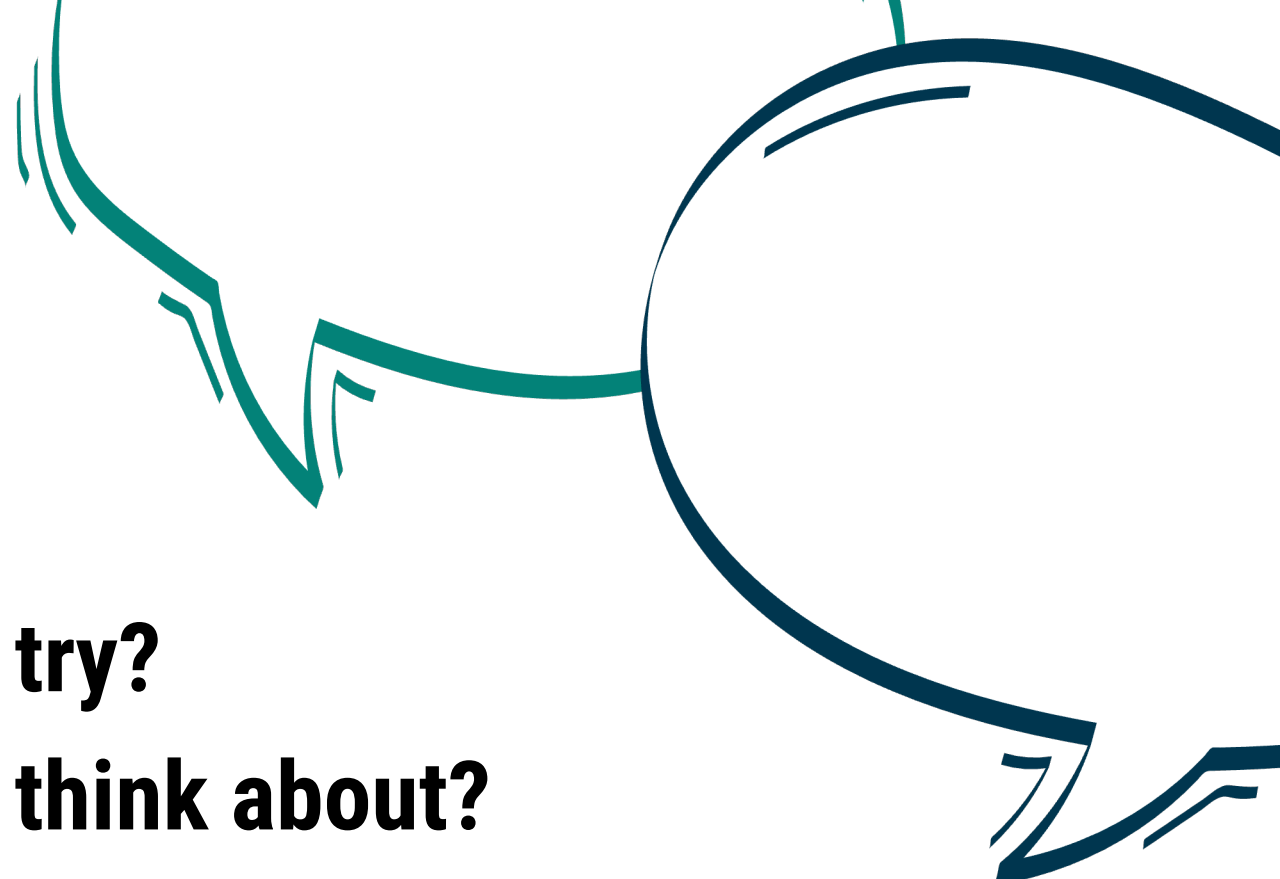
NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
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?



What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

**What is one thing you want to share with someone
who is not here today?**

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