

THE Outside Pins



@theoutsidepins



www.outsidepinconsulting.com



info@outsidepinconsulting.com



outside
pin
consulting

Nexwlélexm



I recognize that I am joining you from the traditional, ancestral, and unceded territory of the Skwxwú7mesh Úxwumixw whose ancestral name for the island is Nexwlélexwm.



Dr. Shelley Moore



@drshelleymoore



www.drshelleymoore.com



Dr. Shelley Moore



SMOOREVancouver



Welcome!

Inclusive Curriculum Design

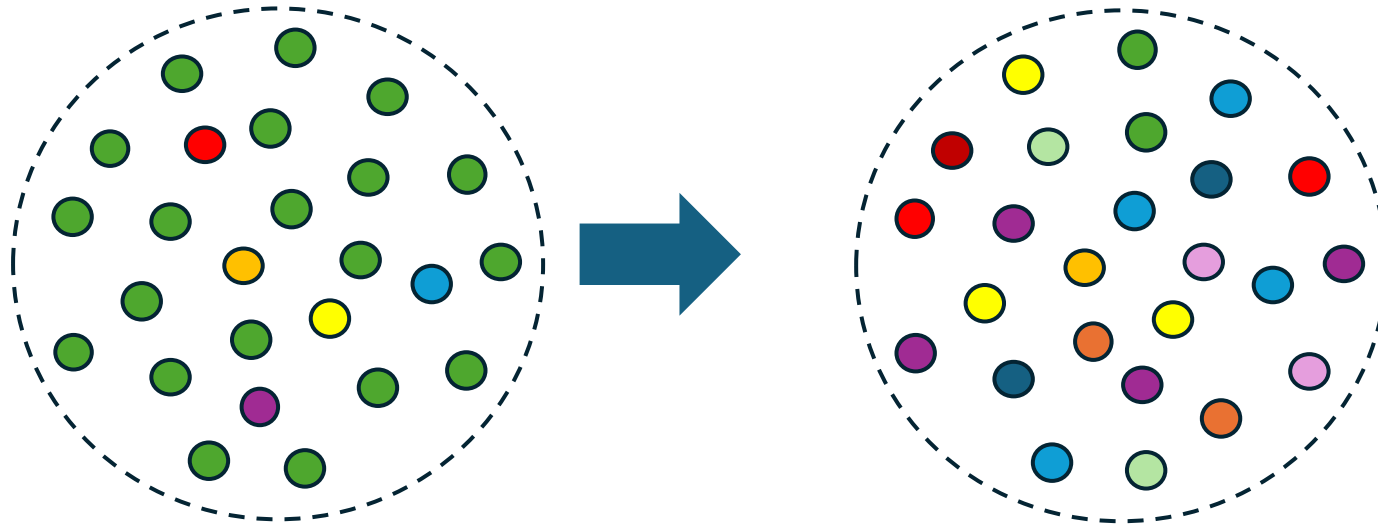
October 29: Step 1: Before UDL: Backwards Design

November 19: Step 2: High Impact UDL Strategies: Learning Continuum

December 3: Step 2: High Impact UDL Strategies: Lesson Design

December 10: Step 2: High Impact UDL Strategies: Assessment & Evaluation

inclusion looks like...

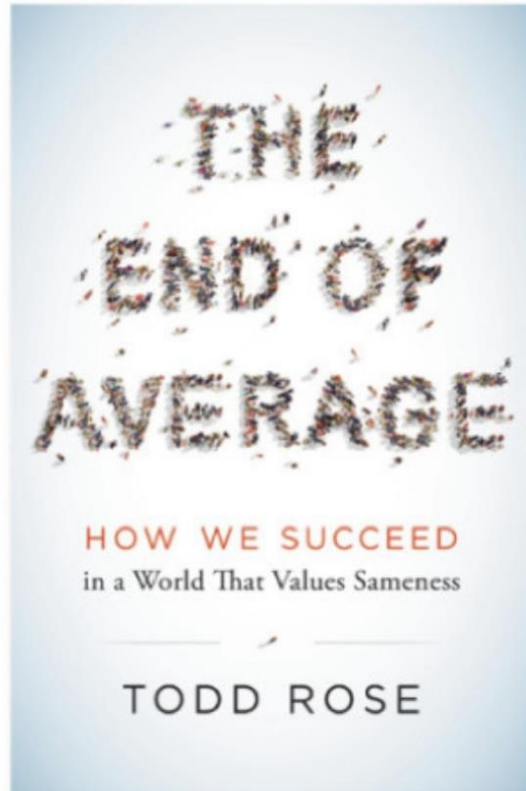
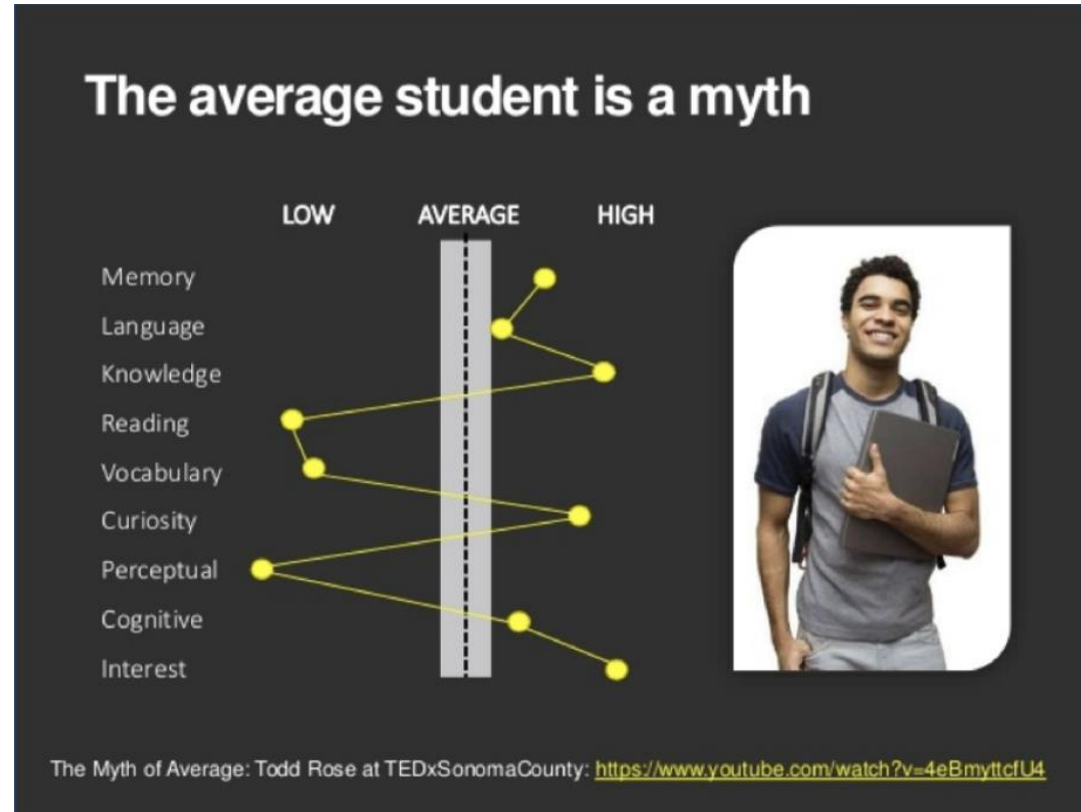


including
'special needs' children in
general education
classrooms

teaching and planning for
diversity
In neighbourhood schools
and classrooms
(where Diversity includes
Disability)

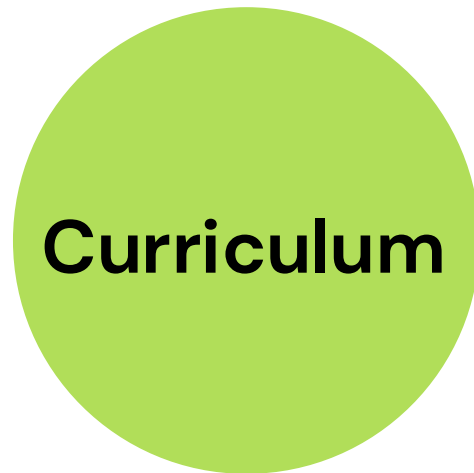
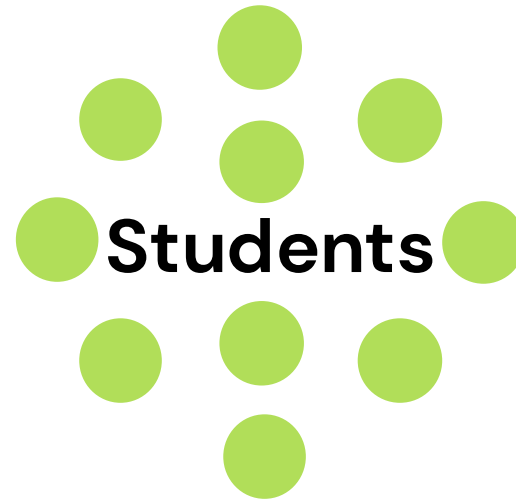
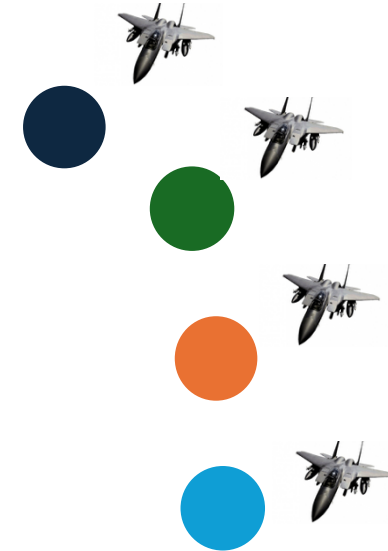
How do we do inclusion ?

WHAT IS “normal”?

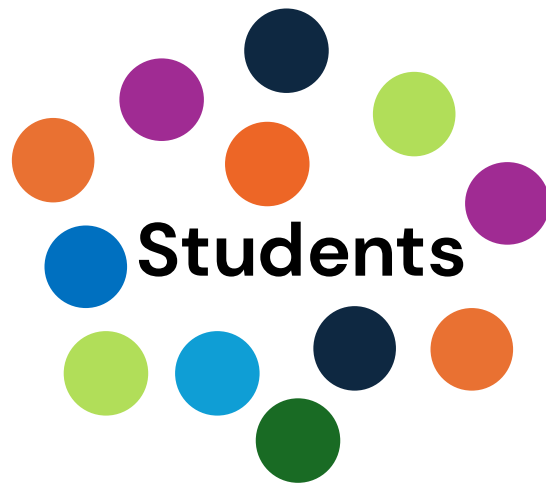
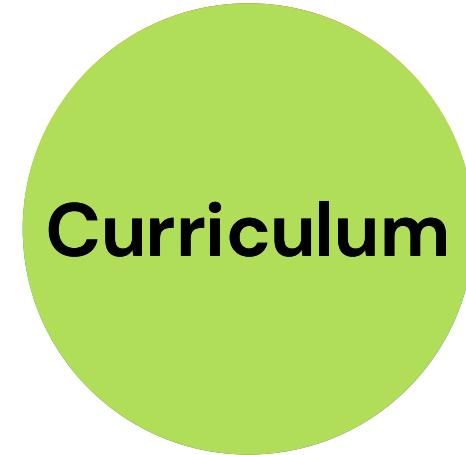


WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



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?

Join a Chat Room

What are you thinking?

What questions are coming up for you?

How does this connect to what you already do?

What feels uncomfortable?

What do you need to better understand before you can shift your practice?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

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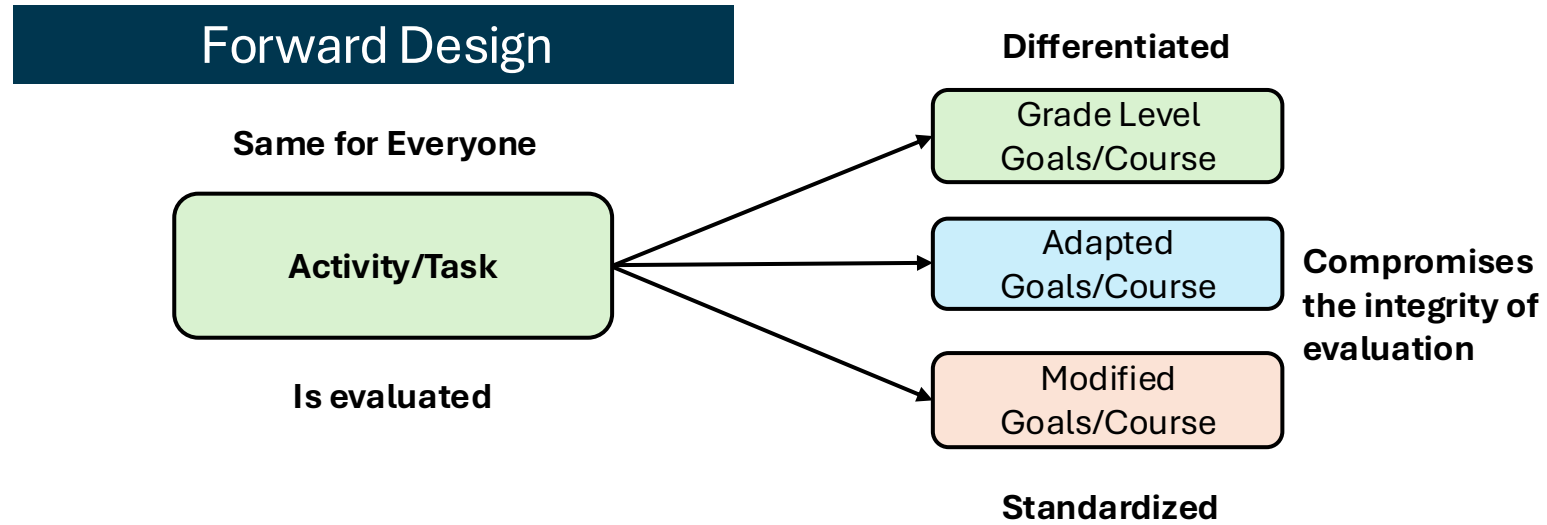


Step 1!

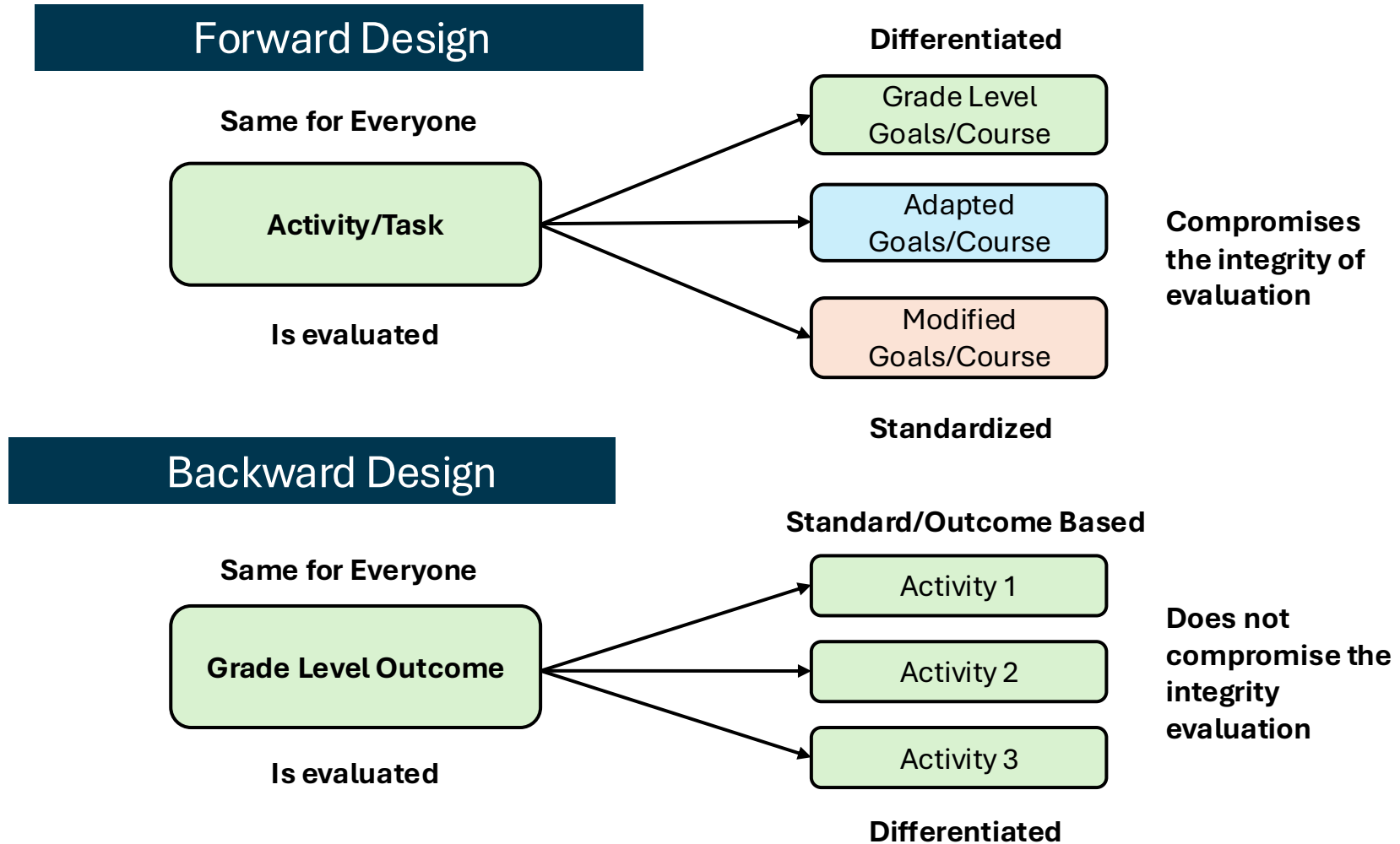


**How I came to
understand
BACKWARDS
DESIGN?**

What is Backwards Design?



What is Backwards Design?



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Step 1 to Inclusive Curriculum Design:

- **BACKWARDS DESIGN!**
 - We MUST know the **grade level learning standards/outcomes** before we can plan inclusively
- Inclusive Planning MUST be **grade-level credit classes**
 - Not 23, 33, 46, 78, 99
 - Not K & E
 - Not adapted or essential
 - Not locally developed
- If you are planning for courses that are NOT grade level credit, they are NOT inclusive

Backwards Design: Determining Grade Level Standards/Outcomes

The Grade Level Learning Standards/Outcomes are what we evaluate

The **Learning Goals** are what we teach and **collect evidence** of

There are different kinds of Learning Goals:

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

Updated Backwards Design: Determining Learning Goals

The Grade Level Learning Standards are what we evaluate

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** students need to **Develop?**

What does this mean in Alberta?

Organizing Idea:

Guiding Question(s):



UDL Strategies that increase engagement & understanding



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

The **Learning Goals** are what we teach and **collect evidence of**

There are different kinds of **Learning Goals**:

- What students need to **Understand? Understand**
- What students need to **Know? Knowledge**
- What students need to **Do? Skills & Processes**
- What competencies do students need to **Develop?**
 - What competencies do students need to **Develop? Competency Progressions**
 - What foundational skills do students need to **Develop? Literacy & Numeracy Progressions**
 - What transitional skills do students need to **Develop? Career Progressions**



**Non-Evaluative &
Responsive Planning &
Learning Goals**

They can reflect:

- Student dimensions
(identities, strengths,
interest, needs &
stretches)
- Place/land/ community

Join a Chat Room

What are you thinking?

What questions are coming up for you?

How does this connect to what you already do?

What feels uncomfortable?

What do you need to better understand before you can shift your practice?

Grade:	Subject(s):	Planning Team:
Organizing Idea:		
	Curricular Language	
Our Guiding Unit/Essential Question(s):		
Learning Outcome:	Understandings:	
	Knowledge:	
	Processes & Skills:	
Competency Progressions		
Literacy Progressions		
Numeracy Progressions		
Career Progressions		

Grade: Kindergarten	Subject(s): Math	Planning Team:
Organizing Idea: Geometry: Shapes are defined and related by geometric attributes.		
Backwards Design Element	Curricular Language	
Our Guiding Question(s):	How can shape bring meaning to the space in an environment?	
Learning Outcome: Children investigate shape.	Understanding <ul style="list-style-type: none"> Shape is structured two-dimensional or three-dimensional space. 	
	Knowledge: <ul style="list-style-type: none"> A shape can be represented by using objects, pictures, or words. Familiar two- and three-dimensional shapes can be found in nature, such as: Circles, triangles, cubes, cylinders First Nations, Métis, and Inuit relate specific shapes to those found in nature. 	
	Skills & Processes <ul style="list-style-type: none"> Relate shapes in nature to various two-dimensional and three-dimensional shapes. Identify familiar two- and three-dimensional shapes. Investigate three-dimensional shapes by rolling, stacking, or sliding. Describe a shape, using words such as flat, curved, straight, or round. 	
Literacy Progressions	Communicating Meaning: I explore various ways to present and share ideas and information.	
Numeracy Progressions	Awareness: I recognize that quantitative and spatial information is all around me.	
Competency Progressions	Research and Managing Information: involves research skills as well as organizing and using information for specific purposes.	
Career Progressions: Entrepreneurialism	Initiative: I take the initiative when I see an opportunity and try new ways to solve problems.	

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Guiding Question

^

In what ways can laws protect people in a democratic society?

🏠

Learning Outcome

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Students examine the Canadian Charter of Rights and Freedoms.

Knowledge, Understanding and Skills & Procedures

Resources

Competency Progressions

Literacy Progressions

Numeracy Progressions

📖

Knowledge

The Canadian Charter of Rights and Freedoms (1982) was entrenched in the Constitution to reflect the values and principles of democracy in Canadian society and to recognize the diverse heritage of Canada.

Fundamental freedoms identified in the Canadian Charter of Rights and Freedoms are guaranteed to everyone in Canada whether they are citizens or not.

Individual rights in Canada apply to all individuals, for example,

- equality rights
- legal rights
- religious rights

🧠

Understanding

The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy.

🔧

Skills & Procedures

Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications.

Compare and contrast the Canadian Charter of Rights and Freedoms to comparable documents in other countries.

Hypothesize new responsibilities that all Canadians should undertake.

Hypothesize new freedoms that all Canadians should enjoy.

Examine cultural groups that experience discrimination in Canada.

The Canadian Charter of Rights and Freedoms promotes equal treatment under the law (rule of law).

Aboriginal and treaty rights of Aboriginal (Indigenous) peoples in Canada affirm and recognize collective rights (Section 25 of the Canadian Charter of Rights and Freedoms).

The Canadian Charter of Rights and Freedoms recognizes French and English as official languages of Canada.

Francophones and Anglophones in minority settings have collective language education rights (Section 23 of the Canadian Charter of Rights and Freedoms).

The right to publicly funded religious schools, such as Catholic schools, was established and guaranteed in the *British North America Act* and is affirmed by the Canadian Charter of Rights and Freedoms (Section 29).

The Canadian Charter of Rights and Freedoms

- protects all Canadians
- applies to all levels of government
- can be used to challenge unjust policies and practices
- can be used to advocate for societal change

There are reasonable limits to the rights and freedoms described in the Canadian Charter of Rights and Freedoms to protect others.

Diverse cultural communities continue to face discrimination and racism in Canada.

Diverse communities in Canada continue to face discrimination, for example,

- antisemitism
- Islamophobia

Learning Outcome: Students examine the Canadian Charter of Rights and Freedoms			
Learning Goals	Chunk 1	Chunk 2	Chunk 3
Understanding	The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy.		
	1. The Charter & Individual Rights	2. Collective & Constitutional Rights	3. Rights in Action, Limits & Discrimination
Knowledge	<p>The Canadian Charter of Rights and Freedoms (1982) was entrenched in the Constitution to reflect the values and principles of democracy in Canadian society and to recognize the diverse heritage of Canada.</p> <p>Fundamental freedoms identified in the Canadian Charter of Rights and Freedoms are guaranteed to everyone in Canada whether they are citizens or not.</p> <p>Individual rights in Canada apply to all individuals, for example:</p> <ul style="list-style-type: none">• equality rights• legal rights• religious rights	<p>Aboriginal and treaty rights of Aboriginal (Indigenous) peoples in Canada affirm and recognize collective rights (Section 25 of the Canadian Charter of Rights and Freedoms).</p> <p>The Canadian Charter of Rights and Freedoms recognizes French and English as official languages of Canada.</p> <p>Francophones and Anglophones in minority settings have collective language education rights (Section 23 of the Canadian Charter of Rights and Freedoms).</p> <p>The right to publicly funded religious schools, such as Catholic schools, was established and guaranteed in the <i>British North America Act</i> and is affirmed by the Canadian Charter of Rights and Freedoms (Section 29).</p>	<p>The Canadian Charter of Rights and Freedoms:</p> <ul style="list-style-type: none">• protects all Canadians• applies to all levels of government• can be used to challenge unjust policies and practices• can be used to advocate for societal change <p>There are reasonable limits to the rights and freedoms described in the Canadian Charter of Rights and Freedoms to protect others.</p> <p>Diverse cultural communities continue to face discrimination and racism in Canada.</p> <p>Diverse communities in Canada continue to face discrimination, for example:</p> <ul style="list-style-type: none">• antisemitism• Islamophobia
Skills	<p>Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications.</p> <p>Compare and contrast the Canadian Charter of Rights and Freedoms to comparable documents in other countries.</p>	<p>Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications.</p>	<p>Examine cultural groups that experience discrimination in Canada.</p> <p>Hypothesize new responsibilities that all Canadians should undertake.</p> <p>Hypothesize new freedoms that all Canadians should enjoy</p>

What if the learning goals look like this?

Grade: 6	Subject(s): Social Studies	Planning Team:
Organizing Idea: Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.		
Backwards Design Element	Curricular Language	
Our Guiding Question(s):	In what ways can laws protect people in a democratic society?	
Learning Outcome: Children investigate shape.	Understandings: <ul style="list-style-type: none"> The Canadian Charter of Rights and Freedoms entrenches the fundamental principles of democracy. 	
	Knowledge: <ul style="list-style-type: none"> The Canadian Charter of Rights and Freedoms (1982) was entrenched in the Constitution to reflect the values and principles of democracy in Canadian society and to recognize the diverse heritage of Canada. Fundamental freedoms identified in the Canadian Charter of Rights and Freedoms are guaranteed to everyone in Canada whether they are citizens or not. Individual rights in Canada apply to all individuals, for example: • equality rights • legal rights • religious rights The Canadian Charter of Rights and Freedoms promotes equal treatment under the law (rule of law). 	
	Processes & Skills: <ul style="list-style-type: none"> Justify which fundamental freedoms, individual rights, and collective rights outlined in the Canadian Charter of Rights and Freedoms hold the most significant personal implications. Compare and contrast the Canadian Charter of Rights and Freedoms to comparable documents in other countries. 	
Competency Progressions	Citizenship: involves participating in the institutions of our society as educated citizens. Students share responsibilities and approach the world with empathy, intellectual curiosity, and humility.	
Literacy Progressions	Acquire Information: I select, sort, and analyze information from a variety of sources to respond to a problem, question, or topic. With guidance, I identify gaps to determine further information needs.	
Numeracy Progressions	Interpret, Represent, Communicate: Students interpret, represent, and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.	
Career Progressions: Career Pathway Planning	Employment Options: I explore employment options that exist in different career pathways, including standard and non-standard opportunities.	

Grade: 9	Subject(s): Science	Planning Team:
Organizing Idea: Energy: Understandings of energy and forces are used to explain physical changes in the natural world.		
Backwards Design Element	Curricular Language	
Our Guiding Question(s):	How is energy transfer understood through electric current?	
Learning Outcome: Students examine electric current and conservation of energy (chunk 2)	Understandings: <ul style="list-style-type: none"> • Energy can be transferred by a current within a circuit. 	
	Knowledge: <ul style="list-style-type: none"> • Components of circuits can be arranged in series or in parallel and can be represented with schematic diagrams that use component symbols. • In a series circuit, current: <ul style="list-style-type: none"> • flows along a single path • is the same at any point in the circuit • In a parallel circuit: <ul style="list-style-type: none"> • current flows along multiple paths • the total current is equal to the sum of the current in the branches • not every branch needs to be closed for the circuit to function • voltage in each branch is the same 	
	Processes & Skills: <ul style="list-style-type: none"> • Design schematic diagrams of series and parallel circuits. • Compare the characteristics of series and parallel circuits. • Troubleshoot series and parallel circuits. 	
Competency Progressions	Problem Solving: selecting strategies and resources to move from what is known to what is sought.	
Literacy Progressions Awareness	Task Analysis: I identify and describe my literacy strengths and challenges. With some guidance, I regulate my learning.	
Numeracy Progressions	Interpret, Represent, Communicate: Students interpret, represent, and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.	
Personal Career Exploration	Exploration: explore career options by researching different fields, connecting with professionals, and considering which careers align with my interests and skills.	

Waterfall

Open your chat box

- **Type your response in the chat box BUT DO NOT PRESS SEND!**
- **I will say “3-2-1 GO!”**
- **AND THEN everyone presses send at the same time!**

Waterfall

Open your chat box

Based on the session from today, what is one thing you want to try that is new or different from what you have done before in your practice?

Step 2: Inclusive Curriculum Design

High Impact UDL Strategies

- Reduce multiple barriers at once through intentional design.
- Meet many learners' needs at the same time, using supports strategies that are available to everyone.
- Build accessibility into planning, reducing the need for individual adaptations & modifications later.
- Make small changes with a big impact on students' access, participation, and learning.
- Make them a regular part of planning, so accessibility is built into everyday teaching and assessment.

Welcome!

Inclusive Curriculum Design

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November 19: Step 2: High Impact UDL Strategies: Learning Continuums

December 3: Step 2: High Impact UDL Strategies: Lesson Design

December 10: Step 2: High Impact UDL Strategies: Assessment & Evaluation



Shelley
MOORE PH.D.



www.drshelleymoore.com
www.outsidepinconsulting.com



@drshelleymoore
@theoutsidepins



Dr. Shelley Moore

outside
pin
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