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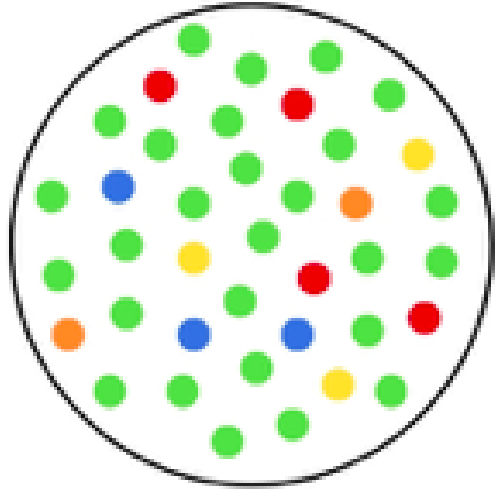


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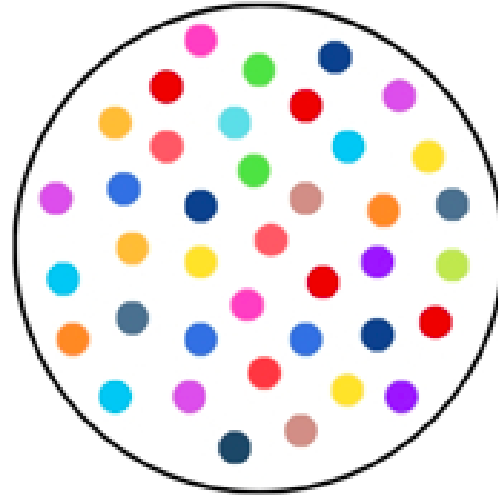
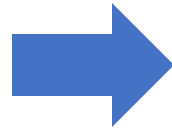


[Dr. Shelley Moore](https://www.facebook.com/Dr.ShelleyMoore)

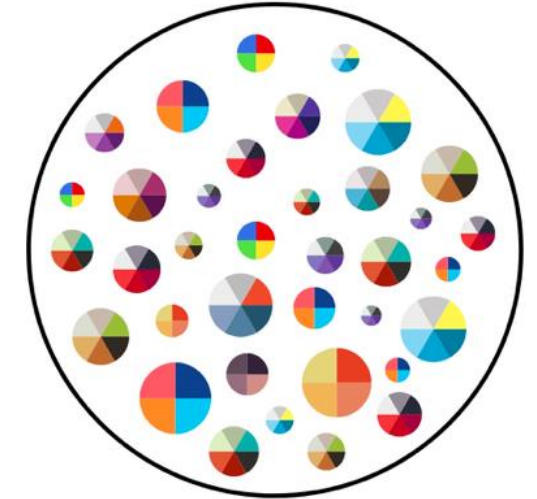
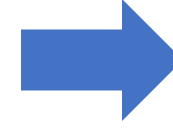
WHAT IS inclusion ?



Including
'special needs' students
into general education
classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating space for
students to feel confident
and safe to **identify?**
(that includes students
who are Disabled)

HOW do we DO

inclusion ?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Students

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

Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

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

INSTRUCTIONAL DESIGN

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

What grade level curriculum are we using?
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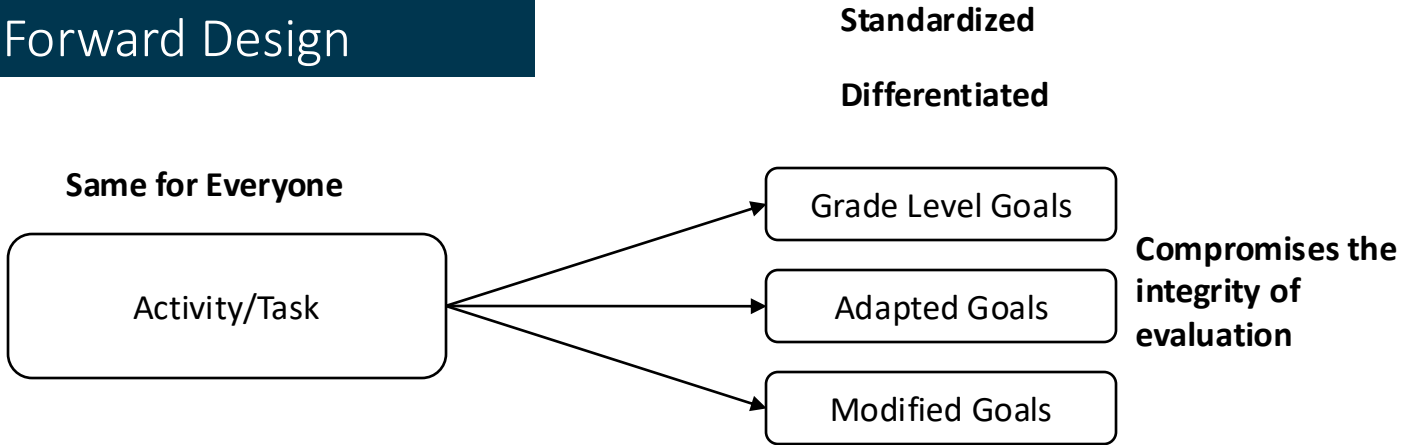
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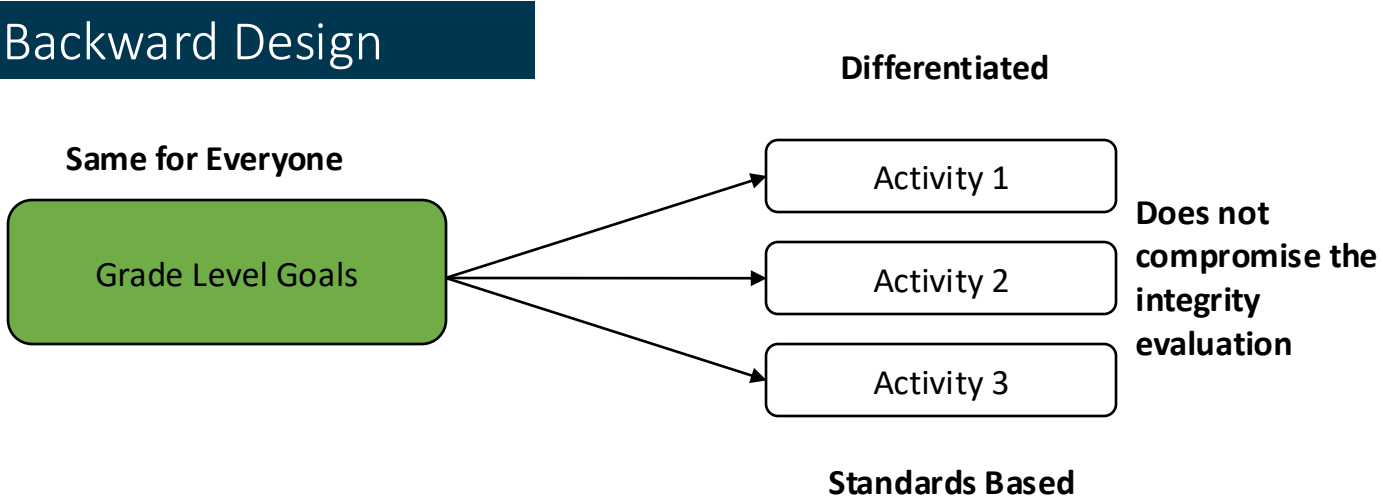
How I came to understand **BACKWARDS DESIGN**

UBD: Determining the Learning Standard

Forward Design

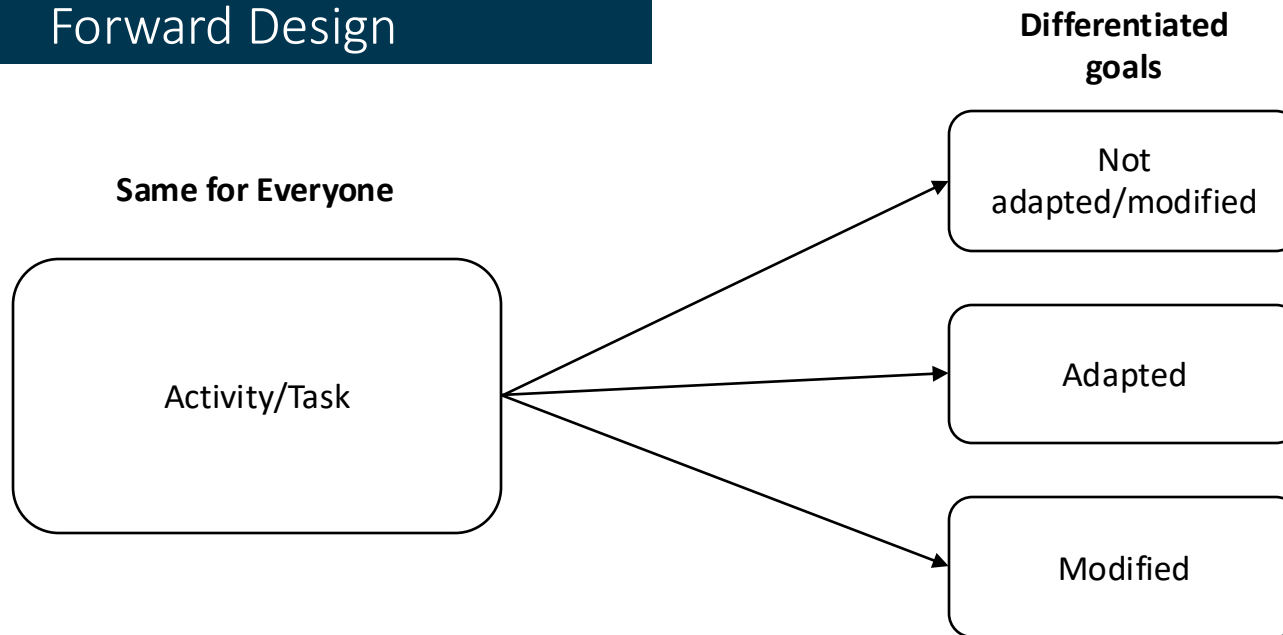


Backward Design



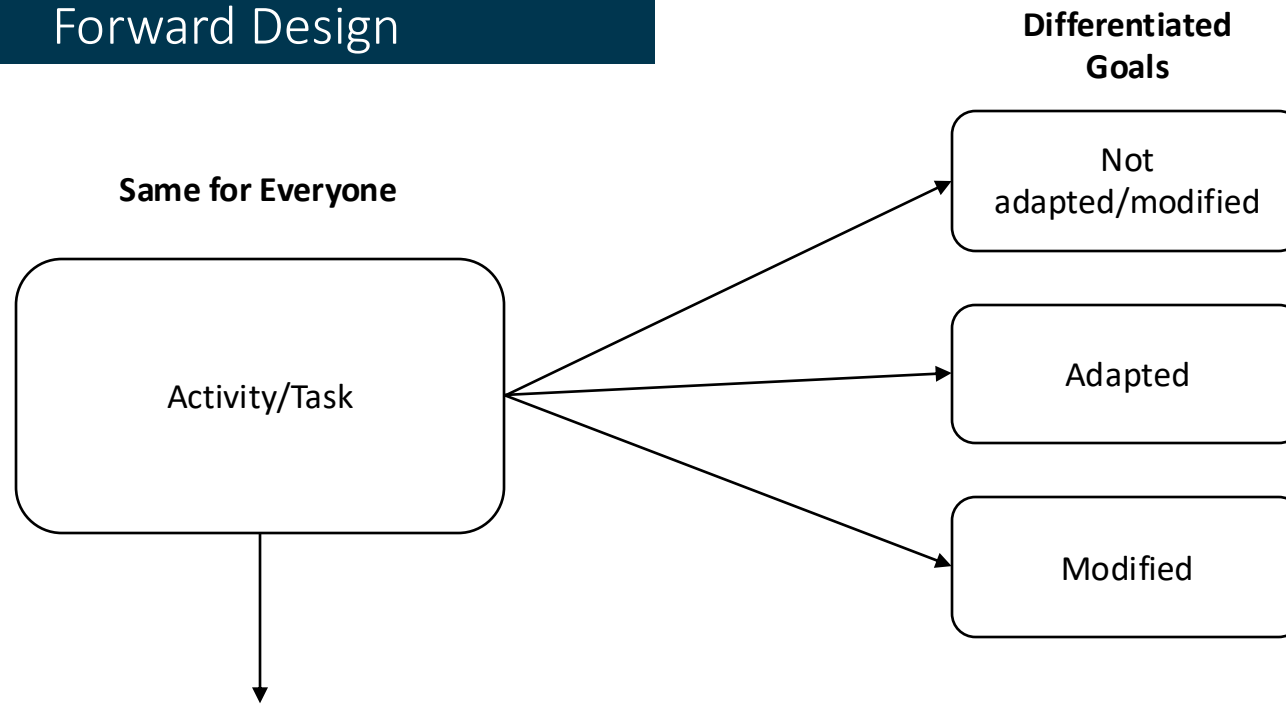
Backwards Design

Forward Design



Backwards Design

Forward Design

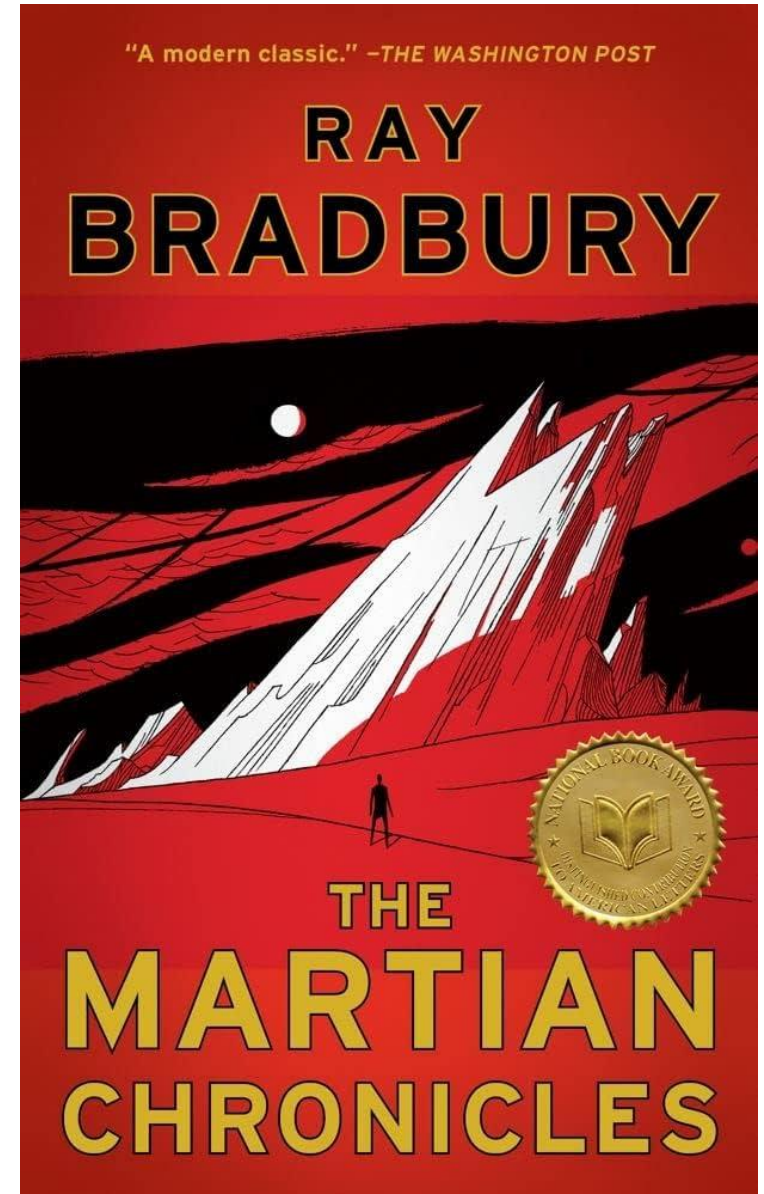


What if the activity or task is the barrier?

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.

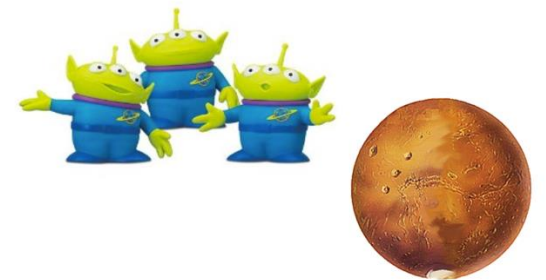
These are **Humans**.



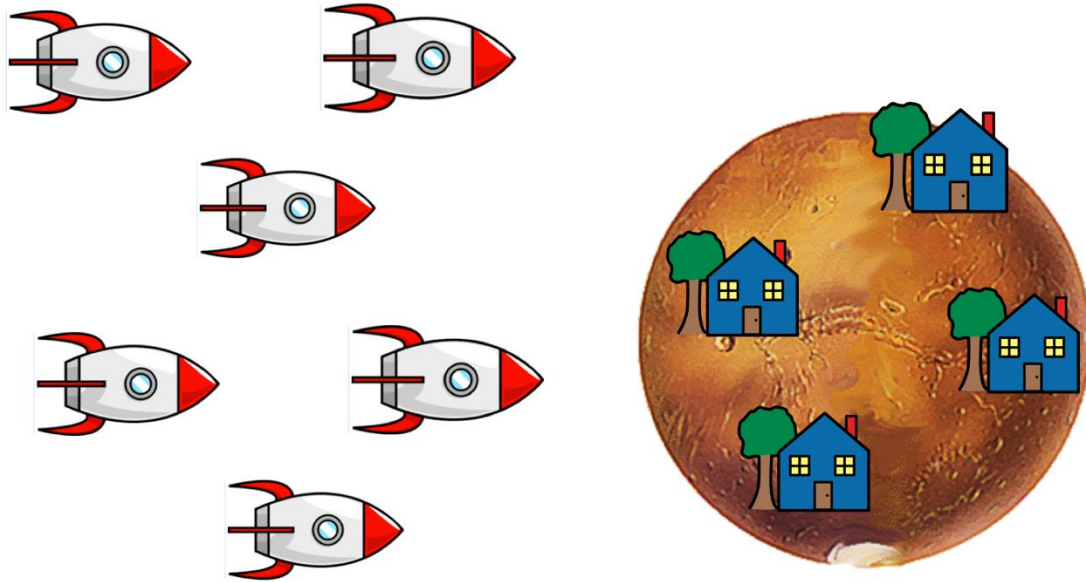
Humans live on **Earth**.



These are **Martians**.



Martians live on **Mars**.

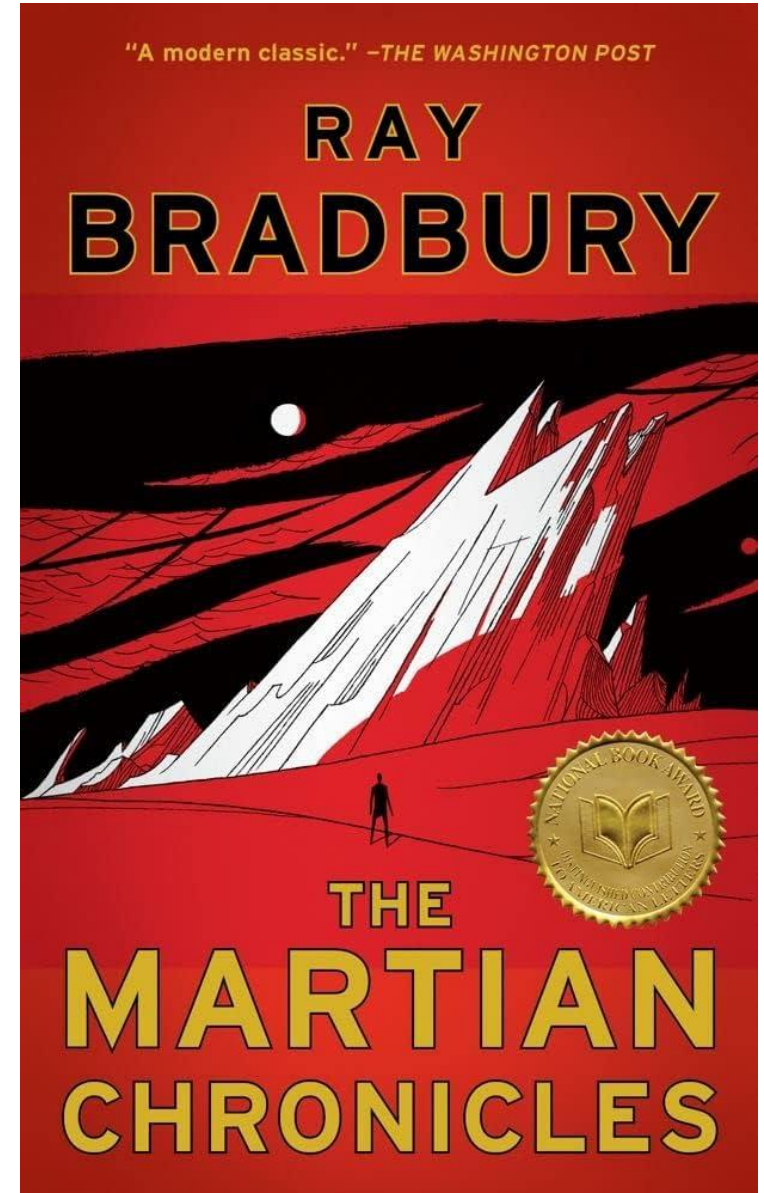


**More and more Humans
kept coming to Mars.**

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

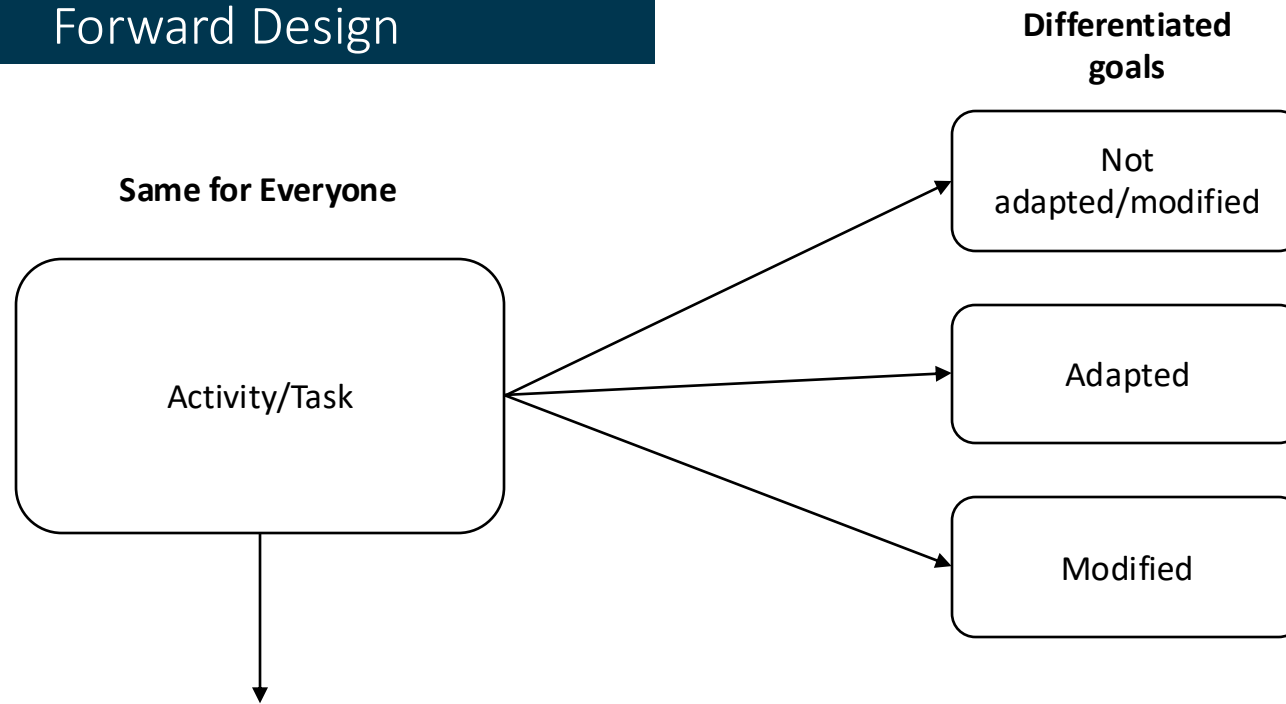
Forwards Design

- 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



Backwards Design

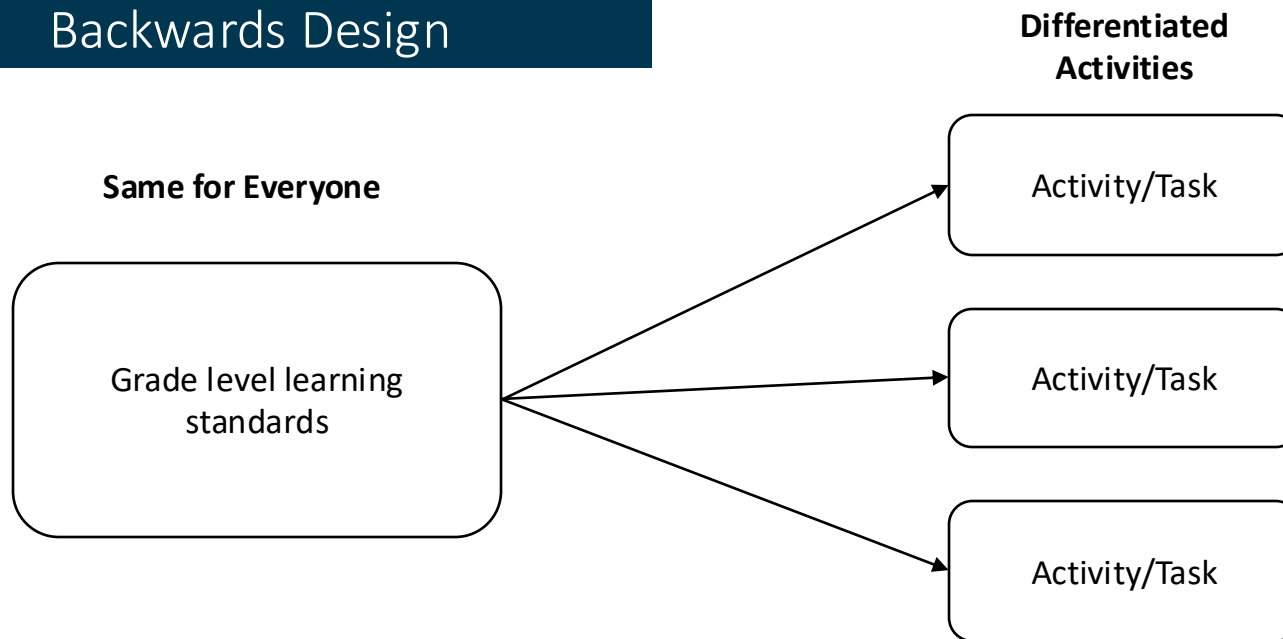
Forward Design



What if the activity or task is the barrier?

Backwards Design

Backwards Design



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

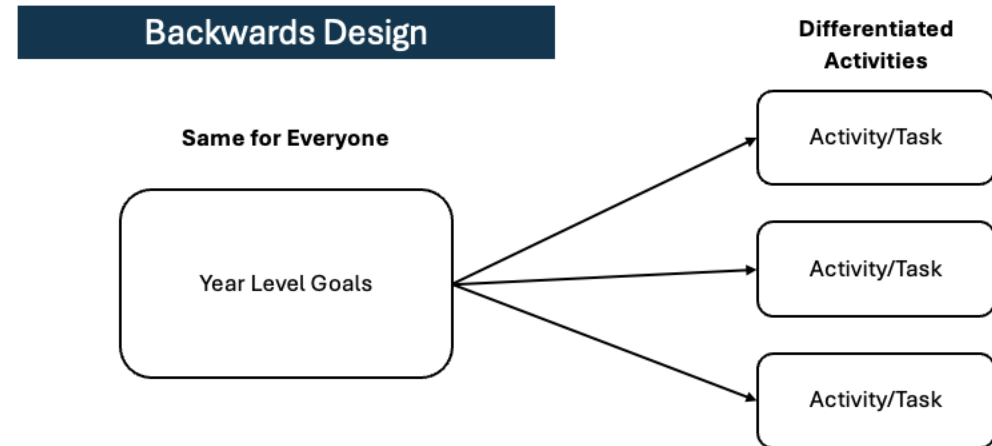
The Dot, Wonder, Inside
Out and Back Again

Fahrenheit 451, District 9,
Big Hero 6, The Secret of
the Kells

Inclusive Curriculum Design

First, we Backwards Design

- Determine Learning Context
- Determine Learning Standards



Inclusive Curriculum Design

First, we Backwards Design

- Determine **Learning Context**
- Determine **Learning Standards**

Then, we can Universal Design (High Impact UDL Strategies)

- Determine **questions for inquiry** (engagement)
- Translate goals into **student friendly language** (engagement)
- **Highlight vocabulary** to teach (representation)

Then, we can make it adjustable

- Create **access & challenge** points (representation)
- **Differentiate evidence** of learning (expression)

Context: Grade 9 ELA

Anchor Text: Rule of Three

C2.3 Monitoring of Understanding: Making and Confirming Predictions

- *I know what a **prediction** is and how to make one*
- *I can make and **confirm predictions** to help me understand **text** and **stay on track***

C2.4 Monitoring of Understanding: Comprehension Check

- *I know when I **lose track** of the **text** I am trying to understand*
- *I can keep track of my understanding and use **strategies** to **get back on track***

C2.5 Monitoring of Understanding: Making Connections

- *I know what a **helpful connection** and how to make one*
- *I can make **helpful connections** to help me **understand text** and **stay on track***

C2.6 Summarizing: Identifying Relevant information and Drawing Conclusions

- *I know how to find **important** and **relevant information** in **text***
- *I know how to **draw a conclusion** using **important relevant information** in **text***
- *I can **summarize important and relevant information***
- *I can **draw conclusions** using **important relevant information** in **text***

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Backwards Design Planning (FCS)

Grade:	Subject Area	Area of Study	
Comprehensive Standard:		Unit Guiding Question(s): Teacher provocations:	Student generated:
Content Vocabulary:		Skill Vocabulary	
Unit Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language	

Grade: 9	Subject Area: English Language Arts (de-streamed)	Topic: Anchor Text: The Rule of Three	Planning Team: Lake Superior HS
Big Idea(s): <ul style="list-style-type: none"> We are understanding that society's reliance on technology can have consequences, especially during times of crisis We are understanding the role of community and relationships in survival and times of crisis We are understanding that everyone has something to contribute to a community 		Unit Guiding Question(s): How does technology impact individuals and communities ? How does the role of technology impact human relationships , especially during a times of crisis ? How do individual roles in a community evolve , after and during crisis ?	
Key Vocabulary: technology, impact, individuals, communities, role, human relationships, crisis, evolve, prediction, confirm, text, stay on track, lose track, get back on track, strategies, helpful connections, understand, important, relevant information, summarize, draw conclusions			
Learning Standards	Curricular Language	Student Friendly Language	
C2.3 Monitoring of Understanding: Making and Confirming Predictions	<i>Students will know how making a prediction can help them understand and stay on track</i> <i>Students will be able to monitor their understanding by making and confirming predictions to understand text</i>	<ul style="list-style-type: none"> I know what a prediction is and how to make one I can make and confirm predictions to help me understand text and stay on track 	
C2.4 Monitoring of Understanding: Comprehension Check	<i>Students will know when they are not understanding/ lost track of text</i> <i>Students will be able to monitor their understanding</i>	<ul style="list-style-type: none"> I know when I lose track of the text I am trying to understand I can keep track of my understanding and use strategies to get back on track 	
C2.5 Monitoring of Understanding: Making Connections	<i>Students will know what a helpful connection is, how to make a connection</i> <i>Students will know when they are not understanding/ lost track of text</i>	<ul style="list-style-type: none"> I know what a helpful connection and how to make one I can make helpful connections to help me understand text and stay on track 	
C2.6 Summarizing: Identifying Relevant information and Drawing Conclusions	<i>Students will know to find and determine what information is important in text</i> <i>Students will know how to draw a conclusion</i> <i>Students will be able to summarize by Identifying Relevant information and Drawing Conclusions</i>	<ul style="list-style-type: none"> I know how to find important and relevant information in text I know how to draw a conclusion using important relevant information in text I can summarize important and relevant information I can draw conclusions using important relevant information in text 	

Inclusive Curriculum Design

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INSTRUCTIONAL DESIGN

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

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			



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!

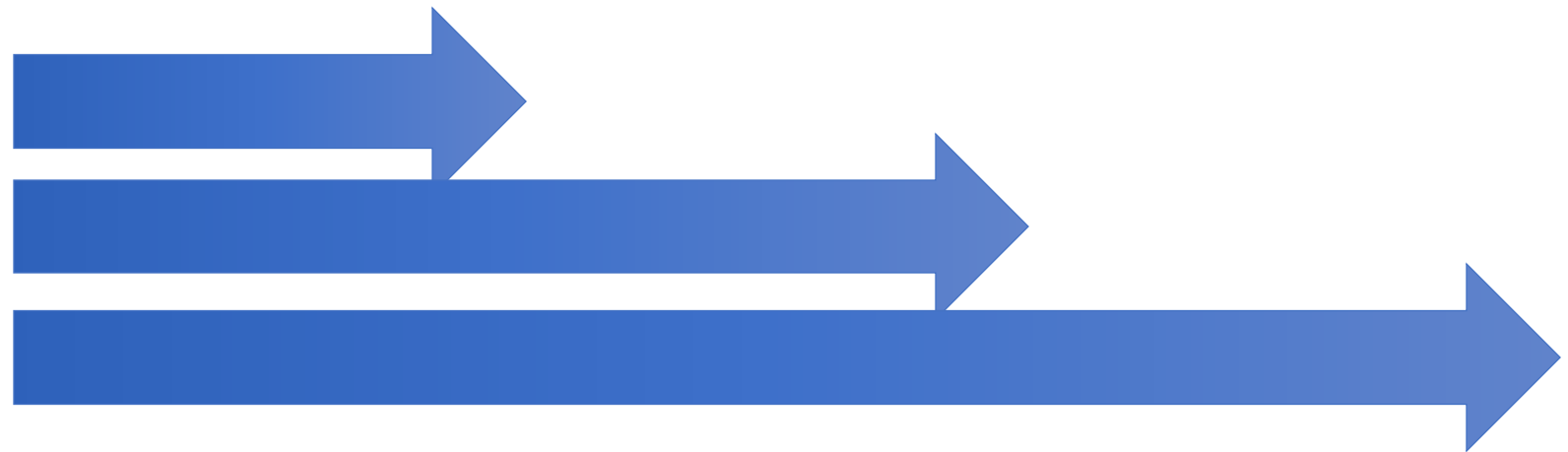


Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

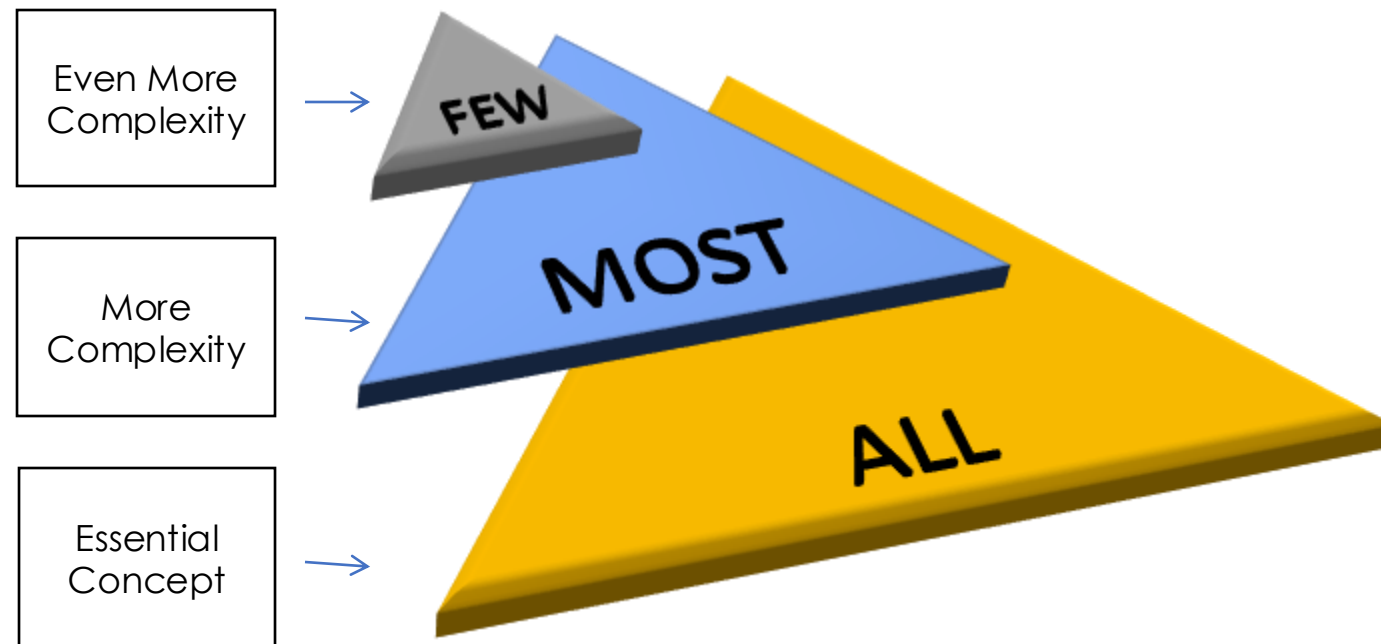
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



The Planning Pyramid: Scaffolded Curriculum

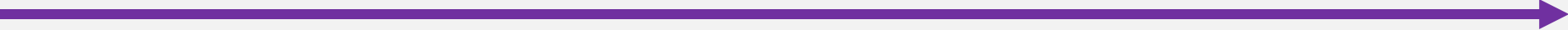


Start from access, build on challenge



Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language

Learning Outcome:			
Student friendly:			
			
Approaching	Essential	Confident	Extending




2. Start with determining the **most essential concept** of the standard and then **add on complexity**



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

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ELA 9 (De-streamed)	Lake Superior High School			
Anchor Text: The Rule of Three by Eric Walters	Unit Guiding Questions: How does technology impact individuals and communities? How does the role of technology impact human relationships, especially during a times of crisis? How do individual roles in a community evolve, after and during crisis?			
				
Learning Standard	Approaching (Access Point)	Essential	Confident	Extending
C2.3 Monitoring of Understanding: Making and Confirming Predictions	<ul style="list-style-type: none"> I can think about what I already know and make a guess about what will happen next I can think about if my guess makes sense I can change my guess as I understand more 	<ul style="list-style-type: none"> I can make a prediction using one strategy (using my background knowledge/textual information) I can ask questions to confirm my predictions I can adjust my understanding based on my predictions 	<ul style="list-style-type: none"> I can make a prediction using both strategies (using my background knowledge/textual information) I can ask questions to dispute my predictions 	<ul style="list-style-type: none"> I can anticipate possible outcomes by reflecting on multiple elements of the text and context clues I can anticipate counter arguments to my questions and predictions
C2.4 Monitoring of Understanding: Comprehension Check	<ul style="list-style-type: none"> I can tell when I am not on track or not understanding text 	<ul style="list-style-type: none"> I can use some strategies to get back on track (rereading, looking up words, using vocab, asking questions, other resources) 	<ul style="list-style-type: none"> I can use many strategies to get back on track 	<ul style="list-style-type: none"> I can choose the most effective strategy for the context
C2.5 Monitoring of Understanding: Making Connections	<ul style="list-style-type: none"> I can explain how the text reminds me of something else 	<ul style="list-style-type: none"> I can make a helpful connection (to my own life/lived experience/emotions, to other texts/resources, to events in the world) 	<ul style="list-style-type: none"> I can make many helpful connections 	<ul style="list-style-type: none"> I can make connections that reflect my own experience and challenge my thinking to consider other perspectives/lived experiences
C2.6 Summarizing: Identifying Relevant information and Drawing Conclusions	<ul style="list-style-type: none"> I can share some details of a text that I think are important to an idea or theme 	<ul style="list-style-type: none"> I can summarize important details and relevant information in text 	<ul style="list-style-type: none"> I can synthesize (draw conclusions) based on information and my helpful connections 	<ul style="list-style-type: none"> I can synthesize ideas connected to (or uncovering) a theme or big idea

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