

Shelley MOORE PH.D.



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How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom using renewed curriculum?

Session 1: Getting to know students from a strength based perspective

Session 2: Determining the grade level learning standards

Session 3: Developing asset based learning continuums for grade level curriculum

Session 4: Using asset based learning continuums to extend grade level curriculum

Session 5: Inclusive and standards based assessment

Thinking back

- What did you try since last session?
- What are you noticing?
- What questions are coming up?

Evidence of Learning: Choose your Challenge

Series Guiding Question: How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?

- I understand that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- I know that getting to know students from their perspectives allows us to design for them in ways that preserve the integrity of the diversity
- I can gather data about my students that can inform our curricular design, and that highlights students strengths, interests, and identities
- I am inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Getting to know students		Time: Before the next session (Oct 30, 2024)	Supports & Strategies
I NEED to...	<ul style="list-style-type: none">• Choose a target class and a target student• Reflect on what you know so far about the target student AND the class dimensions (identities, strengths, interests, needs, stretches)		<ul style="list-style-type: none">• Choice of target class and student• Choice of task challenge On Series Dashboard <ul style="list-style-type: none">• Access to session handouts• Access to data collection strategies and templates
I MUST...	<ul style="list-style-type: none">• Gather data from the students' perspectives about their dimensions (as a class or as a grade)• Gather data from target student (providing supports where needed to capture their voice)		
I CAN...	<ul style="list-style-type: none">• Collate the data collected from students (as a class or grade cohort) to find trends and patterns		
I COULD...	<ul style="list-style-type: none">• Reflect on the needs of the class using the needs-based reflection and prioritize 3-5 to target• Complete the Class Review		
I can TRY to...	<ul style="list-style-type: none">• Using the data collected from the target student, create a Student Profile		

Start Here

Go as far as you can in the time allotted

Grade: 9	Subject Area:Physic	Planning Team: Colleen & Magee	
Big Idea(s): What do Students need to Understand? Electric current is the flow of electric charge.		Teacher Provocations: -Static electricity demos -Can you power the world from lighting?	Student Generated Questions: How does a portable battery charger work. What cause batteries to die even if they are rechargeable.
Key Vocabulary to know and use (content): electron, current, charge, voltage, resistance,		Vocabulary to know and use (skills & competencies): predict, apply, outcome, test, affect	
	Curricular Language	Student Friendly Language	
Content Goal: What do students need to know?	circuits — must be complete for electrons to flow	I know that electrons move around closed loops.	
Content Goal: What do students need to know?	voltage, current, and resistance	I know voltage, current and resistance in electrical circuits can be measured and they affect each other.	
Curricular Competency Goal: What do students need to do?	Questioning and predicting	I can ask about how changing one part of my circuit will affect another, and predict a possible outcome. (ex: If I use shorter wires, will the current increase?)	
Curricular Competency Goal: What do students need to do?	Planning and conducting	I can create a circuit to do a specific job, and test how well it worked.	
Curricular Competency Goal: What do students need to do?	Processing and analyzing data and information	I can apply my knowledge about the relationship between volts, amps and ohms to solve a problem.	
Core Competency Goal: Who do students need to be?	Creative thinking	We are creative thinkers.	

Grade: 9	Subject Area: ELA 9	Planning Team: Aidan & Cora
Big Idea(s): What do I need to understand? Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. Texts are socially, culturally, and historically constructed.		Unit Guiding Question: Get Students to determine guiding questions
Key Vocabulary: type here		
	Curricular Language	Student-Friendly Language
What do I need students to know? (Content Goals)	Reading Strategies: Using contextual clues, questioning, and summarizing	I know how to use the words in a sentence to help understand what unfamiliar words mean; I know how to come up with questions to help me understand the text; I know how to explain what the text means in a short form.
What do I need students to know? (Content Goals)	Language features, structures, and conventions: elements of style	I know that authors use specific words and make specific choices to reach an audience.
What do students need to do? (Curricular Competency Goal)	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking	I can use strategies to better understand texts and to develop questions about the meaning of texts.
What do students need to do? (Curricular Competency Goal)	Recognize and identify the role of <u>personal, social, and cultural contexts, values, and perspectives in texts</u>	I can identify how a person's identity can affect the texts they create.
What do students need to do? (Curricular Competency Goal)	Exchange ideas and viewpoints to build shared understanding and extend thinking	I can share ideas and opinions with others to improve my understanding.
Who do students need to be? (Core Competency Goal)	I can think critically and reflectively on my own and with others.	

Grade: 8	Subject Area: Social Studies	Planning Team:
Big Idea(s): What do I need to Understand? Human and environmental factors shape changes in population and living standards.		Unit Guiding Question(s): Was there really a “Dark Age”? Teacher Provocations: How is learning this important to your life today? How is the Middle Ages different from fantasy? Student Generated Questions: Student Questions Student areas to investigate: Daily Life, Quality of Life, Economy, Government, Fashion & Arts, What do people believe?
Key Vocabulary: Living standards, Crusades, Black Death, Feudalism, Heresy, Clergy, Vassal, Magna Carta, Holy Land etc.		
	Curricular Language	Student Friendly Language
What do students need to know? Content Goals	social, political, and economic systems and structures, including those of at least one indigenous civilization changes in population and living standards interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	I can understand what life was like in the Middle Ages by learning about different societies, governments, achievements, and innovations across Europe and the world.
What do students need to do? Curricular Competency Goal	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change	I can understand that the Middle Ages was a distinct time period and identify the important moments that impacted people’s lives.
What do students need to do? Curricular Competency Goal	Assess the significance of people, places, events, or developments at particular times and places	I can determine the importance of different people, places, and events during the Middle Ages .
What do students need to do? Curricular Competency Goal	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past	I can decide whether the stories I am told about life in the past are accurate.
Who do students need to be? Core Competency Goal	Thinking - Critical & Reflective Thinking, Social Awareness & Responsibility	

Grade: 8	Subject Area: Social Studies	Planning Team: Adria MacPherson, Kate Powless, Joanne Townsend, Laura Bromley	
Big Idea(s): Human and environmental factors shape changes in population and living standards .		Teacher Provocations: How is learning this important to your life today? How is the Middle Ages different from fantasy?	Student Generated Questions: Student Questions
Key Vocabulary to know and use: Living standards, Crusades, Black Death, Feudalism, Hersey, Clergy, Vassal, Magna Carta, Holy Land etc.			
	Curricular Language	Student Friendly Language	Possible tasks & activities to create evidence of learning in multiple modalities (visual/oral/written)
Content Goal: What do students need to know?	<p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>changes in population and living standards</p> <p>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</p>	I can understand what life was like in the Middle Ages by learning about different societies, governments, achievements, and innovations across Europe and the world.	Word wall building, doodle notes, maps, compare and contrast activities between Medieval Europe, Asia, Africa, Islamic Empire etc., Middle Ages inventions debate
Curricular Competency Goal: What do students need to do?	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change	I can understand that the Middle Ages was a distinct time period and identify the important moments that impacted people’s lives.	Timeline analysis, timeline building (students determine criteria)
Curricular Competency Goal: What do students need to do?	Assess the significance of people, places, events, or developments at particular times and places	I can determine the importance of different people, places, and events during the Middle Ages.	Historical figure one pagers, mapping Medieval Europe task
Curricular Competency Goal: What do students need to do?	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past	I can decide whether the stories I am told about life in the past are accurate.	Source analysis using medieval poems & art, film study (A Knight’s Tale)
Core Competency Goal: Who do students need to be?	Thinking - Critical & Reflective Thinking, Social Awareness & Responsibility	I can think critically about the information I learn, and use my knowledge to act in ways that are responsible	Class discussions

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

Adjustable Supports & Strategies
Student choice of tools and actions

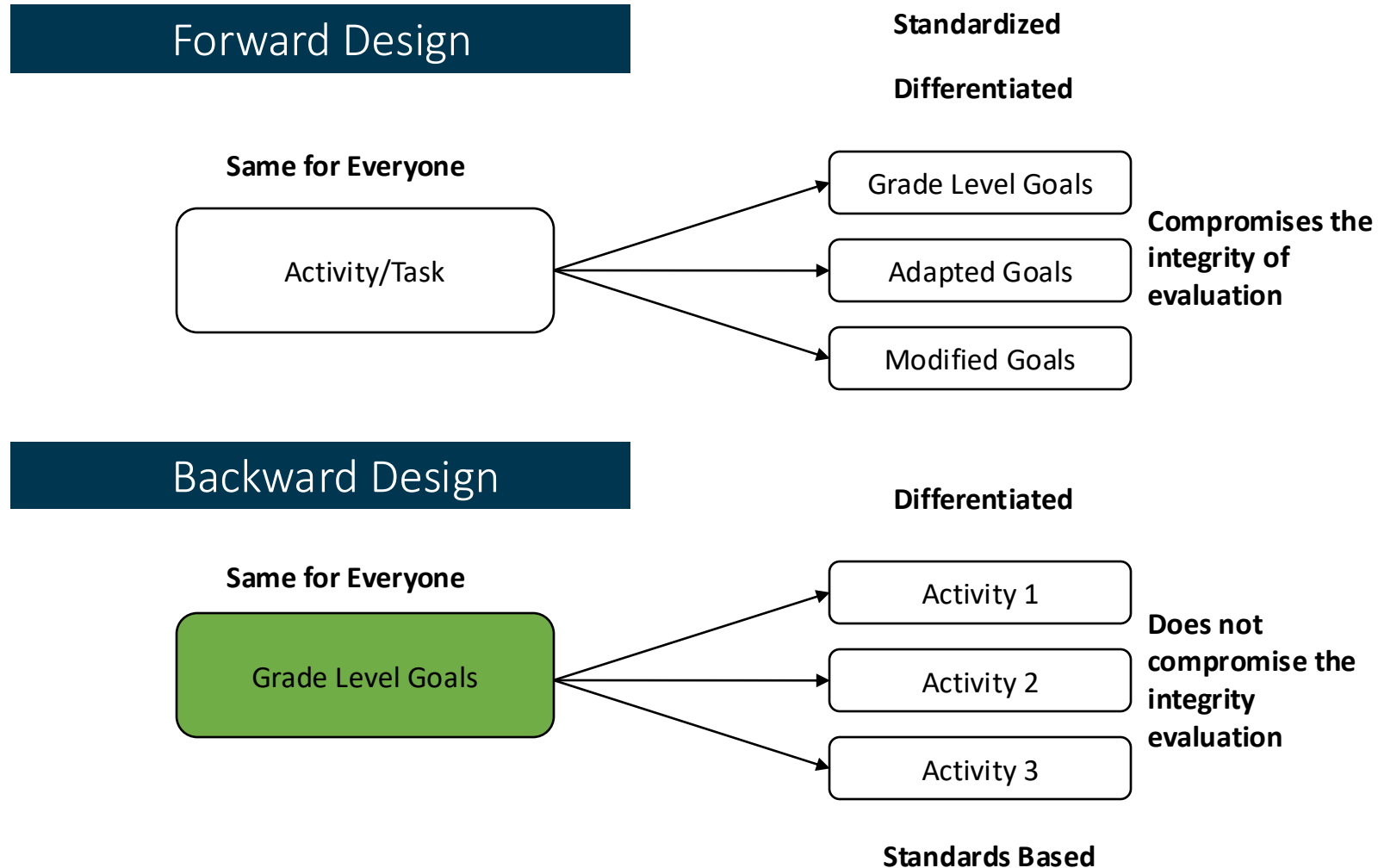
INSTRUCTIONAL DESIGN

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

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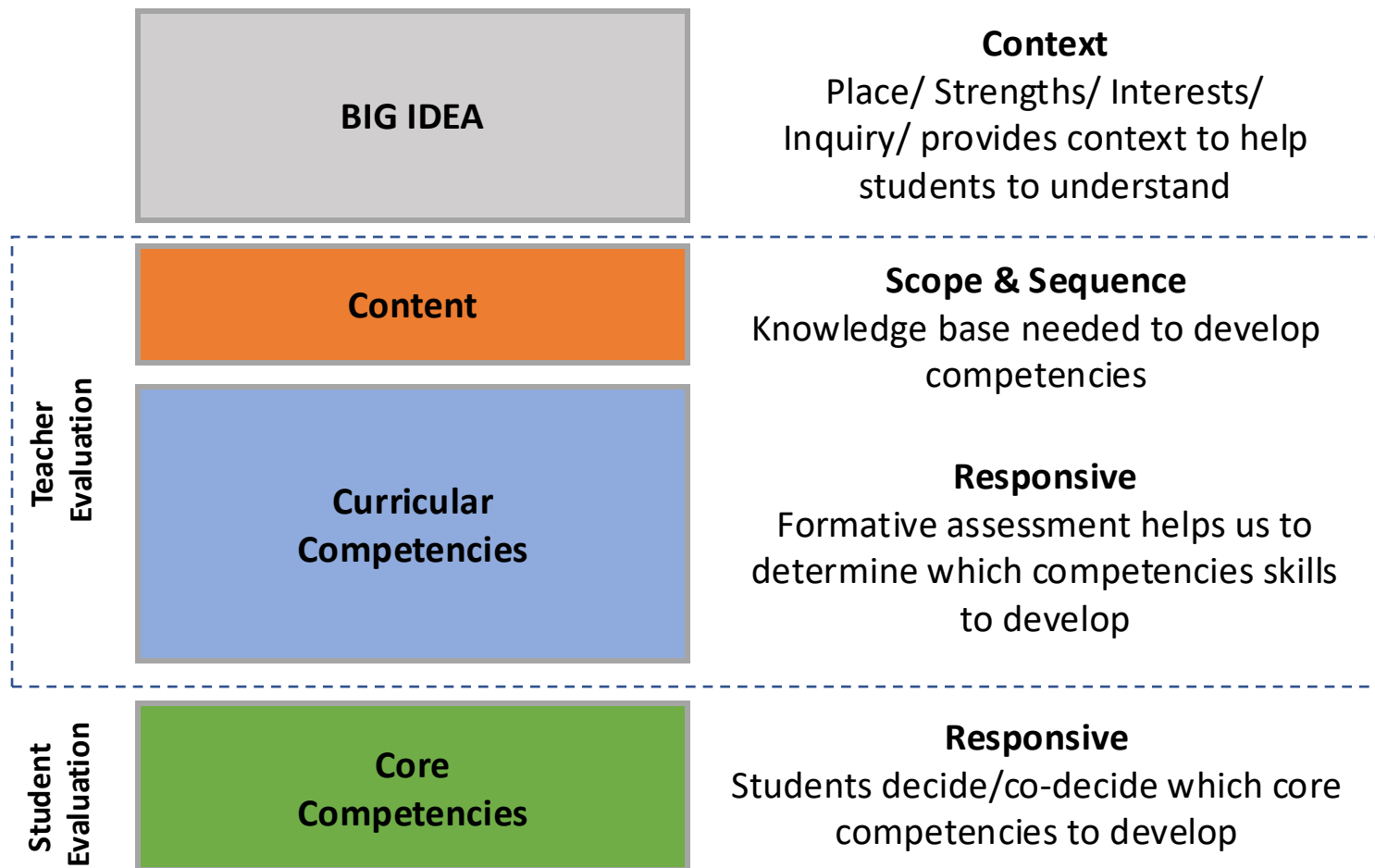
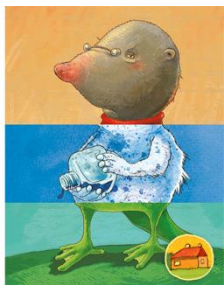
2023

UBD: Determining the Learning Standard



McTigue, 2010

The goal doesn't change, even if we add more options to meet it



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...	

Asset Based Learning Continuum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a traditional rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

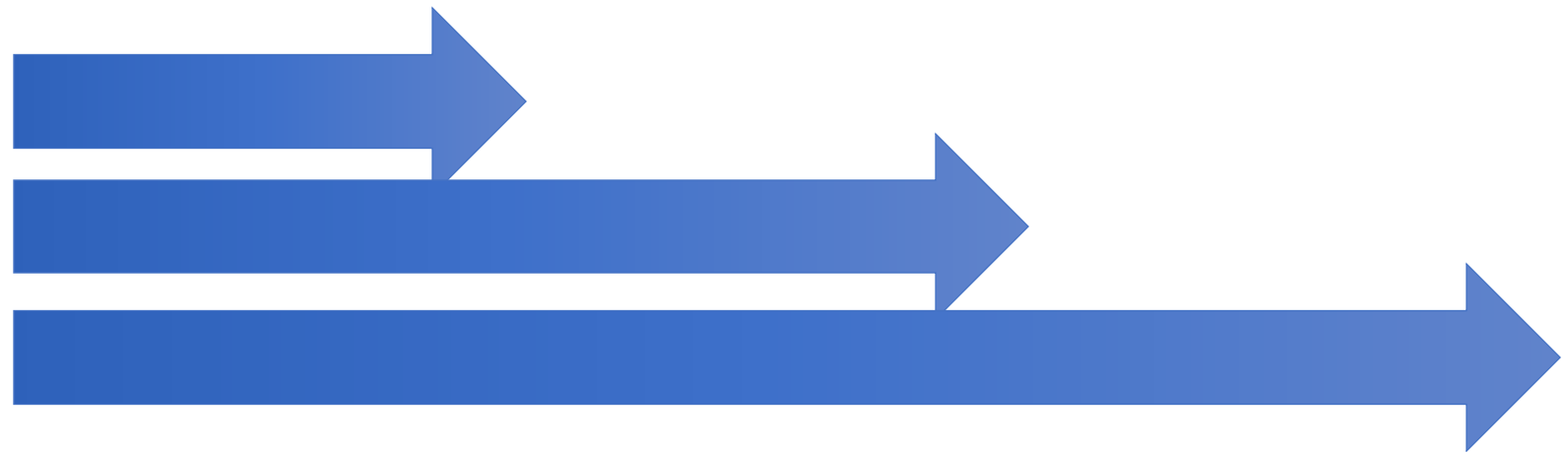
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



Current Reporting Model in BC

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams			
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information			
Emerging - 1	Developing - 2	Proficient - 3	Extending - 4
• I have an emerging understanding of the learning outcome	• I have a developing understanding of the learning outcome	• I have a proficient understanding of the learning outcome	• I have a sophisticated understanding of the learning outcome

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*


Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging/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**

Learning Continuums

Life Sciences 11

Learning Outcome: Curricular Competency Goal: Processing and analyzing data and information			
Construct, analyze, and interpret graphs, models, and/or diagrams			
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information			
			
Approaching	Essential	Confident	Extending

Elaborations

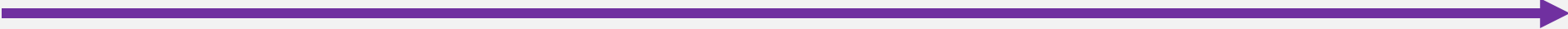
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I can statements

- I can construct visual representations of information
- I can analyse visual representations of information
- I can interpret visual representations of information

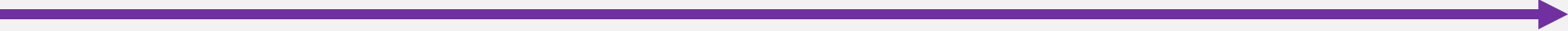
Learning Continuums

Life Sciences 11

Learning Outcome: Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information				
				
Approaching	Essential	Developing	Confident	Extending
	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	<ul style="list-style-type: none">I can construct a visual representation of data in more than one wayI can analyze that a visual is communicating? (what patterns do I see?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	

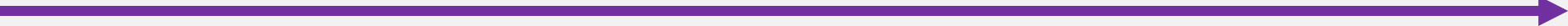
Learning Continuums

Science 9

Learning Outcome: circuits - must be complete for electrons to flow				
<i>Student friendly: I know that electrons move around closed loops.</i>				
				
Approaching	Essential	Developing	Confident	Extending
	I know the power source, load/resister and conductor of a circuit I know what a series circuit is I know what a short circuit is I know that a circuit needs to be closed for electrons to flow	I know the switch of a circuit know what a parallel circuit is I know that current flow can be AC or DC	I know the functions of the different parts of a circuit I know how to avoid a short circuit I know the difference between and AC and DC current	


Learning Continuums

Social Studies 8

Learning Outcome: Assess the significance of people, places, events, or developments at particular times and places				
Student friendly: I can describe the importance of different people, places, and events				
				
Approaching	Essential	Developing	Confident	Extending
	I can describe how recent people, places and events are impactful I can describe the relationship between impact and history	I can describe historical people, places and events are impactful over time	• I can describe how historical people, places and events are impact us today	

Learning Continuums

ELA 9

Learning Outcome: Language features, structures, and conventions: elements of style				
Student friendly: I know that authors use specific words and make specific choices to reach an audience.				
				
Approaching	Essential	Developing	Confident	Extending
	I know different types and styles of figurative language I know	I know how figurative language is used in text	I know the intended effect of figurative language in texts	

Elaborations

- diction, tone, inclusive language, and degree of formality

Course/Subject/Grade(s): Life Sciences 11				Planning Team: Timberline Secondary		
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?						
Learning Standards		Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
Content: I know speciation that occurs within our local ecosystems			I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	
Curricular Competencies	I can understand data and information by experiencing and interpreting the local environment		I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	
	I can understand data and information by seeking evidence and analyze data		I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	
	I can understand data and information by constructing, analyzing and interpreting visual representations of information		I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	

Course/Subject/Grade(s): Life Sciences 11		Planning Team: Timberline Secondary			
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Learning Standards		Approaching – IE/ IEP	Emerging - 2	Confident – 3	Extending - 4
Content: I know speciation that occurs within our local ecosystems			I know an example of divergent, convergent, and coevolution in one local ecosystem	I know how our 3 local ecosystems interact with each other	
Curricular Competencies	I can understand data and information by experiencing and interpreting the local environment		I can experience the local forests, streams and the ocean using my senses and collecting evidence over time (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	
	I can understand data and information by seeking evidence and analyze data		I can identify trends in data I can find connections in data	I can identify relationships between variables	
	I can understand data and information by constructing, analyzing and interpreting visual representations of information		I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?) I can analyze that a visual is communicating? (what patterns do I see?	I can construct a visual representation of data in more than one way I can interpret a visual representation of data (why does this matter?)	

Series Guiding Question: How can we inclusively plan for, teach, and assess all students in a diverse classroom using renewed curriculum?

- I understand that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- I know some curricular design strategies that allow all students to access grade level curriculum
- I know that determining the grade level learning standards first will promote Universal Design for Learning strategies that increase access and success for all learners
- I can inclusively and collaboratively plan using grade level curriculum so that all students can access and show growth over time
- I am inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Getting to know students		Time: Before the next session (Nov 21, 2024)	Supports & Strategies
I NEED to...	<ul style="list-style-type: none">• Choose the content goals that you want to teach, target and assess in this unit• Choose the curricular competency goals that you want teach, target and assess in this unit		<ul style="list-style-type: none">• Choice of subject area• Choice of task challenge On Series Dashboard <ul style="list-style-type: none">• Access to session handouts• Access to planning templates• Access to examples
I MUST...	<ul style="list-style-type: none">• Choose a content goal and create a 3 point continuum using the elaborations (and your background knowledge)• Choose a curricular competency goal a 3 point continuum using the elaborations (and your background knowledge)		
I CAN...	<ul style="list-style-type: none">• Translate goals and continuums into student friendly language by using “I know” and “I can” statements		
I COULD...	<ul style="list-style-type: none">• Practice creating more 2 point continuums and develop the start of a unit learning map		
I can TRY to...	<ul style="list-style-type: none">• Try building a unit learning map that is cross curricular or pulls in literacy and/or numeracy goals		

Start Here

Go as far as you can in the time allotted

:Padlet



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Designing for Diversity Series

Ecole Sir John Franklin HS

What questions are
coming up for you
so far?

Add section

+





How can we **inclusively plan** for, **teach**, and **assess** all students in a **diverse** classroom?

Session 4: Extending asset-based learning continuums to create access and challenge

Bring back what you tried to the next session

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