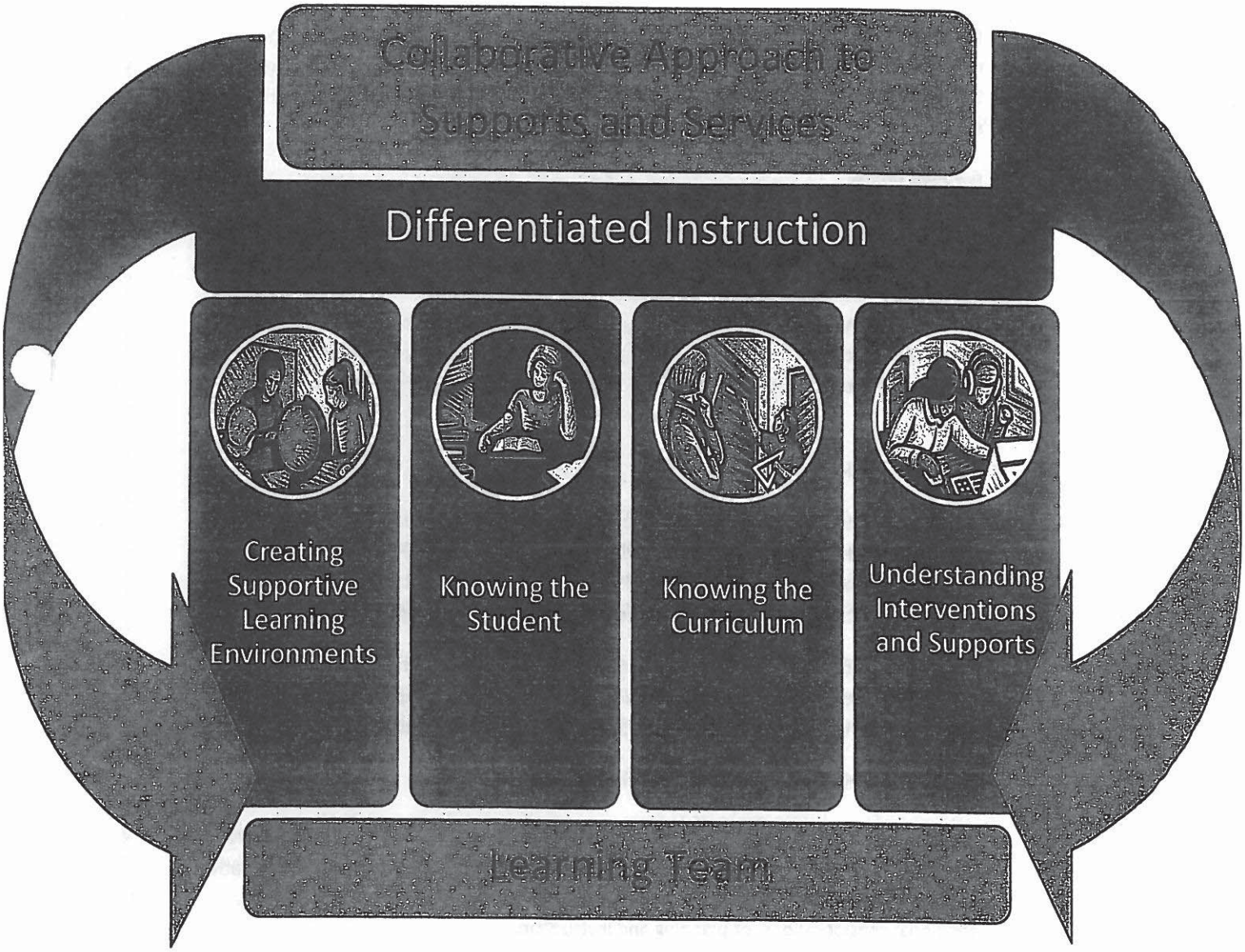
Inclusive Education Planning Tool For Classroom Teachers Grades 1–9

CONCEPT



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Sample scenario of how a teacher might use this tool

Ms. Anyteacher teaches a grade four class with 23 students. This is her third year teaching and although she is looking forward to this year's group of diverse students, she has limited experience and confidence planning for students who are working below grade-level expectations. From talking with last year's teachers, she knows that there will be at least three students working two or more grade-levels below expectations in Language Arts and Mathematics. Two of these students have been diagnosed with learning disabilities and the third student has a moderate cognitive disability.

Ms. Anyteacher wants to ensure her instructional planning for the year addresses the diverse needs of all students in her classroom. To help her do this, she decides to use the Inclusive Education Planning tool as a starting point for gathering information about her students.

Personal Profile

In the first week of school she conducts five minute interviews with each of her students to gather information about their strengths, interests and feelings about learning. She also uses a short questionnaire to gather parent perspectives regarding how their children learn. She then considers all of this information when selecting novels and other literature and designing projects and assignments throughout the year. She also considers the information on student strengths to plan differentiated learning activities and form cooperative learning groups.

Academic Profile

In the first two weeks of school Ms. Anyteacher has each student read a grade-level reading passage aloud and answer related comprehension questions. Eighteen of the students appear to be reading at grade level. She then administers an informal reading inventory with the other five students, to get a better understanding of their strengths and needs.

As part of a school-wide writing plan, all students complete a monthly writing sample that teachers collaboratively score on a school-developed rubric. The September writing sample indicates that at least six students in the class are writing below grade-level expectations.

Parental Concerns, Medical Conditions and Disabilities

Ms. Anyteacher completes this section of the planner for the five students who are working below grade-level expectations. She gathers this information from the students' cumulative files and through more in-depth parent interviews. She uses this information to identify additional considerations for planning and instruction.

Specialized Assessment Reports

The cumulative file contains specialized assessment reports for three students. Ms. Anyteacher works with the school's Learning Coach to review any recommendations for programming.

English Language Arts

Ms. Anyteacher decides to start with the 18 students working at grade level. As she reviews the five general outcomes she considers the information from each student's academic profile to predict if these students will be able to work to grade-level expectations with basic classroom supports. She notes that three students are currently having difficulties working with others so these students may need interventions for GO 5, Working Together.

Mathematics

Ms.Anyteacher uses information from last year's progress reports to predict if each student will be able to work to grade-level expectations with basic classroom supports in each of the six strands. Six students are working below grade level and she uses the dropdown menu to identify appropriate interventions for each of these students.

Social Inclusion

To determine whether any of her students require interventions in the area of social inclusion, Ms Anyteacher uses a simple observation checklist over a few days. She observes her students' behaviours in different situations and from the checklist data she identifies recess and transitions between activities as a concern for six students. She identifies appropriate supports for each of these students.

Overcoming Barriers

In June of the previous year, Ms Anyteacher participated in transition meetings for three of her current students. At those meetings the Learning Team discussed what kind of things got in the way of learning for these students and shared strategies for overcoming these barriers. Ms. Anyteacher incorporates this information into her classroom instructional planning.

Ms Anyteacher commits to revisiting this plan throughout the school year.

Benefits for Teachers

This tool has the potential to:

- create opportunities for collaboration with students, parents and other members of the Learning Team
- identify and record student strengths and interests, and use this information to enhance instructional planning
- develop and use individual student academic profiles to inform planning and instruction
- consider parental concerns and perspectives on how their children learn and use this information to inform planning and instruction
- consider how specific disabilities and/or medical conditions impact students' learning and use this information to inform planning and instruction
- use specialized assessment data to inform planning and programming
- use outcomes in the grade-level programs of study as a starting point for planning and programming for *all* students in their classroom
- respond to those students that are achieving below grade level and require additional supports and interventions
- select and tailor appropriate interventions to the learning needs of individual students
- evaluate and report the effectiveness of these interventions
- plan parallel activities based on outcomes of the programs of study for that small percentage of students who require this modification
- identify appropriate supports for social inclusion and participation
- identify barriers to learning for individual students and plan for how to overcome these barriers
- identify and understand individual students' varied and ever-changing learning profiles across the curricular areas
- aggregate data to create class profiles that will inform and enhance instructional planning and practice.

Development Plans for 2009-2010:

- Template for grades 1 to 9 English Language Arts, French Language Arts, and Francais,
- Template for Personal and Academic Profiles (reading and writing)
- Template for Supporting Social Inclusion and Overcoming Barriers to Learning