

Shelley MOORE PH.D.



www.drshelleymoore.com



@drshelleymoore



@drshelleymoore.bksy.social



@drshelleymoore



Dr. Shelley Moore

Think about your target class....

What are you **trying**?

What are you **noticing**?

What are you **learning**?

Today!

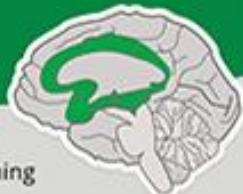
Inclusive Curriculum Design

Inclusive Lesson Design

Universal Design for Learning: The Ramp for Learning

Provide multiple means of **Engagement**

Affective Networks
The "WHY" of Learning



Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning



Provide multiple means of **Action & Expression**

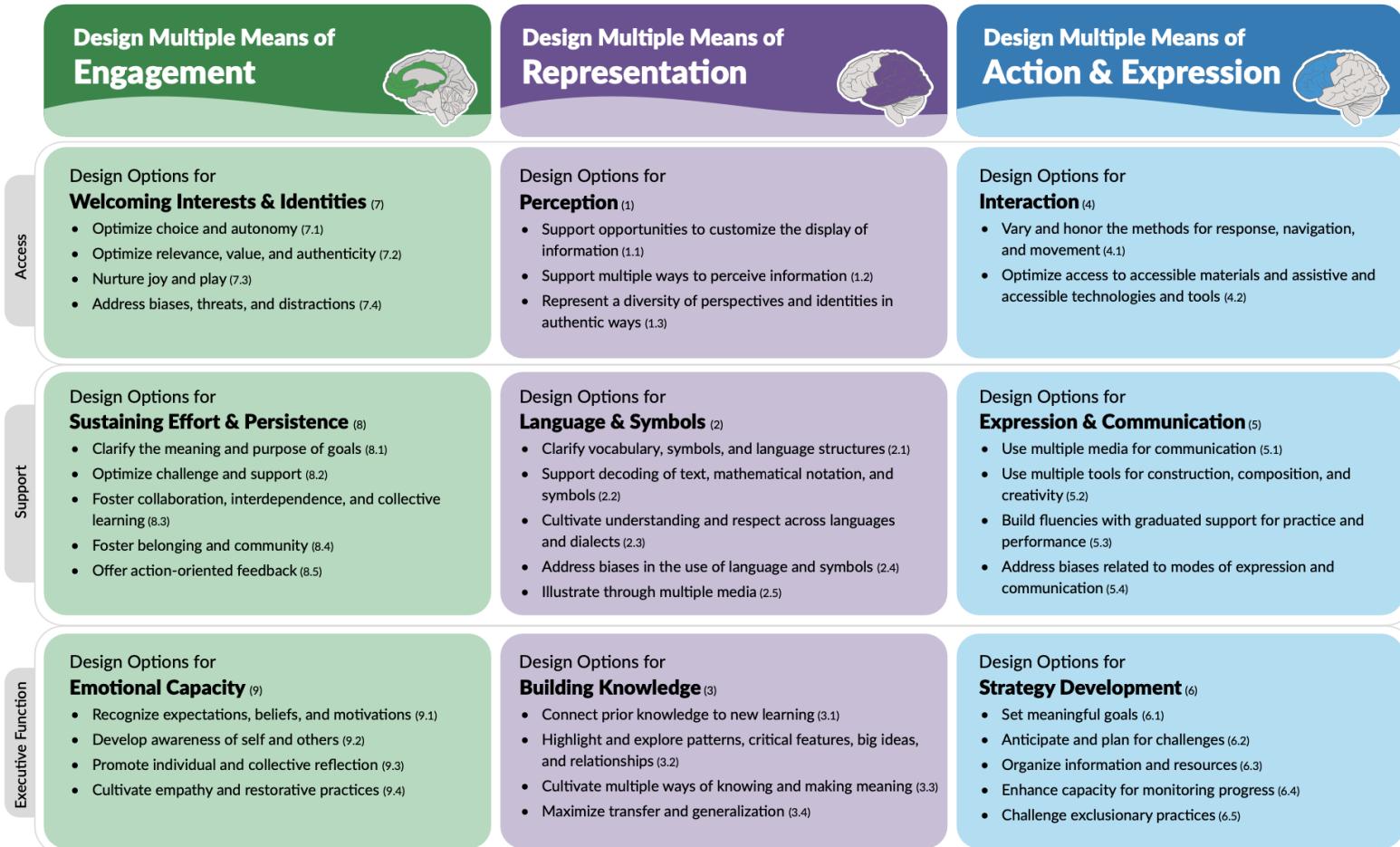
Strategic Networks
The "HOW" of Learning



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.



Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Supports

Mini Lesson:

Processing Tasks:

I Need to... I Must... I Can... I Could... I Can Try to...

Access All Most Few Challeng

e

Transforming & Personalizing Activity:

Guiding Unit Question:

Lesson Goal(s):

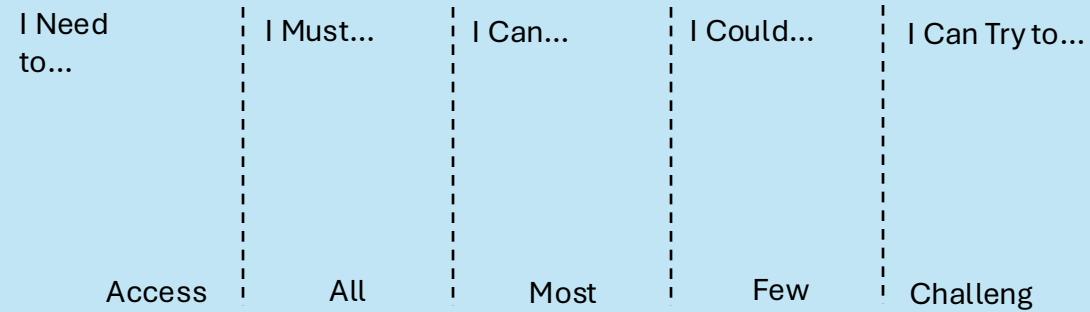
Date

Connecting Activity:

Supports

Mini Lesson:

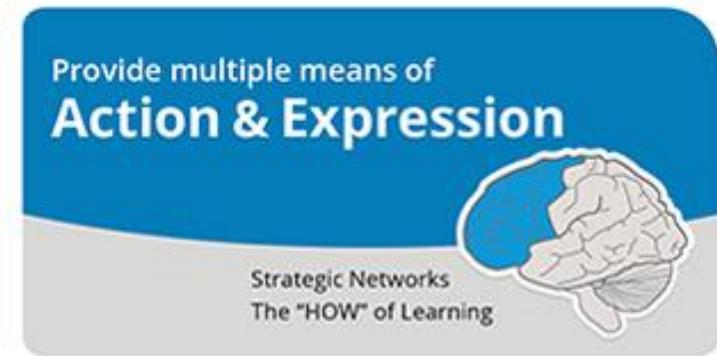
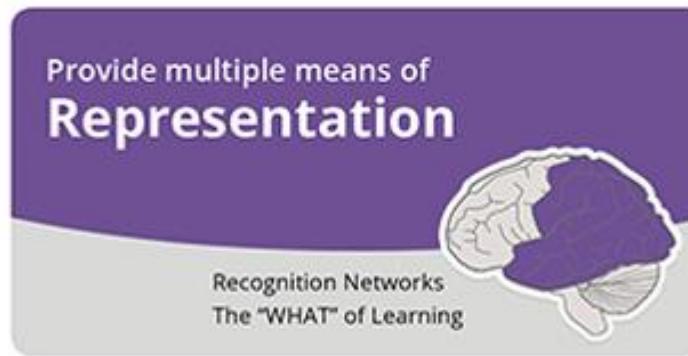
Processing Tasks:



Transforming & Personalizing Activity:

Universal Design for Learning: Lesson Design

Mini Lesson



Connecting Phase

Processing Phase →

**Transforming &
Personalizing Phase**

Universal Design for Learning: Lesson Design

Example Lessons

- Grade 2 Science
- Grade 8 Humanities
- Grade 11/12 Industrial Design

Grade: 2	Subject Area: Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Big Idea(s): Water is essential to all living things, and it cycles through the environment.		Unit Guiding Question(s): Why is water important to living things and the environment ?
Key Vocabulary: wetlands, stream, underground water, Indian Ocean, glacier, Arctic Ocean, river, dug out/ pond, Pacific Ocean, Earth, fresh water Lake, Atlantic Ocean, Southern Ocean, salt water		
	Learning Standard	Student Friendly Language
What do students need to know? Content	water sources including local watersheds	I know different kinds of water sources on the Earth
Content	local First People's knowledge of water: connection to other systems	I know the local First Peoples' understanding of water
What do students need to do? Curricular Competencies Questioning and predicting	Ask questions about familiar objects and events	I can ask question about things I am curious about
What do students need to do? Curricular Competencies Processing and analyzing data and information	Sort and classify data and information using drawings, pictographs and provided tables	I can sort organize my learning in different ways
What do students need to do? Curricular Competencies Communicating	Communicate observations and ideas using oral or written language, drawing, or role-play	I can share my learning and ideas in different ways
Who do student need to be? Core Competency Goals	I am a critical thinker...	

Grade: 2	Subject Area: Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
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Who do student need to be? Core Competency Goals	I am a critical thinker...	

Content Goal: water sources including local watersheds

Student friendly: I know different kinds of water sources on the Earth

Approaching	Emerging	Developing	Confident	Extending
→				
I know the difference between land and water on the Earth I know that Earth has salt water and fresh water	I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers	I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands I know that saltwater habitats are found in oceans and seas	I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater)	I know that clean fresh water has no taste, colour, or smell

Curricular Competency Goal: Processing and analyzing data and information

Sort and classify data and information using drawings, pictographs and provided tables

Student friendly: I can sort and organize information in different ways

Approaching	Emerging	Developing	Confident	Extending
→				
I can sort information into familiar categories using concrete familiar objects	I can sort information by a category or theme I can organize information visually by following a model	I can organize information visually with pictures and drawings I can organize information in a table by following a model	I can create a table or visual to organize information and data	I can organize data with multiple variables visually or on a table

Guiding Unit Question: Why is water important to **living things** and the **environment**?

Lesson Goal(s):

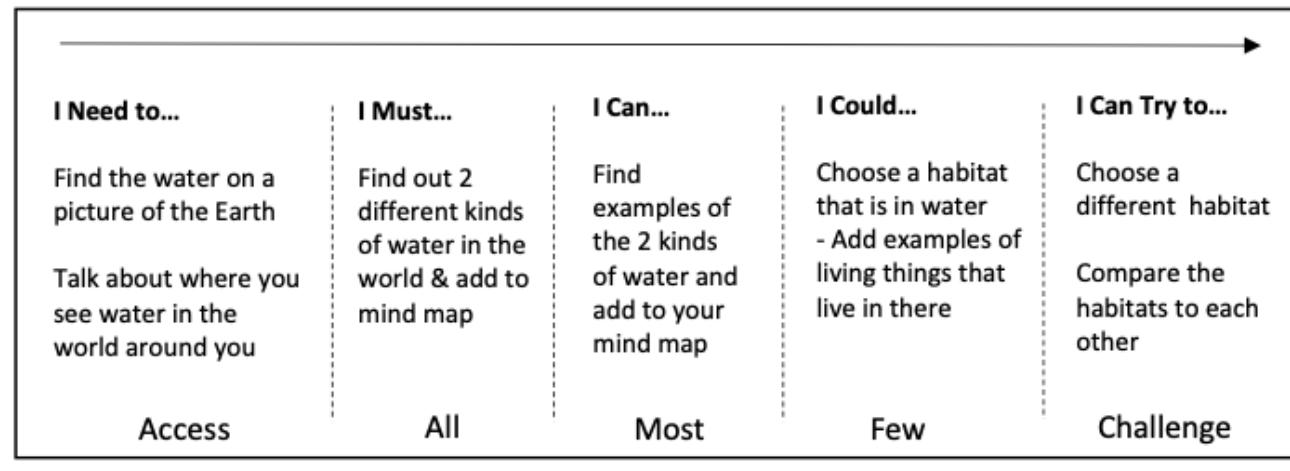
I know different kinds of water sources on the Earth
I can sort and organize information in different ways

Date

Connecting Activity: picture/word sort using unit vocabulary

Mini Lesson: Watch a video about the different kinds and sources of water

Processing Tasks: Modelling the building of a mind maps to organize different kinds and sources of water



Supports

- Visuals (JR, KM, JO)
- Graphic organizer (LP, IM, RE, JR, JO)
- Different levels of text (JR, LL)
- Pre teach vocab (KM, JO, JR)
- Hands on (J, KO)
- Step by step instructions (IM, RE, JR, KO)
- Options for challenge (SD)
- Accessible entry point (JR)
- Model to refer to (JR, KM, JO, LL) (writing)

Transforming & Personalizing Activity:

Connect 1/Connect 2 – what did we learn about water today?

Content Goal: water sources including local watersheds				
<i>Student friendly:</i> I know different kinds of water sources on the Earth				
Approaching	Emerging	Developing	Confident	Extending
→				
I know the difference between land and water on the Earth I know that Earth has salt water and fresh water	I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers	I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands I know that saltwater habitats are found in oceans and seas	I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater)	I know that clean fresh water has no taste, colour, or smell

Curricular Competency Goal: Processing and analyzing data and information				
Sort and classify data and information using drawings, pictographs and provided tables				
<i>Student friendly:</i> I can sort and organize information in different ways				
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I can sort information into familiar categories using concrete familiar objects	I can sort information by a category or theme I can organize information visually by following a model	I can organize information visually with pictures and drawings I can organize information in a table by following a model	I can create a table or visual to organize information and data	I can organize data with multiple variables visually or on a table

The Lesson

Why is **water** important to
living things and the
environment?

Our Goals Today!

I know different kinds of **water sources** on the **Earth**

I can **sort** and **organize** information in different ways

Important Words

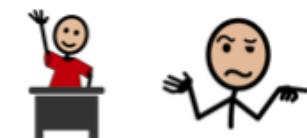
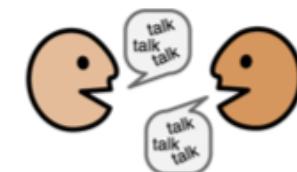
wetlands
stream
underground water
Indian Ocean
glacier
salt water
Arctic Ocean
river

dug out/ pond
Pacific Ocean
Earth
fresh water
lake
Atlantic Ocean
Southern Ocean

Connect Activity

Your job...

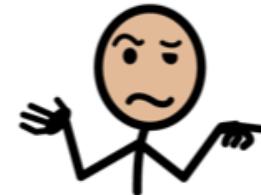
1. Cut out the boxes on the black line
2. Talk to your partner, are these words you know or words you don't know?
3. Sort the picture words into the boxes



Connect Activity

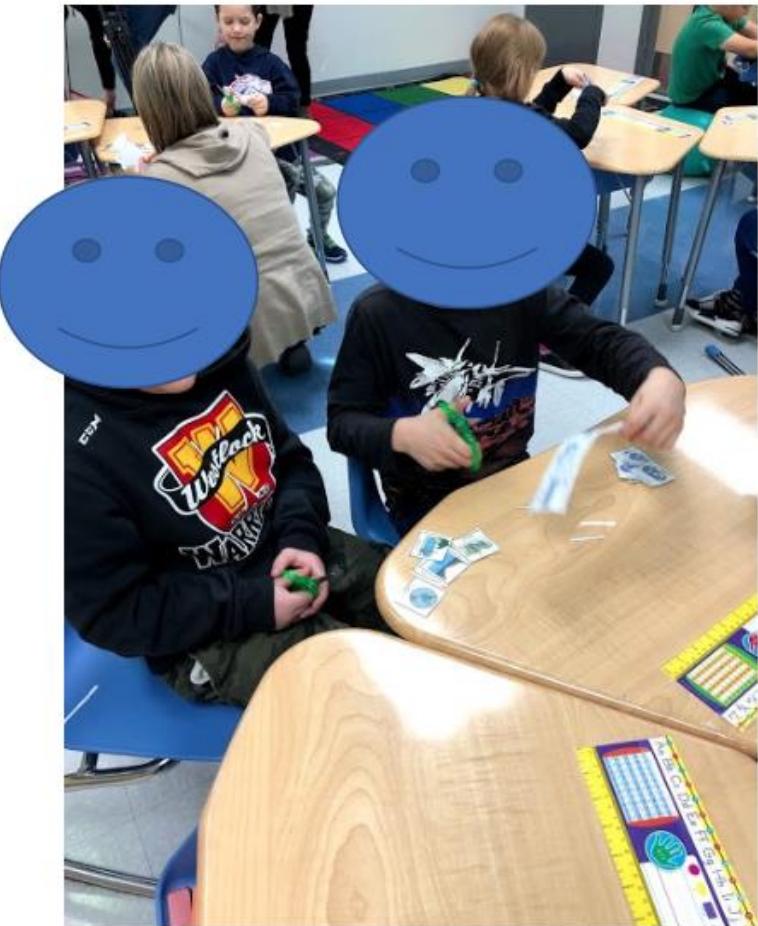


I know these words!



I'm not sure about
these words.

Connect Activity



Mini Lesson

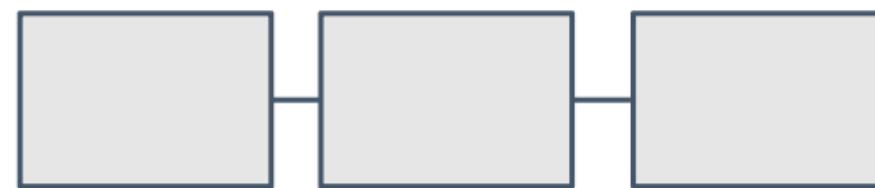
Video

<https://www.youtube.com/watch?v=bNWuQD7QHBC>

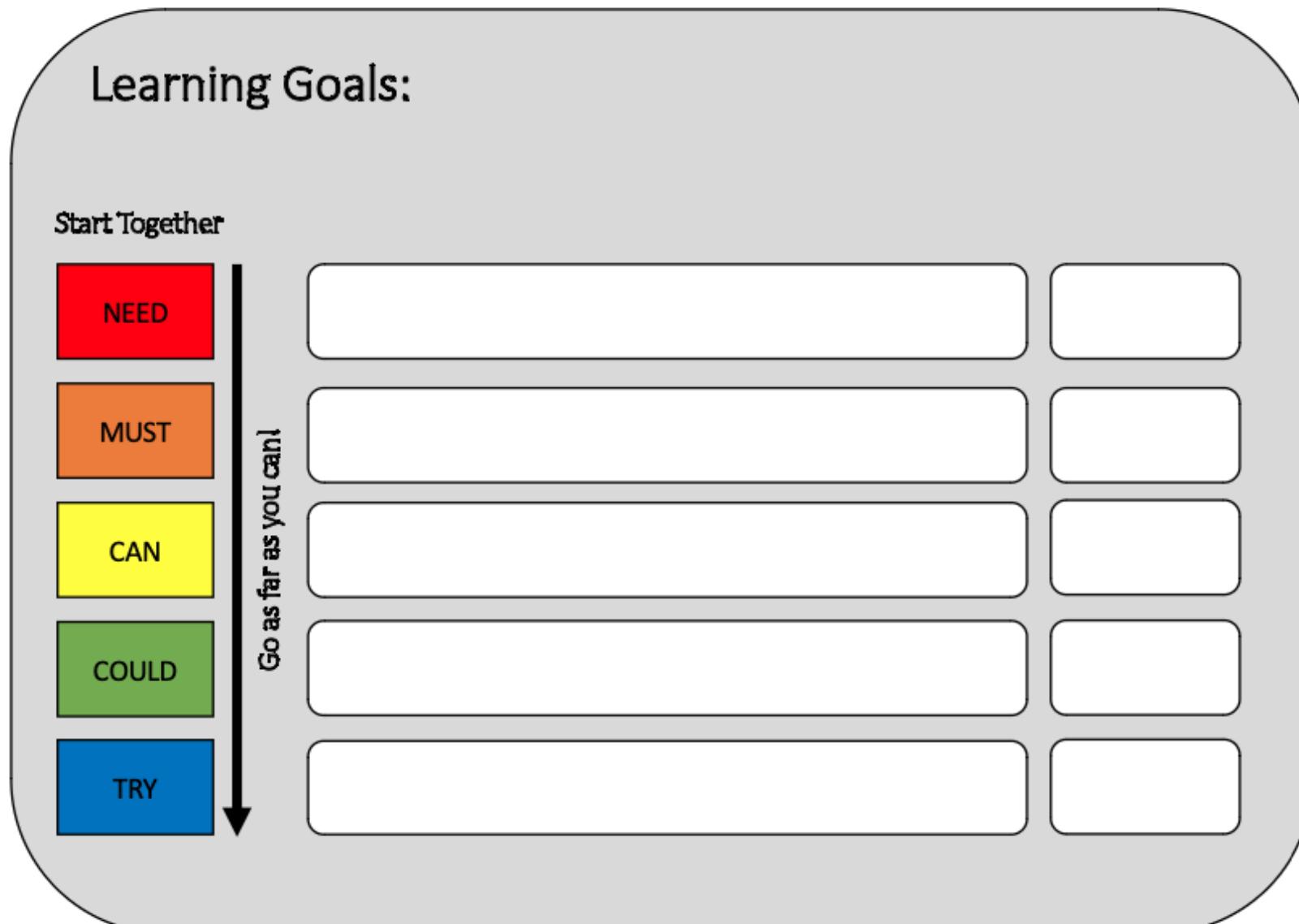


Processing Activity

What can we learn about **water**?



Template: Activity Scaffold



Processing Activity

I know different kinds of **water sources** on the **Earth**
I can **sort** and **organize** information in different ways

Start Together

NEED	Find water on a picture of the Earth Figure out which part of the Earth is water and which is land?	
MUST	Find the different kinds of water on the Earth Label the mind map with these two categories	
CAN	Find the examples where to find the different kind of water on the Earth Sort the pictures on the mind map	
COULD	Choose a habitat that is in water Sort & organize examples of living things that live on the mind map	
TRY	Choose another habitat that is in water Sort & organize examples of living things that live on the mind map and compare the habitats	

Go as far as you can!

↓



NEED

Find water on a picture of the Earth

Figure out which part of the Earth is water and which is land

Moore, 2023



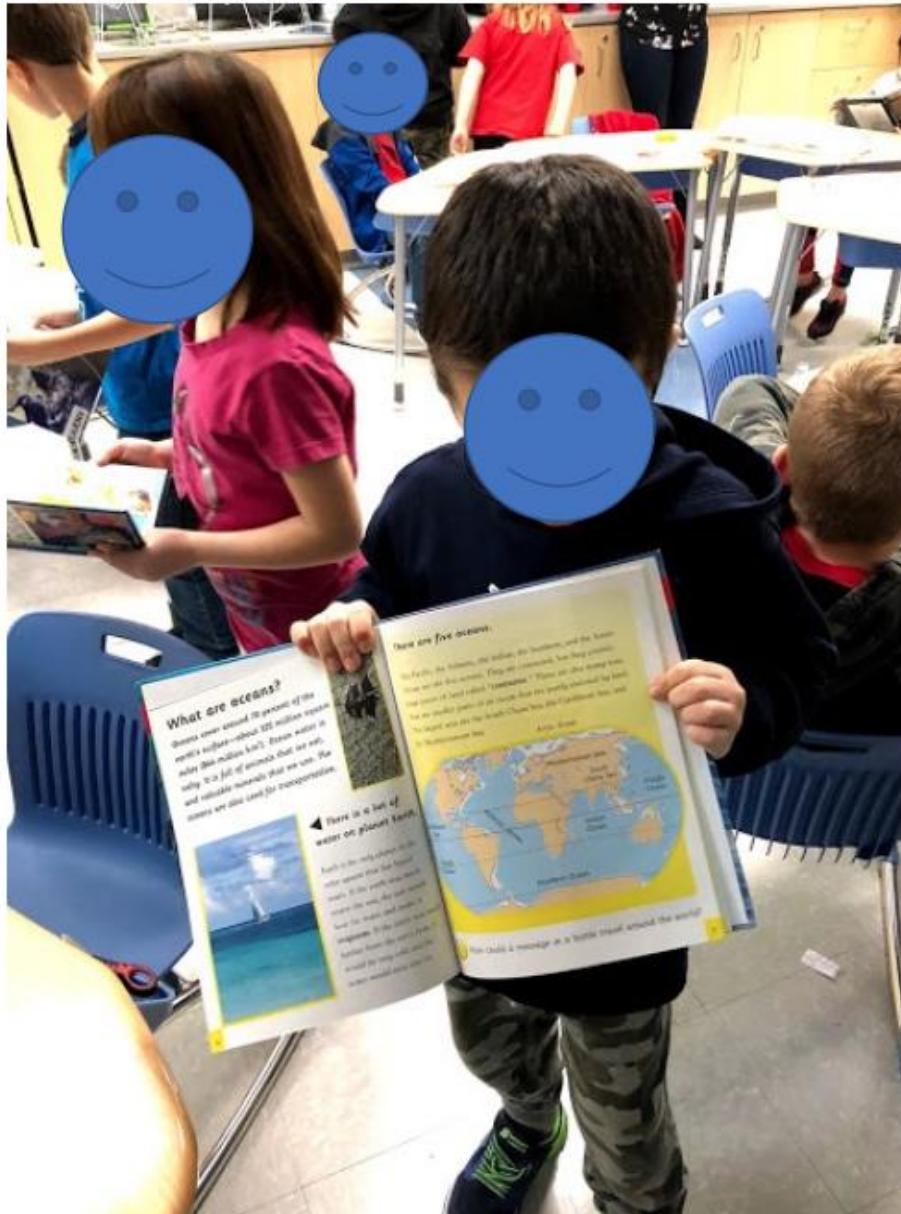
Module 6

Moore, 2025

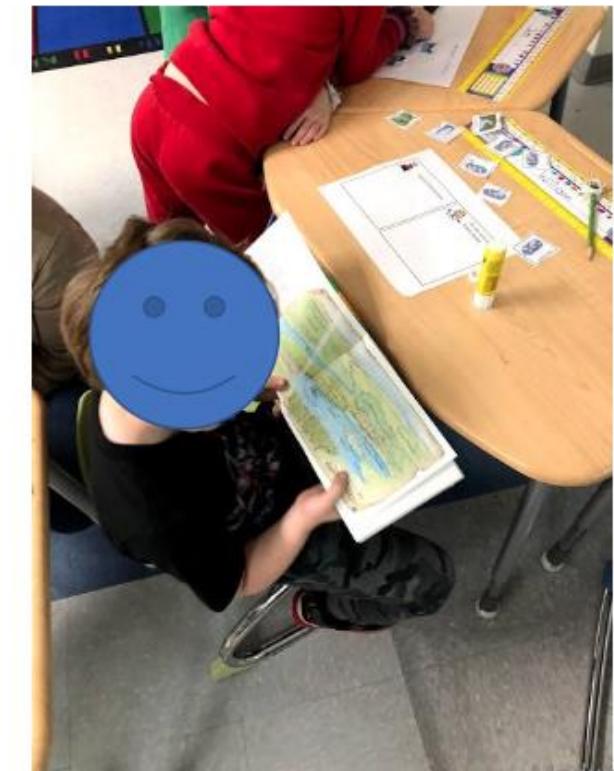
MUST

Find the different kinds of **water** on the **Earth**

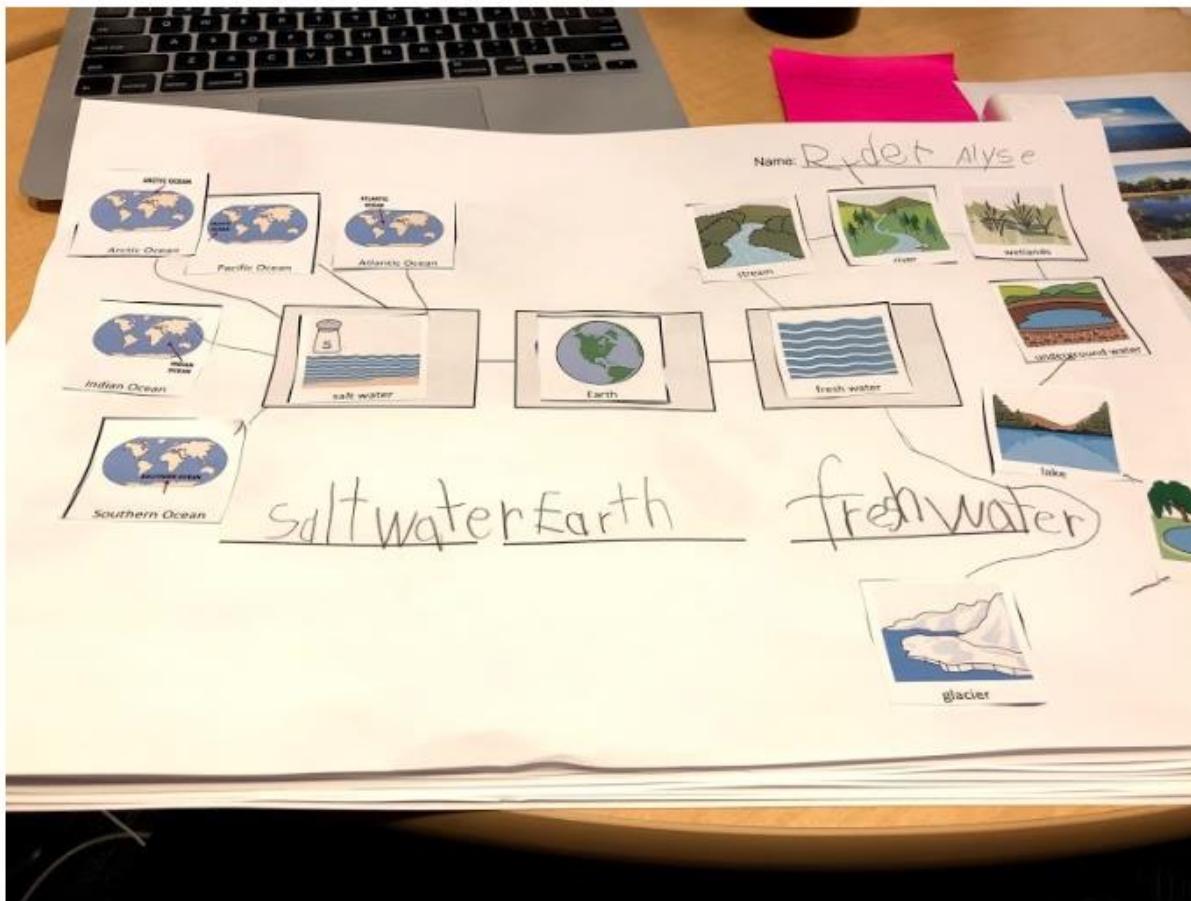
Sort on the mind map



Moore, 2023



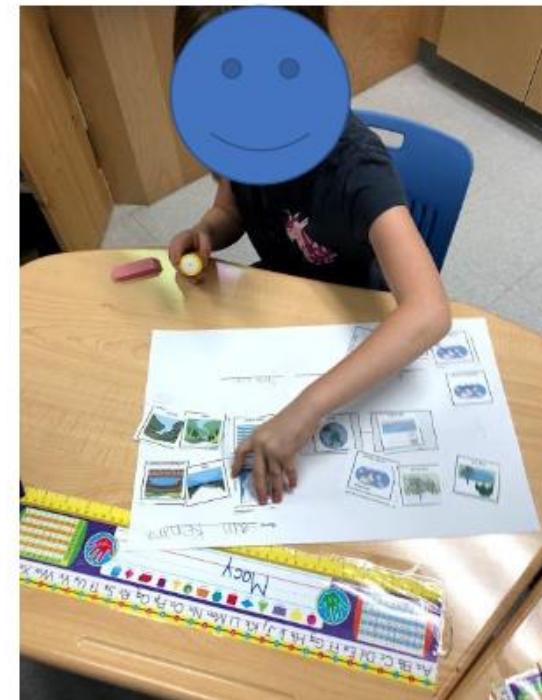
Module 6



Moore, 2023

CAN

Find the **examples** where
to find the different kind of
water on the **Earth**
Sort the pictures on the
mind map



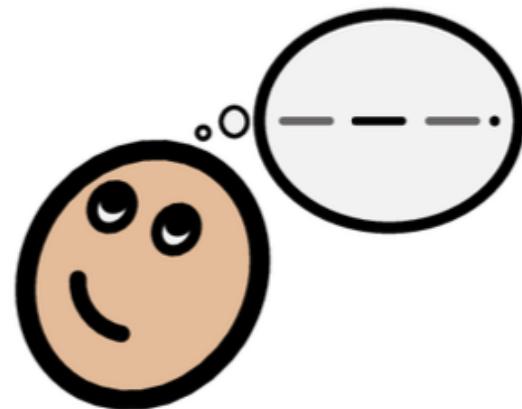
Module 6

Moore, 2025

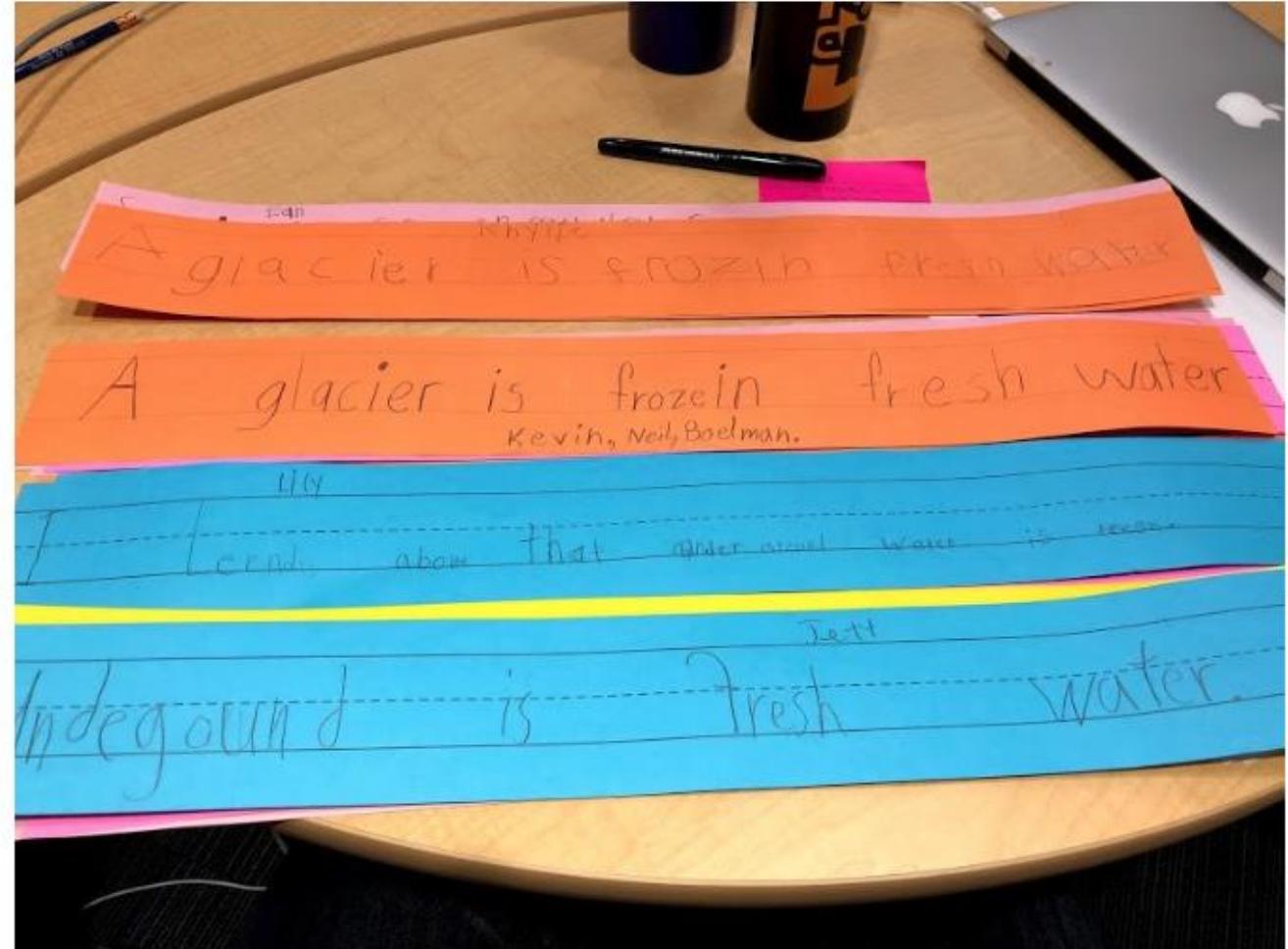
Transforming & Personalizing Activity

What did we learn about **water**?

1. Choose a **word** that you know!
2. Use the word to make a learning **sentence**
3. Use **two words** to make a learning **sentence**



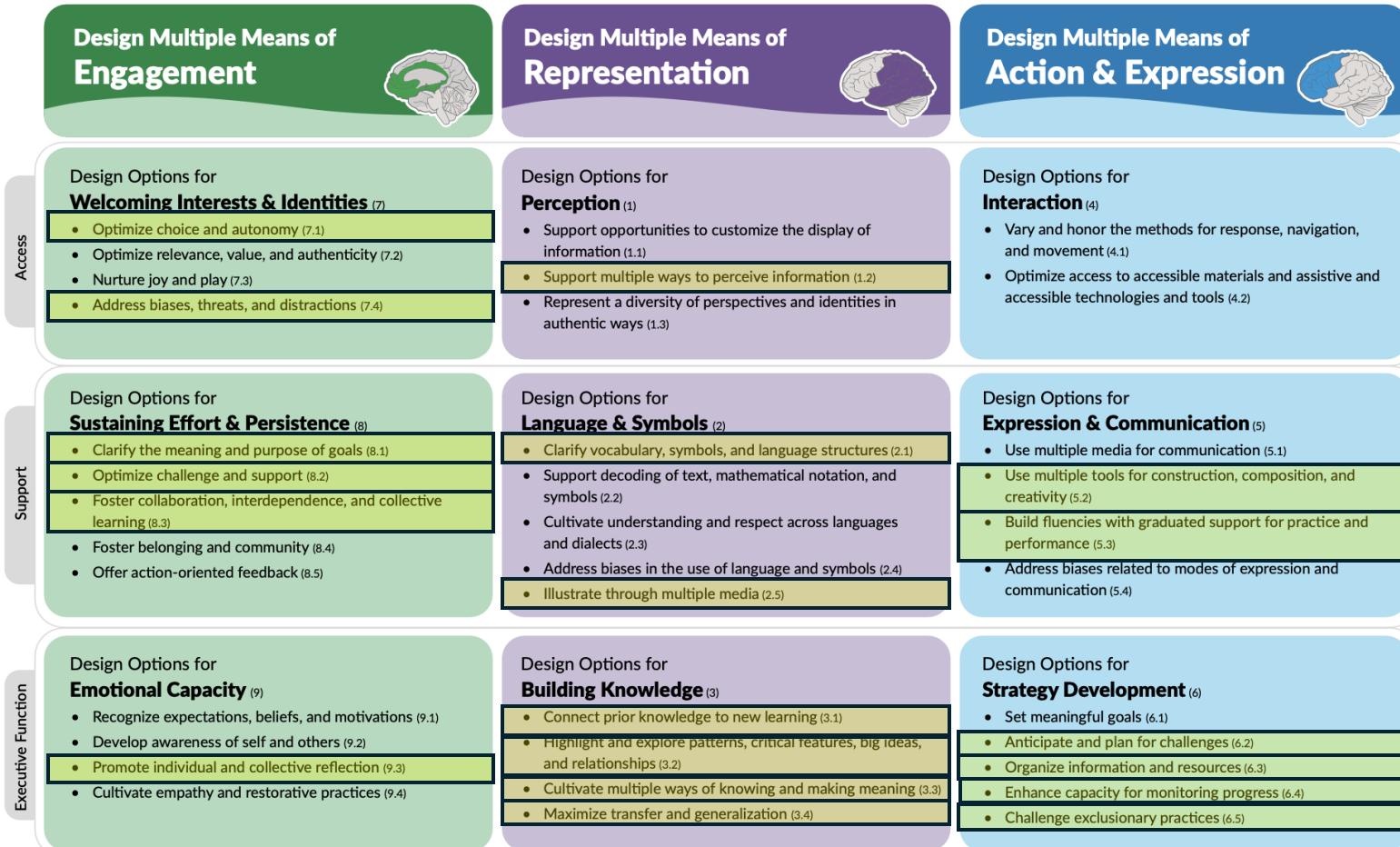
Transforming & Personalizing Activity



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

Example Lessons

- Grade 2 Science
- 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	<p>I know strategies to help me be a confident speaker</p> <p>I know how to use speaking strategies to help communicate my thinking</p>	<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	<p>I know strategies to help me use visuals to share my thinking</p> <p>I know how to use visuals and graphics to help communicate my thinking</p>	<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, <u>text</u> , 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 <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>	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 <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u> , 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

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)

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a Ted Talk and watch it. Figure out what the the speaker's message is	List what the speaker does to keep you engaged. What does it look like, sound like I feel like?	Follow the same process with another TED talk and compare the speakers	Give feedback to one of the speakers on what they do well, and one thing that you think they could improve on	Respond to one of the TED talks with a connection, a question or an opinion about their message

Supports & Strategies

- 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

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

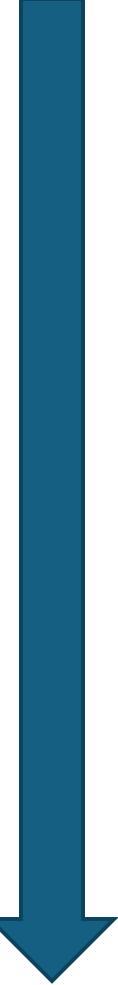
Learning Goals

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?
Under the Table				

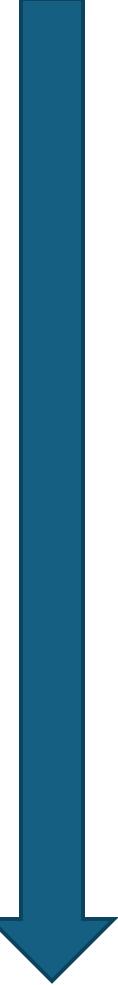
Learning Goals

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

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- Choice to work alone or in pairs
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- 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:				
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> 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - The screen in the back was quote says "I bought him those shoes because he didn't have any" - Showing a bunch picture 	<ul style="list-style-type: none"> - she sounds really confident to what shes talking - it's sounds like she knows what she's doing 	<ul style="list-style-type: none"> - she makes you feel so inspired - it made you somewhat emotional - never judge people by there cover
<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?
 Rethink before you type	<p>Rethink about what you say</p> <p>How we need to think what we say, what we do, or post</p>	<p>visuals young relevant 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>

(Paste QR code here)

Exit Slip – Choose one

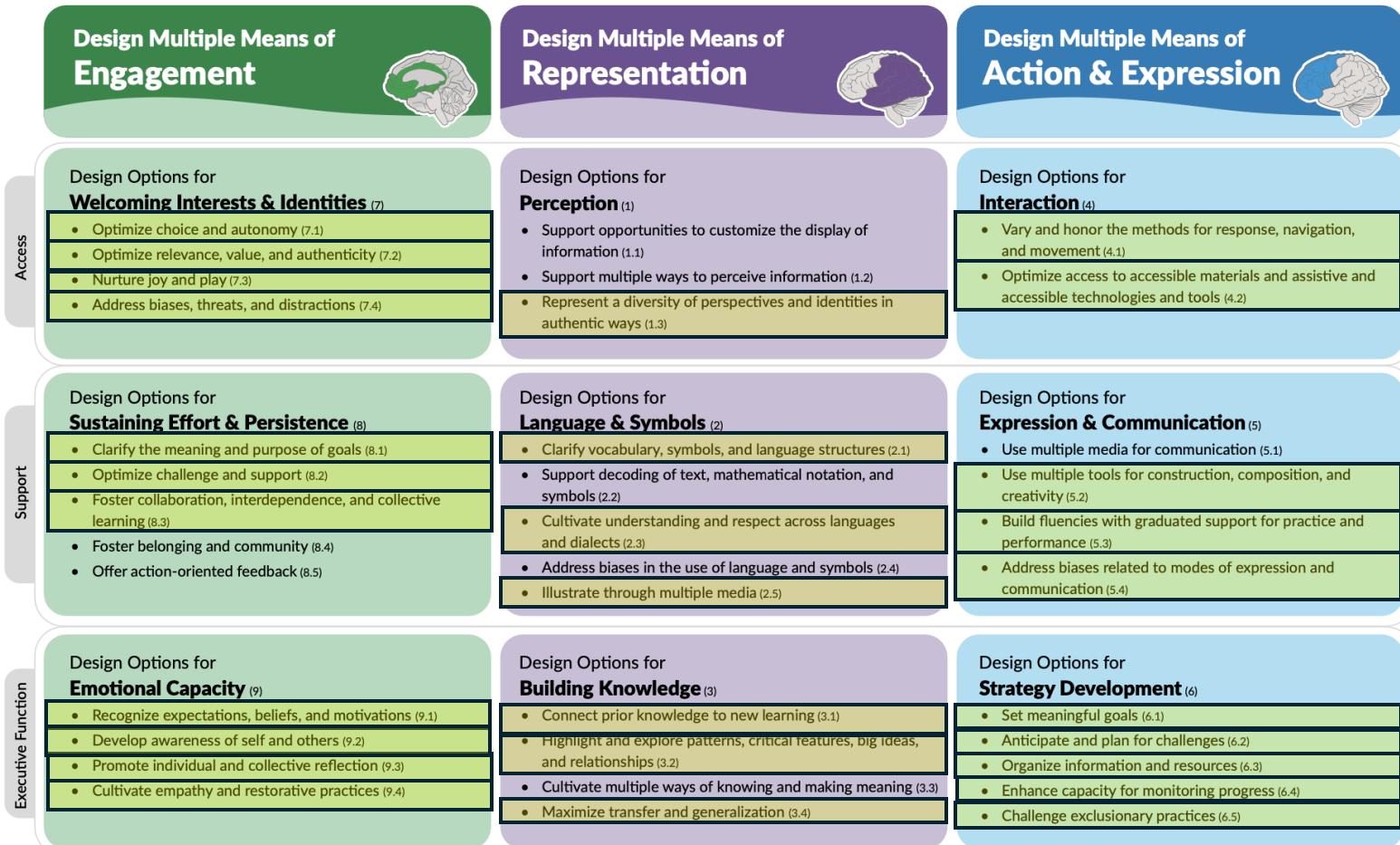
1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?

Name

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

Example Lessons

- Grade 2 Science
- 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

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...
Know what a trebuchet is, how they work and what their parts are

I Must...
Reflect on your own strengths and stretches in this class

I Can...
Talk to other students who compliment your strengths & stretches and to create a working group

I Could...
As a group make a decision together about what part of the trebuchet you want to build

I Can Try to...
Justify your decision as to why this part is a good fit for the skills of your group

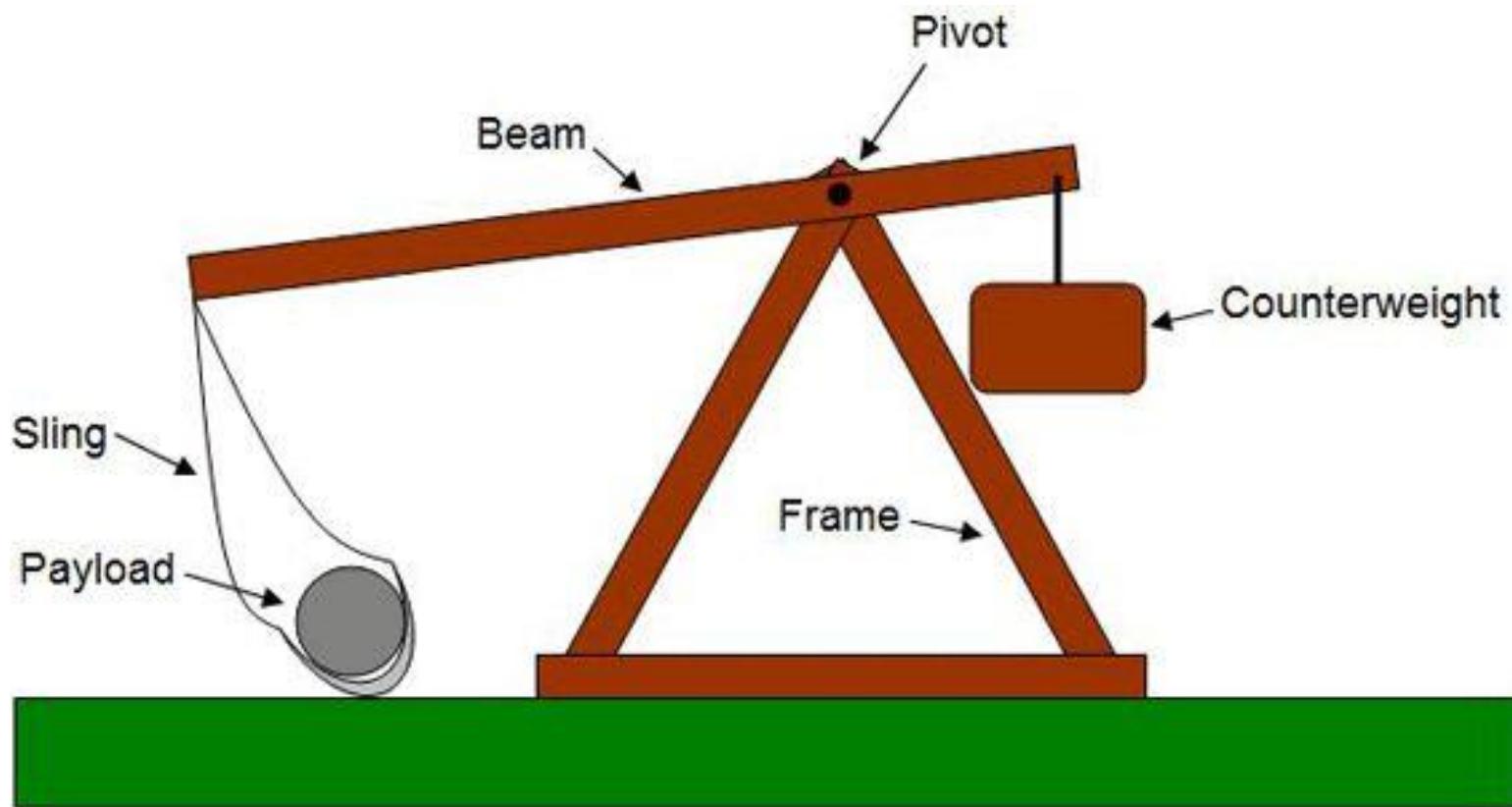
Supports & Strategies

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

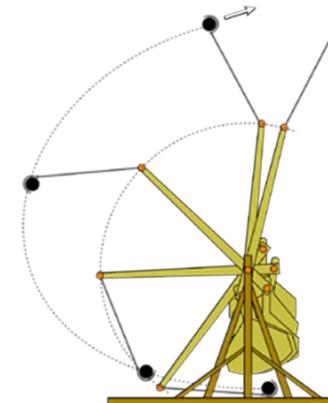
Evidence of Learning Created
Student Self reflection
Group's decision making and justification organizer, photos

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

What is a Trebuchet?



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



Backwards Design Plan

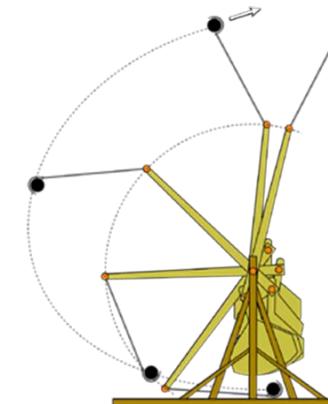
Goals for this Unit: What do we need to know?

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

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

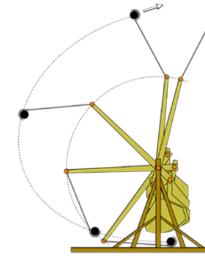
I know how **power** and **torque** effect each other

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



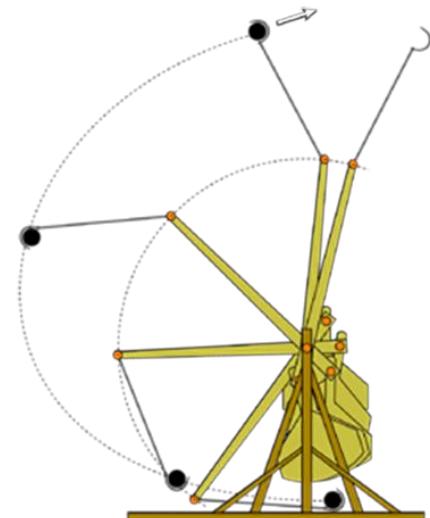
Backwards Design Plan

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**..

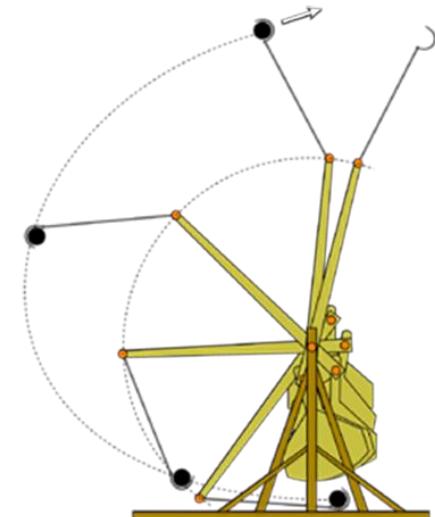
My Strengths	My Stretches
What am I good at in this class?	What is hard for me in this class?
What can I help others with, in this class?	What do I need help with, in this class?

My Strengths	My Stretches
<p>What am I good at in this class?</p> <p>I can use all of the machines in the woodshop and metalshop.</p>	<p>What is hard for me in this class?</p> <p>I don't like using using the computer.</p>
<p>What can I help others with in this class?</p> <p>how to teach them the the ^{right} way to use the machines and different skills.</p>	<p>What do I need help with in this class?</p> <p>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



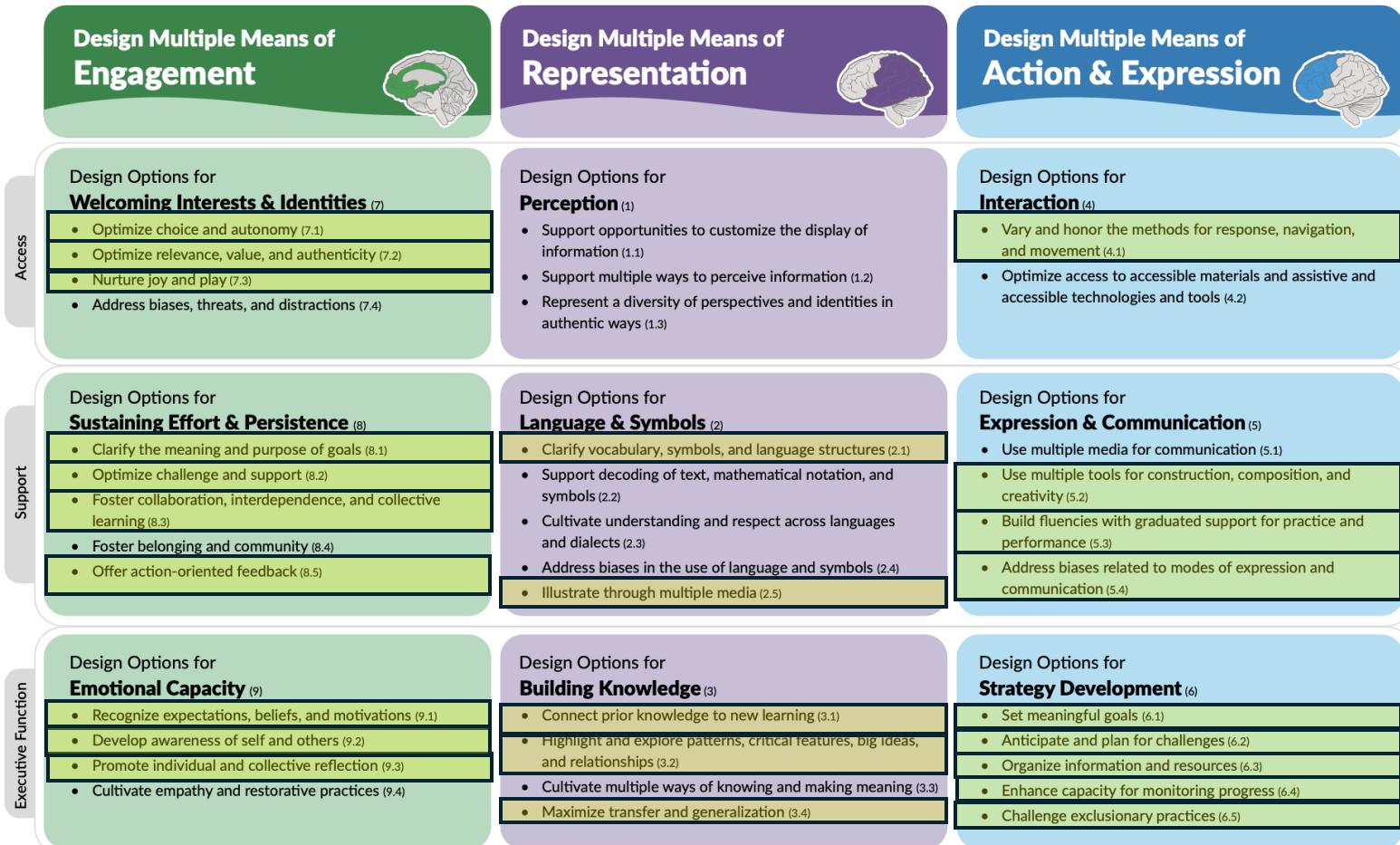
Group members: _____

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?

Universal Design for Learning

The Universal Design for Learning Guidelines

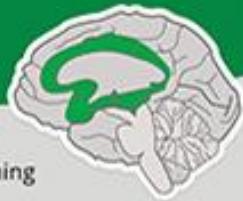
The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Universal Design for Learning: The Ramp for Learning

Provide multiple means of **Engagement**

Affective Networks
The "WHY" of Learning



Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning



Provide multiple means of **Action & Expression**

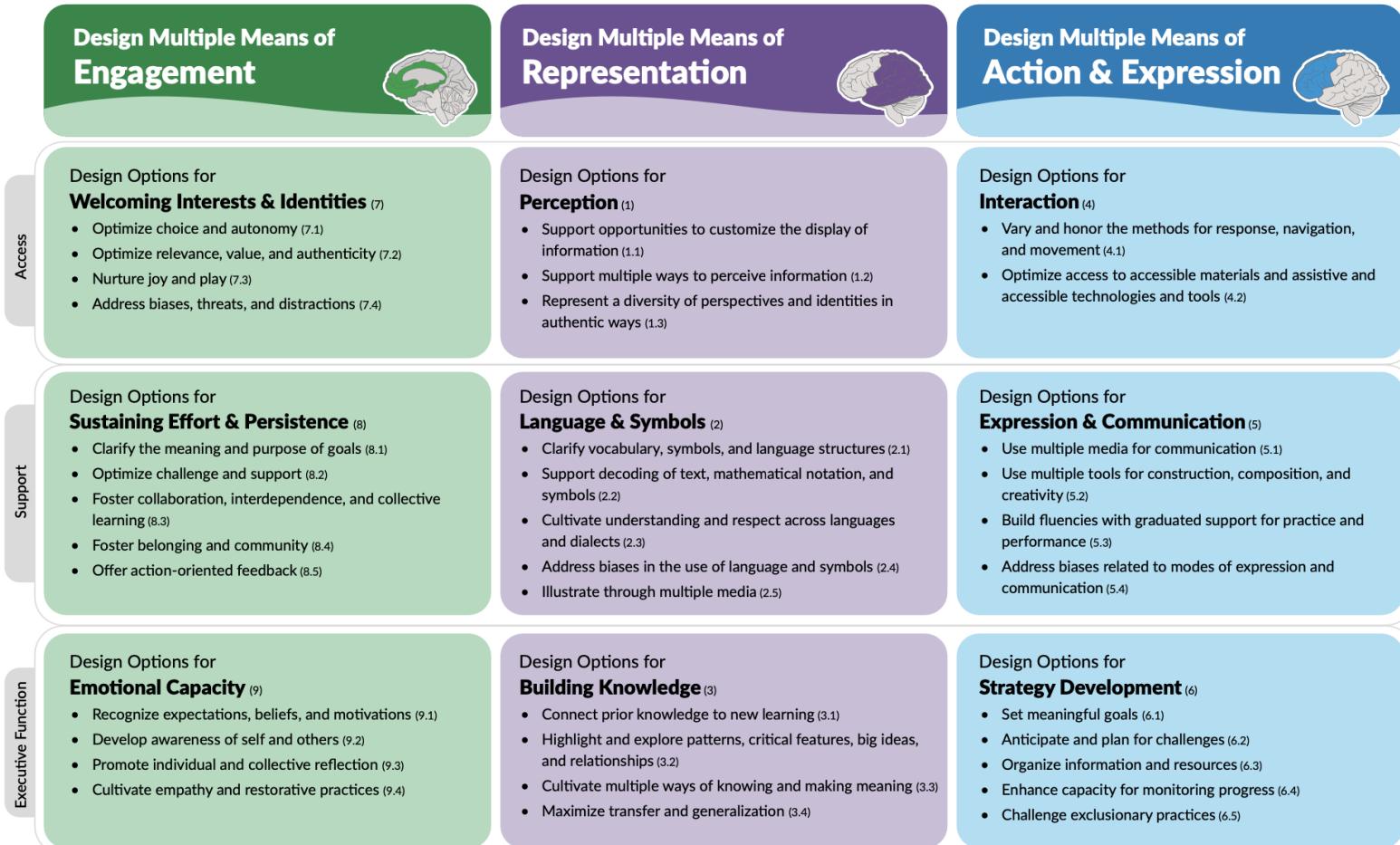
Strategic Networks
The "HOW" of Learning



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.



Our time together

- **Capturing student voice through a strength-based perspective**
- **Collating strength-based data**
- **Needs Based Planning**
- **Backwards Design**
- **Learning Continuums & Access Points**
- **Inclusive Lesson Planning using UDL**

Strategies and Frameworks to support Inclusive Classrooms Design

Growth Year:

Goals: I want to grow in these areas:

- _____
- _____
- _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

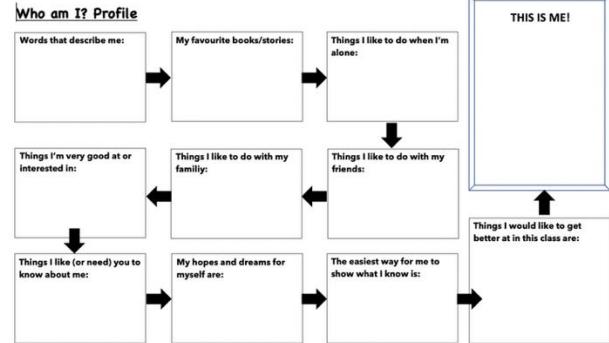
- _____
- _____
- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____
- _____
- _____

Thank You For helping me GROW

Moore, 2023



Help us get to know: _____ Date: _____

Person connected to	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____?	What is _____ interested in? What do they like to do on their own? With fair friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

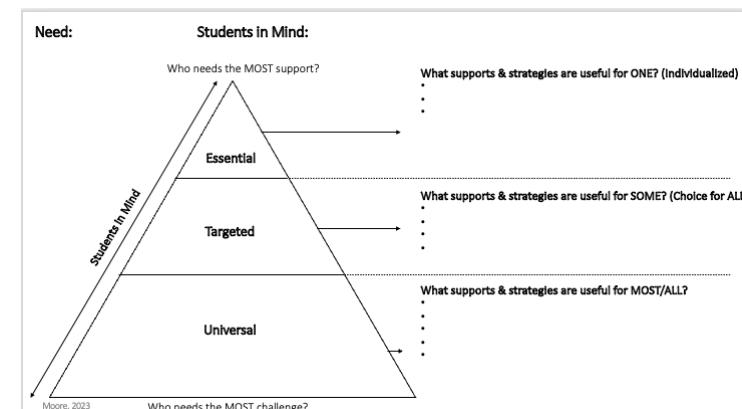
Moore, 2023

Making Collaborative Decisions: A Menu of Support
Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Class Review:	School Team:	Date:		
Class Dimensions				
Class Identities Student Perspectives:	Class Interests Student Perspectives:	Classroom Strengths Student Perspectives:	Classroom Stretches Student Perspectives:	
Team Perspectives:	Team Perspectives:	Team Perspectives:	Team Perspectives:	
Class Needs				
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?			

Menu of Support: Adapted from L. Schnellert, 2011

Dr. Shelley Moore, 2024

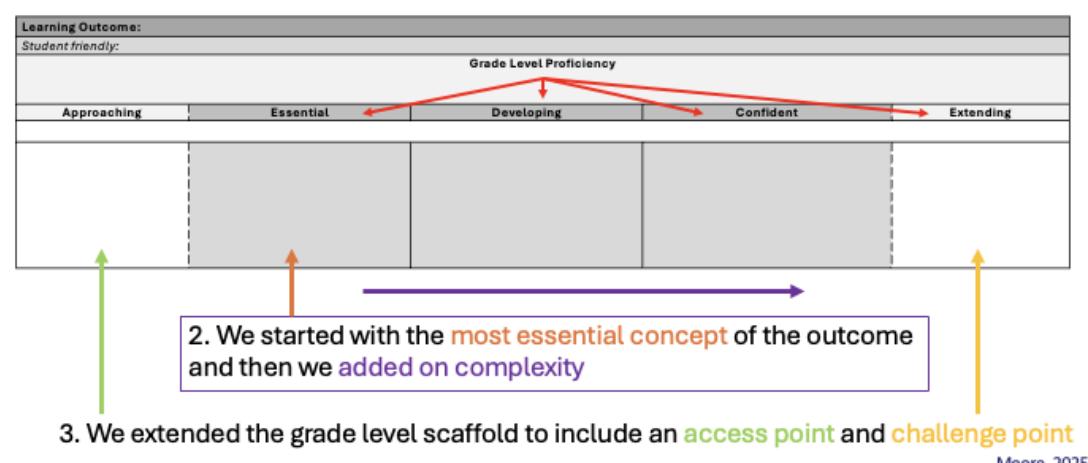


Strategies and Frameworks to support Inclusive Classrooms Design

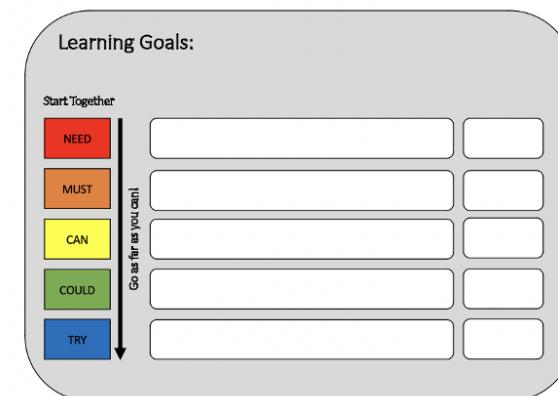
Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/I am...	

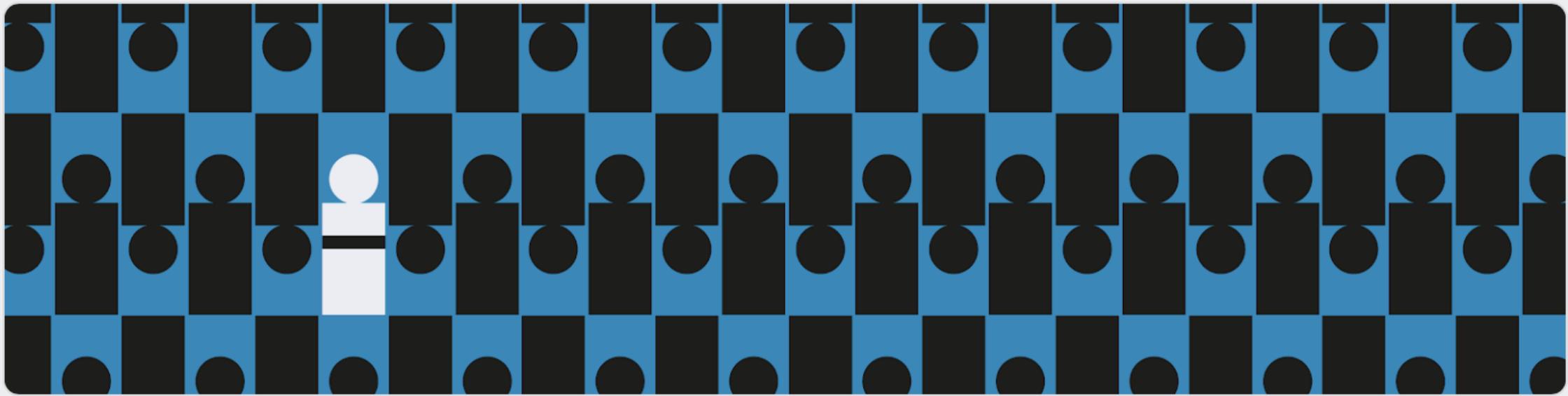
Grade 4 Math		Curricular Competencies				
Content	Big Ideas	Reasoning and Analyzing		Communicating and Connecting		
		Reasoning and Justifying	Planning and Organizing	Describing and Representing	Comparing and Connecting	Solving and Applying
		Fractions and decimals are types of numbers that can represent quantities.	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Development of proportional and multiplicative thinking helps analyze patterns and relations in multiplication and division.	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Regular changes in patterns can be identified and represented using rules and tables.	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Patterns are shown in shapes with similar attributes that can be described, measured, and compared.	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Analysing and interpreting spreadsheets or data probability develops an understanding of chance.	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Number concepts in 10-1000 include:	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• reading and writing numbers to 1000;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• reading and comparing fractions;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• addition and subtraction to 10-1000;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• multiplication and division of 1-digit numbers;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• patterns and number concepts to 10-1000;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• addition and subtraction facts to 20; developing computational fluency with multiplication and division facts to 100; including mental math and estimation;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• comparing and ordering fractions, decimals and charts;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• one-step equations with one unknown number using operations;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• how to tell time with analog and digital clocks, using 12- and 24-hour formats;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• regular and irregular polygons;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• perimeter of 2D shapes;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• area of rectangles;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• use one-to-one correspondence and many-to-one correspondence, using key words;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• probability experiments;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		Financial literacy – monetary calculations;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying
		• 24-hour & financial time;	Reasoning and Justifying	Planning and Organizing	Describing and Representing	Solving and Applying

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Observation	Visual
	<ul style="list-style-type: none"> Assessment for Learning Task(s) 				
	<ul style="list-style-type: none"> Assessment as Learning Tasks 				
	<ul style="list-style-type: none"> Assessment of Learning Task(s) 				



Guiding Unit Question:															
Lesson Goal(s):					Date										
Connecting Activity:					Supports										
Mini Lesson:	<p>Processing Tasks:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 10px;">I Need to...</td> <td style="width: 20%; padding: 10px;">I Must...</td> <td style="width: 20%; padding: 10px;">I Can...</td> <td style="width: 20%; padding: 10px;">I Could...</td> <td style="width: 20%; padding: 10px;">I Can Try to...</td> </tr> <tr> <td style="text-align: center; padding: 10px;">Access</td> <td style="text-align: center; padding: 10px;">All</td> <td style="text-align: center; padding: 10px;">Most</td> <td style="text-align: center; padding: 10px;">Few</td> <td style="text-align: center; padding: 10px;">Challenge</td> </tr> </table>					I Need to...	I Must...	I Can...	I Could...	I Can Try to...	Access	All	Most	Few	Challenge
I Need to...	I Must...	I Can...	I Could...	I Can Try to...											
Access	All	Most	Few	Challenge											
Transforming & Personalizing Activity:															





2024-2025 SD 20 Learning Series

Thinking back and looking ahead

https://docs.google.com/forms/d/e/1FAIpQLSffa0ptBBfr3U-yDiKNEMVNKsSja_lyQ2ADpP3BA_Ia37wZ_A/viewform?usp=header

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

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