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Dr. Shelley Moore

What stands out from our last time together?

When the conditions are right, everyone can be successful

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2023

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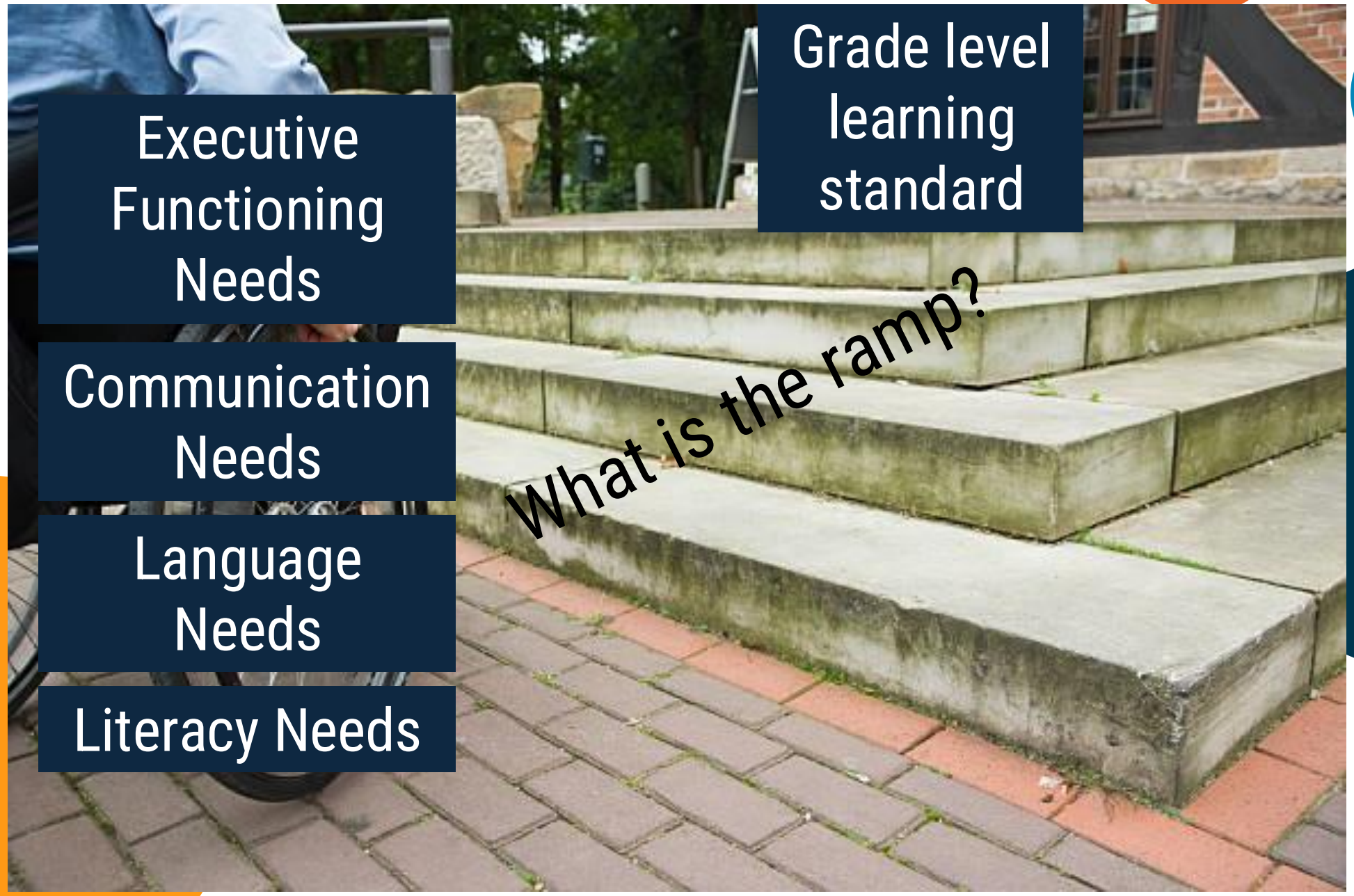

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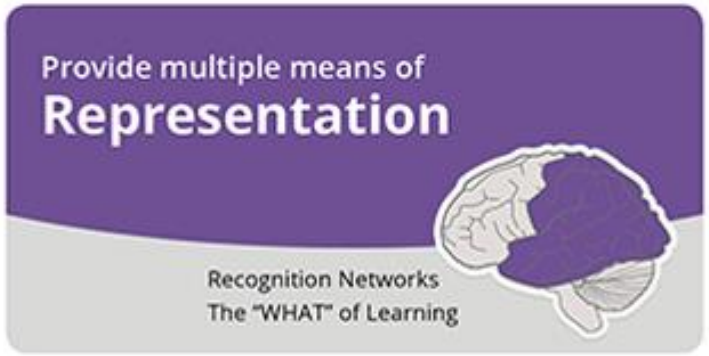
2023

Accessing Grade Level Learning Standards

All students need to be engaged



All students need to understand

All students need to show learning

What universal supports & strategies can be taught to reduce barriers for everyone?

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
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Executive Function	Design Options for **Emotional Capacity** (9) • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2) • Promote individual and collective reflection (9.3) • Cultivate empathy and restorative practices (9.4)	Design Options for **Building Knowledge** (3) • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization (3.4)	Design Options for **Strategy Development** (6) • Set meaningful goals (6.1) • Anticipate and plan for challenges (6.2) • Organize information and resources (6.3) • Enhance capacity for monitoring progress (6.4) • Challenge exclusionary practices (6.5)

High Impact UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

What are you already doing?

What is one more thing you could try?

High Impact UDL Strategies in Curricular Design

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Design with the End in Mind!

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

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Standards Based

McTigue, 2010

Backwards Design (previous curricular model)

What types of goal are in the curriculum?

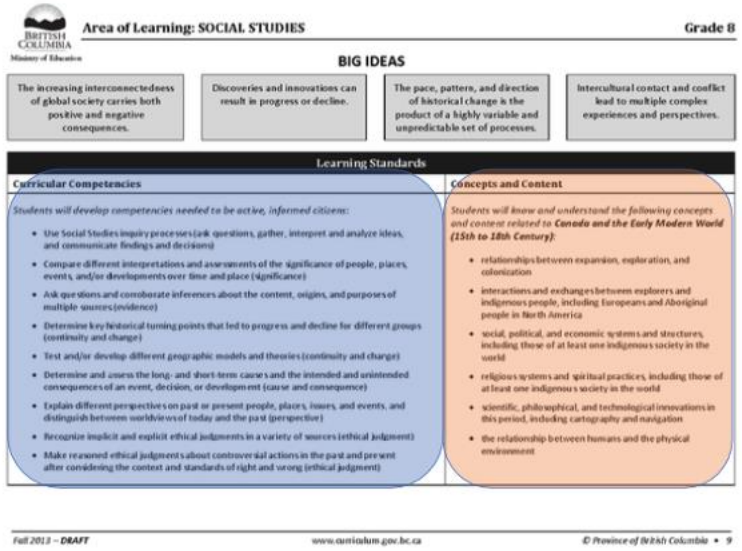
- **Content**
  - What do we need to know?

- **Process**
  - What do we need to do?

Backwards Design (current curricular model)

What types of goal are in the curriculum?

- **Big Ideas**
  - What do we need to understand?
- **Content**
  - What do we need to know?
- **Curricular Competencies**
  - What do we need to do?
- **Core Competencies**
  - Who are we? Or, Who do we need to become?



Area of Learning: SOCIAL STUDIES — Grade 8

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and context related to **Canada and the Early Modern World (15th to 18th Century)**:*

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

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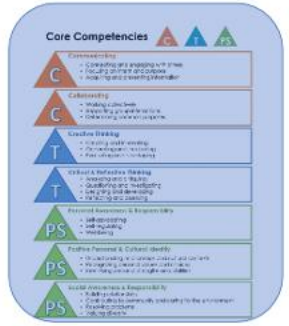
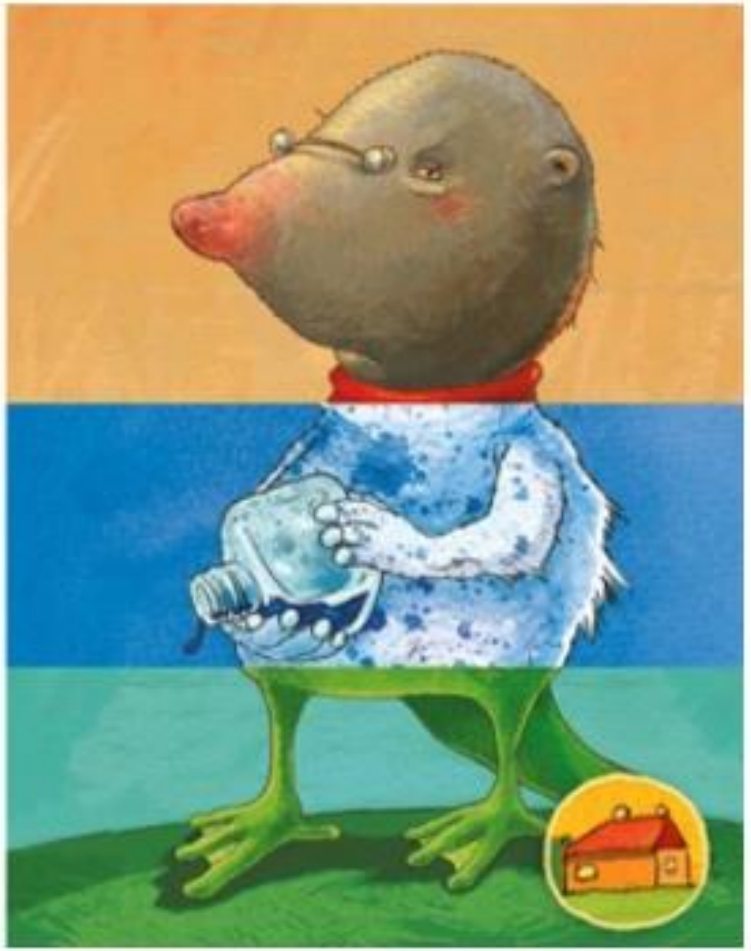


Responsive Curriculum Design

Miserable

Two-toed

Lizard



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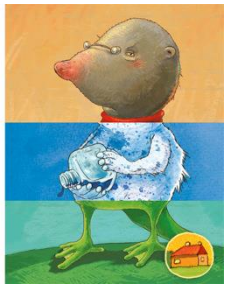

BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine which competencies skills to develop

Student Evaluation

Core Competencies

Responsive
Students decide/co-decide which core competencies to develop

High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- What learning standards are we intentionally targeting, teaching and assessing the unit we are teaching?
- How do the goals represent all the area of the BC Curriculum?
  - Content
  - Curricular Competency Goals
  - Core Competency Goals
    - Does our unit emphasize competencies? (i.e., are there more competencies than content?

High Impact UDL Strategies in Curricular Design

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High Impact UDL Strategies

7.2: Optimizing relevance, value & authenticity

8.1: Heighten Salience of goals and objectives

8.3: Foster collaboration and community

3.2: Highlight patterns, critical features, big ideas and relationships

3.4: Maximize transfer and generalization

- **How does the Big Idea(s) of the unit anchor in an authentic and relevant problem, context, community-based idea?**
- **Where are the students given an opportunity to understand and/or translate the learning standards?**
- **What guiding questions can teachers/students codevelop to navigate learning together over time?**
- **How do the guiding questions help students to connect their learning to the world?**

Class: Grade 10	Subject Area(s): PE	Planning Team: PO & YT
Big Idea(s): Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.		**Unit Guiding Question(s):** What physical activities work for me? How do I know?
Vocabulary to know and use (content): physical activity, health, benefits, preferred, fitness, health components, physical confidence, mental well-being		**Vocabulary to know and use (skills & competencies):** participate, personal awareness, responsibility, competencies,

Unit Goals	Curricular Language	Student friendly language
Content Goal	individual and dual activities, rhythmic activities, games, and outdoor activities	*I know different kinds of physical activities*
Content Goal	health benefits of physical activities	*I know the health benefits of participating in physical activity*
Curricular Competency Goal: Physical Literacy	Identify and participate in preferred types of physical activity	*I can participate in physical activity that I like*
Curricular Competency Goal: Healthy Active Living	Participate in physical activities designed to enhance and maintain health components of fitness	*I can participate in physical activities that will support my health*
Curricular Competency Goal: Healthy Active Living	Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities	*I can develop my confidence in different physical activities that will support my health*
Curricular Competency Goal: Mental Wellbeing	Describe the relationships between physical activities, mental well-being, and overall health	*I can notice and describe the relationship between physical activities that I engage in and my mental well-being and over all health*
Core Competency Goal	Personal awareness & responsibility	*We are personally aware and responsible because we…(students choose)/ IEP objective*

Grade: 10	Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**Primary trigonomic ratios**	I know what **trigonometry** is and why it is useful I know how to use **trigonometry** to help me solve a problem
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I am a creative thinker	

Class:	Subject Area(s):	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Vocabulary to know and use (content):		Vocabulary to know and use (skills & competencies):

Unit Goals	Curricular Language	Student friendly language
Content Goal		*I know…*
Content Goal		*I know…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Curricular Competency Goal		*I can…*
Core Competency Goal		*We are…*

Design with the End in Mind!

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

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Grade Level Goals

- Activity 1
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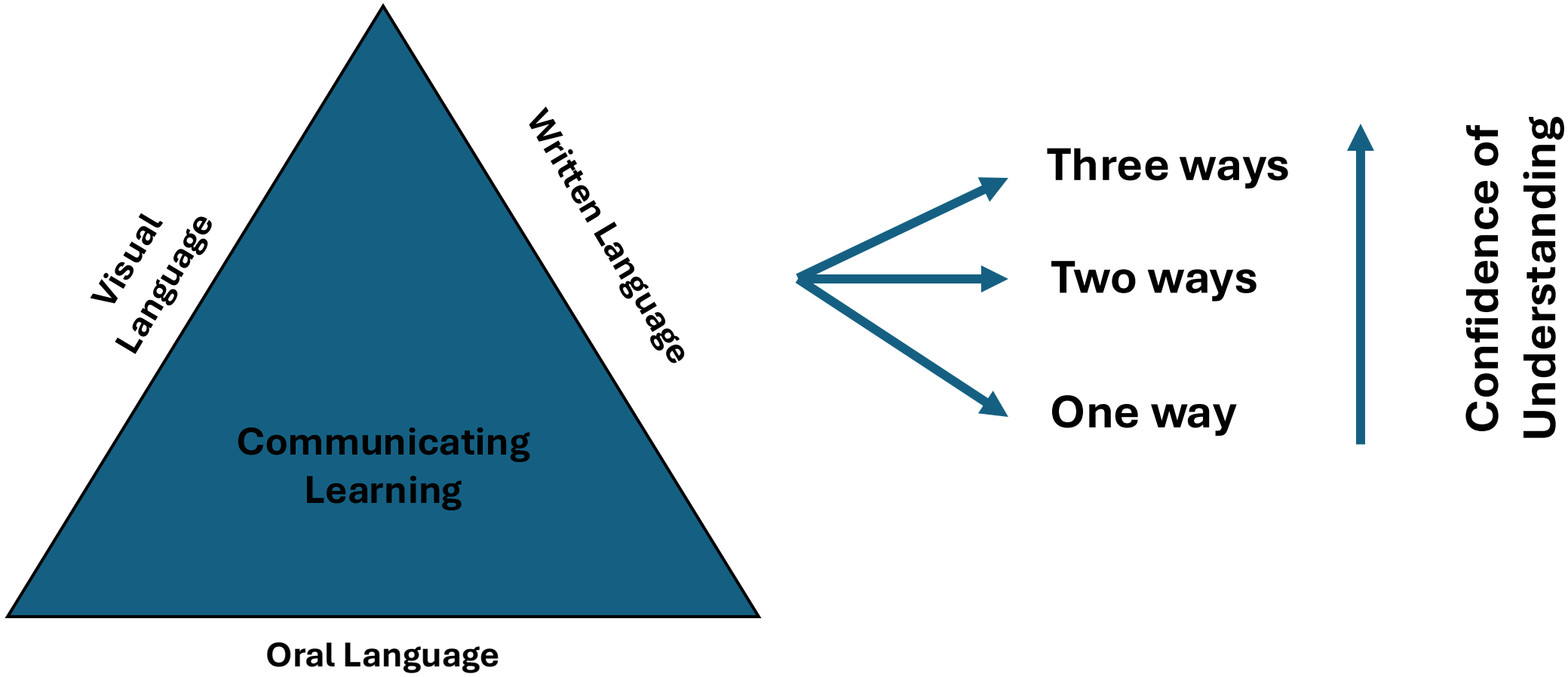
Standards Based

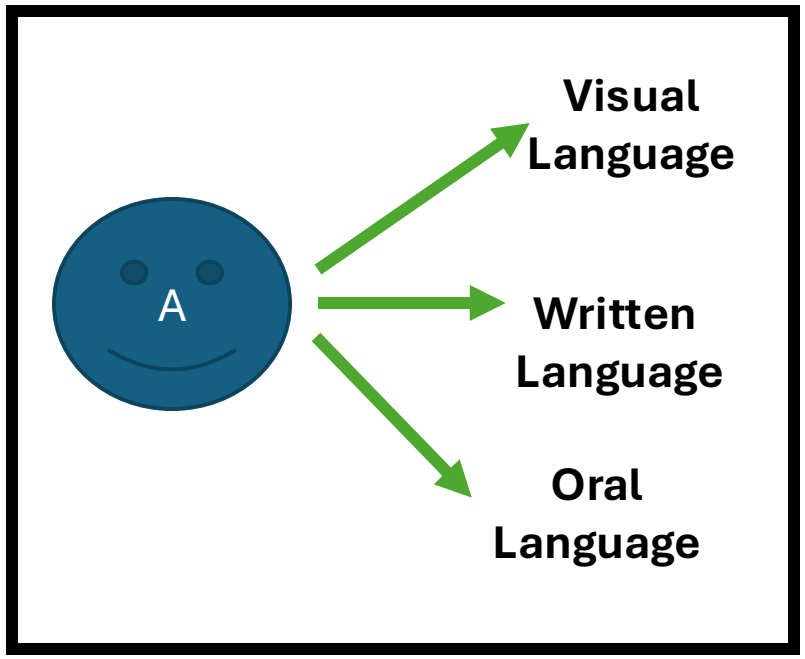
Does not compromise the integrity evaluation

McTigue, 2010

How do student show what they know?



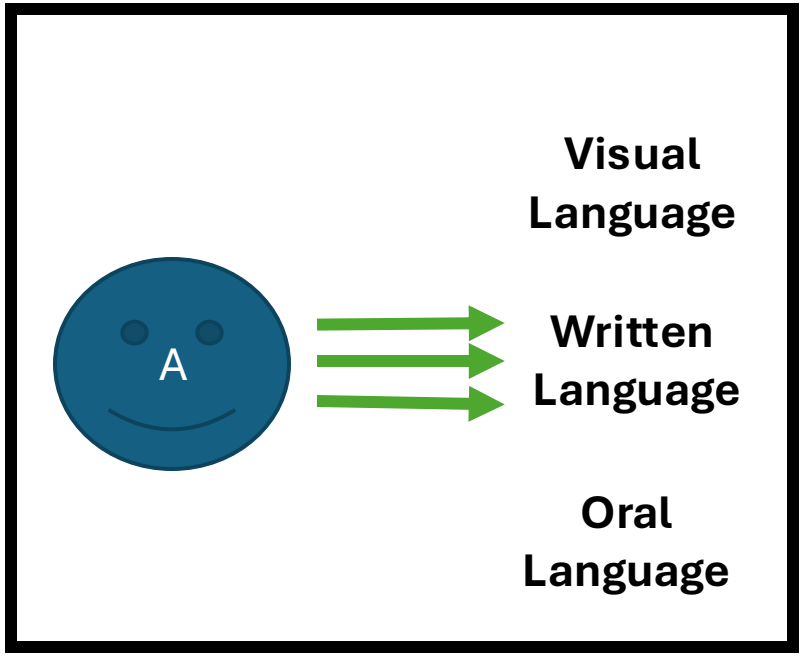
All Languages (in literacy) are Treated Equal!



The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



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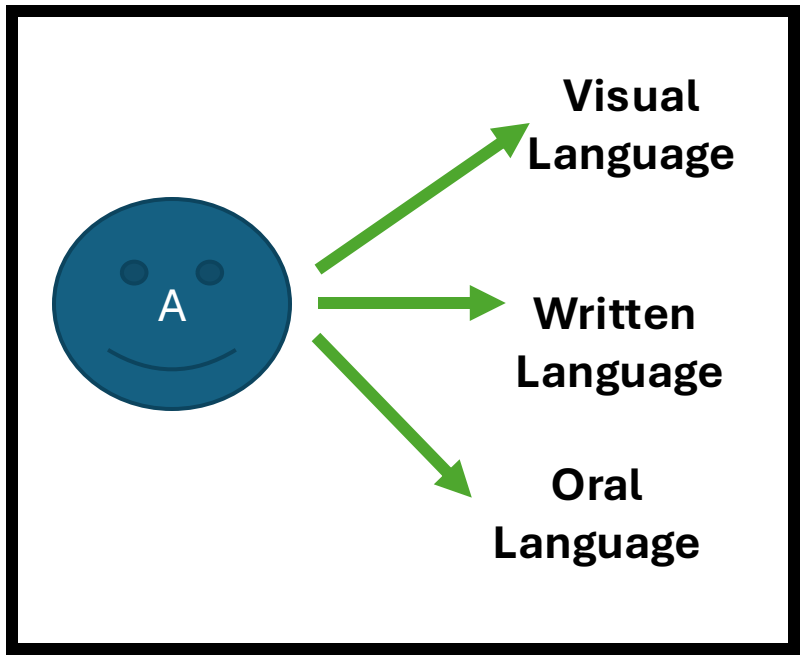

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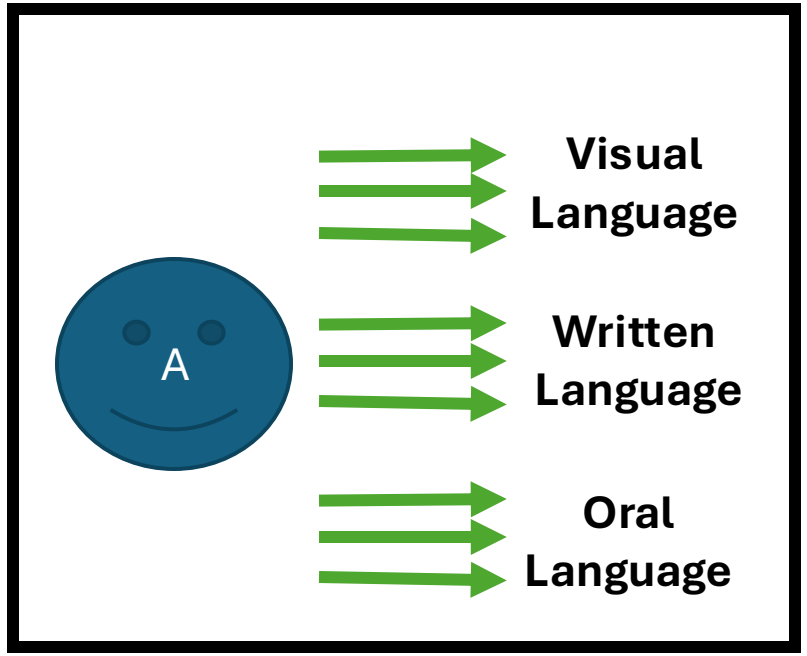

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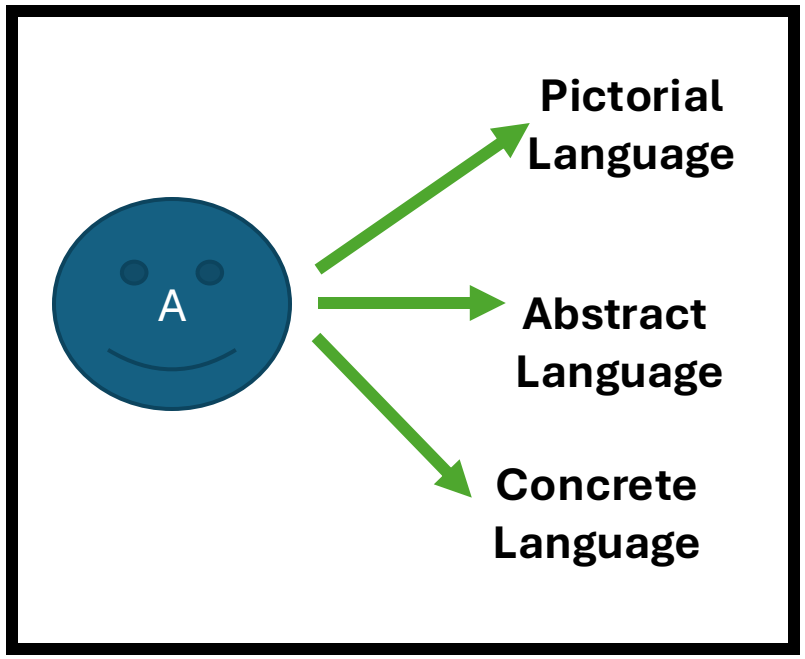

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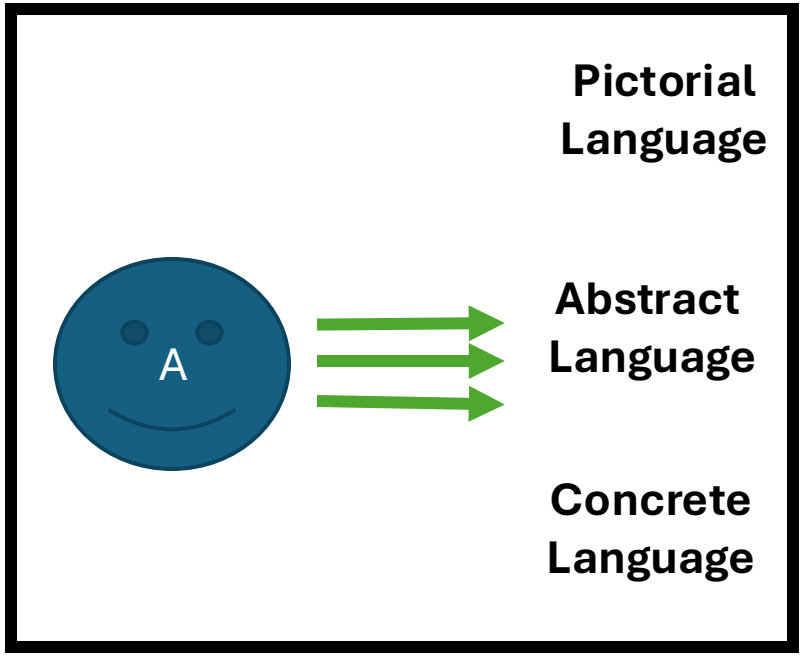

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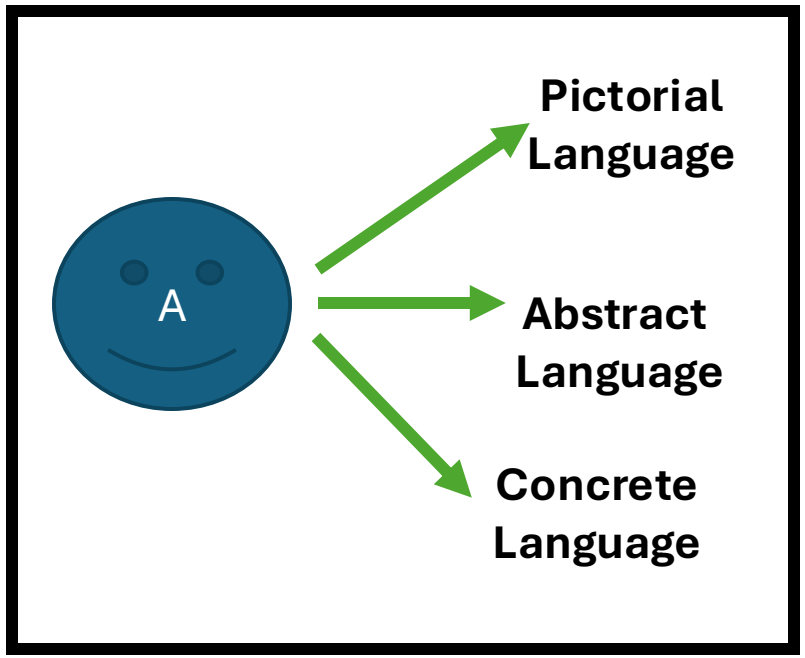

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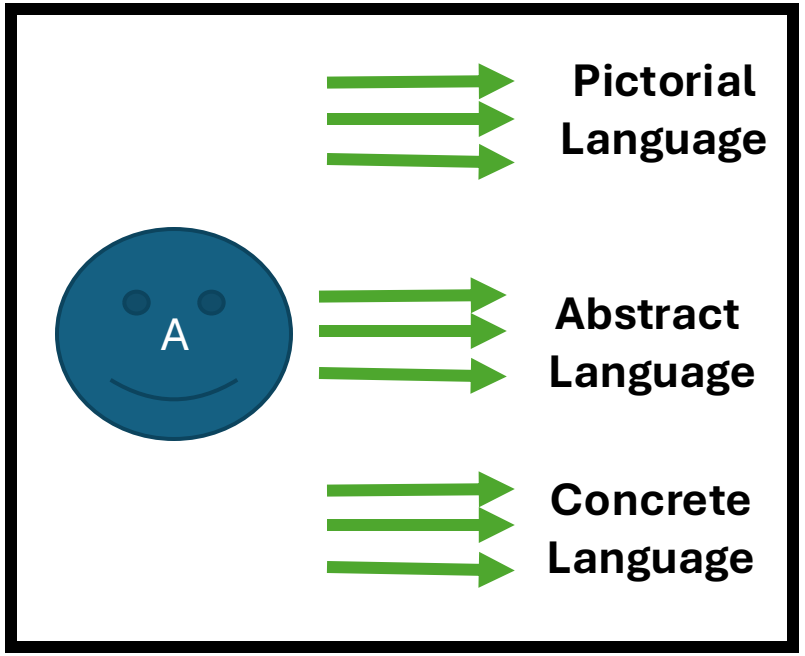


Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual

Class: Grade 8	Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
Big Idea(s): Exploration, expansion, and colonization had varying consequences for different groups Exploring stories and other texts helps us understand ourselves and make connections to others and to the world I can understand that different cultures and communities have different perspectives		**Unit Guiding Question(s):** How do the narratives of exploration and colonization reflect the diverse perspectives the cultures and communities involved? How can stories from multiple perspectives help us to better understand ourselves and how we connect to others?
Vocabulary to know and use (content): narratives, exploration, expansion, colonization, interactions, exchange, ideas, arts, cultures, civilizations, perspectives, past, present, people, places, issues, events, values, worldviews, beliefs, time and place, cause, influence, decisions, actions, events, short term, long term, consequences, story, oral tradition, local Indigenous perspectives, points of view, sources, viewpoints		**Vocabulary to know and use (skills & competencies):** compare, explain/describe, understand, critical thinking, reflective thinking

Unit Goals	Curricular Language	Student friendly language
Content Goal:	interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	I know how different civilizations interacted and exchanged goods and ideas
Content Goal:	exploration, expansion, and colonization	I know what exploration, expansion and colonization is
Curricular Competency Goal: SS - Perspective	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places	I can explain different perspectives of different cultures and communities over time
Curricular Competency Goal: SS- Cause & Consequence	Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences	I can explain the causes and consequences of decisions, actions, or events
Curricular Competency Goal: ELA - Comprehend & Connect	Recognize and appreciate the role of story, narrative, and oral tradition in expressing local Indigenous perspectives, values, beliefs, and points of view	I can appreciate the story and oral traditions of (local) Indigenous Peoples
Curricular Competency Goal: ELA - Comprehend & Connect	Synthesize ideas from a variety of sources to build understanding	I can gather and find themes from many different source to help me understand
Curricular Competency Goal: ELA – Create & Communicate	Exchange ideas and viewpoints to build shared understanding and extend thinking	I can share ideas and viewpoints to help myself and others understand and stretch our thinking
Key Competency Goal: Critical & Reflective Thinking	Critical and Reflective Thinking (1-3)	

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	X			
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					
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	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		X
6. I can gather and find themes from many different sources to help me understand	• Jigsaw Reading 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			X
8. I can be a critical thinker	• Unit test: M/C, short answer • LS: 1, 2, 3, 4, 5	X			

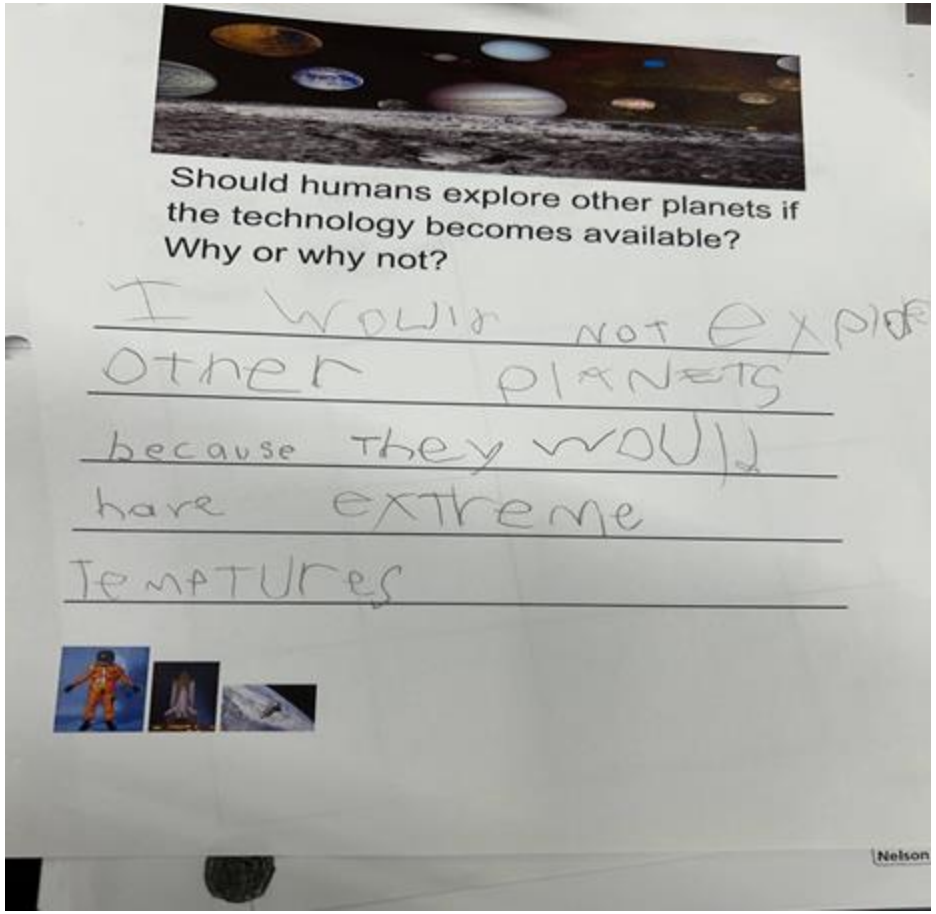
Creating a Collaborative Visual Timeline

Questions/Comments:

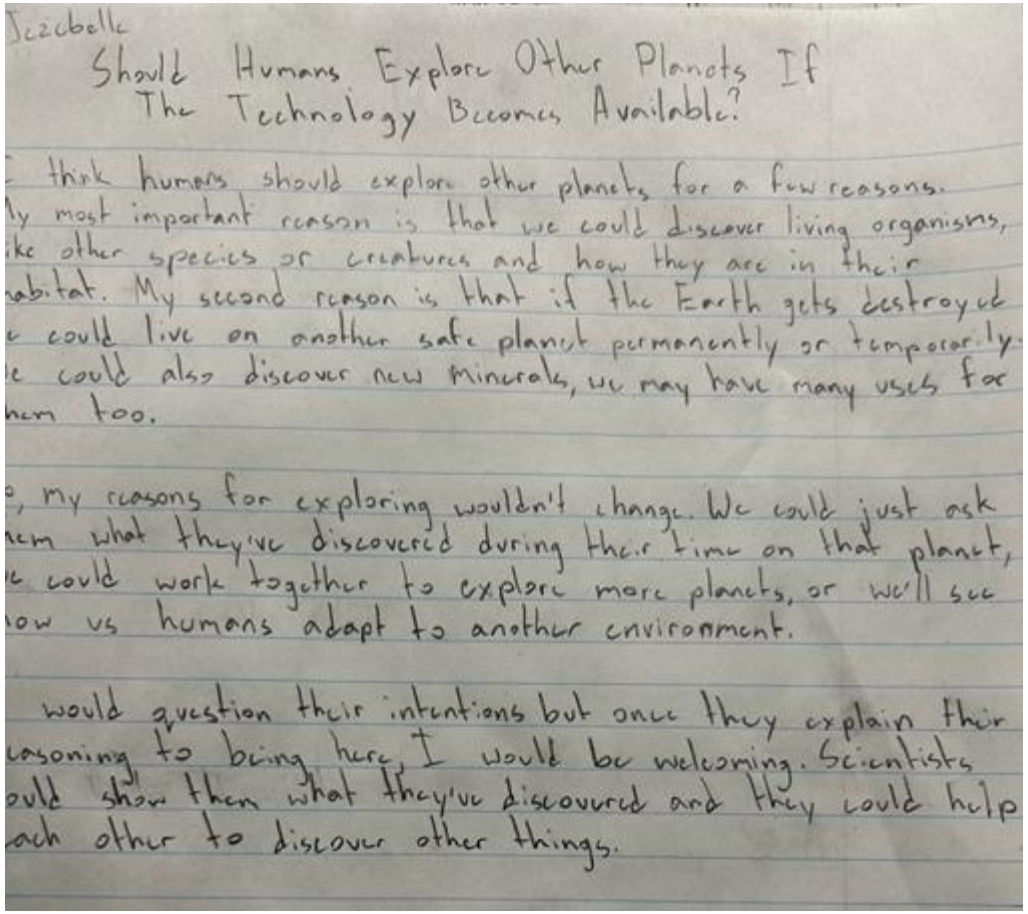
- ★ Do we have the whole story?
- ★ Whose stories are missing?
- ★ Why are they missing?
- ★ How can we fill in the missing pieces? Who can we ask? Where can we look?
  - Talk to Elders
  - Change our research focus to “Indigenous stories”
- ★ Everyone’s <u>perspective</u>

Activity: Quick Write

Access



Confident



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	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		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			X
8. I can be a critical thinker	• Unit test: M/C, short answer • LS: 1, 2, 3, 4, 5	X			

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Kinesthetic	Visual

High Impact UDL Strategies in Curricular Design

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	Design Options for **Sustaining Effort & Persistence** (8) • Clarify the meaning and purpose of goals (8.1) • Optimize challenge and support (8.2) • Foster collaboration, interdependence, and collective learning (8.3) • Foster belonging and community (8.4) • Offer action-oriented feedback (8.5)	Design Options for **Language & Symbols** (2) • Clarify vocabulary, symbols, and language structures (2.1) • Support decoding of text, mathematical notation, and symbols (2.2) • Cultivate understanding and respect across languages and dialects (2.3) • Address biases in the use of language and symbols (2.4) • Illustrate through multiple media (2.5)	Design Options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction, composition, and creativity (5.2) • Build fluencies with graduated support for practice and performance (5.3) • Address biases related to modes of expression and communication (5.4)
Executive Function	Design Options for **Emotional Capacity** (9) • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2) • Promote individual and collective reflection (9.3) • Cultivate empathy and restorative practices (9.4)	Design Options for **Building Knowledge** (3) • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization (3.4)	Design Options for **Strategy Development** (6) • Set meaningful goals (6.1) • Anticipate and plan for challenges (6.2) • Organize information and resources (6.3) • Enhance capacity for monitoring progress (6.4) • Challenge exclusionary practices (6.5)

Design with the End in Mind!

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

Scaffolding Curriculum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			

S, Moore, 2024

Rubrics vs. Learning Continuum

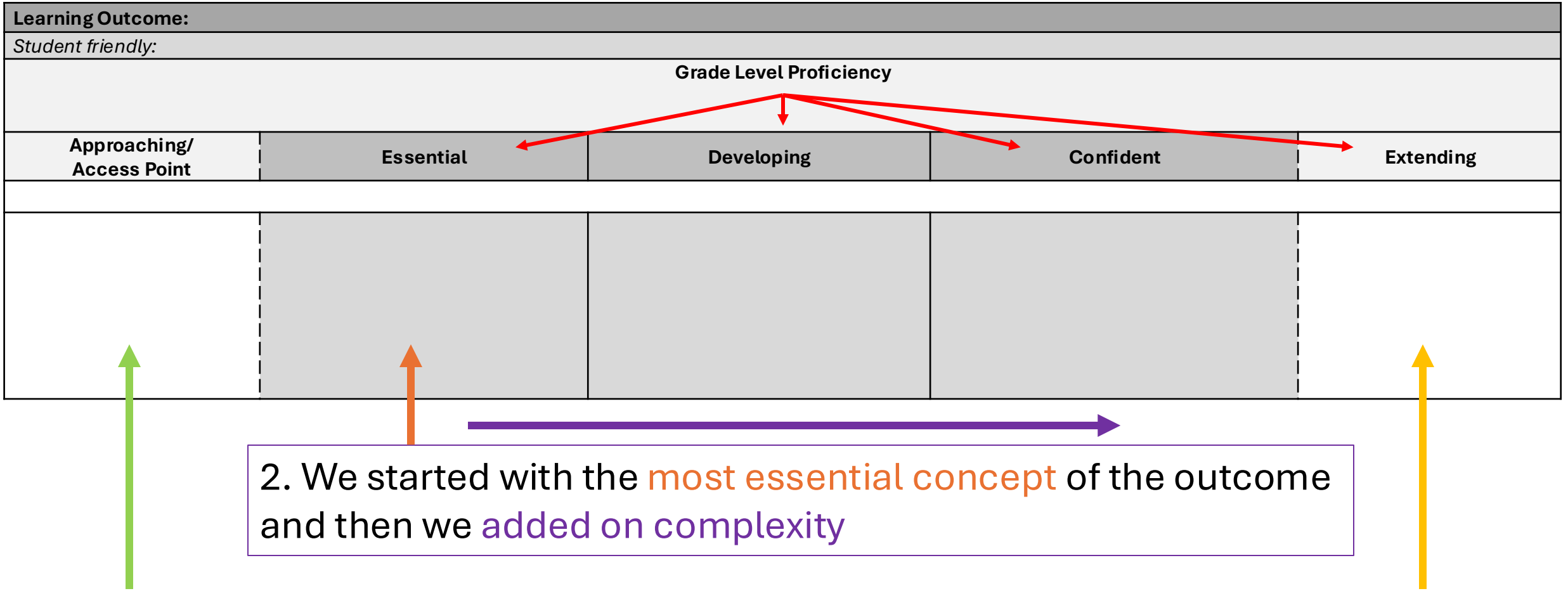
	Essential	More complex	More complex
Grade Level Learning Standard			

S, Moore, 2024

Learning Continuums

Constructing a grade-level scaffold to show a range of proficiency

1. Choose a grade level learning standard and translate it into student friendly language



2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

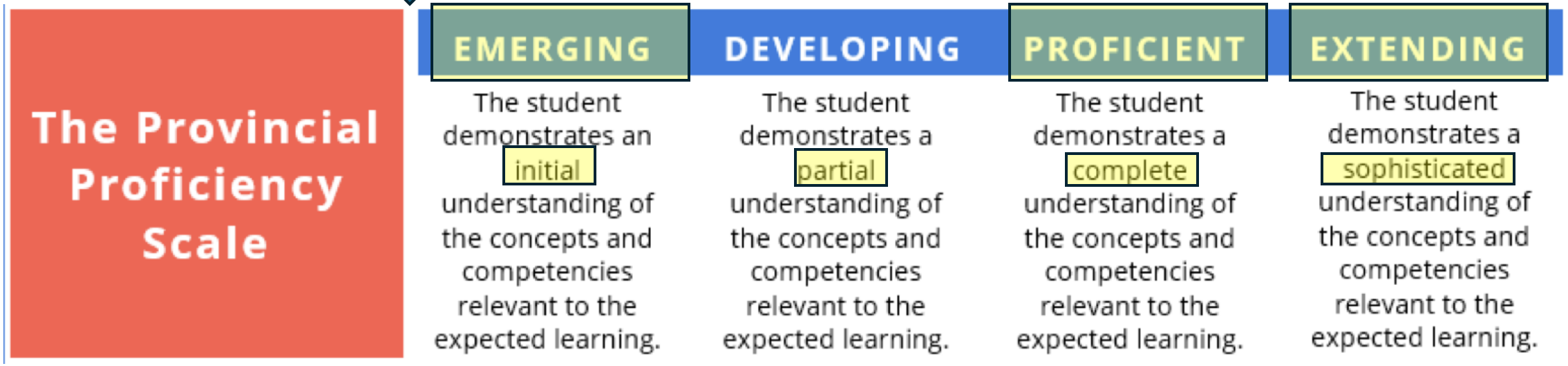
The Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

No access point

Emerging is not the same as essential

Having proficiency in one column makes it a rubric

Is this grade level or beyond grade level?



Initial, partial, complete are based in frequency not conceptual understanding
These terms are also very subjective and not descriptive for feedback.

Learning Continuums

Constructing a grade-level scaffold to show a range of proficiency

1. Choose a grade level learning standard and translate it into student friendly language

Learning Outcome:			
Student friendly:			
Approaching/ Access Point	**Essential**	**Confident**	**Extending**

2. Start with determining the most essential concept of the standard and then add on complexity within the grade level learning standard

3. Extend the grade level standard to include an access point

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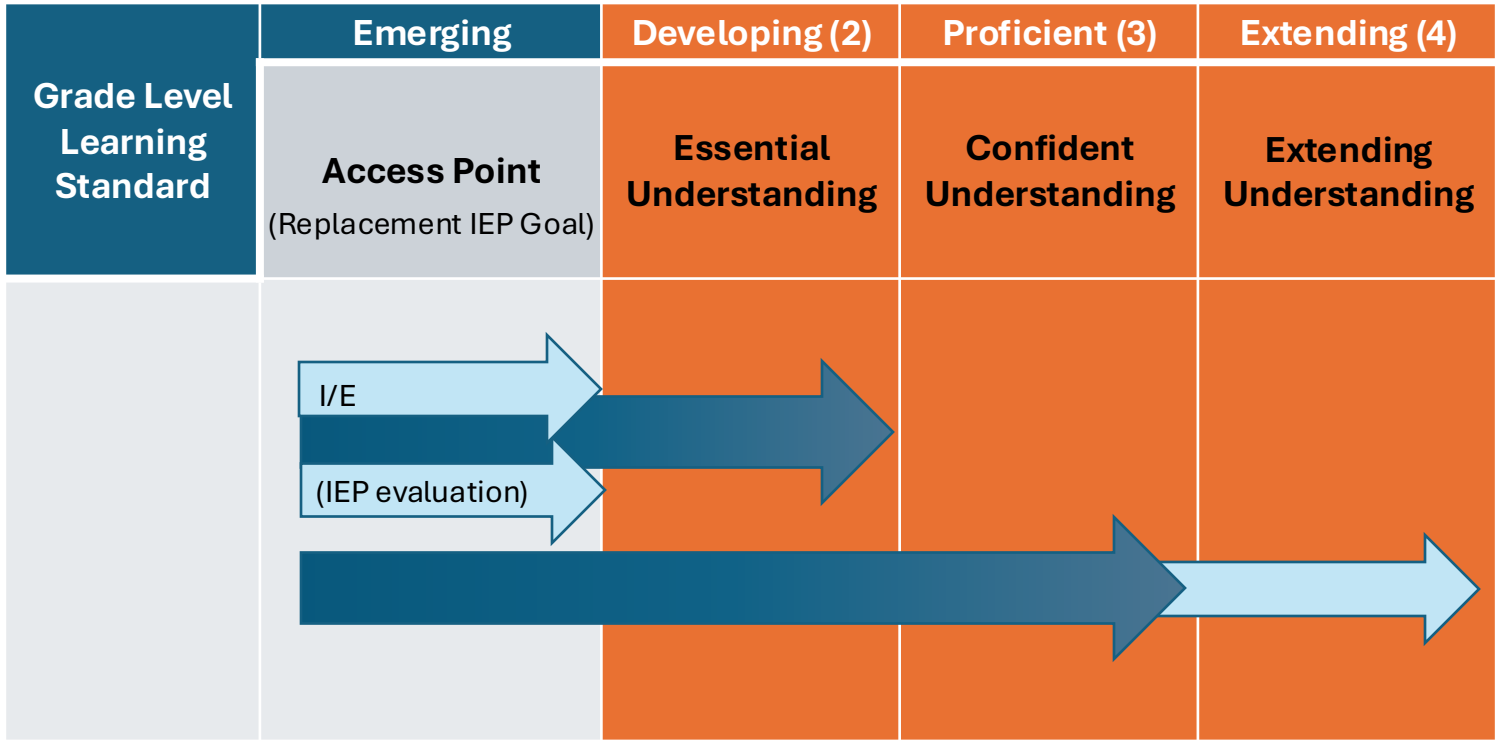
An Additive Continuum of Proficiency



Shelley Moore, 2023

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information

Construct, analyze, and interpret graphs, models, and/or diagrams

Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information

Approaching (Emerging)	Essential (Developing)	Confident (Proficient)	Extending (Extending)
I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?) I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in more than one way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

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High Impact UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

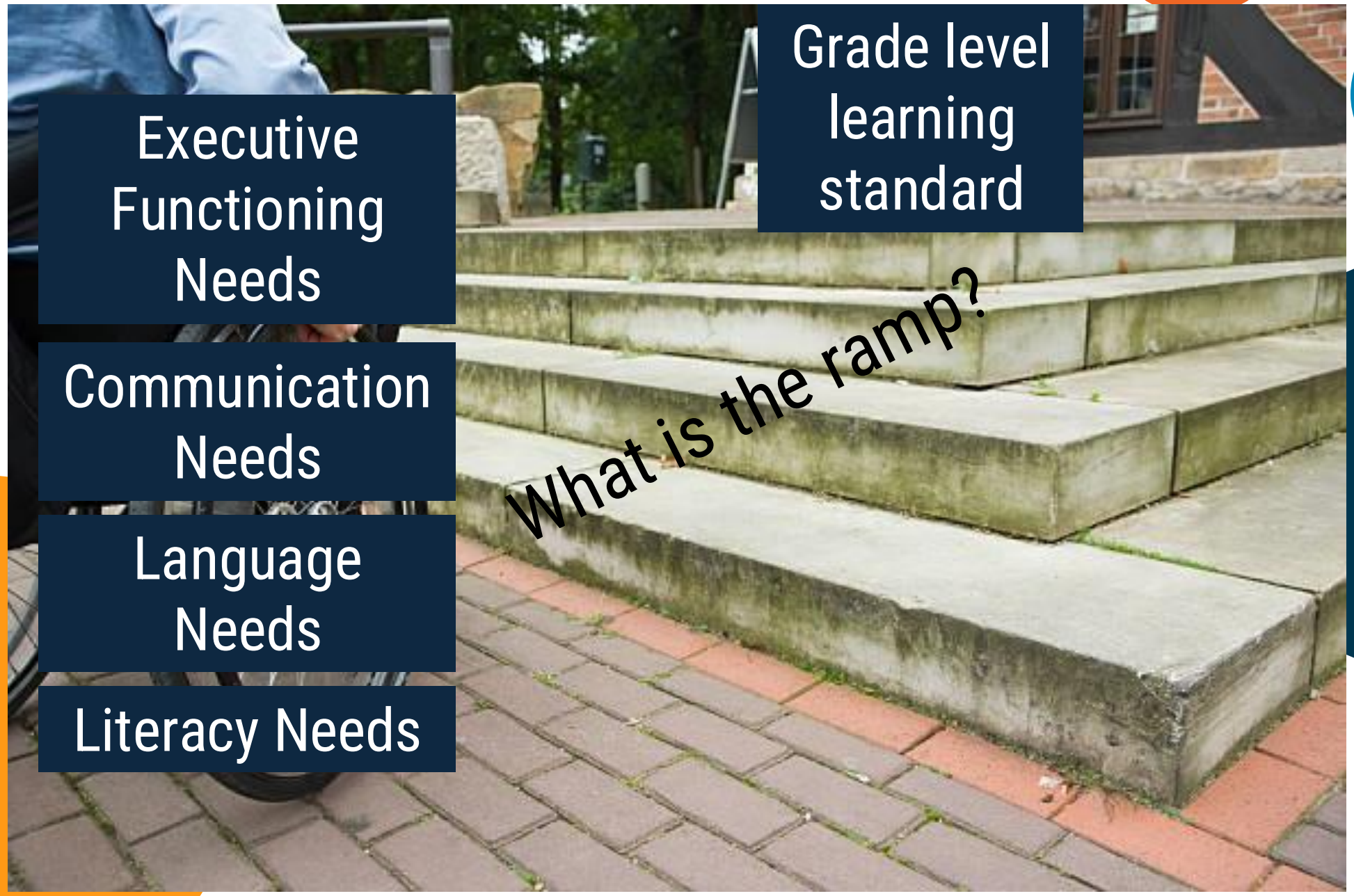
What are you already doing?

What is one more thing you could try?

What is one thing you could let go of?

Possible Next Steps…

- Identify the learning standards for a unit
- Determine some unit guiding questions & provocations
- Identify key vocabulary that you want students to know and use
- Translate learning standards int o student friendly language
- Adjust your learning tasks to include multiple modalities (written, visual, oral, movement)
- Create a 4 pt learning continuum for a learning standard in a unit you are teaching



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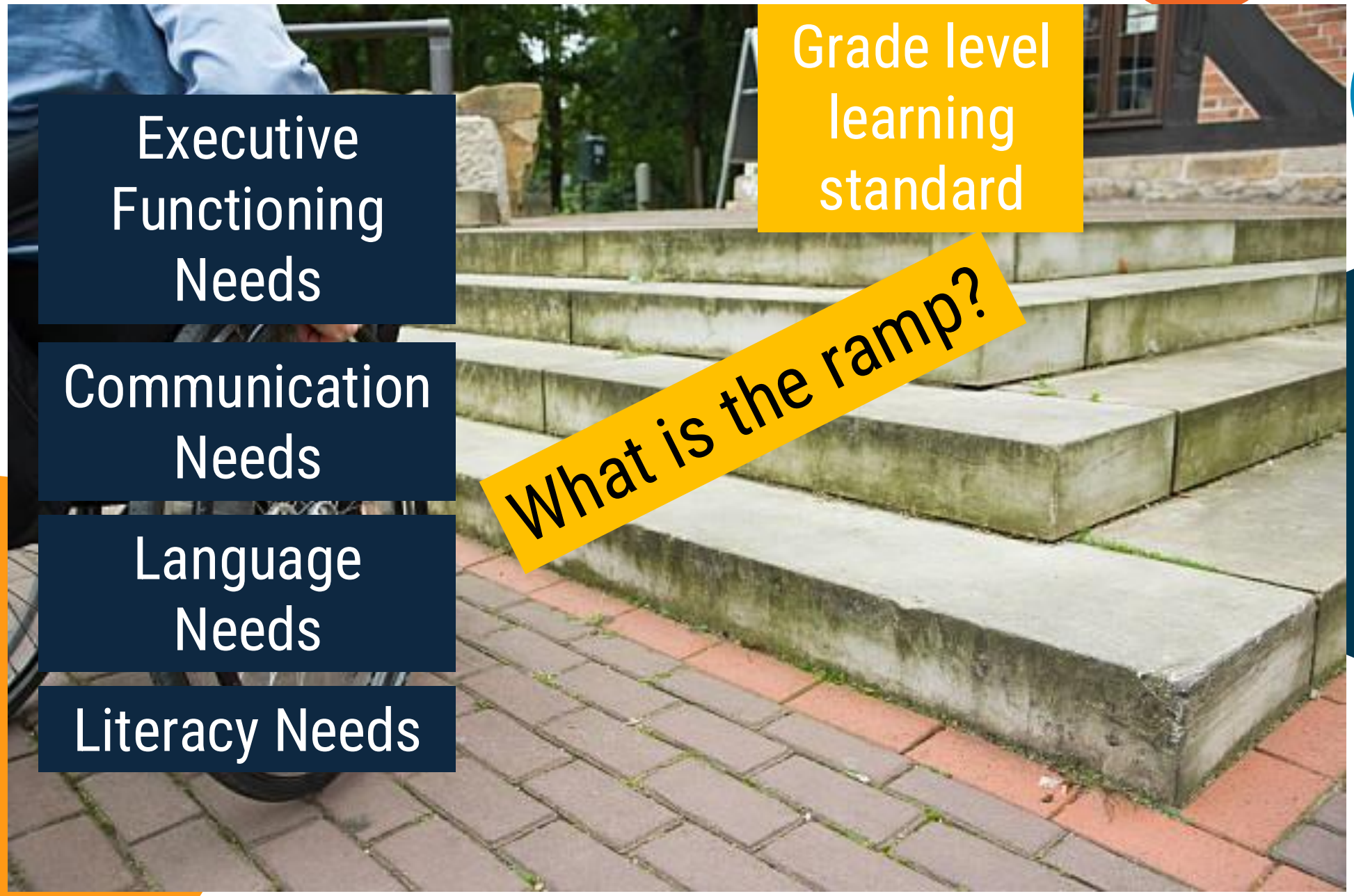

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