

Shelley
MOORE PH.D.



www.drshelleymoore.com



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



[@drshelleymoore.bksy.social](https://www.blogger.com/profile/12345678901234567890/@drshelleymoore.bksy.social)



[@drshelleymoore](mailto:drshelleymoore)



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

Our Plan Together

Kick Off – **Inclusion:** How do we do it?

Session 1 - **Strength-based data** collection

Session 2 - Designing **needs-based** classroom support plans

Session 3 - UDL/ Backwards Design

Session 4 - Lesson Design through a **UDL** lens

Session 5 - Inclusive **Assessment**

Checking in

What stands out from last session?

What are you noticing about your thinking
and practice?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

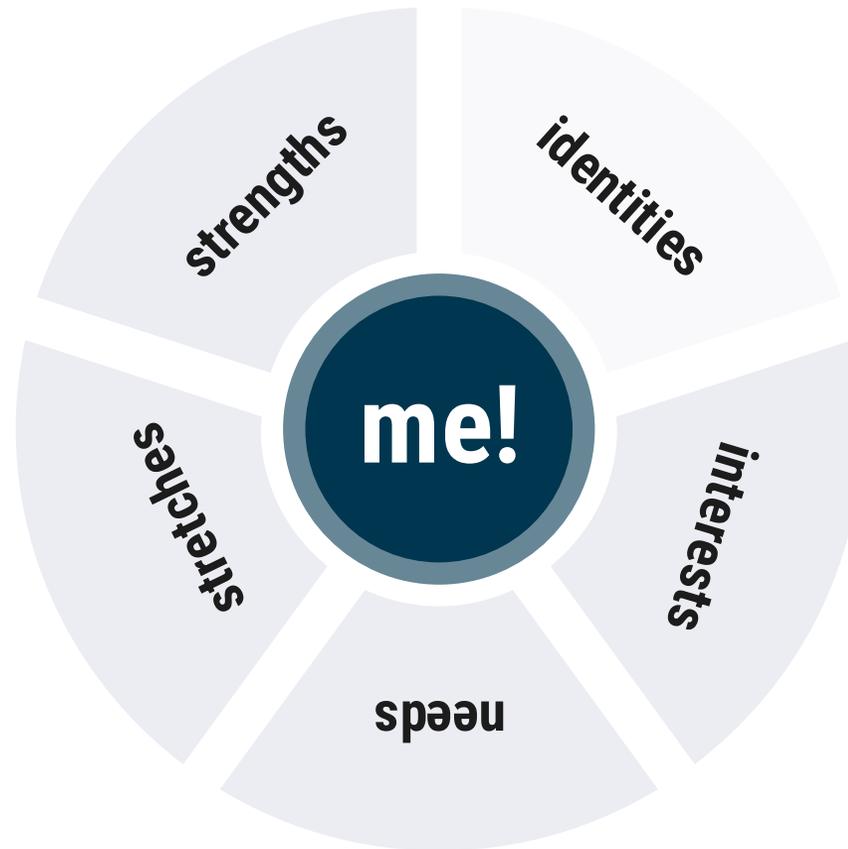
What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

The Five Dimensions



We cannot design for who a student isn't.

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities <i>Student Perspectives:</i> <i>Team Perspectives:</i>		Class Interests <i>Student Perspectives:</i> <i>Team Perspectives:</i>		Classroom Strengths <i>Student Perspectives:</i> <i>Team Perspectives:</i>	
Class Needs					
Need:	Need:	Need:	Need:	Need:	Need:
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		



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

CURRICULUM & ASSESSMENT DESIGN

Students

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

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

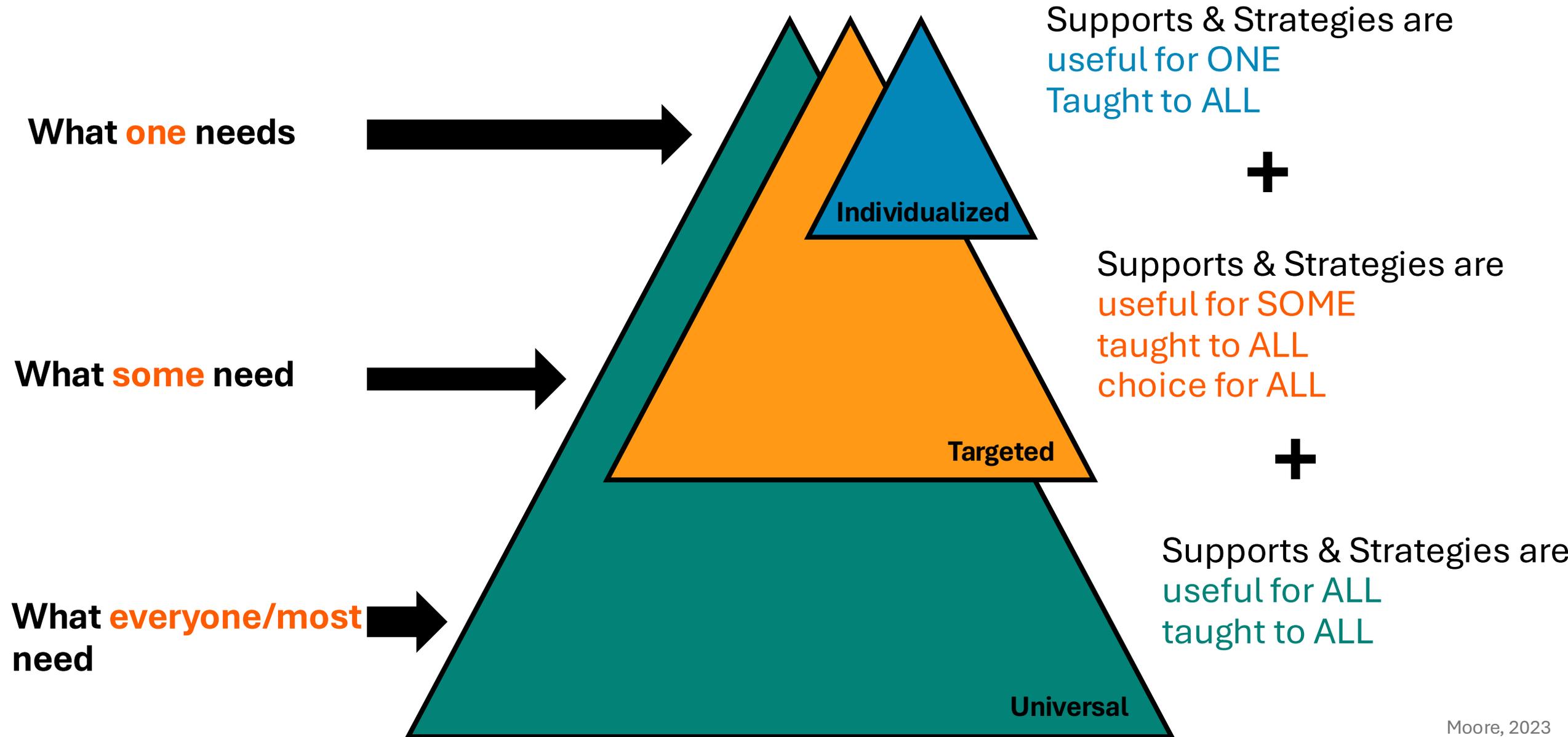
How will students show growth within the learning standard?
How do we know?

Adjustable Supports & Strategies
Student choice of tools and actions

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Multiple Layers of Needs Based Support



MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	17	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5	17				
B Boron	Cl Chlorine				
25	26	28	29	30	42
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

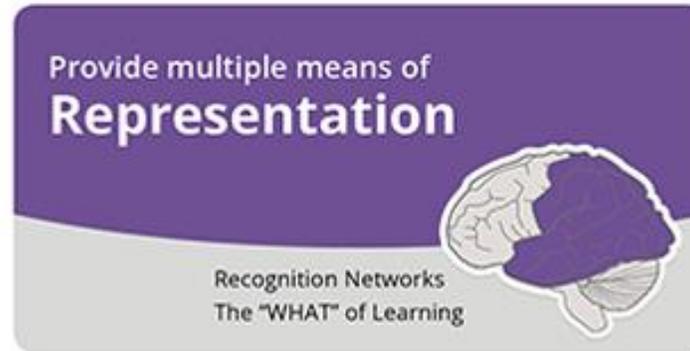
Source: Greenandvibrant.com



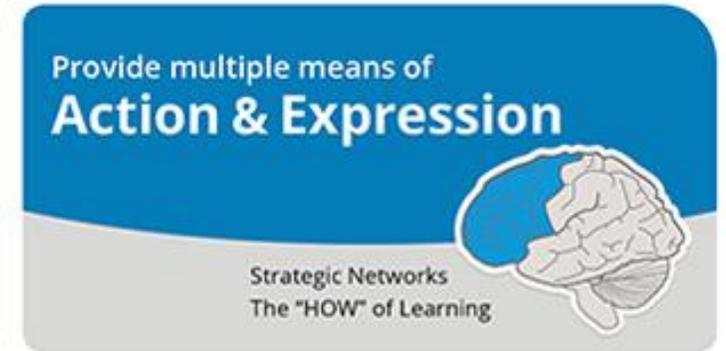
Universal Design for Learning 3.0



All students
need to be
engaged



All students
need to
understand



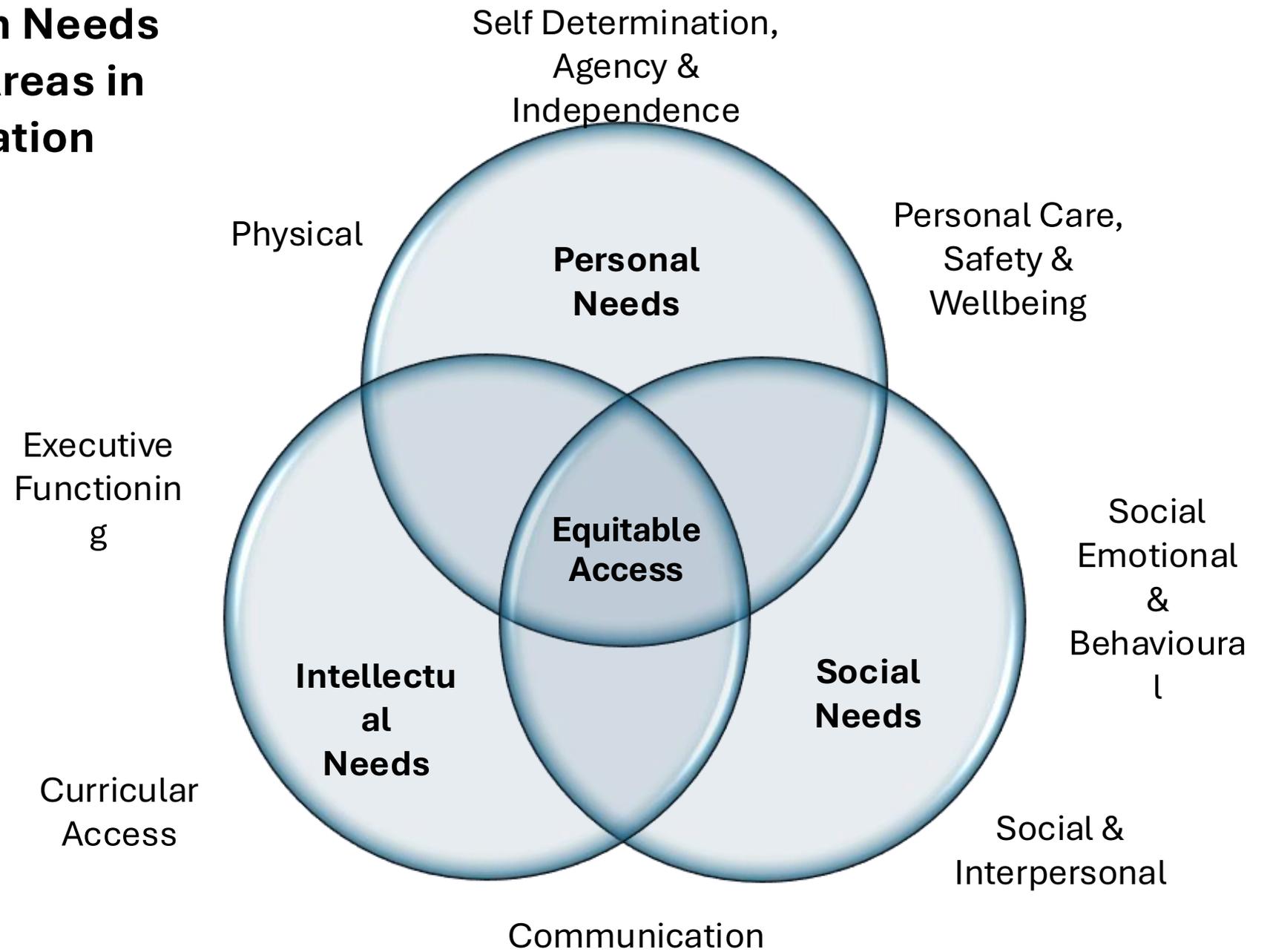
All students
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• 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	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• 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	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• 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)

What are needs?



Common Needs Based Areas in Education



Collaborative Needs-Based Reflection

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A	
Social-Emotional & Behavioural	Emotional regulation					
	Anxiety, depression & mental health					
	Anger or frustration tolerance					
	Stress management					
	Self-esteem, acceptance & confidence					
	Behavioural regulation					
	Coping skills					
	Trauma or grief					
	Executive Functioning	Attention & focus				
		Working memory				
Impulse control						
Task initiation						
Organization						
Time management						
Planning & sequencing						
Flexible thinking						
Transitioning						
Communication	Receptive communication					
	Expressive communication					
	Social communication					
	Nonverbal communication					
	Oral language					
	Augmented & Alternative Communication (AAC)					

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A	
Curricular Access	Literacy - Decoding					
	Literacy - Comprehension					
	Literacy - Written output					
	Literacy - Oral language/speaking					
	Foundational numeracy					
	Engagement/motivation					
	Understanding information					
	Knowing & using learning strategies					
	Curricular access					
	Curricular challenge/extension					
	Self-Determination, Agency & Independence	Self-awareness & advocacy				
		Choice making & goal setting				
Managing materials & routines						
Independence/agency						
Ownership of learning						
Social & Interpersonal		Peer relationships				
	Collaboration & group work					
	Understanding social cues					
	Problem-solving/conflict resolution					
	Belonging & community					
Physical	Mobility					
	Motor skills (fine/gross)					
	Sensory regulation					
	Medical					
	Energy or stamina					
	Eating, feeding, and/or allergies					

Collaborative Needs-Based Reflection

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Grade 8 English	Classroom Teacher(s): LM	Support Teachers/ Staff: SM	Date: Nov. 2025
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Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation	DU, AC, SS, KM	X		
	Anxiety, depression & mental health				x
	Anger or frustration tolerance	DU, SS		x	
	Stress management				x
	Self-esteem, acceptance & confidence	AC, MB, KM		x	
	Behavioural regulation	SS		x	
	Coping skills	AC, KM		x	
	Trauma or grief	CS, IF		x	
	Attention & focus	CS, AC, PD, SS		x	
	Executive Functioning	Working memory	KM		
Impulse control		AC, SS, DS			
Task initiation					
Organization		SS			
Time management		PD			
Planning & sequencing		CS, DS			
Flexible thinking		IF, SS, MB, KM	X		
Transitioning		SS			
Communication	Receptive communication	CS, DU, IF, AC	X		
	Expressive communication	CS, DU, IF, AC			
	Social communication	CS, DU, AC			
	Nonverbal communication	DU, AC, DS			
	Oral language	DU, AC			
	Augmented & Alternative Communication (AAC)	CS			
	Language of Instruction	DU, DS, KM			

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Curricular Access	Literacy - Decoding				
	Literacy - Comprehension	KM	X		
	Literacy - Written output	PD			
	Literacy - Oral language/speaking				
	Foundational numeracy				
	Engagement/motivation				
	Understanding information	AC			
	Knowing & using learning strategies				
	Curricular accessibility				
	Curricular challenge/extension				
Self-Determination, Agency & Independence	Self-awareness & advocacy	CS, DU, IF, AC, DS, KM	X		
	Choice making & goal setting	IF, AC, MB			
	Managing materials & routines	CS, IF			
	Independence/agency	DU, AC, DS, KM	X		
	Ownership of learning	SS			
Social & Interpersonal	Peer relationships	CS, AC, DS			
	Collaboration & group work	CS, SS			
	Understanding social cues	CS, AC, DS			
	Problem-solving/conflict resolution	SS			
	Belonging & community	DU, IF, AC			
Physical	Hearing	AC			
	Vision	AC			
	Mobility				
	Motor skills (fine/gross)	DU, AC, SS			
	Sensory	DU, CS, AC, DS			
	Medical	CS, DS			
	Energy or stamina	IF			
	Eating, feeding, and/or allergies	CS			

Homework

St Johns School - Needs Based Planning

Prioritizing needs for inclusive planning

What is the grade and subject area of the class you are targeting?

Short answer text

What are you 5 needs based areas that you want to prioritize this year?

Short answer text

What is ONE needs-based area that you want to start with in your planning?

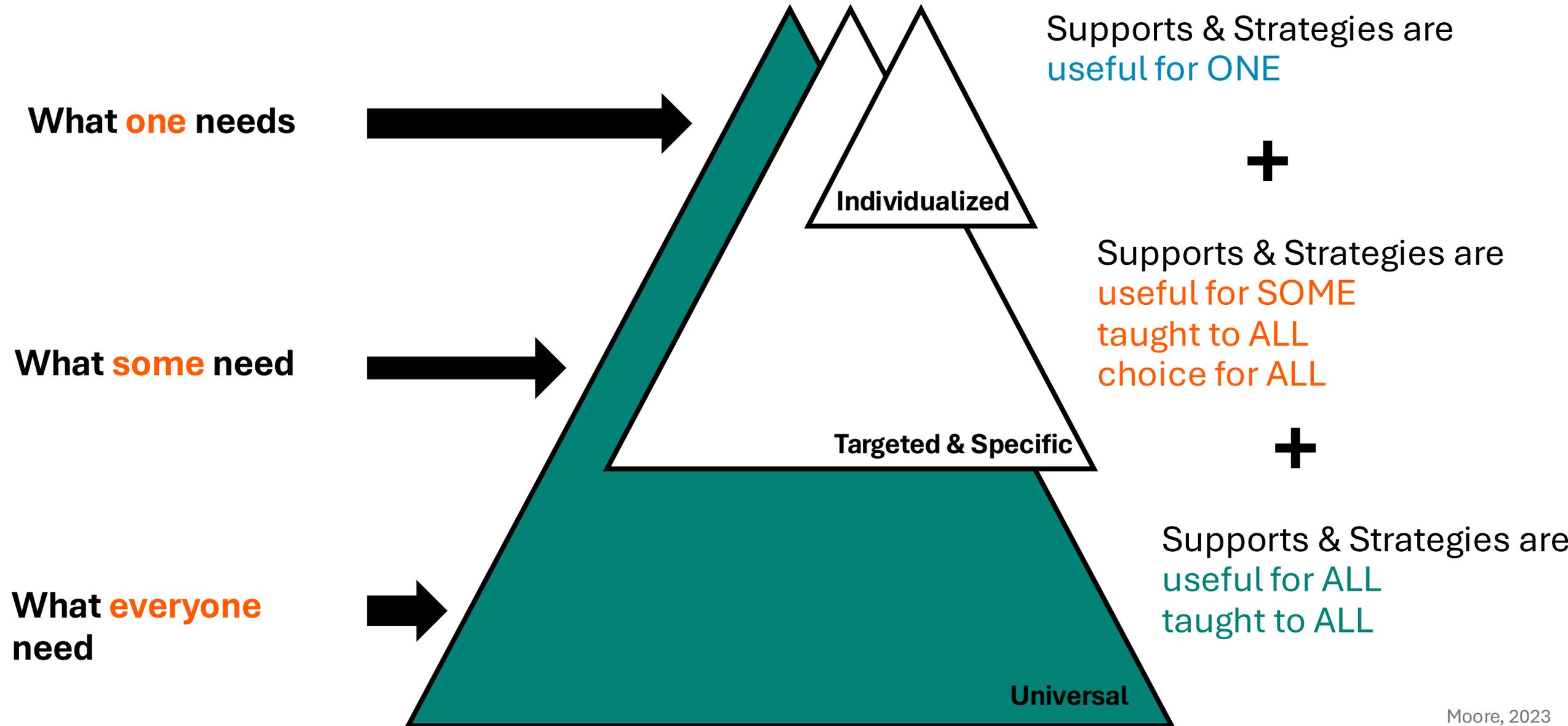
Short answer text



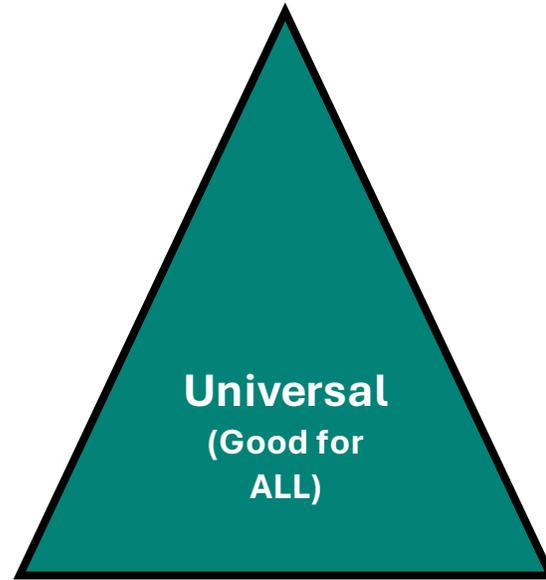


How do we reduce barriers?

Multiple Layers of Needs Based Support



Universal Needs-Based Support



Reducing & Eliminating Barriers
to increase agency & independence

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• 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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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 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

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What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

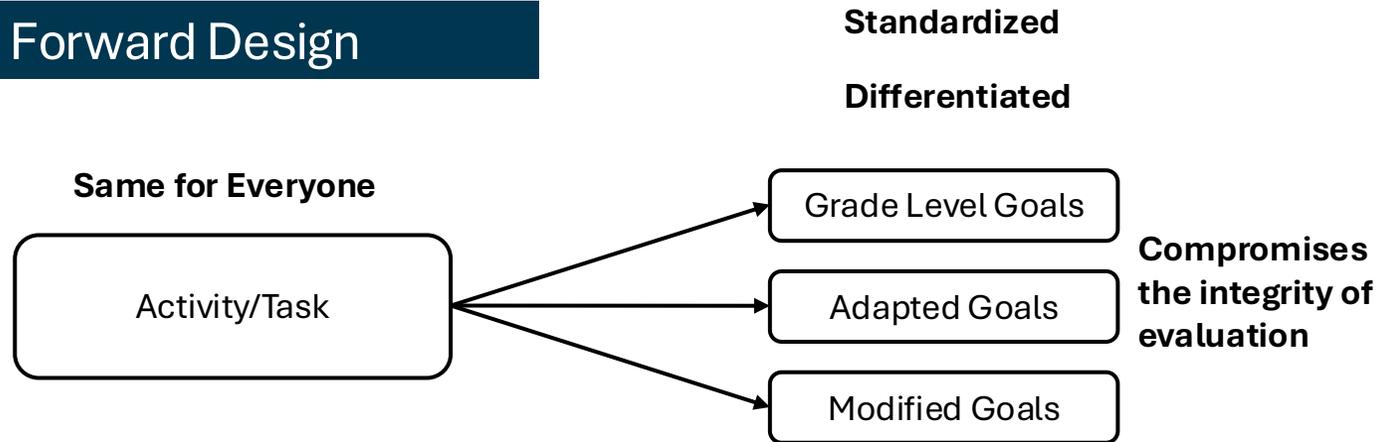
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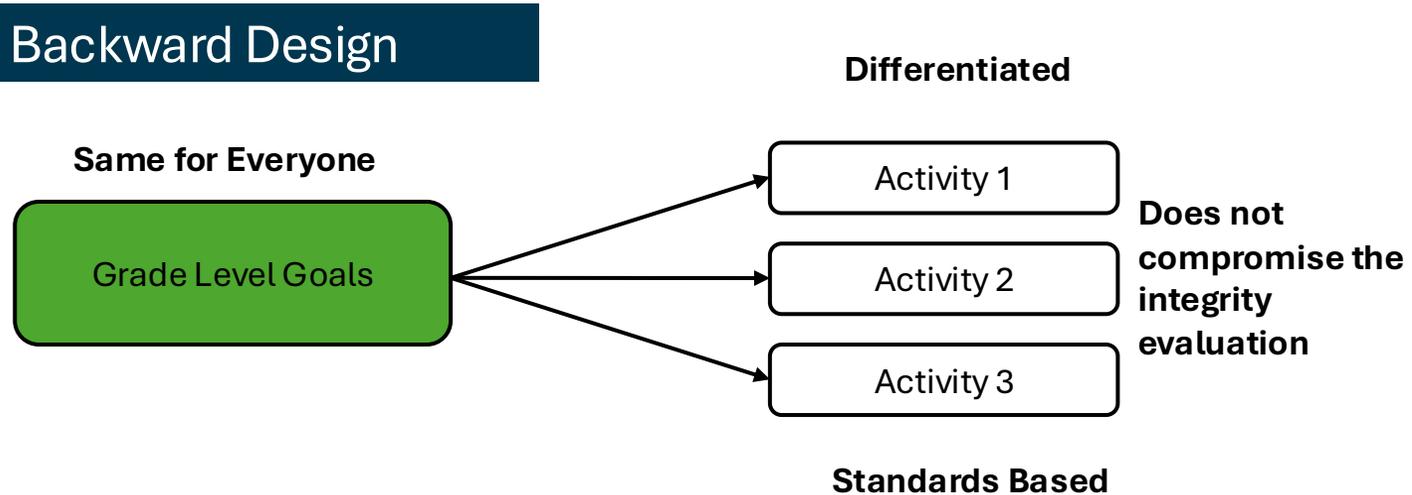
How I came to understand **BACKWARDS DESIGN**

Design with the End in Mind!

Forward Design

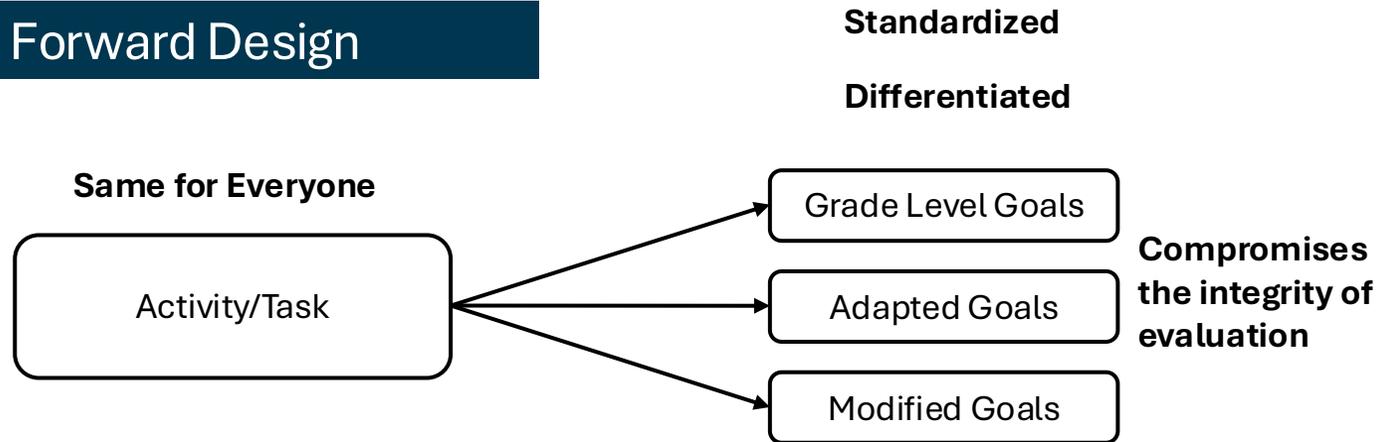


Backward Design

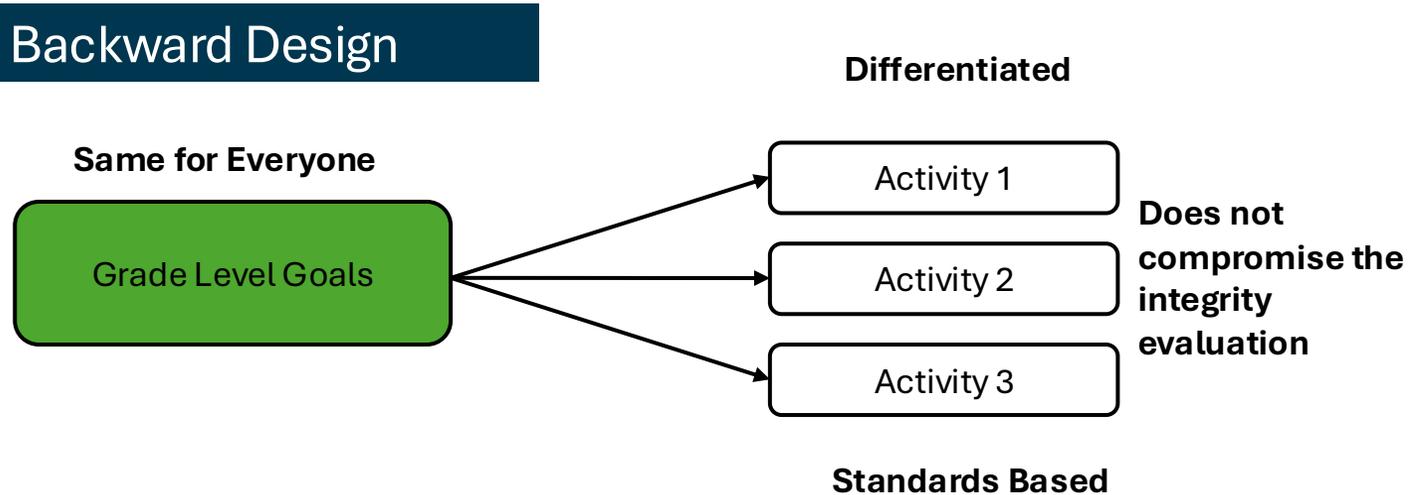


Design with the End in Mind!

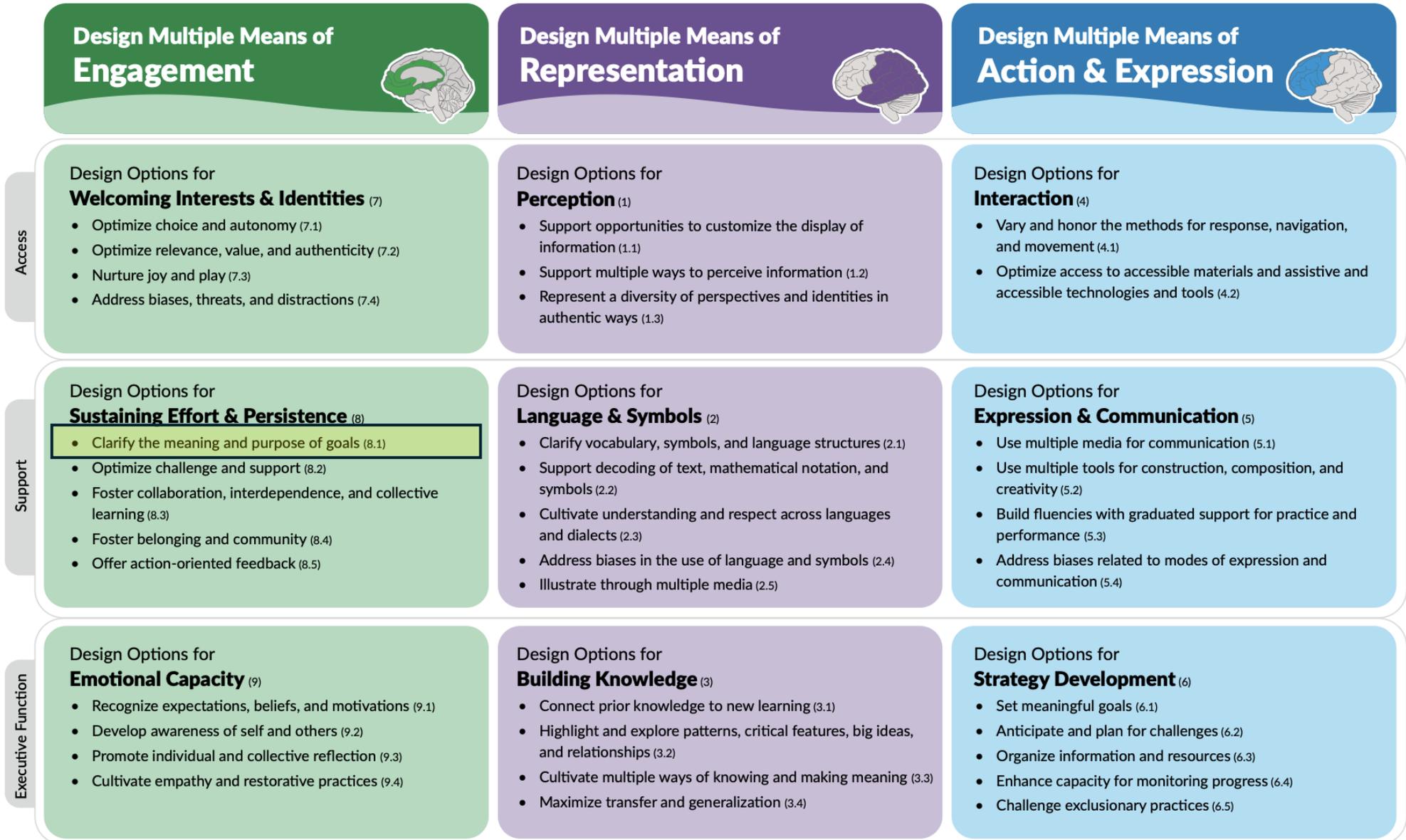
Forward Design



Backward Design



High Impact UDL Strategies in Curricular Design



High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

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

EXAMPLE: HISTORY OF QUEBEC & CANADA SECONDARY III AND IV

Summary of Program Content: Secondary III

PERIODS IN THE HISTORY OF QUÉBEC AND CANADA			
Origins to 1608	1608-1760	1760-1791	1791-1840
SOCIAL PHENOMENA			
The experience of the Indigenous peoples and the colonization attempts	The evolution of colonial society under French rule	The Conquest and the change of empire	The demands and struggles of nationhood
Way of conceiving a problem as suggested by the formulation of the social phenomenon			
Explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement	Explaining the relations between the colonial society and France	Explaining how the change of empire affected colonial society	Explaining the rise of nationalism in a colony seeking political autonomy
HISTORICAL KNOWLEDGE			
<ul style="list-style-type: none"> • First occupants of the territory • Social relationships among the Indigenous peoples • Decision making among the Indigenous peoples • Indigenous trade networks • Alliances and rivalries among the First Nations • First contacts • Exploration and occupation of the territory by the French 	<ul style="list-style-type: none"> • Monopoly of the chartered companies • Royal Government • French territory in America • First Nations warfare and diplomacy • Fur trade • Catholic Church • Population growth • Cities in Canada • Seigneurial system • Economic diversification • Adaptation of the colonists • Indigenous populations • Intercolonial wars • War of the Conquest 	<ul style="list-style-type: none"> • Military regime • Royal Proclamation • Status of Indians • Instructions to Governor Murray • Protest movements • <i>Quebec Act</i> • American invasion • Loyalists • Colonial economy • Sociodemographic situation • Catholic Church • Anglican Church 	<ul style="list-style-type: none"> • <i>Constitutional Act</i> • Parliamentary debates • Nationalisms • Liberal and republican ideas • Population • Rebellions of 1837-1838 • Capital and infrastructure • Agriculture • Fur trade • Timber trade • Migratory movements • British-American War of 1812 • Anglican Church • Durham Report
SPECIFIC CONCEPTS			
<ul style="list-style-type: none"> • Alliance • Environment • Trade 	<ul style="list-style-type: none"> • Adaptation • Evangelization • Mercantilism 	<ul style="list-style-type: none"> • Allegiance • Assimilation • Constitution 	<ul style="list-style-type: none"> • Bourgeoisie • Nationalism • Parliamentary government
COMMON CONCEPTS			
Culture • Economy • Power • Society • Territory			

EXAMPLE: HISTORY OF QUEBEC & CANADA SECONDARY III AND IV

Summary of Program Content: Secondary III

Competency

Competency

Skills

Knowledge

Concepts

Concepts

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EXAMPLE: HISTORY OF QUEBEC & CANADA SECONDARY III AND IV

Summary of Program Content: Secondary III

Competency

Competency

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Concepts

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EXAMPLE: HISTORY OF QUEBEC & CANADA SECONDARY III AND IV

Competency: characteristics of 1791-1840

Competency: the demands and struggles of nationhood

Skill: explain the rise of nationalism in a colony seeking political autonomy

Knowledge:

- The constitution act
- Parliamentary debates
- Nationalisms
- Rebellions of 1837-1838
- Capital and infrastructure
- Agriculture
- Fur trade
- Timber trade
- Migratory movements
- British-American War of 1812
- Anglican church
- Durham report

Concepts: Bourgeoise, nationalism and parliamentary government

Concepts: culture, economy, power, society and Territory

Physical Education & Health – Cycle 4

Competency

Physical Education and Health

Competency 3 – Adopts a healthy, active lifestyle

Knowledge (Concepts to be learned)

Knowledge/Concepts

Skills

Skills

Skills

<ul style="list-style-type: none"> → Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge. <p>E: The letter E indicates that some of the concepts related to this topic were covered in elementary school.</p>	Elementary	Secondary				
		Cycle One		Cycle Two		
A. Physiology of the human body¹		1	2	3	4	5
1. Names the main components of the systems involved in carrying out physical activities (cardiovascular, respiratory and muscular systems) (e.g. heart, lungs, abdominals)	E	→	→	→	★	
2. In simple terms or using a diagram, explains the main systems involved in physical activity (e.g. The cardiovascular system carries oxygen and nutrients to the muscles in accordance with the physical effort involved.)	E	→	→	→	★	
3. Explains the body's response to exercise by making connections with the different systems (e.g. Perspiration helps regulate body temperature.)	E	→	→	→	→	★

Physical Education & Health – Cycle 4

Competency: adopt a healthy and active lifestyle

Knowledge: physiology of the human body

Skills:

- Name the main components of the systems involved in carrying out physical activities
- explains the main systems involved in physical activity
- Explain the body's response to exercise by making connections with the different systems

Understanding

Knowledge

Skills



Mathematics

Algebra

Understanding and manipulating algebraic expressions

Understanding and manipulating algebraic expressions							
→	Student constructs knowledge with teacher guidance.	Secondary					
★	Student applies knowledge by the end of the school year.	Cycle One		Cycle Two			
■	Student reinvests knowledge.						
A. Algebraic expressions		6	1	2	3	4	5
1.	Describes, using his/her own words and mathematical language, numerical patterns	■	■	■	■	■	■
2.	Describes, using his/her own words and mathematical language, series of numbers and family of operations	★	■	■	■	■	■
3.	Adds new terms to a series when the first three terms or more are given	★	■	■	■	■	■
4. Describes the role of components of algebraic expressions:							
a.	unknown Note : This concept was introduced in elementary school (although not named as such) when students were asked to find a missing term.	→	→	★	■	■	■
b.	variable, constant		→	★	■	■	■
c.	parameter Note : The concept of parameter is introduced intuitively (although not named as such) in Secondary I, II and III.		→	→	→	→	★
					★	■	■
d.	coefficient, degree, term, constant term, like terms		→	★	■	■	■
5.	Constructs an algebraic expression using a register (type) of representation		→	★	■	■	■
6.	Interprets an algebraic expression in light of the context		→	★	■	■	■
7.	Recognizes or constructs equivalent algebraic expressions		→	★	■	■	■
8. Recognizes or constructs							
a.	equalities and equations	→	→	★	■	■	■
b.	inequalities				★	■	■

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Math – Cycle 1

Understanding: understand and manipulate algebraic expressions

Knowledge: algebraic expressions

Skills:

- Describe the role of components of algebraic expressions:
 - unknown
 - variable, constant
 - parameter
 - coefficient, degree, term, constant term, like terms
- Construct an algebraic expression using a register (type) of representation
- Interpret an algebraic expression in light of the context
- Recognize or construct equivalent algebraic expressions
- Recognize or construct equalities and equations

Your Job – 10 min

8.1: Clarify the Meaning and Purpose of Goals

- **Look at an upcoming unit**
 - **Identify the goals for the unit and what kind of goal they are:**
 - **Competencies**
 - **Understandings**
 - **Concepts**
 - **Knowledge**
 - **Skills**

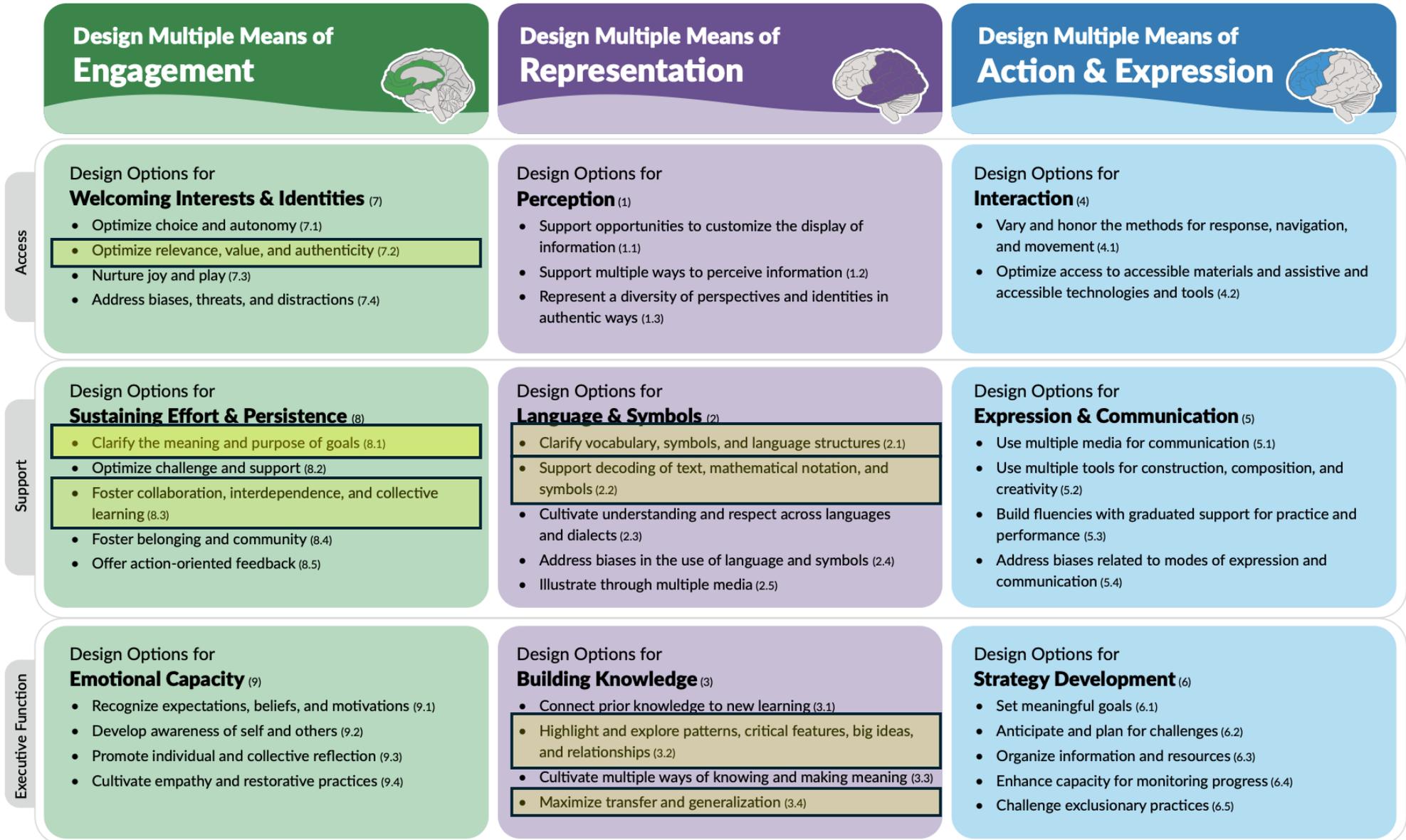
High Impact UDL Strategies

- 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



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

3.4: Maximize transfer and generalization

2.1: clarify vocabulary, symbols, and language structures

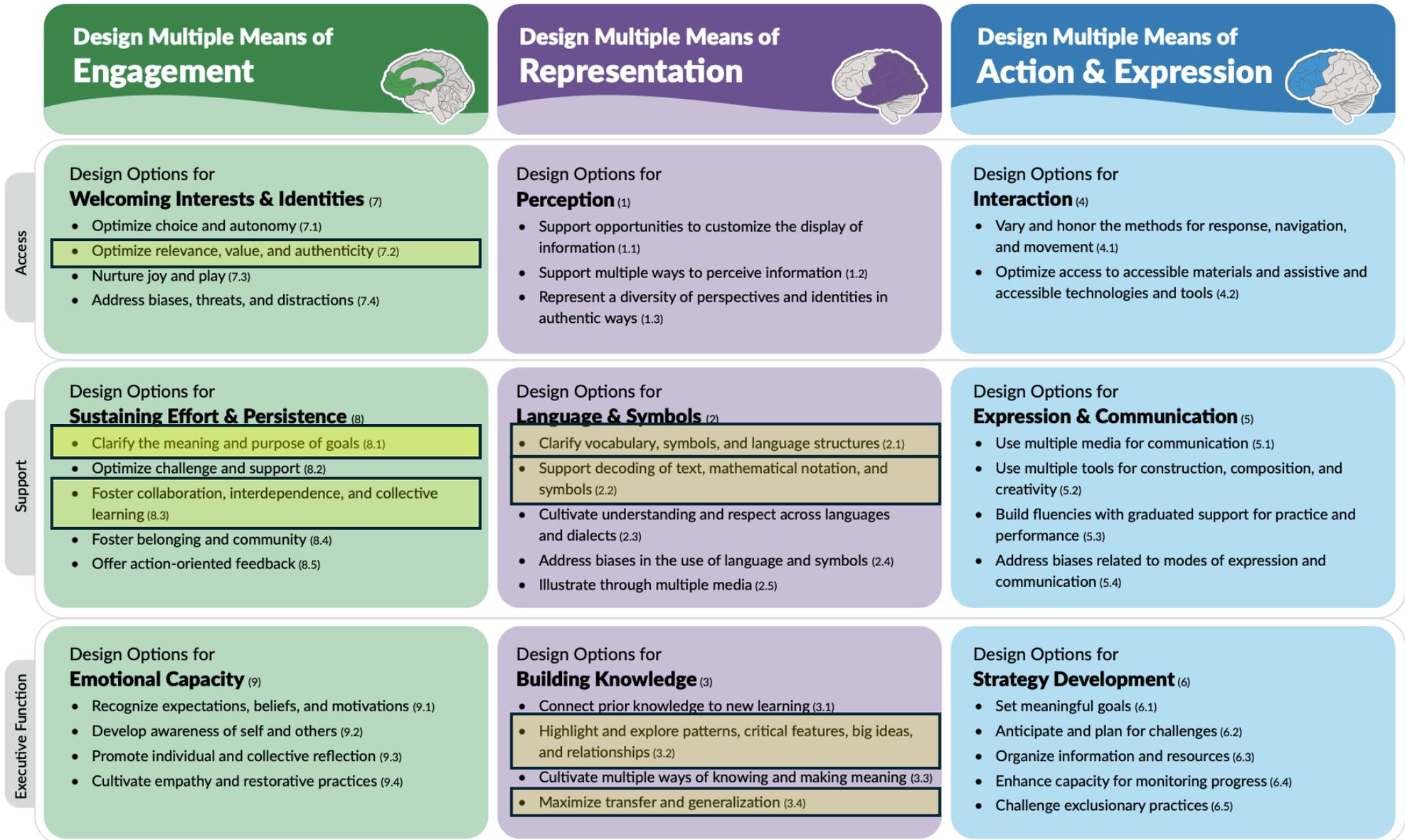
- Giving students an opportunity to understand and/or **translate the learning standards**
- Developing **guiding questions** that anchor learning in an authentic and relevant problem, collective context and/or a community-based idea that they can learn about together over time
- Identify and teach the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

Class:	Subject/Topic(s):	Planning Team:
Competencies:		Unit Guiding Question(s):
Vocabulary to know and use:		
Unit Goals	Curricular Language	Student friendly language

Class: Math Cycle 1		Subject/Topic(s): Algebra	Planning Team:
Competencies/ Understandings: understand and manipulate algebraic expressions		Unit Guiding Question(s): How do algebraic expressions help us describe patterns and relationships in the world?	
Vocabulary to know and use: Algebraic expression Variable, Unknown, Constant, Parameter, Coefficient, Term, Constant term, Like terms, Degree, Equality, Equation, Equivalent expressions, Simplify, Substitute, Balance, Symbolic representation, Verbal representation, Numerical representation, Graphical representation, Context / situation, algebraic expression			
Unit Goals	Curricular Language	Student friendly language	
knowledge	Algebraic expressions	<p>I know that algebraic expressions represent relationships using numbers and symbols.</p> <p>I know the parts of algebraic expressions and what they mean.</p> <p>I know the difference between an expression, an equality, and an equation.</p> <p>I know that expressions can be written in different but equivalent ways.</p>	
skills	Describe the role of components of algebraic expressions: <ul style="list-style-type: none"> - Unknown - variable, constant - Parameter - coefficient, degree, term, constant term, like terms 	<p>I can identify variables and unknowns in an expression.</p> <p>I can identify constants in algebraic expressions</p> <p>I can explain how parameters affect expressions.</p> <p>I can identify terms in an algebraic expression.</p> <p>I can identify the degree of a term or expression.</p> <p>I can identify constant terms.</p> <p>I can recognize and group like terms.</p> <p>I can combine like terms to simplify expressions.</p>	
skills	Construct an algebraic expression using a register (type) of representation	<p>I can create algebraic expressions from words or real situations.</p> <p>I can represent relationships using symbols, numbers, tables, or diagrams.</p> <p>I can translate between verbal, symbolic, and numerical representations</p>	
skills	Interpret an algebraic expression in light of the context	<p>I can explain what an algebraic expression means in a real situation.</p> <p>I can describe what each part of an expression represents in context.</p> <p>I can predict how changing values affects an expression.</p>	
skills	Recognize or construct equivalent algebraic expressions	<p>I can determine whether two algebraic expressions are equivalent.</p> <p>I can simplify expressions by combining like terms.</p> <p>I can rewrite expressions in different but equivalent forms.</p> <p>I can explain why two expressions are equivalent.</p>	
skills	Recognize or construct equalities and equations	<p>I know that an equation shows that two expressions are equal.</p> <p>I can write equations to represent relationships or situations.</p> <p>I can determine whether an equality or equation is true.</p>	



High Impact UDL Strategies in Curricular Design



Your Job – 10 min

Choose at least one high impact strategy to pull into your unit plan

- determine a unit guiding question**
- identifying key vocabulary**
- translate into student friendly goals**