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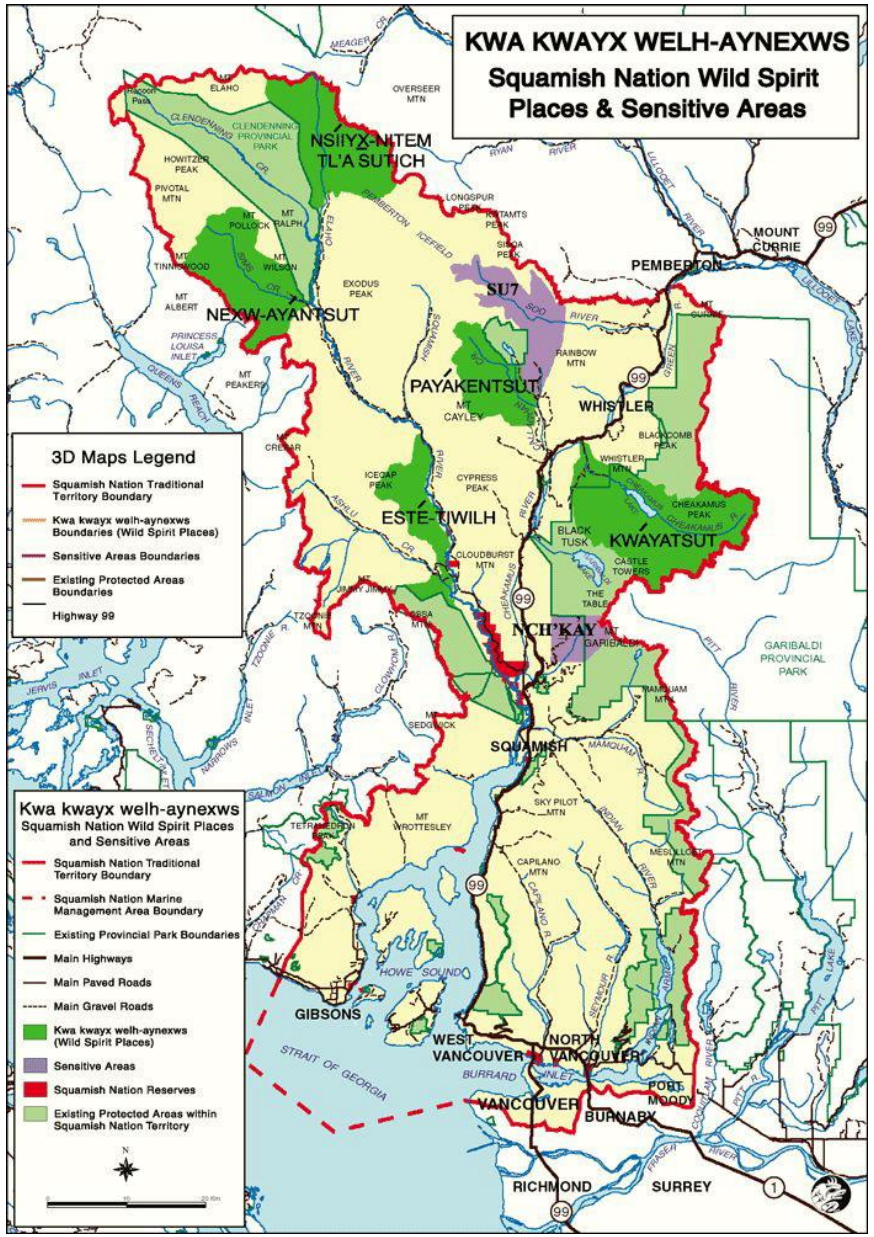
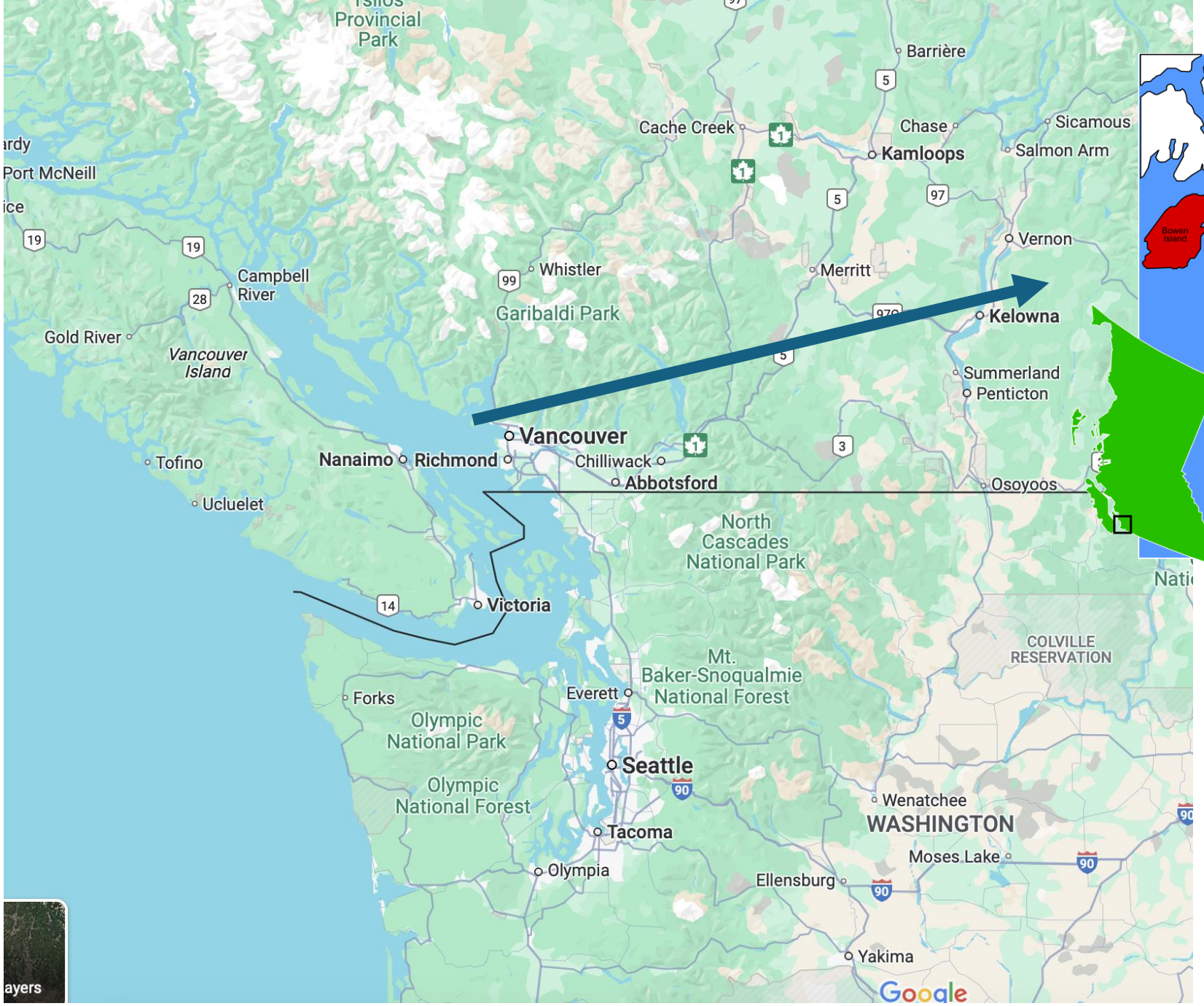
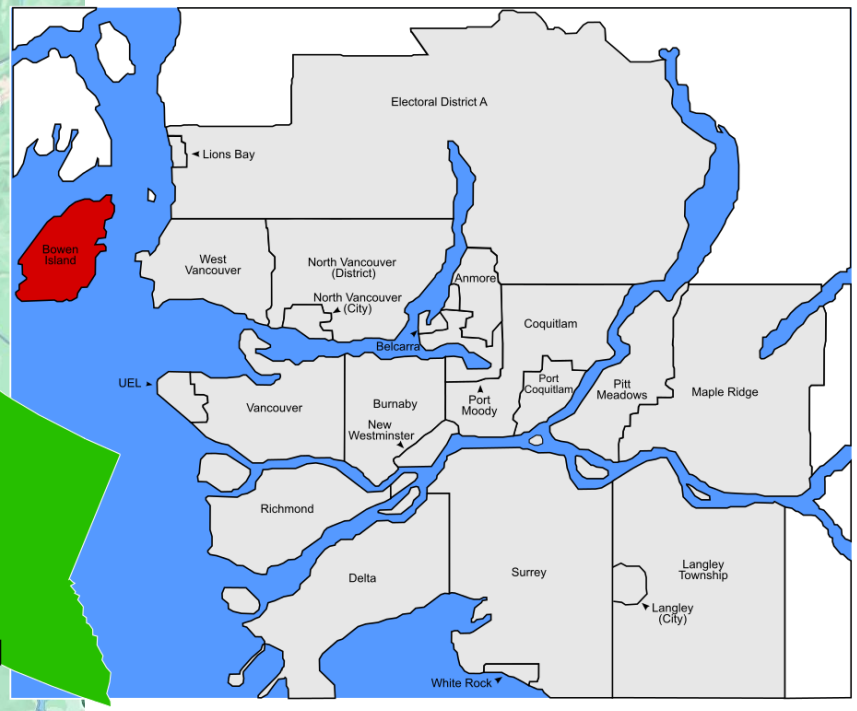
Dr. Shelley Moore



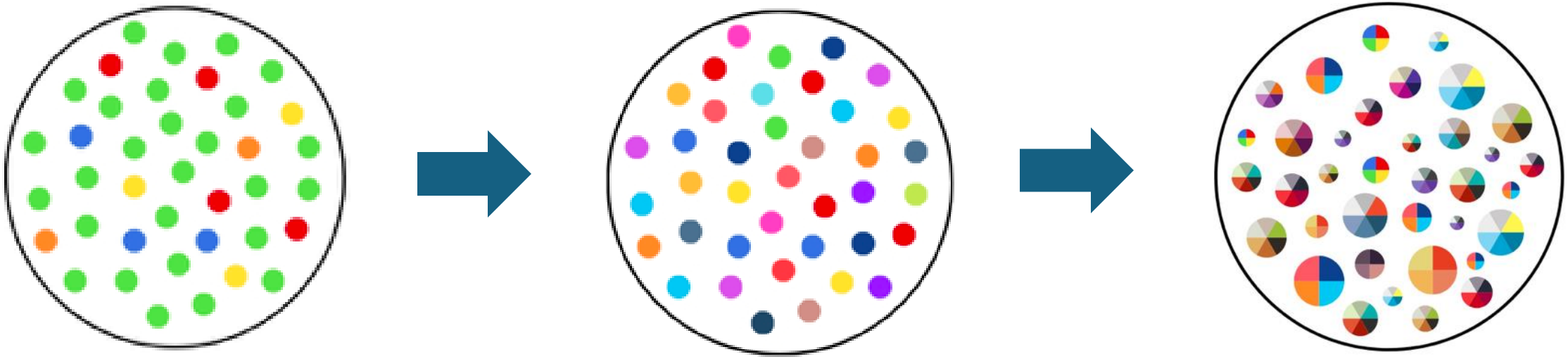
I respectfully acknowledge that I live and work on the island of **Nexwlélexwm** which is part of the unceded and traditional territory of the **Skwxwú7mesh Nation**, who have stewarded this land for generation. I am to share this community in this incredible place in **Átl'ka7tsem**





Bowen Island, British Columbia CANADA

WHAT IS inclusion ?



How do we include people with disabilities?

How do we teach to diversity?

How do we teach to identity?

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Guiding Conditions **of inclusion describe that all students...**

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive classrooms and schools	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

Guiding Conditions **of inclusion describe that all students...**

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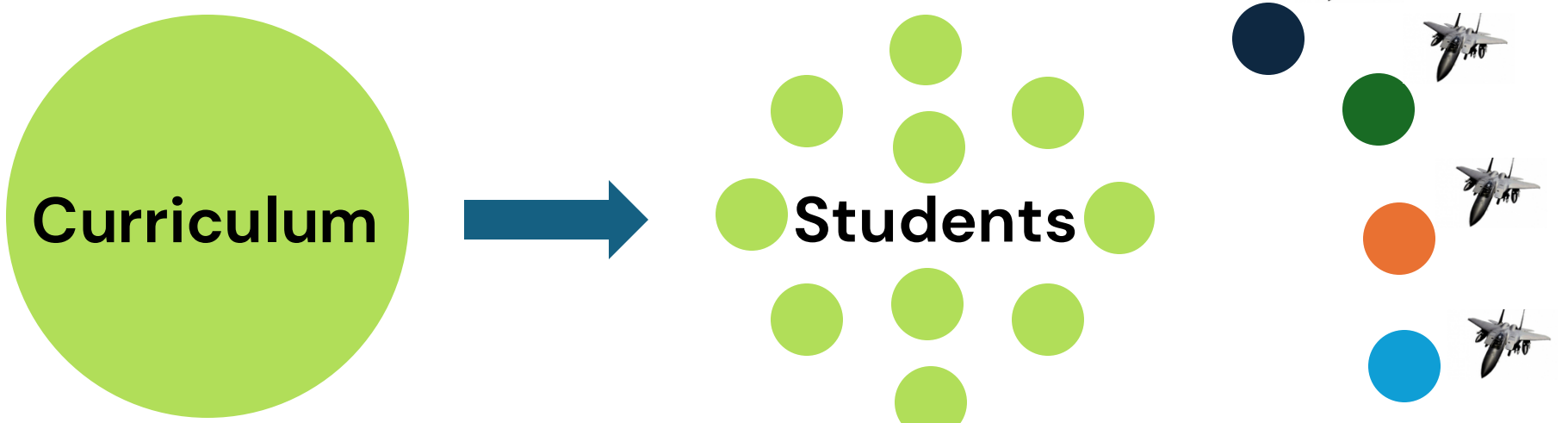
WHAT & HOW WE WERE TAUGHT…



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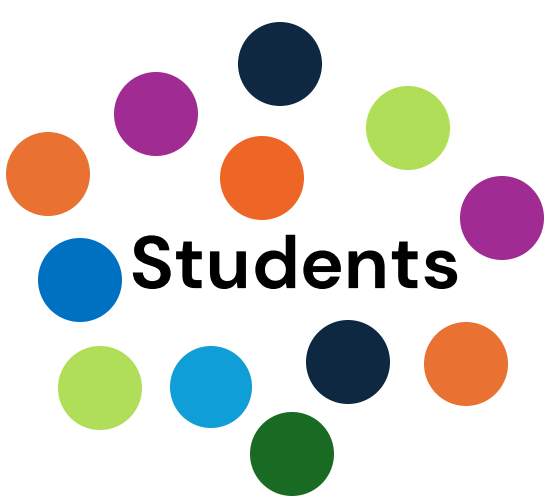
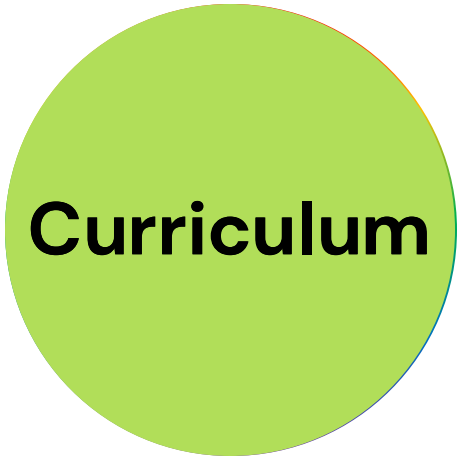
WHAT IF WE ANTICIPATED variability





INSTEAD OF homogeneity?

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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?

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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?

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Reducing Barriers

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Student Learning

Ramp: UDL

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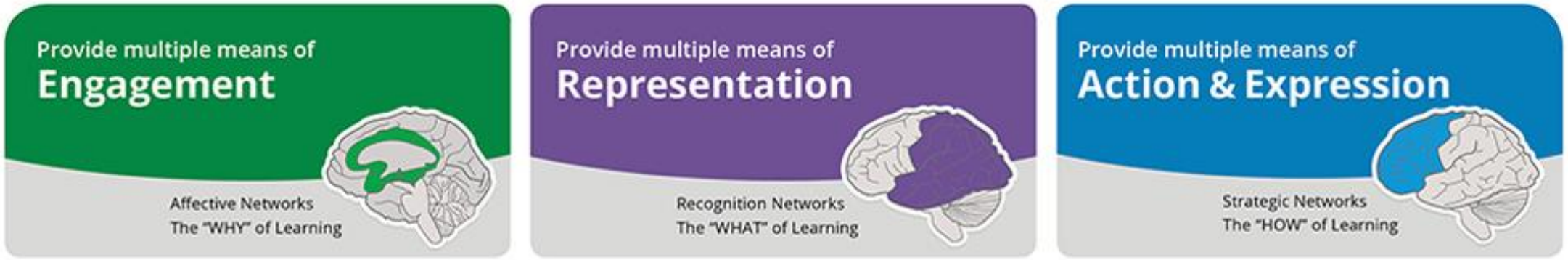
Universal Design for Learning: The Ramp for Learning



FIRM Goals, FLEXIBLE means

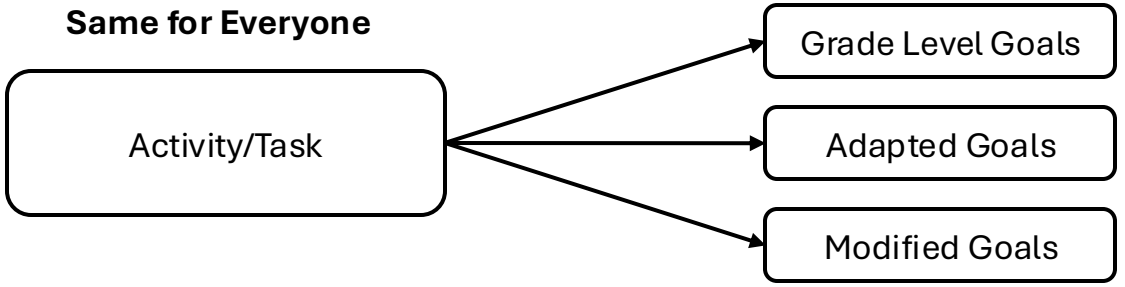
Curriculum Design

Forward Design

Standardized

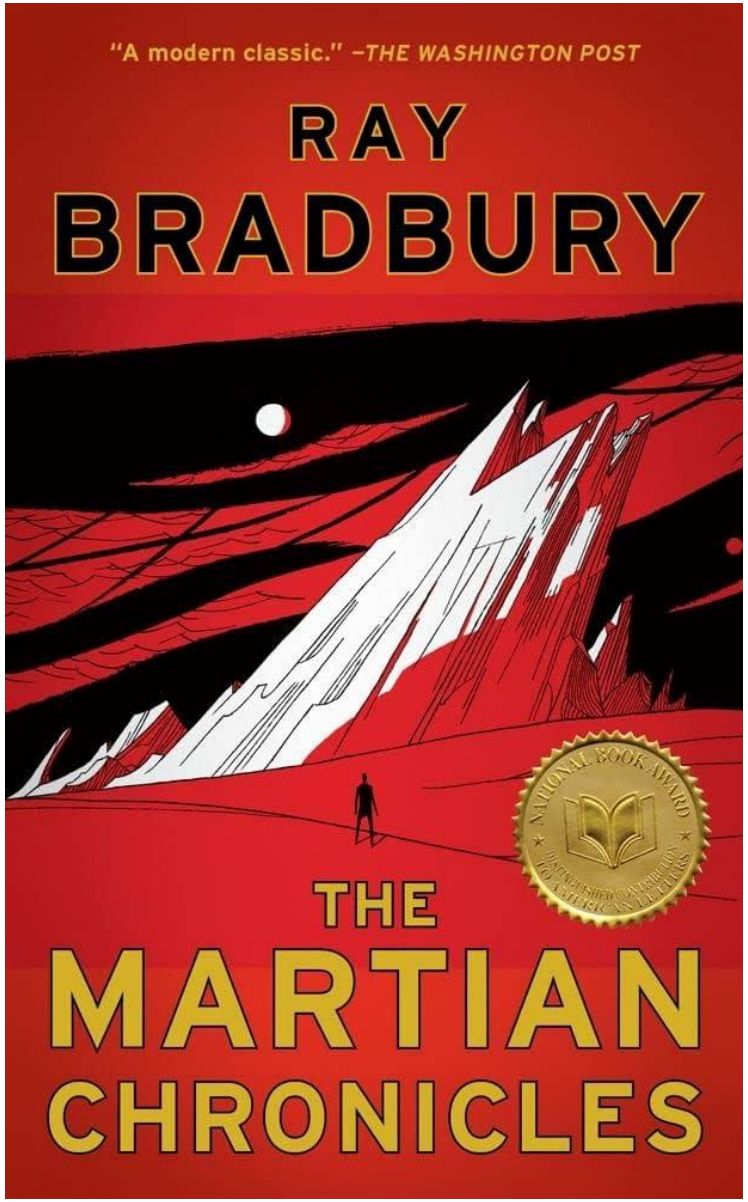
Differentiated

Same for Everyone



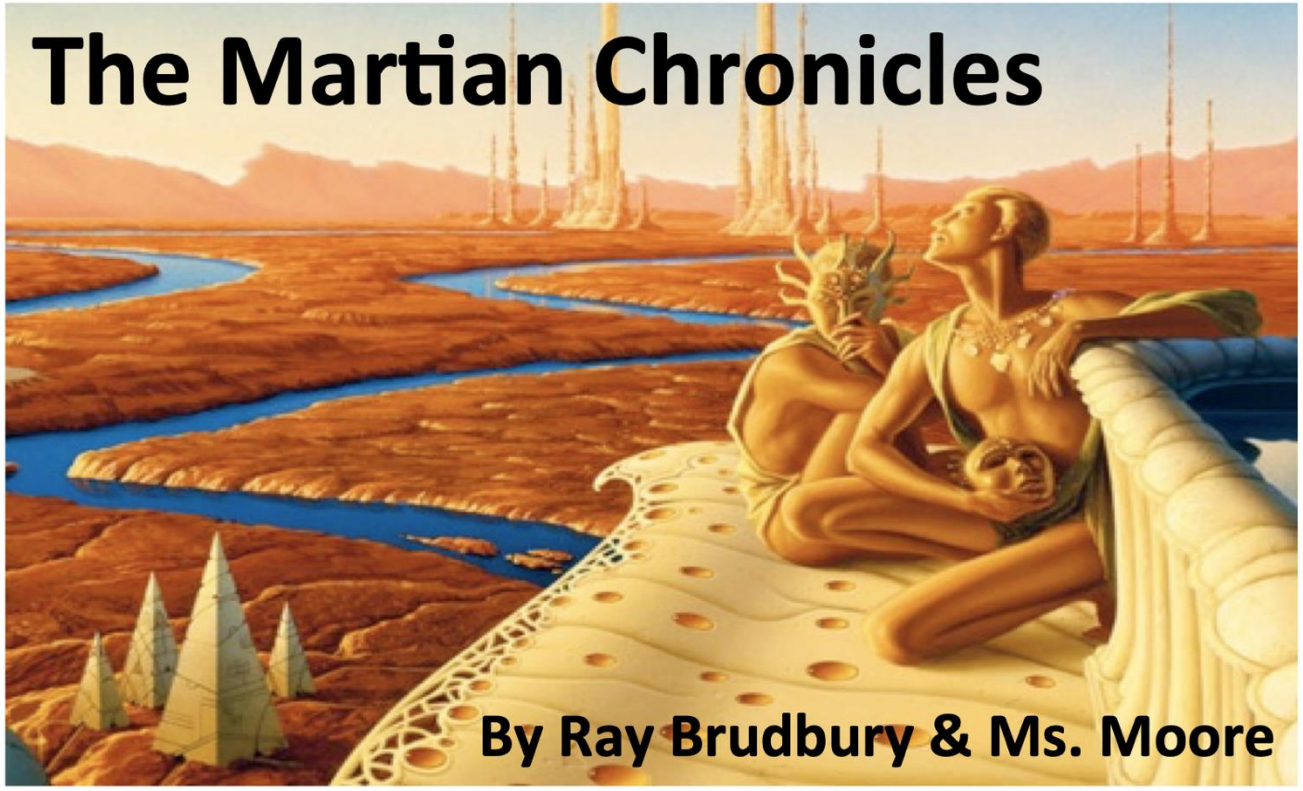
Forward Design Example Grade 10 English

- Task for all: Read “The Martian Chronicles”



Differentiated Accommodations

- Modified Text/Task:



Words I need to know…

☐	Earth	☐	home
☐	Mars	☐	Y
☐	safe	☐	danger
☐	old	☐	young

This is Earth.

Earth is a planet.

This is Mars.

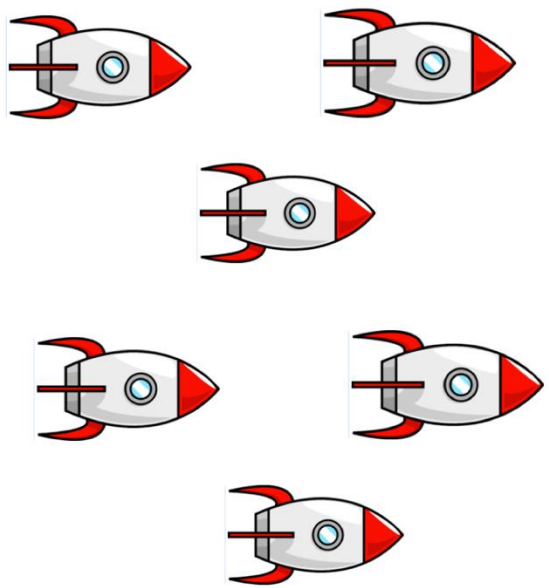
Mars is a planet.

These are Humans.

Humans live on Earth.

These are Martians.

Martians live on Mars.

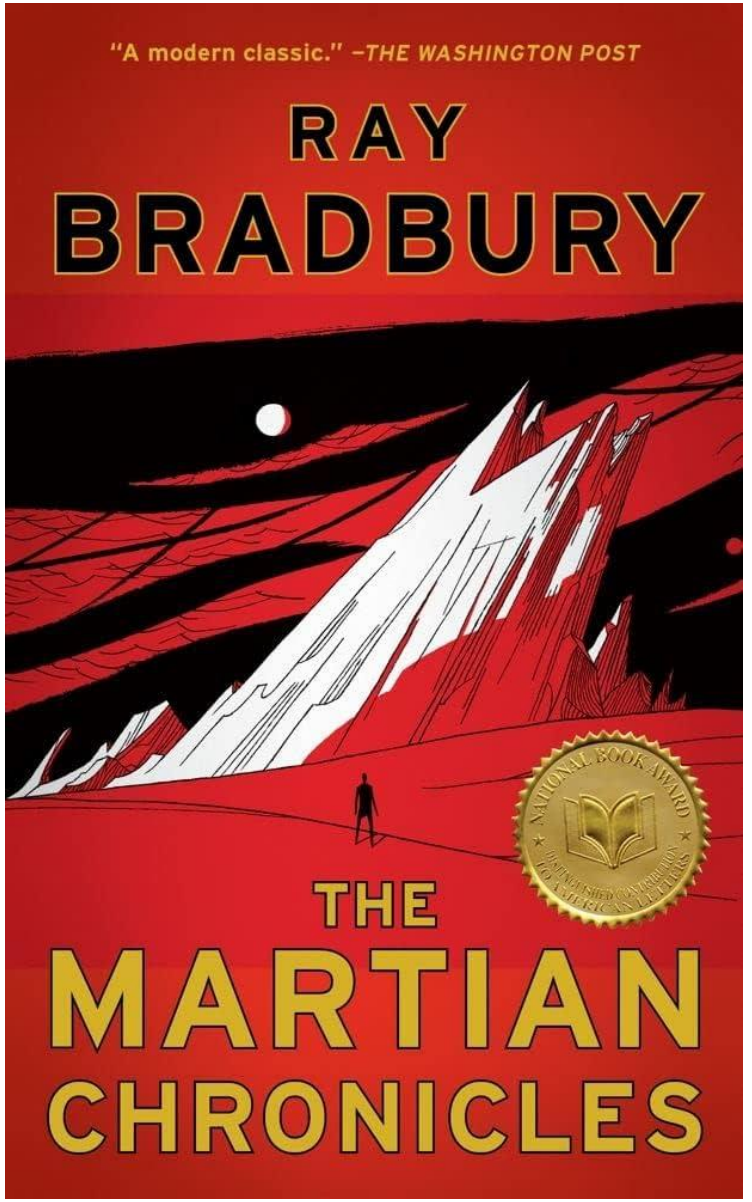


More and more Humans kept coming to Mars.

And more and more they tried to make it look like Earth.

Forwards Design

- A lot of work for one student/ no one else benefits from the resources
- Focus is on task not goals
- The student may be able to meet the goals, just not using this text or doing this task
- The task is evaluated, not the goal
- Reading The Martian Chronicles is not a learning goal
- Compromising evaluation



Curriculum Design

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Backwards Design

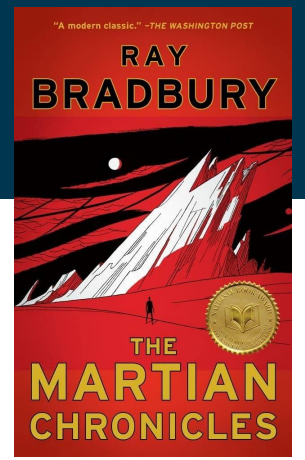
Backwards Design

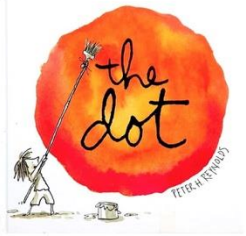
Same for Everyone

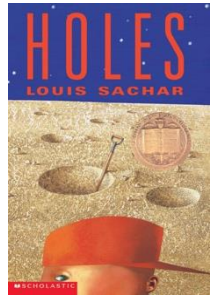
Year Level Goals
- Analyze themes of colonization, human nature and consequences of technology
- Explore character motivations and change
- Examine symbolism, imagery and foreshowing

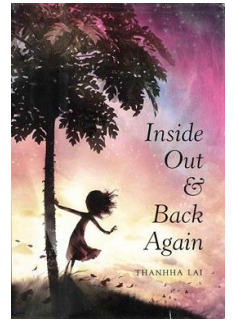
Differentiated Activities

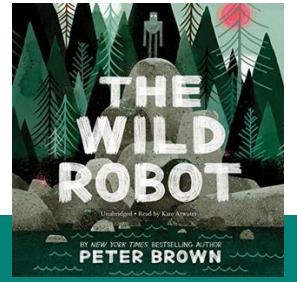
- The Martian Chronicles, 1984
- The Giver, Holes, The Wild Robot
- The Dot, Wonder, Inside Out and Back Again
- Fahrenheit 451, District 9, Big Hero 6, The Secret of the Kells

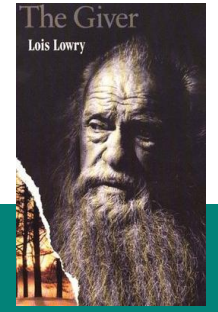






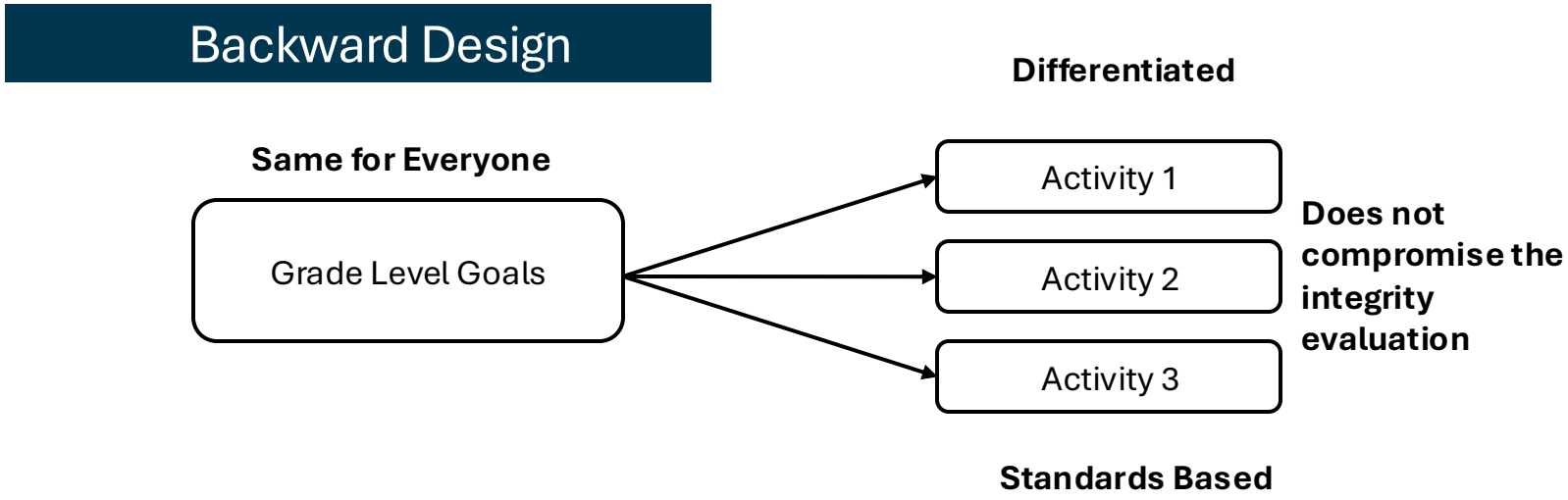






FIRM Goals, FLEXIBLE means

Backwards Design



FIRM Goals, FLEXIBLE means

McTigue, 2010

Year:	Subject Area(s):	Planning Team:
Learning Context		
Teacher Provoking Inquiry Questions:		**Student Generated Inquiry Questions:**
Vocabulary to know and use		
Achievement Standards to Target		**Student Friendly**

Year: 1	Subject Area(s): English Language Arts/Math	Planning Team: Moore & McIntosh

Learning Context

Teacher Provoking Inquiry Questions:

- How can we use objects to compare and measure?

Student Generated Inquiry Questions:

- How do we know how big something is?
- What does measure mean?
- How do I measure?

Vocabulary to know and use: compare, objects, organize, length, mass, capacity, duration, explain my thinking, measure, shapes, informal units, share, notice, how many, words, topics, learning, voice, share my thinking, look at, texts, letters, sounds, blend, break apart, sounds, connections, life, new words, write, lower-case, upper-case, spell, patterns

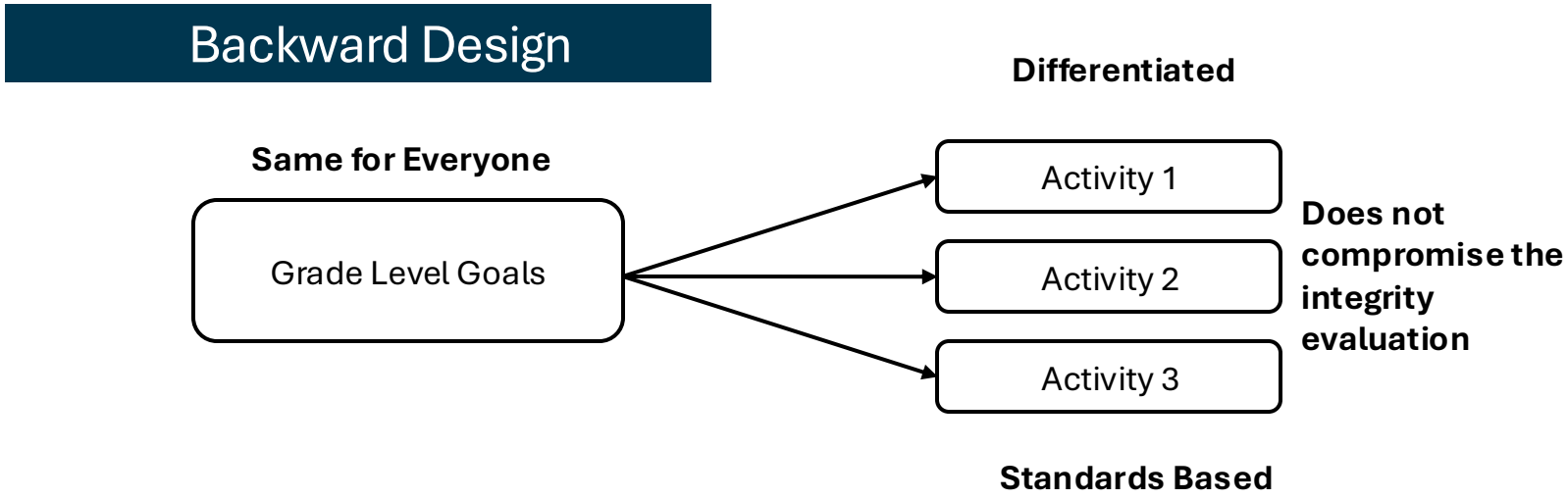
Achievement Standards to Target in this Unit

- ❑ measure the length of shapes and objects using uniform informal units.
- ❑ give and follow directions to move people and objects within a space.
- ❑ deliver short spoken texts, engaging with personal or learnt topics, using features of voice.
- ❑ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.
- ❑ discuss characters, settings, events and images, and make connections between texts and their personal experiences.
- ❑ select learning area or topic-specific vocabulary.
- ❑ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Student Friendly

- ❑ I can compare objects and organize them by their length, mass, capacity, duration
- ❑ I can explain my thinking
- ❑ I can measure the length of shapes and objects using informal units
- ❑ I can share what I notice by talking about how many
- ❑ I know and can use words connected to topics that I am learning about
- ❑ I can use my voice to share my thinking about what I am learning about
- ❑ I can look at and use different kinds of texts
- ❑ I can learn about letters and sounds
- ❑ I can blend and break apart sounds in words
- ❑ I can remember words that I use a lot
- ❑ I can make connections between texts and my life
- ❑ I can use new words that I am learning
- ❑ I can write words using lower-case and upper-case letters
- ❑ I can spell words that have patterns and words I use a lot

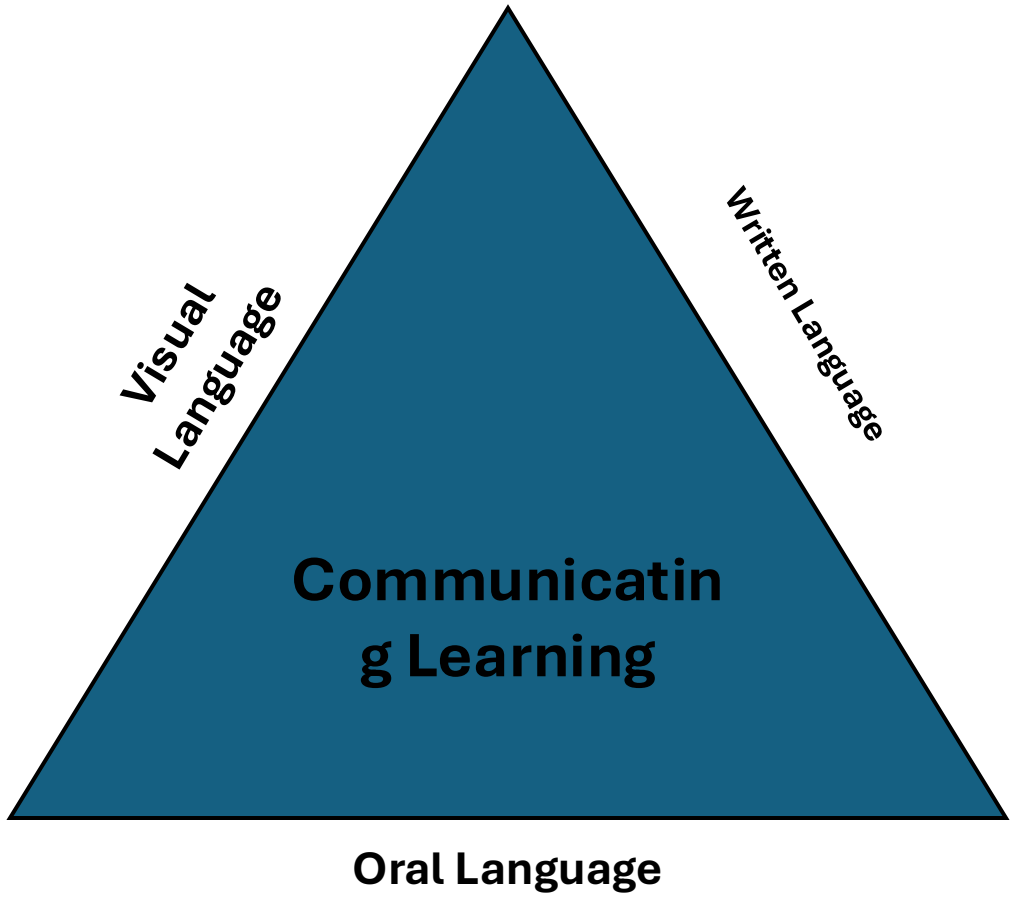
Backwards Design

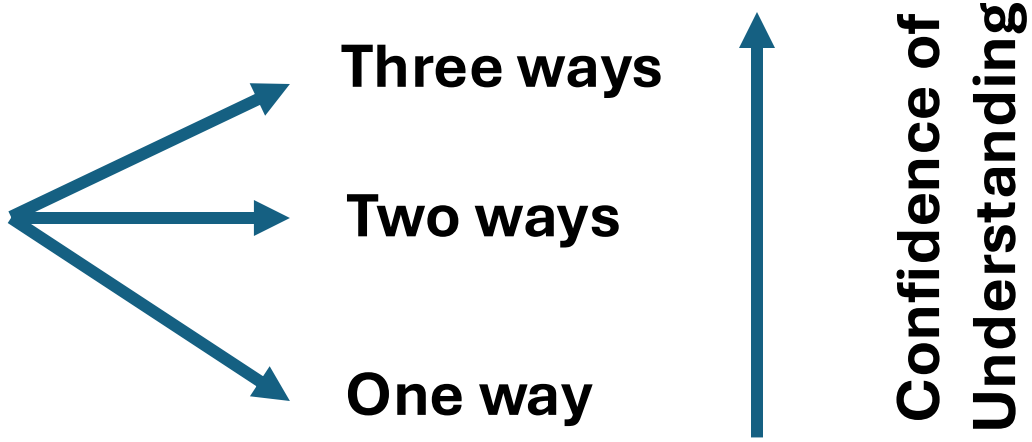


FIRM Goals, FLEXIBLE Means

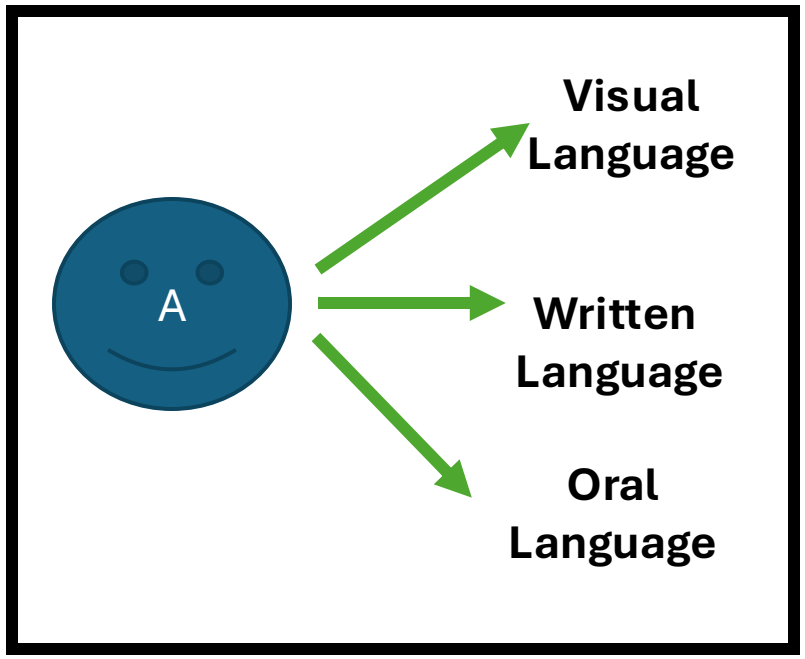
McTigue, 2010

How do students show what they know?





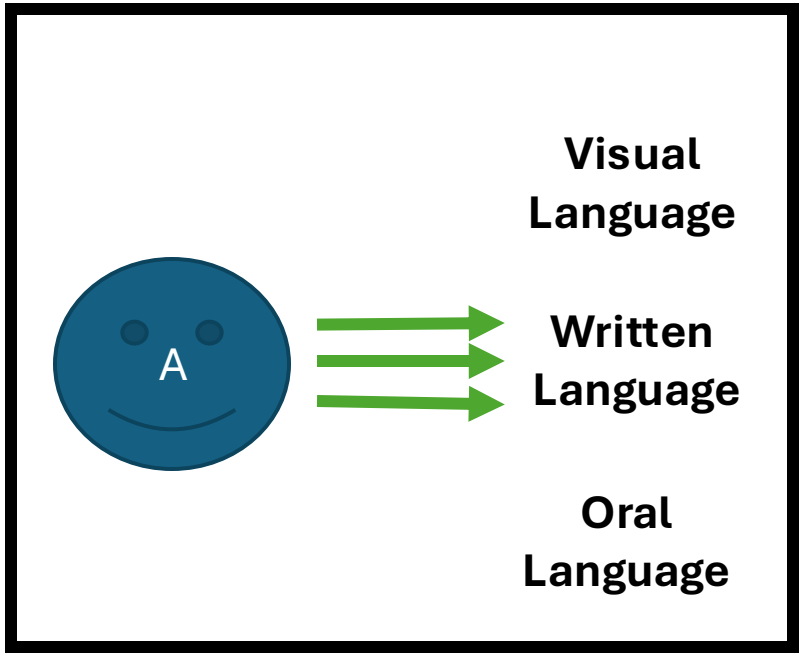
All Languages (in literacy) are Treated Equal!



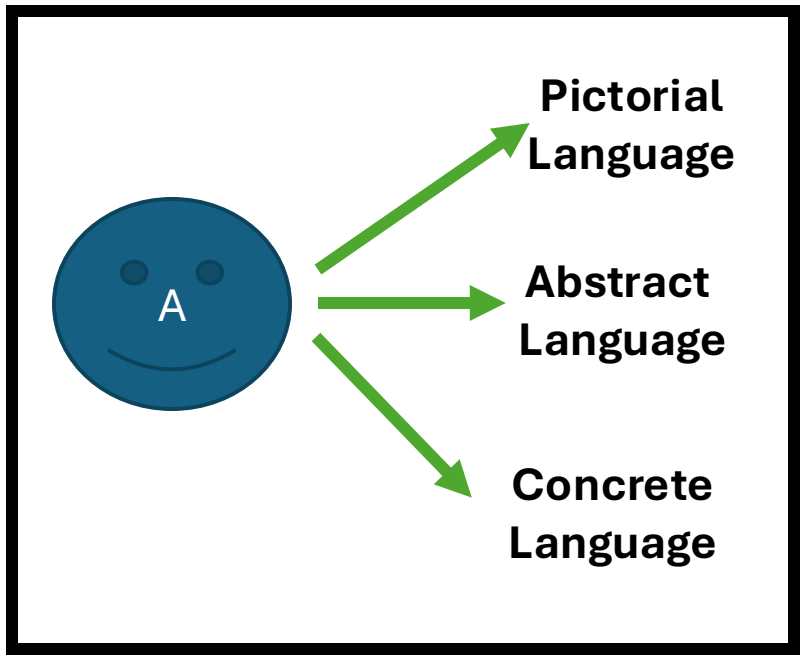
The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

The NUMBER OF TIMES, a student can show their learning in one way, the more fluent they become



All Languages (in numeracy) are Treated Equal!



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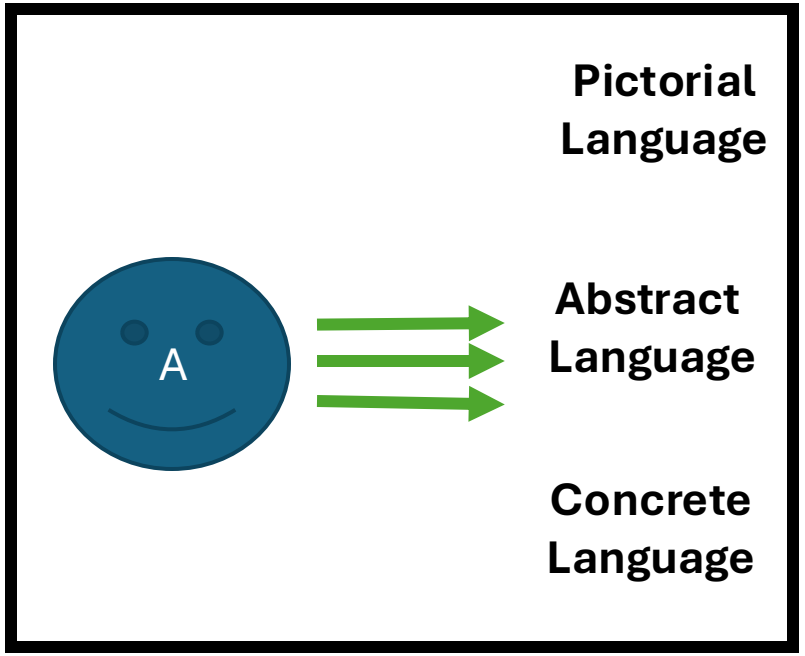

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
	• **Assessment for Learning Task(s)**				
	• **Assessment as Learning Tasks**				
	• **Assessment of Learning Task(s)**				

	Year One Level Achievement Standards
How can we use objects to compare and measure?	**Math Year One** ❑ measure the length of shapes and objects using uniform informal units. ❑ give and follow directions to move people and objects within a space. **English Year 1** ❑ deliver short spoken texts, engaging with personal or learnt topics, using features of voice. ❑ engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. ❑ discuss characters, settings, events and images, and make connections between texts and their personal experiences. ❑ select learning area or topic-specific vocabulary. ❑ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

The **grade level learning goals** are the same for everyone

Learning Activities and Tasks

Differentiation of Evidence

Written | Oral | Visual | Concrete

Math Year One

- ❑ measure the length of shapes and objects using uniform informal units.
- ❑ give and follow directions to move people and objects within a space.

English Year 1

- ❑ deliver short spoken texts, engaging with personal or learnt topics, using features of voice.
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- ❑ spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Learning Activities and Tasks

Anchor Texts: Can You See Me? Little Penguin, Boxitects

- **Activity**: Can you see me?
- **Activity**: Measurement O Rama
- **Activity:** What kind of box?

Differentiation of Evidence

Written	Oral	Visual	Concrete
✓	✓	✓	✓
✓	✓	✓	✓
✓	✓	✓	✓

Grade 9 Social Studies

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
	• Creating a Timeline • LS: 6	X			
	• Event worksheet activity • LS: 3	X			
	• Quick write • LS: 4, 7				
	• Quick write • LS: 2, 3	X			
	• Read article/comprehension questions • LS: 1, 2, 4, 6, 7	X			
	• Unit test: M/C, short answer • LS: 1, 2, 3, 4, 5	X			
		X			
		X			

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	• Creating a Timeline • LS: 6	X			
2. I know what exploration, expansion and colonization is	• Event worksheet activity • LS: 3	X			
3. I can explain different perspectives of different cultures and communities over time	• Quick write • LS: 4, 7				
4. I can explain the causes and consequences of decisions, actions, or events	• Quick write • LS: 2, 3	X			
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	• Read article/comprehension questions • LS: 1, 2, 4, 6, 7	X			
6. I can gather and find themes from many different sources to help me understand	• Unit test: M/C, short answer • LS: 1, 2, 3, 4, 5	X			
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking		X			
8. I can be a critical thinker					

Learning Standards	Tasks and Activities to show Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual
1. I know how different civilizations interacted and exchanged goods and ideas	• Creating a Timeline • LS: 6	X		X	X
2. I know what exploration, expansion and colonization is	• Locating of key events on timeline • LS: 3	X		X	X
3. I can explain different perspectives of different cultures and communities over time	• Questioning Post-it note activity • LS: 3, 4, 7, 8		X		X
4. I can explain the causes and consequences of decisions, actions, or events	• Quick write • LS: 4, 7	X			
	• Quick write/ Whole class 3 column chart • LS: 2, 3	X	X		
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	• See/Think/Wonder • LS: 1, 2, 4, 7, 8	X	X		
6. I can gather and find themes from many different sources to help me understand	• Jigsaw Activity • LS: 1, 2, 4, 6, 7	X	X		
7. I can share ideas and viewpoints to help myself and others understand and stretch our thinking	• Comparing perspectives Venn diagram • LS: 3, 5, 8	X			
8. I can be a critical thinker					

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 ting you want to share with someone who is not here today?