

Designing for DIVERSITY

Session 1: Getting to Know Students from a strength-based perspective

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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**



Welcome!

Our Plan Together

November 15: Kick Off - What is **Inclusion?**

December 6: Session 1 - Getting to Know students from a **strength-based perspective**

January 17: Session 2 - Designing **needs-based classroom support plans**

February 21: Session 3 - Making decisions to **reduce barriers for ALL**

March 20: Session 4 - Curricular Design Strategies: **Backwards Design**

May 1: Session 5 - Curricular Design Strategies: Lesson Design through a **UDL lens**

May 15: Session 6 - Inclusive **Assessment**

Welcome!

Structure of Sessions

- Setting **intentions** for the day
- Reflecting on **shifts in thinking** and **practice**
- Topic presentation with built in **discussion** time
- Reflecting and drawing on **learning**
- Making plans to **take action**
- **Homework!**

Thinking Back Looking Forward

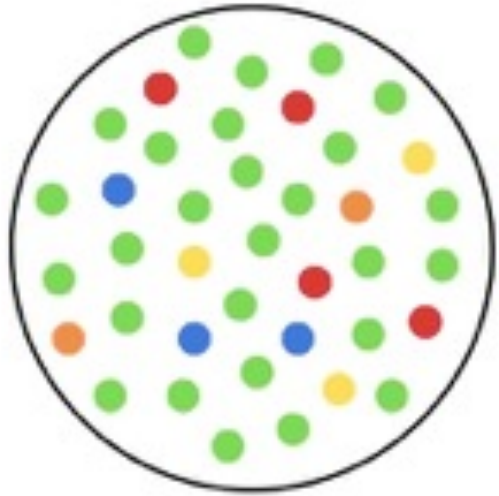
- What stands out from last session?
- What questions are coming up for you?
- What are you noticing about your thinking and practice?

WHAT DOES

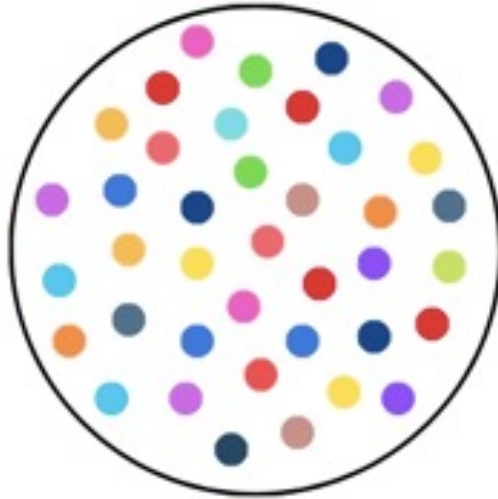
inclusion

MEAN?

WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to *diversity*?

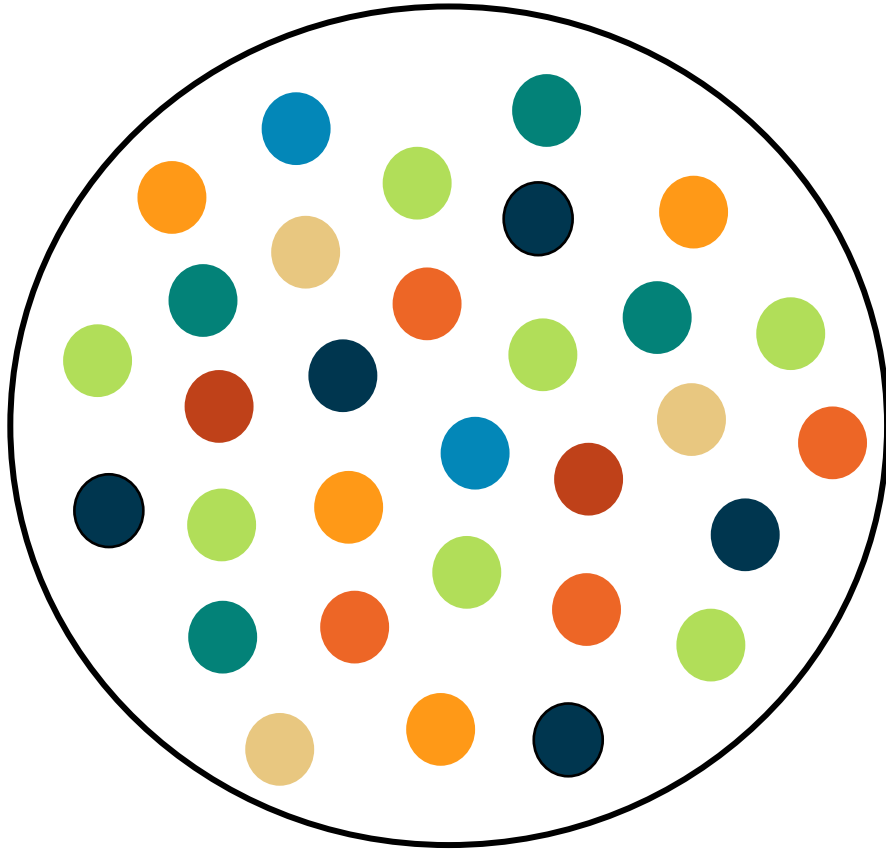


How do we
teach to *identity*?

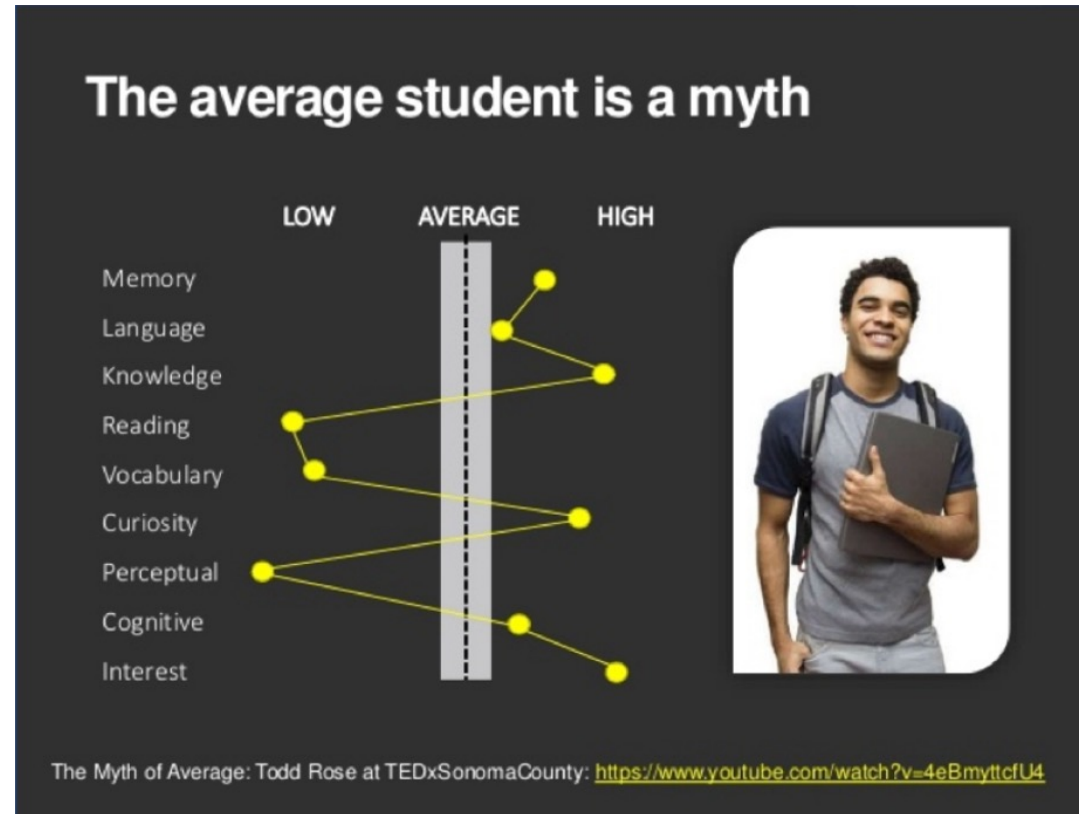
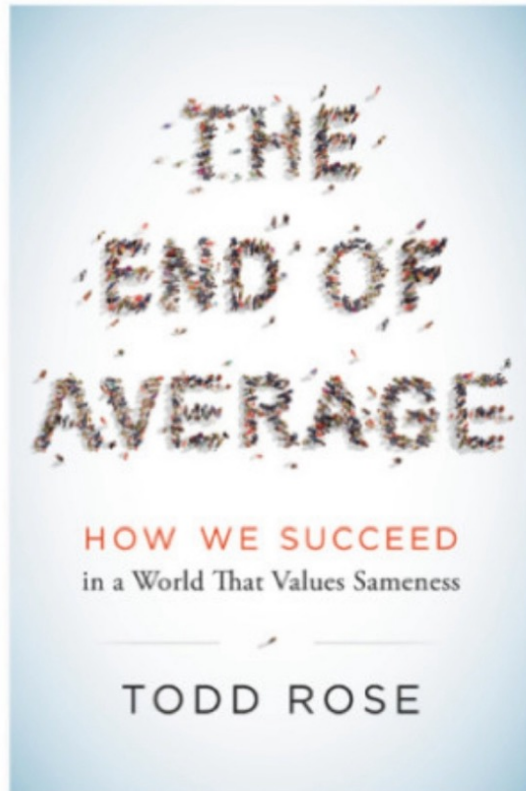


HOW CAN WE
shift our thinking
TOWARDS
inclusion?

THE INTERSECTIONS OF ABLEISM

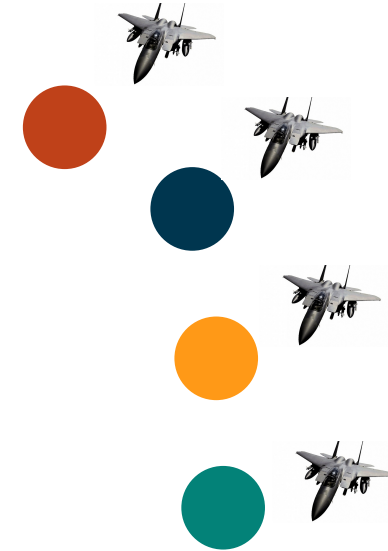
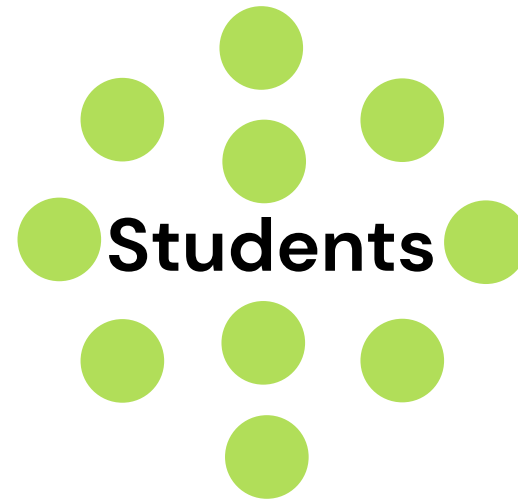
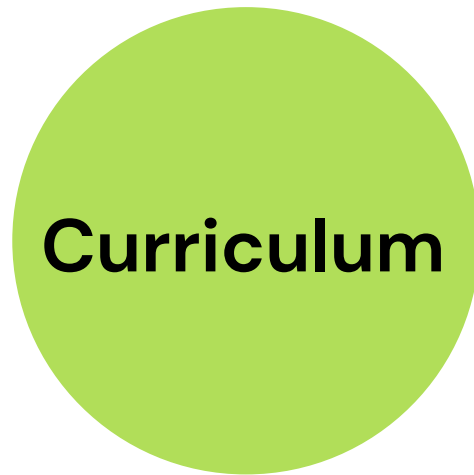


WHAT IS “normal”?

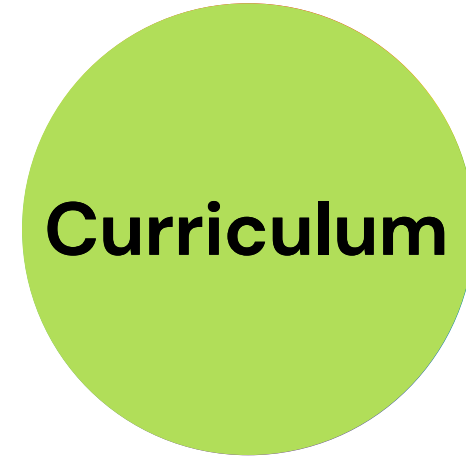
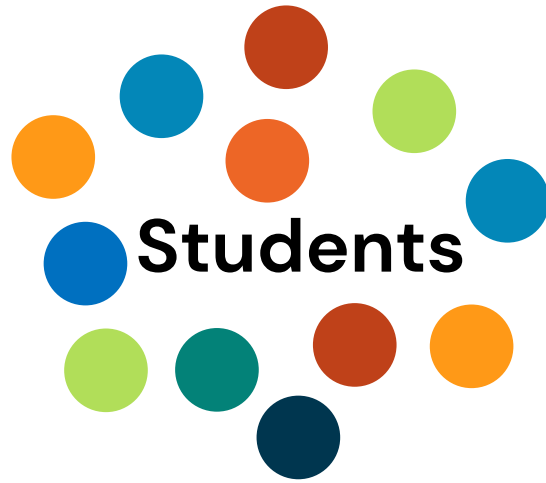


WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED *variability*



INSTEAD OF *homogeneity*?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE 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?



The background features several large, solid-colored circles in teal, orange, and blue, scattered across the slide.

HOW CAN WE
shift our practices
TOWARDS
inclusion?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

What 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?

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?
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What grade level curriculum are we using?
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CURRICULUM & ASSESSMENT DESIGN

Students

Who are the pilots?
What are their dimensions?
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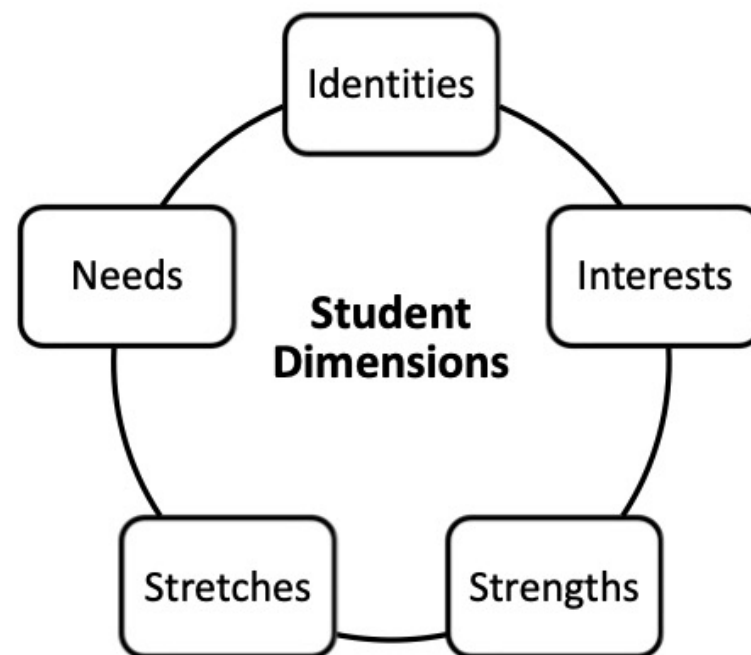
Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Adjustable Supports & Strategies
Student choice of tools and actions

Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** **AND** **design better** for student variability?



Who are you? What are your dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
How do you identify?	What brings you joy?	What feels easy to you?	What is a goal that you have for yourself?	What makes it hard for you to learn?
What are some words that describe you?	What are some of your favourite things/ activities?	What do you know a lot about?	What do you want to get better at?	What helps you learn best?
Complete the statement: I am _____	What are some things that you do with your family and friends?	What perspective do you bring to conversations?	What is something you want to learn more about?	What makes it hard for you to pay attention/ focus?
What communities are you and your family a part of?	What do you wish you could spend more time doing?	What are you really good at?	What do you wish you could do more of?	Do you prefer to work alone or in a group?
What are your pro nouns?	What do you want to learn more about?	How can I help others? (Strengths)	What is an area that you need some practice in?	What makes it hard to get to school/ go to class?
What place do you call home?	What do you want to learn how to do?	What could you teach to someone else?	What could you work on now, that will help you in the future?	What do you wish was different about school?
What languages do you speak?	What would you do if you had a full day off?	Why is your family/ class/group so lucky to have you?	What do you need support for at school?	What materials/tools do you need in a classroom?
What cultures, races or nations do you identify with?	What do you like to learn/ read about?	How do you help out at home? In other activities?	What do you wish you could do more of without help?	What is important for your teacher to know about you?
Are there any disabilities that you identify with?	What kinds of shows/ movies/ books do you like?	What do you do that brings other people joy?		

Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
<p>How do you identify?</p> <p>Your answer _____</p>	<p>What brings you joy?</p> <p>Your answer _____</p>	<p>What feels easy to you?</p> <p>Your answer _____</p>
<p>What are some words that describe you?</p> <p>Your answer _____</p>	<p>What are some of your favourite things/activities?</p> <p>Your answer _____</p>	<p>What do you know a lot about?</p> <p>Your answer _____</p>
<p>Complete the statement: I am ...</p> <p>Your answer _____</p>	<p>What are some things that you like to do with your family? Your friends?</p> <p>Your answer _____</p>	<p>What unique perspective do you bring to conversations?</p> <p>Your answer _____</p>
<p>What communities are you and your family a part of?</p> <p>Your answer _____</p>	<p>What do you wish you could spend more time doing or learning about?</p> <p>Your answer _____</p>	<p>What are you really good at?</p> <p>Your answer _____</p>
<p>What are your pro nouns?</p> <p>Your answer _____</p>	<p>What would you if you had a day off?</p> <p>Your answer _____</p>	<p>What could you teach to someone else?</p> <p>Your answer _____</p>

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

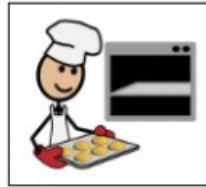
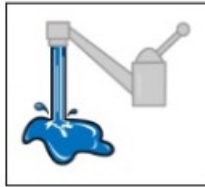
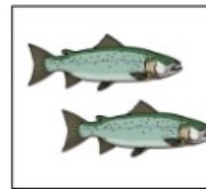
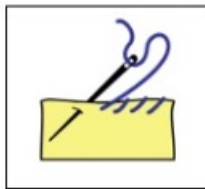
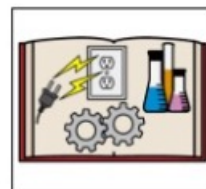
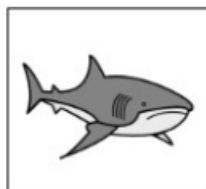
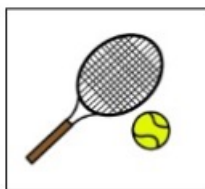
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
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Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Who am I? Profile

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

Things I'm very good at or interested in:

Things I like to do with my family:

Things I like to do with my friends:

THIS IS ME!

Things I would like to get better at in this class are:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

Richardson Elementary



Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Strengths	
←		Student Dimensions		→	
Class Needs					
Need:		Need:		Need:	
←		Prioritized Needs to Target		→	
Team Goals					
Some big questions and/or goals that we have for this class:					
←		Collaborative Team Goals		→	
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		
←			Collaborative Team Decisions		
			→		

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	Need:
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian Disability: Autism, Intellectual Disability Language: Mixtec, Punjabi, English, Spanish SOGI: 10B /10G Family: only children, large families, adopted, immigrant families		Interests Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy		Strengths Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: - How do we address a large academic spread? - How do we support a range of readers? - How do we manage challenging behaviours?			Some goals we have for this class: - Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour		
We can respond to student dimensions by targeting specific core competencies					
Strength areas: Social Awareness & Responsibility Creative Thinking			Stretch areas: Problem Solving Communication		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			What do we still want to try: - Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed - Create an inclusive curricular unit plan		
We can respond to student dimensions by determining and prioritizing individual needs:					
Need: Executive Functioning (task initiation, sequencing) AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	Need: Communication (Expressive) * <u>CT</u> , EB, AR	Need: Self Regulation (Emotional) * AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	Need: Anxiety* PS, LT, <u>CT</u> , EW, MJ, FT, IO	Need: Social Skills (Problem Solving) * <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
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Identities Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian Disability: Autism, Intellectual Disability Language: Mixtec, Punjabi, English, Spanish SOGI: 10B /10G Family: only children, large families, adopted, immigrant families		Interests Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy		Strengths Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: - How do we address a large academic spread? - How do we support a range of readers? - How do we manage challenging behaviours?			Some goals we have for this class: - Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour		
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Strength areas: Social Awareness & Responsibility Creative Thinking			Stretch areas: Problem Solving Communication		
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What have we tried that is working: Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			What do we still want to try: - Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed - Create an inclusive curricular unit plan		
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Need: Executive Functioning (task initiation, sequencing) AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	Need: Communication (Expressive) * <u>CT</u> , EB, AR	Need: Self Regulation (Emotional) * AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	Need: Anxiety* PS, LT, <u>CT</u> , EW, MJ, FT, IO	Need: Social Skills (Problem Solving) * <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 7: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo learn that its ok to make mistakes and try again		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding ways to build self esteem and self confidence		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone	Need: Social Skills LB, HS, WS, CA, , JM	Need: Transitions LB, HS, WS, CA,,JM, everyone	Need: Language and Reading LB, HS, WS, CA,JM	Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					

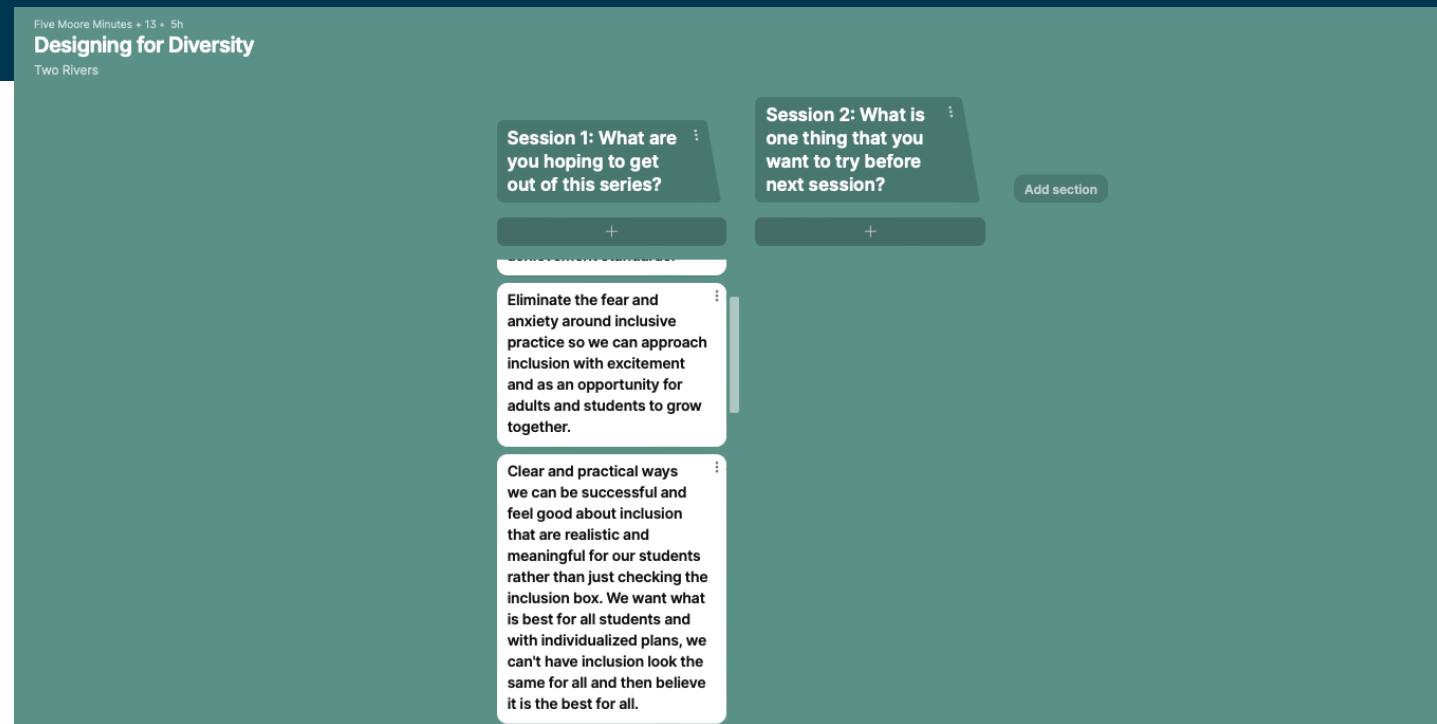
Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
				Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo learn that its ok to make mistakes and try again		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding ways to build self esteem and self confidence		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone	Need: Social Skills LB, HS, WS, CA, , JM	Need: Transitions LB, HS, WS, CA,,JM, everyone	Need: Language and Reading LB, HS, WS, CA,JM	Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Homework

- Collect some data about your student's dimensions (from their perspective)
 - Interview
 - Google form
 - Family Inventory
- Bring back data and some student samples to next session
- Start to build your class review (the yellow parts)
 - Student dimensions
 - Big questions
 - Big goals

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Session 2: What is one useful idea or practice from today?

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?



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?



What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

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

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