

SHELLEY MOORE



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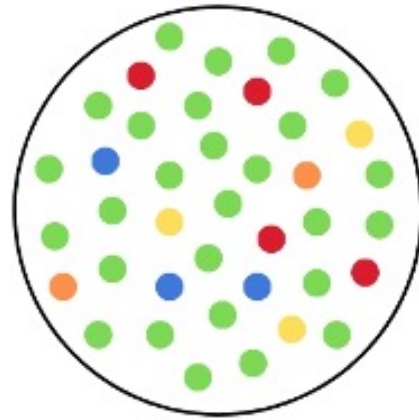
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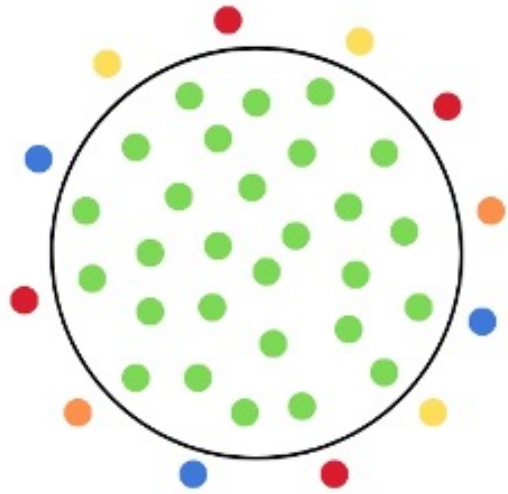


What is **inclusion**?

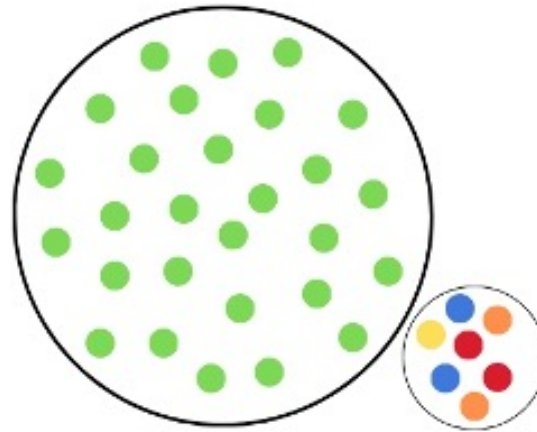
What is inclusion?



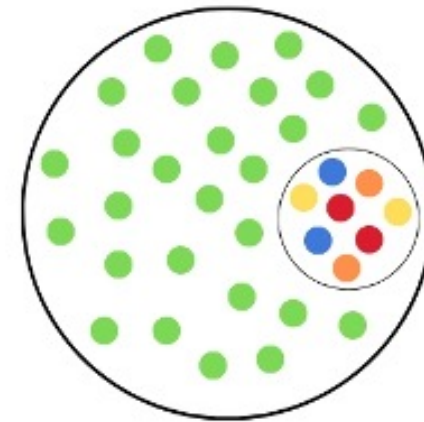
inclusion



exclusion

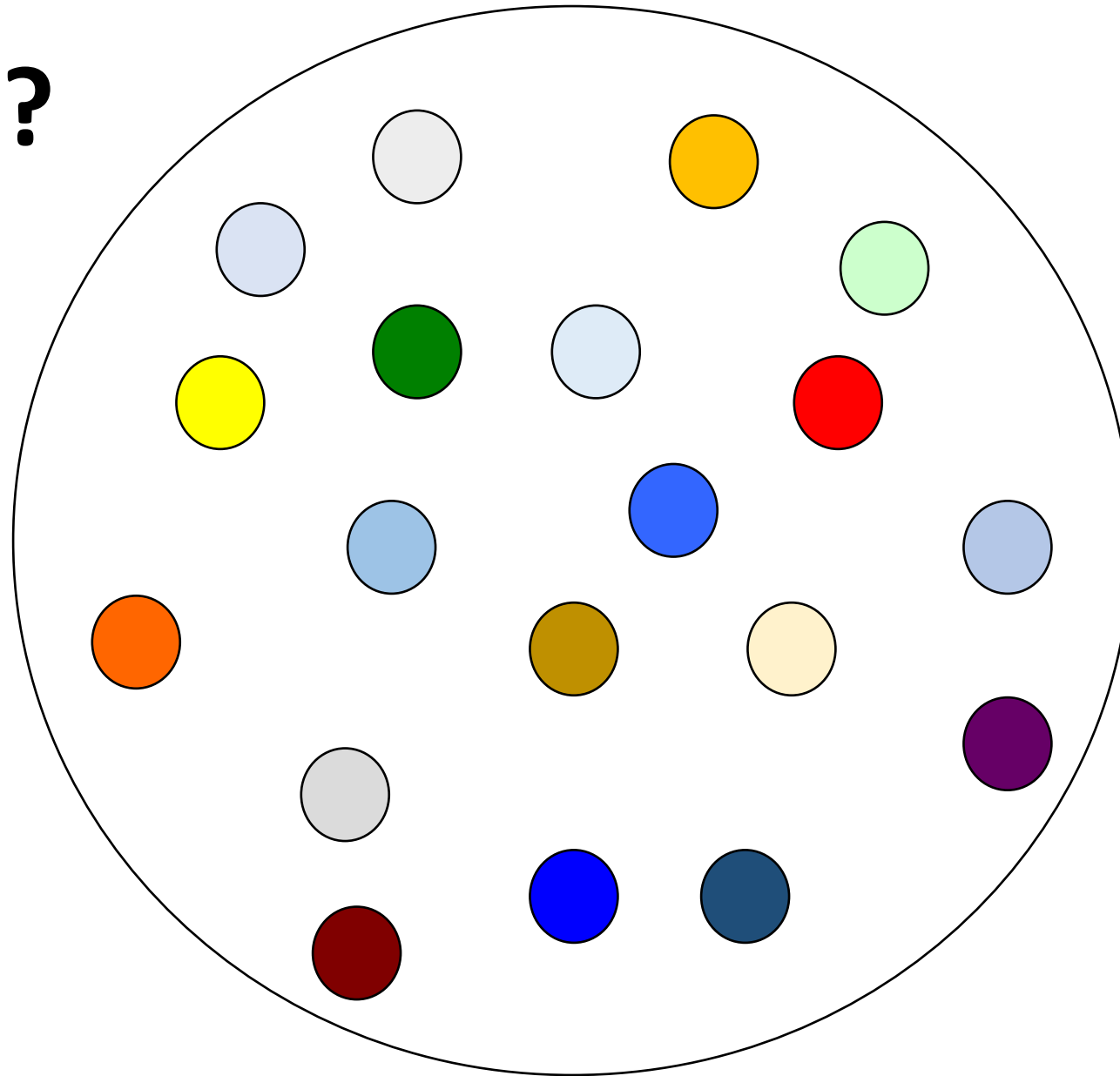


segregation

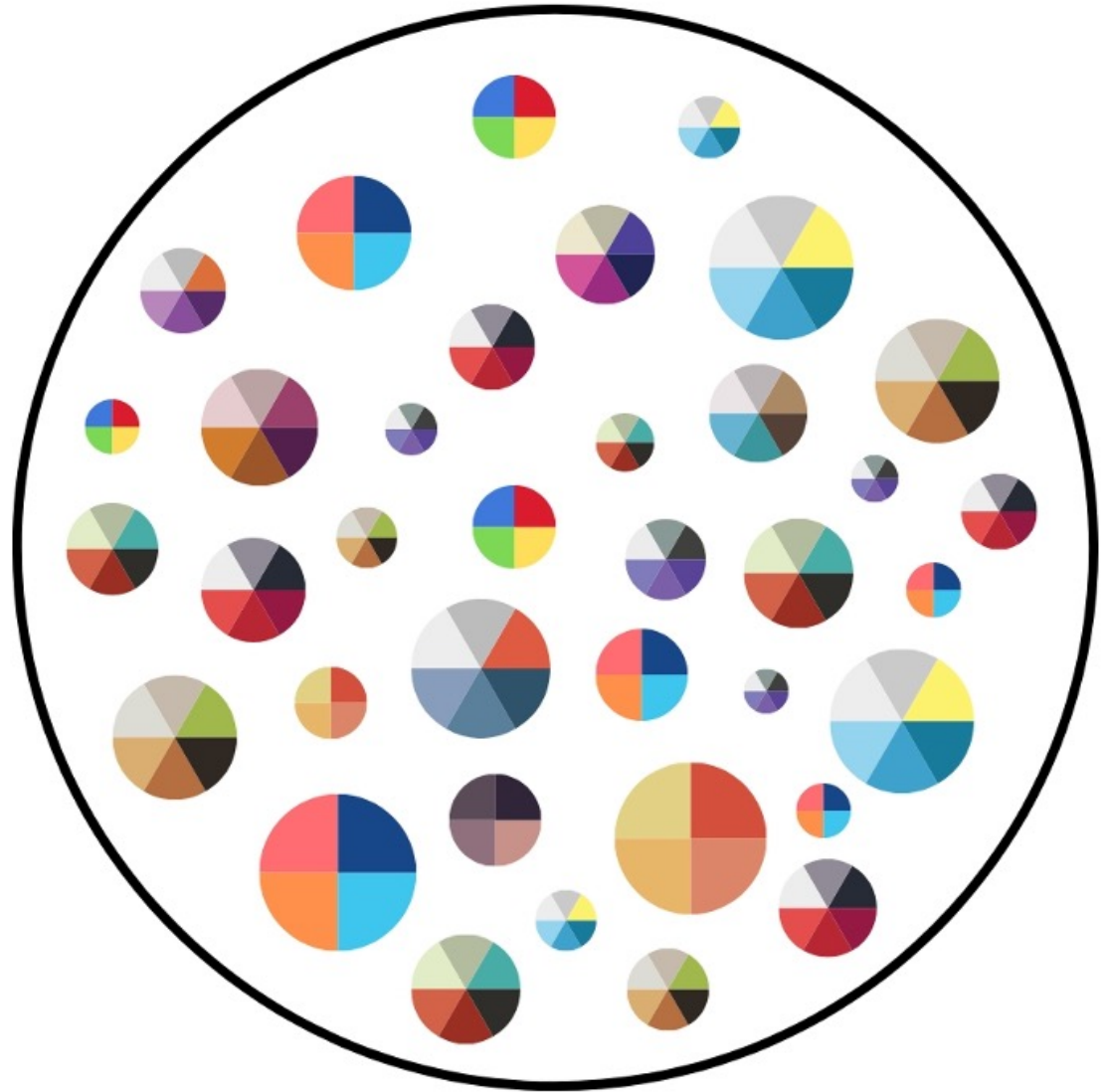


integration

What is inclusion?



What is inclusion?



What is inclusion?



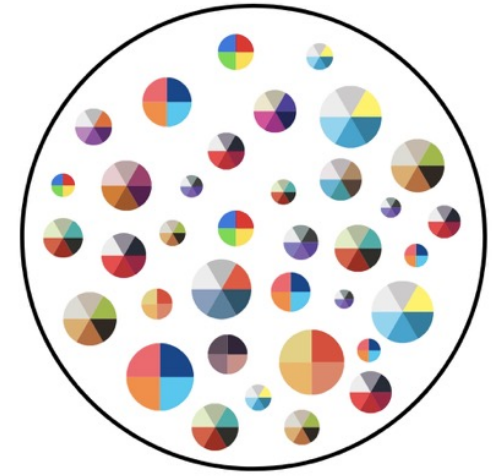
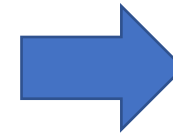
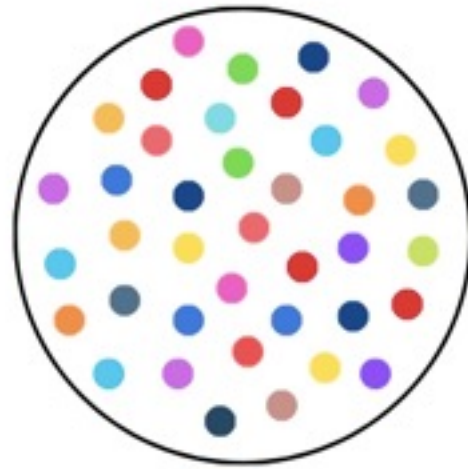
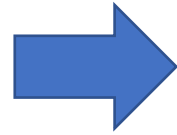
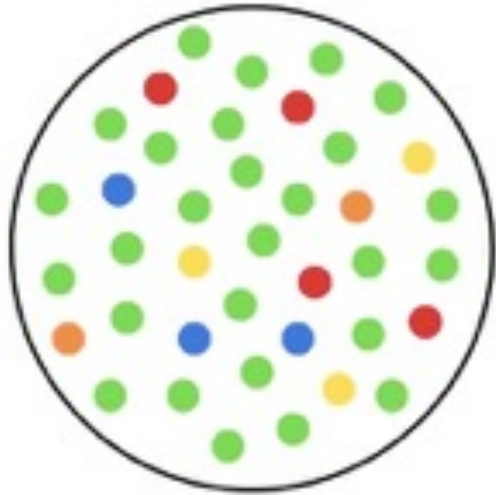
Communities of Identity



What is inclusion?

Communities of Diversity

What is inclusion?



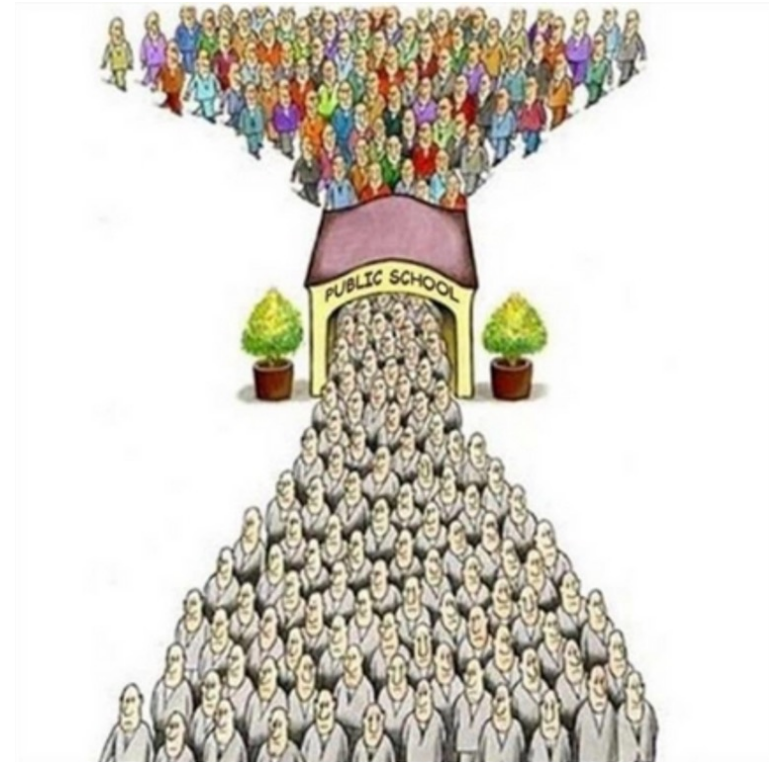
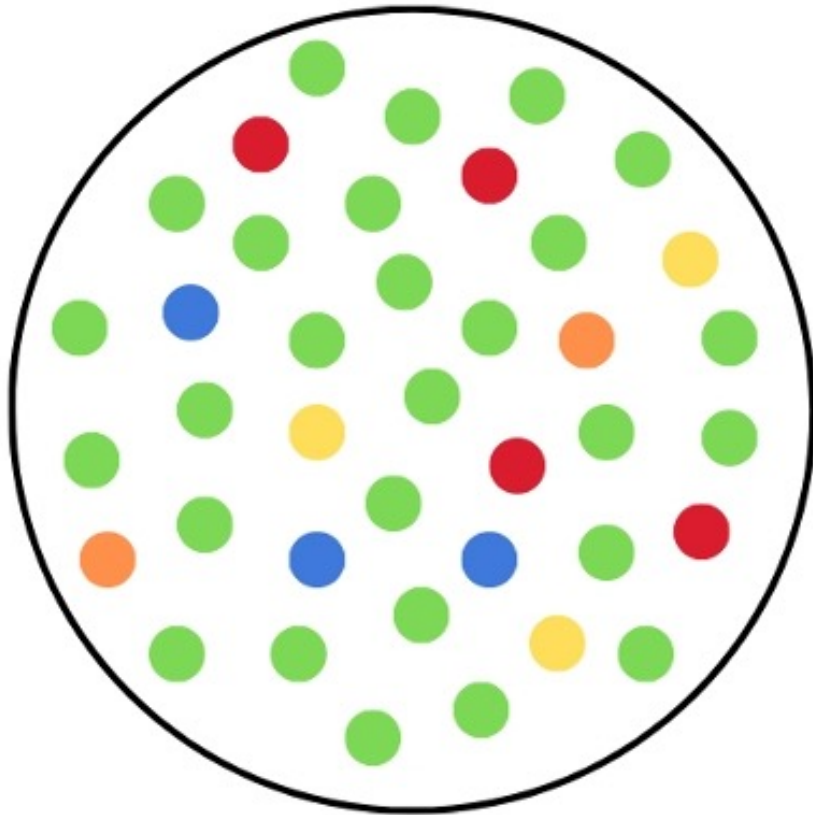
How do we include
people with
disabilities?

How do we teach
to diversity?

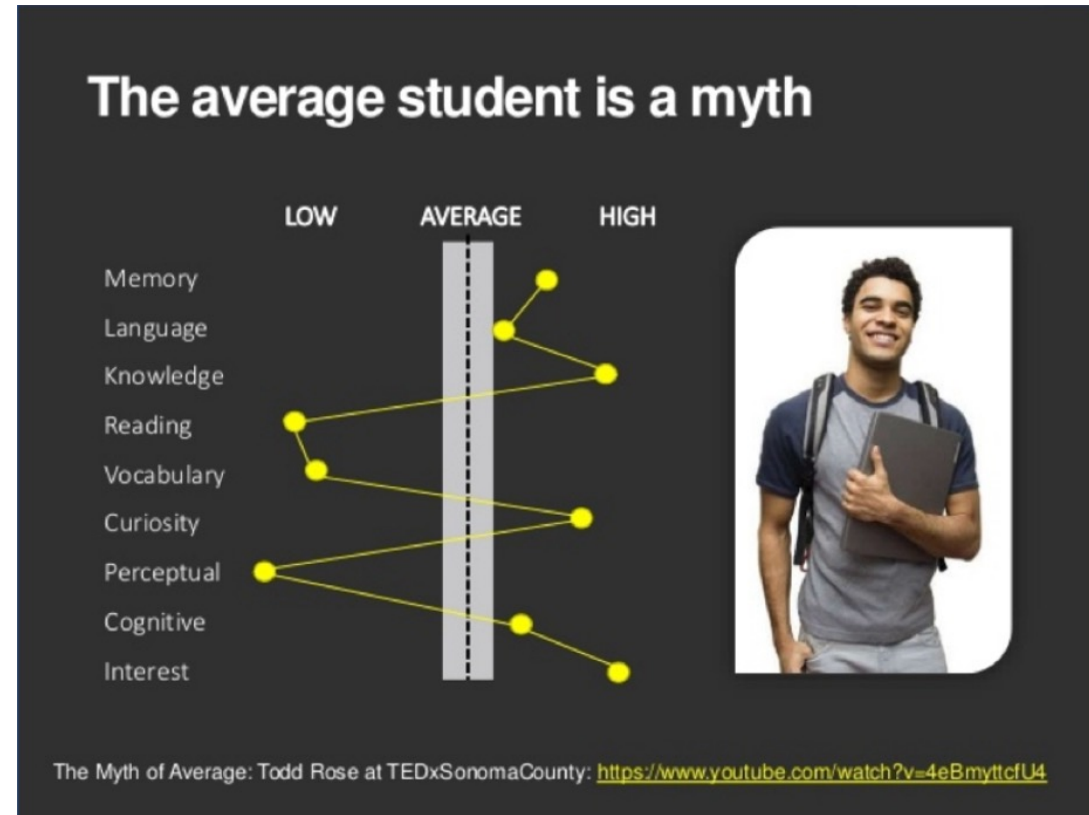
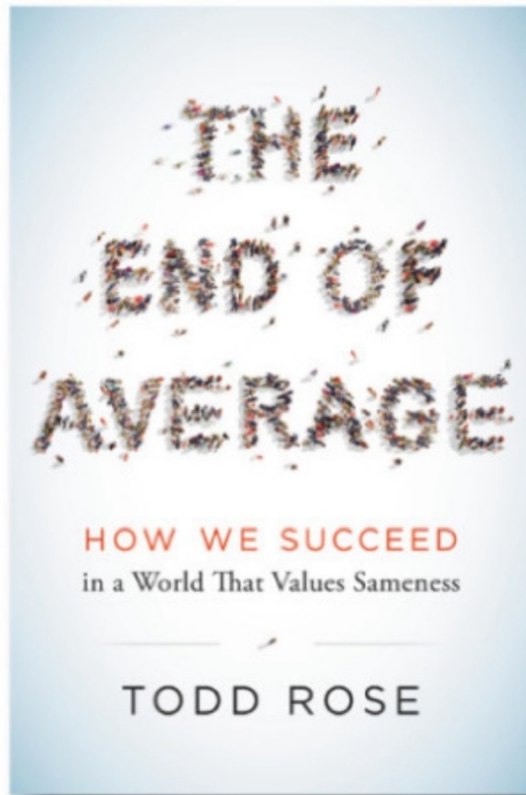
How do we
teach to identity?

How can we *shift our thinking*
towards **inclusion**?

The intersections of ableism

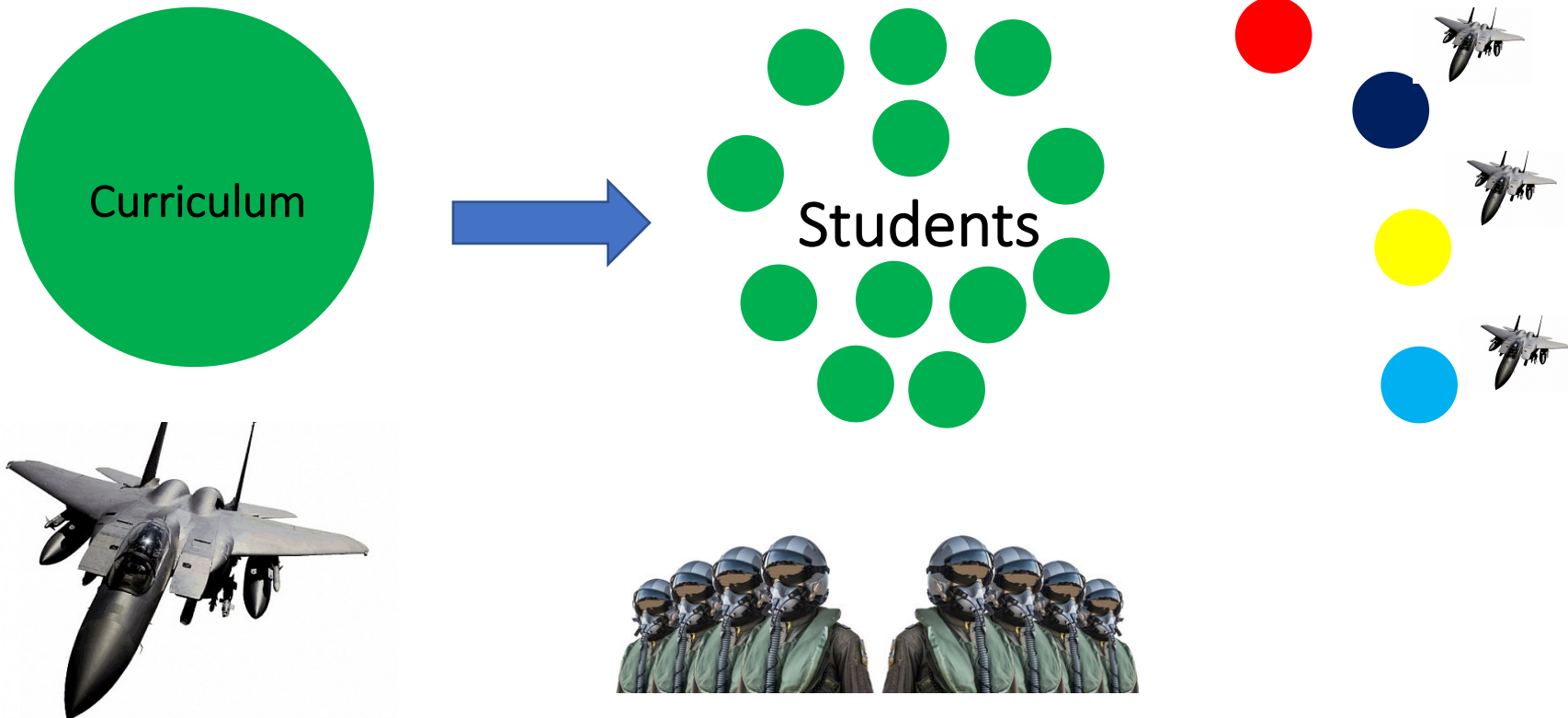


What is “normal”?



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 plan?

- 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?



How can we *shift our*
practices towards **inclusion**?

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

Curriculum & Assessment Design

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

Needs Based Design

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

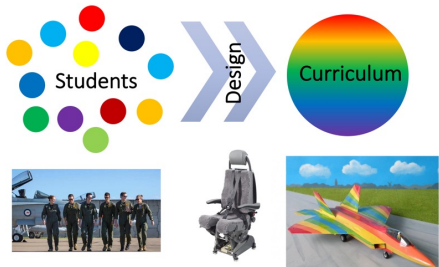
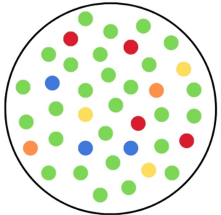
Adjustable Supports & Strategies

Student choice of tools and actions

Instructional Design

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

Summary



- Inclusion is facilitating **belonging** in **diverse and identity-oriented communities**, where all students **can access and be challenged** in any and all educational settings and be valued for who they are and what they bring
- We can *shift our thinking* towards inclusion by **moving away from the assumption that the factory model** of education where students are organized in homogenous one-dimensional groupings **is the goal** and **towards the assumption** that **purposefully designed classrooms and schools** that maintain the integrity of student diversity reflected in the community **is the goal**
- We can *shift our practices* towards inclusion by **moving away from standardization** and retrofitting for those students who don't fit and **towards designing for a learning community that anticipates variability** from the start and allows for student to be **agents in their learning journey**

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