



Department of Education  
Inclusive Practices Guidelines: School Level  
September 2014



This document is intended for use by schools selected for the phase in implementation of inclusive education. The guidelines that follow are just that - guidelines. Although each school will approach them differently, the following beliefs central to inclusive education and necessary for implementation should be included:

- All students can learn.
- Students are the responsibility of all teachers.
- The regular classroom is the expected setting for every student.
- A student is removed from this setting only to the extent required to meet his or her needs.
- Programming is to be offered in the most inclusive environment least restrictive environment respecting the dignity of the student.

(This policy is adapted from and with the permission of Virginia Commonwealth University: Inclusive Practices Manual: How to Plan for and Begin Inclusive Supports. [http://www.vcu.edu/ttac/inclusive\\_practice/](http://www.vcu.edu/ttac/inclusive_practice/))

## GUIDELINES FOR SCHOOLS

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### 1. DEVELOP A SCHOOL-WIDE UNDERSTANDING OF INCLUSIVE EDUCATION AND EVALUATE CURRENT STATUS.

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**(1A) Action:** *Develop a common understanding of inclusive education among all staff.*

**What to do:** Provide professional reading material and other resources regarding the philosophy of inclusive education. Discuss at professional learning circles/ collegial circles, etc. With the support of the Inclusive Education Itinerant at the school district, hold a full day school closeout on the philosophy of inclusive education.

**(1B) Action:** *Complete the pre-assessment survey distributed by the Department of Education as your school enters the new phase of the inclusive education initiative.*

**What to Do:** With the school-based team school development team, determine how the entire staff will gather data regarding existing inclusive cultures, policies and practices in your school. The entire staff will complete the Department of Education survey during a full staff meeting or during their school's first introductory session for Inclusive Education.

**(1C) Action:** *Review with staff the continuum of supports and services. Include the concepts of collaboration, co-teaching (one teach-one observe, one teach-one drift, parallel, alternative, station teaching, team teaching) and pull-out instruction.*

**What to do:** Collaborate with district personnel (e.g., SEOs, inclusive education itinerant) to identify and deliver relevant training.

**Appendix E: Provision of Services in Inclusive Schools/Models of Co-teaching**  
**Appendix B: Inclusive Education Teaching Observation Form**

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### 2. EMBED INCLUSIVE EDUCATION GOALS IN EXISTING SCHOOL PLANS

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**(2A) Action:** *Reflect inclusive education in your current School Development Plan.*

**What to do:** Using the data gathered, determine which areas of growth require further consideration and outline strategies. Working with the SEO assigned to your school and the itinerant for inclusive education, reflect your commitment to inclusive education in your school development plan. Some schools may choose to consolidate the various elements into an Inclusive Education Action Plan (see Appendix A).

**(2B) Action:** *Embed a philosophy of inclusive education into student evaluation processes.*

**What to do:** Revise tools and processes for evaluation of students to reflect the provincial and district initiatives promoting inclusive education practices.

**Appendix A: Inclusive Education Action Plan**

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### 3. COLLABORATE WITH KEY STAKEHOLDERS TO BUILD SUPPORT FOR SCHOOL-WIDE INCLUSIVE EDUCATION

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**(3A) Action:** Consult with key stakeholders (e.g., school, district and department personnel, School Council, families) to discuss the school's plan for inclusive education.

**What to do:** Discuss your plan for inclusive education with district personnel. Garner their support for specific initiatives.

**(3B) Action:** Develop a plan to keep stakeholders (e.g., school, district and department personnel, School Council, families) informed and involved with respect to all inclusive education initiatives.

**What to do:** The plan may include newsletters, brochures, fact sheets, school website, curriculum night, school council meetings and other formal or informal presentations.

#### Appendix C: Sample Parent Information Letter from Principal

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### 4. IDENTIFY AND ADDRESS BARRIERS TO IMPLEMENTING INCLUSIVE PRACTICES

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**(4A) Action:** Identify barriers and develop plans to address them.

**What to do:** During school meetings, discuss any questions, concerns and/or barriers elicited from stakeholders. Brainstorm solutions. Develop a plan of attack specifying required action, who will be involved, individual's roles and timelines.

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### 5. DEVELOP A SCHOOL PROFILE

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**5(A) Action:** Survey and document the profile of your school with regards to programming offered, and the diversity of all students in the school community.

**What to do:** Consider aspects of your school such as second language programming, diversity of learner needs, exceptionalities, IEPs and other factors. This will impact on decisions such as deployment of personnel and whether co-teaching or pullout instruction are optimal choices in light of school resources and student needs.

#### Appendix D: Sample School Profile Template

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## 6. PLAN FOR HOW ALL STUDENTS WILL BE SUPPORTED

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**(6A) Action:** *Use your school profile to consider service delivery options for addressing student strengths and needs.*

**What to do:** *Identify areas where co-teaching might be appropriate to address student need and where pull-out instruction may be required. A student may receive support through combinations of settings (in-class, pull-out instruction etc.) with a variety of personnel. Consider also specific areas to target for teacher collaboration.*

**(6B) Action:** *Use the master timetable to co-ordinate inclusive practices.*

**What to do:** When developing the master timetable, consider the diversity of students and how best to select delivery models to co-ordinate resources in support of inclusionary cultures, policies and practices. The timetable should provide for in-class support, pullout instruction and common planning time for teacher teams.

**(6C) Action:** *Develop heterogeneous class groupings that reflect diversity of abilities, gender, cultural background, etc.*

**What to do:** Class makeup, whether determined by administrators or teachers, should reflect the diversity of learners in that course or grade. There will be opportunities to group by ability, interest, learning style, etc. within the instructional strategies used within a class or grade level, however, the basic class structure should be one of heterogeneity. There should not be a deliberate “streaming” effect used in the construction of a class list.

**(6D) Action:** *Create a class profile reflecting students’ learning styles, interests, needs and readiness.*

**What to do:** Encourage classroom/subject teachers to use a variety of pre-assessment tools, interest inventories, observation, students’ Individual Education Plans (IEPs) etc. to get to know their students.

### **Appendix J: Class Profile Templates**

### **Appendix K: Getting to Know Your Learners (Interest Inventories)**

### **Appendix L: Learning Styles Inventories**

#### **\*\*Appendices**

*K and L contain sample tools. Teachers may use these or other methods with which they are familiar in order to better understand their students in terms of interests, learning styles, multiple intelligences, etc. These inventories would be suitable at the beginning of each school year (or semester if you have a new group of students) or with any new student who enters your class throughout the year.*

**(6E) Action:** *Use class profiles to guide teacher planning.*

**What to do:** The information garnered from class profiles should be used to inform lesson planning, create classroom groupings and to identify opportunities for specific IEP

outcomes to be delivered in the classroom setting. Teachers will collaborate regarding differentiated instruction and assessment strategies for their students.

**(6F) Action:** *For a student with an IEP, ensure that the goals and learning outcomes are implemented, reviewed and updated as required.*

**What to do:** Students should be placed in the regular classroom, where possible, with supports provided as needed. Students can be removed from this environment on the decision of the program planning team. Such pullout instruction will be for specific learning outcomes during defined periods of time with a plan to address material missed. There must be regular review of the student's placement outside of the regular classroom. Teacher teams will routinely review the students' IEPs to become familiar with the goals and outcomes so that these are embedded within classroom activities. Progress notes are updated by the teachers involved as part of ongoing assessment. Any changes to the IEP will require consultation with the program planning team.

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## **7. REVIEW THE REVISED ROLES OF CLASSROOM/SUBJECT AND INSTRUCTIONAL RESOURCE TEACHERS**

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**(7A) Action:** *Review Appendix F regarding the roles of instructional resource and classroom/subject teachers in inclusive schools.*

**What to do:** Provide teachers with the opportunity to discuss their roles.

### **Appendix F: Roles of Instructional Resource and Classroom/Subject Teachers in Inclusive Schools**

**(7B) Action:** *Identify professional learning needs of the staff.*

**What to do:** Determine the professional learning needs of staff members regarding topics such as differentiated instruction, differentiated assessment, program planning process, co-teaching and shared discipline.

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## **8. IMPLEMENT INCLUSIONARY PRACTICES IN THE SCHOOL**

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**(8A) Action:** *Implement inclusionary practices as outlined in school development plan (interest surveys, differentiated instruction, professional learning for teachers, etc.).*

**(8B) Action:** *Conduct orientation activities to inform stakeholders regarding inclusive education (e.g., open house).*

**What to do:** Provide information about inclusive education for all members of the school community and update each year. This should be offered periodically for people new to the school including parents, students, interns, student assistants, support staff and substitute, term, and pre-service teachers.

**(8C) Action:** *Hold regularly scheduled meetings with teachers to share inclusive practices.*

**What to do:** Teachers meet periodically to discuss effective practices and concerns. Share this information with the school-based planning team. Provide opportunities for teachers to share with all colleagues.

**(8D) Action:** *Evaluate instructional practices and the learning environment in classrooms.*

**What to do:** Using mechanisms such as the rating scales below, teachers and administrators will continually evaluate the implementation and effectiveness of new strategies and practices. Use the results to direct further action. Be sure to share successes and collaborate on areas requiring attention.

**Appendix M: Is My Classroom Inclusive?**

**Appendix G: The Co-teaching Rating Scale: Instructional Resource Teacher**

**Appendix H: The Co-teaching Rating Scale: Classroom/Subject Teacher**

**Appendix I: Co-Teaching Rating Scale for Supervisors**

**(9E) Action:** *As experience informs practice, make necessary revisions to the school's plan for inclusive education and continue implementation.*

**What to do:** As concerns or improvements arise from early implementation or further information, some aspects of the school's plan may require further attention. Address any issues and implement changes required to refocus your plan.

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## **9. BUILD THE SCHOOL'S CAPACITY FOR CONTINUED EMPHASIS ON INCLUSIVE EDUCATION**

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**(9A) Action:** *Review and revise school policies, procedures and practices to reflect an inclusive philosophy.*

**What to do:** Staff members will review relevant documents and recommend revisions. Share these revisions with the full staff. Consider also particular school practices regarding regular occurrences such as field trips, school leaving ceremonies, communication procedures, etc.

**Materials to use/adapt:** School Vision Statement, School Development Plan, School Handbook, Student Agendas, etc.

**(9B) Action:** *Continue to foster a supportive school culture with inclusive practices and policies.*

**What to do:** Maintain awareness of the time and leadership required to foster a positive and supportive school culture. Ask teachers to share what they are doing and how it benefits students, teachers, and families. Create a learning community where staff members share best practices for all students.

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## 10. EVALUATE INCLUSIVE PRACTICES

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**(10A) Action:** *Analyze assessment data to make decisions about strengthening inclusive culture, practices and policies.*

**What to do:** Analyze assessment data gathered using surveys such as those found in the Index for Inclusion or the school development process. Share results with all members of the school community. Develop and implement plans to address how areas of inclusive culture, practices and policies might be strengthened.

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## 11. MAINTAIN COMMUNICATION WITH STAKEHOLDERS REGARDING CURRENT STATUS OF INCLUSIVE PRACTICE

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**(11A) Action:** *Keep stakeholders informed and consult with them where appropriate about the provision of inclusive practices.*

**What to do:** Send meeting notes to central office personnel such as SEOs and itinerants for inclusive education; keep parents/guardians informed through newsletters or discussions and invite all stakeholders to attend meetings to share ideas as appropriate.

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## 12. ESTABLISH TIMELINES FOR REVIEW

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**(12A) Action:** *Establish times for periodic review.*

**What to do:** Meet regularly as a team to review and revise the plan as necessary and continue implementation. Examples of things to include are the guidelines document, teacher assignments, scheduling, student groupings, professional learning, and orientation presentations.

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## 13. COMMUNICATE TO OTHERS ABOUT INCLUSIVE EDUCATION IN YOUR SCHOOL

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**(13A) Action:** *Share information about how inclusive education is effectively implemented in your school and its benefits to all members of the community.*

**What to do:** Collect information and create a portfolio to share with visitors. Present at local and provincial conferences. Place information about inclusive education on the school or district website. Share successes at principals' meetings. Contribute to professional literature.



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## Appendix A

### Inclusive Education Action Plan

<b>School Name and #:</b>			
<b>Date:</b>			
<b>What are we hoping to accomplish?</b>			
<b>Goal:</b>			
<b>Objective(s):</b>			
<b>Strategies:</b> How are we going to manage it?			
<b>Strategy # 1</b>			
Actions	Roles/Responsibilities	Schedule	Resources
<b>Indicators of Success:</b> How will we know when we have accomplished it?			
Where our school is now:			
Where we hope to be in June _____:			
<b>Strategy # 2</b>			
Actions	Roles/Responsibilities	Schedule	Resources
<b>Indicators of Success:</b> How will we know when we have accomplished it?			
Where our school is now:			
Where we hope to be in June _____:			

Notes:

## Appendix B

### Inclusive Education Teaching Observation Form

**Classroom observed:** \_\_\_\_\_

**Date of Visit:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

Check if Applicable

<b>Addressing Diversity of Student Learning</b>	✓	<b>Additional Comments</b>
Recognizes individual differences in students		
Uses strategies to promote learning of all students		
Designs and delivers cohesive, well organized lessons based on curriculum outcomes		
Varies presentation style		
Establishes purpose for learning with long term and short term goals		
Demonstrates approaches that accommodate diverse learners		
Consistently demonstrates clear, concise, oral, written, and nonverbal communication appropriate for the student		
<b>Assessing Student Learning</b>	✓	<b>Additional Comments</b>
Monitors student learning during instruction		
Interprets and uses assessments		
Uses formal and informal assessment tools and strategies		
Uses formative and summative assessments		

Incorporates outcomes of IEPs into lesson and unit planning		
Develops lesson based on assessment outcomes		
<b>Engaging and Supporting Students in Learning</b>	✓	<b>Additional Comments</b>
Makes content accessible		
Engages students		
Uses developmentally appropriate teaching practices		
Uses teaching concepts of diversity, including ethic, cultural, linguistic, socio-economic and students diagnosed with exceptionalities		
Uses effective instructional practices for students from diverse cultures, including ESL and ELL students		
Includes use of instructional technologies for students		
<b>Planning Instruction and Designing Learning Experiences</b>	✓	<b>Additional Comments</b>
Actively learns about students		
Attends to high quality of instructional planning		
Understands and uses curricular scope and sequence documents		
<b>Creating and Maintaining Effective Environments for Students Learning</b>	✓	<b>Additional Comments</b>
Establishes a positive, democratic social environment for students		
Establishes rapport with and between students		
Provides a positive physical environment for students		

Uses conflict resolution strategies as needed		
Has high expectations of students		
Has an awareness of cultural differences		
Has an awareness of exceptionalities		
Establishes effective relationships with students and families from diverse cultures		
Manages classroom with respect		
Links the life of the classroom with the community		
Establishes expectations for conduct with classroom management to meet those expectations		
Uses strategies for engaging students in learning		
Uses cooperative learning and other active learning approaches		
<b>Professional Learning</b>	✓	<b>Additional Comments</b>
Works with others to improve student learning		
Actively pursues interest/professional growth opportunities		
Adheres to high standards of professional conduct		
Effectively cooperates with other adults in the school community		
Engages in reflective practice and self-assessment		
Interacts in a positive collegial manner with colleagues, administrators, families, students, and community members		

Adapted from: Student Teaching Observation Form  
[http://www.ausfba.com/education\\_proto/documents/StudentTeachingObservation.pdf](http://www.ausfba.com/education_proto/documents/StudentTeachingObservation.pdf)

## Appendix C

### Sample Draft Letter about Inclusive Education to Parents from the Principal

Date

Dear Families:

As another school year begins, I want to take this opportunity to welcome back those families who were with us last year and to offer a special welcome to those who are joining our school family for the first time. As principal of \_\_\_\_\_, I want you emphasize how important it is that we get to know each other.

In this first newsletter of the year, I want to describe an important aspect of our school life here at \_\_\_\_\_ - inclusive education. At our school, we strive to be inclusive. Our school's mission statement, our district policies, and our provincial policies all reflect our desire to be a school where every child is respected as part of the school community. We believe that every child has to be encouraged to learn and achieve to his or her potential, regardless of ability, disability, ethnic background, socio-economic status, creed, and sexual orientation. We strive to offer an environment where diversity is celebrated and each and every student feels safe, welcome and valued.

Our goal is to provide opportunities for all students to be successful and to enjoy learning. Students love both variety in learning and taking on new challenges. They learn at different paces and they all have preferences about how they like to learn and how they like to demonstrate what they have learned.

During this school year, you will see and hear about teaching strategies our teachers will be using to better meet the needs of all students. Students will be learning in a variety of ways. Sometimes they will be all working together; at other times in small groups, with a partner, or on their own. For group work, they will sometimes choose their own team and what project they want to tackle. Other times, groups and projects will be assigned based on students' prior knowledge, interests and learning styles. All students will be offered challenging learning experiences and be actively involved in their learning.

As an inclusive school, we see parents/guardians as important parts of the school community. We remind you that the interest you show in your child's social life and academic performance has an extremely positive impact upon his or her development. Should you have any questions or concerns about the inclusive practices being implemented, please call me so that we can chat.

I look forward to meeting each of you during our upcoming Curriculum Night on \_\_\_\_\_ where inclusive education will be further discussed.

Sincerely,

Principal's Name

## Appendix D

### Sample School Profile

School name and number:		School population:		Multi-grade: <input type="checkbox"/> Yes <input type="checkbox"/> No		# of administration units:		# of FTE teaching units:					
<b>Specialized Programming</b>													
<input type="checkbox"/> French Immersion <input type="checkbox"/> Intensive Core French <input type="checkbox"/> ESL <input type="checkbox"/> LEARN Program <input type="checkbox"/> CDLI <input type="checkbox"/> Other: (specify) _____													
# of Guidance units:	# of IRT units:	# of students requiring accommodations:	Modified prescribed courses		Alternate courses				Alternate programs				
					Curricular		Non-curricular		Pre-requisite		Non-curricular		
			# of courses	# of students	# of students	# of courses	# of students	# of courses	# of students	# of programs	# of students	# of programs	
# of students at each grade level	K	1	2	3	4	5	6	7	8	9	10	11	12
# of students receiving special education support	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Pervasive Needs: To complete this section, please see guidelines online.</b>													
# of students requiring Alternate Curriculum							# of students whose program consists of more than 75% in alternate programs/courses:						
# of students whose behaviour, related to a diagnosed exceptionality, poses risk for harm							# students with PDD with significant needs related to the disorder						

# Appendix E

## Provision of Services in Inclusive Schools

The belief of inclusive education is that the starting point for any student is the regular classroom and that classes be heterogeneous in nature. Instruction should be offered in the least restrictive, most inclusive environment respecting the dignity of the student. Instructional resource and classroom/subject teachers work in partnership to support students' diverse learning needs in inclusive schools. This partnership can take many different forms depending on students' unique learning needs, available resources, classroom profiles and curriculum expertise/familiarity. These partnerships include collaboration, co-teaching and pull-out instruction.

### 1. Collaboration

**Collaboration** is the process of merging the knowledge, experience and skills of professionals to meet common goals. Although collaboration occurs among all educational partners, for the purpose of this document we will be referring to collaboration between instructional resource teachers and classroom/subject teachers. Collaboration may involve:

- < Problem solving around IEP issues, choice of instructional strategies, interpretation of assessment data to inform instruction, etc.
- < Participation on student support services teams, program planning teams, etc.
- < Participation in professional learning communities.
- < Preparation and/or follow up re: parent/teacher conferences.
- < Sharing resources.
- < Common planning, e.g., grade level or department meetings.

### 2. Co-Teaching

**Co-teaching** is two or more professionals:

- < Working collaboratively in the same physical space.
- < Sharing responsibility for curriculum delivery (either prescribed, modified or alternate), assessment and evaluation. The degree to which this occurs is heavily dependent on the co-teaching model employed.
- < Devoting time for planning, reflection and /or problem solving.
- < Instructing a heterogeneous class.

Although co-teaching can also occur between two classroom/subject teachers or other education professionals, for the purpose of this document we will be referring to co-teaching involving instructional resource teachers and classroom/subject teachers.

Professionals would employ various co-teaching models depending on students' needs, available resources, classroom profiles and curriculum expertise/ familiarity. Movement between models is expected to be fluid; different models may be employed within one class period or throughout a given topic. For example, a class



may start with 10 minutes of alternative teaching and then another model may be better suited to the remainder of the lesson. The topic addressed on the following day may suggest the use of yet another model.

Before beginning any co-teaching endeavour, the teaching pair must reach consensus regarding components of co-teaching such as:

- < interpersonal communication
- < physical arrangement of the classroom
- < familiarity with curriculum
- < curriculum goals and modifications
- < IEP outcomes and Pathway 2 accommodations
- < instructional planning
- < instructional presentation
- < classroom management
- < assessment and evaluation

***N.B. Instructional resource teachers will not be solely responsible for teaching provincially prescribed curriculum.***

Professionals may work together in the regular classroom using the six models of co-teaching as outlined in the following work:

Friend, M. & Cook, L. (2004). Co-Teaching: Principles, Practices, and Pragmatics. New Mexico Public Education Department Quarterly Special Education Meeting Albuquerque, NM, April 29, 2004.

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## **One Teach, One Observe**

### **Description:**

In this model, one person observes while the other teaches. Professionals should decide in advance what types of information are to be gathered during the observation and should agree on a system for gathering the data. Afterward, the two professionals should jointly analyze the information. That is, observation should be a deliberate part of the lesson, not just incidental checks of student activity.

### **Sample Applications:**

- < in new co-teaching situations
- < to investigate particular questions about the student(s)' learning environment
- < to monitor student progress
- < to determine if cooperative groups are functioning effectively
- < to note which students begin/do not begin work promptly
- < to determine the impact of the physical classroom environment on student learning
- < to observe which supports are effective in assisting a student

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## **One Teach, One Drift**

### **Description:**

In this model, one person instructs while the other circulates throughout the room providing assistance to students as needed. If both are familiar with the curriculum content, either teacher may lead instruction.

### **Sample Applications:**

- < when the lesson lends itself to delivery by one teacher
- < when one teacher has particular expertise for the lesson
- < in new co-teaching situations while building a teaching relationship
- < in lessons where students' work needs close monitoring
- < to determine students' comprehension of concepts
- < to ascertain that students are following the guidelines for specific procedures
- < to provide immediate clarification of concepts presented

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## **Parallel Teaching**

### **Description:**

In this model, the class is divided into two heterogeneous groups of approximately the same size. Both teachers plan the lesson(s) jointly and teach the same topic simultaneously. This approach gives each teacher an active – but separate – instructional role in the classroom. Students can be strategically placed in the two groups.

### **Sample Applications**

- < when a lower teacher-student ratio is needed to provide students with smaller group settings for complex topics
- < to foster student participation in discussions
- < for activities such as drill and practice, re-teaching, and test review
- < to allow more students a chance to share their opinions or products
- < to allow students to investigate a topic from different points of view – the class could later debate the topic

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## **Station Teaching (Centres)**

### **Description:**

In this model, teachers divide students and content. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. A third station may be set up for independent work. Rotation through stations can occur during one or several class periods.

### **Sample Applications:**

- < when content is complex but not hierarchical
- < in lessons in which part of planned instruction has already been introduced in order to facilitate independent work
- < when stations will involve different tasks; for example, during language arts

instruction stations may include: comprehension of a recently-read piece of literature, editing of a writing assignment, and an activity related to a skill being taught

- < in social studies, to examine the geography, economy, and culture of a region or country
- < in math, to teach a new process while reviewing applications of other concepts already presented

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## **Alternative Teaching**

### **Description:**

In this model, one teacher works with the larger group while the other works with a smaller group of students. In alternative teaching, the larger group completes the planned lesson while the smaller group either completes an alternative lesson or the same lesson at a different level. This arrangement might take an entire class period or it might be used for just a few minutes at the beginning or end of a lesson. For this approach to be successful, the purpose for the small group and its membership should vary. If both are knowledgeable of the curriculum content, either teacher may lead either group.

### **Sample Applications:**

- < in situations where students' mastery of concepts taught, or about to be taught, varies tremendously
- < to provide required enrichment
- < when some students are working on a modified or alternate curriculum
- < while the larger group completes a practice exercise related to the concepts just taught; the smaller group receives additional direct instruction
- < while the larger group checks homework; the smaller group is pre-taught vocabulary related to the day's lesson
- < while the larger group is working on projects; the smaller group is being assessed

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## **Team Teaching**

### **Description:**

In this model, both teachers are delivering the same instruction at the same time. This is often called "tag team" teaching. This implies that each speaks freely during large-group instruction and moves among all the students in the class. Instruction becomes a conversation, not turn-taking. This co-teaching approach is affected more than any other by individuals' teaching styles. This is the most interpersonally complex co-teaching approach.

### **Sample Applications:**

- < when the students in the class are not extremely diverse in readiness levels for

- that lesson or topic
- < in situations where teachers have considerable experience and a high familiarity with the topic and each other
- < when a goal of instruction is to demonstrate to students some type of interaction such as a role play or formal debate
- < in science, while one teacher explains the experiment, the other demonstrates using the necessary materials
- < in social studies, the teachers debate foreign policy issues
- < in language arts, the teachers act out a scene from a piece of literature
- < as the steps in a math process are taught, one explains while the other does a “think aloud” activity
- < one teacher talks while the other demonstrates note-taking on the board

### **3. Pull-out Instruction**

**Pull-out instruction** refers to implementation of individualized programming which occurs outside of the regular classroom.

Instruction should be offered in the least restrictive, most inclusive environment respecting the dignity of the student. Where it has been determined that outcome(s) designed for an individual student cannot be optimally met in the classroom setting, pull-out services may be required.

For a student to receive instruction in an alternate learning setting (pull-out) the following criteria must be met:

- < It has been demonstrated that the learning cannot occur in the regular classroom.
- < The purpose, timelines, intended outcomes, and evaluation plan for the intervention must be stated.
- < There is a transition plan in place regarding returning the student to the regular classroom.

It is important that both instructional resource and classroom/subject teachers collaborate to determine whether the above criteria are met, and to collaborate on the development and implementation of transition plans.

## Appendix F

### Roles of Instructional Resource and Classroom/Subject Teachers in Inclusive Schools

The table that follows outlines the roles of teachers in inclusive schools; it is intended to guide teachers as they become more engaged in inclusive practices. It is recognized that the roles of instructional resource and classroom/subject teachers are evolving and that different schools are at different places in this evolution.

The level of collaboration and co-teaching in inclusive schools will be impacted by a number of variables such as: students' diverse learning needs, teachers' training and background, physical space, and available resources. It is expected that schools identify areas where co-teaching may be successful and begin there in order to ensure success and continued growth of this approach. Schools are encouraged to embed inclusive practices into the goals and objectives of their school development plans.

Instructional resource teachers are to continue to support students with exceptionalities. Their efforts are directed according to the administration and student support services team's determination of student need. In instances where the instructional resource teacher is working in a classroom with students with exceptionalities, he or she may also support the learning of any other student as opportunities arise.

Although some roles are common to classroom/subject teachers and instructional resource teachers, it is important to acknowledge that both teachers bring areas of expertise from their respective fields which complement each other and enrich the teaching/learning environment.

Instructional Resource Teacher	Classroom/Subject Teacher
Provide information to the classroom/subject teacher regarding exceptionalities and the program planning process.	Provide information to the instructional resource teacher regarding curricula.
Conference with classroom/subject teacher regarding student-specific accommodations, strategies, modifications and alternate programming outcomes.	Conference with instructional resource teacher on curriculum outcomes and instructional and assessment strategies pertinent to individual students.
Make joint decisions regarding appropriate instructional environments for outcomes of alternate programs, courses or curriculum.	
As a member of the program planning team, collaborate in the development and implementation of the Behaviour Management Plan (BMP).	

Instructional Resource Teacher	Classroom/Subject Teacher
Collaborate to identify co-teaching opportunities for the provision of classroom support. Teachers may want to consider things such as: IEP outcomes and accommodations, teachers' familiarity with the curriculum, curriculum goals and modifications, and physical arrangement of the classroom.	
Provide large group, small group and individual instruction to students as required.	
Assist with identification of outcomes requiring modification.	Take the lead in the identification of outcomes requiring modification and the delivery of modified prescribed courses.
Take the lead in the development of alternate programs, courses and curriculum and collaborate with classroom/subject teacher in the delivery of the outcomes.	Collaborate with the instructional resource teacher regarding classroom delivery of selected outcomes of alternate programs, courses and curriculum.
Direct and monitor the student assistant working in the inclusive classroom.	
Take the lead in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum in collaboration with the subject/classroom teacher.	Collaborate with the instructional resource teacher in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum.
May support classroom/subject teacher in the assessment and evaluation of students on prescribed curriculum. The extent to which this will occur may vary depending on the combinations of pull-out instruction, collaboration, or models of co-teaching employed. For example, if two teachers decide to parallel teach a topic in language arts, both may be responsible for assessment and evaluation of the class for that topic.	Take the lead role in assessment and evaluation of students on prescribed curriculum (including modified prescribed). This role may be shared with the instructional resource teacher if highly integrated models of co-teaching are employed for specific topics or units of work. Examples of highly integrated models might include extended use of parallel, team and station teaching.
<p>Coordinate the implementation of assessment/evaluation procedures such as:</p> <ul style="list-style-type: none"> <li>• scheduling of tests</li> <li>• test accommodations</li> <li>• progress monitoring</li> <li>• running records</li> </ul>	

Instructional Resource Teacher	Classroom/Subject Teacher
Any teacher working with a student requiring accommodation(s) is responsible for its implementation.	
As members of the program planning team, collaborate to identify outcomes for instruction required around an accommodation and the personnel responsible for delivery of the instruction.	
Supply original documents related to accommodations and alternate program/course/curriculum to the contact teacher.	Supply the original documents related to accommodations and/or modified prescribed courses to the contact teacher.
Take the lead in the monitoring and documenting of alternate programs, courses, and curriculum.	Take the lead in the monitoring and documenting of modified prescribed courses.
Keep copies of the records of accommodations, modified prescribed, and alternate program/course/curriculum documents for regular revision and updates. These are working documents.	<p>Keep copies of the records of accommodations, and modified prescribed course documents for regular revision and updates. These are working documents.</p> <p>If there are alternate program, course, or curriculum outcomes being delivered in the classroom, the classroom teacher should also have copies of those documents.</p>
Hold parent-teacher meetings with parents of students on alternate programs/courses/curriculum. (This could be covered through joint meetings as noted above.)	<p>Hold parent-teacher meetings for all students in class. (This could be covered through joint meetings as noted above.)</p> <p>For students whose program primarily occurs in a pull-out instructional setting, teachers will collaborate to decide on the information to be shared and the format of parent-teacher meetings.</p>

## Appendix G

### The Co-teaching Rating Scale: Instructional Resource Teacher

<i>Respond to each question below by circling the number that best describes your viewpoint:</i>			
<b>1: Rarely      2: Sometimes      3: Usually</b>			
1. I can easily read the nonverbal cues of my co-teaching partner.	1	2	3
2. I feel comfortable moving freely about the space in the co-taught classroom.	1	2	3
3. I understand the curriculum standards with respect to the content area in the co-taught classroom.	1	2	3
4. Both teachers in the co-taught classroom agree on the goals of the classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. I often present lessons in the co-taught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. I am familiar with the methods and materials with respect to this content area.	1	2	3
12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The "chalk" passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I feel confident in my knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in the IEPs are considered part of the grading for students with special needs.	1	2	3

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## Appendix H

### The Co-teaching Rating Scale: Classroom/Subject Teacher

<i>Respond to each question below by circling the number that best describes your viewpoint:</i>			
1: Rarely	2: Sometimes	3: Usually	
1. I can easily read the nonverbal cues of my co-teaching partner.	1	2	3
2. Both teachers move freely about the space in the co-taught classroom.	1	2	3
3. My co-teacher understands the curriculum standards with respect to the content area in the co-taught classroom.	1	2	3
4. Both teachers in the co-taught classroom agree on the goals of the classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. My co-teaching partner often presents lessons in the co-taught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. The special education teacher is familiar with the methods and materials with respect to this content area.	1	2	3
12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The "chalk" passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I am confident of the special education teacher's knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

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## Appendix I

### Co-Teaching Rating Scale for Supervisors

<b>RATING:</b> <b>1=rarely    2=sometimes    3=usually</b>				<b>Comments:</b>
1. Nonverbal communication is observed	1	2	3	
2. Both teachers move freely throughout the space	1	2	3	
3. Teachers appear competent with the curriculum and standards	1	2	3	
4. Teachers agree on the goals of the co-taught classroom	1	2	3	
5. Spontaneous planning occurs throughout the lesson	1	2	3	
6. Both teachers take stage and present during the lesson	1	2	3	
7. Classroom rules and routines have been jointly developed	1	2	3	
8. Many measures are used for grading students	1	2	3	
9. Humor is often used in the classroom	1	2	3	
10. Materials are shared in the classroom	1	2	3	
11. Both teachers appear familiar with the methods and materials with respect to the content area	1	2	3	
12. Modifications of goals for students with special needs are incorporated into the class	1	2	3	
13. Planning for classes appears to be the shared responsibility of both teachers	1	2	3	
14. The "chalk" passes freely	1	2	3	
15. A variety of classroom management techniques is used to enhance learning	1	2	3	
16. Test modifications are commonplace	1	2	3	
17. Communication is open and honest	1	2	3	

18. There is fluid positioning of teachers in the classroom	1	2	3	
19. Both teachers appear to feel confident in the content	1	2	3	
20. Student-centered objectives are incorporated into the classroom curriculum	1	2	3	
21. Time is allocated (or found) for common planning	1	2	3	
22. Students appear to accept and seek out both teachers' help in the learning process	1	2	3	
23. Behavior management is the shared responsibility of both teachers	1	2	3	
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs	1	2	3	

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## Teacher Name:

Grade:

Learning Style	Multiple Intelligence	Overall Classroom Strengths	Overall Classroom Needs	Special Considerations	Interests
Visual Auditory Kinesthetic	<ul style="list-style-type: none"> <li>• Verbal/Linguistic</li> <li>• Logical/Mathematical</li> <li>• Musical/Rhythmic</li> <li>• Visual/Spatial</li> <li>• Bodily/Kinesthetic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>• Naturalist</li> </ul>			<ul style="list-style-type: none"> <li>• Medical/Physical</li> <li>• Language</li> <li>• Learning Needs</li> <li>• Learning Strengths</li> <li>• Social Emotional</li> <li>• Enrichment</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Games</li> <li>• Athletic</li> <li>• Artistic</li> <li>• Plays Guitar</li> <li>• other</li> </ul>

[illegible]

## Classroom Profile (General)

<b>Classroom Strengths</b>		<b>Classroom Needs</b>			
<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;">Name of Teacher (Classroom/Grade)</div>					
<b>Individual Concerns</b>					
<b>Medical</b>		<b>Language</b>	<b>Learning</b>	<b>Social-Emotional</b>	<b>Other</b>
1					
2					
3					
4					

Adapted from Learning in Safe Schools: Creating Classrooms where all Students Belong Faye Brownlie & Judith King. Stenhouse Publishers (2001).

## Appendix K

### Getting to Know Your Learners

#### Secondary Interest-A-Lyzer

This is an informal interest inventory which will serve as a foundation for developing your specific areas of interest throughout the school year. The information you provide is completely confidential. As a result of the survey, we hope to provide you with meaningful educational experiences that will further develop your interests, nurture your talents, and challenge your learning potential.

Read each question carefully and provide as much detailed information as possible so that we may obtain a clear understanding of your interests.

Name: _____	
Grade: _____	Date: _____

Adapted from Secondary Interest-A-Lyzer by:

*Thomas P. Hebert*  
*The University of Alabama*

*Michele F. Sorensen*  
*Farmington, Connecticut Public Schools*

*Joseph S. Renzulli*  
*The University of Connecticut*

1. You are fed up with course offerings at your high school. Your principal has asked you to design the perfect course for people with your same interests. What would the course be called?

---

What would be taught?

---

2. Rather than provide money for a class trip, the school district has decided to give money to each individual student for a trip of his or her choice! Where would you go? List 3 places you would visit and explain what you would do while visiting there.

	Place	What you would do there?
1		
2		
3		

3. You have written your first book which you are ready to submit for publication. What is the title? \_\_\_\_\_

What is the book about?

---

---

---

4. You have been asked to plan a concert for your high school. You have an unlimited budget! List 3 choices of musical performances you would schedule for that evening's program.

	Musical Performances
1	
2	
3	

5. The science teachers at your high school are planning a Speakers' Bureau for their department based on a variety of special topics. They are inviting experts to talk about each of the following topics. Sign up for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices of presentations you would be interested in attending from the topics listed below. (Number them 1 to 3)

- |  |  |
|--|--|
| <input type="checkbox"/> toxic waste                                 | <input type="checkbox"/> nuclear energy issues       |
| <input type="checkbox"/> health issues for teenagers                 | <input type="checkbox"/> green house effect          |
| <input type="checkbox"/> genetic engineering                         | <input type="checkbox"/> environmental issues        |
| <input type="checkbox"/> endangered species                          | <input type="checkbox"/> volcanic erosion            |
| <input type="checkbox"/> weather mapping                             | <input type="checkbox"/> meteorology                 |
| <input type="checkbox"/> forensic medicine                           | <input type="checkbox"/> rain forests                |
| <input type="checkbox"/> robotics                                    | <input type="checkbox"/> astronomy                   |
| <input type="checkbox"/> insecticide applications in our environment | <input type="checkbox"/> ecology                     |
| <input type="checkbox"/> entomology                                  | <input type="checkbox"/> medicine and medical issues |
| <input type="checkbox"/> scientific research and methods             | <input type="checkbox"/> other: _____                |

6. In connection with a Law Day celebration, a conservative and a liberal attorney in your community have been invited to your high school to debate a topic. What are your 3 preferred choices for possible debate topics? Why are they important issues?

	Debate Topics	Why important?
1		
2		
3		

7. You are a photographer and you have one picture left to take on your digital card. What will it be of? \_\_\_\_\_

Why?

---



---



7. Teenagers in your community have been asked to prepare individual time capsules for future generations. You are allowed to include 10 personal possessions that are representative of you. What would you include in your capsule?

	Personal Possessions
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

9. You have the opportunity to work with an editor of your choice on the local newspaper staff. Which department would you work for? Rank order your choices 1 through 3 and feel free to prioritize beyond your third choice.

<input type="checkbox"/> national events	<input type="checkbox"/> household management and improvement
<input type="checkbox"/> culinary arts and nutrition	<input type="checkbox"/> movie reviews
<input type="checkbox"/> political cartoons	<input type="checkbox"/> crossword puzzles
<input type="checkbox"/> local history	<input type="checkbox"/> horoscopes
<input type="checkbox"/> stock market advice	<input type="checkbox"/> music
<input type="checkbox"/> fashions	<input type="checkbox"/> consumer reports
<input type="checkbox"/> personal advice	<input type="checkbox"/> business
<input type="checkbox"/> humour and cartoons	<input type="checkbox"/> editorials
<input type="checkbox"/> celebrity column	<input type="checkbox"/> math puzzles
<input type="checkbox"/> children's page	<input type="checkbox"/> book reviews
<input type="checkbox"/> travel	<input type="checkbox"/> sports
<input type="checkbox"/> economics	<input type="checkbox"/> political commentary
<input type="checkbox"/> local events	<input type="checkbox"/> Other: _____
<input type="checkbox"/> legal issues	
<input type="checkbox"/> international events	

10. You have had a dream in which you have been transported back in time and have become an active participant in that historical time period. To which period has this dream taken you?

---

Who did you meet while you were there? \_\_\_\_\_

---

---

11. If you could conduct an interview with a woman you admire, past or present, who would it be?

---

What 3 questions would you ask her?

	Questions
1	
2	
3	

12. If you could conduct an interview with a man you admire, past or present, who would it be?

---

What 3 questions would you ask him?

	Questions
1	
2	
3	

13. If you could be an exchange student in any other country for half a school year, in what country would you like to be as a student?

---

Why? \_\_\_\_\_

---

---

14. You have the opportunity to learn foreign languages from native speakers. What 3 foreign languages would you want to learn? Why?

	Language	Why?
1		
2		
3		

15. An after school group has been planned to meet and discuss important issues facing young people. Select the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices of seminars you would be interested in attending.

<input type="checkbox"/> contemporary moral issues	<input type="checkbox"/> peer relationships
<input type="checkbox"/> national security	<input type="checkbox"/> world peace
<input type="checkbox"/> career opportunities & choices	<input type="checkbox"/> family structure
<input type="checkbox"/> gender issues	<input type="checkbox"/> issues in ethnicity
<input type="checkbox"/> death and dying	<input type="checkbox"/> other: _____

16. The school district is sponsoring a school-wide Olympiad. Any and all physical related activities will be featured. If you were to participate, what 3 events would you like to compete in? Specify if your preference for being judged would be based on individual or group performance.

	Event	Individual or Group? (Circle one for each event)
1		Ind.                      Group
2		Ind.                      Group
3		Ind.                      Group

17. Have you ever designed a computer program? Yes No

If you have, describe your program. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you could design a computer program, what would it be?

---

---

---

---

18. A mentorship program is being arranged to allow you to work with a person in the community involved in a profession/occupation which interests you. List 3 occupations that you would like to explore in a mentorship.

	Occupation
1	
2	
3	

19. List the titles and authors of your 3 favourite books. State the type of book (science fiction, poetry, non-fiction, etc.) and briefly explain what it is about.

	Title	Author	Type	Description
1				
2				
3				

20. Do you collect anything? Yes No

If so, briefly describe your collection(s). \_\_\_\_\_

---

---

---

---

What would you collect if you had the time and money? \_\_\_\_\_

---

21. You have been asked to participate in producing the film of your choice. What type of film will this be? Number your top 3 choices.

☐ documentary  
☐ musical  
☐ biographical  
☐ travelogue  
☐ fantasy  
☐ general drama  
☐ mystery  
☐ horror

☐ science fiction  
☐ classic  
☐ foreign  
☐ comedy  
☐ a popular release  
for teenage audiences  
☐ adventure

22. You have been asked to be a member of a social action committee in your town. Your task will be to work with elected officials to work on issues of importance. What 3 issues do you think need to be discussed? Why?

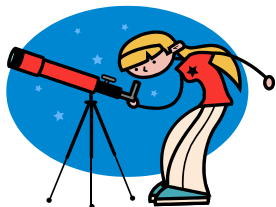
	Issue	Why Important
1		
2		
3		

Respond to the following questions by checking (✓) all of the responses that might apply.

## Would you enjoy...

	Yes, I would do this.	No, I would not do this.	I might be interested in doing this.	I have had experience with this activity.
submitting one of your original writings for publication?				
repairing a car, stereo or household appliance?				
conducting a scientific experiment?				
establishing a school newspaper?				
being a photographer for a magazine?				
starting an astronomer's night-time observation group?				
studying the stock market?				
organizing a new school club or team?				
starting a musical group/band?				
acting in a theatrical production?				
starting your own business?				
creating your own comic strip?				

	Yes, I would do this	No, I would not do this.	I might be interested in doing this.	I have had experience with this activity.
painting or sketching people, objects and landscapes?				
working on a political campaign?				
learning a handicraft such as jewellery making, pottery, or silk screening?				
designing costumes, clothing or furniture?				
designing a building?				
designing your own invention?				
Having your own photo lab?				
visiting a museum or historical site?				
keeping a personal journal or diary?				
organic gardening?				
being involved in a neighbourhood project?				
belonging to a social action group like the sierra club?				
developing & maintaining a computer bulletin board?				
volunteering your time to a charitable organization?				



## Getting to Know Your Learners

### Intermediate Interest Inventory

Name: \_\_\_\_\_

Please complete the following sentences with information about yourself. Only your teacher will read your answers. This is all about you so no answer can be wrong!

1. Outside of school, my favourite activity is \_\_\_\_\_

\_\_\_\_\_

2. The sport I like to watch best is \_\_\_\_\_

3. The sport I like to play best is \_\_\_\_\_

4. After high school I plan to \_\_\_\_\_

\_\_\_\_\_

5. The job I want to be doing as an adult is \_\_\_\_\_

\_\_\_\_\_

6. In school, my favourite subject is \_\_\_\_\_

\_\_\_\_\_

7. The subject in which I get the best grade is \_\_\_\_\_

\_\_\_\_\_

8. I would like to learn more about \_\_\_\_\_

\_\_\_\_\_

9. My main hobby or leisure time activity is \_\_\_\_\_

\_\_\_\_\_





10. For pleasure, I read \_\_\_\_\_

\_\_\_\_\_



11. The best book I have ever read is \_\_\_\_\_

\_\_\_\_\_

12. The book I am reading now is \_\_\_\_\_

\_\_\_\_\_

13. My favourite magazine is \_\_\_\_\_

\_\_\_\_\_

14. The part of the world that interests me most is \_\_\_\_\_

\_\_\_\_\_

15. When I am finished with school, I hope to live in \_\_\_\_\_

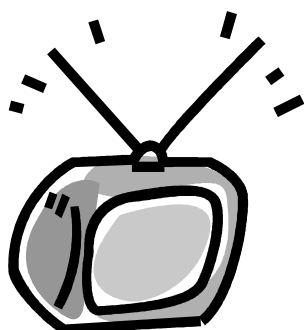
\_\_\_\_\_

16. The kinds of books or stories I like to read are \_\_\_\_\_

\_\_\_\_\_

17. My favourite TV show is \_\_\_\_\_

\_\_\_\_\_



18. What makes me mad is

\_\_\_\_\_

\_\_\_\_\_

## Getting to Know Your Learners Elementary Interest Inventory

Name: \_\_\_\_\_

Directions: Please complete the following sentences with information about yourself. Remember, no answer is a wrong answer on this sheet! Only your teacher will read your answers.

1. What I like most about school is \_\_\_\_\_

\_\_\_\_\_



2. What I like least about school is \_\_\_\_\_

\_\_\_\_\_

3. I wish the teacher would let me choose \_\_\_\_\_

\_\_\_\_\_

4. I am really good at \_\_\_\_\_

\_\_\_\_\_

5. I need some extra help with \_\_\_\_\_

\_\_\_\_\_

6. In the classroom, I wish I could sit \_\_\_\_\_

\_\_\_\_\_

7. In the classroom I behave \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_



8. My favourite book is \_\_\_\_\_

because \_\_\_\_\_

9. Three words to describe myself are \_\_\_\_\_

\_\_\_\_\_

10. I like to participate in the following activities with my friends: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. I like to participate in the following activities by myself: \_\_\_\_\_

\_\_\_\_\_



12. When I watch TV, I usually like to watch

\_\_\_\_\_

\_\_\_\_\_

13. If I were surprised with a gift of \$1,000 cash, I

would use it to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. The one thing I really want my teacher to know about me is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Getting to Know Your Learners Primary Interest Inventory















Name: \_\_\_\_\_

1. In school, the thing I like to do best is \_\_\_\_\_
2. Outside of school, the thing I like to best is \_\_\_\_\_
3. If I had a million dollars, I would \_\_\_\_\_
4. When I grow up I will \_\_\_\_\_
5. I really don't like \_\_\_\_\_
6. My favourite animal is \_\_\_\_\_
7. The best sport is \_\_\_\_\_
8. When nobody is around, I like to \_\_\_\_\_
9. The person I like best is \_\_\_\_\_
10. Next summer, I hope to \_\_\_\_\_
11. I like to collect \_\_\_\_\_
12. My favourite place to be is \_\_\_\_\_
13. The things I like to make are \_\_\_\_\_
14. The best book I ever read was \_\_\_\_\_
15. The best TV show is \_\_\_\_\_
16. What I think is funny is \_\_\_\_\_
17. What I really want my teacher to know about me is \_\_\_\_\_

## Getting to Know Your Learners - Interest Inventory for Young Students

Name: \_\_\_\_\_

Teacher may list the topics in the centre column before distributing. As the teacher reads through the list, each student will colour the face which reflects his or her opinion.

	How do you feel about ...	
		
		
		
		
		
		

## **Appendix L**

### **Learning Styles Inventories**

The following surveys are provided as examples of ways to identify each student's learning and expression preferences.

Knowing your own (or your students') preferred modality for learning and output will allow for the creation of classroom activities and projects which appeal to a variety of learners. This may provide a "hook" for some learners to make meaning of a new concept.

It is important that students be presented with opportunities to experience learning through all intelligences and modalities and not just their preferred learning style. It is important to nurture all facets of the learning process.

If a student has a particular strength in dramatization, that may be an acceptable format with which to demonstrate his or her learning. However, this cannot be the only method ever used by this student. There is still a place for sometimes requiring another type of product such as written, verbal presentation, illustration, etc.

## What's Your Learning Style? By Marcia L. Conner

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer provide insight into how you learn.

When I try to concentrate...	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
When I talk with others ...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
When I relax...	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.

When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
When I spell...	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.
When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
When I teach other people ...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Totals	Visual: _____	Auditory: _____	Tactile/Kinesthetic: _____

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: \_\_\_\_\_

Your secondary learning style: \_\_\_\_\_

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.



If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

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View this assessment online at <http://www.agelesslearner.com/assess/learningstyle.html>

**More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).**

A previous version of this assessment was published in *Learn More Now: 10 Simple s to Learning Better, Smarter, and Faster* (Hoboken, NJ; John Wiley & Sons, March 2004).

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## Learning Styles Inventory for Parents

### How Can I Find Out My Child's Learning Style?

To discover your child's learning style, you may observe what your child likes and enjoys doing most while he/she is playing, interacting or learning. One thing will become quite obvious – certain kids like to learn things in a certain way while others are more comfortable learning the same thing in another way. The way each individual child prefers to learn, is essentially, that child's learning style. For example, children who love to have stories read to them may differ in their learning style from those who prefer to play with blocks, sing songs, or role-play with other children.

The following is based on Gardner's Multiple Intelligences and will help you to access your child's learning style. Check the statements that apply to your child in each category.

<b>Logical-Mathematical Intelligence</b>	Check ✓ as appropriate
Does your child:	
Enjoy math class?	
Enjoy solving math problems or adding numbers in his/her head?	
Like to work with computers?	
Ask questions about how things work?	
Enjoy strategy games, logic puzzles or brainteasers?	
Like playing chess or checkers?	
Enjoy doing science experiments?	
<b>Linguistic Intelligence</b>	
Does your child:	
Enjoy reading books?	
Like to learn new words and use them when talking or writing?	
Like to tell and listen to stories?	
Have a good memory for people, places, names, and dates?	
Get irritated when someone uses language that is grammatically incorrect?	
Enjoy reading books?	
<b>Spatial intelligence</b>	
Does your child:	
Like to draw pictures or;	
Doodles a lot on notebooks?	
Daydream a lot?	
Read maps, charts, or diagrams more easily than text?	
Find his/her way around a new place without any direction?	
Enjoy taking things apart and then putting them back together?	
Enjoy building three-dimensional objects, (example: LEGO)?	
Like to draw pictures or;	

Doodles a lot on notebooks?	
Daydream a lot?	
<b>Bodily-kinesthetic Intelligence</b>	
Does your child:	
Move around or tap when sitting somewhere for a long time?	
Enjoy activities like swimming, running, riding a bicycle or skating?	
Use body movement and hand gestures when talking to people?	
Like to touch something that is new to him/her?	
Learn to play new sports easily and exercise without getting tired?	
Show different physical sensations while thinking or working?	
Imitate other people's gestures?	
Move around or tap when sitting somewhere for a long time?	
<b>Musical Intelligence</b>	
Does your child:	
Enjoy listening to music?	
Like to sing or hum?	
Get annoyed when music sounds off-key?	
Enjoy playing a musical instrument?	
Easily remember the melodies of songs after listening only once?	
Have a good singing voice?	
<b>Interpersonal Intelligence</b>	
Does your child:	
Have two or more close friends?	
Understand their friends' feelings from their facial expressions, gestures and voice.?	
Care about their friends' feelings?	
Approach others with empathy?	
Help friends to solve their problems?	
Seem to be street smart?	
Take place in school organizations and clubs?	
Seem to be a natural leader?	
Have two or more close friends?	
Understand their friends' feelings from their facial expressions, gestures and voice?	
<b>Intrapersonal Intelligence</b>	
Does your child:	
Like to be alone?	
Need a quiet place to work by himself/herself?	
Accurately expresses how he/she is feeling?	

Have an interest or hobby that he/she does not like to talk about?	
Display a sense of independence or strong will?	
Possess the ability to be aware of his/her strengths and weaknesses?	
Like to be alone?	
Need a quiet place to work by himself/herself?	
Accurately expresses how he/she is feeling?	

### **Does My Child Possess More Than One Learning Style?**

Yes. The theory of multiple intelligence claims that human beings possess at least seven types of mental functioning or intelligence, therefore, every individual has the ability to use every learning style. However, everybody has one or two styles that work better for him or her when they learn.

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## Secondary Multiple Intelligences Inventory

Student: \_\_\_\_\_

Date: \_\_\_\_\_

### **Part I**

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

#### **Section 1**

- \_\_\_\_\_ I enjoy categorizing things by common traits
- \_\_\_\_\_ Ecological issues are important to me
- \_\_\_\_\_ Classification helps me make sense of new data
- \_\_\_\_\_ I enjoy working in a garden
- \_\_\_\_\_ I believe preserving our National Parks is important
- \_\_\_\_\_ Putting things in hierarchies makes sense to me
- \_\_\_\_\_ Animals are important in my life
- \_\_\_\_\_ My home has a recycling system in place
- \_\_\_\_\_ I enjoy studying biology, botany and/or zoology
- \_\_\_\_\_ I pick up on subtle differences in meaning
  
- \_\_\_\_\_ TOTAL for Section 1

#### **Section 2**

- \_\_\_\_\_ I easily pick up on patterns
- \_\_\_\_\_ I focus in on noise and sounds
- \_\_\_\_\_ Moving to a beat is easy for me
- \_\_\_\_\_ I enjoy making music
- \_\_\_\_\_ I respond to the cadence of poetry
- \_\_\_\_\_ I remember things by putting them in a rhyme
- \_\_\_\_\_ Concentration is difficult for me if there is background noise
- \_\_\_\_\_ Listening to sounds in nature can be very relaxing
- \_\_\_\_\_ Musicals are more engaging to me than dramatic plays
- \_\_\_\_\_ Remembering song lyrics is easy for me
  
- \_\_\_\_\_ TOTAL for Section 2

### Section 3

- \_\_\_\_\_ I am known for being neat and orderly
- \_\_\_\_\_ -by- directions are a big help
- \_\_\_\_\_ Problem solving comes easily to me
- \_\_\_\_\_ I get easily frustrated with disorganized people
- \_\_\_\_\_ I can complete calculations quickly in my head
- \_\_\_\_\_ Logic puzzles are fun
- \_\_\_\_\_ I can't begin an assignment until I have all my "ducks in a row"
- \_\_\_\_\_ Structure is a good thing
- \_\_\_\_\_ I enjoy troubleshooting something that isn't working properly
- \_\_\_\_\_ Things have to make sense to me or I am dissatisfied
  
- \_\_\_\_\_ TOTAL for Section 3

### Section 4

- \_\_\_\_\_ It is important to see my role in the "big picture" of things
- \_\_\_\_\_ I enjoy discussing questions about life
- \_\_\_\_\_ Religion is important to me
- \_\_\_\_\_ I enjoy viewing art work
- \_\_\_\_\_ Relaxation and meditation exercises are rewarding to me
- \_\_\_\_\_ I like traveling to visit inspiring places
- \_\_\_\_\_ I enjoy reading philosophers
- \_\_\_\_\_ Learning new things is easier when I see their real world application
- \_\_\_\_\_ I wonder if there are other forms of intelligent life in the universe
- \_\_\_\_\_ It is important for me to feel connected to people, ideas and beliefs
  
- \_\_\_\_\_ TOTAL for Section 4

### Section 5

- \_\_\_\_\_ I learn best interacting with others
- \_\_\_\_\_ I enjoy informal chat and serious discussion
- \_\_\_\_\_ The more the merrier
- \_\_\_\_\_ I often serve as a leader among peers and colleagues
- \_\_\_\_\_ I value relationships more than ideas or accomplishments
- \_\_\_\_\_ Study groups are very productive for me
- \_\_\_\_\_ I am a "team player"
- \_\_\_\_\_ Friends are important to me
- \_\_\_\_\_ I belong to more than three clubs or organizations
- \_\_\_\_\_ I dislike working alone
  
- \_\_\_\_\_ TOTAL for Section 5

## Section 6

- \_\_\_\_\_ I learn by doing
- \_\_\_\_\_ I enjoy making things with my hands
- \_\_\_\_\_ Sports are a part of my life
- \_\_\_\_\_ I use gestures and non-verbal cues when I communicate
- \_\_\_\_\_ Demonstrating is better than explaining
- \_\_\_\_\_ I love to dance
- \_\_\_\_\_ I like working with tools
- \_\_\_\_\_ Inactivity can make me more tired than being very busy
- \_\_\_\_\_ Hands-on activities are fun
- \_\_\_\_\_ I live an active lifestyle
  
- \_\_\_\_\_ TOTAL for Section 6

## Section 7

- \_\_\_\_\_ Foreign languages interest me
- \_\_\_\_\_ I enjoy reading books, magazines and web sites
- \_\_\_\_\_ I keep a journal
- \_\_\_\_\_ Word puzzles like crosswords or jumbles are enjoyable
- \_\_\_\_\_ Taking notes helps me remember and understand
- \_\_\_\_\_ I faithfully contact friends through letters and/or e-mail
- \_\_\_\_\_ It is easy for me to explain my ideas to others
- \_\_\_\_\_ I write for pleasure
- \_\_\_\_\_ Puns, anagrams and spoonerisms are fun
- \_\_\_\_\_ I enjoy public speaking and participating in debates
  
- \_\_\_\_\_ TOTAL for Section 7

## Section 8

- \_\_\_\_\_ My attitude effects how I learn
- \_\_\_\_\_ I like to be involved in causes that help others
- \_\_\_\_\_ I am keenly aware of my moral beliefs
- \_\_\_\_\_ I learn best when I have an emotional attachment to the subject
- \_\_\_\_\_ Fairness is important to me
- \_\_\_\_\_ Social justice issues interest me
- \_\_\_\_\_ Working alone can be just as productive as working in a group
- \_\_\_\_\_ I need to know why I should do something before I agree to do it
- \_\_\_\_\_ When I believe in something I give more effort towards it
- \_\_\_\_\_ I am willing to protest or sign a petition to right a wrong
  
- \_\_\_\_\_ TOTAL for Section 8

## Section 9

- \_\_\_\_\_ Rearranging a room and redecorating are fun for me
- \_\_\_\_\_ I enjoy creating my own works of art
- \_\_\_\_\_ I remember better using graphic organizers
- \_\_\_\_\_ I enjoy all kinds of entertainment media
- \_\_\_\_\_ Charts, graphs and tables help me interpret data
- \_\_\_\_\_ A music video can make me more interested in a song
- \_\_\_\_\_ I can recall things as mental pictures
- \_\_\_\_\_ I am good at reading maps and blueprints
- \_\_\_\_\_ Three dimensional puzzles are fun
- \_\_\_\_\_ I can visualize ideas in my mind
  
- \_\_\_\_\_ TOTAL for Section 9

## **Part II**

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	



### **Part III**

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

### **Part IV**

Key:

- Section 1 – This reflects your Naturalist strength
- Section 2 – This suggests your Musical strength
- Section 3 – This indicates your Logical strength
- Section 4 – This illustrates your Existential strength
- Section 5 – This shows your Interpersonal strength
- Section 6 – This tells your Kinesthetic strength
- Section 7 – This indicates your Verbal strength
- Section 8 – This reflects your Intrapersonal strength
- Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners!

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<http://surfaquarium.com/MI/inventory.htm>

### **PLEASE NOTE:**

**Another learning styles inventory is available online at:**

<http://www.learning-styles-online.com/inventory/Memletics-Learning-Styles-Inventory.pdf>

## **Appendix M**

### **Is My Classroom Inclusive?**

#### **A Reflective Checklist**

- Are my activities varied enough so that all students can participate?
- Am I using various ways for students to assimilate information and demonstrate learning?
- Are there opportunities for students to work alone, in small groups and as a whole class?
- Are my literacy expectations such that my students can meet them with support?
- Am I varying the ways I present material?
- Will my schedule allow me time to interact individually with my students?
- Does my planning involve the instructional resource teacher to help all students accomplish the learning goals?
- Will my students be actively engaged?
- Is there choice in resources, demonstrations of understanding, or complexity and abstractness for the students?

Adapted from:

Learning in Safe Schools: Creating Classrooms Where all Students Belong Faye Brownlie & Judith King. Stenhouse Publishers (2001).