Shelley MOORE PH.D.

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Nexwlélexm (Bowen Island)

•The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

•The Islands Trust Council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

•The Islands Trust Council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish

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

Session 1: Determining Learning Standards using Backwards Design

Session 2: Developing asset based learning continuums

Session 3: Inclusive lesson design reflecting UDL

Session 4: Inclusive and standards based assessment

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Series Guiding Question:

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

Session 1 goals:

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** that Backwards Design is an inclusive planning framework, connected to UDL that identifies learning standards and sub standards that allows for task differentiation which will increase opportunities for students to engage, understand, and show evidence of their learning
- **I can** identify the grade level learning standards and sub standards in a curricular unit
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Reflecting on the Big Ideas for this series:

- What questions are coming up for you?
- What are you hoping to be able to know/do by the end of this series?

https://padlet.com/fivemooreminutes/what-questions-are-coming-up-for-you-what-are-you-hoping-to--relcfxvkt8cgo376

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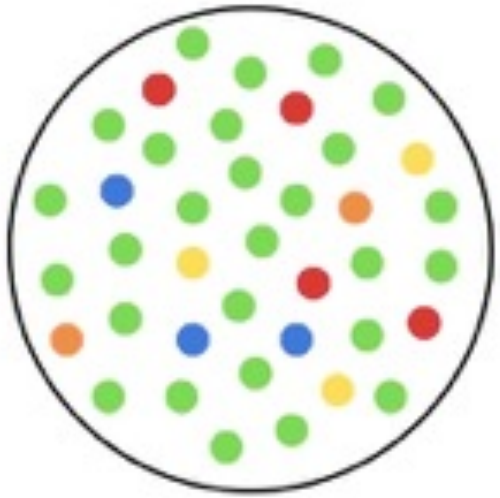
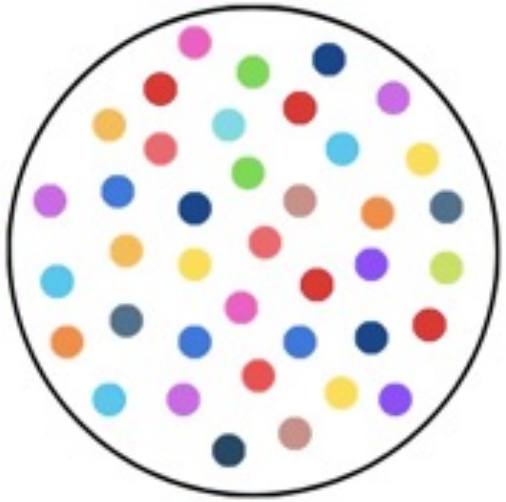
2023

WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to ***diversity***?

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2023

The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels

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What are barriers?

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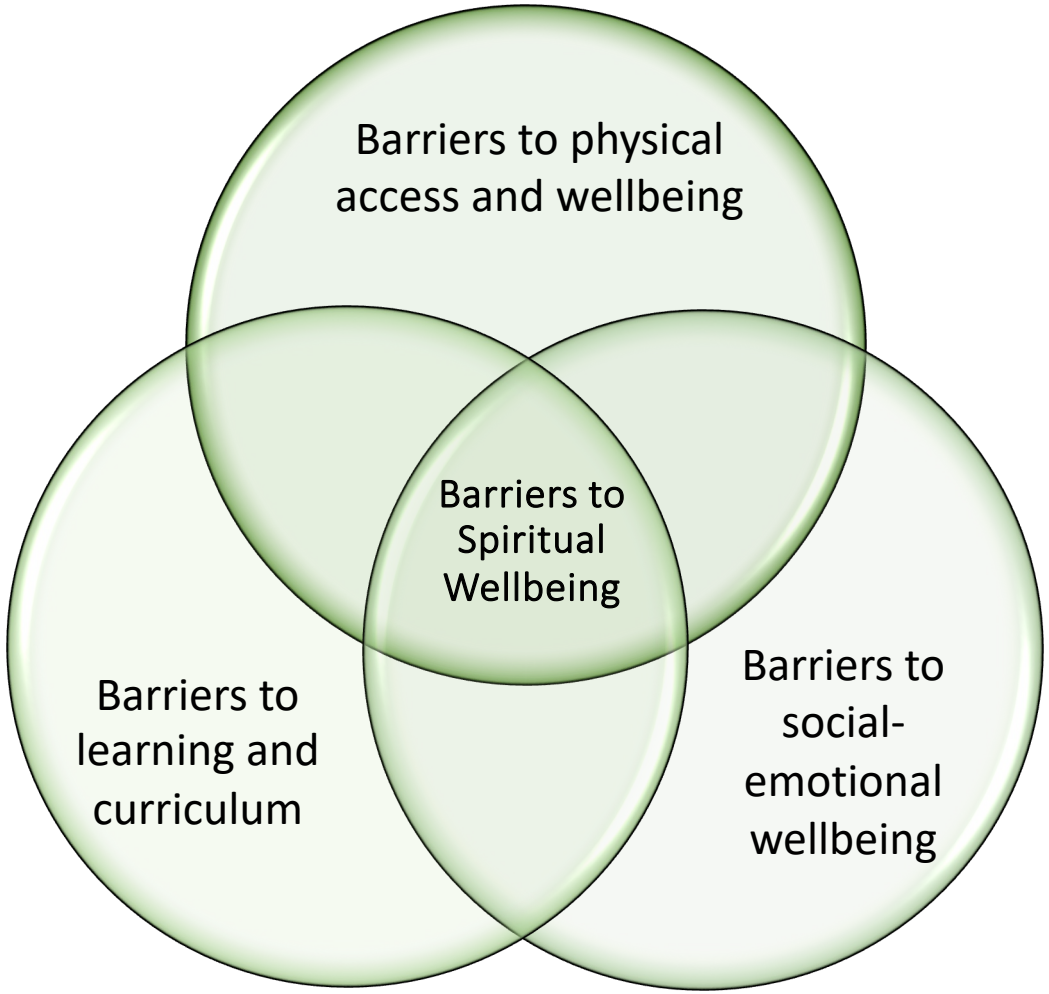
Adding Ramps to Learning



Thank you Pat from Paradise Hill, SK

Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination & Agency

Standards Based Assessment

Culturally Responsive Practices

Zones of Regulation

First Peoples' Principals of Learning

Needs Based Design

Trauma Informed Instruction

Inquiry

Positive Behaviour Supports

Student Voice

SEL

Backwards Design

Strength Based Perspectives

Universal Design for Learning

Learning Continuums

Accessible Playgrounds

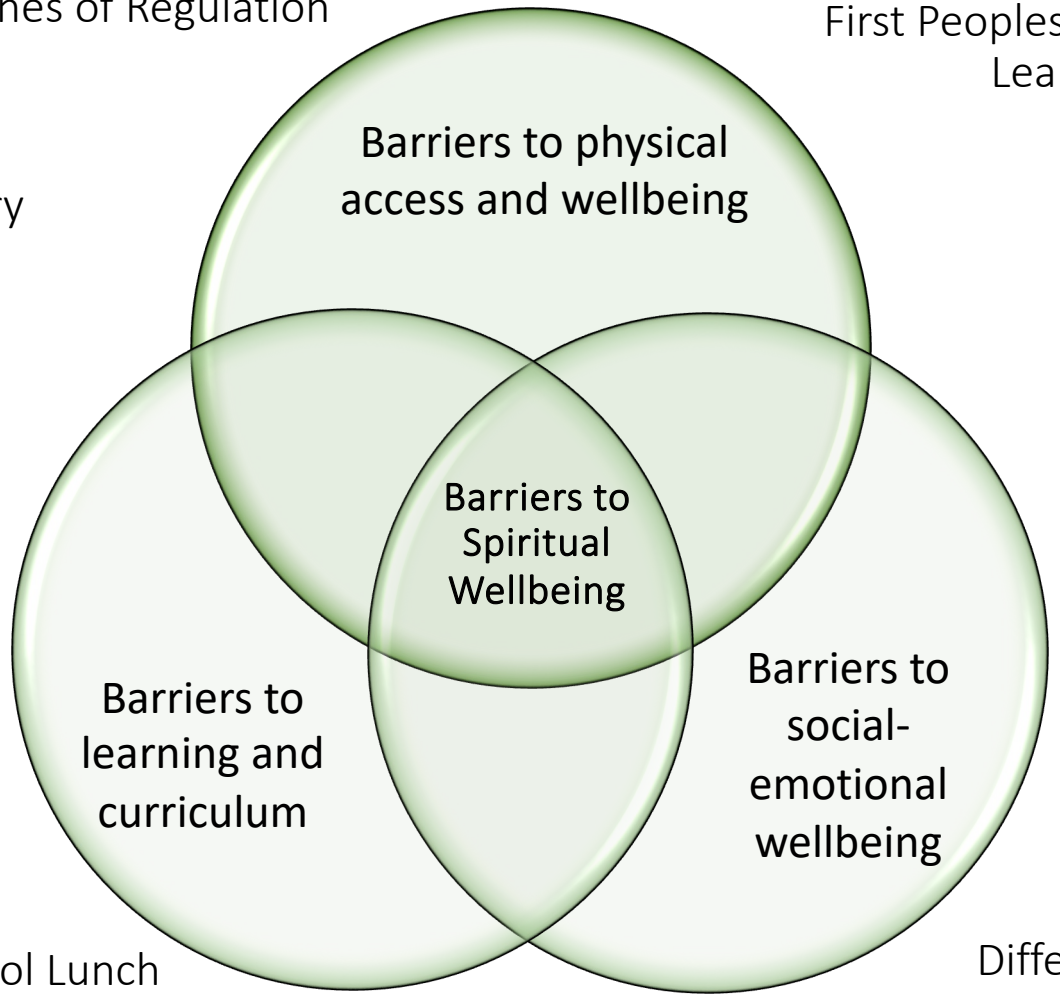
ICBIEP

Land-Based Learning

Restorative Justice Practices

School Lunch Programs

Differentiated Instruction & Curriculum



Examples of Initiatives that Reduce Barriers for ALL

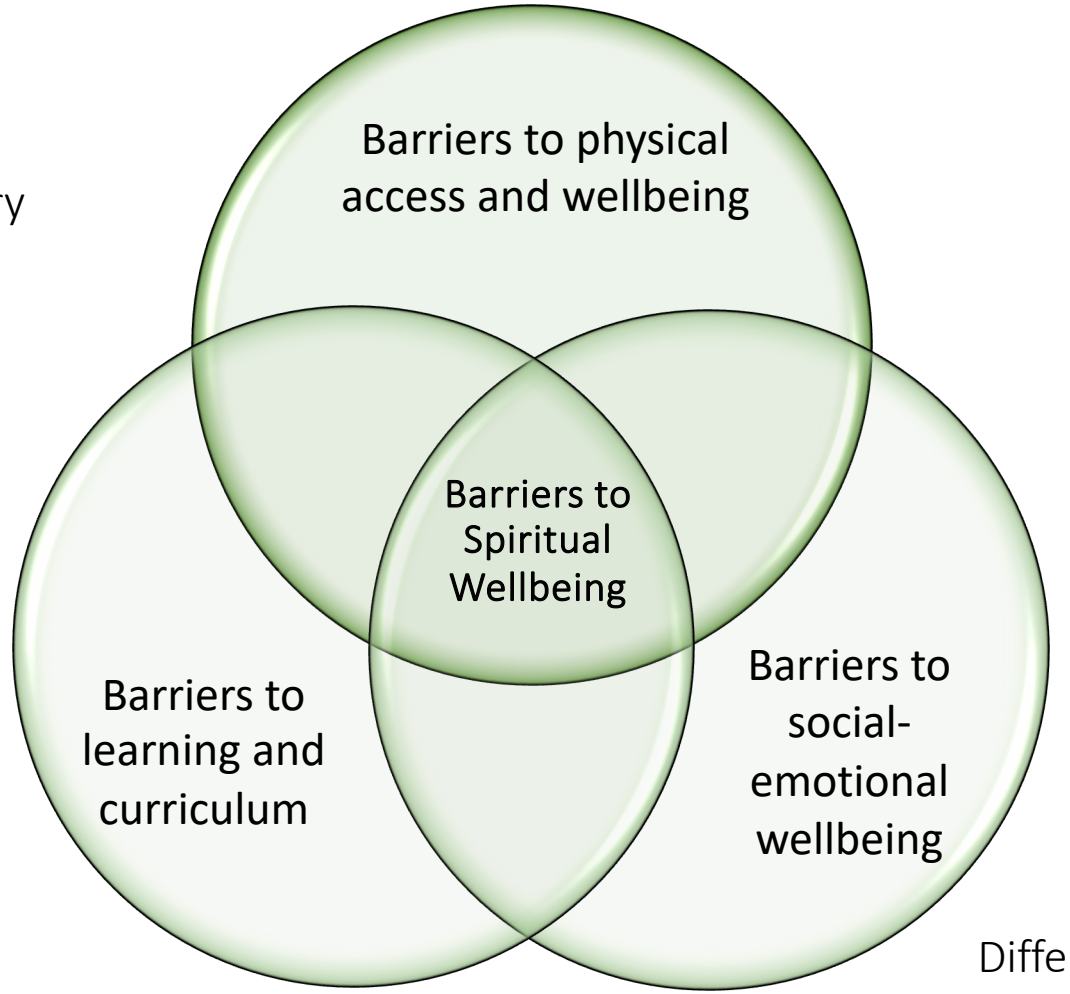
Student Self Determination & Agency

Standards Based Assessment

Inquiry

Backwards Design

Universal Design for Learning



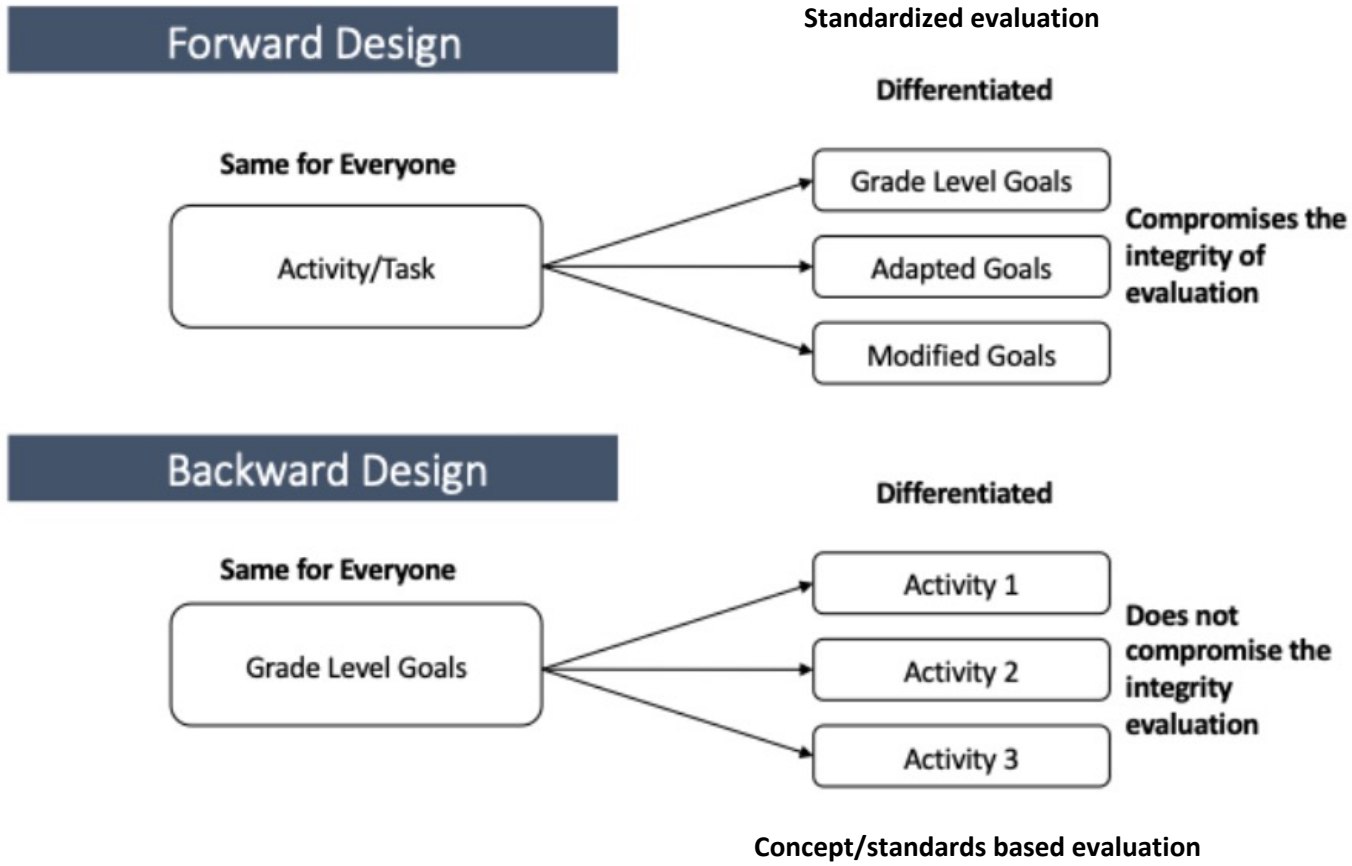
Learning Continuums

Differentiated Instruction & Curriculum

How I came to understand BACKWARDS DESIGN

Backwards Design

Adapted from McTigue, 2010



UBD: Determining the Learning Standard

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Backwards Design

1. Content Knowledge
2. Skills & Processes

Backwards Design

1. Learning Context
2. Big Ideas/ Understandings
3. Knowledge
4. Skills
5. Competencies

Next Generation Science Standards (NGSS)

What do we need to UNDERSTAND?

Big Ideas

What do we need to KNOW?

Knowledge

What do we need to DO?

Skills

MS. Structure and Properties of Matter

Students who demonstrate understanding can:

MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of particulate-level models could include drawings, 3D ball and stick structures, or computer representations showing different substances with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the individual ions composing complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]

MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to the qualitative interpretation of evidence provided.]

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and phase (state) of a substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative particulate-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of phase occurs. Examples of models could include drawings and diagrams. Examples of particles could include ions, molecules, or atoms. Examples of substances could include sodium chloride, water, carbon dioxide, and helium.]

MS-PS1-7. Use evidence to illustrate that density is a property that can be used to identify samples of matter. [Clarification Statement: Emphasis should be on students measuring the masses and volumes of regular and irregular shaped objects, calculating their densities, and identifying the samples of matter.]

MS-PS1-8. Plan and conduct an investigation to demonstrate that mixtures are combinations of substances. [Clarification Statement: Emphasis should be on analyzing the physical changes that occur as mixtures are formed and/or separated. Examples of common mixtures could include salt water, oil and vinegar, and air.] [Assessment boundary: Assessment is limited to separation by evaporation, filtration and magnetism.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.
- Develop a model to predict and/or describe phenomena. (MS-PS1-1),(MS-PS1-4)

Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS1-8)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-PS1-8)

Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.
- Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-PS1-7)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.
- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter
- (NYSED) Substances are made of one type of atom or combinations of different types of atoms. Individual atoms are particles and can combine to form larger particles that range in size from two to thousands of atoms. (MS-PS1-1)
- (NYSED) Each substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-3),(MS-PS1-7) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2.)
- (NYSED) In a solid, the particles are closely spaced and vibrate in position but do not change their relative locations. In a liquid, the particles are closely spaced but are able to change their relative locations. In a gas, the particles are widely spaced except when they happen to collide and constantly change their relative locations. (MS-PS1-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1)
- (NYSED) The changes of state that occur with variations in temperature and/or pressure can be described and predicted using these models of matter. (MS-PS1-4)
- (NYSED) Mixtures are physical combinations of one or more samples of matter and can be separated by physical means. (MS-PS1-8)

PS1.B: Chemical Reactions
- (NYSED) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different particles, and these new substances have different properties from those of the reactants. (MS-PS1-3) (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2 and MS-PS1-5.)

PS3.A: Definitions of Energy
- (NYSED) The term "heat" as used in everyday language refers both to thermal energy (the motion of particles within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to MS-PS1-4)
- (NYSED) Temperature is not a form of energy. Temperature is a measurement of the average kinetic energy of the particles in a sample of matter. (secondary to MS-PS1-4)

Crosscutting Concepts

Patterns
- Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-1),(MS-PS1-7),(MS-PS1-8)
- Graphs, charts, and images can be used to identify patterns in data. (MS-PS1-1),(MS- PS1-4)

Cause and Effect
- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4)

Scale, Proportion, and Quantity
- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1)

Structure and Function
- Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3)

Influence of Science, Engineering and Technology on Society and the Natural World
- The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-PS1-3)

Connections to other DCIs in this grade-band: **MS.LS2.A** (MS-PS1-3); **MS.LS4.D** (MS-PS1-3); **MS.ESS2.C** (MS-PS1-1),(MS-PS1-4); **MS.ESS3.A** (MS-PS1-3); **MS.ESS3.C**

Articulation of DCIs across grade-bands: **5.PS1.A** (MS-PS1-1); **HS.PS1.A** (MS-PS1-1),(MS-PS1-3),(MS-PS1-4); **HS.PS1.B** (MS-PS1-4); **HS.PS3.A** (MS-PS1-4); **HS.LS2.A** (MS-PS1-3); **HS.LS4.D** (MS-PS1-3); **HS.ESS1.A** (MS-PS1-1); **HS.ESS3.A** (MS-PS1-3)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

Shelley Moore, 2024

Backwards Design Planning

Grade:	Subject Area: Science	Title:	
Performance Expectation		Unit Guiding Question(s): Teacher provocations:	Student generated:
Key Vocabulary:			

Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Science and Engineering Practices		
Disciplinary Core Ideas		
Crosscutting Concepts		

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language** **What do Students need to Know and Do?**	**Student Friendly Language**
Science and Engineering Practices (skills)	**Developing and Using Models** building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	• **I can** create and improve a model • **I can** use a model to show an idea • I can use a model to solve a problem
Disciplinary Core Ideas (knowledge)	**PS1.A: Structure and Properties of Matter** 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.	• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
Crosscutting Concepts (understanding)	**Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

Backwards Design

1. Learning Context
2. Big Ideas/ Understandings
3. Knowledge
4. Skills
5. Competencies

Common Core Math – Curricular BD Framework

Grade 1 » Number & Operations in Base Ten

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Standards in this domain:

CCSS.MATH.CONTENT.1.NBT.A.1	CCSS.MATH.CONTENT.1.NBT.B.2	CCSS.MATH.CONTENT.1.NBT.B.3
CCSS.MATH.CONTENT.1.NBT.C.4	CCSS.MATH.CONTENT.1.NBT.C.5	CCSS.MATH.CONTENT.1.NBT.C.6

Extend the counting sequence.

CCSS.MATH.CONTENT.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

CCSS.MATH.CONTENT.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.MATH.CONTENT.1.NBT.B.2.A

10 can be thought of as a bundle of ten ones — called a "ten."

CCSS.MATH.CONTENT.1.NBT.B.2.B

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.MATH.CONTENT.1.NBT.B.2.C

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Introduction (Learning Context)

Critical areas (guiding questions)

Domain (Big Ideas)

Standard (Skills/Knowledge)

Cluster (by…)

Mathematical Practices (mathematical competencies)

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Grade:	Domain:
Critical Area(s):	Unit Guiding Question(s):
Content Vocabulary:	

Unit Goals	Curricular Language What do Students need to Know and Do?	Mathematical Practices
Standard	Student can	1.Make sense of problems and persevere in solving them. 2.Reason abstractly and quantitatively. 3.Construct viable arguments and critique the reasoning of others. 4.Model with mathematics. 5.Use appropriate tools strategically. 6.Attend to precision. 7.Look for and make use of structure. 8.Look for and express regularity in repeated reasoning.
Cluster		
Standard	Student can	
Cluster		
Cluster		
Standard	Student can	
Cluster		
Cluster		
Cluster		

Grade: 1	Domain: Number & Operations in Base Ten
Critical Area(s): students will develop understanding of whole number relationships and place value, including grouping in tens and ones	**Unit Guiding Question(s):** What are numbers? What do numbers mean? How do I use numbers to help me understand "How many?"
Content Vocabulary: number, How many? Counting, less than, read, write, build, draw, objects, digit, tens, ones, place value, compare, symbol, <, >, =, mind math, explain, thinking, groups of, strategy,	

Unit Goals	Curricular Language What do Students need to Know and Do?	Mathematical Practices
Standard	**Student can extend the counting sequence by…**	**1.Make sense of problems and persevere in solving them**. 2.Reason abstractly and quantitatively. 3.Construct viable arguments and critique the reasoning of others. **4.Model with mathematics**. 5.Use appropriate tools strategically. 6.Attend to precision. **7.Look for and make use of structure**. 8.Look for and express regularity in repeated reasoning.
Cluster	counting to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral	
Standard	**Student can understand place value by…**	
Cluster	understanding that the two digits of a two-digit number represent amounts of tens and ones	
Cluster	comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <	
Standard	**Student can use place value understanding and properties of operations to add and subtract by…**	
Cluster	Adding within 100. including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
Cluster	When given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
Cluster	subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	

Grade: 1	Domain: Number & Operations in Base Ten
Critical Area(s): students will develop understanding of whole number relationships and place value, including grouping in tens and ones	**Unit Guiding Question(s):** What are numbers? What do numbers mean? How do I use numbers to help me understand "How many?"

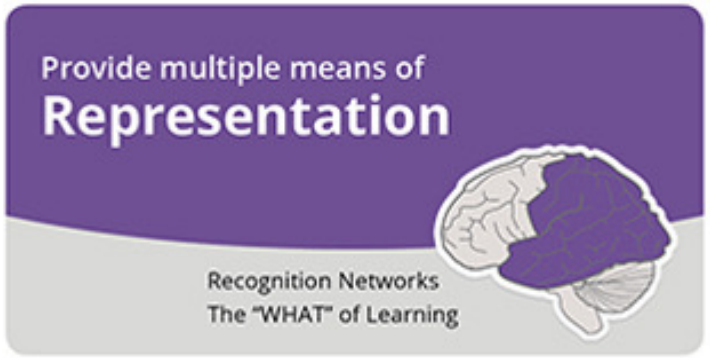
Content Vocabulary: number, How many? Counting, less than, read, write, build, draw, objects, digit, tens, ones, place value, compare, symbol, <, >, =, mind math, explain, thinking, groups of, strategy,

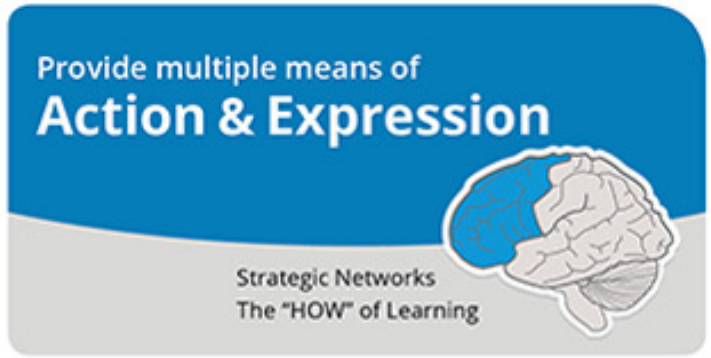
Unit Goals	Student Friendly Language What do Students need to Know and Do?	Mathematical Practices
Standard	**I can show that I can count by:**	I can understand a problem and know what I need to keep going when learning gets hard I can show my learning in many ways I can look for patterns in my thinking and learning
Cluster	counting up to 120 showing numbers up to 120 in different ways (reading, speaking, writing, building)	
Standard	**I can show that I understand place value by:**	
Cluster	showing which digits in a number are connected to the place value of ones and tens	
Cluster	comparing two numbers by using their place value using words and symbols <, > and = in my descriptions	
Standard	**I can use place value to help me to add and subtract numbers by:**	
Cluster	adding one-digit and 2 digit numbers showing my thinking in different ways (reading, speaking, writing, building) using strategies to describe my thinking and learning	
Cluster	figuring out what is 10 more or 10 less of a number in my mind explaining my thinking and how I figures it out	
Cluster	subtracting groups of 10 using models, drawings, and other strategies to explain my thinking and learning	

Backwards Design

1. Learning Context
2. Big Ideas/ Understandings
3. Knowledge
4. Skills
5. Competencies

Universal Design for Learning: The Ramp for Learning





Grade:		Planning Team:	
Context for Learning: 7.2, 8.3, 3.2		Unit Guiding Question(s): Teacher provocations: 7.2, 8.3, 3.2, 3.4	Student generated: 7.1, 7.2, 8.3, 9.1, 3.4
Key Vocabulary: 2.1			
	Learning Goals Curricular Language	Learning Goals Student Friendly Language 8.1, 9.1, 9.3, 6.4	
What do students need to understand?			
What do students need to know?			
What do students need to do?			
Who do student need to be?			

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Choose your Challenge

2024

Inclusive Lesson Task Scaffolding Strategy

Start Here

Go as far as you can in the time allotted

Goal: Connected to a grade level learning standard		
Task: What evidence of learning is being created		**Time: Allotted work time**
Title	**Description**	**Purpose**
I NEED to…	- Everyone starts together, describes what students need to do to get ready for the task, this is the most accessible part of the task, no/low barriers, an interesting hook or provocation, collaborative, 5-10 min	- Builds confidence and success early, the most accessible entry point to make sure everyone can participate in some way, builds/ activates prior knowledge
I MUST…	- Ensure the "must" part of the task has been modelled and taught to all during the mini lesson stage, this is the most important part of the task, all students show evidence of learning in class/school, this is not homework, the activity can end when all students get here, if not all students get here at the end of the allotted time, another lesson is needed, draw on UDL strategies to make sure students can express their learning in many ways	- Ensures students are showing evidence of learning in class at the essential level of a grade level goal, maintains high expectations for all students, reduces gaps in knowledge, positive impact on future learning opportunities
I CAN…	- A more complex step in the same task, this step does not need to be modelled to all, but can be taught to students as they get here, this step can connect to information that will be taught in the future, can be assigned as optional homework, once students get here, this step can also be used as small group/ explicit instruction/conferencing opportunities, or additional options for students to choose (WIN time, supporting others, assigned centers/stations)	- Allows students to go beyond the essential without waiting, allows explicit teaching without students missing grade level instructional opportunities, allows flexibility for students to take breaks, receive explicit instruction and skill building opportunities, gives students agency and builds self regulation of learning skills, builds ownership and increases engagement, does not punish students for not doing or not being able to do homework
I COULD…		
I can TRY to…	- Make this step challenging enough so that it cannot be completed in the time allowed, extended beyond the goal, an extension of the task that is completed over time	

Evidence of Learning: Choose your Challenge

Start Here

Go as far as you can in the time allotted

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

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** that Backwards Design is an inclusive planning framework, connected to UDL that identifies learning standards and sub standards that allows for task differentiation which will increase opportunities for students to engage, understand, and show evidence of their learning
- **I can** identify the grade level learning standards and sub standards in a curricular unit
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Backwards Design Unit Planning		**Time: Before the next session (Nov. 6, 2024)**	**Supports & Strategies**
I NEED to…	• Find one person to collaborate with and choose a science or math that unit that you will be teaching/supporting this fall		• Choice of collaborative partner/group • Choice of Science or Math area to use • Choice of task challenge On Series Dashboard • Access to session handouts • Access to examples • Access to planning templates for Science and Math
I MUST…	• Identify the learning standards/ sub standards in the unit you have chosen by looking at the learning standards and/or curricular resources • Highlight the important words that students will need to know and use in this unit		
I CAN…	• Practice translating the learning standards/ sub standards into student friendly learning statements using the stems (I know…, I can…, I understand…, or I am…)		
I COULD…	• Develop some student friendly and provoking guiding questions that can organize the learning standard/sub standards into an inquiry		
I can TRY to…	• Find the pattern for another subject area using the Backwards Design legend		

Next Steps

- What do you want to do before next session?
- What do you need to be able to meet that goal?
- What evidence of learning will you bring back to the next session?

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2023

What evidence of learning do we have from today?

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

Session 1 goals:

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** that Backwards Design is an inclusive planning framework, connected to UDL that identifies learning standards and sub standards that allows for task differentiation which will increase opportunities for students to engage, understand, and show evidence of their learning
- **I can** identify the grade level learning standards and sub standards in a curricular unit
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

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

Session 2: Developing asset based learning continuums

Bring your homework to the next session

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