

SHELLEY MOORE



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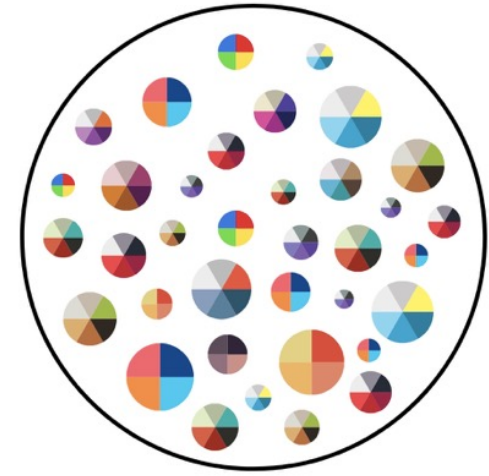
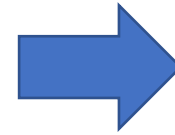
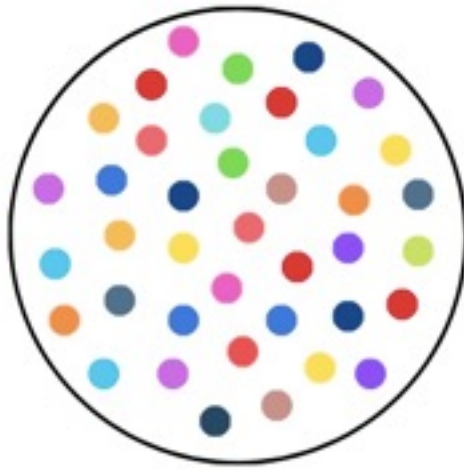
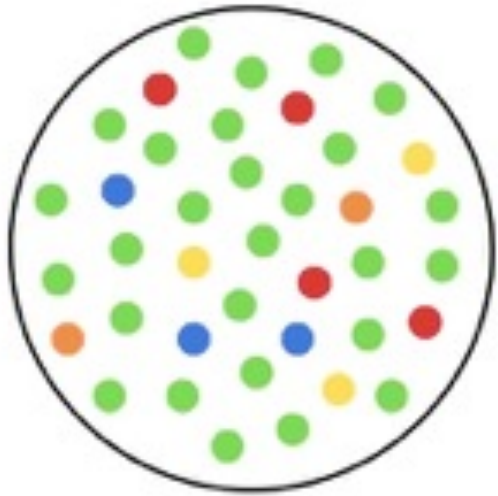


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What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?



Now What?!

- Understand **WHAT** Inclusion is....

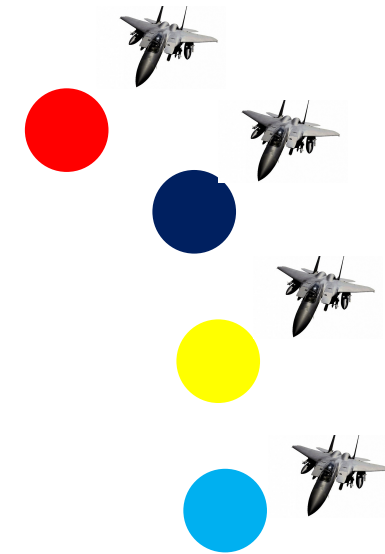
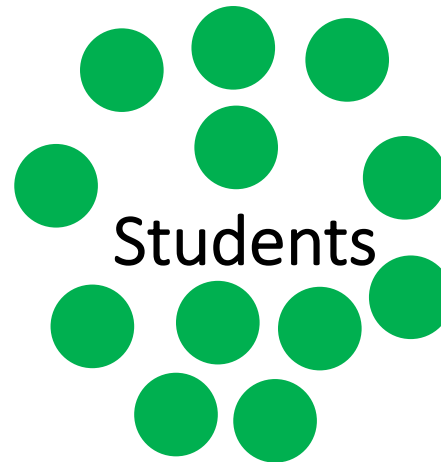
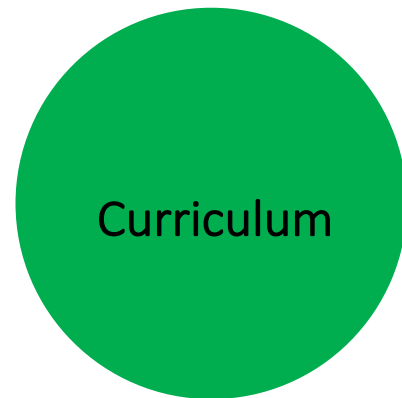


Understand **WHY** it is important...



How to we do it?

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?



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Who are the PILOTS?

Who are the students? What are their dimensions?

Class Review for : Ms. S Grade 6/7 class		Teacher: Ms S, Ms.L	Date: October 2018
We can plan for our students by getting to know the:			
Interests & Identities of the class	Classroom Strengths		Classroom Stretches
Pokemon, skateboarding, art/drawing, read a louds, each other Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative		English language, written output, taking the lead, initiative
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?			
We can try to answer this questions by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)		Decision: Barriers to Equity (Reconciliation)
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas We can make learning intentions clear (and the range of complexity for kids to choose from)		We can include multiple perspectives with the texts we choose We can reflect on our identities as we learn
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Targeted competencies to target for this class			
We can be personally aware and responsible			

Who are the PILOTS?

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Classroom Support Plan		
Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Kenny				
Need engagement	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> - Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life 	Choice to work alone, 2 min	K - ??????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> - Literature circles - Attend to vocabulary, Group work - connect to life/ interests 	Text at different reading levels, - Choice of complexity Oral, written, visual language options	Orton Gillingham (Eric)
Need Language	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> - Attend to vocabulary - Group work - Text from multiple perspectives 	Oral, written, visual language options, targeted language conferencing	translator
who needs the most challenge				
Johnathan Ethan				

How do we design an adjustable plan?

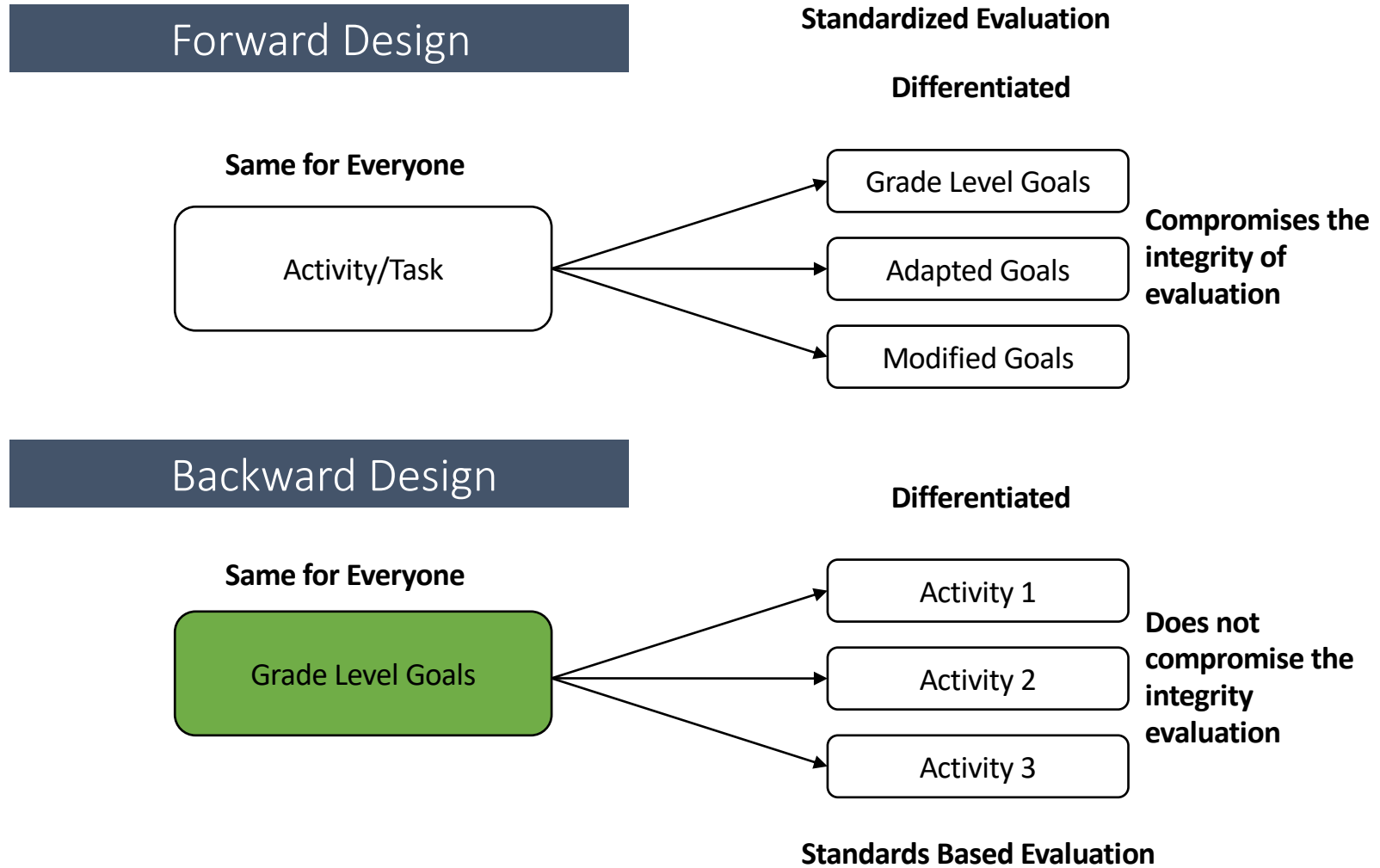
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What kind of plane are we flying? What are the grade-level standards?

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

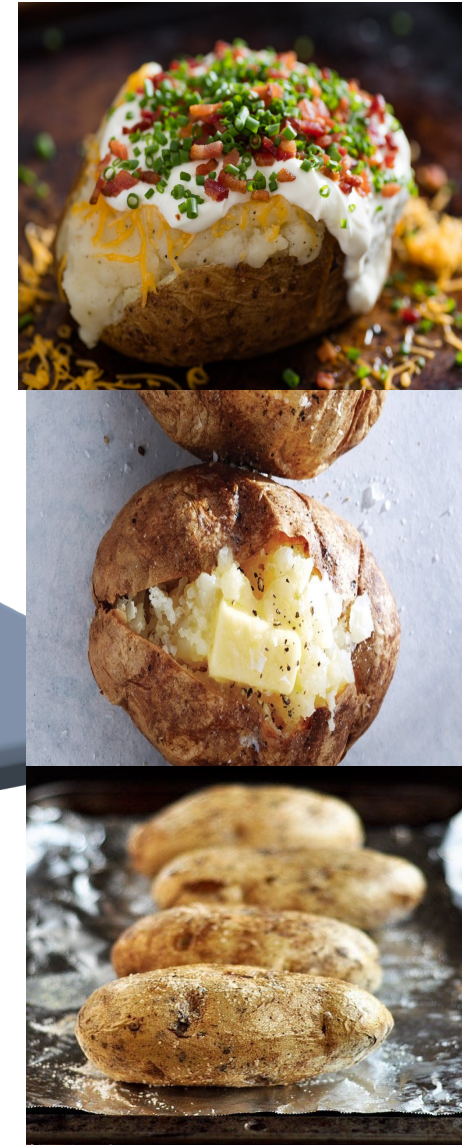
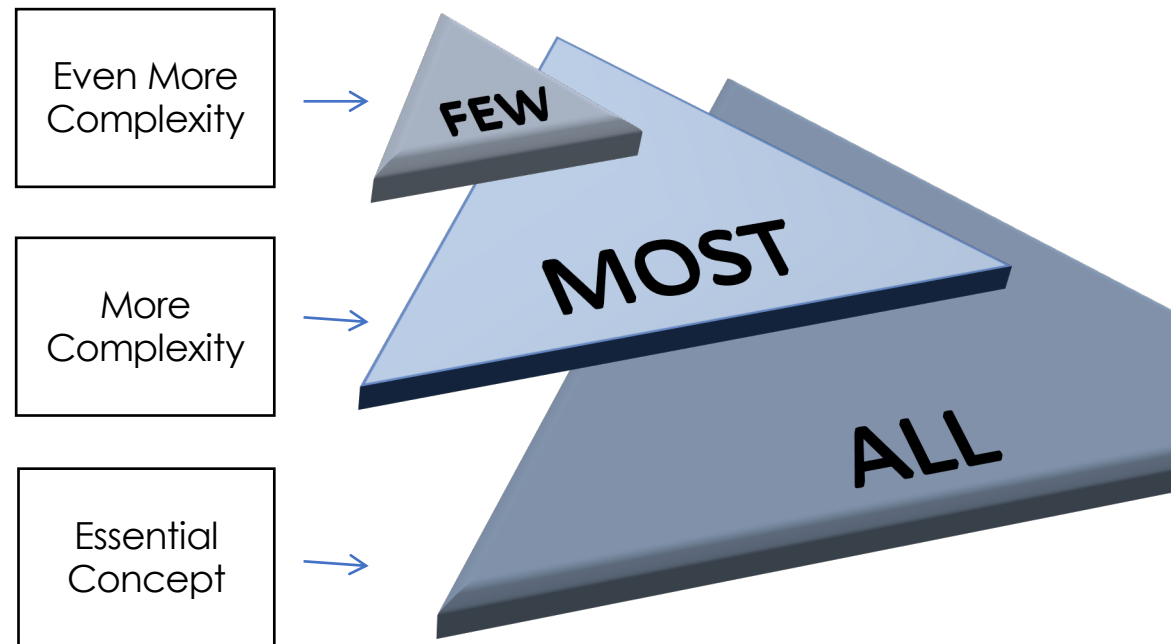
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The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

How do we make the airplane adjustable? How do we allow for access and challenge?

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Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here



Goal	Access Goal	Goal for ALL	Goal for MOST	Goal for FEW
being self determined	<ul style="list-style-type: none"> I can set a goal 	<ul style="list-style-type: none"> I can celebrate my efforts and accomplishments 	<ul style="list-style-type: none"> I can advocate for my myself and my ideas 	<ul style="list-style-type: none"> I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none"> I can accomplish a goal 	<ul style="list-style-type: none"> I can persevere through challenging tasks 	<ul style="list-style-type: none"> I can implement a plan that I have made to meet a goal 	<ul style="list-style-type: none"> I can adjust a plan that I have made to meet a goal

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- How do we help **students to make the adjustments** they need to access the grade level curriculum?

How do we support pilots (students) to make the adjustments they need?




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What is inclusion?
How can we shift our thinking?
How can we shift our practice?



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