

Shelley MOORE PH.D.



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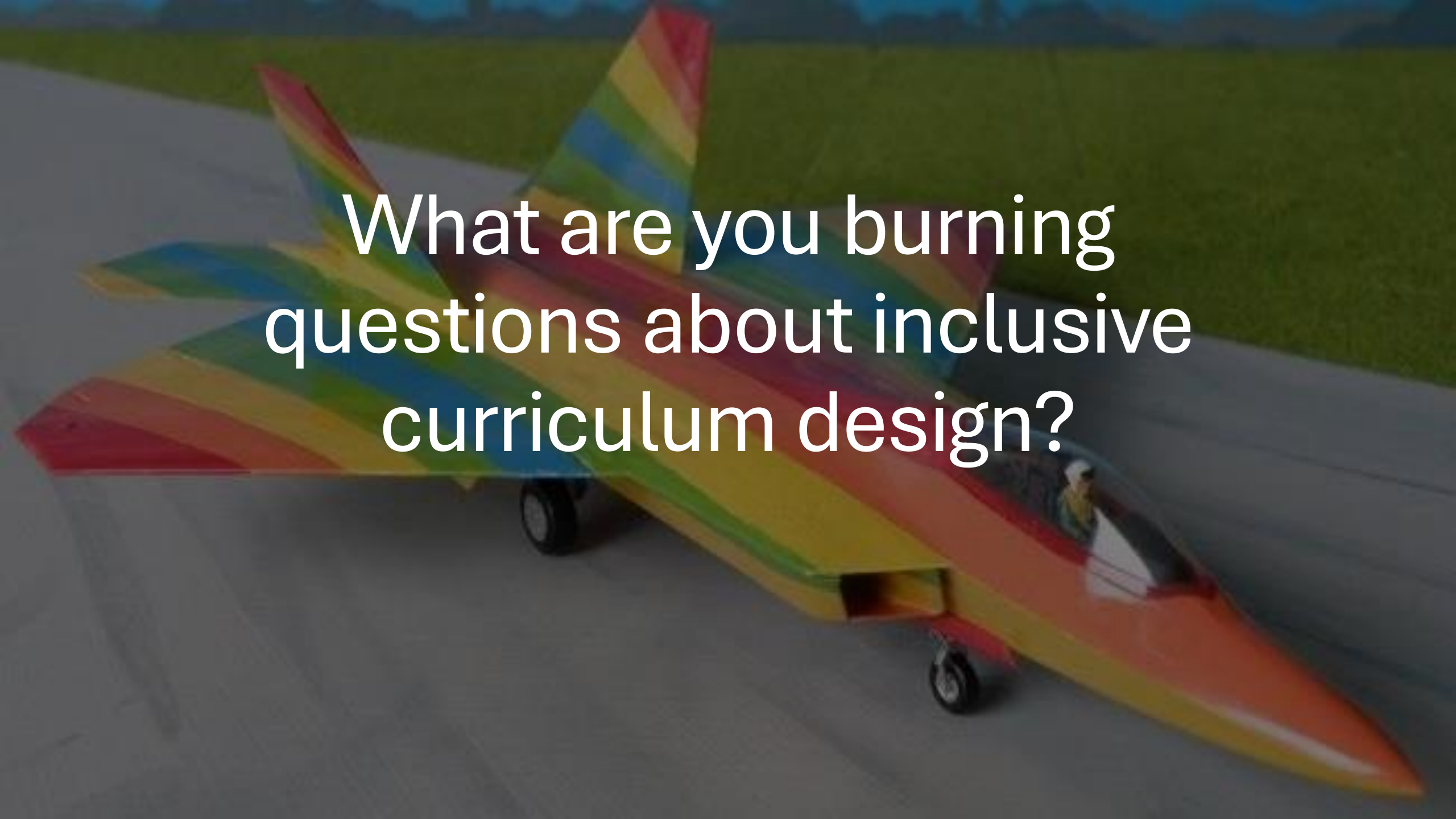
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Dr. Shelley Moore

A model of a fighter jet, possibly a Eurofighter Typhoon, is shown from a low angle on a grey runway. The aircraft is painted with a vibrant rainbow pattern, with colors transitioning from red at the nose to purple at the tail. The background consists of a green field and a blue sky with light clouds. The text "What are you burning questions about inclusive curriculum design?" is overlaid in white, centered on the image.

What are you burning
questions about inclusive
curriculum design?

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL
(positive mindset)

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

Are strategically
PLANNED for
from the start

Guiding Conditions of **inclusion** describe that all students...

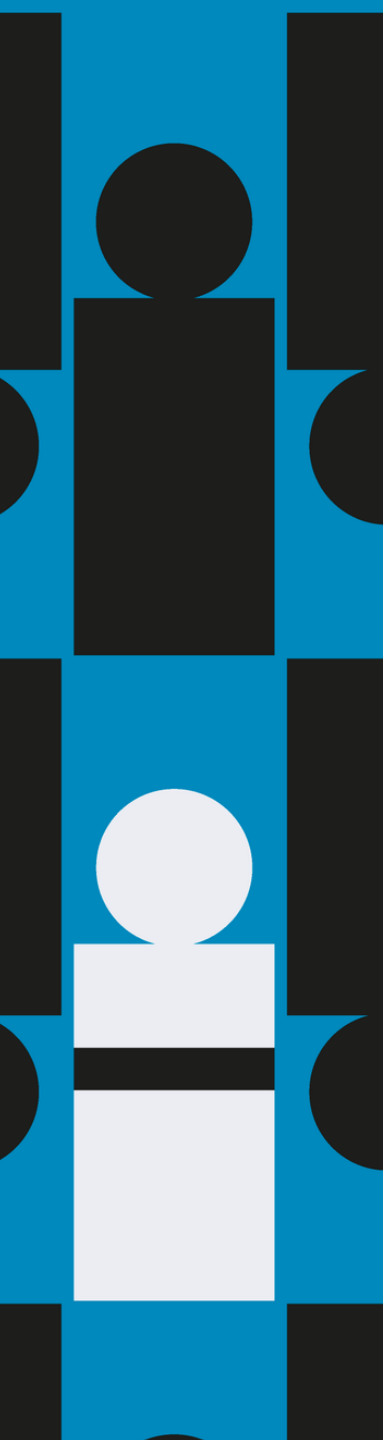
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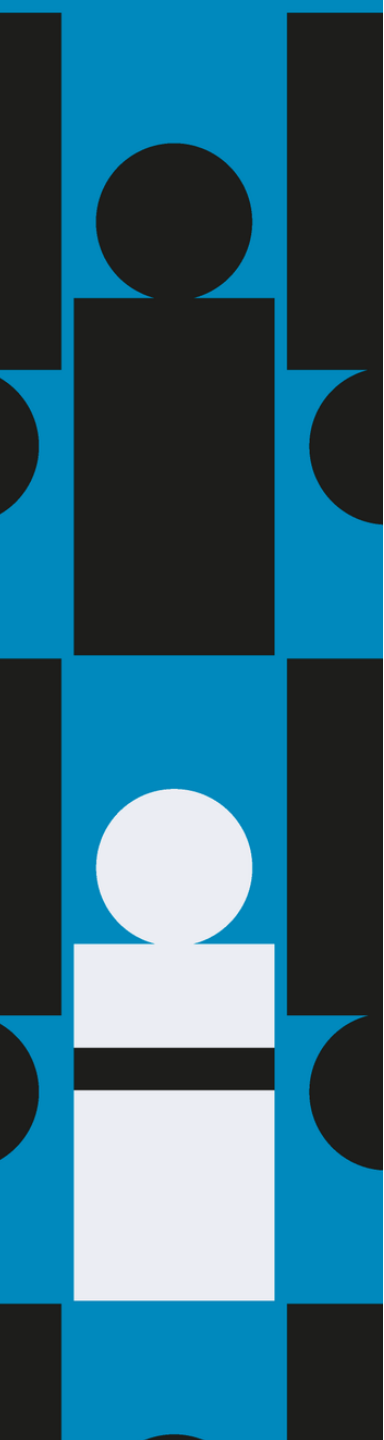
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How do we increase inclusive **placement** in grade level classes?

Explicit Programming

Strategic Programming



How do we increase **inclusive placement** in secondary?

Explicit Programming

- Students have the option to take a learning/life skills support block with their disability identity-based peers as an elective class
- Students are working toward developmentally appropriate goals that reflect life/community-based skills (e.g. literacy, communication, physiotherapy, work experience etc.)
- The goal is to “close the gap”

Strategic Programming

- Students are enrolled in grade level classrooms with their peers
- Students work towards/within grade level learning standards of the course (e.g. math 10, PE 8)
- The goal is not to “close the gap”
- The goal is to build accessibility and multiple pathways

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

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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 students?
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 students require to navigate needs & barriers?

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

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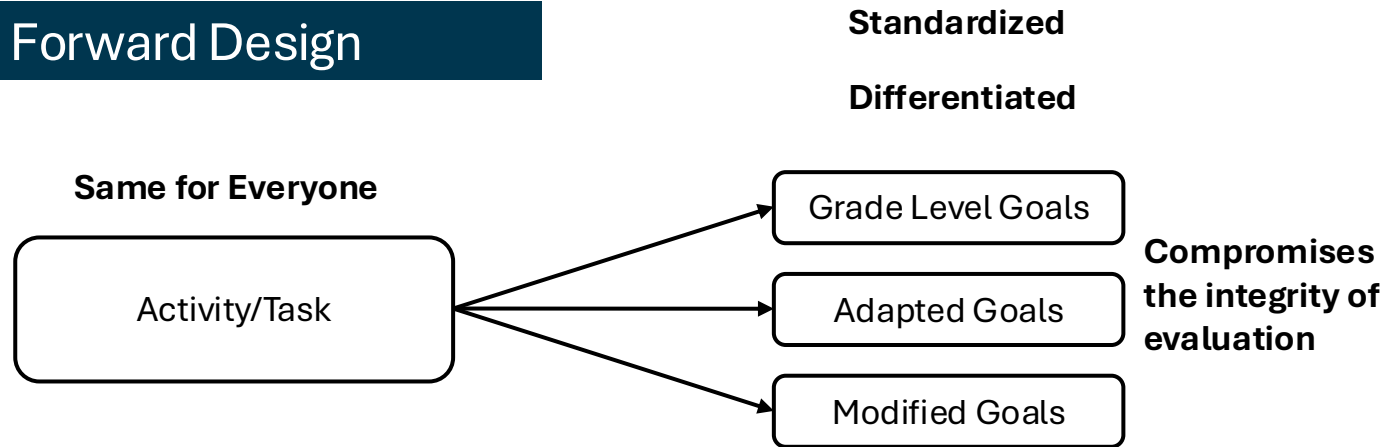
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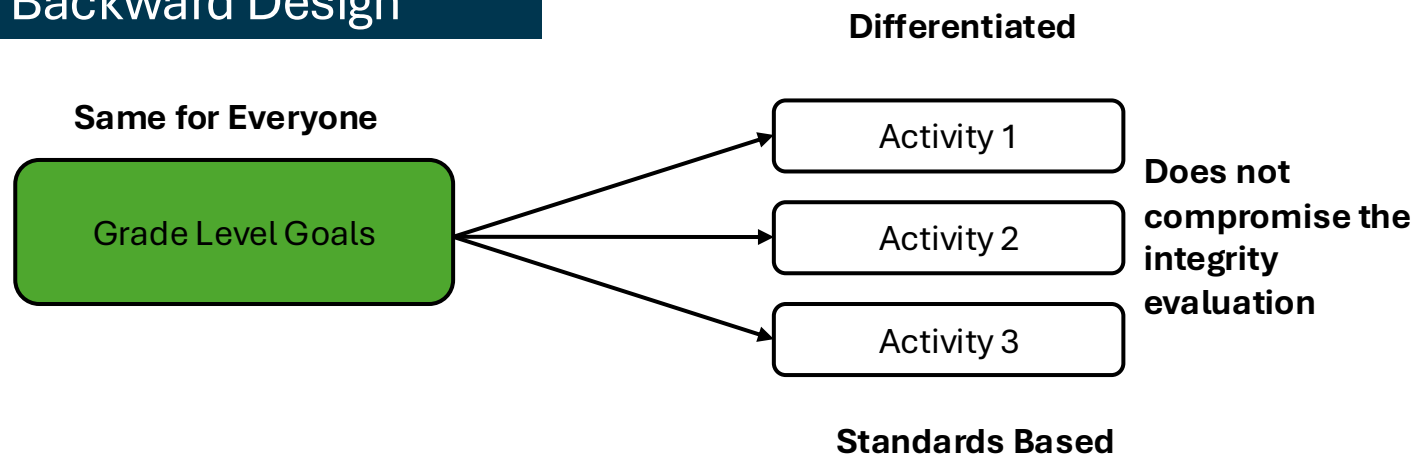
How I came to understand **BACKWARDS DESIGN**

Determining the Learning Standard

Forward Design



Backward Design



Backwards Design: Determining Learning Goals

The **Grade Level Learning Standards** are what we assess

The Learning Goals are what we teach to get there

There are different kinds of learning goals:

- What students need to **know?**
- What students need to **do?**

Some subject areas/courses include all of the learning goals

Some subject areas/courses some only focus on a couple learning goals

Backwards Design: Determining Learning Goals

The **Grade Level Learning Standards** are what we assess

The Learning Goals are what we teach to get there

There are different kinds of learning goals:

- What students need to **understand?**
- What students need to **know?**
- What students need to **do?**
- What competencies do students need to **develop?**

Some subject areas/courses include all of the learning goals

Some subject areas/courses some only focus on a couple learning goals