

No Child Left Behind: Inclusive Practices for All

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Session Overview

What Is Inclusion?

Highly Effective Inclusive Practices

Strategies that Foster Learning in Inclusive Environments

Tips for Implementation

Resources

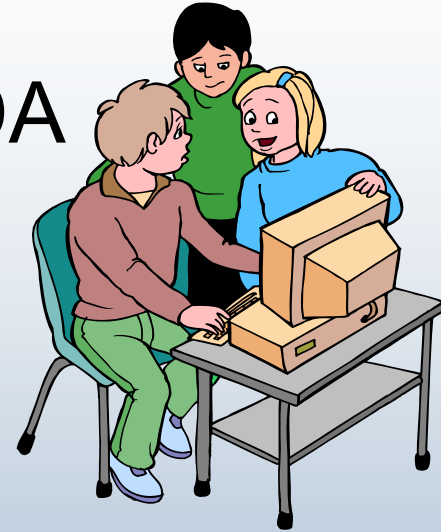
Objectives

Participants will

- Gain an overview of inclusion;
- Be able to implement several strategies that foster inclusion; and
- Identify things to consider when implementing inclusive practices at the classroom, school, and conference/union levels

Why Inclusion?

- All children deserve an SDA education.
- Inclusion provides all students with access to the curriculum.
- I Corinthians 12: Christ supports our role to meet the needs of all our children!



Why Inclusion?

- Reflect on your philosophy about inclusion, on your teaching style, and on your experiences. Are they conducive to supporting inclusion?
- See each child's strength. What can each contribute to your class community?

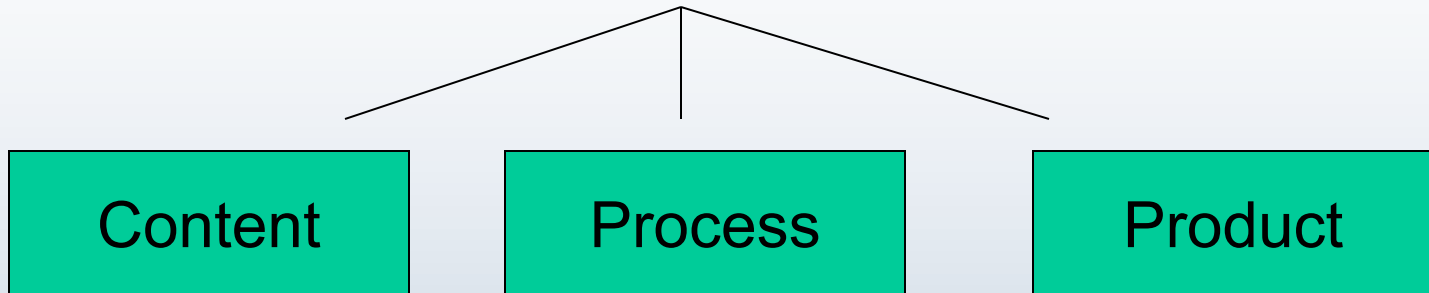
How Can We Make Inclusion Work?

Differentiate!

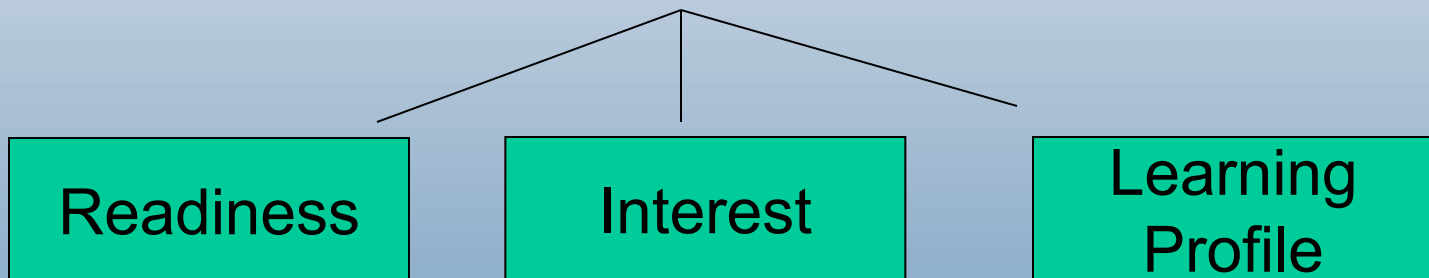
What Is Differentiation?

- A teacher's response to learner needs
- The recognition of students' varying background knowledge and preferences
- Instruction that appeals to students' differences

Teachers Can Differentiate



According to Students'



Comparing Traditional and Differentiated Classrooms

- Consideration of student differences
- Use of assessment
- Use of student interest and learning style

Comparing Traditional and Differentiated Classrooms (continued)

- Instructional format
- Assignment options
- Factors guiding instruction

Discussion Question

What are you already doing to differentiate instruction in your classroom?



Differentiation Strategies

- All strategies are aligned with instructional goals and objectives.
- Specific strategy selection based on
 - Focus of instruction
 - Focus of differentiation

Examples of Differentiation Strategies

- Choice Boards
- Tiered Activities
- Learning Contracts
- Anchor Activities

Diner Menu – Photosynthesis

Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis.



Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



Side Dishes (Select at Least Two)

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis.



THINK-TAC-TOE

Book Report

Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

Tiered Activity – Writing a Persuasive Essay

4th–6th Grade Classroom

	Beginning	Intermediate	Advanced
Outcome/ Objective	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
Instruction/ Activity	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
Assessment	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

Learning Contract #1

Name _____

My question or topic is:



To find out about my question or topic...

I will read:



I will look at and listen to:



I will write:



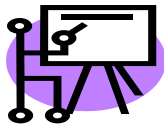
I will draw:



I will need:



Here's how I will share what I know:



I will finish by this date:



Learning Contract #2

To demonstrate what I have learned about _____, I want to

- | | |
|--|--|
| <input type="checkbox"/> Write a report | <input type="checkbox"/> Design a mural |
| <input type="checkbox"/> Put on a demonstration | <input type="checkbox"/> Write a song |
| <input type="checkbox"/> Set up an experiment | <input type="checkbox"/> Make a movie |
| <input type="checkbox"/> Develop a computer presentation | <input type="checkbox"/> Create a graphic organizer or diagram |
| <input type="checkbox"/> Build a model | <input type="checkbox"/> Other _____ |

This will be a good way to demonstrate understanding of this concept because

To do this project, I will need help with

My Action Plan is _____

The criteria/rubric which will be used to assess my final product is _____

My project will be completed by this date _____

Student signature: _____ Date ____/____/____

Teacher signature: _____ Date ____/____/____

Differentiation Activity – Reading

Your task is to take the following instructional objective and identify two differentiation strategies that might be used to teach the objective.

Objective: Students will complete a report on the book *Charlotte's Web*.

Identify the pros and cons of using both strategies in a class of 25 students that includes these 5 students:

Sherry likes to be asked to do things by the teacher. She is interested in fitting in and speaks out often in class. She has a wild imagination and loves to read, but her comprehension skills are below grade level.

Jimmy is hyperactive and likes to dance around the room when class is near the end. He is an audio/visual learner, is a solid reader, and enjoys excelling and being the “best.” He gets very excited to start new books, but they don’t hold his attention for long.

Terrance does not feel a connection to school. He is a very intelligent student, but he “follows.” He seems to do well in every type of activity when he applies himself. He has exhibited strong reading skills, but does not always complete work.

Jack failed reading three times. He is an expert hunter and fisherman and knows more about the outdoors than anyone. He seems to learn best with hands-on activities. His reading and writing skills have only slightly improved over the last 2 years.

Marie is a very quick learner. She seems to get things just by listening. She likes to excel. She is very concerned about rules and right vs. wrong. She is a natural leader. Her reading and writing skills are both above grade level.

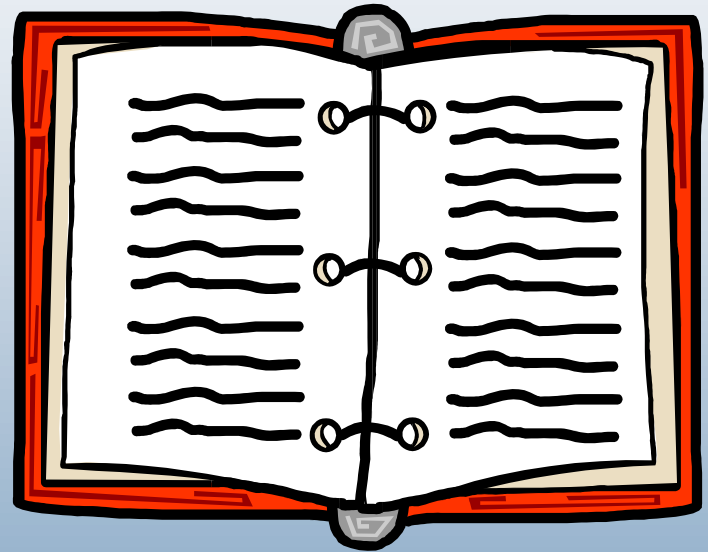
Assessment in the Differentiated Classroom

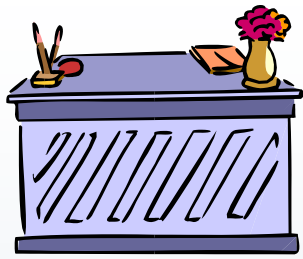
- Ongoing
- Instruction-dependent
- Student-dependent
- Informative for continued instruction



Tips for Implementing Differentiated Instruction: Your Classroom

- Start slowly.
- Organize your classroom space.

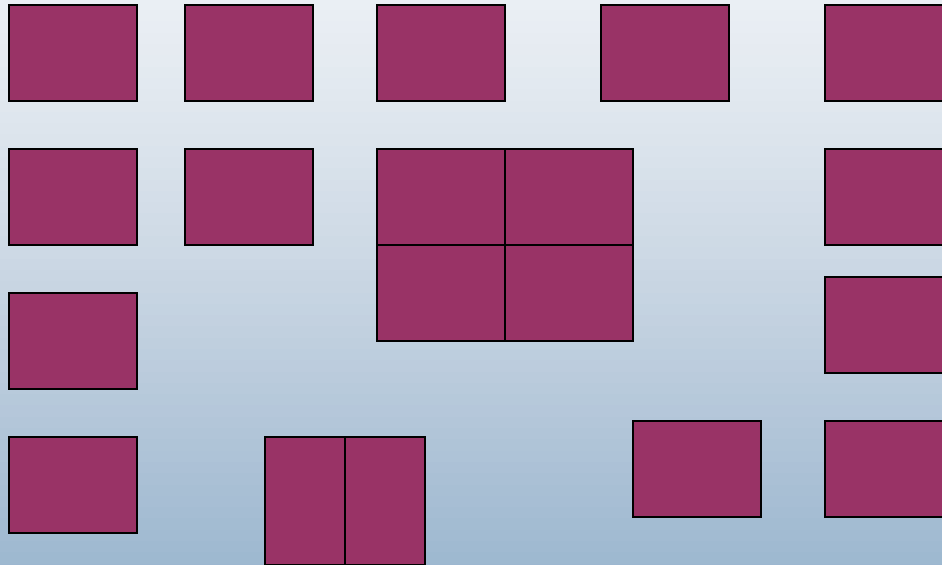




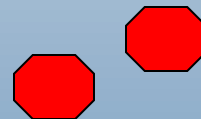
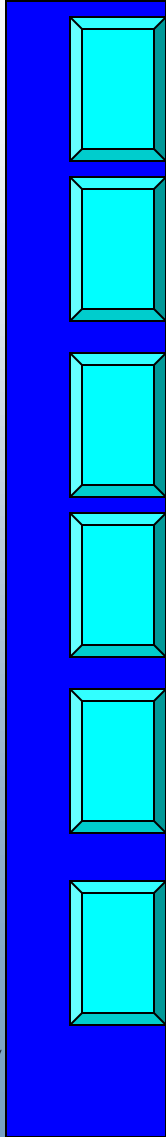
Teacher Station 1



Bookshelf

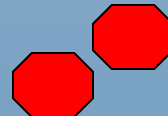


Inboxes



Teacher Station 2

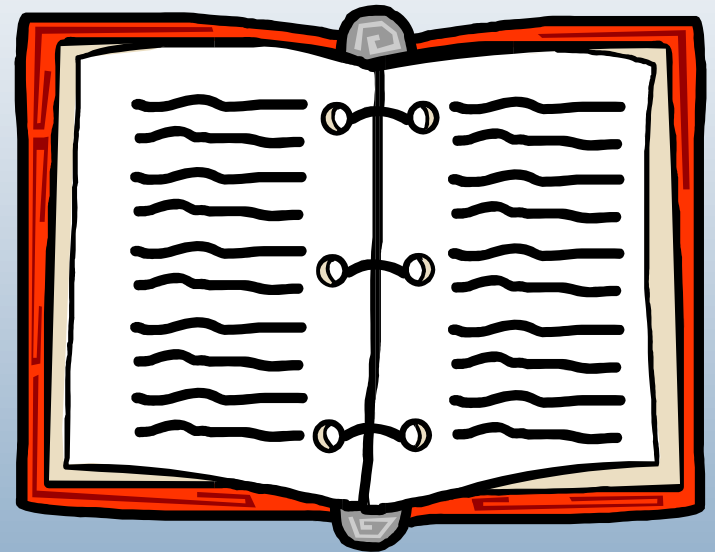
Schedule



Group Assignments

Tips for Implementing Differentiated Instruction: Your Classroom (continued)

- Start student files.
- Start student portfolios.
- Use a clipboard.
- Use technology.



Implementing Inclusion: Your Union, Conference or School

- Start with committed staff.
- Look for existing resources/infrastructure.
- Start with one or two strategies.
- Try it, and be willing to alter and extend.

Implementing Inclusion: Additional Considerations

- Teacher support
- Professional development
- Adequate planning time

Resources

- Davenia Lea, Ph.D.
- dlea@wau.edu
- 301-891-4092

- Assessment:
 - Curriculum-based measurement
www.studentprogress.org

- National Center on Accessing the General Curriculum (NCAC):
www.cast.org/ncac/

- Access Center:
www.k8accesscenter.org