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@fivemooreminutes

@fivemooreminutes

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What are you *hoping to* take away from *today*?

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WHAT DOES *inclusion* MEAN?

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WHAT DOES *inclusion* LOOK LIKE?

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WE ARE COMING

OUT!

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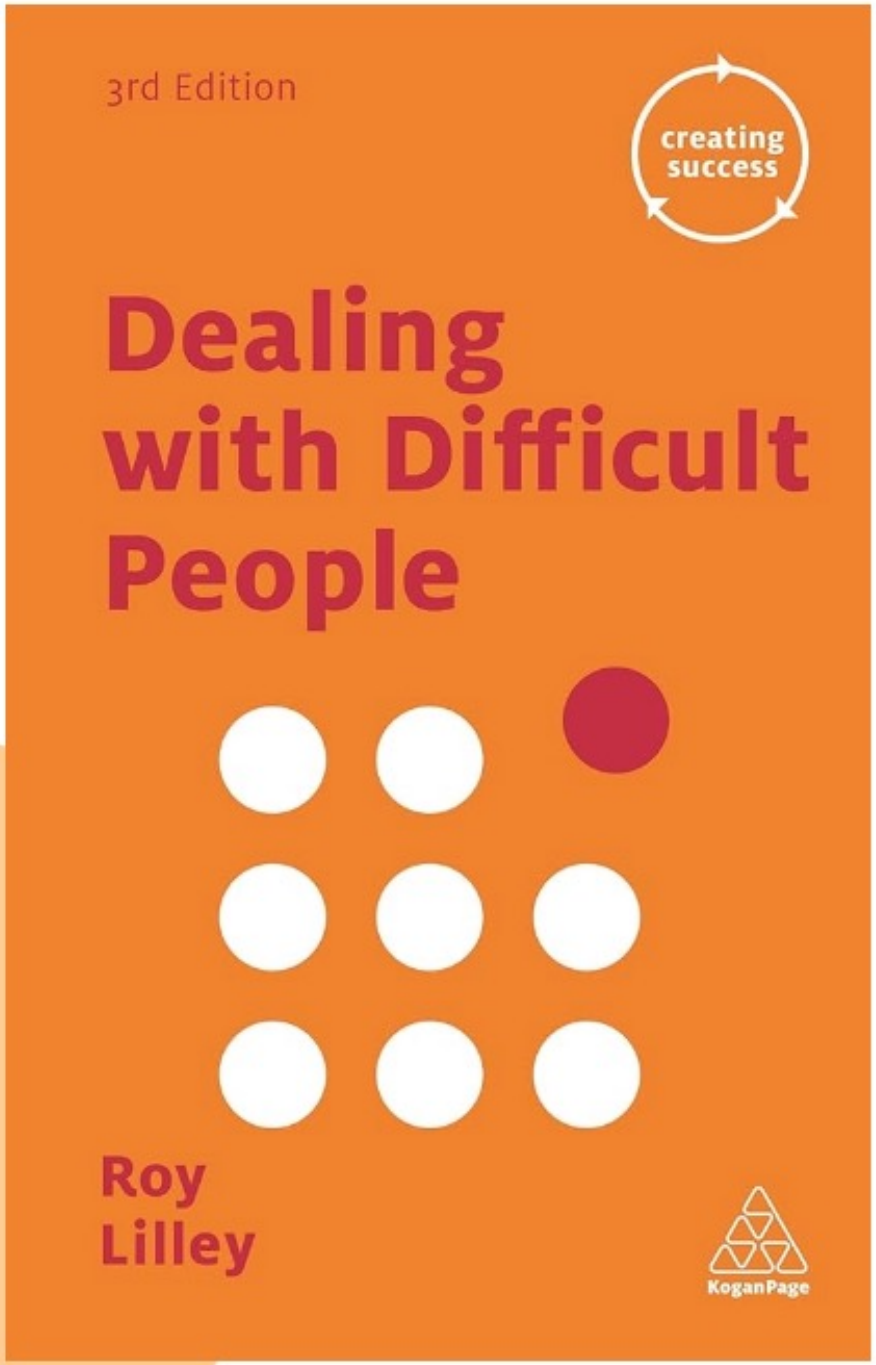

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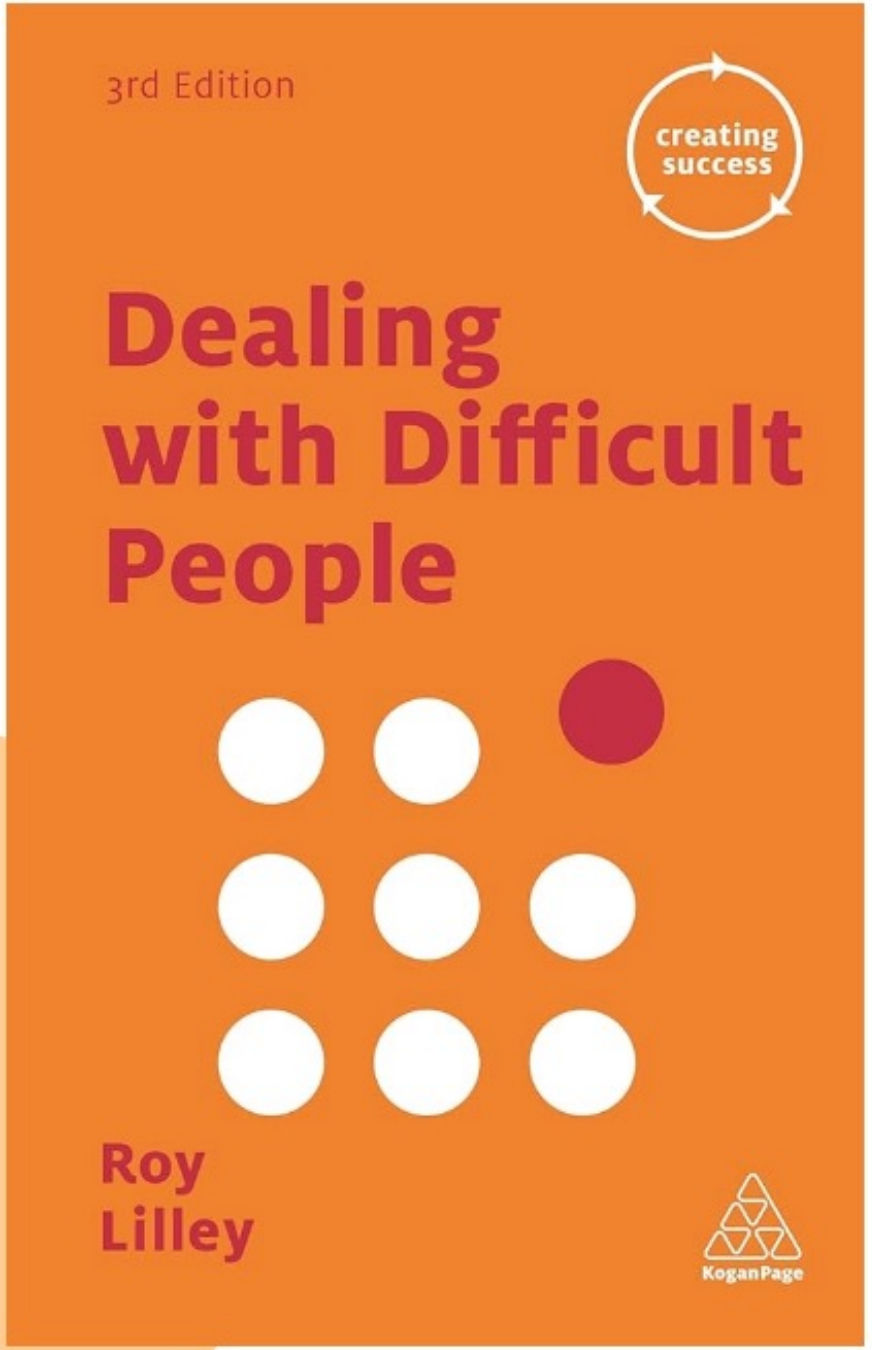

"If you bought this book….you are the difficult person."

How many of you are refined at a practice that you don't believe in?

Barrie Bennett

My educational philosophy & beliefs

My educational practices

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INCLUSION
BUS OF LOVE!
RAIN BOW

What are you connecting to?

WHAT DOES *inclusion* MEAN? LOOK LIKE?

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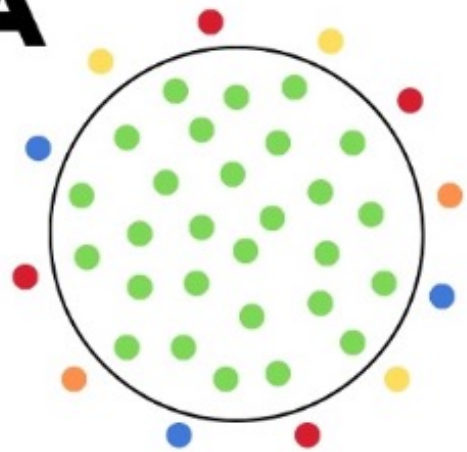
WHAT IS *Inclusion?*

A



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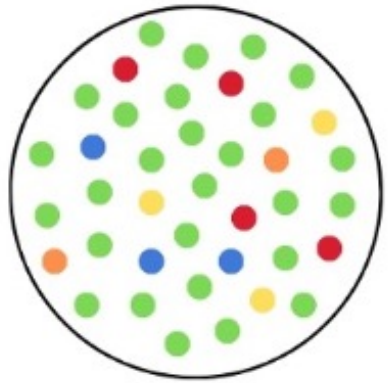

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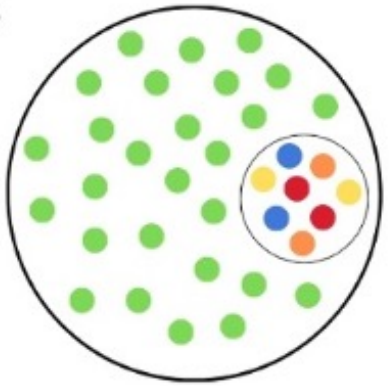

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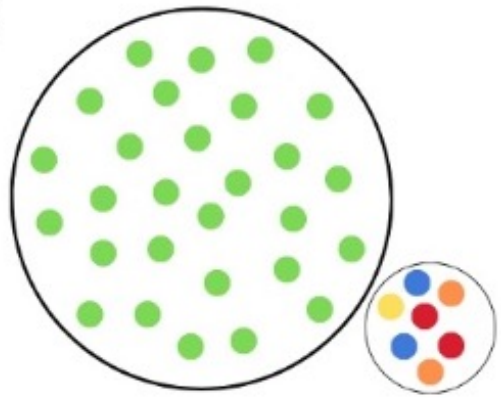

exclusion

integration

inclusion

congregation

segregation

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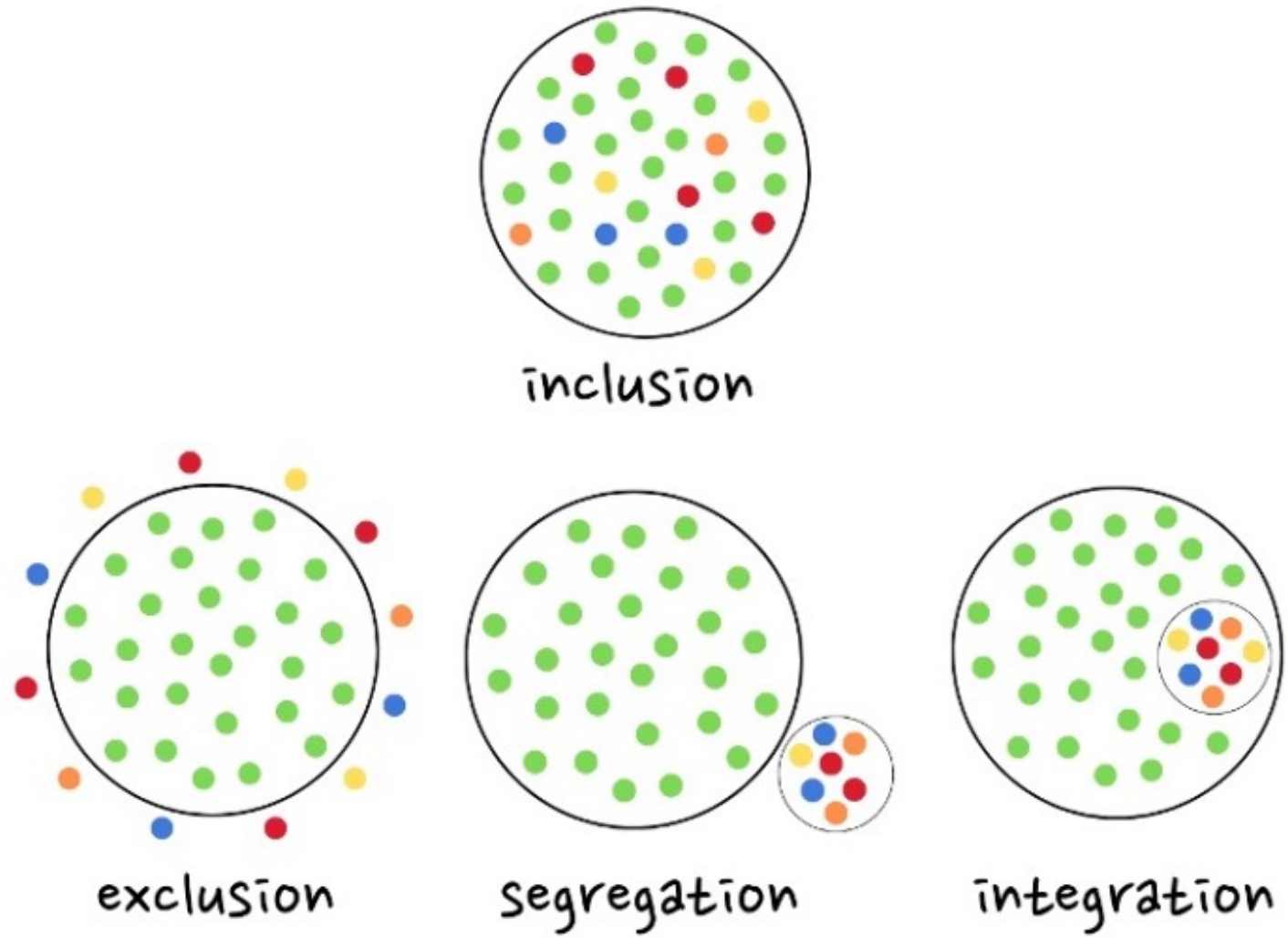
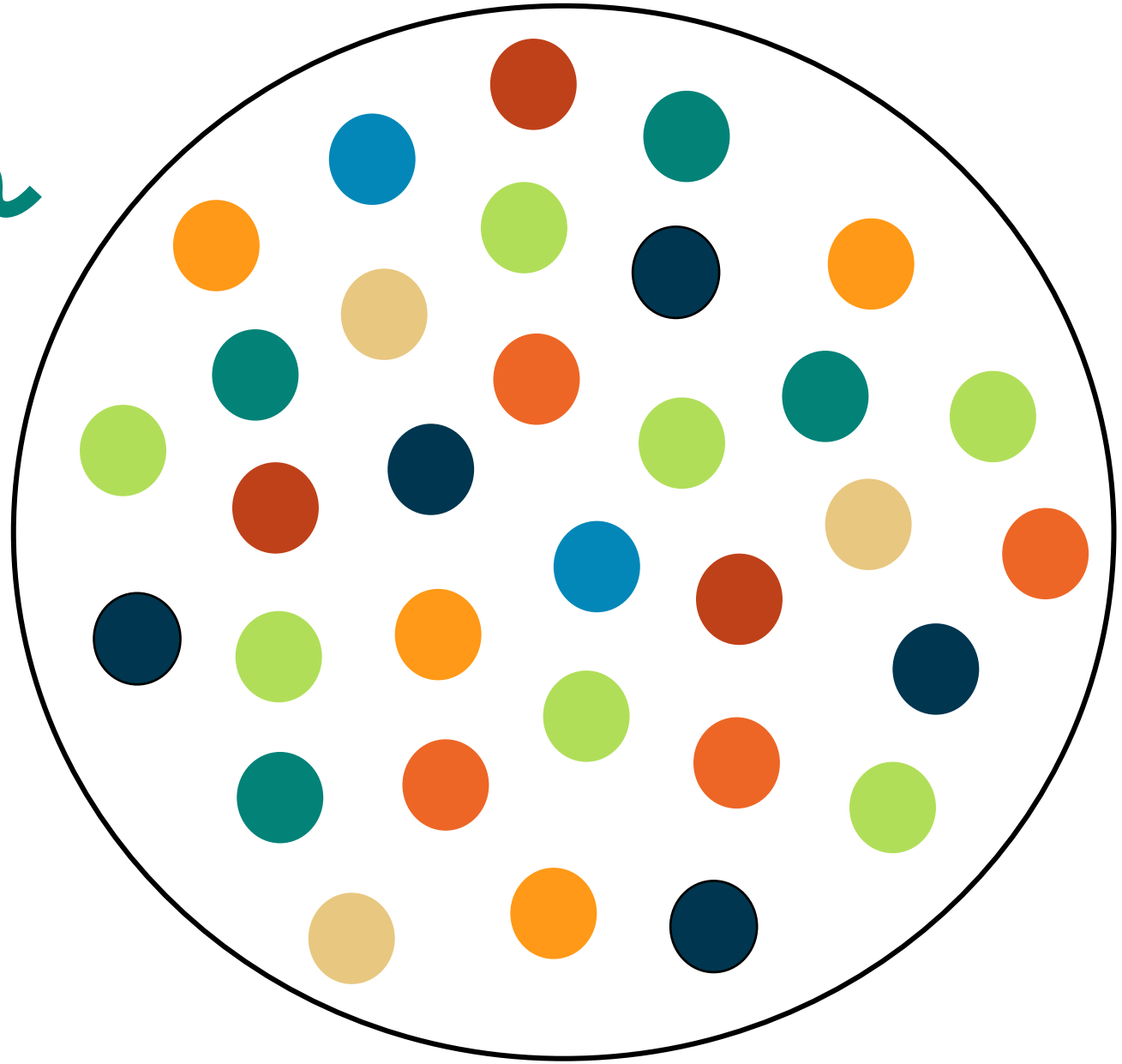
WHAT IS *inclusion*?



What are you thinking about?

WHAT IS *inclusion* ?



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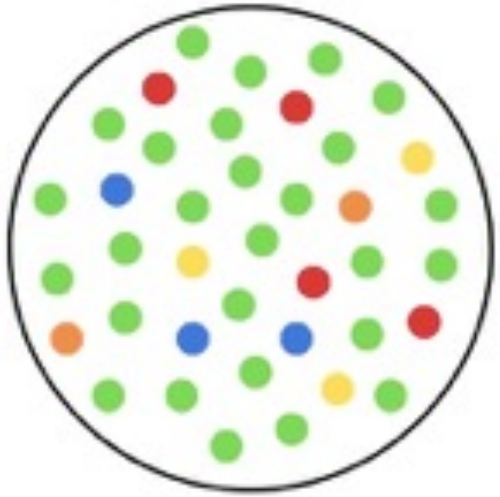
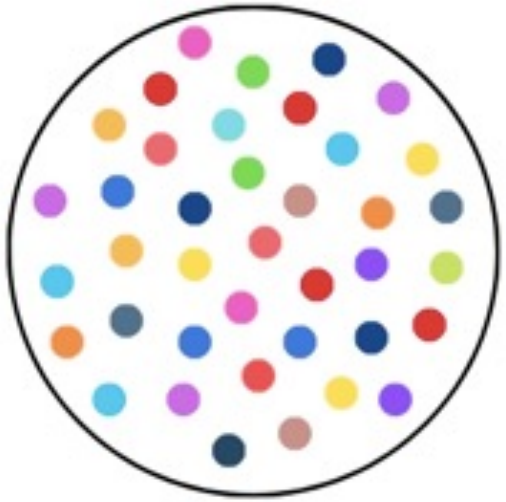
WHAT IS *inclusion* ?



How do we
include people
with disabilities?



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

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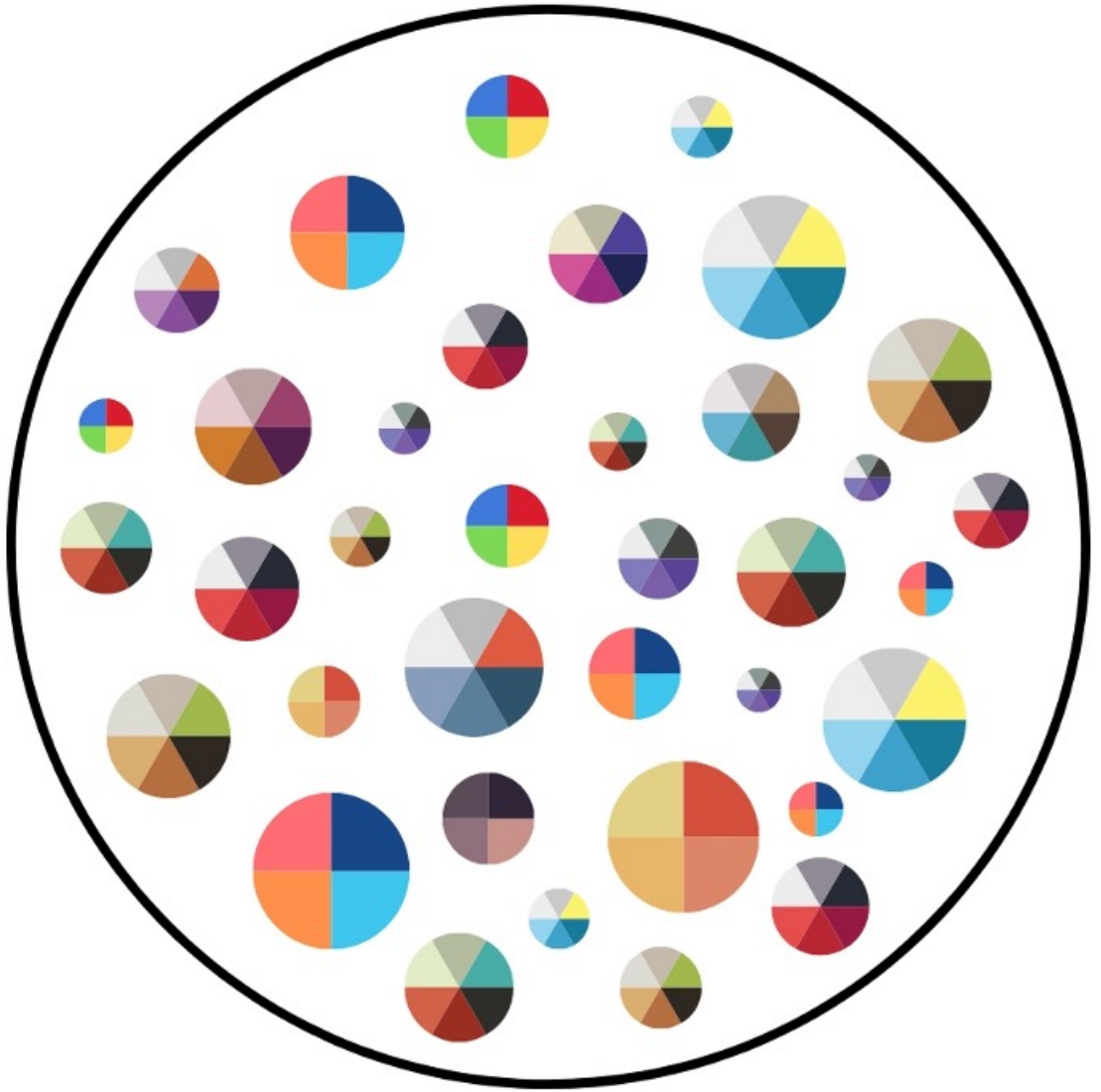
WHAT IS *inclusion*?



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WHAT IS *inclusion*?

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Communities of Identity

WHAT IS *inclusion*?

Communities of Diversity

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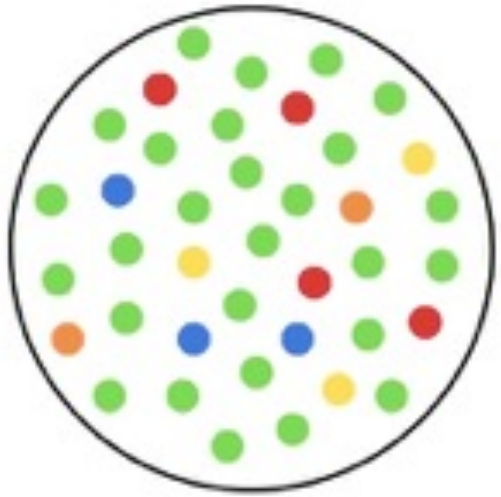
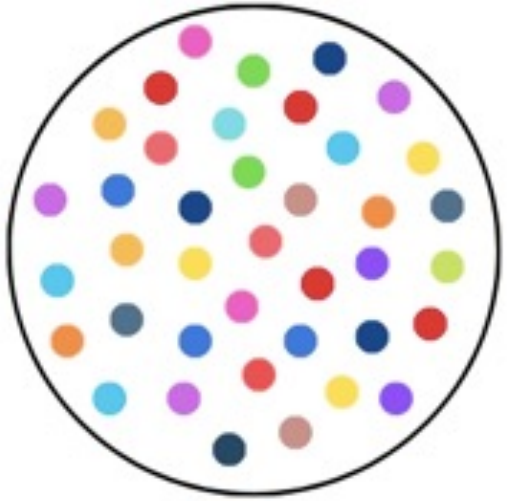
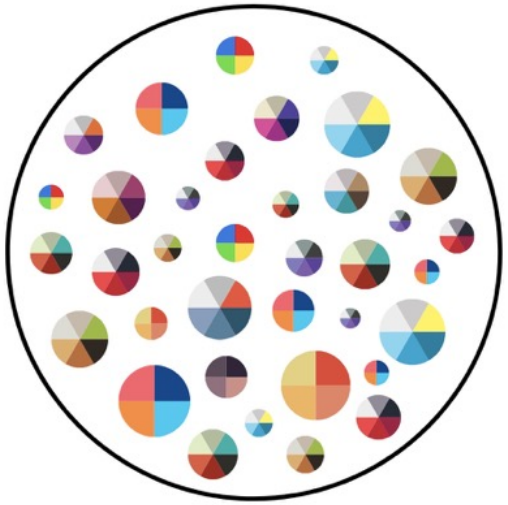
WHAT IS *inclusion*?



Including
'special needs' students into general education classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating space for students to feel confident and safe to **identify**?
(that includes students who are Disabled)

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How do we *plan* for the ~~disabilities~~ *needs* of students?

HOW CAN WE *shift our thinking* TOWARDS *inclusion*?

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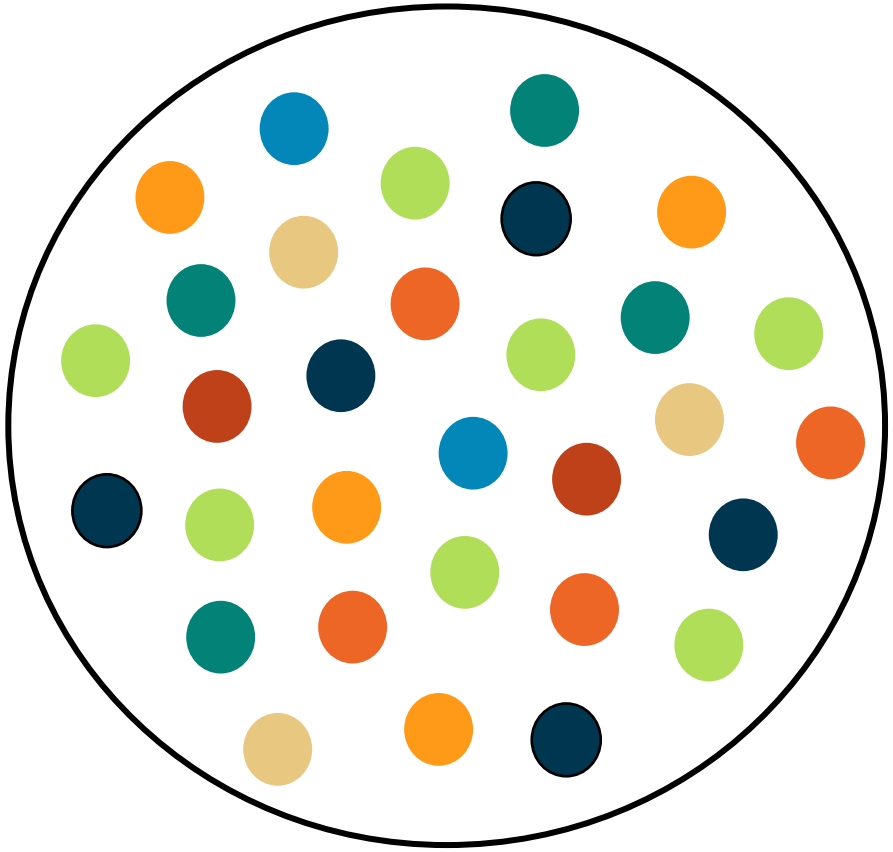
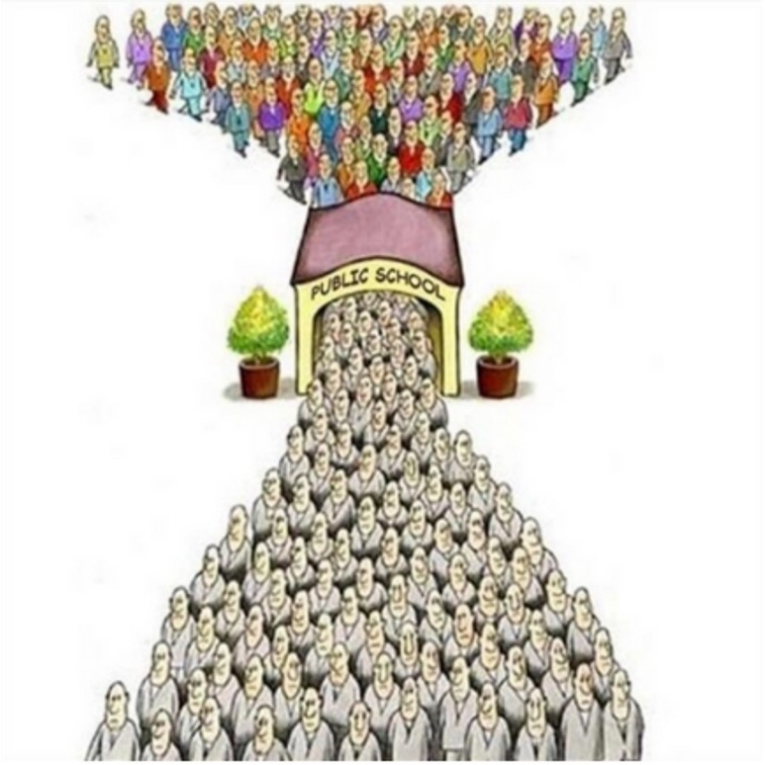
What is the goal of education?





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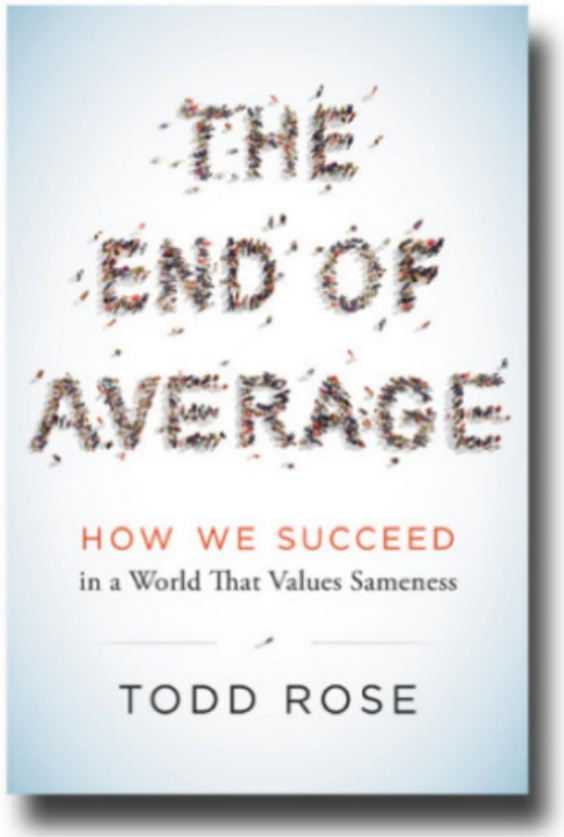
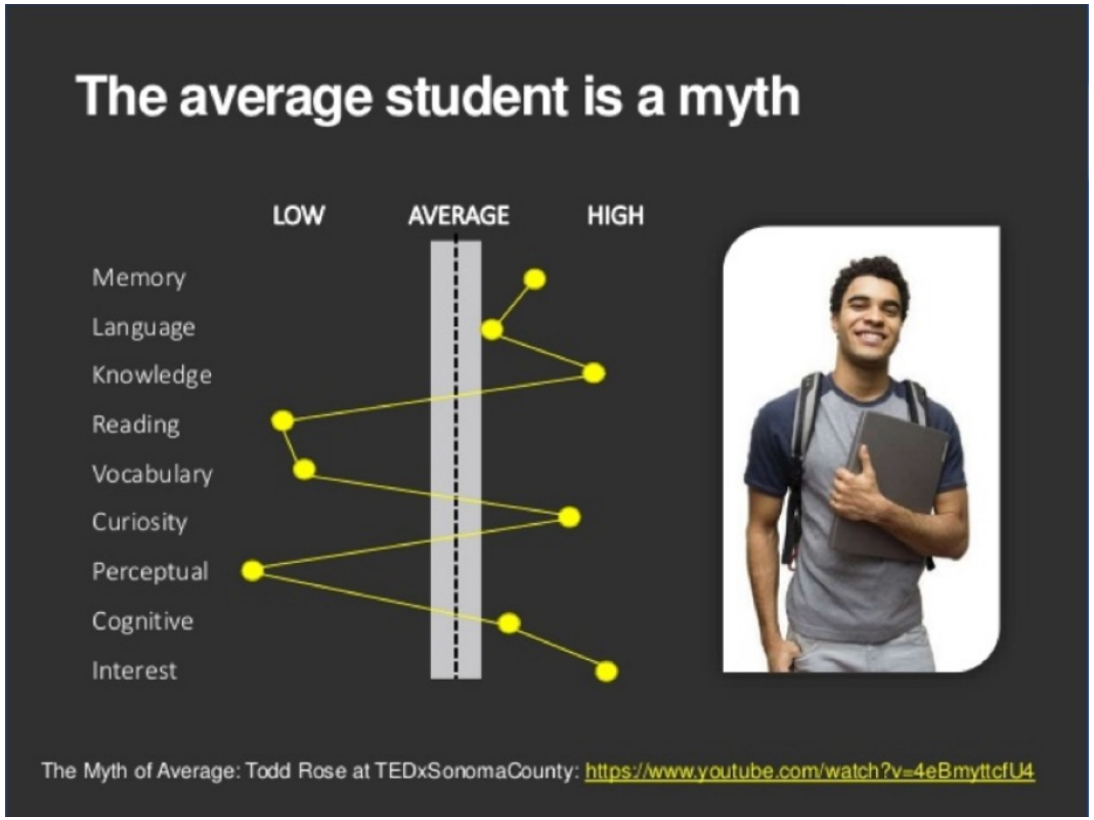
WHAT IS "normal"?





WHAT IS "average"?

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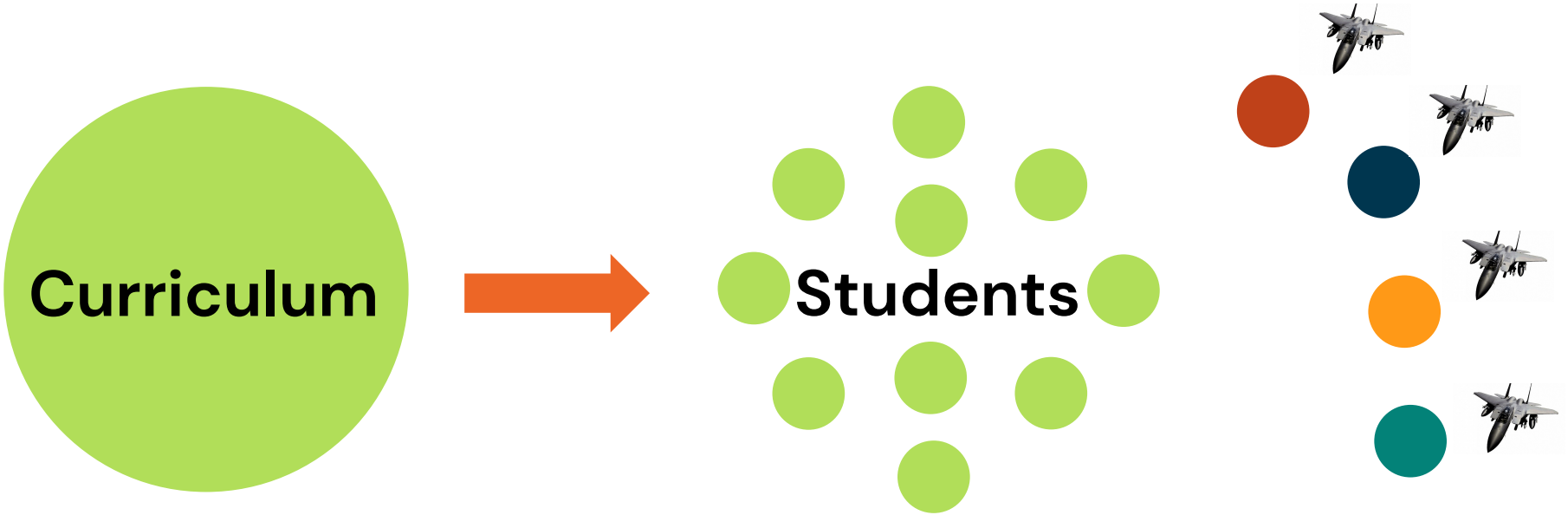
WHAT & HOW WE WERE TAUGHT…



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WHAT IF WE ANTICIPATED *variability*

Students

Design

Curriculum

INSTEAD OF *homogeneity*?

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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?

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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?

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HOW CAN WE *shift our practices* TOWARDS *inclusion*?

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Useful take aways so far

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?

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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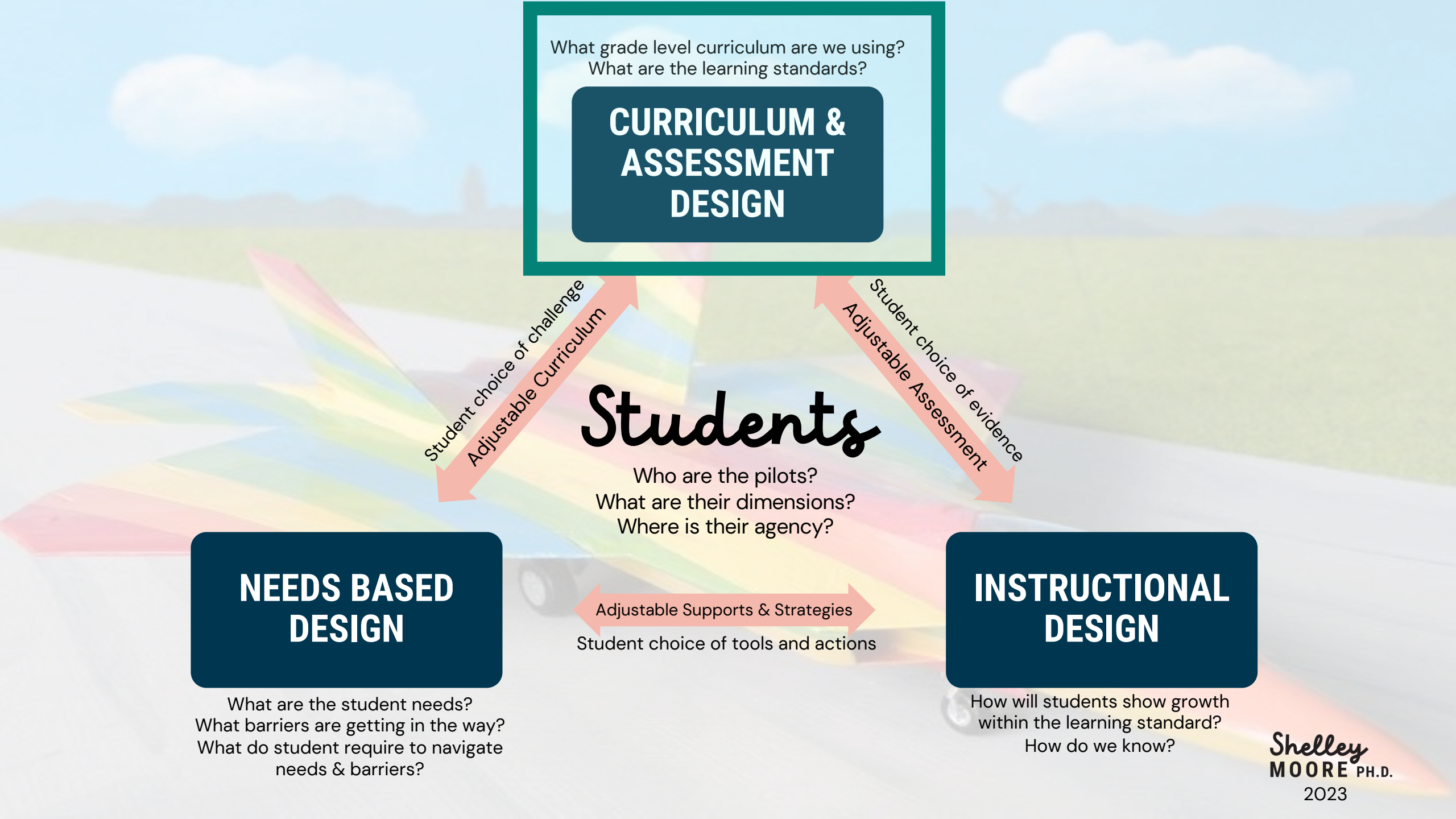
What grade level curriculum are we using?
What are the learning standards?
CURRICULUM & ASSESSMENT DESIGN
Student choice of challenge
Adjustable Curriculum
Student choice of evidence
Adjustable Assessment
Students
Who are the pilots?
What are their dimensions?
Where is their agency?
NEEDS BASED DESIGN
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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How I came to understand BACKWARDS DESIGN

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

Different Curricular Models

- Strand
- Domain
- Standard
  - substandard
  - substandard
  - substandard

- Strand
- Domain
- Standard
- Standard
- Standard

- Strand
- Domain
- Standard
  - substandard
- Standard
  - substandard
- Standard
  - substandard

Different Curricular Models

- Learning Context
- Big Ideas
- Learning Standard
  - substandard
  - substandard
  - substandard

- Learning Context
- Big Ideas
- Learning Standard
- Learning Standard
- Learning Standard

- Learning Context
- Big Ideas
- Learning Standard
  - substandard
- Learning Standard
  - substandard
- Learning Standard
  - substandard

Different Curricular Models

- Learning Context
- Big Ideas
- Learning Standard
  - substandard
  - substandard
  - substandard

- Learning Context
- Big Ideas
- Learning Standard
- Learning Standard
- Learning Standard

- Learning Context
- Big Ideas
- Learning Standard
  - substandard
- Learning Standard
  - substandard
- Learning Standard
  - substandard

Different Curricular Models

- Learning Context
- Learning Standard
  - substandard
  - substandard
  - Substandard
- Learning Standards (literacy/numeracy)

NGSS

Backwards Design Facet	Science (NGSS)
Learning Context	Title
Learning Standard	Performance Expectation
Big Idea (I understand)	Cross Cutting Concepts
Knowledge (I know)	Disciplinary Core Ideas
Skills (I can)	Science & Engineering Practices
Competencies (I am)	Connections to literacy and numeracy standards

Different Curricular Models

- Learning Context
- Big Idea
- Learning Standard
  - substandard
  - substandard
  - substandard

Family & Consumer Sciences (FCS)

Backwards Design Facet	FCS
Learning Context	Area of Study
Learning Standard	Content Standards
Big Idea (I understand)	Comprehensive Standards
Knowledge (I know)	None
Skills (I can)	Competencies
Competencies (I am)	

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).

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Backwards Design Planning

Backwards Design Facet	Science (NGSS)	Food Science, Dietetics, and Nutrition	Math	ELA
Learning Context	Title	Title	Domain title	
Learning Standard	Performance Expectation	Content standard	Learning standards (CCSS.Math…)	
Big Idea (I understand)	Cross Cutting Concepts	Comprehensive standard	Introduction to strand	
Knowledge (I know)	Disciplinary Core Ideas	None	None	
Skills (I can)	Science & Engineering Practices	competencies	Learning standards/ substandards (sometimes)	
Competencies (I am)	Connections to literacy/numeracy standards	none	Mathematical practices	

Your job (15 min):

- **Choose another subject area:**
  - **Choose a subject area and find the pattern of the curricular model**
    - **Look for the learning standard and how it is situated within big ideas and sub-standards**

    - **What are the:**
      - **Big ideas called**
      - **Knowledge goals called**
      - **Skill goals called**
    - **Are their competencies?**

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 (FCS)

Grade:	Subject Area	Area of Study	
Comprehensive Standard:		Unit Guiding Question(s): Teacher provocations:	Student generated:
Content Vocabulary:		Skill Vocabulary	

Unit Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
Content Standard		
Competencies		
Competencies		
Competencies		
Competencies		
Competencies		

Grade: 9	Subject Area: Science	Strand/Topic:
Learning Standard: 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		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

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 evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
Disciplinary Core Ideas (knowledge)	Disciplinary Core Ideas LS1.A: Structure and Function ▯ Systems of specialized cells within organisms help them perform the essential functions of life. ▯ All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.	I know that the systems of specialized cells inside organisms perform essential functions of life • I know what systems of specialized cells are • I know what organisms are • I know what the essential* functions of life are 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 structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.	I understand that structures are made of many different components that are connected and have specific functions.

Backwards Design Planning (FCS)

Grade: 9-12	Subject Area: FCS	Area of Study: Food Science, Dietetics, and Nutrition	
Comprehensive Standard: Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.		**Unit Guiding Question(s):** **Teacher provocations:** What does it mean to be food safe and why is it important now and in the future?	**Student generated:**

Vocabulary to know and use: risk, manage risk, food safety, food testing, sanitation, food borne illness, industry standards, documenting, investigating, reporting, HACCP, personal health and hygiene, workplace health and hygiene, receive, store, prepare, raw food, prepared food.

Unit Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language
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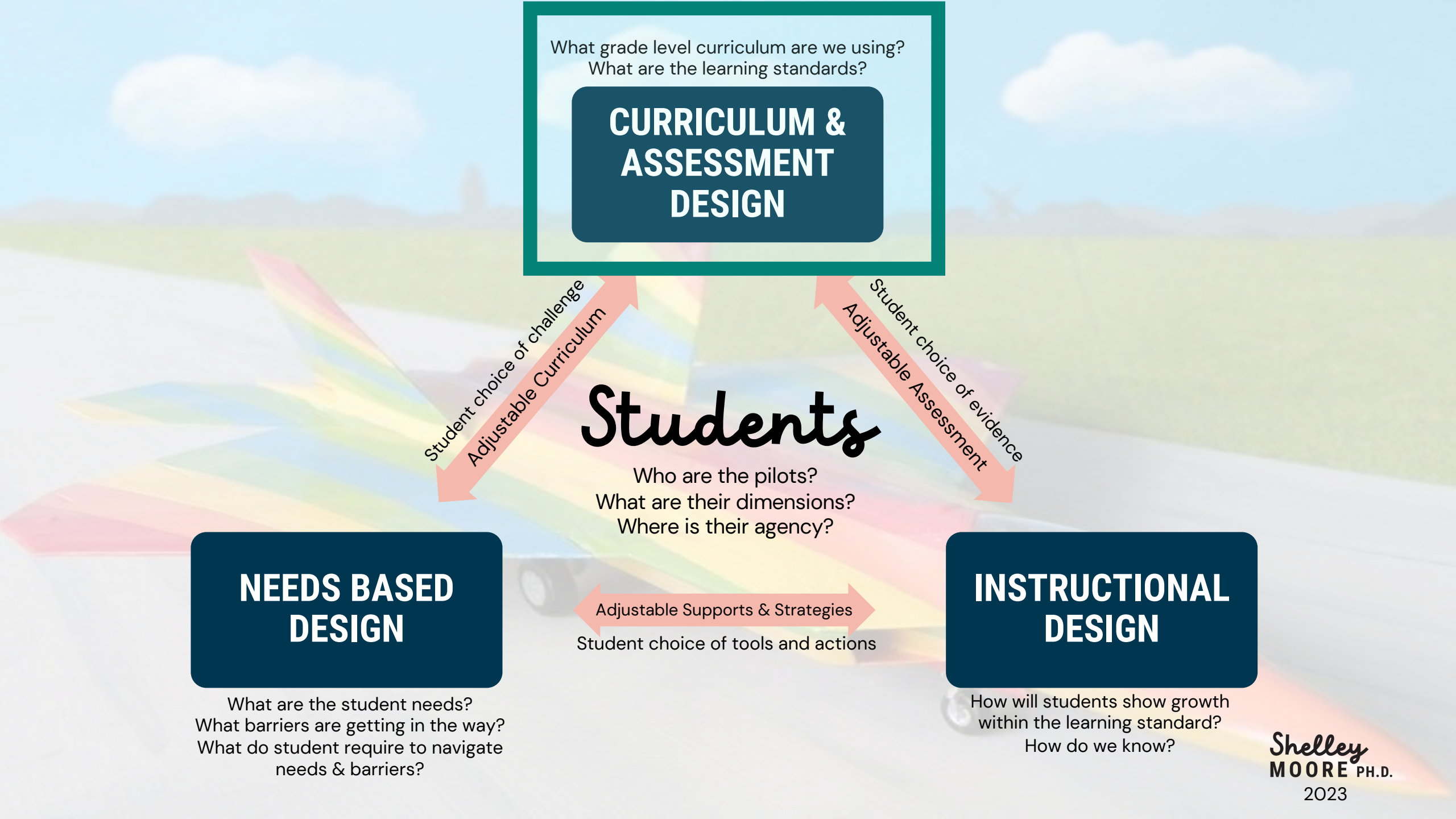
Grade:	Subject Area:	Strand/Topic:
Learning Standard:		Unit Guiding Question(s):
Key Vocabulary:		

Sub Standards	Curricular Language What do Students need to Know and Do?	Student Friendly Language What do Students need to Know and Do?


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?
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?
Shelley MOORE PH.D.
2023

What grade level curriculum are we using?
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Student choice of challenge

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Additive and Asset-Based Learning Continuums

- Differentiated curriculum
- Shifts from “benchmark” to “window” of proficiency
- Task Neutral
- Same entry point for all/ multiple exit points
- Start from access, add on challenge
- Different from a 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.

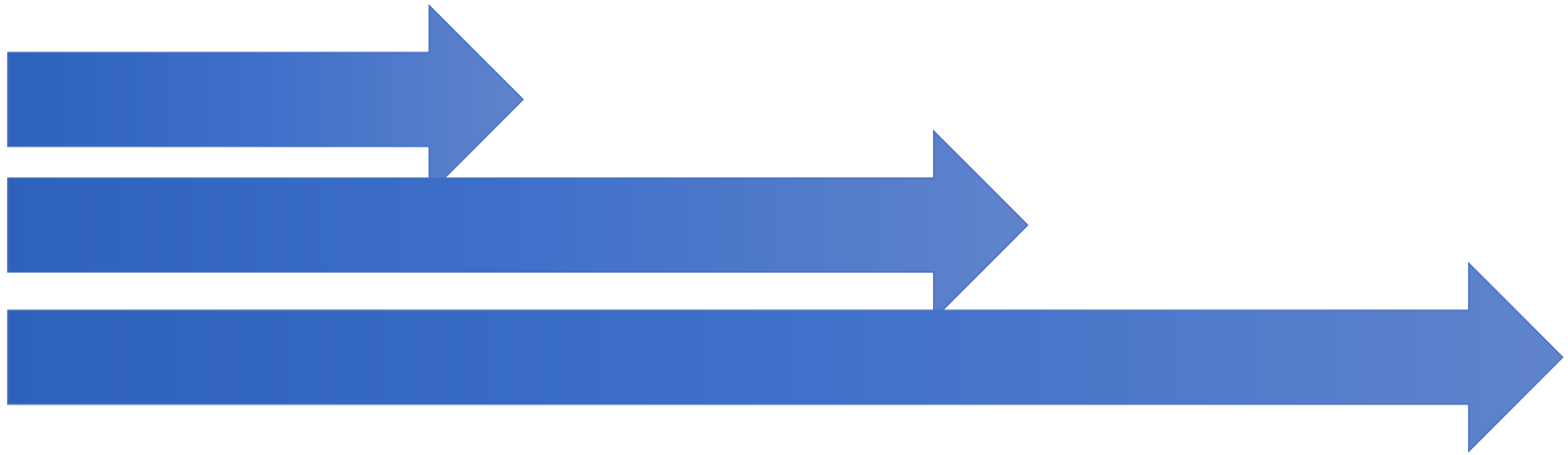
RIGHT ON!

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.

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



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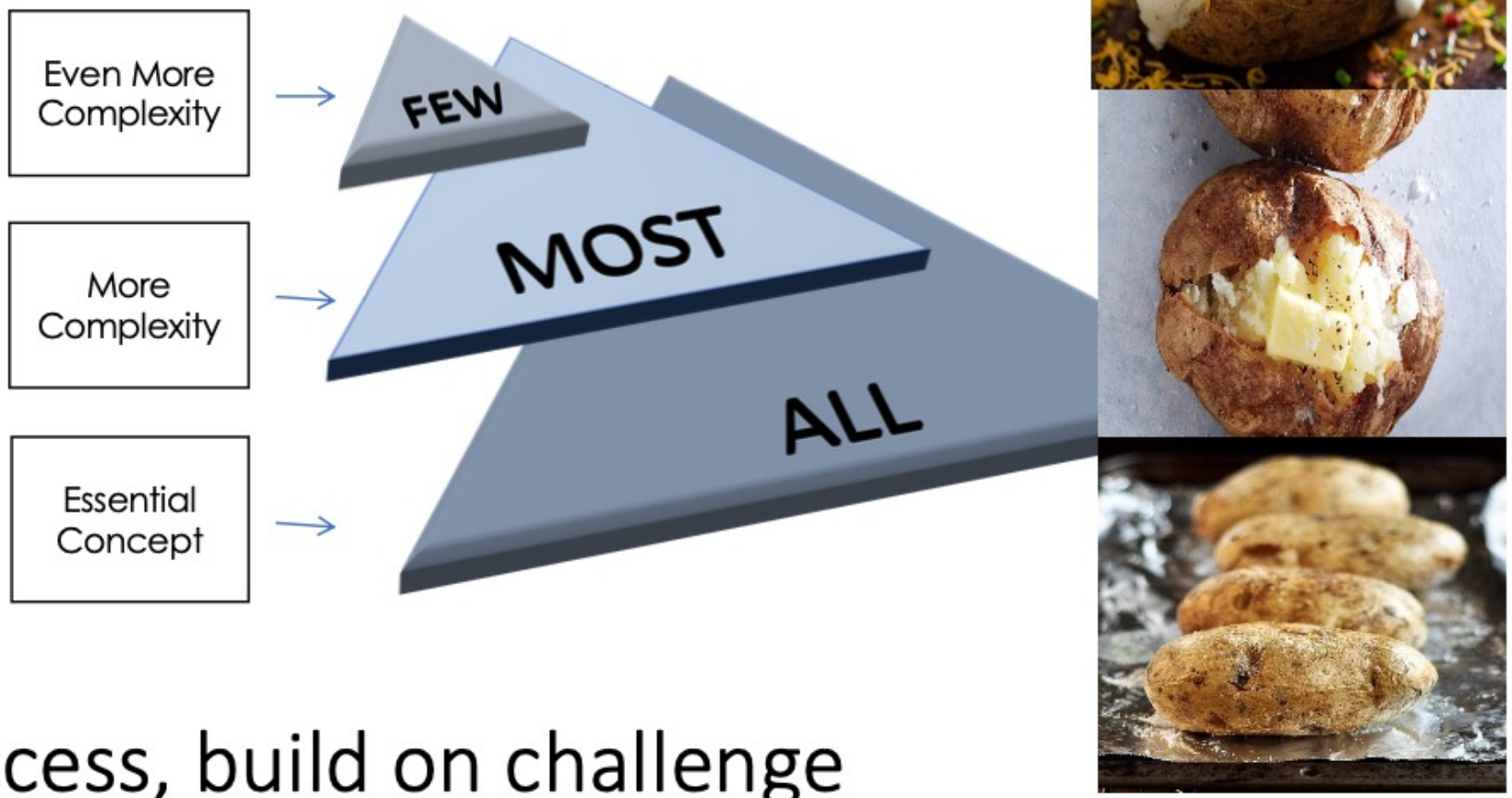
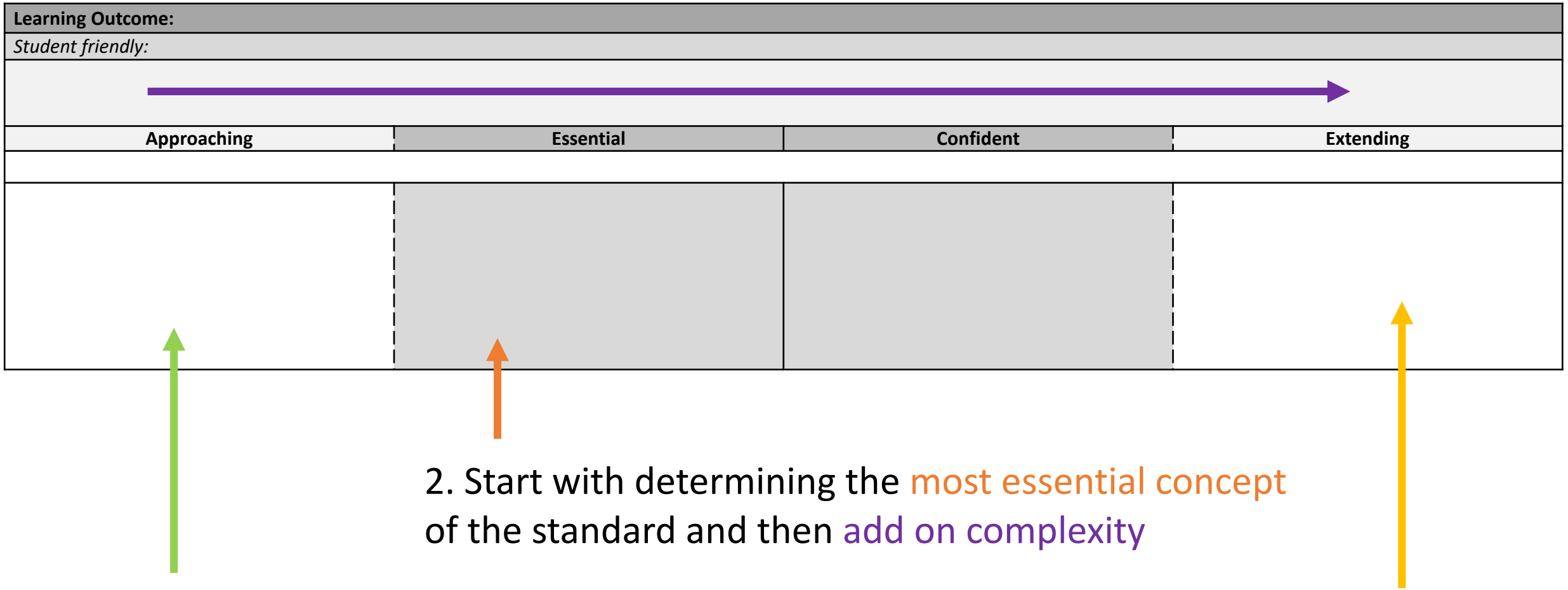
The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language



2. Start with determining the most essential concept of the standard and then add on complexity

3. Extend the grade level standard to include an access point and challenge point

S, Moore, 2024

Grade: 9	Subject Area: Science	Strand/Topic:
Learning Standard: 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		**Unit Guiding Question(s):** **What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do?** **How are the structures of DNA and the structures of proteins related?** **How can I use evidence to explain how the structure of DNA impacts that structure of proteins?** **How are the structure of proteins and related to the essential functions of life?** **What is the role the systems of specialized cells?**
Key Vocabulary: theories and laws, evidence, natural world, **structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells,** organisms		

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 evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past , present, future.	I can explain using evidence that there are theories and laws that describe the natural world - I know what evidence is - I know what science and theories and laws* are - I know what the natural world is
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Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Structure of DNA**	**Grade: 9**
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	**Guiding Unit Question:** What is the structure of DNA? What is DNA? What does DNA look like? What does DNA do? How are the structures of DNA and the structures of proteins related? How can I use evidence to explain how the structure of DNA impacts that structure of proteins? How are the structure of proteins and related to the essential functions of life? What is the role the systems of specialized cells?	
Unit Vocabulary: theories and laws, evidence, natural world, structure of DNA, DNA, proteins, essential functions of life, life, systems of specialized cells, organisms		

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices (skill)	I can explain using evidence that there are theories and laws that describe the natural world	I know what a theory is I know what a law is I know what evidence is I know what the natural world is	I know the difference between scientific theories and laws I can explain how scientific theories and laws are used to make predictions about the natural world	I know examples of scientific theories and laws I can explain the role of evidence and how it supports scientific theories and laws	I know how scientific theories and laws are developed I can explain the limitations of specific scientific theories and laws
Disciplinary Core Ideas (knowledge)	I know that the systems of specialized cells inside organisms perform essential functions of life 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	I know what a cell is I know the structure of a cell I know what I need to live	I know the major organ systems in the human body and the key functions they perform I know the basic structure and function of common cell types/ how cells work I know the role of DNA, genes and proteins in the structure and functions of cells	I know what cellular specialization is and how different cell types are adapted to carry out specific roles I know how the specialized structures and mechanisms of different cell types, including DNA, genes and proteins, enable them to perform their roles	I know how multicellular organisms rely on coordinated systems of specialized cells to sustain life I know how evolutionary adaptations have led to the development of specialized cell types and organ systems
Crosscutting Concepts (understanding)	I understand that structures are made of many different components that are connected and have specific functions.	I understand that there are different kinds of structures in my life and the world	I understand that structures have many components or individual parts that combine to form a larger structure	I understand that components in structures are interconnected and interdependence to support the overall function of a structure	I understand that each component in a larger structure has specific roles and functions

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Foundations	Student Friendly Language	Access Point	Essential (pass)	Confident	Extend
Content Standard	I know how to manage risk in food safety, food testing and sanitation				
Competencies	I can find out what factors lead to food borne illness and what food safety and sanitation could be done to prevent it				
Competencies	I can follow the industry standards for keeping track of (documenting), problem solving (investigating) and communicating (reporting) about foodborne illness	I know what foodborne illness is I can figure out why food borne illness happened to me	I can explain why it is important to document, investigate and report foodborne illnesses	I can document, investigate and report relevant information incidence of food borne illnesses	I can follow industry specific protocols and guidelines for documenting, investigating and reporting
Competencies	I can use the HACCP when handling food to decrease the risks of food borne illness				
Competencies	I can show personal and workplace health and hygiene				
Competencies	I can show how to receive, store and prepare raw and prepared food				

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CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

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Adjustable Supports & Strategies

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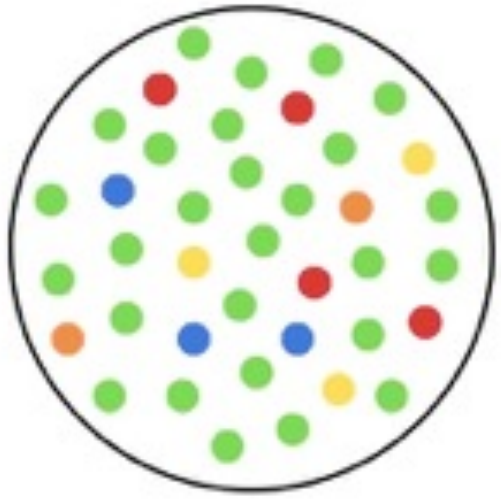
INSTRUCTIONAL DESIGN

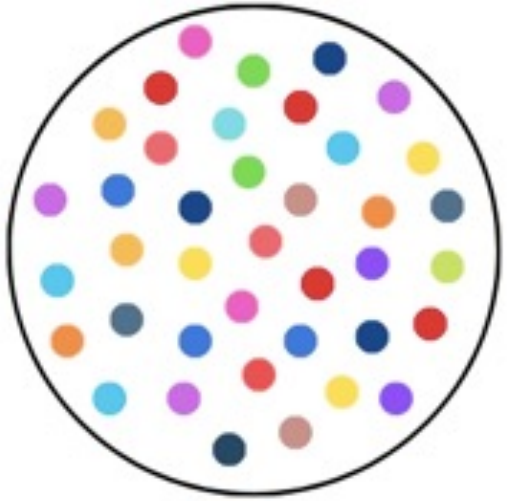
How will students show growth within the learning standard?
How do we know?

Shelley MOORE PH.D.
2023

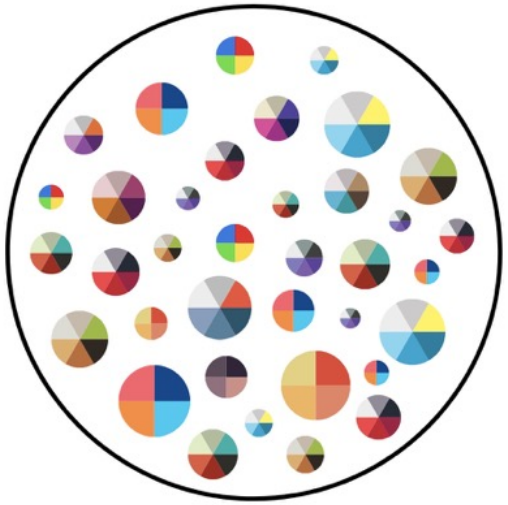
WHAT IS *inclusion*?



Including
'special needs' students into general education classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating space for students to feel confident and safe to **identify**?
(that includes students who are Disabled)

Shelley MOORE PH.D.

What is one useful idea?

What is one question you have?

What is one thing you learned?

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

THANK YOU!

Shelley MOORE PH.D.

GET IN TOUCH

Email: bookings@drshelleymoore.com

LEARN MORE

Web: www.drshelleymoore.com