

# THE INFRASTRUCTURE OF **INCLUSION**

## Learning Series

Session 5: Planning for ALL

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*Shelley*  
**MOORE** PH.D.



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MOORE PH.D.



@tweetsomemoore



@fivemooreminutes

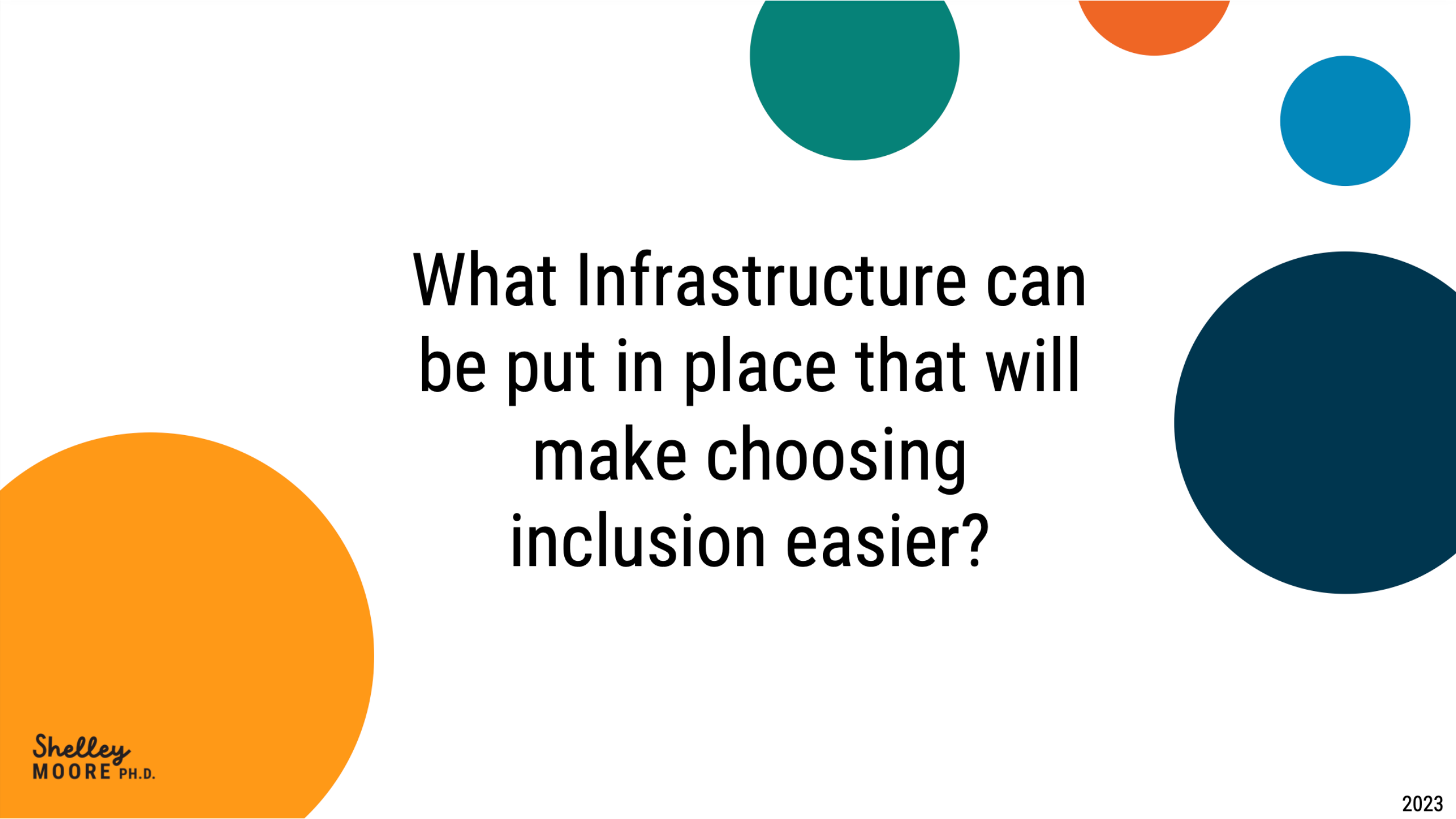


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What Infrastructure can  
be put in place that will  
make choosing  
inclusion easier?

# Guiding Conditions of **iNCLUSION** describe that all students...

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
programs

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

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# Taking Action: Some Ideas!

- **watch the 5MM video and have a conversation with your team about your reflections**
- **Choose an article or a video from the resource list. As a team, have a discussion about what you are learning**
- **Create a purposeful plan for a student in an inclusive classroom**
- **Share a resource with someone not on your team, connected to what you are learning**
- **Share a summary of what your team learned with your staff at a staff meeting or a professional development session**



**What stands out from  
last session?**



**What are you noticing  
about your thinking and  
practice?**

## Guiding Conditions of **iNCLUSION** describe that all students...

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S



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What does it mean to

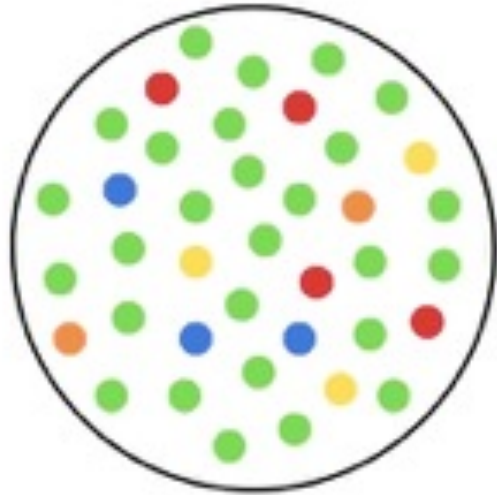
*plan* for *ALL*?



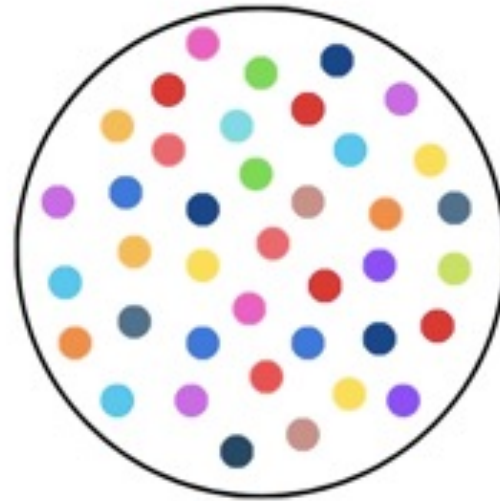
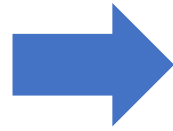
**How are students with disabilities currently being planned for?**

**How are they accessing general education curriculum?**

# WHAT IS *inclusion* ?

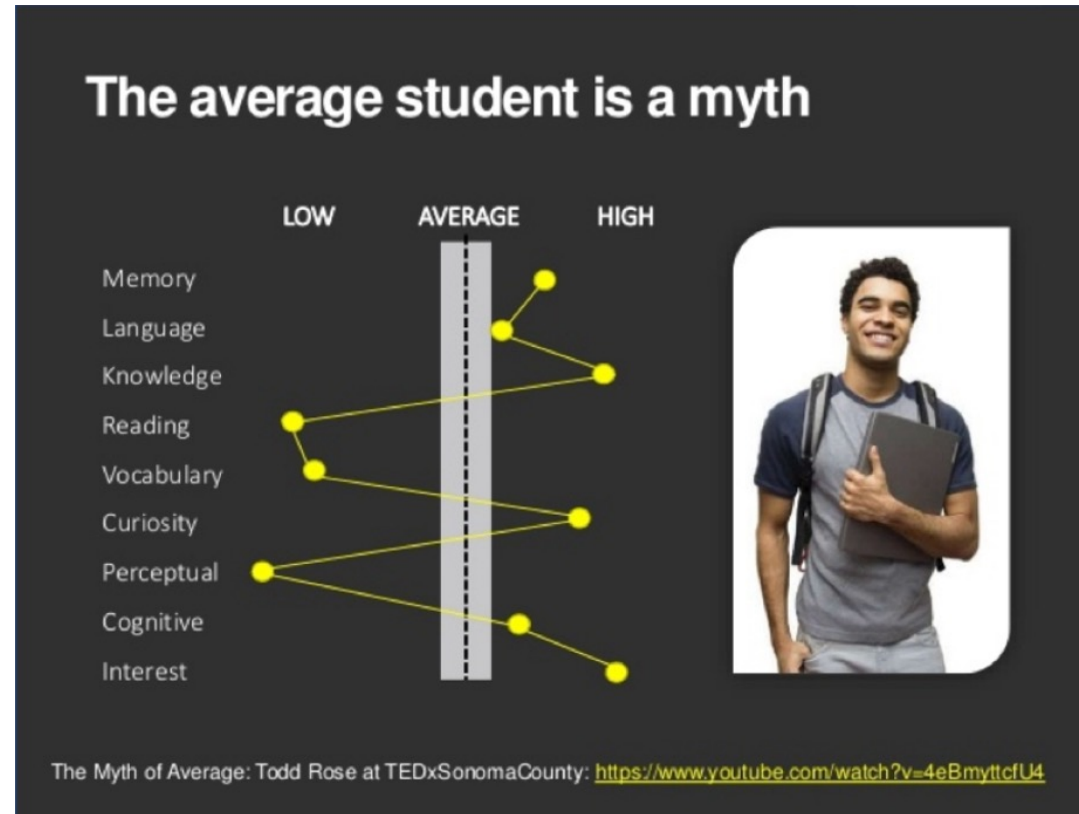
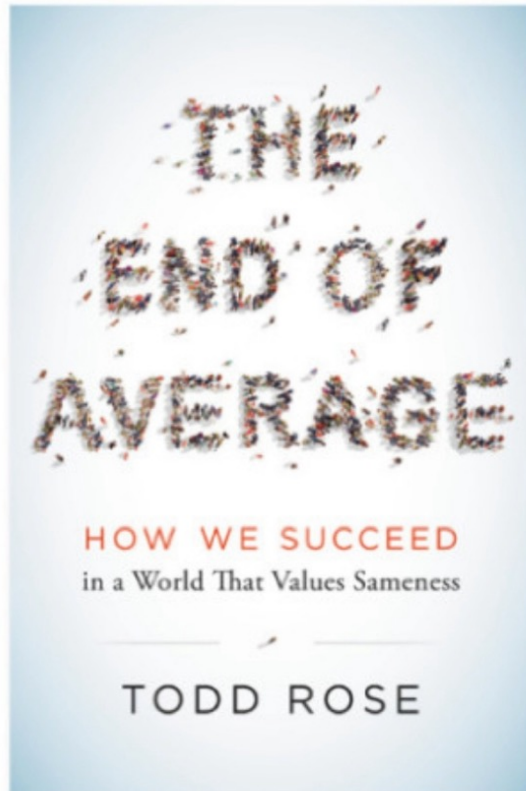


How do we  
*include* people  
with disabilities?



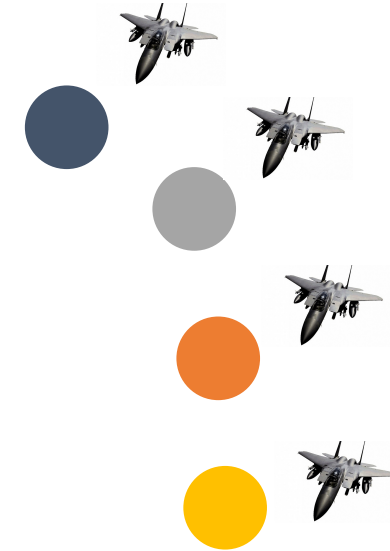
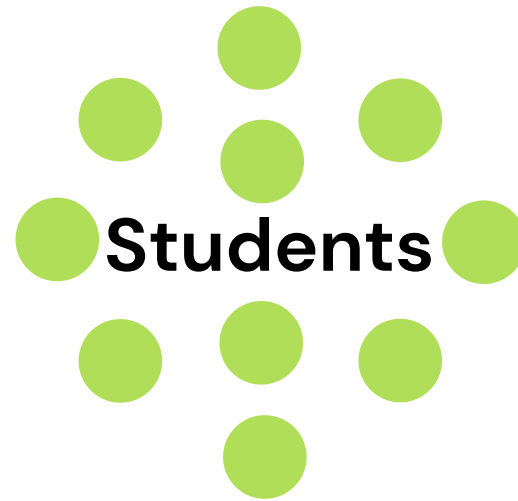
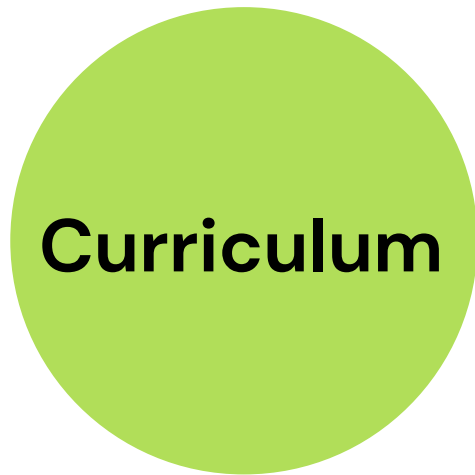
How do we teach  
to *diversity*?

# WHAT IS “normal”?

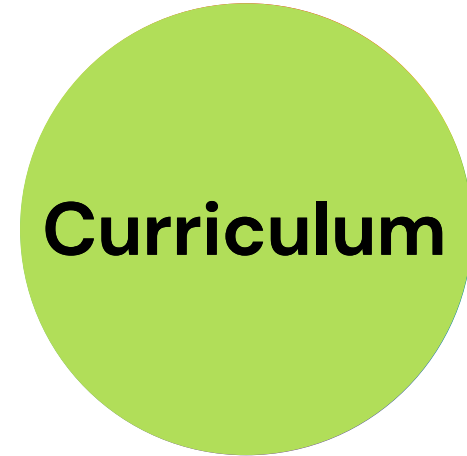
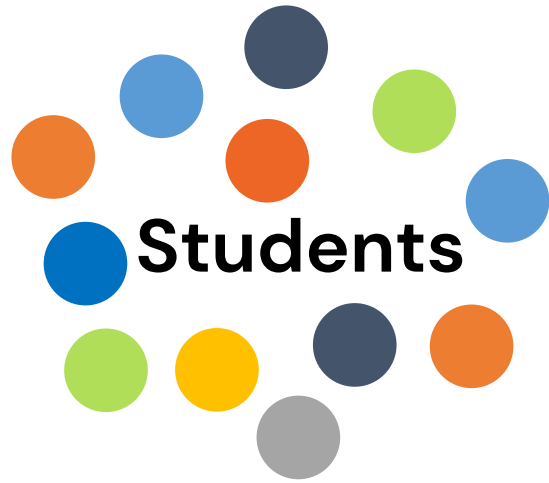


# WHAT IS “average”?

# 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

Student choice of evidence  
Adjustable Assessment

# Students

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

Adjustable Supports & Strategies  
Student choice of tools and actions

# NEEDS BASED DESIGN

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

# INSTRUCTIONAL DESIGN

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

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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# Students

Who are the pilots?  
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Adjustable Supports & Strategies  
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## NEEDS BASED DESIGN

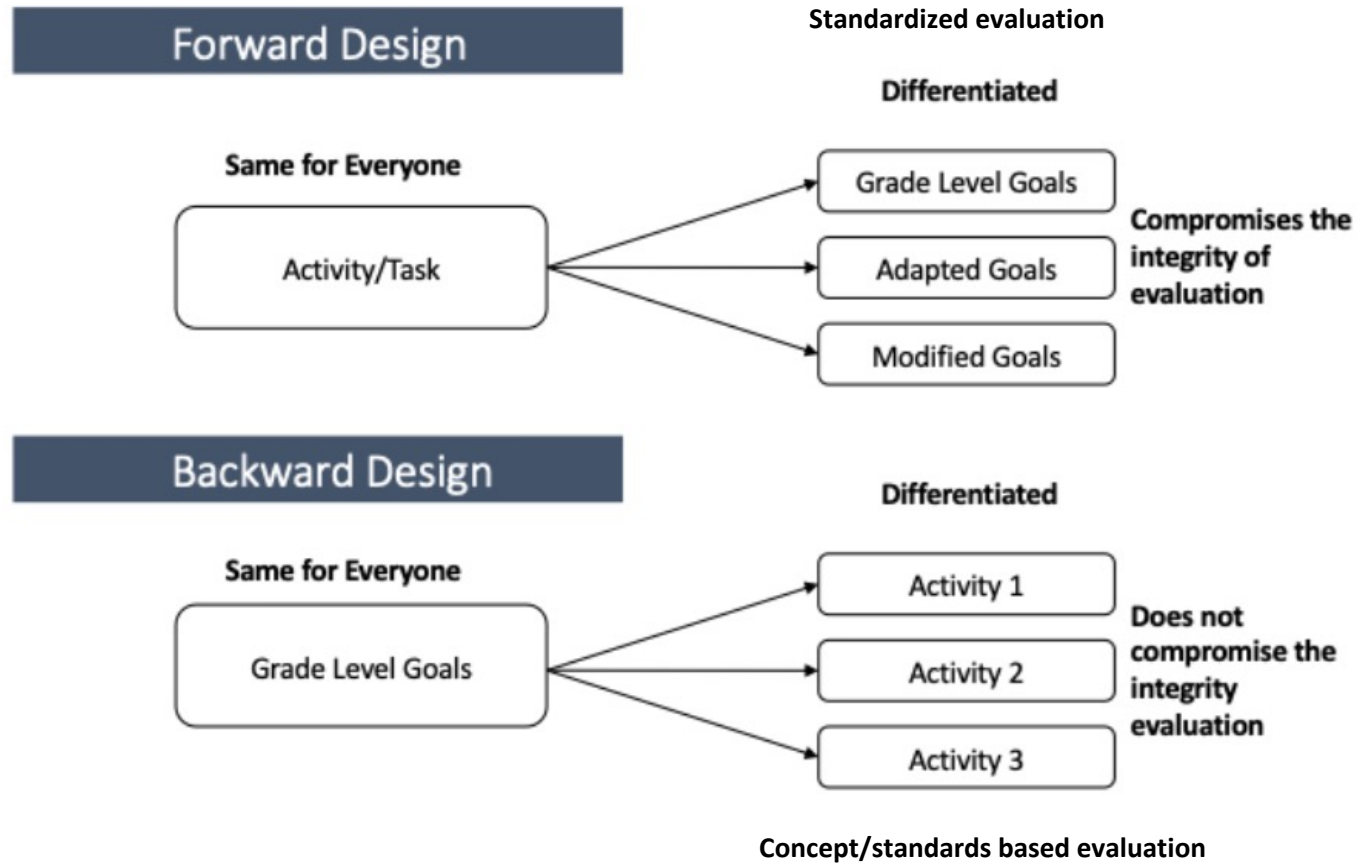
What are the student needs?  
What barriers are getting in the way?  
What do student require to navigate needs & barriers?

## INSTRUCTIONAL DESIGN

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

# UBD: Determining the Learning Standard

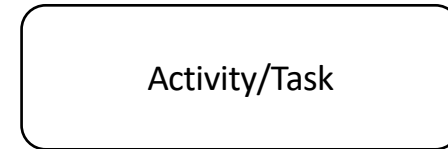
Adapted from McTigue, 2010



# UBD: Determining the Learning Standard

## Forward Design

Same for Everyone



Standardized

Differentiated

Grade Level Goals

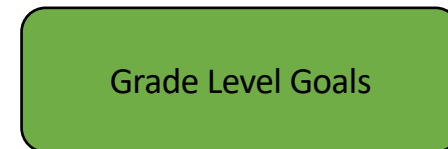
Adapted Goals

Modified Goals

Compromises the integrity of evaluation

## Backward Design

Same for Everyone



Differentiated

Activity 1

Activity 2

Activity 3

Does not compromise the integrity of evaluation

Standards Based

# Backwards Design

What do we need to **UNDERSTAND**?

Big Ideas

What do we need to **KNOW**?

Knowledge

What do we need to **DO**?

Skills

# Backwards Design Planning

<b>Grade:</b>	<b>Subject Area: Science</b>	<b>Strand/Topic:</b>
<b>Learning Standard:</b>	<b>Unit Guiding Question(s):</b>	
<b>Key Vocabulary:</b>		
<b>Learning Goals</b>	<b>Curricular Language What do Students need to Know and Do?</b>	<b>Student Friendly Language</b>
<b>Science and Engineering Practices</b>		
<b>Disciplinary Core Ideas</b>		
<b>Crosscutting Concepts</b>		

## Backwards Design Planning

<b>Grade: 5</b>	<b>Subject Area: Science</b>	<b>Strand/Topic: Structure and Properties of Matter</b>
<b>Learning Standard:</b> 5-PS1-1. Develop a <b>model</b> to describe that <b>matter</b> is made of <b>particles</b> too small to be seen		<b>Unit Guiding Question(s):</b> How can I use a <b>model</b> to help me understand that some <b>matter</b> is made up of <b>particles</b> that are <b>too small to see</b> ?
<b>Content Vocabulary:</b> model, matter, particles, idea, bulk matter		<b>Skills Vocabulary:</b> create, build, change, solve a problem, observe
<b>Learning Goals</b>	<b>Curricular Language What do Students need to Know and Do?</b>	<b>Student Friendly Language</b>
<b>Science and Engineering Practices (skills)</b>	<b>Developing and Using Models</b> building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	<ul style="list-style-type: none"> <li>I can <b>create</b> and <b>improve</b> a <b>model</b></li> <li>I can use a model to show an <b>idea</b></li> <li>I can use a model to <b>solve a problem</b></li> </ul>
<b>Disciplinary Core Ideas (knowledge)</b>	<b>PS1.A: Structure and Properties of Matter</b> Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	<ul style="list-style-type: none"> <li>I know that matter can be <b>broken apart</b> into tiny particles that are too small to see</li> <li>I know that even if tiny <b>particles</b> are too small for my eyes to see, there are other ways to <b>observe</b> them</li> <li>I know that a <b>model</b> is a way to <b>observe</b> tiny <b>particles</b> too small to see</li> <li>I know some examples of <b>models</b> that can help me <b>observe</b> tiny <b>particles</b> that are too small to see</li> </ul>
<b>Crosscutting Concepts (understanding)</b>	<b>Scale, Proportion, and Quantity</b> Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

Grade: 9	Subject Area: Science	Strand/Topic:
<b>Learning Standard:</b> HS-LS1-1. Construct an explanation based on evidence for how the <b>structure of DNA</b> determines the <b>structure of proteins</b> which carry out the <b>essential functions of life</b> through <b>systems of specialized cells</b>		<b>Unit Guiding Question(s):</b> <b>What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?</b> <b>How are the structures of DNA and the structures of proteins related?</b> <b>How can I use evidence to explain how the structure of DNA impacts that structure of proteins?</b> <b>How are the structure of proteins and related to the essential functions of life?</b> <b>What is the role the systems of specialized cells?</b>
<b>Key Vocabulary:</b> theories and laws, evidence, natural world, <b>structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms</b>		
Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices (skills)	Construct an explanation based on valid and reliable <b>evidence</b> obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that <b>theories and laws</b> that <b>describe the natural world</b> operate today as they did in the <b>past , present, future.</b>	I can explain using <b>evidence</b> that there are <b>theories and laws</b> that describe the <b>natural world</b>  <ul style="list-style-type: none"> <li>- I know what <b>evidence</b> is</li> <li>- I know what science and <b>theories and laws*</b> are</li> <li>- I know what the <b>natural world</b> is</li> </ul>
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function  ☐ <b>Systems of specialized cells</b> within <b>organisms</b> help them perform the <b>essential functions of life.</b>  ☐ All <b>cells</b> contain <b>genetic information</b> in the form of <b>DNA molecules.</b> <b>Genes</b> are regions in the <b>DNA</b> that contain the instructions that code for the formation of <b>proteins</b> , which carry out most of the <b>work of cells.</b>	I know that the <b>systems of specialized cells</b> inside <b>organisms</b> perform <b>essential functions of life</b> <ul style="list-style-type: none"> <li>• I know what <b>systems of specialized cells</b> are</li> <li>• I know what <b>organisms</b> are</li> <li>• I know what the <b>essential* functions of life</b> are</li> </ul> I know that cells have genetic information in DNA molecules I know that genes are parts of DNA that are instructions for how proteins are formed I know how cells work
Crosscutting Concepts (Big Idea)	Structure and Function ☐ Investigating or designing new systems or <b>structures</b> requires a detailed examination of the <b>properties</b> of different <b>materials</b> , the structures of different <b>components</b> , and <b>connections</b> of components to reveal its function and/or <b>solve a problem.</b>	I understand that structures are made of many different components that are connected and have specific functions.



Name:	Date:
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**Performance Expectation:** HS-LS1-1. Construct an explanation based on evidence for how the **structure of DNA** determines the **structure of proteins** which carry out the **essential functions of life** through **systems of specialized cells**

**Important words to know and use:** theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms

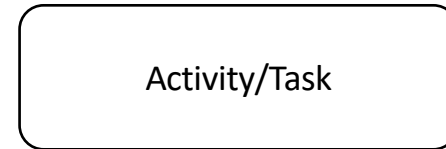
I still need support	Learning Goals	I need some challenge
	<ul style="list-style-type: none"> <li>• I can explain using <b>evidence</b> that there are <b>theories and laws</b> that describe the <b>natural world</b></li> <li>• I know that the <b>systems of specialized cells</b> inside <b>organisms</b> perform <b>essential functions of life</b></li> <li>• I know that <b>cells</b> have <b>genetic information</b> in <b>DNA molecules</b></li> <li>• I know that <b>genes</b> are parts of <b>DNA</b> that are instructions for how <b>proteins</b> are formed</li> <li>• I know how <b>cells</b> work</li> <li>• I understand that <b>structures</b> are made of many different <b>components</b> that are <b>connected</b> and have specific <b>functions</b>.</li> </ul>	

Name:	Date:
<b>Performance Expectation:</b> HS-LS1-1. Construct an explanation based on evidence for how the <b>structure of DNA</b> determines the <b>structure of proteins</b> which carry out the <b>essential functions of life</b> through <b>systems of specialized cells</b>	
<b>Important words to know and use:</b> theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms	
Learning Goals	Evidence of Learning
<ul style="list-style-type: none"> <li>I can explain using <b>evidence</b> that there are <b>theories and laws</b> that describe the <b>natural world</b></li> </ul>	
<ul style="list-style-type: none"> <li>I know that the <b>systems of specialized cells</b> inside <b>organisms</b> perform <b>essential functions of life</b></li> <li>I know that <b>cells</b> have <b>genetic information</b> in <b>DNA molecules</b></li> <li>I know that <b>genes</b> are parts of <b>DNA</b> that are instructions for how <b>proteins</b> are formed</li> <li>I know how <b>cells</b> work</li> </ul>	
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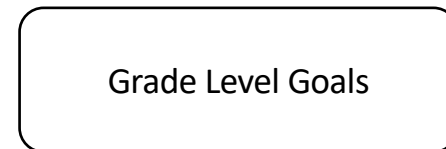
Adapted Goals

Modified Goals

Compromises the integrity of evaluation

## Backward Design

Same for Everyone



Differentiated

Activity 1

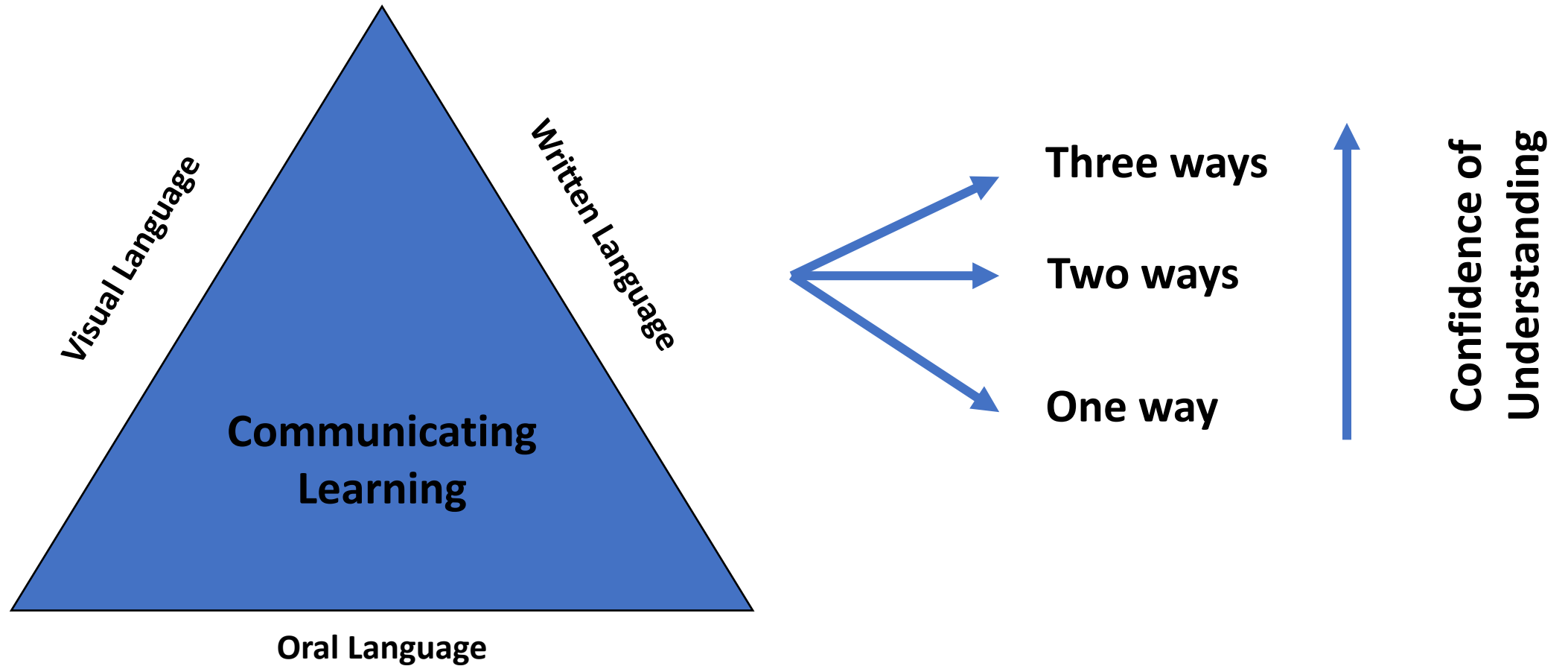
Activity 2

Activity 3

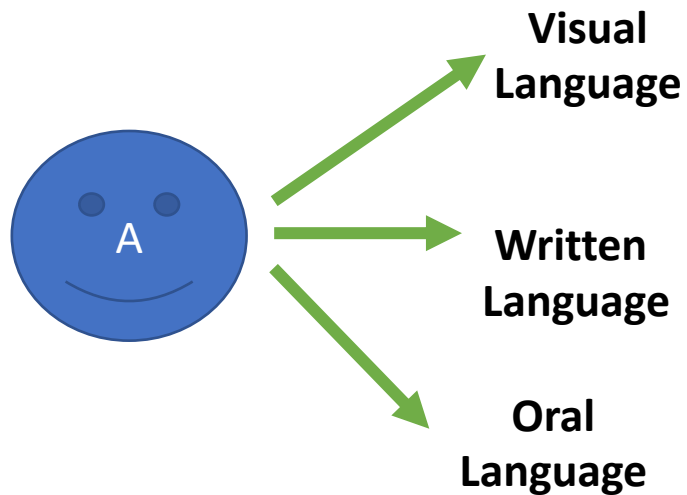
Does not compromise the integrity of evaluation

Standards Based

# How do students show what they know?



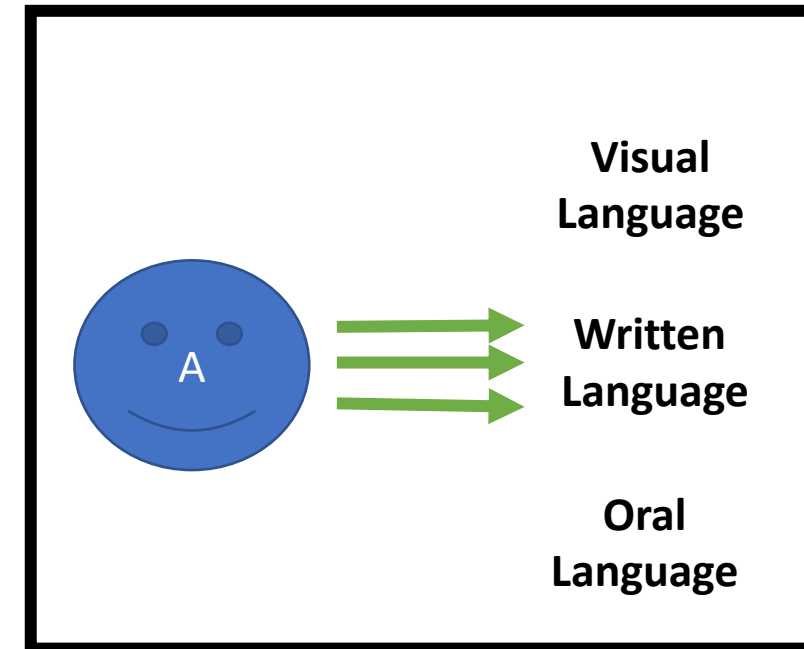
# All Languages (in literacy) are Treated Equal!



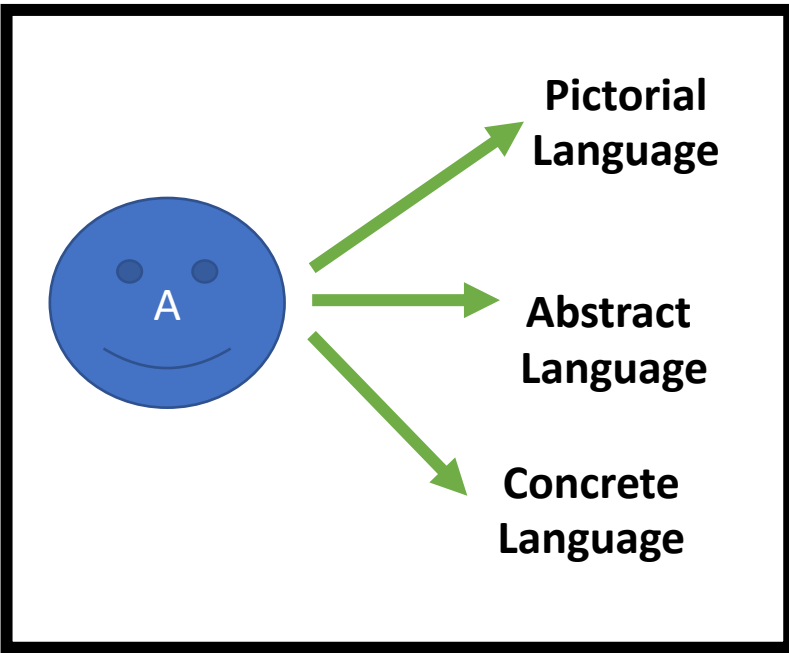
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

**Instead of**

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



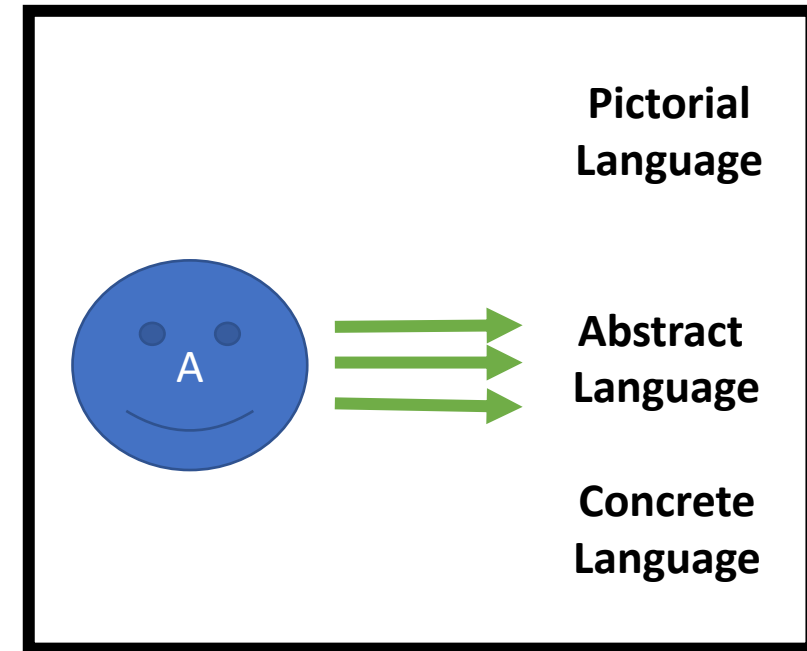
# All Languages (in numeracy) are Treated Equal!



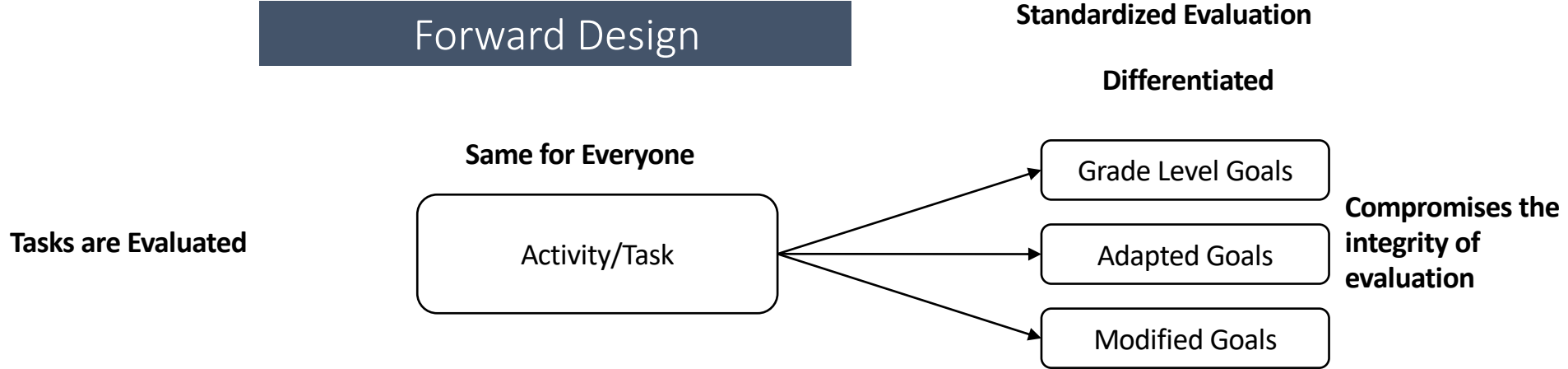
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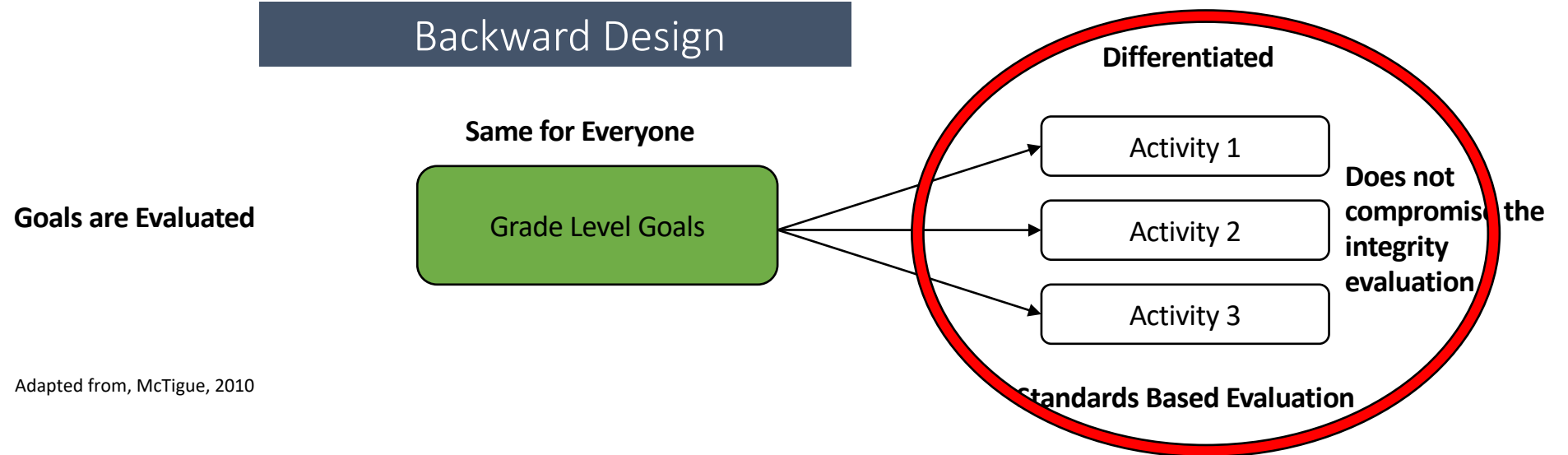
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# Forward Design



# Backward Design



Adapted from, McTigue, 2010

Class: Kindergarten		Subject Area(s): Science/Math	Planning Team: Eva & Regan
<b>Big Idea(s):</b> Humans interact with matter every day through familiar materials (Science) Objects have attributes that can be described, measured, and compared (Math) Engagement in the arts creates opportunities for inquiry through purposeful play (Art)		<b>Unit Guiding Question(s):</b> How do I interact with different materials and objects? How can I describe different materials and objects? How can I be curious about, learn, and play using different materials and objects?	
Unit Goals	Learning Standard	Student Friendly Language	
<b>Content Goal (Science)</b>	properties of familiar materials	I know how to interact with objects and materials by using my senses by	
<b>Content Goal (Math)</b>	concrete or pictorial graphs as a visual tool	I know “how many” by using pictures and objects	
<b>Content Goal (Art)</b>	processes, materials, movements, technologies, tools, and techniques to support arts activities	I know how to use materials and objects to create art	
<b>Curricular Competency Goal: Planning and conducting (Science)</b>	Making exploratory observations using senses	I can share what happened by using my senses	
<b>Curricular Competency Goal: (Art)</b>	Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play	I can create art by playing and using different materials by myself and with others.	
<b>Curricular Competency Goal: Communicating (Science)</b>	Share observations and ideas orally	I can talk about what I am learning	
<b>Curricular Competency Goal: Understanding and solving (Math)</b>	Visualize to explore mathematical concepts	I can solve problems by using materials, shapes and objects	
<b>Core Competency Goal:</b>	I can communicate by...		



# **Lesson Activities to Collect Possible Evidence of Student Learning**

- Examining rocks (Kinesthetic, visual, written)
- Brick and stick house (Kinesthetic, visual, written, oral)
- Science center: exploring materials with 5 senses (Kinesthetic, visual, written, oral)
- Exploring rocks & trees (Kinesthetic, oral)
- Cedar art drawing & labelling (Kinesthetic, written, visual)

# Lesson Activities to Collect Possible Evidence of Student Learning

- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

# Lesson Activities to Collect Possible Evidence of Student Learning

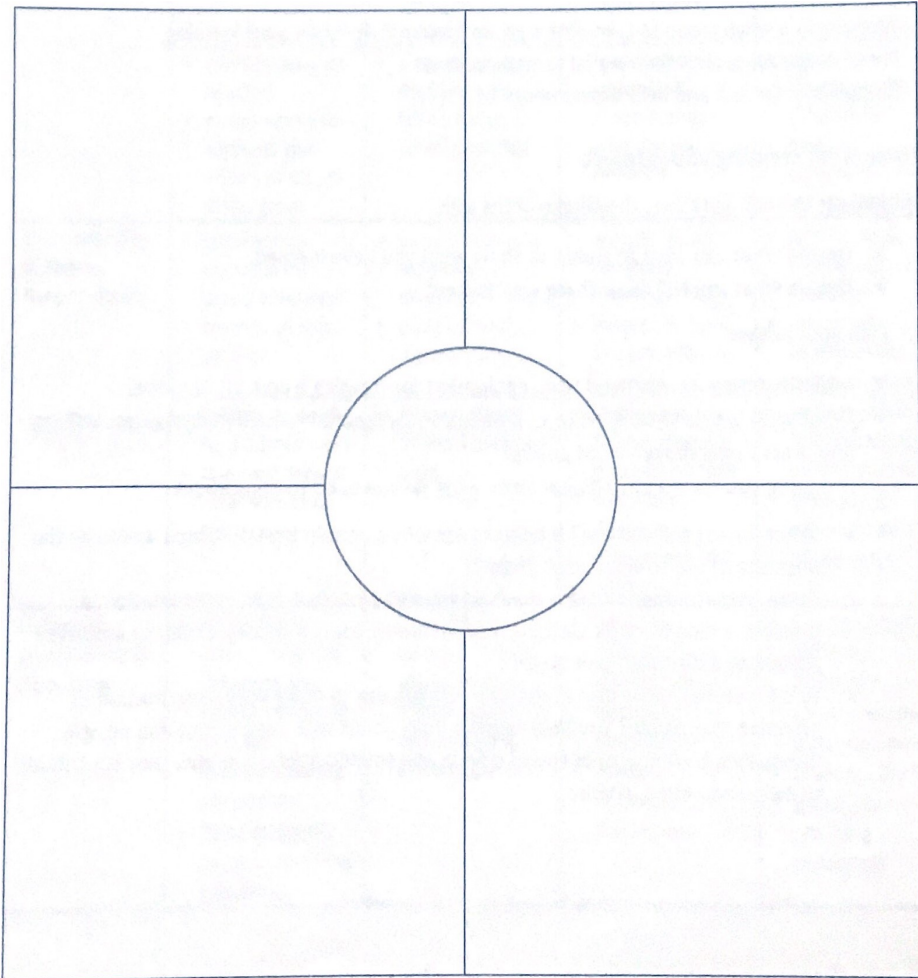
- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

<b>Class: Grade 11</b>	<b>Subject Area(s): English First Peoples</b>	<b>Planning Team: Penny Cartwright</b>
<b>Big Idea(s):</b> First Peoples texts and stories provide insight into key aspects of Canada's past, present and future. New media influence people's understanding of community		<b>Unit Guiding Question(s):</b> How are First Peoples/ does our community use digital spaces to share stories of identity? How use digital spaces to share stories of identity? How can digital spaces be used as an opportunity to share issues important to First Peoples/our community? What are the impacts on the reader/listener/viewer of the change in the medium (delivery) of story? How can I respond using digital platforms?
<b>Unit Goals</b>	<b>Learning Standard</b>	<b>Student Friendly Language</b>
<b>Content Goal</b>	new media functions, including community building and advocacy	✓ I know new media functions, including community building and advocacy
<b>Curricular Competency Goal:</b>	apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts	✓ I can apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts
<b>Curricular Competency Goal:</b>	respond to text in personal, creative, and critical ways	✓ I can respond to text in personal, creative, and critical ways

# **Lesson Activities to Collect Possible Evidence of Student Learning**

- Performance task 1: Listen to the Voices (written, visual)
- Performance task 2: social commentary (written, oral)

# Performance Task 1: Listen to the Voices



- Choose 4 new media texts from the options provided
- Considering the various artists, you watched and listened to, what are the different messages being shared?
- What connections can you make between them?
- How do the messages connect with First Peoples languages, cultures and traditions?
- How are these artists using their voices to share stories of who they are?
- Why might hip hop or spoken word be an effective way to talk about issues affecting First Peoples?
- Record your notes on the placemat

# New media text options

- JB The First Lady performs at the Pipeline Resistance Café for Unist'ot'en Camp <https://www.youtube.com/watch?v=UEAyDes1Llw>
- JB The First Lady Still Here <https://www.youtube.com/watch?v=wGTqXZrH374>
- Andrew Dixel <https://www.beatnation.org/andrew-dixel.html>
- Sonny Assu <http://nationtalk.ca/story/a-radical-mixing-by-sonny-assu-at-canada-gallery>
- Supaman Why <https://www.youtube.com/watch?v=OiVU-W9VT7Q>
- Winona Linn Knock Off Native [https://www.youtube.com/watch?v=i\\_zFOsd\\_pqA](https://www.youtube.com/watch?v=i_zFOsd_pqA)
- Zaccheus Jackson: Invicta <https://www.youtube.com/watch?v=KW2EJHZo1a8>
- Zaccheus Jackson: Of Wings <https://www.youtube.com/watch?v=jKVkOmxdwxQ>
- N'we Jinan Artist "Home to Me" <https://www.youtube.com/watch?v=EgaYz8YWsO8>
- N'we Jinan Artist "The Highway" [https://www.youtube.com/watch?v=hG\\_9d260YeI](https://www.youtube.com/watch?v=hG_9d260YeI)
- N'we Jinan Artist "Hide and Seek" <https://www.youtube.com/watch?v=ZV9AUQoqfAc>

# Performance Task 2: Social Commentary

- Create a digital multimedia commentary which reflects your understanding of Indigenous issues in the past, present and future
- You can directly respond to the artists or to the issues they are highlighting.
- Consider the perspective from which you are viewing the texts and respond to the text personally, creatively, and/or critically





**What is one useful idea?**

**What is one thing you want to think about?**

**What is one thing you want to learn more about?**

**What is one thing you want to share with  
someone who is not here today?**

THANK YOU!

*Shelley*  
**MOORE** PH.D.

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