Making Inclusion Work

Rich Zigarovich - TCESC
**Goals:**

- To understand the different models of co-teaching and how they can work in the classroom.
- To understand the different ways to make instructional and assessment accommodations for all students.
- To better understand the different disability types in your classroom along with educational implications.
- Differentiate instruction through formative assessments and flexible grouping activities based on student needs.
What do we do?

• **Reevaluate** how you deliver services to your IEP kids keeping in mind your OIP plan.
• **Know** your students and their disabilities
• **Know** the educational implications for each disability category
• **Meet the needs** of the students through differentiation
• **Think “universally”** – (see next slide)
Universal Education

- Cultural Change – not “these” kids, but “our” kids
- Access to core curriculum
- Data Driven Decision Making – effective collection, management, and use of data
- Strategic Collaboration – horizontal and vertical
- Involve stakeholders
Vision (Past and Present)

• Work with a partner or two to compare and contrast how the vision of inclusion has changed from when you started teaching and now.
Definition of Co-Teaching:

- Two or more professionals jointly deliver substantive instruction to a diverse or blended group of learners in a single physical space.
Models of Co-Teaching

- Speak and Help
- Speak and Chart
- Speak and Add
- Duet

Margaret Searle 2008
Speak and Help

One presents and the other supports:
* observing and recording student needs and skills (formative assessment)
* coaching a group during downtime
* NOT distracting students when walking by
**Speak and Chart**

*One presents as the other:*

- Takes notes on the overhead, board, etc.
- Creates concept maps, graphs, or charts
- Demonstrates or models the concepts without talking
- Charting student responses
- Acting out concepts
Speak and Add

One presents about 80% of the time and the other:

* gives examples and restates concepts
* asks clarifying questions
* uses humor that relates to the concept
* illustrates the concepts in various ways
* stays close to the presenter
Duet

Both teachers present equally:

* most complex
* use signals to avoid interrupting
* keep your eyes on the speaker
* look interested
Consultant System

GENERAL ED. TEACHER
- Share instructional plans at least a week in advance
- Implement and deliver plans with the necessary accommodations and interventions
- Collaboratively assess, respond to individual student needs and determine grades

SPECIAL ED. TEACHER
- Assist in creating accommodations and interventions
- Make certain the core curriculum is being delivered according to the IEP
- Collaboratively assess, respond to individual student needs and determine grades
- Provide differentiated instructional strategies and assessments
Collaboration System

- Teachers plan together
- Adapting materials and activities (at risk and gifted)
- Plan inter-disciplinary teaching plans and learning outcomes
- Create high order assessments
- Ask questions for clarity and understanding of student learning targets
See It to Believe It

• Let’s take a look at some of the models in action:
What are accommodations?

- Alterations in the way activities, assignments or assessments are presented

- Do not alter the content or give students an unfair advantage

- A “vehicle” for accessing the content
<table>
<thead>
<tr>
<th>ACCOMODATIONS</th>
<th>MODIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Changes made in the way materials are presented or the way the child demonstrates learning.....changes in setting, timing, and scheduling</td>
<td>*Alters the course content that Will be taught for the child</td>
</tr>
<tr>
<td>**Expectation of reaching the standard set for ALL children</td>
<td>*Complexity significantly altered from that being to the child’s same age and grade level peers</td>
</tr>
</tbody>
</table>
Accommodate PRESENTATIONS

→ Accessing curriculum through alternative modes that are auditory, multisensory, tactile, and visual

• Provide on audiotape
• Provide in large print
• Reduced the number of items per page or per line
• Provide a designated reader
• Present instructions orally
Accommodate RESPONSES

→ Completing assignments, tests or activities in various ways
→ Solving and organizing problems using a type of assistive device.

- Allow for verbal responses
- Allow for answers to be dictated to a scribe
- Allow the use for a tape recorder to capture responses
- Permit responses to be given via computer
Accommodate
Test Design

• MULTIPLE CHOICE
  • List all choices vertically
  • Choices should be one word or short phrase
  • Circling answers as opposed to scantrons
  • Keep the question and all choices on the same page
Accommodate
Test Design

• Fill-In and Completion
  – Difficult due to memory requirements
  – Word banks helpful (on a notecard?)
  – Keep all test items on one page
  – Change in format:
    • What is the capital of Minnesota?
      instead of The capital of Minnesota is ________________.
  • If you must use blanks, make sure space is large enough
Accommodate
Test Design

• MATCHING

• Longer question on left – shorter responses on right
• No more than 5-10 items per section
• Equal number of responses
• Questions and responses per section need to be on the same page
Know Your Disability

- Specific Learning Disability
- Cognitive Disabilities
- Autism
- Other Health Impaired (ADHD)

- We will go to the cafeteria to complete an activity based on the four disability types listed above. Please sit ONLY at the tables that are marked with table tents. Thank you.
Readiness Activity

• Think of an activity/project/event you have done in your classroom that was too difficult to incorporate a SWD. Write this down on the notecard provided. Have one person be the moderator for the group and discuss ways that the child could possibly be included based on some of the ideas you have gotten today.
Instructional Strategies

• See web link on TCESC webpage

• http://www.trumbullesc.org/Intervention Specialists.aspx
The Next Step

• Background information on how students learn and their interests are vital to differentiating for SWDs as well as all kids!
Ohio Teacher Evaluation System Evidence: During instruction the teacher...

- establishes challenging and measurable learning goals
- uses purposeful formative assessments
- uses flexible grouping based on student needs
- uses a variety of strategies and materials
- adjusts pacing
- makes learning accessible and challenging for all students
- promotes independent learning and mastery
LEARNING GOALS

- The learning goal is what students should know, understand, or be able to do as a result of completing a learning activity or assignment.
- Goals may not be perfect, however, they are valuable and measurable.
SUPPORTING LEARNING GOALS

- Activities/Assignments

- Activities
  - Guided learning activity experiences that take place in a classroom setting.

- Assignments
  - Learning experience to be completed independently in class or as a homework opportunity to extend classroom learning.
## Assignment: Handout page 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning Goal</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| Science | Students will be able to identify similarities and differences between various planets in the solar system. | *Students will watch the video on the characteristics of the planets, moons and sun.  
*Take notes and list the characteristics of the planets.  
*Read pp 24-32 and complete the graphic organizer. |
Goal 1: *Creating a line graph to represent data*

This statement is *procedural*. There is a certain amount of declarative information required, but the emphasis is on the creation of a line graph that accurately reflects a set of data.

“The student will be able to do… ie. strategies, skills or processes.”
Goal 2: Describing the events that led to the Cold War

This statement is declarative.

A certain amount of procedural knowledge is required in that students must describe what they know, but the emphasis is clearly on knowledge of the Cold War and not on speaking or describing.

“The student will understand… knowledge or information.”
ASSESSMENT

- **Formative Assessment:**
  
  Formal and informal processes teachers and students use to *gather evidence* for the purpose of *improving learning*.

- **Summative Assessment:**
  
  Assessment information used to provide *evidence of* student achievement for the purpose of making a judgment about *student competence or program effectiveness*. 
CURRENT
FORMATIVE ASSESSMENTS?

Please complete the Brainstorming A-Z activity
ENTRANCE/EXIT SLIPS: WHY?

- Provides teachers with a check for understanding about a topic *before or after* instruction.
- Assists teachers in determining grouping.
- Helps the teacher determine individual academic needs before/after instruction.
- Allow students to express what or how they are thinking about new information.
ENTRANCE/EXIT SLIPS: HOW TO USE THEM

1 or 2 questions that take no longer than 5 minutes to complete.

1. Prompts that check for prior knowledge about an upcoming lesson.

2. Prompts that ask for a point of view or opinion about an upcoming topic.

3. Prompts that ask for a prerequisite skill to be demonstrated.
View video
Please complete question #4 and then choose one of the others to answer
Discussion
# Purposeful Grouping

<table>
<thead>
<tr>
<th>Whole-Class</th>
<th>Flexible Grouping – homogeneous groups</th>
<th>Cooperative Grouping – heterogeneous groups</th>
<th>Individual</th>
</tr>
</thead>
</table>
|• Directions  
• Introductions  
• Wrap-ups | • Skills  
• Practice  
• Extensions  
• Interest  
• Projects | • Discussions  
• Projects | • Preparation for group work  
• Projects  
• Homework  
• Journals  
• Essays |
Flexible grouping is at the heart of differentiated instruction
Flexible Grouping Is. . .

- groups organized according to
  - readiness,
  - interests,
  - learning profile.
- these are not permanent groups.
- used regularly based on assessment data aligned to learning targets.
BLOOM’S REVISED TAXONOMY

- **Creating**
  - Generating new ideas, products, or ways of viewing things
  - Designing, constructing, planning, producing, inventing.

- **Evaluating**
  - Justifying a decision or course of action
  - Checking, hypothesising, critiquing, experimenting, judging

- **Analysing**
  - Breaking information into parts to explore understandings and relationships
  - Comparing, organising, deconstructing, interrogating, finding

- **Applying**
  - Using information in another familiar situation
  - Implementing, carrying out, using, executing

- **Understanding**
  - Explaining ideas or concepts
  - Interpreting, summarising, paraphrasing, classifying, explaining

- **Remembering**
  - Recalling information
  - Recognising, listing, describing, retrieving, naming, finding

Higher-order thinking