

# Shelley MOORE PH.D.



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Dr. Shelley Moore



Think about your target class....

What are you **trying?**

What are you **noticing?**

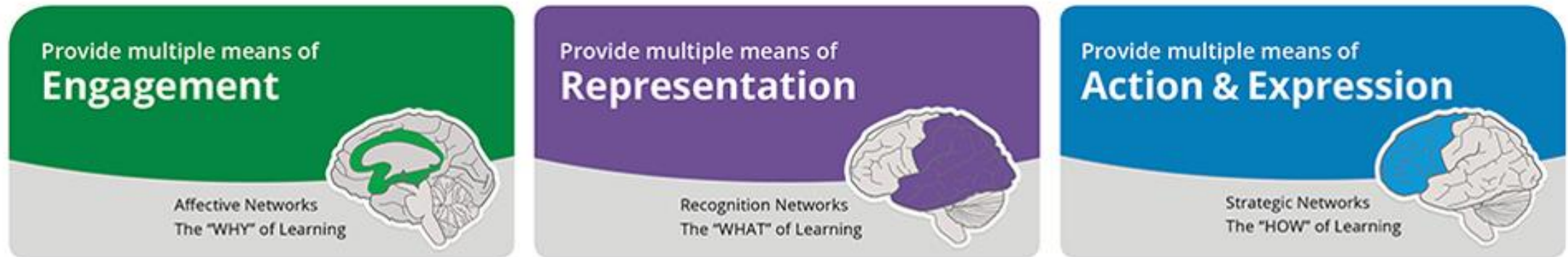
What are you **learning?**

Today!

# Inclusive Curriculum Design

## Inclusive Lesson Design

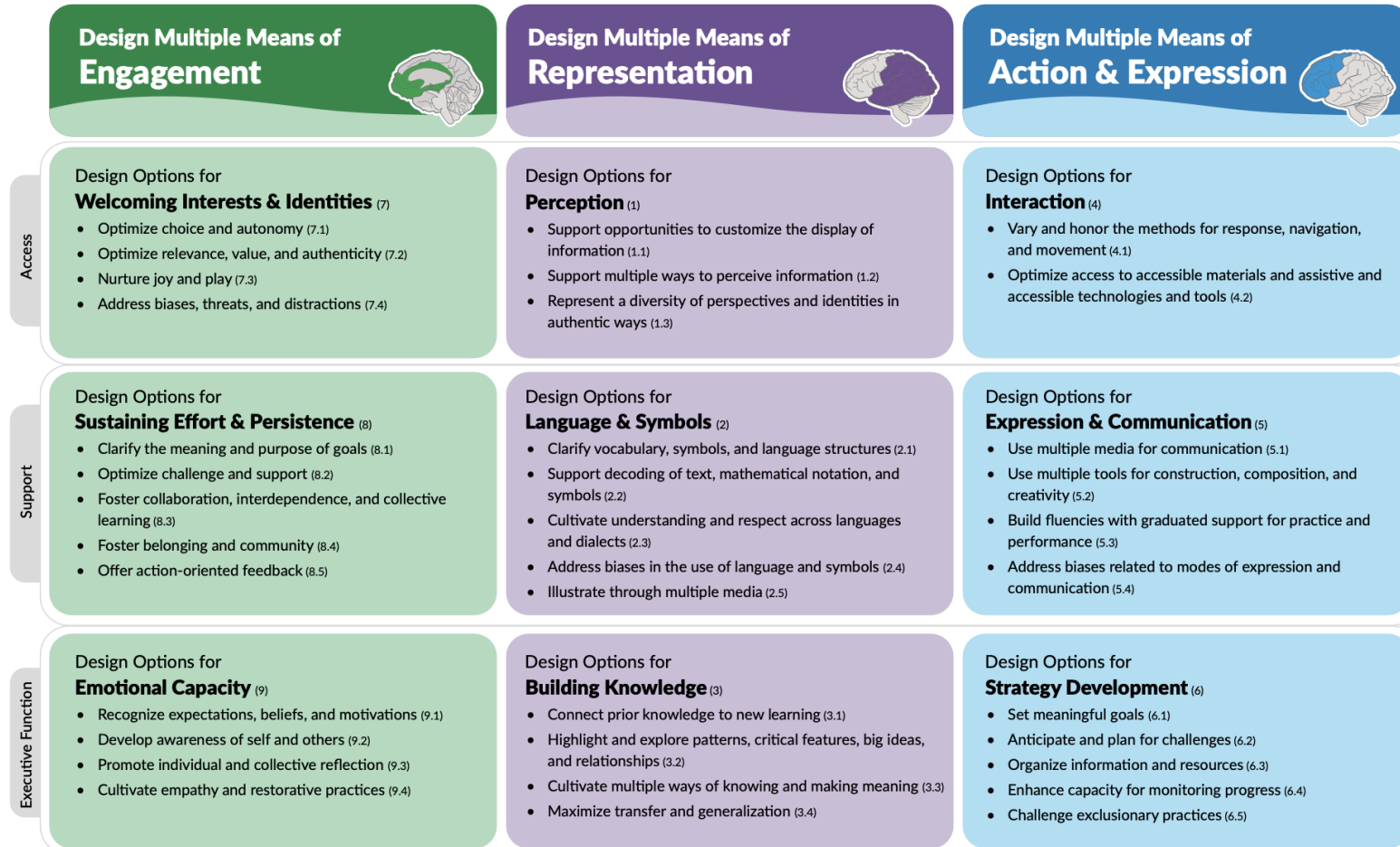
# Universal Design for Learning: The Ramp for Learning






# Universal Design for Learning

## The Universal Design for Learning Guidelines

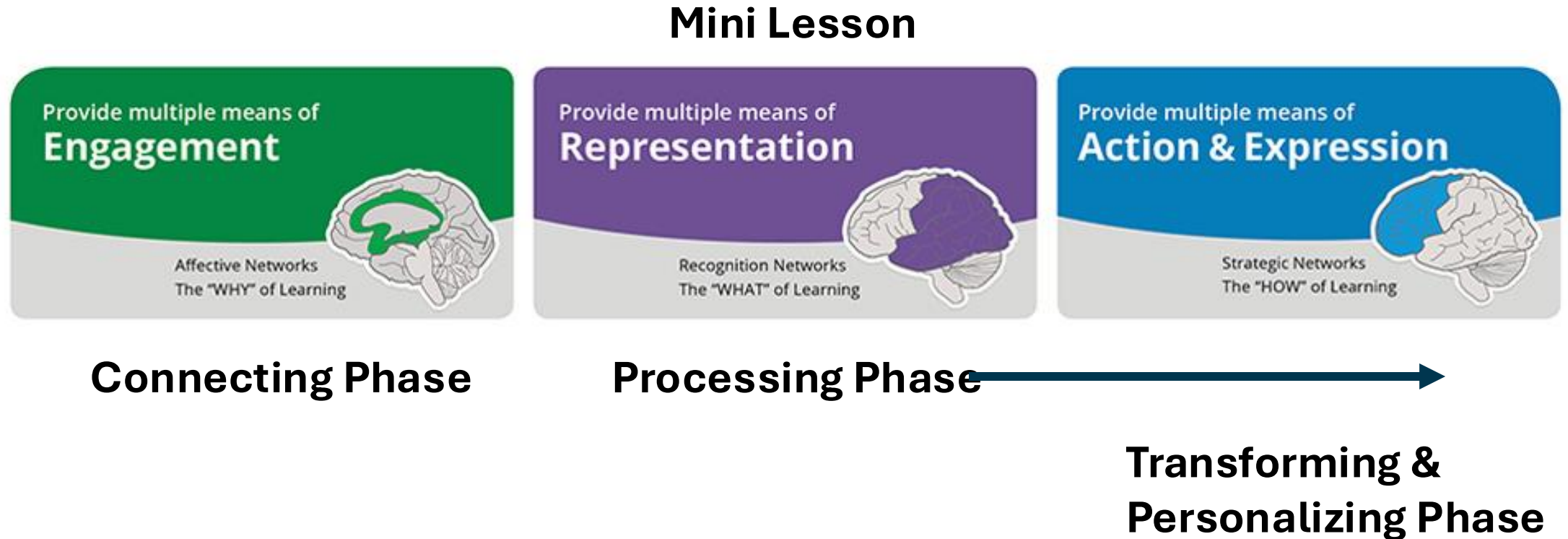
The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



<b>Guiding Unit Question:</b>															
<b>Lesson Goal(s):</b>	<b>Date</b>														
<b>Connecting Activity:</b>	<b>Supports</b>														
<b>Mini Lesson:</b>															
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# Universal Design for Learning: Lesson Design






# Universal Design for Learning: Lesson Design


## **Example Lessons**

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

<b>Grade: 2</b>	<b>Subject Area: Science</b>	<b>Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)</b>
<b>Big Idea(s):</b> Water is essential to all living things, and it cycles through the environment.		<b>Unit Guiding Question(s):</b> Why is water important to <b>living things</b> and the <b>environment</b> ?
<b>Key Vocabulary:</b> 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		
	<b>Learning Standard</b>	<b>Student Friendly Language</b>
<b>What do students need to know?</b> <b>Content</b>	water sources including local watersheds	I know different kinds of water sources on the Earth
<b>Content</b>	local First People's knowledge of water: connection to other systems	I know the local First Peoples' understanding of water
<b>What do students need to do?</b> <b>Curricular Competencies</b> Questioning and predicting	Ask questions about familiar objects and events	I can ask question about things I am curious about
<b>What do students need to do?</b> <b>Curricular Competencies</b> 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
<b>What do students need to do?</b> <b>Curricular Competencies</b> Communicating	Communicate observations and ideas using oral or written language, drawing, or role-play	I can share my learning and ideas in different ways
<b>Who do student need to be?</b> <b>Core Competency Goals</b>	<b>I am a critical thinker...</b>	

<b>Grade: 2</b>	<b>Subject Area: Science</b>	<b>Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)</b>
<b>Big Idea(s):</b> Water is essential to all living things, and it cycles through the environment.		<b>Unit Guiding Question(s):</b> Why is water important to <b>living things</b> and the <b>environment</b> ?
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<b>Who do student need to be?</b> <b>Core Competency Goals</b>	I am a critical thinker...	

<b>Content Goal: water sources including local watersheds</b>				
<i>Student friendly:</i> I know different kinds of water sources on the Earth				
Approaching	Emerging	Developing	Confident	Extending
				
<p>I know the difference between land and water on the Earth</p> <p>I know that Earth has salt water and fresh water</p>	<p>I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers</p>	<p>I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands</p> <p>I know that saltwater habitats are found in oceans and seas</p>	<p>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)</p>	<p>I know that clean fresh water has no taste, colour, or smell</p>

<b>Curricular Competency Goal: <u>Processing and analyzing data and information</u></b>				
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				
Approaching	Emerging	Developing	Confident	Extending
				
<p>I can sort information into familiar categories using concrete familiar objects</p>	<p>I can sort information by a category or theme</p> <p>I can organize information visually by following a model</p>	<p>I can organize information visually with pictures and drawings</p> <p>I can organize information in a table by following a model</p>	<p>I can create a table or visual to organize information and data</p>	<p>I can organize data with multiple variables visually or on a table</p>

**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

**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)


**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

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Find the water on a picture of the Earth  Talk about where you see water in the world around you	Find out 2 different kinds of water in the world & add to mind map	Find examples of the 2 kinds of water and add to your mind map	Choose a habitat that is in water - Add examples of living things that live in there	Choose a different habitat  Compare the habitats to each other
Access	All	Most	Few	Challenge

**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
				
<p>I know the difference between land and water on the Earth</p> <p>I know that Earth has salt water and fresh water</p>	<p>I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers</p>	<p>I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands</p> <p>I know that saltwater habitats are found in oceans and seas</p>	<p>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)</p>	<p>I know that clean fresh water has no taste, colour, or smell</p>

Curricular Competency Goal: <u>Processing and analyzing data and information</u>				
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# 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

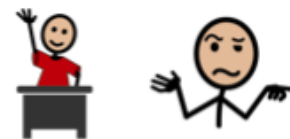
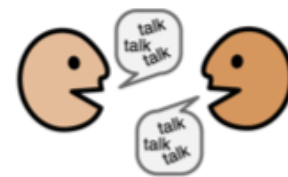
Atlantic Ocean

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

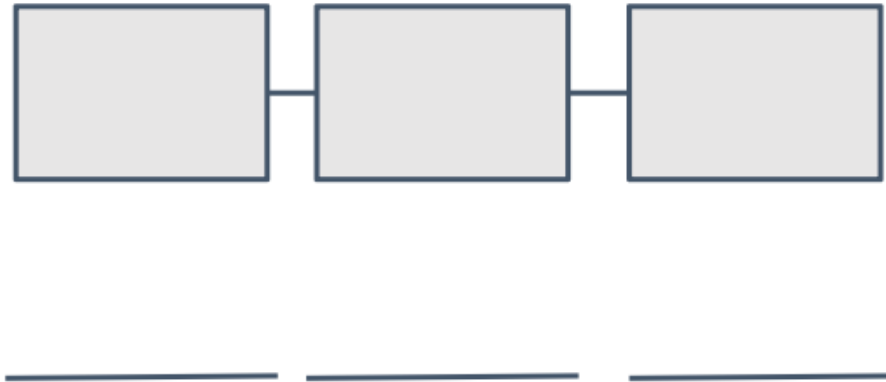
<https://www.youtube.com/watch?v=bNWuQD7QHBc>





# Processing Activity

What can we learn about **water**?





# Template: Activity Scaffold

Learning Goals:

Start Together

NEED	Go as far as you can!		
MUST			
CAN			
COULD			
TRY			

# Processing Activity

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

Start Together

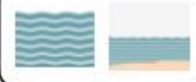
NEED

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

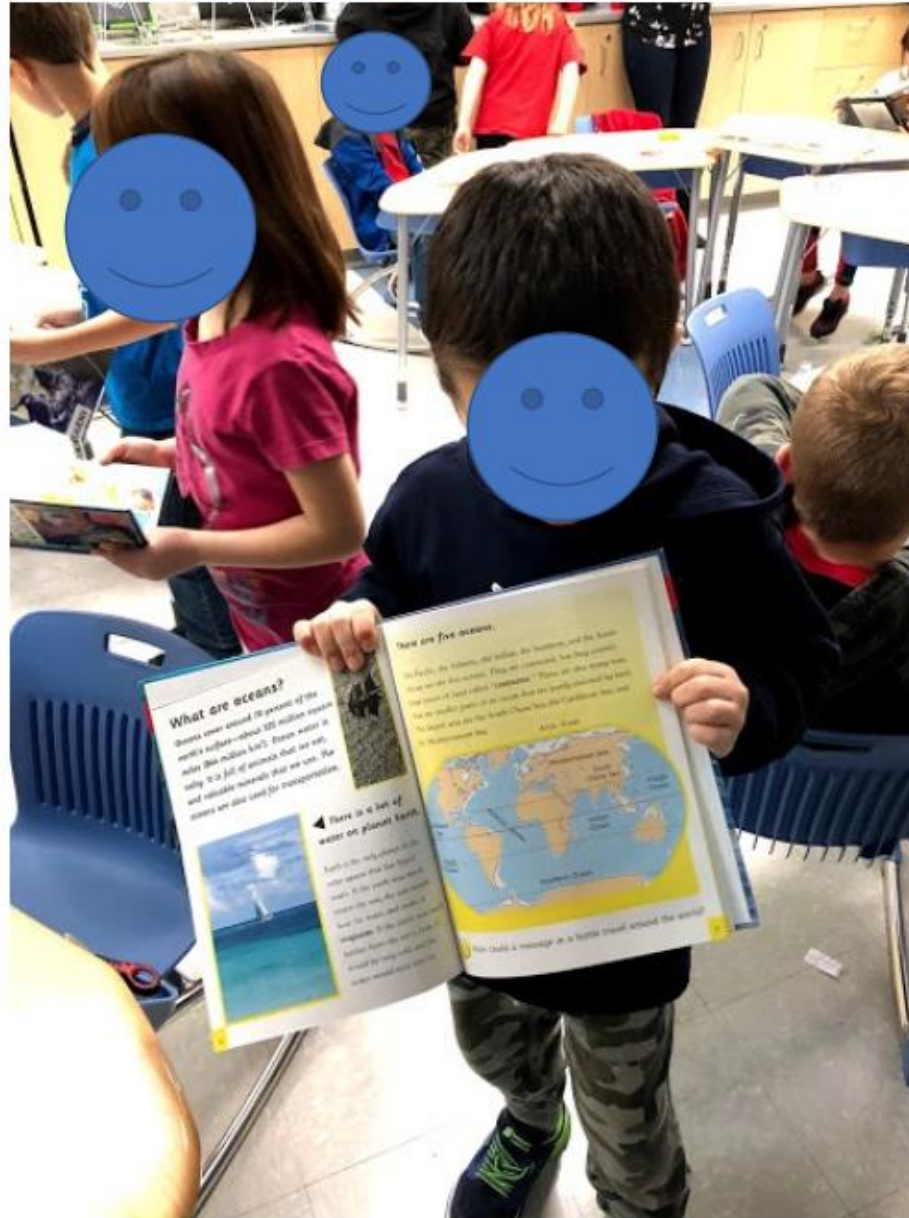




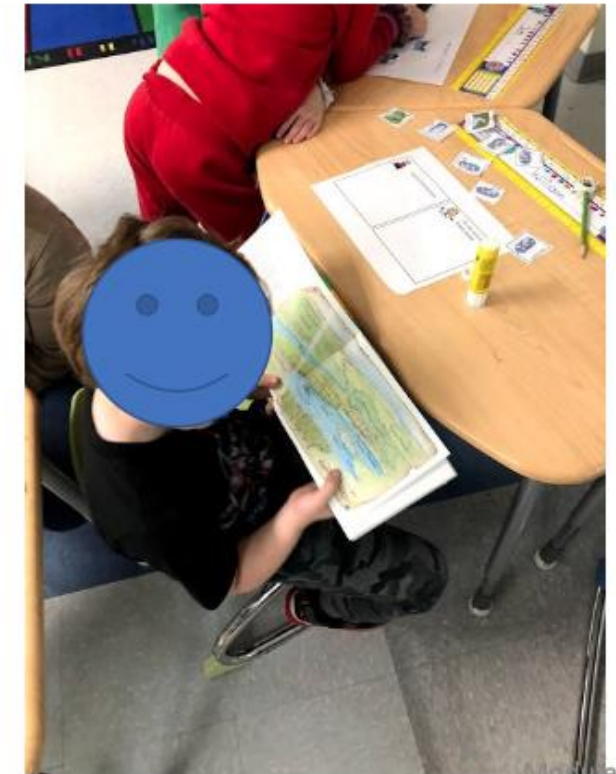
MUST

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

Sort on the mind  
map



Moore, 2023

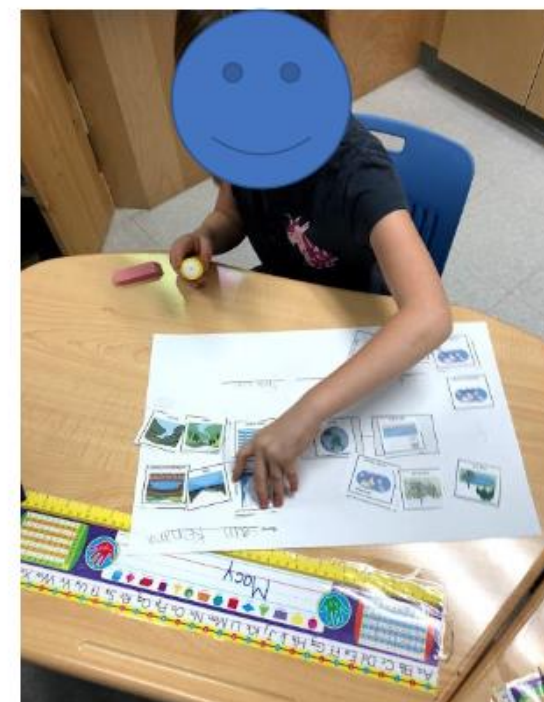


Moore 6



CAN

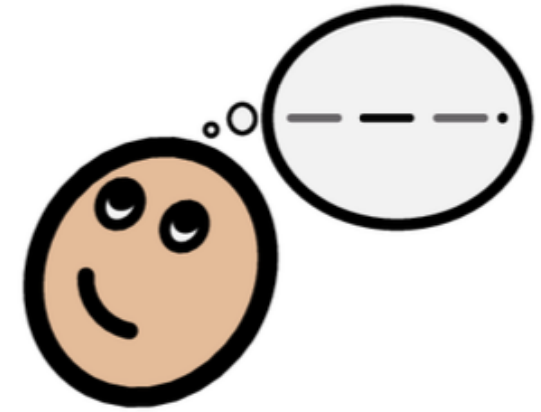
Find the **examples** where  
to find the different kind of  
**water** on the **Earth**  
Sort the pictures on the  
mind map



# Transforming & Personalizing Activity

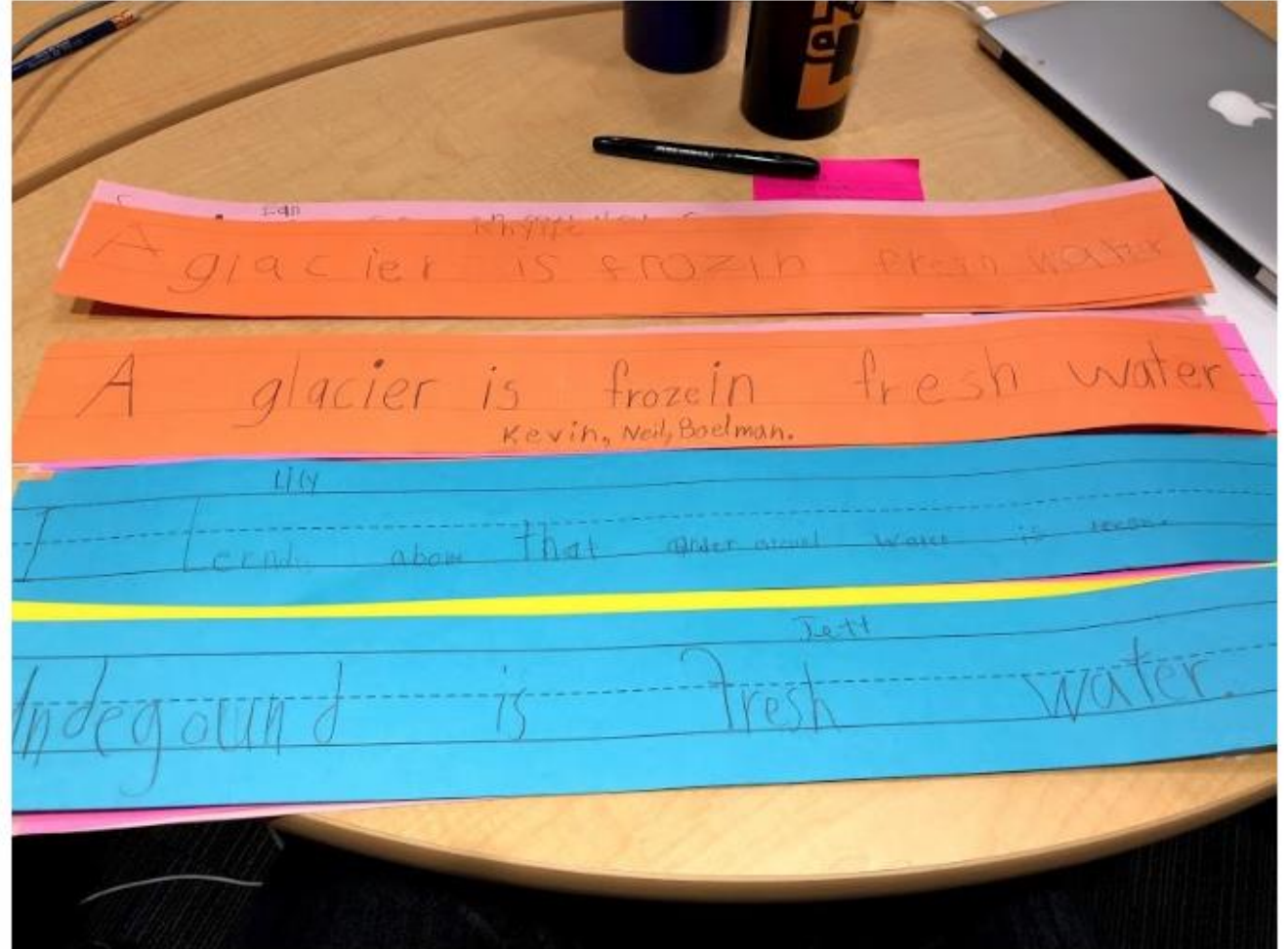
What did we learn about **water**?

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**





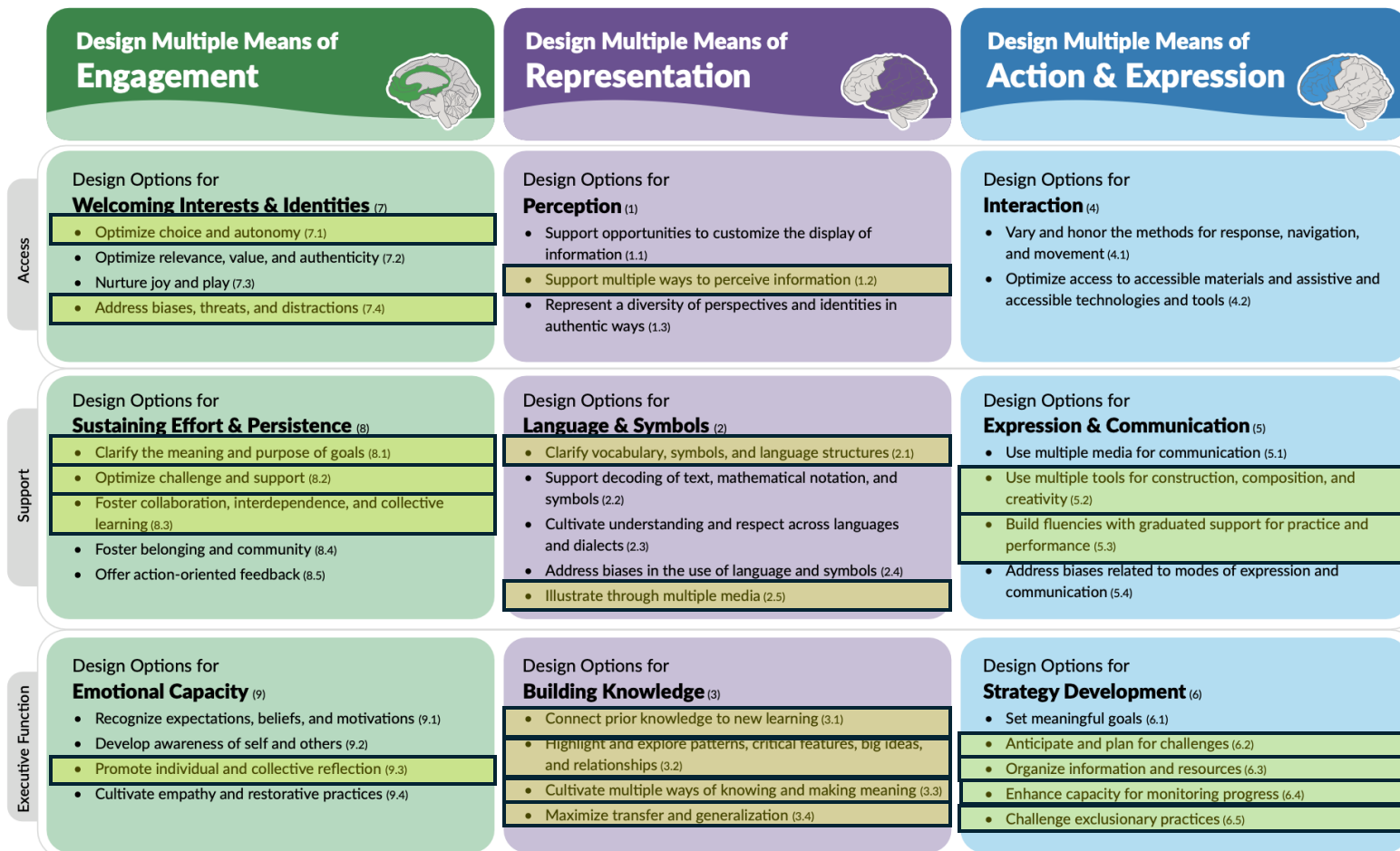
# Transforming & Personalizing Activity



# 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		I know strategies to help me be a confident speaker I know how to use speaking strategies to help communicate my thinking		<ul style="list-style-type: none"><li>Watch different TED talks to co-create criteria and determine strategies of a confident speaker (looks like, sounds like, feels like)</li><li>Students perform a TED talk about a social justice topic meaningful to them using oral language strategies</li></ul>
Content Goal	elements of visual and graphic texts		I know strategies to help me use visuals to share my thinking  I know how to use visuals and graphics to help communicate my thinking		<ul style="list-style-type: none"><li>Watch different TED talks to co-create criteria and determine how speakers use visuals to share their message (looks like, sounds like, feels like)</li><li>Students perform a TED talk about a social justice topic meaningful to them visual strategies</li></ul>
Curricular Competency Goal: Comprehend and connect (reading, listening, viewing)	Construct meaningful personal connections between self, <a href="#">text</a> , and world		I can make connections between myself, texts and the world		<ul style="list-style-type: none"><li>Watch TED talks that reflects a social justice topic reflective of the world and connects to them personally</li></ul>
	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"><li>Research for their own TED talk includes multiple sources and texts and their talk includes ideas that connect sourcees together</li></ul>
Curricular Competency Goal: Create and communicate (writing, speaking, representing)	Use writing and design processes to plan, develop, and create engaging and meaningful <a href="#">literary and informational texts</a> for a variety of purposes and <a href="#">audiences</a>		I can use writing to plan, develop, and create engaging and meaningful oral texts for an audience		<ul style="list-style-type: none"><li>Co creating criteria using graphic organizers</li><li>Create a speech or plan a speech using writing about a social justice topic important to them</li><li>Practice speech including feedback and self assessment</li><li>Hold TED talk event speech with an audiences</li></ul>
	Assess and <a href="#">refine texts</a> to improve their clarity, effectiveness, and impact according to purpose, <a href="#">audience</a> , 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"><li>Using co created criteria, reflect on feedback and self assess to improve and practice TED talk for final event</li><li>Practice speech in front of different audiences and audience sizes</li></ul>

**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

**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 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

**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?

**Date**

**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

**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?
<div>Under the Table</div> <div></div>				
<div></div> <div><div>QR Code</div></div>				

## 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


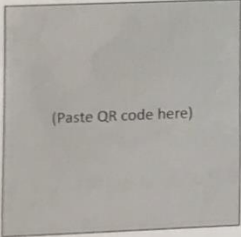
## Supports & Strategies Available

- 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)





## 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?
<p>Overcoming hopelessness</p> 	<p>- Everyone Matters and life special</p>	<p>- No Arms &amp; legs</p>	<p>- Sad</p>	<p>- Depressed</p>
 <p>(Paste QR code here)</p>				

## 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?
<p>The unexpected face of homelessness</p> 	<p>-She bought the homeless guy a shoes and she didn't know the homeless stole the shoes"</p> <p>- she talked about how homeless she was and she didn't have many friends.</p> <p>-Never judge people by there cover</p>	<p>-The screen in the back was quite says "I bought him those shoes because he didn't have any"</p> <p>-Showing a bunch picture</p>	<p>-She sounds really confident to what shes talking</p> <p>- it's sounds like she knows what shes doing</p>	<p>-She makes you feel so inspired</p> <p>-it made you somewhat emotional</p> <p>-never judge people by there cover</p>
<p>Rethink before you type</p> 				



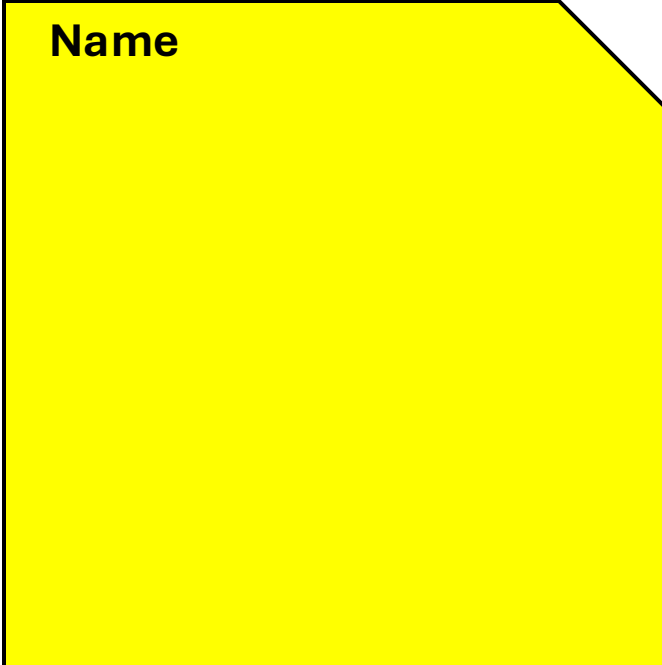
## TED Talks

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?
<p>Rethink before you type</p> 	<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 smart</p> <p>calming</p> <p>clapping</p> <p>cheerful</p> <p>clearly speaking</p>	<p>inspiring</p> <p>astonishing</p> <p>life changing</p> <p>upsetting</p>
<p>(Paste QR code here)</p>				

# 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?

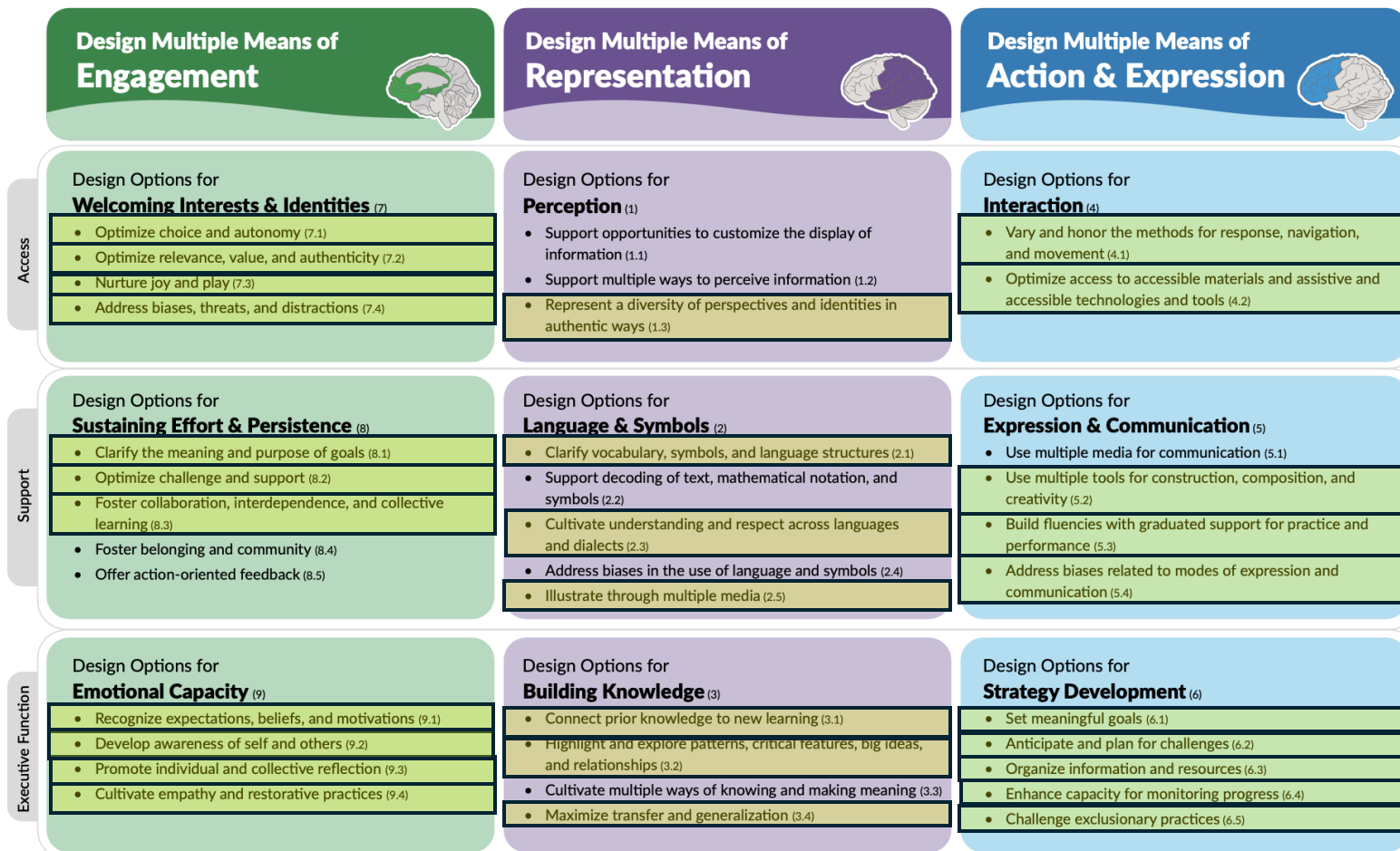


**Name**

# 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 <b>work together</b> , to <b>refine</b> our <b>design skills</b> ?
Content Goal	I know relation of <b>structure</b> and <b>power</b> to <b>motion</b>	I know that <b>power</b> will effect <b>motion</b> I know that a structure will change based on the power and motion that is needed	
Content Goal	I know <b>power</b> and <b>torque</b>	I know how power and torque effect each other	
Content	I know <b>friction</b> and <b>traction</b>	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 <b>constraints</b> (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 <b>plan</b> to create a <b>prototype</b> that includes the steps and the <b>materials</b> 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 <b>collaborative</b> 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 <b>tools</b> 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 <b>constructive feedback</b> 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

**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

**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

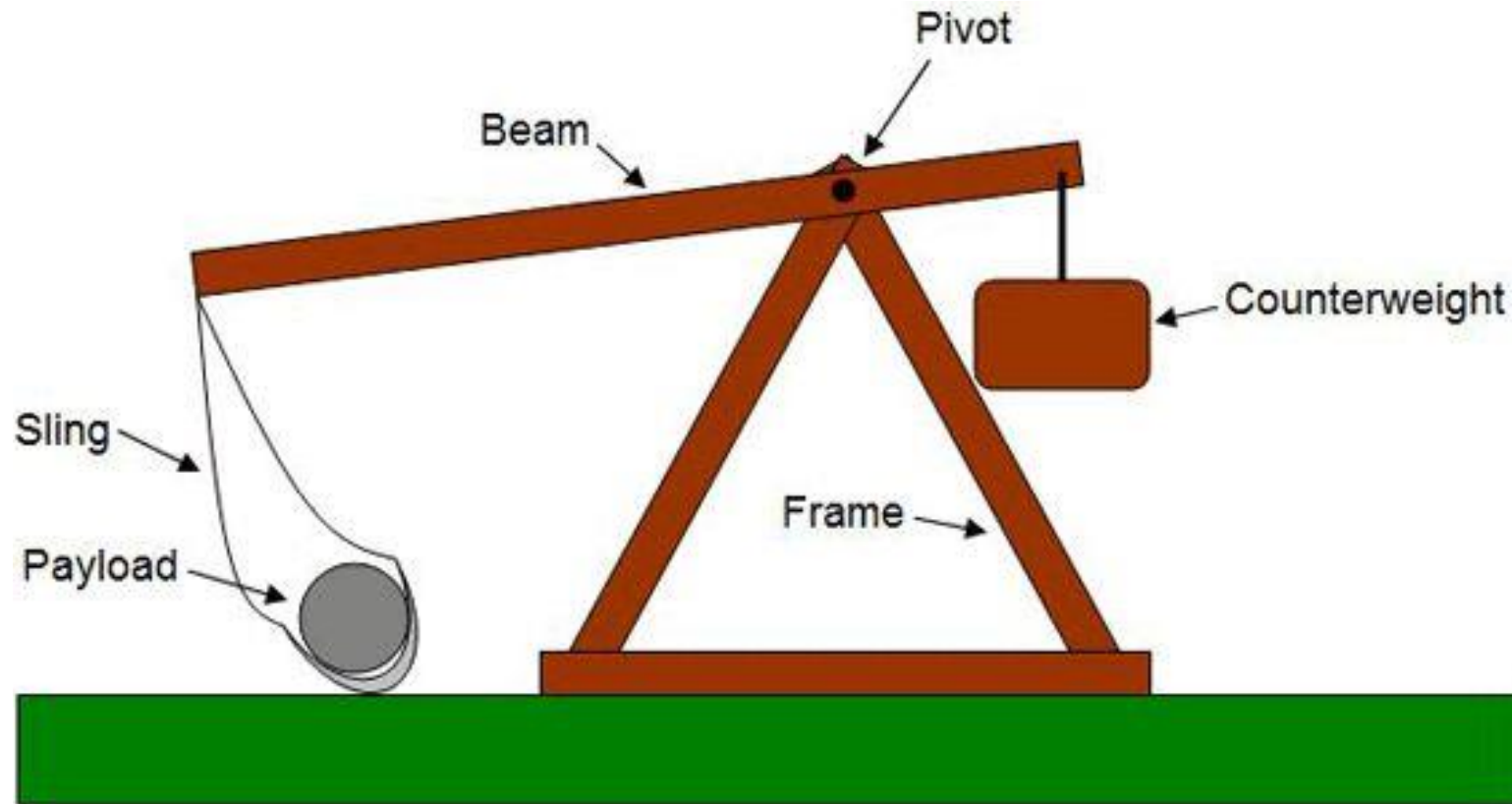
→				
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Know what a trebuchet is, how they work and what their parts are	Reflect on your own strengths and stretches in this class	Talk to other students who compliment your strengths & stretches and to create a working group	As a group make a decision together about what part of the trebuchet you want to build	Justify your decision as to why this part is a good fit for the skills of your group

**Evidence of Learning Created**

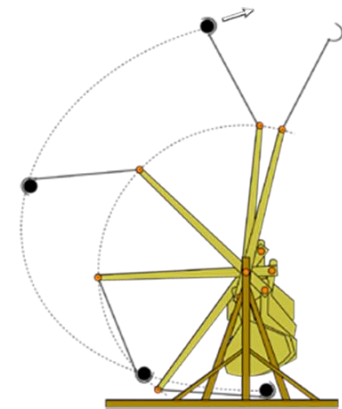
Student Self reflection  
Group's decision making and justification  
organizer, photos

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

# What is a **Trebuchet**?



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



# Backwards Design Plan

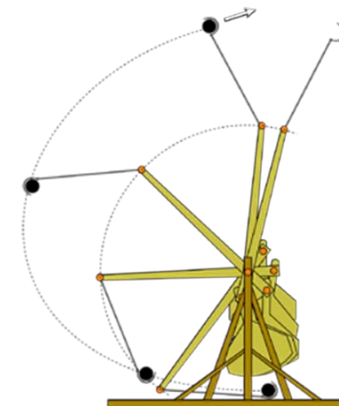
**Goals** for this Unit: What do we need to know?

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

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

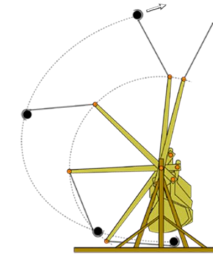
I know how **power** and **torque** effect each other

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

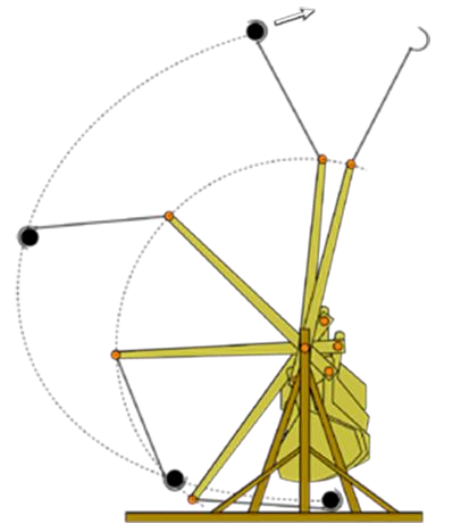
I can be a part **collaborative** decision to choose the final design

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?

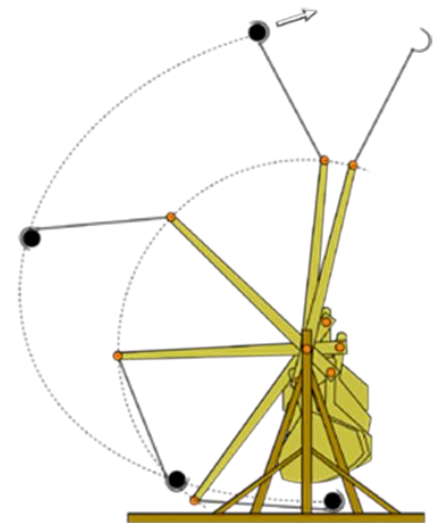
Chris.D

My Strengths	My Stretches
<p>What am I good at in this class?</p> <p>I can use all of the meachines in the woodshop and metalshop.</p>	<p>What is hard for me in this class?</p> <p>I dont like <del>using</del> using the computer.</p>
<p>What can I help others with in this class?</p> <p>how to teach them the safe way to use the meachines 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



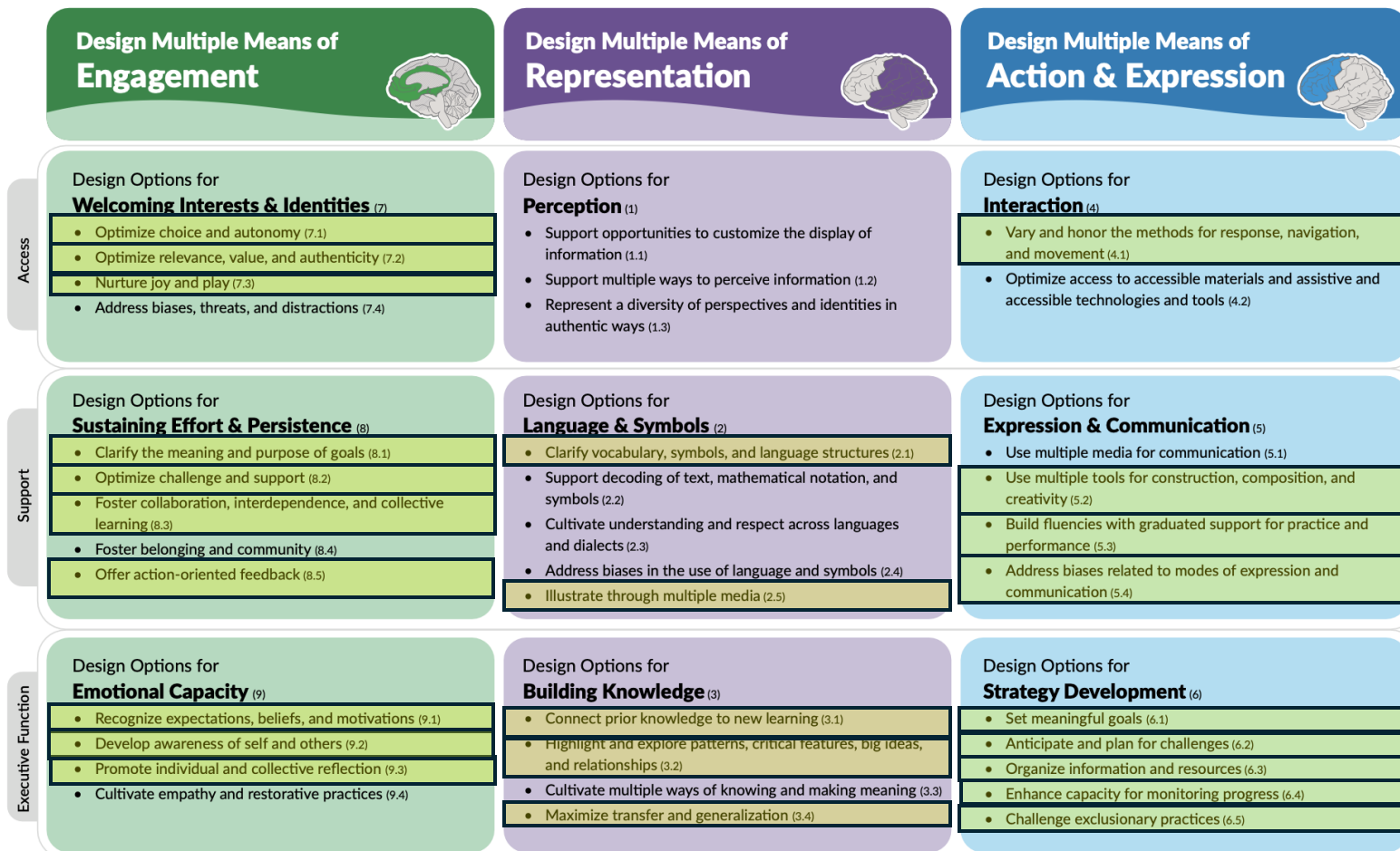
Group members: \_\_\_\_\_

<b>The part our group wants to design is the: _____</b>	
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?

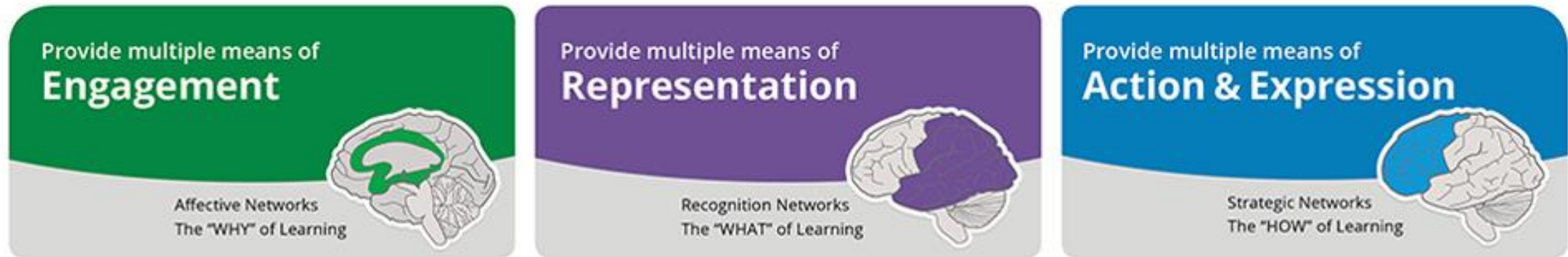
# Universal Design for Learning

## 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

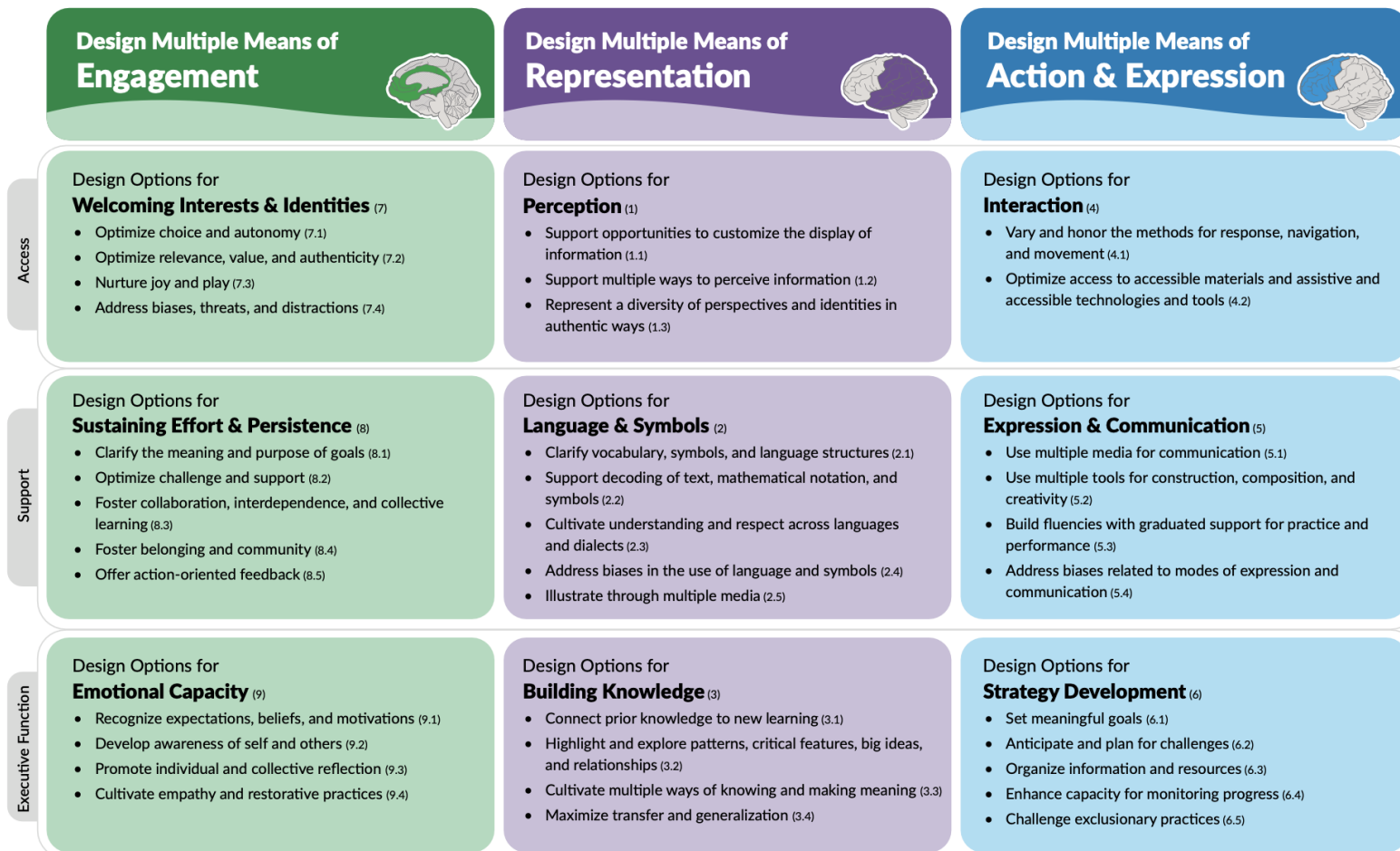




# Universal Design for Learning

## 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**

### Who am I? Profile

```
graph TD; A[Things that describe me:] --> B[My favourite books/stories:]; B --> C[Things I like to do when I'm alone:]; C --> D[Things I'm very good at or interested in:]; D --> E[Things I like to do with my family:]; E --> F[Things I like to do with my friends:]; F --> G[Things I would like to get better at in this class are:]; G --> H[THIS IS ME!];
```

Things that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

THIS IS ME!

Things I'm very good at or interested in:

Things I like to do with my family:


Things I like to do with my friends:

Things I would like to get better at in this class are:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

Growth Year: _____	
Name: _____	Grade: _____
 <p><b>Identities:</b> I am...          * _____          * _____          * _____          * _____          * _____</p> <p><b>Interests:</b> I really like and/or what to learn more about:          * _____          * _____          * _____          * _____</p> <p><b>Strength:</b> I am really good at and/or could teach others:          * _____          * _____          * _____          * _____</p>	<p><b>Goals:</b> I want to grow in these areas:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> <p><b>Needs:</b> I need this support in these areas to grow:</p> <ul style="list-style-type: none"> <li>* _____</li> <li>* _____</li> <li>* _____</li> <li>* _____</li> </ul> <p><b>Supports:</b> I need this in my garden to grow:</p> <ul style="list-style-type: none"> <li>* _____</li> <li>* _____</li> <li>* _____</li> <li>* _____</li> </ul> <p><b>Barriers:</b> This is what makes it hard for me to grow:</p> <ul style="list-style-type: none"> <li>* _____</li> <li>* _____</li> <li>* _____</li> <li>* _____</li> </ul>
Thank You For helping me GROW	

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

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 groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their 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:					

## Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

- ☐ Classroom Support
- ☐ Classroom Support Cont.
- ☐ Individual Student Support

Menu of Support: Adapted from L. Schnellert, 2011

Dr. Shelley Moore, 2020

Dr. Shelley Moore, 2024

<p><b>Child:</b></p> <p>What are the <b>identities</b> of your child and your family?</p>	<p><b>Child:</b></p> <p>What are the <b>identities</b> of your child and your family?</p>	<p><b>Child:</b></p> <p>What are the <b>identities</b> of your child and your family?</p>	<p><b>Child:</b></p> <p>What are the <b>identities</b> of your child and your family?</p>	<p><b>Child:</b></p> <p>What are the <b>identities</b> of your child and your family?</p>
<p>What are the <b>interests</b> of your child and your family?</p>	<p>What are the <b>interests</b> of your child and your family?</p>	<p>What are the <b>interests</b> of your child and your family?</p>	<p>What are the <b>interests</b> of your child and your family?</p>	<p>What are the <b>interests</b> of your child and your family?</p>
<p>What are the <b>strengths</b> of your child?</p>	<p>What are the <b>strengths</b> of your child?</p>	<p>What are the <b>strengths</b> of your child?</p>	<p>What are the <b>strengths</b> of your child?</p>	<p>What are the <b>strengths</b> of your child?</p>
<p>What is hard for your child in this community? What do they <b>need support</b> with?</p>	<p>What is hard for your child in this community? What do they <b>need support</b> with?</p>	<p>What is hard for your child in this community? What do they <b>need support</b> with?</p>	<p>What is hard for your child in this community? What do they <b>need support</b> with?</p>	<p>What is hard for your child in this community? What do they <b>need support</b> with?</p>
<p>What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?</p>	<p>What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?</p>	<p>What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?</p>	<p>What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?</p>	<p>What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?</p>

**Classroom Support Planning: Collaborative Needs Based Reflection**

**Target Classroom:** \_\_\_\_\_ **Classroom Teacher(s):** \_\_\_\_\_ **Support Teachers/Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

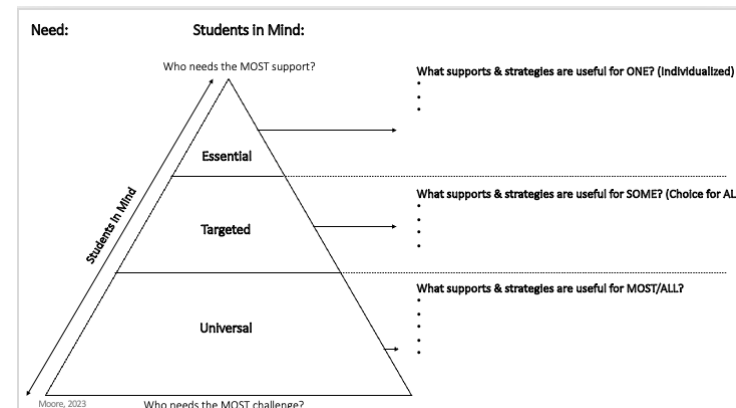
1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Dr. Shelley Moore, 2023



Moore, 2023

Who needs the MOST challenge?

Shelley  
MOORE PH.D.  
2023

# 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							
Big Ideas	Content	Representing and Analyzing		Understanding and Solving		Communicating and Representing		Connecting and Reflecting	
		Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.
		Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.
		Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.
		Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.	Use numbers to represent quantities and relationships.
Fractions and decimals are types of numbers that can represent quantities.	Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.	"Regular" changes in patterns can be identified and represented using graphs and tables.	Polygons are closed shapes with similar attributes that can be described, measured, and compared.	"Analyzing and interpreting experiments in data probability develops an understanding of chance."					
		number concepts to 10,000 division to hundredths addition and subtraction to 10,000 addition and subtraction to 10,000 multiplication and division of two- or three-digit numbers by one-digit numbers addition and subtraction of decimals to hundredths multiplication and division facts to 100 (proficiency)							
		increasing and decreasing patterns, using tables and graphs polygons, quadrilaterals, rhombus, squares one-step equations with an unknown number, using all operations how to tell time with analog and digital clocks, using 15- and 30-second intervals regular and irregular polygons perimeter of regular and irregular shapes line segments area of rectangles mass and volume probability experiments frequency, expected frequency mental flexibly – necessary calculations, making change up to \$10.00							

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written	Oral	Nonverbal	Visual
	• Assessment for Learning Task(s)				
	• Assessment as Learning Task(s)				
	• Assessment of Learning Task(s)				

© Differentiated Evidence of Learning

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Learning Outcome:					
Student friendly:					
Grade Level Proficiency					
Approaching	Essential	Developing	Confident	Extending	

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

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Guiding Unit Question:

Lesson Goal(s):

Connecting Activity:

Mini Lesson:

Processing Tasks:

Transforming & Personalizing Activity:

Date

Supports

I Need to...

I Must...

I Can...

I Could...

I Can Try to...

Access

All

Most

Few

Challenge

Learning Goals:

Start Together

NEED

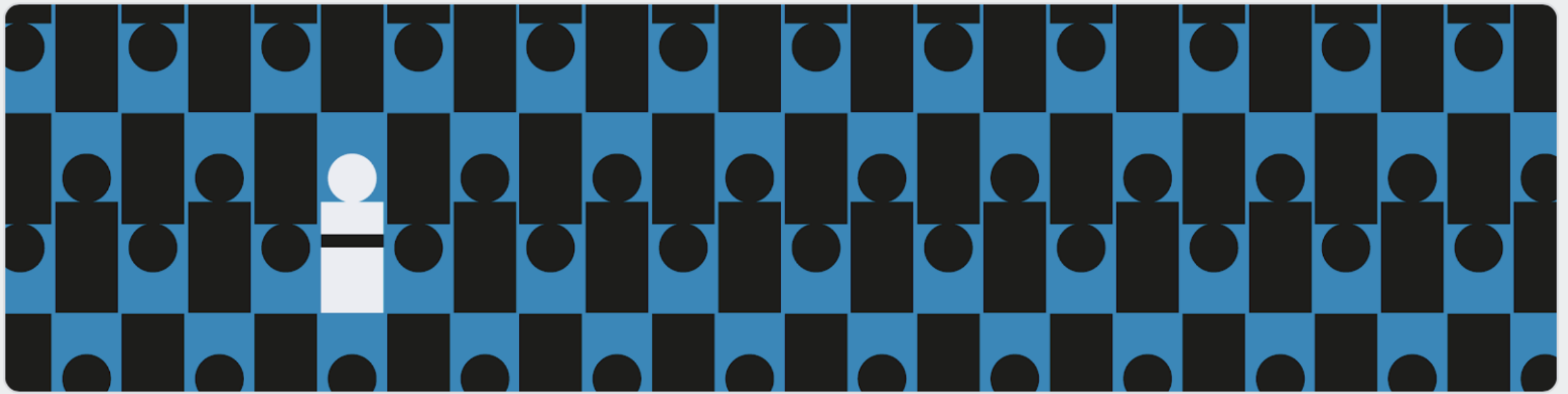
MUST

CAN

COULD

TRY

Go as far as you can!



# 2024-2025 SD 20 Learning Series

Thinking back and looking ahead

[https://docs.google.com/forms/d/e/1FAIpQLSffa0ptBBfr3U-yDiKNEMVnKsSja\\_lyQ2ADpP3BA\\_la37wZ\\_A/viewform?usp=header](https://docs.google.com/forms/d/e/1FAIpQLSffa0ptBBfr3U-yDiKNEMVnKsSja_lyQ2ADpP3BA_la37wZ_A/viewform?usp=header)



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