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@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

Who are you?

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?
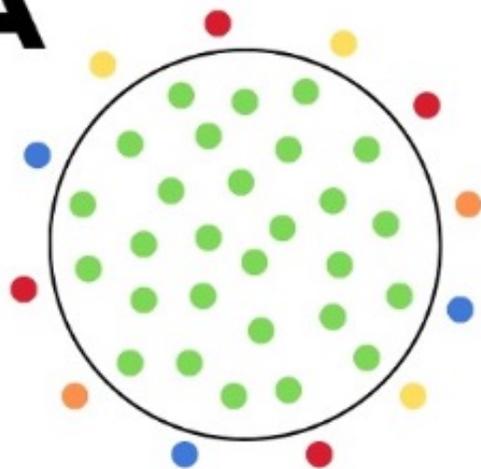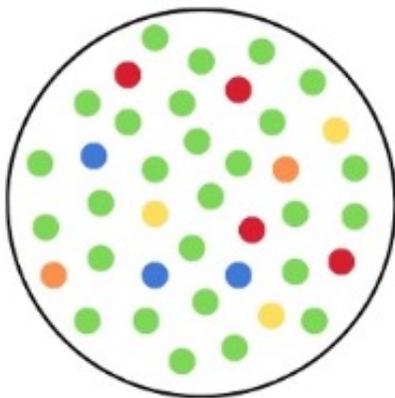
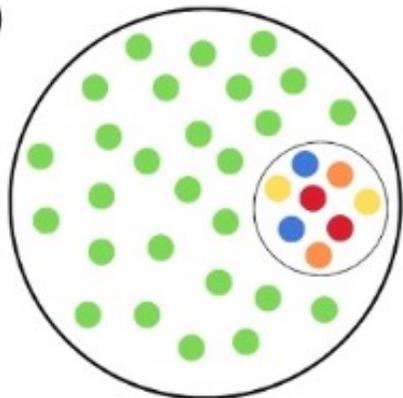5 min

WHAT DOES *inclusion* MEAN? LOOK LIKE?
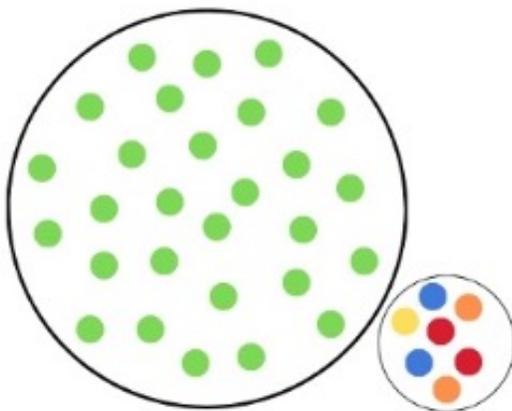
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WHAT IS Inclusion?

A

B

C

D

exclusion

integration

inclusion

congregation

segregation

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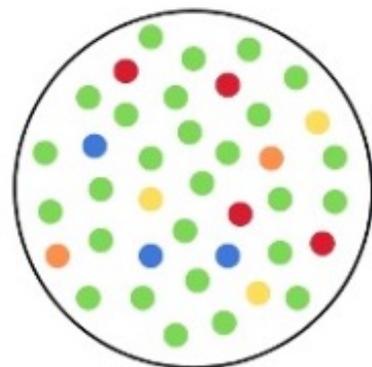
WHAT IS
inclusion ?

inclusion
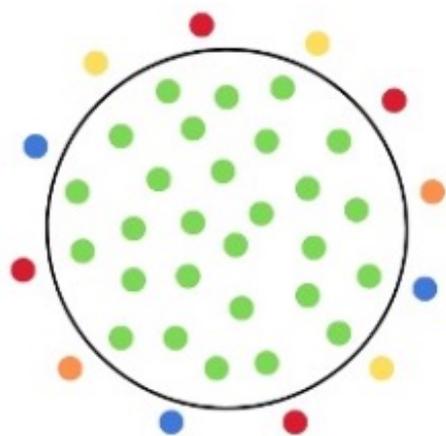
exclusion
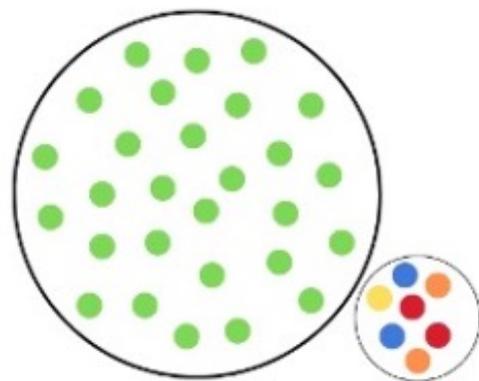
segregation
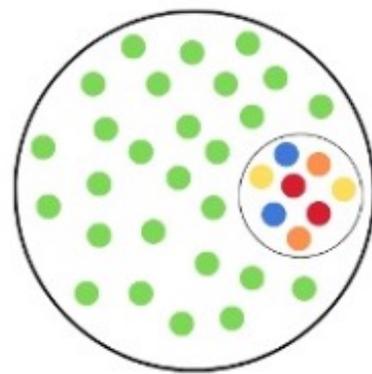
integration

WHAT IS *inclusion* ?
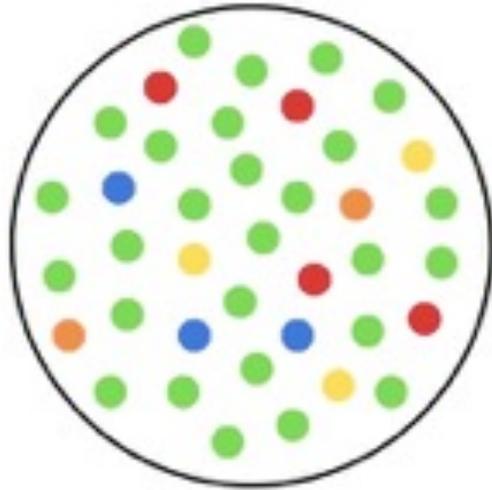
How do we
include people
with disabilities?
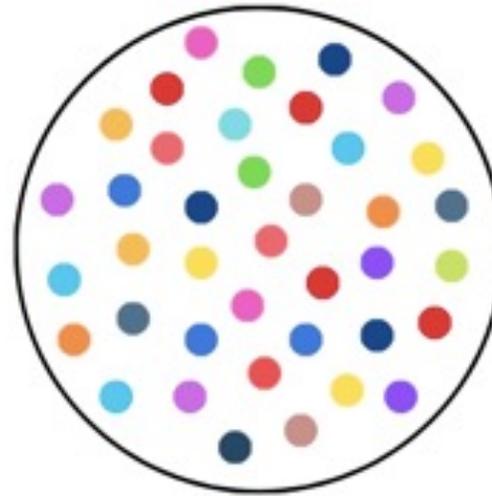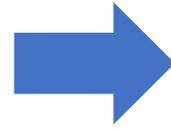
How do we teach
to *diversity*?

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Useful take aways so far

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

How…

do we shift our thinking?

do we shift our practice?

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Reducing Barriers

Supporting Needs

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First, we reduce barriers

The Stairs

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Adding Ramps to Learning

Physical Barriers

Barriers to Equitable Access

Learning & Curricular Barriers

Social& Emotional Barriers

Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination & Agency

Culturally Responsive Practices

Trauma Sensitive Instruction

SEL   Core Competencies

Universal Design for Learning

Accessible Playgrounds   ICBIEP

Restorative Justice Practices

School Lunch Programs

Mind Up/ Zones of Regulation Etc.

Inquiry

Standards Based Assessment

First Peoples' Principals of Learning

Needs Based Design

Student Agency

Strength Based Perspectives

Learning Continuums

Land-Based Learning

Differentiated Instruction & Curriculum

Physical Barriers

Learning & Curricular Barriers

Barriers to Equitable Access

Social & Emotional Barriers

Adding Ramps to Learning

Physical
Barriers

Barriers
to Equitable
Access

Learning &
Curricular
Barriers

Social&
Emotional
Barriers

Universal Design for
Learning
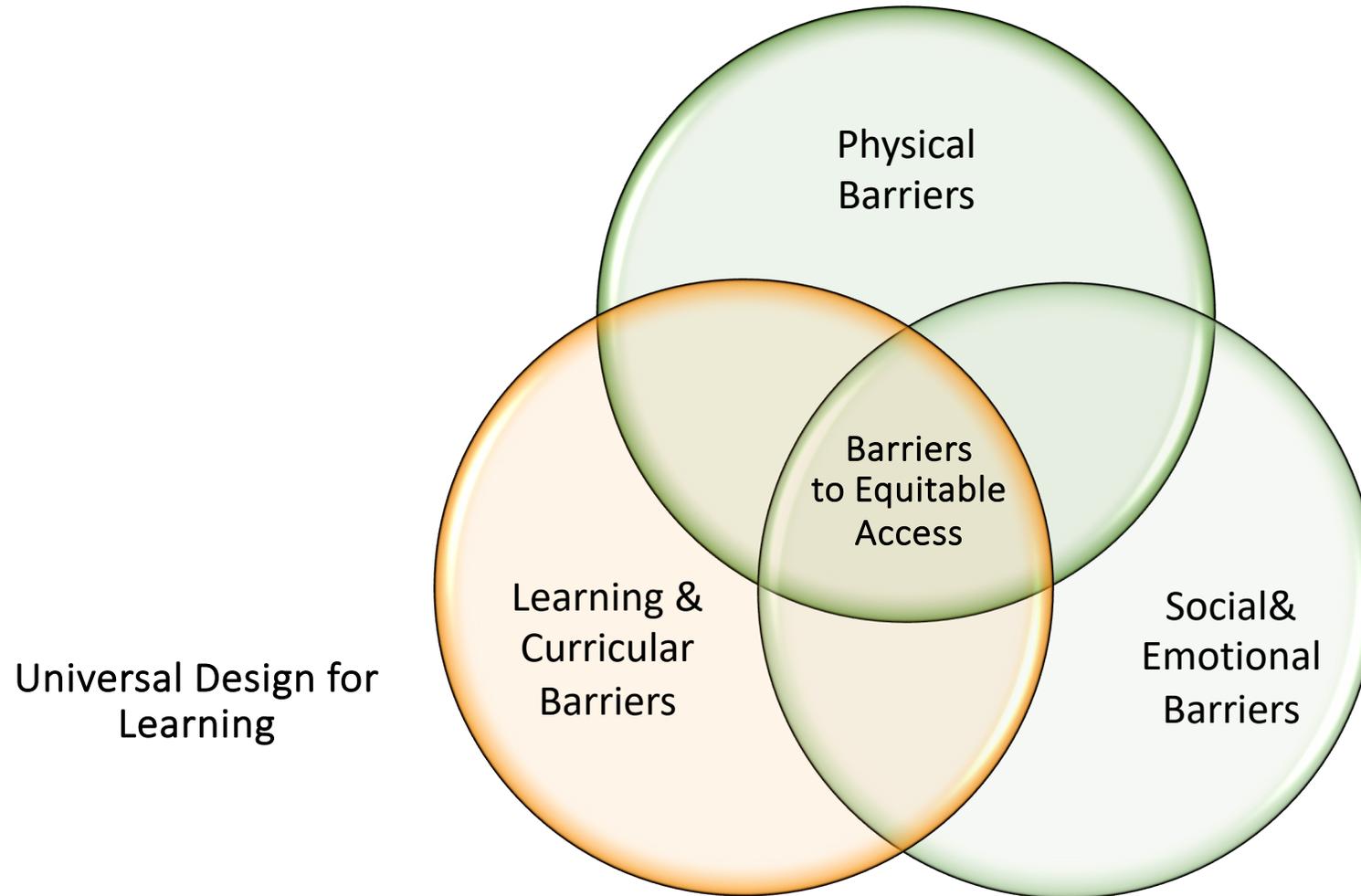
Universal Design for Learning: The Ramp for Learning

Provide multiple means of
Engagement
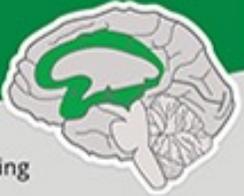
Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

UDL Language: Engagement			Accessible Language	
UDL Guideline	Providing Multiple Means of Engagement		Student Engagement	
7	Provide options for recruiting interest	Target Area	We can support students to be **interested** in what they are learning about by:	What this can look like in a _____ context
7.1	• Optimizing individual choice and autonomy	☐	• giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs	
7.2	• Optimizing relevance, value & authenticity	☐	• making learning relevant to the student's lives and connecting it to real world problems that are important to the students	
7.3	• Minimize threats & distractions	☐	• reducing distractions in the classroom and building a safe place for students to take risks	
8	Providing options for sustaining Effort & Persistence	Target Area	We can support students to be **motivated** by:	What this can look like in a _____ context
8.1	• Heighten Salience of goals and objectives	☐	• clearly communicating learning goals/ intentions and why tasks and activities matter	
8.2	• Vary demands and resources to optimize challenge	☐	• scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	
8.3	• Foster collaboration and community	☐	• building a community where learners work together by teaching collaboration and group work skills	
8.4	• Increase mastery-oriented feedback	☐	• providing ongoing formative feedback that is relevant, clear, accessible, and timely	
9	Provide options for Self-Regulation	Target Area	We can support learners to **effective at coping** and engaging successfully when learning gets hard by...	What this can look like in a _____ context
9.1	• Promote expectations and beliefs that optimize motivation	☐	• helping students set learning goals that build confidence and help them take ownership of their learning	
9.2	• Facilitate personal coping skills and strategies	☐	• teaching how to manage emotional responses & about healthy emotional responses and interactions	
9.3	• Develop self-assessment and reflection	☐	• by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

UDL Language: Representation			Accessible Language	
UDL Guideline	**Providing Multiple Means of Representation**		**Student Understanding**	
1	**Provide options for perception**	**Target Area**	**We can present new information to students so that they understand it by:**	**What this can look like in a _____ context**
1.1	• Offer ways of customizing the display of information	☐	• Sharing information in formats that are flexible	
1.2	• Offer alternatives for auditory information	☐	• Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)	
1.3	• Offer alternatives for visual information	☐	• Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	
2	• **Providing options for language and symbols**	**Target Area**	• **We can share different options/ examples of language and symbols to support student understanding by:**	**What this can look like in a _____ context**
2.1	• Clarify vocabulary and symbols	☐	• Pre-teaching important vocabulary, symbols, numbers ,labels in many ways (written, oral, visual examples)	
2.2	• Clarify syntax and structure	☐	• Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)	
2.3	• Support decoding of text, mathematical notation and symbols	☐	• Teaching and using supports and strategies for students to understand written text, mathematical notation, and symbol use (unless the goal is de-coding ability)	
2.4	• Promote understanding across languages	☐	• Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages	
2.5	• Illustrate through multi-media	☐	• Using multi-media to support understanding (videos, graphics, activities)	
3	• **Provide options comprehension**	☐	• **We can provide options to help students understand new information by:**	**What this can look like in a _____ context**
3.1	• activate or supply background knowledge	☐	• building prior knowledge before teaching new information	
3.2	• Highlight patterns, critical features, big ideas and relationships	☐	• Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar)	
3.3	• Guide information processing and visualization	☐	• Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing)	
3.4	• Maximize transfer and generalization	☐	• Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings	

UDL Guidelines – Representation   Adapted by Dr. Shelley Moore, 2024

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

UDL Language: Expression			Accessible Language	
UDL Guideline	**Providing Multiple Means of Action & Expression**		**Student Communication of Learning**	
4	Providing options for physical action	**Target Area**	We can provide options for students to **communicate using tools** and assistive technology by:	What this can look like in a _____ context
4.1	• Vary the methods for response and navigation	☐	• providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	
4.2	• Optimize access to tools and assistive technologies	☐	• providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	
5	• **Provide options for expression and communication**	**Target Area**	• We can provide options for students to **show what they know** & communicate their learning by:	What this can look like in a _____ context
5.1	• Use multi-media for communication	☐	• teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)	
5.2	• Use media tools for construction and composition	☐	• offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	
5.3	• Build fluencies with graduated levels of support of support for practice and performance	☐	• supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	
6	• **Provide options for executive functions**	**Target Area**	• We can provide options for students to know and **set goals and make decisions** about what supports they need to meet the goals by:	What this can look like in a _____ context
6.1	• Guide appropriate goals setting	☐	• guiding students through reflection, self-assessment, and goal setting with curricular and core competencies	
6.2	• Support planning and strategy development	☐	• modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	
6.3	• Enhance managing information and resources	☐	• teaching students to organize their evidence of learning and determine their best examples of learning	
6.4	• Enhance capacity for monitoring progress	☐	• using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	

UDL Guidelines – Expression   Adapted by Dr. Shelley Moore

UDL Guidelines – Engagement
What does it look like in Kindergarten

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner   Date:

UDL Language: Engagement			Accessible Language	
UDL Guideline	**Providing Multiple Means of Engagement**		**Student Engagement**	
7	**Provide options for recruiting interest**	**Target Area**	**We can support students to be interested in what they are learning about by:**	**What this can look like in a Kindergarten context**
7.1	• Optimizing individual choice and autonomy	☐	• giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs	Allow students to choose which center they want to explore; choice of tools and materials to use; choice of seating options, choice of interest-based activity (e.g. dinosaurs, dancing, numbers etc.)
7.2	• Optimizing relevance, value & authenticity	☐	• making learning relevant to the student's lives and connecting it to real world problems that are important to the students	Thematic units that connect to interests; making learning connections to community and events in the students' world; using inclusive and diverse learning materials and experiences that reflect who the students are; real world problems to solve and performance tasks to show their learning.
7.3	• Minimize threats & distractions	☐	• reducing distractions in the classroom and building a safe place for students to take risks	Classrooms that are organized and promote a sense of clam, visuals and colours to help students locate and access materials; keeping visual displays purposeful and simple, neutral or calming colours, blinds to reduce brightness; limit use of over-head lighting, reduce noise by using carpets, soft background noise or music, white noise; opportunities for students to create individual work spaces or quiet areas where they can focus, comfortable seating
8	**Providing options for sustaining Effort & Persistence**	**Target Area**	**We can support students to be motivated by:**	**What this can look like in a Kindergarten context**
8.1	• Heighten Salience of goals and objectives	☐	• clearly communicating learning goals/ intentions and why tasks and activities matter	Visual displays that show learning goals and objectives in student friendly language and visuals, goals of the week or month; graphic organizers to visually show goals and how they can be broken down into smaller steps (learning continuum), Talk through the learning target before each lesson using student friendly language and concrete examples; visual timelines to show the sequence of goals or activities throughout the day, use visuals to representant each goals or objective; conference with students to help them set their own goals in learning
8.2	• Vary demands and resources to optimize challenge	☐	• scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	Offer a variety of activities at learning centers that include sensory and kinesthetic learning opportunities, make activities open ended so there is more than one solution, allow students to choose how to engage with learning (drawing, writing, building), offer different levels of complexity in centers and tasks, provide a range of tools and strategies to help students understand concepts (manipulatives, graphic organizers, visual aids etc.); encourage

				students to work together in diverse strength groupings; work with student to set individual learning goals that reflect the complexity of understanding
8.3	• Foster collaboration and community	☐	• building a community where learners work together by teaching collaboration and group work skills	Cooperative diverse learning groups, weekly or daily buddy systems where students support each other with tasks, finding materials etc.; class meetings to discuss interest, share experiences, practice communication and team work skills; shared reading, writing and math activities where students work together to explore text; long terms collaborative projects where student work together to achieve a common goal; rotating classroom jobs where student have community responsibilities and shared ownership
8.4	• Increase mastery-oriented feedback	☐	• providing ongoing formative feedback that is relevant, clear, accessible, and timely	Personalized and intentional feedback; offering clear next steps; individual goal setting about learning; learning continuums, asset-based rubrics, checklist that highlight what students can do and where that can move next
9	**Provide options for Self-Regulation**	**Target Area**	**We can support learners to effective at coping and engaging successfully with the learning environment by:**	**What this can look like in a Kindergarten context**
9.1	• Promote expectations and beliefs that optimize motivation	☐	• helping students set learning goals that build confidence and help them take ownership of their learning	Create warm and welcoming classroom that fosters a sense of belonging, and positive interactions, display student work, celebrate growth and reinforce positively to 9.1, 7.1motivate and build self-confidence; clearly communicate learning goals in student friendly way; break large goals and tasks into smaller more manageable steps; provide visual cues that outline learning process of the day and/or week; encourage student choice and agency; foster collaboration – working in pairs or small groups to share ideas, understanding and support one another; connect learning to real life situations and interests; celebrate effort and progress (not just goals or outcomes) to foster a growth mindset
9.2	• Facilitate personal coping skills and strategies	☐	• teaching how to manage emotional responses & about healthy emotional responses and interactions	Calm corner for all students to use when they need a break or feel overwhelmed, build space with students and include cushions, sensory tools, to help them relax and regain focus; teach students how to recognize and express their emotions; teach simple breathing exercises; SEL routines to build emotional self-regulation & problem solving; visual schedules that outline the daily activities; allow students to choose activities that reflect their comfort levels; mindfulness activities to help students be aware of their thoughts and feelings; teach problem solving strategies to help student think critically, identify problems, brainstorm solutions, make a plan and evaluate outcomes
9.3	• Develop self-assessment and reflection	☐	• by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	Learning journals to help students reflect on their learning experiences (what they learned, challenges they faced, what to do next time); Goal setting, portfolio assessment (collect samples of evidence over time of their learning, have student choose their "best" pieces and share what they are proud of in connection of a learning goal

Your job (15 min)

- Take a look at the guidelines
  - www.blogsomemoore.com
- Which strategies do you understand?
- Jot down a few examples of what each strategy looks like/ could look like in your own classroom/school
- Highlight some strategies that you are not sure about/need to learn more about

What is ONE UDL strategy that stood out as useful for YOUR context?

How do we "UDL?"

1. Get to know the students
2. Determine learning standards and objectives
3. Identify potential barriers
4. Consider universal supports & strategies
5. Design a learning experience
6. Teach, assess, reflect

How do we "UDL?"

1. Get to know the students
2. **Determine learning standards and objectives**
3. Identify potential barriers
4. Consider universal supports & strategies
5. Design a learning experience
6. Teach, assess, reflect

Determine learning standards and objectives

Backwards Design/ Understanding by Design (UbD)

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

McTigue, 2010

Standards Based

Backwards Design

1. Content Knowledge
2. Skills & Processes

Backwards Design

1. Learning Context
2. Big Ideas/ Conceptual Understandings
3. Understandings
4. Knowledge
5. Skills
6. 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

Shelley Moore, 2024

Backwards Design Planning

Backwards Design Facet	Science (NGSS)	Math (CC)	English	Social St.
Learning Context	Title		Title (e.g., literature, instructional etc.)	
Learning Standard	Performance Expectation	Bolded letter cluster	Numbers (e.g., 1., 2.)	
Big Idea (I understand)	Cross Cutting Concepts	Grey bar/red writing (domain)	Grey bar (cross grade)	
Knowledge (I know)	Disciplinary Core Ideas	None/ Draw from standard	None/ Draw from standard	
Skills (I can)	Science & Engineering Practices	Number statement (not bolded)	Learning Standard	
Competencies (I am)		Mathematical Practices/ preamble?		

Your job (20 min):

- **Choose another subject area:**
  - **Take a look at a subject area and determine the <u>kinds of goals</u> and what they are called:**
    - **Look for**
      - **Big Ideas? Knowledge goals and/or Skill goals?**

    - **What are the:**
      - **Big ideas called**
      - **Knowledge goals called**
      - **Skill goals called**

- **I will model with Language Arts if you want to join our group**

Backwards Design Planning

Backwards Design Facet	Science (NGSS)	Math	ELA	Social St.
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)				

Backwards Design Planning

Backwards Design Facet	Science (NGSS)	Math (CC)	English	Social St.
Learning Context	Title		Title (e.g., literature, instructional etc.)	
Learning Standard	Performance Expectation	Bolded letter cluster	Numbers (e.g., 1., 2.)	
Big Idea (I understand)	Cross Cutting Concepts	Grey bar/red writing (domain)	Grey bar (cross grade)	
Knowledge (I know)	Disciplinary Core Ideas	None/ Draw from standard	None/ Draw from standard	
Skills (I can)	Science & Engineering Practices	Number statement (not bolded)	Learning Standard	
Competencies (I am)		Mathematical Practices/ preamble?		

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?		

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

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 is one useful idea?

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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