Inclusive teaching practices used in my classroom (including technology) and an example of differentiated assessment

intervention	content	process	product	place
Assistive Technology ➢ talking word processors ➢ specialized keyboards ➢ communication devices ➢ arm and wrist supports ➢ screen magnifiers ➢ environmental controls		★	★	
Visual Impaired ➢ Large print materials ➢ Low vision devices (magnifying glass) ➢ Bright light ➢ Closed circuit television ➢ Portable notetaker ➢ Specialized computer software (screen reader, speech synthesizer)		★	★	
Hearing Impaired ➢ Sign Language ➢ Hearing aids ➢ FM system (microphone worn by the teacher and receiver worn by the student ➢ Position in classroom such that he / she can see the teacher		★	★	
Physical Disabilities ➢ Wide aisles and walkways ➢ Desks adapted for wheelchairs ➢ Handrails in classroom or hallway ➢ Accessible chalkboards and bulletin boards ➢ Safety plans for emergency drills		★	★	
Music, Chants & Poetry ➢ Using music, songs, poetry and chants to teach students ➢ Students can produce these products		★	★	

intervention	content	process	product	place
Compacting the Curriculum ➢ Students demonstrating understanding of the concept can skip the instruction step and apply the concepts to the task of solving a problem.	★			
Acceleration / Deceleration ➢ Permit capable student to accelerate their rate of progress. They can work ahead independently. ➢ Permit slower students the opposite	★			
Graphic Organizers ➢ Venn Diagram ➢ KWL Chart ➢ Compare / Contrast Matrix ➢ Facts Chart i.e. 5W & 1H ➢ Picture the order ➢ Title and story pictures ➢ Cause and Effect ➢ Sequence Chain / Picture the Order ➢ GO Chart ➢ Mind Map / Brainstorm ➢ Beginning, Middle and End ➢ Concept Wheel ➢ Wonder Chart ➢ Vocabulary Web / Word Wall		★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★		
Adjusting Questions	★			
Tiered Assignments			★	
Flexible Groupings				★
Think, Pair, Share		★		
Peer Teaching		★		
Reading Buddies		★		
Students Interest Surveys		★		
Buddy Studies		★		
Learning Contracts		★		
Anchoring Activities		★		
Inquiry based learning		★		
Cooperative Learning		★		
Scaffolding		★		

Differentiated Assessment Example

Portfolio Assessment

Allows all partners I education i.e. teacher, student and parents / guardians to have a tangible collection of work that will accurately reflect a student's progress over a given period of time. As a teacher and a parent, I have noted that my own daughter has always been proud of her portfolio and it has given here an opportunity to walk her mother and I through her work. From a teaching perspective, this allows me during the presentation portion of the portfolio, to observe the students ability to present his or her work and to better understand the family dynamics for him or her.

A Portfolio Assessment WILL:

- Let student demonstrate what he/she has learned.
- Allow for individuality and creativity to be demonstrated
- Demonstrate growth over a specific period of time.
- Give student ownership in the learning process and increase student's responsibility in learning
- Build students self confidence and improves self esteem
- Accurately reflect strength and need areas
- Give them a feeling of success.
- Provide avenues for self-reflection, self-analysis and self-improvement.
- Guide students to deeper levels of thinking through self-evaluations and peer critiques.

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Demonstration of Learning for Module 9
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(Posted on Discussion Board – Answers one question)

Introduction:

Assistive Technology Devices have great applications for children with exceptionalities and can help improve a student's capacity to learn. When we examine *different learning styles* and consider the fact that there are children who are visual and tactile learners, simply using a computer may reach them verses the old standard lecture model that only appeals to the auditory learner. Obviously taking the Universal Design approach is key to student success. Children today are so advanced in their use and understanding of technology that it makes tremendous sense to incorporate this regularly as students may be more interested in learning as a result.

I built a website for a course I took in technology in the classroom and you follow this link you will find specific technology examples and explanations: http://www.angelfire.com/ns/circleofallnations/PED3119.html

Inclusive Teaching practices and learning strategies:

Last year I taught energy to a grade 1 / 2 split class that included some students with exceptionalities. The grade 1's learned about energy in our lives and the 2's about energy from wind and moving water. I also taught mathematics to both a grade 4 and 6 SELC class and both environments required a combination of flexibility and creativity with a generous helping of patience and compassion.

I built a website that I used for teaching the grade 1 / 2 class science which you can review here: http://www.angelfire.com/ns/circleofallnations/PED3119B.html and I also build another website with mathematics links to use for teaching the grade 4's and 6's geometry that you can find here: http://www.angelfire.com/ns/circleofallnations/1SCOTT2.html

Recognizing the different learning styles I wrote the grade 1/ 2 class a song called the E-N-E-R-G-Y song that we used to start every lesson. There was an overhead machine so students could see the lyrics as well as sing them with me. I also did a read aloud for students during each lesson which reached both visual and auditory learners. We had lots of hands on experiments and demonstrations which appealed to my tactile learners and even made some energy crafts to use in some of our scientific explorations. During computer class time I took the students to some of the links I created for energy and we saw a short movie about the Manitoba wind farm and an interactive hydro electric dam.

During the entire process I focused on both assessment for and of learning and ensured that every child had the opportunity to work through examples of material that were identical in instruction and format to what we would work on during the final assessment stage which essentially taught them about test-taking. A full range of assignments were used to address students' varied learning needs, strengths and styles. Feedback was given on an ongoing basis and there were opportunities for working with partners and success for all students. When it came to the final assessment, even my weakest students had huge success.

The grade 4 and 6 math students enjoyed similar success. I always started off with what is perhaps the best online interactive math resource going found here: http://www.learnalberta.ca/content/mesg/html/math6web/math6shell.html?launch=true the Alberta Learning Centre has created animated math videos that are completely interactive that introduce different concepts and move you alone the material. During one lesson entitled NAME THAT TRIANGLE and another lesson I called WHAT'S YOUR ANGLE I had one of those amazing teaching moments. The children were having trouble grasping the concept that the 3 angles in a triangle add up to 180 degrees so I gave them each pipe cleaners (tactile learners) and showed them how a straight angle or line was 180 degrees and then had each of them bend their own pipe cleaner until they made a triangle. You could see the light bulbs going on literally as they connected that this straight angle of 180 degrees had been divided into three angles to make a triangle and as they had 180 degrees to start with the total of the three angles must equal 180 degrees.

My assessment of the math students was both ongoing and in the form of a final assessment but I broke the final assessment down into smaller chunks so it would not be overwhelming and also gave students opportunities to take other tests before hand that had different questions but the identical instruction format, visual layout etc.

Two of my students had visual processing issues so I asked each of them the questions verbally and they were then able to answer with huge success. Some of the students who never get a mark higher than 56% if they are incredibly lucky walked away with 92% and felt very good about themselves to boot.

It is critical to remember that just as students have different learning styles, we have different teaching styles so the challenge for us becomes to hit kids on all different ways they can learn and not simple stay with what is easiest for us.