

Shelley MOORE PH.D.



www.drshelleymoore.com



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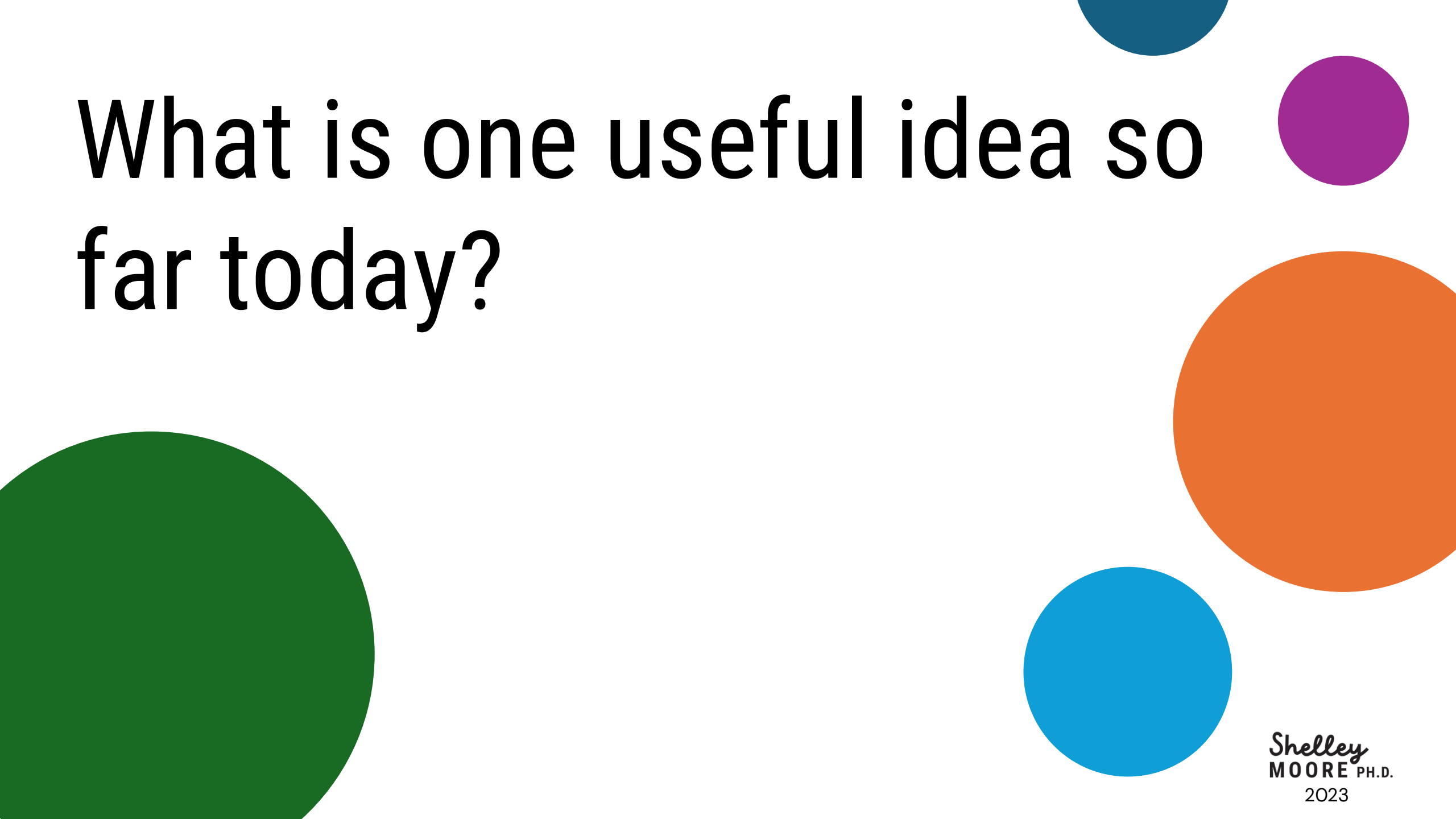
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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

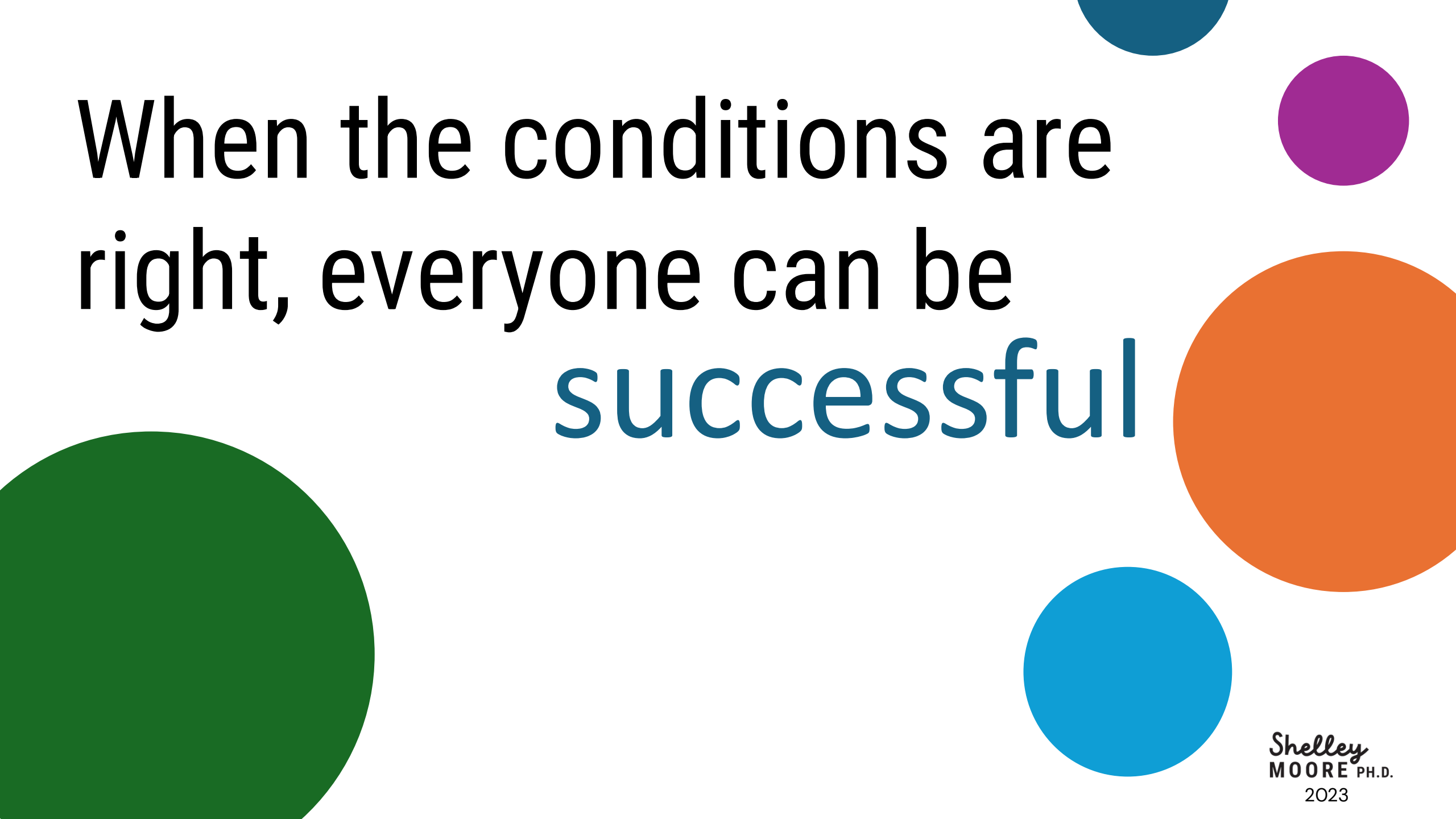


What is one useful idea so
far today?

In a world of
UNiCORNS

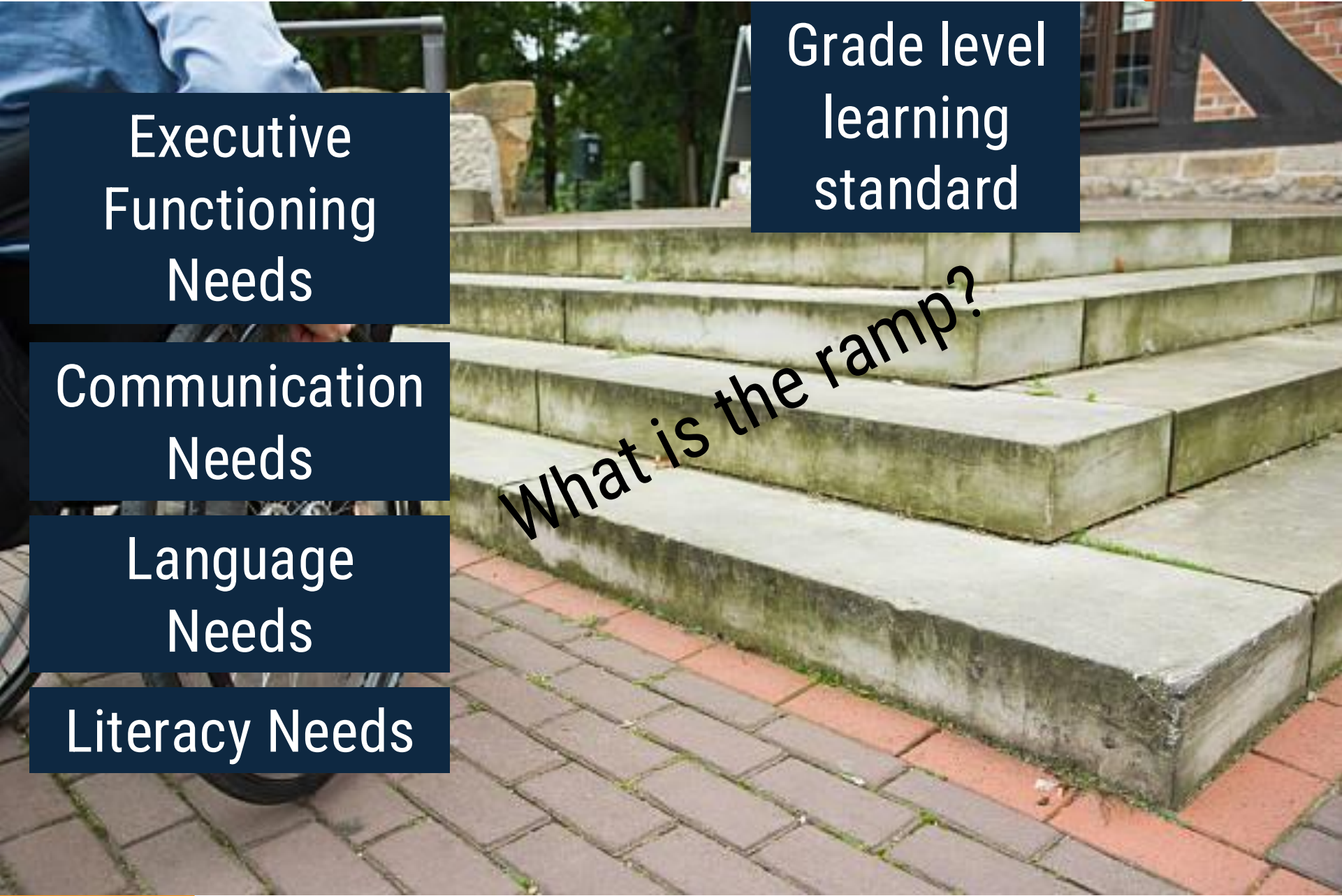
Be a **UNiCORN**
that celebrates a
BAT



The background features several large, solid-colored circles in shades of green, blue, orange, and purple, scattered across the slide.

When the conditions are
right, everyone can be
successful



The background image shows a person in a wheelchair positioned at the bottom of a set of concrete steps. The steps are made of large, light-colored concrete blocks and lead up to a brick building. The foreground is paved with red and grey bricks. The image is used to illustrate the concept of accessibility and the need for ramps.

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

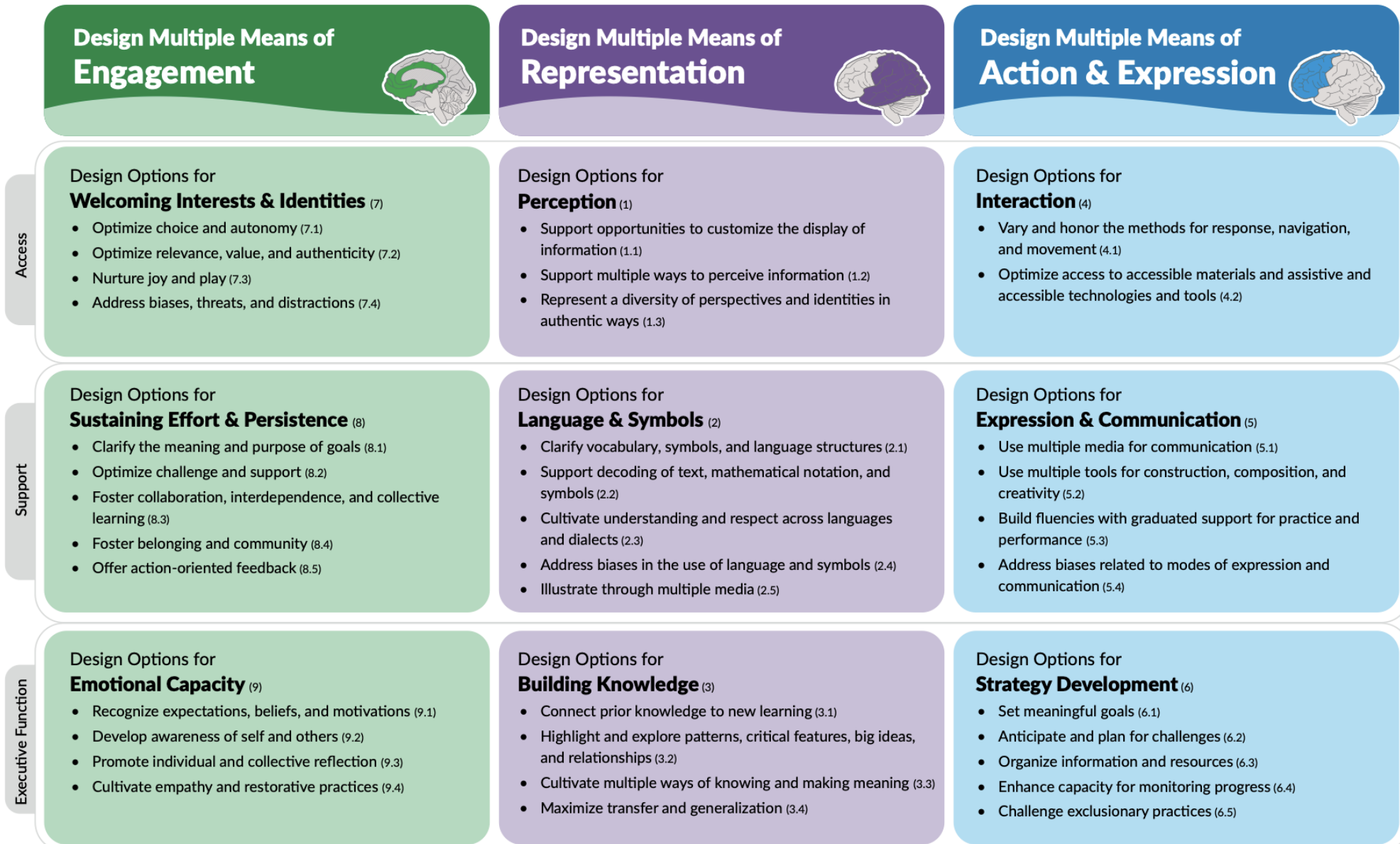


All students
need to
understand



All students
need to show
learning

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



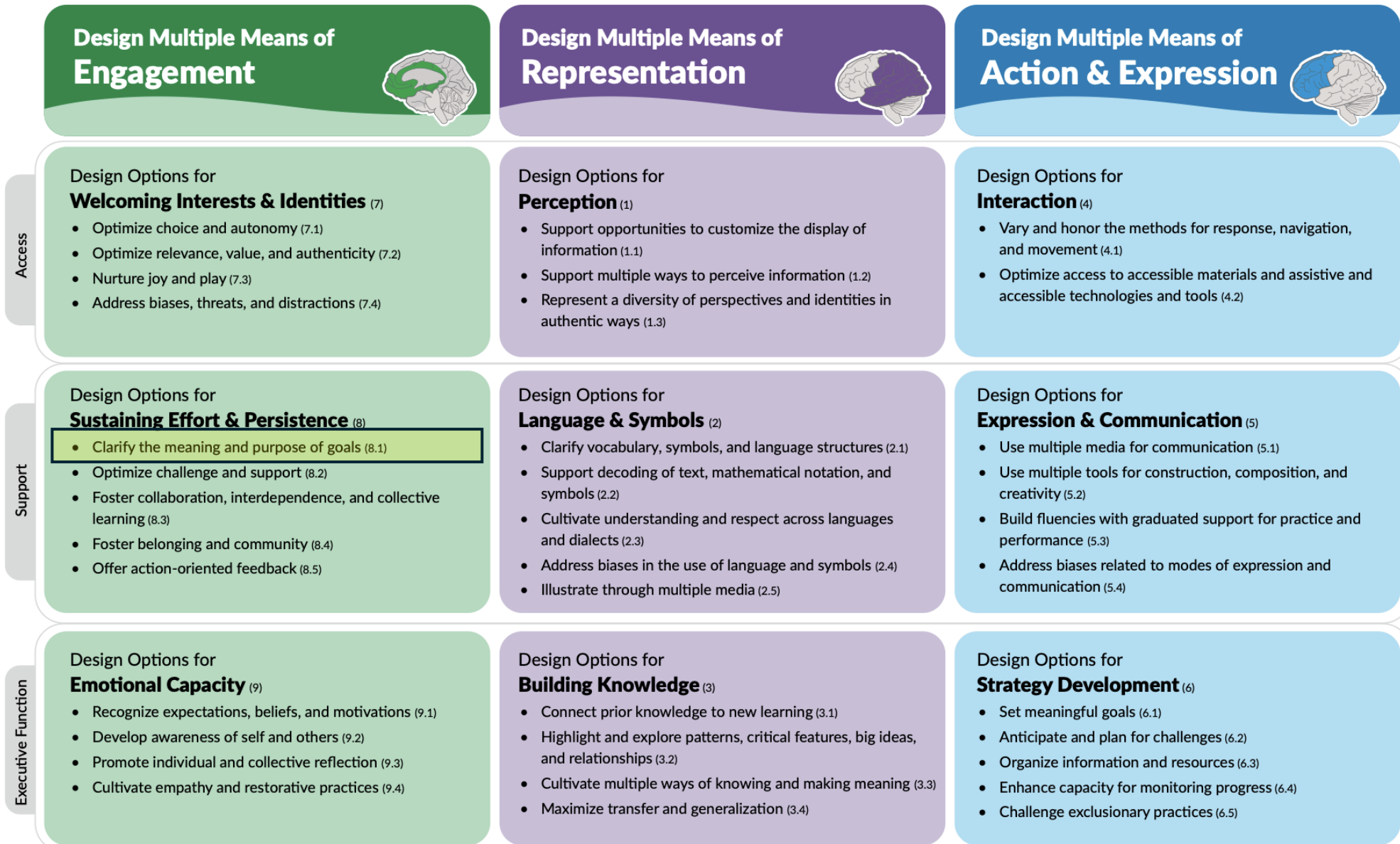
High Impact UDL Strategies

- 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

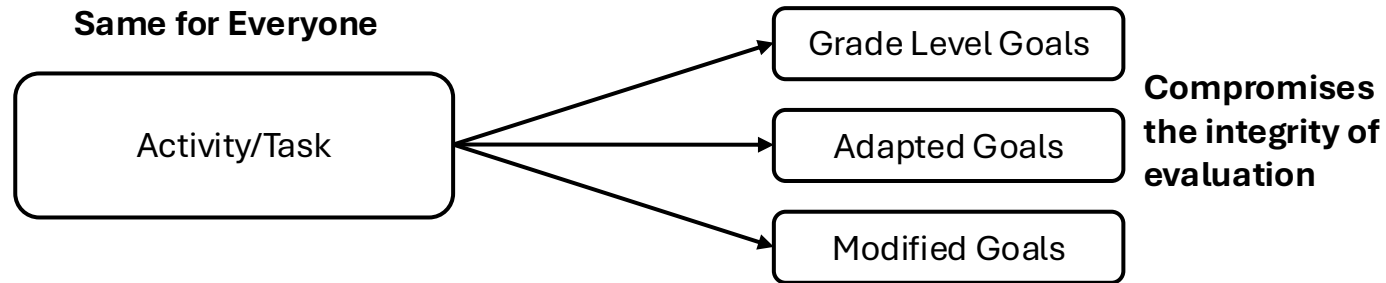




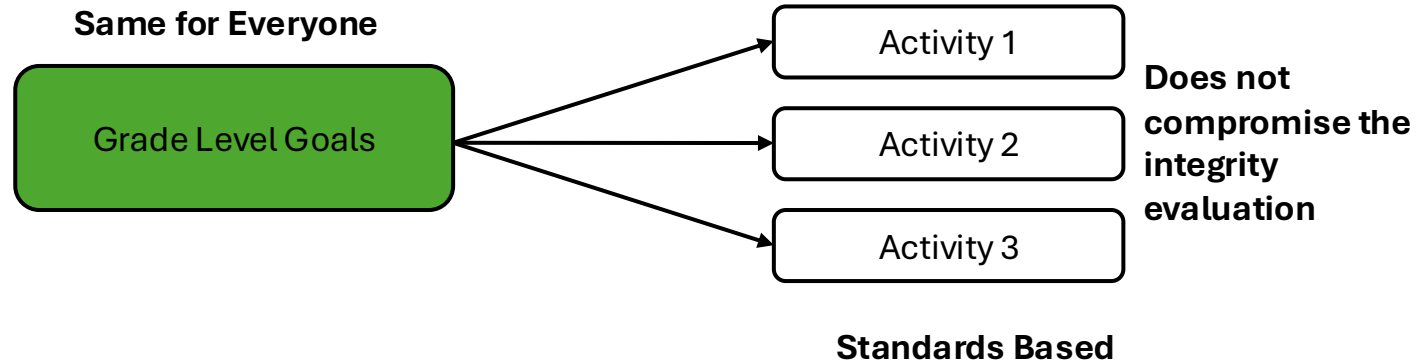
How I came to understand **BACKWARDS DESIGN**

Design with the End in Mind!

Forward Design



Backward Design



High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- **What grade level learning standards are we intentionally targeting, teaching and assessing the unit we are teaching?**

High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- **What grade level learning standards and sub-standards are we intentionally targeting, teaching and assessing the unit??**
- **There are different kinds of goals in Backwards Design**
 - **Competencies**
 - **Understandings**
 - **Concepts**
 - **Knowledge**
 - **Skills**

Content Learning Standards

Math (K)

- Students know **direct comparison measurement**

ELA (K)

- Students know **language features, structures, and conventions including:**
 - *concepts of print; letter knowledge, letter formation, and the relationship between reading, writing and oral language*

Curricular Competency Standards

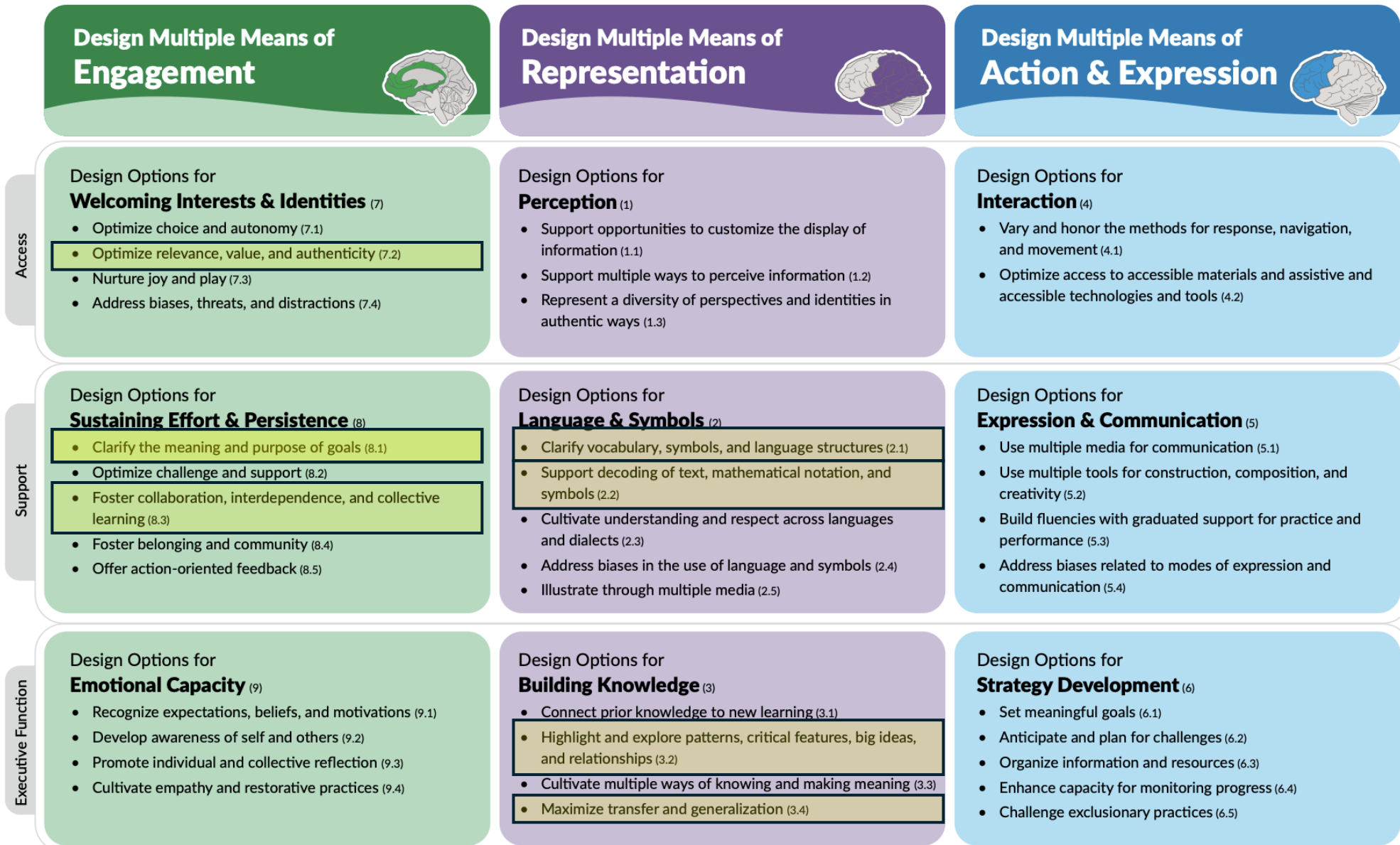
Math (K)

- Students can **reason and analyze by** *estimating reasonably*
- Students can **understand** and solve by *visualizing to explore mathematical concepts*
- Students can **Communicate and represent by** *representing mathematical ideas in concrete pictorial and symbolic forms*
- Students can **connect and reflect by** *connecting mathematical concepts to each other and to other areas and personal interests*

ELA (K)

- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

High Impact UDL Strategies in Curricular Design



High Impact UDL Strategies

7.2: Optimizing relevance, value & authenticity

8.1: Clarify the Meaning and Purpose of Goals

8.3: Foster collaboration and community

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

2.1: clarify vocabulary, symbols, and language structures

- Developing **guiding questions** that anchor learning in an authentic and relevant problem, collective context and/or a community-based idea that they can learn about together over time
- Giving students an opportunity to understand and/or **translate the learning standards**
- Identify and teach the **vocabulary** you want students to know and use

Kindergarten

Big Idea

Objects have attributes that can be described, measured, and compared.

Guiding Question

How can we use objects to compare and measure?

Content

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- Students know **direct comparison measurement**

ELA (K)

- Students know **language features, structures, and conventions including:**
 - *concepts of print; letter knowledge, letter formation, and the relationship between reading, writing and oral language*

Curricular Competencies

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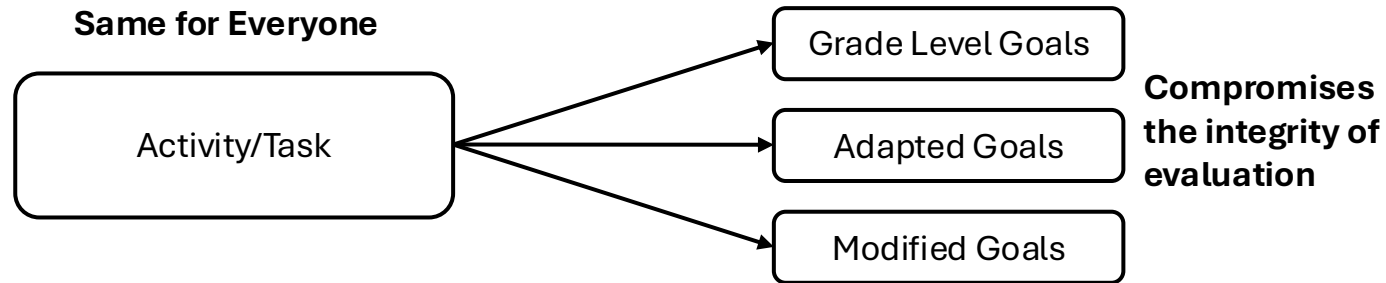
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- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

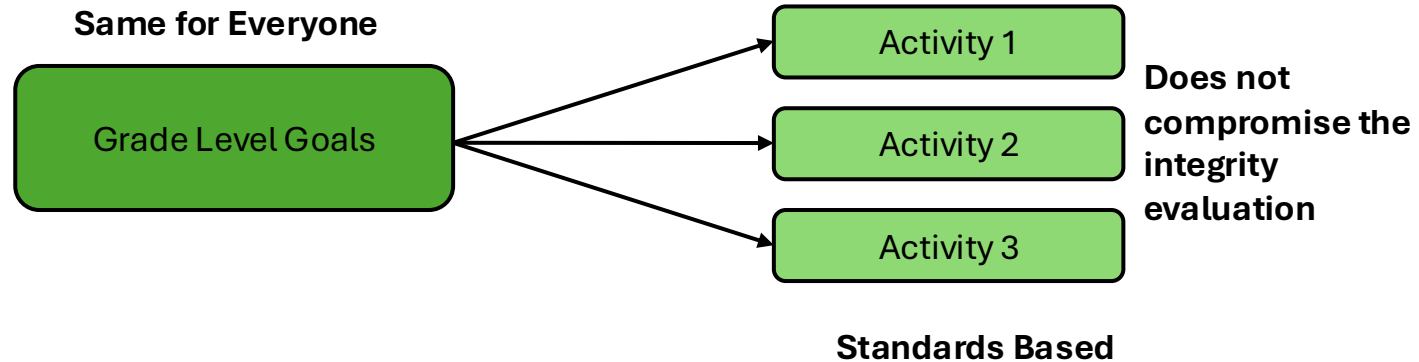
	Grade Level Indicators of Success
How can we use objects to compare and measure?	Math (K) Content - I know that I can measure two objects by comparing them ELA Content I know that I can understand language by - knowing the names of letters and sounds - making letters in different ways - knowing how reading, writing, and speaking are connected
	Math (K) Curricular Competency - I can estimate - I can solve math problems by visualizing - I can show my thinking in math by using symbols, pictures and objects - I can connect what I am learning in math to interesting things in my life and the world ELA (K) Curricular Competency - I can understand different kinds of text by exploring it

Design with the End in Mind!

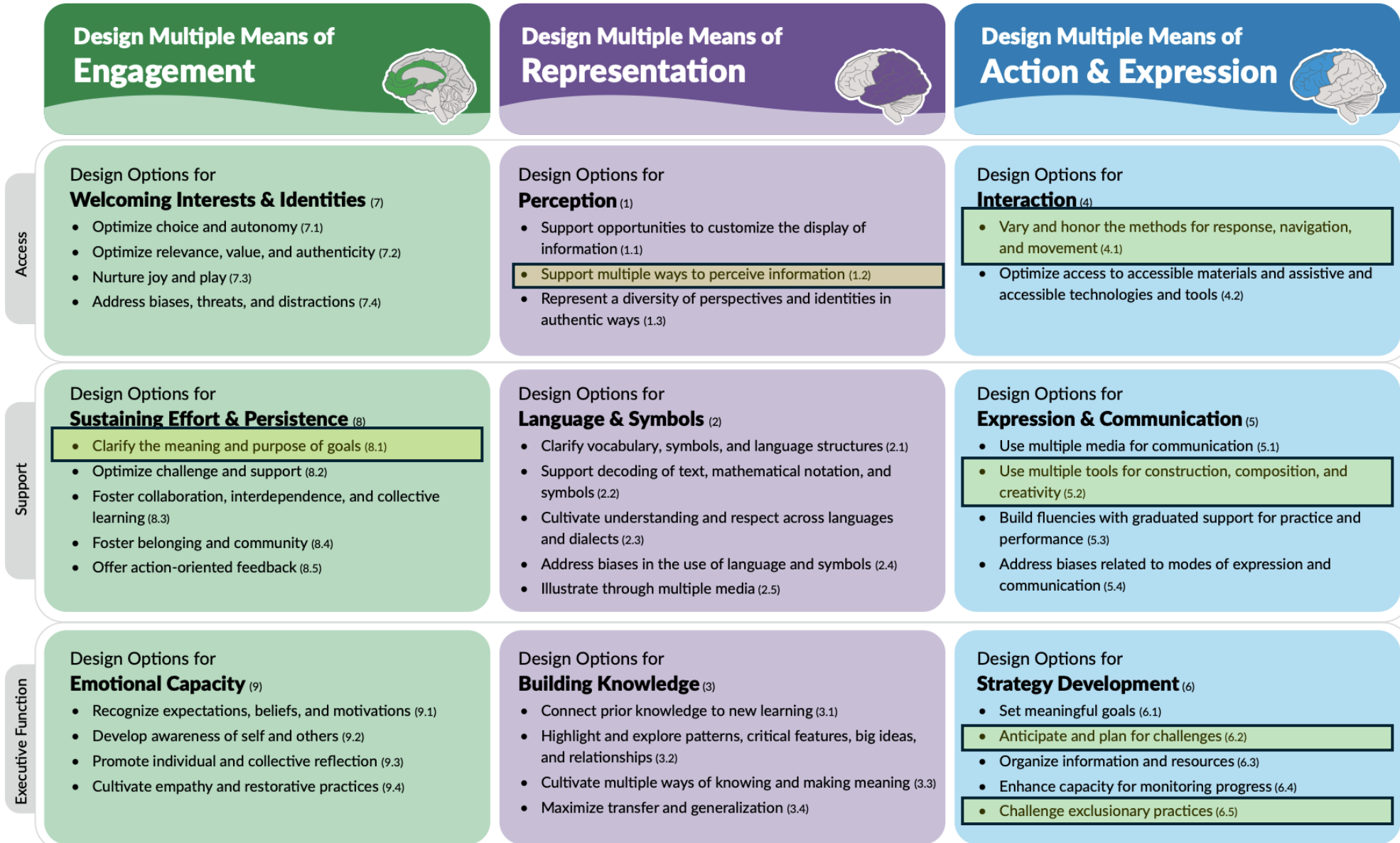
Forward Design



Backward Design



High Impact UDL Strategies in Curricular Design



High Impact UDL Strategies

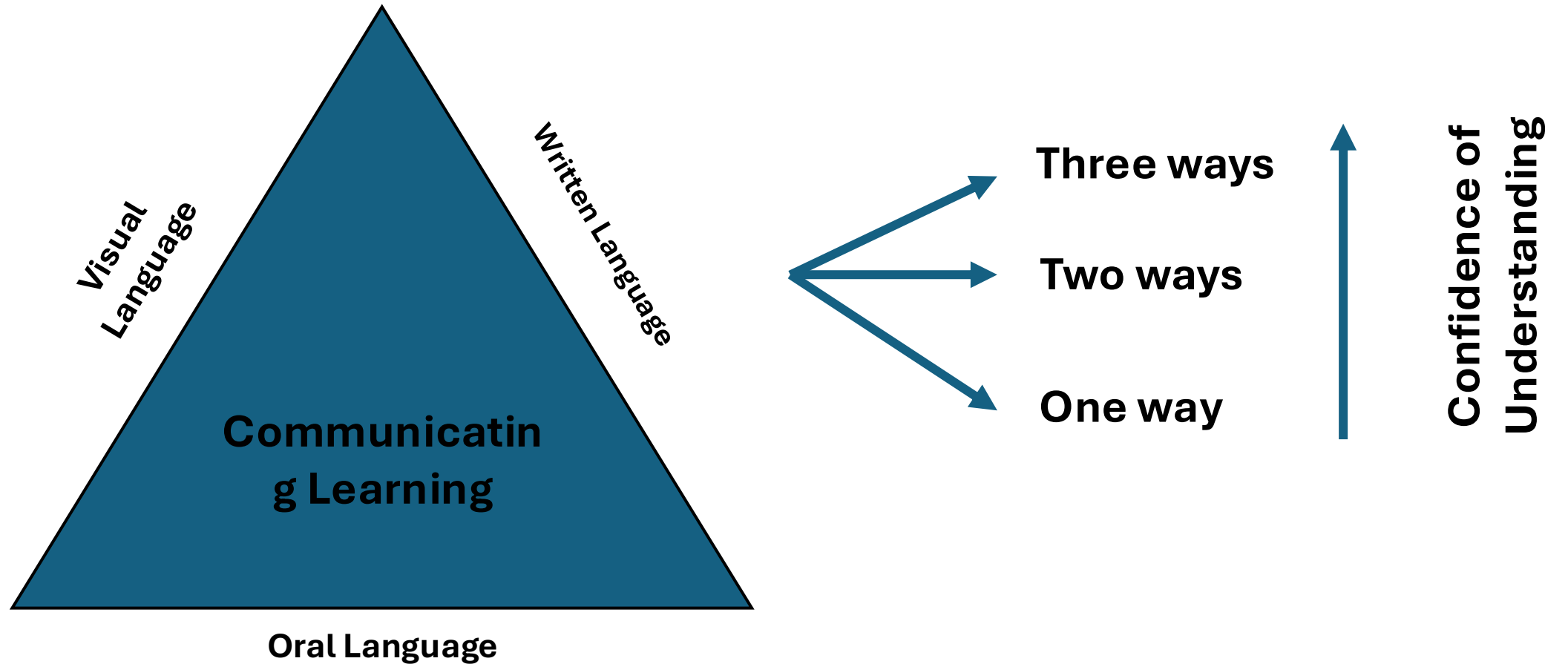
4.1: Vary & honour the methods for response, navigation, and movement

5.2: Use multiple tools for construction, composition and creativity

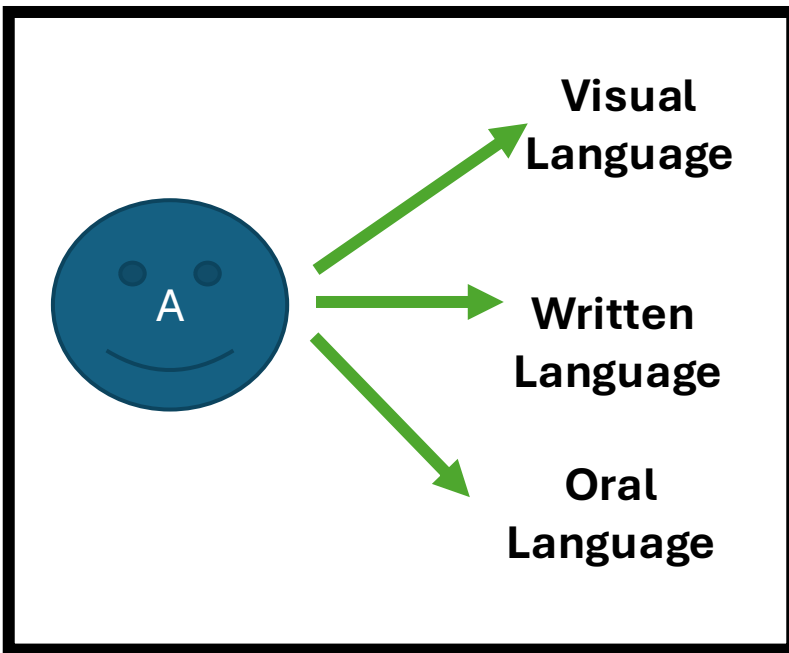
5.3: Build fluencies with graduated support for practice and performance

- Designing lessons that create opportunities for teaching all students how to **show their learning in many ways**
- Students must show their learning in all ways, but use **strongest evidence to evaluate** learning standards
- Collecting **multiple pieces** of similar evidence over time to build fluency

Differentiating Evidence



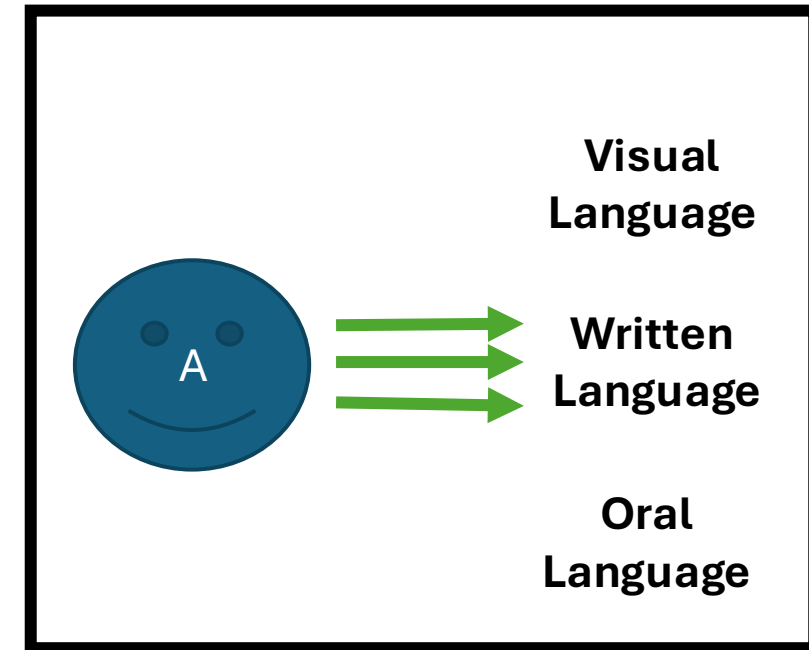
All Languages (in literacy) are Treated Equal!



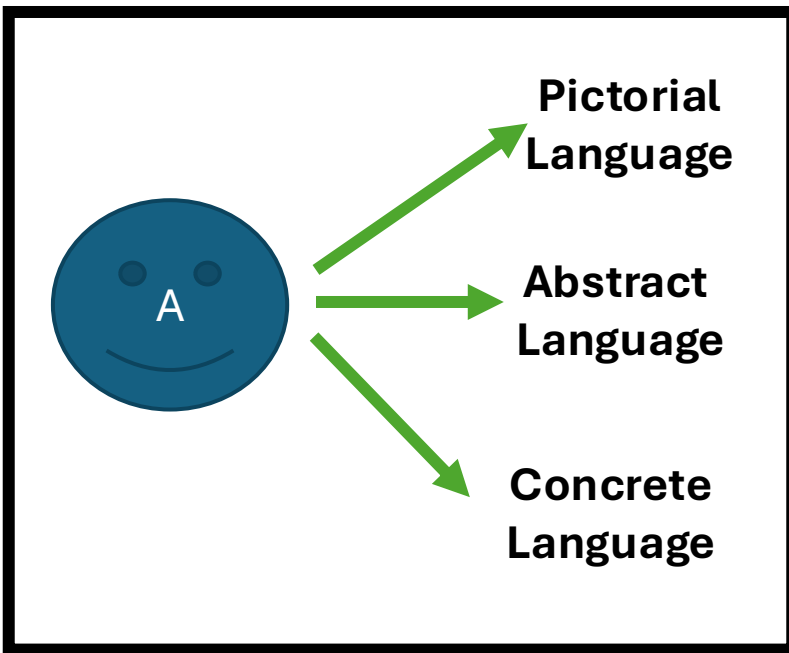
The **MORE WAYS** students can demonstrate learning, the deeper their understanding is

Vs.

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



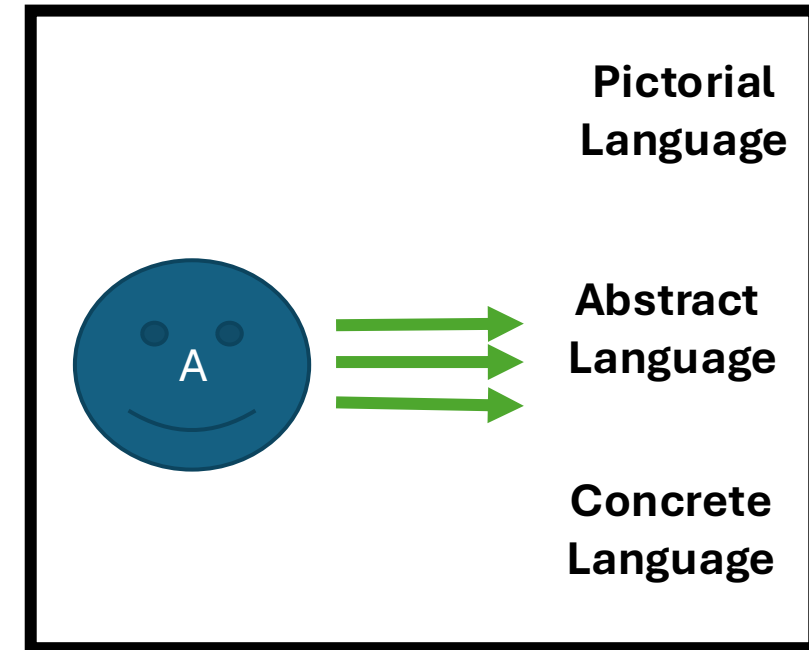
All Languages (in numeracy) are Treated Equal!



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

Vs.

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



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



Math (K) Content

- Students know direct comparison measurement

ELA Content

- Students know language features, structures, and conventions including:
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 - letter knowledge
 - letter formation
 - the relationship between reading, writing and oral language

Math (K) Curricular Competency

- I can estimate
- I can solve math problems by visualizing
- I can show my thinking in math by using symbols, pictures and objects
- I can connect what I am learning to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of text by exploring it

Learning
Activities and Tasks

Differentiation of Evidence

Viewing and
showing

Listening and
speaking

Writing and
decoding

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Learning Activities and Tasks

Anchor Text: Can You See Me?

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

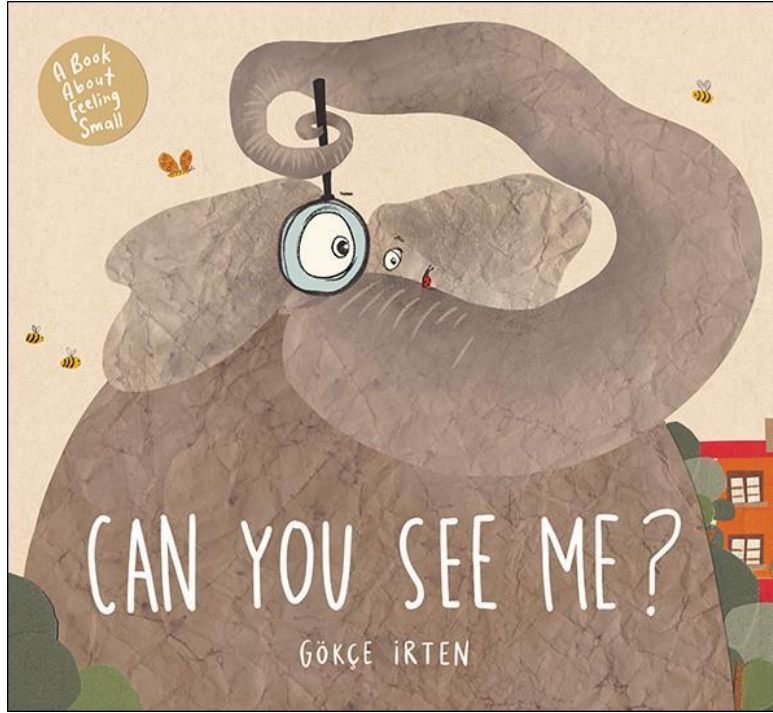
Differentiation of Evidence

viewing and
showing

Listening and
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writing and
decoding





Activity: Can you see me?

viewing and
showing

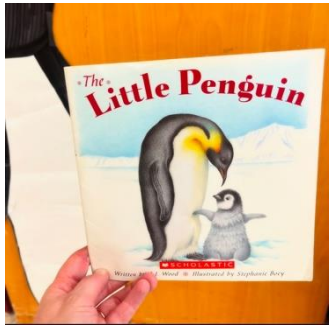


Listening and
speaking



writing and
decoding





Activity: Measurement O Rama

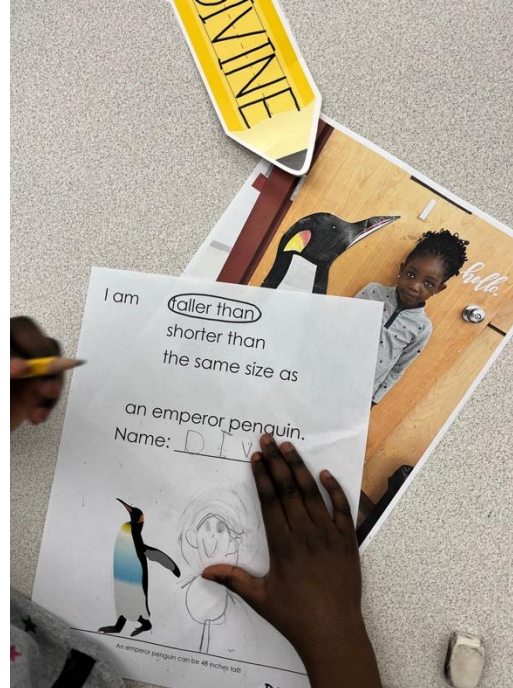
viewing and
showing

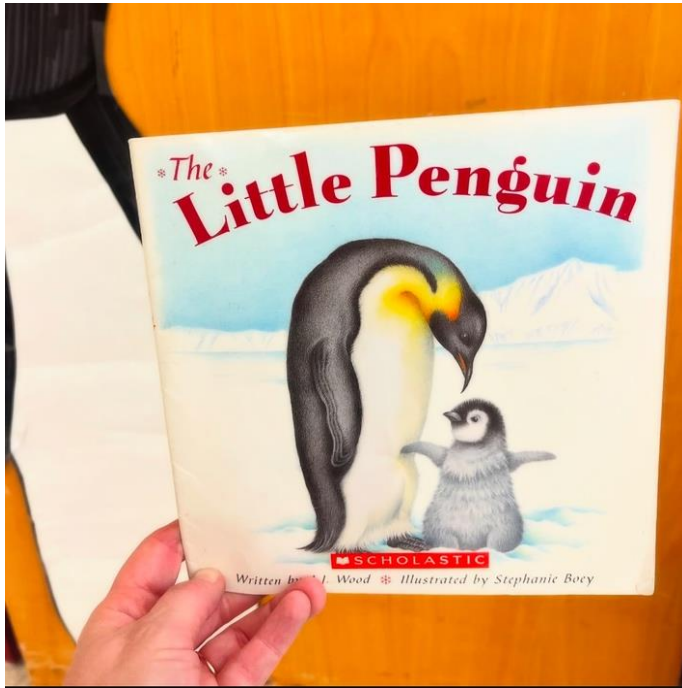


Listening and
speaking



writing and
decoding





Activity: What kind of box?

viewing and
showing

Listening and
speaking

writing and
decoding



Dear Shelley,
Here is what I discovered:

A SMALL box can
hold _____ child.

A MEDIUM box can
hold _____ children.

A LARGE box can hold
_____ children.

I think you should use a
box to ship the penguins.

ANOTHER TIP? _____

FROM _____

Dear Kindergarten,
Hello! I am a zoologist named Shelley and I
need to ship 6 emperor penguins to a new
zoo.

I heard you are BOXITECTS and ARCHITECTS
and I thought you would be perfect to
gather some information from.

I need you to do an experiment for me.

I heard that an emperor penguin is about
the size of a kindergarten child. But I have
no idea how big of a container I might need
in order to send our 6 emperor penguins!

Can you experiment and explore with some
boxes to ESTIMATE what size box I might
need? If you could send some pictures and
drawings that would be great!

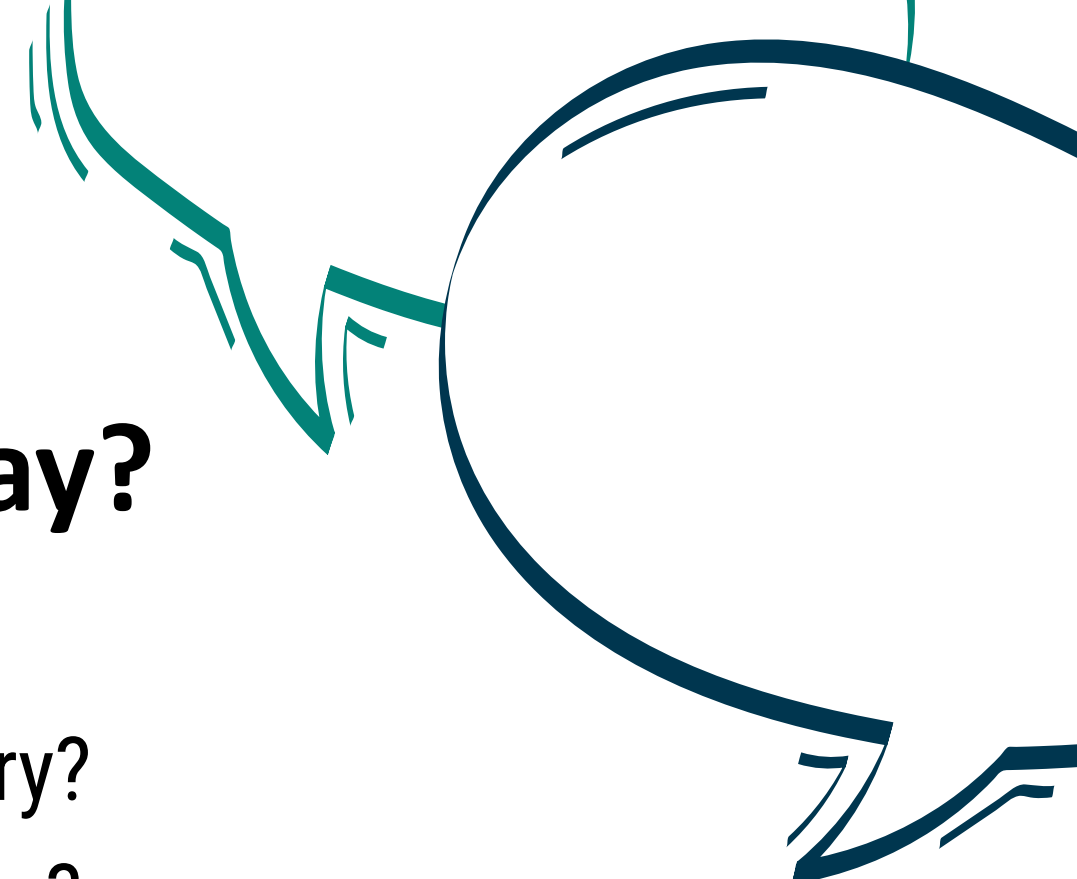
Thank you!
Sincerely,
Shelley

Dear Shelley,
Thank you for the
letter! Semilore discovered
the largest box worked
best. Luke says "6
penguins fit but only if
they stand up because
it takes less space in
the box." Cristabel says
"only the big box will work."

Also: "use a metal box so it doesn't
get soggy."
"there will still be room for 8
little fish."
"the box will be very heavy...
be careful!"

From:

LUKE SEMILORE CRISTABEL



What are you taking away?

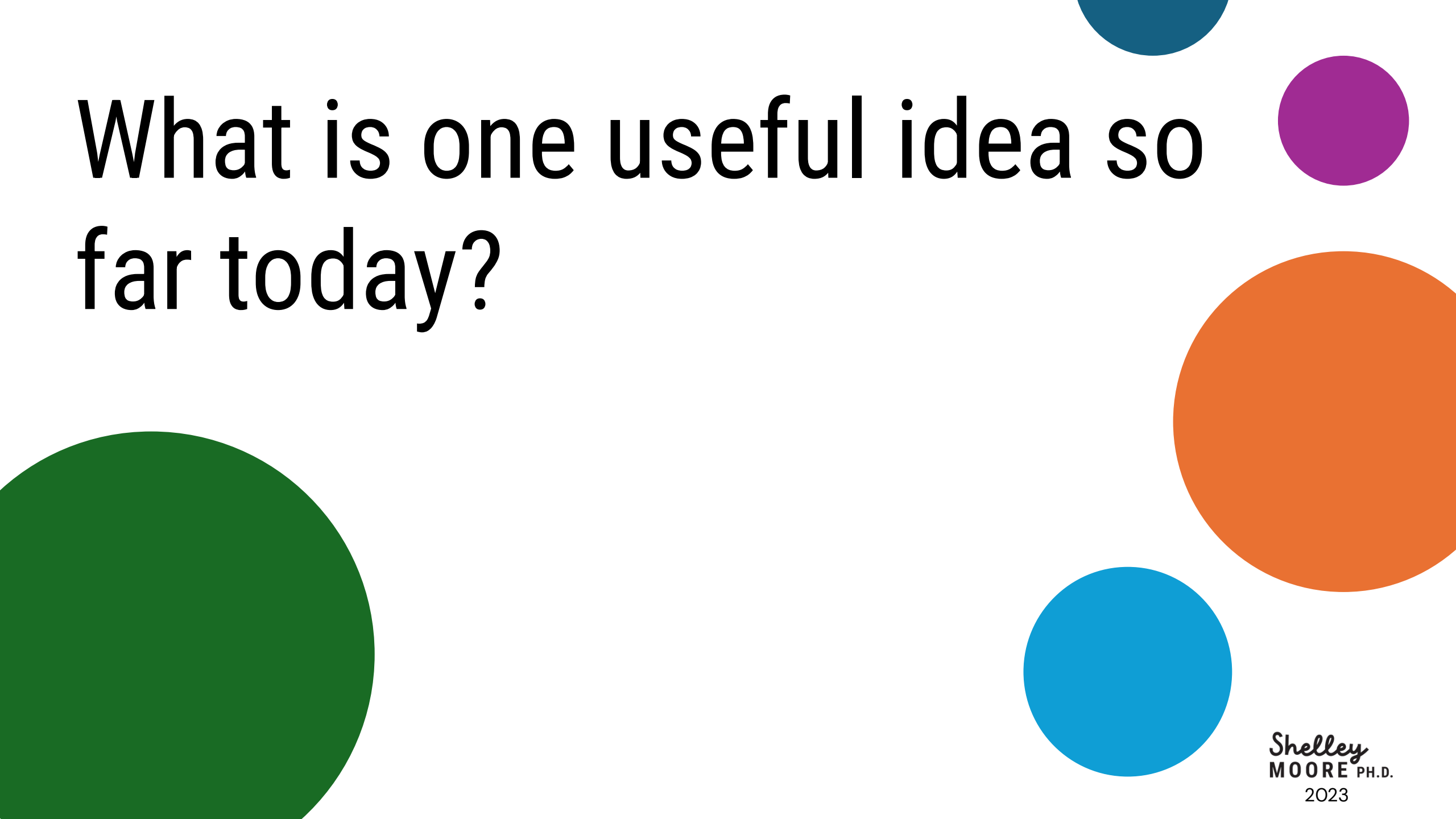
What is one useful idea?

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?

The slide features five large, solid-colored circles of varying sizes and colors: a teal circle at the top center, a purple circle at the top right, a large orange circle on the right side, a blue circle at the bottom right, and a large green circle on the bottom left. The text is positioned in the upper left area of the slide.

What is one useful idea so
far today?