

# Designing for DIVERSITY

---

Kick Off Session: Inclusion: How do we do it?

*Shelley*  
**MOORE** PH.D.



# Shelley MOORE PH.D.



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



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



Dr. Shelley Moore

# Our Plan Together

September 26 - Kick Off – **Inclusion**: How do we do it?

September 26 - Session 1 - Getting to Know Students from a **strength-based perspective**

January 22: Session 2 - Making decisions to **reduce barriers** for ALL

February 22: Session 3 -Designing **needs-based** classroom support plans

March 5: Session 4 - Curricular Design Strategies: **Backwards Design**

March 5 : Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

April 16: Session 6 - Inclusive **Assessment**

April 16: **Celebration**

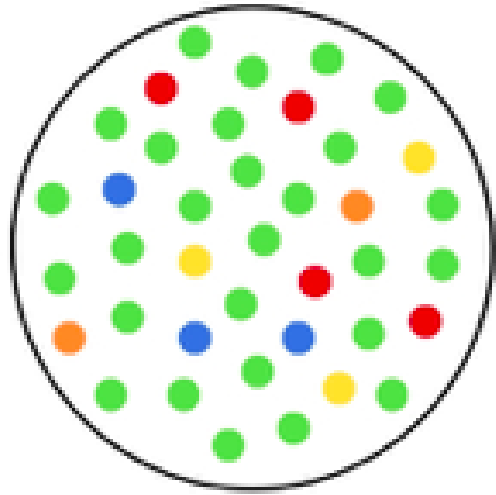
# Structure of Sessions

- Setting intentions for the day
- Reflecting on shifts in thinking and practice
- Topic presentation with built in discussion time
- Reflecting and drawing on learning
- Making plans to take action
- Homework!

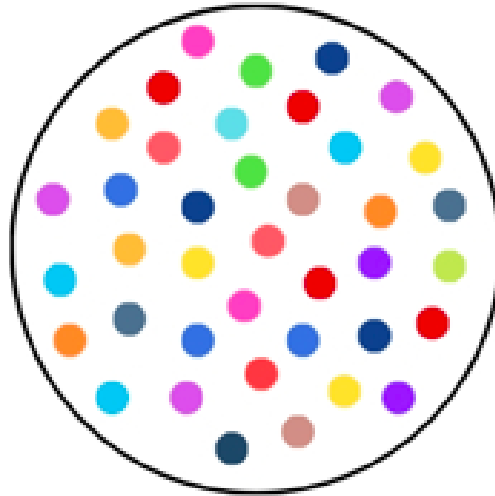
# Checking in

What are you hoping to  
get out of this series?

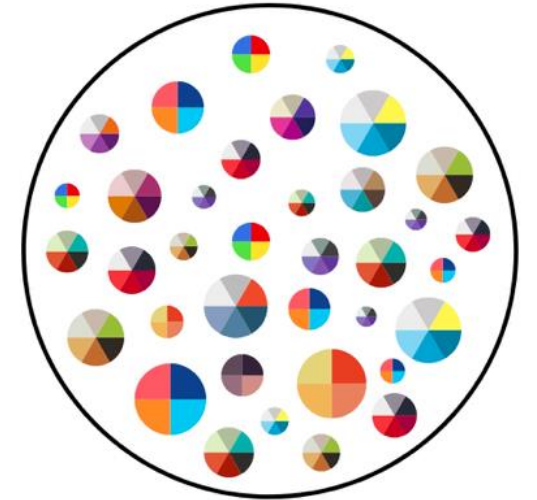
# WHAT IS inclusion ?



How do we  
include people  
with disabilities?



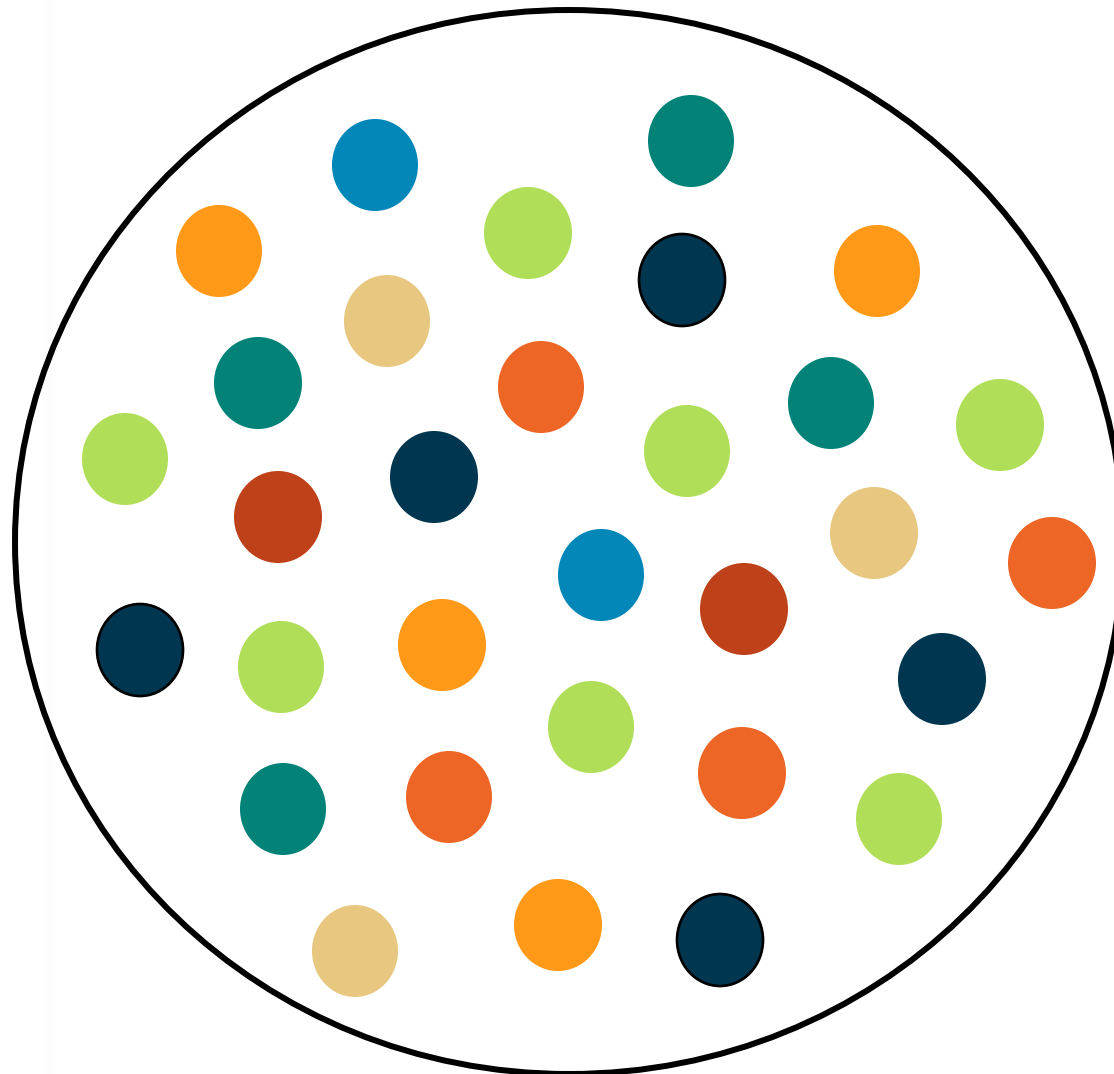
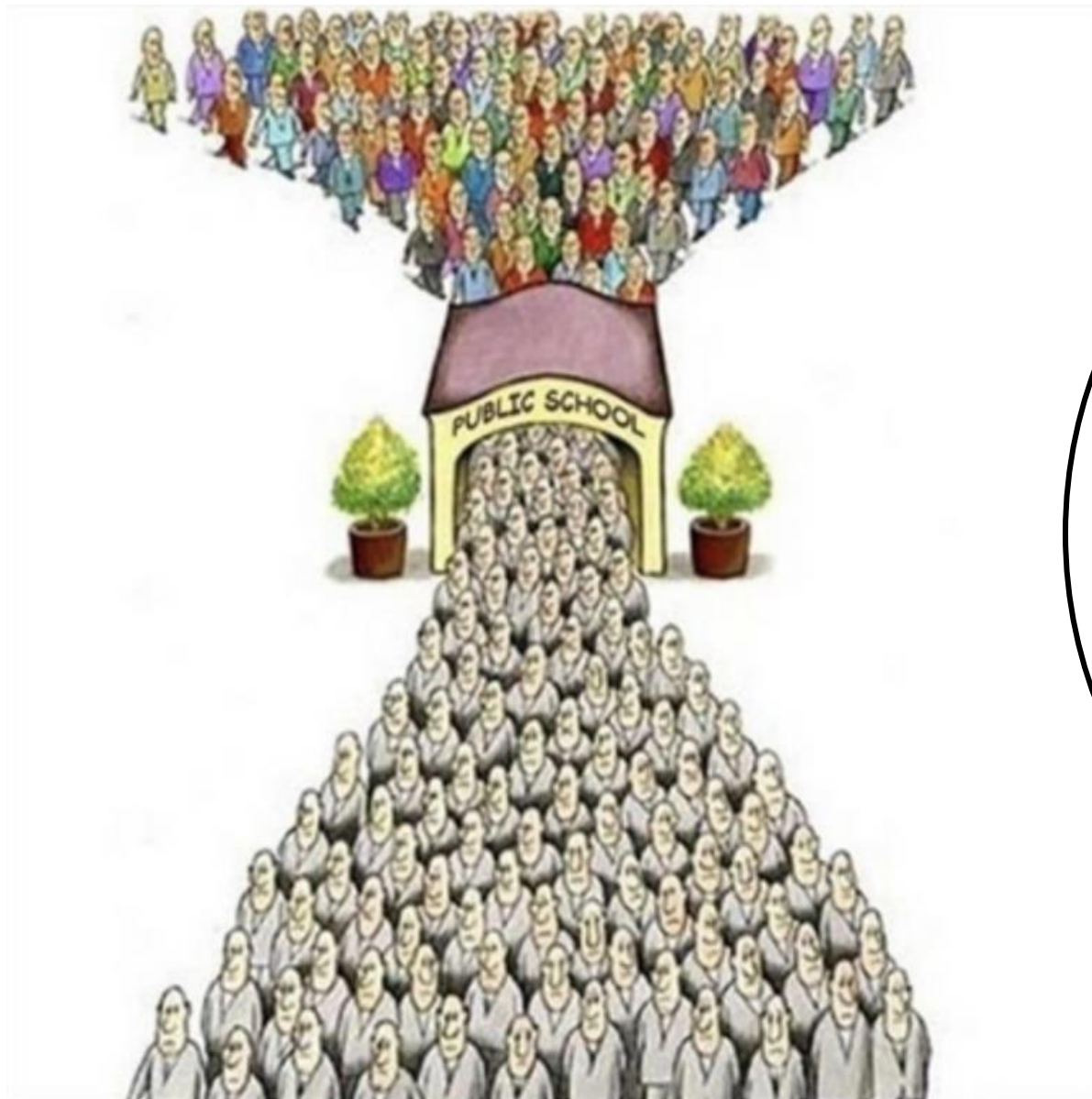
How do we teach  
to diversity?



How do we  
teach to identity?

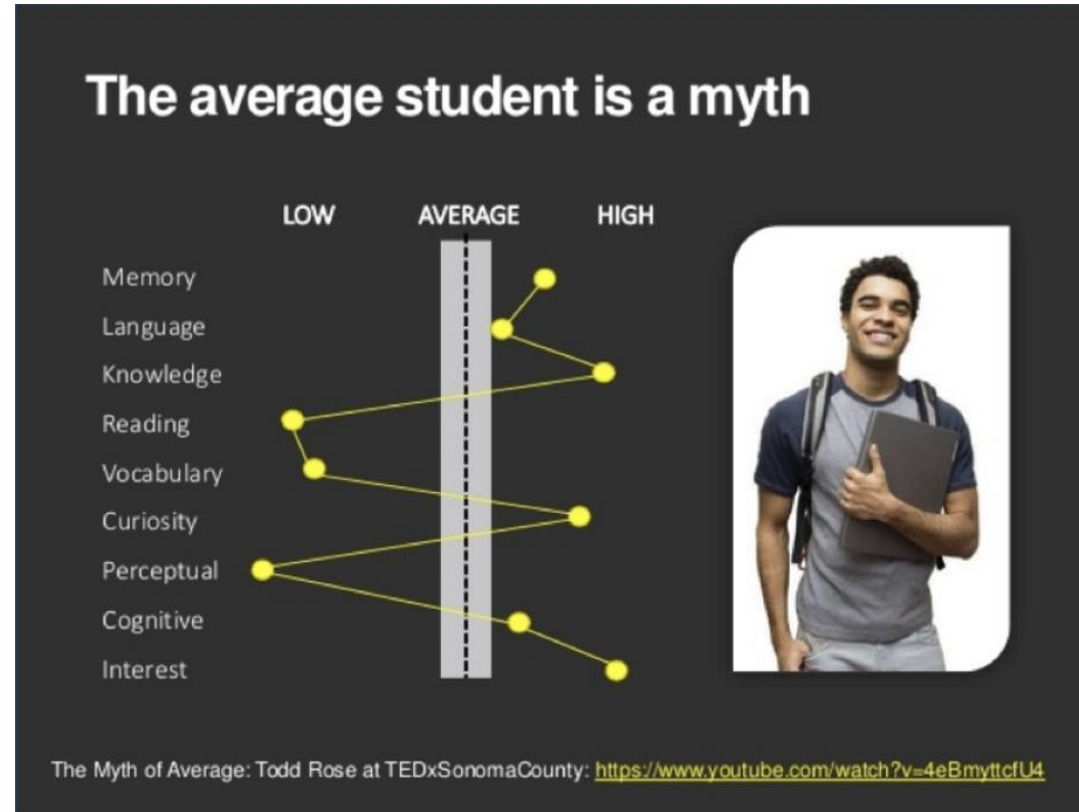
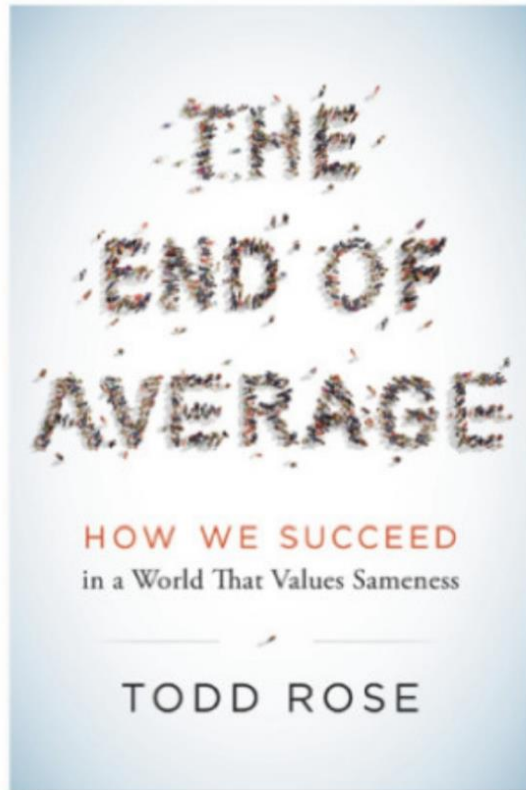
The background features several large, solid-colored circles in teal, orange, and blue, scattered across the slide. A large teal circle is on the left, and several orange and blue circles are on the right.

HOW CAN WE  
shift our thinking  
TOWARDS  
inclusion ?



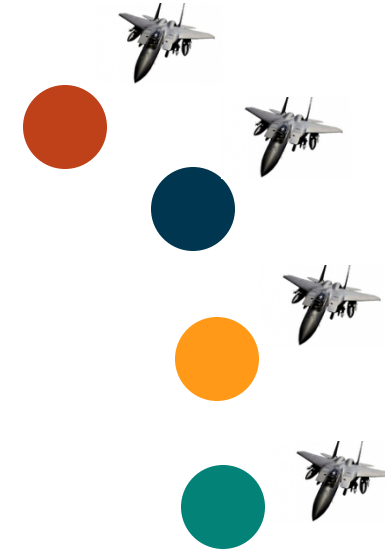
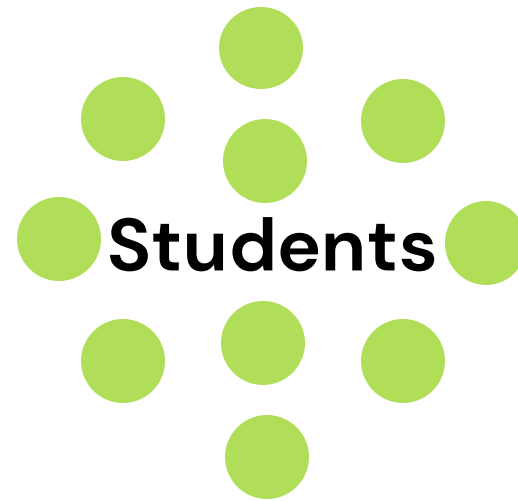
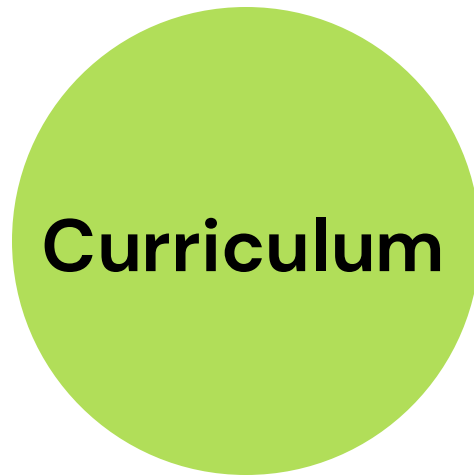


# WHAT IS “normal”?

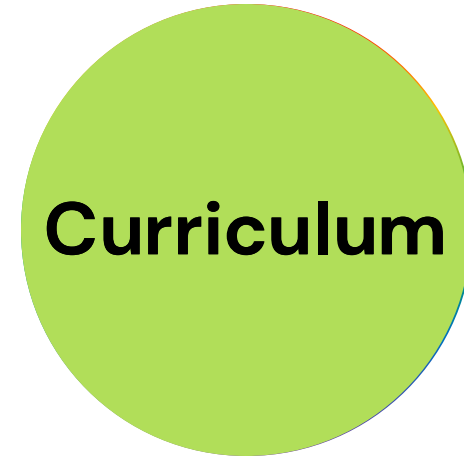
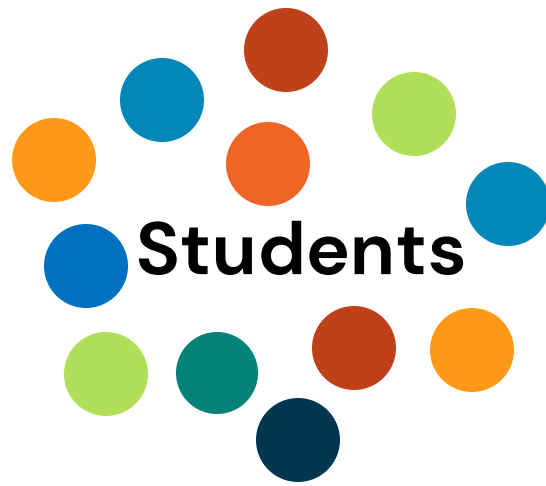


# WHAT IS “average”?

# 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?



The slide features several large, solid-colored circles as decorative elements. A large teal circle is on the left side. On the right side, there are three circles: a medium orange one, a large orange one, and a small dark blue one. At the top right, there is a small light blue circle.

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?

*Shelley*  
**MOORE** PH.D.

2023