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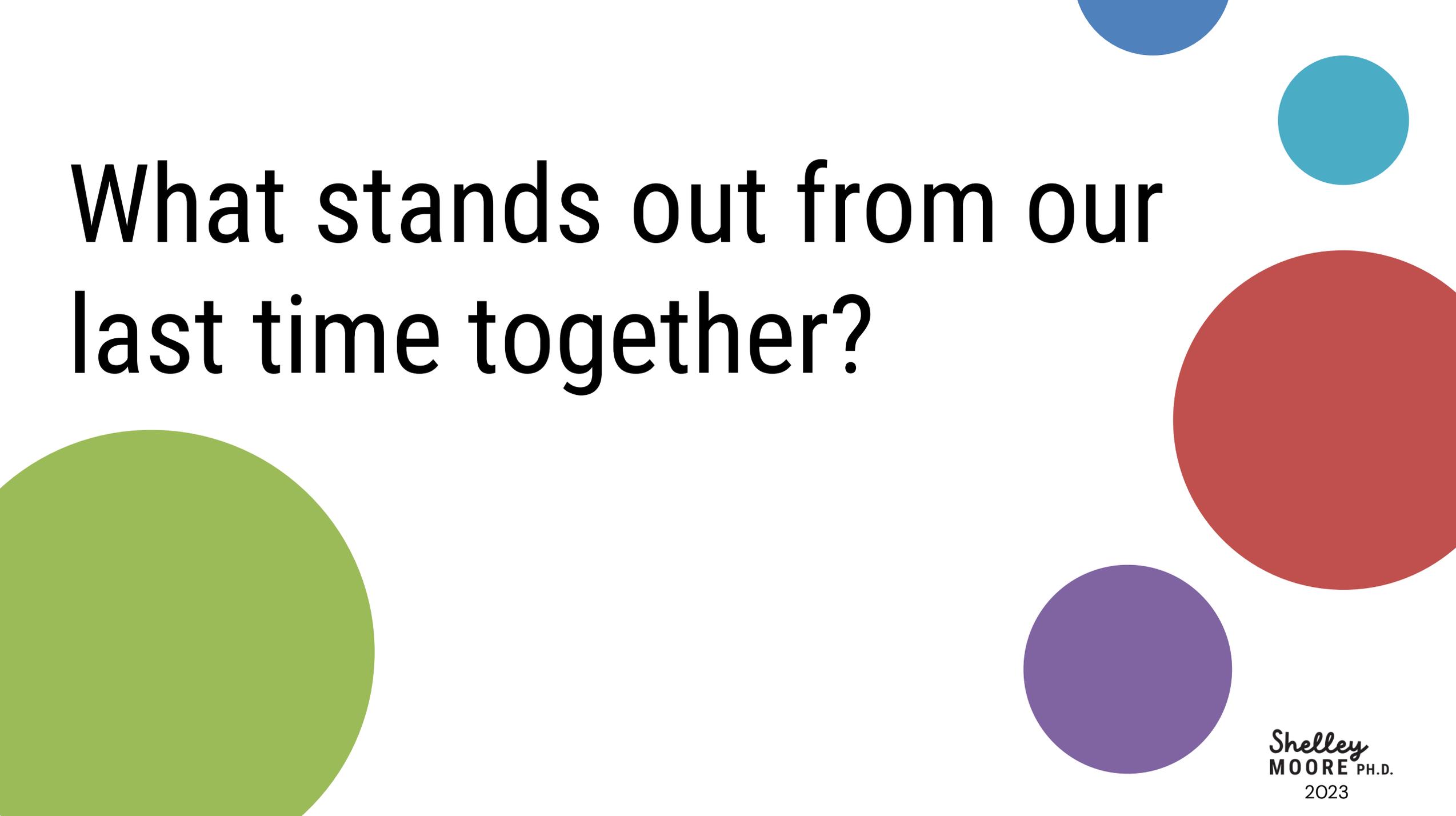
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What stands out from our
last time together?

When the conditions are
right, everyone can be
successful

A photograph of a person in a wheelchair on a brick path. In the foreground, there are several concrete steps leading up to a brick building. The person is positioned on the left side of the frame, with their wheelchair on the brick path. The background shows a brick building and some greenery.

Executive
Functioning
Needs

Grade level
learning
standard

Communication
Needs

Language
Needs

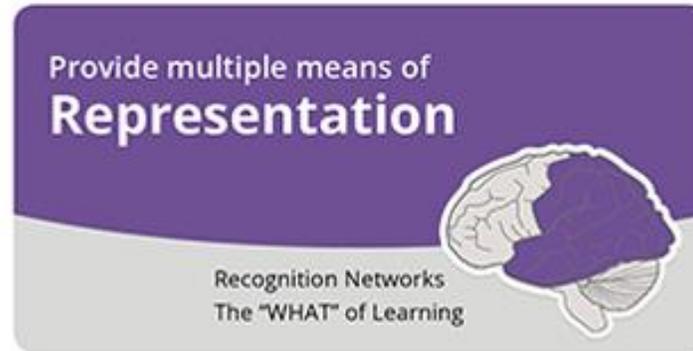
Literacy Needs

What is the ramp?

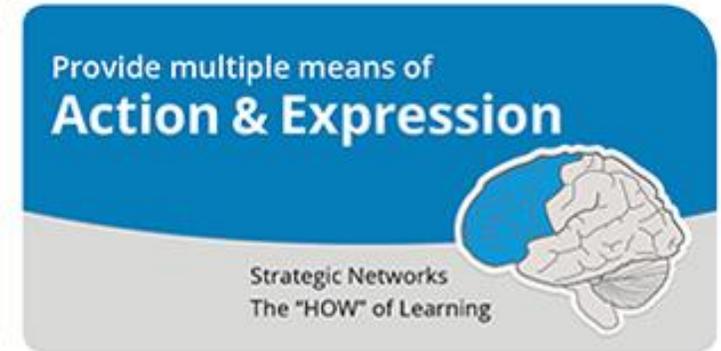
Accessing Grade Level Learning Standards



All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

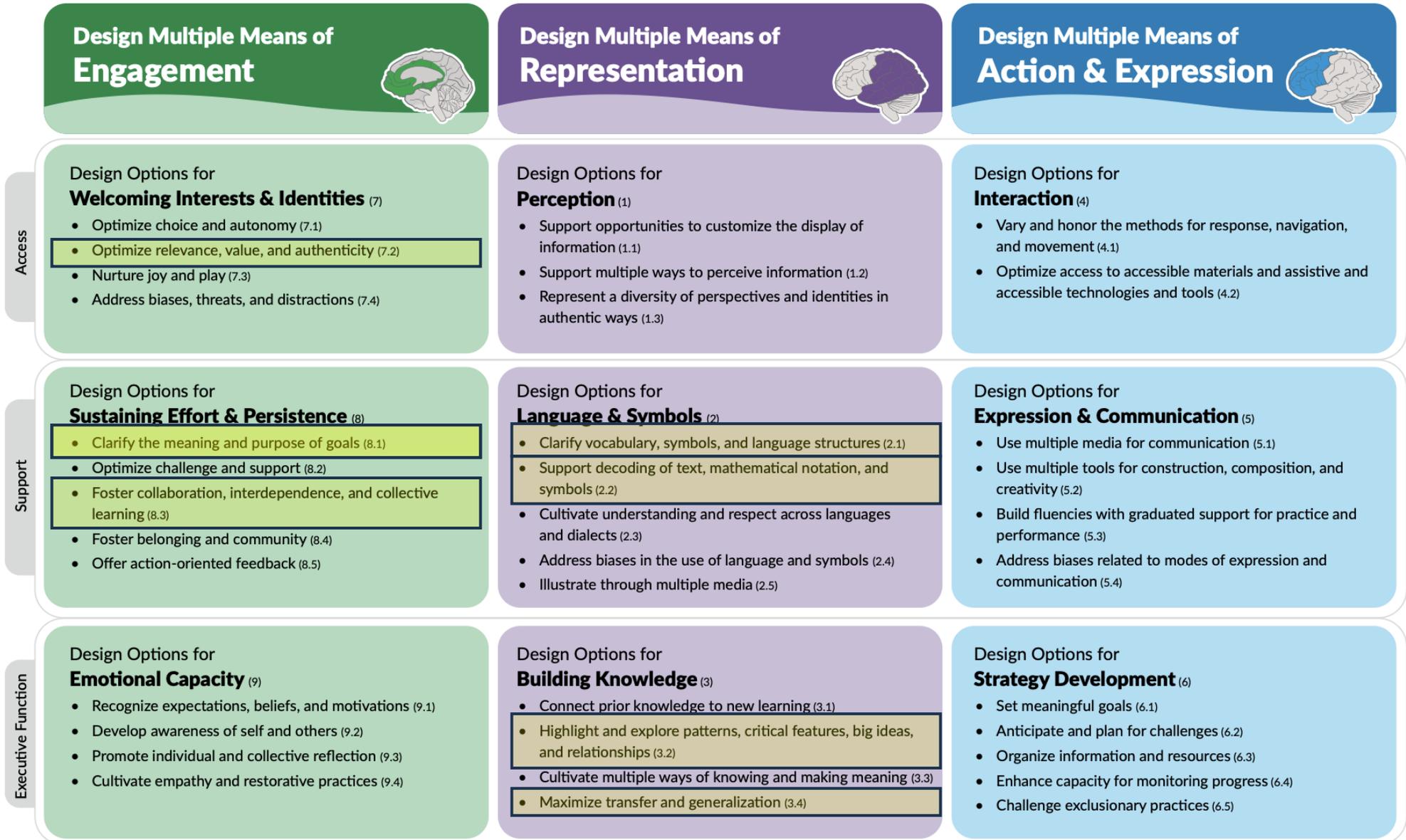
High Impact UDL Strategies

- 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

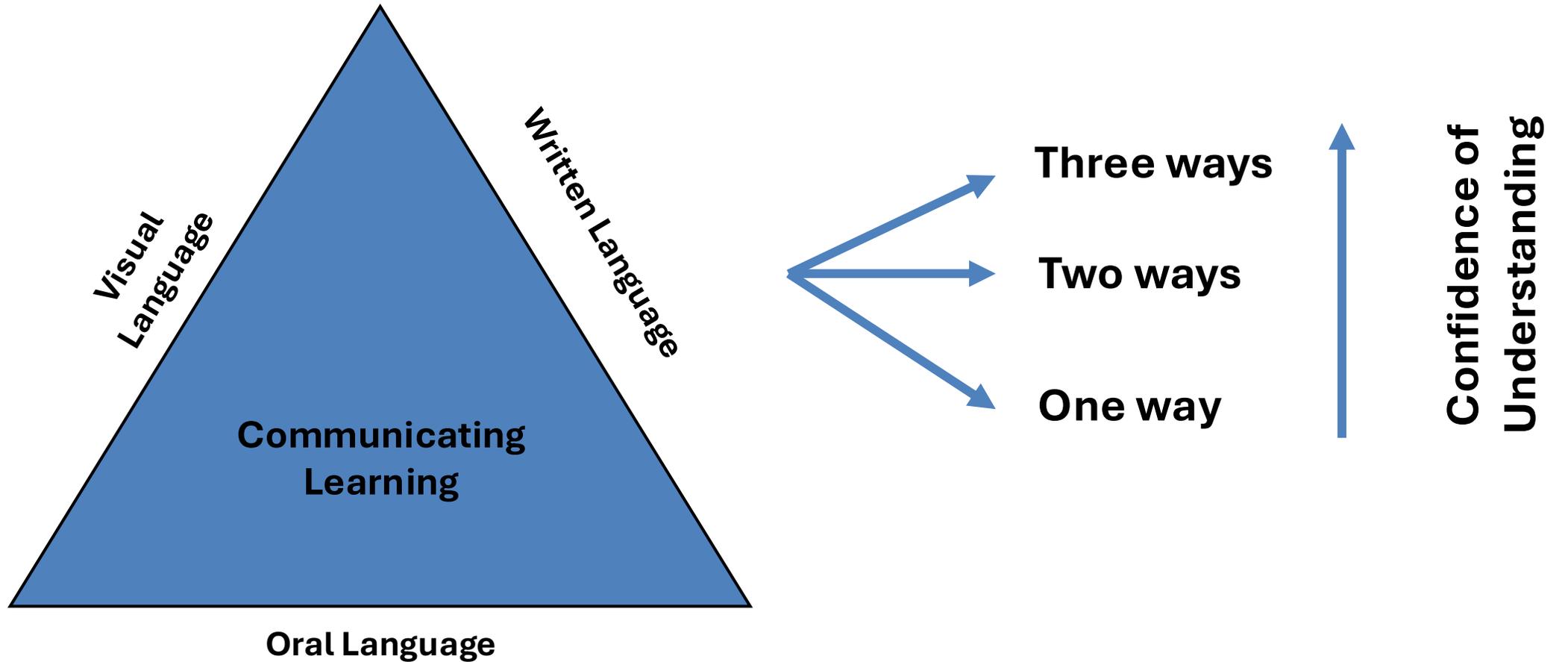


Class:	Subject Area(s):	Planning Team:
Big Idea(s):		Unit Guiding Question(s):
Vocabulary to know and use (content):		Vocabulary to know and use (skills & competencies):
Unit Goals	Curricular Language	Student friendly language
Content Goal		<i>I know...</i>
Content Goal		<i>I know...</i>
Curricular Competency Goal		<i>I can...</i>
Curricular Competency Goal		<i>I can...</i>
Curricular Competency Goal		<i>I can...</i>
Curricular Competency Goal		<i>I can...</i>
Core Competency Goal		<i>We are...</i>

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

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 trigonometric 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		

How do student show what they know?

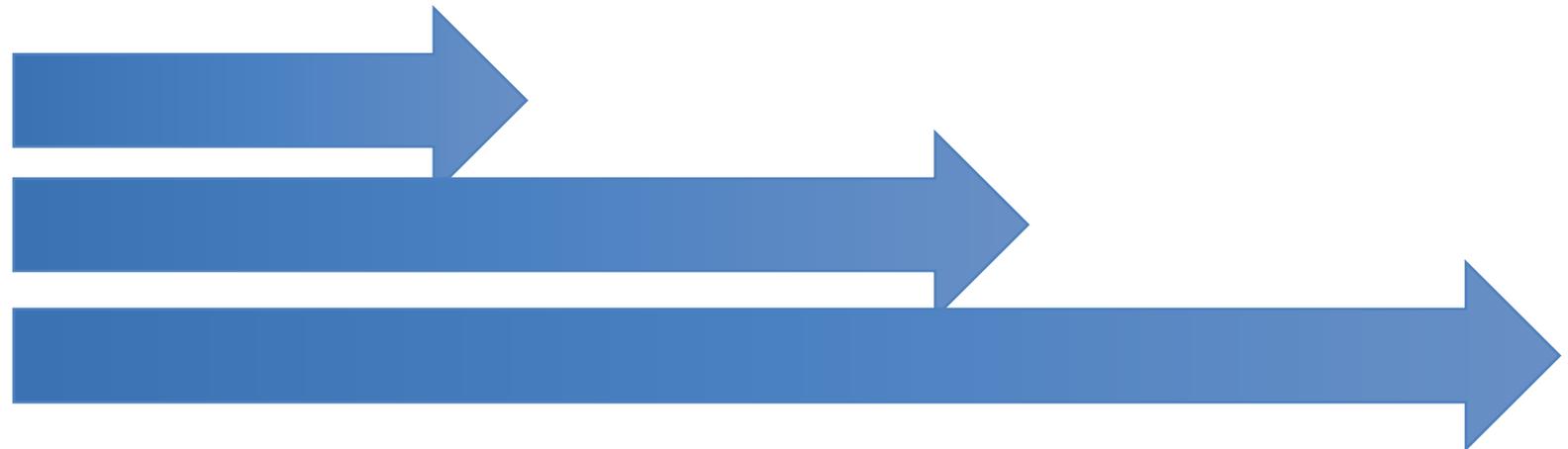


Class: Grade 8		Subject Area(s): ELA/Social Studies	Planning Team: J & S & Team NT
<p>Big Idea(s): Exploration, expansion, and colonization had varying consequences for different groups Exploring stories and other texts helps us understand ourselves and make connections to others and to the world I can understand that different cultures and communities have different perspectives</p>		<p>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?</p>	
<p>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</p>		<p>Vocabulary to know and use (skills & competencies): compare, explain/describe, understand, critical thinking, reflective thinking</p>	
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	<ul style="list-style-type: none"> Creating a Timeline <ul style="list-style-type: none"> LS: 6 	X		X	X
2. I know what exploration, expansion and colonization is	<ul style="list-style-type: none"> Locating of key events on timeline <ul style="list-style-type: none"> LS: 3 	X		X	X
3. I can explain different perspectives of different cultures and communities over time	<ul style="list-style-type: none"> Questioning Post-it note activity <ul style="list-style-type: none"> LS: 3, 4, 7, 8 Quick write <ul style="list-style-type: none"> LS: 4, 7 		X	X	X
4. I can explain the causes and consequences of decisions, actions, or events	<ul style="list-style-type: none"> Quick write/ Whole class 3 column chart <ul style="list-style-type: none"> LS: 2, 3 	X	X		
5. I can appreciate the story and oral traditions of (local) Indigenous Peoples	<ul style="list-style-type: none"> See/Think/Wonder <ul style="list-style-type: none"> LS: 1, 2, 4, 7, 8 	X	X		X
6. I can gather and find themes from many different sources to help me understand	<ul style="list-style-type: none"> Jigsaw Reading Activity <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Comparing perspectives Venn diagram <ul style="list-style-type: none"> LS: 3, 5, 8 	X			X
8. I can be a critical thinker	<ul style="list-style-type: none"> Unit test: M/C, short answer <ul style="list-style-type: none"> LS: 1, 2, 3, 4, 5 	X			

Rubrics vs. Learning Continuum

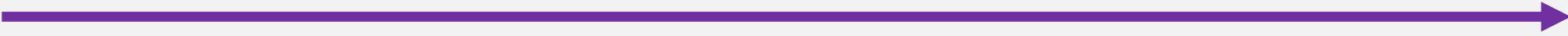
	Essential	More complex	More complex
Grade Level Learning Standard			



Learning Continuums

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

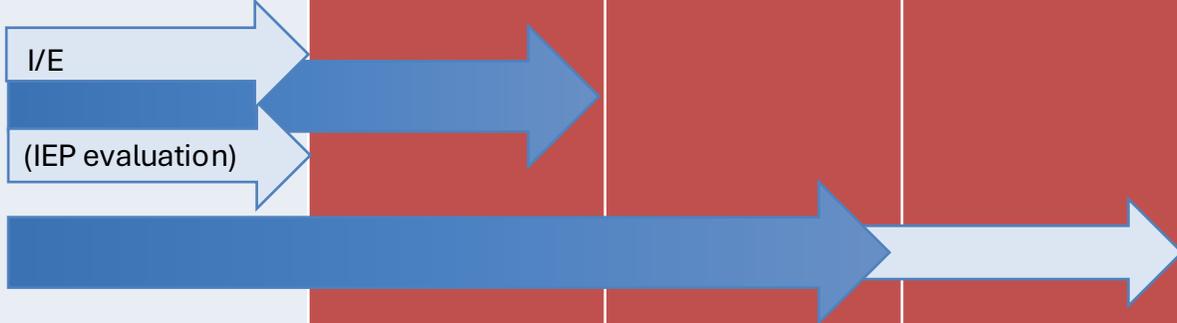
1. Choose a **grade level learning standard** and translate it into **student friendly language**

Learning Outcome:			
<i>Student friendly:</i>			
			
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**

An Additive Continuum of Proficiency

Grade Level Learning Standard	Emerging	Developing (2)	Proficient (3)	Extending (4)
	Access Point (Replacement IEP Goal)	Essential Understanding	Confident Understanding	Extending Understanding
	 <p>I/E</p> <p>(IEP evaluation)</p>			

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: [Processing and analyzing data and information](#)

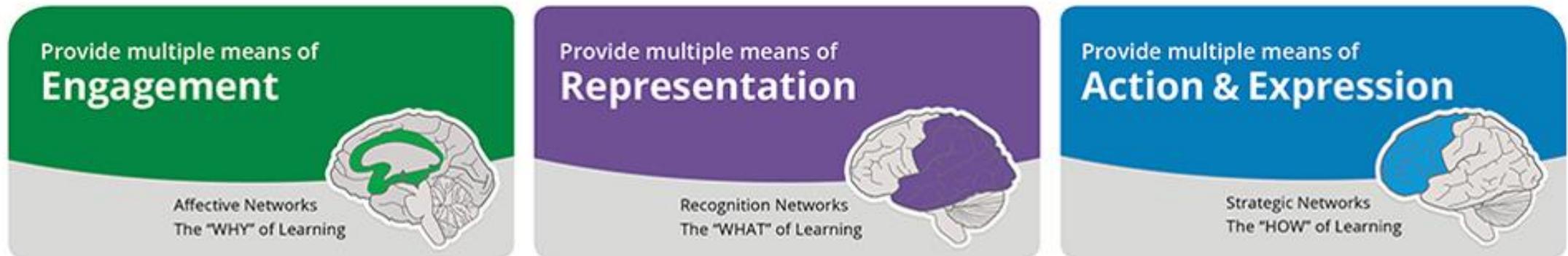
Construct, analyze, and interpret graphs, models, and/or diagrams

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

Inclusive Lesson Design

Universal Design for Learning: The Ramp for Learning



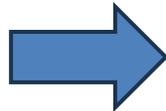
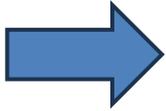
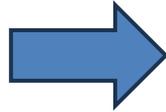
Dr. Leyton Schnellert's Lesson Phases

- Planning for goals and learning vs. planning for activities
- If UDL is designing for learning variability, the lesson phases help us to sequence that design
 - **Connecting:** *Activating prior knowledge / helping students connect what they are learning to what they already know*
 - **Processing:** *Helping students understand and process new information/ building their repertoire of meaning-making strategies*
 - **Transforming & Personalizing:** *Providing opportunities for students to personalize and transform their learning*

Aligning the lesson phases to UDL

Schnellert's Lesson Phases

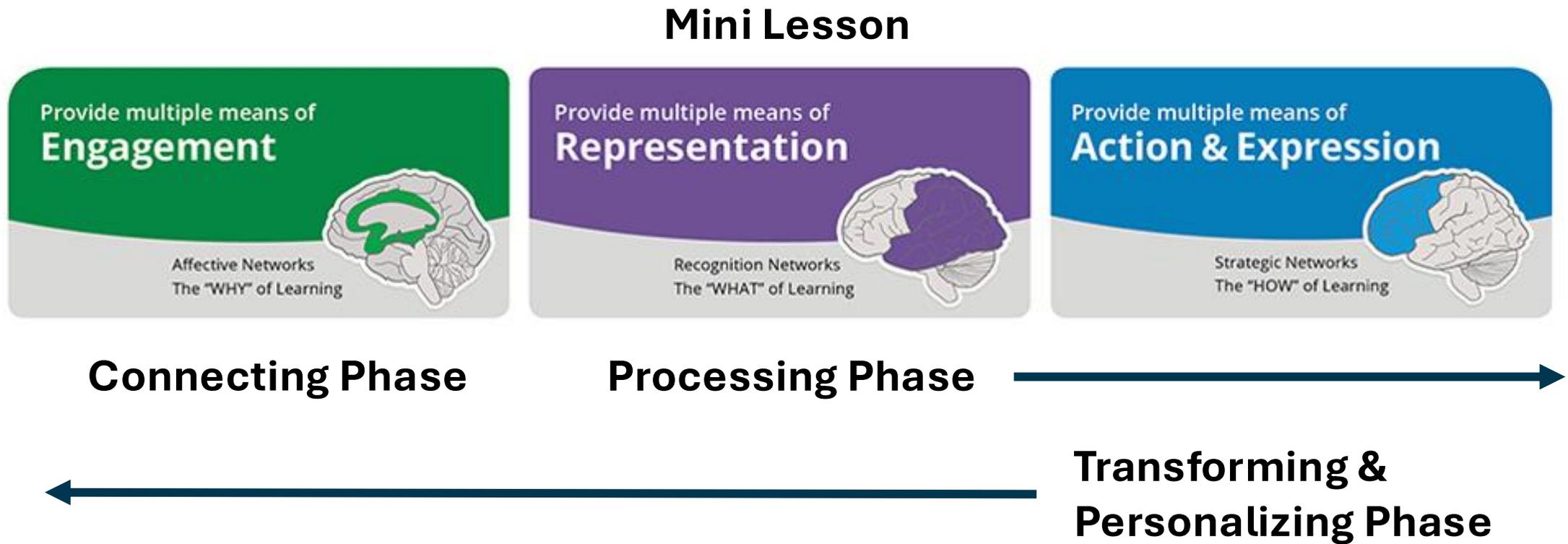
- **Connecting:** *Activating prior knowledge & helping students connect what they are learning to what they already know*
- **Processing:** *Helping students understand and process new information/ building their repertoire of meaning-making strategies*
- **Transforming & Personalizing:** *Providing opportunities for students to personalize and transform their learning*



UDL

- **Engagement:** Why are we learning this?
 - Recruiting interest, building relevance/identity connection, surfacing background knowledge
- **Representation & Action & Expression:** What are we learning and how do we learn it?
 - Make meaning with accessible inputs and structured ways to work with ideas.
- **Action & Expression & Engagement:** What did I learn & Why does this matter to me?
 - Choice, voice, authenticity, transfer, and reflection—students *use* learning in ways that matter to them

Aligning Lesson Phases with UDL



Starting with Engagement: Connecting

- **Purpose of Connecting**

- Activating prior knowledge
- Providing personal relevance and experience
- Provoking curiosity and wonder
- Fostering social connection and belonging
- Clarifying purpose and success
- Creating multiple access points

A little help from AI

- I am teaching a (**grade**) (**subject**) in British Columbia and the learning standards that we are targeting in this lesson are
 - (**Content**)
 - (**Curricular competencies**)
- What quick engagement connecting activity can I do to help (**purpose of connection**), before I teach new information?

A little help from AI

- I am teaching a (Grade 9) (Science) class in British Columbia and the learning standards that we are targeting in this lesson are
 - (Students know the arrangements of electrons determines the compound formed by elements)
 - (Students can demonstrate sustained intellectual curiosity about a scientific topic or problem of interest)
- What quick engagement activity can I do to help them (activate their prior knowledge), before I teach new information?

A little help from AI

- I am teaching a (Grade 10) (Math) class in British Columbia and the learning standards that we are targeting in this lesson are
 - (Students know the operations on powers with integral exponents)
 - (Students can develop thinking strategies to solve puzzles and play games)
- What connecting activity can I do to help them (provide personal relevance and experience), before I teach new information?

Universal Design for Learning: Lesson Design

Choose a Unit

Determine learning standards for the unit

Students know...

Students can...

Design 1 connecting activity for a lesson

Introducing NEW information: Mini Lesson

Purpose of Mini Lesson

- Research consistently shows that attention, working memory and transfer improve when instruction is concise, purposeful and immediately applied (Bjork & Bjork, 2011; Rosenshine, 2012)

Key Characteristics

- **Starts with the goal**
 - Name the learning standard in student friendly language
 - Activates relevance networks in the brain (CAST, 2018; Hattie, 2012)
- **Teaches one idea or strategy explicitly**
 - Depth beats coverage, in short instructional windows
 - Working memory is limited, adolescents learn more when complexity is introduced gradually (Sweller, 2011; Rosenshire, 2012)

Key Characteristics

- **Teaches idea in more than one way**
 - Combine spoken with visual explanations & clarify key language and symbols
 - Provides multiple ways for information to be accessed (texts, podcasts, videos, graphics)
 - Reduces barriers related to language, attention and understanding (CAST, 2018)
- **Keeps teacher talk short and strategic**
 - Short intentional learning bursts to introduce, clarify or refine one idea or strategy (About the length of the students' age)
 - Research consistently shows that attention, working memory and transfer improve when instruction is concise, purposeful and immediately applied (Bjork & Bjork, 2011; Rosenshine, 2012)
 - Attention drops during passive listening, especially adolescents (Medina, 2014)

A little help from AI

- I am teaching a (**grade**) (**subject**) in British Columbia and the learning standards that we are targeting in this lesson are
 - (**Content**)
 - (**Curricular competencies**)
- What quick engagement connecting activity can I do to help (**purpose of connection**), before I teach new information?

+

- Design a sequence (**number of mini lessons**) of input-focused micro lessons, each (**age of students**) minutes, that targets one idea at a time that reflects the learning standards above and allows students to receive new information in multiple ways

A little help from AI

- I am teaching a (Grade 10) (Math) class in British Columbia and the learning standards that we are targeting in this lesson are
 - (Students know the operations on powers with integral exponents)
 - (Students can develop thinking strategies to solve puzzles and play games)
- What connecting activity can I do to help them (provide personal relevance and experience), before I teach new information?

+

- Design (5) learning bursts (15 minutes each) that targets one idea at a time for these learning standards and allows students to receive new information in multiple ways

Understanding and Integrating New Information: Processing

Purpose of processing

Intentional opportunity for students to work with new information

- Students learn by doing something with information – retrieving it, organizing it, explaining it, testing it – rather than by hearing it
 - Bjork & Bjork, 2011; Ambrose et al., 2010

Key characteristics

- **It happens immediately after a learning burst**
 - Strengthens neural pathways (Bjork & Bjork, 2011)
- **It targets thinking, not task completion**
 - Processing increases retention and transfer (Ambrose et. Al. 2010)
 - Examples
 - Explaining in own words
 - Sorting, ranking, categorizing
 - Comparing
 - Predicting
- **It provides multiple ways to respond**
 - Reduces barriers to language, memory and confidence (CAST, 2018)
 - Examples
 - Talk, write, sketch, map, select, gesture,
 - Digital and paper options
 - Individual pair, small group
- **It is scaffolded for accessibility**
 - Prepares for student independence of application
 - Proves support and challenge
 - Reduces overwhelm (Rosenshine, 2012, CAST 2018)

Template: Activity Scaffold

Learning Goals:

Start Together

NEED

MUST

CAN

COULD

TRY

Go as far as you can!

A little help from AI

- I am teaching a (grade) (subject) in British Columbia and the learning standards that we are targeting in this lesson are
 - (Content)
 - (Curricular competencies)
- What quick engagement connecting activity can I do to help (purpose of connection), before I teach new information?

+

- Design (number of mini lessons) learning bursts (age of students) that targets one idea at a time that reflects the learning standards above and allows students to receive new information in multiple ways

+

- For each learning burst, design a processing activity where students work with the new idea and can respond in multiple ways

+

- For each processing activity, create a 5-part scaffold that breaks the processing activity into:
 1. what they need to do to get started
 2. what they must do today
 3. what they can do if they finish
 4. what they could do to help others
 5. What they could try to do extend their learning

Ensure each scaffold increases in complexity and helps the student go deeper in understanding the learning standards above

Universal Design for Learning: Lesson Design

How does the structure and flow of your lessons align to this framework?

What could you adjust to reduce barriers to learning and understanding in your classes?

Expressing what we know: Transforming & Personalizing

Purpose of Transforming & Personalizing

- helps students move from *doing the task* to *owning the learning*.
 - Learning becomes deeper and transferable increasing motivation, persistence and self regulation (Bransford, Brown & Cocking, 2000; Hattie, 2012; Chi et al., 2018)

Key Characteristics

- **Student use learning, not just show it**

- Transfer strengthens when learners manipulate knowledge (Perkins, 1992; Hattie, 2012)
- Examples
 - Applying learning to a new context or problem
 - Creating something new
 - Teaching others
 - Solving real problems

- **Reflection and metacognition is built in**

- Strong predictor of achievement and builds independence over time (Dunlosky et al., 2013; Hattie, 2012)
- Examples
 - What helped you learn today?
 - How does your learning from today connect to the big idea?
 - What is still confusing to you?
 - What do you need next time?

- **Learning connects back to identity, values and community**

- Strengthens motivation and relevance (Hammon, 2015)
- Examples
 - Why does this matter?
 - How does this connect to our community?
 - Who might benefit from this learning?

A little help from AI

- I am teaching a (grade) (subject) in British Columbia and the learning standards that we are targeting in this lesson are
 - (Content)
 - (Curricular competencies)
- What quick engagement connecting activity can I do to help (purpose of connection), before I teach new information?

+

- Design (number of mini lessons) learning bursts (age of students) that targets one idea at a time that reflects the learning standards above and allows students to receive new information in multiple ways

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Ensure each scaffold increases in complexity and helps the student go deeper in understanding the learning standards above

+

- After each learning burst and processing activity, create a quick reflective activity that will help student personalize and transfer their learning

Universal Design for Learning: Lesson Design

What opportunities do student already have to reflect on their learning?

How could reflection become a part of the routines in your classes?

Guiding Unit Question:																					
Lesson Goal(s):	Date																				
Connecting Activity:	Supports																				
Mini Lesson:																					
<table border="1"> <tr> <td colspan="5">Processing Tasks:</td> </tr> <tr> <td colspan="5" style="text-align: right;">—————→</td> </tr> <tr> <td>I Need to...</td> <td>I Must...</td> <td>I Can...</td> <td>I Could...</td> <td>I Can Try to...</td> </tr> <tr> <td style="text-align: center;">Access</td> <td style="text-align: center;">All</td> <td style="text-align: center;">Most</td> <td style="text-align: center;">Few</td> <td style="text-align: center;">Challenge</td> </tr> </table>		Processing Tasks:					—————→					I Need to...	I Must...	I Can...	I Could...	I Can Try to...	Access	All	Most	Few	Challenge
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Access	All	Most	Few	Challenge																	
Transforming & Personalizing Activity:																					

Universal Design for Learning: Lesson Design

Example Lessons

- Grade 8 Humanities
- Grade 11/12 Industrial Design

Grade: 8	Subject Area(s): Humanities	Planning Team:	
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): As an active citizen, how can I educate myself about important social justice topics? As an active citizen, how can I educate others about important social justice topics?	
	Curricular Language	Student Friendly Language	Possible Lesson Activities & Assessment Tasks
Content Goal	oral language features and strategies	I know strategies to help me be a confident speaker I know how to use speaking strategies to help communicate my thinking	<ul style="list-style-type: none"> Watch different TED talks to co-create criteria and determine strategies of a confident speaker (looks like, sounds like, feels like) Students perform a TED talk about a social justice topic meaningful to them using oral language strategies
Content Goal	elements of visual and graphic texts	I know strategies to help me use visuals to share my thinking I know how to use visuals and graphics to help communicate my thinking	<ul style="list-style-type: none"> Watch different TED talks to co-create criteria and determine how speakers use visuals to share their message (looks like, sounds like, feels like) Students perform a TED talk about a social justice topic meaningful to them visual strategies
Curricular Competency Goal: Comprehend and connect (reading, listening, viewing)	Construct meaningful personal connections between self, text , and world	I can make connections between myself, texts and the world	<ul style="list-style-type: none"> Watch TED talks that reflects a social justice topic reflective of the world and connects to them personally
	Synthesize ideas from a variety of sources to build understanding	I can find patterns between ideas from a different sources and texts to build understanding	<ul style="list-style-type: none"> Research for their own TED talk includes multiple sources and texts and their talk includes ideas that connect sources together
Curricular Competency Goal: Create and communicate (writing, speaking, representing)	Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	I can use writing to plan, develop, and create engaging and meaningful oral texts for an audience	<ul style="list-style-type: none"> Co creating criteria using graphic organizers Create a speech or plan a speech using writing about a social justice topic important to them Practice speech including feedback and self assessment Hold TED talk event speech with an audiences
	Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience , and message	I can reflect on feedback and revise my writing and speaking so it makes sense, and communicates my message in an effective way	<ul style="list-style-type: none"> Using co created criteria, reflect on feedback and self assess to improve and practice TED talk for final event Practice speech in front of different audiences and audience sizes

Guiding Unit Question: As an active citizen, how can I educate myself about important social justice topics? As an active citizen, how can I educate others about important social justice topics?

Lesson Goal(s):

I know strategies to help me be a confident speaker
I know strategies to help me use visuals to share my thinking

Date

Connecting Activity: discussion and pre teaching of new vocabulary

Supports & Strategies

Mini Lesson: Watch a TED talk, look for what the speaker does to be a confident

Processing Tasks: Co-construct criteria (what do confident speakers look like and sound like, what does it feel like to watch them)

- Proximity to N, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

I Need to...

Choose a Ted Talk and watch it. Figure out what the the speaker's message is

I Must...

List what the speaker does to keep you engaged. What does it look like, sound like feel like?

I Can...

Follow the same process with another TED talk and compare the speakers

I Could...

Give feedback to one of the speakers on what they do well, and one thing that you think they could improve on

I Can Try to...

Respond to one of the TED talks with a connection, a question or an opinion about their message

Transforming & Personalizing Activity: Exit slip – If you were going to make a POWERFUL Ted Talk, what are something you would do? What would be a topic you would talk about?

As an active citizen, how can I educate myself about important social justice topics?

As an active citizen, how can I educate others about important social justice topics?

Goals for Today:

I know **strategies** to help me be a **confident speaker**

I know **strategies** to help me use **visuals** to share my thinking

Learning Goals

I know **strategies** to help me be a **confident speaker**

I know **strategies** to help me use **visuals** to **share my thinking**

Start here!

Go as far as you can

I NEED to

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

I MUST

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

I CAN

- analyze another QR code and compare speakers

I COULD

- offer some feedback to the TED speaker

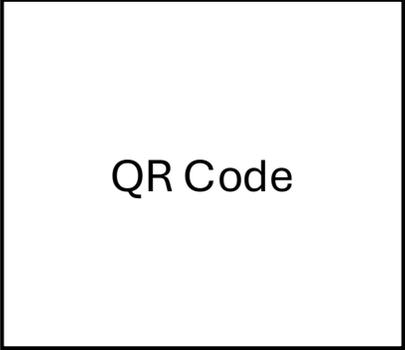
I CAN TRY TO

- make a connection, question or opinion about the Ted Talk

Supports & Strategies Available

- Choice to work alone or in pairs
- Choice of Ted Talk
- Subtitles/translations available
- One person can be the writer
- One person can be the speaker
- Choice of Challenge
- Choice of where to go (hallway, next door, classroom)

What strategies do TED talk speakers use to share their thinking and help them feel confident?

Title of TED Talk	What is the message?	What does the Speaker look like?	What does the speaker sound like?	What are you feeling when you watch the speaker?
<p>Under the Table</p> <hr/> 				
<hr/> 				

Learning Goals

I know **strategies** to help me be a **confident speaker**

I know **strategies** to help me use **visuals** to **share my thinking**

Start here!

Go as far as you can

I NEED to

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

I MUST

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

I CAN

- analyze another QR code and compare speakers

I COULD

- offer some feedback to the TED speaker

I CAN TRY TO

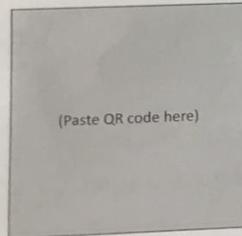
- make a connection, question or opinion about the Ted Talk

Supports & Strategies Available

- Choice to work alone or in pairs
- Choice of Ted Talk
- Subtitles/translations available
- One person can be the writer
- One person can be the speaker
- Choice of Challenge
- Choice of where to go (hallway, next door, classroom)

TED Talks

Names of group members: [REDACTED]

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Overcoming hopelessness 	- Everyone Matters and life special -	- No Arms & legs	- Sad	- Depressed
 (Paste QR code here)				

TED Talks

Names of group members: [REDACTED]

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>The unexpected face of homelessness</p> 	<p>-She bought the homeless guy a shoes and she didn't know the homeless stole the shoes" - she talked about how homeless she was and she didn't have many friends. -Never judge people by there cover</p>	<p>-The screen in the back was quite says "I bought him those shoes because he didn't have any" -Showing a bunch picture</p>	<p>-She sounds really confident to what shes talking - it's sounds like she knows what she's doing</p>	<p>-She makes you feel so inspired -it made you somewhat emotional -never judge people by there cover</p>
<p>Rethink before you type</p> 				

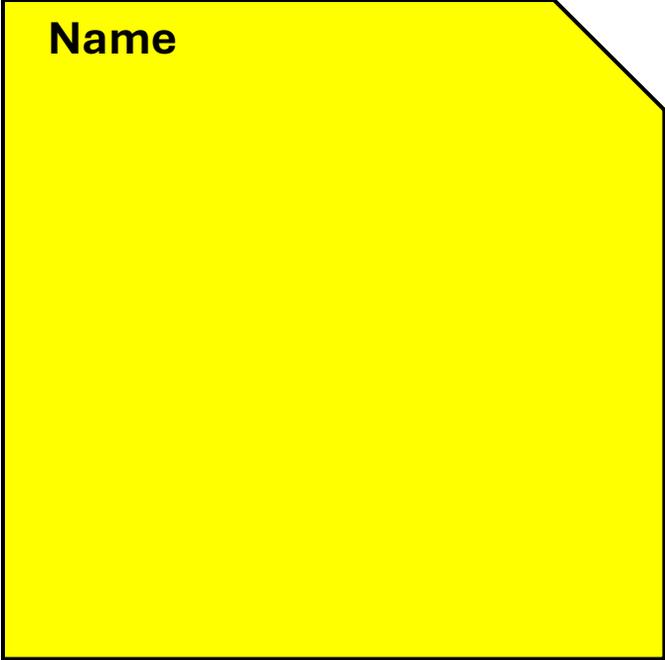
TED Talks

Names of group members: _____

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Rethink before you type</p> 	<p>Rethink about what you say</p> <p>How we need to think what we say, what we do, or post</p>	<p>visuats young relavant red dot</p> <p>Presentable</p> <p>Dark room</p> <p>easy to focus</p>	<p>young</p> <p>Smart</p> <p>calming</p> <p>Clapping</p> <p>Cheering</p> <p>clearly speaking</p>	<p>inspiring</p> <p>astonishing</p> <p>life changing</p> <p>upsetting</p>
<p>(Paste QR code here)</p>				

Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?



Name

Topic
2. De

I would
stutter

You don't
need a
boyfriend /
girlfriend
to be
happy

try to relate to
everyone if they
relate (they under stand)
- who the world is
being destroyed
by us

Luke B.
some things I would do
would be, talk clearly,
and use hand motions
my topic would be,
about the effect littering
has.

classroom
Tom
- idea new clothes
- grab their attention
- talk clearly so they can
hear me
- I would talk about
a big thing that has happened
in my life and how much
it affect people.

2.

Quinn Muxell
- get a good topic
- write a powerful script
- use powerful words and
sentences
- do lots of hand gestures
to grab their attention
- tell jokes
- Bullying

~~Cats, Dogs, Short pants~~
Meme's

Gilbert
- tell stories (Personal
stories)
- my topic is about
making mistakes, telling
them it's okay to
make mistakes and I
would tell about things
I did to get over it.

I'll wear good.

I would make a title similar
to "Overcoming Hopelessness"
about limits and being
different. Whether its genders,
health related differences etc.
I would use words
slowly so they could sink
in. Or change tones.

My topic would be
coming out because this
year a lot of people is against
LGBTQ but were still human
and coming out is really
scary cause it feels like
theres a elephant in your
chest and if you did
some people can really
judge you.

metachy
Grab there attention,
talk about something
that they don't think
about alot
Talk about something
that is important
when I would I talk about
growing up I guess

2. My topic would be
about bullying and my
experiences

Chris
I would be clear,
loud, Enjoyable/Funny
A topic I would talk
about is video games

own
made you think
Hockey

Engage line
2
I would talk
about how life matters
and looks doesn't.
Live your life to the
fullest.

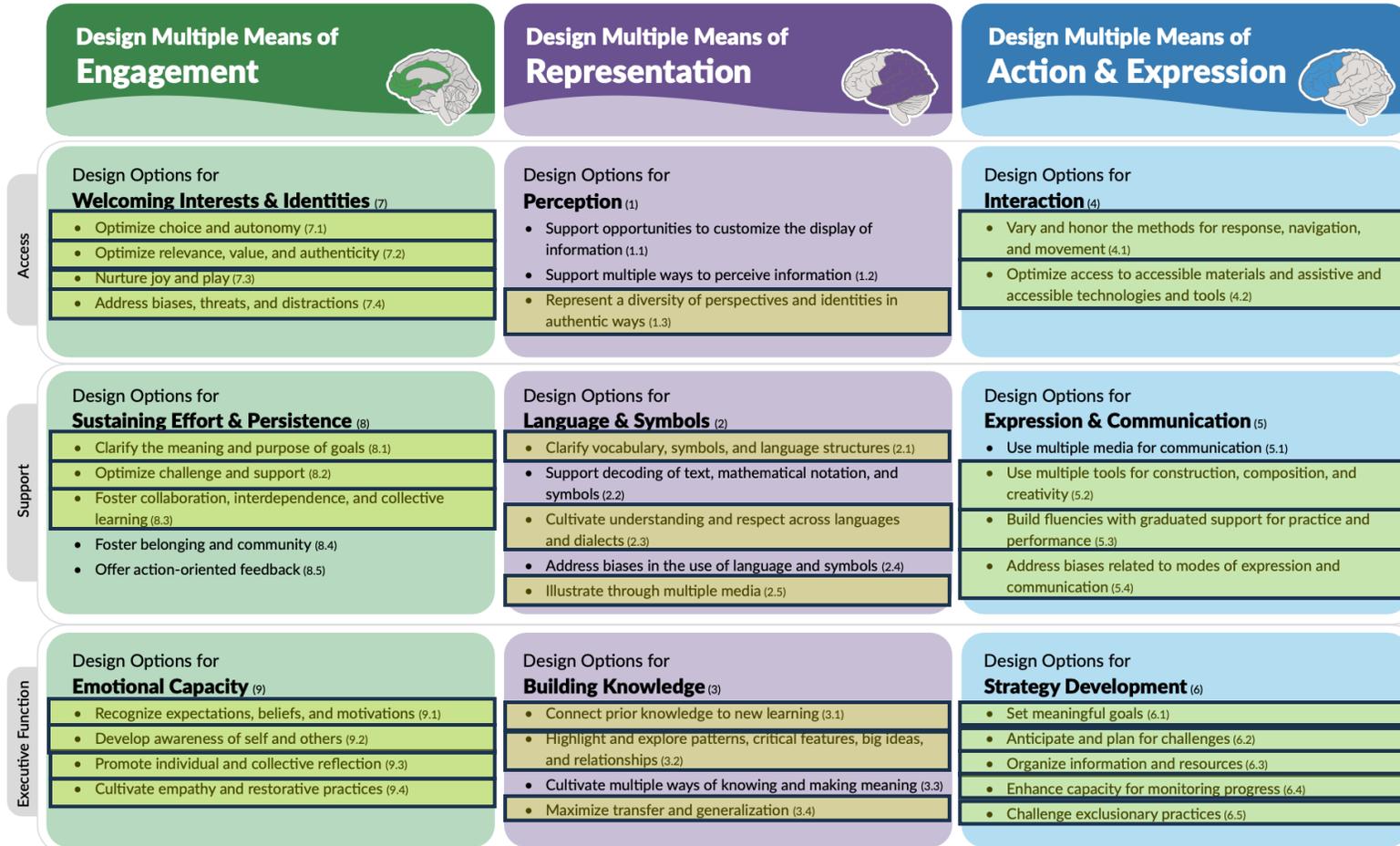
- teach new things

my topic would be
not to be
sad all the time
and to give people
advice and to tell them
to stay strong and talking
about saying you're not
alone and its
be your self and do
thing that make you happy

Universal Design for Learning

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Universal Design for Learning: Lesson Design

What did you notice about this lesson?
What are you wondering about this lesson?

Universal Design for Learning: Lesson Design

Example Lessons

- Grade 8 Humanities
- Grade 11/12 Industrial Design

Backward Design Unit Planning Template: Building the Curricular Air Plane

Grade: 11/12		Subject Area(s): Industrial Design	Planning Team: Ryan & Westview
Big Idea: Personal design interests require the evaluation and refinement of skills		Unit Guiding Question(s): How can we work together , to refine our design skills ?	
Content Goal	I know relation of structure and power to motion	I know that power will effect motion I know that a structure will change based on the power and motion that is needed	
Content Goal	I know power and torque	I know how power and torque effect each other	
Content	I know friction and traction	I know how friction and traction effect each other	
Curricular Competency Goal	I can <i>Understanding context</i>	I can describe why we are building a trebuchet	
Curricular Competency Goal	I can define by make decisions about premises and constraints that define the design space, and identify criteria for success	I can identify a design problem and suggest possible ideas or solutions for success I can suggest ideas within constraints (price, size, time etc.)	
Curricular Competency Goal	I can define by Determining whether an activity is collaborative or self-directed	I can decide if it is best to work with a group, a partner or alone – based on the activity/ task	
Curricular Competency Goal	I can prototype by Choose a form for prototyping and develop a plan that includes key stages and resources	I can make a plan to create a prototype that includes the steps and the materials that I/we will need	
Curricular Competency Goal	I can Individually or collaboratively identify and assess skills needed for design interests	I can be a part collaborative decision to choose the final design	
Curricular Competency Goal	I can make by Identify appropriate tools, technologies, materials, processes, cost implications, and time needed	I can choose the right tools and materials for the job I can choose the right tools and materials within constraints (e.g. price, time, space)	
Curricular Competency Goal	I can Create design, incorporating feedback from self, others, and results from testing of the prototype	I can receive constructive feedback from myself, others and my results and using it to make the design better	

Guiding Unit Question: How can we **work together**, to **refine** our **design skills**?

Lesson Goal(s): I can be a part of a **collaborative** decision to choose a final design

Date

Connecting Activity: What is a trebuchet?
Provocation and discussion about vocabulary

Supports & Strategies

- visuals, background knowledge of Trebuchets, hands on activity, help student to be aware of their strengths (confidence), choice, graphic organizers, pre teach vocabulary

Mini Lesson: Introduce goals of the unit

Processing Tasks: Self reflect on our strengths and stretches to determine our group members and make a group decision

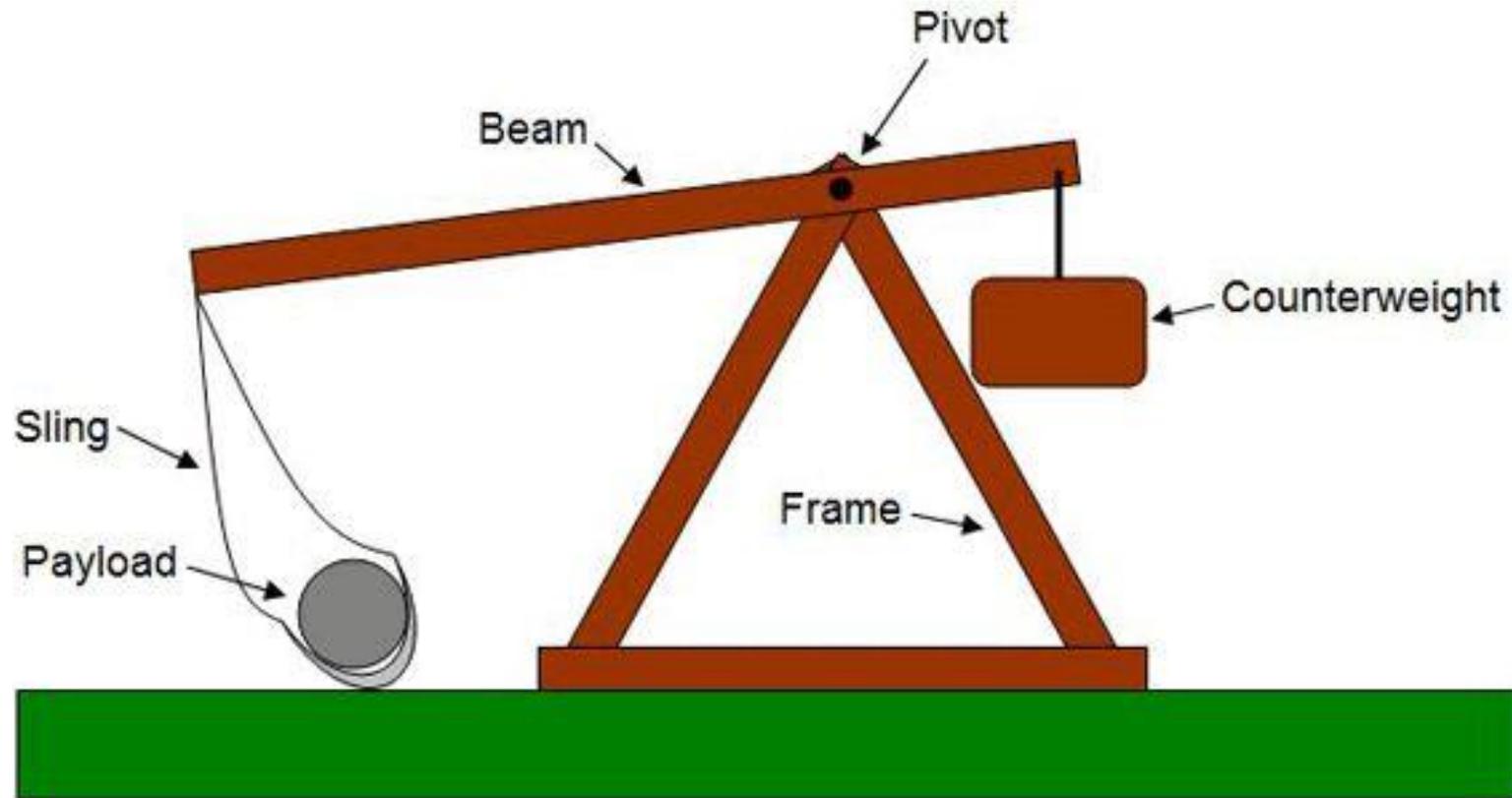
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Know what a trebuchet is, how they work and what their parts are	Reflect on your own strengths and stretches in this class	Talk to other students who compliment your strengths & stretches and to create a working group	As a group make a decision together about what part of these trebuchet you want to build	Justify your decision as to why this part is a good fit for the skills of your group

Evidence of Learning Created

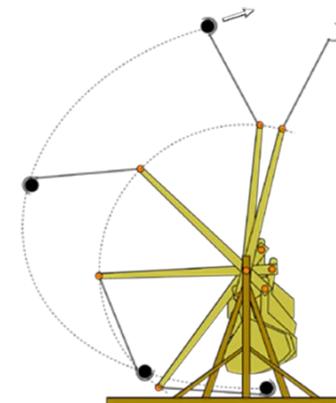
Student Self reflection
Group's decision making and justification
organizer, photos

Transforming & Personalizing Activity: How will your strengths support you in in this group design project?

What is a **Trebuchet**?



How can we **work together**, to **refine** our **design skills**?



Backwards Design Plan

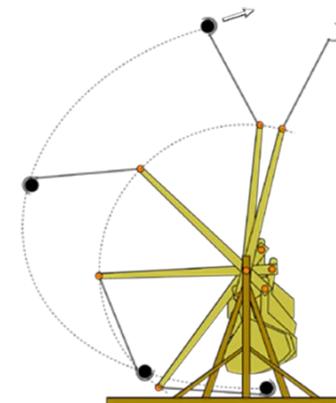
Goals for this Unit: What do we need to know?

I know that **power** will affect **motion**

I know that a **structure** will change based on the **power** and **motion** that is needed

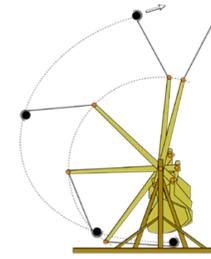
I know how **power** and **torque** effect each other

I know how **friction** and **traction** effect each other



Backwards Design Plan

Goals for this Unit: What do we need to do?



I can identify a design problem and suggest possible ideas or solutions for success

I can suggest ideas within **constraints** (price, size, time etc.)

I can decide if it is best to work with a group, a partner or alone – based on the activity/ task

I can make a plan to create a **prototype** that includes the steps and the materials that I/we will need

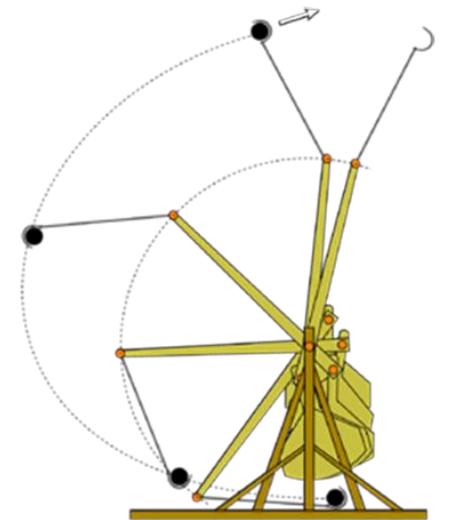
I can be a part **collaborative** decision to choose the final design

I can choose the right tools and materials for the job

I can choose the right tools and materials within **constraints** (e.g. price, time, space)

I can receive **constructive feedback** from myself, others and my results and using it to make the design better

Today's Goal:
I can be a part of a
collaborative decision to
choose a final design



First: we need to create collaborative working groups

First think **individually**..

My Strengths	My Stretches
What am I good at in this class?	What is hard for me in this class?
What can I help others with, in this class?	What do I need help with, in this class?

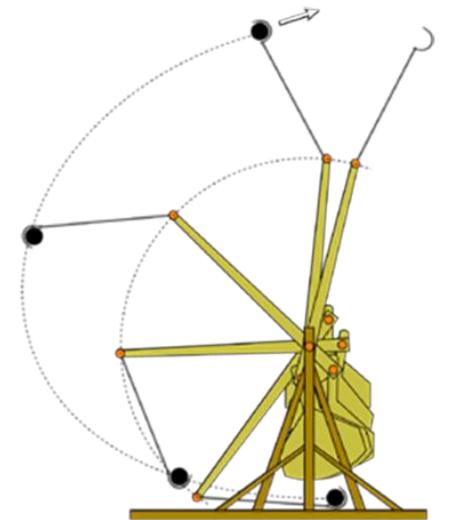
Chris.D

My Strengths	My Stretches
<p>What am I good at in this class? I can use all of the machines in the woodshop and metalshop.</p>	<p>What is hard for me in this class? I dont like using using the computer.</p>
<p>What can I help others with in this class? how to teach them the same way to use the machines and different skills.</p>	<p>What do I need help with in this class? I need to work more on the computers and learn more.</p>

Now think **Collaboratively**...

Find a group that has:

- different strengths than you
- people that can help you with your stretches



Group members: _____

The part our group wants to design is the: _____	
What are the strengths of our groups?	What will our group need help with?
Why do we want to design this part?	How will our strengths help us to design this part?

Group members: Emilio, Brandon, Andan, Jack, Chris D

The part our group wants to design is the: <u>Frame</u>	
What are the strengths of our groups? <ul style="list-style-type: none">- Math - blueprint / mass / angles- Design / creative- woodwork / metal work- computers- medium understanding of tools	What will our group need help with? <ul style="list-style-type: none">- knowing what tools to use→ sometimes we need chis + hammer.
Why do we want to design this part? <ul style="list-style-type: none">- main function / structure- foundation- keeps everything together.	How will our strengths help us to design this part? <ul style="list-style-type: none">- together we have a creative and practical ideas

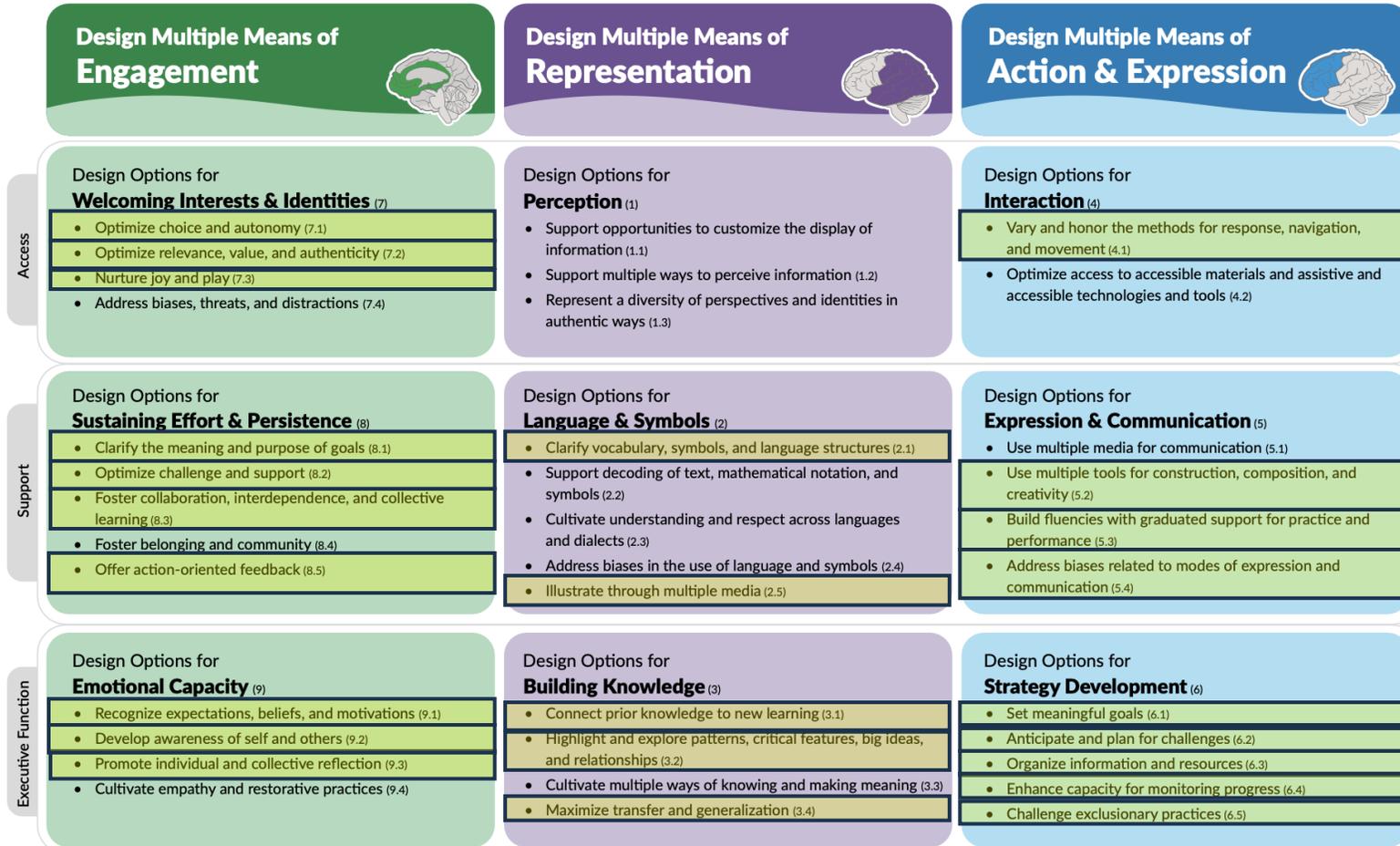
Group members: Alex O, Alex, Gerlin, Justin

The part our group wants to design is the: <u>Beam</u>	
What are the strengths of our groups? <ul style="list-style-type: none">- Good with Shop classes- Good with design	What will our group need help with? <ul style="list-style-type: none">- Communication with other groups
Why do we want to design this part? <ul style="list-style-type: none">- Involves communication	How will our strengths help us to design this part? <ul style="list-style-type: none">- we have people who have the strengths of what we need for our part

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Universal Design for Learning: Lesson Design

What did you notice about this lesson?
What are you wondering about this lesson?



Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

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?

Next Session: Jan 27

Inclusive Assessment & Evaluation

Bring back an artifact that reflects something that you have tried, based on our learning together this year

Shelley
MOORE PH.D.



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